

# Cape Breton University

BACHELOR OF SCIENCE NURSING PROGRAM  
WITHIN THE SCHOOL OF NURSING

# Nursing Student Handbook

Our Students... Our Program... Our Future...



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# Welcome to CBU School of Nursing

We welcome you to Cape Breton University, where you will be inspired, encouraged and supported to excel academically and personally in our unique community! Within the School of Nursing, our Faculty, Nursing Practice Educators, students and graduates are recognized globally for innovative accomplishments including academic excellence, healthcare leadership and patient advocacy. These successes contribute to Cape Breton University's growing reputation for excellence within the classroom – and beyond.

CBU's BScN Program offers three distinct entry points. They are Direct Entry (from high school), Advanced Standing (students who have completed some or all of a previous university degree) and Licensed Practical Nurses (LPN) to BScN. The Direct Entry program runs 8 semesters over a three-year period, and the Advanced Standing program and LPN students study 6 semesters over a two-year period.

This handbook has been developed to provide you with the information you need about the Nursing Program and Cape Breton University to be successful in your journey here as a valued student. We encourage you to keep your handbook available as you progress through the Nursing Program as a quick reference for key information.

We encourage you to enjoy our school and make the most of every opportunity for learning, personal and professional growth.



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# Vision, Mission, and Values

## **Vision**

The BScN Program aspires toward excellence in nursing education, practice and scholarship. Our graduates will be prepared to meet the challenges of advancing health for all in the 21st century.

## **Mission**

Our mission is to prepare nursing students to achieve excellence in the provision of safe, competent, compassionate and ethical care. We are committed to fostering a learner-centered environment that instills values of critical inquiry, reflective practice and life-long learning. We will develop, advance and disseminate nursing knowledge, while working proactively to advocate for and work toward eliminating social inequities.

## **Values**

### **Students**

We value that our students become critical thinkers who are culturally sensitive and globally aware as leaders in their field.

### **Health**

We value health as a resource for living and recognize the importance of the determinants of health and the principles of primary health care.

### **Nursing**

We value the influence of the baccalaureate preparation for professional nursing practice on health outcomes.

### **Environment**

We value an academic environment that honours professional conduct, academic freedom, collaboration and integrity while respecting the diversity and unique contribution of all individuals.



## Scholarship

We value advancement in nursing knowledge to improve nursing education, nursing practice and health outcomes.

## Collaboration

We value working collaboratively with our partners in communities, allied health professionals and leaders in building a healthier Cape Breton.

## Philosophy

The School of Nursing at CBU believes that nursing is a rich blend of art and science that focuses on promoting good health while providing safe, ethical and compassionate care across the lifespan to individuals, families, communities and populations. Nursing has a unique body of knowledge and is evidence-based on theories, research and evaluation, yet grounded in unique interpersonal connections that requires a competent experiential learning program for nursing, health sciences, social sciences and liberal arts. Nursing is a practice discipline, directed toward health promotion, illness and injury prevention, health maintenance, health restoration, patient agency and education and the facilitation of a dignified and peaceful death.

Professional education focuses on the development of the person to be a critically reflective practitioner. Through the integration of theory and practice an environment is fostered that stimulates critical thinking, curiosity, self-direction, accountability, social responsibility and a commitment to lifelong learning. The nursing curriculum is an intentional blending of courses from many disciplines led by leaders in their fields across the care continuum.



# Curriculum Core Concepts

## Health for All

All nurses in Nova Scotia should have the education and skills they need to care for people safely, competently, ethically and compassionately, and build the public's trust that nurses practice with public interest as their priority. Health is viewed as a resource for everyday living and is a dynamic process for the individual, family, community and population. Determinants of Health (DOH) influence and impact health status. This includes personal, social, economic and environmental factors - influence and impact health status. CBU School of Nursing recognizes an accessible healthcare system based on a primary health care approach as the key to achieving the goal of health for all.

## Critical inquiry

The Nursing Program incorporates critical inquiry within class and nursing practice through academic scholarship, academic research and professional and personal reflection and evaluation. Development of critical inquiry is supported through learning experiences that incorporate questioning, discussing and active listening, grounded in evidence-based practice.

## Social Justice and Equity

The program demands a non-discriminatory approach to inclusion in the profession of nursing and care, respecting individuality and celebrating differences. Cultural awareness and culturally sensitive relationships grounded in respect and trust are cultivated. The curriculum fosters awareness of global health challenges and the need to work collaboratively with partners in health care and government to ensure fair distribution of resources that is appropriate for healthcare needs.

## Nursing Knowledge

The program values baccalaureate preparation for professional nursing practice and fosters an awareness of nursing sensitive outcomes. Nursing scholarship is promoted to meet the demands of an increasingly complex health care system and the challenges for preparing nurses for their roles in the 21st century.

