



CONTINUING NURSING STUDIES
INTERNATIONALLY EDUCATED NURSES (IEN)

STUDENT HANDBOOK

2016

Centre for Nursing Studies
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The IEN Bridging/Re-Entry Program is an initiative facilitated by the Department of Health and Community Services, Government of Newfoundland and Labrador, made possible through a financial contribution by Health Canada under the Internationally Educated Health Professionals initiative.

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1. GENERAL INFORMATION ABOUT THE CENTRE FOR NURSING STUDIES (CNS)

1.1 MESSAGE FROM THE CNS

Welcome to the Centre for Nursing Studies (CNS) and Continuing Nursing Studies.

The CNS is operated by Eastern Health and is located in St. John's, at the Dr. Leonard A. Miller Centre site, in the adjacent Southcott Hall building. The CNS offers a variety of programs across the continuum of nursing education.

This handbook is intended to provide information needed by students in the Internationally Educated Nurse (IEN) Bridging Program. Regulations that govern the academic, clinical, and professional components of the program are described as well as information related to the resources available to students. Students must meet the applicable course and/or program and other regulations as outlined in this handbook. Please refer to the table of contents at the beginning of the handbook for a listing of its contents.

NOTE: The IEN Bridging Program Handbook is updated on a regular basis. Any alterations to existing policies or regulations after publication will supersede what is in print in this handbook. Students will be notified of any changes to the published regulations, policies or information outlined in this handbook.

1.2 CNS MISSION, VISION AND VALUES

Our Mission

The Centre for Nursing Studies will deliver a continuum of nursing education programs that prepares highly competent practitioners and leaders through a commitment to excellence in teaching, practice, research and other forms of scholarship.

Our Vision

To enhance excellence and leadership in nursing education, innovation, partnerships, research and other forms of scholarship.

Our Values

Collaboration

Collaboration is the guiding principle in our approach to education, research and other forms of scholarship, practice, and international development.

Diversity

We respect diversity and foster inclusion among students, faculty, staff, and partners.

Excellence

Excellence is a means of assuring we prepare the highest quality practitioners and leaders.

Professionalism

We embody professionalism through continuous learning and the highest standards of integrity, ethical behaviour, accountability, and transparency.

Respect

Respect is the foundation of all our interactions.

1.3 CNS PROGRAMS

The CNS offers a Bachelor of Nursing (Collaborative) Program, a Practical Nursing Program and Continuing Nursing Studies courses/programs. Continuing Nursing Studies encourages registered nurses (RNs) and licensed practical nurses (LPNs) in the province of Newfoundland and Labrador to pursue lifelong learning in their professional development. Continuing Nursing Studies offers post-basic specialty programs, professional development courses and re-entry programs for both registered and licensed practical nurses across the province. Human resources and services at the CNS are shared across all programs.

1.4 THE IEN BRIDGING PROGRAM

The IEN Bridging Program is offered as part of Continuing Nursing Studies. The IEN Bridging Program is offered to nurses who are educated and registered in countries outside of Canada who have been assessed as requiring additional education in order to obtain a practising license as a RN.

1.5 IEN BRIDGING PROGRAM CONTACT INFORMATION

Coordinator; Continuing Nursing Studies

Peggy Rauman: peggy.rauman@mun.ca Office 1034 709-777-8138

Secretary; Continuing Nursing Studies

Tracey Evans: tracey.evans@mun.ca Office 1026 709-777-8162

Registrar; Non-Degree Programs

TBA

Business Office

Brenda Haines: bhaines@mun.ca Office 1032 709-777-6644

CNS Website

<http://www.centrefornursingstudies.ca>

1.6 CHANGE OF NAME AND ADDRESS

Students are advised to notify the Registrar, Non-Degree Programs in writing of any change in name, phone number, mailing or email address.

1.7 CANCELLATION OF PROGRAMS/COURSES

The CNS reserves the right to cancel programs if there is insufficient enrollment.

2. OVERVIEW OF THE IEN BRIDGING PROGRAM

2.1 PROGRAM DESCRIPTION AND DELIVERY

The IEN Bridging Program prepares the internationally educated nurse to build on the commonalities and differences between their own experiences and Canadian health care delivery and nursing practice. IENs enroll in the program or identified program courses to enhance knowledge and skills as a means to attain practice equivalence to the Canadian educated and practising nurse.

For many courses in the program, the delivery method is via distance education, Centre for Innovation in Teaching and Learning (CITL). Specified courses have full day lab components where attendance is required, on-site, at the CNS. Labs are strategically scheduled to minimize travelling for the IEN who lives outside the St. John's metropolitan area. For IENs who enroll in a clinical component of the program, the requirement to complete the course in the St. John's area is course dependent.

2.2 PROGRAM REFERRAL

Referrals to the IEN Bridging Program come from the Association of Registered Nurses of Newfoundland and Labrador (ARNNL), a regional health authority. IENs referred to the Bridging Program from the ARNNL or a regional health authority are given first priority to course offerings.

2.3 ADMISSION REQUIREMENTS

IENs applying to the Bridging Program must complete an application form that identifies the courses for which the application is intended. Other documents to be submitted with the application form include:

2.3.1 Proof of eligibility to work or study in Canada through documentation of:

- Canadian citizenship
- Permanent residency documents or

- Authorization under the Immigration and Refugee Protection Act

2.3.2 For ARNNL referrals, a letter from the ARNNL indicating eligibility for interim license following successful completion of the program or specified courses.

