Undergraduate Nursing Education

Program Handbook

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# TABLE OF CONTENTS

**USING THE PROGRAM HANDBOOK** 1

**THE BScN PROGRAM** 2
- Vision & Mission Statements 2
- Philosophy 2
- Model of Nursing 3
- Model of Nursing Education 4
- Program Streams 6
- Kaleidoscope Curriculum 6
- Program Level Goals 8
- Person-based Learning (PBL) within a Problem-based Approach 10
- References 12

**BScN PROGRAM POLICIES AND GUIDELINES** 13
- Professional Behaviour and Codes of Conduct 13
  - Professional Behaviour in the BScN Program 13
  - Code of Student Rights and Responsibilities 14
- Discrimination, Harassment & Sexual Harassment Prevention and Response 15
- Academic Integrity Policy 15
- Electronic Communication Policy 15
  - Professionalism in Communication 15
  - Email Communication 15
  - Communication Hub 16
  - Course-Related Communications 16
- Attendance Expectations, Policies, and Procedures 17
  - Guidelines for Relief from Missed Academic Work and/or Professional Practice Hours 17
- McMaster Student Absence Form (MSAF) Guidelines: 17
  - Request for Relief for Missed Academic Work Guidelines: 18
  - Request for Academic Accommodation for Religious, Indigenous, and Spiritual Observances (RISO) Guidelines: 18
  - Request for Deferred Final Examination: 19
  - Requests for Relief due to Formal Accommodations for Students with Disabilities 19
- Accommodations for Students with Disability 19
- Leave of Absence (LOA) 20
- Guidelines for Dropping and Adding Courses 21
- Attendance at Conferences 21
- Non-Academic Requirements (NARs) 21
USING THE PROGRAM HANDBOOK

Please read all sections in the Handbook. It contains essential information pertaining to Undergraduate Nursing students at the McMaster, Mohawk, and Conestoga sites. In addition to describing the Kaleidoscope Curriculum, the Handbook contains outlines and links to program policies, procedures, and regulations which may directly affect you.

It is the responsibility of all Undergraduate Nursing students to be familiar with the information contained in this document, including information contained in links to external sites and documents.

This document contains bookmarks for added convenience. Please use the Table of Contents page and the bookmarks tab (on the left-hand side) to navigate the sections of the Handbook.

The McMaster BScN Program Office reserves the right to change or revise information contained in the Handbook.

The version of the Handbook posted in Avenue to Learn (BScN Communication Hub - News section) and on the School of Nursing website is considered the most up to date and applies to all students.

IMPORTANT NOTE:

The information contained in the McMaster Undergraduate Calendar will take precedence over other written documents.
Vision & Mission Statements

Our Vision
Advancing health and well-being through excellence in nursing.

Our Mission
Transforming lives through nurturing relationships and evidence informed innovations in nursing research, education, and practice.

Philosophy
We believe that nursing is a scientific and humanistic activity of professional caring. The goal of nursing is the promotion and restoration of health. The following concepts are central to our philosophy; PERSON/CLIENT, HEALTH, HEALTH PROMOTION, HEALING, CONTEXT, PROFESSIONAL CARING, LEARNING and KNOWING.

We believe that all PERSONS are self-interpreting, integrated beings who have biological, psychological, sociological and spiritual needs. These inherent needs and life experiences significantly influence perception of self, as well as relationships with others. The CLIENT may be an individual, family, group, population or community. When a nurse engages in professional caring, a nurse-client relationship is established within which the nurse and client become partners working towards creating an enabling context in which the client can meet health-related needs.

We believe it is the goal of all persons to find meaning in their lives. The CONTEXT in which the client exists influences their health and personal meaning. This context is internal (biophysical, emotional, psychological, relational and spiritual) and external (physical, cultural, social, political, economic and ecological). Personal meaning is acquired through the interaction of: rational (thinking); behavioural (embodied physical responses and actions); relational (interactions with others); and emotive elements (psychological and spiritual responses) within the client’s internal and external context. Both nurses and clients engage in creating personal meaning within their lives. Nurses also create personal meaning through their educational and professional experience.

We believe that HEALTH is the extent to which people are able to achieve aspirations, satisfy needs and cope with or change their context. Health is a dynamic life experience that can be threatened physically, mentally, emotionally, socially or spiritually at any given time. The fundamental conditions and resources for health are peace, shelter, education, food, income, a stable eco-system, sustainable and equal access to resources, and social justice. We support the definition of HEALTH PROMOTION as proposed by the Ottawa Charter that states: “Health promotion is the process of enabling people to increase control over, and improve their health”. We believe that HEALING is a process of integration and balance of the self, leading towards the maintenance and enhancement of health and personal growth. Healing occurs within the client and while it can be facilitated within the nurse-client relationship, it is not something that can be imposed.

We believe that the nurse engages in PROFESSIONAL CARING by supporting the client in the processes of identifying, determining and acting upon experiences relevant to health and healing. We distinguish professional caring from the generic human capacity to care. Nursing as a profession is guided by professional standards, adheres to professional values, and uses
learned behaviours, validated knowledge, theories, techniques and processes that characterize professional caring. We believe professional caring has both scientific and humanistic components. It is both a science and an art and is situated within the ways of knowing in nursing: scientific (empiric), ethical, personal, aesthetic, and emancipatory (Chinn & Kramer, 2011). The scientific component of professional caring encompasses the beliefs that the nurse must possess knowledge of the client’s needs and capacities, knowledge and skill to be able to meet these needs, and the ability to choose actions based on tested or verified knowledge. The scientific component also involves contributing to the development and dissemination of new knowledge to guide nursing practice. Inherent in the humanistic component of professional caring is the acknowledgment of the client’s rights to be treated as an individual entitled to dignity and respect. We believe that before nurses can engage in a professional caring relationship with a client, they must learn to value and care for themselves. Self-awareness and self-knowledge are foundational to the creation of a therapeutic relationship. Thus, learning focuses not only on external concepts and knowledge but also on an understanding of self.

We believe that **LEARNING** is a process of inquiry. Learning is a collaborative process, in which a learner and facilitator work together towards a common goal/outcome. The process is learner centred and occurs through dialogue within a context of respectful relationship(s). We believe effective collaboration implies mutual respect and trust, shared accountability and responsibility, and the recognition and utilization of the strengths of each partner within the collaborative relationship. Learning required each of the participants to engage in critical reflection and self-evaluation leading to personal and professional growth. Knowledge and **KNOWING** are the outcomes of learning. Knowing involves knowledge of self and others, an understanding of the meaning of situations from objective and subjective perspectives, and the significance of these situations to self and others. Knowledge is the form of knowing that can be communicated with others. Knowing and knowledge enable judgements to be made regarding responsible and ethical actions.

### Model of Nursing

The pictorial image of the McMaster Model of Nursing (Fig. 1) represents what occurs during a health-related episode when a nurse and client (individual, family, group, population, and community) come together in a nurse-client relationship. Either the nurse or the client may initiate this relationship.

Each nurse-client interaction occurs in a present context (involving both internal and external factors), but is influenced by past contexts for both the nurse and the client as a result of their lived experiences. The present context may be highly dynamic and may therefore be constantly changing as the nurse-client relationship develops.

Within this relationship, the nurse and the client engage in **DIALOGUE**, which is a mutual exchange of messages. These messages may be verbal, non-verbal, emotional, spiritual or physical. The purpose of dialogue is to explore the meanings the current health-related situation has, for both client and nurse. The client and nurse enter into an authentic relationship and use communication, self-awareness, knowledge, skills and life experiences to understand the meaning of the client situation. The nurse must understand this meaning from the client’s point of view and validate this interpretation with the client. This is **MUTUALITY**. If, through dialogue, the nurse and client are unable to reach mutuality, the nurse then engages in critical self-reflection. She/he identifies resources, knowledge and other strategies for reassessing her/his own professional and personal understanding of the nurse-client relationship, the client situation and the meaning that situation holds for the client. Once the nurse and client have established a mutual understanding of the client’s context, capacities, needs and goals, the nurse client partnership is directed toward supporting the client to meet these needs and goals.
Nursing interventions are actions of professional caring that enable the client to achieve or maintain their fullest health potential. Nursing intervention results in an alteration in the internal and external client context. Professional caring may include working with other members of the interprofessional health care team. It may also be directed outside of the health care context to other sectors relevant to the clients' health-related situation (e.g. education, social services, political).

