



THE UNIVERSITY OF THE WEST INDIES

FACULTY OF THE MEDICAL SCIENCES

**THE UWI SCHOOL OF NURSING,
MONA**



*Students'
Handbook*

ACADEMIC YEAR 2008-2009

DISCLAIMER

The UWI School of Nursing, Mona (UWISON) Handbook is provided for the convenience of students. This is the first of its kind, and so a concerted effort was made to eliminate all errors. However, students must check the UWISON website at the start of the semester and during the course of the academic year for updates as well as corrections of any errors or omissions that have been highlighted subsequent to the finalization of the booklet.

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HEAD'S WELCOME MESSAGE



**Dr. Hermi Hewitt, OD,
PhD, MPH, RM, RN**

It is my pleasure to welcome you to The UWI School of Nursing, Mona (UWISON). We are proud of our long history of quality nursing and midwifery education that meets national, regional, and international standards. We are also proud of the nursing leaders and partners who have supported and sustained the School of Nursing over the past 40 years so that we have been able to produce hundreds of graduates who have taken leadership positions in nursing practice, education and administration throughout the

Caribbean and the world.

The School is located in the Mary J. Seivwright Building on the Mona campus. Dr. Seivwright was a dynamic leader, teacher, mentor and was head of the Unit for many years. She was a Public Health Nurse with a passion for nursing research and the education of nurses in the Caribbean. She offered leadership in nursing nationally, regionally and internationally. We are proud to carry on her legacy as we continue to educate nurses who will affect the health policies of today and tomorrow.

Regardless of which degree programme you want to pursue, unlimited opportunities await you in the complex, dynamic and ever-changing health care environment. Your education at UWISON will prepare you to think critically, make clinical judgements and decisions on the basis of evidence consistent with the best practices in nursing and health care in the 21st century. With your credentials, you will be in demand regionally and internationally but never more so than in your home country. There is not only a need for more nurses to provide direct patient care in a variety of settings; there is also a need

for qualified, experienced nurses, nurse educators, nurse administrators, clinical specialists, and nurse practitioners.

I can personally tell you that the nursing school provides a nurturing environment, a quality education, and supportive alumni. As Head, I pledge to preserve the long-standing, time-honoured traditions and values of this school, while at the same time preparing nurses to meet tomorrow's ever-changing health care needs.

Most of our visitor and student information can be accessed at our website and from the University's web page. Please contact us should you have any further questions.

The UWI School of Nursing, Mona (UWISON) started by a tripartite agreement between the Government of Jamaica (GOJ), Pan American Health Organization (PAHO) and the University of the West Indies (UWI) in 1966. It was initially named the Advanced Nursing Education Unit (ANEU) and administratively placed in the Department of Social and Preventive Medicine but with its own Director. In 1991, ANEU gained departmental status as the Department of Advanced Nursing Education (DANE). In April 2005 the department became a School with the current name change to reflect the variety of undergraduate and graduate degrees currently being offered.

UNDERGRADUATE PROGRAMMES

UWISON offers two types of undergraduate degrees. The BScN (generic) degree for new entrants to the nursing profession and the BScN (post RN) as a completion degree for registered nurses who hold certificate or diploma in nursing.

BScN (generic) DEGREE

This degree is for new entrants to the nursing. The UWISON started offering the BScN (generic) degree at the Brown's Town Community College (BTCC) through the University of the West Indies (UWI)/Tertiary Level Institution (TLI) initiative in 2002. The offering of the programme on the Mona Campus commenced through a collaborative relation with the University Hospital of the West Indies School of Nursing (UHWISN) in 2004 and 2006 at Excelsior and Knox Community Colleges respectively through the UWI/TLI agreement. The UHWISN had been offering certificate nursing programmes for registered nurses since 1949.

BScN (post RN) DEGREE

The **BScN (post RN) degree** commenced 2004 to provide greater access for registered nurses with Certificates in nursing to convert to degree levels. The programme addresses the findings of studies which indicate that among the reasons nurses migrate are lack of continuing educational opportunities and limited opportunities for professional development. To provide greater access for nurses in the Caribbean to obtain higher education, courses are being converted for delivery by distance education.

GRADUATE PROGRAMMES

The **Master of Science Nursing (MScN)** programme started as a result of Departmental deliberations and a recommendation by a Regional Nursing Body (RNB/CARICOM) review of the Department in 1995. This recommendation that DANE should prepare nurses at the graduate level to meet the changing Caribbean health care system was supported by External Examiners' reports and the Quality Assurance Evaluation in 1998. Consequently the MScN degree programme began August 2002. The programme enables senior nurses to acquire advanced knowledge and skills, and increase their ability to assume leadership in Nursing Administration, Nursing Education, Clinical Nurse specialist, Family Nurse Practitioner and Mental Health/Psychiatric Nurse Practitioner. It is anticipated that other areas will be added as these become necessary and/or are requested.

MISSION

The mission of the UWI School of Nursing (UWISON), Mona, is to lead the Caribbean region in delivering undergraduate and postgraduate evidence-based nursing education which reflects international standards; engaging students and nurses/midwives in scientific and scholarly inquiry and **critical thinking**; facilitating the transfer of knowledge and skills that foster **caring** throughout the **life cycle** and the **wellness-illness continuum**; and promoting excellence in **evidence-based practice** in nursing/midwifery.

VISION

The vision of the UWI School of Nursing (UWISON), Mona, is to be recognized as the premier nursing/midwifery collaborating centre for education, scholarship, leadership, research and **evidence-based practice** in the Caribbean region, bringing regional perspectives to global health issues to influence health policy.

VALUES

The core values of the UWI School of Nursing (UWISON), Mona are excellence; integrity, **caring**; mutual respect; loyalty and commitment to the standards of UWI, UWISON, and the nursing/midwifery professions; professionalism; and consistent quality in service and **evidence-based practice**.

PHILOSOPHY OF UWISON

We believe that:

A Human Being is a complex individual with physical, psychological, emotional and spiritual dimensions who behaves as a unified whole. As a rational being, the individual constantly strives toward achieving his maximum potential. The uniqueness and complexity of the individual have their most eloquent and visible expression in the quintessential interplay of body, mind and spirit, which makes a person human. The body acts, the mind learns and engages in **critical thinking**, and the spirit shares and provides **caring** that transcends one's ordinary physical environment. The resulting dynamism is a state of **wellness-illness** or balance, which, for each person throughout the **life cycle**, is continually being achieved.

Society provides the milieu in which individuals, families, communities and nations live and actualize their beliefs, customs, values and ways of knowing. Though normally constructed by its members, society is also strongly influenced by the environment; geo-sociopolitical factors; culture; religions; economic activity; and resources. These social realities have a pervasive and enduring influence on **wellness-illness** and the health perceptions and practices of the individual.

Health, a relative state along the **wellness-illness** continuum, includes the physical, psychological, spiritual and socio-cultural domains. It is achieved when the individual, family and community successfully adapt and respond to internal and external forces in the environment. Harmony of body, mind, and spirit enables human beings to attain and maintain optimal **wellness**; to nurture their lives in enriching, creative, and constructive ways; to respect all living beings as well as the environment; to share thoughts and feelings; to engage in meaningful **interpersonal relationships**; and to respond appropriately and effectively to the challenges of life including illness and the experience of dying.

Health Care is a basic human right. It focuses on all persons throughout the life cycle and in all phases of **wellness-illness**. It is comprehensive and continuous, involving health promotion and maintenance, the prevention of disease, restorative care and rehabilitation. Health care must be available, accessible, acceptable and affordable to the community in meeting its identified health needs. It must encourage active participation of the individual, family and community and mobilize all available resources.

The **Nursing/Midwifery professions** are essential to society and an integral part of the health care system of any country. Requiring specialized education in theory and practice, nurses/midwives are concerned with human beings in all phases of **wellness and illness** throughout the **life cycle**. Professionalism and ethical conduct are intertwined in nursing/midwifery, both of which are continually being informed and improved by scholarly enquiry, **critical thinking, evidenced-based practice**, and research. In this most sensitive and personal of human services, therapeutic **interpersonal relationships** are as important as clinical interventions and the concerns of clients must be given priority.

Nursing / Midwifery are both art and science, incorporating theory and practice and providing care and **caring**. These professions use the **nursing process** as a vehicle for the delivery of **evidence-based nursing practice**. In upholding professional standards, nursing/ midwifery use a proactive approach in meeting the needs of the individual, family and community. Both professions encompass functional, clinical and research elements.