2.3.3 For IENs whose first language is not English or who completed their nursing education in a language other than English, a test of English must be completed. An official copy of the test results must be submitted before program/course commencement. If such documentation is with the ARNNL, the IEN student can request that a verified copy from ARNNL be forwarded to the CNS. Otherwise, the IEN must request the testing company to send an original report of the test scores to the CNS. Acceptable tests and scores are:

- **IELTS** (International English Language Testing System – Academic version) overall score of 7.0 with scores of 7.0 - speaking, 7.5 - listening, 6.5 - reading, and 7.0 - writing. Standard Error of Measure (SEM) of 0.5 will be applied to test scores.
- **TOEFL** (Test of English as a Foreign Language (IBT)). Total minimum score of 86 with scores of 26 -speaking, 20 - listening, 20 - reading, and 20 - writing.
- **CELBAN** (Canadian English Language Benchmark Assessment for Nurses). Scores: Speaking - 8, Listening – 10, Reading – 8, Writing – 7.

2.3.4 For IENs who are registering for the Medical-Surgical Nursing Practice course see pre-clinical placement requirements (p. 15), should be submitted as soon as possible.

2.4 PROGRAM PHILOSOPHY

The Internationally Educated Nurses' (IEN) Bridging Program is designed to facilitate the IEN's integration into Canadian nursing practice by providing learning opportunities that build on previous nursing knowledge and experience and thus prepare the IEN for registration and practice in the Canadian context. Program design and delivery is based on preparing the IEN to achieve national and provincial nursing practice entry level competencies. The curriculum is guided by current practice competencies and standards, Canadian health care system trends and issues, and the professional practice of nursing. Elements of the curriculum design deemed critical to enabling IENs to effectively bridge into Canadian nursing practice include a strong professional communication thread and learning opportunities that build critical thinking and clinical judgement skills.

The program provides learning opportunities that are consistent with the beliefs of the Continuing Nursing Studies Programs of the CNS, specifically, that learning is dynamic and continuous and occurs within the context of interactions between the student, the teacher and the environment. Program delivery is flexible and delivered within an environment that acknowledges the individual IEN's unique educational and practice background. Faculty and student relationships that acknowledge the importance of awareness and responsiveness to diversity in culture and learning style are essential to all aspects of program design.

Critical to delivery of the program is the establishment of partnerships and relationships with stakeholders to facilitate the availability of adequate resources and supports for program delivery and to meet the unique needs of IENs. Program design and delivery is inclusive of ongoing and timely evaluation to ensure transparency, relevance and responsiveness to the needs of the IEN and the practice setting.

2.5 COURSE REGULATIONS AND COURSE DESCRIPTIONS

The IEN Bridging Program is available to IEN who are referred for specific courses or for IENs who are required to complete the full program. The program includes 17 courses, 9 general nursing and 8 specialty courses. Requirement to complete more than one specialty course is dependent on the individual IEN's credential assessment.

IEN students must successfully complete all required general nursing courses prior to commencing the Medical-Surgical Nursing Practice course.

All nine required general nursing courses must be completed prior to commencement of any specialty course.

The following is a list of all IEN Bridging Program courses with course descriptions:

GENERAL NURSING COURSES

1. ***The Profession of Nursing in Canada*** reviews the evolution of professional nursing practice and related theoretical foundations that impact health care delivery in Canada. This module will provide opportunities for discussion and reflection on societal forces that impact Canadian registered nursing practice. An overview of the various components of the Canadian health care system and professional, ethical and legal issues related to nursing are also explored.
2. ***Therapeutic and Professional Communication*** emphasizes the principles of therapeutic and professional communication. The course has four distinct components: the nurse-client relationship; communicating with clients and

families; collaboration and cooperative practice; and professional documentation. This course has a 2 day on-site lab component.

3. **Pharmacology** provides information that accurately reflects current registered nurse practice in drug therapy in Canada, including knowledge of pharmacological interventions. The course focuses on the concepts and principles of pharmacology, knowledge of medication groups, their actions, uses, and special considerations.
4. **Medication Administration** reviews the knowledge, skills, and judgements required by the registered nurse to safely administer medications to clients. This course addresses basic concepts related to drug administration, Canadian drug legislation and standards, safe preparation of medications, calculation of medication dosages, documentation and the role of the nursing process in medication administration. This course has a 3 day on-site lab component.
5. **Health Assessment** reviews the Canadian registered nurse's role in health assessment. The course includes two components: the health history and the physical examination. The course teaches nurses to assess their clients holistically and to analyze their findings, determine outcomes and document data in an accurate and timely manner. This course has a 4 day on-site lab component.
6. **Health Challenges and Nursing Interventions** addresses health challenges across the lifespan. The course builds on previous knowledge of pathophysiology, pharmacology, and health assessment. Course concepts include health promotion and illness prevention; the nursing process; ethical, legal and professional considerations; family centered care; teaching and learning and collaborative practice. These concepts are applied to the nursing care of individuals experiencing common health challenges.
7. **Complex and Emergency Health Challenges** focuses on the process of effective clinical decision-making by nurses within a Canadian context. Simulations are used to address critical thinking, prioritizing, coordinating and delegating care.
The course also focuses on inter-professional collaboration and consultation for clinical decision-making. Case studies related to complex multi-system health challenges are used to prepare nurses for appropriate decision-making. The course also includes emerging health challenges seen in Canadian health care settings. This course has a 2 day on-site lab component.
8. **Clinical Skills** provides students with the opportunity to review and apply psychomotor competencies in a simulated nursing practice setting. This course has a 5 day on-site lab component.
9. **Medical-Surgical Nursing Practice** provides the student with a sound foundation in medical-surgical nursing care of the adult client and family

experiencing alterations in health. It is designed to integrate experiential knowledge, theory, skills, clinical decision-making, communication and values in a Canadian health care setting. The role of the professional registered nurse in acute medical-surgical inpatient areas will be emphasized. This course includes 160 hours of faculty led and 200 hours of preceptored clinical experience.

