

NESA BN Programs

Student Handbook

2010/2011

NESA



NURSING EDUCATION
IN SOUTHWESTERN ALBERTA

BN PROGRAMS

***The Policies and Procedures Described
Herein Apply to the
2010/2011 Academic Year***



University of
Lethbridge



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Welcome from Dr. Chris Hosgood, Dean of the Faculty of Health Sciences, University of Lethbridge

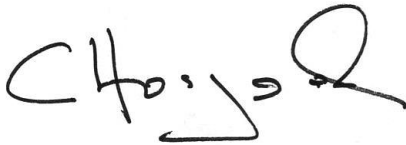
It is my pleasure to welcome you to the Nursing Education in Southwestern Alberta (NESA) BN Programs. My colleagues and I are delighted that you have selected our Nursing Program; as a result you are already on the right path to a rewarding career in Nursing!

I know that you will enjoy your studies and experience professional growth and personal development. We are committed to offering a dynamic and innovative curriculum that will engage you by encouraging you to think critically about the world around you, expose you to the complexities of clients' and their families' lives, and immerse you in settings that will prepare you to practice in a complex and challenging health care environment.

As you are aware, the NESA BN Programs are offered collaboratively by nursing instructors and faculty from both Lethbridge College and the University of Lethbridge. We also work closely with administrators and staff members in Alberta Health Services. This strong partnership among the three organizations places you in the midst of faculty, health care researchers, and experts in clinical practice who will provide you with a first rate education. Such a partnership model fosters a learning culture that supports continuing professional development and lifelong learning.

On behalf of all faculty members in the Faculty of Health Sciences, I extend best wishes to each of you as you embark upon your educational journey.

Best regards,

A handwritten signature in black ink, appearing to read "Chris Hosgood". The signature is stylized and cursive, with a large initial "C" and "H".

*Chris Hosgood, PhD
Dean, Faculty of Health Sciences*

Welcome from Jane Friesen, Dean, Health, Justice and Human Services, Lethbridge College

Welcome to the Nursing Education in Southwestern Alberta BN Programs! Our unique programs are a collaboration between Lethbridge College and the University of Lethbridge. Nursing education provides you with entry into expansive opportunities to rise to challenges and find your niche within a humanistic caring profession. As our environment gets more specialized, more technologically enhanced and the consumers become better informed, nurses must meet that challenge through lifelong learning commencing with the foundational learning you will receive in this program.

Your many and diverse life experiences up to this point will begin your understanding of how new knowledge can be applied to the whole learning environment captured in our cooperative learning curriculum. The introduction of this curriculum has seen students become finely honed information collectors and evaluators from a variety of cutting edge resources available. When this ability to seek out the exact and specific knowledge to meet learning deficits is applied to patient care, our students excel at providing research-based, professional bedside care.

I feel confident that you will find success in your program. You have the expertise and experience of highly skilled instructors committed to teaching excellence and student support.

Sincerely,

A handwritten signature in cursive script that reads "jfriesen".

*Jane Friesen, B.A., M.D.Ed.
Dean, Centre for Health, Justice and Human Services*

1. WHAT ARE THESE NESAs BN PROGRAMS, AND HOW DO I KNOW WHICH ONE I AM IN?

Now that you have decided to pursue a career in nursing, it is time to learn about the NESAs BN Programs that will help you achieve your goal. This Student Handbook is full of important information about the journey that began the day you received your notice of admission. You will find this handbook useful throughout your time with us, so please keep it nearby and refer to it often. If you can't find the answers you need, please check the list of faculty names at the back of the handbook—any one of us will be happy to help you out.

First of all, NESAs stands for Nursing Education in Southwestern Alberta. That means you have joined one of the two approved programs leading to entry to practice as a Registered Nurse (RN) in this part of the province. Lethbridge College and the University of Lethbridge work together to offer these programs, both of which lead to a Baccalaureate, or Bachelor, of Nursing (BN) degree from the University.

One of the programs is designed for students who are new to postsecondary education (i.e., have completed a high school diploma) or who have completed a few university or college courses and now want to pursue a BN degree. If this is your situation, you will enroll in the **BN Program**, which requires 8 semesters, or 3½ - 4 years, of full-time study.

The second program is for students who have completed all (or almost all) of the requirements for a university degree in a field of study other than nursing and who now wish to earn a second degree, a BN. These individuals enroll in the **BN After Degree Program**. This program requires 6 consecutive semesters of full-time study and is offered in a compressed format over a 24-month period.

Students in both programs are considered to be University of Lethbridge students for the entire program. However, all students begin their studies at Lethbridge College and complete the program on the University campus. Your particular program dictates which courses you will take on each campus.

Once you have earned your BN, you are eligible to write the Canadian Registered Nurse Examination (CRNE). A successful result on that exam means that you can register with the College and Association of Registered Nurses of Alberta (CARNA) and receive your practice permit. That permit allows you to work as a Registered Nurse in Alberta.

The BN and RN after your name tell the world you have studied hard to gain a unique body of knowledge, acquired an important set of skills, and met stringent professional and ethical standards. In other words, you are prepared to join the complex, challenging, and rewarding profession of nursing as a novice practitioner. Welcome to the first step in that journey. You will still have much to learn—as Registered Nurses, we never stop building and expanding our knowledge and skills—but congratulations, you are well on your way!

a. Values and Beliefs

The Registered Nurse provides nursing care according to a set of values and beliefs that explain how he or she understands people, their health, and the world they live in. In order for us to teach you about nursing practice, we must be able to identify what nursing is, what health is, and how you will participate in learning about these concepts. The NESAs BN Programs are based on the following ideas about persons, health, nursing, and the process of teaching and learning. You will notice that these ideas are always part of every discussion that happens during your nursing education. Although they may not make much sense to you as you begin your studies, we expect that you will ask questions and explore the meaning of these statements as you progress through your program.

Persons:

- Are unique beings who must be understood and respected within their social, spiritual, cultural, political, economic, and historical context
- Are valued, respected and treated with dignity
- Are adaptable, flexible, and interdependent within the context of family and community
- Have a range of abilities, skills, beliefs, and values that influence their understanding of and approach to health and wellbeing.

Health:

- Is a positive, dynamic state of being that spans degrees of wellness in physical, emotional, social, spiritual, intellectual, and developmental dimensions
- Is influenced by a wide range of environmental, structural, biological, cultural, financial, and personal factors that interact in complex ways.

Nursing:

- Is a profession of human caring that assists others to achieve and maintain health as defined by the client
- Is a moral activity in which each human being is understood to have intrinsic value
- Incorporates ethical and social justice principles
- Is based on the critical appraisal of evidence to support best practices in the development and provision of primary health care
- is a profession that requires critical thinking and openness to multiple ways of knowing
- Includes a blend of compassion and interpersonal skills demonstrated through the therapeutic use of self
- Is committed to the provision of safe, competent, and ethical care
- Involves the skilful application of relevant principles from the biological, social, psychological and nursing sciences and the humanities
- Is a dynamic process that responds to the mutually assessed needs of individuals, families or communities
- Involves partnerships with other disciplines and with individuals, families or communities who are the focus of care.

Teaching and Learning:

We support, value and nurture:

- A student-centred education based on best practices
- The creation of a cooperative learning environment that fosters a sense of teamwork and active participation in a lifelong process of inquiry and exploration
- Reflective and reflexive approaches to learning and practice
- A variety of theoretical and philosophical approaches to nursing practice, education and research
- Teaching excellence based on innovation and collaboration, complemented by technology.

b. Program Goals

It is important that participants in an educational program have an end-in-view that is accomplished over time through the implementation of the NESAs BN Programs curricula. Our ultimate goal is to facilitate your achievement of the Entry-to-Practice Competencies, a set of skills, knowledge, and attitudes that CARNA uses to describe the qualities necessary for a new graduate to enter professional nursing practice. We are committed to providing rich learning opportunities that will enable you to become a competent, safe novice nurse who will:

- Practice from a broadly informed knowledge base that draws on the sciences, humanities, arts, and ethics
- Employ complex thinking processes in the practice of nursing
- Be a reflective practitioner and lifelong learner
- Provide comprehensive and compassionate care for individuals, families, and communities across the life span
- Be an effective communicator
- Actively engage in the appraisal, development and application of many sources of evidence
- Facilitate, value, and participate in research activities
- Demonstrate commitment to the profession and practice of nursing
- Provide and be accountable for safe, competent, ethical care
- Collaborate with multidisciplinary team members and community partners
- Be skilled in relational practice with individuals, families, and communities.

c. NESA Curriculum Framework

As a student you can look forward to learning not only specific content related to nursing practice and primary health care, but also the strategies by which this content can be applied in real life situations with your clients. We refer to content themes (e.g., illness) and process themes (e.g., critical thinking) as the framework for our curricula. It is not enough for a nurse to have specific knowledge (content); he/she also needs the right tool/process) to transform that knowledge into action. The two components go hand in hand in

the development of skilled nursing practice.

<p>First you will be introduced to basic concepts that form the foundation of safe, competent, ethical nursing practice. Each subsequent course you take will systematically build on the process and content themes learned in earlier studies, allowing you to expand your capacity to provide care in increasingly complex and dynamic situations. The Process Themes include:</p>	<p>The Content Themes include:</p>
<p>Communication and Relationships Scholarship Nursing Informatics Critical Thinking Leadership and Professionalism Teaching and Learning (Reflective Practice) Clinical Practice</p>	<p>Health Illness Healing Caring Holism Populations Environment</p>

d. Teaching-Learning Processes

The teaching-learning processes you will experience are grounded in the beliefs, values, and outcomes described earlier. We are guided in our choices of teaching approaches by evidence that suggests learning is more effective when it is interactive and participatory. Involving you in your own learning reflects nursing practice where nurses partner with clients to identify and achieve their health-related goals. You will acquire knowledge and skills relevant to professional nursing situations through participation in activities such as:

- team work and problem-solving in small groups
- large group discussion and debate
- case studies
- evidence retrieval, appraisal, and synthesis
- use of information technology tools.

Within the curriculum framework, nursing faculty members work hard to creatively adapt teaching-learning strategies to address and reflect:

- specific course content
- realities of the learning context
- group or class characteristics and learning needs
- a commitment to achieving the CARNA Entry-to-Practice Competencies, program goals, and course outcomes.

A critical aspect of your nursing education is situated in the practice settings to which you will be assigned during your program. As you know, nurses work in many different environments with clients who experience a vast range of health care needs, concerns, and conditions. In order to help you develop a solid and varied foundation for your practice, you will be privileged to offer your nursing abilities to clients of all ages and stages of life in a variety of settings. The NESAs BN Programs work in close partnership with a number of community and health care agencies to provide rich learning opportunities in diverse rural and urban locations, including:

- continuing care
- acute care
- community wellness and public health
- mental health.

Whenever possible, nursing theory courses are aligned with concurrent nursing practice experiences. In senior courses, concepts are more complex and are applied to the health of groups and communities. Knowledge from liberal education disciplines (arts, fine arts, sciences, social sciences, and humanities) is integrated into the nursing programs to develop generalists who respect human diversity.

Full participation is integral to your success as you journey through your BN program. We are all expected

be professionally accountable in our learning relationships and endeavors, and to come to learning situations prepared and willing to share knowledge and experience. You will be supported and expected to take initiative in directing your own learning and contributing to the learning of your peers. Professional accountability also requires personal reflection about experiences and performance, and staying open to respectful, constructive feedback. Taking responsibility for learning is not always easy, but it is a sign of excellence in nursing practice and generally leads to promoting personal and professional growth.

e. Evaluation

Philosophy: We believe that evaluation:

- Is intended to enhance, improve, and expand your learning and your capacity to learn
- Is learner-centered, and focuses on process as well as content
- Requires accountability—learners are ultimately responsible for the quality and breadth of their learning
- Requires thoughtful and honest reflection—each of us need to be continually assessing our practice and identifying learning needs
- Is an ongoing process that takes place within a relationship between unique individuals with different learning/teaching styles, needs and expectations
- Must be fair, rigorous, and relevant to the desired learning.

Processes: What can you expect?