Once the client context is altered, the nurse and the client re-engage in dialogue to explore the meaning of the client’s current health-related situation and to plan for further intervention. This may include a mutual decision to terminate the nurse-client relationship.

**Model of Nursing Education**

The McMaster Model of Nursing Education (Fig. 2) defines the learner and facilitator as persons made up of body, mind and spirit, influenced by life meaning, values and beliefs. Each exists within a context that is influenced by physical, cultural, social, economic, ecological, and political elements. Dialogue must occur between the learner and facilitator to achieve mutuality in order to direct learning activities. Mutuality gives rise to the selection and utilization of educational experiences that will facilitate and enhance learning and knowing.
Figure 2: Model of Nursing Education

Undergraduate nursing education in this model is based on an andragogical educational philosophy that is learner centred and within which the processes of self-directed and person-based learning within a problem-based learning approach are central. The process focuses on helping the learner critically examine health-related issues for the purpose of directing professional caring. Learning skills, such as defining personal outcomes, understanding the dynamics of behaviour change, information acquisition/assimilation, and self-evaluation are required.

Learner centred education supports learners in the process of developing clinical reasoning through critical self-reflection in which they identify learning needs and goals, develop and implement strategies to meet these goals and evaluate progress toward goal attainment. The program goals, level and course objectives provide the framework within which the learners' learning needs and goals are identified. Learning is promoted within the 5 ways of knowing in nursing as proposed by Carper (1978) and modified by Chinn and Kramer (2011): empiric (or scientific), ethical, personal, aesthetic, and emancipatory.

In this model, person-based learning within a problem-based learning approach, the learner is presented with a person's narrative or a story as a starting point for the identification of learning needs, where appropriate, is the preferred method of facilitating knowledge.
acquisition. Problem-based learning is initiated once the person has been encountered and has many educationally based objectives, including the acquisition of an integrated body of knowledge related to a variety of health situations and relevant to the understanding of future clients.

**Program Streams**

The [BScN Program offerings](#) can be found in the School of Nursing section of the McMaster Undergraduate Calendar.  

**Ontario provincial legislation** on entry to practice requires all new graduating nurses to have a baccalaureate degree in Nursing. In response, McMaster University, Mohawk College and Conestoga College formed an educational consortium to offer the McMaster Bachelor of Science in Nursing (BScN) degree.

The BScN Program has three distinct yet related streams. Where possible and appropriate, students from all streams share learning experiences and all students share a common final year of study. The three streams include:

- **Basic (A) Stream** is a four-year integrated program of study designed for students who have not completed any other Nursing education
- **Post Diploma RPN (E) Stream** is a three-calendar-year integrated program of study for students who have earned a Registered Practical Nurses (RPN) diploma
- **Basic-Accelerated (F) Stream** consists of five consecutive terms of study and is designed for students coming from a university science program of study

The Basic (A) Stream is offered at the McMaster, Mohawk and Conestoga sites. The Post Diploma RPN (E) Stream is offered at the Mohawk and Conestoga sites. The Basic-Accelerated (F) Stream is offered at only the McMaster site.

Four types of courses are taken within the curriculum: (1) nursing (NURSING) courses (professional practice and nursing concepts courses); (2) required health sciences (HTHSCI) courses (e.g. anatomy, physiology, biochemistry); (3) elective courses (i.e. course taken from subjects of a student’s choosing). Additionally, students in the Basic (A) Stream are required to complete psychology (PSYCH) courses as part of their program.

The faculty are committed to making the Program as flexible as possible and responsive to changing needs in health care and in health professional education. Thus, the structure may change as the evolution of nursing education in Ontario continues and as resources available for nursing education change.

**Kaleidoscope Curriculum**

Nursing courses in the Kaleidoscope Curriculum are organized and sequenced around priority nursing concepts. Concepts are the fundamental building blocks of any profession and are defined by Meleis (2012) as labels used to describe a phenomenon or a group of phenomenon. Concepts represent nursing by painting a rich mental image that addresses the question of nursing’s domain, and build a clear picture of the depth and breadth of what nursing is (Cutcliffe & McKenna, 2005).

**Key Concepts**

Concepts guiding the Kaleidoscope Curriculum include:

1. Advocacy
2. Change
3. Communication  
4. Critical Inquiry  
5. Diversity  
6. Interprofessional Teamwork  
7. Leadership  
8. Nursing as a Profession  
9. Professional Nursing Care  
10. Research  
11. Technology

Concepts are learned sequentially and progressively across the curriculum. Concepts are presented across the lifespan and across professional practice settings in person-based, didactic and professional practice courses. Concepts are targeted for repetition based on importance and difficulty.

Although a large body of content exists for all concepts, exemplar content that best represents the concept is used to help students understand the concept (Cutcliffe & McKenna, 2005). It is this exemplar content that is used to develop care scenarios for student learning. The exemplars selected represent individuals across the lifespan and in various settings to allow students to apply concepts in a variety of contexts. Narratives will be used to present the information so that students encounter “persons”, with all of their strengths, assets, and challenges. Incidence and prevalence of health challenges are also criteria used for selecting exemplars.

**Themes**

Themes are a logical grouping of prominent or frequently recurring concepts that provide direction to sequence and unify concepts throughout the curriculum. The themes that guide the renewed curriculum include:

1. **Personhood & Caring**: This theme focuses on the humanistic aspect of nursing beginning with a focus on the nurse and client as person and the professional, therapeutic relationship between nurse and client.

2. **Context, Health & Healing**: This theme focuses on the internal and external influences on health and the nurse’s ability to provide safe and competent care as part of the health care team within a health care system and broader community.

3. **Learning & Knowing**: This theme focuses on critical inquiry, discovery and appropriate use of technology within nursing to facilitate lifelong learning and reflective practice.

The concepts are grouped within the theme that they are most closely linked. It is acknowledged that a great deal of overlap exists across concepts and themes.

<table>
<thead>
<tr>
<th>Personhood &amp; Caring</th>
<th>Context, Health &amp; Healing</th>
<th>Learning &amp; Knowing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>Change</td>
<td>Critical Inquiry</td>
</tr>
<tr>
<td>Nursing as a Profession</td>
<td>Interprofessional Teamwork</td>
<td>Technology</td>
</tr>
<tr>
<td>Leadership</td>
<td>Professional Nursing Care</td>
<td>Research</td>
</tr>
<tr>
<td>Advocacy</td>
<td>Diversity</td>
<td></td>
</tr>
</tbody>
</table>

A concept-based approach needs to be conceptual not only in structure but also in process. Conceptual learning is a process by which students learn how to organize information in logical mental structures, thus challenging students to become increasingly skilled at thinking. Conceptual teaching and learning complement the constructivist paradigm in fostering critical inquiry and deep understanding through the connections students make to past learning, their application of concepts in multiple contexts, and their development of an understanding of...
interrelated concepts. Although nurse educators can teach a class or course conceptually within a traditional curriculum, the absence of a conceptual foundation makes such an experience an isolated event for learners and limits students’ ability to consider interrelated concepts within and between courses (Dean and Asselin, 2015).

**Goals**

The concepts and themes inform the goals for the BScN Program. Graduates of the McMaster University BScN Program will be prepared to provide competent professional practice in a variety of health care contexts and with diverse clients across the lifespan (individual, family, group, communities, populations) who have stable and unstable outcomes and multi-factorial influences (internal and external) on their health status. Graduates will:

1. Provide competent care with a holistic awareness of the impact of the internal and external context on health and healing.
2. Integrate an understanding of the client’s unique perspective on his/her health, and how this perspective influences participation in one’s health care.
3. Identify the need for appropriate change in health care. Create a climate for adopting change. Contribute to effecting and evaluating change.
4. Build relationships in a team environment and be actively engaged in team decision making around client care.
5. Contribute to the body of nursing knowledge through demonstrating an inquiring approach to practice.
6. Provide technologically appropriate care in a variety of contexts.
7. Contribute to the future of the nursing profession through a commitment to lifelong learning and professional growth. Integrate critical inquiry into professional practice.
8. Assume leadership roles in partnership with clients and the health care team.
10. Practice within the professional standards, guidelines, legislation and values of the nursing profession.
11. Establish therapeutic partnerships with clients to enhance health and healing. Communicate effectively in a variety of media.

## Program Level Goals

<table>
<thead>
<tr>
<th>Concept</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professional Nursing Care</strong></td>
<td>Demonstrate scientific and safe professional nursing care for healthy, stable clients.</td>
<td>Develop and implement a beginning plan of care for clients incorporating multiple sources of data. Recognize the impact of internal and external context on the individual and the family.</td>
<td>Adapt a plan of care in response to changes in client status in partnership with the interprofessional team. Analyze the impact of the internal and external context on the individual, family and the community.</td>
<td>Provide competent care with a holistic awareness of the impact of the internal and external context on health and healing.</td>
</tr>
<tr>
<td><strong>Diversity</strong></td>
<td>Recognize individual differences and diversity, and how these differences influence health and health behaviours.</td>
<td>Demonstrate an understanding of the client’s unique perspective on his/her health, and how this perspective influences participation in one’s health care.</td>
<td>Demonstrate sensitivity to client diversity and recognize the influence diversity has on health, health-seeking behaviours and health practice.</td>
<td>Integrate an understanding of the client’s perspective on his/her health, and how this perspective influences participation in one’s health care.</td>
</tr>
<tr>
<td>Change</td>
<td>Understand change theory and apply it to self, peers, and healthy clients.</td>
<td>Apply change theory in both the class and professional practice setting with a diverse group of clients.</td>
<td>Apply change theory in the class, professional practice and community setting.</td>
<td>Identify the need for appropriate change in health care. Create a climate for adopting change. Contribute to effecting and evaluating change.</td>
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<tr>
<td>Inter-professional Teamwork</td>
<td>Develop an understanding of the role of the nurse (see Nursing as a Profession).</td>
<td>Effectively communicate and interact with the interprofessional health care team.</td>
<td>Collaborate with other health care professionals to make decisions / solve problems together. Adapt a plan of care in response to changes in client status in partnership with the interprofessional team.</td>
<td>Build relationships in a team environment and be actively engaged in team decision making around client care.</td>
</tr>
<tr>
<td>Research</td>
<td>Identify appropriate questions and sources of information within the principles of evidence-based practice.</td>
<td>Develop critical appraisal skills in order to critique the research literature.</td>
<td>Build on critical appraisal skills and support practice with relevant evidence, knowledge and theory.</td>
<td>Contribute to the body of nursing knowledge through demonstrating an inquiring approach to practice.</td>
</tr>
<tr>
<td>Technology</td>
<td>Use technology effectively in classroom settings or with healthy clients.</td>
<td>Use technology effectively in a variety of settings according to professional standards.</td>
<td>Use increasingly complex technology effectively.</td>
<td>Provide technologically appropriate care in a variety of contexts.</td>
</tr>
<tr>
<td>Critical Inquiry</td>
<td>Develop self-directed, person-based, critical thinking, and reflection skills to facilitate learning throughout the BScN. program.</td>
<td>Develop critical thinking inquiry skills incorporating evidence-based resources, theoretical perspectives and reflection.</td>
<td>Apply ways of knowing (empirical, ethical, aesthetic, and personal) to guide and inform nursing practice. Use critical inquiry, evidence-based practice and theory in client care.</td>
<td>Contribute to the future of the nursing profession through a commitment to lifelong learning and professional growth. Integrate critical inquiry into professional practice.</td>
</tr>
<tr>
<td>Leadership</td>
<td>Actively participate in the functions of a group and demonstrate a variety of group roles.</td>
<td>Identify and interact as a member of a nursing care team.</td>
<td>Identify the skills and competencies required by a nurse to provide the leadership and coordination necessary to manage the delivery of client care by the interprofessional team.</td>
<td>Assume leadership roles in partnership with clients and the health care team.</td>
</tr>
<tr>
<td>Advocacy</td>
<td>Advocates appropriately for self and peers.</td>
<td>Recognize the need for advocacy in client care.</td>
<td>Participate in developing and implementing strategies for advocacy (political and social) with, and on behalf of, clients and the nursing profession.</td>
<td>Assume advocacy roles in partnership with clients and health care team. Challenge inequities that impact on the health of clients.</td>
</tr>
<tr>
<td>Nursing as a Profession</td>
<td>Gain a deeper understanding of self as person and nurse. Understand the scope of nursing practice.</td>
<td>Demonstrate personal and professional characteristics associated with nursing in the classroom and professional practice setting. Apply professional standards, guidelines, legislation and values of nursing to the care of clients and families.</td>
<td>Embrace the personal and professional characteristics associated with the nursing profession.</td>
<td>Practice within the professional standards, guidelines, legislation and values of the nursing profession.</td>
</tr>
<tr>
<td>Communication</td>
<td>Demonstrate professional communication skills with peers, tutors, clients, and others.</td>
<td>Demonstrate professional communication skills (written and verbal) and therapeutic use of self in interactions with clients and families and members of the health care team.</td>
<td>Effectively communicate and collaborate with clients in increasingly diverse and complex situations. Develop scholarly writing / presentation skills.</td>
<td>Establish therapeutic partnerships with clients to enhance health and healing. Communicate effectively in a variety of media.</td>
</tr>
</tbody>
</table>
Person-based Learning (PBL) within a Problem-based Approach

A concept-based approach coupled with a PBL (person-based learning within a problem-based approach), self-directed and small group format can prepare nursing graduates who are skilled at conceptual thinking and learning; such skills are necessary to respond to a rapidly changing profession and health care environment (Cutcliffe & McKenna, 2005). Learning within the nursing courses is also influenced by the work on Ways of Knowing by Chinn and Kramer (2011). A variety of ways of knowing are explored, encouraged and assessed within the Kaleidoscope Curriculum. PBL (as enacted in the BScN program) involves the student in active, participatory inquiry (See Rideout and Carpio, 2001 for a more thorough discussion of the model, its theoretical underpinnings, and educational research on PBL). The steps of the PBL process are:

1. The problem is presented to the group, terms are reviewed, and hypotheses generated.
2. Learning issues and information sources are identified by group members.
3. Information gathering and independent study occurs.
4. The knowledge acquired during independent study is discussed and debated critically.
5. Knowledge is applied to the problem in a practical way and the initial hypotheses are confirmed or refuted.
6. Reflection on the content and process of learning occurs.

   (Rideout & Carpio, 2001, p. 29)

The McMaster Model of Nursing emphasizes humanistic caring and the Kaleidoscope Curriculum has scrutinized the language of PBL from these perspectives. Person-based learning within a problem-based approach represents a subtle shift in language which more closely aligns with the philosophical underpinnings of the McMaster Model of Nursing Education. This innovation requires that the first step of the traditional PBL process be modified to consider the person first, with strengths and assets as well as a health challenge. The person is put into the centre of the problem-based learning process with a narrative bringing the person's story to life. By combining the student-centred approach of problem-based learning with the use of narrative, the new person-based learning within a problem-based approach aims to bring a renewed focus and energy to learning for the student and potentially to the healing of the person (Charon, 2006). Within the McMaster Model of Nursing Education, the person at the centre may be a patient or client, a family, or a community. The person may also be a healthcare provider or another individual or group that will both engender the learning process and provide opportunities to explore the concepts that have been identified as core to this curriculum. Consistent with the McMaster Model of Nursing Education and narrative pedagogy (Andrews, et al, 2001) students and faculty engage in active dialogue and reflection on the learning process in order to enhance learning outcomes, and promote a sense of a community of learning.
Person-Based Learning (PBL) within a Small Group Problem-Based Learning (PBL) Framework

Select a new situation/scenario

Assess & reflect on group/individual learning

Evaluate initial hypotheses/issues & apply new knowledge

Research learning issues via self-study

Encounter the person* through situation/scenario

Identify issues, challenges, problems, assets & strengths

Explore pre-existing information & current knowledge base

Generate hypotheses/issues & their possible biopsychosocial mechanisms

Identify information gap(s); identify & prioritize learning issues

Narrative for Situation/Scenario

Scientific

Ethical

Aesthetic

Emancipatory

*Individual, family, group, community, or population

References


The University has defined its expectations of students in both the academic and non-academic life of the University community and has developed procedures to ensure that all members of the community receive equitable treatment. Policies that govern academic and student life at McMaster can be found online at http://www.mcmaster.ca/policy/Students-AcademicStudies/

The following are some of the policies and guidelines most relevant to the BScN Program:

### Professional Behaviour and Codes of Conduct

#### Professional Behaviour in the BScN Program

Nursing students from all sites, as current and future members of the caring professions, shall demonstrate their commitment to the professional behaviours that are outlined in the McMaster University Professional Behaviour Code of Conduct for Undergraduate Learners in the Faculty of Health Sciences. Health Science learners are held to a standard beyond the basic conduct expected of other learners at McMaster University.

Additionally, all students in the BScN Program are expected to be aware of the College of Nursing of Ontario (CNO) Competencies.

The following CNO (2014) competencies are associated with behaviour in a professional nursing program. All students must demonstrate these competencies prior to program completion.

**Professional Responsibility and Accountability (1-23)**

- Is accountable and accepts responsibility for actions and decisions, including personal safety.
- Exercises professional judgment when using agency policies and procedures, or when practicing in the absence of agency policies and procedures.
- Organizes own workload and develops time-management skills to meet responsibilities.
- Demonstrates responsibility by completing assigned work and communicates honestly about work completed and not completed.
- Uses basic conflict resolution strategies to transform situations of conflict into healthier interpersonal interactions.
- Adheres to the duty to report unsafe practice in the context of professional self-regulation.
- Protects clients by recognizing and reporting unsafe practices when client or staff safety and well-being are potentially or actually compromised.

**Knowledge-based Practice (24-74)**

- Knows how and where to find evidence to support the provision of safe, competent and ethical nursing care.
- **Section 1 - Specialized body of knowledge (24-35)**
- **Section 2 - Competent application of knowledge competencies (4 areas of nursing care)**
  a) Ongoing Comprehensive Assessment (36-44)
  b) Collaborating with Clients to Develop Health Care Plans (45-53)
  c) Providing Registered Nursing care (54-69)
  d) Ongoing Evaluation of Client Care (70-74)
Ethical Practice (75-86)

- Establishes and maintains appropriate boundaries with clients and other health care team members, including the distinction between social interaction and professional relationships.

Service to the Public (87-94)

- Participates in, and contributes to, the development of nursing practice and the health care team by:
  a) Building partnerships with health care team members based on respect for the unique and shared competencies of each team member;
  b) Recognizing that their values, assumptions and positional power affect team interactions and uses this self-awareness to facilitate team interactions;
  c) Contributing nursing perspectives on issues being addressed by other health care team members;
  d) Knowing and supporting the full scope of practice of various team members;
  e) Using appropriate channels of communication;
  f) Providing and encouraging constructive feedback among team members; and
  g) Demonstrating respect for diversity and viewing differences as an opportunity to learn.

Self-regulation (95-100)

- Understands professional self-regulation and practices within the scope of registered nursing practice as defined by the Nursing Act 1991

The above examples of competencies correspond to CNO (2014) National Competencies Numbers 2, 9, 10, 12, 13, 88 and 90.

Adapted from the College of Nurses of Ontario (2014). National Competencies. Toronto, ON

Code of Student Rights and Responsibilities

All learners at the McMaster site (excluding post graduate medical learners for whom the McMaster Student Code does not apply) are also required to adhere to the McMaster University Code of Student Rights and Responsibilities for non-academic offences (approved May 18, 2016 and effective June 1, 2016). Procedures for handling allegations, complaints, or charges are set out in this document http://studentconduct.mcmaster.ca/student_code_of_conduct.html. Students at the Mohawk and Conestoga College sites are also expected to adhere to the Code of Conduct of each College, respectively.

- Conestoga Student Code of Conduct: https://www.conestogac.on.ca/policies/students.jsp
Discrimination, Harassment & Sexual Harassment Prevention and Response

All members of the University community are responsible for contributing to and maintaining an environment that is free of discrimination, harassment, and/or sexual or gender-based harassment and being aware of the McMaster University’s Discrimination, Harassment & Sexual Harassment: Prevention & Response policy and the McMaster Sexual Violence Response Protocol.

Academic Integrity Policy

Breaches of academic integrity including academic dishonesty, cheating, and plagiarism are defined in the McMaster University Academic Integrity Policy. As with non-academic offences, procedures for handling allegations, complaints or charges are set out in that document.

Electronic Communication Policy

The Electronic Communication Policy refers to all electronic communication related to BScN Program-related activities and acts in tandem with:

- McMaster University’s Information Security Policy
  https://informationsecurity.mcmaster.ca/section/policy/
- Mohawk College’s Information Technology Security Policy
- Conestoga College’s Acceptable Use of Technology Policy
  http://www.conestogac.on.ca/policies/it.jsp

Professionalism in Communication

Students and faculty will always use professional, respectful language in any electronic communication. Swearing, vulgar/offensive language, use of all upper-case text, flaming, trolling, jokes, and emojis are unacceptable.

Individuals are responsible for messages they send. Please check the accuracy and tone of information before it is sent to others.

Be aware of personal privacy and confidentiality issues. Do not distribute information about others without their permission. Think carefully about when it is appropriate to “reply all” rather than to the sender alone. Also, be cautious when forwarding messages without the permission of the originator of the message: communications from faculty and staff typically contain privileged and confidential information intended only for the individual or entity named in the message.

Remember that you represent the BScN Program in all online forums and requirements related to professionalism apply.

Email Communication

All students must use their McMaster email account for all general communication with faculty, staff, and University offices. All correspondence from the School of Nursing Program Office will be sent to students via their McMaster email address.
Communication Hub

The BScN Program will post “all-use” broadcast messages on Avenue to Learn in the BScN Communication Hub. Students are responsible for accessing the system regularly (daily, Monday to Friday is recommended) to receive “all-use” broadcast messages.

Course-Related Communications

Students should be aware that when they access the electronic components of a course private information such as first and last names, user names for McMaster email accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continued enrollment in the course will be deemed consent to this disclosure.

The use of IT equipment and electronic communication in educational, research and professional practice settings is for professional purposes only. Failure to adhere to the Electronic Communication Policy places students at risk for academic or legal consequences. Students are responsible for being aware of the implications (for self and others) of the communication technology they are using.

Please be aware that a student may be removed from an online group or course for breach of the BScN Program Electronic Communication Policy. Remember that everyone is a learner. Be forgiving of others’ mistakes and provide feedback in a constructive manner. Focus on behavior not the character of the other person when providing feedback. Ensure that your postings are concise, valuable, and of high quality.

Be aware of personal and group privacy issues. Group issues are to stay within the group.

Online participation and evaluation for courses for which there is not a defined online component:

Participation within small group discussion boards in Avenue to Learn is not an extension of classroom time. The expectation is that the hours allotted to course classroom time are sufficient to meet course learning objectives. Small group discussion boards are simply a tool for student preparation for class, but are not a required tool. Student postings and interaction within Avenue to Learn conferences or discussion groups should be considered the equivalent of a student study group and communication forum.

When postings in Avenue to Learn are not a part of the course requirement they will not be used to evaluate student performance. The results of student study activities will be apparent in in-class performance, and can be evaluated by faculty in classroom discussions.

Online participation and evaluation for courses for which there is a defined online component:

It is recognized that many courses now include an online component. Students will be expected to complete the online component of the course and the activities may be graded and contribute to their final grade in the course.

Professional Practice courses:

Students must ensure client confidentiality at all times. Students must not provide information in their electronic communication that could identify a client (person, family, community, etc.) in any way (e.g. room number, initials, unique diagnoses or client
circumstances). Students must not post information/photos online that identifies placement agencies, patients or peers (e.g. Facebook) and must not share this information with the media.

**Attendance Expectations, Policies, and Procedures**

Students in a professional program such as Nursing are expected to attend all scheduled course hours in required courses and all professional practice hours in the assigned professional practice setting and/or laboratory. Absences may jeopardize a student's ability to be successful in meeting course objectives and may also demonstrate a lack of professional accountability.

It is each student's responsibility to notify their instructor and Academic Advising Services in the BScN Program Office if they will be absent from an evaluation component in a course (e.g. test, assignment deadline, in-class participation) as soon as possible. In addition to notifying their instructor and Academic Advising Services, students who will be absent from professional practice hours are also responsible for notifying their preceptor and the agency following the protocols outlined at the outset of their placement. How a student must report an absence depends on the nature of the absence.

**Guidelines for Relief from Missed Academic Work and/or Professional Practice Hours**

Relief or accommodation for missed academic work and/or professional practice hours is considered a privilege, not a right. It is a student's responsibility to contact their instructor and/or preceptor as soon as possible to discuss the nature of the relief/remedial work. Relief/remedial work may not always be possible due to the nature of the missed learning experience. Decisions about remediation are based on a number of factors and take into account the student's ability to meet course expectations within the remaining in the term, the type of assessment that was missed, the type of professional practice setting (if applicable), the timing of the absence during the term, the number of total absences during the term, and the availability of necessary resources.

In some situations, when a student is not meeting course expectations, the level lead/coordinator will need to be involved to help determine the best plan of action to support the student’s learning in the event of an absence, which may include suggesting that the student withdraw from the course in order to begin their learning afresh.

**McMaster Student Absence Form (MSAF) Guidelines:**

The University recognizes that students periodically require relief from academic work for medical or other personal situations. The MSAF is a self-reporting tool designed to allow students to report and absence and request relief from missed academic work worth no more than 24% of the final grade and lasting no more than 3 consecutive calendar days. An MSAF applies only to work that is due within the period for which the MSAF applies (i.e. the 3 calendar day period) that is specified by the student on the MSAF; however, all work due in that period can be covered by one MSAF. The MSAF can be accessed through a student’s Mosaic account under the drop-down menu in the Student Center. The MSAF can be used only once per term and must be submitted within 3 calendar days of the absence (either before or after).

An MSAF cannot be used to report an absence due to religious/indigenous/spiritual observances (see RISO guidelines below), to report an absence from a final exam (see Request for Deferred Final Examination guidelines below), or to request relief from academic work that has already been submitted.
Once submitted, Academic Advising Services will be automatically notified and an automated email will be sent to the course instructor(s) who will determine the appropriate relief for the missed academic work. It is the prerogative of the instructor of the course to determine the appropriate relief for missed term work in their course. It is the student’s responsibility to immediately follow-up with their instructor to discuss the nature of the relief; failure to do so in a timely fashion may negate the opportunity for relief.

Additional details may be found at [http://mcmaster.ca/msaf/](http://mcmaster.ca/msaf/)

**Request for Relief for Missed Academic Work Guidelines:**

For medical or personal situations lasting more than 3 calendar days, and/or for missed academic work worth 25% or more of a final grade, and/or cannot be reported using the MSAF as it has already been used that term, students can submit a Request for Relief for Missed Academic Work form accompanied by supporting documentation to Academic Advising Services in the BScN Program Office. A [Request for Relief from Missed Academic Work form](http://mcmaster.ca/msaf/) must be submitted within 5 calendar days of the missed work.

The supporting documentation accompanying the form must outline the extenuating medical or personal reasons for the absence. If the reason for a request for relief is medical, the student must submit a [McMaster University Medical Form](http://mcmaster.ca/msaf/) completed by a health practitioner covering the relevant dates. The student must be seen by a doctor at the earliest possible date, normally on or before the date of the missed work and the doctor must verify the duration of the illness. If the reason is non-medical, appropriate documentation with verifiable origin covering the relevant dates must be submitted.

In deciding whether or not to grant a student’s request for relief, adequacy of the supporting documentation, including the timing in relation to the due date of the missed work and the degree of the student’s incapacitation may be taken into account. If the request is granted, Academic Advising Services will notify the student and instructor(s) via email. It is the prerogative of the instructor of the course to determine the appropriate relief for missed term work in their course. It is the student’s responsibility to immediately follow up with their instructor(s) to discuss the nature of the relief; failure to do so in a timely fashion may negate the opportunity for relief.

**Request for Academic Accommodation for Religious, Indigenous, and Spiritual Observances (RISO) Guidelines:**

Students can submit a [RISO request form](http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicAccommodation-Observances.pdf) to address scheduling conflicts between academic obligations and religious, indigenous, or spiritual observances.

RISO forms must be submitted to Academic Advising Services in the BScN Program Office within 10 calendar days from the start of the term in which the accommodation is necessary. Once a request has been approved, the student must contact their instructor as soon as possible to discuss the details of the accommodation (at least 5 working days before the date of the conflict). If the conflict occurs during the final examination period, the student must submit the RISO form at least 10 business days before the start of the exam period.

Policies and resources related to RISO requests can be found at [http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicAccommodation-Observances.pdf](http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicAccommodation-Observances.pdf)


**Request for Deferred Final Examination:**

Students can request a deferral of an exam scheduled during the final exam period based on extenuating medical or personal reasons. A Request for Deferred Final Examination form must be submitted to Academic Advising Services in the BScN Program Office within 5 business days of the missed exam and must be accompanied by supporting documentation. The supporting documentation must outline the extenuating medical or personal reasons for the missed exam. If the reason for a request for relief is medical, the student must submit a McMaster University Medical Form completed by a health practitioner covering the relevant dates. The student must be seen by a doctor at the earliest possible date, normally on or before the date of the missed exam and the doctor must verify the duration of the illness. If the reason is non-medical, appropriate documentation with verifiable origin covering the relevant dates must be submitted. Students cannot request to defer an exam which they have already attempted in full or in part.

In deciding whether or not to grant a student’s request for deferral of their final exam, adequacy of the supporting documentation, including the timing in relation to the due date of the missed exam and the degree of the student's incapacitation may be taken into account. If the request is granted, Academic Advising Services will notify the student and instructor(s) via email and the exam will be rescheduled in accordance with the sessional dates outlined in the Undergraduate Calendar.

A final examination may only be deferred once. Deferred examinations must be written during the deferred exam period; if not written, the exam cannot be deferred a second time. In the event that a student is unable to write a deferred exam due to an extenuating medical or personal situation, the student can request to be retroactively withdrawn from the course in order to retake the course in its entirety. Students are expected to contact Academic Advising Services as soon as possible if they are unable to write a deferred exam due to extenuating medical or personal circumstances.

**Requests for Relief due to Formal Accommodations for Students with Disabilities**

If a student is registered with the McMaster Student Accessibility Services, the Mohawk Accessible Learning office, or the Conestoga Accessibility Services, it is their responsibility to discuss any accommodations/arrangements for missed academic work with their instructors at the outset of the term should the student be entitled to such accommodations. The student and the instructor will agree upon guidelines for absences/missed academic work. If an absence/missed academic work falls within these guidelines it is the student’s responsibility to follow up with the instructor as soon as possible to discuss the relief for the missed academic work. If an absence falls outside of the established guidelines the students must report their absence via the MSAF, Request for Relief from Missed Academic Work, RISO, or Deferred Final Examinations process.

**Accommodations for Students with Disability**

The School of Nursing is committed to equality of opportunity, values the perspectives brought by individuals with different life experiences, and encourages qualified applicants from a wide cross-section of society, including persons with a disability.

The intention of the BScN Program is to prepare students to become health care professionals who have the capacity and flexibility to function in an area of professional practice, research, education, or administration.

Admission to the Program is based on the applicant’s ability to meet the BScN admission requirements (See McMaster Undergraduate Calendar) and the applicant’s self determination of
their ability to meet the **Requisite Skills and Abilities** for nursing practice in Ontario.

The needs of students with disabilities will be accommodated in the School of Nursing in a manner which reflects dignity and maximizes integration and participation, in so far as it does not create significant change to the Program. A significant change for the Program exists if the accommodation substantially affects the viability of the Program, is a barrier to safe practice, is a health or safety risk to the person with the disability or to others, or does not comply with the **Requisite Skills and Abilities** set forth by the College of Nurses of Ontario. For more information on the overarching policy on academic accommodations for students with disability at McMaster please visit: http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicAccommodation-StudentsWithDisabilities.pdf

Each person with a disability who requests accommodation will be considered individually in order to determine mutually what changes can be made to accommodate her/his particular learning needs.

Accessibility services available through each site offers various support services for students. Students who require academic accommodation must contact the accessibility services office at their site to make arrangements prior to the start of each term of study. **Each site has its own accessibility office. Please contact your site-specific office:**

**McMaster:**
Student Accessibility Services (SAS)
http://sas.mcmaster.ca/

**Mohawk:**
Accessible Learning Services
http://www.mohawkcollege.ca/student-services/AccessibleLearningServices.html

**Conestoga:**
Accessibility Services for Students with Disabilities
http://www.conestogac.on.ca/accessibility-services/

Students are responsible for identifying their individual needs, accessing the appropriate information and initiating discussions with their instructors and/or level lead/coordinator concerning their formal accommodation. Accessibility services is available to assist students in this regard. Students are required to meet with their instructor and/or level lead/coordinator and provide a copy of their accommodation letter/statement **within the first 3 weeks** of class each term. If a student with a disability chooses NOT to take advantage of their accommodation(s), a petition for special consideration may not be submitted to request accommodations retroactively.