## Professionalism

The art and science of professional nursing is incorporated throughout the program. All nursing courses include the Canadian Nurses Association (CNA) Code of Ethics and Nova Scotia College of Nursing (NSCN) Standards of Practice for Registered Nurses.

## Collaboration

Collaboration is an integral component of professional nursing education. The program fosters and sustains interprofessional, interdisciplinary and intersectoral partnerships.

## Program Goals

The CBU BScN Program is designed to accomplish the following 12 goals:

1. To prepare professional nurses to engage in health promotion, prevention, curative, supportive and rehabilitative care, including palliation (across the life span) in a variety of settings.
2. To promote and implement the philosophy of primary health care.
3. To develop skill in ethical, moral, and legal decision-making with respect to health and health care delivery.
4. To promote accountability, responsibility and self-regulation.
5. To implement nursing practice models reflective of various nursing theories.
6. To actualize the values of social justice and equity.
7. To foster research mindedness and research utilization.
8. To promote the development and integration of evidence-informed knowledge.
9. To promote multi-sectorial and trans-disciplinary collaborative participation in health care delivery and research.
10. To promote facilitative and deliberate interaction and enactment of the advocacy role.
11. To develop leadership capacity.
12. To nurture personal and professional development.

## Three Year (Semesters 1-8) Direct Entry BScN Program Course Sequence

Semester One			Semester Two		
Course No.	Description	Cr.	Course No.	Description	Cr.
BIOL2203	Human Anatomy (65 or >)	3	BIOL2203	Nursing Physiology (65 or >)	3
CHEM1104	General Chemistry I	3	MICR2101	Microbiology (65 or >)	3
PSYC1101 or PSYC1103	Intro to Psychology, Natural Science or Human Science	3	PSYC1101 or PSYC1103	Intro to Psychology, Natural Science or Human Science	3
ENGL	Any 1000-level (65 or >)	3	COMM1103	Interpersonal Communication	3
PHIL1103	Critical Thinking	3	MATH1109	Statistics (65 or >)	3
Overall Average (65 or >)		15	Overall Average (65 or >)		15

## Two Year (Semesters 3-8) Advanced Standing

Semester Three			Semester Four		
Course No.	Description	Cr.	Course No.	Description	Cr.
NRSG2101	Professional Formation I	3	NRSG2301	Health & Illness I	3
NRSG2201	Foundations of Nursing I	3	NRSG2203	Foundations of Nursing II	3
NRSG2401	Health Promotion & Assessment I	3	NRSG2501	Pathophysiology	3
NRSG2403	Health Promotion & Assessment II	3	NRSG2503	Pharmacotherapeutics	3
NRSG2901	Nursing Practice Integration I	3	NRSG2903	Nursing Practice Integration II	3
Minimum Grade - 65% per course		15	Minimum Grade - 65% per course		15

Semester Five			Semester Six		
Course No.	Description	Cr.	Course No.	Description	Cr.
NRSG3101	Professional Formation II	3	NRSG3304	Health & Illness IV	3
NRSG3301	Health & Illness II	3	NRSG3501	Nursing Research	3
NRSG3303	Health & Illness III	3	NRSG3902	Nursing Practice Integration IV	6
NRSG3900	Nursing Practice Integration III	6	ELECTIVE		3
Minimum Grade - 65% per course		15	Minimum Grade - 65% per course		15

Semester Seven			Semester Eight		
Course No.	Description	Cr.	Course No.	Description	Cr.
NRSG4101	Professional Formation III	3	NRSG4902	Nursing Practice Integration VI	15
NRSG4501	Theory & Practice Synthesis	3			
NRSG4900	Nursing Practice Integration V	6			
ELECTIVE		3			
Minimum Grade - 65% per course		15	Minimum Grade - 65% per course		15

## Semester Three LPN-BScN Pathway (Students join in Semester 4-8)

NRSG0201:75	Transitioning to the Role of a Professional Registered Nurse	3
NRSG0203:75	The Roles of the Registered Nurse in Evidence-Informed Practice	3
MICR2101	Microbiology	3
MATH1109	Statistics	3
ENGL	Any 1000-level	3
Minimum Grade - 65% per course		15

All course descriptions can be found in the Cape Breton University Academic Calendar. [www.cbu.ca/current-students/registrars-office/academic-calendar/](http://www.cbu.ca/current-students/registrars-office/academic-calendar/)

### Mandatory Documentation

The following documentation is mandatory for entrance to Cape Breton University BScN Program. It is strongly encouraged that students maintain their own personal health record by keeping copies and receipts of all documentation. Immunization documentation must be submitted as a complete package. Partially completed documentation will not be accepted.