You can expect to participate in evaluation in a number of ways. Throughout your program, you will seek and provide feedback in your learning relationships with fellow students, nursing colleagues, and faculty. You are expected and required to develop skill in reflection and self-evaluation, equipping you to be an insightful and purposeful learner as you move through your Program and your career. Your instructors and colleagues in practice also engage in the process, reflecting on not only your performance, but also their own. By doing so, we are able to make changes that are carefully designed to improve personal and professional behaviours and decision-making. As Registered Nurses, it is a condition of our annual registration process that we demonstrate the ability to incorporate evaluation skills into our ongoing efforts to improve nursing care and accountability. Your experiences in the program will help make this process an integral part of your nursing practice.

From time to time, you will be asked to complete course, faculty, and program evaluations where you are given an opportunity to provide respectful and constructive feedback on the learning experience, course materials and faculty approaches used to facilitate your growth and development as a nurse. Your comments comprise important contributions to the process of continuous program improvement and faculty development.

You can also expect:

- A variety of approaches to evaluation, adapted to different levels and types of learning
- To participate in the design and implementation of self and peer assessment strategies
- To receive feedback in a timely fashion so that you may use it to improve future assignments and performance
- To be given a reasonable opportunity to demonstrate improvement, based upon a learning plan that you will design and be responsible for
- To receive evaluation feedback in written and verbal formats, as appropriate
- That effective and honest participation in evaluation may be one of the most challenging aspects of your nursing education and career
- The evaluation procedures for any course to be clearly outlined in the course syllabus
- Your instructor to be willing to engage in conversation with you about specific evaluation processes and outcomes
- That your evaluation results will be handled in a manner that respects your privacy and dignity.

BN Programs Clinical Practice Evaluation Guideline

The clinical instructor will meet with each student in his/her course section for the purpose of completing a student clinical practice evaluation at least twice during the semester, typically at midterm and again at the end of the term. In order to promote student access to the nursing instructor during the clinical experience, and enhance our working relationship with our clinical partners, student clinical practice evaluation meetings will take place **at a mutually agreeable time outside of clinical group's clinical practice schedule**. The meeting will be held in a location that affords privacy and security for both student and instructor.

Additional meetings may be scheduled as needed or requested by either the student or instructor for such purposes as creating a Practice Enhancement Plan, reviewing learning plans, and/or developing strategies to address specific clinical performance. With reference to this guideline, the only exception is the N4750 course,

in which case the clinical practice evaluation will be negotiated among the student, faculty advisor, and preceptor.

OVERVIEW OF NESAs BN PROGRAMS

As you read earlier, there are two nursing education programs that lead to a BN: one takes 8 semesters or 4 years of full-time study (BN Program), and another that takes 6 semesters or 24 months of continuous study (BN-After Degree Program). What follows is a brief outline of the courses and sequencing of each one.

a. Bachelor of Nursing Program (BN Program) – Regular Stream

This program entails two years of study at Lethbridge College, followed by two years at the University of Lethbridge. The first year provides an introduction to the art, science, and practice of nursing as well as a number of important support courses in the social and biological sciences and humanities. You will learn nursing skills in a laboratory setting in preparation for engaging with and caring for clients in the practice setting. In the second year, you will continue to apply your ever-expanding nursing knowledge in acute care settings in rural and urban locations. You will gain awareness of nursing as a profession and broaden your depth of understanding about human health and development across the life span.

In the third year of the program, you will move to the University campus where you will study the process of knowledge creation and integrating evidence into best practices. You will delve into the complex issues that affect nursing and health care, shifting your gaze from the individual practitioner working with individuals, to the skills necessary to assess health in and provide care to groups and communities. You will comprehensively address the needs of unstable and increasingly complex clients. Your final nursing course will find you working full-time alongside an experienced RN preceptor as you consolidate and hone all of your knowledge and skills. By the completion of Nursing 4750, the last course in the program, you will be well prepared to enter the nursing profession as a competent, safe, and ethical novice practitioner. You will be eligible to attend Spring convocation and write the June sitting of the CRNE.

BN Program Course Sequencing

Years 1 and 2 nursing courses are taken on the Lethbridge College campus.

Year 1 - Term I (Fall)

NSG150/1020 Concepts of Health I
NSG163/1220 Nursing Practice I
BIO160/1xxx Structure & Function I
ENG190/1900 Introduction to Language & Literature
PSY160/1000 Introduction to Psychology

Year 1 - Term II (Winter)

NSG155/1120 Concepts of Health II
NSG173/1320 Nursing Practice II
BIO161/2600 Structure & Function II
BIO162/1xxx Microbiology
SOC160/1000 Introduction to Sociology

Year 2 - Term III (Fall)

NSG250/2020 Health, Illness & Healing I
OR NSG255/2125
NSG263/2150 Nursing Practice III
NSG290/2260 Applied Therapeutics
PSY170/2xxx Human Growth & Development
HUM155/1000 Ethics

Year 2 - Term VI (Winter)

NSG255/2125 Health, Illness & Healing II **OR**
NSG250/2020
NSG279/2135 Professional Seminar
NSG293/2255 Nursing Practice IV
Social Science Elective
Fine Arts/Humanities Elective

Years 3 and 4 nursing courses are taken on the University of Lethbridge campus.

Year 3 – Term V (Fall)

NURS 3125 **OR** 3230 **OR** 3020 Health, Illness & Healing III
NURS 4510 **OR** 4520 **OR** 4530 Nursing Practice V
NURS 3360 Research Methodology
HLSC 3450/PSYC 3450 Applied Statistics for Clinical Practice

Year 4 - Term VII (Fall)

NURS 3125 **OR** 3230 **OR** 3020 Health, Illness & Healing V
NURS 4510 **OR** 4520 **OR** 4530 Nursing Practice VII
NURS 4135 Professional Seminar III
Health Sciences/Public Health Elective

Year 3 - Term VI (Spring)

NURS 3125 **OR** 3020 **OR** 3230 Health, Illness & Healing IV
NURS 4510 **OR** 4520 **OR** 4530 Nursing Practice VI
NURS 3135 Professional Seminar II
Fine Arts/Humanities Elective

Year 4 - Term VIII (Spring)

NURS 4750 Nursing Practice VIII: Senior Clinical Consolidation

b. BN Program - Fast Track Option

Student Qualification and Selection Process

The Fast Track Option enables about half of your cohort to complete the BN Program by the end of December rather than the end of April of your fourth year. This group of students will complete Term VII of the Program during the Summer Sessions, and Term VIII in the Fall. This option is open to BN students in good standing with a minimum GPA of 2.50 in all courses counted towards NESA BN program requirements (including courses taken at the Lethbridge College or courses transferred from other institutions that are used to meet program requirements). In February of Year 2, you will be invited to a Fast Track Option information session. If you meet the minimum qualifications, and you are interested and willing to participate, you will be invited to complete the Fast Track Option application form and return it to Wendy Herbers (Markin Hall 3098, University of Lethbridge) by the due date provided on the form (approximately one week after the meeting).

Selection of students for the Fast Track Option is done through a lottery format. Student names will be drawn until the quota is met. Subsequently, qualifying students will be sent letters of offer. If chosen, you must submit a signed and dated letter of offer (hard copy) to Wendy Herbers prior to the deadline indicated on the offer. When students decline an offer, additional letters of offer are initiated until the quota is filled. Successful graduates are eligible to write the CRNE in February of the year following completion of the program, and to attend Spring convocation. Once you formally agree to join the Fast Track, you must remain in that track.

The first two years are identical to the regular course sequencing of the BN Program. The usual sequencing plan for Years 3 and 4 is as follows (although this is subject to change):

Fast Track Course Sequencing (University Campus)

Year 3 – Term V (Fall)

NURS 3125 **OR** 3230 **OR** 3020 Health, Illness & Healing III
NURS 4510 **OR** 4520 **OR** 4530 Nursing Practice V
NURS 3360 Research Methodology
HLSC 3450/PSYC 3450 Applied Statistics for Clinical Practice

Year 4 – Term VII (Summer)

NURS 3125 **OR** 3230 **OR** 3020
NURS 4510 **OR** 4530 **OR** 4520
NURS 4135 Professional Seminar III
Health Sciences/Public Health Elective

Year 3 – Term VI (Spring)

NURS 3125 **OR** 3230 **OR** 3020 Health, Illness & Healing IV
NURS 4510 **OR** 4520 **OR** 4530 Nursing Practice VI
NURS 3135 Professional Seminar II
Fine Arts and Humanities Elective

Year 4 – Term VIII (Fall)

NURS 4750 Nursing Practice VIII: Senior Clinical Consolidation

c. Bachelor of Nursing After Degree Program (BN-AD Program)

The BN After Degree (BN-AD) Program is a 6-semester program that is offered over 24 continuous months. There is one intake annually with the program commencing in September and ending in August, 2 years later. Successful applicants will have completed all (preferable) or most of the support and elective courses that complement the nursing core courses prior to acceptance into the program; these courses include anatomy and physiology, statistics, and microbiology. The program follows a sequence of courses similar to that of the BN Program with a few minor exceptions. In addition, the introductory nursing courses are specially designed to incorporate the foundational concepts and skills of nursing in a compressed time frame. The program ends with a 10-week, full-time preceptorship experience that enables you to consolidate your new knowledge, skills, and attitudes about nursing. Successful graduates are eligible for Fall convocation as well as the October writing of the CRNE.

BN After Degree Program Course Sequencing

Year 1 - Term I (Fall)

NSG 181/1050
NSG182/1150
NURS 3360

Year 1 - Term II (Winter)

NSG 250/2020
NSG 263/2150
NSG 290/2260

Year 2 - Term III (Summer)

NURS 3125
NURS 4511
NURS 2125
NURS 2255

Year 2 – Term IV (Fall)

NURS 3135
NURS 3230
NURS 4530

Year 3 – Term V (Spring)

NURS 3020
NURS 4135
NURS 4520

Year 3 – Term IV (Summer)

NURS 4750

Note: All required courses must be successfully completed in order to proceed to the next semester of the program.

Clinical Practice and Performance

Because nursing is a practice profession, a significant component of the NESA BN Programs is devoted to providing you opportunities to learn how to integrate essential knowledge, skills, and attitudes into professional nursing care delivery. We are committed to making certain that you have the chance to work with clients across the life span in various community and institutional settings in order to ensure your ability to meet the Entry-to-Practice Competencies required of every new graduate in Alberta. Throughout the Program, your nursing performance is carefully and frequently evaluated, documented and reviewed by nursing faculty and you. Only through this process can you expect to celebrate your successes and correct your mistakes in a safe and supportive environment that will allow you to confidently move toward your goal of becoming a competent and ethical member of the Registered Nurses profession.

The Practice Evaluation Tool (PET) is a document that outlines and describes the Nursing Practice Standards that guide all Registered Nurses and nursing students in Alberta. The PET will be used to document your achievement of the expectations of every nursing practice course in your Program. Both you and your instructor (and your preceptor in Nursing 4750) will record your efforts and performance as they occur in the practice setting. Together you will formally review your progress at least twice during each course; usually these meetings take place at or near midterm and again at the end of the course. These reviews will take place at a mutually agreeable location that protects your privacy, outside of regular practice course hours. The completed PETs (your self-evaluation and the instructor/preceptor’s evaluation) will become part of your permanent record at the educational institution you are attending while taking the course.

Nursing Skills Labs

Both Lethbridge College and the University of Lethbridge have Nursing Skills Labs where you will have numerous opportunities throughout your Program to apply your evolving knowledge to the performance of nursing in a simulated patient-care setting. Because competence in nursing skills requires dedicated and frequent rehearsal, you are encouraged to engage in such practice as often as possible.

Lethbridge College

At the College, you will have limited access to the lab outside of class time due to scheduling pressures from the many programs that make use of the facility. However, please speak with your instructor who will make every attempt to accommodate your request.

University of Lethbridge

If you are unable to gain access to the College lab, please remember that the Nursing Skills Lab at the University, located in M2018 on the second floor of Markin Hall, is available throughout the year (including summer) to support your ongoing clinical practice development. There is always an instructor in the University lab to provide assistance. What's more, you can make use of the lab anytime, even during your summer vacation!

