2024

UWI
FIVE ISLANDS
CAMPUS

STUDENT HANDBOOK

SCHOOL OF HEALTH & BEHAVIOURAL SCIENCES

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DIRECTOR OF ACADEMIC AFFAIRS MESSAGE TO STUDENTS

Dear Five Island Campus Digital Learners,

Imagine a new academic year brimming with infinite possibilities, where the power of your imagination merges with cutting-edge technologies to shape a future that exceeds all expectations. Welcome to the extraordinary journey of the 2023-2024 academic year at the prestigious University of the West Indies-Five Islands Campus!

As we embark on this adventure together, let us be rooted in the rich traditions of our esteemed institution while embracing the boundless opportunities that lie ahead. The faculty and staff, who are experts in their respective fields, are ready to guide and inspire you on your path to success. Their expertise spans across disciplines, united by the shared vision of a better tomorrow.

In this era of generative AI, where innovation and technology converge, we find solutions to the greatest challenges facing humanity. From combating climate change to addressing social issues, the possibilities are limitless. Artificial Intelligence, the driving force behind the advancements in all fields, industries, and even governments, holds the key to shaping a brighter future for us all.

The future of work demands a new set of competencies, perfectly aligned with the promises of the fifth industrial revolution. The collision of cyber, physical, and biological systems presents us with unprecedented opportunities to shape the world we live in. By harnessing the power of innovation and embracing the art of the possible, you will develop the skills necessary to navigate this evolving landscape.

As we gather on our vibrant campus, we are filled with hope, aspirations, and the anticipation of what lies ahead. Our classrooms, whether face-to-face or blended, will be filled with the collective energy of growth, discovery, and transformative learning experiences. Together, we will explore diverse perspectives, seek answers to profound questions, and unleash our fullest potential.

I extend my deepest gratitude to the faculty and staff for their unwavering dedication and hard work in crafting an exceptional educational experience for each and every one of you. Their commitment to your success is unwavering, and they stand ready to support you throughout your journey.

Let us make this academic year an extraordinary chapter in our lives. Let us embrace the spirit of Pelican Pride, fueling our learning, creative expression, social responsibility, and scholarship. This is your moment to shine, to contribute to the world, and to leave an indelible mark on society.

Welcome to the captivating realm of AY 2023-2024. Together, we will rise, empowered by knowledge and driven by passion, as the West ignites the future.

With great anticipation,
Curtis B. Charles, PhD.
Dean/Director of Academic Affairs

HEAD OF SCHOOL MESSAGE TO STUDENTS

A heartfelt welcome is extended to all the new and returning students, faculty and staff to the School of Health and Behavioral Sciences (SoHBS), University of the West Indies Five Islands Campus for the 2023-2024 academic year.

The next few years promise to offer you exciting experiences as you undertake this scientifically sound, theoretically rooted, technology-infused, practical journey with your Five Islands Family.

Our goal at the School of Health and Behavioral Sciences is to offer a multidiscipline academic program that will equip you with the cognitive, interpersonal, critical thinking, decision-making, technical and soft skills, necessary to meet the healthcare needs, demands and challenges of Antigua and Barbuda, the Organization of Eastern Caribbean States (OECS) and the global community. As we embark on the 4th industrial revolution, the time has come for us to impact the health of our people and healthcare institutions, with innovative technologies that with improve their overall wellness and improve life expectancy. We intend to ensure that you are prepared intellectually and socially for your future careers.

 The Healthcare systems of Antigua & Barbuda, the OECS, and CARICOM countries are in great need of healthcare professionals with skills and expertise to develop and provide innovative healthcare solutions that will meet the demands of shrinking healthcare budgets, and increased morbidity and mortality rates coupled with aging populations. Simulation Technology used in our nationally accredited Bachelor of Science in Nursing Program is one example of innovative technologies used to prepare nurses for the 21st century. Graduates from the nursing program will be able to sit the Regional Examination for Nurse Registration (RENR) in CARICOM and OECS countries which enables them to practice locally and internationally. Again, welcome to the School of Health and Behavioral Sciences, we are committed to supporting you to ensure success in your studies. You have chosen the finest institution for an outstanding academic and professional experience.

Ronis Joseph-Browne, MS, BSc, CM, RN

Interim Head – School of Health & Behavioral Sciences

STUDENT GUILD REPRESENTATIVE MESSAGE FOR THE SOHBS TO THE STUDENTS

Taking a step towards your university education is not always easy, but deciding to become a nurse is the greatest achievement you can endure. Congratulations on enrolling into the UWI-FIC, as a nursing student. You are now part of a diverse and inclusive community of learners who are passionate about making a positive impact in the world. We look forward to getting to know you, learning from you, and supporting you every step of the way.

There is no better profession than nursing. It is the backbone of our healthcare system and without nursing, we wouldn't be as advanced as we are in the healthcare field. Being the next generation of nurses will be a joy for you, your family, and your nation.

As we begin this new academic year, I encourage all of you to embrace new experiences, challenge yourself, and make the most of all the available opportunities.

I want to express how excited we are for the upcoming year. We are confident that it will be a time of growth, discovery, and achievement for all of us. So, let's work together to make this academic year one to remember.