SPECIALTY NURSING COURSES

1. **Nursing the Childbearing Family** focuses on the nursing care of childbearing families in Canada. Course topics include all phases of the childbearing process, the neonatal period, and possible complications.
2. **Nursing Practice for the Childbearing Family** focuses on the nursing care of individuals and families, in the Canadian health care context, through all phases of childbearing and the neonatal period. The course is comprised of 80 hours of preceptored nursing experience in the acute care maternity setting.
3. **Child Health Nursing** focuses on the nursing care of children and families in Canada. Several topics explored in relation to child health nursing include: common acute and chronic illnesses, family centered care, growth and development, and health promotion and injury prevention.
4. **Child Health Nursing Practice** focuses on the nursing care of children and families. The course is comprised of 80 hours of preceptored nursing experience in an acute care child health setting.
5. **Mental Health Nursing** focuses on psychiatric/mental health problems across the lifespan. The course is designed to provide an overview of mental health nursing concepts. The meaning of mental health and mental illness to individuals, families and vulnerable populations is explored using a holistic perspective. Mental illness is considered using a biological, psychological, social and spiritual framework.
6. **Mental Health Nursing Practice** provides the opportunity to apply knowledge acquired in the Mental Health Nursing course to the practice setting. The course is comprised of 80 hours of preceptored nursing experience in an acute care mental health setting.
7. **Community Health Nursing** provides an overview of the knowledge required to practise nursing with individuals and families in the community setting and with the community as client. The nursing role in promoting, restoring, protecting and supporting the health status of clients and the community are addressed.

8. ***Community Health Nursing Practice*** provides the opportunity to integrate and consolidate the knowledge acquired in the community health nursing theory course and apply it to community health nursing practice in Canada. The course is comprised of 80 hours of preceptored experience in a community health practice setting.

2.6 COURSE OFFERINGS

Course offerings are generally restricted to the fall and winter semesters. Offering of the Clinical Skills course, Medical-Surgical Nursing Practice course is based on need/student enrollment.

However, exceptions may be made based on individual student need and faculty resources.

NOTE: For all IEN Bridging Program courses, the scheduling of course offerings is subject to change based on enrollment numbers.

2.7 COLLECTION OF DATA FOR PROGRAM EVALUATION PURPOSES

The CNS regularly collects data related to student enrollment and course or program completion. The collection and reporting of this information is for the purpose of program evaluation. For the IEN Bridging Program, this will include reporting to Health Canada, as a program funding agency.

Information collected is reported as aggregate data only; that is, information about individual students is not reported.

2.8 VERIFICATION OF IEN BRIDGING PROGRAM OR COURSE COMPLETION

The CNS will forward verification of program or course completion to the appropriate referral body for IENs referred to the IEN Bridging Program from ARNNL or a regional health authority.

3. ACADEMIC REGULATIONS AND GUIDELINES IEN BRIDGING PROGRAM

3.1 PROMOTION REGULATIONS

- a. The pass mark for each theory course in the IEN Bridging Program is 70%. Students are permitted to write one supplementary per course.

- b. The pass mark for each nursing practice course in the IEN Bridging Program is PASS.
- c. Students who fail to achieve 70% in an IEN Bridging Program theory course are permitted to repeat the given course once.
- d. Students who receive a second failure in a given IEN Bridging Program theory course are required to withdraw from the Program. Students with a second failure in a given theory course would not be eligible for future admission/readmission to the IEN Bridging Program or course.
- e. Students who fail to achieve a PASS mark in an IEN Bridging Program nursing practice course are required to withdraw from the Program. Students with a failure in a nursing practice course would not be eligible for future admission/readmission to the IEN Bridging Program or course.
- f. A student may be required to withdraw from the IEN Bridging Program or course at any time if, upon review by and a recommendation from the Non-Degree Program Committee, it is deemed that the student would not profit from continuation in the Program and/or is considered to be unsafe in the practice setting. In such cases, students who are required to withdraw would not be eligible for future admission/readmission to the Program or course.
- g. The IEN Bridging Program can be completed within 16 months but must be completed within 2 years of admission into the Program.
- h. Students who ask for a program or course extension or wish to take a leave of absence from the IEN Bridging Program must apply in writing to the Associate Director for Non-Degree Programs as Chair of the Non-Degree Program Committee. A leave of absence or extension may be approved for a maximum of 6 months.

3.2 ATTENDANCE

It is the responsibility of the student to attend all laboratory and/or clinical practice experiences, as required. Failure to complete these required learning experiences could result in insufficient learning to meet course objectives and subsequent course failure.

3.3 SUPPLEMENTARY EXAMINATIONS

Supplementary examinations are permitted in all theory courses in the IEN Bridging Program.

Students are permitted to write one supplementary examination per theory course in the Program. Any student writing a supplementary exam can achieve a maximum grade of 70%.

If the required pass mark for the Program is not achieved, the student will receive a failing grade in the course.

3.4 LAB RETESTS

- a. Students are permitted one retest if they fail a lab exam in an IEN Bridging Program course.
- b. Students who fail a lab exam in an IEN Bridging Program course are required to complete remedial work before they are permitted a retest.

3.5 WAIVER OF REGULATIONS

The CNS reserves the right to modify, alter or waive any IEN Bridging Program or course regulation in its application to individual students in the event where special circumstances may apply. Requests for waivers should be directed to the Associate Director, Non-Degree Programs as Chair of the Non-Degree Program Committee.

