THOMPSON RIVERS UNIVERSITY

School of Nursing

BScN Handbook
School of Nursing
Policies and Guidelines
2024 - 2025

Welcome Message

Dear Students:

As the Dean of Nursing at Thompson Rivers University it gives me great pleasure to welcome you to the School of Nursing. TRU School of Nursing has a reputation of delivering quality nursing education programs that include the Health Care Assistant, Practical Nursing, Bachelor of Science in Nursing, Master of Nursing, and a Master of Nursing-Nurse Practitioner Program. Our university provides excellent learning opportunities delivered at our Kamloops and Williams Lake campus locations and through flexible learning options that include virtual delivery and education delivered in partnership with communities.

We are excited to welcome you to the TRU School of Nursing program. As your health care journey into a career in Nursing begins, know that you have so much to look forward to. Our faculty and staff will provide you with excellent learning experiences and supports. You will have many diverse learning opportunities in the classroom, simulation labs, and different practice settings. TRU's vision describes the university as community minded with a global conscious, a place of belonging, and a place where all people are empowered to transform themselves their communities, and the world. I am confident that you will find this to be a place where you will discover new friends, develop a community, and explore new opportunities for personal and professional growth. We are grateful to be on the ancestral, traditional, and unceded territory of the Tk'emlúps te Secwépemc within Secwépemc'ulucw and we are committed to strengthen and honour relationships with Indigenous communities.

This is a proud time to be a nurse. You are starting your professional journey at a time when the world is recovering from the impact of a global pandemic and the demand for health care workers is significant. Professionalism, resilience, and self-care are essential aspects of Nursing and are needed now more than ever. SON and TRU offer many supports for students, please take some time to familiarize yourself and most importantly never hesitate to ask for help. Your faculty, chair, SON learning strategist and the dean's office are all available for support.

Our nursing program is campus based with in person classes, labs, and clinical experiences. Being on campus provides for opportunities to become involved with student associations, clubs, and organizations on campus, and in the Kamloops community, where you can enjoy a variety of social, physical, and intellectual activities. Take the time to explore different opportunities and discover your own talents and interests in the process! Your contributions to the School of Nursing, your university, and the community are both enriching and valuable.

Once again welcome. I look forward to seeing you in our new nursing building and on campus.
 Sincerely,

Rani H. Srivastava RN, PhD, FCAN, FTNSS
Dean, School of Nursing

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Vision, Mission, and Values

VISION
Advancing Nursing as Leaders in Health

MISSION
Committed to innovation, collaboration, and responsiveness, TRU SON provides excellence in nursing education, research, and scholarship.

OUR VALUES
- Culture of belonging and inclusion
- Authentic relationships
- Reciprocity
- Learner centered
- Lifelong learning

TRU and SON Policies, Procedures and Guidelines

The student must be aware of policies, procedures, guidelines, and deadlines in effect during their attendance at Thompson Rivers University. This includes TRU, SON, and agency policies.

The section on TRU Academic Policies contains excerpts from key TRU policies. Students are referred to the [TRU Policy Manual](#) for more details regarding all TRU policies. Students are also referred to: [TRU Academic Schedule 2023-2024](#)

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

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

TRU Academic Policies

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

Education and Student Related Policies	Policy #
Academic Accommodations for Students with Disabilities	[BRD 10-0](#)
Academic Achievement Awards	[ED 09-1](#)
Academic Recognition	[ED 03-4](#)
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Alcohol, Cannabis, and Tobacco	[ADM 5-3](#)
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Biosafety and Biosecurity	[ADM 25-0](#)
Cancellation of Classes	[BRD 14-0](#)
Class Scheduling	[BRD 14-1](#)
Confidentiality of Student Information	[ADM 2-2](#)
Convocation	[ED 17-0](#)
Copyright	[ADM 3-0](#)
Course Extensions (for Open Learning courses only)	[ED 3-12](#)
Course Outlines	[ED 8-3](#)
Course and Program Repeaters	[ED 3-3](#)
Course Subject Acronym and Numbering	[ED 3-8](#)
Entrance Scholarships	[ED 9-0](#)

Environmental Policy	[BRD 23-0](#)
Examinations	[ED 03-9](#)
Faculty Office Hours	[ADM 14-1](#)
Firearms and Dangerous Objects	[ADM 30-0](#)
Freedom on Information and Protection of Privacy	[ADM 2-0](#)
Grading Systems	[ED 03-5](#)
Health and Safety	[ADM 5-0](#)
Information Disclosure	[ADM 2-1](#)
Information Security	[BRD 16-1](#)
Integrity in Research and Scholarship	[ED 15-2](#)
International Education	[ED 12-0](#)
Lost and Found	[ADM 16-0](#)
Minors on Campus	[ADM 26-0](#)
Orientation	[ADM 4-6](#)
Prior Learning Assessment and Recognition	[ED 2-0](#)
Records Retention / Destruction	[ADM 2-3](#)
Responsible Use of Information Technology Facilities and Services	[BRD 16-0](#)
Safety and Security Cameras	[ADM 31-0](#)
Satisfactory Academic Progress	[ED 3-2](#)
Sexualized Violence	[BRD 25-0](#)
Special Courses	[ED 2-1](#)
Student Academic Appeals	[ED 4-0](#)
Student Academic Integrity	[ED 05-0](#)
Student Admission	[ED 1-0](#)
Student Attendance	[ED 3-1](#)
Student Off-Campus Safety and Travel Policy	[ADM22-1](#)
Submission of Final Grades	[ED 3-11](#)
Suggested Procedures for Dealing with At-Risk Students	[ADM 17-0](#)
Suspension of Students	[ED 7-0](#)
Transferability of University Credits	[ED 2-4](#)
Visiting Student Status	[ED 1-3](#)
Waitlist	[ED 3-7](#)
Whistleblower	[BRD 18-0](#)
Withdrawals	[ED 03-0](#)

Important TRU Academic Policies:

[Student Academic Integrity Policy ED 5-0](#)

Thompson Rivers University (TRU) students have an obligation to fulfill the responsibilities of their 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 student's responsibility in not participating in the 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 detect acts of academic dishonesty. It is the faculty's responsibility to confront a student when such an act is suspected and to take appropriate action if academic dishonesty, in the opinion of the faculty member, has occurred.

Please refer to the TRU Student Academic Integrity Policy ED 5-0 for detailed information regarding:
- Regulations and Procedures
- Procedure flowchart
- Forms of Academic Dishonesty
    - Cheating
    - Academic Misconduct
    - Fabrication
    - Plagiarism
    - Final Exams - Role of the instructor

Grading Systems Policy ED 3-5

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

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

For more information on the grading system refer to the current
TRU Academic Grading Systems and Procedures

Student Academic Appeals Policy ED 4-0

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

An appeal is an internal hearing to review and resolve matters of concern raised by students.

Students have the right to appeal decisions on grades or application of policies, procedures and regulations, and perceived unethical conduct by TRU staff or other students. Students are referred to the TRU Student Academic Appeals Policy ED 4-0 , the current
TRU Academic Calendar 2024-2025
and the Student Affairs Department for information on the TRU Appeal Procedures.

Student Attendance Policy ED 3-1

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

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

TRU School of Nursing Policies and Guidelines

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

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

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

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

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

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

Consequences - Violation of the policies and guidelines may result in the recommendation of suspension or dismissal from the program to the University President. Violation of the policies and guidelines during a practicum will result in removal of the student from the practice area. If an incident occurs, you must bring it to the attention of the SON immediately. It is your responsibility to know and follow this and all policies of the SON and practice agency policies as well as your duty to report any violation to the SON should you or another student violate this, or any other policy.

Ethical and Professional Behaviour

Thompson Rivers University School of Nursing is committed to protecting the public through our role in preparing and graduating students that meet the expected standard of behaviour of safe, ethical, and competent nursing professionals. Students in the School of Nursing (SON) programs are subject to the ethical, legal, and professional conduct provisions as set out by:

- The Canadian Nurses Association (CNA) Code of Ethics for Registered Nurses
- The British Columbia College of Nurses and Midwives (BCCNM) Professional Standards for Registered Nurses and Nurse Practitioners.
- The BCCNM Practice Standards.
- The BCCNM Scope of Practice for Registered Nurse: Standards, Limits, and the Conditions.
- The Canadian Nursing Student Association Professional Conduct (2020), and
- All relevant Thompson Rivers University policies.

Thompson Rivers University School of Nursing has a duty to ensure students adhere to and meet the ethical and behavioral standards of the Profession as per the CNA Code of Ethics in both the classroom and in clinical practice settings. "Violations of TRU policy will be reviewed and may result in sanctions up to and including suspension by the President" (TRU Policy ED 7-0).

Behaviours that may result in the student's immediate removal from the clinical practice setting and/or classroom and which also may result in failure of the course, or withdrawal from the BScN program include:

1) Any breach of the CNA Code of Ethics, the BCCNM Professional Standards, the BCCNM Practice Standards, and/or,
2) Any engagement in behaviour that impairs the performance of professional responsibilities, and/or,
3) Acquiring a criminal conviction after being accepted to the program (or a criminal conviction which was acquired prior to admission but became known after being admitted to the program) which prevents or jeopardizes a student's ability to obtain registration as a Registered Nurse.
4) Inappropriate use of official and personal social media technologies
   Refer to:
- Canadian Nurses Association. (2017) Code of Ethics and BCCNM Nursing Standards (2020).

A faculty member and/or clinical staff and/or field guides who are of the opinion that students are under the influence of alcohol or drugs will advise the faculty member working with the student. The students will be requested to leave the nursing practice setting immediately and will be referred to the Program Chairperson. Agency property must not be removed from the premises without the permission of the person in charge of the area and must be used in accordance with agency policies and procedures.

Professional Conduct (Classroom and Practice Setting)

Students are expected to recognize their own limitations and to take responsibility for ensuring their continued competency and learning as it relates to nursing practice competency, ethics and safety of nursing practice. Students are expected to always demonstrate professional conduct in any instructional settings. Instructional settings include classroom, laboratory, community settings and clinical areas. This includes, but is not limited to, practising in accordance with relevant legislation to BCCNM Practice Standards (2024) and Canadian Nurses Association Code of Ethics for Registered Nurses (2017).

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

1. Failure to respect the rights of other students, faculty, and guest speakers to express their viewpoints by behaviours, such as repeatedly interrupting others while they speak, using profanity and/or disrespectful names or labels for others, ridiculing others for their viewpoints, and any behaviours that demean or threaten the safety and well-being of others.

2. Excessive talking to other students or lack of attention while the faculty member or other students are presenting information or expressing their viewpoints, and

3. The misuse of electronic devices (i.e., not for classroom purposes).

It is the student's responsibility to meet all professional and educational expectations. Students who behave in a manner that disrupts educational activities and/or fails to abide by Professional Conduct noted above may be:

- Directed to leave the classroom or instructional setting immediately.

- Directed to meet with the SON Chairperson; and/or,

- Referred to TRU Office of Student Affairs and the and contribute to a behavioral/learning contract outlining their responsibility for behavioral change. The aforementioned will align with the Canadian Nurses Association Code of Ethics for Registered Nurses (2017), the British Columbia College of Nursing Professionals (BCCNM) Professional Standards for Registered Nurses and Nurse Practitioners, BCCNM Practice Standards, and the BCCNM Scope of Practice for Registered Nurse, Standards, Limits.

- Referred to the Professional Suitability Policy for the process for a review.

Responsible Use of Technology and Social-Media Policy

This document serves as the official policy for the responsible use of technology and social media for all programs within the School of Nursing at TRU. Refer to the following TRU Policies:

- [Respectful Workplace and Harassment Prevention Policy](#) (BRD-17)

- [Responsible Use of Information Technology](#) (BRD 16-0)

- [Sexualized Violence Policy](#)(BRD 25-0)

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

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

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

Social media behaviors of students in the SON must be always consistent with the following:

- BCCNM [Social Media Considerations](#)
- [International Nurse Regulator Collaborative](#) Social Media Use
- [CNA Code of Ethics](#)
- [TRU Policy](#)

Although many of these documents are all RN related, they apply to all students in the SON. All SON students must represent TRU, the SON, and the nursing/health care professions in a professional and respectful manner online. Be aware that there are no private sites, comments can be forwarded, copied, and printed, and systems can save information even if you delete a post.

Artificial Intelligence (AI)

Statements of Expectations for the use of AI are to be clearly established between instructors and students. These statements will vary depending on the needs of the course and learning outcomes. Statements of Expectation will outline attribution and documentation requirements for course work and assignments and be explicit about the ways students can or cannot use GPT-4 or other Generative AI systems in the context of the course. It is also the expectation that faculty will disclose if they have utilized AI in the creation and delivery of the course.

Simulation Based Learning

https://www.tru.ca/nursing/simulation-centre.html Healthcare simulation refers to the use of various techniques, technologies, and methodologies to replicate real-world healthcare scenarios for educational and training purposes. It involves creating simulated environments, often using advanced equipment and actors trained to portray patients or healthcare providers, to mimic clinical situations that healthcare professionals may encounter.

The TRU School of Nursing Simulation Based Learning Center (SBLC) is dedicated to delivering high-quality simulation-based education experiences. We believe simulation plays a crucial role in helping learners safely develop the essential skills needed in their profession. Our commitment is to be at the forefront of simulation-based healthcare education. Our faculty employs various techniques to cultivate essential skills including critical thinking, psychomotor coordination, communication, and resource management. These skills are pivotal for a student's future role in clinical settings.

Our simulation scenarios are meticulously crafted by the faculty to provide a safe environment where students can learn and collaborate with peers and other professions.

We take pride in offering a state-of-the-art simulation center supported by a team of dedicated staff and faculty committed to student success.

All faculty, staff, and students who facilitate or support simulation-based activities at the TRU SON simulation center will adhere to the Society for Simulation in Healthcare's Healthcare Simulationist Code of Ethics. Furthermore, all faculty involved in facilitating simulations (scenario based and virtual) are dedicated to achieving excellence and striving for the best possible experience for our students. This includes a commitment to annual self-assessment, peer feedback and professional development.