"You don't get what you wish for. You get what you work for." – Daniel Milstein

ACADEMIC CALENDAR 2023-2024

GRADUATION DATES
Saturday October 7th, 2023

SEMESTER I DATES 2023-2024

Semester begins August 27th, 2023

Teaching begins September 4th, 2023

Teaching ends November 24th, 2023

Review/Study Week November 26th – December 4th, 2023

Examinations begins December 4th, 2023

Examinations ends December 22nd, 2023

Semester I ends December 22nd, 2023

SEMESTER II DATES 2023-2024

Semester II begins January 21st, 2024

Teaching begins January 22nd, 2024

Teaching ends April 12th, 2024

Review/Study Week begins April 14th - April 21st, 2024

Examinations begins April 22nd, 2024

Examinations ends May 10th, 2024

Semester II ends May 10th, 2024

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 BScN level and continues through to post-graduate studies. It encompasses a broad educational scope for professional development.
- Nursing Education provides students with planned learning experiences in primary, secondary, and tertiary health care settings 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 takes place in institutions of higher learning and provides clinical experiences 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 nursing 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 when there is self-motivation, self-directedness 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-long process that involves the development of the individual socially, physically and intellectually, 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 experiences for students in the BScN Program to ensure graduates of the program are recognized nationally, regionally, and internationally for their excellence. Nursing students will be facilitated in developing critical thinking skills to engage in scientific, scholarly inquiry and evidence-based nursing practice. Nurse educators, clinicians, researchers, and support staff in the SoHBS 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 Caribbean 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 care needs of diverse cultures, and provide high quality, safe and compassionate evidence-based care that enhances the quality of life of individuals, families and communities. Our mission will be accomplished through the delivery of nursing education programs that promote and support student success.

CORE VALUES

Our core values are critical to the achievement of the vision and mission of the program. The 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 the BSc Nursing 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; and make a meaningful contribution to positive growth to the nursing profession.

The *School of Health and Behavioral Sciences (BScN) Handbook* and the Regulations were prepared for nursing students and are 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. Nursing students are expected to take responsibility and conduct themselves within the values and attributes consistent with 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 students in the nursing program.

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 all learning activities in the classroom, clinical settings and in all other circumstances where students represent the university. "*Professionals must act how they should, and not how they feel.*"

PROGRAM OBJECTIVES

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

1. Demonstrate critical thinking in clinical decision-making.
2. Utilize the professional ethical framework to guide conduct and decision-making in professional nursing.
3. Evaluate and apply research findings to improve the quality of nursing care provided to clients.
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 their actions.
9. Act as a change agent in the delivery of health care.
10. Utilize the nursing process to plan and implement nursing care for individuals and families based on identified needs and potential health problems.

GENERAL REGULATIONS FOR THE BACHELOR OF SCIENCE DEGREE IN THE SCHOOL OF HEALTH AND BEHAVIOURAL SCIENCES

DEFINITION OF TERMS

ADVISING HOLD	An Advising Hold may be placed on a student record to indicate that the student must get academic advising prior to registration.
ANTI-REQUISITES	Refers to courses where content overlap precludes courses being taken together for credit. Students are urged to view the listings in this handbook and consult their department for guidance.
CORE OR COMPULSORY COURSES	Courses that students must complete in order to be awarded a degree.
CREDIT	Refers to a unit of study counting towards a degree or diploma. Undergraduate courses in the Faculty normally carry a weighting of three (3) credits. A number of courses, however, carry a weighting of six (6) credits.
EXEMPTION WITH CREDIT	Refers to cases where a student is granted exemption from UWI courses because the student has already passed courses in other programmes at UWI or passed courses of similar content at other recognized institutions. Students are not required to take replacement courses.
FREE ELECTIVES	Courses which are optional in the degree programme concerned and may be selected from any department or faculty. Please note that Level I courses cannot be used as electives in Level II/III of the programme.
LEVEL I, LEVEL II & LEVEL III	Represents the different standard of courses that must be completed in the undergraduate degree programme. Each level is designated by the first numeral in the course code. Levels II and III courses are equally weighted for the assessment of class of degree.
PREREQUISITES	Courses which must be completed before registration for another course is permitted.
PART-TIME REGISTRATION	A student who is admitted based on CSEC qualifications only must be registered as a Part Time student. Part-time students shall register for no more than 15 credits (2+3 courses) per academic year in the first level of the programme. Such students in possession of one A' level, may register for no more than 9 credits per semester.
FULL-TIME REGISTRATION	A student is fully matriculated and therefore registered for not more than 15 and not less than 12 credits per semester.

GENERAL REGULATIONS FOR BACHELOR OF SCIENCE IN NURSING (BSCN) PROGRAM

A. ENTRY QUALIFICATIONS

1. In order to be eligible for entry to the programme of study for the Bachelor of Science degree in Nursing, applicants must:

    (i) Satisfy the University requirements for normal matriculation. Candidates will be required to hold two (2), 2-unit CAPE subjects. One subject from Mathematics, Physics, Chemistry or Biology.

    (ii) Have obtained passes in the Caribbean Examination Council (CSEC) Examination or the General Certificate Examination (GCE) Ordinary Level or approved equivalent, in at least FIVE (5) subjects:

        a. English Language
        b. Mathematics
        c. Biology OR Human & Social Biology

                AND

        Two subjects from: Agricultural Science, Geography, Caribbean History, A Modern Language, Social Studies, Religious Education, Food & Nutrition, Home Economics Management, Principles of Accounts, Principles of Business, English Literature, Business Studies, Information Technology, Chemistry, Physics, Psychology.

    (iii) The Nursing Council requires that candidates have passes at CXC/CSEC General Proficiency – Grades I, II, III, GCE O'Level – Grades A, B or C or CAPE – Grades 1-4.

    (iv) No applicant will be accepted for indexing with more than two subjects at CXC General Grade III or GCE O'Level Grade C or a combination of both.

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.