3.6 EVALUATION

- a. The method of evaluation for each IEN Bridging Program course is identified in the course materials.
- b. For most courses with a lab component, lab skill performance is evaluated through scheduled practical lab assessments.
- c. For nursing practice courses, students are evaluated using a pass/fail grading scheme.
- d. Students must complete all scheduled evaluation components of a course in order to receive a final grade.

3.7 EXAMINATIONS

For IEN Bridging Program courses with a defined course completion date, examinations are scheduled to be written in a designated week. For courses with a time frame interval for course completions, examinations are scheduled on an individual basis.

Once examination dates are scheduled, arrangements are made with the Program Coordinator (St. John's) or invigilator (outside St. John's) to administer the examination at a specified time and place.

Students are not permitted to bring any books, electronic devices or personal belongings into the room where exams are being written. In certain cases a basic calculator may be permitted at the discretion of the faculty member.

A Photo ID must be brought to the examination room.

Caps of any sort are not permitted during exams.

3.8 DEFERRED EXAMINATIONS

Deferred examinations are permitted only under extraordinary circumstances. The student is responsible for making the necessary arrangements with the Continuing Nursing Studies Coordinator.

3.9 COURSE ASSIGNMENT EXTENSIONS

Assignment deadlines will be extended **only under extraordinary circumstances. Students requesting extensions are expected to** contact the course faculty prior to the assignment due date. The granting of extensions is at the discretion of faculty.

3.10 APPEAL OF REGULATIONS

Regulations of the Continuing Nursing Studies programs and courses are designed to ensure the integrity of program/course standards and the fair and equitable treatment of students.

The CNS recognizes the right of individual students with extenuating circumstances to appeal decisions that result from the application of program regulations. Extenuating circumstances include illness, bereavement or other acceptable causes. In all cases of appeals, written evidence to support the reason for the appeal is required.

Before initiating an appeal the student should request an informal review with the course faculty. This will ensure that the faculty member is aware of all the facts that the student believes impacted the decision. If a resolution to the concern is not found, the student may commence the Appeal Process.

The following outlines application of the Appeal Process for students in the IEN Bridging Program:

- a. The responsibility for making the appeal rests with the student and must be made within one week following the decision resulting from application of the program regulation.
- b. Appeals are heard by the Non-Degree Program Committee.

- c. The appeal should be made in writing to the Associate Director, Non-Degree Programs who is Chair of the Non-Degree Program Committee.
- d. A student should seek advice when preparing an appeal. Advice can be obtained from a CNS Guidance Counselor.
- e. The appeal letter should state the reason for the appeal and written evidence to support the extenuating circumstances that are cited in the letter of appeal.
- f. Appeals based on medical grounds must include a letter from a physician that clearly indicates that the medical problem was serious enough to interfere with the student's work. The medical evidence submitted must be on physician letterhead and include the actual dates of medical appointments. Additionally, evidence to support the degree and length of time the illness may have impacted the student's performance while enrolled in the IEN Bridging Program must be included in the physician's letter.
- g. An appeal based on bereavement must be supported by proof of death.
- h. The appeal process recognizes a student's right to confidentiality. However, the Non-Degree Program Committee requires substantial evidence in order to make a decision on an appeal. A student who wishes that certain facts concerning the extenuating circumstances remain confidential should discuss these with the CNS Guidance Counselor. The Guidance Counselor, depending on the facts provided and with the student's permission, may write a letter confirming that sufficient grounds existed to support the appeal. This letter would not include the specific confidential extenuating circumstances disclosed by the student to the Counselor.
- i. The appeal decision is communicated to the student in writing within a week following the appeal hearing.
- j. When an appeal is denied by the Non-Degree Program Committee, the student may make application to the CNS Executive Committee for a second appeal hearing. Should the appeal be denied by the Executive Committee, no further appeal within the CNS is possible.

3.11 PROFESSIONAL CONDUCT

Professional conduct in the nursing profession is exhibited by actions and behaviors that demonstrate respect for the freedom and rights of others. While enrolled in the IEN Bridging Program or course, students are expected to follow a prescribed standard for professional conduct.

When this standard is breeched, the result is misconduct. Misconduct will subject the student to disciplinary action, which may result in a penalty ranging from reprimand to dismissal, depending on the nature of the act/s.

Some examples of misconduct include, but are not limited to:

- a. Dishonesty in any form, such as cheating, plagiarism, furnishing false information.
- b. Theft of, and/or intentional damage to, institutional or personal property of others.
- c. Continued refusal to comply with directives of CNS officials, CNS policies and/or institutional policies of clinical practice.
- d. Chemical substance abuse.
- e. Conviction of a crime that relates adversely to the practice of nursing or to the ability to practise nursing.
- f. Engaging in unfit or incompetent or unsafe nursing practice e.g.
- g. Performance of unsafe or incompetent patient care, failure to adhere to established agency guidelines for the provision of care, or failure to practise within the approved scope of practice.
- h. Non-compliance with the professional CNA Code of Ethics, Standards and Scope of Practice for Registered Nurses in NL.
- i. Violation of patient confidentiality, through inappropriate written or verbal disclosure of patient information outside the boundaries of professional communications.
- j. The use of loud, offensive, discriminatory or other kinds of language that may cause or result in defamation of character and/or harm to other students, faculty, staff, patients or visitors at the CNS.

An Informal and/or Formal Process for Resolution of Professional Misconduct may be used.

The Informal Process for Resolution of Professional Misconduct is designed to provide a mutually satisfactory resolution between the parties involved. In the case of application of the informal process the accusation will be reviewed by the CNS Director in the presence of the parties involved.