All NESA BN students can access the University's Nursing Skills Lab to acquire nursing skills practice on an individual or small group basis. In addition to psychomotor skill development, you may also receive assistance with other nursing skills such as documentation and medication calculations. Optional skill-builder sessions are also offered throughout the year and are open to anyone who wishes to attend. Please watch for e-mail announcements regarding such sessions. You are encouraged to RSVP if you plan to attend, as there is usually a maximum number that can be accommodated at these sessions.

The lab instructors encourage you to discuss your teaching/learning needs with them, and they will do their best to accommodate your request. You can schedule time in the lab by contacting Lorelei Leflar at 403-329-2025 or lolelei.leflar@uleth.ca

University Lab instructors: Lorelei Leflar, RN, BN
Sharon Dersch, RN, BN
Peter Kellett RN, MN

Medication Dosage Calculations

It is essential that you be an expert in the calculation of medication dosages to be a competent nurse. You must be accurate and consistent in your ability to administer drugs safely to your patients—if you are not able to perform this skill properly, you may contribute to or cause serious or life-threatening conditions. Hence, at the beginning of every practice course in the Program, you will be asked to demonstrate your ability to determine the correct dose of a drug by passing a test. This assessment consists of a series of short scenarios which represent real-life situations requiring the calculation of correct drug dosages. You must achieve 90% on this quiz in order to be able to attend the practice site. You have three opportunities to pass the test.

If you anticipate that you will have difficulty with this skill, you are strongly encouraged to seek assistance and practice diligently prior to the beginning of each semester. Your instructors, including the nursing skills lab staff, are prepared to facilitate your learning—you just need to ask. There are many other resources available to you as well. Check out the library for books with dosage calculation problems you can use for practice. The Internet also has numerous sites with self-tests you can take. Please make sure you are well-practiced and well-prepared for this critical aspect of nursing care delivery!

Additional Competencies, Certifications, and Knowledge Requirements

In addition to expertise in medication dosage calculations, you must also be competent in other knowledge areas prior to entering the practice sites. You will be asked to work through self-study learning modules and pass written tests in the following areas:

1. Anaphylaxis
2. Intravenous Therapy Management

Your instructor will provide you with the details about these expectations. There may be other competencies or knowledge requirements specific for a unit to which you may be assigned. Your instructor will advise and assist you in meeting those expectations.

Academic Calendar

There are occasions where one or more nursing course(s) need to be scheduled outside of semester or term dates listed in the institution's official Calendar in order to accommodate the extraordinary needs of the course(s). Practice courses during Summer Session at the University, for example, may begin earlier or end later than other University courses. In such cases, students will be advised several months in advance, usually during general orientation sessions in September and January. You are reminded that it is your responsibility to attend all orientations and read all emails sent from Program staff and faculty so that you can receive important information related to your Program.

3. ACADEMIC PROGRAM POLICIES

a. Academic Standing

It is very important to your success in the NESAs Program that you achieve minimum standards, both in core Nursing courses and in your support courses. The charts below indicate those standards for specific courses and Grade Point Averages earned at various points throughout the Program. If you have questions or concerns, please speak to your Academic Advisor.

BN Program

You are required to complete at least 20 courses including a minimum of 12 in Nursing and Health Sciences through Lethbridge College and University of Lethbridge. You may transfer in up to half (50%) of the program requirements to either of the participating institutions (University of Lethbridge or Lethbridge College), with a maximum of nine nursing courses transferred for the degree (if equivalencies are established). A grade of C or greater must be achieved in order for transfer credit to be awarded. Transferable nursing courses are accepted if there is the potential for you to complete the BN Program within seven years from completion of the first nursing course.

Year(s) of Program	Nursing Course	Minimum Nursing Course Grade	Minimum GPA in Nursing Courses	Minimum Cumulative and Term
1	All Nursing Courses*	C-	2.00	1.70 (1-10 courses completed)
	<i>*Except</i> Nursing 163/1220 Nursing 173/1320	C		
2	All Nursing Courses	C-	2.30	1.85 (11-20 courses completed)
3 & 4	All Nursing Courses	C-	2.50	2.00** (21-40 courses completed)

BN-After Degree Program

You are required to complete all required courses through Lethbridge College and University of Lethbridge. No transfer credit is given for courses taken at institutions other than University of Lethbridge or Lethbridge College. You must complete all degree requirements within six years of the first Nursing course used for credit toward the degree.

Nursing Course	Minimum Nursing Course Grade	Minimum Cumulative and Term GPA
All Nursing Courses*	C-	2.50**
<i>*Except</i> Nursing 182/1150	C	

****Please note that if you wish to seek an Out of Region clinical placement for your final semester (Nursing 4750), you must attain a Cumulative GPA of at least 3.00 (see page 28 or contact the Academic Advisor, Sherry Hogeweide, for further details).**

If you earn a Nursing Course grade that is lower than the minimum listed above, you are required to repeat the course and achieve the minimum grade before being allowed to proceed in the program.

If, on the other hand, you meet the requirements above but fail a course that is not a prerequisite for a course in the following term, you will be allowed to continue in good standing. However, you are responsible for ensuring all program requirements are met in order to graduate.

Academic Probation

You shall be placed on academic probation if your term GPA and/or cumulative GPA fall(s) below the minimum listed above. You may be subject to program restrictions while on probation.

Required Withdrawal for One Full Year/Academic Disqualification

You shall be required to withdraw from the Program if your term GPA and/or cumulative GPA fall(s) below the minimum listed above for all courses or the minimum term GPA listed above for required Nursing or Health Sciences courses for two or more consecutive semesters.

A student dismissed for academic reasons may apply for readmission after a lapse of one full year from the beginning of the semester in which he/she was disqualified. If space permits, students will be re-admitted to the program.

c. Granting of Degree

When you have successfully completed all course requirements for the degree, you are eligible to formally apply for graduation at the University of Lethbridge. To initiate this process, go to the Registrar's Office either in person or on the website (<http://www.uleth.ca/ross/convocation/application.html>). You are not considered a graduate, nor can you use the academic designation 'BN', until you have officially graduated. Official graduation occurs with the conferral of degrees by the Chancellor at a Convocation Ceremony. These ceremonies are held twice annually, in the Spring and in the Fall, and you may receive your degree in person or in absentia.

Please note that you must apply for graduation; it is not an automatic process.

4. ACADEMIC PERFORMANCE POLICIES

a. Professional Commitment and Conduct

Professional Commitment

The NESA BN Program faculty are committed to maintaining freedom of thought, belief, opinion, and expression among teachers and learners. We have the responsibility for fostering academic freedom within the context of professional standards of conduct. We are also committed to assisting you to become an integral part of the profession of nursing. The following standards describe professional characteristics that should be visible to instructors, patients, and colleagues in your behaviours as a student in all classroom and practicum interactions.

You will:

- Practice in accordance with the Canadian Nurses Association (CNA) Code of Ethics for Registered Nurses and the College and Association of Registered Nurses of Alberta (CARNA) Nursing Practice Standards
- Act in a manner that respects the dignity and rights of all persons without prejudice as to race, religious beliefs, colour, gender, age, ancestry, physical characteristics, or place of origin
- Treat clients, peers, and personnel in agencies and faculty with dignity and respect and be considerate of their circumstances
- Act in a responsible manner that includes being punctual, dependable, trustworthy, consistent, and reliable.
- Demonstrate empathy for others by showing concern for and understanding of others' feelings and/or ideas.
- Respond to feedback by listening, evaluating and responding to suggestions
- Maintain positive interpersonal relationships with peers, faculty, clinical personnel and clients by contributing, cooperating, participating and working with others in a flexible and adaptable way
- Apprise appropriate personnel at the NESA institutions and/or agencies in advance of unavoidable absences in recognition that **attendance at all experiences is a professional responsibility**
- Show maturity and sound judgment
- Show enthusiasm and initiative by being actively involved as a participant while encouraging the involvement and participation of others
- Demonstrate a commitment to nursing through an interest in learning about nursing through consulting, reading, questioning and discussing
- Report professional misconduct through appropriate mechanisms
- Respect the confidentiality of information about patients/clients and their families, agency personnel, peers, or faculty that has been received in confidence in the course of professional duties
- Act in a manner that maintains the honour and dignity of the profession and Program
- Disclose to the faculty or agency supervisor all acts of commission or omission that may jeopardize the physical, emotional, or spiritual health of the client as soon as such act has been identified.

Professional Conduct

Your behaviour may constitute professional misconduct if it is judged to contravene the Health Professions Act (Alberta, 2006) which defines unskilled practice and professional misconduct as follows:

Any conduct of a registered nurse or permit holder that, in the opinion of the Professional Conduct Committee,

- a) is detrimental to the best interests of the public,
- b) contravenes this Act or the regulations,
- c) harms the standing of the nursing professional generally, or
- d) displays a lack of knowledge or lack of skill or judgement in the carrying out of any duty or obligation undertaken as a registered nurse or permit holder, whether or not that conduct is disgraceful or dishonourable, constitutes either unskilled practice or professional misconduct or both, whatever the Professional Conduct Committee finds.

The Academic Standards Review Committee of the NESA BN Programs is responsible for such judgment. Such judgment may result in your withdrawal from the Program.

b. Attendance Policies

Nursing Practice Attendance Policy

Purpose:

Every day in nursing practice* provides an opportunity to learn about human interactions, disease processes, health promotion or human response to health and illness. You are expected to be prepared for and able to perform the essential functions of the nursing role as assigned in the lab or nursing practice placements in order to graduate. Absence from required practicum hours, including orientation and laboratory may impact your ability to meet course outcomes. In order to support your optimal learning and to ensure you meet professional program requirements, your **attendance in all assigned practicum days is mandatory***.

The Nursing Practice Standards (College & Association of Registered Nurses of Alberta, 2005, p. 5) also state that a nurse must ensure his/her "fitness to practice." Therefore absence** may be justified if your ability to provide safe competent care is compromised.

Supporting Policy Statements:

1. Attendance at all scheduled components associated with nursing practice courses is mandatory.
2. Due to unforeseen circumstances, scheduled practice experiences may be changed or rescheduled (e.g., due to ward closure). Clinical faculty will notify you as soon as possible of any change in scheduled practice hours/shifts.
3. When an absence occurs (e.g., due to illness), it is your professional responsibility to notify the clinical instructor at least 30 minutes before nursing practice is scheduled to begin.
4. A student who misses one or more nursing practice days is at risk for failure to complete a nursing practice course. It is your responsibility to confirm approval to return to the practice setting by contacting the clinical faculty member prior to your next scheduled day of practice. The clinical faculty member may forward your request for review by the Practice Course Leader/Practice Courses Coordinator. You may be asked to withdraw from the course and complete the course at a later date at the discretion of the Practice Course Leader/Practice Courses Coordinator.
5. A note from a health professional may be requested for an absence due to illness or injury, or any other condition that may affect your ability to successfully complete the program.
6. Travel, social, and recreational activities will not be accepted as valid or professionally justifiable reasons for absence from scheduled nursing practice.
7. It is your responsibility to plan any scheduled commitments outside of the "term dates" listed in the academic calendars of the Lethbridge College and the University of Lethbridge.
8. Cumulative practice hours will be tracked in relation to the minimum practice hours required for employment as an undergraduate nurse.
9. Absences due to bereavement will be addressed on an individual basis by the Practice Course Lead/Practice Courses Coordinator in consultation with the Nursing Program Chair/Associate Dean.
10. Requests for absences may be subject to review and approval by the Dean or designate.
11. A Practice Enhancement Plan (PEP) may be initiated by an instructor/professor for any student with an absence from a nursing course. Enhancement plans are designed to support your success in meeting course requirements and outcomes.

*Definitions:

"Nursing practice" in this policy means all lab components, activities and scheduled hours/shifts assigned for the development of the competencies required for the professional practice of a BN- prepared registered nurse.

"Absence" means a student is unable to be physically present to engage in the scheduled/assigned nursing practice activities for a course.

"Mandatory" means that attendance is compulsory, obligatory, and morally and legally binding.