B. Outline of the BScN Degree Programme

    (i) The Bachelor of Science degree in nursing is awarded on the basis of a programme of study comprising a total of not less than 139 credits in courses covering both theory and practice and will be offered on full-time basis.
    (ii) Each course normally extends over not more than one (1) semester, but in some cases may extend over two (2) semesters.
    (iii) In order to be eligible for the award of the degree, candidates must have obtained passes in courses equivalent to a minimum of one hundred and thirty-nine (139) credits from Levels I, II, III and IV, as follows: -

Level	Credits
Level 1	39
Level 2	35
Level 3	34
Level 4	31
Total	**139**

    (iv) All nursing courses are compulsory. Currently courses from levels 2-4 are calculated in the degree GPA.
    (v) All students must complete the foundation courses listed in the programme plan.
    (vi) The general elective must be completed by the second semester of year three.

REGULATIONS FOR UNDERGRADUATE PROGRAMS / REGISTRATION

REGISTRATION

A. Candidates must register for ALL courses at the beginning of the semester.

B. Changes in registration may be made 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 BScN 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 BScN 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.

APPROVAL OF COURSES FOR REGISTRATION

Prior to registering online each semester, students must consult with their academic advisors and/or the School Administration in selecting their courses. This is extremely important especially for students at Level IV who must satisfy the requirements for graduation.

CHANGES IN COURSE REGISTRATION

Students can make changes to the courses for which they are registered in each semester up to the deadline published by the Office of the Director of Administration.

Changes in registration will not be permitted after the deadline date without the approval of the Director of Academic Affairs.

NB: Students are responsible for checking their online transcript periodically to ensure that they are registered for the correct course(s), and/or have successfully deregistered from the course(s) they wish to drop.

Registration for a course constitutes registration for the examination in that course and includes payment of relevant student fees.

PROGRAMME STRUCTURE

LEVEL 1 COURSE CODES	COURSE NAME	CREDITS	HOURS	PRE-REQUISITES	CO-REQUISITES
				YEAR 1: SEMESTER I	
FOUN1101	Caribbean Civilization	3	45	Matriculation Requirements	
PSYC1000	Introduction to Psychology: Development, Social, Abnormal	3	45	Matriculation Requirements	
NURS1108	Human Anatomy & Physiology 1	3	75	Matriculation Requirements	NURS1111 & NURS1014
NURS1014	Biochemistry	3	75	Matriculation Requirements	-
NURS1111	Microbiology	3	75	Matriculation Requirements	NURS1014 & NURS1108
FOUN1006 OR FOUN1008	Exposition for Academic Purpose / An Introduction to Professional Writing	3	36	Students who received a Grade 1 at CSEC or CAPE ONLY	
FOUN0100	Fundamentals of Written English	0	36	Students who received a Grade 2 or 3 at CSEC. Achieve a passing grade. Then go on to register for FOUN1006 or FOUN1008 the following semester.	
	Total	**18**	**360**		
				YEAR 1: SEMESTER II	
NURS1013	Nutrition	3	45	NURS1014	
NURS1109	Anatomy and Physiology 2	3	75	NURS1111; NURS1014 & NURS1108	
NURS1113	Epidemiology	3	45	NURS1111	NURS1114
NURS1114	Health Informatics	3	75	Matriculation Requirements	
SOCI1002	Introduction to Sociology	3	45	Matriculation Requirements	
SOCI1005	Introductory Statistics for the Behavioral Sciences	3	45	Matriculation Requirements	
FOUN1301 OR SPAN0101	Law Governance, Economy & Society in the Caribbean OR Beginners Spanish	3	36		
	Total	**21**	**375**		
	YEAR 1 TOTAL	**39**	**735**		

LEVEL 2 COURSE CODES	COURSE NAME	CREDITS	HOURS	PRE-REQUISITES	CO-REQUISITES
				YEAR 2: SEMESTER I	
NURS2015	Introduction to Professional Nursing	3	45		
NURS2019	Concepts Applied to Nursing	3	75	NURS1108 & NURS1109	NURS2117 & NURS2118
NURS2117	Health Assessment	3	75	NURS1108; NURS1109; NURS1013 & NURS1114	
NURS2118	The Nursing Process	3	45	NURS1108 & NURS1109	NURS2117
NURS2124	Human Pathophysiology	3	45	NURS1108 & NURS1109	
	Total	**15**	**285**		
				YEAR 2: SEMESTER II	
NURS2010	Pharmacology	3	45		
NURS2011	Health Promotion	3	45		
NURS2112	Patient and Healthcare Worker Safety	3	45	NURS2015	
NURS2020	Concepts Applied to Nursing Clinical Practicum	3	126	NURS2019; NURS2015; NURS2117 & NURS2118	
	FREE ELECTIVE	3			
	Total	**15**	**261**		
				YEAR 2: SUMMER	
NURS2213	Nursing Care of Adults	4	75		
NURS2214	Nursing Care of Adults Clinical Practicum	4	189		NURS2213
	Total	**8**	**264**		
	YEAR 2 TOTAL	**38**	**810**		

LEVEL 3 COURSE CODES	COURSE NAME	CREDIT	HOURS	PRE-REQUISITES	CO-REQUISITES
	YEAR 3: SEMESTER I				
NURS3015	Nursing Care of Older Adults	3	75	NURS1108; NURS1109 & NURS2112	
NURS3016	Nursing Care of Older Adults Clinical Practicum	3	126	NURS1013 & NURS2124	
NURS3136	Mental Health Nursing	3	45	Successful Completion of Years 1 & 2 Courses	
NURS3137	Mental Health Nursing Clinical Practicum	3	126		NURS3136
NURS3030	Research Methodology	3	45		
	Total	**15**	**327**		
	YEAR 3: SEMESTER II				
NURS3000	Parent-Child Nursing	3	45	Successful Completion of Years 1 &2 & 3 Sem. 1 Courses	
NURS3001	Parent-Child Nursing Clinical Practicum	4	189		NURS3000
NURS3019	Community Health Nursing	3	45	Successful Completion of Years 1&2 Sem. 1 Courses	
NURS3020	Community Health Nursing Clinical Practicum	3	126	Successful Completion of Years 1&2 Sem. 1 Courses	NURS3019
	Total	**13**	**405**		
	YEAR 3: SUMMER				
NURS3018	Diet Therapy	3	45		
NURS3017	Principles of Life Support and First Aid	3	45		
	Total	**6**	315		
	YEAR 3 TOTAL	**34**	**987**		