### Mandatory Clinical Documents

*The following requirements are mandatory for entrance into clinical practice.*

#### Pre-Clinical Mandatory Requirements

*\*Forms and information available via online Welcome Portal sent to you upon program acceptance.*

#### Vulnerable Sector Registry

##### Criminal Record Check

*Local Police Department or RCMP Detachment.*

##### Health Science Placement Network Consent Form

##### Nova Scotia Health Student Placement Agreement

##### Nova Scotia Health Confidentiality Agreement

*First Aid for semester 3 and CPR Health Care Provider course (yearly)*

*Note: CPR must be updated annually and proof of recertification will be placed on your file.*

##### Student Health Immunization Record

*Must be completed and signed by a Health Professional. Confirmation of childhood immunizations can be obtained from Provincial Department of Health or Family Physician.*

##### Annual Flu Vaccine

*Can be obtained at Nancy Dingwall Health and Counselling Centre or any Flu Vaccine Clinic*

# Program Related Information

## Communication

As a university student, you are responsible for your success – and we are here to guide you. To support your success, we encourage you to be proactive during your academic career by attending classes, submitting assignments on time, communicating with your course professor and actively engaging with your peers.

To help facilitate this, we guarantee that each course syllabus will have specific contact information for the Course Professor and related Course Instructors/Nursing Practice Educators and will be available electronically via Moodle. Please use this information as your primary means of reaching your instructors for course and nursing practice related issues.

## Email

A Cape Breton University email account is provided to you upon registration and managed by the CBU IT Department. Your CBU email address will be the primary means to communicate important information about courses, campus updates and the School of Nursing, and we strongly recommend you check your CBU email on a daily basis to ensure you remain informed of important information. Due to electronic privacy and security measures, only emails received from a valid CBU account will be answered.

In order to facilitate efficient communication, we offer the following guidelines when formatting correspondence by email with staff and faculty within the School of Nursing:

- Include your semester of study and a specific request or question.
- Include a clear subject line that is short and communicates the topic.
- Begin with a salutation such as “Dear Professor”.
- Verify the address and re-read your email before you send it (Does it make sense? Are there spelling errors? Does it include all pertinent information?)
- For urgent matters, please seek us out in person or via telephone to help facilitate a prompt response.

## Telephone

Refer to your course syllabus for telephone information for course-specific professors and Nursing Practice Educators, or to the CBU website ([www.cbu.ca](http://www.cbu.ca)) to contact other School of Nursing staff for reasons not relating to courses. Home telephone numbers will not be given out by the university and students should not telephone faculty or staff at home. Previously or personally acquired contact information is not to be used to contact faculty or Nursing Practice Educators.

## Meetings

If you are asked to meet with a faculty member, Nursing Practice Educator or other staff, it is important to arrive on time. If you are going to be late, or if you need to re-schedule the meeting, please communicate this via appropriate channels (e-mail) in a timely manner.

## Nursing Uniform

All students are expected to dress in a professional manner and follow the Professional Dress Policy which can be found in the policy section of this handbook. Students are responsible for purchasing their own uniforms and lab coat for university sanctioned clinical practicum courses and lab classes. The uniform consists of a white short-sleeve scrub top, and a hunter green pant. Any shirts worn under the uniform must be white in colour. Prices vary depending on the style of pant and scrub top selected.

Additional required items include:

- Stethoscope
- Pen Light & Medimeter
- Watch
- 1 Personalized Name Tag (Supplied by School)
- Manual Blood Pressure Monitor & Aneroid Sphygmomanometer
- Uniform Crest

*Details can be found via online Welcome Portal (Uniform & Equipment).*

*\*Keltic Clothing location on Dodd Street in Sydney continues to offer students quality uniforms which are guaranteed with replacement on any defective uniform or equipment.*

# Additional Program Related Costs

In addition to program tuition costs, students will need to plan for the following mandatory testing, certification etc. expenses. Please note these are **approximate** costs, subject to change, and are the responsibility of student.

Required Texts .....	\$1,629
Uniforms .....	\$400
HESI/Lab fees .....	\$650
First Aid and HCP-CPR .....	\$200
Dementia Training course.....	\$120
Nursing Society membership.....	\$20
Criminal Record check.....	\$30
Crisis Prevention Intervention Training course .....	\$20
Approximate cost .....	\$3,069

## Nursing Practice

In order to ensure that students get access to quality nursing placements, it is possible that students may need to attend practice during days, evenings and weekends. Every effort will be made to inform students of their schedule before they go into nursing practice.

## Nursing Society

The CBU Nursing Society is a very active student organization on and off campus, and involves nursing students from every semester of the program. It includes social, fundraising and academic activities. Your participation in the activities of the Nursing Society will prove rewarding for you, provide an excellent opportunity for you to meet other nursing students across both nursing programs and provide opportunities for leadership development. Membership in the Society is mandatory, and the Society requires a membership fee. Membership in your student organization will help your professional development and provides a link to other Nursing Societies across Canada. To qualify for student academic awards, membership fees must be current. The Canadian Nursing Students Association (CNSA) is the national voice of Canadian Nursing Students. Information is available at [www.cnsa.ca](http://www.cnsa.ca).