As part of our International Nursing Association for Clinical Simulation and Learning (INACSL) Healthcare Simulation Standards Endorsement[TM] at the SBLC all School of Nursing current and future simulations occurring in the simulation center will adhere to the 4 core Healthcare Simulation Standards - (Prebriefing: Preparation & Briefing, Facilitation, Debriefing, Professional Integrity). This will be accomplished through review of the simulation(s), regular check ins, and annual review with facilitators and the simulation team (simulation educator and / or simulation support). The SBLC team is

dedicated to supporting faculty in their journey to becoming proficient simulationists, providing assistance at all levels of simulation and for simulationists at any stage.

To ensure effective use of simulation resources, adherence to these guidelines is crucial for simulations and simulationists seeking resource allocation from the TRU Simulation Based Learning Center.

NPH Room Bookings

MEETING/EVENT ROOMS (Managed by the Dean's office):

Rooms 160, 314 and 378 may be booked by faculty and staff through the Dean's office. The community room (160) will continue to be used for flu clinics and other community partnership purposes, but at this point, is not being regularly used as an instructional simulation room for current programs. Rooms 314 and 378 are meeting/event rooms. They should not be used as classrooms.

PLEASE NOTE: Room 266 is the Dean's meeting room and thus often needed on short notice. It is not available for prebooking but can be used if not in use – please check with the Dean's office.

STUDENT USE (Managed by the Program Advisors):

The SON understands the importance of providing study space for students and would like to have rooms available for student use when they are not otherwise in use. We have created some guidelines we hope will maximize room usage for students:

Rooms 110, 112, 148 and 150 on the 1st floor and rooms 372 and 376 on the 3rd floor will be available for student bookings when they are not in use. There are no rooms on the 2nd floor available for student bookings.

a. Students are being asked to contact their program advisors to arrange a booking. They can email nursing@tru.ca, or drop in to the Program Support office area (242) to make arrangements. We have asked that students DO NOT ask faculty or Simulation Technicians to open rooms for them. Please direct them as above.

b. Bookings may be made in one-hour increments and may not exceed 3 consecutive hours.

c. Students are responsible for the condition of the room, each other's well-being and clean up prior to leaving

d. If you leave the room, please do not prop the door open as it may be closed if it appears empty. **Please ensure the door is closed and upon your departure.**

e. There is to be no food or drink in the rooms – please use the student lounge in the atrium for eating and drinking.

PLEASE NOTE: Student bookings may be cancelled for purposes of newly scheduled labs, sims, events, exams such as OSCEs, etc. We will do our best to limit disruptions

and provide notification, but we must ensure this space is available for its intended purpose when required.

FACUTLY BOOKED ROOMS FOR LABS/SIMS/SEMINARS (Managed by the Simulation department):
All other lab, simulation and breakout rooms not discussed above are available for faculty booking through the simulation department. Their use is being kept for class breakouts, debriefing, seminars, etc.   They are booked through the simulation department in conjunction with your course(s).

 1)   Please contact simulationteam@tru.ca for bookings.

Electronic Mail

Students will be issued a TRU email account. Electronic communication between faculty and students will occur through the TRU email account. Students are expected to check their TRU account on a regular basis. In preparation for entrance into a profession, students are strongly encouraged to ensure that all email correspondence is respectful, courteous, and timely. If students are experiencing issues with their TRU account, they need to contact the IT department immediately to resolve the issue. ***It is the expectation that students create an electronic signature for all emails that includes full name, student number, and program year.***

Student Records

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

Evaluation Requirements

Conduct During Examinations

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

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

The School of Nursing has developed the following guidelines to maintain academic integrity during examinations.
- The SON follows the TRU Exam Policy: Education Policy ED 03-9
- Students **MUST NOT** make arrangements to be away from TRU until the examination schedule is finalized.

- You may not disclose or discuss with anyone, including faculty, information about the items or answers seen in your examination (this includes posting or discussing questions on the Internet and/or any social media platform)
- Personal items are **not allowed** at the desk during the examination, include but are not limited to:
  - Any electronic devices – cell, mobile, smart phones, tablets, smart watches, MP3 players, fitness bands, jump drives, cameras, PDA, etc.
  - Calculators
  - Bags/purses/wallets
  - Books/study materials
  - Medical aides/devices
  - Coats/hats/scarves/gloves/hoodies
  - Food, drink, gum, or candy
  - Lip balm
  - Watches
  - Sunglasses
- No food or drink at the desk (except with a medical certificate)
- All personal items must be stored where directed by the exam invigilator
- No bathroom breaks unless you have a note from physician or nurse practitioner
- Faculty may provide you with scrap paper. You may not write on the scrap paper until the exam begins.
- Students may bring and wear earplugs
- Students will not be able to enter the room until the invigilator has completed the setup of the room
- Students will display TRU photo ID on desk and sit in assigned seat (if seats are assigned)
- Once seated, students cannot leave their seat until the examination is completed. If you have a question, raise your hand.
- Students cannot open examination booklet until told to do so
- Students cannot leave the room within the first 30 minutes
- A student who arrives late is admitted without question during the first 30 minutes of the examination session. Students who arrive late for an examination are not allowed additional time.
- At the end of the examination, students must hand in all booklets and scrap paper with their name and student ID on it to the invigilator and sign that they have done so
- In the case of a fire alarm sounding, students take examination out of room with them
  - Students are to hold the examination close to their chest and leave building single file
  - Students cannot talk to each other and should move to an area away from other individuals
  - Any student caught talking will be dismissed at that time

Midterm Examination Accommodations

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

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

Final Examination Accommodations

Students who will miss or have missed a final examination due to illness or domestic affliction will be directed to TRU Examination Policy ED 03-9 https://www.tru.ca/__shared/assets/ED_03-09_Examinations43315.pdf. which outlines the steps to be taken for considerations of accommodations.

Note: Final exams will not be rescheduled for vacations or personal situations.

Criteria for Written Papers/Assignments

Format and Style

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

American Psychological Association. (2020). *Publication Manual of the American Psychological Association* **(7th ed.). American Psychological Association.**

See Appendix A for TRU SON Expectations and Guidelines Relating to APA Style for Student Scholarly Papers.

Submission of Papers

Due dates for assignments are set by individual faculty members and requests for extensions must be made to the appropriate faculty member at least 48 hours prior to the due date. If the faculty member has not indicated the time an assignment is due, the default is 1630h on the due date.

For every day or portion of a day a paper is late, 5% will be deducted. A weekend is considered to be 2 days.

Students who require an extension due to domestic affliction or illness **may** be accommodated. Extensions in these extenuating circumstances are at the discretion of the faculty member and should not extend beyond the semester end date unless approved by the chairperson. Please email your faculty member as soon as possible. Students should know that the educator will inform the Chair who will keep track of potential ongoing patterns, to be able to identify students that might be at risk and in need of support beyond a particular course.

When submitting papers, use your student number, unless otherwise directed by the faculty member.

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

School of Nursing Guidelines: Clarifying and Resolving Concerns

Student Concerns Involving Faculty and Courses

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

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

Step 1: the student should express concern directly to the faculty member by face-to-face discussions, letter, or email.

Step 2: if the student perceives that the issue is unresolved or if the student feels unable to approach the faculty, then the student should consult the Chairperson for assistance. The Chairperson:

- will examine the claim and evidence and explore the issue to determine if further action is warranted.
- may explore options with the student(s) about how to proceed and / or advise student(s) of other resources.

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

- Seek further consultation with the Chair
- Consult with the Dean
- Consult with Director of Student Affairs
- Consult with TRU Student Union (Members Advocate)

Feedback Processes

The School of Nursing has several processes designed to capture, evaluate and act on student, faculty, and other stakeholder feedback about the program.

These processes include, but are not limited to:

- Course evaluations by students
- Faculty evaluation of courses
- Chair check-ins
- Dean's liaison meetings
- Student groups (NUS/CNSA)
- Program Completion Questionnaires from graduates
- Graduate Follow-up Questionnaires

- Practice Site Questionnaires
- Semester surveys from the Program Evaluation Committee (faculty and students)

Student Opportunities to Provide Feedback

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

- TRU has implemented processes to evaluate every course, every time it is offered. Student course evaluations are an opportunity for the student to give the faculty member feedback on their experience of learning in the course. Each faculty member receives feedback for each component of the course. This means for some courses you will have more than one evaluation to complete if the course is shared between instructors, or if the course has more than one component. For example, some of your practice courses have a practice, lab theory and lab practice components. Students receive a link to the course evaluation in their myTRU account. During the course evaluation period, usually in the last 2-3 weeks of the course, the faculty member will provide students with the password to access the evaluation. Once the first student opens the evaluation form, the evaluation remains open for 48 hours only. Student feedback is reviewed by the faculty member and the chairperson after all course grades have been submitted. For more information about the course evaluation process visit the Centre for Excellence in Learning Teaching [CELT](#)

- Students should know that the feedback received through the program evaluation committee (PEC) surveys is shared widely with faculty in the programs. After all course grades have been submitted, the PEC semester survey data is themed and reported to the curriculum committee and larger faculty group.

Nursing Practice Guidelines

Gift Giving / Receiving Guidelines

The [BCCNM practice standard Boundaries in the Nurse-Client Relationship](#) provides the School of Nursing with principles that may be applied to the relationships that exist between faculty member and students. The faculty member-student relationship is "based on trust, respect… and it requires the appropriate use of power" (BCCNM Practice Standard Nurse-Client Relationships, 2021). If gifts are exchanged, there is a risk for professional boundary issues and the inappropriate use of power to arise. Therefore, faculty members and students should not give or accept gifts in the student/faculty member relationship. Please consider showing your appreciation in other ways such as a thank you card, verbal thanks or even a nomination or letter of support for an award.

Confidentiality of Client Information

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

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

- Students must use utmost care when collecting and submitting client information for purposes of learning. Students must remove as many personal identifiers as possible to protect client confidentiality.

- Students cannot take photos of charts or client information, nor can they photocopy any part of the patient chart. Saving assignments that contain client information to the hard drive on any public or university computer is a breach of confidentiality.

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

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

- All SON students must represent TRU, the SON, and the nursing profession in a professional and respectful manner. Students must use the of utmost care in

maintaining the confidentiality of current and past clients outside of clinical experiences.

- Students practice professional boundaries by not initiating contact with current or past clients in a public setting outside of the requirements for clinical experiences.

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

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

Confidentiality of Student Information

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

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

- Faculty members need advice about how to best support student learning. Faculty often discuss strategies to both help with monitoring student performance and to promote success in the program.

Please note that when accepting an Employed Student Nurse (ESN) position, you may be asked by the employer to sign a release of information form. This form, when signed, allows the ESN Coordinator to communicate directly with the Nursing program to further support your learning and future development. This position is related but separate from your undergraduate education and thus practice performance information from the ESN is not shared with SON.

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

Requesting Information from Community Agencies

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

1. FIRST research the topic 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 study
   * What specific information you are looking for and what it will be used for
   * Flexible dates and times you are available for a meeting
   * A phone number for the contact person to get back to you

3. Phone the agency and ask who might be able to 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, or email, including all the above information is also an appreciated method of professional contact and may avoid the common problem of telephone tag.

5. **Never miss a scheduled meeting**. Phone and cancel or rebook if possible.

6. Develop a list of questions for the meeting and do not overextend your welcome by taking more time than originally determined.

7. Promptly return any materials that you borrowed.

8. Ways to thank others for contributing to your education:

   • Offer to provide a copy of your assignment
   • Send a thank you card or a small memento with a TRU logo
   • Invite the agency contact person to your class or presentation (if applicable)

Dress Code and Professional Appearance

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

Clothing / Uniforms

- The BScN program has a uniform requirement for students in long term, acute care, simulation, and lab practice.
- Slate gray scrub tops and pants are to be worn by students in long term and acute care practice. They are available for purchase in the TRU Bookstore at a very reasonable cost.
- Uniform pants should be hemmed
- Uniforms must be clean and wrinkle free
- The top of the uniform allows for TRU SON photo identification to be clearly visible and is to be worn at all times.
- **NO** long-sleeved apparel (e.g., shirts, sweaters, lab coat, hoodies) is permitted when providing care
- Students are asked to change in to and out of uniforms at the workplace.
- Uniforms are not to be worn in public

When uniforms are not required, such as in community agencies, mental health practice, or when you are obtaining practice assignments from hospitals/agencies, clothing must be:

- Clean, pressed, and professional in presentation
- Casual business attire is acceptable
- No jeans, yoga pants, leggings/tights, low cut tops, halter tops, cut offs, or backless dresses
- Photo ID is required

Footwear

- As per WorkSafe BC Section 8.22 of the *OHS Regulation*: *"A worker's footwear must be of a design, construction, and material appropriate to the protection required*."
- Appropriate hosiery (stockings, tights, socks, etc.) and footwear must be worn
- Closed toes and closed heels with non-slip soles, impermeable material that can be disinfected is required. Shoes are to be carried to and from the hospital or agency

Hair

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

Jewellery

- Wrist watches & rings (including wedding bands) are not permitted (implicated in the transfer of microorganisms
- Dangling or hooped jewelry (neckwear, earrings, bracelets, watches, rings or similar articles) **must NOT be worn** except for medical alert bracelets
- Facial piercings including ears are to be small studs only, with no bars, rings, plugs, etc.

Tattoos

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

Fingernails

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

Scents

- Perfumes, colognes, after-shave, and other strongly scented personal care products are not permitted in practice or on TRU campus Scents Sensitivities
- Third hand smoke is smoke that is trapped in hair and on clothes; third hand smoke is recognized as containing the same chemicals as second-hand smoke. It is important for students and faculty to recognize the potential dangers of third hand smoke and to reduce exposure to clients, particularly more vulnerable clients such as babies. This includes good hand washing and changing clothes to reduce exposure (as per The Canadian Lung Association).