LEVEL 4 COURSE CODES	COURSE NAME	CREDIT	HOURS	PRE-REQUISITES	CO-REQUISITES
	YEAR 4: SEMESTER I				
NURS4010	Nursing Care of Children & Adolescents	3	75	Successful Completion of Years 1; 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	NURS 3030	
	FREE/GENERAL ELECTIVE	3	39		
	Total	**13**	**348**		
	YEAR 4: SEMESTER II				
NURS4015	Leadership and Management in Nursing	3	**45**	Levels 1, 2 & 3 Nursing Courses	
NURS4016	Leadership and Management in Nursing Clinical Practicum	4	189		NURS 4015
NURS4012	Nursing care of patients in Specialized Care Settings	3	45		All Clinical Nursing and Support Courses
NURS4013	Nursing care of patients in Specialized Care Settings Clinical Practicum	4	189		NURS4012
	Total	**14**	**528**		
	YEAR 4: SUMMER				
NURS 4017	Clinical Internship	4	189	Successful Completion of all B.Sc.N Programme	
NURS4018	Senior Nursing Review	0	221/4 wks.	Successful Completion of all B.Sc.N Programme	
	Total	**4**	**410**		
	YEAR 4 TOTAL	**31**	**1,286**		

PROGRAMME TOTAL	139 CREDITS
TOTAL PROGRAMME THEORY HOURS	1355
TOTAL PROGRAMME: LAB HOURS	810 (nursing: 450, non-nursing)
TOTAL CLINICAL HOURS	1638
TOTAL PROGRAMME HOURS	3,818

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 1 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 1. 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 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.

4 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

LIST OF CLINICAL ROTATIONS FOR THE ENTIRE BACHELORS IN NURSING PROGRAM FOR 4 YEARS

YEAR & SEMESTER	COURSE CODE	COURSE NAME	TOTAL HOURS & DAYS	CREDITS
Year 2 Semester 2	NURS 2020	Concepts Applied to Nursing Clinical Practicum	126 hours (18 days)	3
Year 2 Summer	NURS 2214	Nursing Care of Adults Clinical Practicum	189 hours (27 days)	4
Year 3 Semester 1	NURS 3016	Nursing Care of Older Adults Clinical Practicum	126 hours (18 days)	3
Year 3 Semester 1	NURS 3137	Mental Health Nursing Clinical Practicum	126 hours (18 days)	3
Year 3 Semester 2	NURS 3001	Parent-Child Nursing Clinical Practicum	189 hours (27 days)	4
Year 3 Semester 2	NURS 3020	Community Health Nursing Clinical Practicum	126 hours (18 days)	3
Year 4 Semester 1	NURS 4011	Nursing Care of Children & Adolescents	189 hours (27 days)	4
Year 4 Semester 2	NURS 4016	Leadership and Management in Nursing Clinical Practicum	189 hours (27 days)	4
Year 4 Semester 2	NURS 4013	Nursing Care of Patients in Specialized Care Settings Clinical Practicum	189 hours (27 days)	4
Year 4 Summer	NURS 4017	CLINICAL INTERNSHIP	189 hours (27 days)	4
TOTALS	–	–	1,638 hours (234 days)	36

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. Candidates must attend both theoretical and

clinical courses, to be allowed to proceed to the examination. The pass mark for each nursing course is 50%.

(iii) 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**
Progression to Level III will be achieved ONLY if he/she has failed two or more nursing courses after the re-sit examination for these courses.

(iii) **Progression from Level III to IV**
Promotion to Level IV will be achieved 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 school if:

(i) his/her GPA remains below 2.00 for two consecutive semesters
(ii) he/she has failed a nursing course
(iii) he/she has failed all courses taken in Semester I, Year 1

A. CLINICAL PRACTICUM COURSES

(a) Candidates pursuing the clinical aspects of the programme in designated institutions, are required to be suitably attired, have appropriate material/equipment for their clinical activities, are to be punctual and remain for the specified time. In so far as it may be necessary to use the institutions or client's/patient's property in their clinical learning process, candidates are expected to exercise due care. Failure to comply with this regulation will result in candidate being debarred from the clinical practice area.

(b) **It is COMPULSORY that students be present and on time for ALL clinical learning experiences in the skills laboratory and clinical institutions.**

(c) Students must communicate with the course leader/clinical instructor within 24 hours when occasions of absence/lateness arise.

(d) Candidates are required to ensure that all registers, clinical interaction record(s), progress reports, and any other relevant clinical documents are appropriately completed, signed, stamped and submitted to the course leader and or designate by the last day of the rotation. Failure to do so may result in the students' course grade written as "Incomplete (I)".

(e) Candidates who have NOT completed the requisite clinical hours will be given an "Incomplete (I)" grade until the hours are completed and the relevant documents submitted to the course leader or designate. See UWI regulations.

(f) Candidates with outstanding hours (designated I) have up to three (3) weeks after the end of the rotation to complete these outstanding hours and submit the validated documents.

(g) Candidates with (I) are NOT considered to have completed the course and therefore regulations regarding incomplete courses will be applied.

(h) The nursing/administrative staff of the designated clinical area may make suggestions regarding alterations to the schedule and objectives of students in collaboration with the lecturer in charge of the clinical activity.

(i) Emergency requests are to be directed to the University lecturer/preceptor in charge of the clinical/field activity. The employees of the designated clinical site are not authorized to alter the time to be spent by the candidates, or the objectives to be pursued.

B. FAILED CLINICAL PRACTICUM COURSES

(a) A student who fails a course requiring 189 hours (27 days)

- 45-49% repeat 5 days
- 30-44% repeat 10 days and course work
- 1-29% repeat ALL 27 days and all course requirements

(b) A student who fails a clinical practicum course requiring 126 hours (18 days)

- 45-49% repeat 5 days
- 30-44% repeat 10 days and course work
- 1-29% repeat ALL 18 days and all course requirements

C. CONDITIONS FOR SUPPLEMENTAL EXAMINATIONS

If, in the final year of the programme a candidate achieves the prescribed standard in all but one course for the entire programme and his/her failure in this course is within five (5) points of the prescribed pass mark; such a candidate may be allowed a supplemental examination. Supplemental examinations are only offered once for a course. The supplemental examination will take the form decided on by the School and will be a written and/or oral and and/or clinical.

(a) The candidate will be notified of the date, time, place and nature of the examination.

(b) A candidate who fails to attend a supplemental examination, other than for some justifiable reasons such as sudden illness or death of a loved one will be deemed to have failed the examination. Evidence of the extenuating circumstances must be presented in writing to the Head of School within seven (7) working days following the date of the examination.

(c) If a candidate attains the prescribed standard on the supplemental examination, that candidate will then be deemed to have satisfied the examiners and will receive the credits for the course.

(d) If a candidate does not attain the prescribed standard on the supplemental examination, that candidate will be required to repeat the course(s) and examination(s) at the next available opportunity.

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. Students must have their university identification badges when sitting an exam.
2. Students should, therefore, report to the Examination Room at least 30 mins before so that all preliminary preparations may be completed on time.
3. 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.
4. Students who arrive late at an exam must have a valid excuse to be allowed in the exam room.
5. The Invigilator will decide whether that student will be given any extra time to complete an exam.
6. Students should not have any personal belongings with them during the examination.
7. 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.
8. Students must ensure that all of the electronic devices are turned off or silenced when they are placed at the front of the class.
9. Cell phones will not be allowed to be used to monitor the time or for calculations.
10. If the examination room is cold, students may be allowed to wear an approved jacket which must be inspected by the invigilator prior to exam.
11. 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.
12. 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.
13. The invigilator reserves the right to seat students or change their seating location.
14. Students should not open the cover page of exams before start signal from the invigilator.
15. Students should not write their names on the exam papers but should use their given identification codes.
16. There must be absolutely no talking or any form of communication during exams, including body languages, gestures, or signals.
17. 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.

18. 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.
19. No more than one student would be permitted to leave the room at any time for the rest room.
20. All students must stop writing when 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.
21. 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.
22. 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.
23. 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.

UNIVERSITY PLAGIARISM REGULATIONS

APPLICATION OF THESE REGULATIONS

1. These Regulations apply to the presentation of work by a student for evaluation, whether or not for credit, but do not apply to invigilated written examinations.

DEFINITION OF PLAGIARISM

2. In these Regulations, "plagiarism" means the unacknowledged and unjustified use of the words, ideas or creations of another, including unjustified unacknowledged quotation and unjustified unattributed borrowing;

   "Level 1 plagiarism" means plagiarism which does not meet the definition of Level 2 plagiarism.

   "Level 2 plagiarism" means plagiarism undertaken with the intention of passing off as original work by the plagiarizer work done by another person or persons.

3. What may otherwise meet the definition of plagiarism may be justified for the purposes of

Regulation 2 where the particular unacknowledged use of the words, ideas and creations of another is by the standards of the relevant academic discipline a function of part or all of the object of the work for evaluation whether or not for credit, for example:

(e) The unacknowledged use is required for conformity with presentation standards;
(f) The task set or undertaken is one of translation of the work of another into a different language or format;
(g) The task set or undertaken requires producing a result by teamwork for joint credit regardless of the level of individual contribution;
(h) The task set or under taken requires extensive adaptation of models within a time period of such brevity as to exclude extensive attribution;
(i) The task set or undertaken requires the use of an artificial language, such as is the case with computer programming, where the use of unoriginal verbal formulae is essential.

4. It is not a justification under Regulations 2 and 3 for the unacknowledged use of the words, ideas and creations of another that the user enjoys the right of use of those words, ideas and creations as a matter of intellectual property.

OTHER DEFINITIONS

5. In these Regulations, "Chairman" means the Chairman of the relevant Campus Committee on Examinations;

"Examination Regulations" means the Examination and other forms of Assessment Regulations for First Degrees Associate Degrees Diplomas and Certificates of the University;

"set of facts" means a fact or combination of facts.

EVIDENCE OF PLAGIARISM

6. In order to constitute evidence of plagiarism under these Regulations, there shall be identified as a minimum the passage or passages in the student's work which are considered to have been plagiarised and the passage or passages from which the passages in the student's work are considered to have been taken.

STUDENT STATEMENT ON PLAGIARISM

7. When a student submits for examination work under Regulation 1, the student shall sign a statement, in such form as the Director of Administration may prescribe, that as far as possible the work submitted is free of plagiarism including unattributed quotation or paraphrase of the work of another except where justified under Regulation 3.