The Formal Process for Resolution of Professional Misconduct is used in cases where a i) a satisfactory resolution to the issue cannot be reached through the informal process, or ii) in the opinion of the Director, the misconduct is a major breach of conduct. The formal process for resolution of professional misconduct involves review of the alleged misconduct by the Non-Degree Program Committee.

If a student wishes to appeal the decision made by the Non-Degree Program Committee, it should be made to the CNS Executive Committee.

Should the appeal be denied by the Executive Committee, no further appeal within the CNS is possible.

3.12 IEN BRIDGING PROGRAM OR COURSE COMPLETION TRANSCRIPT

Transcripts are issued for completion of the IEN Bridging Program or for individual courses completed in the Program. Students referred from the ARNNL or a regional health authority will not be issued a transcript until all requirements are met.

3.13 STUDENT RECORDS

Student records for all continuing education programs/courses are maintained and stored within the Continuing Nursing Studies department. This includes a registration form and an official transcript. Student access to records is available upon written request.

4. CLINICAL (NURSING PRACTICE COURSE) REGULATIONS AND GUIDELINES

4.1 NURSING PRACTICE COURSE ACADEMIC PRE-REQUISITES

- a. Students in the IEN Bridging Program who are required to enroll in the Medical-Surgical Nursing Practice course must have all of their required general nursing theory courses completed prior to commencement of the course.
- b. Students in the IEN Bridging Program who are required to enroll in a specialty nursing practice course must have all required general nursing courses and the pre-requisite specialty theory course completed prior to commencement of the specialty nursing practice course.

4.2 REQUIREMENTS PRIOR TO COMMENCEMENT OF A NURSING PRACTICE COURSE

Students required to enroll in a nursing practice course in the IEN Bridging Program must meet certain pre-clinical requirements before permission is given to commence the required course.

Pre-Clinical Placement Requirements include:

a. Up-to-Date Immunization Status

Students must provide proof of up to date immunization status for the following:

- Tetanus, Diphtheria, Polio (Td-Polio)
- Tuberculin skin test (TST)
- Measles Mumps & Rubella (MMR)
- Varicella titre and vaccine if required

➤ Hepatitis B

b. CPR (level Health Care Provider–HCP)

Proof of current CPR certification at the HCP level is required on a yearly basis. Students commencing a nursing practice course must provide proof of a current level of certification that does not expire during the scheduled course offering.

c. Certificate of Conduct and Vulnerable Sector Check

Provincial legislation and NL Regional Health Authorities require that new employees, volunteers and students affiliating to health care agencies obtain a Certificate of Conduct and Vulnerable Sector Check prior to commencement of employment, service or clinical learning experiences.

It is advisable that students obtain these documents prior to commencing the IEN Bridging Program. Students will not be permitted to commence any nursing practice course until a current Certificate of Conduct and Vulnerable Sector Check has been provided. Failure to provide a Certificate of Conduct and Vulnerable Sector Check will require that the student withdraw from the Program.

d. Fit Mask Testing

All students must provide proof that they have been fitted for an N95 mask before commencement of a nursing practice course. To be completed at the CNS.

e. Personal Health Information Act (PHIA) Oath of Confidentiality

As per the Newfoundland and Labrador Personal Health Information Act (PHIA), students are required to sign an oath of confidentiality, as well as complete and submit proof of completion of the online PHIA education module. The Continuing Nursing Studies Coordinator will provide students with the information related to this requirement.

NOTE: Documentation to support that Pre-Clinical Requirements have been met must be provided to the Continuing Nursing Studies Coordinator a minimum of 2 weeks in advance of the course start date. A delay in submission of up-to-date documents could result in a cancellation of the student’s nursing practice course registration and a significant delay in program completion.

4.3 ORIENTATION TO A NURSING PRACTICE COURSE

All courses in the IEN Bridging Program provide an orientation session to students. In the Nursing Practice courses, this orientation will provide students with all information needed related to the individual student’s clinical practice setting, teaching faculty and preceptor names and expectations. This orientation

will also review the course evaluation objectives, course expectations and method of evaluation.

4.4 NURSING PRACTICE /CLINICAL COURSE ATTENDANCE

Documentation is required for prolonged or excess absence from a nursing practice course. Regardless of the evidence provided for absenteeism, the student must ultimately demonstrate successful achievement of the objectives specified for the nursing practice course.

Failure to demonstrate an acceptable level of competency may result in failure or a required withdrawal from the course.

The faculty member and/or preceptor is/are able to appraise clinical progress only when the student is present for scheduled clinical opportunities. A student's absence from clinical may seriously affect the amount and/or quality of information which can be used to assess student progress and complete his/her evaluation.

Clinical opportunities are inclusive of:

- Attendance in clinical.
- Preparation for/participation in conferences.
- Individual meetings at the discretion of the faculty member and/or preceptor.

4.5 REPORTING OF ABSENTEEISM

Students unable to attend a scheduled clinical activity must notify the clinical agency and assigned faculty member prior to commencement of the scheduled time. Faculty are to be notified via email, which is accessible 24 hours per day.

4.6 PRECEPTOR

Through consultation with nurse managers, preceptors are carefully selected to facilitate the clinical experience in the IEN Bridging Program Nursing Practice courses. Qualities of preceptors often include: additional education related to the program, extensive “hands-on” experience in the specialty, expert nursing care, prior teaching/mentoring experience, and realistic expectations of the student.

During the clinical experience, the preceptor will facilitate the student’s achievement of the clinical objectives and clinical competencies. Refer to the preceptorship manual for more information on preceptor roles/responsibilities as well as the student’s (preceptee) role and responsibilities.