Reference: AU0800 - DRESS CODE/PERSONAL APPEARANCE (interiorhealth.ca)

Student Identification during Nursing Practice Experiences

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

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

Agency security or relevant employees (e.g., nursing personnel) have the right to refuse TRU Nursing students access to the agency or client confidential documents if the student is not wearing the TRU SON Photo ID. TRU SON student identification is not to be worn or seen outside of practice. i.e. social media

Consent for Student Involvement in Care

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

For example, "**I'm Chris, a 2nd year nursing student at TRU, my instructor is Leigh, and Kerry is the nurse who is assigned to you. You can call on Leigh or Kerry at any time if you like. Both will be looking over my work throughout the day**." Please note that students are not required to use their last names however may do so at their discretion. Please see Practice Education Guidelines for BC – Consent for Student Involvement in Care

Clinical Practice Attendance

Clinical practice is a cornerstone of the TRU BScN program. Clinical practice experiences will occur on varying days, evenings, and times - depending on the sites to be used. TRU SON utilizes both local and out of town practice partners, and students should anticipate attending some experiences outside the Kamloops region. Clinical experiences and hours are intentionally integrated into the program to provide a robust and well-rounded foundation for professional practice. Student engagement in this supported environment provides the foundation of future safe and effective practice.

Attendance and clinical hours are tracked in all practice-based experiences (Lab Theory, Lab Practice, and Clinical Practice) and students are expected to attend all scheduled experiences.

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

Students missing significant amounts of clinical time / hours (e.g., 10%) may meet with the BScN Chair and/or Year Leads at the discretion of the faculty member to discuss the supports the student may need to help them be successful. Significant missed clinical hours may impact the ability to meet course learning outcomes/practice competencies and thereby risk success in the course and may impact future placement opportunities.

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

1. Students scheduled for a nursing practice experience who become ill and are unable to attend are expected to contact the appropriate agency and /or instructor at least one hour prior to the scheduled starting time. Specific instructions will be given by individual faculty member.

2. Missed time may factor into decisions about student progress in the program. All missed time will be critically analyzed on an individual student basis in terms of:
    a. The amount of time missed from the nursing practice, seminars, labs, simulation and classroom
    b. the reason(s) for missed time
    c. whether or not there is a pattern of missed time
    d. the student's level of performance.

3. Missed time in nursing practice, lab, simulation, and seminar is recorded on the student's performance summary.

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

Attendance at a Conference/Educational Event as Practice Time

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

The practice faculty member will base his/her decision on consideration of the following:
- The student's current practice performance
- The potential for missed practice time to threaten the student's ability to successfully complete the practice course/rotation.
- The willingness of the student to share or present their learning from the conference with peers.
- The relationship between the conference and the student's professional activities (e.g., Nursing Undergraduate Society, Canadian Nursing Students' Association, BCCNM, NNPBC, BCNU)
- The number of previous requests and attendance at conferences or similar activities during the nursing program.
- The current year of the program or practice area the student is in.

Transportation and Liability

Travel is a necessary component of the nursing program, particularly in community practicum placements and will be expected for all students.
- Each student must take individual responsibility for decisions regarding his/her own safety when required to travel in inclement weather.
- Students must provide their own transportation to the agencies and client homes involved in nursing practice courses.
- Students may travel with their field guide unless prohibited by agency policy.
- Students are not permitted to drive agency vehicles.
- Students are not permitted to transport clients in their own cars.

For more information refer to the Practice Education Guidelines for BC: Vehicle Ride-Along/Use http://hspcanada.net/docs/PEG/2_6_Vehicle_Ride_Along-Use.pdf

Liability

Thompson Rivers University carries liability insurance which covers students engaged in required nursing practice under the supervision of a faculty member. This coverage **does**

not include vehicles. If students use a car during practicum, any accidents must be handled under the student's insurance policy.

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

Practice Guidelines, Limits, and Conditions

The following guidelines inform the student's practice through the program. The guidelines are in place to support the safety of students and clients. Nursing students are required to familiarize themselves with the necessary policies for each agency they are assigned to during their nursing practicum experiences. Nursing students are required to adhere to the guidelines and polices in this handbook. When policies of an agency and the school are different, the stricter of the two must be followed.

Provincial Practice Education Guidelines and Interior Health Authority Policies

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

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

The Provincial Practice Education Guidelines are available online at https://hspcanada.net/features/#Guidelines   The following sections guide our program requirements and students can review them from the HSP Canada main site.

Pre-Placement
- Placement Process
- Criminal Record Search
- Immunization
- Respiratory protection

- Orientation – On site faculty
- Orientation – Students

On Site: General

- Confidentiality of Receiving Agency and Patient Information
- Identification
- Copyright/ Intellectual Property
- Contract Vendor Placements
- Remuneration/Reimbursement
- Vehicle Ride-Along use
- Strike/Job Action
- Student Practice Issues
- Supervision of Students by Staff

On Site: Safety

- Negative Behavior in the Practice Setting
- Adverse Event Reporting
- Communicable Diseases Outbreak
- Injury and exposure to Blood/Body Fluids

On Site: Direct Care

- Consent for Student Involvement in Care
- Student Scope of Practice
- Documentation by Student

Practice Requirements

Regulation, policies, and guidelines are intended to provide clarity for students in their role as learners in various agencies they are visiting / working during their educational experience. When abided by, they contribute to the safety of students and the people students work with/care for in the process of learning.

Students are responsible for abiding by the regulation, policies and guidelines from various bodies including: the professional regulator (BCCNM), TRU, the School of Nursing, and provincial bodies such as Practice Education Guidelines of BC.

In addition, individual agencies will have policies and guidelines which the student must abide by. When a student is orienting themselves to a new practice area, they need to familiarize themselves with policies and guidelines of that area. When policies of an agency and the school are different, the stricter of the two must be followed.

It is the student's responsibility to complete the SON requirements and upload proof/ documentation/ certificates to the appropriate Moodle site. Specific guidelines will be given to students along with annual reminders.

Workplace Hazardous Material Information System (WHMIS)

All nursing students are required to obtain WHMIS certification, which they will complete prior to entering into semester 1 of the program.

Criminal Record Check

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

Basic Life Support Certification

A current Basic Life Support certification is required for all students upon entrance into the nursing program. Internet and/or online certification are **NOT** permitted.
It is the student's responsibility to maintain re-certification annually and to submit a copy of the certificate to the appropriate Moodle site prior to the expiration of the prior certificate. Students are not permitted into clinical practice if BLS has expired. If students cannot be in practice, they risk their ability to be successful in the course.

Respiratory Mask Fit Testing

All students are required to have **annual** respiratory mask fit testing completed prior to entering the practice area. This is a provincial mandate with the purpose to ensure all persons providing care to clients with known or suspected airborne pathogens have properly fitting masks and know how to use them correctly. Respiratory mask fit testing must be completed just prior to entering semester 1 then annually each year after.

It is the student's responsibility to maintain updated respiratory mask fit testing relevant to the regional healthcare practice site requirements every year and to submit a copy of the certificate to the appropriate Moodle site prior to the expiration of the prior certificate. Students cannot be in practice if their mask fit testing has expired. If students cannot be in practice, they risk not being successful in the course.

Nursing Student Practice Modules

The School of Nursing has compiled several learning modules for students to complete prior to entering practice. These learning modules are determined by the School of Nursing, by Interior Health (IH) and by the province and are updated yearly. Information can be found on the appropriate Moodle site Students complete these prior to the start of each academic year. Information about how to access the modules will be sent to students. Details of which modules to complete are also on the practice course outlines. Modules may include:
- Student Practice Education Core Orientation (SPECO)
- iLearn modules as necessary for specific practice placements
- Review of select SPECO modules throughout the program

Students are to follow the directions about where to submit proof of completion. These directions are on Moodle and on each practice course outline. Students who have not completed the required nursing student practice orientation modules cannot be in practice. If students cannot be in practice, they risk being successful in the course.

Provincial Violence Prevention Curriculum (PVPC)

The Provincial Violence Prevention Curriculum (PVPC) is an annual provincial mandated course for health care workers in practice. Its goal is to provide effective violence prevention (VP) education through knowledge and activities to prevent and protect against workplace violence. It is mandatory for all students in practice settings. This course is facilitated by TRU SON prior to a student's clinical experiences as per individual program requirements and may be offered by TRU independently or through a third party providers. Students must remain current during the course of their program; opportunities to renew PVPC will be communicated to students throughout the semesters.

Immunizations

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

Mandatory as per BC Student Practice Education

- TB Skin test
- COVID 19 vaccination (2 doses)
- Complete the mandatory immunization form (on Moodle)

Strongly Recommended

- Annual vaccination against influenza
- Students follow the Health Authority guidelines for required immunizations.
- 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.
- If students choose not to follow the required immunizations, then they may not be fit for practice at certain agencies.

Students are strongly encouraged to keep a copy of their immunization record with them in practice in the event they are asked for proof. In the event of an influenza outbreak or COVID 19 outbreak, students and faculty members who cannot provide proof of vaccination to the agency may be denied access to the facility.

Students and faculty members who are not immunized are required to abide by the agency policy for non-immunized health care workers. In the event of an influenza/COVID19 outbreak the student may be required to take an antiviral medication. Arrangements for this antiviral medication are to be made on an individual basis between the student and their health care provider.

More information can be found at: [Health Link BC](#)

Blood-borne Communicable Diseases

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

Students should be aware of the BCCNM practice standard Communicable Diseases: Preventing Nurse-to-client Transmission

Safety to Practice

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

In lab theory/practice courses, students must complete the required theory and psychomotor skill practice and pass a quiz with an 80% score prior to performing psychomotor skills in the practice setting.

In practice, all nursing students are advised that it is their ethical and legal responsibility to obtain supervision from their assigned faculty member or designate when carrying out any nursing intervention for which they have not been previously supervised or in which they are not competent. All psychomotor skills must be supervised when performed for the first time in practice setting.

In any new practice setting and/or course, faculty members may require students to demonstrate skills previously performed. A student who at any time throughout the educational experience feels uncertain of his/her ability to practice skills effectively and safely must ask the TRU faculty member for supervision/guidance. If the faculty member is not available, the responsible RN is to be consulted and the situation reported to the TRU faculty member.
Unsafe practice can include things like frequent unusual occurrences / unusual incidents (i.e. medication errors, failure to follow policies and procedures, etc.), inadequate preparation for practice, being under the influence of substances, personal health situations that affect one's ability to practice safely. Students in nursing practice who are deemed to be unsafe in the practice area may:

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

Sources: BCCNM Professional Standards, Practice Standards and RN Scope of Practice

Restricted and Non-Restricted activities, Limits and Conditions

Scope of practice refers to activities that registered nurses are educated and authorized to perform. Within the scope of registered nurse practice there are restricted and non-restricted activities as well as standards, limits and conditions set by BCCNM
BCCNM Scope of Practice for Registered Nurses

Restricted activities are clinical activities that present significant risk of harm to the public. As such they are reserved for specific health professions only. Designation of these activities to certain health professions and the presence of limits and conditions help to

ensure public safety. Limits and conditions can apply to both restricted activities that require an order and to restricted activities that do not require an order.

In relation to restricted activities for 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 faculty member 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 faculty member/preceptor, have some understanding of the implications of restraint use and confirm the agency policy about use of restraints.

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

In the event that a skill opportunity arises that has not been taught TRU SON theory and psychomotor curriculum, but falls within the traditional scope of nursing practice in the student's clinical area, the skill may be performed if the following criteria are met:

- The skill is not taught later (or was missed by the student) in the TRU SON curriculum.
- The skill matches the student's educational level in concurrent risk management and psychomotor skills (i.e., if the skill requires medical asepsis, this principle has been taught already in relation to other skills).
- The student's clinical instructor or preceptor is competent, and comfortable with the skill, AND willing / able to mentor the student through the learning process.
- The skill does not require additional education/certification beyond regular RN competency/scope of practice development/is not a skill for which competency validations are required.
- The student and preceptor access credible sources upon which to base their skill performance principles.

Documentation

- Students are required to document their care according to the practice agency's documentation standards and BCCNM Practice Standards.
- Students are to use **only the** abbreviations approved by the agency they are working in
- For paper-based documentation student signatures will include their Given name (initial), Surname, SN/BSCN, TRU (for example: D. Smith, SN/BScN, TRU). In agencies that require a "Chart Signature Record", the student will 1) print their full given name and surname, 2) indicate SN/BScN and year of study (e.g. SN/BScN - Yr2), 3) provide a sample signature and sample initials, and 4) the date the form was completed.
- For electronic based documentation, students must use their own user ID and access code. For more information refer to the Practice Education Guidelines for BC https://hspcanada.net/docs/pegs/4-4%20Documentation%20by%20Students.pdf and the BCCNM Practice Standard for Documentation

Naloxone Administration

All School of Nursing students are permitted to administer STAT naloxone in <u>community</u> practice settings to clients with suspected opioid overdose. Students must have completed SON approved naloxone administration training and follow practice agency policies and guidelines to administer naloxone.

Of Note:

- ➤ This policy has been designed to address student practice in community settings and is therefore *not applicable to the acute care setting.*
- ➤ SON approved training can be found at: http://www.naloxonetraining.com/training
- ➤ Training takes approximately 15-20 minutes to complete
- ➤ Students in any year of the program wishing to obtain a personal THN kit can present their certificate of completion to the Wellness Centre or a participating pharmacy. These kits *are not* for use in the practice area.

Students in practice settings are to administer naloxone provided by the practice agency *only* and follow all agency policies and protocols.

Faculty Member Responsibilities:
- ➤ Faculty are strongly encouraged to complete the SON approved training and to obtain a kit through a participating pharmacy or the Wellness Center

Be aware of all practice agency policies and protocols related to naloxone administration and communicate this to students

Library/Resources of Practice Agencies

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

Health and Safety Policies

Fire Emergency

In the event of an emergency evacuation/fire alarm on the TRU campus, immediately evacuate the building by the nearest exit immediately and go to the building's emergency assembly area, More information is available at [TRU Fire Emergency Procedures](#)

TRU Respectful Workplace and Harassment Policy – ADM 06-0

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

If students, faculty, or staff believe they are being harassed, contact the TRU Harassment Advisor (250-371-5800 or local 5800).