Students are encouraged to act as delegates and attend conferences, as participation is seen as an educational experience that fosters leadership. By becoming active in the Nursing Society in the beginning of your program you will realize the benefits of being part of this group throughout your years of study. Cape Breton University Nursing Students must be members of the Student Nursing Society to qualify for nursing awards. These awards are distributed annually at the Nursing Society Banquet, and there are awards allocated for each year of the program.

## International Nursing Experience

During the senior semester of your studies, you may have the opportunity to be part of an International Nursing Experience. The programs vary each year. You will learn more about this experience as information becomes available.

## Professionalism

The Nova Scotia College of Nursing is the regulatory body that governs Registered Nurses in the province of Nova Scotia. The College's mandate is to protect the public by promoting good practice within the nursing profession, preventing poor practice, and intervening when practice is unacceptable.

Nursing is a profession, and nurses are professionals. Professionalism is an attitude. It is a way of thinking that is demonstrated in your actions and appearance. Nurses are obligated to practice according to The Standards of Practice for Registered Nurses and the Canadian Nurses Association (CNA) Code of Ethics. The Standards of Practice can be found at [www.nscn.ca](http://www.nscn.ca), while the Code of Ethics can be found at [www.cna-aiic.ca](http://www.cna-aiic.ca).

The NSCN website is a resource that is available to both nursing students and practicing registered nurses. Below are links to important information for students as you begin to transition into becoming a Registered Nurse in Nova Scotia.

[https://cdn1.nscn.ca/sites/default/files/documents/resources/Becoming\\_RN\\_RSA.pdf](https://cdn1.nscn.ca/sites/default/files/documents/resources/Becoming_RN_RSA.pdf)

<https://www.nscn.ca/professional-practice/practice-support/practice-support-tools/entry-level-competencies/entry-level-competencies-registered-nurses-nova-scotia>





## NCLEX-RN

Cape Breton University's BScN degree prepares and provides graduates with a generalist undergraduate education. The application process for a temporary graduate nurse license and application for the NCLEX-RN® exam is completed through the NSCN. Resources for the NCLEX-RN can be found at <https://www.nscn.ca/registration-licensing/licensing-exams/nclex-rn-exam>.

## Nursing Skills Lab and Simulation Center

The two Nursing Skills Labs are located in the A-wing, rooms A-227 and A-236. Simulation Lab 1 is located in A-235 and Labs 2 & 3 also occupy part of the A-236 space. Room A232 is the Child Wellness Lab. There are both a Clinical Skills and Simulation (CS&S) Lead and Technician to manage and operate all labs and simulation scenarios.

These areas contain books, audiovisual materials, computer software, health related equipment and supplies, as well as many other resources to enhance Nursing student learning. The labs are areas for students to practice psychomotor skills and critical thinking abilities utilizing low to high fidelity simulators.

Students who require additional learning and support with psychomotor skills, medication administration, assessments and pathophysiology, etc. can be referred to the CS&S Lead for practice and remediation.

Simulation is integrated into the Nursing curriculum to allow students to bridge theory to practice in a safe, interactive learning environment. The simulation experience consists of pre-work, clinical scenarios and debriefing sessions. The debriefing exercise is used as a reflective practice tool to promote positive learning outcomes. The patient simulators and skills trainers shape learners' capacity for timely responsiveness through mannequins that are diverse in age, gender and race, each with the capacity for behavioural, live action responses. As students progress, the simulations evolve to cover more advanced skills and promote critical inquiry.

CBU Nursing students can also use these areas to collaborate with other health care disciplines to understand their unique roles and the importance of working and communicating together in health care to provide excellent care to all patients, families and communities. Lab space can be booked outside of scheduled class times by contacting the CS&S Lead or Technician.

## Committees

Cape Breton University School of Nursing values the input of students in the curricula. There are several committees that include student representation. We encourage you to engage with the Nursing Student Society about how to become involved and have a voice.

## Academic Support for Students

Below is a list of a few of the student services available at CBU. For a complete list please visit the CBU website.

[www.cbu.ca/current-students/student-services/](http://www.cbu.ca/current-students/student-services/)

## Mentoring & Student Advising

The School of Nursing strives to prepare students to achieve excellence in their education and profession. All students will be assigned a Faculty or Nursing Practice Educator (NPE) advisor upon acceptance into the BScN program. Students will receive an information package from the department with the name and contact information of their advisor. The nursing department advisor will follow the student throughout the program and will be a resource for questions or concerns. All first-year students are required to meet with a nursing advisor in the first year advising center before registering for courses.

