

UNIVERSITY OF PRINCE EDWARD ISLAND

SCHOOL OF NURSING

STUDENT MANUAL

INTRODUCTION

Welcome to the Bachelor of Science in Nursing program at the University of Prince Edward Island. This is an exciting time to be entering the health care fields as you will witness and participate in major changes in the delivery of health care. We are proud to have you as a member of the School of Nursing at the University of Prince Edward Island.

Our Nursing faculty are looking forward to an exciting and challenging year. We wish each of you success with your studies, and hope your time here is enjoyable and productive.

LOCATION

The School of Nursing is located in the lower level of the Steel Building, with faculty and support staff offices, the Learning Resource Centre (LRC), and the Student Lounge. Classrooms and seminar rooms for all of your courses are located in other buildings. Many other facilities, such as the Sports Centre, the W. A. Murphy Student Centre, the Robertson Library, Computer Services, the Health Centre, and Student Services are open to you as students.

PURPOSE

The purpose of this program is to educate beginning practitioners for nursing practice in a variety of settings. Students will learn about health promotion, illness prevention, illness care, and rehabilitation within the context of primary health care. Emphasis will be placed on participatory learning and critical thinking skills to enhance lifelong learning.

CHARACTERISTICS OF THE GRADUATE

The graduate of this program will be prepared to:

- a) practise as a professional nurse according to the principles of primary health care;
- b) provide promotive, preventive, supportive, curative, and rehabilitative services in partnership with individuals, families, groups, or communities to assist them to reach their optimum level of health;
- c) use critical thinking skills;
- d) apply scientific knowledge;
- e) communicate effectively, both verbally and in writing;
- f) practise competently to provide holistic care to clients;
- g) value persons as individuals;
- h) encourage clients to be actively involved in learning about their health in order to promote the development of healthy individuals, families, and communities;

- i) use the products of research to enhance nursing practice;
- j) demonstrate leadership skills by acting as a patient advocate and by working with others to ensure quality care; and
- k) take responsibility for lifelong learning.

DEGREE REQUIREMENTS

The Bachelor of Science in Nursing is designed as a four-year program of full-time study. The student must successfully complete 120 semester-hours of credit, including all required Nursing and non-Nursing courses. No more than 48 semester-hours of credit may be taken at the introductory level. Students must complete their BScN. degree within seven years from the date of their first registration in the program, unless special permission has been granted by the Dean of Nursing.

NURSING SKILLS LAB

Recognized in the Atlantic region as a leader in skill instruction, the UPEI School of Nursing Lab provides a simulated clinical environment for students to learn and practise psychomotor and therapeutic communication skills. The lab is approximately 2,140 square feet of open teaching space furnished with 12 hospital beds and various medical equipment. The physical layout and design of the Nursing Skills Lab create an interactive teaching area. An expert team of instructors develops and delivers the curriculum and provides continuity across the four years of the program. The Lab team is comprised of a Learning Resource Coordinator, three full-time Nursing Skills Clinicians, and two part-time Nursing Skills Clinicians.

Using innovative teaching strategies, instructors guide students in acquiring clinical skills for safe, competent clinical practice. The Lab team works closely with the clinical teaching teams to ensure seamless transfer of knowledge and skills acquired in the lab to the clinical environment. A number of learning resources and teaching tools are available to support instruction and self-directed student learning. Multifunction mannequins, electronically programmable mannequins, a variety of medical equipment such as intravenous infusion pumps, and an ample inventory of medical supplies facilitate skill development. In addition to these items, audiovisual equipment and computers are located in the Nursing Lab, providing auxiliary resources to emphasize the necessary theoretical content.

COMPUTER LAB

Computer skills are becoming increasingly important in this age of technology and are considered an integral part of education for any professional in the 21st century. To this end, the School of Nursing has five computer terminals as well as one laser printer for your use in the computer lab. Many other computer terminals are located across campus. Colour printing is available at the Computer Services Department. The terminals are connected to the campus-wide Novell network.

Word processing software and spreadsheets (QuattroPro), as well as several nursing-related software packages, are available on the network. Each student has been assigned a username and password which will allow access to the software packages on Novell. Instructions for obtaining your username and password will be posted in the computer lab at the beginning of the semester.

Your computer work can be saved on 3½" floppy discs or jump drives. It is the responsibility of the student to provide these items. Floppies may be purchased at the bookstore either as a single disk or in a box of 10. Jump drives are also available for purchase at the bookstore.

PHOTOCOPIER

Photocopying services are available in the Robertson Library. The photocopiers accept payment with cash and/or the UPEI Student ID Card. Check out Robertson Library regarding cost.

ROBERTSON LIBRARY

Students will be frequent users of library resources. All Nursing audiovisual resources, journals, and texts are available through the Library. Reserve readings for classes will be available at the circulation desk. Research for papers and assignments will require a search of the available literature. Orientation sessions will be arranged with the Library and we strongly recommend that all students attend.

The audiovisual room in the Robertson Library provides a physical space for quiet study, reading, and viewing audiovisual materials (videotapes, audiotapes, and slides/tapes). There are two clusters of audiovisual carrels providing a total of eight stations. These stations are equipped with video cassette recorders and television sets. Each station has four headsets so that four students may simultaneously view a video. Co-operation with fellow students is important as there is only one copy of each videotape.

For more information, go to www.upei.ca/library/

PROFESSIONAL ASSOCIATIONS

Association of Registered Nurses of Prince Edward Island

The Association of Registered Nurses of Prince Edward Island (ARNPEI) is the professional organization that serves as a licensing agency and maintains standards of practice for nurses on Prince Edward Island. Active membership is mandatory to practise as a nurse on Prince Edward Island. The objectives and purposes of the Association as stated in the Registered Nurses Act of Prince Edward Island (2006, p.5) are:

- a) to regulate the practice of nursing in the province through education, registration, licensing and maintenance of professional conduct standards;
- b) to establish, monitor and enforce professional standards to enhance the quality of nursing practice;

- c) to protect the public from, and to strive to eliminate practice by, incompetent, impaired, incapable and unethical practitioners of nursing;
- d) to maintain, improve and advance the standards of nursing practice in the province;
- e) to assist members to engage in quality nursing practice;
- f) to work in collaboration with other health professions towards the improvement of health services;
- g) to promote research in nursing; and
- h) to promote health. 2004,c.15,s.6.

Canadian Nursing Students Association

The Canadian Nursing Students Association (CNSA) is the voice of nursing students in Canada. For over 30 years, CNSA has represented the interests of nursing students to federal and provincial governments and other nursing organizations.

Every UPEI nursing student is a member of CNSA. As a member of the Association, you have the opportunity to interact with other nursing students on educational, professional, and social levels. CNSA holds annual national and regional conferences and offers lively discussion forums through this website, www.cnsa.ca

The CNSA, with over 10,000 members, is an affiliate member of the Canadian Nurses Association, and has a close working relationship with the Canadian Association of Schools of Nursing. Participation in this organization is an excellent way to meet people from other parts of Canada, and to become knowledgeable about nursing issues.