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

WorkSafe BC

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

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

Injury or Incident during Practice or in the Nursing Resource Centre

A **work-related injury, incident/disease** is one that arises out of and in the course of employment (students in practice courses) or is due to the nature of employment. For a disease, this means that the disease contracted must be caused by the work or the work environment to be covered by *WorkSafeBC.* This includes blood borne pathogen or body fluid 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 / Nurse Practitioner **MUST** report the injury or incident to *WorkSafeBC* and TRU Occupational Health & Safety (OHS) **within 2 business days.**

Steps to Follow if Injured During Practicum or Experience an Incident:

1. **Prioritize the Injury:**
   - Call first aid.
   - Call 9-1-1.

2. **Notify Your Supervisor/Instructor.**

3. **Report the Injury to TRU's Safety Department and Your School of Learning:**
   - Forms and instructions are provided below.

4. **Participate in the Investigation:**
   - Engage in discussions, learning outcomes, and/or action items with your supervisor/instructor.

5. **Faculty Responsibility:**
   - The faculty will inform the BScN Chairperson of the incident as soon as possible.

6. **Complete and Submit Forms:**
   - Ensure timely submission to the specified personnel. Copies of all forms (if available, i.e., not electronic) should be included in the student's file and forwarded to the BScN Chairperson.

Forms to Fill Out if Injured:

7. **WorkSafe BC Form 6A or TRU Employee Report:**
   - Submit to TRU's Safety Department with assistance from the instructor if needed. a) Worker's Report of Injury or Occupational Disease to Employer (Form 6A) b) Incident Reporting and Investigation

8. **SON Unusual Occurrence Report:**
   - Practicum student and instructor to complete to discuss improvement opportunities and corrective actions moving forward.
   - Copy to be sent to osem@tru.ca.

9. **The faculty will inform the BScN Chairperson of the incident as soon as possible.**

10. **Forms need to be completed and submitted** to specific personnel in a timely fashion. See below. Copies of all forms (if available i.e., not electronic) need to be included in the student's file and forwarded to the BScN Chairperson.

Recommendations:

- To prevent double information entry, the SON Unusual Occurrence Report should reference Form 6A. Both forms should be kept in the student's file.

- Note that the Form 6A can be submitted to the practicum placement workplace (e.g., RIH) if requested.

- The SON Unusual Occurrence Report should include a "print name" section for students and TRU instructors.

Blood Body Fluid Exposures (BBFE)

*** A Blood Body Fluid Exposure must be evaluated in the Emergency Department without delay. If there is a high risk of being infected with a blood borne pathogen, treatment must be started within 2 HOURS of exposure***

Definition: An employee or student/faculty with:

- A parenteral exposure (e.g., needle stick or cut) or mucous membrane exposure (e.g., splash to eye or mouth) to blood or other body fluids.

- A cutaneous exposure to blood or body fluids when the exposed skin is broken, cracked, abraded or afflicted with weeping or open dermatitis.

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

1. Seek assistance from fellow staff member if necessary.
2. Apply immediate first aid:
   a. Reduce contamination by washing the wound with soap and water or flushing blood from eyes, mouth, or nose with large amounts of clear water.
   b. If blood gets on the skin but there is no cut / puncture / abrasion, just wash thoroughly with soap and water. This is not considered an exposure and no report or follow-up is necessary.
3. Immediately report the incident to your faculty (or unit manager/preceptor if appropriate) . **Please note: To be most effective this therapy must be started within 2 hours of exposure.**
4. Report to Emergency. *You will need the source client's full name, patient's Personal Health Number (PHN) and birth date if available.*

   In the Emergency Department, the student may have bloodwork drawn and / or be counselled regarding post exposure prophylaxis / anti-retroviral therapy

5. The nurse in charge / case manager will:
   - Complete a source risk assessment (In IH, the form is available on InsideNet)
   - Obtain source consent for blood work (if source is known and / or available)
   - Document the source's consent for bloodwork / completion of bloodwork
   - Forward the risk assessment to the Emergency department where the student is reporting.

Source: Practice Education Guidelines for BC: Injury and Exposure to Blood Body Fluids

Reporting/Recording Unusual Occurrences Involving Client Safety

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

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

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

The Student will:

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

The Nurse Educator will:

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

Students who have personal safety concerns while in practice are encouraged to leave the situation immediately, and to follow up with their preceptor and nurse educator. If leaving the situation could leave a client at increased risk of harm, students should consider alternative supports for the client (i.e. additional caregivers, 911) AFTER they feel they are safe in the situation.

SON Student Activities and Organizations

Nursing Undergraduate Society (NUS)

The NUS is the nursing student government. The NUS executive and class representatives demonstrate leadership and commitment to the organization of activities for the benefit of all nursing students.

The purpose of the NUS is to:

1. Provide a means for effective participation and implementation of nursing student affairs at TRU
2. Provide an official and responsible student organization with the purpose of participating in decisions affecting nursing students at TRU
3. Encourage interaction and communication amongst the various semesters
4. Promote educational and social activities of the nursing student body

The executives of this society are called the Student Board. This Student Board consists of a president, vice-president, treasurer, secretary, representatives from each of the eight semesters, and a representative faculty member. Please see: [Nursing Undergraduate Society: Thompson Rivers University (tru.ca)](tru.ca)

Canadian Nursing Student Association

The Canadian Nursing Students Association (CNSA) is the national voice of Canadian nursing students and is an affiliate member of the Canadian Nurses Association (CNA). CNSA is actively dedicated to the positive promotion of nursing and as a member you have an opportunity to interact with other nursing students on educational, professional, and social levels. All BScN students at TRU are members of the CNSA.

School of Nursing Committees

Student participation is welcomed and encouraged on TRU SON Committees. Students will be notified of vacancies on SON Committees in September and as positions become available.

While most SON committees have opportunities for student membership, committees of note where student involvement is sought and encouraged include:

Curriculum Committee

This is the first-place program/curriculum issues may be considered. It is advisable that students write letters to the committee or request time with the committee to make presentations on issues relevant to curriculum.

Program Evaluation Committee

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

program recognition by BCCNM and for accreditation from the Canadian Association of Schools of Nursing.   BCCNM Program Recognition is required. CASN Accreditation is a voluntary process.

Nursing Faculty Council Committee

Faculty Council is the governance body for the TRU School of Nursing. The purpose of Faculty Council is to provide a forum for school wide dissemination of information, discussion, and academic decision-making related to the governance and management of the SON and its activities. The Council is governed by TRU policies. Student representatives, two per academic year, are voting members of the Council. Student representatives are selected through TRUSU each year. TRUSU will send out information about the opportunity and contact details for questions.

Program Advisory Committee

This committee is made up of stakeholders (employers, nurses, and students) and serves to provide the SON with information about societal and health trends that shape the offering of the TRU Nursing Program. There is one student representative that is appointed by the President.

School of Nursing Student Research Ethics

(Revised June 2021)

Nursing students are responsible for adhering to the standards for ethical research as outlined in the Tri-Council Policy Statement 2 (TCPS-2): Ethical Conduct for Research Involving Humans. The TRU Research Ethics Board (REB) is responsible for approving research proposals involving humans. As well, in September of 2019 TRU joined the Research Ethics BC Harmonization Project to better help researchers and students with ethics applications that involve more than one university and/or health authority. With one ethics application researchers and students can obtain ethics approval from multiple ethics boards at once by using the UBC RiSE application system. This process is part of the BC AHSN network and Research Ethics BC.

TCPS-2 Tutorial Certification

All students considering research activities involving humans must complete the TCPS-2 Tutorial. This activity can be found at the following website: https://tcps2core.ca/welcome

Reporting/Documenting: Evidence of TCPS-2 Compliance

Documents providing evidence of compliance with the TCPS-2 and, when applicable, with the TRU-REB, must be readily available in the SON.

Students are to ensure that the certificate of completion of the TCPS-2 tutorial is added to their Student File in the SON office.

Full-time faculty members are expected to retain the data and confidential information for each research activity in a secure place in the SON. Sessional and part-time faculty member are to give this data and confidential information to the senior full-time faculty

member in the course or, in the absence of a full-time faculty member, to the Chairperson. This data and confidential information is to be kept for one year from the end of the semester in which this research was conducted, and then confidentially destroyed.

Consents are to be securely stored for five years, as stated above. If, however, research is conducted under the auspices of another agency such as Interior Health, plans for retaining data and consents are to be described in the original application to the TRU REB for ethics approval or in an amendment to the TRU REB.

Faculty members with courses that require ethics approval must complete an annual report of student research conducted within the course and submit this information on Romeo to the TRU REBCultural Safety and Research

Past research practices involving Indigenous people have not always been addressed from a place of respectful relationships and as such promoted distrust between researchers and Indigenous Peoples (TCPS-2, 2010). Increasingly First Nations, Inuit, and Métis engage in research as members of communities, or as academics. The TCPS-2 offers several principles to guide researcher considerations when engaging in knowledge development and distribution concerning Indigenous Peoples such as respect for persons, concern for welfare, and justice. These principles are intended to guide a researcher and not override specific community guidelines that exist or develop as a result of research engagement. Engagement, collaboration, and building of reciprocal relationships that foster trust and understanding are key qualities in developing research relationships that abide by Indigenous knowledge development and dissemination principles (TCPS-2). Module 9 of the TCPS-2 provides several guidelines to facilitate research conversations with Indigenous communities. Student researchers are to review this chapter in order to increase their understanding and ability to apply an ethical framework in an Indigenous context.

Course Ethics Approval Process for Student Research Activity

Faculty member will apply to the TRU REB for course ethics approval for students to engage in research that is likely to involve humans, such as Nursing 3510. Electronic applications are available to the Romeo database.

see https://www.tru.ca/research/research-services/romeo/romeo-students.html Course ethics approval is normally valid for one year. When course ethics approval is gained, faculty member members are responsible for ensuring that students adhere to the TCPS-2. The TRU REB must be informed of any changes to the course ethics application (e.g. names of faculty member teaching the course) by completing an amendment on Romeo.

Students involved in a research project as part of course work must complete and submit the appropriate ethics forms as applicable to the research to the course teacher for review and signed approval. Students should seek direction from their faculty advisor and the Research and Graduate Studies website (see http://www.tru.ca/research.html).

Students must also complete:

- A SON "Agency/Institutional Ethics Review Policies/Procedures and Student Projects Involving Humans" form is required if research is being conducted under the auspices of an agency/institution beyond TRU (see Appendix B).

Before students begin data collection, it is the responsibility of the faculty member teaching the course to ensure the students' research activities:

- Are minimal risk;
  If the faculty member is unsure about the level of risk, he/she should consult the TRU REB. If the activities are deemed likely to be more than minimal risk, e.g., if they involve vulnerable populations, students will be required to apply to the TRU REB for a full ethics review and approval.
- Have appropriate informed consent.
- Address assurance of confidentiality and anonymity and include an explanation of the rationale if anonymity cannot be guaranteed.
- Include plans for appropriate management and secure storage of data;
- Include plans for confidential destruction of data and related information;
- Use appropriate methodologies that are ethically sound; and
- Consents are to be securely stored for five years. If, however, research is conducted under the auspices of another agency such as Interior Health, plans for retaining data and consents are to be described in the original application to the TRU REB for ethics approval or in an amendment to the TRU REB.

Student Ethics Approved Research, Outside Course Activity

When research is undertaken in courses without course ethics approval, nursing students are required to follow the TRU REB protocol and submit an ethics application via Romeo (https://www.tru.ca/research/research-services/romeo.html). Students are to identify their faculty member supervisor who normally would be the course instructor.

On occasion, nursing students may be interested in collecting information from other students, faculty member, or practice professionals that is unrelated to courses to help make evidence-informed decisions about policy or practice. Data collection that involves humans, such as distributing surveys or questionnaires, or organizing focus groups or other data collection activities must meet the TCPS-2 for ethics approval or exemption. If in doubt about the need for ethics approval, consult the TRU REB Chair or TRU Ethics and Compliance Officer in the Research and Graduate Studies Office (see Appendix B for additional information). When ethics approval is required, data collection **must not proceed** prior to approval.

BScN Undergraduate Program

BScN Curriculum Framework

The TRU BScN curriculum is based on beliefs about people, health, health promotion, and registered nurse practice. In being forward thinking, the curriculum is also based upon certain visions for health care, nursing, and registered nursing education at a baccalaureate level.

Principles of the CAEN-Informed Nursing Curriculum

Through engagement in teaching and learning, the TRU BScN curriculum provides baccalaureate academic education of nurses. At the completion of their education, graduates will be prepared to meet the entry-level professional practice requirements, as identified by the British Columbia College of Nursing Professionals (BCCNM). Having completed this program nurses will also be prepared to pursue further academic education at the graduate level.

The purpose of the curriculum is to educate people to become nurses who contribute to the enhancement of health for all Canadians and others in the global community. The curriculum fosters critically reflective, independent, and motivated learners and practitioners with an inquiry approach to lifelong learning in their practice. Within this curriculum, learners are prepared to work with individuals, families, groups, and communities in a variety of settings. The curriculum assists students to develop knowledge, competencies, and understanding of their own and others' (individuals, families, groups, populations, communities, society) diverse experiences of health and healing, including care of the sick and dying. By being cognizant of nurses' professional roles and the evolving health care system, students learn to work as partners with clients and other health care providers. Through their understanding of and participation in the evolving health care system, graduates will be active participants and leaders in influencing and contributing to the promotion of health.

CAEN-Informed Curriculum Goals

- Practice nursing using a framework to promote holistic health and healing within various contexts and with diverse client populations.

- Provide safe competent care based on nursing knowledge, ethics, relationships, cultural safety, and ways of knowing.