Graduation from the Nursing Program does **not** guarantee registration with the College of Nurses. Requirements to practice vary from province to province and country to country. It is important for students to investigate the implications of their disability for their future practice.

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**Leave of Absence (LOA)**

The School of Nursing recognizes that students may need to suspend their studies from the program due to extenuating personal or medical reasons. Students can request one leave of absence (LOA) from the program for a period of up to 1 year. **Requests for an LOA** must be submitted to Academic Advising Services in the BScN Program Office and must be accompanied by supporting documentation. During an LOA, a student is welcome to enroll in elective courses should they choose; however, they will not be permitted to enroll in mandatory nursing (NURSING) or health science (HTHSCI) courses.

It is the student’s responsibility to notify Academic Advising Services of their intention to return to their studies **at least 4 months prior to their return**. Students who were on an LOA due to medical circumstances may be required to submit medical documentation from their physician indicating their ability to return to professional practice duties. All students will be required to complete a reintegration plan in the 4 months preceding their return to a professional practice placement in consultation with a faculty member (see Reintegration to Professional Practice...
Students requesting a second LOA or an extension of their LOA beyond 1 year should refer to the School of Nursing Academic Regulations pertaining to continuous enrollment in the program. Additional or extended LOAs will only be considered in highly extenuating circumstances.

Guidelines for Dropping and Adding Courses

Please refer to the Sessional Dates outlined in the Undergraduate Calendar for specific deadlines for enrollment and changes and for withdrawing from courses without failure by default.

Students are able to add and drop courses without academic or financial penalty until the last day for enrollment changes. These dates are specific to each term and are different for single-term and multi-term courses.

Students who wish to add or withdraw from required nursing (NURSING) or health science (HTHSCI) courses after the last day for enrollment are strongly encouraged to contact Academic Advising Services to discuss the impact on their progression through the Program.

Students who wish to apply to withdraw from required nursing or health science courses after the last day for withdrawing from courses without failure by default must submit a Request for Retroactive Withdrawal form to Academic Advising Services. Requests for retroactive withdrawal from courses will only be considered due to extenuating medical or compassionate reasons.

Attendance at Conferences

Attendance at conferences (e.g. RNAO Annual Meeting, CNSA Regional and National Conferences) has many benefits for learners including increasing one’s knowledge base, networking with colleagues and/or presenting one’s academic work. Students who wish to attend a conference that will result in an absence during the term must consider the attendance policy and whether they will be able to meet the objectives of their courses and/or professional practice placement if they are absent.

Course Credit

- On occasion, students in Levels 3 and 4 only may use conference attendance for course credit. However, granting of credit is dependent on student learning needs and course expectations. The amount of time and expectations are negotiated with faculty prior to the event. The faculty member makes the final decision regarding credit granted (e.g. hours and/or evidence).
- Students must develop objectives for learning which are related to the course objectives for nursing concepts and health sciences courses or incorporated into the learning plan for professional practice courses.
- Attendance at a conference may be used for credit in only one course per term.
- Attendance for credit is not open to students in Level 1 and 2.

Non-Academic Requirements (NARs)

In order to ensure the safety of all patients with whom Nursing students come in contact, the
School of Nursing requires that all students adhere to Standards of Practice in Nursing. Specifically, the BScN Program requires:

- Police Clearance (CRC)
- Immunization Screening
- Basic Life Support for Healthcare Providers (CPR – HCP with AED & BVM)
- Online Health and Safety modules available through Avenue to Learn
- Mask Fit Testing & Training (quiz)

The process for submission and verification of NARs varies by site. Please see site-specific guidelines (https://fhs.mcmaster.ca/nursing/education_cos_nonacademic.html) and ensure you have met all requirements. Each year there is a deadline for the completion and submission of these requirements. It is the student’s responsibility to ensure this deadline is met.

Students must provide proof that ALL requirements have been met before practicing in a lab or professional practice setting. Students who fail to provide proof that these requirements have been met will:

1. Not be allowed to enter a lab or professional practice setting, or
2. Be removed from a lab or professional practice setting until the requirements have been met.

Either of the above may result in a failure in the course.

Please note:
- An online CPR course will not be accepted
- CPR recertification is required annually
- TB test is required annually
- CRC is required annually
- All documentation needs to be valid for the entire academic year; therefore, it is recommended that students update these requirements during the summer months.

A primary responsibility of the Program is consideration of the health and safety of both patients/clients and of students in the professional practice setting. Further to NARs, the BScN Program, in keeping with the requirements for practice of the College of Nurses of Ontario (CNO), also requires that students meet the Requisite Skills and Abilities as defined by the College of Nurses (2012).

Liability for Illness or Injury in Professional Practice

As a mandatory portion of certain academic programs including Nursing, students must fulfill unpaid training or work experience requirements. The student may be provided with limited insurance coverage for personal injury or illness sustained as a result of performing professional practice placement work. The cost of this coverage is paid by the Ontario Ministry of Advanced Education and Skills Development (MAESD). Claim requests and reports are coordinated by the University while claims adjudication is provided by either the Ontario Workplace Safety and Insurance Board or the insurance company contracted to MAESD.

Before entering the professional practice setting, every student who participates in a mandatory unpaid placement must sign a WSIB Declaration form at the orientation for the professional practice course in which they have registered.

If illness or an accident resulting in personal injury occurs during the unpaid training/placement program, the student must immediately:
1. Notify the faculty instructor and professional practice placement preceptor (who then notifies the supervisor);
2. Notify the professional practice placement coordinator;

### Medical Documentation for Illness or Injury

The primary concern of the School of Nursing is for the health and safety of students and clients in learning settings. Students may be required to provide documentation to the BScN Program Office stating that they are medically fit to practice and continue with their studies. This documentation may be obtained from a physician or nurse practitioner. Acceptance of the documentation is at the discretion of the BScN Program Office.

### Professional Appearance Policy

Please note that each professional practice setting has its own uniform/professional appearance and/or footwear policies that are also to be followed. Students are expected to adhere to the professional appearance policy of both the School of Nursing and those outlined by their professional practice setting.

#### ID Badges

ID badges: All badges must be visible in the professional practice environment.

- **McMaster students** are to use their School of Nursing Identification Badge.
- **Mohawk students** are to use their McMaster and Mohawk Student cards in an ID badge holder that can be bought at the Health Science Bookstore.
- **Conestoga students** must wear a yellow School of Nursing name pin that is to be purchased from the Conestoga Bookstore

#### Shoes

- A predominant color of white or black with very limited designs and logos are appropriate. No mesh or holes are permitted.
- Students must purchase a separate pair of shoes for professional practice, as regular street shoes are not permitted due to policies related to infection control.
- Footwear must be in good condition, have an enclosed toe and heel, with a medium to low heel, and slip resistant soles as per occupational health and safety requirements.

#### Hair

- Hair must be neat, clean and secured.
- If a student has long hair, it is to be secured back and kept above the shoulders.
- Students with facial hair are to ensure that it is neatly trimmed and well kempt as per agency policy.

#### Jewellery

- Keep jewelry to a minimum.
- No bracelets, rings with stones.
- A plain wedding band is permitted.
- Ear piercings are appropriate (1 set of studs only). No other visible piercings permitted.
Lanyards:
- Lanyards holding ID badges must have a quick release mechanism to prevent choking.
- Exceptions may be made as per agency policy.

Fingernails
- Fingernails must be clean and neatly trimmed.
- No nail polish.
- Artificial nails are not to be worn.
- Nail enhancements such as gel are not permitted.

Uniform
- Students of all sites, streams and levels (with the exception of Level 4 “See Level 4 Nursing 4K10”) are expected to wear a uniform of Caribbean Blue scrubs with the “kaleidoscope” embroidery that is indicated for the McMaster-Mohawk-Conestoga BScN Program. Exceptions for green scrub suits include OR, L&D.
- This uniform can be purchased from the Health Science bookstore. Conestoga students can purchase this uniform from their respective bookstore.
- Students are to wear this uniform in the context of the professional practice environment unless scrubs are not indicated.
- In this case, students will refer to community and mental health settings of this policy for appropriate attire.
- The McMaster nursing student uniform shall include the following in the event an accommodation is required:
  - FACULTY APPROVED skirt with white or black hose and short sleeved scrub top
  - Uniforms are not to be worn while travelling to and from the clinical placement. The student shall change into the uniform upon arriving at the agency and remove the uniform prior to leaving the agency.
  - Students are expected to change into their uniform upon arrival to the professional practice setting. Change rooms with lockers are usually provided.
  - White, 3/4 length shirts may be worn under the scrub top but shall not extend past the elbow.
  - Students shall refrain from wearing any sweaters or jackets over their scrub uniform.
  - Nursing warm-up jackets are permitted.
  - Students are expected to abstain from using fragrances in all professional practice settings.