## Library

The Cape Breton University Library houses, both physically and virtually, books, e-books, journals, databases and clinical resources supporting your information needs. You'll also find comfortable study areas and seminar rooms, computer workstations, printers, copiers and a staff willing to respond to your questions.

Services include reference and research assistance; online chat; borrowing books and articles from other libraries; and more!

See: <https://libguides.cbu.ca/homepage>

Spend some time reviewing your Nursing Subject Guide:

<https://libguides.cbu.ca/nursing> It will become your "first place to go" when seeking credible information for your assignments and learning.

Your School of Nursing Liaison Librarian is available to respond to your questions or to meet for research guidance and instruction.

E: [asklib@capebreton.libanswers.com](mailto:asklib@capebreton.libanswers.com)

P: 902-563-1320

## Center for Student Success

CBU offers many services through the Center for Student Success such as the Jennifer Keeping Centre for Accessible Learning, Writing Centre, Student Union Tutoring and Academic Success Coaching. Information on these resources can be found at [www.cbu.ca/success](http://www.cbu.ca/success).

## Nancy Dingwall Health and Counselling Centre

Located in the Canada Games Complex, the Health Centre offers confidential health services to registered students. Nurses (including a mental health nurse), physicians and counsellors are on site to meet the needs of patients. To make an inquiry or appointment: Call 902-563-1359 or email [healthservices@cbu.ca](mailto:healthservices@cbu.ca).

# Guidelines for Attendance and Professional Conduct

## Attendance Guidelines

As part of the University community, students play a key role within the institution. As student success is tied to regular attendance of classes, the University strongly recommends that students attend class regularly. The University also recognizes that students are ultimately responsible for their actions, and CBU does not publish an institution-wide mandatory class attendance policy. Students cannot fail solely due to absence from class.

The science, practice and interpersonal dimensions of nursing are taught and learned by students in the classroom and nursing practice components of the program in a manner that supports Nova Scotia College of Nurses Standards of Practice for Registered Nurses and the Canadian Nurses Association Code of Ethics. The Standards of Practice can be found at [www.nscn.ca](http://www.nscn.ca), while the Code of Ethics can be found at [www.cna-aicc.ca](http://www.cna-aicc.ca).

In all learning environments, students are socialized into their professional role and are thus required to demonstrate knowledge and application of professional nursing standards and ethics. In the nursing practice and classroom component of the program, the ethic of accountability is reflected in attendance. All nursing students are therefore required to attend all nursing classes, nursing practice conferences and nursing practice sessions as a demonstration of nursing practice ethics.

Students who do not demonstrate exemplary attendance may be deemed unsuitable for nursing by not meeting the standards of ethical behavior for the profession. Consistent absenteeism, which is linked to a lack of professional accountability, can result in a student being asked to withdraw from the program.

Attendance will be taken on a regular basis in all classes, nursing practice conferences and nursing practice experiences. All labs associated with nursing courses are considered Nursing Practice. Students who are absent from class/nursing practice, or any portion thereof without notifying Faculty or Nursing Practice Educator in a timely manner with a valid reason, will have their attendance record reviewed. Students' attendance records will be included in student evaluations.

Students are responsible for notifying Faculty or Nursing Practice Educator, and the nursing practice placement/agency, in advance of an absence. Students need to provide the Faculty or Nursing Practice Educator with an explanation for all absences. These notes will be included in student evaluations and in the student's file.

The following guidelines - as stated by Cape Breton University's Nancy Dingwall Health and Counselling Centre - are to be followed if absence is due to health reasons. For protracted illness or illness occurring during examination periods, upon request the nurse or the physician may provide health excuses to students for whom they have direct knowledge of the illness occurring during the time in question. If an "after the fact" request is made, the physician or nurse is unable to provide an excuse, but the student is encouraged to discuss the matter with the professor concerned.

In the event of inclement weather, students need to exercise prudent judgment in relation to the decision to travel to the nursing practice area and refer to CBU policy on inclement weather.

## CBU and School of Nursing Policies

Policies support CBU goals and our goals as a School of Nursing to provide a rich experience for students and to build exemplary graduates in the profession of Nursing. Policies are governed through several processes, and in the event of a discrepancy between this document and the official policies/guidelines, the latter shall prevail.

This policy list is not exhaustive, and we encourage you to familiarize yourself with policies at the institution and School of Nursing level that apply to you during your time as a student within the BScN program.

### **Missed Practice Time Policy**

Nurses are committed to providing safe, competent and ethical care to the public in accordance with the Nova Scotia College of Nursing's Standards of Practice for Registered Nurses (NSCN, 2017) and the Code of Ethics for Registered Nurses (CNA, 2017).