8. Quotation or paraphrase is attributed for the purpose of Regulation 7 if the writer has indicated using conventions appropriate to the discipline that the work is not the writer's own.

9. The University is not prohibited from proceeding with a charge of plagiarism where there is no statement as prescribed under Regulation 7.

ELECTRONIC VETTING FOR PLAGIARISM

10. The results of any electronic vetting although capable, where the requirements of Regulation 7 are satisfied, of constituting evidence under these Regulations, are not thereby conclusive of any question as to whether or not plagiarism exists.

LEVEL 1 PLAGIARISM

11. In work submitted for examination where the Examiner is satisfied that Level 1 plagiarism has been committed, he/she shall penalize the student by reducing the mark which would have otherwise been awarded taking into account any relevant regulations of the School of Business and Management.

LEVEL 2 PLAGIARISM

12. Where an examiner has evidence of Level 2 plagiarism in the material being examined, that examiner shall report it to the Head of School or the Director of Academic Affairs and may at any time provide the Director of Administration with a copy of that report. In cases where the examiner and the Director of Academic Affairs are one and the same, the report shall be referred to the Head of the School and also to the Director of Administration.

13. Where any other person who in the course of duty sees material being examined which he or she believes is evidence of Level 2 plagiarism that other person may report it to the Head of School or the Director of Academic Affairs and may at any time report it to the Director of Administration who shall take such action as may be appropriate.

14. Where a Director of Academic Affairs or Head of School receives a report either under Regulation 12 or 13, the Director of Academic Affairs or Head of School, as the case may be, shall:

(a) where in concurrence with the report's identification of evidence of Level 2 plagiarism, report the matter to the
(b) Director of Administration ; or
(c) where not concurring in the identification of evidence of plagiarism, reply to the examiner declining to proceed further on the report; or
(d) where concluding that there is evidence of Level 1 plagiarism, reply to the examiner indicating that conclusion and the Examiner shall proceed as under Regulation 11.

15. Where a report is made to the Director of Administration under Regulation 14a or 16, the Director of Administration shall lay a charge and refer the matter to the Campus Committee on Examinations.

16. Where the Director of Administration receives a report alleging Level 2 plagiarism from the Examiner or any other person except the Director of Academic Affairs or Head of School, the Director of Administration shall refer the matter to a senior academic to determine whether there is sufficient evidence to ground a charge of plagiarism and where such evidence is found, the Director of Administration shall proceed as under Regulation 15.

17. Where the matter has been referred to the Campus Committee on Examinations pursuant to Regulation 15, the proceedings under these Regulations prevail, over any other disciplinary proceedings within the University initiated against the student based on the same facts and, without prejudice to Regulation 21, any other such disciplinary proceedings shall be stayed, subject to being reopened.

18. If the Campus Committee on Examinations is satisfied, after holding a hearing, that the student has committed Level 2 plagiarism, it shall in making a determination on the severity of the penalty take into consideration:

(a) the circumstances of the particular case;
(b) the seniority of the student; and
(c) whether this is the first or a repeated incidence of Level 2 plagiarism

19. Where the Campus Committee is of the view that the appropriate penalty for an offence of Level 2 plagiarism is for the student to be:

- awarded a fail mark;
- excluded from some or all further examinations of the University for such period as it may determine;
- dismissed from the University, it shall make such recommendation to the Academic Board.

CLEARANCE ON A CHARGE OF LEVEL 2 PLAGIARISM

20. A determination of the Campus Committee on Examinations that Level 2 plagiarism has not been found will be reported to the Director of Administration at the Five Islands Campus, who shall refer it to the Examiner and notify the student. Where the Committee has not identified Level 2 but has identified Level 1, it shall be reported to the Director of Administration who shall refer it to the examiner.

LEVEL 2 PLAGIARISM: APPEAL TO THE SENATE

21. A student may appeal to the Senate from any decision against him or her on a charge of plagiarism made by Academic Board.

DELEGATION BY DIRECTOR OF ACADEMIC AFFAIRS OR HEAD OF SCHOOL

22. The Director of Academic Affairs or Head of School, as the case may be, may generally or in a particular instance delegate that officer's functions under these Regulations.

CONFLICT OF INTEREST DISQUALIFICATION

23. Any person who has at any time been an examiner of work or been involved in procedures for laying charges in relation to which an issue of plagiarism is being considered under these regulations shall withdraw from performing any functions under these regulations other than those of supervisor and examiner.

GRADING SCHEME & DESCRIPTOR

AWARD OF DEGREES

Notification of Results

For those candidates who have completed the requirements of the B.Sc. degree a pass list shall be published and arranged alphabetically in the following categories:

- First Class Honours
- Second Class Honours
- Upper Division
- Lower Division
- Pass

GRADE POINT AVERAGE SYSTEM

(a) These regulations shall apply to all students admitted to the University commencing academic year 2023-2024.

(b) The class of degree to be awarded shall be determined on the basis of a weighted Grade Point Average (GPA).

    (i) In the calculation of the weighted GPA a weight of zero shall be attached to all Level I courses.

    (ii) Levels II and III courses shall have equal weight in determining the weighted GPA.

    (iii) Core courses satisfying the requirements of specials, majors, and minors must be considered in determining the weighted GPA.

(c) A course designated at not-for-credit (NFC) shall not count in determining the weighted GPA.