- Anticipate, respond to, and influence the current and future of nursing and health care at the economic, political, social, environmental, and professional levels.

- Be critically thinking, reflective, and self-directed professionals who engage in inquiry-based, evidenced informed practice.

- Promote health and wellness with Indigenous Peoples.

Concepts

The curriculum is based on the assumption/belief that the focus of nursing is the promotion of client health and healing through situated, relational, caring practice. Core concepts and foundational perspectives are woven through all semesters and courses in the curriculum. Exploring a variety of perspectives provides a different lens through which the concepts can be viewed. The concepts may look different depending on the perspective and these differences embrace diversity and enhances learning. (Refer to table of Curriculum Concepts)

The foundational perspectives and core concepts of the curriculum are introduced early in the program and are revisited throughout the four years. With each revisiting the perspective or concept is examined in increasing depth and with consideration for the focus of the semester and the increasing complexity of practice expected of the students. The metaphor of the iceberg is useful for developing an understanding for how perspectives and concepts will be examined in the curriculum. The depth of examination of a concept will be like the tip of the iceberg in Semester one with a gradual increase in depth and breadth across the curriculum to Semester eight, when the full size, depth and breadth of a perspective or concept will have been explored.

BScN Curriculum Concepts

Capacity Building	Evidence-Informed Practice	Leadership
Client	Healing	Nurse
Collaboration	Health	Politics
Cultural Safety	Health Promotion	Power/Power Relations
Culture	Illness	Relational Inquiry
Decision Making	Indigenous/Indigeneity	Safety
Diversity	Informatics	Scholarship
Environment	Inquiry	Spirituality
Ethics	Knowledge	Transitions and Change

Course Streams

The curriculum is organized using four streams of courses. The core concepts guide the focus of each course and direct the choice of sub-concepts and topics to be explored.

The TRU BScN course streams are:

1. Health and Health Promotion

2. Communication and Collaboration

3. Professionalism and Leadership

4. Knowledge and Critical Inquiry

5. Health Sciences

6. Nursing Practice

Supporting these streams of courses, are courses from other disciplines such as Biology and English. To support the Indigenization of our curriculum, we have a HLTH 2300 Interdisciplinary Indigenous Health Course. All courses contribute to the development of a body of nursing knowledge as demonstrated by students in nursing practice courses and praxis seminars, which occur in every semester.

Curriculum Overview and Semester Foci

Introduction

Provided here is an overview of the semester-by-semester curriculum emphasis of the program, and highlights of some of the experience students will obtain as they progress.

People's lived experience is holistic, and the experiences of family and community play an integral part. Integrated throughout all the semesters is a focus on both families and community in relation to the client. It is critical that students come to acknowledge and understand the client's whole experience to provide holistic care.

Family is defined in the curriculum in the broadest sense. That is, any membership, configuration, or connection a person has with another whom that person considers to be family is also considered to be family within the curriculum.

Community is also defined within the curriculum from the broadest perspective. Community can be considered from a relational perspective or from a geographical perspective. From a relational perspective, community is defined as a collection of people who, through their relationships, come together to form a community. This means that the community might not be in the same geographical location, but rather it connects to fulfill a purpose or to form a bond. Thus, community is not necessarily a place, setting, or a set of defined relationships, but rather a lived experience.

Semester Foci

Semester One

In Semester one, students are introduced to the profession of nursing and the foundational perspectives and concepts that guide nursing practice. Students will begin to explore nursing history, the roles and responsibilities of the nurse, and ethics. Students in semester 1 are introduced to the core concepts of the curriculum and the foundational perspectives that will provide the lens to view these concepts. Students will learn the meaning of health from personal, family, community, and societal perspectives and begin to practice holistic health assessments across the life span, primarily with adults and seniors, and healthy families in the community. Students also get a beginning understanding of what constitutes a community, meanings of community, and collaborating with communities with health-promoting approaches and prevention strategies. In addition, students will focus on gaining knowledge about themselves as

individuals and develop interpersonal skills that will influence their relationships with others.

Semester Two

In Semester two, the focus is on developing caring relationships with groups, families, and individuals across the lifespan. Emphasis is placed on health assessment and coming to know how clients understand and promote their health, and the role of the nurse in collaborating with the client in this process. Students will have opportunities to explore and critique various theoretical and conceptual frameworks in relation to health assessment including early childhood development, family development, healthy aging, and community development. The concept of assessment within the context of decision making is explored. In addition, students explore the historical development of nursing knowledge and theory as well as contemporary understandings of nursing as a profession and discipline and the unique body of knowledge that defines it. Students begin to develop an inquiry-based approach to learning and nursing practice. Students work with groups, families and individuals in the home and community, in agencies, and in care facilities to incorporate concepts and learning from all the courses in this semester into their nursing practice.

Semester Three

In Semester 3 students continue to experience and develop their nursing practice in a variety of settings within community, mental health and maternity settings. They work in healthy populations and clients experiencing chronic and episodic health challenges with a focus on the determinants of health, community assessment, health promotion and the application of the Ottawa Charter for Health Promotion. Key concepts this semester include ethics, evidence-informed practice, health promotion, client, cultural safety, social justice, indigeneity, and diversity. Students have opportunity to build their relational practice skills, pharmacology and nursing research while working with individuals, families and groups.

Semester Four

In Semester Four, students gain experiential learning and work to develop their nursing practice in a variety of clinical settings. Students work with healthy populations as well as with clients experiencing chronic and episodic health challenges in mental health, maternity, and community care settings. Students have an opportunity to contextualize their learning with the integration of nursing and interdisciplinary courses, which include Indigenous Health, Pharmacology, Pathophysiology, and Health & Health Promotion, and Health Care Ethics courses.

Semester Five

In Semester Five, students work with clients experiencing chronic and episodic events in acute care settings. Students continue to build the knowledge required for these increasingly complex practice experiences by examining multiple sources of nursing knowledge: client presentation, pathophysiology, ethical knowledge, clinical judgement, professional supports, and nursing frameworks. Students use critical thinking and relational inquiry to assess the impact of health challenges on clients, to examine the nurse's role in relation to people's experience with health, to begin participating in interdisciplinary care and to develop an appreciation of other health disciplines knowledge. The context of care and its effect on client health practices and health care services is examined. Students build their self-awareness and professional presence through the exploration of relational inquiry, complex communication techniques, reflexivity, trauma informed care, and clinical judgment.

Semester Six

Students further develop their understanding of health and healing, focusing their attention on community and societal health, examining global health issues, and the leadership role of nurses with emphasis on the socio-political and economic context of nursing. Students continue to develop an understanding of the concept of working with the community as client, considering the processes and steps to engage with communities to promote health. Students learn complex assessment skills, develop their competence as leaders, and engage in more advanced explorations of the role of nurses in global health. Students engage in focused learning to increase their understanding of global health issues and nursing's' role in contributing to global health and equity. Semester Six practice placements are group project based and are in a variety of agencies such as government and non-government health care agencies and other community organizations.

In the Condensed Practice Experience at the end of Year 3 (CPE 3) students consolidate the knowledge, abilities, and skills learned thus far in a variety of practice settings. This will be the students first opportunity to be in a preceptorship experience. Students practice experiences throughout the program are tracked and by the end of CPE 3 all students will have had experience in a variety of agencies/settings (acute care, extended care, community or International) in order that they might develop entry-level competencies required of a registered nurse.

Semester Seven

The focus in Semester Seven is on the increasing complexity of nursing practice and recognizing the bigger picture of nursing care and healthcare delivery. Students further develop their understanding of health and healing, examining complex health issues and contexts, and the leadership role of nurses. Students learn to consider complexity in their assessment skills and decision-making, they develop their competence as leaders, and engage in more advanced explorations of the discipline of nursing and nursing inquiry. Students conclude their Health Sciences stream with their final pathophysiology course. Semester Seven practice is called the Increasing Complexity Experience (ICE) and

placements are in a variety of agencies including acute care, community and within government and non-government health care agencies and organizations. The practice course utilizes a collaborative partnership model with health care sites with the emphasis on the growth of the student as a professional nurse who is critically reflective and actively involved in exploring complexity, change processes and leadership roles within nursing, health care, and society at large.

Semester Eight

In Semester Eight students continue to strengthen professional nursing practice with increasing independence to meet entry-level competencies and professional standards as defined by BCCNM. The nursing practice component of Semester Eight consists of a preceptorship placement (432 hours) that prepares the student for the transition of the graduate nurse to the workplace, and the role of the professional nurse. Students will have an opportunity to refine relational practice skills, integrate nursing knowledge, and apply their leadership abilities with emphasis on strengthening evidence-informed practice.

Practice Placement Snapshot

YEAR 1	YEAR 2	YEAR 3	YEAR 4
Semester 1: Groups in the community assessing health Semester 2: Groups in local residential care and child health	Semester 3, 4, Community Health, Maternal Health, Mental Health Medical Local and out-of-town CPE 2: Spring & Summer Sessions Clinical groups with an instructor	Semester 5: Groups in Medical and Surgical Semester 6: Community development initiatives CPE 3: Preceptored placements Local, out-of-town, & International	Semester 7: Acute and Community Placements 1:1 with a nurse Local and out of town Semester 8: Preceptored placement Local & out-of-town

*Note: practice placements are subject to change based on agency availability and program needs

Year	Fall	Cr	Hours /Wk	Winter	Cr	Hours /Week	Spring (May-June)	Cr	Hr/Week
1	**Semester 1** NURS 1700: Professionalism and Leadership 1 NURS 1170: Communication and Collaboration NURS 1730: Health and Health Promotion 1 NURS 1740: Nursing Practice 1 BIOL 1592 + 1594 (lab): Anatomy & Physiology ENGL 1100: Composition	3 3 3 3 3 3 <u>18</u>	(3-0-0) (3-0-0) (3-0-0) (3-1-1L-2P) (3-0-2L) (3-0-0) _____ **24 hrs**	**Semester 2** NURS 1800: Professionalism and Leadership 2 NURS 1830: Health and Heath Promotion 2 NURS 1840: Nursing Practice 2 BIOL 1692 + 1694 (lab): Anatomy & Physiology PHIL 2310: Health Care Ethics recommended completion prior to year two	3 3 4 3 3 <u>16</u>	(3-0-0) (3-0-0) (3-0-0) (3-0-2L-9P) (3-0-0) _____ **26 hrs**			
2	**Semester 3** NURS 2300: Knowledge & Critical Inquiry 2 NURS 2750 Health & Health Promotion 3: Community Health Nursing NURS 2740: Nursing Practice 3 NURS 2170: Communication & Collaboration 2 HLSC 2660: Health Science 1: Pharmacology (part 1)	3 3 4 3 1.5 <u>14.5</u>	(3-0-0) (3-0-0) (3-0-2L-13P) (3-0-0) (1.5-0-0) _____ **28.5 hrs**	**Semester 4** NURS 2830: Health & Health Promotion: 4 HLTH 2300: Interdisciplinary Indigenous Health NURS 2840: Nursing Practice 4 HLSC 2550: Health Science 2: Pathophysiology 1 HLSC 2660 Health Science 1: Pharmacology (part 2) *PHIL 2310: Health Care Ethics	3 3 4 3 1.5 <u>14.5</u>	(3-0-0) (3-0-0) (2-0-2L-13p) (3-0-0) (1.5-0-0) _____ **27.5 hrs**	NURS 2380: Condensed Practice Experience (CPE 2) Spring & summer delivery	4	(0-0-22p) Total CPE2 hours: 132 hours 5 weeks
3	**Semester 5** NURS 3730: Health & Health Promotion 5 NURS 3740: Nursing Practice 5	**3** **4** **3** **3**	(3-0-0) (2-0-2L-13P) (3-0-0) (3-0-0)	**Semester 6** NURS 3500: Health & Health Promotion: 7 NURS 3510: Nursing Practice 6	**3** **4** **3**	(3-0-0) (0-3-6P) (3-0-0)	NURS 3380/3390 Consolidated Practice Experience (CPE 3)	4	(0-3-33p) Total CPE3 hours: 252 hours

	HLSC 3650-: Health Science 3: Pathophysiology 2 NURS 3170: Communication and Collaboration 3 Non-nursing Elective - 1000 Level	**3** **—** **16**	**___** **26 hrs**	NURS 3830: Health & Health Promotion 6: Global Health Non-nursing elective - 2000 level	**3** **—** **12**	**_____** **15 hrs**		7 weeks
4	**Semester 7** NURS 4300 Professional Practice 5 NURS 4740 Health and Health Promotion 8 NURS 4380 Nursing Practice 7 HLSC 4650 Health Science 4: Pathophysiology 3 Nursing elective (3000 level)	3 3 4 3	**(**3-0-0) (3-0-0) (0-2-14P) (3-0-0) _____ **25 hours**	**Semester 8** NURS 4210 Nursing Practice 8	10	(0-3-36P) _____ **39 hrs Sem** **432 hrs Practice**		

Program Completion Requirements: The BScN Curriculum requires successful completion of 126 credits some of which may be Transfer Credit (upon approval). To view the curriculum and course outlines visit: The nursing curriculum program grid. (Bachelor of Science in Nursing Courses: Thompson Rivers University (tru.ca)

Undergraduate School of Nursing Progression Policy

Program Completion Requirements

BScN students must complete all program requirements within 7 years of the date of entry. Prior to graduation, students must ensure all official transcripts from courses taken outside of TRU are submitted directly to the Admissions Department, so they are documented on their TRU transcript. This includes courses that require a letter of permission. Failure to provide an official transcript for transfer credit courses at least 5 weeks prior to convocation may result in an inability for TRU to grant the degree for that year's date of convocation.

Progression Policy

Students must achieve a minimum 60% grade in all of the required courses (NURS, HLSC, HLTH 2300, BIOL, ENG, PHIL), and a minimum grade of 50% in the accepted non-nursing elective courses. To progress to the next semester of the BScN program, students must maintain a cumulative GPA of 2.33. Students who do not achieve a GPA of 2.33, will meet with the Program Chairperson may be placed on academic probation for one semester. Refer to TRU Satisfactory Academic Progress Policy ED 3-2.