## Guiding Principles and Values

Nursing education and learning occurs in a variety of settings and is designed to develop nursing competencies in a purposeful manner and across a continuum. Nursing practice competence is built on evidence-based knowledge, skill and judgment. Attaining competence in practice requires that students actively engage in all planned nursing practice experiences throughout the program. Nursing practice hours are designed to enable students to achieve the Entry-Level Competencies for the Practice of Registered Nurses (NSCN, 2020). Any missed practice hours can interfere with adequate development and assessment of student competencies (knowledge, skill, judgment) and jeopardize successful completion of the required course outcomes.

## Procedures

1. Students must notify their instructor and assigned placement about missed time.
2. If a student does not meet the nursing practice requirements of a course, a plan for makeup of missed time will be developed, including additional costs.
3. Special circumstances should be reviewed and approved by the Dean of the School of Nursing. Athletes will be accommodated as per CBU's policy.
4. Missed practice time will be tracked, reported, and evaluate per course by the NPE/Faculty/ICA in charge of each program/course, and recorded as required on HSP net, and on the student file by the Academic Life Coordinator.

# Inclement Weather Policy

## Policy Statement

In addition to CBU's policy on inclement weather found at <https://www.cbu.ca/wp-content/uploads/2019/10/inclement-weather-policy.pdf>, the School of Nursing recognizes that inclement weather can affect student's ability to get to areas of nursing practice outside of campus. The safety of students is of the utmost importance.

## Guiding Principles and Values

The safety of students is of the utmost importance.

## Procedures

Students in their final nursing practice integration course placement will follow the policy of the institution in which they are working.

Students are expected to use their judgement to ensure safety during inclement weather, while meeting reasonable educational requirements.

For students not in their final course, their placement will follow CBU university decision on campus closure.

# Professional Dress Policy

## Policy Statement

Nursing students are required to dress in a professional and well-groomed manner and wear required uniforms in specific nursing practice settings. Lack of adherence to this expectation may be noted on the Students Evaluation.

Students who do not adhere to this policy may be asked to leave the nursing practice area as determined by the Nursing Practice Supervisor. This will be noted in the Student's Evaluation.

## Guiding Principles and Values

The Department of Nursing at Cape Breton University (CBU) requires students to adhere to the Standards of Practice for Registered Nurses (NSCN, 2017) and the Code of Ethics (CNA, 2017). The Professional Dress Policy is based on three guiding principles:

1. Infection Control
2. Safety
3. Professionalism

Students are required to adhere to the policy during all nursing practice experiences.

The CBU Nursing Uniform consists of:

1. A white scrub top and white lab coat with the CBU logo on the left sleeve and hunter green scrub bottoms. Undershirts must be white.
2. Shoes are white or black “nurses” shoes or all-white or black running shoes.
3. Student name bar on the front, left of the uniform.
4. A watch with a second hand, stethoscope, bandage scissors and pen.

Specific consideration to individual needs must be addressed with the Nursing Practice Supervisor. Accommodation is considered as long as the request aligns with the above guiding principles.

## Procedures

1. Students are expected to dress in a professional, well-groomed manner. Uniform is to be clean, wrinkle-free and properly fitted. Shoes are to be clean with a fully closed heel and toe.
2. Students are to adhere to dress policy for the agency in which they are practicing in regards to the type of dress such as uniform, professional dress or business casual. No combination of black and white or colored patterned uniform is acceptable.
3. Appropriate dress for community experiences is unique to the placement. Students therefore must consult with the Nursing Practice Supervisor and organization to discuss required dress.
4. Due to ongoing safety concerns, no: T-shirts with logo, jeans, shorts, hats, workout clothes or yoga pants, anything wrinkled, dirty, torn, stained or in need of repair, tank tops, spaghetti strap or strapless dresses, plunging or deep V-neck shirts or blouses, mini-skirts, flip flops, open toed shoes, tight-fitting, sheer clothing, sequins or glitter or leather pants are to be worn. This list may not be inclusive.
5. Religious head covers must be fastened securely and non-dangling.
6. Fingernails must be clean and short. No nail polish or acrylic nails permitted. Acceptable jewelry is limited to: stud earrings, wedding band, watch and medical alert identification.

# Progression Policy

## Policy Statement

Every student must meet mandatory academic requirements to progress from one term to the next in the Nursing Program. Students' academic requirements are based on the course grades recorded on their transcript.

## Guiding Principles and Values

Our mission is to prepare nursing students to achieve excellence in the provision of safe, competent, compassionate and ethical care. In an effort to achieve this, the student must meet rigorous academic standards before progressing from one term to the next.

## Procedures

Direct Entry Students – Term 1 and Term 2

In each of the following five courses:  
Students must achieve a minimum grade of 65%

BIOL2203  
ENGL 1100 level course  
BIOL 2204  
MICR2101  
MATH1109

In each of the following five courses:  
Students must achieve a minimum grade of 50%

PSYC1101  
CHEM1104  
PHIL 1103  
PSYC1103  
COMM1103

**Students must achieve an overall average of 65% in each term.**

## All Nursing students (Advanced Program and Direct Entry) – Term 3 to 8

In each Nursing Course:

Students must achieve a minimum grade of 65% in the combined mark from their midterm exam and their final exam.