NOTE: Your completed practice hours are recorded and tracked using Health Sciences Placement Network (HSPnet). This allows the program HSPnet Administrator to access historical information for use in completion of the “Alberta Health Services – Undergraduate Nurses Employee Clinical Hours Report.” When applying for undergraduate work your educational clinical hour information will be provided to the Human Resource department, to assist in hiring decisions.

Theory Course Attendance Policy

Purpose:

Nursing is a knowledge-based profession guided by a Code of Ethics; therefore you are expected to demonstrate accountability and integrity by your consistent attendance in nursing theory course work. **Attendance at all nursing theory classes is an expectation of the nursing program.** Multiple absences may jeopardize your development of the knowledge-base required for competent professional nursing practice and successful completion of course requirements. As an adult learner, you are ultimately responsible for your own learning; however, you must recognize that repeated absences may have a negative impact on collaborative learning experiences.

Policy Statement:

1. Unexcused absences are considered unprofessional conduct.
2. When an absence occurs (e.g., due to illness), it is your responsibility to notify your instructor/professor and student group members of the absence.
3. Students in group-based learning activities are responsible and accountable to their group members for their participation and attendance. Peer evaluations support individual accountability for contributions to group assignments and to participatory learning. You are expected to demonstrate accountability and integrity in completing peer evaluations.
4. A Theory Enhancement Plan (TEP) may be initiated by an instructor/professor for any student with repeated absences. Enhancement plans are designed to support your success in meeting course requirements and outcomes.
5. You are expected to complete all course components.

Student Athletics Participation and Nursing Student Attendance at Professional Conferences

We acknowledge that you may be a member of your academic institution's official athletic teams, and may have obligations to these teams in order to maintain scholarships. If you anticipate absences related to athletic commitments, you must discuss these potential absences with your instructor/professor at the initiation of the course to determine if these absences can be accommodated without impacting your ability to attain the course outcomes. You must meet with an academic advisor at your institution to assist with course planning each semester and try to register for courses so that your athletic commitments do not compromise your academic achievement.

If you are an official student delegate for a professional nursing association such as the Canadian Nursing Students Association (CNSA) you may be granted permission to attend official conferences/meetings during course time as long as participation in these activities will not interfere with your achievement of course objectives. You must discuss the potential absence with faculty at your earliest convenience to determine if permission to attend these events can be granted. Permission to attend conferences will not be granted if you are not maintaining a satisfactory level of clinical performance or have any type of Enhancement Plan in effect.

Leaves of Absence (LOA)

Should you require time away from your program of study, a request for LOA must be made in writing to the Dean or designate. All such leaves will be considered on an individual basis. You should be aware that a leave of absence may necessitate the implementation of makeup days for which you may be charged a fee; the inability to successfully complete one or more courses; and/or a delay in completing the program and the granting of eligibility to write the CRNE.

Attendance Policy For Pregnant Students

This policy is in consideration of the health and safety of you, your unborn baby, and your clients in practice settings.

Should you become pregnant while enrolled in the nursing program, you are required to notify the Dean or designate in writing by the end of the first trimester. You may proceed in the Program providing:

1. you have a letter from your physician to confirm the due date and the date at which the physician recommends discontinuance of your clinical practice.
2. you are able to perform nursing duties as assigned. No special concessions or reduction in patient assignment will be made at any point during the pregnancy.

If you are unable to comply with these conditions, you may be asked to withdraw from the clinical portion of the Program.

c. General Guidelines for Assignments

All nursing course outlines will specify the required style format for academic papers. Normally, this will be the current edition of American Psychological Association (APA) style. All papers must be typewritten and include a title page, reference list and appendices (if needed). The required style format will be used in marking and you must familiarize yourself with the appropriate reference style. You are expected to be familiar with correct spelling and grammar rules. If you feel that you need help in these areas, you are strongly advised to obtain and use nursing and English dictionaries, and/or take advantage of the College or University resources set up to assist students with writing papers.

To enhance objectivity in marking, **include only your student identification number on the title page and do not identify yourself in any way throughout the assignment.** Familiarize yourself with the marking criteria for each assignment and include the marking sheet when handing in the assignment.

Individual instructors will advise you about their preferences for the submission format of papers, (e.g., stapled, paper-clipped, etc). Generally, all papers are to be submitted in both hard copy and electronically and must be received by your instructor prior to the start of class on the due date. **NOTE:** Your instructor must be able to open your electronic document for it to be considered received.

Late Paper/Assignment Policy:

Late papers and assignments will be penalized UNLESS AN ALTERNATE DUE DATE HAS BEEN ARRANGED WITH THE FACULTY MEMBER at least 48 hours in advance of the scheduled due date. A late (date and/or time) paper or assignment will be assessed at five percent (5%) decrement for each day it is late, including holidays and weekends. All papers will be initially graded according to the assignment's original marking guideline, and then the mark will be reduced by 5 percentage points per day. You must negotiate the submission format and time with the instructor in order to avoid further delays and resulting penalties.

Penalties in non-nursing courses will be set by instructing faculty.

Grading Scale

University of Lethbridge and Lethbridge College use the following grading scale:

Letter	GPA	Percent	Letter	GPA	Percent
A+	4.0	95 - 100	C+	2.3	71 - 74.9
A	4.0	91 - 94.9	C	2.0	67 - 70.9
A-	3.7	87 - 90.9	C-	1.7	63 - 66.9
B+	3.3	83 - 86.9	D+	1.3	59 - 62.9
B	3.0	79 - 82.9	D	1.0	55 - 58.9
B-	2.7	75 - 78.9	F	0	0 - 54.9

Examinations

Final Examinations

Some courses include a final exam that is scheduled during the Final Examination period at the end of each semester and, in the case of the University of Lethbridge, the end of each summer session. Each course syllabus indicates whether or not there will be such an exam. The Final Examination schedule is posted on the

institution's website; it is available for consultation at the time of registration for each semester at the University, and later in the semester at Lethbridge College.

It is your responsibility to present yourself to write the exam as directed. Final exams can only be rescheduled at the discretion of the Dean (for University courses) or the faculty member (for College courses), and then only under extraordinary circumstances such as bereavement or serious illness (please see the relevant institution's Calendar for details of the policy and the process). Personal or family vacations are not considered to be extraordinary circumstances in the NESA BN Programs. Make sure you consider the final exam schedule before you make plans to leave campus at the end of the semester.

Examination Reviews

Examination reviews are conducted at the instructor's discretion. You are advised to attend the review when scheduled. Examinations will NOT be reviewed on an individual basis except in special circumstances. If you are having difficulty with examinations in general, you are encouraged to seek assistance from the appropriate instructor or Student Services. Review of an examination may result in the assigned grade being raised, lowered, or remaining unchanged.

No examination will be reviewed until all students have written the examination. Recalculation of examination marks will occur at the examination review only. You may view a final examination but it will only be reviewed as part of a grade appeal.

d. Enhancement Plan (EP) for NESA BN Programs

NEPAB and CARNA regulations require that all Alberta nursing students meet core competencies. Patient safety lies at the heart of competent professional nursing practice. Consequently, both Lethbridge College and the University of Lethbridge endorse a process that identifies substandard nursing practice by students that has implications for negative patient outcomes, and that provides a means for addressing deficiencies in performance in practice/theory coursework. That process comprises the Enhancement Plan (EP) which may be instituted in the classroom or practice settings. These may be referred to as Theory Enhancement Plans (TEP) or Practice Enhancement Plans (PEP).

The purpose of the EP is to support you in situations where you are having difficulty in attaining competency in theory and/or practice. The EP fosters your growth and capacity in both practice and classroom setting. Should an instructor determine that you are not consistently meeting expectations, she/he would then implement a EP. This will involve a meeting between you and your instructor to discuss your difficulties, and establish a clear plan to support you in achieving the required performance outcomes. The EP will be revised, updated, and modified as needed to facilitate your success. However, if you do not fully meet the performance outcomes, you will receive a failing grade in the course.

Information Sharing

Once initiated, a copy of your EP is forwarded for information to the Course Leader (Lethbridge College) or the Practice/Theory Courses Coordinator (University of Lethbridge). This ensures awareness of your situation as well as documentation of the provision of appropriate support and guidance to you and your instructor. The outcome of the EP, once known, is also provided to the Course Leader/Practice/Theory Courses Coordinator.

The EP is an official record and will appear in your file. When you are attending practice/theory courses at Lethbridge College, the EP will be secured in the office of the Nursing Chair. Your EP will then be transferred from Lethbridge College to the University of Lethbridge as part of your file. In semesters in which you attend primarily the University of Lethbridge campus, any new EP is placed on your file which is maintained by the Academic Advisor.

Sharing your EP among the Program partners is enabled by provincial legislation (FOIPP), and the Consent Form (see Appendix A) which addresses practice learning needs signed when you entered the program. During a practice course in which you have more than one instructor, you are expected to advise all instructors of the implementation of the EP so that every effort can be made to provide opportunities for you to demonstrate proficient and adequate mastery of the learning goals. It will be to your advantage to advise subsequent instructors of challenges in previous courses so that your continued improvement can be facilitated.

e. Academic Offenses

The Academic Policies of Lethbridge College/University of Lethbridge are summarized in the Academic Calendars for these institutions. Please take the time to read these pages so you are familiar with the information. If you need a copy of these policies please contact one of your instructors or the Program Administrator to obtain one.

Student Rights and Responsibilities

You are responsible for conducting yourself in an appropriate manner which complies with College/University policies, rules and regulations. As a NESAs student, you have fundamental rights and responsibilities which will be respected by staff and faculty. In return, you must make yourself aware of your responsibilities as a member of the College and University communities and act accordingly. The current Calendars of the institutions are a resource in which you will find statements regarding our commitments to you as well as the guidelines and policies that inform the professional and respectful behaviours of all concerned. Please become familiar with them!

Students Concerns and/or Issues

In most instances it is to your advantage to talk directly with your instructor if you have a problem. How you approach the situation can make a big difference to the outcomes of the discussion. There are a few important points to consider when approaching your instructor with a problem. First, decide if the problem is course based – does it relate to assignments or tests, or is it a personal issue based on your reactions to the instructor's teaching style? Is it a problem with understanding course content? Before you approach your instructor, ask yourself the following questions:

- Do I need to make up missed work?
- If so, have I already found out from fellow classmates exactly what I missed?
- Do I need help with an assignment or project?
- What is my responsibility in this situation?

Bring what you have done with you so your instructor can see what has already been completed or what attempts you have made to solve the problem yourself. Remember that instructors often have other commitments besides your class. They may be on committees, required to attend meetings, or have research projects they are working on. Do not expect your instructor to be available at your convenience. Make an appointment in advance and bring the assignment or work with you that you are concerned about. Above all, be respectful, courteous, and open to constructive feedback.

Are you experiencing problems with how you are treated as a student? On occasion, you may find that a teacher's mannerisms or behaviors are disagreeable to you. You must realize that instructors have expectations of students, and that you are not the only student in the class. Instructors can try to adjust their presentation, but you may also need to adjust your expectations. This type of issue can be addressed, but it is your responsibility to act.

- Have you carefully identified the specific behaviours that are troubling you?
- Are you prepared to talk about how you feel, not just what you dislike?
- Would you feel better if you have a friend go with you for support?
- What solutions are you able to offer?

The point here is that you must take responsibility for dealing with your reactions to the situation. Be prepared to talk specifically about the problems you are having, and think of what you would like to do to solve your problem. Don't expect your instructor to fix it for you.

What if, after sincere attempts on your part to meet with your instructor and to resolve any problems, things still aren't better? You may choose to speak to a counselor to gain insights into your side of the problem and/or you may choose to speak to your instructor's supervisor. The supervisor will want to know what attempts you have already made to rectify the problem before he/she addresses your concerns directly, so make sure all other avenues have been explored first.