In addition, students must successfully complete all pre-requisites, including practice courses, to progress to the next semester of the BScN program.

Course Failures

In the event of a course failure, a student may repeat a given course (theory or practice) one time. Exceptions for extenuating circumstances require written approval of the Program Chairperson, for NURS, HLTH, or HLSC courses. The Chair of Biology must give permission for students to repeat a BIOL course.

A student who fails a practice or theory course cannot progress in the program until the course is passed. If in repeating the course the student passes, then the student will re-enter the program at a subsequent offering of the same semester in which the failure occurred **provided there is an available seat.** If in repeating the practice course the student fails again, then the student will not be able to progress to the next semester and can only re-enter by going through the admission process beginning at Semester One. A student who has already failed a practice course, repeated it and passed, and then fails another practice course will not be able to continue in the program.

Nursing practice course failures are considered across the entire program. Students who have failed two practice courses in the BScN program, including failures prior to transferring to TRU School of Nursing will not be able to progress to the next semester. The student can only re-enter by going through the admission process and beginning at Semester One. Refer to TRU Course and Program Repeaters Policy ED 3-3.

Withdrawal from BScN Program

There are a variety of reasons why a student may need to leave and re-enter the nursing program. The student may need to withdraw from the program due to medical issues, domestic affliction, and/or course failure.

Students withdrawing from the program are expected to:

- inform the appropriate faculty member(s)

- meet with the Program Chairperson

- meet with a counsellor from Student Services

- meet with TRU academic advising

- terminate relationships with client and community field guides

- refer to the TRU Withdrawals Policy ED 3-0 for detailed information regarding procedure and deadlines for withdrawal

- students who leave the program for extenuating circumstances, will need to complete the Withdrawal in Extenuating Circumstances Request to the Registrar's office. Student Case Managers from the Office of Student Affairs may also assist students in understanding this process.

General Procedures/Policies for Re-entry

Students seeking re-enter into the BScN program, must meet with the Program Chairperson to discuss readiness for re-entry. This could include a BCCNM Requisite Skills and Abilities review, seat availability, GPA standing, a letter of intent to return to the program, a review of the length of time out of the program, including a professional performance standards of conduct assessment. Students admitted into the BScN program must complete the BScN degree within seven years.

In accordance to BCCNMs requisite skills and abilities for practice, students who have withdrawn due to extenuating circumstances, may be asked to provide a Health Care Provider's note which states that they are physically/mentally fit to return to the program. Students must submit to the nursing office their updated BCCNM Requisite Skills and Abilities form.

Re-entry/Transfer to Practice Courses

Process for Re-entry

1. At least four (4) months prior to the date of intended re-entry, submit a Letter of Intent to the BScN Chairperson. The Letter of Intent should indicate the date that the student wishes to re-enter, the year or semester to return, and include steps that the student has taken to ensure their success in the program (if applicable) and to confirm their ability to meet BCCNM requisite skills and abilities for becoming a Registered Nurse in British Columbia

- Make an appointment to see the BScN Chairperson for the purpose of advising. This interview should be during the month of May for the September re-entry, month of September for January re-entry, month of January for May re-entry. If a student is offered a seat, prior to starting the semester a student must register and pay tuition.

- submit to the nursing office at nursing@tru.ca:

    o proof of up-to-date immunizations (may include influenza vaccine),

    o mask fit testing certificate, (for re-entry sem 2-8),

    o Basic Life Support certification (yearly)

    o SPECO (for re-entry sem 2-8).

- Successfully complete Nursing Skills Assessment (NURS 0610). This assessment includes both a written and psychomotor skills test to ensure you can demonstrate previously attained competencies for client and personal safety. *Please refer to your re-entry letter for further information*.

- Students are reminded of the program completion requirements and the policies regarding failures and re-entry, as stated in the Thompson Rivers University Calendar.

- Students who fail a nursing theory course may be required to repeat the co-requisite nursing practice course.

- Students who fail a nursing practice course may be required to repeat the co-requisite theory course(s).

- A student who withdraws from or receives a failing grade in any nursing practice course may be required to re-enter the program at an earlier level.

- Re-admission to the program may be denied if the student does not provide evidence of the re-entry requirements.

Learning Contract Policy

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

School of Program and Course Requirements

Elective Requirements

The BScN program requires that students complete two non-nursing electives (one at the 1000 and one at 2000 level) prior to entering semester 7. Prior to semester 8, students must complete an upper-level nursing or health related elective or equivalent. Students may choose when they complete electives. However, these electives **MUST** be successfully completed before progressing into semester 8. A list of possible electives is posted on the Moodle site. This list is not inclusive, and it is advisable students confirm electives with the SON advisor if uncertain.

Prior to semester 8 and the final practicum, we strongly suggest all required courses be completed. Failure to complete any of these courses will interfere with the completion of the program, graduation, and the writing of the NCLEX exam.

Transfer Credit Policy

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

Courses/electives taken at other educational institutions and receiving a Transfer Credit will show as a 'T-course number' on your transcript and is not factored into your GPA.

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

Biology Transfer Credits

Transfer Credit will NOT be given towards the required courses Biology 1592/1594 or 1692/1694 if the Human Anatomy and Physiology course is taken **without** a laboratory component. For example, TRU-OL BIOL1593 and BIOL1693 courses **DO NOT** have a lab component, therefore no Transfer Credit are given for BIOL1592 or BIOL1692. Equivalent Human Anatomy and Physiology courses with a laboratory component will be considered for transfer credit towards Biology 1592 and/or 1692 at the discretion of the chairperson.

Transfer Credit for courses in Human Anatomy and Physiology courses (Biology 1592 and 1692) may not be granted if course(s) are more than 5 years prior to admission to the BScN program. Please consult with the SON Student Advisor re: transferability of Human Anatomy and Physiology Courses.

Required English Courses

All students in the BScN Program are required to obtain 3 credits (one 3-credit English course) of University Transfer English. The English course **MUST** be a Composition or a University Writing course (or equivalent).

In the first year of the program, all students are assigned into one English course: ENGL1100: Introduction to University Writing.

Students **MUST** complete the English course to progress into Year 2. In addition to the option to take this course on campus in the regular academic year, you may complete the English course during the summer session on campus or on-line. If the course is not taken at TRU or TRU-OL, a LOP is required before you register so you receive transfer credit.

Transfer Credit for courses in English courses may not be granted if course(s) are more than 5 years prior to admission to the BScN program.

Prior Learning Assessment and Recognition

TRU recognizes that adult learners acquire knowledge and skills through life and work experience. Through Prior Learning Assessment and Recognition (PLAR), TRU will assess this knowledge and skills and grant credit/recognition for the learning that has taken place. PLAR is the assessment by some valid and reliable means, of what has been learned through formal and non-formal education, training or experience that is worthy of credit in a course or program offered by TRU. PLAR is used to evaluate knowledge, skills and competencies which may have been acquired through, but not limited to, work experience, independent reading, hobbies, volunteer work, non-formal learning, travel and artistic pursuits. The assessment and evaluation of prior learning and the determination of competency and credit awarded will be done by faculty who have the appropriate subject matter expertise, other staff in an institution may have a supporting role in the process. For more information on the TRU PLAR policy ED 2-0 see: TRU PLAR Policy

Graduation

After completion of all course requirements, students will qualify to graduate. All elective courses must be completed prior to the end of final semester. Failure to provide an Official Transcript for transfer credit courses by **5 weeks prior to convocation** may result in an inability for TRU to grant the degree for that year's date of convocation.

If students plan to practice nursing in BC following graduation, they will need to register with BCCNM. The School of Nursing will submit the graduate's name to BCCNM once all course requirements have been met. This will then qualify the graduate to write the NCLEX examination. More information will be provided to students prior to Semester 8 (final practicum).

NCLEX

The BScN degree does not qualify the graduate to undertake employment as a registered nurse but does qualify the graduate to write the National Council Licensure Examination (NCLEX). Further information on the NCLEX and registration as a new graduate can be found on the BCCNM Website at [BCCNM NCLEX Information](#).

Persons with disabilities that may adversely impact their performance on the NCLEX examination may request modifications. These students are asked to contact BCCNM prior to applying to write the NCLEX to obtain the necessary forms to request modifications.

BScN Undergraduate Practice Placement Guidelines

Practicum Placements

Students in the BScN program will have practicum placements in a variety of settings in Kamloops, Williams Lake, and surrounding areas. Students should ***expect*** to travel to locations other than Kamloops or Williams Lake, starting in semester 2 of the program. All students should expect to have at least one practice placement outside of their campus of origin in at least 2 of 8 semesters. Students are responsible for their accommodation and travel expenses. Students are expected to arrange their own transportation to clinical placements including insurance and accommodation as needed. Students should understand that changes to clinical placements will not be made if transport or accommodations are not available.

Students in semesters 1 to 5 are placed in faculty led practice groups in selected agencies, as predetermined by nursing faculty. The variety of contexts aims to facilitate the student's ability to meet the BCCNM Entry-Level *Competencies for Registered Nurses* (2021).

In semesters 3, 4, and 5, practice groups are developed for placements within the Thompson Cariboo Shuswap Health Service Area. Students may have practicums in the evening, weekends, and / or 12-hour shifts, and are expected to adjust their personal schedules accordingly.

Students are advised to refrain from booking work until clinical schedules have been released and finalized. Clinical practice schedules will not be changed to accommodate student work schedules. It is strongly advised that students do NOT schedule commitments during clinical practice.

In practice courses **NURS 3510, 3380, 4380, and 4210** students can expect placement in increasingly diverse settings, and in settings outside of Kamloops and Williams Lake. Access to Practice Placement information (processes, resources, preference forms for local, provincial, national, and international placements) for Semester 6 and beyond is available on the Moodle Site: NURS Year (X) BScN Communication.

Practice Placements (SEM 6, CPE III, SEM 7, & 8)

Decisions regarding placement outside of Kamloops/Williams Lake by the School of Nursing from Semester 6 onward are based on the following general principles and practical considerations:

- Placement site/healthcare agency is appropriate/available for the course and student level.
- Student practice history and readiness, as assessed by faculty members, for increasingly independent and indirect faculty member supervision.
- Transportation, living costs, and payment of any agency specific fees, additional criminal record checks, immunizations, passports, visas, and additional extended health coverage or out-of-province coverage from BC Medical Service Plan (recommended for national or international practice-education opportunities) or Pacific Blue Cross (http://www.pac.bluecross.ca/) or BCAA (http://www.bcaa.com/insurance) are the responsibility of the student. Out of province placements are normally not covered by WorkSafe BC or any other Worker's compensation by another province.
- Student indication of preference (provided the placement office can accommodate) in combination with educational goals and supporting evidence when required by healthcare agency (see preference forms).
- Preference forms for practice placement BScN year 3-4 are on Moodle BScN Class of ___ (Year X) site and are to be submitted to nursingpractice@tru.ca as directed on the preference forms. ***Students should understand that preferences are not guaranteed and are subject to change. Requests are subject to professional, academic and clinical performance reviews in addition to fitness to practice language as outlined by BCCNM.***

  - **Placement requests within BC need** to be submitted 4-5 months ahead of practicum start date. Students should monitor their myTRU email and Moodle for communication from the practice placement team.
  - **Placement requests beyond BC** are normally submitted 6-8 months ahead of practicum start date to ensure legal contracts are in place between TRU and the agency. The student is also responsible for meeting any other agency specific requests. Students should monitor their myTRU email and Moodle for communication from the practice placement team

General Information Regarding Placements in BC or Canada

- When applying for a distance practice placement in CPE 3 (NURS 3380, 3390, 3850) and Semester 8 (NUR 4210) students need to plan ahead to ensure that they meet the guidelines of eligibility discussed below. The Practice Placement Coordinator (PPC) is available as a resource for students interested in pursuing this option.
- There is **no guarantee** that a request to an agency will be filled. Legal contracts must be in place between TRU and the agency.

- To facilitate the learning in this type of placement, the student must have strong practice performance with the ability to work independently with minimal supervision from faculty member. The student is responsible to meet any other agency specific requests.

FOCUS ON INTERCULTURAL NURSING:
(consolidated practicums, field school and study abroad)

- Students will be invited to apply for an intercultural placement normally one year in advance of the possible placement. This usually involved NURS 3390 (CPE 3 - international), NURS 3380 (CPE 3 – Indigenous / Hazelton), Semester 7 or 8 (study abroad), and NURS 3850 (field school in global health development)
- To learn about previously offered intercultural nursing opportunities in the School of Nursing visit https://www.tru.ca/nursing/global-health/placements.html
- Other information about the field school and study abroad experiences can be found at https://www.tru.ca/studyabroad/programs/field-school.html
- Students may be able to use this experience to earn credit for Global Competency Certification   Global Competency (tru.ca) There are considerable additional costs related to these types of practicums which are the responsibility of the student (e.g. passports, visas, immunizations, travel, and accommodation, etc.)
- Students who are interested can expect to attend a number of information sessions to discuss opportunities and requirements
- The opportunity to partake in these types of experiences is contingent on the student's continued strong academic and clinical performance. Students who do not meet this standard may have their previous approval to partake in this type of practicum withdrawn.

Enrichments- Observation Requests for Student Practice

Individual student *observations* may occur when a BScN student wishes to gain more exposure to a practice setting because they are interested in the nature of the RNs role in this area. This **may** be possible for practice settings where there are not practicum opportunities, the student has not had the opportunity to spend time in this area, or the student would like more exposure. Students must complete these observations outside of clinical and class hours and are limited with the number of requests they can make. Requests must be made 30 days in advance. Students are in an observation role only and will not be involved in patient care.

Please note: Students should NOT organize observations on their own, or approach practice partners to inquire about observations/practice placements independently of the TRU SON practice placement office.

1)Students are to contact the TRU SON Practice Placement Coordinator to discuss the request.

2)Requests will be assessed and made, based on appropriateness for student development, timing, and purpose.