Education is a dynamic lifelong process, requiring active involvement of the learner. It embraces and builds on the individual's life experiences. Education involves the acquisition of knowledge, the use of **critical thinking**, and the development of skills and attitudes to help the individual function as a productive member of society and the profession. It prepares individuals to critically reflect on life situations, assimilate new information, and apply it to new and familiar situations.

Nursing Education is multidisciplinary in nature. It takes place within an educational institution and leads to a degree in higher learning. Nursing education equips a person to combine **caring, critical thinking, the nursing process** and **interpersonal relationships** to deliver **evidence-based nursing practice** to individuals, families, and communities in a variety of settings throughout the **life cycle** and in all phases of **wellness-illness**.

Undergraduate Nursing Education, the entry point into the profession of nursing, is obtained in a multidisciplinary educational setting. It provides a broad, sound foundation for graduate education, and it fosters a commitment to learning as a lifelong endeavor.

Graduate Nursing Education builds on the foundation laid through undergraduate nursing education. It prepares the nurse/midwife for greater responsibility in leadership and in the functional and clinical dimensions of nursing/midwifery. It enables the experienced nurse/midwife to concentrate on a selected area of **evidence-based practice** and to develop expertise through educational programmes. It affords the learner theoretical depth and breadth and an equally strong clinical or functional exposure, supported by **evidence-based practice**. The clinical and functional choices encompass nursing/midwifery care at specialized or advanced practice levels in primary, secondary or extended care facilities, educational institutions, and at the work place. All graduate students are involved in research activity, writing, and publication in collaboration with academic staff. Graduate education is conducted in an environment which stimulates **critical thinking**, fosters scholarly discourse, and facilitates the learner's oral and written expression in the analysis of nursing, health and other complex issues.

The Learner is an adult who brings unique capabilities and ambitions to

University education. The nursing /midwifery learner acquires education and applies the learning to **evidence-based nursing practice** which is necessary to be safe, competent, confident, thinking, caring practitioners; to be eligible for registration and licensure with the appropriate statutory body; and to be clinically and functionally prepared.

The learner is an informed, responsible and self-directed individual who has the responsibility to participate actively in the learning experience; to use effectively the multidisciplinary, social and cultural resources of the University; to achieve educational, professional and personal goals; and to make substantive contributions to society.

Learning is the acquisition and integration of knowledge, skills and attitudes which are manifested by cognitive and behavioural changes. Human beings have their own peculiar learning processes based on cognitions, **critical thinking**, experience and reflection. Learning is a dynamic and cyclical process, enhanced by feedback. It is a responsibility shared by both learner and teacher.

The Teacher facilitates, counsels, guides and assists the learner in realizing the learning objectives and draws on the learner's experiential resources. It is the teachers' responsibility to use effective **interpersonal relationships**, to be adequately equipped and attitudinally prepared to counsel and mentor students, to creatively structure and guide the theoretical and clinical learning activities in a way that promotes learner engagement, to challenge students to **think critically** and perform at their best, to set standards of excellence, to engage in research-based education and **evidence-based nursing practice**, and to role model professional behaviour.

Research provides a means for advancement of the nursing/midwifery professions. It is pivotal in nursing/midwifery education and **evidence-based practice**. Research requires exploration of ideas, enquiry, rigor, **critical thinking**, analysis, and synthesis to develop theory and add to the body of nursing/midwifery knowledge.



THE UNIVERSITY OF THE WEST INDIES THE SCHOOL OF NURSING, MONA CURRICULUM MODEL



The graduate of UWISON combines **Critical Thinking**, **Interpersonal Relationships** and **Nursing Process** to engage in **Evidence-based Nursing/ Midwifery Practice** for persons, families, communities and organizations throughout the **Life Cycle** and across the **Wellness-Illness Continuum** in the context of **Caring**.

AIMS OF UWISON

1. Provide a state of the art centre for scholarship, research and clinical specialization.
2. Prepare motivated nurses for leadership within the health care and related services of the region and global economy.
3. Provide appropriate, stimulating, practical experiences in teaching, administration/management, clinical nursing and research to develop high- powered practitioners.
4. Deepen, strengthen, and broaden knowledge and skills in clinical and functional nursing while facilitating the development of effective critical thinkers who are geared to apply evidence-based practice in their areas of specialty.
5. Provide stimulating opportunities to develop creative, transferable skills in clinical specialization, teaching, administration/management and research.
6. Provide a unique generic baccalaureate programme to prepare caring nurses for beginning practice in multifaceted health care environments and to facilitate eventual advancement to graduate education.
7. Engage graduate nursing students in critical analysis of national, regional and global nursing and health issues/problems, while exploring solutions within economic, geopolitical and social environments.
8. Expose graduate students to a variety of teaching and learning experiences/environments through multi-disciplinary educational and clinical interactions.
9. Strengthen/foster personal, interpersonal, and professional values and attitudes through continuing education with particular reference to individuals, their families, the community, and the health team.
10. Integrate ethical principles, legal accountability, and accepted responsibility in the delivery of evidence-based nursing care to individuals, families, and community.

SECTION A



THE BACHELOR OF SCIENCE IN NURSING

BScN (generic) DEGREE

BScN (generic) DEGREE

INTRODUCTION

The BScN (generic) is an undergraduate programme of three calendar years duration, primarily concerned with:

- the attitudes, clinical knowledge and competence of the new graduate at the beginning level of practice in the nursing profession,
- the development of professional identity and attitudes,
- the stimulation of intellectual curiosity and thought,
- leadership, teamwork and good citizenship.

The programme will produce graduates who will:

- be eligible to apply for entry to the General Registry for Nurses of the Nursing Council of Jamaica or any other nursing legislative body in the CARICOM region;
- display professional responsibility and accountability for safe nursing care to individuals, families and communities in health wellness-illness continuum and at any stage of the lifecycle;
- Apply evidence-based nursing care to clients or patients and their families at any stage of the life cycle, in primary, secondary, tertiary or extended care facilities with respect to individuals rights.

BScN (generic) OBJECTIVES

On successful completion of the Bachelor of Science (generic) degree in nursing the undergraduate will be able to:

1. Deliver evidence-based nursing practice that demonstrate competency in the use of the nursing process in the care of individuals, families and communities at different levels of complexity in primary, secondary, tertiary and extended care facilities.

2. Demonstrate safe and competent skills in accordance with the legal framework of evidence-based practice in the care of individuals, families and communities throughout the life cycle.
3. Demonstrate therapeutic interpersonal relationships in providing teaching and counseling about treatment modalities to assist individuals, families, and communities in maintaining wellness, changing unhealthy behaviours, and making informed decisions.
4. Demonstrate effective communication skills and interpersonal relationships: by conveying oral information and written reports accurately, objectively, and concisely in accordance with relevant policy.
5. Apply social, moral and ethical principles in delivering evidence-based nursing practice and caring in and outside of health care organizations.
6. Contribute to the health status of the country and region by promoting wellness, preventing illness and delivering evidence-based nursing practice and caring according to societal and regional needs and the professional code of ethics.
7. Practice in a manner that demonstrates professionalism in interpersonal relationships and communication skills with peers, colleagues and the public in general.
8. Contribute to team building by collaborating and coordinating with colleagues and health care members and by valuing and respecting each member's contribution in providing care.
9. Accept responsibility for growth and development throughout the professional and personal life cycle by remaining current in new advances, developments, and research findings.
10. Synthesize scientific knowledge and sound clinical judgement and apply critical thinking to the nursing process in caring for individuals, families, and communities throughout the lifecycle in a variety of health care settings.

QUALIFICATIONS FOR ADMISSION

1. In order to be eligible for entry to the programme of study for the Bachelor of Science (generic) degree in Nursing, applicants must:
 - (a)
 - (i) satisfy the University requirements for normal matriculation (see Matriculation regulations); **and**
 - (ii) have obtained passes in the Caribbean Examination Council (CXC) Examination or the General Certificate Examination (GCE) Ordinary Level or approved equivalent, in at least Five (5) subjects, including English Language, one subject from Mathematics, Physics or Statistics, and one subject from Biology, Human & Social Biology or Integrated Science, and two or more subjects from: Mathematics, Biology, Geography, Religious Education/Bible Knowledge, Human & Social Biology, Agricultural Science (double/single), Physics, Social Studies, English Literature, English, Information Technology (general/technical), Chemistry, Spanish, Principles of Accounts, French, Principles of Business, Food & Nutrition, History, Caribbean History, Home Economics Management, Integrated Science, Accounts, Business Studies.
 - (b)
 - (i) satisfy the University requirements for Lower Level Matriculation (see Matriculation regulations); **or**
 - (ii) have successfully completed 1st semester/year courses in any tertiary level institution recognized for credits by the University of the West Indies; **or**
 - (iii) hold qualifications from a **tertiary** level institution recognized by the University of the West Indies.