If you have explored all avenues and have not resolved your concerns or issues, you may seek assistance from the following people:

Lethbridge College	University of Lethbridge	
Dr. Shannon Spenceley Chair of Nursing Programs (403) 320-3424 shannon.spenceley@lethbridgecollege.ca	Dr. Ruth Grant Kalischuk Associate Dean, Nursing M3094 (403) 329-2724 kalischuk@uleth.ca	
	<i>Theory Courses Coordinator</i>	<i>Practice Courses Coordinator</i>
	Dr. Jean Harrowing M3119 (403) 394 3944 harrjn@uleth.ca	Ms. Tracy Oosterbroek M3061 (403) 317 5067 tracy.oosterbroek@uleth.ca

Steps to Success – The Most Important Things To Remember Include:

- Take responsibility for your success as well as your difficulties. Know that you are ultimately the one in charge of your own success in school. Instructors don't give marks – you earn them.
- Take responsibility for meeting with your instructor if you have any problems or concerns. Don't wait until the end of the course, when it may be too late.
- Learn how to communicate effectively. Talk about the problems you are having realistically. Don't blame or use excuses; discuss honestly how you have tried to solve the problem on your own.
- Decide if other factors are contributing to the problem. If your personal life is preventing you from achieving your goals, re-evaluate your goals and make changes as needed so that you can succeed.

Academic Honesty

Academic honesty is necessary to achieve excellence. Lethbridge College and the University of Lethbridge support and demand this excellence in all academic learning activities. It is your responsibility to be aware of your rights and responsibilities as it pertains to your academic career.

You are joining a scholarly community. Like any community, it has rules and standards of practice. You are referred to the Calendars of the two institutions for further details. However, we would like to highlight a couple of important errors that students sometimes make.

Plagiarism

- a) No student shall represent the words, ideas, images, or data of another person as his or her own. This regulation will affect any academic assignment or other component of any course or program of study whether the plagiarized material constitutes a part or the entirety of the work submitted. The University and College subscribe to Turnitin.com, a plagiarism detection service. Please be advised that your work submitted for credit may be submitted to this system to verify its originality.

Cheating

- a) In the course of an examination, no student shall obtain or attempt to obtain information from another student or other unauthorized source, or give or attempt to give information to another student, or knowingly possess, use or attempt to use any unauthorized material.
- b) No student shall represent or attempt to represent oneself as another or have or attempt to have oneself represented by another in the taking of an examination, preparation of a paper or other evaluated activity.

The student's original scholarly work may not be submitted for credit in more than one course

Procedures to be followed by Instructors and Deans:

- a) The instructor must review the alleged offence with the student and shall adhere to institutional policy.
- b) Where the instructor has reason to believe that an offence has been committed, he/she may impose one or more of the following penalties in addition to a written reprimand:
 1. Additional work.
 2. Grade reduction in or rejection of the assignment.
 3. Grade reduction in the course.
 4. A grade of 'F' in the course.

f. Change of Name or Address

If you change your name, address, phone number, or next of kin, please notify the Program's Administrative Assistant.

g. Student Participation in NESAs BN Programs Governance Committees

Policy:

You have important perspectives to share with regard to the curriculum and courses. One of the mechanisms for obtaining student input is to have student involvement in the committees within the program governance structure. Faculty members support this type of learning as valuable for the BN student as well as graduate.

Purpose:

Benefits for the program and faculty include ongoing quality improvement of both courses and curriculum. Benefits for you include orientation to committee roles and processes, with exposure to the broader range of issues that affect nursing education programs. The experience obtained is also transferable to workplace or community committees.

Procedure:

Your involvement in committees within the program governance structure is facilitated by the inclusion of student members in committee terms of reference. The terms of appointment for student members may be shorter than the length of term for faculty members. Annually in September, the Health Sciences Undergraduate Association will be invited to solicit and name student representatives to these committees.

Whenever possible, meeting dates and times for NESAs BN Program Committees will be set so that student members can attend without missing classroom or practice commitments. Unfortunately, there will always be instances where students may be unable to participate in some meetings due to schedule conflicts. Student committee representatives will be provided with the meeting agenda and an opportunity to comment on agenda items prior to or following the meeting.

5. PRACTICE COURSE POLICIES

You are required to meet and maintain certain requirements to participate in their practica throughout the program. These requirements include certain health requirements, criminal record check and current CPR certification.

You may be excluded from practicum if requirements are not met or maintained which may subsequently contribute to failure to attain course outcomes and result in delays in nursing program progression.

a. Requirements for Practica: CPR, Health, Criminal Record Check

Cardiopulmonary Resuscitation

Current CPR - Health Care Provider (HCP) certification is required to participate in practica. As per healthcare agency guidelines, **CPR certification is valid for one calendar year only** regardless of any other expiration dates listed on documentation. You will be removed from the practice setting if you do not have valid CPR certification.

Health Requirements

All health requirements are to be met prior to participating in practica unless extenuating circumstances apply. You are advised that certain requirements need annual or periodic updates as identified on the Health Requirements Form.

Annual **influenza vaccination is required for all nursing students** for the protection of themselves, their families, their clients and their health professional colleagues. Influenza vaccine is usually available by October of each year and can be obtained from the local public health clinics, and from the student health centres on both the Lethbridge College and University of Lethbridge campuses. You **are required** to submit proof of influenza vaccination to the Health Sciences Placement Office (PA 2115) at Lethbridge College, or to Wendy Herbers at the Health Sciences Office (M3098). In the event there is an influenza outbreak or pandemic affecting the health facility/community agency in which students are placed, all unvaccinated students, or students for whom flu vaccination status is unknown, will be excluded from practicum for the duration of the outbreak. Inability to access the practicum setting may subsequently contribute to failure to attain course outcomes and result in delays in nursing program progression.

N95 respirator fitting is required every two years and can be arranged through the Health Sciences Placement Office (PA 2115) at Lethbridge College or the Health Sciences Office (M3098) at University of Lethbridge.

Any questions regarding health requirements can be directed to the Health Sciences Placement Office (PA2115) at Lethbridge College or the Practice Courses Coordinator at the University of Lethbridge.

Criminal Record Checks

As per legislation and affiliation agreements, healthcare agencies require criminal record checks of all students prior to participating in clinical experiences. Lethbridge College and the University of Lethbridge are authorized to collect this information on their behalf.

You are required to submit a criminal record check that is dated no earlier than 90 days prior to the commencement of your program.

You are advised to keep your original criminal record check and bring a photocopy to the clinical agency if requested. Failure to present the record may result in delay of participation in practica. The initial criminal record check submission is sufficient for the duration of the program except in instances where an agency may require a more recent check. You will be advised of this if the need arises.

You are required to inform the Health Sciences Placement Office and/or the Faculty of Health Sciences Office if a change in your criminal record status has occurred while you are in the Program. You must submit a new, updated copy of the criminal record check. This step will initiate the process of determining eligibility for entering

a clinical setting as indicated above. Failure to report a change is a breach of professional conduct and will result in automatic dismissal from the program.

If you leave the program for one or more semesters, you will be required to submit a new criminal record check upon your return.

b. HSPnet – Disclosure of Information Policy

The Health Sciences Placement Network (HSPnet) is a secure web-enabled Practice Education Management database system that is used across Canada for the purpose of locating, tracking, and coordinating placements required by the nursing program.

You will be asked to complete the Consent Form for Use and Disclosure of Student Information (see Appendix B) at 1st and 3rd Year orientations as HSPnet collects, uses, and discloses personal Information of students for purposes consistent with identifying and coordinating a student's clinical placements.

In addition to coordinating clinical placements, information collected in HSPnet may be used for, but is not limited to, the following purposes: providing data to practice agencies regarding the number of practice hours a student has completed to assist in determining Undergraduate Nurse Employee eligibility; providing statistics to various practice and education bodies; generating student placement histories; and tracking student practice requirements.

c. Practice Placements and Employment Policy

Purpose:

1. To ensure that each student experiences a broad range of client populations and practice settings during the NESAs BN Programs.
2. To eliminate the confusion that may arise when a student has both a learning role and employment responsibilities in the same practice setting.

Policy:

1. Students in a NESAs BN Program shall not be assigned to practice placement settings in which they are currently working.
2. Rare exceptions to this policy may be approved if the proposed clinical placement:
 - a. Causes undue hardship for the student.
 - b. Offers essential learning opportunities that cannot be gained in other clinical placement settings.

This policy conforms to the Alberta Health Services policy that prohibits students from working as Undergraduate Nurse Employees on units to which they have been assigned for practice courses. You are expected to advise both the Practice Coordinator and Employer of any conflicting interests.

d. Student Uniform / Dress Policy and Identification

It is important that you present yourself professionally during clinical practice. There are ethical principles that guide your interactions with your clients. Principles include:

- Do no harm: It is your responsibility to comply with the dress code in order to minimize the risk of infection. For example, gel nails and nail polish present an increased risk of infection and are not acceptable in the practice setting. Your right to self-determination and self-expression must be balanced against the professional ethical principles of doing no harm, and respect for the dignity of all persons.
- Respect for persons: It is your responsibility to respect the dignity and diversity of people. Your personal attire should not offend clients (e.g., no low cut, revealing clothing; need to cover extensive tattoos).

Principles for the Regulations of the Dress Code:

As a health worker, you are subject to provincial Occupational Health and Safety standards as well as the standards of the practice setting or organization in which your clinical placements occur. What does this mean to you? It means you must comply with the:

- No Scent Policy Standards set by the applicable health organization for all clinical practica.

Requirements for appropriate dress include:

- You must wear the approved NESAs BN Program identification badge whenever you are in the practice setting or delivering professional presentations in the community
- You must wear the official storm blue uniform of the NESAs BN Program unless you are directed to wear street clothes by your instructor
- Street clothes must be professional and appropriate to the specific practice setting
- A clean white lab coat must be used to cover street clothes for all students entering health care facilities to prepare for practica (unless otherwise directed)
- Your hair must be pulled back from your face and secured (as appropriate for practice settings)
- You will refrain from wearing scented lotions or perfumes when in the practice setting
- You will not wear gel nails, false nails, or nail polish on your fingers when you are in clinical practice
- A plain wedding band is acceptable; other jewelry must be kept to a minimum
- A watch must be worn
- Footwear must conform to the standards set by Alberta Health Services; generally, shoes should be clean, professional in appearance, closed-toe and –heel, with non-slip soles. Your instructor will provide further guidelines relevant to the specific setting in which you will be learning.
- Any other Personal Protective Equipment (PPE) deemed necessary for the situation or setting. Your instructor will provide guidance as needed.

Please remember, you are an ambassador for the Program, the institution, and the profession of nursing; as such, you are expected to convey a professional appearance and demeanour.

e. Program Costs and Lockers

Program Costs

Information regarding regular semester costs is provided on the Lethbridge College or University of Lethbridge website. Additional costs include, but are not limited to: uniforms, appropriate footwear, and a stethoscope.

Accommodation

Students who use residence facilities when attending affiliating agencies are responsible for rental fees assigned by the agency.

Transportation

Students are responsible for the cost of transportation to and from affiliating agencies. Several courses will require travel outside the city of Lethbridge.

Lockers

Students are reminded that there is limited secured space for their personal belongings at clinical placement sites.

f. Insurance/Workers' Compensation/Needle Stick Injuries

Insurance

Lethbridge College and University of Lethbridge have a policy of General Liability Insurance that insures you while you are acting within the scope of duties as a student. The insurance policy covers home visits, field trips, and contracted affiliations at other agencies.

Lethbridge College and the University of Lethbridge are not responsible for you when you are working as a volunteer or paid employee in other institutions. When you participate in functions for other agencies, you do so as private individuals unless there is a contractual agreement between the institutions and the agency.

Workers' Compensation

You are eligible for benefits under the Workers' Compensation Board (WCB) for injuries that occur while attending and participating in practicum learning experiences. In the case of an injury:

- a) Inform the instructor, and if medical treatment is required, advise your doctor that the injury is work related.

- b) The instructor will advise Human Resources at the college and Occupational Health and Safety Office at the university about the injury immediately and obtain the appropriate forms to be completed by you and instructor.
- c) The completed forms must be returned to Human Resources within 72 hours of notification of the accident. Human Resources will submit the claim to WCB.