(d) The class of degree shall be awarded as follows:

- First Class Honours - Weighted GPA of 3.6 and above
- Second Class Honours - Upper Division - Weighted GPA 3.00 - 3.59
- Second Class Honours - Lower Division - Weighted GPA 2.50 - 2.99
- Pass - Weighted GPA 2.00 - 2.49

MARKING SCHEME FOR EXAMINATION

In determining GPA, the grades with corresponding quality points shall be as defined in the University Regulations governing the GPA. The authorized marking scheme is as follows:

REVISED AUGUST 2020 – GRADING POLICY		
GRADE	QUALITY POINTS	MARK%
A+	4.30	90-100
A	4.00	80-89

REVISED AUGUST 2020 – GRADING POLICY		
A-	3.70	75–79
B+	3.30	70–74
B	3.00	65–69
B-	2.70	60–64
C+	2.30	55–59
C	2.00	50–54
F1	1.70	40–49
F2	1.30	30–39
F3	0	0–29

REVISED GRADE DEFINITIONS W.E.F. 1 AUGUST 2020

GRADE	% GRADE	GRADE RANGE	POINT 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.

GRADE	% GRADE	GRADE RANGE	POINT DEFINITION	GRADE DESCRIPTION
B+	70–74	3.3	Very Good	Demonstrates evidence of very good critical and analytical thinking skills 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 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 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.
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.

GRADE	% GRADE	GRADE RANGE	POINT DEFINITION	GRADE DESCRIPTION
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 or critical engagement with the material. Responses are affected by irrelevant sources of information, poor organizational and rhetorical skills.

(i) The following designations may be assigned, but shall not be used in the calculation of Grade Point Average:

PC: Preliminary Credits - used for matriculation purposes or the satisfying of prerequisites only

EX: Exemption

EI: Examination Irregularity – Candidate disqualified from examination on account of breach of the Regulations

EQ: Examination Query

(ii) The following designations may be assigned and shall count towards the GPA:

FA: When a student is absent from an examination without a valid reason

FC: Failed Coursework – indicates that a candidate has failed to satisfy the Examiner in the coursework component of the course

FE: Failed Examination – when a candidate has successfully completed the coursework requirement but has failed to satisfy the Examiners in the examination component of the course

AM: Absent Medical

IM: Incomplete Medical

V: Audited - when the course has been taken in accordance with Regulation 14

NV: When a student has been permitted to audit a course but has not done so satisfactorily

P: A pass obtained in a course taken on a Pass/Fail basis

F: Fail

I: Incomplete - indicated that the student has made progress in a course but at the end of the semester has not finished the work required to receive a letter grade. An I designation is not counted in credit hours earned, or quality hours until a letter grade is reported. If neither a letter grade nor notification of an extension of time is received by the Registry from the Office of Dean, the 'I'

designation is replaced by an F letter grade at the end of the first six weeks into the next semester. An extension of time may be granted but shall not normally extend beyond the end.

(iii) The courses to be used for the purpose of determining the Weighted GPA for the class of degree to be awarded shall be as prescribed in School Regulations.

(iv) Where a course has been repeated, the penalty to be applied for failure and the grade to be used in the computation of the student's GPA if the course is subsequently passed, shall be as prescribed in School Regulations.

(v) For the purpose of determining the Weighted GPA, failed courses shall be treated as prescribed in School Regulations.

(vi) Where credit for a course taken at another institution is requested, it is the student's responsibility to provide all the information needed by the University to enable it to assess the course.

(vii) Credit hours earned from another institution at the time of admission to The University of the West Indies will not be used in the computation of a grade point average.

(viii) The following shall apply to credits earned by a UWI undergraduate from another approved institution:

(a) A UWI student who wishes to take academic courses elsewhere and apply those credits toward The UWI degree must obtain approval in advance from the relevant Academic Board on the recommendation of the Board of the School in which he/she is registered.

(b) A student must have obtained a minimum UWI GPA of 3.00 to be approved to take courses as an exchange/transfer student.

(c) Only the grade equivalent as determined by the Board for Undergraduate Studies of the results achieved and not the marks or grades so earned at another institution shall be used in the computation of the student's GPA.

(xii) Except where otherwise prescribed in School Regulations, a student whose GPA for a given semester is less than or equal to 2.00 shall be deemed to be performing unsatisfactorily, and shall be placed on warning.

(xiii) A student on warning whose GPA for the succeeding semester is less than 2.00 will be required to withdraw. However, a student may be reinstated if his/her GPA improves beyond 2.00 by credits obtained in Summer School. The credits would be rolled in to the GPA of the preceding semester of the academic year.

(xiv) A student on warning shall be counselled by the Director of Academic Affairs or Head of School or a designated school advisor. Such a student may, except where otherwise prescribed in School Regulations, be permitted by the Academic Board on the recommendation of School Board to carry a reduced course load.

(xv) A registered student may be permitted to audit a course on the approval of the Director of Academic Affairs and the Head of School. Auditing means recorded attendance at the lectures, tutorials and laboratory sessions for a given course without the requirement of sitting the final exam. Satisfactory attendance certified by the Head of School shall be awarded the designation V. In absence of such certification, the designation NV shall be recorded.

(xvi) No academic credit may be granted for auditing a course.

(xvii) A student who voluntarily withdraws from the University and who applies for readmission within five (5) years shall be granted exemption and credit for courses previously passed, subject to the time limit for the maintenance of credits stipulated in the relevant School Regulations and subject to the stipulation that the courses previously passed are not determined by the Board of the relevant School to be obsolete.

(xviii) Where exemption and credit are granted in accordance with (i), the grades obtained at previous attempts at such courses shall be used in the determination of the student's GPA.

(xix) A student who was required to withdraw for reasons of failure to progress, as prescribed in School Regulations, may be readmitted on the following conditions:

    (i) A minimum of one (1) year must have passed since the date of withdrawal;

    (ii) All grades previously obtained shall continue to apply for the purpose of determining the student's GPA;

    (iii) Work done during the period between the student being required to withdraw and being granted readmission may be eligible for credit under Regulation 11.

