



THE UNIVERSITY OF THE WEST INDIES  
FIVE ISLANDS CAMPUS



First SoHBS Student  
Cohort 2019

**SCHOOL OF HEALTH & BEHAVIORAL SCIENCES**  
**FIVE ISLANDS CAMPUS**  
**BScN PROGRAM**  
**STUDENT HANDBOOK**  
**2021/2022**



# THE UNIVERSITY OF THE WEST INDIES

FIVE ISLANDS  
CAMPUS

**THE SCHOOL OF  
Health and Behavioral Sciences**

**BScN STUDENT HANDBOOK  
THE ACADEMIC YEAR 2021-2022**

## DIRECTOR OF ACADEMIC AFFAIRS MESSAGE TO STUDENTS



Dear Five Island Campus Digital Learners,

I am thrilled to welcome you to our dynamic University – an engine of innovation where you can reimagine and be ready for the future of work. After months of uncertainty because of the COVID-19 pandemic, I have renewed hope for this 2021/2022 Academic year.

As the 4th Industrial Revolution unfolds, your learning experiences at The UWI-Five Islands Campus will prepare you to enhance your knowledge and acquire the skills necessary to think critically in the labor market of the future; become an eloquent and dynamic communicator; demonstrate competencies in technology and entrepreneurship; innovate and create; learn about the world while being committed to the development of your own communities; engage in socially responsible ventures and behave ethically regardless of your field of study. You are embarking on an exciting time in Antigua and Barbuda, in the Eastern Caribbean, and in the world.

This is your time. Given the circumstances of the moment, we encourage you to pause and reflect on the global awakening to the conditions that threaten the health of every person on the planet. But you are here, to learn, to grow, to take risks, to ask questions, to seek solutions and to make a difference in this world. Again, this is your time! Whether face-to-face or online, take advantage of this learning opportunity to become more brilliant, more thought-provoking, and more compassionate to your fellow man.

Let's get into "good trouble" and do our very best to have hope for the future.

Curtis Charles, PhD., SMArchS., MSPA., BArch.

Director of Academic Affairs

# WELCOME

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Welcome to the University of the West Indies, Five Island Campus. We offer a B.Sc.N at the School of Health and Behavioral Sciences. It is hoped that your experience here will be rich, rewarding, and exciting. This handbook was designed to guide and mold you into becoming a professional Registered Nurse.

The information within the B.Sc.N School of Health and Behavioral Science handbook is designed to provide a helpful guide regarding regulations governing your program.

Every effort was made to ensure that the information in this handbook was correct at the time of printing. However, students are encouraged to check with the School of Health and Behavioral Sciences Office as well as the respective departments during the course of the academic year for updates, corrections as well as omissions that may have been detected subsequent to the completion of this handbook

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## REQUIREMENTS FOR ADMISSION FOR THE B.SC.N GENERAL PROGRAM

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### Normal Matriculation

To be eligible for entry to the program of study for the Bachelor of Science degree in Nursing, applicants must satisfy the university's requirements for normal matriculation.

1. Applicants must have obtained passes in the Caribbean Examination Council (CSEC) or the General Certificate Examination (GCE) Ordinary Level or any approved equivalent, in at least five (5) subjects, including three (3) compulsory:
  - a. English Language OR Communication Studies (CAPE);
  - b. One subject from Mathematics OR Pure Mathematics (CAPE), OR Applied Mathematics (CAPE);
  - c. One subject from Biology or Human and Social Biology.

AND, Two other subjects from the following list:

(Chemistry, Food, and Nutrition, Caribbean History, Information Technology, Social Studies, Principles of Business and Principles of Account)

The Nursing Council also requires that candidates obtain passes at no lower than grade IV or D in CAPE/GCE 'A' level subjects **OR** no more than two (2) subjects at the Grade III for CSEC subjects.

IN ADDITION,

2. Applicants are also required to:
  - a. Be at least 17 years at the time of admission to the program;
  - b. Provide two (2) letters of recommendation
3. Applicants may also be required to submit to a personal interview decided by the School

### Certification

The Bachelor of Science degree in nursing is awarded on successful completion of the program of study.

Graduates are eligible to write the Nursing Council of Antigua & Barbuda approved and administered *Regional Examination for Nurse Registration (RENr)* to obtain the Registered Nurse title, a requirement for practicing nursing legally.

# REGULATIONS FOR UNDERGRADUATE PROGRAMS / REGISTRATION

## Registration

- A. Candidates must register for ALL courses at the beginning of the academic year.
- B. Changes in registration may be affected up to the end of the third week of Semester I for Semester I courses and up to the end of the second week of Semester II for Semester II courses.
- C. Students must register for summer courses on or by the deadline as outlined by the Campus Registrar.
- D. Registration for any course means that a candidate has entered for the associated examinations and will therefore be deemed to have failed the course if he/she does not attend the examinations without previously having withdrawn from the course or without having tendered evidence of illness at the time of the examinations, certified by any medical practitioner approved for this purpose by the university.
- E. In the latter case, the medical certificate must reach the Campus Registrar no later than seven days after the date of the examination concerned.
- F. A candidate who has recorded a pass in a course will not be permitted to re-register for the same course.

## Exemptions

- A. Subject to University Regulations, exemption from a course may be granted to a candidate who has successfully completed a UWI course within the past five years and which course(s) is/are comparable to those required by the B.Sc.N program of study.
- B. Application for exemption may be made by a candidate who has successfully completed a course that forms part of the whole of a similar course in the B.Sc.N program from the UWI or any other Tertiary Level Institution
- C. The syllabus of the course shall be examined in addition to the candidate's grade(s) in the examination(s) for the course(s); the time that has elapsed since its completion and in particular whether it is similar in part or whole to that offered at requirement.

- D. All applications for exemption must be made to the Faculty Board through the Head of the School. The Head of School shall make one of the following recommendations to the Faculty Board, indicating the reasons for this recommendation:
  - (i) that the candidate's application be rejected; or
  - (ii) that the candidate be exempted from a part or the whole of the course and be required to take part or the whole of the examination for the course, as the case may be; or
  - (iii) that the candidate be exempted from the course and the examination;
  - (iv) that the candidate be exempted with credit from the course and the examination. The Faculty Board, having considered the recommendations of the Head of School, shall, in turn, make its recommendations to Academic Board.
  - (v) Exemptions may be given to students who are readmitted, having been asked to withdraw on academic grounds, subject to the university's regulations regarding credits and exemptions.

## Leave of Absence

- A. A candidate who for a good reason wishes to be absent from an academic program for a semester or more must apply for a formal leave of absence to the Faculty Board, through the Head of School and the Dean, stating the reason for the application.
- B. The length of such leave of absence, if granted, will be subject to the approval of the Academic Board but will not exceed one academic year in the first instance, terminating at the end of the academic year for which the application is approved.
- C. Leave of absence may be granted for a semester or for an academic year but will not be granted for more than two (2) consecutive academic years.
- D. Applications for leave of absence for a semester must be submitted by the end of the third week of the relevant semester.
- E. Applications for leave of absence for the academic year must be submitted by the end of the third week of Semester I.