And

Students must achieve a minimum final grade of 65%.

In each Non-Nursing Course:

Students must achieve a minimum grade of 65%.

### **Students must achieve an overall average of 65% in each term.**

(Final grades for electives and transfer credits will be included and calculated in the designated semester they appear on the student's degree audit.)

Students who fail to meet the progression requirements outlined will be designated as a Failure to Progress (FTP). FTP students will not progress to the next term.

- **Failure to Progress 1** - A student who fails to progress for the first time will be permitted to repeat the course the next time it is offered in the timetable or through tutorials (based on availability of resources). If the student subsequently passes the course and meets the other progression requirements, the student will be permitted to enroll in the next term.
- **Failure to Progress 2** - A student who fails to progress for a second time will be dismissed from the program for one year. Students may reapply to the program after one year. Readmission to the program is not guaranteed.

The maximum number of failures to progress is two.

If a student were readmitted to the nursing program, a subsequent failure to progress would result in permanent dismissal from the program.

## Departmental Process for Failure to Progress

The Chair of the Nursing Program will meet individually with the student deemed as FTP. A summary letter of the FTP and the meeting will be placed in the student's file. The Dean of the School will be notified. A letter informing the student of the FTP will be sent from the Dean's office to the student at the end of the Semester, and a copy of the letter will be placed in the student's file.

## University Academic Performance Policy

Consistent with the CBU Academic Performance Policy, Nursing students will be designated to Academic Consultation standing should their average fall below 70%. Students in this stage are required to participate in academic success planning.

Students who find themselves in this situation often go on to successfully improve their standing to achieve success. You will be asked to complete a self-assessment form that will connect you with CBU resources based on your input.

## At Risk Students

In adherence with the CBU At Risk Policy, Nursing students will be designated as an At-Risk Status if they meet the following criteria:

- Students achieve less than a 70 % average in the combined mark from their midterm and final exams in a nursing course.
- Students achieve less than as an overall average of 70 % in an academic Semester.

## School of Nursing Process for At Risk Students

The Chair and/or the Director will meet individually with each student deemed "At Risk". A letter summarizing the meeting will be placed in the student's file. The Dean of the School will be notified of a student's At-Risk status and a letter will be sent from the Dean's office to the student, and a copy of the letter will be placed in the student's file.

# Conduct During Exam Policy

## Policy Statement

Nursing students are required to conduct themselves in all areas as professional future nurses. Student nurses and Registered Nurses ascribe to the Code of Ethics. This extends to the examination arena, where student aptitude is evaluated.

## Guiding Principles and Values

Nursing students are expected to always comport themselves in a professional and ethical manner, including a commitment to justice and accountability. This extends to behaviour during the examinations that are intended to ensure a fair evaluation of skills, aptitude and learning.

## Procedures

Rules for the Conduct of Examinations:

1. No person is allowed in an examination room during an examination except the candidates concerned and those supervising the examination.
2. Candidates must appear at the examination room for a computer exam at least ten minutes before the commencement of the examination. For a paper exam, students will wait outside the exam room until advised by the instructor to enter the room.
3. Candidates shall bring their photo identification (signed Photo ID) and place it in a conspicuous place on their desks.
4. All coats, jackets, and hats should be placed at the front of the room; all notes and books, pencil cases, electronic devices such as watches, smart glasses, turned off cell phones, laptops and other unauthorized aids - as well as purses - should also be placed at the front of the room.
5. Candidates are not allowed to reach into pockets or any part of their clothing until the exam is over. Ripped jeans cannot be worn during exams. No hoodies or tops with frontal pouch pockets are to be worn. The candidate's usage of pens, pencils, paper, and/or whiteboards during exams will be at the discretion of the professor. During computer exams, the computer calculator will be minimized, and placed in the lower left corner of the computer screen.
6. The proctor has authority to assign seats to candidates.
7. Candidates shall not communicate with one another in any manner whatsoever during the examination. Candidates may not leave the examination room unescorted for any reason, and this includes using the washroom.
8. During a computer exam, no other tabs are to be open other than the exam itself.

# Reintegration to Nursing Practice Policy

## Policy Statement

Continuing competence, the ongoing “ability ... to integrate and apply the knowledge, skills, and judgment required to practice safely and ethically in a designated role and practice setting” (CRNNS, 2008, p. 3), is a requirement for annual licensure renewal for graduate nurses and a condition from which the student nurse is not exempt.