2. Persons of the age of 21 years and over, who do not otherwise satisfy the requirements set out above for admission into the programme, may nonetheless qualify for entry based on their overall experience, professional and academic attainments. Such persons will be required to submit full details of their career along with their applications. A test and/or interview may be required by the Faculty Board.
3. Applicants are required to:
 - (a) be at least 17 years at the time of admission to the programme;
 - (b) submit to a personal interview in a designated place in one of the contributing countries;
 - (c) provide curriculum vitae;
 - (d) provide three (3) letters of recommendation (sent directly by the referees to the Office of Admissions, UWI, Mona);
 - (e) provide transcripts of secondary or tertiary level education (sent directly by the institution to the Office of Admissions, UWI, Mona);
 - (f) sit the University's English Language Proficiency Test, unless they are persons exempted from this requirement under the Regulation for the English Language requirement.

(N.B. The UWI School of Nursing, Mona wishes to stress the critical importance of computer literacy to an applicant's success in the programme and to one's overall professional competence. Applicants are therefore expected to be computer literate at the time of entry into the programme.)

4. Applicants may also be required to do any or all of the following:
 - (a) successfully complete recommended pre-nursing courses;
 - (b) write an entrance examination;
5. Extra-curricular Activities:
 - (a) Applicants' chances of entry into the programme will be significantly enhanced by documented and certified evidence of their involvement in extra-curricular and/or community activities in the years prior to their application.

- (b) These activities should be listed on the application form and must be accompanied by original letters of certification from headmasters/headmistresses, supervisors, chairpersons, presidents, directors, ministers of religion or other appropriate individuals.
- (c) In considering these activities, the University will favour voluntary involvement and leadership roles in community/social projects, programmes of a governmental or non-governmental nature, proficiency in any aspect of the visual and performing arts and foreign language(s).

GENERAL RULES

1. Attendance is absolutely essential for ALL aspects of the BScN (generic) programme. These include classroom activities, nursing arts and science laboratories, clinical teaching/learning activities and special assignments wherever and whenever these are organized, and special educational/clinical activities at departmental or faculty level, such as research conferences, which are designed to enhance the programme.
2. Candidates may choose to spend a semester or a summer in the final year at another UWI campus country or at an approved tertiary level institution pursuing course(s) that would have been offered in that semester at Mona. This is at the candidates' expense and must be arranged well in advance, recommended by the Head of the School to the Dean and be approved by Faculty and Academic Boards, and with the full knowledge and agreement of the Dean(s) at the other campus/institution
3. Candidates are required at all times to conduct themselves appropriately and observe the regulations prescribed by the University.
4. (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, be punctual and remain for the specified time. In so far as it may be necessary to use the institution's or client's/patient's property in their clinical learning process, candidates are expected to exercise due care.

- (b) Candidates may not ask the designated institution for time to pursue courses other than the clinical objectives they are assigned to pursue.
- (c) In the case of emergency, requests are to be directed to the University Lecturer/Preceptor in charge of the clinical/field activity. The employees of the designated place are not authorized to alter the time to be spent by the candidates or the objectives to be pursued.
- (d) In circumstances of actual or impending disaster, candidates will follow the directions given by the authorized person or group.
- (e) Candidates are required to be polite to all employees and particularly to the clients and patients with whom they interact. In addition to the relevant University/Faculty/Departmental regulations, candidates must observe those of the designated place to which they are assigned including legal requirements.
- (f) Candidates' assignment will be for learning purposes.
- (g) Candidates will not assume employee responsibility.

5. **MISSED CLINICAL PRACTICE & LABORATORY EXPERIENCE POLICY**

The essence of professional nursing is competence in the provision of care to patients that is safe, ethical and legal. The clinical experiences and laboratory skills practices and rotations are designed to enable theory application to practice, experiential learning and ensure that you develop professional competence, safety and effective attitudes. Failure to complete all planned clinical practice rotations and laboratory experiences contravenes professional practice and renders you ineligible for taking the Regional Examination for Nurse Registration (RENr).

Guidelines

1. Attendance to all clinical and laboratory skills practice is compulsory.
2. Any absence from clinical practice and/or laboratory skills practice is considered a serious disruption of your progress and jeopardizes your ability to be ethical and competent.
3. Absence from clinical and/or laboratory skills practice requires supporting evidence e.g. medical verification.

4. All missed clinical and/or laboratory skills practice must be reported within 24 hours, advisement provided to the student and all related matters recorded.
5. All missed clinical practice and/or laboratory skills practice must be made up.
6. A failing clinical grade will affect your progression in the programme.
7. Prior to taking the RENR students must successfully complete all outstanding clinical and laboratory skills practice.

6. DRESS CODE

(a) FEMALE: Uniform

Uniform dresses should be worn at (3) three inches below the knee, having considerations for the bending and stretching that nursing entails.

A half-slip should be worn or the skirt lined.

Aprons must be the same length as the dresses, and are worn on duty in the wards, when accompanying patients to other departments outside of the hospitals, on some educational visits, and in the skills laboratory.

Stripes are to be *securely sewn* on the **left** sleeve, the first being 2.5 cm. (1 inch) above the cuff and succeeding ones being 1.25 cm (1/2 inch) apart.

Each student should have at least 2 pairs of white duty shoes:

- Heels and toes of shoes to be closed
- No tennis shoes
- No clogs
- Heels should not to be higher than 2 inches

Stockings are optional, but when worn must be flesh coloured.

Red or white cardigan, can be worn with uniform but not whilst attending to patients.

Make-up: Should be discreet when worn.

Finger Nails: Should be kept rounded, short and clean. Only clear nail polish is allowed whilst in uniform.

Hair: Hair should be neatly combed. It should **not** rest on the collar. Hair Accessories should be dark coloured and only for holding hair in place. Decorative hair accessories are not allowed, e.g. rows of beads.

(b) **MALE: Uniform**

White pants and white open neck short sleeve shirt.

Black shoes and black socks

(c) **JEWELLERY**

The only jewellery to be worn whilst on duty (or in uniform) are:

- (i) A pair of small crystal, gold or silver knobs or a pair of sleepers of diameter not wider than 1 cm. **NO MORE THAN ONE** in each lobe.
- (ii) A wedding band is the only ring to be worn while in uniform or on the ward.
- (iii) A watch which has capacity for monitoring time in seconds. The watch should **not** be worn on the wrist whilst working in the clinical area or skills laboratory, but should be securely fastened in or on the pocket of the uniform dress/shirt.

NO OTHER JEWELLERY is to be worn whilst in uniform or on duty.

- (6) Students should at all times be in possession of a stethoscope, a watch (described above), a pair of blunt ended scissors, red and black pens.

(7) **IDENTIFICATION**

Identification is issued to each student by The University of the West Indies and must be worn face forward at all times. If it is lost, it should be reported immediately and must be replaced. The student is required to pay a fee for replacement of ID cards.

(8) **DRESS CODE – MUFTI**

Students should be appropriately dressed at all times. Uniforms are

worn in clinical areas and in the skills laboratory. Where mufti is allowed for classroom or visits, no spaghetti straps, or shorts above the knee are allowed. **The midriff must not be exposed.**

Flip flops are not permitted in classroom or laboratory settings.

HEALTH & ILLNESS (See UWI Undergraduate Student Handbook)

1. **Medical Certificate:** All students are expected to be in good physical and emotional health.
2. Health and Personal Insurance (See UWI Handbook).
3. Services at Health Centre.

NB: All nursing students must be immunized against Diphtheria, Tetanus, Poliomyelitis and Hepatitis. Mantoux will also be done and vaccination given if necessary.

4. See University Health Centre Service in Handbook.
5. For emergencies see handbook.

VACATION LEAVE

Students are allowed vacation as follows:

1. End of Semester 1 3 weeks (Dec.–Jan.)
2. Semester Break 1 week
3. Summer Break 4 weeks
4. Public Holidays

PREGNANCY POLICY

Each nursing student who aspires to become a registered nurse must adhere to the Regulations of the Nursing Council of Jamaica, the International Council of Nurses (ICN) Code of Ethics and the Rules and Regulations of the UWI and the UWI School of Nursing, Mona. To become a professional nurse, a nursing student must complete all aspects of the programme including theory, clinical

rotation and laboratory practice. A nursing student who becomes pregnant cannot be exempted from any aspect of the designed programme.

Policy: To support the student and her unborn child and to ensure that neither are put at risk whilst following the nursing programme leading to professional registration.

Purpose: The UWI School of Nursing, Mona, 'within the context of the Maternity Leave Act 1979 has adopted a policy designed to protect the health and safety of nursing students who are expectant and new mothers.

Rationale: Nursing students who become pregnant and are on clinical placement experiences are at risk from hazardous substances that may affect their baby. Substances which may be encountered in placement settings are infective agents (bacteria, viruses and so on), toxic substances (such as gases and medicines) and exposure to lead. This is particularly important during the early stages of the baby's development and when the mother is breast feeding. Normal nursing activities, such as moving and handling, prolonged standing could present a physical hazard to the mother during the final trimester of pregnancy and post partum, due to hormonal changes affecting the musculo-skeletal system.

Scope: Nursing students who are pregnant or become pregnant while on the BScN (generic) degree programme

1. A student, who is registered for a nursing course must of necessity engage in clinical practice experiences, and therefore must notify the Director of Nursing and her course teacher in writing at the earliest opportunity and may need to make arrangements to intermit from the programme in order to safeguard her own health and that of her unborn child.

This is to ensure that planning for your future programme can be started. Plans will include making suitable arrangements to safeguard your health and well-being.

2. The letter should indicate: the expected date of delivery, the date that maternity leave is expected to commence, and the date of expected

return to the programme. These details are also important for your bursary or students loan payments to be maintained.

3. A nursing student who becomes pregnant will not be exempted from any part of the programme - theory, clinical/lab or field work because of Pregnancy. The requirements to successfully complete the BScN (generic) degree and be eligible for the Regional Examination for Nurse Registration (RENr) remain unchanged (See policy on Missed Clinical Practice and Laboratory Experience on page 3).
4. If you have a high level of sickness/absence during the period and this is pregnancy-related illness, then you must be referred to your attending Obstetrician for assessment of your fitness to continue with your programme who would then notify the Director of Health Services in Writing at the UWI Health Centre who would in turn notify the Head and Director of the UWI School of Nursing.
5. Students are advised not to return from maternity Leave until six (6) weeks after the week of their delivery or when breast feeding has been completed, whichever is the greater period of time.
6. Before re-entry into the programme following maternity leave you must provide the Director of Health Services with a letter from your Obstetrician stating that you are fit to return to your programme of studies and undertake normal clinical placement assignments
7. Students returning from maternity leave will normally join a later group of students at an appropriate point in the programme. This will be arranged with all the relevant course leaders

REGULATIONS PERTAINING TO THE NURSING COUNCIL OF JAMAICA

In accordance with the regulations of the Nursing Council of Jamaica, sick leave for student nurses should not exceed forty-two (42) days for the duration of the entire education training period. Any student, who exceeds this period, will sit the Regional Examination for Nurse Registration (RENr) only at the discretion of the Nursing Council.

GENERAL CONDUCT

Every student nurse is required to maintain the highest standard of conduct both professionally and socially.

This should be displayed at all times in the manner of dress, speech and in the courtesy extended to clients/patients, family and other citizens, the health team, and to professional colleagues.

Senior students must be good examples for junior students and provide guidance in order that the good name of the nursing profession is maintained.

CLINICAL PRACTICE

1. **Incidents:** Incidents involving students, hospital personnel, patients or visitors, should be reported immediately by the student to the Department of Nursing on the day of the occurrence. Incident reports are required.
2. **Legal Documents and Wills:** Students are **not** allowed to witness documents of any kind for patients. Requests of this type must be referred to the Nursing Administration Office.
3. **Accident to Patients, Visitors or Students:** A report of the accident must be written on the appropriate form and submitted through Clinical Instructor/Nurse in-Charge, to the Nursing Administration Office. The person should be examined immediately by the designated hospital doctor.

NB: Any mishap in which visitors are involved must be reported to the appropriate authorities **before** the visitor/s leave the hospital.

DISCIPLINE

Under the Nurses and Midwives Act 1964, no student nurse will be permitted to enter for the examination unless he/she is “... *honest and of good moral character and his/her conduct during the period of his/her training was satisfactory.*” (Nurses and Midwives Act 1964 Regulation (Art II Section 7b.)

The University of the West Indies/The UWI School of Nursing, Mona reserves the right to take disciplinary action whenever a student nurse acts in the following ways:

- 1.1 Professional misconduct – any act of omission or commission that could bring the school, Nursing Council or the profession into disrepute.
- 1.2 Dishonesty
- 1.3 Destruction of property.
- 1.4 Disregard for given instruction(s) by academic staff or clinical supervisor(s).
- 1.5 Repeated absenteeism and/or repeated lack of punctuality.
- 1.6 Any other behaviour deemed to be unsatisfactory or dangerous to the reputation of the school, Nursing Council, the profession, the patient and family or the public in general.

EXAMPLES OF MISCONDUCT WHICH WARRANT SUSPENSION/DISMISSAL

- 2.1 Dishonesty including but not limited to stealing, lying, misrepresentation, nondisclosure of material information or cheating.
- 2.2 Falsification of records
- 2.3 Fighting
- 2.4 Issuing a threat
- 2.5 Using indecent and/or abusive language
- 2.6 Oral or physical abuse of patients
- 2.7 Withholding nursing care or prescribed treatment without reasonable explanation.
- 2.8 Disregard for authority
- 2.9 Absenteeism and lack of punctuality for more than three(3) days within a one month period without reasonable and acceptable explanation.
- 2.10 Absence without communication for three (3) or more days
- 2.11 Sleeping on assignment
- 2.12 Truancy – failing to report on assignment
- 2.13 Illegal use of drugs
- 2.14 Drunkenness
- 2.15 Possession of lethal weapons.

- 2.16 Having been convicted of a crime by the courts
- 2.17 Any other action which contravenes the law of the land
- 2.18 Any other action which violates the Code of Ethics for Nurses
- 2.19 Any other action which violates the school's regulations.

SANCTIONS TO BE APPLIED FOR MISCONDUCT

- 3.1 Oral warning
- 3.2 Letter of reprimand
- 3.3 Restitution
- 3.4 Suspension
- 3.5 Dismissal
- 3.6 The Nursing Council requires *“that if after two (2) warning letters and one (1) period of suspension, the student continues to absent himself/herself, such a student's training will be terminated”*.

PROFESSIONAL ASSOCIATION

Students contribute dues and become associate members of the Nurses Association of Jamaica. Students are prepared to take part in the National Student Nurse of the Year Competition and if they meet special criteria, can also compete to be placed on the Gertrude Swaby Honour Roll.

THE STUDENT NURSES' ASSOCIATION

Every student is automatically a member of the Student Nurses' Association.

OBJECTIVES

1. To bring together all student nurses as a united body.
2. To enable the student nurse to develop an awareness of her/his professional responsibilities during her/his training.
3. To promote and secure the welfare of all students through representation.
4. To develop an awareness of herself/himself as a nurse in the community.

5. To organize recreational activities, such as sports, and other cultural pursuits through appropriate committees.
6. To exchange ideas with student nurses – nationally and internationally.

THE EXECUTIVE BODY

The executive body is the representative group for student nurses on all matters. The executive body consists of two (2) to four (4) representatives from each class elected during the first Semester of Year I.

The president, vice-president, secretary and treasurer are selected by the general student body, following nominations from the executive body.

The executive body meets once per month. The Director of Nursing Education or representative and a representative from the Department of Nursing Service are invited to attend.

MONITORING & EVALUATION

Evaluations are used to assess students' progress towards achieving the goals of the programme. Strengths are encouraged whilst weaknesses are identified and eliminated. All courses are evaluated theoretically and clinically. Students' attitudes, interpersonal relationships, department, attendance and values are also evaluated.

A Pre Nursing Council Examination is held in the Final Semester of year three (3). To be eligible to take the Pre Nursing Examination, the student must have three stripes, have passed the Span of Duty Evaluation and have all skills in the assessment tool mastered. This examination is an exact replica of the Regional Examination for Nurse Registration (RENK).

CLINICAL

Continuous clinical assessment is done throughout the programme. Skills are documented "satisfactory" when they have been mastered.

In the final summer of year three (3) NE 38A and NE 39A the final oral & practical examinations (Span of duty) are done. Students must pass this examination to be eligible for RENK.

GUIDELINES FOR CLINICAL PRACTICE

1. Students are expected to arrive for clinical experiences on time and as rostered.
2. Students must complete all the assigned clinical hours in order to successfully complete the course.
3. In case of absence or lateness, the student must notify the preceptor/teacher and the clinical area supervisor prior to the beginning of the clinical experience (shift) or before the day of the absence. The student will be required to make up missed clinical time and/or assignments. Failure to notify the instructor or preceptor of absence or tardiness is grounds for disciplinary action which could lead to dismissal from the programme.
4. Dress code will be strictly adhered to. Dress will be according to the school's dress code guidelines. Name pins and Identification badges are to be worn during lab and clinical experiences.
5. Uniforms must be worn according to dress code policy.
6. Students are expected to purchase the following: stethoscope, scissors, name pins, penlight prior to the first day in the clinical area.
7. Provide own transportation to clinical sites unless special arrangements have been made with the institution.
8. Know and follow individual agency policies and procedures. This information is available at the agency.

Students will:

- Not accept gifts from patients or patients' relatives for nursing care
- Not witness consent forms, wills or other legal documents
- Not take verbal orders or telephone orders from physicians
- Not sign off on blood products or administer chemotherapeutic agents
- Not administer IV push medications nor work with central lines, unless directly supervised by preceptor, instructor or clinical supervisor
- Be supervised in the preparation and administration of every drug and be

in the company of a Registered Nurse while narcotics are being administered and documented.

- Comply with all clinical guidelines as set out by the school and the agency.
- Use his/her legal signature following all nursing entries followed by Std/Nurse.
- Purchase a watch with second hand, a stethoscope with diaphragm and bell, penlight, bandage scissors, uniform dresses and aprons, name pins
- Uniforms must be worn according to dress code policy
- Ensure evaluation is signed and returned to preceptor/teacher.

The following must be current, complete and on file before any student is allowed to practice in a clinical area: health history and proof of immunizations.

PATIENT/CLIENT PRIVACY

1. Confidentiality is the protection of the client's privacy through careful use of client's information- through both written and oral communication. The client's right to privacy is protected by law
2. The client's record is a legal document. The information therein is confidential and cannot be disclosed to persons who are not caring for the patient. All entries must be accurate and legible.
3. Information communicated to students by clients may not be repeated except to nursing faculty, or senior clinical staff who has responsibility for the client's care.
4. Patient's information should not be discussed in public places and shared facilities such as lounge and dining rooms.
5. Nursing students must be especially careful regarding the invasion of client's privacy.
6. Students should avoid using clients' names when filling out history forms, care plans and other documentation as part of their educational experience/practice.

CLINICAL SKILLS

Each student is provided with a clinical assessment skills book. Students should take their skills book with them to the clinical areas. Skills should be marked off only when students have mastered the specific skill.

CLINICAL EVALUATION

Student's progress is monitored during the clinical experience and will be continuously assessed for application of theory to practice. Clinical Preceptors will provide guidance through clinical teaching and supervision. Preceptors will complete the progress report for each student encountered. A clinical examination is done at the end of each clinical nursing course. To be successful in the Regional Examination for Nurse Registration (RENr), students must obtain a minimum of 60% in clinical grades. It is therefore important that students attain above that grade during each course. To improve the chance of success in the RENr students who attain only 60% will be required to do monitored remedial clinical practice, which will be recorded.

PROGRESSION THROUGH PROGRAMME

Progression of students from one year to the next (earning of stripes) are based on theoretical and clinical achievement as well as acceptable behaviour. Stripes are awarded as evidence of accomplishment and merit. Stripes are removed as demerit, and as part of disciplinary procedure.

PROGRESSION

- Year I
 - The first stripe is normally awarded for satisfactory performance in theory, First Aid and introductory nursing skills, professional attitude and decorum also satisfactory attendance and punctuality records.
 - Unsatisfactory Skills Performance = Repeat Skills
- Year II
 - **Semester I:** The second stripe is normally awarded for obtainingsatisfactory performance in the first year nursing courses and professional attitude and decorum also satisfactory attendance and punctuality records and stipulated clinical skills.

Year III – **Semester I:** The third stripe is normally awarded on satisfactory theory in 2nd and 1st semester 3rd year nursing courses and completion of stipulated clinical skills professional attitude and decorum also satisfactory attendance and punctuality records.

NB: Student may be destriped for matters related to misconduct.

COURSES, CREDITS AND SEMESTER OFFERING

YEAR I MATRIX

COURSES	CR	YEAR I		
		Sem. I	Sem. II	Sum.
NURS 1010 NE 10A Basic Anatomy	3	X		
NURS 1011 NE 10B Basic Physiology	4	X		
PS 10A Introduction to Psychology – Developmental, Social & Abnormal	3	X		
NURS 1015 NE 15A Evolution & Revolution in Nursing Contemporary Roles & Responsibilities	3	X		
FD 10A English for Academic Purposes (Foundation Course)	3	X		
NURS 1012 NE 10C Basic Biochemistry	3		X	
NURS 1013 NE 10D Nutrition	3		X	
SY 14G Sociology for the Caribbean	3		X	
SY 16C Introductory Statistics for the Behavioural Sciences	3		X	
NURS 1111 NE 11A Microbiology	3			X
NURS 1113 NE 13A Epidemiology	3			X
NURS 1118 NE 18A Concepts, Constructs and Theories in Nursing	4			X
Credits Breakdown	38	16	12	10
Total Credits = 38				

COURSES, CREDITS AND SEMESTER OFFERING

YEAR II MATRIX

COURSES	CR	YEAR II		
		Sem. 1	Sem. 2	Sum.
NURS 2000 NE 20A Parent Child Nursing	3	X		
NURS 2021 NE 21A Introduction to Public Health Nursing	6	X		
NURS 2023 NE 23A Introduction to Physical & Mental Health Education	3	X		
ED 28G Adults as Learners	3	X		
FD 11A Caribbean Civilization (Foundation Course)	3	X		
NURS 2022 NE 22A Pharmacology and Therapeutics	4		X	
NURS 2024 NE 24A Pathophysiology	4		X	
NURS 2025 NE 25A Nursing Care of Sick Hospitalized Children & Adolescent 0–18 yrs. old	4		X	
NE 27B Ethical and Legal Issues in Nursing Practice	3		X	
MS 21B Management Information Systems (Foundation Course)	3		X	
NURS 2026 NE 26A Nursing Care of Sick Hospitalized Men and Women 19–64 yrs. Old	4			X
NURS 2027 NE 27A Nursing Care of Patients 65+ yrs. Old	4			X
Credits Breakdown	44	18	18	8
Total Credits = 44				

COURSES, CREDITS AND SEMESTER OFFERING

YEAR III MATRIX

COURSES	CR	YEAR III		
		Sem. 1	Sem. 2	Sum.
NURS 3036 NE 30E Nursing Care of Patients with Mental Illness	4	X		
NURS 3032 NE 32A Nursing Patients in Accident & Emergency, Operating Theatre & Recovery Room	4	X		
NURS 3034 NE 34A Introduction to Nursing Research	4	X		
NURS 3033 NE 33A Nursing Patients with Specialized Surgical Interventions	4		X	
NURS 3035 NE 35A Senior Clinical Practicum (Including Rehabilitation)	6		X	
NURS 3038 NE 38A Unit Admin/Mgmt. Disaster Preparedness	4			X
NURS 3039 NE 39A Senior Nursing Elective w/Study & Seminar	9			X
Credits Breakdown	35	12	10	13
General Elective 3 Total Credits = 35				

SECTION B



THE BACHELOR OF SCIENCE IN NURSING

BScN (post RN) DEGREE

BScN (post RN) DEGREE

OBJECTIVES

On successful completion of the BScN (post RN) degree the undergraduate will be able to:

1. Integrate evidence-based practice into patient care delivery and use effectively the nursing process in caring for individuals, families and communities at different levels of complexity in primary, secondary, tertiary and extended care facilities.
2. Demonstrate safe and proficient skills in accordance with the legal framework of evidence-based practice in the care of individuals, families and communities throughout the life cycle.
3. Demonstrate therapeutic interpersonal relationships in providing teaching and counseling about treatment modalities in assisting individuals, families, and communities in maintaining wellness, changing unhealthy behaviours, and making informed decisions.
4. Demonstrate enhanced communication skills and interpersonal relationships by conveying oral information and written reports accurately, objectively, and concisely in accordance with relevant policy.
5. Practice social, moral and ethical principles in the delivery of evidence-based nursing practice and caring in and outside the health care organizations.
6. Contribute more confidently to the health status individuals and communities by promoting wellness, preventing illness and delivering evidence-based nursing practice and caring according to societal and regional needs and the professional code of ethics.

7. Apply theories to practice in a manner that demonstrates professionalism in interpersonal relationships and assertive communication skills with peers, colleagues and the public in general.
8. Collaborate with multidisciplinary health members in team building and in coordinating health care by valuing and respecting each member's contribution in providing care.
9. Accept responsibility for growth and development throughout the professional and personal life cycle by remaining current in new advances, developments, and research findings.
10. Synthesize scientific knowledge with sound clinical judgement while applying critical thinking in caring for individuals, families, and communications throughout the life cycle in a variety of health settings.
11. Assume beginning leadership roles in influencing policies and standards at the patient delivery level and in contributing to the professional association development.
12. Apply contemporary theory in managing change, problem solving and leadership skills in strengthening nursing practice and the delivery of nursing care.

BACHELOR OF SCIENCE IN NURSING – BScN (post RN) DEGREE

QUALIFICATIONS FOR ADMISSION

1. In order to be eligible for entry to the BScN (post RN) degree each applicant must:
 - (a)
 - (i) be a Registered Nurse (certificate or diploma) who holds current, valid and active Registration in the jurisdiction of practice; AND
 - (ii) satisfy the University requirements for normal matriculation (see Matriculation Regulations); AND
 - (iii) have obtained passes in the Caribbean Examination Council (CXC) Examination or the General Certificate of Education (GCE) Ordinary Level or approved equivalent, in at least THREE (3) subjects, including English Language and Mathematics, Human & Social Biology and Passes at the GCE Advanced Level or Caribbean Advanced Proficiency Examination (CAPE), Levels I and II, in at least TWO (2) of the following subjects: Chemistry, Physics, Mathematics or Biology, Geography, History, Literature, Social Studies, a Foreign Language; OR
 - (b)
 - (i) be a Registered Nurse (certificate or diploma) who holds current, valid and active Registration in the jurisdiction of practice; AND
 - (ii) satisfy the University's requirements for Lower Level Matriculation (see Matriculation Regulations); OR
 - (iii) have successfully completed 1st semester/year courses in any tertiary level institution recognized for credits by the University of the West Indies. OR
2. Persons of the age 21 years and over, who do not otherwise satisfy the matriculation requirements set out above for admission into the pro-

gramme, may nonetheless qualify for entry based on their overall experience, professional and academic attainments. Such persons will be required to submit full details of their career along with their application, and to take tests and/or be interviewed as may be required by the Faculty Board.

3. Applicants are required to:

- (a) submit completed application on the prescribed form by the due date.

Forms are available on any Campus or Centre of the University;

There is a non refundable Application Fee.

- (b) submit a valid, current and active Nurse Registration with the legally established registering body in the jurisdiction of practice. If the jurisdiction of practice differs from the jurisdiction where the original Nurse Registration was received, then the original Registration is also required;
- (c) request Faculty/School/Department of Nursing to forward transcript(s) of Nursing programme with the official seal and/or signature, to UWISON.
- (d) provide three (3) letters of recommendations (sent directly by the referees to the Office of Admissions, UWI, Mona;
- (e) take and pass the University English Proficiency Test.

This examination is usually given in February at a date, time and venue set by the University.

NB: The School may request Transcripts of these courses. [This relates to (a) to (e)]

4. Applicants may also be required to

- (a) submit to a personal interview in a designated place.

GENERAL RULES

1. Candidates in the BScN (post RN) programme are mature practicing professional nurses who have a license to practice Nursing and are under the purview of the Nursing Council. Candidates are therefore expected to demonstrate effective interpersonal relationships, professional attitudes and standards especially in the nursing care of clients/patients and their families in their academic work.
2. Attendance is absolutely essential for ALL aspects of the BScN (post RN) programme that is, classroom activities, nursing arts and science laboratories, clinical teaching/learning activities and special assignments, wherever and whenever these are organized, and special educational/clinical activities at school or faculty level which are designed to enhance the programme for example research conferences.
3. campus country or at an approved tertiary level institution pursuing course(s) that would have been offered in that semester at Mona. This is at the candidates' expense and must be arranged well in advance, recommended by the Head of the School to the Dean and be approved by the Faculty and Academic Boards and with the full knowledge and agreement of the respective Deans at Mona and the other campus/institutions. The activity would normally occur in the final year.
4.
 - (a) Candidates are required at all times to conduct themselves appropriately and observe the regulations prescribed by the University.
 - (b) 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 institution's or client's/patient's property in their clinical learning process, candidates are expected to exercise due care.

- (c) Candidates may not ask the designated institution for time to pursue courses other than the clinical objectives they are assigned to pursue.
- (d) In case of emergency, requests are to be directed to the University Lecturer/Preceptor in charge of the clinical/field activity. The employees of the designated place are not authorized to alter the time to be spent by the candidates or the objectives to be pursued.
- (e) In circumstances of actual or impending disaster, candidates will follow the directions given by the person or authorized group to do so.
- (f) Candidates are required to be polite to all employees and particularly to the clients and patients with whom they interact. In addition to the relevant University/Faculty/Departmental regulations, candidates must observe those of the designated place to which they are assigned including legal requirements.
- (g) Candidates' assignment will be for learning purposes.
- (h) Candidates will not assume employee responsibility.

MATRIX BScN (post RN) DEGREE

COURSES	Credits	YEAR I		YEAR 2	
		Sem. 1	Sem. 2	Sem. 1	Sem. 2
NURS 1113 NE13A Epidemiology	3	X			
NURS 3040 NE22B Nursing Process and Health Assessment	4		X		
NURS 3041 NE29A Caring in Nursing and Health Care Delivery	3		X		
NURS 3301 NE 30A Anatomy	3	X			
NE 301 Human Physiology and Pathophysiology	6	X			
BC10A Biochemistry	3		X		
NURS 3304 NE 30D Nutrition	3		X		
NURS 3042 NE31A Nursing Theories and Practice Application	3			X	
NURS 3044 NE 33C Leadership in Nursing Practice	3			X	
NURS 3034 NE34A Introduction to Nursing Research	4			X	
NURS 3035 NE 35A Senior Clinical Practicum	6				X
SY 14G Sociology for the Caribbean	3	X			
SY16C Introductory Statistics for the Behavioural Sciences	3	X			
UC 10A Language: Exposition	3	X			
UC 10B Language: Argument	3		X		
FD 11A Caribbean Civilization OR FD 13A Law Governance, Economy & Society in the Caribbean	3 3			X	
Free Elective	3				X
TOTAL	59	18	19	13	9

SECTION C



**MASTER OF SCIENCE
(MScN) PROGRAMME**

(MScN) PROGRAMME

AIMS OF THE MScN PROGRAMME

The MScN Programme provides students with evidence-based knowledge and skills while developing attitudes appropriate to advanced nursing practice, in the essential functional and clinical areas of Nursing. It also enables senior Registered Nurses to meet the changing requirements of the Caribbean health/nursing care delivery system, and increase their abilities to address the region's health/nursing care realities.

MScN OBJECTIVES

Upon successful completion of the MScN, the graduate will:

- 1) Apply knowledge synthesized from critical analysis and theoretical concepts relevant to nursing practice.
- 2) Contribute to the body of nursing knowledge through research and critical analysis of concepts and theories relevant to nursing.
- 3) Conduct research as a major means of initiating changes and elevating standards of evidence-based practice.
- 4) Provide consultation in their particular area of specialization.
- 5) Justify practice on the basis of sound scientific evidence.
- 6) Advance the discipline of nursing based on research, publication and evidence-based practice.
- 7) Demonstrate leadership in nursing care based on sound clinical judgement and critical analysis of issues.
- 8) Demonstrate effective interpersonal and communication skills in interaction with health team, clients/patients, their families, and the community.

- 9) Display a knowledgeable and informed perspective as a member of civil society.
- 10) Demonstrate effective interpersonal and communication skill in interaction with the health team, clients and their families.
- 11) Display a knowledgeable and informed perspective as a member of civil society.

OUTLINE OF THE MScN

The MScN requires a minimum of (35) credits and a maximum of (45) credits inclusive of a project. Where applicable, qualifying courses must be successfully completed before full admission to the Master's programme.

Each candidate will select and pursue a major.

The majors are categorized as follows:

1. **Advanced Nursing Practice**
 - 1.1 Family Nurse Practitioner
 - 1.2 Mental Health/Psychiatric Nurse Practitioner
 - 1.3 School Health Nurse
 - 1.4 Occupational Health
 - 1.5 Elderly Care
 - 1.6 Public Health
2. **Nurse Specialist**
 - 2.1 Functional Nurse Specialist
 - 2.1.1 Nursing Administration
 - 2.1.2 Nursing Education
 - 2.2 Clinical Nurse Specialist
 - 2.1.1 Medical/Surgical

Common to the majors are the following courses equaling fourteen (14) credits.

	Credits
1. NURS 5620 NE 62A – Research Methods applied to Nursing	4
2. NURS 5621 NE 62B – Nursing Research Project	3
3. NURS 4632 NE 63C – Theoretical Frameworks & Advanced Nursing practice with Practicum	4
4. NURS 4660 NE66A – Mental & Physical Health Education and Health Promotion	3
Total Credits	14

DEPARTMENTAL COURSE

These courses are mandatory for Functional Nurse Specialist majors.

1. NURS 4640 NE 64A – Nursing & Health Information Systems	3
2. NURS 4650 NE 65A – Policy & Ethical Issues in Nursing/Health	3
Total Credits	6

Within each major mandatory courses for the Family Nurse Practitioner and the Mental Health/Psychiatric Nurse Practitioner courses are as follows:

FAMILY NURSE PRACTITIONER CREDITS

1. NURS 4600 NE60A – Advanced Nursing Practicum I & Seminar	3
2. NURS 5600 NE60B – Advanced Nursing Practicum II & Seminar	3
3. NURS 5601 NE60C – Advanced Nursing Practicum III & Review	3
4. NURS 4612 NE61C – Pathophysiology for Advanced Nursing Practice	8
5. NURS 4630 NE63A – Growth & Development and Clinical Practicum	3
6. NURS 4690 NE69A – General Pharmacology	2
7. NURS 4691 NE69B – Special Pharmacology	4
8. NURS 4692 NE69C – Psychopharmacology	2
Total Credits	28

MENTAL HEALTH/PSYCHIATRIC NURSE PRACTITIONER

1. NURS 4600 NE60A – Advanced Nursing Practicum I & Seminar	3
2. NURS 5600 NE60B – Advanced Nursing Practicum II & Seminar	3
3. NURS 5601 NE60C – Advanced Nursing Practicum III & Review	3
4. NURS 4610 NE61A – Neuro-Sciences	3
5. NURS 4611 NE61B – Psychopathology for Advanced Nursing Practice	5
6. NURS 4630 NE63A – Growth & Development and Clinical Practicum	3
7. NURS 4690 NE69A – General Pharmacology	2
8. NURS 4691 NE69B – Special Pharmacology	4
9. NURS 4692 NE69C – Psychopharmacology	2
Total Credits	28

CLINICAL NURSE SPECIALIST

1. NURS 4601 NE60D – Specialization Theory Advanced Nursing Practice	7
2. NURS 4630 NE63A – Growth & Development and Clinical Practicum	3
3. NURS 4631 NE63B – Specialization Seminar Advanced Nursing Practice	5
Total Credits	15

NURSE SPECIALIST – FUNCTIONAL

Administration	Credits
1. NURS 4670 NE67A – Theoretical Perspectives in Nursing Administration	3
2. NURS 4671 NE67B – Models of Nursing/Health Care Administration	3
3. NURS 4672 NE67C – Practice Issues in Managing Nursing/Health Care Delivery System	3

NURSE SPECIALIST – FUNCTIONAL (CONT'D)

Administration	Credits
4. NURS 4673 NE67D – Human Resource Management in Nursing/Health Administration	3
5. NURS 4674 NE67E – Nursing Administration Practice & Seminar	5
Total Credits	17

OR

EDUCATION

1. NURS 4680 NE68A – Theoretical Perspectives in Nursing Education	3
2. NURS 4681 NE68B – Curriculum Development, Implementation and Evaluation in Nursing/Midwifery Education	3
3. NURS 4682 NE68C – Testing and Measurement in Nursing Education	3
4. NURS 4683 NE68D – Theoretical and Clinical Teaching Practicum	3
5. NURS 4684 NE68E – Nursing Education Practice and Seminar	5
Total Credits	17

ELECTIVE **3**

Prerequisite Courses/Qualifying Examinations

NURS 3301 NE 30A – Anatomy (or equivalent)

PY 111 – Physiology (or equivalent)

(MScN) PROGRAMME

QUALIFICATIONS FOR ADMISSION

The MScN programme is offered to general or psychiatric trained nurses who has registration/licensure in their current jurisdiction of practice; can verify first licensure/registration if it is different from that which is currently held, and is eligible for licensure/registration in any of the countries served by the UWI; AND

- 1) Normally have a total of three years post RN licensure/registration clinical practice as a registered nurse in an approved recognized agency, institution or organization where Primary, Secondary, Tertiary or Extended Health Care services are offered. Students requiring admission to Advanced Nursing Practice must have five (5) years current clinical practice. The time spent on any educational programme is not included in this five (5) year practice requirement. AND
- 2) Hold an undergraduate degree with normally not less than second class honors OR
- 3) Hold a graduate degree OR
- 4) Hold approved technical and/or professional qualification(s) awarded by an approved body and approved by this University and currently holds a middle level position OR
- 5) Have in the opinion of the University, other qualification(s) and experience of special relevance to the programme.
- 6) Registration/licensure as a Midwife is also required for certain programmes and will be considered in the evaluation of (3) and (4). Male nurses who do not hold Midwifery Registration or Licensure may present transcripts and certification of appropriate and comparable programmes.

Within the Regulations, every effort will be made to facilitate the individual student's academic goals, professional and career expectations, and employment realities.

An applicant may be required to:

- 1) Sit an entrance examination and/or
- 2) Attend an interview and/or
- 3) Have a period of orientation appropriate to their programme of interest, BEFORE admission

An applicant will:

- 1) Have the relevant educational transcripts sent directly by the educational institution to the UWI
- 2) Complete a portfolio relevant to nursing education/practice/experience on the form(s) provided
- 3) Have two (2) referees complete and send their respective recommendation on the prescribed UWI form directly to the University of the West Indies
- 4) Provide any other documentation requested
- 5) Meet the deadlines stated for the submission of documents

ADMISSION STATUS; PREREQUISITES; CHALLENGE EXAMINATIONS

Selected Applicants:

- The selected applicants will be offered provisional or full admission and will be so advised and their respective programme of study outlined;
- Applicants requiring prerequisites will be provisionally admitted. Full admission status is achieved on successful completion of these courses within the specified time frame;
- Prerequisite courses may be audited and/or (pursued). With the approval of the Department, a student requiring prerequisite courses, may be permitted to challenge by examinations three (3) to nine (9) credits, depending on the interpretation of her/his transcripts and the number of credits required;

- Students who perform successfully on the Challenge examination(s) will be deemed to have satisfied the requirement of the respective course(s) and gain the relevant credits(s);
- Students who are unsuccessful in the Challenge examination(s) will have one (1) opportunity to successfully pursue the required course(s) including course work and examinations.
- There is a fee for Challenge examinations to be borne by the student.

Applicants, who do not gain admission on the first attempt, may reapply with supporting new/additional documentation.

MATRICES – MScN PROGRAMME

FAMILY NURSE PRACTITIONER COURSES, CREDITS AND SEMESTER OFFERING

COURSE CODE & TITLE	Cr.	YEAR I			YEAR 2	
		Sem. 1	Sem. 2	Sum	Sem. 1	Sem. 2
NURS 4600 NE 60A – Advanced Nursing Practicum I & Seminar	3			X		
NURS 5600 NE 60B – Advanced Nursing Practicum II & Seminar	3				X	
NURS 5601 NE 60C – Advanced Nursing Practicum III & Review	3					X
NURS 4612 NE 61C – Pathophysiology for Advanced Nursing Practice	8		X			
NURS 5620 NE 62A – Research Methods Applied to Nursing	4				X	
NURS 5621 NE 62B – Nursing Research Project	3					X
NURS 4630 NE 63A – Growth & Development & Clinical Practicum	3	X				
NURS 4632 NE 63C – Theoretical Frameworks & Advanced Nursing Practice with Practicum	4	X				
NURS 4660 NE 66A – Mental & Physical Health Education	3			X		
NURS 4690 NE 69A – General Pharmacology	2	X				
NURS 4691 NE 69B – Special Pharmacology	4		X			
NURS 4692 NE 69C – Psychopharmacology	2	X				
Course Credits = 42						
Elective = 3						
TOTAL = 45						

CLINICAL NURSE SPECIALIST COURSES, CREDITS AND SEMESTER OFFERING

COURSE CODE & TITLE	PERIOD			
	Cr.	Sem. 1	Sem. 2	Sum.
NURS 4601 NE 60D – Specialization Theory Advanced Nursing Practice	7		X	
NURS 5620 NE 62A – Research Methods Applied to Nursing	4	X		
NURS 5621 NE 62B – Nursing Research Project	3			X
NURS 4630 NE 63A – Growth & Development & Clinical Practicum	3	X		
NURS 4631 NE 63B – Specialization Seminar Advanced Nursing Practice	5			X
NURS 4632 NE 63C – Theoretical Frameworks & Advanced Nursing Practice with Practicum	4	X		
NURS 4640 NE 64A – Nursing & Health Information System	3	X		
NURS 4650 NE 65A – Policy & Ethical Issues in Nursing Health	3	X		
NURS 4660 NE 66A – Mental & Physical Health Education	3			X
NURS 4683 NE 68D – Theoretical & Clinical Teaching Practicum	3		X	

Course Credits = 42

Elective = 3

TOTAL = 45

MENTAL HEALTH/PSYCHIATRIC NURSE PRACTITIONER COURSES, CREDITS AND SEMESTER OFFERING

COURSE CODE & TITLE	Cr.	YEAR I			YEAR 2	
		Sem. 1	Sem. 2	Sum	Sem. 1	Sem. 2
NURS 4600 NE 60A – Advanced Nursing Practicum I & Seminar	3			X		
NURS 5600 NE 60B – Advanced Nursing Practicum II & Seminar	3				X	
NURS 5601 NE 60C – Advanced Nursing Practicum III & Review	3					X
NURS 4610 NE 61A – Neuro-Sciences	3	X				
NURS 4611 NE 61B – Psycho-Pathology for Advance Nursing Practice	5		X			
NURS 5620 NE 62A – Research Methods Applied to Nursing	4				X	
NURS 5621 NE 62B – Nursing Research Project	3					X
NURS 4630 NE 63A – Growth & Development & Clinical Practicum	3	X				
NURS 4632 NE 63C – Theoretical Frameworks & Advanced Nursing Practice with Practicum	4	X				
NURS 4660 NE 66A – Mental & Physical Health Education	3			X		
NURS 4690 NE 69A – General Pharmacology	2	X				
NURS 4691 NE 69B – Special Pharmacology	4		X			
NURS 4692 NE 69C – Psychopharmacology	2	X				
Course Credits = 38 Elective = 3 TOTAL = 41						

NURSING ADMINISTRATION

COURSES, CREDITS AND SEMESTER OFFERING

COURSE CODE & TITLE	PERIOD			
	Cr.	Sem. 1	Sem. 2	Sum.
NURS 5620 NE 62A – Research Methods Applied to Nursing	4	X		
NURS 5621 NE 62B – Nursing Research Project	3			X
NURS 4632 NE 63C – Theoretical Frameworks & Advanced Nursing Practice with Practicum	4	X		
NURS 4640 NE 64A – Nursing & Health Information System	3	X		
NURS 4650 NE 65A – Policy & Ethical Issues in Nursing Health	3	X		
NURS 4660 NE 66A – Mental & Physical Health Education	3			X
NURS 4670 NE 67A – Theoretical Perspectives in Nursing Administration	3		X	
NURS 4671 NE 67B – Models of Nursing/Health Care Administration	3		X	
NURS 4672 NE 67C – Practice Issues in Managing Nursing/Health Care Delivery Systems	3		X	
NURS 4673 NE 67D – Human Resource Management in Nursing/Health Administration	3		X	
NURS 4674 NE 67E – Nursing Administration Practice & Seminar	5			X
Course Credits = 37				
Elective = 3				
TOTAL = 40				

NURSING EDUCATION

COURSES, CREDITS AND SEMESTER OFFERING

COURSE CODE & TITLE	PERIOD			
	Cr.	Sem. 1	Sem. 2	Sum.
NURS 5620 NE 62A – Research Methods Applied to Nursing	4	X		
NURS 5621 NE 62B – Nursing Research Project	3			X
NURS 4632 NE 63C – Theoretical Frameworks & Advanced Nursing Practice with Practicum	4	X		
NURS 4640 NE 64A – Nursing & Health Information System	3	X		
NURS 4650 NE 65A – Policy & Ethical Issues in Nursing Health	3	X		
NURS 4660 NE 66A – Mental & Physical Health Education	3			X
NURS 4680 NE 68A – Theoretical Perspectives in Nursing Education	3		X	
NURS 4681 NE 68B – Curriculum Development, Implementation and Evaluation in Nursing/Midwifery Education	3		X	
NURS 4682 NE 68C – Testing & Measurement in Nursing Education	3		X	
NURS 4683 NE 68D – Theoretical & Clinical Teaching Practicum	3		X	
NURS 4684 NE 68E – Nursing Education Practice & Seminar	5			X
Course Credits = 37 Elective = 3 TOTAL = 40				

GLOSSARY

- CLINICAL AREA** Any form of location that facilitates or allows students to practice nursing skills and theory taught to them.
- CONCEPTUAL FRAMEWORK** A group of related ideas, statements or concepts. Theories that articulate a broad range of significant relationships among the concepts of a discipline.
- ELECTIVE** Chosen by the student and normally not more than three (3) credits which must be approved by the MScN Coordinator and the Head (or her/his designate) in the School where the elective is sought. The elective can be taken on any campus of the UWI or in another University with comparable education and with the necessary approval from both UWI and the selected University, and at the student's expense. An elective can be taken in any semester or during the summer.
- GENERIC** Having no previously registered nursing education and no license to practice as a registered nurse.
- MIDWIFE** A person who assists women in childbirth. They supervise a woman's pregnancy, labour, delivery, and puerperium. The midwife conducts the delivery, cares for the newborn, procures medical assistance when necessary, executes emergency measures as required, and may practice in hospital, clinic, maternity homes, or in woman's home.
- NURSE** A person educated and licensed in the practice of nursing; one who is concerned with "the diagnosis and treatment of human responses to actual or potential health

problems". The practice of the nurse includes data collection, diagnosis, planning, treatment, and evaluation within the framework of the nurse's singular concern with the patient's response to the problem, rather than to the problem itself. The concerns of the nurse are thus broader and less discrete and circumscribed than the traditional concerns of medicine. In a cooperative participatory relationship with the client/patient, the nurse acts to promote, maintain, or restore the health of the person; wellness is the goal.

POST RN

Which stands for Post Registered Nurse, are persons who are licensed nurses registered by the Nursing Councils in their respective jurisdiction of practice.

SCHOOL PERSONNEL

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Senior Lecturer	Dr. Joanna Bennett, Senior Lecturer, PhD, BScN, RM, RN
Lecturers	Ellen Bailey, MEd, RN, RM Ceresse Hepburn-Brown, RN, RM, FNP, BScN, MSc.Ed Rosetta Green, MPH, NP, RN, RM Eualalia Kahwa, PhD, RN, RM Sheryll Lopez, MEd, RN, RM Zada Mulrain, MPH, RN, RM Hemsley Stewart, PhD, RN, RMN Norman Waldron, MBBS Steve Weaver, PhD, RN
Part-time Lecturers	Syringa Marshall-Burnett, CD, MA, RN, RM Marilyn Duff, PhD, RN Yvonne Wint, MPH, FNP, RN
Assistant Lecturers	Binol Rajesh Balachander, MSc, RN Tania Rae, MScN, RN Dawn Dover-Roberts, MA, HST, RN, RM June Bromfield, MScN (Educ), RN Donnahae Rhoden-Salmon, MPH, RM, RN Pauline Dawkins, MPH, BSc (Econ & Management), RN, RM Joyette Aiken, MScN, RM, OTN, RN

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Teaching Assistant	Giddeltine Scott, BScN, FNP, RN, RM
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Administrative Secretary	Andrea Brown-Dennis
Administrative Secretary	Winsome Thomas
Senior Secretary	Diane Allen-Williams
Secretary III	Betty-Ann Hibbert-Foreman
Clerical Assistant III	Bettene Ross
Clerical Assistant I	Celecia Lennon
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