4.7 CLINICAL DRESS CODE

The CNS and affiliating clinical agencies have in place a clinical dress code for the practice setting. It is expected that all students follow this dress code. This will be explained in the orientation to a nursing practice course.

5. STUDENT SERVICES AND ADDITIONAL INFORMATION/ GUIDELINES

5.1 ACCESS TO THE CNS

For IEN students enrolled in courses requiring lab/classroom days, access to the CNS may be gained via the main entrance to Southcott Hall, Monday to Friday 06:00 – 18:00.

Students needing access during evenings, weekends and holidays will be required to use the main entrance of the Miller Centre which is opened from 06:00 – midnight daily.

Students are reminded that access to the Learning Resources Centre (LRC) and Instructional Resource Centre (IRC) will only be provided during the hours when staff and/or student proctors are available.

Students are requested not to ask security personnel to provide direction to these areas after the designated hours.

5.2 CNS AND SOUTHCOTT HALL ROOM LOCATIONS

The CNS occupies seven floors of Southcott Hall as follows:

- **Basement Level** - Student lockers and Lounges, Lab Rooms
- **Ground Floor** – Classrooms, the LRC, CNS Mailroom and Office of the Operations Officer
- **First Floor** - Classrooms, Computer Labs and Nursing Labs
- **Second Floor** - Conference Rooms, Nursing Society Office, and Faculty Offices
- **Ninth Floor** - Nursing Labs and Faculty Offices
- **Tenth Floor** - Faculty, Secretarial and Administrative Offices. The Continuing Nursing Studies Coordinator's Office is located on this floor.
- **Eleventh Floor** – Faculty, Secretarial and Administrative Offices, Research Office

If students need to book a space for study or project work, the request (with a brief explanation of the reason for the request) should be made to the appropriate department as follows:

- Classroom Space – Secretary to the Director (Office 1034)
- Lab Space – Instructional Resource Centre (Office 921)

- Conference Room Space – Learning Resource Centre Personnel

5.3 LEARNING RESOURCE CENTRE (LIBRARY) AND COMPUTER LAB

The LRC is located on the ground floor of the CNS. The LRC provides an expanding collection of books, periodicals, A-V and computer software to support CNS curricula and to foster independent learning.

The LRC is an integral part of the CNS and has a major role in facilitation of its educational programs. Its main objective is to provide quality information services and resources for all LRC clients. Instruction in the use of information resources focuses on equipping students with information retrieval and management skills which will enable them to become independent and lifelong students.

All CNS students are registered with the LRC and have usage and borrowing privileges. Students will be issued an ID card that must be presented when borrowing materials or booking facilities. Distance students must present their Library ID when borrowing materials.

The CNS Computer Lab is located on the first floor of the Southcott hall building. The computer lab is available to all students during normal LRC hours. Information related to the LRC and Computer Lab hours of operation, general policies and services are located on the CNS website under Library <http://www.centrefornursingstudies.ca/Library/php>.

5.4 INSTRUCTIONAL RESOURCE CENTRE (LAB)

For nursing, it is important that the academic program is complemented by practice and experience in real and/or simulated settings. The IRC provides opportunity for simulated learning in both psychomotor competencies and interpersonal skills. IRC faculty and coordinator offices are located on ninth floor.

Information related to the IRC/Lab hours of operation, general policies and services are located on the CNS website under Lab at http://www.centrefornursingstudies.ca/instructional_resource_centre.php

5.5 GUIDANCE AND COUNSELING

Guidance Counseling Services in the areas of academic, personal, and career planning are provided by a qualified Guidance Counselor.

The Guidance and Counseling policy for client/counselor confidentiality is in accordance with the policy of the Canadian Nurses Association.

The Guidance Counselor's office is located at the CNS, Room, G27, Ground Floor, Southcott Hall. The Guidance Counselor can be contacted by telephone or e-mail: Dawn Lanphear at 709-777-8187 dawn.lanphear@mun.ca.

Resources for Enhancing Your Study Skills and Multiple-Choice Exam Writing Strategies are available under the Continuing Nursing Studies webpage at www.centrefornursingstudies.ca/programs/continuing_education/learning_resources.php

Student utilization of the guidance services is generally on a voluntary basis. However, students may also be referred to the Guidance Counselor by a faculty member. In these instances, students work collaboratively with the Guidance Counselor and faculty member, if necessary, to develop and implement strategies to help resolve the identified problem area.

5.6 DISTANCE EDUCATION

The IEN Bridging Program is offered by Centre for Innovation in Teaching and Learning (CITL) combined with some lab/classroom activities and supplemented with web-based communications and audio conferencing. There are many benefits of learning at a distance, especially for adult students. Its accessibility, particularly for adults whose family, professional and social commitments make it impossible to attend on-site classes, is a major advantage. Distance students can choose when and where they will study and can maintain a flexible study schedule that allows them to continue other important roles in life while performing the role of student.

For many students, distance learning is a new experience. Instead of attending classes 2 or 3 times a week, the student's home becomes the classroom and the student assumes independence in his/her own learning. Faculty is available as needed by email or telephone to provide guidance and support, to offer explanations concerning the content, and to discuss concerns.

Success in the program/course is largely dependent on the student's initiative and self-direction, study habits, level of motivation, organizational and time management skills.

Personal life factors such as work and family responsibilities, social commitments and community involvement can all affect the amount of time the student will spend on completing program requirements. It is essential the student evaluate the amount of time spent at all activities and organize or manage time to include at least 8-10 hours per week for completing program requirements. The student should establish a specific study schedule and follow it as closely as possible.