ACADEMIC REGULATIONS

Please refer to the Office of the Registrar's website - www.upei.ca/registrar/ for all admission requirements, and academic regulations.

There are academic regulations specific to nursing. Please refer to the nursing section of the Academic Calendar.

WITHDRAWAL FROM THE UNIVERSITY

A student who is considering withdrawing from the School of Nursing is strongly encouraged to speak with the Administrative Assistant, the Dean of Nursing, or a Counsellor from Student Services. Please see Academic Regulations in the UPEI Calendar for guidance with discontinuing courses, so that the student's transcript will indicate a course was discontinued rather than not completed.

ADDITIONAL COSTS TO STUDENTS

Reference readings and videos for classes, tutorials, and labs are on reserve in the Library. Students often prefer to have their own copies of articles. Students are required to cover any costs incurred from photocopying.

Travel to clinical placements must be considered. Clinical placements may occur anywhere across the island. Travel to these venues is to be arranged and paid for by the student. Students must keep in mind that travel to clinical placements may include costs for items such as accommodations or meals.

Upon completion of the program, students will be required to write the Canadian Nurses Association Testing Service Examinations in order to practise in Canada as a Registered Nurse. The cost of these exams will be covered by the student.

GUIDELINES FOR WRITTEN EXAMINATIONS

Rationale

These guidelines are proposed as potential mechanisms to reduce opportunities for academic dishonesty in all examination situations, in all years of the program, in all mid-term and final examinations.

1. Two proctors will invigilate when more than 40 students are writing an examination.
2. When a student needs assistance in the exam, he/she will remain seated, and the proctor will come to the student's seat.
3. When space permits, students will sit in every other seat. If not, rows should be placed a minimum of two feet apart. Students will be seated according to the instructions of the proctor.
4. Cell phones, palm pilots, headsets, and personal entertainment devices are not permitted in the examination room.
5. Coats, bags and other items will be placed at the front or back of the classroom.
6. Students will not be permitted to enter or leave the examination room once the exam has begun. For three-hour exams, if a student must go to the washroom, he/she will be accompanied by a proctor. When the students have completed the exam, they may leave, with no re-entry.
7. Special accommodations for examinations can be made in situations of illness and other urgent personal circumstances. Accommodations will be arranged between the faculty member and student, upon receipt of a physician's certificate documenting the situation. Special accommodations for examinations **will not** extend to non-urgent personal circumstances (e.g., personal travel). If necessary, arrangements will be made with the Webster Centre for students with special learning needs.

SCENT-FREE ENVIRONMENT

Given the recent focus on the impact of chemical scents on the health and comfort of individuals and families, the School of Nursing, in its support of a scent-free environment, requires students

and faculty to use scent-free products when engaging in client care activities, classes, and all clinical settings.

EQUIPMENT LOAN

Stethoscopes, blood pressure cuffs, penlights, tuning forks, reflex hammers, and other learning materials may be signed out for a maximum of three days. A late fee of \$3.00 per day is charged for each piece of equipment.

LIABILITY FOR EQUIPMENT

The School of Nursing accepts responsibility for costs which result from damaged or lost equipment provided the following conditions are followed:

- a) the student is knowledgeable about the use of equipment before borrowing or using;
- b) equipment is used for school purposes only;
- c) a loan has been approved by the LRC Co-ordinator or a faculty member.

NOTE: Equipment on loan from another agency is covered by the policy only if the loan is made with the knowledge and consent of the UPEI School of Nursing.

SCHOOL OF NURSING POLICIES

- 0001 - Parenteral Administration of Medications by UPEI Nursing Students in Home Care
- 0002 - Clinical Incident Report
- 0003 - Medication Incident
- 0004 - Approval of immunization status prior to commencing clinical practice
- 0005 - Mathematics Competency Exams
- 0006 - Assignments
- 0007 - Policy on Clinical Attendance
- 0008 - Professional Conduct
- 0009 - Clinical Evaluation Process
- 0010 - Professional Dress
- 0011 - Attendance at Student Conferences/Professional Activities
- 0012 - CPR/ First Aid
- 0013- Criminal Records Check
- 0014- Clinical Attendance
- 0015- Policy Supporting and Accommodating Breastfeeding

University of Prince Edward Island	Policy Number: 0001
Policy Title: Parenteral Administration of Medications by UPEI Nursing Students in Home Care	Pages - 2
Creation Date: February 26, 2002	Version Date: February 26, 2002
Authority: Dean, School of Nursing	Responsibility:
Reference:	Review Date: February 2008

UNDER REVIEW

POLICY

Nursing students may administer parenteral medications to Home Care clients during their clinical placement experience under the following conditions:

- a) the UPEI School of Nursing provides the education and practice of psychomotor skills related to parenteral administrations, including response to adverse or allergic reactions and administration of Adrenalin @ (epinephrine hydrochloride) for anaphylactic reaction. This includes intravenous, intramuscular, subcutaneous and intradermal (ie. vaccine products) routes;
- b) a list of current psychomotor skills attained by students at the particular level of clinical experience being considered is sent to the worksite in advance of the scheduled clinical placement;
- c) the student is able to accurately discuss the medication being administered with the UPEI Clinical Instructor or Home Care Nurse in terms of description, indications for use, precautions, adverse affects, contraindications, dosage, administration route, administration risk, client health status and "home" environment factors;
- d) the student is deemed competent to respond to potential adverse or allergic reactions and administration of Adrenalin @ (epinephrine hydrochloride) for anaphylaxis, if required;
- e) the student first *observes* the medication being parenterally administered by the UPEI Clinical Instructor or Home Care Nurse, the number of observed times is dependent on her/his individual need;
- f) when the student is considered competent, by both themselves and the UPEI Clinical Instructor and/or Home Care Nurse, she/he may parenterally administer the medication under the UPEI Clinical Instructor's *direct* supervision (personal, on-site) or Home Care Nurse's *direct* guidance or preceptorship (personal, on-site); and,

- g) in the case of a 4th year nursing student, once she/he is deemed competent by the UPEI School of Nursing, the Home Care preceptor and the student herself/himself, the student may parenterally administer medications under the UPEI Clinical Instructor's *indirect* supervision (remote, not on-site) or Home Care Nurse's *indirect* guidance or preceptorship (remote, not on- site).
Exception: For the administration of IV medications and immunization products. the 4th year student will always require *direct* (personal. on-site) supervision. guidance or preceptorship

A nursing student *would not administer* parenteral medications to any client receiving this medication for the first time by a Home Care Nurse ie. new home care client.

The decision to approve parenteral administration of medications by a nursing student, during clinical placement to Home Care, is always at the discretion of the UPEI Clinical Instructor and/or Home Care .. / Nurse.

This policy *does not* include administration of all parenteral medications. Some exclusions may apply as recommended by UPEI School of Nursing or Home Care and Support.

RATIONALE:

Parenteral administration of medication refers to the delivery of medications by routes which bypass the gastrointestinal tract. For the purpose of this policy, the routes are intravenous, intramuscular, subcutaneous and intradermal.