Needle Stick Injury

In the event of a needle stick injury occurring at an AHS site, you are directed to go immediately to the nearest emergency department for medical intervention and subsequent follow up with your respective educational institution regarding Occupational Health and Safety standards.

g. Out of Region Clinical Placement Guidelines

Students who have clearly identified specific clinical learning goals that require practice placements outside the southwestern part of AHS—South Zone may apply for an out of region placement for Nursing 4750 – Senior Clinical Consolidation. Out of region clinical placements are located beyond this geographic region and may include provincial, national or international placements.

If you intend to seek an out of region clinical placement in your final semester, you must meet the following criteria:

1. *BN Students* - Cumulative GPA of at least 3.00 on all courses counted towards program requirements that are completed by the end of the first semester of the third year.

BN After Degree Students - Cumulative GPA of at least 3.00 on all courses counted towards BN After-Degree program requirements that are completed by the end of Summer Session III of the first year.

Note: This includes courses taken at the University of Lethbridge and courses transferred from Lethbridge College or other institutions that are used to meet program requirements.

2. Your clinical learning goals must require a specialization or client population that is not available within the clinical placements normally used by the NESAs BN Programs.
3. You need to provide recommendations from two clinical instructors using the appropriate form indicating that you consistently demonstrate exemplary professional conduct and have the maturity, insight and responsibility to undertake the experience.
4. The clinical placement you have requested must be available.
5. Appropriate support from the nursing faculty and external agencies at the out of region site must be available.
6. The choice of the clinical placement site must pose no personal safety risk for you; if appropriate, we will consult the list of unsafe countries from Foreign Affairs and International Trade Canada.
7. You are responsible for securing and financing accommodations and transportation to the site. You must assume all responsibility for any unexpected events that may occur during the clinical placement.

Application Process:

1. Attend the information session conducted by the Practice Courses Coordinator and pick up the application and instructor recommendation forms.
2. Submit, in writing, your application for out of region clinical placement to the Health Sciences office six months prior to the commencement of Nursing 4750. All forms must be submitted in hard copy with the exception of the Student Profile Form which is submitted electronically to Wendy Herbers (w.herbers@uleth.ca). Approval of the application is contingent on meeting the above criteria, the availability of the out of region clinical placement, and the confirmation of availability and suitability of the out of region placement through the Clinical Placement Coordinator.
3. A written decision regarding your application will be forwarded to you within a month of the application.
4. You may appeal decisions to the Dean, Faculty of Health Sciences, University of Lethbridge within two weeks of receiving the decision letter.
5. Confirmation of the clinical placement will be made in a timely fashion dependent upon the agency's response.

Program		Minimum GPA of 3.00 as of the end of semester...	N4750 begins in....	Application for OOR is due by the previous	Recommendation letters from clinical instructors in semesters...
BN	Regular 4-year	5 (Fall, year 3)	January	June	5 & 6*
	Fast-track		September	March	
BN After Degree		3 (Summer Session III)	May	November	3 & 4*

* Although the semester will not be complete at the time of application deadline, you are encouraged to approach the instructor for a recommendation based on your performance during the first 8-9 weeks of the semester. If he/she agrees, you must arrange to have the written recommendation submitted by the deadline.

h. Students Receiving Physicians' Orders – Verbal or Telephone

As a student in the NESAs BN Program, and after discussion with your instructor or a Registered Nurse on the nursing unit, you may contact a physician for orders but may not accept or document those orders. All physician orders must be accepted and documented by a Registered Nurse who is willing to take professional responsibility for his/her actions.

The only point in the program where you may accept verbal / telephone orders from a physician is when you are in Nursing 4750 and are under the direct observation and supervision of a Registered Nurse who confirms your documentation of said orders.

i. Clinical Supervision of Nursing Students

Faculty provide supervision to nursing students in a variety of ways. These decisions are informed by a number of legislative and regulatory standards or guidelines. Your instructor will discuss the process with you and will direct you to additional resources upon request.

j. BN Programs Withdrawal Policy

Guidelines for Required Withdrawal from the Clinical Setting

Context

There are times when concerns may arise concerning your performance in the practice setting and it may become necessary in the judgment of your instructor to remove you from the setting. In all instances of concern regarding student attitudes and professional behaviour, the faculty member is responsible for ensuring that the Dean and Associate Dean/Program Chair are informed and part of the decision-making process.

Process

You may be required to leave the clinical setting at any time, if:

- your practice threatens patient/client safety, is disruptive to patient/client care, or is not moving to an appropriate level of independence.
- your behaviour is judged to constitute ethical or professional misconduct and contravenes the Health Professions Act (Alberta, 2006), which defines unskilled practice and professional misconduct, or the Nursing Practice Standards (CARNA) or the Code of Ethics (CNA).

Faculty Member Supervision

If, in the judgment of the instructor you need to be removed from the practice setting immediately, the following process will be initiated:

1. The instructor will arrange, within one working day, a time to meet with you, regarding your removal from the setting, to discuss the situation and develop a Practice Enhancement Plan that reflects safe, competent, and

ethical care toward patients/clients. This revised plan will include the specific outcomes necessary for you to demonstrate positive change within a reasonable time frame.

2. The student will communicate regularly, as identified in the PEP, with the instructor to ensure that satisfactory progress is being made in timely fashion.

Preceptor Supervision

A preceptorship creates a triad of responsible individuals: you, the preceptor, and the faculty advisor. Although the preceptor works directly with you, the faculty advisor is responsible for ensuring that you are provided the opportunity to meet the established academic and practice requirements for the course. Occasionally, a student may demonstrate excellent clinical knowledge, skills, and attitudes, but fail to complete required assignments. Alternatively, students may excel in their assignments and be unsuccessful in demonstrating appropriate learning and development within the clinical setting.

When a student fails to perform satisfactorily in the practice setting, a preceptor may require a student to leave the clinical setting. Upon doing so, the following process will be initiated:

1. The preceptor will identify and document the issue clearly and precisely.
2. The preceptor will inform the faculty advisor and manager of the issue immediately.
3. The instructor will arrange a meeting including the preceptor, student, and faculty advisor to discuss the student's progress.
4. If appropriate and mutually agreed to by the faculty advisor, manager, and preceptor, the student will be granted an opportunity to demonstrate improvement in clinical practice, which will be monitored through the development of a PEP to show achievement and sufficient progress within a timely manner.

It is important to note that a preceptor is not in a position to request the permanent withdrawal of a student from any clinical setting.

Review Process

Should you fail to respond to this additional guidance in a positive and effective way or the faculty advisor, manager, and preceptor do not mutually agree that you should be granted the opportunity to return to the clinical setting, you will be requested to leave the practice setting and the following procedure will be implemented:

1. The faculty advisor will provide you a written explanation of the reason for the action and the steps of the review process within two working days of being asked to leave the clinical setting.
2. The faculty advisor will notify the Dean through the Associate Dean/Program Chair immediately and explain the situation.
3. The faculty advisor will provide documentation outlining the details of the case for review by the respective institution's Review Committee. You will also provide documentation of the details from your perspective for purposes of the review process.
4. You, the faculty advisor, and manager will be invited to meet with the program's Review Committee to provide their perspectives of the situation and to address any questions that the Review Committee may have prior to a decision being made. The instructor and the student may bring someone to the meeting for support (excluding legal counsel).
5. The Review Committee will provide a recommendation to the Dean regarding its decision. The Review Committee may suggest conditions (e.g., revised Enhancement Plan, remedial lab and theory, etc.) under which you may return to the clinical setting, or it may require withdrawal from the course.
6. If the decision of the Review Committee is a required withdrawal resulting in failure of the course, the appropriate Dean will give you a written explanation of this decision within two working days of the Review Committee meeting.
7. If the decision of the Review Committee is to allow you to return to the clinical setting, you will be notified of this decision subsequent to the following meeting(s) required between practice agency administrators and program administrators. If allowed to return to the clinical setting, the Practice Enhancement Plan will be reviewed by the clinical site manager and faculty advisor. If the plan is deemed unacceptable by the clinical site manager, a subsequent meeting involving the clinical site manager, faculty advisor, preceptor, and course leader will determine if you should return to the clinical setting. If there are modifications to the original Enhancement Plan, the revised Plan shall be approved by the Review Committee.
8. In the event that an agreement between practice agency administrators and program administrators cannot be reached as to whether you are to be allowed to return to the clinical setting, it will be the right of the

practice agency to determine whether you will be allowed to return to the clinical setting. This authority is based on the affiliation agreement(s) between practice agencies (e.g., Alberta Health Services—former Chinook Health) and educational institutions:

“... Chinook Health or its representative shall have the right at all times and at its sole and absolute discretion, to deny any Student or Instructor access to the facility premises for purposes of the agreed Program. This decision shall be communicated to the educational institution in writing. Once a decision by Chinook Health or its representative has been made to deny access of any Student or Students or Instructor to such facilities as described herein, the Educational Agency shall take such reasonable steps as are necessary to ensure that such Student or Students or Instructor shall not return to the facility premises for the purposes of the agreed Program without the express written consent of Chinook Health or its representative....”

If the decision of the practice agency is to not allow you to return to the clinical setting, the appropriate Dean will advise you in writing of this decision and inform you that you are required to withdraw from the course. At this point, you will not be allowed to appeal the decision to the program review committee but, rather, will need to address this with the practice agency.

6. STUDENT RESOURCES

a. Student Advisement and Support

A variety of support services are available to promote your success. Below is a list of student advisors who are here to assist with academic advising, program planning and information on advanced credit.

<u>Name</u>	<u>Campus</u>	<u>Phone Number</u>
Academic Advising	Lethbridge College	403-320-3323
Sherry Hogeweide, B.A.	University of Lethbridge	403-329-2220

Any concerns related to specific courses should be discussed with the course instructor. Part-time faculty may not always be on campus, but will inform students of the best way to make contact.

b. General Services on Campus

A wide range of services is available to you on both campuses. These services include, but are not limited to, the bookstore, career resources and counselling, day care, chaplaincy, fitness and recreation, information technology and library, housing, and resources for students with disabilities.

You are referred to the Lethbridge College calendar, pages 18-23, and the University of Lethbridge calendar, pages 529-544 for complete details. Your instructors and Academic Advisors also serve as excellent resources if you are seeking assistance.

Please note that at the outset of the Program, you will receive a University of Lethbridge Campus ID Card that entitles you to use the University of Lethbridge library, recreation facilities, and other resources.

If you need help with studying, test-taking, note-taking, or writing and construction of scholarly papers, you are encouraged to make an appointment with learning support specialists through Student Services at either Lethbridge College or University of Lethbridge.

<u>Service</u>	<u>Campus</u>	<u>Phone Number</u>
Student Services	Lethbridge College	403-320-3323
	University of Lethbridge	403-317-2845
Counselling	Lethbridge College	403-320-3323
	University of Lethbridge	403-317-2845
Health Centre	Lethbridge College	403-320-3289
	University of Lethbridge	403-329-2484

See Appendix C – **Student Resources**

c. Special Learning Needs

Lethbridge College

Modifications to courses or the way they are delivered or tested may be available to students who have documented learning or physical disabilities. It is the student's responsibility to initiate the process at the beginning of the semester by contacting both the course instructor and the Coordinator for Students with Disabilities, Julie Deimert (403-329-7268). Students who suspect they may have a learning disability may arrange for appropriate testing through the Learning Centre.

University of Lethbridge

Reasonable accommodations are available for students who have a documented disability. If you have been diagnosed with a disability, there is support available. Please contact the Counselling Services/ Disabilities Resource Centre at 403-329-2766 <http://www.uleth.ca/ross/counselling/index.html> to set up an appointment. After registering with the Disabilities Resource Centre, your instructor will be notified by a formal letter of any accommodations you require. In addition, students are responsible for requesting accommodations from the instructor at least *two weeks* in advance of the evaluation date. The instructor and student are jointly responsible for arranging the resources needed for the evaluation process. Please note that accommodations will not be made for students without the involvement of the Disabilities Resource Centre.

d. English as a Second Language

The demands of the NESAs BN Programs require that you are able to communicate effectively. If written or verbal communication in English is a problem, success may be seriously jeopardized. If English is not your first language, we strongly recommend that you access an Academic Advisor on or before the first week of the program. The advisor is able to help you determine if there are other English courses or workshops at the Learning Centre that you could take to increase your comfort/use of English. Given the challenges you may experience in English comprehension and the spoken language, we would also ask that you develop a new Learning Plan with each theory/clinical instructor in every semester of the Program. It is your responsibility to assure your own success, skill development, and improvement in your written assignments. This will enhance your chances for success in the Program.