(iv) Where there is a conflict between School Regulations and these regulations, these Regulations shall apply.

GENERAL RULES AND POLICIES

FOREIGN LANGUAGE PROFICIENCY REQUIREMENT FOR STUDENTS ENTERING ACADEMIC YEAR 2022/2023

1. All students registered in the School of Health and Behavioural Sciences who do not have at least CSEC General Grade II before 1998, or Grade III after 1998, or its equivalent, in a foreign language are required to complete three (3) credits in one of the following courses.

    SPAN0101- Beginners' Spanish 1

    FREN0101- Beginners' French 1

    CHIN-1001- Chinese Language 1A

    (Sign Language will be offered from Jan 2023)

Any other language course as approved by the School of Humanities and Education at UWI FIC

A student may substitute one of the following Foundation Courses :

    (i) FOUN1210 Science Medicine and Technology in Society

    (ii) FOUN1301 Law, Governance, Economy and Society

with a foreign language course at the level of their competence.

For Example, Table 1 presents a summary of the eligible courses for substitution and the options for the foreign language requirement within the respective schools at FIC.

Table 1: *Summary of Eligible replacement course and Foreign Language Courses to fulfill Requirement*

SCHOOL	COURSE THAT CAN BE SUBSTITUTED	FOREIGN LANGUAGE COURSE OPTIONS (CHOOSE 1)
School of Health and Behavioural Sciences (SoHBS)	FOUN1301	Spanish French Sign Language
School of Science Computing and Artificial Intelligence (SoSCAI)	FOUN1301	Spanish French
School of Business and Management Studies (SoBMS)	FOUN1210	Spanish French Mandarin
School of Humanities and Education (SoHE)	FOUN1301 **OR** FOUN1210	Spanish French Sign Language

2. ALL international students whose first language is not English and who matriculated into the School of Heath and Behavioural Sciences with English as a Second Language (ESL) qualifications shall be exempted without credit from this requirement.

3. Students may opt not to take a UWI foreign language course and choose instead the self-directed learning path to foreign language competency. Those who do so must demonstrate competency to the satisfaction of The UWI, that is at the *Common European Framework of Reference for Language: Learning, Teaching, Assessment* (CEFR) A1 or its equivalent in other systems.

4. Students who do not possess certification in a foreign language but might have pursued a foreign language may take a proficiency test to demonstrate their competence to the satisfaction of The UWI (i.e., CEFR A1 or its equivalent)

5. Students may fulfil this requirement at any time during their undergraduate programme.

ATTENDANCE

1. 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.

2. 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)

3. Students are also expected to attend all scheduled meetings by the School.

   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.

   These two days will be subtracted from the period, and the other days must be work back during available vacation period.

4. Students should notify Class Coordinator in advance of anticipated absence.

   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.

5. 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, 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 walking 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 in the clinical setting.

(iii) Shoes should not be Ballerina shoe-style or made of swede or cloth material as these offers 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.

L. *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.

MATERNAL 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. 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.

3. 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.

4. All students are expected to actively participate in class sessions, and their level of participation will be observed and documented by the lecturer.

5. 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.

6. The Lecturer reserves the right to reassign student seating arrangement as deemed necessary to facilitate the learning objectives.

7. 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.

8. When changing classrooms or lecture halls, students should do so quickly and quietly so as to cause the least disruption to other classes.

9. 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

4. Possession at the Campus will be expelled on the approval of the Disciplinary Committee.

5. 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

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.

HANDLING ISSUES AND INJURIES AT CLINICAL SITES

1. Students must be familiar with the institution's policy on the reporting of accidents and injuries.

2. Any problems or issues occurring at or related to the clinical setting must first be reported to the clinical instructor. In their absence, reports should be made to the nurse supervisor, who will, in turn, inform the Head of the Nursing School.

   (i) Students are responsible for reporting any issues or complaints in writing 24-48 hours after the occurrence.

   (ii) According to the school policy, Students are to follow the necessary channels when addressing issues and complaints.

3. Students are expected to practice safely in the clinical areas and use the required personal protective equipment (PPEs) according to institutions' and universal policies to reduce the risk of personal injuries and endangering patients

4. In the event of an injury such as a fall or needle stick, the students must follow the institution's injury policy immediately.

5. The student should immediately inform the clinical instructor and follow their instructions in alignment with the Institutional policy.

6. The clinical instructor is responsible for informing the Head of School if students are injured on the clinical site(s) within 24-48 hours after

RETURN POLICY FOLLOWING HEALTH CHANGES

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:

1. All students should come to the simulation laboratory with a professional attitude and a desire to actively participate in the learning experience.
2. Students should ensure that they attend the required specific orientation prior and that assigned preparatory work is completed before coming to the simulation lab.
3. 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.
4. All students must treat the clinical setting, including the manikins and the equipment, with proper care and respect.
5. 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".
6. 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.
7. 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.
8. No student should sit or lay on the beds in the clinical labs.
9. 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.
10. All injuries, including clean needle sticks, should be reported to the faculty and Nursing Simulation Lab Staff.
11. Food and Beverages are not permitted in the Simulation Lab.
12. 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.

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

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

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 2 to 3 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 sign an agreed internship contract.

DECLARATIONS AND ACCEPTANCE OF RULES

ALL prospective students must read carefully and sign the students' declaration document.

The signing of this declaration is part of the enrollment process for the BSc Nursing program.

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 are 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.

UWI

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CAMPUS

ORIENS EX OCCIDENTE LUX