Level 4 NURSING 4K10
- When students are engaged in 24-36 hours of professional practice per week: it may not be feasible to wear their BScN Uniform because of the increased number of hours that are expected to be completed on a weekly basis.
- A triad meeting will be arranged by the student to discuss and agree on appropriate uniform for this professional practice course
- The professional practice agency’s policy in which the student is practicing, provides direction for what is deemed appropriate dress for the professional practice environment.
- Students are still expected to identify themselves as nursing students in the professional practice environment by wearing appropriate identification.
- Level 4 students are subject to the same principles for dress code as students in all other years.
Community and Mental Health Settings

Students must not wear:

- Overalls, leggings, low-rise pants and similar casual style pants.
- Anything backless, spaghetti straps and sun dresses.
- Shorts (unless otherwise indicated by the professional practice agency)
- Athletic fleece sweatshirts, sweatpants or yoga type pants.
- Transparent clothing
- Excessively tight or revealing clothing.
- Clothing that exposes bare midriffs and cleavage
- Clothing with large logos, slogans or sayings.
- Jeans, ‘jean-cut’ or ‘jean-style’ pants in any fabric
- Exceptions can be made in specifically approved situations in the context of the professional practice agency's dress code policy.
- Flip flops or croc style shoes
- Heels greater than 1 1/2 inches

In community and mental health settings, students must ensure that:

- Skirts and dresses are no shorter than knee length.
- Dress pants and dress shirts are to be wrinkle free.

References:
http://www.ccohs.ca/oshanswers/prevention/ppe/footwear_assessment.html

Travel within the Program

Students are responsible for arranging their own travel to and from learning settings external to the University (regardless of site) and for covering any cost incurred. Students who enroll in the BScN Program are expected to travel to learning settings in the Hamilton and surrounding area, including but not limited to Halton, Peel, Brant, Haldimand-Norfolk, Niagara and Wellington Regions (McMaster and Mohawk sites); and Kitchener-Waterloo and surrounding area, including but not limited to Wellington, Brant and Halton regions (Conestoga site).

Reintegration to Professional Practice

Students who do not successfully complete a professional practice course, or who are absent from professional practice for more than a term, will be required to complete a reintegration plan in consultation with the School of Nursing faculty at their site before being permitted to return to professional practice. Students who are required to complete a reintegration plan will be contacted by the School of Nursing with further instructions and guidelines.

Assignment Submission

Students will be required to submit assignments to Avenue to Learn. This platform is linked a web-based service called Turnitin.com to reveal plagiarism. Students are expected to submit their work electronically to Turnitin.com and in hard copy (if requested by the faculty) so that it can be checked for academic integrity. Students who do not wish to submit their work to Turnitin.com must still submit a copy to the instructor. No penalty will be assigned to a student who does not submit work to Turnitin.com. All submitted work is subject to normal verification to ensure that standards of academic integrity have been upheld (e.g., online search, etc.). To see
Policy on Late Assignments

Late assignments will drop a grade (e.g. A+ to A)/5% for each late day (1 minute – 24 hours following the date and time for submission outlined by the course instructor) if negotiation has not occurred. Assignments submitted more than two days late (48 hours or more following the date and time for submission outlined by the course instructor) will receive a grade F/0% if prior negotiation has not occurred.

Students can request an extension due to extenuating medical or personal reasons. Please refer to the Attendance Expectations, Policies, and Procedures section in this Handbook to review how to report an absence/missed deadline. If a student’s absence is approved, it is the student’s responsibility to contact the instructor to negotiate the new due date and time for the assignment submission. Extensions will not be granted beyond the last day of the term as per the Sessional Dates published in the Undergraduate Calendar.

Viewing Final Exams & Formal Exam Review Requests

It is not possible to request to review a final exam before a student’s final grade for the course has been officially posted on Mosaic.

Students should review McMaster University’s Undergraduate Examination Policy prior to requesting an opportunity to review a final exam.

To request an opportunity to review a final exam, students must submit a formal written request to the appropriate site (see list below). A student’s request to review a final exam must be submitted no later than June 30 for Fall/Winter courses, October 15 for Spring/Summer courses or, in the case of deferred exams, one month after the deferred exam period has ended. Please note that requesting to view a final exam does not imply that it will be remarked.

The written request must contain the following information:

- Student name, McMaster student number, site affiliation and stream, telephone number, email, and signature
- Course code (e.g. HTHSCI 2RR3), and year and term completed,
- Name of the Instructor and level lead/coordinator
- Reason(s) for review including any discrepancies of which you are aware.

Upon receipt of the above information, you will be contacted to schedule an appointment for the review (allow 3-4 weeks).

Letters should be submitted to the Assistant Dean/Associate Dean/Chair of your site using the address below:

**McMaster University**
Dr. Pamela Baxter
Assistant Dean, Undergraduate Nursing Education
McMaster University
1280 Main Street West, HSC-2J34F
Hamilton, Ontario L8S 4K1

**Mohawk College**
Professor Donna Rawlin
Associate Dean, BScN Nursing Program
Mohawk College
1400 Main Street West, IAHS-185
Hamilton, Ontario L8S 1C7

**Conestoga College**
Professor Heather Cross
Chair, Nursing Programs
Conestoga College
299 Doon Valley Drive, 4B
Kitchener, Ontario N2G 4M4

Only students who have made a request to view their final exams according to the process outlined above will have an opportunity to review their final exam with the course instructor. Please note that the course instructor will not conduct any remarking of the final exam, unless obvious errors are found (e.g. mistake in the sum of the mark obtained). Remarketing of the final
exam is not an option at this stage. Students are NOT authorized to bring in any course material with them during the viewing of their final exams. Laptops, textbooks, custom courseware, lecture notes, articles, etc., cannot be used during the viewing session. Where appropriate, model answers and/or the marking scheme may also be examined by the student, subject to the approval of the faculty member. Students are NOT authorized to keep the marking key. Students are NOT authorized to take notes during the viewing session, or to submit notes during the viewing of their final exams.

Students who wish to have their final exam formally remarked must submit a request a formal Form A Appeal. Please refer to the Petitions for Special Consideration and Appeals section of the Handbook.

**Petitions for Special Consideration and Appeals**

A **Petition for Special Consideration** may be submitted by a student to the BScN Program Office in instances where a student acknowledges that the rules and regulations of the University and/or School of Nursing have been applied fairly, but is requesting that an exception to the regulations be made because of special, extenuating medical or personal circumstances.

An **Appeal** may be submitted by a student who has a concern about academic processes or course specific re-assessments. Three types of Appeals are available to students:

- **Form A – Re-Read/Re-Assessment of Academic Work**
  Form A Appeals can be submitted to the Assistant Dean of Nursing office (HSC 2J34) and must be accompanied by a receipt for the appeal fee from the Student Accounts & Cashiers Office

- **Form B – Formal Inquiry**
  Form B Appeals can be submitted to the Associate Dean, Health Professional Education care of Judith McArthur-Dawson – Health Sciences Centre (HSC) 2E19

- **Form C – Appeal to the Senate Board for Student Appeals**
  Form C Appeals can be submitted to the University Secretariat – Gilmour Hall 210

Petitions and Appeals should be submitted to the appropriate office in a prompt and timely manner for the relevant term, but no later than July 31 immediately following the Fall/Winter term or November 15 immediately following the Spring/Summer term.

**Guidelines for Anonymous Evaluation of Faculty**

In accordance with the motion passed by the McMaster University Senate which mandates anonymity of students when evaluating Faculty members, the BScN Program has incorporated the Anonymous Evaluation process into all BScN courses except those involving 1:1 Faculty: Student interaction, which precludes anonymity (e.g. NURSING 4J07/NURSING 4K10).
ACADEMIC REQUIREMENTS

Continuation in the Program

At the conclusion of the Fall/Winter term and the Spring/Summer term each student’s academic record and performance will be reviewed by the School of Nursing to determine if they have met the academic requirements as outlined below and in the Undergraduate Calendar to continue their studies in the BScN Program.