Competence is defined in the ANPEI Guidelines for Decision-Making in Nursing Practice as "possessing knowledge, practised ability and judgement for safe practice." (p.18)

Level of supervision, guidance and preceptorship can vary based on assessment of key factors related to the client, student and medication to be administered.

- References:
- Contract between UPEI, PEI Health Regions and the Health and Community Services Agency , (currently known as Department of Health & Social Services)
 - ANPEI Guidelines for Decision-Making in Nursing Practice, April 1994

CROSS REFERENCE(S): Policy 5-1, Policy 5-2, Policy 5-3, Policy 1-7-1, Policy 1-7-2, Policy 1-7-3, Policy 1-7-4

University of Prince Edward Island	Policy Number: 0002
Policy Title: Clinical Incident Report	Pages:- 2
Authority: School of Nursing	Creation Date: February 2003
Reference: Adapted from Queens University,2003	Version Date: November, 2008
	Review Date: November, 2013

PURPOSE

1. To document the type and frequency of incidents that occur during student clinical experiences in order to identify, analyse, and take action.
2. To provide documentation about the student's progression in the program.
3. To serve as an educational tool to assist faculty to detect gaps in understanding and direct changes in the educational program.

SCOPE: All students enrolled in the baccalaureate program

RESPONSIBILITY: Faculty of the School of Nursing

Definition:

An incident is defined as any happening which is not in accord with the routine operation of the institution or the routine care of a particular patient/client. It may involve a patient/client, staff member, student, visitor or all four. It could involve as well supplies, equipment, procedures, or particular services or programs.

Clinical Discrepancy: An error has been detected and corrected before an incident happened. This also qualifies as a clinical incident, instead of a medication error.

Reporting Guidelines and Procedures: *(Adapted from Philpott, M. (1985). Legal liability and the nursing process. Toronto: Saunders.)*

The following guidelines are to be followed when completing an incident report:

- h) Documentation about the incident should be objective and contain factual information only. This form does not replace the organization's incident reporting form (Appendix A).
- i) Normally, reports are to be completed by the person directly involved in or present at the time of the incident, i.e., student or Clinical Instructor. When a student is under the supervision of a preceptor/instructor, the Course Coordinator is to be notified of the incident as soon as possible.
- j) The report will be sent to the Course Coordinator, copied to the Dean or designate, and kept in the student's file.

APPENDIX A

UPEI SCHOOL OF NURSING CLINICAL INCIDENT REPORT

This form is to be completed by the student.

Course Number		Date and Time of Incident	
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Name of Student:	
Clinical Instructor:	
Preceptor/Instructor if Designated:	
Institution/Agency:	
Exact Location of Incident:	
Who was notified of the incident?	

Who was involved? Circle	Patient	Student Nurse	Visitor	Staff	Other
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University of Prince Edward Island	Policy Number: 0003
Policy Title: Medication Incident Report	Pages:- 2
	Creation Date: February 2003
Authority: School of Nursing	Version Date: January , 2009
Reference: Adapted from Queens University,2003	Review Date: January , 2014

PURPOSE:

4. To document the type and frequency of medication incidents that occur during student clinical experiences in order to identify, analyse, and take action.
5. To provide documentation about the student's progression in the program.
6. To serve as an educational tool to assist faculty to detect gaps in understanding and direct changes in the educational program.

SCOPE: All students enrolled in the baccalaureate program

RESPONSIBILITY: Faculty of the School of Nursing

DEFINITIONS

The following definitions apply when completing this report.

Medication incident: an event which involves an error in the administration of a drug to a patient, or lack of administration of a prescribed drug to a patient.

Medication discrepancy: an event which does not involve the actual administration of a drug to a patient, but where an error in the medication process has been detected and corrected before reaching the patient.

The following guidelines are to be followed when completing medication incident reports:

- 1 Documentation about the incident should be objective and contain factual information only. This form does not replace the organization's incident reporting form.
- 2 Normally, reports are to be completed by the person directly involved in or present at the time of the incident, i.e., student or Clinical Instructor. When a student is under the supervision of a preceptor/instructor, the Course Coordinator is to be notified of the incident as soon as possible. The incident report is to be completed by the person who was directly involved.
3. The report will be sent to the Course Coordinator, copied to the Dean or designate, and kept in the student's file.

APPENDIX 1: Medication Incident Reporting Form
(Modified from Queens University)

APPENDIX 1

UPEI MEDICATION INCIDENT/ ERROR REPORT

This form is to be completed by the student.

Name of Student _____ Work site _____
of Error _____

Date

Who was notified of the incident?

Describe exactly what happened

Describe what actions occurred once the incident was noted?

Describe the consequences or potential consequences related to the incident.

Student's recommendations to prevent re-occurrence:

Recommendations from the Dean or designate

Student Signature

Date

Clinical Preceptor/Instructor Signature

Date

Course Coordinator Signature

Date

University of Prince Edward Island	Policy Number: 0004
Policy Title: Approval of immunization status prior to commencing clinical practice	Pages - 2
Authority: Dean, School of Nursing	Creation Date: February 2003
Reference: Canadian Immunization Guide, 6 th edition	Version Date: March, 2009
	Review Date: March 2014

1. **Purpose**

All clinical settings require proof of a specified immunization program prior to allowing students to enter the clinical area. In addition, the prevalence of tuberculosis has increased in certain populations. This increases the risk that applicants may have been exposed prior to admission. The School of Nursing has a responsibility to protect the health of the public by ensuring that all students have demonstrated no active disease, or adequate immunity. This policy provides the School of Nursing with a clear course of action if a student does not submit the necessary information.

2. **Scope**

This policy shall apply to all students enrolled in the School of Nursing.

3. **Responsibility**

Dean, School of Nursing

4. **Policy**

All students entering the UPEI Nursing Program or transferring from other programs are required to submit proof of immunization status to the Dean of Nursing prior to the start of the semester. The Dean forwards the documentation to the Primary Health Care Nurse at the Health Centre.

Students shall not be permitted to enter clinical practice until a complete and up to date immunization record has been submitted and approved by the Primary Health Care Nurse, Health Centre.

By the second week of September the Primary Health Care Nurse will provide the Nursing 101 and Nursing 101X Course Coordinator with a list of first year students who have immunization records outstanding. Students may make arrangements to receive the outstanding immunizations prior to entering clinical settings, thus avoiding a delay in entering clinical settings.

During the first day of class, a list all first year students with immunization documentation outstanding will be forwarded to N101 and N101X Course Coordinator by the Primary Health Nurse. The N101 and N101X Course Coordinator will inform these students that they are not eligible to enter the clinical setting until such time as the information is complete.

5. **Review**
March 2014

University of Prince Edward Island		Policy Number:0005
Policy Title: Mathematics Competency Tests		Page 1 of 1
Authority: Nursing Faculty	Creation Date: March 5, 2004	
Reference:	Version Date: January 11, 2008	
	Review Date: February, 2013	

1. Purpose

To ensure safe, competent practice in the administration of medications

2. Scope

All students enrolling in the nursing program as of September 2005

3. Responsibility

Nursing Faculty in collaboration with the Learning Resource Center

4. Policy

Any student who has completed a lab or class on medication or intravenous therapy must write a Mathematics Competency Test, and achieve a grade of 85%. Calculators **are not** permitted during the test. Mathematics competency tests will be written in N101, N101X, 102, N102X, 213, N213X, 223, N223X and 323. One supplemental test per course will be permitted on the date specified in the course syllabus.