Support Services for Aboriginal Students in Health Sciences

The Faculty of Health Sciences provides support services to students who are interested in pursuing nursing as a profession and have the academic and personal skills to potentially be successful in the profession. This initiative provides support for self-declared First Nations, Métis and Inuit students enrolled in the Health Sciences stream of the First Nations Transition Program as well as those students in all four years of the NESAs BN Programs.

An integrated approach involving elders, mentoring, tutoring, social networking and assistance in locating resources (e.g., laptops, scholarships) is used. The goal of the social networking aspect is to help you successfully adjust to student life and to the academic pressures of the program by helping you connect with other students, instructors, and elders, thereby creating a peer support system. You are encouraged to connect with the Learning Facilitator, Marilyn Lamb in Markin Hall M3078, 403.332.4579 or marilyn.lamb@uleth.ca

Marilyn can be found at Lethbridge College in TE2251 on Mondays and Fridays from 8:30 a.m. until 4:30 p.m., starting October 1, 2010. For the remaining days of the week, she is in M3078, Markin Hall, at the University of Lethbridge.

e. Awards and Scholarships

The Lethbridge College and University of Lethbridge calendar/websites contains information regarding awards and scholarships for which you may be eligible. Please be aware of application deadlines.

To Access:

www.lethbridgecollege.ab.ca. Select 'admissions' and 'financial aid and awards'
http://www.uleth.ca/ross/student_finance/scholarships/awards.html

f. Emergency Fund

Emergency funds are available on both campuses through student services or contact any faculty or staff in the NESAs BN Programs for assistance.

g. Other Campus Resources

While registered at Lethbridge College, you will have access to services and resources offered on that campus, including Buchanan Library, the physical education complex, and a complete range of student services. You will also receive a University of Lethbridge Campus Card that entitles you to use the University Library. As well, the University offers you the use of the Sports and Recreation Services facilities at a reduced cost (25% less than the full student rate). These facilities include a state of the art fitness centre, the Max Bell Aquatic Centre, Ascent Climbing Centre and Bouldering Cave, gymnasium, indoor track, and access to a wide range of fitness classes.

7. REGISTRATION AS A NURSE

a. **Canadian Registered Nurses Examination (CRNE)**

As a graduate of an Alberta entry-level nursing education program, you must complete your initial registration in this province even if you do not plan to practice here. You must have successfully completed all NESAs BN Program requirements before you are eligible to write the Canadian Registered Nurse Examination. During orientation to Nursing 4750 you will receive the necessary forms and instructions for applying to write the CRNE; you are then responsible for the submission of the required application and fees by the date specified. Upon completion of all program requirements, you may use the initials 'GN' (Graduate Nurse) after your signature until you have been notified of successful completion by CARNA in writing, at which time you are able to use 'RN.'

If you have special accommodation requirements for writing the CRNE, you must contact CARNA and follow the instructions provided. Please allow sufficient time for this process.

b. **Registration with the College and Association of Registered Nurses of Alberta**

Registration with CARNA

You will be required to submit registration fees prior to completion of the NESAs BN Program; specifically, at the time you apply to write the CRNE, usually mid-semester prior to completion of Nursing 4750.

Once registered with the CARNA, you may apply for transfer of registration to any province in Canada.

c. **Mandatory Self-Reporting of Blood-Borne Virus Infection (BBVI) for CARNA Members**

In April 2009, the College and Association of Registered Nurses of Alberta (CARNA) introduced a new nursing standard of practice that requires CARNA members to self report Blood-Borne Virus Infection. Mandatory reporting is being introduced to protect the public interest by further reducing the risk of inadvertent transmission by CARNA members with BBVI to patients/clients through nursing practices when providing care. The mandatory reporting process supports CARNA's mandate to act in the interest of public safety.

Although you are not required to self-report BBVI, you need to be aware of this nursing practice standard. When new graduates become CARNA members, they are required to self report as follows:

- At the time of CARNA application as a new member
- During the practice year when BBVI is first identified
- At the time of annual renewal of registration.

More information is available at www.nurses.ab.ca

d. **N-CLEX Examinations (USA)**

Students are required to have completed their Program BEFORE they are eligible to write these examinations. Documentation must be provided to the Nurses Association of the state in which you desire to write. Some states require an English examination before writing the NCLEX.

Students who wish to write these examinations are required to make their own arrangements. They must also write these examinations on their own time.

8. NESA BN PROGRAMS FACULTY DIRECTORY

a. Lethbridge College Campus

OFFICE	NAME/TITLE	PHONE
ADMINISTRATION		
PA2147	Jane Friesen Dean, Centre for Health, Justice & Human Services jane.friesen@lethbridgecollege.ca	403-320-3202 ext. 5251
PA2119	Shannon Spenceley Chair Nursing Programs, School of Health Sciences shannon.spenceley@lethbridgecollege.ca	403-320-3424
TE2242	Marisa Hakstol, NES Chair Support marisa.hakstol@lethbridgecollege.ab.ca	403-320-3202 ext. 3474
PA2113	Bill Nykiel, Clinical Placement Coordinator bill.nykiel@lethbridgecollege.ab.ca	403-382-6937
FACULTY MEMBERS		
TE2238	Liz Cernigoy, Faculty liz.cernigoy@lethbridgecollege.ca	403-320-3202 ext. 5405
TE2250	Yolanda DeKreek, Instructor yolanda.dekreek@lethbridgecollege.ca	403-320-3202 ext. 5544
TE2238	Leslie McCoy, Faculty leslie.mccoy@lethbridgecollege.ca	403-320-3202 ext. 5368
PA2120	Tracey Forster, Faculty tracey.forster@lethbridgecollege.ca	403-320-3202 ext. 5541
TE2244	Jacki Glover, Faculty jacalynne.glover@lethbridgecollege.ca	403-320-3202 ext. 5201
PA 2116	Sherry Irwin, Faculty sherry.irwin_02@lethbridgecollege.ca	403-320-3202 ext. 5369
TE2243	Karen Joy, Faculty karen.joy@lethbridgecollege.ca	403-320-3202 ext. 5543
PA 2120	Janelle Jubinville janelle.jubinville@lethbridgecollege.ca	403-320-3202 ext. 5511
PA 2116	Maureen Kano, Faculty maureen.kano@lethbridgecollege.ca	403-320-3202 ext. 5498
PA2117	Gayle Krampfl, Faculty gayle.krampfl@lethbridgecollege.ca	403-320-3202 ext. 3458
PA 2140C	Lisa Kulas, Faculty lisa.kulas@lethbridgecollege.ca	403-320-3202 ext. 5406
PA2131	Shaina Peterson, Faculty shaina.peterson@lethbridgecollege.ca	403-320-3202 ext. 5218
TE 2252	Shannon Seitz, Faculty shannon.seitz@lethbridgecollege.ca	403-320-3202 ext. 5402
TE2246	Lana Sprinkle, Clinical Teaching Development Coordinator, Faculty lane.sprinkle@lethbridgecollege.ca	403-320-3202 ext. 5275
TE2252	Kathleen Waterhouse, Faculty kathleen.waterhouse@lethbridgecollege.ca	403-320-3202 ext. 5403
PA2120	Karla Wolsky, Faculty karla.wolsky@lethbridgecollege.ca	403-320-3202 ext. 5219
SPHERE SIMULATION LAB		
PA2151	Karen Kennedy, SPHERE Coordinator karen.kennedy@lethbridgecollege.ca	403-320-3202 ext. 5505 (lab) Ext. 3363 (office)

CLINICAL PLACEMENT OFFICE		
PA2115	Rita Perry, Clinical Resource Assistant rita.perry@lethbridgecollege.ca	403-394-7342
PA2115	Lori Brown, Health Sciences Placement Specialist I lori.brown@lethbridgecollege.ca	403-320-3202 ext. 5380
SUPPORT STAFF		
PA2145	Sandy Buczulak, Administrative Assistant to the Dean sandy.buczulak@lethbridgecollege.ca	403-320-3464
PA2153	Lawrence McCune, Business Analyst lawrence.mccune@lethbridgecollege.ca	403-3202 ext. 5207
PA2140	Carole Mickey, Administrative Assistant, School of Health Sciences carole.mickey@lethbridgecollege.ca	403-320-3348
	Corene Kozey, Reference Services Librarian Buchanan Library corene.kozey@lethbridgecollege.ca	403-320-3352

b. University of Lethbridge Campus

OFFICE	NAME/TITLE	PHONE
ADMINISTRATION		
M3090	Chris Hosgood, Dean, Faculty of Health Sciences hosgood@uleth.ca	403-317-2810
M3094	Ruth Grant Kalischuk, Associate Dean, Nursing kalischuk@uleth.ca	403-329-2724
FACULTY MEMBERS		
M3124	Karen Ander, Academic Assistant karen.ander@uleth.ca	403-332-4032
M3126	Maralon Bevans, Academic Assistant bevamj@uleth.ca	403-332-3542
M3011	Ali Bowden, Academic Assistant ali.bowden@uleth.ca	403-332-4097
M3058	Michelle Cullen, Academic Assistant michelle.cullen@uleth.ca	403-394-3919
M3112	Sharon Dersch, Nursing Skills Lab Instructor sharon.dersch@uleth.ca	403-329-2025
M3128	Carla Ginn, Academic Assistant carla.ginn@uleth.ca	403-329-2699
M3115	David Gregory, Professor david.gregory@uleth.ca	403-329-2432
M3055	Brad Hagen, Associate Professor brad.hagen@uleth.ca	403-329-2299
M3129	Katherine Haight, Academic Assistant katherine.haight@uleth.ca	403-394-3947
M3123	Suzanne Harris, Academic Assistant & Community Project Coordinator suzanne.harris@uleth.ca	403-329-2366
M3119	Jean Harrowing, Assistant Professor, BN After Degree Program Coordinator & Theory Courses Coordinator harrjn@uleth.ca	403-394-3944
M3114	Lisa Howard, Academic Assistant lisa.howard@uleth.ca	403-329-2005
M3117	Peter Kellett, Academic Assistant peter.kellett@uleth.ca	403-329-2643
M3071	Judith Kulig, Professor, Professor kulig@uleth.ca	403-382-7119
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M3120	Em Pijl Zieber, Academic Assistant em.pijlzieber@uleth.ca	403-332-5232
M3113	Mark Pijl Zieber, Lecturer m.pijlzieber@uleth.ca	403-329-2659
M3062	Karen Rowles, Academic Assistant karen.rowles@uleth.ca	403-332-4061

OFFICE	NAME/TITLE	PHONE
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M3009	Gerri Smith, Academic Assistant geraldine.smith@uleth.ca	403-382-7130
M 3121	Claudia Steinke, Assistant Professor claudia.steinke@uleth.ca	403-394-3945
M3063	Tara Vande Griend, Academic Assistant tara.vandegriend@uleth.ca	403-332-5256
M3066	Shannon Vandenberg, Academic Assistant shannon.vandenberg@uleth.ca	403-332-4085
M3060	Heidi Veldman, Academic Assistant heidi.veldman@uleth.ca	403-332-4576
M3065	Susan Wagner, Assistant Professor susan.wagner3@uleth.ca	403-317-2805
M3068	Ryan Waldorf, Academic Assistant ryan.waldorf@uleth.ca	403-332-4066
M3127	Karen Wells, Academic Assistant k.wells@uleth.ca	403-329-2583
M3116	Isabel Wilde, Academic Assistant wildik@uleth.ca	403-332-5214
M3011	Penni Wilson, Academic Assistant penni.wilson@uleth.ca	403-332-4031
M3118	Bernie Wojtowicz, Academic Assistant bernadine.wojtowicz@uleth.ca	403-329-2784
M3053	Sharon Yanicki, Lecturer yanism@uleth.ca	403-332-5233
SUPPORT STAFF		
M3076	Sherry Hogeweide, Academic Advisor – Nursing sherry.hogeweide@uleth.ca	403-329-2220
M3098	Wendy Herbers, Administrative Assistant w.herbers@uleth.ca	403-382-7152
M3078	Marilyn Lamb, Support Services for Aboriginal Students in Health Sciences Learning Facilitator marilyn.lamb@uleth.ca	403-332-4579
M3083	Sharon Lawson, Administrative Support sharon.lawson@uleth.ca	403-329-2699
M3102	Kristie Masuda, Academic Advisor – Addictions Counselling & Public Health kristie.masuda@uleth.ca	403-329-2649
M3096	Jan Morton, Financial Analyst jan.morton@uleth.ca	403-382-7118
M3092	Darlene Sutherland, Secretary to the Dean d.sutherland@uleth.ca	403-329-2676
M3083	Naomi Windy Boy, Administrative Support naomi.windyboy@uleth.ca	403-382-7186

Appendix A



NESA BN PROGRAMS

Consent for Collecting and Disclosing Student Information and Acknowledgement of Procedures

This consent form outlines the process for collecting and sharing personal student information within the NESA BN programs.