Continuing Nursing Studies Coordinator

Specific times or "office hours" are available to students to call the Continuing Nursing Studies Coordinator. A Toll Free number (1-888-290-6272) is available

for this purpose. Office hours for programs may be found by consulting information regarding specific programs.

Functions of the Coordinator include:

- Establishing a learning contract with students.
- Discussing concerns related to program progression.
- Providing clarification regarding program/course content.
- Invigilating and correcting examinations of students in the St. John's area.
- Providing ongoing feedback and clarification regarding program/course material to all students via on-site discussions, telephone and email contact
- Acquiring exam invigilators for out-of-town students.
- Providing clarification of assignment instructions.
- Motivating and assisting students, as needed, in time management.
- Initiating contact with students if they have not been in contact with the program facilitator over an extended period of time.
- Providing advice and assistance in obtaining additional learning resources.
- Selecting preceptors for the clinical portion of programs/courses.
- Providing preceptor orientation.
- Providing a support system for preceptors.
- Collaborating with preceptors regularly regarding students' clinical progress.
- Conducting an exit interview with each student.

Peer Support

The support of peers (classmates) is widely recognized for its benefits to the learning experience. Continuing Studies distance education programs encourage students to maintain ongoing communication with their peers to discuss difficult concepts, share ideas and provide support/encouragement. Students registered in the same course are able to email each other through DELTS secured email. This medium provides an ideal opportunity to meet and share ideas with fellow classmates.

Names, phone numbers and email addresses of students will be shared with students on enrollment in programs/courses if individual students are agreeable to sharing this information. Peer interaction provides students with another support system in addition to school and family support.

Program Orientation and Learning Package

All students are provided with a Program Orientation and Learning Package after admission to the IEN Bridging Program is confirmed.

The orientation will be arranged by the Continuing Nursing Studies Coordinator. The Learning Package will include:

- The Student Handbook.
- A recommended schedule for program/course completion.

- A course textbook list that includes a list of books. (**The IEN student is responsible to purchase all textbooks.**)
- Individual course materials are provided to the student once the student is registered for a specified course.
- A Preceptorship Manual is provided to students required to complete a nursing practice course once the student is registered in the specified course.

5.7 ACADEMIC ADVISING

Students requiring academic advising should contact the Continuing Nursing Studies Coordinator.

5.8 STUDY SKILLS

A successful experience for an independent, distance student requires his/her active participation in the learning process. Effective study skills are an essential component of that process. Students should refer to the *“Enhancing Your Study Skills”* booklet available on the CNS website www.centrefornursingstudies.ca. *In the menu refer to Programs, Continuing Nursing Studies, Learning Resources then Study Skills Booklet.*

Two major concepts the student must consider before beginning to study are preparation and organization. Both concepts are equally important, because the best study techniques cannot help if the student approaches work unprepared or disorganized.

Preparation

- a. Motivation: As adults, motivation to learn is based on specific needs. Motivation stems from a desire to improve one’s current job or life situation. Without that intrinsic drive, difficulty in achieving success may be experienced. Students are advised to examine own level of motivation to learn prior to approaching the course/ program. Distance, self-directed, independent learning will demand adjustments in daily schedules as well as considerable effort and concentration on the part of the student.
- b. Physical preparation: It is essential that the student obtain adequate sleep and proper nutrition before studying. This allows the student to be energized, think clearly and remain focused.
- c. Positive attitude: The student’s attitude toward learning can affect his/her success. It is easy to be negative about studying, especially if the content is difficult and the workload is heavy. Academic success does not happen without considerable effort on your part. Believe you can and will succeed and enjoy the learning experience. For most students in Continuing Nursing Studies this is a continuation of lifelong learning. You have been learning

since your basic education and have many health-related experiences that have contributed to your overall knowledge.

Organization

- a. Study schedule: Establishing a definite study schedule, which does not interfere with work, personal, and family matters, is essential. Decide how many hours per week you will devote to study. A minimum of 8-10 hrs/wk is recommended. Develop and post your schedule each week in a visible location in your home (e.g. on the refrigerator). This will remind you of study times, enabling you to be compliant. Maintaining your schedule will provide you with a sense of accomplishment and improve your attitude. Settle down and begin studying quickly when the scheduled time arrives. Continue studying until the scheduled time is over. Take a short break every hour. Leave the room so that you can take your mind off the study. A refreshed mind improves concentration and retention of information.
- b. Study location: Select a room that is quiet with adequate lighting and ventilation. A desk with a firm, but comfortable chair is ideal for study. Store all learning materials in or near your desk. Distracters such as radio, television and telephone should be turned off.
- c. How to study: Firstly, survey the module content and additional readings you plan to study. Think about the title, look at the table of contents to identify units, objectives, headings, and subheadings, scan the module and read the summary. This gives you a general idea of how the material is organized and direction for your reading. Next, go back and read with the purpose of learning the information under specific headings or objectives. Set goals for yourself about how much time you will spend on specific sections based on the level of difficulty of the topic and strive to achieve that goal. Try not to memorize. It is impossible to remember everything you have read. Instead, aim at understanding the content and being able to apply it to a nursing situation. Identify key concepts that are essential to understanding and mastering the objective. Be active in the learning process by trying to anticipate what the author will say next as you read through the materials. Search for meaning by looking for the main idea in each section. Learn to identify and, then, briefly scan unimportant information. Think about what the objective is asking you (e.g., identify factors affecting the pain experience). Can you answer this? The advantage of asking yourself a question is that it increases your curiosity and makes learning more meaningful and interesting. Refer to notes from required readings and information listed under the objective. Complete any learning activities related to the objective.