Remedial help will be available prior to writing a supplemental test. It is the student's responsibility to arrange help sessions with nursing lab instructors, if desired, prior to the date of the supplemental test.

If a student is not successful in a supplemental test, faculty, in consultation with the Dean of Nursing, reserves the right to assign a failure in the course. The decision to fail the student will be made on a case-by-case basis, with consideration given to the student's academic and clinical performance in the program. Documentation of a failed math competency exam will be placed in the student's file.

Should a student fail more than two math competency exams throughout the program, this may be cause for dismissal from the program.

5. Review February, 2013

University of Prince Edward Island	Policy Number: 0006
Policy Title: Assignments	Pages - 1
Authority: Nursing Faculty	Creation Date: February 1, 2005
Reference:	Version Date: February 2, 2005
	Review Date: February 2015

1. **Purpose**
To communicate clear and consist expectations with regard to submitting assignments in the four years of the nursing program.
2. **Scope**
All students enrolled in the nursing program.
3. **Responsibility**
Faculty of the School of Nursing
4. **Policy**
It is a program requirement that all assignments are to be completed and submitted.

Assignments must be submitted on time. Extensions may be granted by the course co-ordinator or designate under extenuating circumstances. Late papers will be penalized 3% a day, including weekends, for a maximum of 5 days. After that date, late assignments will not be graded. However, late assignments must be submitted in order to meet course requirements.

All written assignments must be submitted in a brown manilla envelope (not necessarily new) with student number, course number, professor name and date of submission written on the envelope. Faculty will designate where papers and assignments are to be left, and cannot accept responsibility for papers left in other areas.
5. **Review** February 2015

University of Prince Edward Island	Policy Number:0007
Policy Title: Clinical Practice	Pages
Authority: School of Nursing	Creation Date: September, 2008
Reference:	Version Date: January 2009
	Review Date: January 2014

1. Definition

Clinical practice is defined as that experience in or through acute, extended and community care agencies in which the student is engaged in direct nursing care with individuals or groups or is involved in laboratory learning.

2. Scope:

All students in the baccalaureate nursing program.

3. Responsibility

Faculty of the School of Nursing

4. Policy

- The school utilizes many institutional and community placements. Students are responsible and accountable for finding their own means of transport for practice placements.
- Faculty are responsible and accountable for selecting the best practice placement possible for students' learning needs, and are the final decision - makers regarding student placements.
- Clinical/practice placements will be assigned by the faculty early in the course. If an individual student, for valid reasons agreed upon by faculty, wants to change his/her own placement, s/he will need to try to find a student willing to change placements. (Students are reminded that faculty, in considering a student's individual learning needs, may not agree to desired placement changes, and will make the final decision).

5. Review

This policy will be reviewed five years following its adoption and every five years thereafter.

University of Prince Edward Island	Policy Number: 0008
Policy Title: Professional Conduct	Pages - 2
Authority: School of Nursing	Creation Date: May 2006
Reference:	Version Date: March 2008
	Review Date: March 2013

1. Purpose

To promote professional conduct by students enrolled in the School of Nursing. Although satisfactory academic performance is a prerequisite to advancement, it is not the sole criterion when considering a student's suitability for promotion or graduation. All students must adhere to the Canadian Nurses' Association (CNA) Code of Ethics and to the Standards of Practice of the Association of Registered Nurses of Prince Edward Island. Students at the School of Nursing are required to conduct themselves in a professional and ethical manner in all program-related situations. The professional and ethical behaviour of nursing students is thus directed by these standards and guidelines, as well as by University Academic Misconduct policy. The School of Nursing reserves the right to fail a student from the program if he/she is considered to be unsuited to proceed with the study or practice of nursing.

2. Scope

All students in the baccalaureate nursing program.

3. Responsibility

Faculty of the School of Nursing

4. Policy

Nursing students are expected to behave in a professional and ethical manner in both the clinical and classroom settings. Students are expected to demonstrate responsibility and accountability for their actions as members of a professional discipline. Unprofessional conduct such as: disrespect, rudeness, misrepresentation of fact, and unsatisfactory clinical evaluation could result from suspension, or dismissal from the program.

Classroom and laboratory learning experiences are essential elements in education preparatory to professional nursing practice. Students are expected to be prepared for and attentive to all learning experiences. Unexplained absences from the clinical and laboratory settings are considered to be unprofessional conduct. Students who disrupt educational activities in classroom or laboratory settings will be asked to leave.

Clinical learning experiences are an important component of nursing education, and clinical partners contribute a great deal to students and faculty. Students whose conduct places the School of Nursing clinical placement in jeopardy will be immediately removed from that experience. At any time, faculty, clinical nursing instructors or clinical agency partners have the right to ask a student to leave a clinical placement for

unprofessional conduct, including violations of dress code or behaviour that is considered disrespectful, irresponsible or unsafe.

Professional misconduct will be documented on the student's file and may result in dismissal from the nursing program. Students dismissed from the nursing program for unsafe, unethical, and unprofessional conduct or performance may initiate the appeal process according to the Academic Appeals as outlined in the UPEI Calendar.

5. **Review** - This policy will be reviewed in March 2013 and every 5 years thereafter, or whenever deemed necessary.

University of Prince Edward Island	Policy Number: 0009
Policy Title: Clinical Evaluation Process	Pages - 5
Creation Date: June 29, 2006	Version Date: May, 2011
Authority: School of Nursing	Responsibility: Evaluation Committee
Reference:	Review Date: May 2012

1. Purpose

- i) To ensure a level of clinical competence of the student.
- ii) To provide a standard approach to evaluating clinical performance.
- iii) To provide a standard approach to assisting the student experiencing difficulty in meeting the clinical indicators of a course.

2. Scope

All students in the baccalaureate program.

3. Responsibility

School of Nursing Faculty and Clinical Instructors

4. Policy

i) Students will be evaluated in each clinical course according to the UPEI School of Nursing evaluation framework which will be included in each clinical course syllabus and/or Moodle.

ii) Clinical performance will be evaluated using the following four levels:

Very satisfactory performance: The student consistently exceeds expectations in relation to the clinical indicator(s).

Satisfactory performance: The student consistently meets expectations in relation to the clinical indicator(s).

Marginal performance: The student inconsistently meets expectations in relation to the clinical indicator(s).

