



TFSON Student Handbook

2026-2027 Academic Year

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UPDATES TO THE 2026/2027 HANDBOOK

- Added new Relational Inquiry framework that underpins curriculum (p.11)
- Updated language and expectations regarding missed time in clinical, simulation, and lab (p.16)
- For NURS Advanced Topics, students no longer require .5 credit from each group (p.43)
- Policy about use of technology in clinical placement now includes smart glasses (p.44)
- Minor grammatical or editorial changes throughout document

WELCOME



WELCOME FROM THE DEAN

Welcome to the Trent/Fleming School of Nursing (TFSON) and the beginning of a fulfilling career. Nursing is both rewarding and challenging. Nurses can make a difference to individuals, to communities and to the health care system. As a nurse, you will be joining the largest group of Canadian health care professionals with the opportunity to work in community, hospital, long term and complex care, education, government and many other sectors. The Trent/Fleming School of Nursing prepares new graduates to work, from a relational inquiry perspective, in an increasingly complex and constantly changing Canadian health care environment.

The School's curriculum was developed, and is taught, collaboratively between Trent University and Fleming College. We also partner with George Brown College in offering a PN to BScN program. The School offers a four-year Bachelor of Science in Nursing, a two-and-a-half-year compressed program open to students with previous university education and a five-semester program for students who have completed the PN to BScN Bridge at George Brown College. Our educational units and programs have received accreditation awarded by the Canadian Association of Schools of Nursing and are also approved by the College of Nurses of Ontario.

Some of you are joining us straight from high school; others have done some previous post-secondary education and still others will be coming to baccalaureate nursing from a practical nursing background. At the 1000 level of the program you will be introduced to the nursing profession and learn more about health, healthy aging and professional practice. At the 2000 level, you will further develop your knowledge of nursing practice while focusing on health and illness in families and at the community level. At the 3000 level you will expand your knowledge of both acute and chronic illnesses and their associated nursing care as well as exploring your role as leaders in health and health care. In the final year of the program (4000 level) you will work on integrating all of the knowledge you acquired in the first three levels and prepare to enter practice as a novice nurse and a nurse scholar.

Remember that you, as students and the Trent/Fleming School of Nursing, have a shared responsibility for your learning. The School designs and implements and/or facilitates learning environments and experiences to prepare each of you as a nurse, a safe practitioner and a life-long learner. Each of you must be an active participant in this process, assuming responsibility for your own learning, increasingly engaging in self-directed inquiry, and seeking timely and appropriate assistance when you encounter learning challenges.

I am convinced that you will appreciate and enjoy your experience with the Trent/Fleming School of Nursing. The quality of the School's learning environment will not only provide excellent Nursing education but also dynamic opportunities for personal growth and achievement.

Dr. Hugo Lehmann, PhD

WELCOME FROM THE TRENT/FLEMING NURSING STUDENT ASSOCIATION

To our peers who are returning students, welcome back to another academic year; to our newest peers who are entering their first year of the nursing program, welcome! Nursing is known to be one of the most challenging programs - from the long clinical hours, complex content, the ups and downs. The TFNSA is here to support you during your time in the program and ensure that it is the most fun, enriching, and special experience it can be. We strive to promote an inclusive, positive, and safe environment for all nursing students.

Our team is composed of hardworking and dedicated students who are eager to help you navigate your way through the program. The TFNSA works to provide the TFSON student body with resources, opportunities, and engaging events that are designed to complement your coursework and connect you to other peers throughout the school of nursing.

If you would like to get involved, please consider running for a position on the executive team or one of our unique committees paired with faculty. Elections for open positions will take place in early September. Specific information about the election process and available positions will be posted on the BScN Intranet on Blackboard. Please consider following us on Instagram @tf_nsa and Facebook by searching up the "Trent Fleming Nursing Student Association (TFNSA)" to subscribe for updates from the student association.

In the nursing community we often joke that nursing is a lifestyle - the responsibility that comes with being a nursing student is unique, unlike any other program, and incredibly rewarding. This responsibility can also be overwhelming at times. Know that you are a part of an amazing community of students and faculty members who are all here to help you succeed. We want to thank all the staff and faculty members for their continued diligence, compassion, and support. To all of the students, we wish you all the best of luck with your Academic Year.

We look forward to working alongside you!

Trent/Fleming Nursing Students' Association Executive Team (2026-2027)

Email: tfnsa@trentu.ca

Facebook: facebook.com/tfnsa/

Instagram: instagram.com/tf_nsa/

Twitter: twitter.com/tfnsa

ABOUT THE TFNSA

The Trent/Fleming Nursing Students' Association is a student group that is committed to supporting the students enrolled in the TFSON. The TFNSA acts as a liaison between the students and the School of Nursing. Each year, the TFNSA holds educational and recreational events to enhance the learning of students and to support the School of Nursing Community.

TFNSA EXECUTIVE POSITIONS

| | | |
|----------------------------|----------------------------|---|
| President | CNSA Official Delegate | Director of Community Service |
| Vice President | CNSA Associate Delegate | Lower Year Collaborative Representatives (2) & Upper Year Collaborative Representatives (2) |
| Director of Communication | RNAO Student Ambassador | George Brown Leader |
| Director of Social Events | Senior Director of Finance | George Brown Associates (2) |
| Alumni Representatives (2) | Junior Director of Finance | Compressed Representatives (2) |

INTRODUCTION

VISION AND MISSION

Vision: Trent-Fleming is the leading Canadian change agent for nursing as a driver of social justice improving the health and quality of life for marginalized populations through research, community partnerships, and education of clinically excellent graduates.

Mission: To provide programs that meet the highest standard for nursing education and foster graduates who have developed superior humanistic and scientific caring, professional and social responsibility, and critical inquiry. The School collaborates via robust partnerships within and external to the University setting.

OUR PHILOSOPHY

Initially established in 2002 and built on the traditional strengths of Fleming College and Trent University, the philosophy of the TFSON is rooted in the tenets of phenomenology and humanism and a belief in the critical nature of individual meaning and context that is unique to each person.

PHILOSOPHY OF NURSING

Nursing involves a unique combination of knowledge from the arts and sciences. The goal is to participate with peoples in achieving the best outcomes in keeping with their experience of health. Our philosophy reflects the tenets of humanism, social justice, professional practice, relational practice, nursing inquiry, science, health and healing.

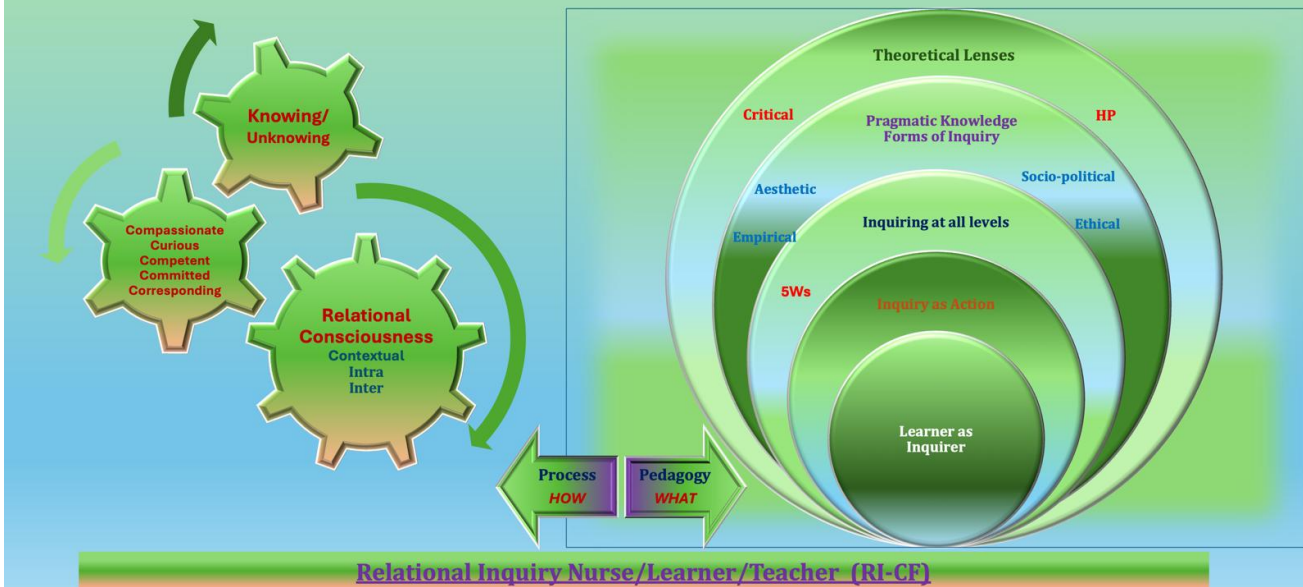
PHILOSOPHY OF TEACHING/LEARNING

Learners and faculty create a relationship process of inquiry and stimulate a commitment to life-long learning. Our philosophy is learner centered and respects multiple ways of discovery and knowing. Responsibility is shared within the community of learners.

PROGRAM OVERVIEW

The Trent/Fleming School of Nursing (TFSON) is a unique University/College partnership in the Ontario nursing education system. It is a fully integrated program, offering multiple points of entry to a single, unified curriculum. All learners, whether entering from high school, after completing a degree in another discipline or as a Registered Practical Nurse (RPN) in Ontario, study the same nursing and required science curriculum. At graduation, all students will have credit for the same 15.5 required and 4.5 elective credits.

Ways of Know-Be-Do



Relational Inquiry Nurse/Learner/Teacher (RI-CF)

RELATIONAL INQUIRY CONCEPTUAL FRAMEWORK

Our curriculum is rooted in a Relational Inquiry approach that fosters critical reflection, relational practice, equity, and compassionate care by encouraging students to examine how personal, interpersonal, and systemic factors influence health and healthcare experiences. Our curriculum also includes five areas of focus: Indigenous communities, women’s health and gender, rural health, aging, and mental health. These foci reflect both the unique demographic profile of the Peterborough region and the traditional strengths of Trent University’s academic programming. For students who wish to gain deeper knowledge in these areas of focus, they may choose electives and/or a thesis in their final year of study to supplement their learning.

PROGRAM GOALS

Students who have attained the following 10 program goals will have met all the CNO's entry to practice competencies. Students graduating from this program are:

1. Prepared as generalists entering a self-regulating profession in situations of health and illness.
2. Prepared to work with people of all ages and genders (individuals, families, groups, communities and populations) in a variety of settings.
3. Expected to have an enhanced knowledge of the program foci: indigenous communities, women's health and gender, rural health, aging and mental health.
4. Prepared to learn to continuously, use critical and scientific inquiry and other ways of knowing to develop and apply nursing knowledge in their practice.

5. Prepared to demonstrate leadership in professional nursing practice in diverse health care contexts.
6. Prepared to contribute to a culture of safety by demonstrating safety in their own practice, and by identifying, and mitigating risk for patients and other health care providers.
7. Able to establish and maintain therapeutic, caring and culturally safe relationships with clients and health care team members based upon relational boundaries and respect.
8. Able to enact advocacy in their work based on the philosophy of social justice.
9. Able to effectively utilize communications and informational technologies to improve client outcomes.
10. Prepared to provide nursing care that includes comprehensive, collaborative assessment, evidence informed interventions and outcome measures.

These 10 goals are levelled across years such that:

| Goal | On completion of 1000 level courses students will be able to: | On completion of 2000 level courses students will be able to: | On completion of 3000 level courses students will be able to: |
|-------------|---|---|---|
| 1 | Define and describe the term 'self-regulating' and what it means to a part of a 'self-regulating' profession. Begin to construct a sense of self as nurse. | Begin to practice and experience self-regulation in a variety of health care settings. Explore the broader role for nursing in a variety of communities and populations. | Fully understand how to practice in a self-regulating profession. Analyze clinical situations and reflect on individual roles of the nurse as it impacts upon patients and the nursing profession. Rationalize the link between health and illness. |
| 2 | Demonstrate the ability to work with aging populations in the residential settings. | Understand and appreciate contextual components of working with families, groups, communities, and populations. | Understand the complex experiences of adults of all genders as they strive to achieve optimal health. |
| 3 | Recognize the meaning and relevance of the five foci within the nursing program. | Demonstrate an understanding the relevance of five foci in relation to individual and community experience of health. | Use a critical perspective in applying the foci to nursing knowledge and practice. |
| 4 | Define the ways of knowing and learning with a focus on critical and scientific inquiry. | Begin to apply critical and scientific inquiry to nursing knowledge and practice. Understand health experiences using a variety of ways of knowing. | Integrate critical reflective evidence-informed care using multiple ways of knowing. |

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| 5 | Recognize the experience of leadership in nursing and undertake a leadership role in peer groups. | Discover leadership in self and others when working with individuals, families and communities. | Develop and embody leadership at the point of care. Expand awareness of leadership in nursing. Identify strategies to develop leadership potential. |
| 6 | Articulate the role of the individual and the professional nurse in providing safe nursing care. | Understand the context and attributes of the culture of patient safety. | Anticipate, identify and manage risk situations. Demonstrate awareness of resources related to risk management. |
| 7 | Establish and maintain a professional relationship with peers and an engaged, caring, and culturally safe relationship with older adults. | Establish an engaged, caring, and culturally safe relationship with families and communities. | Engage in deliberative person-centered relational practice to assist individuals, families and communities to achieve health. Acknowledge own potential to contribute to effective collaborative team function. |
| 8 | Understand the concepts of advocacy and social justice. Begin to develop self-advocacy skills. | Explore the influence of determinants of health on health and wellness of individuals, families and communities. Identify situations where advocacy is indicated. | Advocate for individuals, families, and communities recognizing the influence of public policy on health. Recognize contextual influences on persons' lived experiences within the health care system. |
| 9 | Explain the relevance of information and technology skills that are essential to safe health care. | Effectively utilize information and technology skills to promote positive outcomes. | Integrate and apply critical thinking to the use of information technology and dissemination strategies as related to clinical outcomes. |
| 10 | Explain the components of the nursing process. Perform a basic biopsychosocial assessment of an individual. Identify evidence informed interventions and outcome measures with guidance. | Perform an assessment of a community. Collaborate with group to identify priority health goals and create evidence informed plans of care. | Critically assess the individual, family and community health status. Collaborate to identify priority health needs. Identify evidence informed interventions and health outcome evaluation in complex care situations. |

PROFILE OF THE GRADUATE

The goals of the Trent/Fleming School of Nursing are to graduate generalist nurses prepared to begin practice at the novice level in a range of settings including community, long term care and acute care.

The TFSON has adopted the definition of novice developed by Patricia Benner. A novice nurse is primarily focused on task-oriented nursing care, has little or no “experience of the situations in which they are expected to perform” and “are taught rules to help them perform”¹.

The College of Nurses of Ontario has published its expectations for entry-level RNs in **COMPETENCIES FOR ENTRY LEVEL REGISTERED NURSE PRACTICE** (Revised 2020). A copy of this publication can be downloaded, in PDF format, at cno.org/globalassets/docs/reg/41037-entry-to-practice-competencies-2020.pdf .

STANDARDS OF EXCELLENCE

PROGRAM APPROVAL – CNO

To register as an RN in Ontario, applicants must graduate from a university program, with a baccalaureate degree in nursing, from a program approved by the College of Nurses of Ontario (CNO). The CNO's program approval process helps to ensure that graduates are prepared to practice nursing safely, competently, and ethically and aligns with the CNO's mandate of protecting the public.

In Ontario, the CNO requires that candidates who wish to write the entry-to-practice examination (NCLEX) must be graduates of an approved School of Nursing. In 2017, the TFSON participated in the pilot project of the new approval process and all three of the TFSON programs were approved. Annual monitoring has occurred since and we recently underwent a comprehensive program review in 2025 – we're pleased to share that all three of our undergraduate programs were approved until 2032! For more information on the CNO program approval process, please visit: [_cno.org/en/become-a-nurse/nursing-education-program-approval/](http://cno.org/en/become-a-nurse/nursing-education-program-approval/)

ACCREDITATION – CASN

Accreditation is recognized as a valid quality measurement and improvement tool in terms of advancing nursing education. The accreditation process is overseen by the Canadian Association of Schools of Nursing (CASN) and undertaken by the CASN Accreditation Bureau.

The maximum accreditation that can be awarded a school or program is seven years. The TFSON was first accredited in 2005 and underwent its last full review in spring of 2022. All of the programs (Collaborative, Compressed, PN to BScN) were awarded the maximum accreditation. For more information on the CASN accreditation process, please visit: casn.ca/accreditation/

¹ Benner, P. (1982). *From Novice to Expert*. **American Journal of Nursing**: 82(402-7)

ACADEMIC EXPECTATIONS

Students must meet all of the School's program goals. All degree requirements must be met within seven years of admission to the program. Students are responsible for familiarizing themselves with the program's requirements and deadlines as they appear in Trent University's Undergraduate Academic Calendar and in this handbook. The Academic Calendar is accessible on the University's website at trentu.ca/calendar.

INDIGENOUS COURSE REQUIREMENT (ICR)

All undergraduate students beginning studies at Trent in the Fall 2018 term or thereafter must complete at least 0.5 credit from the Approved Indigenous Course List as part of their university degree requirements. Individual courses that meet this requirement are designated by the (ICR) after the title of the course. The Approved Indigenous Course List can be found in the Academic Calendar and here: trentu.ca/indigenous/icr.

GRADE EXPECTATIONS

- A minimum cumulative average of 65% is required at graduation for the BScN degree.
- Students must maintain a cumulative average of at least 65% in the BScN program. If at the end of any term a student's cumulative average falls below 65%, they will be required to meet with the School of Nursing's academic coordinator. Students who fail to raise their cumulative average to at least 65% in the subsequent term will be required to meet with both the School of Nursing's academic coordinator and the program coordinator and, in collaboration with them, develop and follow a plan to improve their grades. Students who at the end of a third term have failed to raise their cumulative average to at least 65% will be withdrawn from the BScN program but not from the University.
- Students must achieve a minimum grade of 60% in all Nursing or designated required courses, including the course selected for the third year "forced choice" requirement.
- Students who fail 2.0 credits of courses will be withdrawn from the BScN program but not from the University.
- Students will be allowed to repeat one Nursing theory course for which they have received a grade lower than 60%. Failure to raise this grade to 60% or better will result in withdrawal from the BScN program but not from the University.
- Students who receive a second grade lower than 60% in a Nursing theory course will not be allowed to repeat that course and will be withdrawn from the BScN program but not from the University.

Additional academic and grade expectations can be found in the Undergraduate Academic Calendar at trentu.ca/calendar

CLINICAL PRACTICE GRADES AND ATTENDANCE

Clinical learning includes but is not limited to learning sessions in the TFSON: Trent Simulation Hub and clinical placement (in-person and virtual). Attendance at Trent Simulation Hub learning sessions, orientation to clinical practice, and clinical practice is **MANDATORY**. Failure to attend Hub sessions, orientation or clinical practice may result in removal from the related clinical practice course and theory co-requisite and/or a failing grade. Students who are planning to enroll in any course where a pre-semester clinical course orientation (including agency orientation) is a requirement must be available to attend orientation(s) which may be in the week preceding the official first day of the semester.

Students will be allowed to repeat one failed Nursing practice course over the duration of the program. A second failing grade in a Nursing practice course (either a repeated or different practice course) will result in withdrawal from the BScN program but not from the university.

Students who have been given an unsatisfactory evaluation and have been removed from the clinical practice setting for either unsafe or unprofessional behaviour may be placed only one subsequent time in that clinical course.

Additional information on degree requirements is listed in the Academic Calendar, trentu.ca/calendar

MISSED TIME IN CLINICAL, LAB, AND SIMULATION

Clinical placements, post-conferences, laboratories, and simulations (experiential learning opportunities) are mandatory components of the nursing curriculum and are essential for the development and assessment of entry-to-practice competencies. These environments provide the primary context for experiential learning, direct observation, and evaluation of student performance. Attendance and active participation are required of all students, as these experiences are intentionally scaffolded to support progression into subsequent clinical courses and readiness for professional nursing practice.

Attendance in clinical, lab, and simulation is essential for progression, and missed time may impact a student's ability to meet course learning outcomes. **There is no "safe" number of missed days, and any missed time may place a student at risk.** Attendance expectations reflect professional accountability and align with the requirements for safe, competent nursing practice.

- Students who miss up to 10% of experiential learning time (including clinical, laboratory, and simulation) will receive early support with a Student Success Plan – Prompt (THE 4 P'S OF THE TRENT SIMULATION HUB Pg.19)
- Students who miss between 10% and 20% of experiential learning time will be required to participate in a Student Success Plan – Comprehensive.

- Students who miss more than 20% experiential learning time will be deemed unable to meet course learning outcomes and may be removed from clinical.

Clinical evaluation is based on consistent performance over time through repeated direct observation. Missed experiential learning reduces opportunities for assessment and may compromise the ability to make a valid and reliable determination of achievement of learning outcomes. For this reason, progression decisions are based on demonstrated competency over time, not solely the number of hours attended.

Laboratory and simulation learning are included in total experiential learning time and contribute to attendance thresholds. Make-up opportunities are not guaranteed.

Absences due to program or agency factors will be mitigated with remediation and/or make-up opportunities.

CONFERENCE ATTENDANCE AS CLINICAL CREDIT

Students requesting special consideration regarding attendance at a conference relevant to nursing which they wish to use to account for clinical practice hours must submit a written justification to support the request demonstrating how the conference meets at least three (3) course objectives listed on the syllabus for the clinical course in question.

This justification must be submitted, not later than ten (10) business days prior to attending the conference, to the clinical instructor/faculty advisor and clinical course coordinator. The student must receive approval from **both** the clinical instructor/faculty advisor and the coordinator prior to attending the conference.

Approvals for the request will be based on the following criteria:

- Written justification demonstrating how the conference meets three course objectives is submitted at least ten business days prior to the conference;
- 1. At least three course objectives are related to the conference topic;
- 2. Total conference attendance hours accounted for do not exceed five percent of total clinical hours for the course;
- 3. Direct clinical placement hours in the course must exceed 80 hours for a request of this nature to be considered.

Following the conference, the student may be asked to lead a discussion with their fellow students as identified by the clinical course coordinator concerning knowledge gained from the conference. Students who do not meet this expectation are not eligible to have the hours counted for clinical credit.

ELITE PERFORMANCE ACTIVITIES AND MISSED CLINICAL SHIFTS

Students will be supported by the faculty at TFSON to participate in elite (provincial, national, international) performance activities and will be held to the same standards for meeting program objectives as the rest of their

classmates. The student participating in elite performance is responsible to meet on an individual basis with their clinical course coordinator, no later than one week after the clinical schedules are released, to discuss possible conflicts between the clinical and elite performance activity schedules. The clinical course coordinator will determine whether the student is permitted to miss days and will provide counsel on the possibility of being unable to achieve the learning outcomes for the course. In the case a student is permitted to miss clinical time, the student will be required to complete a “proficiency plan” to account for the lost clinical time. The clinical course coordinator and the student’s clinical instructor will agree upon the assignment parameters.

THE 4 P’S OF THE TRENT SIMULATION HUB

- **PROMPT:** Show up on time. Chronic lateness is unprofessional and disrespectful to others who arrive on time. Lateness disrupts valuable lab time.
- **PREPARED:** Do the required prep-work and be prepared to answer questions in lab. Show completed quizzes to your instructor. Come with appropriate knowledge base to participate fully in lab.
- **PARTICIPATE:** Ask questions, role play, engage with your partner. Demonstrate your knowledge and skills to your lab instructor. Share your insight and experience with the class when appropriate.
- **PROFESSIONAL:** Adhere to the dress code. Keep off your cell phone. Listen when someone is talking. Use professional language and show respect to your fellow classmates. Respect the lab space.

PRE-CLINICAL MEDICATION QUIZZES

In each clinical course where pre-clinical medication quizzes are required, students must achieve the passing standard set for that quiz. If a student fails to meet the passing standard, the student is permitted to re-write the test twice. Failure to obtain the passing standard after three tries will result in removal from the clinical course and associated theory co-requisite.

PRACTICE EXPECTATIONS

ETHICS AND PROFESSIONAL GUIDELINES FOR STUDENTS

(Adapted from Faculty of Nursing, University of Toronto and Code of Ethics, CNA)

Students entering the BScN program should be committed to learning and accepting the ethical and professional standards of conduct for the profession. The following guidelines are designed to assist nursing students to provide ethical nursing care and to meet the School's expectations regarding ethical and professional conduct. The guidelines will help nursing students become reflective, ethical practitioners, however, some ethical questions cannot be answered only by reference to codes or guidelines. Nursing students are encouraged to discuss ethical issues, concerns, and questions as they arise with their instructors and student groups. Nursing students are engaged in a number of professional relationships and therefore have obligations to different individuals and groups. As a result, these guidelines are divided into three sections.

THE NURSING STUDENT AND CLIENTS

The nursing student is expected to respect the needs and values of clients. The following are guidelines which will assist you in meeting this expectation:

- The nursing student is respectful of clients' values, culture and religion.
- When a nursing student does not wish to provide care to a client for ethical or religious reasons or because of a conflict in values, the student should discuss the assignment with the instructor as soon as possible. The nursing student must continue providing care until the issue is resolved.
- The nursing student provides safe, competent care to client(s).
- The nursing student strives to establish a therapeutic and caring relationship with clients. The professional relationship is based on trust which must not be violated.
- The nursing student communicates verbally and non-verbally with clients and families in a professional manner.
- The nursing student maintains client/family confidentiality. The client or designated other must consent to information being disclosed to their family, friends, other individuals, and/or health professionals who are not members of the client's health care team. Nursing students are responsible for knowing the policy and practices regarding disclosure of confidential information at the agency where they are practicing. Information can be shared by the nursing student with the client's health care team and appropriate Faculty members. Clients/families should not be discussed in public areas. Client/family confidentiality must be maintained in written assignments and student conferences. The general rule is that clients must consent to disclosure of information to any individuals who are not members of the client's health care team. However, under exceptional circumstances, information can be disclosed without the client's consent; for example, if the safety of the client or others is at serious risk unless specific information is disclosed. Under such

circumstances, the nursing student should immediately discuss the situation with their instructor. If the instructor is unavailable, the nursing student should discuss the situation promptly with a responsible person in the practice setting.

- The nursing student maintains fitness to practice, which includes freedom from any cognitive, physical, psychological, or emotional condition that impairs their ability to practice nursing. The student must not be under the influence of substances (e.g. alcohol and/or drugs) during class, Sim Hub activities or at the nursing practice placement. If the student has concerns about their own fitness to practice, or fitness to practice of another health care provider, they must report the situation to their clinical instructor or a program coordinator.
- The nursing student understands that attendance at nursing practice placements is mandatory and attends accordingly.
- If the student is unable to attend the nursing practice placement due to illness or extenuating circumstances, they must inform their clinical instructor and clinical course coordinator immediately.

Nursing students who follow these guidelines will develop and maintain professional relationships and ethical conduct with colleagues:

- The nursing student is a member of the client's health care team. The nursing student is responsible for working co-operatively with peers, the instructors and other health care professionals to provide competent and safe client care.
- In the event that a nursing student has reason to believe that another student or TFSON member is not giving competent and safe care, and/or is giving care under the influence of drugs and/or alcohol, the student's first obligation is to protect the client from harm, to ensure that the client's dignity is respected, and then to immediately inform the instructor or clinical course coordinator of the situation who will support the student with the reporting process.
- In the event that a nursing student has reason to believe that a non-TFSON member is not giving competent and safe care, the nursing student should promptly inform a responsible person at the nursing practice setting and may also seek support from their instructor and/or clinical course coordinator.

THE NURSING STUDENT AND THE PROFESSION

The nursing student represents the nursing profession. Therefore, the student has an obligation to incorporate the profession's values into their nursing practice. Nursing students are responsible for knowing and respecting the ethical and professional standards of conduct for the profession. Nursing students should refer to

- Code of Ethics for Nurses (*The Canadian Nurses Association*)
- Practice Standards and Guidelines (*The College of Nurses of Ontario*)
- Regulated Health Professions Act and The Nursing Act (*Government of Ontario*)

The nursing student should discuss ethical and professional concerns with their instructors and/or other faculty members and in appropriate learning situations with peers.

THE NURSING STUDENT AND CONFLICT OF INTEREST

A conflict of interest exists when a nursing student has an interest or information that can be reasonably expected to influence how the individual may conduct themselves during clinical practice and that may compromise their ability to perform in accordance with the Nursing Practice Standards and Guidelines of the CNO..

A conflict of interest exists whether the individual is actually influenced by this knowledge and/or interest or could be perceived to be influenced by it. Thus, the potential to be influenced and provide compromised care can occur when offering treatment to a colleague, friend and/or relative.

The guidelines listed below are developed to assist the School of Nursing and the nursing student to make decisions concerning clinical practice.

- The School of Nursing strongly recommends that a nursing student's decisions regarding clinical practice are based on their interest and desired learning experience with minimized probability of encountering conflicts of interest.
- If a nursing student finds that they are in a position where a conflict of interest exists or maybe reasonably perceived to exist (i.e. caring for a colleague, friend or relative), they must immediately inform their health care colleague(s) and clinical instructor or preceptor, whereupon the clinical instructor or preceptor shall, at their discretion, take immediate and appropriate actions to remedy the situation.
- If the situation requires continuing care, the nursing student will continue to perform care according to Nursing Practice Standards with the supervision of a health care colleague and/or the clinical instructor or preceptor until the student can safely remove themselves considering the best interest of the client and themselves.

At any point of the clinical experience, a nursing student may be relocated to a different clinical placement based on the recommendations of the clinical instructor or preceptor, clinical course coordinator, program coordinator and/or dean.

TRENT POLICIES AND PROCEDURES

ACADEMIC INTEGRITY POLICY

The TFSON follows the Academic Integrity Policy of the University which may be found at trentu.ca/vpacademic/academic-integrity_

STUDENT CHARTER OF RIGHTS AND RESPONSIBILITIES

Trent University strives to provide a supportive environment in which all students have the opportunity to pursue their academic interests and to participate in extra-curricular and social activities. The University environment is necessarily tolerant of diverse ideas, points of view and interests. The purpose of this Charter is to establish and inform students of their rights and responsibilities and to provide avenues for response to any issues regarding such rights and responsibilities.

The Charter of Student Rights and Responsibilities outlines how we seek to create a supportive learning environment, address disruptive behaviour, and protect the safety, dignity and reputation of students and the community as a whole.

The Charter includes:

- Outline of student rights and responsibilities
- Community life
- Prevention and capacity-building around inclusive and respectful behaviour
- Charter procedures and outcomes
- Appendices, with additional information

The full Charter may be found at trentu.ca/currentstudents/policies-decision-making/student-conduct/student-charter-rights-and-responsibilities.

TFSON POLICIES AND PROCEDURES

TFSON PROFESSIONAL CONDUCT POLICY

NURSING STUDENT PROFESSIONAL CONDUCT

PREAMBLE

Nurses are accountable to the public and expected to uphold the standards of practice articulated by the College of Nurses of Ontario (CNO). Although nursing students are not eligible for registration with CNO, they are accountable to the TFSON, and expected to uphold the standards, policies and processes of the TFSON.

The CNO's [Code of Conduct](#), [Practice Standards and Guidelines](#), and the Canadian Nurses Association's [Code of Ethics for Nurses](#) (or equivalents) inform the development of the TFSON's Nursing Student Professional Conduct policy and the determination of whether or not a student's actions have contravened the School's professional conduct expectations.

SCOPE

This policy governs the professional conduct of nursing students.

Academic integrity matters (e.g., plagiarism, cheating) in both clinical and theory courses will be handled under the university's Undergraduate Academic Integrity Policy. Students are directed to become familiar with the general regulations of the University with respect to [academic integrity](#) and [student conduct](#).

DEFINITIONS

NURSING STUDENT PROFESSIONAL CONDUCT

Nursing students' conduct is expected to reflect the policies and procedures of the TFSON, Trent University, and the practice setting. Students who demonstrate professional conduct meet the following standards²:

1. Demonstrate respect and trustworthiness in relationships with peers, preceptors, professional colleagues, and TFSON staff and faculty:

² Based on the College of Nurses of Ontario (2009) document: *Practice guideline: supporting learners*.

- a. use clear, accurate and effective communication skills in professional interactions. Examples of interactions include but are not limited to; conversations, emails, requests, inquiries, and appeals.
 - b. identify the need for, and obtain, appropriate supervision
 - c. become familiar with and follow TFSON and agency policies, procedures and principles;
2. Provide safe, ethical care reflective of their competence:
- a. respect the safety and well-being of clients;
 - b. recognize their own knowledge, skills and judgment, limits of responsibilities, legislative authority and supervision requirements;
 - c. understand and clarify their role in the provision of care with the appropriate educator, preceptor or supervisor;
- be aware of their responsibility to notify the educator, preceptor or supervisor if they are not achieving objectives due to the setting and/or preceptor relationship;
- e. be accountable for the quality of care they provide

SAFETY

Safety is the state in which a nursing student consistently demonstrates the knowledge, skills, attitudes, and professional behaviours required to deliver competent care—aligned with program outcomes, agency policies, the CNO's Practice Standards—in a way that prioritizes client safety and minimizes the risk of physical, emotional, spiritual, or other harm to clients, peers, instructors, and themselves. Safe practice is an integral component of professional conduct.

NURSING STUDENT PROFESSIONAL MISCONDUCT

Nursing student professional misconduct is conduct that:

1. is unprofessional, or fails to meet standards of professional behaviour reasonably expected of nursing students, and
2. poses or potentially poses a risk to a client, a student, a clinical instructor, a member of the health team, staff or faculty of the TFSON, the reputation of the TFSON, or relationships between the TFSON and its community partners, or a member of the public.

In this policy, nursing student professional misconduct includes, but is not limited to:

- Attempting to arrange a clinical placement, or having a conversation with any person outside the TFSON about arranging a clinical placement, or participating in the actions of any other person who attempts to arrange a clinical placement, in contravention of the TFSON placement policy.
- Participation in a clinical practice setting without having fulfilled mandatory prerequisite requirements
- Deliberate disregarding of the instructions of a TFSON preceptor, instructor, faculty member, placement coordinator, staff member or another supervisor

- Falsification of any record in connection with the clinical placement.
- Submission of any record or report, in fulfillment of a classroom or clinical assignment, where the required participation in clinical activities has not been completed in accordance with expectations (e.g. submitting a record of a visit that did not occur or occurred in an unsanctioned manner).
- Failure to inform an instructor or preceptor that the student requires direct supervision for a specific skill, task or responsibility, because the student has not had a previous opportunity for supervised practice, or previous supervised practice was insufficient to allow the student to become proficient.
- Failure to inform an instructor or preceptor that the student is unable to perform a specific skill, task or responsibility because the student lacks the requisite knowledge, skills and ability.
- Careless or negligent behaviour in clinical practice or in activities related to preparation for clinical practice.
- Participation in a clinical practice setting while impaired by any substance.
- Breach of confidentiality in connection with the clinical placement.
- Verbal, physical, emotional and/or sexual abuse of a patient, a patient's visitors, or other members of the health team or conduct that threatens such abuse.
- Theft or willful property damage in a clinical practice setting.
- Conduct, including criminal conduct, relevant to the student's suitability for clinical practice as a nursing student. This includes behaviour that is, or may be reasonably considered to be, harmful to the public and/or threatens the trust the TFSON must have in its students.
- Engaging in conduct or performing an act relevant to the practice of nursing that, having regard to all the circumstances, would reasonably be regarded by members of the profession as disgraceful, dishonourable or unprofessional.
- Violation of TFSON policies and processes that directly relate to clinical practice courses.

PRACTICE GUIDANCE AND STUDENT SUCCESS PLANNING (SSP)

When students require additional support to meet clinical course objectives, address safety concerns, or reintegrate into the program after a clinical failure or leave of absence, they will be required to initiate a Student Success Plan (SSP). The SSP will support students by offering timely, fair, and collaborative resolution of real or potential performance concerns in clinical, laboratory, and/or simulation settings.

The SSP is a tool to support student learning and development and may also be used when students need development at midterm, have a misconduct or safety concern, or require reintegration due to a clinical failure or being out of the clinical setting for two or more consecutive semesters.

SSP Prompt:

At the first sign of a minor performance concern, the Clinical Instructor or Lab Demonstrator issues a SSP Prompt. This prompt invites the student to draft a brief, self-directed plan with 1–3 concrete actions to guide improvement by the next clinical shift or lab activity. If the outcomes are met, the SSP Prompt is closed and documented on the

clinical evaluation form with no further action necessary. The Program Coordinator will track student SSPs, and if students receive an SSP Prompt across multiple semesters, they may be asked to develop a Comprehensive SSP.

Comprehensive SSP:

If the concern persists, a new or serious concern arises, or a student is reintegrating to clinical, the Clinical Course Coordinator (CCC) and/or Program Coordinator will initiate the comprehensive SSP with the student. This plan involves identifying specific gaps in knowledge, skills, or professionalism; co-developing tailored learning interventions with clear timelines; and evaluating progress. The student collaborates with the Clinical Instructor, CCC, and Hub staff throughout this process, and the Program Coordinator may be involved to monitor progress and ensure students receive the support required across semesters when needed.

Students may have the SSP closed once they have successfully achieved the specific outcomes in their SSP to the satisfaction of the CCC and/or Program Coordinator. In the semester following the SSP closure, students are encouraged to identify that they had a previous SSP when developing their Learning Plan to help guide their needs and learning goals.

ALLEGATIONS OF PROFESSIONAL MISCONDUCT AND/OR SAFETY CONCERNS

1. Step 1

When a Clinical Course Coordinator (CCC) believes, or has been provided with information to suggest, that a student has not acted in accordance with the expectations for professional conduct, the CCC will investigate the situation. Such investigation normally includes any or all of the following:

- a) an email to the student outlining the behaviour that is a potential breach of the professional misconduct policy and a request for further information,
- b) an interview with the student
- c) an email to other involved parties requesting additional information and/or
- d) an interview with other involved parties. In the event that a CCC is not available, the appropriate program coordinator takes the role set out for the CCC in this policy.

The CCC may take immediate action in situations where there is reasonable indication of imminent risk, up to and including removing the student from the clinical practice setting or putting a hold on making arrangements for clinical placement, pending a decision on the allegation. Such action shall be reported to the Dean as soon as possible.

The following outcomes may result from the CCC's investigation:

- A) The CCC may conclude that no misconduct or safety concerns occurred, in which case the student will be notified, and no further action is necessary.

B) The CCC may have concerns about safety that can be addressed within the clinical setting or lab with additional support and monitoring. The student will develop a Comprehensive SSP in collaboration with the CCC and Clinical Instructor.

C) In cases where the CCC concludes that an act of misconduct likely occurred, the CCC will inform the student and provide the investigation documentation to the Program Coordinator and Dean of the School. The student will proceed to step 2 – the professional misconduct meeting.

D) If the CCC concludes there are safety concerns that pose a risk to the student, patients, or others, the student will be withdrawn from clinical practice pending a meeting with the Dean and Program Coordinator. This meeting will occur within 10 working days and a decision on next steps communicated to the student by the Dean within 5 days of the meeting. Students may receive a failing grade in the course without the possibility to withdraw. If applicable, the student will initiate a Comprehensive SSP in collaboration with the Program Coordinator prior to reintegration to the next clinical course. See [Clinical Reintegration](#) process.

2. Step 2: Professional Misconduct Meeting

Within 10 working days of requesting the student's response, the Dean will select an ad hoc group including the appropriate faculty member and program coordinator, and any other relevant parties, and will convene a meeting of this group. An invitation will be sent by email to the student and the faculty member to attend this meeting. The student and faculty member must reply within two working days of receiving the invitation and at the same time, provide copies of other documents they plan to introduce. The student must also provide the name and relationship of any support person who will accompany them.

During the meeting, both the student and faculty member will be allowed 10-15 minutes to present information on the allegation of professional misconduct. Members of the ad hoc group may address questions to the student and faculty member. After which, the student and faculty member are excused from the meeting.

After information is presented, the group members will consider whether professional misconduct has occurred and, in the case of professional misconduct, recommend sanctions. A decision will be rendered and communicated via email to the student within five working days of the meeting. A copy of the letter to the student will be placed in a sealed envelope in the student's clinical file in the TFSON. The envelope may only be opened by the Dean or program coordinators.

A student may not withdraw from a clinical course once an issue of possible misconduct has been identified. If the student withdraws from the University, the misconduct process will continue, and the results will be recorded in the student file that resides in the TFSON.

SANCTIONS (Professional Misconduct)

Sanctions are intended to encourage accountability and professional behaviour and shall be proportionate to the act of misconduct. An individual act of misconduct may be serious enough to warrant involuntary removal from the program or from the related course. Second or subsequent findings of professional misconduct will result in progressively more serious sanctions.

Group members may recommend and impose the following sanctions:

- Warning
- Reprimand
- Imposition of conditions in the clinical practice setting
- Restitution

Group members may recommend the following sanctions to the Dean, who imposes the sanctions:

- Suspension from the program for a specified time up to two academic years with or without conditions for re-entry
- Involuntary removal from the program
- Any other sanction as is reasonable in the circumstances

Decisions may be appealed to the [Special Appeals Committee](#). Appeals are to be filed with the Associate University Secretary (Senate) within four weeks of receipt of the initial appeal ruling. Decisions by the Special Appeals Committee will be recorded in the student file that resides in the TFSON.

POLICIES AND PROCEDURES RELATED TO CLINICAL PRACTICE

TFSON PLACEMENT POLICY

All placements are arranged by the TFSON placement team; this ensures equal access and a consistent approach.

Note that while the Placement Team will do their best to obtain a placement in the student's area and site of interest, there are no guarantees. It is an expectation of TFSON that if a placement cannot be found at the student's site of interest, the student will complete a placement with an agency near the area of the student's program campus.

Students will not contact agencies, their employees, or other personal contacts directly or indirectly, to discuss or try to arrange placements or preceptors for any course where clinical practice is a requirement.

If any person outside of the TFSON offers to assist a student to arrange a clinical placement, the student is asked to politely inform that person that such assistance is not permitted under this policy. If any person outside of the

TFSON contacts a clinical agency on behalf of a student seeking a clinical placement or preceptor (whether or not the student asked for such assistance), the TFSON may decide that the student is not eligible for that particular placement.

If a student does not act in accordance with this policy, this may be deemed to constitute student professional misconduct under the professional misconduct policy.

CLINICAL REINTEGRATION

Students who have experienced a clinical failure, been removed for misconduct or safety concerns, or been absent from clinical practice for two or more consecutive semesters must complete a formal reintegration process before returning to the clinical setting.

The process begins with a meeting between the student and the Academic Coordinator, who will then inform the Dean of the re-integration request.

Once approved, the Program Coordinator will be notified and will meet with the student to review the reintegration steps and launch a comprehensive Student Success Plan (SSP) that incorporates all prior evaluations and feedback. Next, students will meet with the Hub staff to complete a competency assessment (knowledge, skills, and judgment) and remediation activities. Remediation may involve medication calculations, lab return demonstrations, review of practice guidelines, and/or OSCEs. When the Hub staff are satisfied that the student is ready to return to clinical practice, they will inform the Program Coordinator and Dean. On reintegrating into the clinical setting, the student will share their SSP with the CCC and Clinical Instructor, and the student will receive ongoing support and evaluation throughout the semester.

CLINICAL COURSE REGISTRATION

Securing placement space is a multistep, time sensitive process requiring a great deal of preparation by TFSON staff, faculty and collaborating agencies. As such, students must be registered in the clinical course for the following terms by the dates indicated below:

- Spring/summer terms (SN1, S12, SN2): March 15
- Fall term (FA): July 15
- Winter term (WI): November 15

TFSON NON-ACADEMIC REQUIREMENTS POLICY

Nurses and nursing students deal with patients/clients who have low immune system functioning or may have infectious diseases. As such, the nursing program has specific non-academic requirements (NARs) designed to keep students and patients as safe as possible. Some of these requirements parallel what will be required when applying to register with the College of Nurses of Ontario; others are requirements for entry to practice in a variety of our clinical settings. NARs will need to be completed and renewed on an ongoing basis for the duration of the program.

DEADLINE & RENEWALS

The NARs process is a multi-step process that includes completion or renewal of each NAR, followed by the submission of documented evidence of that completion or renewal and verification and clearance by Synergy (the software platform used for tracking your NARs). Students will need to complete this process for each NAR that is incomplete, expired and/or will expire during the expiry timeline by the specified “NARs Clearance Deadline” for each term they are in clinical. Failure to complete or renew NARs within the designated timeframes will result in the student’s inability to enter or continue in clinical practice and any required co-requisite theory course.

| Term | Expiry Timeline <i>*Renew any NAR that expires during the timeline.</i> | NARs Clearance Deadline <i>*Same as the clinical course registration deadline</i> |
|-------------------------------|---|---|
| Spring/Summer (SN1, SN2, S12) | March 15 th through to August 31 st | March 15 th |
| Fall (FA) | July 15 th through to December 31 st | July 15 th |
| Winter (WI) | November 15 th through to April 30 th | November 15 th |

REQUIRED NARS

NARs are subject to change as new requirements are established by the University, Ministry of Health and/or Placement Agency. Changes in requirements will be posted on the TFSON Intranet site and communicated to students’ Trent email account. It is the responsibility of the student to check for updates and complete all requirements prior to clinical placement. Students are strongly advised to track the currency of their non-academic requirements through the Synergy portal on a regular basis.

Required NARs at the time of this document’s publication include:

1. Medical documentation, including completion of an Immunization and Communicable Disease Review Form and accompanying bloodwork
2. Current CPR-C/HCP or BLS Certification (within the past 12 months) from a provider satisfactory to the School of Nursing
3. Criminal Record Check with Vulnerable Sector Screening to be renewed annually
4. Mask Fit Testing current within 2 years
5. Influenza Vaccination annually
6. Initial two-step TB skin testing or clearance, with annual one-step test
7. Online Health and Safety Modules
8. IPAC Modules
9. [Health Canada](#) approved COVID-19 vaccine series

The TFSON continues to monitor the ongoing vaccination requirements regarding COVID-19. Students currently require 2 doses of a Health Canada-approved COVID-19 vaccine at any time from January 2021 or if not previously vaccinated against COVID-19, 1 dose of a Health Canada-approved COVID-19 vaccine from September 2023 to present. A copy of the student's government-issued vaccine certificate must also be submitted.

Any documents submitted to Synergy for review must be submitted in English. Medical documents that need to be translated to English should be translated by an official translator.

SUBMITTING NARS

All non-academic requirements will be submitted through Synergy Gateway, a third-party software platform used for tracking your NARs. All current students will be required to obtain and submit the above documentation to Synergy Gateway by the [specified deadline dates](#). Students are strongly advised to track the currency of their non-academic requirements through the Synergy portal.

Questions related to NARs should be directed to nursingnars@trentu.ca

IMPORTANT NOTES RELATED TO NARS

- Students should be aware that some documents will require up to 12 weeks to process from initial time of request.
- A student with a criminal record unacceptable to a clinical placement agency will not be able to attend that clinical placement. The TFSON will not, under these circumstances, find an alternative placement. Students who are unable to complete clinical practicums due to positive police checks will not be able to complete the program.
- After admission, at any time prior to completing the program, students charged with a criminal offence or convicted of a criminal offence are required to report this information immediately to the clinical placement assistant. Failure to do so will be considered Professional Misconduct (please refer to the [TFSON PROFESSIONAL CONDUCT POLICY](#)).

- Please note, if a placement agency requires an original copy of your police check, or any other NAR, you will need to provide them with it.

TFSON DRESS CODE

As a student in nursing, you represent the profession of nursing, The School of Nursing and Trent University. It is imperative that in behaviour, communication and deportment (appearance and manner) you present yourself as a professional. Each student is responsible for meeting these expectations in clinical placements and in TFSON: Trent Simulation Hub activities. If you do not meet the requirements, you will be asked to leave. The TFSON does not provide make-up opportunities for clinical time missed due to a dress code violation ([Refer to the 4 Ps of the Trent Simulation Hub](#)). In such a situation, the student may be at-risk for successful completion of that course.

CLINICAL SETTING AND TFSON: TRENT SIMULATION HUB DRESS CODE REQUIREMENTS:

- Proper identification, approved by the TFSON, must be worn at all times.
- Professional attire that is appropriate for the clinical setting and follows the policy of the agency must be worn.
- Professional attire must be worn for ID badge pictures.
- Clothing must support a professional personal appearance and fit properly – loose enough to allow unrestricted movement for lifting and bending.
- Uniforms must be clean, and neat.
- TFSON School Uniform which consists of black uniform pants, the approved TFSON scrub top and appropriate year badge sewn on the right arm.
- A layer of underclothes is required under the uniform for infection control purposes.
- For warmth, a solid-coloured shirt discretely worn under the uniform top or a scrub jacket, in white or a colour coordinated with the uniform, may be worn. For infection control purposes sleeves must be kept above the elbow when providing patients care.
- Cultural or religious requirements must meet safety and infection control requirements.
- Closed-toe, closed-heel, leather/pleather shoes are required for infection control and safety purposes. Soles are acceptable if they are slip resistant and non-marking.
- Hair, including facial hair, cannot interfere with patient care or sterile field.
- Scent-free policies of individual agencies must be respected.
- Fingernails must be kept short and clean. For infection control purposes, nail polish or false nails are not permitted.
- Jewellery must be kept to a minimum for safety and infection control purposes. Wedding bands, watch and studs (ear or nose) are acceptable; others must be removed.

- Please refer to individual agency policy with respect to changing in and out of uniforms on site or at home as infection control policies vary between agencies. Duty shoes should not be worn on the street or in any public places. Uniforms should not be worn in public places except where needed as transport to and from the clinical setting.
- A watch with a capacity to count seconds and a pen are required.

POLICIES AND PROCEDURES RELATED TO 4000 LEVEL CLINICALS

PLACEMENTS IN CRITICAL CARE SETTINGS

Overview: A critical care or high-acuity setting refers to a clinical learning environment where students gain experience working with patients with complex, life-threatening, or rapidly changing health conditions. These placements typically occur in specialized units such as:

- Labour and delivery
- Level II and III NICU
- Emergency department
- Intensive care unit
- PICU/PACU
- Cardiac Catheterization
- Burn units
- Others as defined by the agency

Eligibility:

For students who began the program in 2025/26 academic year or later: To be eligible for consideration for critical care or high-acuity placement, students must meet the minimum eligibility requirements described below:

- GPA of 80% or higher as evidence of academic performance and foundational knowledge
- No previous clinical failures
- If applicable: Demonstrates professional growth/learning after completing a Student Success Plan (SSP)

For students who began prior to 2025/26: See the handbook of their intake year.

Application Process:

Students interested in completing a placement in a critical care or high acuity setting must submit a completed application before the application deadline. The application will include the following:

- Evidence of GPA of 80% or higher

- Declaration of no previous clinical failures
- If the student has been placed on a SSP (Comprehensive) in a previous clinical placement(s), the student must indicate how the SSP supported their professional growth/learning in clinical placement in a 1–2-page reflection

Selection Process:

Students who meet the eligibility criteria will have equal probability of being selected for placement in a critical care or high acuity setting which are of limited availability. Only complete applications that are submitted by the deadline will be considered in the selection process. Submission of an application does **not** guarantee a placement in a critical care or high acuity setting.

PLACEMENT IN CANADA DISTANT FROM THE UNIVERSITY

For students enrolled in the program at the Peterborough campus, distant placements are defined as in Ontario and within 5 hours from the Peterborough campus. Out of province (Ontario) placements are **only** considered for NURS 4021C.

To be placed “far away” but still within Canada, a student:

- requires an average of the courses required for the BScN degree of not less than 70% at the end of the semester prior to the placement; and
- must have successfully completed all attempted clinical placements and must, in their nursing studies, have demonstrated satisfactory performance in the specific areas of accountability and professionalism.

INTERNATIONAL PLACEMENT

To be considered for an international placement for NURS 4021C, a student must:

- have successfully completed all attempted clinical placements and must, in their nursing studies, have demonstrated satisfactory performance in the specific areas of accountability and professionalism.
- have an average of the courses required for the BScN degree of not less than 70% at the end of the semester prior to the placement.

Any student, no matter where they are placed, may be required to return to the TFSON if there are issues believed by the faculty advisor to be of sufficient importance to require face-to-face discussion.

For students being placed outside of Canada, the following requirements must be complete **18 MONTHS** prior to the start of the placement term:

1. Meet with the Dean to obtain permission from the School of Nursing for an international placement. This requires the student to schedule an appointment with the Dean through the Office of the Dean to discuss their intention, desired location and obtain permission. Should the Dean approve, notification will then be provided to the placement coordinator.
2. Upon the Dean's approval, the student must research registration, clinical competencies and standards of practice for a RN in the location selected and how this compares to the College of Nurses of Ontario. The student will then meet with the 4th year clinical course coordinator to discuss this information and request approval. Students cannot be placed in locations where registration, competencies and standards of practice vary greatly from the CNO.
3. Once both the Dean and 4th year clinical course coordinator approvals have been received, the student should contact the placement coordinator at their campus and advise of their intention and request a meeting.
4. Upon confirmation of placement, the student must register with the Trent International Program and meet the requirements for a placement abroad, trentu.ca/international. Appointments may be scheduled online at trentu.ca/studyabroad/.

Students are responsible for all costs incurred for international placements, including but not limited to costs for housing, travel, documents, applications and communications with the TFSON while placed internationally. This includes return costs to Peterborough if requested by the Dean.

Additional student responsibilities for an international placement include:

- Housing arrangements
- Health insurance
- Suitable transportation from housing to the placement site
- Local emergency contact numbers identified
- Reliable internet and telephone access
- Ability to communicate in the language of the country in which they wish to study

STUDENT ORIENTATION TO FACILITIES (NURS 4020/21C)

The time required for orientation to a clinical facility varies between facilities. The maximum number of orientation hours that can be used toward the total required clinical hours in NURS 4020/21 is 12. Students must submit their orientation agendas to their faculty advisor for approval of the hours.

MAKING DECISIONS ABOUT PROCEDURES: CONSIDERATIONS FOR FOURTH-YEAR STUDENTS AND PRECEPTORS

As fourth-year students enter pre-consolidation and consolidation placements, students and preceptors often ask what a student “can or cannot do” while in clinical placement. When answering this question, there are a number of considerations.

1. Does the student have the competency (i.e., knowledge, skill and ability) related to the procedure? To help answer this question, students can reflect on the experiences and skills learned in labs, simulation and clinical placement, along with the theory provided throughout the program.
2. Does the organizational policy permit or restrict students from performing the procedure? Students and preceptors need to be aware of the organizational policy and procedure. Each organization varies and will often provide an overview of what a student can or cannot do during orientation. Students need to share this information with their preceptors (if the preceptor is not familiar).
- What if there is no organizational policy? If the organization does not have a policy or clear expectations for students related to a procedure, the preceptor may reach out to their manager and/or educator for clarification, and the student should also reach out to their faculty advisor for direction.

Regardless of the organizational policy and student assessment of competency regarding a procedure, the TFSON identifies some high-risk procedures **THAT MAY NOT BE PERFORMED INDEPENDENTLY** by students.

These include:

- Access and/or discontinue central venous lines/devices or epidurals (including arterial lines, peripherally inserted central catheters, and hemodialysis lines)
- Initiate the administration of blood products
- Initiate patient-controlled analgesia (PCA)
- Act as a witness for narcotic or controlled substances wastage or discrepancy
- Carry keys for a narcotic cupboard
- Implement medical directives
- Receive and transcribe verbal orders
- Sign legal documents (for example, last will and testament, power of attorney)
- Transfer a patient between facilities (i.e., using a transportation service, EMS, etc.)

Whether a student may perform these procedures with direct supervision (i.e. with the preceptor present and observing/monitoring) will vary depending on the steps outlined previously.

RESOURCES

There are a number of resources that will help you as a student, and during your nursing practice, to make decisions about performing procedures. Here are some of these resources:

1. TFSON Preceptor Manual

This resource can be found on the NURS 4020/21 Blackboard course. Students are expected to share this manual with their preceptor. Appendix C of the manual outlines the procedures you have covered in the Simulation Hub. Reviewing these will help assess your competency and identify gaps.

2. College of Nurses of Ontario at cno.org

- a. **Practice Standard: Scope of Practice** (2023). Available at:
cno.org/globalassets/docs/prac/49041-scope-of-practice.pdf
- b. **Understanding Scope of Practice and Your Nursing Accountabilities**. Available at:
cno.org/en/learn-about-standards-guidelines/educational-tools/ask-practice/understanding-your-scope-of-practice/

INCIDENT REPORTING POLICY

An “incident” is an event, which actually or potentially affects the safety of an individual or individuals. Any actual or potential incidents must be reported to the **CLINICAL INSTRUCTOR OR FACULTY ADVISOR IMMEDIATELY**, or as soon as possible after securing the safety of those concerned. An Incident or Injury/Illness Report Form must be completed by the student with the assistance of the clinical instructor/faculty advisor and the co-assigned nurse/preceptor. A copy of the Incident or Injury/Illness Report Form can be found on the TFSON Intranet site.

Agency reports are only filled out when deemed necessary by the clinical instructor or faculty advisor and the co-assigned nurse or preceptor. Incident reports are valuable learning tools which aid in the evaluation of existing policies, procedures, and equipment. Their use is intended to help ensure and maintain the safety of clients, students, visitors and staff. Incidents that are reportable include, but are not limited to:

- patient falls;
- patient injury;
- equipment failure;
- lapses in clinical judgment;
- medication errors, omission or commission;
- treatment errors, omission or commission;
- sexual harassment or inappropriate behaviour;
- altercation with patient/family;
- deviation from a procedure or policy;
- a near miss

All agencies involved will use the information to demonstrate accountability, improve organizational support, ensure patient/client safety, and analyze trends and support systems to prevent the adverse event from reoccurring.

NURSING STUDENTS WILL:

- ensure the safety of the patient;
- understand and follow the agency policies;
- report an incident to the clinical instructor or faculty advisor and the co-assigned nurse or preceptor immediately or as soon as the safety of those involved is assured;
- chart an objective, factual account of the incident with the assistance of the preceptor or co-assigned nurse;
- verify documentation with the clinical instructor or faculty advisor;
- under the direction of the nurse or preceptor, complete the agency incident form if deemed necessary by clinical instructor/faculty advisor and the co-assigned nurse/preceptor;

- under the direction of the clinical instructor/faculty advisor, complete the TFSON Incident or Injury/Illness Report Form and forward to trentclinical@trentu.ca.
- if necessary, complete WSIB form 2819 Needlestick Injury or Bodily Fluid Splash Report;
- contact Campus Security in the event of an emergency or to report serious injuries outside of office hours;
- inform the client of the error in accordance with the policy of the institution regarding who notifies the patient; and
- consider a discussion of the incident at post-conference and in a reflective practice paper to enhance learning.

THE CO-ASSIGNED NURSE/AGENCY DELEGATE WILL:

- ensure the agency policies are followed;
- assist the student to complete the factual account of the incident or injury in the charting and agency incident report if deemed necessary;
- assist the student in filling out the TFSON Incident or Injury/Illness Report and report it to the Clinical Placement Assistant within 24 hours; and
- notify the TFSON clinical instructor or faculty advisor immediately or as soon as possible.

Neither the student nor the clinical instructor or faculty advisor is to complete the “Recommendations” section of the agency Incident Report.

THE CLINICAL INSTRUCTOR OR FACULTY ADVISOR WILL:

- ensure the safety of the client and student;
- assist the student to complete the TFSON Incident or Injury/Illness Report Form;
- forward the TFSON Incident or Injury/Illness Report Form to trentclinical@trentu.ca; (A copy of the report will be retained in the student’s file. In the event of a potential error, caught before omission or commission occurred, the clinical instructor may decide to complete only an Incident Report);
- complete the TFSON Clinical Instructor or Faculty Advisor Injury Investigation Report Form, and sent it to trentclinical@trentu.ca;
- review the agency incident report, as necessary; and
- provide support as required and verbal feedback to the student; written feedback on the written reflection will also be provided to ensure the incident is a learning experience.

Note: The TFSON will not be given a copy of the agency report.

THE PROGRAM COORDINATOR WILL:

- receive incident or injury/illness reports;
- connect with the student to determine if any further steps and/or documentation is necessary;
- sign and date form to indicate that incident is closed; and

- place the report in the student's file.

INJURY REPORTING POLICY: STUDENT INJURY DURING AN UNPAID STUDENT PLACEMENT

In the event that a **TFSON STUDENT** is injured while at a clinical placement, the student is required to notify the following **WITHIN 24 HOURS AND IMMEDIATELY WHERE POSSIBLE**:

- the TFSON clinical instructor or faculty advisor in the case of a placement without an on-site clinical instructor; and
- the safety officer or the department of occupational health at the placement agency if applicable, and;
- Campus Security in the event of an emergency or to report serious injuries outside of office hours, and;
- Complete the Online Incident/Injury Report found in the MyTrent Portal > Support

The **CLINICAL INSTRUCTOR OR FACULTY ADVISOR** is required to:

- Notify the Clinical Course Coordinator within 24 hours and immediately where possible and
- Complete the Online Incident/Injury Report found in the MyTrent Portal > Support within 48 hours

If required, the Placement Team will complete the Post-Secondary Unpaid Work Placement Insurance Claim Form and the Letter of Authorization and provide the WSIB Form Needlestick or Body Fluid Splash report form to the student involved for completion.

THE CLINICAL PLACEMENT TEAM WILL:

- send these documents to the facility for review and signatures; and
- send signed copies to Risk Management.

THE PROGRAM COORDINATOR WILL:

- receive incident or injury/illness reports;
- connect with the student to determine if any further steps and/or documentation is necessary;
- sign and date form to indicate that incident is closed; and
- place the report in the student's file.

FATALITIES AND CRITICAL INJURIES REPORTING POLICY

CAMPUS SECURITY MUST BE NOTIFIED IMMEDIATELY should a fatality or critical injury occur, even where the incident is clearly not work-related, such as a sport-related injury, the loss of consciousness due to intoxication, or a medical condition. Security can be reached at (705) 748-1328. Risk Management will advise the Ministry of Labour.

The Occupational Health and Safety Act states that the Ministry of Labour must be notified immediately whenever a person (not just an employee) suffers a fatality or critical injury in the workplace (i.e., at the University or in University-sanctioned events).

Risk Management will assess on a case-by-case basis and advise on whether an area needs to be secured.

INJURIES REPORTING POLICY: INJURY IN ANY OTHER SETTING

If a TFSON STUDENT is injured outside of the above settings and is currently registered in a clinical placement course, the following steps are required to ensure it is safe for the student to return to placement:

- Notify your Clinical Course Coordinator as soon as possible.
- Have your Physician/Nurse Practitioner complete the Trent/Fleming School of Nursing Student Medical Certificate form available on Blackboard > TFSON Intranet > Placement Injury/Incident Reports
- Submit the ORIGINAL to the Clinical Course Coordinator who will confer with a Program Coordinator and discuss appropriate next steps.

TFSON TRANSFER CREDIT POLICY

Nursing courses considered for transfer credit toward undergraduate NURS courses must have been completed at an accredited post-secondary institution not more than three (3) years prior to admission. It is highly recommended that students take or audit all NURS courses for which they could receive advance standing.

RPN REQUEST FOR CLINICAL EXEMPTION

Registered Practical Nurses who completed their Practical Nursing diploma program more than three years prior to starting their BScN program may request a degree requirement waiver from NURS-1020H: Clinical Practice in a Residential Setting. Requests can be made to the Academic Coordinator by October 15th in their first semester of the program. A skills assessment may be required as a part of the request assessment. If the exemption is granted, students will not receive transfer credit, but will have an exemption noted on their student account. A 0.5 NURS elective course must be completed in its place. No additional NURS courses or clinicals will be assessed for exemption on the basis of work experience.

STUDENT ACCOMMODATION

Trent University's vision includes support for a diversity of faculty, staff and students who share a commitment to the learning experience and are responsive to its challenges. The University commits to building an inclusive intellectual and social community that values the collaboration of all its individual members. Additional information is available in the Accommodations for Students with Disabilities Policy: trentu.ca/governance/policies.

In the BScN program, certain foundational skills and abilities are required by nursing students to provide safe patient care, to meet course outcomes, and to attain the Entry-to-Practice Competencies for Registered Nurses (CNO, 2019). Students should refer to the [CNO Requisite Skills and Abilities](#) document to review these skills and abilities.

Students who wish to have their disability recognized are asked to consult with the appropriate campus' Accessibility Services:

- Peterborough Campus Students: Trent University's Student Accessibility Services, trentu.ca/wellness/sas
- George Brown College Campus: Accessibility Learning Services, georgebrowncollege.ca/als

STUDENT EXTENUATING CIRCUMSTANCES

Students who experience extenuating circumstances that suddenly and temporarily affect their ability to perform in clinical placement (e.g., illness, fracture, injury, concussion) should immediately contact their clinical course coordinator to develop the best strategy to mitigate the impact on their clinical placement. This may require documentation or return to clinical practice form on Blackboard > TFSON Intranet > Placements & Clinical > Return to Clinical Practice.

TFSON PRE-REQUISITES WAIVER PROCESS

In general, it is best to complete prerequisites as they provide the foundation for succeeding in more advanced courses. In certain circumstances however, you can ask the course instructor for permission to take a course without having the prerequisite. If you are thinking about this option, we recommend that you consider the extent to which not having the prerequisite will put you at a disadvantage in the course. If, after weighing the pros and cons, you decide to request a prerequisite waiver, we recommend that you develop a plan for achieving success despite this possible disadvantage.

A prerequisite waiver request can be made through the myTrent student portal > Academics > Forms. For information on how to submit a prerequisite waiver request visit the [Office of the Registrar's](#) website.

For information about the course you are requesting a prerequisite waiver for, visit the appropriate department website trentu.ca/futurestudents/undergraduate/programs or contact the appropriate department office.

For NURS courses, approval for a waiver of pre-requisites is the prerogative of the Dean. Students must complete the Prerequisite Waiver form in the myTrent portal. The academic coordinator will facilitate the review of the request.

In general, all NURS courses at one level must be complete prior to moving to the next level.

Students are advised that pre-requisite waivers are not granted for NURS Advanced Topics courses.

For non NURS courses, whether required for the nursing program or not, approval must be sought from the relevant department. Students are advised that the identification of courses as part of the 'forced choice elective' does not relieve the student of the usual pre-requisite requirements, nor does it guarantee them entrance to one of those courses in any given semester.

NURS ADVANCED TOPIC OFFERINGS

In all BScN programs, students are required to take at least 1.0 NURS credit from Advanced Topics. A maximum of 1.5 credits from NURS Advanced Topics may be counted toward the BScN degree. The third Advanced Topic may be used to fulfill a 0.5 elective credit, however as this is a NURS course, an unsuccessful attempt, whether for that elective credit or not, is considered under the [policy regarding the maximum number of unsuccessful NURS course attempts](#).

Not all Advanced Topics are offered every year. Not all Advanced Topics are offered every semester.

Pre-requisites are **not** waived to accommodate an Advanced Topic that is not being offered during a student's two fourth year semesters.

The majority of these courses are offered online. In-person final components may be scheduled as part of an online course. Delivery models may change from one semester to another.

THESIS OPTION

A thesis, NURS 4011H and 4012H, can be taken in place of the advanced topics. It is two semesters in length (1.0 credit). If students are interested in doing a thesis, they should identify a faculty supervisor during their second or third year of the program and may consider taking a reading course (NURS 3900) with their faculty supervisor for a third-year elective to help develop their research topic of interest.

If students need support finding a faculty supervisor, they can reach out to a Program Coordinator.

TFSON GIFT POLICY

The therapeutic nurse-client relationship is the foundation of nursing practice. Maintaining the boundaries of such a relationship is a fundamental expectation of practice. The [Professional Misconduct](#) policy of the College of Nurses of Ontario (2019), states:

“It is important to avoid situations in which there is the potential to use the nurse-client relationship for personal benefit. The personal benefit or interest of the nurse may be financial, but can also include the interests of the nurse’s family members and causes or organizations for which the nurse solicits support. Personal interests can be monetary, including cash, gifts and rewards; or may provide other personal benefits to the nurse.” (p.12).

Students are expected to practice within these guidelines when working with patients.

In the same spirit, faculty are expected to model this behaviour with students and not accept any token that could be used to advance their personal interests. If a student would like to recognize the positive impact of one of their instructors, there are alternatives to gift-giving, including a card or letter of thanks. Students may nominate the

instructor for an outstanding teaching award. Students may make a donation in the instructor's name to the Nursing Scholarship fund.

TFSON SOCIAL MEDIA AND ELECTRONIC TECHNOLOGY POLICY

The purpose of this policy is to inform and guide BScN students on the appropriate use of electronic communications and social media in all aspects of nursing.

All communication within the BScN programs should be of a respectful, professional nature. Disrespectful communication (i.e. derogatory statements or misrepresentation) can result in an **allegation of professional misconduct**.

Social media conduct must also be consistent with the [Trent's policies](#) on Discrimination and Harassment, and Campus Violence and Harassment, the [Ontario Human Rights Code](#), the [CNO Practice Standard on Ethics](#).

Social media conduct should also be consistent with the RNAO "[Social Media Guidelines for Nurses](#)". Other useful guidelines for nursing students include:

- NCSBN. (2024). A Nurse's Guide to the Use of Social Media. www.ncsbn.org/public-files/NCSBN_SocialMedia.pdf
- International Nurse Regulator Collaborative. (2016). Social Media Use – Common Expectations for Nurses. www.cno.org/globalassets/docs/prac/incr-social-media-use-common-expectations-for-nurses.pdf

USE OF ELECTRONIC TECHNOLOGIES:

- Cell phones, smart glasses, tablets, laptops, and other electronic devices may not be used during clinical practice unless the student has consent from the instructor and when these items are necessary for work in the clinical setting; Students should discuss the appropriate use of electronic devices with the clinical instructor and agency policies must be followed;
- Personal responses to text and voice communications should be restricted to allocated breaks or emergencies;
- Students may not take photographs or videos during clinical, lab, or simulation
- Students are not to 'friend' or accept friend requests from patients/clients (see referenced guidelines on social media behaviours above);
- Students shall not share any private or confidential information about clients/patients or the placement agency on any social media format.

In the event that a complaint is received about inappropriate use of social media and electronic technologies, a Professional Conduct review by the School may result. See [Professional Conduct Policy](#), TFSON Student Handbook.

LEAVE OF ABSENCE FROM NURSING STUDIES

At any time in their program of study, a TFSON student can be away from the nursing program for a maximum of 24 months. Students will only be readmitted within this two-year period if they can complete the nursing program within seven years from their date of admission. Students who will be absent for more than two semesters must apply for a Leave of Absence (LOA) from their program of study and must complete the School of Nursing Leave of Absence application form. Contact nursingadvising@trentu.ca or book a meeting with the TFSON academic coordinator: <https://www.trentu.ca/nursing/student-services/academic-advising>

Students who have been out of regularly sequenced nursing courses for two semesters, for any reason, are required to notify the TFSON academic coordinator by email of their intentions for future studies at least two months prior to the semester in which they plan to return to their nursing studies. This facilitates planning for the upcoming academic year. See the [Clinical Reintegration](#) process regarding a return to the clinical setting.

APPEALS AND PETITIONS

TRENT UNIVERSITY

The Trent Academic Calendar, trentu.ca/calendar details important information that applies to all students studying at the University. Students are responsible for ensuring that they are familiar with the rules, regulations, policies and procedures of the University. The University provides a number of different processes for appeals and petitions. Students are cautioned that there are firm timelines associated with appeals and petitions. Details of the processes and the related forms can be found on the Academic Petitions website at trentu.ca/academicpetitions.

In-course grade appeals for all non-NURS courses are submitted to the home department that offers the course. For example, a student appealing an in-course BIOL grade, even if the course is required for Nursing, must follow the appeal process established by the Biology department.

TRENT/FLEMING SCHOOL OF NURSING APPEAL POLICY

The TFSON is committed to ensuring that students are treated fairly in all matters including those that are related to their academic performance and progress. As per the Trent University policy, a student has the right to formally appeal decisions regarding their academic performance. It is anticipated that any decision related to an academic performance will be resolved as closely as possible to the level at which it originated.

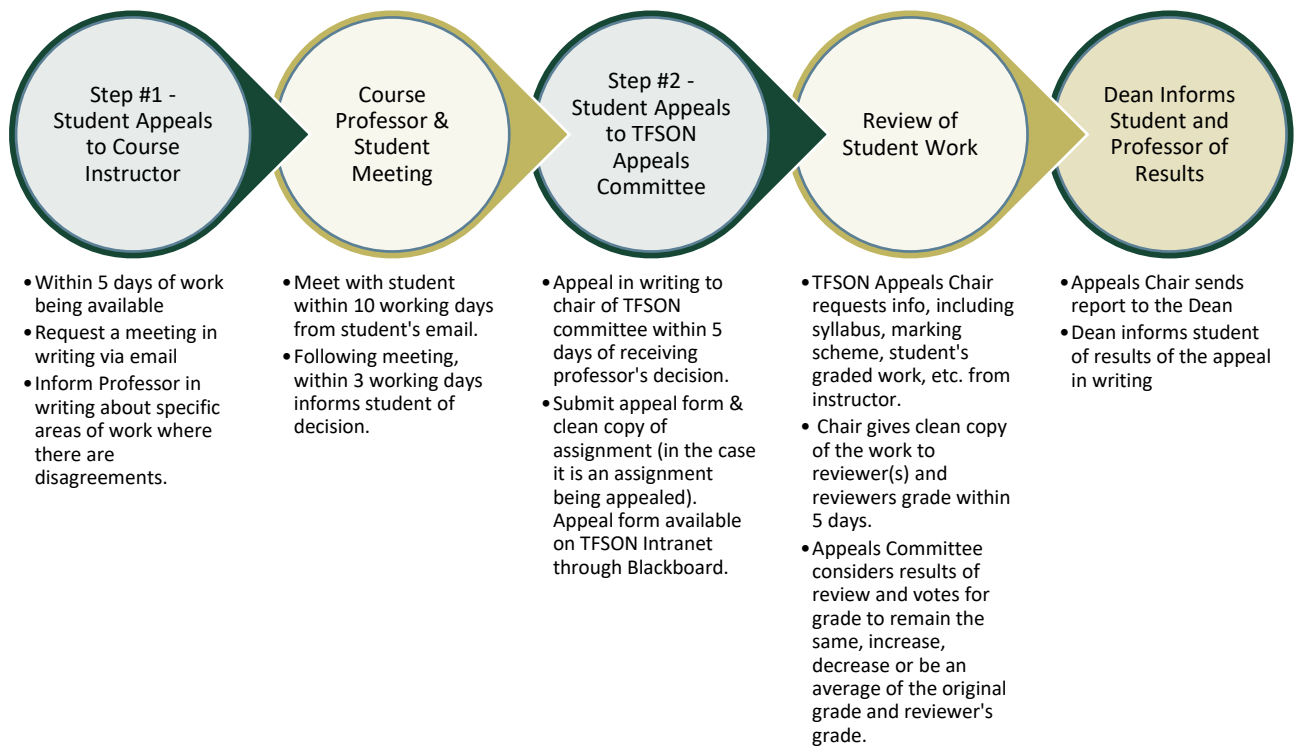
IN-COURSE GRADE APPEALS (THEORY COURSES)

As outlined in the Academic Calendar, in-course grade appeals are defined by each department or School. **The students should accept the Appeals Committee's decision if the marks are decreased from the original.** Students appealing a grade on term work in a NURS course will take the following steps:

1. Step 1 – Appeal to the Course Professor
 - a. When a nursing student deems that their grade received on term work inaccurately represents work submitted - based on the assignment guidelines - within a NURS course and wishes to appeal the grade, the student must request a meeting with the course professor. This meeting request should be submitted in writing by email, within five (5) working days, by 1700h, from when the graded work was available to them. In the email requesting the meeting, the student will inform the course professor about the specific areas for reassessment and provide a rationale. All communications must be professional and respectful. The student may send a reminder to the course professor if a response to the meeting request is not received within two (2) working days.
 - b. The course professor will meet with the student within ten (10) working days of the date of the student's email.

- c. The course professor will advise the student in writing by email of their decision within three (3) working days of the meeting.
- Step 2 – Appeal to the TFSON Appeals Committee
 - d. If the student and professor do not reach an agreement on the academic decision, the student may appeal, in writing, to the Academic Administrative Assistant at nursing@trentu.ca within five (5) working days of being informed of the professor's decision. To initiate the appeal, the student will submit the appropriate appeal form (found on Blackboard Intranet under Program Planning Information - In-Course Grade Appeal Form). The students are encouraged to include details about their appeals in the appeal forms, using respectful language.
 - e. The Chair of the Appeals Committee will ask the professor who made the original academic decision to send information, including the course syllabus and marking scheme, within three (3) working days. In the case of a test, the professor will supply the test, the marking scheme and the student's paper or score sheet. In the case of an assignment, the professor will supply a clean copy of the student's written work and the marking scheme. The Chair will also request a copy of the original graded assignment as returned to the student. This is not shared with the reviewer.
 - f. The Chair of the Appeals Committee will provide the anonymous work and marking criteria to an alternative reviewer with expertise in the topic and preferably knowledge of the course involved. The re-mark will be completed within a specific time frame, normally five (5) working days. The reviewer will submit written feedback to the Chair along with the recommended mark.
 - g. At the discretion of the Chair, the Appeals Committee may be consulted to consider the reviewer's grade and make a final decision. According to the second revision, a mark may decrease, increase, or remain the same.
 - h. In the case of an in-course appeal where there is no written work to review or limited recorded evidence, for example, verbal presentation or non-written participation, a meeting will be convened within 10 working days with the Chair of the Appeals Committee, student, instructor, and Committee representatives as needed. Any supporting documents are to be received two (2) working days prior to the meeting.
 - i. The Chair will send a report to the Dean, and the Dean will inform the student and the relevant professor of the results of the appeal in writing. Please note: Decisions of this nature are deemed by the School of Nursing to be matters of academic judgment and as such are matters in which Special Appeals will not normally intervene, trentu.ca/secretariat/specialappeals.php.

In-Course Grade Appeal Process

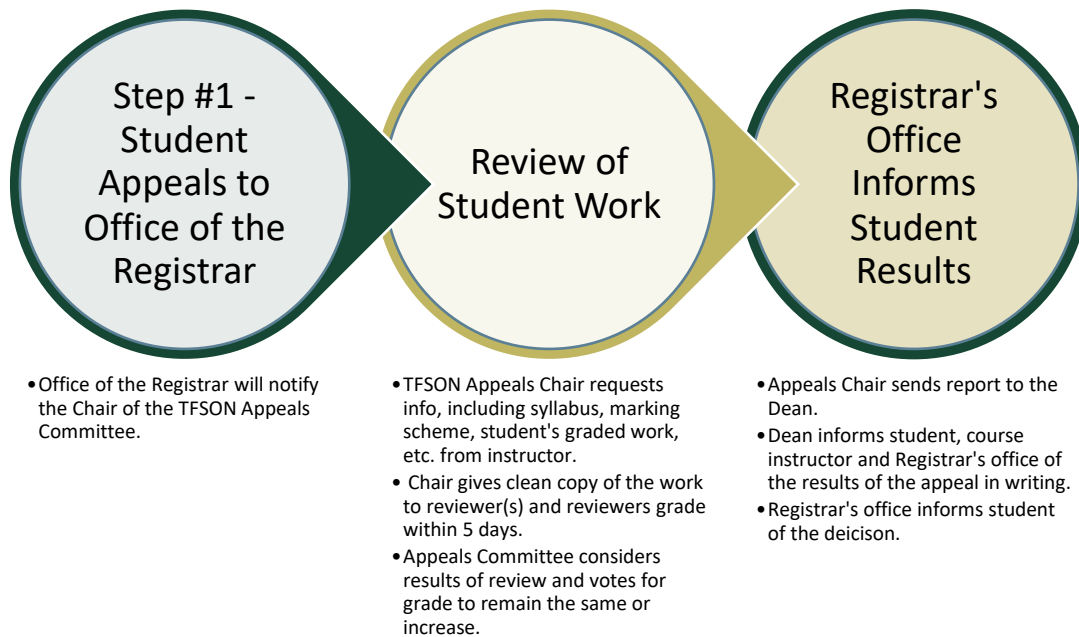


FINAL GRADE APPEALS

Final Grade appeals are submitted through the Office of the Registrar, trentu.ca/registrar/records-registration/academic-petitions. Guidelines and timelines for final appeals can be found in the Undergraduate academic calendar, trentu.ca/calendar.

On receipt of the appeal from the Registrar's Office, the Chair of the TFSON Appeals Committee will follow the reassessment steps as described above. Once the Dean receives the decision, they will ensure that the Appeal form is completed and returned to the Registrar's Office.

Final Grade Appeal Process



APPEALS OF CLINICAL COURSE FAILURES

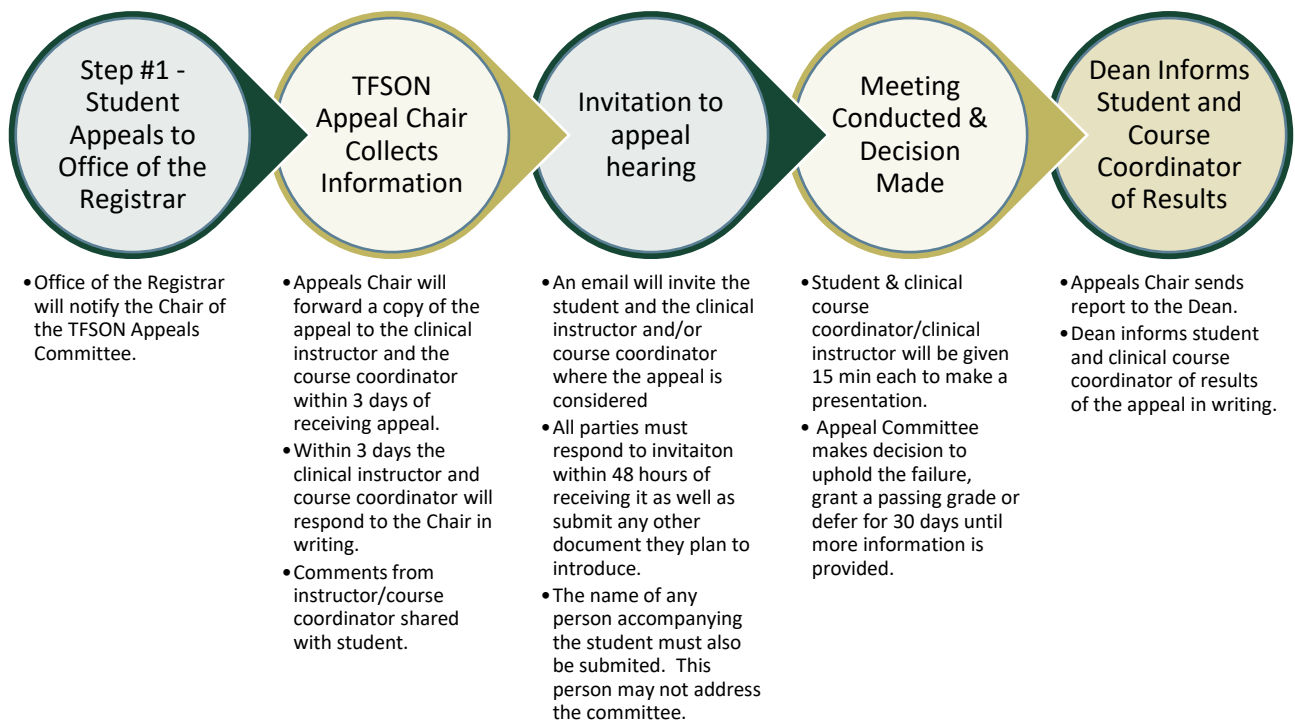
An appeal of a clinical failure is an appeal of a final grade. Final Grade appeals are submitted through the Office of the Registrar, trentu.ca/registrar/records-registration/academic-petitions/types-descriptions.

Guidelines and timelines for final appeals can be found in the Undergraduate academic calendar. The following steps will be respected:

- Within three (3) working days of receiving the student's appeal, the Chair of the Appeals Committee will forward a copy of the appeal to the clinical instructor and the clinical course coordinator.
 - a. Within three (3) working days of receiving the appeal from the Chair, the clinical instructor/faculty advisor and course coordinator will respond to the Chair in writing. The Chair will inform the clinical instructor and course coordinator that any comments provided will be shared with the student.
 - b. Within ten (10) working days of receiving the student's appeal, the Chair will convene a meeting of the Appeals Committee. The Chair will send an email to invite the student and the clinical instructor/faculty advisor/designate and/or course coordinator to attend this meeting, where the appeal will be considered. The student, clinical instructor/designate, and course coordinator must reply within two (2) working days of receipt of the invitation and include any documents they plan to introduce. The student must also provide the name of any person who will accompany them. If the student chooses to have a supporter in the meeting, this person will not address the committee.

- c. During the meeting, the student and either the course coordinator, Simulation Hub representative (if related to a lab), or the clinical instructor/faculty advisor/designate will be given 15 minutes to make a presentation. Members of the Appeals Committee will consider the following in reaching a decision about whether to uphold the failure or to grant a passing grade:
 - i. The written clinical evaluation(s);
 - ii. The student's appeal letter;
 - iii. The clinical instructor/preceptor's response to the student appeal letter;
 - iv. Other written evidence of clinical performance such as anecdotal records;
 - v. Materials presented by the student and clinical instructor during the meeting;
 - vi. Relevant clinical policies, standards of practice and code of ethics.
2. The committee will make the decision by secret ballot. The decision will be communicated to the Dean of the School of Nursing. Decisions include: grant the petition (the student receives a grade of "pass"), deny the petition (the student receives a grade of "fail"), or defer the decision because more information is needed. A decision can be deferred for no more than thirty (30) days. If no decision is reached by that time, the appeal is upheld.
3. The Dean will notify the student and the course coordinator of the results of the appeal in writing.

Appeal of Clinical Failure Process



STUDENT APPEAL OF FINDING OF MISCONDUCT

Decisions may be appealed to the [Special Appeals Committee](#). Appeals are to be filed with the Associate University Secretary (Senate) within four weeks of receipt of the initial appeal ruling.

COMMUNICATION, RECORDS AND CONFIDENTIALITY

Written communications, under the Appeal policy, will be sent to a student's Trent email address. Email must originate from a student's designated Trent email account. If a student must be contacted by faculty or program staff, the email will be sent to their Trent email account. It is the student's responsibility to monitor this account regularly.