Practice requirements

*Students must complete the following <u>before</u> being permitted into practice areas.

Upload all of the completed practice requirement certificates/record of completion to the appropriate Moodle site: <u>(Course name and enrollment key supplied in acceptance letter).</u>

Review the following sites:

 https://www.tru.ca/nursing/programs/bsn/accepted.html

https://www.interiorhealth.ca/careers/student-career-opportunities/student-placement

When	What	What to do with evidence of completion:
To be completed Before the start of Semester 1	• Provincial /Hand Hygiene Basics – PICNet accessed via http://learninghub.phsa.ca/Learner/Home (you will need to sign up for an account)	Upload certificate(s) of completion to: • Moodle site: Required Documents
	• Criminal record check (CRC) • Basic Life Support Certificate (BLS) **renewed annually** • Mask fit testing **renewed annually** • TB Skin Test (part of the TRU Immunization Form) • TRU Immunization Form • COVID Vaccination x2 • WHMIS • IHA Confidentiality Form (on Moodle page) • HSPNet Form • BCCNM Requisite Skills and Abilities Form • Photo for TRU ID	Upload certificate(s) and/ or form of completion to: • Moodle site: Required Documents
	• Mandatory Advisor Appointment	Please contact the BScN advisors to set up an appointment
To be completed Before the start of Semester 2	Student Practice Education Core Orientation (SPECO) Courses. Accessed via http://learninghub.phsa.ca/Learner/Home:	Upload certificate(s) of completion to: • Moodle site: Required Documents

	• #8558 Introduction to Student Practice
	• #24610 Infection Prevention and Control Practices for Direct / Professional Clinical Care Providers
	• #10853 Provincial Code Red - Fire Safety Training (Acute & Residential Facilities)
	• #9114 Waste Management Basics
	• # 29687 Code Silver Active Attacker
	• Violence Prevention Modules (1-8)
	   o Violence Prevention: Introduction to Violence Prevention
	   o Violence Prevention: Recognize Risks and Behaviours
	   o Violence Prevention: Assess and Plan: Part 1 - Complete Point-of-Care Risk Assessment
	   o Violence Prevention: Assess and Plan: Part 2 - Develop Behavioural Care Plans
	   o Violence Prevention: Respond to the Risk: Part 1 - Perform De-escalation Communication
	   o Violence Prevention: Respond to the Risk: Part 2 - Perform De-escalation Strategies
	   o Violence Prevention: Respond to the Risk: Part 3 - Determine When and How to Get Help
	   o Violence Prevention: Report and Communicate Post-Incident
		**a copy of the 'learning history' showing courses and completion dates from Learning Hub will suffice

	• Current Basic Life Support BLS • Current mask fit testing	Upload certificate(s) of completion to • Moodle site: Required Documents
To be completed Before the end of Semester 2	• Meditech Access - Activate Meditech access through IHA access e-mail, **you will receive this email approximately 2nd/3rd week of March.** • Upload Mnemonic **by March 31st**	Upload certificate(s) of completion or information to • Moodle site: Required Documents
	• Gentle Persuasion Approach (GPA) - this course is offered in January and the cost is covered by the program.	Upload certificate(s) of completion to • Moodle site: Required Documents
	• Provincial Violence Prevention Curriculum or PVPC - This course will be offered in early January (Please be aware there is a cost associated with this course.)	Upload certificate(s) of completion to • Moodle site: Required Documents
To be completed Before the start of Semester 3	Review of select SPECO modules accessed via https://learninghub.phsa.ca/Learner/Home • Provincial Hand Hygiene Basics – PICNet • #10853 Code Red - Fire Safety Training (Acute & Residential Facilities) • #2783 Hazardous Drugs Safety Awareness	Upload certificate(s) of completion or information to • Moodle site: Required Documents
	• Current Basic Life Support BLS • Current mask fit testing	Upload current certificate(s) of completion to: • Moodle site: Required Documents
	Omnicell ilearns (IHA): https://wwwilearn.interiorhealth.ca • ACE modules (13) + in class training	Upload certificate(s) of current completion to: • Moodle site: Required Documents

	IHA iLearn: • #1331 Privacy and Security Documentation • #596 Respiratory Protection Program (N95) • #922 Medication Administration Independent Double Checks	
	• Statutory Declaration Form	Upload signed form to: • Moodle site: Required Documents
To be completed Before the start of Semester 4	• Current Basic Life Support BLS • Current mask fit testing	Upload current certificate(s) of completion to: • Moodle site: Required Documents
To be completed Before the end Semester 4	• Provincial Violence Prevention Curriculum Refresher ○ Currently this is offered as a 30 in online course through IHA	Upload proof of completion to: • Moodle site: Required Documents
To be completed Before the start of Semester 5	Review of select SPECO modules accessed via https://learninghub.phsa.ca/Learner/Home • #24610 Infection Prevention and Control Practices for Direct / Professional Clinical Care Providers • #10853 Provincial Code Red - Fire Safety Training (Acute & Residential Facilities)	Upload current certificate(s) of completion to: • Moodle site: Required Documents
	• Current Basic Life Support BLS • Current mask fit testing	Upload current certificate(s) of completion to: • Moodle site: Required Documents
	• Statutory Declaration Form	Upload signed form to: • Moodle site: Required Documents

To be completed **Before** the start of Semester 6	• Current Basic Life Support • Current mask fit testing	Upload current certificate(s) of completion to: • Moodle site: Required Documents
To be completed **Before** the end Semester 6	• Provincial Violence Prevention Curriculum Refresher ○ Currently this is offered as a 30 in online course through IHA	Upload proof of completion to: • Moodle site: Required Documents
To be completed **Before** the start of Semester 7	• Current Basic Life Support • Current mask fit testing	Upload current certificate(s) of completion to: • Moodle site: Required Documents
	Review of select SPECO modules accessed via https://learninghub.phsa.ca/Learner/Home • #10853 Provincial Code Red - Fire Safety Training (Acute & Residential Facilities)	Upload current certificate(s) of completion to: • Moodle site: Required Documents
	• Statutory Declaration Form	Upload signed form to: Moodle site: Required Documents
To be completed **Before** the start of Semester 8	• Current Basic Life Support • Current mask fit testing	Upload current certificate(s) of completion to: • Moodle site: Required Documents

BScN Undergraduate Program: Schedule of Skill Theory and Practice

Skill	Sem 1	Sem 2	Sem 3	Sem 4	Sem 5	CPE 3
Hand hygiene	*					
TPR, BP, oxygen saturation, Blood glucose monitoring	*					
Personal hygiene Includes catheter care (indwelling/suprapubic)	*					
Body mechanics, Lifts, Transfers, Positioning	*					
Infection Prevention and Control – intro (SPECO)	*					
Physical assessment / mental health assessment		*				
Range of motion		*				
Infection prevention and control - PPE		*				
Introduction to Principles of med administration • Topical creams • Suppositories		*				
Principles of Medication Administration • PO/SL / IM / subcutaneous meds, • Inhalers • Transdermal			*			
Infection prevention and control • Decision making re additional precautions			*			
Principles of Surgical Asepsis • Simple dressing change, sterile gloving			*			

IV Therapy Level 1
 • Different types PVAD & CVAD
 • Indications, Risks, Site assessment
 • Maintenance of PVAD short (PVAD S)
     o dressing changes - PVAD & percutaneous CVAD (non-hemodialysis)
     o flushing protocols – PVAD S
			*			

o line changes up to extension tubing and needless cap on PVAD S & CVAD (percutaneous non-hemodialysis & PICC)
o removal PVAD S
o accessing capped / locked PVAD S
  o Intravenous Infusion
    o pumps & gravity, priming lines						

Suture and staple removal			*			
Oxygenation (delivery methods, nasal & oral airways)			*			
Suctioning – Oral, pharyngeal			*			
Epidural / PCA (assessments and monitoring)			*			
Nasogastric (NG) tubes / PEG / PEJ • maintenance, insertion, medication administration, removal • Enteral feeds – maintenance • Weighted NG tubes – check health authority policy. Permitted in IHA				*		

IV therapy Level 2
 	
• Maintenance of CVADs – percutaneous, PICC, Tunneled (non-hemodialysis)
  o Accessing locked / capped lines
  o Flushing protocols: CVAD (PICC & percutaneous non-hemodialysis)
  o Change IV lines: PVAD & CVAD (PICC & percutaneous non-hemodialysis) including extension and needleless cap
  o IV medication administration (mini-bag, direct)
				*		

Urinary catheterization				*		
Complex wounds – (packing, irrigation, VAC, products)				*		
Drain Shortening and removal				*		
Chest tubes (care & maintenance)				*		

Code Blue					*	
IV therapy Level 3 • PICC dressing changes • blood draws on CVAD (PICC & percutaneous non-hemodialysis) • CVAD removal (PICC & percutaneous non-hemodialysis)					*	
Blood transfusions					*	
Basic ECG interpretation					*	
Parenteral nutrition					*	
Tracheostomies – (care and suctioning)					*	
Transcribing and Checking orders						*
Intravenous insertion PVAD – short insertions (optional lab. Paid for by students)						*

Supervision of Psychomotor Skills Limits and Conditions

The following chart reflects TRU SON policy and will provide students, faculty, and preceptors/field guides with quick reference regarding the level of supervision required for performance of specific psychomotor skills in the different semesters of the program. Theoretical knowledge about the skill prior to the performance is an expectation.

Key:

X	not permitted
DS	Direct Supervision (Nurse educator or Preceptor/Field Guide) **each time**
SI	**At discretion of nurse educator or preceptor** may do independently
DS C	Direct supervision and only after certification (for PVAD short insertions this means a workshop; for needling of dialysis lines this means completion of learning modules as determined by the agency)
◊	Saline & heparin syringes (vials) must be confirmed prior to flushing
*	Does not include IVADs and / or any VAD for haemodialysis purposes
∞	Requires an independent double check (IDC) by an RN

	Sem 3	4	CPE 2	5	6	CPE 3	7	8
Anticoagulants (Oral & Parenteral)	DS∞	DS∞	DS∞	DS∞	DS∞	DS∞	DS∞	DS∞
Insulin	DS∞	DS∞	DS∞	DS∞	DS∞	DS∞	DS∞	DS∞
All meds in Labour & Delivery	X	X	DS∞	DS∞	DS∞	DS∞	DS∞	DS∞
STAT medications	X	X	X	X	X	X	X	X
Student Blood Transfusionist	X	X	X	DS	DS	DS	DS	DS
Fentanyl patches	DS∞	DS∞	DS∞	DS∞	DS∞	DS∞	DS∞	DS∞
Methadone	DS∞	DS∞	DS∞	DS∞	DS∞	DS∞	DS∞	DS∞
PVAD short flush	DS	SI◊	SI ◊	SI◊	SI ◊	SI◊	SI ◊	SI◊
IV meds - minibags								
PVAD Short **locked**	X	DS	DS	SI ◊	SI◊	SI ◊	SI ◊	SI ◊
PVAD & CVAD **infusing**	X	DS	DS	SI ◊	SI ◊	SI ◊	SI ◊	SI ◊
CVAD * **locked**	X	DS	DS	DS	DS	DS	DS	SI ◊
Infusions (IV, SC, epidural) on adults–of high alert meds (chemo, heparin, ketamine, magnesium sulfate, opioids, oxytocin, PCA, 3%NaCl, local anesthetics, insulin	DS∞	DS∞	DS∞	DS∞	DS∞	DS∞	DS∞	DS∞
IV meds – direct (aka push)								
PVAD Short locked	X	DS	DS	DS	DS	DS	DS	SI ◊
PVAD & CVAD **infusing**	X	DS	DS	DS	DS	DS	DS	SI ◊
CVAD* capped / locked	X	DS	DS	DS	DS	DS	DS	SI ◊

IV site dressing changes								
PVAD short	DS	DS	DS	SI	SI	SI	SI	SI
CVAD (percutaneous non-hemodialysis) *	DS	DS	DS	SI	SI	SI	SI	SI
CVAD (PICC)	X	X	X	DS	DS	DS	DS	SI
IV-line changes								
PVAD & CVAD* tubing changes up to the needless cap	DS	DS	SI	SI	SI	SI	SI	SI
PVAD & CVAD* tubing change including the extension tube & needless cap	X	DS	DS	DS	SI	SI	SI	SI
Transcribing and checking orders	X	X	X	DS	DS	DS	DS	DS
Renal Lines - needling	X	X	X	X	X	X	X	DS C
Insert PVAD short	X	X	X	X	X	DS C	DS C	DS C

BScN Undergraduate Students Practice Limitations

Interventions and Procedures

Students are <u>Not Permitted</u> to:

- Pronounce death
- Confirm surgical or procedural consents
- Give medications via epidural
- Remove epidural catheters
- Remove chest tubes
- Interpreting obstetrical non-stress tests
- Initiate IVs for children aged 5 and under
- Access renal dialysis ports/shunts/lines. (See exception Sem 8 RDU in RIH)
- Access IVADs
- Take verbal or telephone laboratory reports related to critical values (IH AU 1100)
- Perform BCCNM Section 8 Restricted Activities for Certified Practice

Medication Administration

Students are <u>Not Permitted</u> to:

- Verify the dosage or witness a medication administered by a RN, LPN, student nurse, or other health care provider.
- Conduct an independent double check (IDC) of high alert medications prepared by another student or nurse
- Co-signing to indicate that an action was supervised and carried out correctly
- Witness narcotic wastage.
- Do an official narcotic count.
- Pick up controlled drugs from the pharmacy.
- Administer any medications ordered "STAT" including PO, Subcutaneous, IM or IV
- Give medications via epidural.
- Set up, change syringe /bag, or adjust settings on PCA or Epidural infusion pumps.
- Administer anti-neoplastic medications intravenously.

Medication Administration Limits and Conditions

- Prior to administering the initial dose (ID) of a medication, students are expected to check the original prescriber's order against the client's Medication Administration Record (MAR) for accuracy and RN /LPN verification (verification dependent on agency policy). ID - is the initial dose the client receives of a particular medication in a hospital/agency, not the first time the student has given a medication.