Unsatisfactory performance: The student seldom or is unable to meet expectations in relation to the clinical indicator(s).

iii) The levels of clinical performance will be applied according to the following guidelines:

- An **overall very satisfactory** rating will be given if a student achieves a very satisfactory rating in $\geq 95\%$ of the clinical indicators. This would be an exceptional case.
- An **overall satisfactory** rating will be given if a student receives a satisfactory rating in all indicators.
- A **satisfactory with marginal areas** rating will be given if a student receives a marginal rating in less than four (4) clinical indicators and all other indicators are satisfactory.
- A **satisfactory with one unsatisfactory area** rating will be given if a student receives an unsatisfactory rating in one (1) clinical indicator and all other indicators are satisfactory.
- An **overall marginal** rating will be given if:
 - a) a student receives a marginal rating in four (4) or more clinical indicators in the same course; or
 - b) a student receives a marginal rating in the same indicator(s) in three final course evaluations. Subsequently if a student receives a marginal rating in the same indicator(s) in any future final course evaluations s/he will receive a second overall marginal.
- An **overall unsatisfactory** rating will be given when a student receives more than one unsatisfactory rating in clinical indicators *or* is deemed unsafe. **Unsafe clinical practice** is defined as a behaviour/action that places self, client, family, staff, or instructor at physical or psychological risk

Definition of Pass:

A student will receive a passing grade in the clinical component of a course if s/he receives one of the following final ratings:

Overall Very Satisfactory

Overall Satisfactory

*Satisfactory with less than 4 marginal areas or 1 unsatisfactory area

*First Overall Marginal with less than 20% of indicators rated as marginal

*** Note: In terminal courses (N402 for students in Basic Program and N401 for students in Accelerated Program) students may pass or fail with a rating of Satisfactory with <4 marginal or 1 unsatisfactory area depending on the specific indicators and judgement of faculty advisor/preceptor. In these courses if a student has an overall marginal rating s/he will fail.**

Definition of Fail:

A student will receive a failing grade in a course if s/he receives one of the following final ratings:

First Overall Marginal with 20% or more indicators rated as marginal
Second Overall Marginal
Overall Unsatisfactory

iv) Faculty and students will use the following guidelines for communication and documentation of the evaluation process:

- An oral progress report will be provided for each student at the midpoint of each rotation (e.g., after week 3 in a 6 week clinical rotation in N223; at the end of week 2 in a 4 week clinical rotation in N310). If there are areas of concern, a written summary will be provided.
- A written formal midterm and final evaluation for each course will be provided for each student (e.g., at the end of each 6 week clinical rotation in N223; at the end of each 4 week clinical rotation in N310).
- Students are responsible for preparing an oral mid-point self-evaluation summary before the oral mid-point evaluation. They are also expected to prepare written self-evaluation summaries for the midterm and final evaluations for each course. Instructor evaluations will not be given until the student completes his/her self-evaluation. Each student's self-evaluation summary will be added to his/her file.
- The final summary sheet from each course will be photocopied and given to the student. S/he will be expected to take the summary sheet to his/her pre-clinical interview at the beginning of the next clinical course.
- The instructor's written evaluation will be placed in the student's file at the completion of each clinical course after it has been reviewed and discussed with the student.
- Course coordinators will be responsible for communicating information regarding students' performance to the appropriate course coordinator in the subsequent clinical course.

Process if a student receives marginal/unsatisfactory area(s) or an overall marginal/unsatisfactory rating at the midterm of a course:

- If a student receives a marginal/unsatisfactory rating in an indicator(s) or an overall marginal/unsatisfactory rating at midterm, a learning contract will be developed (unless a student is deemed unsafe and is dismissed). A learning contract is written

notification of a student's marginal/unsatisfactory performance. The contract states learning objectives based on the marginal area(s)/unsatisfactory area(s) of the student's clinical performance. A learning contract outlines what must be done by the student to meet these objectives, as well as the assistance that will be offered by the SON. If the student meets the objectives of the learning contract s/he will receive an overall satisfactory rating in the final course evaluation. See Tables 1 & 2 for outcomes and implications if a student fails to meet the learning objectives (does not clear marginal/unsatisfactory area(s)).

- The clinical instructor will make two copies of the learning contract; one will be given to the student to take to the next preclinical interview and one will be placed in the student's file.

Process if a student receives marginal/unsatisfactory area(s) or an overall marginal/unsatisfactory rating at the end of a course:

- The outcome and implications of receiving a marginal/unsatisfactory rating in an indicator(s) or an overall marginal/unsatisfactory rating at the end of a course are based on the final clinical rating. These are outlined in Tables 1 & 2.
- When a student progresses with a learning contract, it will be implemented during the next clinical rotation that will provide an opportunity to address the marginal/unsatisfactory area(s). The clinical instructor will make two copies of the learning contract; one will be given to the student to take to the next preclinical interview and one will be placed in the student's file.

Process for monitoring and counseling students with a learning contract:

- The course coordinator and clinical instructor receiving a student who has received a learning contract during the previous rotation/course should review the student's file, paying particular attention to those areas of concern identified in the learning contract.
- At the beginning of the rotation, the clinical instructor/course coordinator and the student must meet to review expectations, to clarify performance objectives, and to discuss/evaluate strategies to meet the objectives.
- Subsequent meetings between the clinical instructor and/or course coordinator and the student will normally be held weekly throughout the clinical rotation. It is expected that the student will act on strategies for improvement and follow-up with the clinical instructor and /or course coordinator.
- The course coordinator will notify the Dean if a student is likely to receive marginal area(s), an unsatisfactory area, or an overall marginal/unsatisfactory rating.

Policy on Failure

- A **failure** can be the outcome of several different final clinical ratings and the implications of a failure vary depending on the specific situation (See Tables 1 & 2).
- A student who fails clinically will not receive credit for the course, even if a passing grade has been earned in the theory component of the course.
- The course coordinator will notify the Dean if a student is likely to receive a failure.
- Before a decision is made to fail or dismiss a student, the Dean, course co-ordinator, clinical instructor, and evaluation committee will meet to discuss each individual situation. Normally students who have been dismissed from the program as a result of clinical failure will not be eligible for re-admission to the program. If a decision is made to permit a student to reapply to the program, s/he will return to the program on a learning contract and must have overall satisfactory evaluations in all future clinical rotations (midterm and final evaluations) or s/he will be dismissed and will not qualify for re-admission.
- If at any point during a clinical rotation, a student receives a **failure** due to unsafe clinical practice, the student may be immediately removed from the clinical area. **Unsafe clinical practice** is defined as a behaviour/action that places self, client, family, staff, or instructor at physical or psychological risk. Refer to university regulation on Professional Suitability to the Program.