# PHILOSOPHY OF THE NURSING PROGRAM

## We believe that,

- Advancing the science and practice of nursing improves the health of individuals, families, communities, and populations.
- Education is a lifelong process: Nursing Education begins at the B.Sc.N level and continues through to post-graduate studies. It encompasses a broad educational scope for professional development.
- Nursing Education provides the students with planned learning experiences in a primary, secondary, and tertiary health care setting with clients/patients of various age groups. Health care is delivered by an interdisciplinary team; therefore, collaboration with other team members is an integral component of clinical practice. Nursing education should take place in the state and provide clinical experience within the health care delivery system, which fosters commitment, decision-making, self-awareness, and professional growth.
- A strong educational foundation enables nurses to engage in evidence-based practice and pursue scholarly activities that will contribute to the improvement of health care delivery.
- Learning is a process by which new knowledge is acquired and interpreted in the light of past knowledge and experiences, resulting in a change in behavior. Learning takes place if there is **motivation and active participation** on the part of the learner. The nursing education system should provide the type of learning environment and facilities which will enhance and facilitate the learning process.
- Education is a life process that is concerned with the development of the individual socially, physically, and intellectually, thus enabling the individual to reason, make sound judgment and be able to fulfill individual and civic responsibilities.
- Exposing students to a diverse and global perspective and raising their social and professional awareness will stimulate them to become healthcare leaders.
- The Faculty and Staff at the School of Health and Behavioral Sciences believe in creating a nursing education climate that fosters professional attentiveness, accountability, responsibility, and excellence in nursing practice.

## VISION

The School of Health and Behavioral Sciences will create an exciting and rich learning experience to facilitate the B.Sc.N Program. Our nurses will be recognized nationally, regionally, and internationally for their excellence. They will be prepared to lead in Nursing Education and Advanced Nursing Practice and engage in scientific, scholarly

inquiry, and critical thinking skills. Our nursing educators, clinicians, researchers, and support staff are committed to producing the next generation of nursing leaders who are empowered to address the health care needs and challenges of a rapidly changing and culturally diverse health care system within Antigua and Barbuda and the region.

## MISSION

Our mission is to prepare professional nurses at the undergraduate and post-graduate level who are skilled in problem-solving, are responsive to the health needs of diverse cultures, and provide high quality, safe and compassionate evidence-based care that enhances the quality of life for individuals, families, groups, and communities. Our mission will be accomplished through the delivery of nursing education programs that promote and support students' success.

## CORE VALUES

Our core values are inherent and critical to the achievement of the vision and mission. These core values of Nursing include, but are not limited to:

***Professionalism, Caring, Respect, Altruism, Integrity, Veracity, Honesty, Social justice, Advocacy, Accountability, and Responsibility***

## PURPOSE

The School of Health and Behavioral Sciences seeks to provide an educational experience that will equip students with the cognitive, interpersonal, and technical skills necessary to assist clients/patients at any stage of the life cycle in meeting their health needs.

## AIM

The Aim of our program is to produce competent, efficient, responsible graduates, who within the framework of the nursing process, will provide health care to individuals and families in the preventive/promotive, curative, and rehabilitative settings; while at the same time make a meaningful contribution to positive growth to the nursing profession.

The ***School of Health and Behavioral Sciences (B.Sc.N) Handbook and the Regulations*** were prepared for nursing students and were intended to maintain the conditions necessary for teaching and learning, discipline, and order during training. The School promotes the highest standards of conduct and professionalism in its

students; hence, they are expected to acknowledge their responsibility as students of the profession and consistently conduct themselves with those attributes and values of the nursing profession.

The **International Council of Nurses (ICN) Code of Nursing Ethics** will serve as a guide in defining the expectations of professional nursing conduct and behaviors and framing the rules and policies that will guide the students.

During training, students are expected to model and maintain behaviors and conduct that are consistent with professional nursing practice. Professional behaviors will be expected in the classroom, clinical settings, learning activities, and in other additional circumstances where students represent the university.

Students are expected to conduct themselves at all times as, **“Professionals must act how they should, and not how they feel.”**

## PROGRAM OBJECTIVES

At the end of the program, the Graduate should be able to:

1. Demonstrate the use of critical thinking in clinical decision-making.
2. Formulate a personal and professional ethical framework to guide conduct and decision-making in professional nursing.
3. Evaluate, apply and communicate research findings to improve professional practice.
4. Analyze and evaluate leadership and management theories in nursing practice.
5. Evaluate the health policy process for the improvement of health care for all.
6. Demonstrate a commitment to humanitarian service as a component of professional nursing in a culturally diverse society.
7. Engage in communication and collaboration with members of the health care team.
8. Recognize the need for continuing education and learning and accept professional responsibility for his/her action, thus acting as a change agent in the delivery of health care.
9. The Graduate will plan and implement care for individuals and families based on identified and potential problems and needs.

## GRADING SCHEME & DESCRIPTOR

GRADE	QUALITY POINT	% RANGE	GRADE	QUALITY POINT	% RANGE
A+	4.30	90 – 100	C+	2.30	55 – 59
A	4.00	80 – 89	C	2.00	50 – 54
A-	3.70	75 – 79	F1	1.70	40 – 49
B+	3.30	70 – 74	F2	1.30	30 – 39
B	3.00	65 – 69	F3	0.00	0 – 29
B-	2.70	60 – 64			

### REVISED GRADE DEFINITIONS 2021

Grade	% Range	Grade Point	Grade Definition	Grade Description
A+	90 -100	4.3	Exceptional	Demonstrates exceptional performance and achievement in all aspects of the course. Exceptional application of theoretical and technical knowledge that demonstrates achievement of the learning outcomes. Goes beyond the material in the course and displays exceptional aptitude in solving complex issues identified. Achieves the highest level of critical, compelling, coherent and concise argument or solutions within the course.
A	80-89	4.0	Outstanding	Demonstrates outstanding integration of a full range of appropriate principles, theories, evidence and techniques. Displays innovative and/or insightful responses. Goes beyond the material with outstanding conceptualization, which is original, innovative and/or insightful. Applies outstanding critical thinking skills.

A-	75-79	3.7	Excellent	Demonstrates excellent breadth of knowledge, skills and competencies and presents these in appropriate forms using a wide range of resources. Demonstrates excellent evidence of original thought, strong analytical and critical abilities; excellent organizational, rhetorical and presentational skills.
B+	70-74	3.3	Very Good	Demonstrates evidence of very good critical and analytical thinking in most aspects of the course. Very good knowledge that is comprehensive, accurate and relevant. Very good insight into the material and very good use of a range of appropriate resources. Consistently applies very good theoretical and technical knowledge to achieve the desired learning outcomes.
B	65-69	3.0	Good	Demonstrates good knowledge, rhetorical and organizational skills. Good insight into the material and a good use of a range of appropriate resources. Good integration of a range of principles, techniques, theories and evidence.
B-	60-64	2.7	Satisfactory	Displays satisfactory evidence of the application of theoretical and technical knowledge to achieve the desired learning outcomes. Demonstrates sound organizational and rhetorical skills.
C+	55-59	2.3	Fair	Demonstrates fair breadth and depth of knowledge of main components of the subject. Fair evidence of being able to assemble some of the appropriate principles, theories, evidence and techniques and to apply some critical thinking.

C	50-54	2.0	Acceptable	Demonstrates acceptable application of theoretical and technical knowledge to achieve the minimum learning outcomes required in the course. Displays acceptable evidence of critical thinking and the ability to link theory to application.
F1	40-49	1.7	Unsatisfactory	Demonstrates unsatisfactory application of theoretical and technical knowledge and understanding of the subject. Displays unsatisfactory ability to put theory into practice; weak theoretical and reflective insight. Unsatisfactory critical thinking, organizational and rhetorical skills.
F2	30-39	1.3	Weak	Weak overall performance with very limited knowledge and understanding of the subject. Little evidence of theoretical and reflective insights. Weak organizational and rhetorical skills.
F3	0-29	0	Poor	Overall poor or minimal evidence of knowledge and understanding of the subject. Displays little ability to put theory into practice; lacks theoretical and reflective insights. Incomplete breadth and depth of knowledge on substantive elements of the subject. Little or no evidence of critical engagement with the material. Responses are affected by irrelevant sources of information, poor organizational and rhetorical skills.



# PROGRAMME STRUCTURE

Course Code	Course Name	Credit	Hours	Prerequisites	Co-requisites code
<b>LEVEL 1 YEAR 1: SEMESTER I</b>					
FOUN1101/ FD11A	Caribbean Civilization	3	45	Matriculation Requirements	
PSYC1000	Introduction to Psychology: Developmental, Social, Abnormal	3	45	Matriculation Requirements	
NURS1108	Human Anatomy & Physiology I	3 (2T, 1L)	75	Matriculation Requirements	NURS1111 & NURS1014
NURS1014	Biochemistry	3 (2T, 1L)	75	Matriculation Requirements	-
NURS1111	Microbiology	3(2T, 1L)	75	Matriculation Requirements	NURS1014 & NURS1108
FOUN1001/ FD10A	English for Academic Purposes	3	45		
<b>TOTAL</b>		<b>18</b>	<b>360</b>		
<b>YEAR 1: SEMESTER II</b>					
NURS1013	Nutrition	3	45	NURS1014	-
NURS1109	Human Anatomy & Physiology II	3 (2T, 1L)	75	Matriculation Requirements	NURS1111 & NURS1014
NURS1113	Epidemiology	3	45	NURS1111	NURS1114
NURS1114	Health Informatics	3 (2T, 1L)	75	Matriculation Requirements	
SOCI1002/ SY14G	Sociology for the Caribbean	3	45	Matriculation Requirements	

SOCI1005	Introductory Statistics for the Behavioural Sciences	3	45	Matriculation Requirements	
FOUN1301	Law, Governance, Economy & Society in the Caribbean	3	45		
<b>TOTAL</b>		<b>21</b>	<b>375</b>		
<b>YEAR 1 TOTAL</b>		<b>36</b>	<b>735</b>		
<b>LEVEL 2 YEAR 2: SEMESTER 1</b>					
NURS2015	Introduction to Professional Nursing	3	45	Level 1 Nursing Courses	
NURS2019	Concepts Applied to Nursing	3 (2T, 1L)	75	NURS1108; NURS1109; NURS2117 & NURS2118	
NURS2117	Health Assessment	3 (2T, 1L)	75	NURS1108; NURS1109; NURS1013 & NURS1114	
NURS2118	The Nursing Process	3	45	NURS1108 & NURS1109	NURS2117
NURS2124	Human Pathophysiology	3	45	NURS1108 & NURS1109	
<b>TOTAL</b>		<b>15</b>	<b>285</b>		
<b>YEAR 2: SEMESTER II</b>					
NURS2010	Pharmacology	3	45		
NURS2011	Health Promotion	3	45		
NURS2112	Patient & Health Care Worker Safety	3	45		
NURS2020	Concepts Applied to Nursing Clinical Practicum	3	126		
	Free Elective	0			

<b>Total</b>		<b>12</b>	<b>261</b>		
<b>YEAR 2: SUMMER</b>					
NURS2213	Nursing Care of Adults	4	75		
NURS2214	Nursing Care of Adults Clinical Practicum	4	189	NURS2213	
<b>TOTAL</b>		<b>8</b>	<b>264</b>		
<b>YEAR 2 TOTAL</b>		<b>35</b>	<b>810</b>		
<b>LEVEL 3</b>	<b>YEAR 3: SEMESTER I</b>	<b>Credit</b>	<b>Hours</b>	<b>Prerequisites</b>	<b>Co-requisites code</b>
NURS3015	Nursing Care of Older Adults	3(2T, 1L)	75	NURS1108; NURS1109 & NURS2112	
NURS3016	Nursing care of Older Adults Clinical Practicum	3	126	NURS1013 & NURS2124	
NURS3136	Mental Health Nursing	3 (2T, 1L)	75	Successful Completion of Years 1 & 2 Courses	
NURS3137	Mental Health Nursing Clinical Practicum	3	126		NURS3136
NURS3030	Research Methodology	3	45		
<b>TOTAL</b>		<b>15</b>	<b>372</b>		
<b>YEAR 3: SEMESTER II</b>					
NURS3000	Parent Child Nursing	3 (2T, 1L)	75	Successful Completion of Years 1 & 2 & year 3 Sem.1 Courses	
NURS3001	Parent Child Nursing Clinical Practicum	4	189	NURS3000	

NURS3019	Community Health Nursing	3 (2T, 1L)	75	Successful Completion of Years 1 & 2	
NURS3020	Community Health Nursing Clinical Practicum	3	126	Successful Completion of Years 1 & 2	NURS3019
<b>TOTAL</b>		<b>12</b>	<b>351</b>		
<b>YEAR 3: SUMMER</b>					
NURS3018	Diet Therapy	3	45		
NURS3017	Principles of Life Support and First Aid	3 (2T,1L)	75		
<b>TOTAL</b>		<b>7</b>	<b>315</b>		
<b>YEAR 3 TOTAL</b>		<b>34</b>	<b>987</b>		
<b>LEVEL 4</b>	<b>YEAR 4: SEMESTER I</b>	<b>Credit</b>	<b>Hours</b>	<b>Prerequisites</b>	<b>Co-requisites code</b>
NURS4010	Nursing Care of Children & Adolescents	3 (2T, 1L)	75	Successful Completion of Years 2 & 3 Courses	
NURS4011	Nursing Care of Children & Adolescents Clinical Practicum	4	189	Successful Completion of Years 2 & 3 Courses	
NURS4014	Research Project	3	45	NURS3030	
	Free/General Elective	3	39		
<b>TOTAL</b>		<b>13</b>	<b>348</b>		
<b>YEAR 4: SEMESTER II</b>					
NURS4015	Leadership & Management in Nursing	3 (2T, 1L)	75	Levels 1, 2 & 3 Nursing Courses	
NURS4016	Leadership & Management in Nursing Practicum	4	189	NURS4015	

NURS4012	Nursing Care of Patients in Specialized Care Settings	3 (2T, 1L)	75	All Clinical Nursing and Support Courses
NURS4013	Nursing Care of Patients in Specialized Care Settings Clinical Practicum	4	189	NURS4012
<b>TOTAL</b>		<b>14</b>	<b>528</b>	
<b>YEAR 4: SUMMER</b>				
NURS4017	Clinical Internship	4	189	Successful Completion of all courses of the B.Sc.N Programme
NURS4018	Senior Nursing Review	0	221/4 wks.	Successful Completion of all courses of the B.Sc.N Programme
<b>TOTAL</b>		<b>4</b>	<b>410</b>	
<b>YEAR 4 TOTAL</b>		<b>31</b>	<b>1,286</b>	
<b>PROGRAMME TOTAL = 136 CREDITS</b>				
<b>TOTAL PROGRAMME THEORY HOURS</b>		<b>1355</b>		
<b>TOTAL PROGRAMME: LAB. HOURS</b>		<b>810 (nursing: 450, non-nursing: 360)</b>		
<b>TOTAL CLINICAL HOURS</b>		<b>1512</b>		
<b>TOTAL PROGRAMME HOURS</b>		<b>3,818</b>		

## EXAMINATION PROTOCOLS

The following Examination Protocols are established for Face to Face exams. Protocols are to ensure the integrity, efficiency, and fair administration of examinations or tests at the School of Health and Behavioral Sciences during the mid-semester, end of the year, or any other exams or tests. All students are expected to be familiar with protocols and abide accordingly.

**Any student, who engages in any form of cheating or behavior that disrupts the examination process, is in violation of the University's Examination Regulations and can face automatic expulsion from the program.**

- 1. ALL EXAMINATIONS** for all students will start at **9:00 a.m.** promptly unless another specific time is indicated by the Examination Office.
- Students should, therefore, report to the Examination Room at least **30 mins** before so that all preliminary preparations may be completed on time.
- In-class tests and exams may be done at the usual allotted class time or at an arranged time by the lecturer; however, all other protocols should be observed.
- Students who arrive late at an exam must have a valid excuse to be allowed in the exam room.
- The Invigilator will decide whether that student will be given any extra time to complete an exam.
- Students should not have any personal belongings with them during the examination.
- All personal belongings such as – back packs, purses, pencil cases, coats, book bags, pocketbooks, cell phones, smart watches, tablets, blue tooth devices, iPod, etc. must be placed in the designated areas and be collected at the end of the examination.
- Students must ensure that all of the electronic devices are turned off or silenced when they are placed at the front of the class.
- Cell phones will not be allowed to be used to monitor the time or for calculations.
- Students are not allowed to wear hoodies or hats on their heads or have earphones during the exam.
- If the examination room is cold, students may be allowed to wear an approved jacket which must be inspected by the Invigilator prior to the exam.
- Foods or drinks will not be allowed in the exam room, either before or during the

exams. However, clear water in a clear bottle container or a sweet or mint will be allowed. These should be displayed on the student's desk, where they are visible to the Invigilator.

13. Students should only have pens, pencils, a sharpener, an eraser, or a calculator if required. These must be displayed on the desk as pencil cases are not allowed.
14. The Invigilator reserves the right to seat students or change their seating location before the examination.
15. Students should not open the cover page of exams before the start signal from the Invigilator
16. Students should not write their names on the exam papers but should use their given identification codes.
17. There must be absolutely no talking or any form of communication during exams, including body languages, gestures, or signals
18. Once the examination has begun, students may not approach the Invigilator to ask questions but should raise their hands to be recognized by the Invigilator if they have a question.
19. Students will not be allowed to leave the examination room; however, in the case of an emergency and a student must visit the restroom, an invigilator will accompany the student to the entrance of the restroom and accompany the student back to the exam room.
20. No more than one student would be permitted to leave the room at any time for the restroom.
21. All students must stop writing when the allotted exam time has expired. Students will then wait for further instructions as to how their papers will be collected before they leave the room
22. If a student completes the examination before the allotted time has expired, he may raise his hand for the Invigilator, who will make a decision as to whether the student will be allowed at this time to hand in his exam papers. If permission is given, he should then leave quietly without disturbing the rest of the class.
- 23. A student who is unable to attend an examination test due to illness must submit a sick certificate on the day of the exam. The student will then be allowed to write the examination at a later date. If a sick certificate is not presented then the student is deemed to have failed the course exam**
- 24. ALL Online Examinations** are subjected to University's Regulations. Students will be expected to follow given guidelines issued by the Examinations Office.

## ACADEMIC INTEGRITY

Academic integrity is a fundamental component of success and growth in the classroom. It prepares a student for personal and professional challenges as well as providing a blueprint for future fulfillment and success. It involves being honest, fair and maintaining academic standards set by professional bodies and departments within the wider university.

The UWI, FIC, School of Health and Behavioral Sciences will not tolerate acts of dishonesty which include, but are not limited to: cheating, unauthorized collaboration among students, falsification of records, plagiarism, and offering money, gifts, or any service to a Faculty member or any Administrative personnel to gain academic advantage.

## PLAGIARISM

Plagiarism is a form of cheating. According to the UWI regulations, plagiarism is "... the unauthorized and/or unacknowledged use of another person's intellectual efforts and creations howsoever recorded, including whether formally published or in a manuscript or in typescript or other printed or electronically presented form and includes taking passages, ideas or structures from another work or author without proper and unequivocal attribution of such source(s), using the conventions for attributions or citing used in this University".

- (a) Plagiarism also involves the case of material taken from the internet without acknowledgment or giving proper credit – Cyber cheating.
- (b) Students have the responsibility to know and observe the Regulations of the University of the West Indies as it relates to plagiarism, falsification of information, and academic dishonesty as contained in the relevant UWI Examinations Regulations

## PROGRESS THROUGH THE PROGRAMME

1. (i) Candidates admitted to the programme are encouraged to register for all courses as well as the necessary foundation courses at the beginning of the school year, as outlined in the Curriculum.  
N.B. Registration for the summer semester will be done prior to the beginning of the semester.
- (ii) Candidates must meet all pre-requisites and co-requisites requirements to access courses for which these are stated.
- (iii) Candidates must attend at least 85% of both theoretical and clinical courses, to be allowed to proceed to the examination. The pass mark for each nursing course is 50%. Candidates will be allowed a maximum of three (3) attempts at any nursing course.
- (iv) Candidates who achieve a GPA of less than 2.00 within any one semester will be placed on academic warning in-keeping with the UWI GPA regulations. This warning will be removed if the students' GPA improves in the successive semester.
2. Progression of students from one level to the next is based on success in the theory and clinical practice.
  - (i) Progression from Level I to II  
In order to satisfy the minimum requirement for entry to Level II, a candidate must attain passes in ALL Level I courses including all foundation and supportive courses.
  - (ii) Progression from Level II to III  
Promotion to Level III will be granted ONLY if passes have been attained in all Level II courses. N.B. NURS 2117 Health Assessment and NURS2118 The Nursing Process are prerequisites for Year Two Semester Two.
  - (iii) Progression from Level III to IV  
Promotion to Level IV will be granted if passes have been attained in all Level III courses. Candidates will ONLY be eligible for NURS4017 Clinical Internship and NURS4018 Senior Nursing Review if they are successful in ALL COURSES (including foundation and support courses).
3. Candidates will be asked to withdraw from the Faculty if:
  - (i) his/her GPA remains below 2.00 for two consecutive semesters
  - (ii) he/she has failed a nursing course on the third attempt
  - (iii) he/she has failed all courses taken in Semester I, Year 1

## COURSE DESCRIPTIONS

### **Biochemistry:**

An understanding of the concepts of biochemistry necessary for an appreciation of the body's biochemical reactions, thus enabling nurses to relate the knowledge of biochemistry to wellness and illness. The course also allows the student to explore biochemical reactions affecting homeostasis and to discuss concepts and functions pertinent to the chemistry of the human body.

**3 Credits**

### **Caribbean Civilization:**

This course is designed to give students a survey of the Caribbean's history and culture, commencing with the arrival of the Neo-Indian peoples (ca. 5000BCE) through to the present day Caribbean. The course stresses the commonality of the region, comprising more than individual island nations or linguistic groups. The idea of civilization is key to comprehending the Caribbean's progression through time and will play an important role in understanding the cultural, economic, social and intellectual trends and their supportive institutions that have emerged in the Caribbean. While the course focuses on the similarities in the Caribbean, it also highlights the differences that have emerged because of colonialism, demography, climate and historical progress. The course aims to stimulate students' interests in the concept of a Caribbean civilization and places it within the context of understanding their individual lives and the lives of those around them.

**3 Credits**

### **Community Health Nursing:**

This course introduces the student to the foundations of community-based nursing, focusing on health of the family and community. Principles, theories, and concepts of community health are utilized to generate an understanding of the roles and functions of community health nurses. Cultural, lifestyle, socioeconomic, environmental, epidemiological influences and community resources on health promotion and protection in individuals, families and communities are examined. The related clinical practicum is provided in **Community Health Nursing Clinical Practicum**.

**3 Credits**

### **Community Health Nursing Clinical Practicum:**

This course focuses on community health and community health nursing in the community. Guided clinical experiences are provided at selected community-based

agencies and organizations to enable students to assess the health of a community, practice health teaching, and observe the role of members of the health team in the practice environments. Students will demonstrate progressive independence in selected areas of experience in the community.

**3 Credits**

### **Clinical Internship:**

This clinical internship course provides students the opportunity for integration and synthesis of previous knowledge, skills and professional role behaviors acquired in the B.Sc.N program. The experience will bridge the gap between undergraduate education and 'real-life' professional nursing practice, by assisting the student to transition to an independent, competent professional.

The student will be supported in consolidation of clinical and leadership skills to work collaboratively within a multidisciplinary team. The practicum experience will also allow students to analyze the broad gender, cultural, environmental, socio-economic, and political systems that contribute to health status and outcomes, health policies, and health care delivery.

**4 Credits**

### **Concepts Applied to Nursing:**

This course introduces the student to basic nursing skills. It focuses on concepts of caring, body image, pain, loss, grief and the grieving process, dying and death, immobility and chronicity. The student is introduced to hospitalization and the nurse's responsibility in relation to surgical interventions is also examined.

**3 Credits**

### **Concepts Applied to Nursing Clinical Practicum:**

This course provides an opportunity for students to implement selected basic nursing skills relative to the course **Concepts Applied to Nursing** in acute care and community settings. The focus of the course is to assist students develop competence and confidence in the application of basic skills prior to progressing to more advanced clinical nursing courses. Basic clinical skills are practiced in the Clinical Learning Centre (Nursing Skills Laboratory) prior to engaging in clinical experience in the health care and community settings.

**3 Credits**

### **Diet Therapy:**

The focus of this course is dietary management of common nutritional problems found in individuals, families and communities in Jamaica. Emphasis will be placed on the dietary management of individuals with diabetes mellitus, cardiovascular and renal diseases, malnutrition, burns, and obesity. Diet management is applied

throughout the respective nursing courses.

**3 Credits**

### **English for Academic Purposes:**

Designed to help students to critically engage with texts, research and write effective essays for academic audiences, and participate intelligently in oral and written discussions on a variety of topics, while developing an understanding of the linguistic context in which they operate in the Caribbean. Students in the social sciences are expected to demonstrate an awareness of the emphasis and perspective of their discipline. The course aims to provide students with requisite techniques for reviewing, questioning, analyzing texts related to the social sciences.

**3 Credits**

### **Epidemiology:**

This course introduces the student to the key concepts of epidemiology. It examines the modes of disease transmission characteristics of communicable diseases, methods of prevention, at the local, regional and international levels. Students will be guided in the identification of sources of data, the use of appropriate measures of calculations, the analysis and interpreting of data and the application of findings to infection prevention and control.

**3 Credits**

### **Principles of Life Support & First Aid:**

This course provides students with the knowledge of the principles of managing first aid in emergency situations in the home, community and health care facilities.

**3 Credits**

### **Human Anatomy & Physiology 1:**

An organ to system approach, the correlation between anatomical structure and physiological functions, the interaction of chemicals, tissues, organs and organ systems in the maintenance of homeostasis is presented in this course. The course is divided into two parts. **Part I** introduces anatomy and physiology and focus on the integumentary, musculo-skeletal, nervous, endocrine, and respiratory systems. **Human Anatomy and Physiology II** covers the remaining body systems, and is taught in the second semester. Laboratory exercises are included in both courses.

**3 Credits**

### **Human Anatomy and Physiology II:**

A continuation of **Human Anatomy and Physiology I**. The course examines the structure and function of the cardiovascular, lymphatic, digestive, urinary, and

reproductive systems. Laboratory exercises will allow the students to focus on the examination of selected parts of these systems through histological and skeletal preparations.

**3 Credits**

### **Health Informatics:**

This course introduces the student to health informatics. Emphasis is placed on current trends and concerns in information management in healthcare including legal, social, cognitive and economic issues. It also links information with the utilization of technology to support nursing practice and assists learners to contribute to the development of information systems to promote quality in nursing care. Students will apply critical thinking skills to examine the various ways in which technology can support evidence-based information to improve the quality of nursing care.

**3 Credits**

### **Health Promotion:**

This course explores concepts of health, primary health care, health promotion, health protection and illness prevention throughout the lifespan. It introduces the student to factors influencing health and wellness and the strategies for promotion and maintenance of health in the individual, family, and community. Concepts, models and strategies of health promotion including international, regional and national policies, charters and declarations, as well as issues and barriers to health promotion are explored. Jamaica's perspective on health policy in general and specifically as it relates to health promotion is analyzed.

**3 Credits**

### **Human Pathophysiology:**

A study of the structural and physiological changes occurring in the body as a result of disease processes. The course introduces students to the concepts of abnormality and provides information on the sequel of diseases, alterations in body structure, body functions, and related clinical manifestations.

**3 Credits**

### **Introduction to Professional Nursing:**

This course introduces students to the evolution of nursing and the practice of nursing. It examines the theories of nursing, nursing as a profession and the requirements for practicing as a Registered Nurse. The historical, philosophical, scientific, ethical and legal bases for the profession are explored. Students will critically analyze the influence of religious, military, socioeconomic, geopolitical, legislative, technological, scientific and organizational factors on the development of the

profession. The impact of nursing legends on the advancement of nursing locally, regionally and internationally will also be explored.

**3 Credits**

### **Introduction to Psychology: Developmental, Social, Abnormal:**

This is an introductory level or foundational survey course, which provides an introduction to psychology. Psychology is a discipline concerned with human thought, emotion, and behavior. The science and practice of psychology are based on knowledge developed from both human and animal research.

The course will therefore introduce many key topics, and specifically those in the sub-fields of developmental, abnormal, and social psychology. After a brief introduction to the history of the discipline and the research methods that provide the foundation for psychological investigation and knowledge building, the focus will be on the subareas of developmental, personality, and social psychology. Students will be able to appreciate the similarities and differences among these three sub-areas after completing PSYC1000/PS 10A.

**3 Credits**

### **Introductory Statistics for the Behavioral Sciences:**

This course aims to introduce students to basic univariate and bivariate statistics. A student who successfully completes this course will possess a reasonable level of knowledge of basic statistics and their interpretations.

**3 Credits**

### **Leadership & Management in Nursing:**

This course explores basic management and leadership concepts, theories, processes and systems, and their application to the health care system. It prepares the graduates for assuming leadership and management roles as first line managers within the social, legal and economical contexts of a fiscally constrained health service. The role of the nurse as a supervisor, leader, change agent and manager is emphasized. Current issues, opportunities and challenges for nursing leadership in different nursing, community and organizational venues are included.

**3 Credits**

### **Leadership & Management in Nursing Practicum:**

The application of the concepts and theories of the **Leadership and Management in nursing** course to the management of patient care units. All previously learned knowledge and skills will be integrated in the practicum. Students will apply leadership skills and patient care management theories in managing patient care units.

**4 Credits**

### **Mental Health Nursing:**

This course focuses on mental health, as well as the basic psychopathology of mental disorders of individuals and families throughout the lifecycle who are experiencing varying states of mental health. The environmental influences affecting the mental health of the individual are examined within the context of the family and/or community. The nurse/patient relationship is emphasized as the foundation for therapeutic communication and nursing interventions. Collaboration with other health team members and/or community resources is explored as a way to address the needs of the individual and family using various treatment modalities. Students are expected to apply critical thinking skills and evidence-based knowledge to patient situations in the clinical settings during the **Mental Health Nursing Clinical Practicum** course.

**3 Credits**

### **Mental Health Nursing Clinical Practicum:**

This practicum emphasizes mastery in the application of the nursing process in caring for individuals across the life cycle, families and communities with mental health problems. It engages the students in independent and supervised evidence-based practice specific to mental health nursing. Interpersonal relationship, critical thinking and problem-solving skills are considered pivotal to efficient and accurate assessing, planning, implementing and evaluating therapeutic nursing interventions in the clinical settings, both hospitals and community health facilities.

**3 Credits**

### **Microbiology:**

An introduction to the history of microbiology, eukaryotic and prokaryotic cell structure and taxonomy. The course also covers the diversity of microbes, as well as their nutritional needs, growth and reproduction. In addition, the course focuses on the control of microbes by physical and chemical agents, microbial ecology, pathogenicity, immunity and immune response. Laboratory exercises are included.

**3 Credits**

### **Nursing Care of Adults (19-64 Yrs.):**

This course focuses on common health problems affecting the adult (ages 19-64 years). It facilitates students' development of an evidence-based framework to inform nursing practice in caring for adults along the wellness-illness continuum. The course engages students' critical thinking in decision-making to deliver nursing care in various clinical settings. Emphasis is placed on the nursing process as central to patient-focused care. The ethical and legal frameworks will be integrated



into the caring approach to care.

**4 Credits**

### **Nursing Care of Adults (19–64 Yrs.) Clinical Practicum:**

This clinical practicum course focuses on safe, ethical and legal care of the adult (19–64 years) patient in all health care settings. It provides the student with foundational clinical experiences necessary for the management of adult health, including health promotion, illness prevention and treatment, utilizing the nursing process, critical thinking and evidence-based practice in the assessment and management of adult patients with common health conditions of related body systems.

**4 Credits**

### **Nursing Care of Older Adults:**

This course critiques and applies social and biological theories of ageing (65 years and over) and psychosocial models of growth and development to the study of older adults in a variety of acute and long-term care, and community facilities. It focuses on factors, which encourage healthy ageing. Epidemiological, demographic and socio-economic determinants are explored, as well as issues and implications of physiological, emotional and psychological changes and community initiatives and resources. International and national declarations and standards are applied to meet the needs of the older adult patient.

**3 Credits**

### **Nursing Care of Older Adults Clinical Practicum:**

The application of health and nursing concepts and theories in the care of the older adult patient and family. Emphasis is on practicing interdisciplinary health care and advocacy in order to promote health and prevent illness, disability and disease of the older adult. The role of the nurse in assisting the older adult to maintain wellness and minimize effects of chronic conditions is also stressed.

**3 Credits**

### **Nursing Care of Children & Adolescents:**

This course focuses on common health conditions affecting children and adolescents (ages 0–18). It facilitates students' development of a sound evidence-based framework to inform nursing practice in caring for children, adolescents and their families along the wellness-illness continuum. The course will engage students' critical thinking in decision-making to deliver nursing care in various clinical settings. Particular emphasis is placed on the unique developmental needs of each age group and on the ethical and legal aspects that are relevant to pediatric nursing. Students will utilize the nursing process as

the central component to patient-focused care and the ethical/legal framework will be integrated into caring and approaches to care. The **Nursing Care of Children and Adolescents Clinical Practicum** course provides related integrated clinical experience.

**3 Credits**

### **Nursing Care of Children & Adolescents Clinical Practicum:**

This practicum course concentrates on health maintenance and the prevention of illness and care of the child 1 month to 18 years with common health problems. The practicum provides opportunities for students to provide nursing care that is adapted to the unique health and developmental needs of children and their families in Jamaica. Additionally, the practicum promotes critical thinking and application of evidence-based practice to nursing care management along the wellness- illness continuum, unique to the named stages of human development in the clinical settings.

**4 Credits**

### **Nursing Care of Patients in Specialized Care Settings:**

This course provides information on the organization, structure, functions, personnel and care of patients in the specialized units, namely the Accident and Emergency/Trauma Management, Operating Theatre, Recovery Room, and Intensive Care Unit. Disaster preparedness and emergency management are also included.

**3 Credits**

### **Nursing Care of Patients in Specialized Care Settings Clinical Practicum:**

This course enables the student to integrate and consolidate acquired knowledge and skills and to gain practical experiences in the areas covered in the **Nursing Care of Patients in Specialized Care Settings** course.

**4 Credits**

### **Nutrition:**

This course introduces the students to the principles of human nutrition and current dietary trends across the lifecycle. It emphasizes nutrients, food sources and functions in the body, nutrients and the relationship to health throughout the lifespan of the Caribbean people with a focus on Jamaica. Content includes cultural and economic influences on dietary practices.

**3 Credits**

### **Parent Child Nursing:**

This course focuses mainly on the child bearing family and specifically on healthy mothers and well neonates. It engages the student in critical thinking and application

of evidence-based practice in parent and child health. It prepares students to demonstrate caring in delivering appropriate and effective nursing care to the parents during the normal pre-pregnancy period, parental and foetal health during pregnancy, labour, delivery and the puerperium. Emphasis is placed on foetal and neonatal transitions and neonatal life. Social, cultural, traditional and contemporary influences, sexuality, parenting and family life, gender issues, ethical and legal issues are explored as are health education, health promotion and family planning. Students will spend time in the clinical settings observing and providing ethical and legal care for the childbearing family. Related clinical practicum skills are provided in the associated **Parent Child Nursing Clinical Practicum**.

**3 Credits**

#### **Parent Child Nursing Clinical Practicum:**

This course provides the experience for the student to integrate theory and skills in the nursing interventions for parental and foetal health during pregnancy, childbirth and the post-partum periods, and the neonate up to 28 days of life. Practice settings include inpatient hospital settings, health care centres/clinics, as well as supportive community agencies.

**4 Credits**

#### **Patient & Health Care Worker Safety:**

This theory and clinical practice course provides the student with key concepts and principles of infection prevention and control, injection safety, and blood safety, which are fundamental to safe nursing practice.

**3 Credits**

#### **Pharmacology & Therapeutics in Nursing:**

This course introduces the student to pharmacological sciences with respect to drug origin and administration. It exposes students to the legal and ethical responsibility and accountability inherent in the nursing functions related to the administration of drugs, as well as the cultural, social and psychological aspects of drug therapy. Emphasis is placed on safety and accuracy in administering prescribed medication dosages to persons throughout the life cycle and along the wellness-illness continuum. **Part 1** gives the history of pharmacology. The classification of drugs, their actions in the body and their therapeutic use is covered in **Part 2**.

**3 Credits**

#### **Research Methodology:**

This course exposes the students to the scientific method of enquiry and its relevance in investigating phenomena in health care. It engages students in critical thinking to critique published research findings and theoretical frameworks that

have applicability to nursing practice. The course facilitates the development of students' competencies in using the research process; using inferential statistics and transferring evidence-based knowledge to practice. The course also exposes students to ethical frameworks for conducting research and using evidence-based knowledge.

**3 Credits**

#### **Research Project:**

This course provides students with mentorship and supervision in using the research process and evidence-based approach to conduct of a small research study using the proposal developed in **Research Methodology**. Students are expected to collect data using an approved instrument, analyze and interpret data and write a project report. This small study observes the scientific rigor of larger studies.

**3 Credits**

#### **Senior Nursing Review:**

The focus of this senior review is the preparation for the Regional Examination for Nurse Registration (RENr). The review will cover all courses taught in the curriculum. Students will be provided with an overview of the RENr process, as well as strategies for preparation for, and sitting of the examination. There will be a mock examination and a period for remedial work if necessary.

**0 Credits**

#### **Sociology for the Caribbean:**

This course provides an introduction to the problems, issues, themes and main ideas of sociology. It is intended to provide basic social facts about the Caribbean and other similar developing societies, and to enable students to adopt a scientific approach to understanding and interpreting social phenomena. Sociology for the Caribbean lays the foundation upon which advanced academic work in sociology and the other social sciences can be built. Furthermore, the course enables students to tackle contemporary policy problems in a theoretically and empirically informed manner.

**3 Credits**

#### **The Nursing Process:**

This course introduces the student to the nursing process and health assessment of well individuals throughout the lifecycle. The nursing process framework is used for interviewing, data collection and performing physical assessment. Opportunities are provided for students to engage critical thinking skills in data collection and health assessment with healthy individuals of all ages through interviewing and performing physical examination. The importance of cultural, gender and religious

diversity in health assessment and the provision of health and nursing care are introduced.

**3 Credits**

### **Health Assessment:**

This course introduces the student to health assessment of well individuals throughout the lifecycle. Opportunities are provided for students to engage critical thinking skills in data collection and health assessment with healthy individuals of all ages through interviewing and performing physical examination. The importance of cultural, gender and religious diversity in health assessment and the provision of health and nursing care are introduced.

**3 Credits**

## **GENERAL RULES AND POLICIES**

### **ATTENDANCE**

1. **Regular School hours are from 8:00 am until 4:00 pm** with a 30 minutes break period and 1 hour for lunch.
2. Students must attend all scheduled classes punctually and should first inform the Class Coordinator by telephone; if telephone service is down, then through another communication medium when unable to attend a class.
3. Students' Attendance Record will be kept for both face to face and Online classes. **(It is a requirement by the Nursing Council of Antigua and Barbuda that each student's attendance hours be documented to account for required course hours)**
4. Students are also expected to attend all scheduled meetings by the School.
5. School hours lost as a result of sickness, absenteeism or tardiness will be worked back during the scheduled vacation period. Only two days per semester will be allotted to cover students who have a certified sick certificate.
6. These two days will be subtracted from the period, and the other days must be work back during available vacation period.
7. Students should notify Class Coordinator in advance of anticipated absence.
8. If an absence does occur due to serious illness or urgent family matters, the student will be responsible for obtaining all class notes and assignments.
9. If a student has an appointment during the lunch period and perceives that the appointment will run over the time, then permission to arrive to class late should be sorted from the Head of School/Class Coordinator, who will inform the lecturer of the next class.

### **PROFESSIONAL GROOMING**

#### **A. Uniform**

All students are required to be neatly attired in their prescribed uniform each day, in the classroom or the clinical setting. The students' appearance must always be in keeping with the dignity and good image of the profession. The uniform must be worn properly and be respected at all times.

- (i) Students should avoid wearing uniforms outside the clinical and classroom settings unless otherwise specified or permitted.
- (ii) Students behavior should always reflect a positive image of nursing especially when in uniform
- (iii) Caps remain part of the uniform dress code for females and must be worn at the clinical Institutions during the clinical rotations
- (iv) At Ceremonial events, students are required to wear the official full uniform approved by the School. This includes the wearing of the caps for females.
- (v) Uniforms must be made **strictly according to the specifications** provided by the School
- (vi) Only **white or blue** cardigans or sweaters are allowed to be worn over uniform when at the School or clinical area. These must not have any words or phrases written on them and, when worn, should not cover up the students' white top completely.
- (vii) Students will be asked to leave the clinical area or classroom if they are dressed inappropriately

## B. Personal Hygiene

- (i) Students should maintain good personal and oral hygiene at all times, and must be free of offensive body odors and cigarette smoke.
- (ii) Student should avoid loud/strong cologne, aftershave, scented lotions and/or perfumes, especially in the clinical area around clients/patients to avoid any allergic reactions or potential operational hazard

## C. Hair

- (i) Hair should be of conventional style, worn short, clean and tidy for all students.
- (ii) Male students should have their hair, beard, sideburns and mustaches neatly trimmed
- (iii) All hairstyles for the female students should be simple, neat, and held off their uniform collars
- (iv) The following hairstyles are strictly prohibited: punk rock, Mohawk hairstyles, sculpturing of patterns in hair, or bald head, unless for medical reasons, which must be substantiated by a licensed Medical Practitioner for female students in uniform.

- (v) Enough hair must be on the head of the female student to accommodate wearing of the cap when needed.
- (vi) Hair colors should be as natural looking as possible and not too loud to draw attention;
- (vii) Weaves and braids should be neatly done must not be done with excessive amounts of hair and should be pinned up off the uniform collar. (This reduces the risk of spreading infections)
- (viii) Wearing of hair beads or hair ornaments such as gold, silver or cosmetic while in uniform is prohibited.

## D. Makeup

- (i) Makeup should be simple and as natural looking as possible.
- (ii) No loud makeup colors such as white, red, blue, black or purple or such other bold colors are allowed with uniform.
- (iii) False eyelashes should not be worn while in uniform

## E. Nails

- (i) Nails should be cut short and kept clean at all times.
- (ii) No extensions or any nail polish is allowed while in uniform.

## F. Earrings

- (i) Ear knobs if worn, should be gold, silver or white cosmetic
- (ii) Ear knobs size should be roughly between 3 - 4 mm and must only be worn in a conventional way, that is, one pierced hole in the lower ear lobe.

## G. Rings

- (i) Only one ring or embellished sets of significance is allowed to be worn on the finger during training, e.g. wedding, engagement, or graduation
- (ii) It is required during clinical procedures that rings be removed for the safety of both the patient and students and reduce infection transmission.
- (iii) Other visible body rings are not allowed, such as nose rings, lip rings, brow
- (iv) No other pieces of jewelry such as wrist chains or anklets are allowed

## H. Necklace

- (i) Only one (1) simple short necklace, gold or silver is allowed.

- (ii) Necklace must not hang out of the uniform as this can pose a danger to students during patient interaction

#### I. Tattoos

- (i) Students are expected to keep all visible tattoos covered with appropriate natural-looking makeup throughout training.

#### J. Shoes

- (i) Shoes for both male and female students should be low, comfortable with support, and must not make noise while wearing as this can disturb patient's rest
- (ii) The student's feet must be protected; therefore, no open-toes, heels-out shoes, or sandals should be worn both in the clinical setting or the classroom
- (iii) Shoes should not be Ballerina shoe-style or made of swede or cloth material as these offer little protection to feet

#### K. Stockings

- (i) These must be worn by female students while in uniform
- (ii) Must be of your skin color black, grey, brown or natural-looking
- (iii) No fishnet or decorated stocking is allowed.

## RESPECT FOR SCHOOL AND STUDENT PROPERTY

All students are encouraged to assist in keep their surroundings: classrooms, clinical and simulation laboratories tidy at all times. Garbage should be placed in the appropriate receptacle provided.

- (i) Students shall not deface the university's properties or by writing, scribbling, drawing, carving, or marking of any sort of graffiti on the wall, chairs, and tables, etc.
- (ii) Deliberate damage to the university's property could lead to a fine or other punishment.
- (iii) Students should protect their personal property/ belongings at all times as the university will not be held liable for students' property damaged or lost whether at the classroom or in the clinical area.**

## PREGNANCY POLICY

**Students are advised against becoming pregnant during training. This is due to the possible risks to both mother and baby. The demands of the program, in addition to the required clinical experiences at various health settings, can be significantly taxing and rigorous on the student who is pregnant. It is the university's policy not to discriminate against any student who becomes pregnant but to facilitate them as necessary in completing their program.**

**However,**

- (i) If a student becomes pregnant while in training, the student will be allowed to complete the academic courses of that semester.
- (ii) If the student is at the Preceptorship period (Internship), they may need to take time off for a period for personal reasons. This is so because she will be expected while still in training to rotate to all clinical areas and perform the required duties to meet her objectives
- (iii) The student whose training was interrupted due to pregnancy will be allowed to re-enter the program at the appropriate entry point on completion of the delivery of the baby and the postnatal recovery period of no less than six (6) weeks.
- (iv) The intention to resume classes must be supported in writing by a Medical Practitioner who certifies that the student is fit to continue her studies.

## CLASSROOM POLICY / PROTOCOLS

**The effective management of the learning environment is crucial to the facilitation and meeting of the course objectives of the curriculum. Hence the following Classroom policies/ protocols are deemed necessary for effective and efficient guidance.**

**The following protocols will guide the teaching and learning environment for both face to face and online modality.**

1. Students are expected to attend ALL classes and should not arrive late or leave the class early as these behaviors disrupt the learning environment.
2. The lecturer has the right to deny entry to the class if students arrive fifteen (15) minutes after the start of class, without seeking permission earlier from the class coordinator.

3. All students should be in a state of readiness for class before the lecturer arrives, for example, completing objectives, assignments, or presentations. Failure to do so could result in the lecturer asking the student to leave the class session to complete the same.
4. The display of disrespectful behavior, whether in words, gestures, or attitudes towards any Faculty, inclusive of full-time or part-time is considered to be a transgression of the most grievous nature and will be dealt with as such.
5. All students are expected to actively participate in class sessions, and their level of participation will be observed and documented by the lecturer.
6. Students will not be allowed to keep their heads on the desk during class sessions as this is deemed disrespectful behavior. If a student is not feeling well enough to participate in class, then the student would be required to report to the Class Coordinator, where decision would be made regarding the appropriate solution.
7. The Lecturer reserves the right to reassign student seating arrangement as deemed necessary to facilitate the learning objectives.
8. If a Lecturer is unable to attend a class, other arrangement will be made to facilitate the students learning. Students should not loiter but should use the time responsibly for learning.
9. When changing classrooms or lecture halls, students should do so quickly and quietly so as to cause the least disruption to other classes.
10. All Online protocols set by the university should be followed accordingly during Online modality

## ILLEGAL DRUGS

**ALL** students are expected to abide by the Laws of Antigua and Barbuda. The School will not serve as a sanctuary and cannot insulate its students from the consequences of illegal acts. The university **will not protect students from prosecution** under the law.

1. All illegal drugs are prohibited from the university.
2. Any students who choose to use, sell, and purchase or keep illegal drugs in their possession must be prepared to accept complete responsibility for their actions.
3. Any student found using or selling illegal drugs or having illegal drugs in his or her possession at the Campus will be expelled on the approval of the Disciplinary

Committee.

4. Students should not smoke, sell or use alcoholic drinks on the Campus.

## FIREARMS OR LETHAL WEAPONS

1. No individual shall have on his or her possession a rifle, shotgun, or firearm
2. No student shall have any other dangerous instrument or material that can be used to inflict bodily harm on an individual or damage to equipment, buildings, or structures on the grounds of the Campus.

## GAMBLING

1. All forms of gambling activities are strictly prohibited on Campus.

## VISITORS POLICY

1. All visitors to the School of Health and Behavioural Sciences should first check with the Campus gate security officers for instructions before proceeding to the Administrative Block or other areas on Campus.

## STUDENT ILLNESS POLICY

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**Students may become ill in the classroom or clinical setting. If this occurs, the following actions should take place.**

1. A colleague should immediately inform the Class Coordinator, Clinical instructor of the student's illness.
  - a. A decision will be made after assessing the student, whether to initiate basic treatment, call the ambulance or have the parents take the student home, or have them rest in the sickbay facility area for a period.
  - b. If the campus Nurse is available, he or she would be informed of the illness and would proceed with appropriate interventions.
2. If the student is at the Clinical setting, the clinical instructor should assess the student and then decide if the student should visit a doctor or attend the Emergency Room.

## RETURN POLICY FOLLOWING HEALTH CHANGES

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1. Any student who desires to return to the program after having experienced a health emergency, hospitalization, acute physical or mental illness, and physical or emotional trauma must submit a sick medical certificate for the period of absence to the Head of School.
2. In specific cases, it may be necessary for the student to also submit evidence of counseling during or after the crises. This ensures that the student is in the best condition to continue with program objectives.
3. Their healthcare provider must also prepare a released statement confirming that the student is now physically and mentally/emotionally able to provide direct nursing care to patients without restrictions. The release must be signed and dated by the healthcare provider.

# SIMULATION LAB/ CLINICAL EXPERIENCE POLICY

The Simulation Laboratory will mimic real-life situations and complement the clinical learning experience. The Sim Lab will engage the use of high fidelity manikins, standardized patients, and realistic equipment in a natural clinical setting to provide nursing students with a controlled and safe environment. It will allow the demonstration of psychomotor skills, teamwork, communication, and critical thinking skills.

## **The following policies must be adhered to in the use of the simulation Lab:**

- I. All students should come to the simulation laboratory with a professional attitude and a desire to actively participate in the learning experience.
- II. Students should ensure that they attend the required specific orientation prior and that assigned preparatory work is completed before coming to the simulation lab.
- III. Students should not arrive late or leave early the clinical experiences, as this may place the student at risk for not achieving course objectives and competencies, including professional behaviors. Early dismissal from the clinical experience may only occur with prior Faculty approval.
- IV. All students must treat the clinical setting, including the manikins and the equipment, with proper care and respect.
- V. Always wash your hands before and after any contact with the manikins and/or equipment as the natural oils on your hands can destroy the mannequin "skins".
- VI. Avoid the use of betadine, dyes, and inks as these will leave a permanent mark on the manikins; therefore, ONLY pencils are permitted in the Sim Lab for the writing of notes.
- VII. All students should follow Universal Precautions against infectious disease while participating in clinical activities in the lab. Utilize gloves provided as you would in the clinical setting.
- VIII. No student should sit or lay on the beds in the clinical labs.
- IX. All sharps must be disposed of in an appropriately labeled sharps container and at no time should sharps be removed from the Nursing Simulation Lab.
- X. All injuries, including clean needle sticks, should be reported to the faculty and

Nursing Simulation Lab staff.

- XI. Food and beverages are not permitted in the Simulation Lab.
- XII. The lab should be left clean and tidy after each clinical experience.

## **MISCONDUCT IN THE CLINICAL SETTING**

All nursing students must behave themselves on Campus and in their immediate vicinity with the highest professional conduct and consideration for others and should never bring the profession into disrepute.

- I. ALL forms of abuse and disrespect of clients, colleagues, faculty or administrative staffs, clinical Instructors, whether verbally or physically in the classroom or clinical area, will not be tolerated.



## USE OF ELECTRONIC DEVICES

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***Students are expected to manage the use of their electronic devices responsibly during School hours. Although these can be helpful for the students learning, they can also be quite distracting and can impede learning.***

1. The use of electronic devices such as (cell phones, iPod, iPads, kindles, blue tooth devices, etc.) are not permitted during classes. However, special permission can be given by the lecturer for their use during specific class sessions.
2. Students are strongly advised to adhere to electronic use policies to facilitate a responsible teaching and learning environment.

## FEES

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1. Students are responsible for paying **ALL** fees: tuition and other fees on time. Fees are generally paid before the start of the new semester or on specified dates as required by the University.

## PRECEPTORSHIP (INTERNSHIP) PERIOD POLICY

The preceptorship or internship period is expected to be between 3 to 6 months of rigorous assessment. Students are assigned to a preceptor to assist them in transitioning to a confident, skilled, professional practitioner.

### Criteria before commencing the preceptorship period:

1. All students must successfully pass ALL courses of the program.
2. All required practicum and clinical hours must be achieved.
3. All required research and projects and clinical skills evaluation must be completed.
4. Students must read and signed an agreed internship contract.

## DECLARATIONS AND ACCEPTANCE OF RULES

ALL prospective students must read carefully and sign the students' declaration as set out before they can be registered as a student

The signing of this declaration is the first step of registration and an **absolute requirement** before registration can be completed and the prospective student is enrolled.

**ALL students** are subject to the rules and policies of the university while in training and should abide accordingly to avoid disciplinary actions.

**Students will be expected to read and understood the rules and policies in the SoHBS Handbook. They expected to adhere to the rules and policies as set out in the Student Handbook.**

**The University reserves the right to change or update rules as it sees fit or appropriate. Students will be notified of any changes, and students will be bounded by such revisions.**