Minimum Grade Point Average

A student must achieve a cumulative Grade Point Average (GPA) of at least 5.0 to be eligible to continue in the program.

Passing Grades in Required Health Science and Graded Nursing Courses

A student must achieve a grade of at least C- in the required Health Science (HTHSCI) and graded Nursing (NURSING) courses. A student is permitted to repeat a total of only two required HTHSCI or graded NURSING courses in which they failed to achieve the minimum passing grade requirement; if a student fails to meet the minimum passing grade requirement after repeating a course, the student may not continue in the program. If a student fails to meet the minimum passing grade requirement on more than two HTHSCI and/or graded NURSING course, the student may not continue in the program.

Passing Grades in Professional Practice Courses:

A student must achieve a Pass designation in all professional practice Nursing (NURSING) courses. A student is permitted to repeat only one professional practice NURSING course in which they failed to achieve a Pass designation; if a student fails to achieve the Pass designation requirement after repeating the course, the student may not continue in the program. If a student fails to achieve a Pass designation on more than one professional practice NURSING course, the student may not continue in the program.

The following courses are designated professional practice Nursing (NURSING) courses:

- Basic (A) Stream – NURSING 1I02, 1J02, 1K02 AB, 2L03, 2K02 AB, 2P03, 3QQ3, 3X04, 3Y04, 4J07, 4K10
- Post Diploma RPN (E) Stream – NURSING 3QQ3, 3Y04, 4J07, 4K10
- Accelerated (F) Stream – NURSING 2J04, 2U03, 3QQ3, 3ZA3, 3ZB3, 4J07, 4K10

Course Completion

For required Nursing (NURSING) and Health Science (HTHSCI) courses, students must enroll in and successfully complete all the work of one level before proceeding to the next level. For each of the streams (A, E and F), courses must be taken in the sequence specified by the program requirements.

The following courses must be completed by the end of Level 2 and before the start of Level 3:

- PSYCH 1X03 (McMaster and Mohawk) or PSYCH 1N03 (Conestoga)
- PSYCH 1XX3 (McMaster and Mohawk) or PSYCH 1NN3 (Conestoga)

HTHSCI 2S03 must be complete by the end of Level 3 and before the start of Level 4.
**Continuous Enrolment**

Students must enrol in at least one required Nursing (NURSING) or Health Science (HTHSCI) course in each academic year in order to continue in the program, unless they have been granted a Leave of Absence (see Leave of Absence regulations). Students have a maximum of seven years from the time of initial enrolment in the program to complete the program requirements for graduation.

**Program Probation**

A student’s academic performance is reviewed at the end of each term. To continue in the BScN Program in good academic standing a student must obtain a cumulative GPA of at least 5.0. A student whose GPA is at least 4.5 may continue in the program and will be placed on program probation for the duration of one academic year. A student may be placed on program probation only once during the program.

**Removal from the Program**

A student whose cumulative GPA is less than 5.0, and who has not been granted program probation, may not continue in the program. A student who fails to raise their cumulative GPA of 5.0 at the completion of the program probation may not continue in the program. After repeating a required Health Science (HTHSCI) or Nursing (NURSING) course, a student who fails to meet the minimum passing grade requirement or Pass designation may not continue in the program. A student may normally repeat a level of work only once. A student who fails to meet the minimum passing grade requirement on three or more required HTHSCI or graded NURSING courses, or who fails to meet a pass designation on two or more professional practice NURSING courses, may not continue in the program. A student who does not maintain continuous enrollment in the program without having been granted a Leave of Absence and/or who fails to complete the program requirements for graduation within the maximum allowable time may not continue in the program.

**IMPORTANT DATES**

The following dates can be found under ‘Sessional Dates’ in the McMaster Undergraduate Calendar. [http://academiccalendars.romcmaster.ca/content.php?catoid=24&navoid=4551](http://academiccalendars.romcmaster.ca/content.php?catoid=24&navoid=4551)

**2017-18 Fall/Winter Term**

<table>
<thead>
<tr>
<th></th>
<th>2017 FALL TERM</th>
<th>2018 WINTER TERM</th>
<th>2017-2018 MULTI-TERM COURSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes begin</td>
<td>September 5</td>
<td>January 4</td>
<td>September 5</td>
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<tr>
<td>Last day for enrollment changes</td>
<td>September 13</td>
<td>January 12</td>
<td>September 13</td>
</tr>
<tr>
<td>Last day to withdraw from courses</td>
<td>November 10</td>
<td>March 16</td>
<td>March 16</td>
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<tr>
<td>Classes end</td>
<td>December 6</td>
<td>April 9</td>
<td>April 9</td>
</tr>
<tr>
<td>Final Examinations</td>
<td>December 8 – 21</td>
<td>April 11 – 26</td>
<td>April 11 – 26</td>
</tr>
<tr>
<td>Deferred Examinations</td>
<td>February 20 – 23</td>
<td>June 18 – 21</td>
<td>June 18 – 21</td>
</tr>
</tbody>
</table>
### 2018 Spring/Summer Term

<table>
<thead>
<tr>
<th></th>
<th>2018 SPRING SESSION</th>
<th>2018 SUMMER SESSION</th>
<th>2018 SPRING/SUMMER TERM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes begin</td>
<td>April 30</td>
<td>June 18</td>
<td>April 30</td>
</tr>
<tr>
<td>Last day for enrollment changes</td>
<td>May 7</td>
<td>June 25</td>
<td>May 7</td>
</tr>
<tr>
<td>Last day to withdraw from courses</td>
<td>May 30</td>
<td>July 18</td>
<td>July 18</td>
</tr>
<tr>
<td>Classes end</td>
<td>June 15</td>
<td>August 3</td>
<td>August 3</td>
</tr>
<tr>
<td>Final Examinations</td>
<td>As arranged by instructor in class time</td>
<td>As arranged by instructor in class time</td>
<td>As arranged by instructor in class time</td>
</tr>
<tr>
<td>Deferred Examinations</td>
<td>2018 Fall mid-term recess period</td>
<td>2018 Fall mid-term recess period</td>
<td>2018 Fall mid-term recess period</td>
</tr>
</tbody>
</table>

### BScN ACADEMIC ADVISING SERVICES

Academic Advising Services is your resource to help navigate through your BScN Program from the first term through to graduation. Academic advisors are available to explain program options and will work with you during your program to help you achieve your goals. Students experiencing academic or personal issues are encouraged to contact Academic Advising Services as soon as possible.

**Academic Advising Services can assist you with the following:**

- Course requirements and changes
- Course selection
- Letters of permission
- Transfer credits and course exemptions
- Navigating absences and missed academic work via the MSAF, Request for Relief from Missed Academic Work, or RISO
- Requests for deferred final exams
- Requesting a leave of absence
- Requesting a transfer between sites
- Referral to services on campus and at the college sites

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**McMaster University**
Jennifer Kopczinski  
Lesley Thornton  
bscnadvising@mcmaster.ca  
905-525-9140 x22140  
Health Sciences Centre, 2J34  
Drop-In Advising Hours:  
Tuesdays, Wednesdays, Thursdays  
1:30-3:30pm

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**Mohawk College**
Jennifer Kopczinski  
Lesley Thornton  
bscnadvising@mcmaster.ca  
905-525-9140 x22140  
Health Sciences Centre, 2J34  
Drop-In Advising Hours:  
Tuesdays, Wednesdays, Thursdays  
1:30-3:30pm

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**Conestoga College**
Ada Harrison  
aharrison@conestogac.on.ca  
519-748-5220 x3689  
Doon Main Building, 4B  
Drop-In Advising Hours:  
Tuesdays, Wednesdays, Thursdays  
1:00-3:30pm
The McMaster Undergraduate Calendar is the primary resource for policies and regulations pertaining to your BScN degree requirements and expectations. In the instance that conflicting information is found in this Handbook, the McMaster Undergraduate Calendar will be deemed final.

Additional information is also available online:

  School of Nursing [http://www.fhs.mcmaster.ca/nursing/](http://www.fhs.mcmaster.ca/nursing/)
- Mohawk: [https://www.mohawkcollege.ca/programs/health/nursing-bscn-731](https://www.mohawkcollege.ca/programs/health/nursing-bscn-731)
- Conestoga: [http://www.conestogac.on.ca/fulltime/nursing-bscn-mcmaster](http://www.conestogac.on.ca/fulltime/nursing-bscn-mcmaster)