Student Appeal

- The student has the right to appeal a decision made regarding his/her clinical performance.
- The Grade Appeal Procedure is outlined in the Academic Regulations Section of the Academic Calendar

Table 1: Outcomes and Implications of Final Clinical Ratings

Final Clinical Rating	Outcome (Pass or Fail)	Implications
1. Overall Very Satisfactory (receives very satisfactory rating in $\geq 95\%$ of clinical indicators).	Pass	Progress to next clinical course
2. Overall Satisfactory (receives satisfactory rating in all indicators)	Pass	Progress to next clinical course
3. Satisfactory with x marginal area(s) or 1 unsatisfactory area (receives marginal ratings in < 4 indicators or unsatisfactory in 1 indicator and satisfactory ratings in all other indicators).	Pass	Progress to next clinical course with learning contract
4. Overall Marginal A-1) First final evaluation with marginal areas in ≥ 4 but less than 20% of indicators	Pass	Progress to next clinical course with learning contract
A-2) Second final evaluation with marginal areas in ≥ 4 but less than 20% of indicators	Fail	Dismissal from program
B) First final evaluation with marginal ratings in $\geq 20\%$ of indicators	Fail	Repeat course (class & clinical). Return to program with a learning contract. Will be dismissed from program if s/he receives another overall marginal in any subsequent clinical course.
C) Marginal rating in the same indicator in 3 final course evaluations	Pass	Progress to next clinical course with learning contract. If the student receives a marginal rating in same indicator(s) in any future final course evaluation s/he will receive a second overall marginal and will be dismissed from the program.
5. Overall Unsatisfactory (receives more than one unsatisfactory rating in clinical indicators <i>or</i> is deemed unsafe)	Fail	Dismissal from program

Table2: Outcomes and Implications of Final Clinical Ratings in N402 for Students in Basic Program and N 401 for Students in Accelerated Program

Final Clinical Rating	Outcome (Pass or Fail)	Implications
<p>1. Overall Very Satisfactory (receives very satisfactory rating in $\geq 95\%$ of clinical indicators).</p>	Pass	Graduate
<p>2. Overall Satisfactory (receives satisfactory rating in all indicators)</p>	Pass	Graduate
<p>3. Satisfactory with x marginal area(s) or 1 unsatisfactory area (receives marginal ratings in < 4 indicators or unsatisfactory in 1 indicator and satisfactory ratings in all other indicators).</p>	May either pass or fail. Each situation will be treated on an individual basis based on indicators and judgement of faculty advisor/preceptor.	If student passes s/he will graduate. If student fails, repeat course (class & clinical). Return to program with a learning contract & upon return must have an overall satisfactory rating in order to graduate; otherwise s/he will be dismissed from program.
<p>4. Overall Marginal A) First final evaluation with marginal areas in ≥ 4 indicators</p>	Fail	Repeat course (class & clinical). Return to program with a learning contract. Must have an overall satisfactory rating in order to graduate, otherwise s/he will be dismissed from program.
<p>B) Marginal rating in the same indicator in 3 <u>final</u> course evaluations</p>	Fail	Repeat course (class & clinical). Return to program with a learning contract. Must have an overall satisfactory rating in order to graduate, otherwise s/he will be dismissed from program.
<p>C) Second final evaluation with marginal areas in ≥ 4 indicators</p>	Fail	Dismissal from program
<p>5. Overall Unsatisfactory (receives more than one unsatisfactory rating in clinical indicators <i>or</i> is deemed unsafe)</p>	Fail	Dismissal from program

University of Prince Edward Island		Policy Number: 0010
Policy Title: Professional Dress		Page - 3
Authority: School of Nursing	Creation Date: June 30th, 2006	
Reference:	Version Date: June 30th, 2006	
	Review Date: June 30th, 2015	

A dress code policy is necessary for the purposes of infection control, and the conveyance of a professional appearance. Professional dress can reflect caring and ultimately work toward maintaining the caring image of the professional nurse. Buresh and Gordon (2000) contend that through their appearance, language and behaviour, nurses can convey professionalism and a sense of identity, establish clinical credibility, and ensure that they obtain the respect and collegial treatment they deserve. Furthermore, they argue that in today's contemporary society it is critical that nurses adopt a style of dress that furthers their efforts to affirm their professional identity, and subsequently, to be treated professionally.

1. Purpose

To communicate clear and consistent expectations with regard to dress code in the four years of the nursing program and in all clinical sites.

2. Scope

All students enrolled in the nursing program.

3. Responsibility

Faculty of the School of Nursing

4. Policy

Dress codes vary between institutions and the specific policies of the institution and/or clinical setting must be followed when working in a particular institution. In these instances the particular policy of the setting will be reviewed with students prior to starting clinical practice.

4.1 Acute and continuing care settings such as hospitals, and long-term care, etc. Mental health settings may have the option for uniform or street clothing.

Dress:

- A student name bar must be worn during all nurse client encounters.
- Uniforms may be dress or pant in style.
- Uniform length must be professionally appropriate. Uniform dresses should be at or below the knee and blouses or tops should not reveal the abdomen.
- While in the hospital settings, change areas and lockers are provided by the institution. Uncovered uniforms and nursing shoes are to be worn on the premises only. If students are not going directly home they should bring a change of clothing and change prior to leaving the clinical setting.

Hose:

- White stockings are to be worn with dress style uniforms.
- White socks and white enclosed shoes are to be worn with the uniform. Either white "professional duty" shoes or all white leather running shoes (with a minimum of colour detail) are permitted. It is important that adequate support and "breathability" be provided.
- Shoes and laces must be kept clean.

Equipment:

- A watch which records time in seconds is essential.
- A stethoscope.

Professional Appearance:

- A professional appearance will be conveyed by ensuring that hair is clean, and tied back if it interferes with performance of nursing interventions. Long hair must be worn off the collar and pulled away from the face. If hair accessories are required, they must be secure and professionally appropriate.
- Male students with beards should have them neatly trimmed.
- For client safety (protection from scratching and the transmission of organisms) a minimum amount of jewellery is permitted. Appropriate jewellery includes one pair of stud earrings, and a plain wedding band.
- A minimal amount of scent free make-up is acceptable.
- To prevent harm to those people who suffer from chemical sensitivities, scented products are not to be worn.
- All visible body piercing rings must be removed, tongue rings should be replaced with a clear spacer.
- Tattoos must be covered at all times.
- Nails must be clean, groomed, short and non polished. Acrylic nails are not permitted.
- Gum chewing is not permitted.

Lab Coat

- Students who may need to spend time in the acute or continuing care setting outside of regularly scheduled clinical practice (e.g. to visit clients or to obtain data for professional purposes) must be appropriately identified. A lab coat, kept for this purpose only, is worn over semi-casual street or dress clothes (not jeans or sweatshirts). Name bars are to be worn on lab coats.

4.2 Community Based Settings such as Client's Homes, Schools, Daycare, Community Mental Health Settings, Public Health Offices, etc.

In the event that uniforms are not required for clinical practice, students are to be appropriately dressed for the clinical experience. Dress is a professional responsibility and can affect the type of relationship that develops with clients and the professional identity conveyed to other community partners.

Dress:

- A student name bar must be worn during all nurse client encounters.
- Semi-casual street or dress clothes that are clean, neat and permit the student to fulfill the nursing process with ease (e.g. it is difficult to sit on the floor with a toddler for assessment or assist in play activities while wearing a skirt). Likewise, clothing with low necklines, short mid-riffs and low-rise waist bands become even more revealing when bending over to perform nursing interventions (e.g. home care activities such as dressing changes) and are not acceptable for professional dress. Clothing that is extremely tight-fitting detracts from a professional appearance. Casual clothes such as jeans, sneakers, sweatshirts, etc are also not appropriate. Exceptions to wearing casual clothing may be made in the case of group homes, Club House settings or other informal settings.

Shoes:

- Shoes should be clean and supportive with closed toe and heel. If it is culturally unacceptable to wear shoes in a particular home, soled slippers may be worn.

Lab Coats:

- Some community based settings encourage lab coats. In these situations, a lab coat kept for this purpose only, is worn over semi-casual street or dress clothes (not jeans or sweatshirts). Name bars are to be worn on lab coats.

Professional Appearance:

- A professional appearance will be conveyed by ensuring that hair is clean, and tied back if it interferes with performance of nursing interventions. Long hair must be worn off the collar and pulled away from the face. If hair accessories are required, they must be secure and professionally appropriate.
- Male students with beards should have them neatly trimmed.
- For client safety (protection from scratching and the transmission of organisms) a minimum amount of jewellery is permitted. Acceptable jewellery includes small studs, non dangling earrings, wedding band and flat rings.
- A minimal amount of scent free make-up is acceptable.
- To prevent harm to those people who suffer from chemical sensitivities, scented products are not to be worn.
- All visible body piercing rings must be removed, tongue rings should be replaced with a clear spacer.
- Tattoos must be covered at all times.
- Nails must be clean, groomed, short and non polished. Acrylic nails are not permitted.
- Gum chewing is not permitted.

Name Bar:

A student name bar must be worn during all nurse client encounters.

*Name bars are provided by the School of Nursing.

References

Baresh B. & Gordon, S. (2000). *From silence to voice: What nurses know and must communicate to the public*. Ottawa, ON: Canadian Nurses Association.

University of Prince Edward Island	Policy Number: 0011
Policy Title: Attendance at Student Conferences/Professional Activities	Pages - 1 of 2
Authority: Nursing Faculty	Creation Date: May 2007
Reference: Cross-reference Clinical Attendance Policy 0014	Version Date: May 2011
	Review Date: May 2012

1. Purpose

- i) To ensure a balance exists between participation in student conference attendance/professional activities and academic and clinical performance.
- ii) To provide an equitable approach to all students wishing to participate in professional activities

2. Scope

All students in the baccalaureate program (2 year program and 4 year program).

3. Responsibility

4. Policy

- i) Faculty wish to support students in participating in professional activities. While faculty recognize the value of participation in such professional activities, academic recognition and clinical equivalency must be considered in light of the individual student's academic standing and clinical performance/attendance.
- ii) To be eligible for academic recognition and equivalent clinical time, students who wish to attend activities resulting in missed class/lab/clinical time must meet the following criteria:
 - 1. Final grade in previous semester in Nursing course(s) of at least 75%.
 - 2. Overall average in the previous semester of at least 75%.
 - 3. Excellent clinical attendance.
 - 4. Satisfactory clinical performance.
 - 5. In any given course no more than **16** clinical hours may be permitted to be missed for attendance at events.
 - 6. Satisfactory classroom attendance. Documentation from current course coordinator regarding class attendance will be required.

University of Prince Edward Island	Policy Number: 0011
Policy Title: Attendance at Student Conferences/Professional Activities	Pages – 2 of 2

- iii) Students must apply in writing to the Clinical Placement Committee (submit to Chair of Committee).

Application must be made a minimum of six weeks prior to the planned event. The student application will be reviewed by the Committee for adherence to the aforementioned criteria.

No air fare or accommodations should be booked prior to receiving Committee approval.

The decision will be returned to the student in writing and copied to the Dean, relevant Course Coordinator and Learning Resource Coordinator.

- iv) It is recommended that students serve on one committee only.

5. Review

This policy will be reviewed in May 2012 and every five years thereafter.

This policy is to be cross referenced with Policy 0014 **Policy Title: Clinical Attendance.**

University of Prince Edward Island		Policy Number: 0012
Policy Title: CPR/First Aid		Page - 1
Authority: School of Nursing	Creation Date: June 2007	
Reference:	Version Date: November 2008	
	Review Date: November 2013	

1. Purpose
All clinical settings require proof of certification in Cardiopulmonary Resuscitation - Health Care Provider Level (CPR-HCP level) and Standard First Aid prior to allowing students to enter the clinical area.

2. Scope
All students in the baccalaureate nursing program

3. Responsibility
Dean of the School of Nursing

4. Policy
Nursing students are not permitted to enter clinical practice until they have submitted proof of certification in CPR (HCP level) and Standard First Aid.

The Clinical Placement Coordinator will provide the appropriate first year course coordinator with a list of students who have outstanding certifications so that they will be held back from entering the clinical settings until such time as the information is complete.

Students who have not submitted the required certifications will be notified by the first year course coordinator that they may not enter the clinical settings until such time as the certifications have been submitted.

5. Review

The policy will be reviewed by the Policy Committee every five years.

University of Prince Edward Island	Policy Number: 0013
Policy Title: Criminal Records Check	Pages - 2
Authority: Dean, School of Nursing	Creation Date: October 2008
Reference: UPEI Criminal Records Check Policy	Version Date: March 2009
	Review Date: March 2014

1. Purpose

All students are advised that the completion of a Criminal Records Check (CRC) by the local law enforcement agency is a requirement for placement at a number of agencies that provide clinical learning experiences. The Criminal Records Check is one way to protect clients, especially those who may be vulnerable. This is a requirement for admission to the nursing program as of January 2009. This policy complements the University of Prince Edward Island Policy # admacdgnl0001 Criminal Records Check.

2. Scope

All students in the baccalaureate nursing program

3. Responsibility

Dean, School of Nursing

4. Policy

Nursing students are not permitted to enter clinical practice until they submit proof of a *satisfactory or clear* Criminal Records Check (certified). Students who have a positive criminal record check will be required to disclose this information to all clinical practicum sites he/she is attending. If a student fails to submit a satisfactory criminal record check, the facility may refuse placement on the bases of the *information provided*. All clinical agencies have the right to refuse to accept a student for placement based on the results of the Criminal Records Check. Should the results of the Criminal Record Check result in a student being denied a placement in an agency or organization, the Dean of the School of Nursing will discuss options with the student. The inability of the student to complete the required placement may result in the student failing to graduate.

Should placement in an agency or organization be a requirement for graduation, and a criminal record check is a requirement of the external agency or organization, this will be communicated to the student prior to acceptance into the program.

Once in the Nursing program, students are required to inform the clinical placement coordinator of any changes in their criminal record such as criminal charges or convictions. *Students accepted into the nursing program who provide false information to the appropriate clinical coordinator and/or who fail to report criminal convictions and/or outstanding charges that occur after the date of their original criminal record will be subject to immediate dismissal from the program.* The criminal record check results will be kept on file (sealed personal and confidential) by the School of Nursing and communicated to the clinical agencies as required.

It may take several weeks to process a Criminal Records Check, so do this well in advance of starting clinical courses. Costs for the Criminal Records Check are the responsibility of the student. If additional checks are required by the clinical agency, it is the responsibility of the student to ensure that the checks are completed prior to clinical placement.

Students should also be aware that some professional regulatory bodies may require a satisfactory Criminal Records Check as a condition of professional licensure.