Emails sent from third-party providers (Yahoo, Microsoft, Cogeco, etc.) will be ignored. This is to: (1) to reduce the amount of incoming spam; (2) to ensure that we know with whom we are communicating; and (3) to teach the professional use of email. Emails to staff and faculty at Trent are professional communications and should include correct spelling and punctuation, be polite and to the point.

Documents generated under this policy will be retained securely at the TFSON for a period of seven years. The TFSON retains the right to maintain a record of decisions indefinitely.

The investigation and decision-making process will be governed as confidentially as possible. Information will be shared only with those who are involved with the case or who need to be informed to implement a decision. Records will be kept confidential except where disclosure is required or permitted by law.

GRADUATION AND REGISTRATION

GRADUATION AND CONVOCATION

Students can track their course progression using the appropriate program course map. Course maps can be found on the TFSON Intranet under the Course Registration and Program Planning link.

Students must apply to graduate; this does not happen automatically! Applications can be submitted at the beginning of a student's final semester. The Application to Graduate is available on the myTrent student portal.

Trent University holds one convocation ceremony each year, typically in the first week in June. Only students who have completed all of their degree requirements and had their final grades submitted to the Office of the Registrar will be allowed to participate in the June Convocation ceremony. Students with courses still in progress are not eligible to convocate.

ENTRY TO PRACTICE EXAMINATION

A student who has successfully completed all degree requirements for the BScN is eligible to apply to write the National Council Licensure Examination (NCLEX). Successful completion of the NCLEX is a requirement for registration in the General Class as a Registered Nurse.

The CNO requires that Schools submit verifications of course completion for each student registered to write the examination. These are sent to the CNO after the names of graduates are confirmed by Senate.

Further information about the NCLEX can be found at:

- CNO: cno.org/en/become-a-nurse/entry-to-practice-examinations/nclex-rn/
- National Council of State Boards of Nursing: ncsbn.org/nclex

TEMPORARY CLASS

"The **Temporary Class** is an option for applicants to practice nursing while they complete their remaining requirements to register in the General Class.

Registrants in this class practice under defined terms and conditions. They can join the General Class after they fulfill all the registration requirements and pass their exam." (CNO, 2022).

For more information on temporary class registration, see: cno.org/en/become-a-nurse/classes-of-registration/temporary-class/

JURISPRUDENCE EXAM

In addition to the registration exam, students must also complete a separate jurisprudence exam. This examination is designed to evaluate “*knowledge and understanding of the laws, regulations, and College bylaws, practice standards and guidelines that govern the nursing profession in Ontario*” (CNO). The examination can be completed online at any time. More information on this examination can be found at: <https://www.cno.org/en/become-a-nurse/entry-to-practice-examinations/jurisprudence-examination/>

STUDENT RESOURCES

ACADEMIC RESOURCES

ACADEMIC ADVISING

Academic advising at Trent is an on-going educational partnership between advisor and advisee that is dedicated to student learning, development, and success. Students are provided with a number of different supports and are strongly encouraged to make full use of the breadth of resources.

Within the TFSON, the academic coordinator is available to meet with nursing students to assist with program and course counselling and to help interpret and advise on policies and the academic structure as it relates specifically to the School of Nursing. Students can arrange to meet with the Academic Coordinator either at the Peterborough or George Brown campus by using the appointment links at trentu.ca/nursing/student-services-support/academic-advising.

The academic coordinator will work with the compressed, collaborative, and PN to BScN Post-Bridge program coordinators to help students achieve academic success and resolve student concerns. Students are encouraged to first meet with the academic coordinator at which point the appropriate program coordinator may also provide assistance.

Students will also find an academic advisor and academic skills instructor associated with each of Trent's different colleges. In addition to providing support for program and course counselling, academic advisors also assist students with interpretation of greater University policy including assistance with petitions.

| Resource | Contact to Arrange Appointment |
|---|---|
| School of Nursing Academic Coordinator | 705-748-1099 Visit: trentu.ca/nursing/student-services Email: nursingadvising@trentu.ca |
| School of Nursing Collaborative, Compressed and PN to BScN Post-Bridge Coordinators | 705-748-1099 Email: nursing@trentu.ca |
| College Associated Academic Advisors | Visit: trentu.ca/advising |

ACADEMIC SKILLS

trentu.ca/academicskills

The Academic Skills Centre (ASC) at Trent University is dedicated to instructing, supporting and empowering students in the skills necessary for success in university.

Students are encouraged to make full use of the resources of the Academic Skills Centre at Trent University.

STUDENT WELLNESS CENTRE

trentu.ca/wellness/swc

The mission of the Student Wellness Centre is to provide integrated services to address the holistic needs of students studying at Trent. The Student Wellness Centre consists of Counselling, Health & Accessibility Services. All services are strictly confidential and co-located in Blackburn Hall.

FUNDING

Financial Aid and Scholarships

trentu.ca/studentfinances

At Trent, we believe in rewarding academic excellence and in supporting an accessible education for all. That is why we invest more in scholarships and bursaries than any other university of our size in Canada. Trent's diverse scholarship program fosters and rewards high academic achievement. In addition, should you require financial aid; you may apply for a wide range of loans, special opportunity grants, bursaries, and awards. Additionally, the TFSON provides a number of bursaries and awards. Details will be posted on TFSON Intranet site under the "Financial Aid and Awards".

Further information, including forms and deadlines, can be found on the Tuition, Scholarships and Financial Aid website.

Note: If you are an RPN, please see the "Registered Practical Nurses Association of Ontario (WeRPN formerly RPNAO)" section of the handbook for information related to the Nursing Education Initiative fund.

STUDENT ASSOCIATIONS

CANADIAN NURSING STUDENTS' ASSOCIATION (CNSA)

cnsa.ca

The Canadian Nursing Students' Association (CNSA) is the national voice of Canadian nursing students. **Our goal is to increase the legal, ethical, professional, and educational aspects which are an integral part of nursing.** CNSA is actively dedicated to the positive promotion of nurses and the nursing profession as a whole. Students in

the TFSON are members of CNSA. Membership dues are collected annually through the University as non-tuition fees and then disbursed to the CNSA. The student body elects a CNSA representative (Official Delegate) biannually, and an alternate (Associate Delegate), annually. One of the benefits of your membership in CNSA is access to NurseOne, a web-based resource.

NURSING STUDENTS OF ONTARIO (NSO)

facebook.com/NursingStudentofOntario/

The Nursing Students of Ontario (NSO) is a provincial non-profit group representing undergraduate nursing students from across Ontario. It is an interest group of the Registered Nurses Association of Ontario (RNAO) and supports and contributes to fulfilling the mandate and goals of the RNAO. All Basic Nursing Student Associates of RNAO are members of NSO. This group, led and organized by elected student nurse leaders, seeks to foster and empower each of its constituents. Membership in NSO is free to all undergraduate nursing students who are RNAO members.

TRENT CENTRAL STUDENT ASSOCIATION (TCSA)

trentcentral.ca

The Central is the student union that represents all students at Trent University. The Central represents the interests of its members to all levels of government and university administration. It is also a founding member of the Canadian Federation of Students (CFS). As a member local of the CFS, The Central is committed to bringing about necessary educational, administrative and/or legislative changes in those areas affecting students. The Central also provides a variety of services and events including a health and dental benefits plan, within defined limits. Details about Trent's student benefits plan may be found at studentvip.ca

TRENT/FLEMING NURSING STUDENTS' ASSOCIATION (TFNSA)

The Trent/Fleming Nursing Students' Association (TFNSA) is a student organization that represents all students in the BScN program at Trent University. The TFNSA provides Trent nursing students with peer support, opportunities for professional and academic development, and access to inclusive social activities intended to foster a sense of community and unity within the nursing student body, the TFSON, and the Peterborough community.

In addition to creating leadership opportunities for student involvement, the TFNSA Executive Board, elected by the nursing student body, acts as a role model for leadership and professional conduct within the TFSON, and is the active voice for Trent nursing students at various organizations such as the Canadian Nursing Students' Association (CNSA) and Nursing Students of Ontario (NSO). TFNSA executives also act as student advocates and provide nursing students with the knowledge, skills and attitudes necessary to become proficient in self-advocacy.

Email: tfnsa@trentu.ca

Facebook: Search [TFNSA](#)

Twitter/X: [@tfnsa](#)

REGULATORY BODY

COLLEGE OF NURSES OF ONTARIO (CNO)

cno.org

The College of Nurses of Ontario is the governing body for registered nurses (RNs), registered practical nurses (RPNs) and nurse practitioners (NPs) in Ontario, Canada. The nursing profession has been self-regulating in Ontario since 1963. Self-regulation is a privilege granted to those professions that have shown they can put the interests of the public ahead of their own professional interests. It recognizes that Ontario's nurses have the knowledge and expertise to regulate themselves as individual practitioners and to regulate their profession through the College.

PROFESSIONAL ASSOCIATIONS

CANADIAN INDIGENOUS NURSES ASSOCIATION

indigenousnurses.ca/

The mission of the Canadian Indigenous Nurses Association is to improve the health of Indigenous Peoples, by supporting Indigenous Nurses and by promoting the development and practice of Indigenous Health Nursing. In advancing this mission, the Association will engage in activities related to recruitment and retention, member support, consultation, research and education.

NURSEONE

nurseone.ca

NurseONE is a national, bilingual web-based health information service designed for the Canadian nursing community. The goal of NurseONE is to provide quick access to credible, up-to-date health care information to support nurses in Canada in delivering effective, evidence-based care, and to help them manage their careers and connect to colleagues. Join NurseONE's Program Manager for a closer look at this valuable resource that aims to enhance nursing practice and optimize patient care. This resource is a benefit that comes from your membership in the Canadian Nursing Students' Association (CNSA).

To register visit the NurseONE website and click on the membership link.

REGISTERED NURSES ASSOCIATION OF ONTARIO

rno.org

The Registered Nurses' Association of Ontario (RNAO) is the professional association representing registered nurses in Ontario. It is the strong, credible voice leading the nursing profession to influence and promote healthy public policy.

The RNAO produces a series of documents referred to as Best Practice Guidelines. The Clinical Practice Guidelines program is intended to support Ontario Nurses by providing them with Best Practice Guidelines for client care. Clinical Practice Guidelines and a variety of support materials are available for download free of charge at rno.ca/bpg/guidelines/clinical. Applications for these documents may be purchased, for a minimal fee, for download to handheld devices. Check your App Store.

REGISTERED PRACTICAL NURSES ASSOCIATION OF ONTARIO (WERPN FORMERLY RPNAO)

werpn.com

A number of students studying in the Trent/Fleming School of Nursing are Registered Practical Nurses (RPNs). WeRPN is the one unified voice for RPNs in Ontario, committed to creating excellence in health care through RPN advancement and utilization.

WeRPN is one of a number of organizations jointly operating the Nursing Education Initiative (NEI) fund, <https://www.werpn.com/learn/funding/nursing-education-initiative/>. Grants are available to support nurses in continuing education to improve their nursing knowledge and skills. RPNs are eligible to apply to the fund.

CANADIAN BLACK NURSES ALLIANCE

canadianblacknursesalliance.org

To serve, mentor, and empower Black Canadian Nurses through the power of community. CBNA seeks to foster an alliance across Canada of Black Nursing leaders that cover the full spectrum of nursing. These Black Nursing leaders will foster mentorship relationships with aspiring Black Nurses and Black nursing students.

CONNECT WITH US

| CAMPUS LOCATION | Mailing Address and Telephone |
|---|---|
| <p>Peterborough Campus</p> <p>Trent/Fleming School of Nursing Office Life and Health Sciences Building, Block C 2140 East Bank Drive, Peterborough</p> | <p>Trent University</p> <p>1600 West Bank Drive, Peterborough, Ontario K9L 0G2</p> <p>Telephone: (705) 748-1099 Fax: (705) 748-1088</p> |
| <p>George Brown Waterfront Campus</p> <p>Trent/Fleming School of Nursing Office Room 702, 7th floor 51 Dockside Drive, Toronto</p> | <p>Trent/Fleming School of Nursing, Waterfront Campus</p> <p>P.O. Box 1015, Station B Toronto, Ontario M5T 2T9</p> <p>Telephone: (416) 415-5000 ext 4541</p> |
| <p>TFSON email: nursing@trentu.ca</p> <p>Website: trentu.ca/nursing</p> <p>Faculty Directory: trentu.ca/nursing/faculty-research</p> <p>Staff Directory: trentu.ca/nursing/contact</p> | |