Make notes or highlight important information at this time. Notes are merely key words/phrases to help guide you to the body of information you need to know. Do not rewrite the module or highlight every word in the textbook or reading material. Highlight and/or record only pertinent thoughts and important details.

Use familiar abbreviations, make short lists, or draw simple tables to save time in note taking.

As you complete this process for each module, answer the comprehension check questions at the end of the module. If you score a mark that is equivalent to the pass mark for the program/course, continue on to next module. If not, go back and review areas of difficulty. If included, complete the post-test at the end of the unit. Identify areas of strength and weakness. Go back and review areas where your knowledge or understanding is insufficient. Use the notes you have taken to review important concepts. Continue to do this until you feel you understand the content.

5.9 TEST TAKING

Most often you will be writing multiple choice exams. Many people think that these are the easiest types of exams you can write, but this is inaccurate. You need to know your material just as much, and usually more, for a multiple choice test than for most other types of exams.

There are ways in which you can improve your chances of performing well on an exam. Students should refer to the *“Multiple Choice Exam Writing Strategies” booklet available on the CNS website www.centrefornursingstudies.ca. In the menu refer to Programs, Continuing Nursing Studies, Learning Resources then Multiple Choice Exam Booklet.*

Below are some tips for you to follow in preparation for and while writing multiple choice exams.

Test Taking Tips

- Do not cram for the test the night before as this often causes undue stress. Plan and spread your review time over several days. Try to summarize the content rather than reviewing all the material. Notes taken during initial the study period are useful during the review. Purposefully give attention to areas you initially identified as important and try to predict test questions.
- As you begin the test, think positively and believe in yourself as a successful student. Skim the entire test once, briefly, to get a sense of what it is all about. Read the directions, twice, underlining or circling key instructions if necessary. Find out how much time you have to write the test, how much time you have per question (usually about 1 minute or so), if there are any compulsory questions, and if you will be penalized for incorrect guesses.
- Attempt to answer the questions in the order in which they are given to you. If you don't know the answer to a question, make a mark next to it, and move ahead to the next one. Come back to the difficult ones after you've completed the other questions.

- Read the question part of the problem, the “stem”, carefully, at least twice. Underline key terms such as “best action”, “primary reason”, “initial response.” Rephrase the stem in your own words if you feel it will help. Ask for clarification of any terms you do not understand. Anticipate what the answer will be and then look for it among the options given. You can often identify at least some of the characteristics of the correct answer.
- Read each option (answer) available to you even though one may seem like the correct answer to you. In multiple choice questions, all of the answers may be true but only one best answers the question. Actively reason through each, testing it against the question and eliminate the ones that you are certain are incorrect by crossing them off. Usually you can narrow your choices to two possible answers. Using logical reasoning, choose the more encompassing option as the one with the greatest chance of being correct.

5.10 FOOD SERVICES

A cafeteria service is located on the first floor of the Miller Centre. Hours of operation are as follows:

➤ Monday-Friday 08:00 – 15:30

Please note: These times may vary throughout the year. Notices of such changes are posted in the coffee shop.

5.11 SMOKING REGULATIONS

Smoking and second-hand smoke are recognized as serious health hazards. Effective September 23, 2009, Eastern Health has a Smoke Free Environment Policy at all of its owned and operated facilities.

This policy includes that smoking is not permitted in or near buildings, on the grounds, in parking garages, or on the parking lots of Eastern Health sites and facilities.

5.12 FIRE SAFETY

As part of the CNS orientation, all students are required to attend a general information session on fire safety.

Part of the orientation to every clinical area includes reference to the student’s duties in the event of fire.

The guidelines entitled, “Centre for Nursing Studies ‘Code Red’ Action Card” prepared by the Emergency Preparedness Committee, Miller Centre are posted throughout the CNS including classrooms, conference rooms, lab rooms and by all elevators in Southcott Hall. Students are advised to acquaint themselves with these guidelines as well as knowing the nearest exit of all the rooms occupied for learning activities scheduled at Southcott Hall.

5.13 EMERGENCY PREPAREDNESS

Eastern Health, as part of its Emergency Preparedness Plans, has established codes for various types of emergency situations in all of its facilities.

These codes apply to Southcott Hall and the Miller Centre. A listing of the codes is posted by all elevators in Southcott Hall. To call a code **DIAL EXTENSION 2000** and identify the emergency situation you are reporting.

For any **Medical Emergency** requiring medical assistance at Southcott Hall, **Dial 9 for an outside line, then 911**. State your medical emergency and your exact location in Southcott Hall.

5.14 SCENT FREE GUIDELINES

Eastern Health endeavors to provide a scent-free environment for clients, employees and all persons who use its facilities. Scented products contain chemicals which may cause severe problems for persons with asthma, allergies and chemical sensitivities.

To achieve this goal a Scent-Free Policy is in effect for all Eastern Health Buildings. All persons are advised to use fragrant-free personal care products. Eastern Health is committed to using environmentally friendly products.

Students are expected to follow this policy and are not to wear scented products in any clinical setting or while in the Southcott Hall or Miller Centre Buildings.

5.15 CELL PHONE USE

The use of electronic communication devices, such as cell phones and smart phones, to place/receive calls, text messages, access internet sites, emails, videos or photographs for personal reasons in the clinical setting is prohibited during scheduled working/learning experiences.

Personal smart phones should be placed on vibration/silent mode during such times and should only be used during rest periods and meal breaks. Use of personal cell phones in the presence of a patient is strictly prohibited.

Cell phone use is permitted in the Southcott Hall Building but must be silenced during scheduled learning activities.