It is the responsibility of the student to ensure that he or she meets the requirements for their program of study which include placement in an agency, by completing the necessary Criminal Records Check as required.

5. Review

This policy will be reviewed five years following its adoption and every five years thereafter.

University of Prince Edward Island	Policy Number: 0014
Policy Title: Clinical Attendance	Page 1 of 2
Creation Date: March 5, 2004	Version Date: May 2011
Authority: Nursing Faculty	Responsibility: Policy Committee
Reference: Note: Borrowed wording extensively from Schoolcraft (1990). Cross-reference Attendance at Student Conferences/Professional Activities Policy 0011	Review Date: May 2012

1. Purpose

To ensure students are adequately prepared for clinical practice prior to graduation through exposure to clinical learning opportunities available only through clinical attendance.

To comply with Association of Registered Nurses of Prince Edward Island (ARNPEI) regulations regarding number of hours clinical practice a student in our program must complete to be eligible to write the Certified Registered Nurses Examination (CRNE) and apply for registration/licensure.

2. Scope

All students enrolled in the baccalaureate nursing program (2 year program and 4 year program).

3. Responsibility

Faculty of the School of Nursing

4. Policy

Attendance is mandatory for all clinical experiences. Attendance is required to provide the opportunity for the student to meet the learning objectives of the course.

All clinical absences and episodes of lateness will be documented on the student's clinical evaluation for the course by the Clinical Nursing Instructor or Preceptor. If the student misses more than 10% of the clinical experience in any course, the student will be required to make up the missed clinical time in order to have sufficient opportunity to meet the learning objectives for the course.

Cumulative missed clinical time across courses will be recorded by Course Coordinators to ensure that the total number of clinical hours attended across the program meets the requirements of ARNPEI for eligibility to write the CRNEs. At any point in the program

University of Prince Edward Island	Policy Number: 0014
Policy Title: Clinical Attendance	Page 2 of 2

that a student's cumulative missed time is considered to jeopardize his/her eligibility to write the CRNEs (or exceeds 50 hours), the student will be required to make up the clinical hours prior to proceeding to the next clinical course.

If the student is required to make up clinical time in order to satisfy the objectives of the course, the student will normally be required to pay a fee to cover the cost of hiring a Registered Nurse who will provide clinical instruction.

The time must be made up prior to the date of grade submission for the semester involved. The Course Coordinator and/or Dean will select the Registered Nurse who will accompany the student in the clinical setting to make up the required time. The student's progress toward the learning objectives will be evaluated during the make up time and documented.

If absences are so extensive that time is not available for make-up, the student may discontinue the course if this is done by the discontinue date. If the discontinue date has passed, the student will receive a failing grade for clinical and for the course. In extenuating circumstances, the Course Coordinator and Dean may assign an incomplete grade in the course.

If a student has been told that make-up time is required, but believes this is unwarranted, the student should initially discuss this with the Course Coordinator. If the student continues to disagree, he/she may consult with the Dean. The decision of the Dean will be final.

5. Review May 2012

University of Prince Edward Island	Policy Number: 0015
Policy Title: Policy Supporting and Accommodating Breastfeeding	Pages - 3
Authority: Dean, School of Nursing	Creation Date: October 14, 2011
	Version Date: October 14, 2011
	Review Date: October, 2016

1. Purpose

Breastfeeding is widely recognized as the optimal method of infant feeding, and current research offers compelling evidence that breastfeeding improves health outcomes for mothers and babies across the lifespan. The WHO, Public Health Agency of Canada, and Canadian Pediatric Society recommend exclusive breastfeeding for the first 6 months of life. Exclusive breastfeeding is facilitated when infants are not separated from their mothers and are nursed in a comfortable environment. When this is not possible, women should have an appropriate place to express and store their milk. The UPEI School of Nursing (SON) recognizes the importance of creating a breastfeeding-friendly environment for students, employees, and the community at large. In this regard, the SON aims to provide a supportive and flexible environment for breastfeeding employees and students as they transition back to work or study.

2. Scope

Employees, students, and guests of the UPEI SON.

3. Responsibility

Dean, School of Nursing

4. Policy

The needs of breastfeeding mothers vary and change over time; therefore, creative approaches are employed to meet the provisions outlined in this policy.

1.0 The UPEI SON takes reasonable measures to accommodate employees and students who wish to breastfeed or express breastmilk in the workplace or while attending university.

2.0 Quiet breastfeeding infants are welcome in classrooms, conference rooms, public spaces, etc.

3.0 Breastfeeding mothers must be considerate of the impact of infants on the work/study environment of colleagues and fellow students.

4.0 The UPEI SON provides the following specific facilities and support:

University of Prince Edward Island	Policy Number: 0015
Policy Title: Policy Supporting and Accommodating Breastfeeding	Page 2 of 3

4.1 **Time:** Lactation breaks :

- The UPEI SON is committed to providing flexibility for employees to take lactation breaks during their workday. One or more 30-minute unpaid breaks in an eight-hour period, in addition to normal breaks, are recommended.
 - The number of times a woman needs to breastfeed or express milk will be determined by the individual needs of the mother and the age of the baby and may vary over time.
 - The mother should make arrangements for lactation breaks in consultation with her immediate supervisor.

4.2 **Space:**

- Breastfeeding women are reasonably accommodated by having access to the following:
 - A clean, hygienic, and private area to breastfeed or express breastmilk, which may be a student or employee lounge or an unused office, for example.
 - A comfortable chair to use while breastfeeding or expressing.
 - A table to support a breast pump and/or equipment.
 - Washing facilities for hands and equipment.
 - A change table.
 - Secure storage facilities for breastmilk (refrigerator/ freezer) and for the storage of breastmilk expression equipment (pump).
 - An electrical outlet for women who use an electric pump.
 - For students who are breastfeeding:
 - Quiet infants are welcome in classrooms, conference rooms, and public spaces.
 - Students should attempt to sit in a location where their exit from the room during a lecture or seminar (if the baby becomes fussy) would minimize disruptions to the learning environment.
 - During examinations, in cases where the duration of an examination would interfere with breastfeeding routine, students should consult with their course professor for alternative, appropriate accommodation during the examination if required.

University of Prince Edward Island	Policy Number: 0015
Policy Title: Policy Supporting and Accommodating Breastfeeding	Page 3 of 3

4.3 Support:

- The UPEI SON supports an environment that encourages women to feel at ease breastfeeding their infants. However, there may be areas of the university where infants are not permitted due to safety/health concerns or requirements (e.g., microbiology lab).
- Support from fellow employees/students is important in providing an environment conducive to breastfeeding; therefore efforts are made to inform employees/students about this policy to secure their cooperation for any accommodations that may be needed. New employees and students are informed of UPEI SON policies (including the breastfeeding policy) during orientation.
- There may be situations or environments within the University when breastfeeding breaks or private space for breastfeeding may not be provided. Other options should be explored with the mother to ensure that her needs are met.

5. Review

This policy will be reviewed five years following its adoption and every five years thereafter.

Adapted from Memorial University with permission.