The personal information requested on this form is collected and protected under the authority of the Post-secondary Learning Act of Alberta and the Alberta Freedom of Information and Protection of Privacy (FOIP) Act for the purpose of authorizing the collection and disclosure of personal information. Questions can be directed to the NESA BN Programs Chair, Lethbridge College (403) 320-3348 or the Associate Dean (Nursing), Faculty of Health Sciences, University of Lethbridge (403) 382-7152.

Last Name	First Name	Middle Initial
Lethbridge College Student ID Number	University of Lethbridge Student ID Number	

PLEASE READ THE FOLLOWING BEFORE SIGNING BELOW

With regard to collection and disclosure of my personal information, by signing this form:

- I authorize the NESA BN programs, faculty, and support staff to collect and disclose information about me with the NESA BN programs administration, faculty, and support staff, practicum site administration, teaching and support staff, and others as appropriate. Types of information may be information about my clinical placement requirements, learning needs and goals, employment and practicum placement history, and other information, as appropriate, for my success in the program.
- I understand that the purpose of the collection and disclosure of information about me in this regard is for the purpose of helping me further my nursing education and/or clinical experience. I further understand that giving my consent to do so will greatly facilitate my learning opportunities.
- I understand that this consent is valid for the duration of my registration in the NESA BN programs.

With regard to acknowledgement of procedures, by signing this form:

- I acknowledge my receipt and understanding of the terms and conditions of the NESA BN programs as outlined in the NESA BN Programs Student Handbook, course syllabi, and the Lethbridge College and University of Lethbridge calendars.
- Further, I understand that failure to meet clinical placement requirements (health requirements, criminal record check, current CPR HCP) may result in my clinical/practicum placements not being facilitated.

<div style="border-bottom: 1px solid black; display: flex; align-items: center;"> X </div>			
DATE OF SIGNING	MONTH:	DAY:	YEAR:

Appendix B



Consent Form for Use and Disclosure of Student Information

Student Name: _____

Student No: _____

1. Permission to Use and Disclose Your Student Related Personal Information and Personal Health Information

By signing this consent, you authorize us to:

- Use and/or disclose your personal information (name and student profile information that is under the custody and control of your Program) to authorized staff of Receiving Agencies for the purpose of locating and coordinating an appropriate placement experience (e.g. clinical practica, fieldwork, or preceptorship) as required by your educational program;
- Use your student related personal information and personal health information relating to placement prerequisites, for the purpose of tracking your compliance against Receiving Agency safety and infection control prerequisites for accepting students. Placement prerequisites that may be tracked include personal information such as CPR certification or criminal records check status, and personal health information such as immunity/immunization status of vaccine-preventable diseases. Placement prerequisite information is used only by staff involved with your educational program, and is never disclosed to users external to your educational program.
- Transfer your placement-related Personal Information and Personal Health Information (including contact information, placement history, and placement prerequisites information) between educational programs if the program in which you are registered is a Collaborative or Transfer program. In Collaborative or Transfer programs, the student transfers part way through their program from one educational institution to another.

2. Consent Period

This consent is effective immediately and shall remain valid for up to six years, or shall be voided upon your completion of the Program, your formal withdrawal from the Program, or upon written request as described below.

3. Your Rights With Respect to This Consent

- 3.1 Right to Refuse Consent** - You have the right to refuse to sign this consent, and if you refuse your placement will be processed manually at the earliest convenience of the Program and Receiving Agency.
- 3.2 Right to Review Privacy & Security Policies** - A copy of the document entitled *Identified Purposes and Handling of Personal Information in HSPnet*, which summarizes Privacy and Security policies relating to how we may use and disclose your personal information via HSPnet, is distributed with this Consent Form. You may wish to review the complete Privacy and Security Policies for HSPnet before signing this consent. The Privacy and Security Policies may be amended from time to time, and you may obtain an up-to-date copy by contacting the BC Academic Health Council at (604) 739-3910 or by visiting the website at www.hspbc.net.
- 3.3 Right to Request Restrictions on Use/Disclosure** - You have the right to request that we restrict how we use and/or disclose your personal information or personal health information via HSPnet for the purpose of locating and coordinating a suitable placement experience. Such requests must be made in writing to the placement coordinator for your Program. If we agree to a restriction you have requested, we must restrict our use and/or disclosure of your personal information in the manner described in your request. If this restriction precludes our ability to coordinate your placement via HSPnet, then your placement will be processed manually at the earliest convenience of the placement coordinator and receiving agency.
- 3.4 Right to Revoke Consent** - You have the right to revoke this consent at any time. Your revocation of this consent must be in writing to the placement coordinator for your Program. Note that your revocation of this consent, or the voiding of this consent upon your completion or withdrawal from the Program, would not be retroactive and would not affect uses or disclosures we have already made according to your prior consent.
- 3.5 Right to Receive a Copy of This Consent Form** - You may request a copy of your signed consent form.

Collection of your personal information is done under the authority of the privacy legislation that applies to educational institutions in your province. For more information visit www.hspbc.net/privacy/index.asp.

I hereby authorize my educational program to use and/or disclose my personal information via HSPnet for the purpose of locating and coordinating appropriate student placement(s) as required by the curriculum.

Signature of Student

Date

Updated: July 31, 2006



NESA BN Programs



Enhancement Plan (EP)

Practice Course and Site / Theory Course _____

The purpose of this EP is to assist _____, a nursing student in the BN Program, to meet the outcomes of nursing course _____.

PART A

On (date) _____, you met with (Practice / Theory Instructor) _____ to review your performance in this course. At this point in the course, your performance has been unsatisfactory for the following reasons:

- 1.
- 2.

PART B

In order to assist you in improving your performance to a satisfactory level, the following plan is being put into place. (Describe what resources will be allocated, e.g., additional assignments, review of skills in the nursing lab, etc.)

- 1.
- 2.

PART C

It is understood that by (date) _____ you will have achieved the following level of performance in order to fulfill the requirements of the course at a satisfactory level. (Specifically spell out the level of performance that is expected.)

- 1.
- 2.

I understand the terms and conditions of this EP.

Student

Date

Practice / Theory Courses Instructor

Date

cc: Practice / Theory Courses Coordinator

Outcomes: (Please see reverse side)

PART D

Outcome (What has transpired)

Date: _____

Appendix D

Campus & Community Resources

<p>Sherry Hogeweide Academic Advisor M3076 – University of Lethbridge Phone: 403-329-2220 E-mail: sherry.hogeweide@uleth.ca</p>	<p>Sherry is available to assist all nursing students with program planning, course selection, and to answer inquiries about academic regulations. Students are encouraged to contact her regarding any questions about courses or program requirements.</p>
LETHBRIDGE COLLEGE	
<p>Counseling Services CE 1343 Phone: 403-320-3351</p>	<p>Counseling services are available to provide free, individualized and confidential support in personal, aboriginal, career, and academic counseling.</p>
<p>Disability Services Office TE1222 Phone: 403-320-3202 ext. 5400 Fax: 403-320-0769</p>	<p>Disability Services are available to current and prospective students with learning, physical, or mental health disabilities. Through the Disability Services office, students with disabilities may identify their special needs and receive appropriate academic accommodations. Students are encouraged to contact the office early in the application process to ensure disability-related funds and supports are in place before classes begin.</p>
<p>English Language Centre Phone: 403-320-6444</p>	<p>The Lethbridge College Language Centre staff work primarily with students who are learning English. There may be resources that could assist nursing students.</p>
<p>Food Bank – Students' Association CE1350 Phone: 403-320-3373</p>	<p>The purpose of the LCSA Food Bank is to provide students with food when they are in need. We know that it is not always easy to make it through the school year.</p>
<p>Learning Café Lethbridge College CE 1340 Phone: 403-382-6952 http://www.lethbridgecollege.ab.ca/index.php?option=com_content&task=view&id=427&Itemid=614</p>	<p>All nursing students may access the Learning Café for academic skills support. Skill support is available with writing, grammar, APA format and mathematical skills.</p>
<p>Student Awards & Scholarships Phone: 403-320-3367</p>	<p>Students can access information and applications for scholarships and financial assistance.</p>
<p>Student Health Centre Phone: 403-320-3289</p>	<p>Services include information and counselling on general health, nutrition and weight management, smoking cessation, alcohol and drug education, and sexual health including prevention of sexually transmitted diseases, birth control and pregnancy. Health Services staff can also provide students with emergency and First Aid assistance. Physician appointments are also available.</p>
UNIVERSITY OF LETHBRIDGE	
<p>Campus Food Bank SU 180 Phone: 403-329-2222 Food.bank@ulsu.ca</p>	<p>Their mission is to supply food to the neediest members of our University of Lethbridge community.</p>
<p>Community Good Food Club Student's Union Office SU – Level 1</p>	<p>The Community Good Food Club is open to anyone wanting a convenient and economical way of promoting healthy eating habits. It is run by a team of dedicated community partners and volunteers.</p>
<p>Counselling Services TH 218 Phone: 403-317-2845</p>	<p>Counselling Services focuses on improving the total well-being of students. Counsellors are mental health professionals who can help to facilitate your personal growth, academic skills development and career decision making. Counselling services are free of charge and strictly confidential.</p>

Disability Resource Centre A 782 Phone: 4030-329-2766	The university community shares in the responsibility for providing instructional and learning related accommodation for students with disabilities. Students who have been diagnosed with a disability, have no need to face the challenge of university without support. Students with a visible or non-visible disability may qualify for support.
Health Centre SU 020 Phone: 403-329-2484	Helping students stay healthy. Offering Physician, Psychiatrist, Chiropractor, Registered Massage Therapist, and Dietician clinics as well as Nursing Assessment and care.
International Centre for Students SU 047 Phone: 403-394-3910 http://www.uleth.ca/global/	This centre has English for Academic Purposes (EAP) program. Tutors and students may contact the centre regarding specific student learning needs for the nursing program to determine strategies to address any identified areas of weakness.
Scholarships & Student Finance SU 068 Phone: 403-329-2585	Students can access information and applications for scholarships and financial assistance.
Writing Centre L1012 http://www.uleth.ca/ics/writingcentre/	All nursing students have access to the Writing Center where students may book a session with a writing tutor, access online tutorials and access online writing guides.
OTHER SERVICES	
Interfaith Food Bank 1116 – 3 rd Avenue North Phone: 403-320-8779	Recognize the human dignity of people in need and to assist these people living in Lethbridge and the surrounding communities.
Lethbridge Food Bank 1016 – 2 nd Avenue South Phone: 403-320-1879	Acknowledging the disparity in the availability of resources among Canadians and recognizing that while food banks will be needed for the foreseeable future, they are a short-term response for those living with difficult circumstances.
Lethbridge Immigrant Services Organization (LISO) #506 - 4 Ave. S. Phone: 403-320-1589 ESL department	The LISO focuses on early acquisition of English skills for new immigrants to southern Alberta.