## Guiding Principles and Values

If a student’s progression in the nursing program has been interrupted for any reason, the student will be required to complete a nursing practice reintegration process before being permitted to re-enter the practice area. Regardless of the timeframe or underlying circumstances, it is anticipated that through this process, students will regain lost skills, abilities, and confidence to such an extent that they will be able to continue to grow in the practice of nursing relative to their program level.

Although there may be some variation in the clinical reintegration process based on individuals’ unique learning needs, the following guidelines will normally apply to re-entry students:

## Procedures

1. After reviewing the steps of and rationale for previously learned psychomotor skills, students must practice these skills in the nursing lab.
2. Once students feel they are ready, they must arrange to successfully perform a return demonstration of these skills for the Nursing Lab Coordinator.
3. Students must review the principles of safe medication administration as well as the numeracy skills necessary for accurate medication dosage calculation.
4. Students must review the nursing process and the care planning guidelines.
5. Prior to beginning their next practice rotation, students must meet with the F/NPE to whom they have been assigned to discuss the clinical reintegration process just completed.
6. If, at any time, assistance is required or concerns arise, students must consult the Program Chair about any such concerns.

Prior to returning to the program, students must submit proof of up-to-date immunization, evidence of current certification in standard first aid, Level C CPR, CPI, and documentation re: a criminal record check and screening through the home province child abuse registry.

# Nursing Practice Review

## Policy Statement

The Nursing Practice Review Committee (NPRC) is a standing committee within the School of Nursing designed to support students in meeting expected outcomes in clinical settings, and to outline the procedures to be followed when students do not meet expected outcomes.

## Guiding Principles and Values

Nursing Practice Review status is a formal step focused on reflection and support for merit-based progression of clinical practice. Students who are minimally meeting or not meeting Course Objectives, Standards of Practice, Code of Ethics or Entry Level Competencies will be required to undergo further assessment and participate in additional learning. A student cannot progress to the next clinical term unless the Nursing Practice Review is concluded.

## Procedures

A student is identified as needing practice improvement when the student has not met or minimally met the expected outcomes in a nursing practice area. The nursing practice area (on- or off-campus) includes but is not limited to hospitals, nursing laboratories, long-term care residences and community agencies. The expected outcomes reflect the Nursing program - those identified in course objectives, along with the Code of Ethics for Registered Nurses (Canadian Nurses Association, 2017), Standards of Practice for Registered Nurses (Nova Scotia College of Nursing, 2017) and Entry-Level Competencies for the Practice of Registered Nurses (Nova Scotia College of Nursing, 2020).

Once a need for practice review is identified, a structured process for improvement is undertaken between the student and Faculty, Nursing Practice Educator or ICA working with them. Weekly evaluations of the student's progress according to their Student Learning plan will provide the student with support towards their goal. A lack of improvement can result in Nursing Practice Suspension (NPS) or Nursing Practice Failure (NPF), in accordance with a structured, timely and transparent internal process within the School of Nursing.

Students are entitled to have a support person present at any meetings with NPRC.

# Student Learning Plan

The Learning Plan, developed by the student, is in the form of a care plan. The statement will consist of a problem (area for improvement) followed by related to (Standards of Practice) followed by as evidence by (what had occurred). The area for improvement and the related to will come from the Student Evaluation form. The statement will be followed by interventions (activities to implement) and evaluation. When a student is asked to develop a learning plan, the student will develop it and then review it with their Practice Educator.

The Learning Plan, developed by the student, is in the form of a care plan. The statement will take the form of a problem (i.e. "area for improvement"), followed by a reference to the specific Standard(s) of Practice, followed by corroborating evidence (i.e. "what had occurred"). The area for improvement and the related Standard(s) of Practice will derive from the Student Evaluation form. The statement will be followed by interventions (i.e. "activities to implement") and evaluation. When a student is asked to develop a learning plan, the student will develop it and then review it with their Practice Educator.

## STATEMENT

### EXAMPLE:

Requires improvement in performance of psychomotor skills (medication preparation) related to knowledge-based practice and competence as evidence by miscalculation of drug dosage.

1. Requires improvement in performance of adequate preparation for all nursing practice assignments
2. Requires improvement in the ability to bridge theory to practice
3. Requires improvement in the ability to apply knowledge and skills to perform thorough client assessment.

## INTERVENTION

### EXAMPLE:

1. Review the standards related to competence
2. Review medication preparation and drug calculations in Potter and Perry and Drug calculation text
3. Research all medications and calculations prior to nursing practice.

1. Review standards r/t competency
2. Do thorough research on client
3. Take researched material and look up and read about clients condition, medications, nursing diagnosis, interventions
4. Have notes with me to keep me focused and on track

## EVALUATION

1. Listed interventions completed.
2. Successful medication administration and drug calculations in the practice area.

# CBU

## *Nursing Students*

- like branches on a tree, we all grow in different directions  
yet our roots remain as one.





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