- Faculty members or RN preceptors must supervise the preparation and administration of all medications, fractional doses, narcotic or controlled drugs, insulin, anticoagulants, and other high alert meds as per legislation and IH policy/protocol until

the nurse educator or RN preceptor feels the student has successfully demonstrated competency. (IH AU1100)

- Medications dependent on laboratory values must have the dose verified by the nursing faculty member or supervising staff member. (IH AU1100)

    - Examples: titrating heparin, warfarin, correcting electrolytes

- With every medication administration, two unique patient identifiers must be used (AU1100). Acceptable patient identifiers are full name, date of birth, personal health number. Room/ bed number is not acceptable. (IH AU1100)

- Students may not routinely carry the narcotic keys when not directly using them. (IH AU1100)

- Students may engage in dispensing medications under the supervision of an RN (IH AU 1100)

**** When in different health authorities' students are required to be familiar with the site-specific policies and procedures.***

Limits and conditions for specific populations
(source: IH AH 1600)

Neonatal Patients
Note: Newborns require specific unique identifiers - see Policy AH1600 - Identification of Newborns.

Students must follow the IDC procedure for:
All medications
All vitamins
Expressed breast milk
Parenteral nutrition

Pediatric Patients
Students must follow the IDC procedure for:

- all anticoagulants
- all cardiac medications
- all controlled drugs (e.g., opioids, benzodiazepines, ketamine)
- all electrolytes
- all hypoglycemics (insulins and oral hypoglycemics)
- IV medications (prepared by RN)
- parenteral nutrition

Narcotic Administration Limits and Conditions

- When a fractional dose of a controlled drug is prepared by a student, the discarded portion must be witnessed by an RN or faculty member.   Students are not permitted to be the witness

- 'Unofficial' narcotic counts may be done by students but must be followed by regular end-of-shift narcotic counts by agency employees (usually RN or LPN).

Intravenous Therapy Limits and Conditions

- Students are **NOT permitted** to give STAT or urgent medications via IV direct (push)
- All prefilled medication syringes (anticoagulants, antibiotics, insulin, etc) must be confirmed by the faculty member or RN prior to flushing and cosigned

- For all IV direct (push) medications, the student and the faculty member or RN preceptor will:
  - check the medication administration record to establish the time the last dose was administered
  - confirm the container from which the medication was drawn and the dosage
  - go to the bedside and verify the identity of the patient
  - verify the above steps were followed by co-signing the medication administration record
  - The exception to this is in Semester 8 the student may administer IV direct meds independently after the MAR, drug and dose have been verified by the RN and after the RN has assessed the student to be competent.

- IV insertions. Beginning in CPE 3 students:
  - may insert PVAD short cannulas after they have completed the workshop, successfully passed an IV theory quiz and supervised psychomotor practice
  - Will be directly supervised by an RN or faculty member for all IV insertions
  - Are only allowed two (2) attempts at initiating an IV a with each client
  - Students are not permitted to start an IV for children under the age of 5

Please note agency policy(s) around IV therapy, IV insertions, care of CVADs varies between agencies and health authorities. As such the **student must make themselves aware of and follow the policies set out by each agency, they practice in.** Students should review the decision support tools for medication administration that require/do not require an order for licensed RN's and the appropriate decision support tool as recommended by the BCCNM.

Blood Component Administration – Limits and Conditions

Beginning in Semester 5, RN students may participate in transfusion practices (i.e., provide general care, monitor vital signs) if they:
- Have completed the theory in their education program
- Have previously practiced the skill in the lab or clinical setting
- Are deemed competent by the RN responsible for regulatory supervision

The student must be supervised by their onsite academic educator or designated supervising staff member during the following permitted components of the procedure including:

- Transporter of blood products
- Assessment checks as assigned by the transfusionist
- General care (vital signs, IV flow rate, and site condition, comfort and warmth, adverse effects) for the stable patient during transfusion
- General care for the stable patient for the first 24 hours post transfusion

Limitation: student RNs cannot be the 2nd person verifier. Within IHA, student nurses do NOT have access to the TAR documentation on ACE therefore, two nurses with TAR access must complete all the transfusion checks.

Immunizations Given by Student Nurses

(Incorporates IH Policy AU1100 – 2019)

- Students may provide single dose (containing one or more antigens) immunizations to adults and children five years of age and older (see limits below) if the student has been deemed competent (has the knowledge and skill) either by the faculty member or RN field guide / preceptor. Providing immunization to infants, children less than five years old and special populations involve complex scenarios that require a more inclusive level of competency. Because of the time required to demonstrate competency for immunization practice, students will not be permitted to immunize infants, children less than five years old and special populations. *(Communicable Disease Control Manual Chapter II, Immunization Program. Section III – Immunization of Special Populations) For students in Interior Health settings see IH requirements in the conditions below.
  IH Limits:

  - Students do not provide immunizations to children under five years of age with the exception of BScN students within the IH Promotion & Prevention Program who may provide single dose immunizations to clients four years of age and older.
  - BScN students may provide single dose immunizations to IH Promotion & Prevention program clients identified as Select Populations in *Section III - Immunization of Special Populations, item 3.0.*

IHA Conditions

  - Students must successfully complete the British Columbia Centre for Disease Control Immunization Competency (BCCDC) course prior to providing immunizations to IH Promotion and Prevention Program clients
  - Students will follow the Interior Health policies for electronic documentation.

RN Students providing immunizations outside of the IH Promotion and Prevention Program must meet the IH Immunizing Agents competency standards (currently under

development); and must be directly supervised by a qualified RN who is immediately available to respond to unintended consequences

- For students in health authorities outside of Interior Health follow the health authority policies and procedures for student administration of immunizations. If the policies are not available or are not written continue to follow the above TRU SON policy based on approved policy from Interior Health.

Miscellaneous Practice Policies and Guidelines

- Verbal or Telephone Orders from authorized professionals* may be accepted beginning in CPE 3 and only in the following circumstances:
    o The situation and patient circumstances necessitate it (i.e. There is no other option)
    o The faculty member or RN preceptor/field guide hears the order directly as well (via speaker phone, 3-way teleconferencing, or in person).
    o The RN verifying the order co-signs the order.

    * Health professionals listed to give orders to registered nurses in Interior Health are dentists, midwives, naturopaths, physicians, podiatrists.

- Beginning in CPE 3, students may transcribe and/or check orders when:
    o they are directly supervised by a nurse educator or RN preceptor/field guide
    o the work is checked for accuracy by the nurse educator or RN preceptor/field guide.
    o the orders and/or MAR's are checked and initialed as correct by the nurse educator or RN preceptor / field guide.
    o Students must have unit dose medication administration records co-signed as correct.

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

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

The information here identifies TRU SON acceptable modifications to **7th edition** of the APA Manual and a few pointers to get students started. Students should refer to each course assignment for specific APA requirements. Students should know that APA information is available through a textbook and many free on line abbreviated resources including some from the [TRU library,](#) including [APA 7th in a Nutshell](#). Below are some general instructions to get you started

[General Instructions](#)

- Papers must be typed with a consistent font throughout the paper. Font can include any of the following: 11 pt. Calibri, 11 pt. Arial, 10 pt. Lucinda Sans Unicode, 11 pt. Georgia ,12 pt. Times New Roman, or 10 pt. Computer Modern.
- 2.5 cm (1 inch) margins on all sides.
- Double-space throughout the paper including the title page and reference list.
- Align your content to the left margin, leaving the right margin uneven, do not use full justification, like a newspaper column, for your assignments.
- The title page should seven pieces of information: title of the paper (bolded), author(s) full name(s) and / or student identification number, institutional affiliation, course name and number, instructor's name, assignment due date.
- Page numbering begins on the title page in the upper right-hand corner.
- APA Style and grammar guidelines can help you figure out how to use commas, hyphenation, spacing after a period.
- See [sample student paper](#)

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

- Table of Contents are not required unless specifically asked for in the assignment criteria. The APA Manual does not include formatting for Table of Contents. Refer to the example in this Appendix for formatting.

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

3. Reference List
   - Start the reference list on a new page, after the body of the assignment.
   - Type the word References at the top of the page, **bold it**, and center it.
   - Order references alphabetically by author's surname
   - The first line of the reference source is aligned with the left margin. The second and subsequent lines of the reference source are indented 2.5 cm.
   - All sources cited within the paper must be included in the reference list.
   - If you are using multiple works from the same author, the date of publication determines the order in the reference list. The earliest publication is listed first.
   - Electronic sources each require specific referencing and is different from print sources.

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

Reference

American Psychological Association. (2020). *Publication Manual of the American Psychological Association* (7th ed.). American Psychological Association.

Sample Table of Contents

Please note **not** all papers will require a Table of Contents. Please refer to your faculty member's instructions for the assignment. If a table of contents is required, note the indentation of items, they follow along with the different levels of headings you've chosen for your paper.

Appendix B: School of Nursing Student Research Ethics

Agency/Institutional Ethics Review Policies/Procedures and Student Projects Involving Humans, Vulnerable populations, First Nations, Inuit, and Metis Peoples of Canada

(Revised May 2020)

Agency/Institutional Ethics Review Policies/Procedures and Student Projects Involving Humans

Before Nursing Students can engage in any primary investigations beyond the daily normal practice of nursing that requires their regular engagement with clients (including access to client records) they must obtain written permission from the agency to do so. Please review this form, and sign and return it to the nursing student.

I am aware that the following student(s):

_____

is/are under my guidance/direction while engaged in a project titled:

_____

during the following time period:
_____.

This project requires direct participant investigation (through questionnaires, interviews, focus groups, review of confidential agency records, etc.).

I assume responsibility for seeking advice as to agency ethics review policies in relation to human participants and will advise students in writing of any criteria they must meet before engaging in the investigation.

Name_____

Position_____

Agency_____

Date_____

Appendix C: Learning Contracts - Guidelines for Implementation

Written evaluations, in the form of practice appraisals, are the primary method of recording a student's progression towards professional practice. However, from time to time, learning contracts are considered necessary by a faculty member to clearly communicate competencies of concern and clearly identify strategies to achieve quality indicators indicative of practice expectations for the course. The learning contract is one method designed to focus student and faculty member attention on practice competencies of concern and specific strategies to promote student achievement of the competencies.

Process Guidelines

1. At the discretion of the faculty member, upon assessing student progress in practice, a learning contract **may** be initiated. The following are examples of reasons faculty may initiate a learning contract:
   a. a high-risk or several low-risk incident(s) indicative of student performance that places clients at actual or potential risk;
   b. a recurring pattern of unacceptable practice identified in previous practice appraisals;
   c. below minimum student practice performance, or inconsistent performance, in one or several domains;
   d. unprofessional behavior or actions that create either an unsafe or unsupportive learning environment.

2. Learning contracts may be initiated by the faculty member during a practice rotation or at the end of a practice rotation.

3. The faculty member will consult with the Chairperson prior to initiating a learning contract.

4. In writing the contract, the faculty member will identify the practice domains, competency(ies) and associated quality indicator(s) of concern from the course Practice Appraisal Forms (PAF's). It is advisable to list the [BCCNM Practice Standards for Registered Nurses](#) or [CNA Code of Ethics](#) involved as appropriate.

5. Students have the right to invite a support person to be present during any formal practice appraisal sessions (end of practice appraisal interview, meetings to discuss learning contract) between students and the faculty member. Students are required to inform the faculty in advance of the meeting when the support person will be present.

6. Faculty members should make every effort to inform a student of the decision to initiate a learning contract prior to meeting to discuss learning contract competencies and strategies.

7. The faculty member and student develop strategies, in writing, intended to assist the student to become successful in practice during the allotted time frame.

8. The faculty member, in consultation with the Chairperson, determines a timeframe in which the student ought to demonstrate competent practice.

9. The learning contract is signed and dated by both the student and faculty member and then placed in the student file. The student's signature on the learning contract indicates that the student is aware of the concerns. The student has an opportunity to provide written feedback regarding the contract, if desired.

10. A copy of the learning contract is given to the student and the Chairperson.

11. In rare circumstances a learning contract may be carried over into the next semester at the discretion of the Chair. The chair will notify the next semester faculty member.

12. If the learning contract is in place and the student is, or will be, with a nurse preceptor, the student along with the faculty member will discuss with the preceptor the specific learning contract strategies to promote student success.

13. Students may appeal for a grade through the office of Student Affairs. [Student Academic Appeals Policy](#) ED 4-0

Appendix D: TRU School of Nursing Unusual Occurrence Report

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

Instructions:
1.Include the following information:

- Describe the nature of the incident (e.g., med error; physical, psychological or stress induced injury, safety concerns for yourself or client; physical, verbal, bullying, harassment, discrimination, or sexual assault).

- Describe the circumstances surrounding the events as noted on the hospital or agency unusual occurrence form. Include factors identified as being possible causes for the error/incident, i.e., mitigating circumstances. If this is a harassment, bullying or discrimination please refer to: https://www.tru.ca/__shared/assets/BRD_17-0_RESPECTFUL_WORKPLACE_AND_HARASSMENT_PREVENTION47390.pdf

- Faculty member's comments (e.g., student's attitude, anxiety level, acceptance of responsibility and access of resources: reporting, counselling etc.).

- Has the student been involved in previous unusual occurrences? If so, were the factors that contributed to the incident similar? Please describe.

- Suggested follow up action (e.g., counselling, further education, referral to TRU health services).

- Student's comments.

2. Copies of this form will be given to the student, one placed in the student's file, and if necessary, a copy forwarded to OH&S at TRU.

TRU School of Nursing Unusual Occurrence Report

Date of Incident:

Location:

Incident:

Circumstances related to the incident:

Student comments:

Faculty comments:

Previous student unusual occurrences: Y/N. if yes, please describe

Suggested Follow Up Action:

Student's signature: _____ Date:

Faculty Member's signature: _____ Date: