DISCLAIMER

The UWI School of Nursing, Mona (UWISON) Handbook is provided for the convenience of students. A concerted effort has been 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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As the new Head of the University of the West Indies School of Nursing (UWISON), it is a pleasure to welcome all new and returning students for the academic year 2010–2011. The School has a long history of providing quality nursing education fostered by visionary and committed leadership. I feel honoured to be given the opportunity to lead the School in this phase of its development.

In recent years the School has seen significant expansion both in the number of nursing students and lecturers and in the teaching facilities. The facilities now include a state of the art skills laboratory, with a range of patient simulators which allows students to develop and practice skills in a safe environment. New classrooms and lecture theatres, as well as recreational and study spaces have been added. Building on the successes and academic excellence that has been achieved to date, the future focus of the School will continue to be the development of nursing knowledge through scholarship and research and the application of that knowledge to deliver nursing education that contribute to improving health care outcomes.

As undergraduate and postgraduate students in nursing, you have chosen to be part of the largest group of health care professionals. With the developing complexity in health care delivery, nursing careers have become more flexible, diverse and rewarding. Nurses are taking on new and enhanced roles such as, clinical nurse specialists, nurse practitioners, nurse consultant and independent nurse prescribers. We aim to educate nurses who are competent to deliver the best quality care in a range of settings and who will become future lead-
ers, contributing to the advancement of healthcare and of the profession of nursing. With the current international shortage of qualified nurses, a range of job opportunities are available nationally, regionally and internationally.

My vision is that the UWI School of Nursing, Mona will be recognized regionally and internationally for providing excellence in nursing education through innovative programmes that are responsive to global health challenges and for generating high quality interdisciplinary and international research. Achieving this vision will only be possible when the whole school, including the students is committed to it. We will therefore strive to foster a student centered culture, where the students are our top priority and opportunities are afforded for students to engage in our vision and development. Whilst we will continue to challenge our students to enable them to achieve their full potential and to maintain academic standards, we will continue to strive to work with students in a supportive, sensitive and respectful manner.

Dr. Joanna Bennett, PhD, BA (Hons), RN, RM
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 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 DEGREE

This degree is for new entrants to the nursing. The UWISON started offering the BScN 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 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
INTRODUCTION

The BScN 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 Objectives

On successful completion of the Bachelor of Science 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 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 or Communications Studies (CAPE), Mathematics or Pure Mathematics (CAPE) or Applied Mathematics (CAPE) and one subject from Biology, Human & Social Biology or Integrated Science and two or more subjects from: Agricultural Science (double/single), Geography, Caribbean History, French or Modern Languages, Spanish or Modern Languages, Social Studies or Caribbean Studies or Sociology, Religious Education, Food & Nutrition, Home Economics Management, Principles of Accounts, English Literature or Literature in English, Business Studies, Information Technology (general/technical) or Computer Science or Computer Studies, Chemistry, Spanish, Principles of Business or Management of Business, Economics, Accounts, Business Studies, Physics
   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 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. The nursing administrative staff of the designated clinical area may make suggestions for alterations to the time to be spent by students or the objectives to be pursued in collaboration with the lecturer/preceptor in charge of the field activity.

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. **GUIDELINES FOR LATENESS/ABSENTEEISM FOR CLASSROOM SESSIONS**

a. Students who arrive after the designated time for commencement of a class will be noted as late (L) and/or Absent (A) in the course register.

b. Students who arrive after the designated time for the commencement of the class, but within the first 10 minutes will be allowed to enter the class and noted as “L” in the course register.

c. Students who arrive 10 minutes or more* after the designated time for the commencement of a class will be denied entry to the classroom and recorded as “A” in the course register.

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*In the event of extenuating circumstances where lateness is anticipated, the student must telephone the course leader prior to the scheduled start of class. The reason for absence/lateness must be plausible.
6. **GUIDELINES FOR CELLULAR PHONES**

   a. All cellular phones must be TURNED OFF prior to entering the classroom, nursing skills laboratory and clinical areas.

   b. Disciplinary sanctions will be applied to students in breach of this requirement. Example of breach: A student who leaves class or a skills demonstration or the care of a patient to answer cell phone.

   c. In the event of emergencies, student must inform the lecturer, nursing skills facilitator, nurse in charge and/or preceptor as appropriate prior to turning phone on or accepting call.

7. **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 nursing skills laboratory experience is designed to enable each student to develop competence in clinical practice in an environment that minimizes risks to client while maximizing students’ learning opportunities. It provides numerous occasions through which students develop skills in applying theory to practice, promotes experiential learning and facilitates development of professional attitudes.

   **Guidelines**

   a. Attendance and punctuality to all nursing laboratory skills practice is compulsory.

   b. Guidelines for lateness/absenteeism from skills laboratory sessions are similar to those of classroom sessions (see guidelines # 5).

   c. In the event of absence due to illness, a medical certificate must be submitted to verify illness.

   d. Students must communicate with the school within 24 hours if and when occasions of absence/lateness arise.

   e. Advisement must be provided to student in the event of absence/lateness and related matters recorded on academic advisement contact sheets.

   f. Students will be required to make up missed nursing skills laboratory hours.
g. Students must complete all nursing skills relevant to their level in order to progress.

8. **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, colourful braids and weaves such as blue, red and blonde.
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.
This includes tongue and nose rings.

d. 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.

e. **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. Students without ID cards are not normally allowed entry to teaching-learning activities.

f. **DRESS CODE – MUFTI**

i. 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.**

ii. Mufti and lab coats – Students will be required to wear short sleeve lab coats over mufti prior to the deadline for acquisition of uniforms (in semester 1 year 1) and at scheduled times during the programme. On any such occasion, mufti must meet the standard previously stipulated.

iii. Mufti and shoes – Rubber slippers must not be worn to the classroom or the skills laboratory. On occasions such as those stated above, only closed shoes (covered at heels and toes) must be worn.

9. **HEALTH & ILLNESS** (See UWI Undergraduate Student Handbook)

   a. All students are expected to be in good physical and emotional health. Students are required to attend the UWI Health Centre in the event of illness and other personal challenges that can impact their health.


   c. 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.

   d. Students are urged to acquire and read the Health Centre Service Handbook for details on all the services available to students there (including emergencies).

   e. In the event of visits to a private physician resulting in absence from teaching-learning activities, students are required to request that the physician communicate the same in writing to the Director of the Health Centre who will then verify students’ absence for health reasons, while maintaining student confidentiality.

10. **VACATION LEAVE**

    Students are allowed vacation as follows:
11. **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 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 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.) (See also complete Disciplinary Procedures for Schools of Nursing / Midwifery provided).

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 DEVELOPMENT

Research Conferences

In meeting the criteria of a profession, each student is required to attend at least one nursing conference per year as follows:

- 1st year – Nurses Association of Jamaica Conference
- 2nd year – Annual Nursing and Midwifery Research Conference
• 3rd year – Annual Nursing and Midwifery Research Conference

• Other conferences – Students may attend research conferences from other disciplines within a given year in addition to those stipulated.

All students will be self-funded.

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, deportment, 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 (RENR).

**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 RENR.

**GUIDELINES FOR CLINICAL PRACTICE**

1. Clinical practice is gained in primary, secondary and tertiary health care facilities. Students are rotated in three shifts 7:00 am – 3:00 pm, 12:00 -8:00 pm and 7:00 pm – 7:00 am. During the final clinical rotation of year 3, semester 3, each student will spend a day shift on one Saturday and one Sunday.

2. Students are expected to arrive for clinical experiences on time and as rostered.

3. Students must complete all the assigned clinical hours in order to successfully complete the course.

4. 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.

5. All missed clinical and/or laboratory skills practice must be reported within 24 hours, advisement provided to the student and all related matters recorded.

6. All missed clinical practice must be made up.

7. A failing clinical grade will affect your progression in the programme.

8. Prior to taking the RENR students must successfully complete all outstanding clinical and laboratory skills practice.

9. 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.

10. Uniforms must be worn according to dress code policy.

11. Students are expected to purchase the following: stethoscope, scissors, name pins, penlight prior to the first day in the clinical area.

12. Provide own transportation to clinical sites unless special arrangements have been made with the institution.

13. 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. Patient’s records must not be removed from the health care unit.

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 level to the next is based on success in theory and clinical practice. Students enrolled in the BScN programme as of 2009 are required to pass each component of courses with theoretical and clinical components in order to pass those courses.

**Progression from Level I to Level II**

In order to satisfy the minimum requirement for entry to Level II, a candidate must record pass in Level I courses equivalent to a minimum of thirty (30) credits in courses other than foundation courses.

**Progression from Level II to Level III**

Promotion to Level III will be granted if passes have been recorded in all Level II courses other than foundation courses or if passes are recorded in all such (foundation) courses except one course, equivalent to not more than three (3) credits and the candidate has been granted permission to resit the examination. Candidates failing a course or courses equivalent to more than 3 credits will be required to repeat those courses.

**AWARDS**

1. **Stripes:** A stripe is awarded to the student who has satisfied the criteria for progression to the next level *(see above)*
2. Special Awards:
   a. The Faculty of Medical Sciences (FMS) Dean’s List: Students who maintain a GPA of 3.6 and above for the academic year having passed all courses on the 1st attempt are eligible for this award
   b. The FMS Honour Roll: Students who meet the criteria for the FMS Dean's list and attain the highest GPA for their class are eligible for induction to the FMS Honour Roll
   c. UWISON Annual Awards: Students who consistently display high levels of academic and clinical performance, professionalism and effective interpersonal relationships are eligible for this award

GRADING SCHEME AND PASS MARK

In order to be eligible for the award of the degree, candidates must:

a. have been in satisfactory attendance equivalent to at least 85% of the total period of the course; and
b. have obtained passes in courses equivalent to a minimum of one hundred and twenty (120) credits from Levels I, II and III courses, as follows:

<table>
<thead>
<tr>
<th>Level</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Level I</td>
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<tr>
<td>Level II</td>
<td>38</td>
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<tr>
<td>Level III</td>
<td>38</td>
</tr>
<tr>
<td>Foundation Courses Levels I &amp; II</td>
<td>9</td>
</tr>
</tbody>
</table>

All Level I and Level II courses are compulsory. Level III courses are also compulsory. However, there are electives from which the student may choose.

c. On successful completion of Levels I, II and III, all candidates are required to sit a Professional Qualification Examination. This examination consists of two (2) parts: clinical and functional. Both components of this examination are graded by internal and external examiners.
d. The grading scheme utilized for this degree is as follows:

<table>
<thead>
<tr>
<th>Grade Range</th>
<th>Equivalent %</th>
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<tbody>
<tr>
<td>A- to A+</td>
<td>80 – 100</td>
</tr>
<tr>
<td>B- to B+</td>
<td>60 – 79</td>
</tr>
<tr>
<td>C- to C+</td>
<td>50 – 59</td>
</tr>
</tbody>
</table>

**EXAMINATIONS**

a. Registration for a course constitutes registration for the examinations in that course.

b. Candidates will be examined during and/or at the end of each semester and the summer sessions in the course(s) for which they are registered.

c. A course may be examined by one or more of the following methods:
   
   (i) Written examinations – with essay and/or objective type questions
   (ii) Oral examinations
   (iii) Practical Clinical examinations
   (iv) Course work (which shall include written in-course tests, practical work, essays, projects, studies and other forms of coursework exercises as approved by the Faculty Board or the Campus Committee on Examinations, as the case may be). In-course examinations may constitute up to 50% of the marks for the final grade. They are conducted similarly to end-of-semester examinations and are to be similarly observed.
   (v) All course work assignments must be submitted on the stipulated date. Any request to do otherwise must be submitted in writing with appropriate justification, at least 48 hours before the due date, addressed to the Dean, through the Head of School and the course lecturer. The Dean will consider the request and make a determination. Any requests less than 48 hours of the due date of an examination will be considered only in circumstances of accident, illness, hospitalization, death of spouse, child, parents or guardians.

d. Courses for which the final examination consists of both clinical and writ-
ten components, the candidate must obtain a pass in each component to be successful in the course.

e. A candidate must attend all examinations at the designated date, time and place.

f. A candidate who fails to attend any examination shall be recorded as having failed the examination.

g. Each candidate’s work is to be reviewed with her/him at the end of each semester and the appropriate academic advisement given. Where indicated or requested the candidate shall be referred for counseling.

**CLINICALS**

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 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 causes 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 person or group authorized so to do.

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.
<table>
<thead>
<tr>
<th>COURSES</th>
<th>CR</th>
<th>YEAR I</th>
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<tbody>
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<tr>
<td>NURS 1010 Basic Anatomy</td>
<td>3</td>
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<tr>
<td>NURS 1011 Basic Physiology</td>
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<tr>
<td>PSYC 1000 Introduction to Psychology –</td>
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<td>Developmental, Social &amp; Abnormal</td>
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<td>NURS 1015 Evolution &amp; Revolution in</td>
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<td>Nursing Contemporary Roles &amp; Responsibilities</td>
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<td>FOUN 1101 Caribbean Civilization</td>
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<td>NURS 1012 Basic Biochemistry</td>
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<td>NURS 1013 Nutrition</td>
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<tr>
<td>SOCI 1002 Sociology for the Caribbean</td>
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<td>SOCI 1005 Introductory Statistics for the</td>
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<td>FOUN 1101 English for Academic Purposes</td>
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<td>NURS 1111 Microbiology</td>
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<td>NURS 1113 Epidemiology</td>
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<tr>
<td>NURS 1118 Concepts, Constructs and Theories</td>
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<td>Credits Breakdown</td>
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Total Credits = 41
### COURSES, CREDITS AND SEMESTER OFFERING

#### YEAR II MATRIX

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<tr>
<th>COURSES</th>
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<td>NURS 2000 Parent Child Nursing</td>
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*Student’s choice

**Total Credits = 41**
### COURSES, CREDITS AND SEMESTER OFFERING

#### YEAR III MATRIX

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<td><strong>NURS 3036</strong> Nursing Care of Patients with Mental Illness</td>
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<td><strong>NURS 3032</strong> Nursing Patients in Accident &amp; Emergency, Operating Theatre &amp; Recovery Room</td>
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<td><strong>NURS 3034</strong> Introduction to Nursing Research</td>
<td>4</td>
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<td><strong>NURS 3033</strong> Nursing Patients with Specialized Surgical Interventions</td>
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<td><strong>NURS 3035</strong> Senior Clinical Practicum (Including Rehabilitation)</td>
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<td><strong>NURS 3038</strong> Unit Administration/Management Disaster Preparedness</td>
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<td><strong>NURS 3039</strong> Senior Nursing Elective w/Study &amp; Seminar</td>
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</table>

*Student’s choice

Total Credits = 35
SECTION B

THE BACHELOR OF SCIENCE IN NURSING
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.
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’s English Language 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.
<table>
<thead>
<tr>
<th>COURSES</th>
<th>YEAR I</th>
<th>YEAR 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Credits</td>
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<tr>
<td><strong>NURS 1113 Epidemiology</strong></td>
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<tr>
<td><strong>NURS 3040 Nursing Process and Health Assessment</strong></td>
<td>4</td>
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<td><strong>NURS 3041 Caring in Nursing and Health Care Delivery</strong></td>
<td>3</td>
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<tr>
<td><strong>NURS 3301 Anatomy</strong></td>
<td>3</td>
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<tr>
<td><strong>NURS 3002 Human Physiology and Pathophysiology</strong></td>
<td>6</td>
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<tr>
<td><strong>BC10A Biochemistry</strong></td>
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<tr>
<td><strong>NURS 3304 Nutrition</strong></td>
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<tr>
<td><strong>NURS 3042 Nursing Theories and Practice Application</strong></td>
<td>3</td>
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<tr>
<td><strong>NURS 3044 Leadership in Nursing Practice</strong></td>
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<tr>
<td><strong>NURS 3034 Introduction to Nursing Research</strong></td>
<td>4</td>
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<td><strong>NURS 3035 Senior Clinical Practicum</strong></td>
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<tr>
<td><strong>SOC 11002 Sociology for the Caribbean</strong></td>
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<tr>
<td><strong>SOC 11005 Introductory Statistics for the Behavioural Sciences</strong></td>
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<tr>
<td><strong>FOUN 1001 English for Academic Purposes</strong></td>
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<tr>
<td><strong>FOUN 1002 Language: Argument</strong></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>FOUN 1101 Caribbean Civilization OR</strong></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>FOUN1301 Law Governance, Economy &amp; Society in the Caribbean</strong></td>
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<tr>
<td><strong>Free Elective</strong></td>
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<td><strong>TOTAL</strong></td>
<td>62</td>
<td>18</td>
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</table>
SECTION C

MASTER OF SCIENCE
(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.

<table>
<thead>
<tr>
<th>Credits</th>
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<tbody>
<tr>
<td>1. NURS 6201 NE62A – Research Methods applied to Nursing 4</td>
</tr>
<tr>
<td>2. NURS 6202 NE 62B – Nursing Research Project 3</td>
</tr>
<tr>
<td>3. NURS 6303 NE 63C – Theoretical Frameworks &amp; Advanced Nursing practice with Practicum 4</td>
</tr>
<tr>
<td>4. NURS 6600 NE66A – Mental &amp; Physical Health Education and Health Promotion 3</td>
</tr>
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</table>

Total Credits 14

DEPARTMENTAL COURSE
These courses are mandatory for Functional Nurse Specialist majors.

<table>
<thead>
<tr>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>1. NURS 6401 NE 64A – Nursing &amp; Health Information Systems 3</td>
</tr>
<tr>
<td>2. NURS 6501 NE 65A – Policy &amp; Ethical Issues in Nursing/Health 3</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Credits</th>
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<tbody>
<tr>
<td>1. NURS 6601 NE60A – Advanced Nursing Practicum I &amp; Seminar 3</td>
</tr>
<tr>
<td>2. NURS 6602 NE60B – Advanced Nursing Practicum II &amp; Seminar 3</td>
</tr>
<tr>
<td>3. NURS 6603 NE60C – Advanced Nursing Practicum III &amp; Review 3</td>
</tr>
<tr>
<td>4. NURS 6103 NE61C – Pathophysiology for Advanced Nursing Practice 8</td>
</tr>
<tr>
<td>5. NURS 6301 NE63A – Growth &amp; Development and Clinical Practicum 3</td>
</tr>
<tr>
<td>6. NURS 6901 NE69A – General Pharmacology 2</td>
</tr>
<tr>
<td>7. NURS 6902 NE69B – Special Pharmacology 4</td>
</tr>
<tr>
<td>8. NURS 6903 NE69C – Psychopharmacology 2</td>
</tr>
</tbody>
</table>

Total Credits 28
MENTAL HEALTH/PSYCHIATRIC NURSE PRACTITIONER
1. NURS 6601 NE60A – Advanced Nursing Practicum I & Seminar 3
2. NURS 6602 NE60B – Advanced Nursing Practicum II & Seminar 3
3. NURS 6603 NE60C – Advanced Nursing Practicum III & Review 3
4. NURS 6101 NE61A – Neuro-Sciences 3
5. NURS 6102 NE61B – Psychopathology for Advanced Nursing Practice 5
6. NURS 6301 NE63A – Growth & Development and Clinical Practicum 3
7. NURS 6901 NE69A – General Pharmacology 2
8. NURS 6902 NE69B – Special Pharmacology 4
9. NURS 6903 NE69C – Psychopharmacology 2
Total Credits 28

CLINICAL NURSE SPECIALIST
1. NURS 6604 NE60D – Specialization Theory Advanced Nursing Practice 7
2. NURS 6301 NE63A – Growth & Development and Clinical Practicum 3
3. NNURS 6302 NE63B – Specialization Seminar Advanced Nursing Practice 5
Total Credits 15

NURSE SPECIALIST – FUNCTIONAL

<table>
<thead>
<tr>
<th>Administration</th>
<th>Credits</th>
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<tbody>
<tr>
<td>1. NURS 6701 NE67A – Theoretical Perspectives in Nursing Administration</td>
<td>3</td>
</tr>
<tr>
<td>2. NURS 6702 NE67B – Models of Nursing/Health Care Administration</td>
<td>3</td>
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<tr>
<td>3. NURS 6703 NE67C – Practice Issues in Managing Nursing/Health Care Delivery System</td>
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### Nurse Specialist – Functional (Cont’d)

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>NURS 6704</td>
<td>Human Resource Management in Nursing/Health Administration</td>
<td>3</td>
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<tr>
<td>NURS 6705</td>
<td>Nursing Administration Practice &amp; Seminar</td>
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**Total Credits:** 17

**OR**

### Education

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>NURS 6801</td>
<td>Theoretical Perspectives in Nursing Education</td>
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</tr>
<tr>
<td>NURS 6802</td>
<td>Curriculum Development &amp; Evaluation in Nursing/Midwifery Education</td>
<td>3</td>
</tr>
<tr>
<td>NURS 6803</td>
<td>Testing and Measurement in Nursing Education</td>
<td>3</td>
</tr>
<tr>
<td>NURS 6804</td>
<td>Theoretical and Clinical Teaching Practicum</td>
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</tr>
<tr>
<td>NURS 6805</td>
<td>Nursing Education Practice and Seminar</td>
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</table>

**Total Credits:** 17

### Gerontology Clinical Nurse Specialist

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>NURS 6401</td>
<td>Nursing &amp; Health Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>NURS 6201</td>
<td>Research Methods Applied to Nursing</td>
<td>4</td>
</tr>
<tr>
<td>NURS 6202</td>
<td>Nursing, Research Project</td>
<td>3</td>
</tr>
<tr>
<td>NURS 6303</td>
<td>Theoretical Framework &amp; Advanced Nursing, Practice with Practicum</td>
<td>4</td>
</tr>
<tr>
<td>NURS 6103</td>
<td>Pathophysiology for Advanced Nursing Practice</td>
<td>8</td>
</tr>
</tbody>
</table>
6. **NURS 6605 (NE60F)** Specialized Nursing Care of the Elderly 3
7. **NURS 6606 (NE60K)** Pharmacological Management in Elderly Care 2
8. **NURS 6607 (NE60L)** Professional, Legal and Ethical Practice in Specialized Nursing Practice 3
9. **NURS 6608 (NE60M)** Specialized Nursing Management of elderly persons with Acute and Chronic diseases 3
10. **NURS 6609 (NE60N)** Specialized Clinical Nursing Practicum in Gerontology 5
11. Elective 3

**Total Credits** 41

**ELECTIVE** 3

Elective can include any 3 credit course.

1. **NURS 6304 (NE63D)** – Child and Adolescent Mental Health Nursing Care (a new course which can be taken as an elective)
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.
## FAMILY NURSE PRACTITIONER COURSES, CREDITS AND SEMESTER OFFERING

<table>
<thead>
<tr>
<th>COURSE CODE &amp; TITLE</th>
<th>YEAR 1</th>
<th>YEAR 2</th>
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<tbody>
<tr>
<td></td>
<td>Cr.</td>
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<tr>
<td><strong>NURS 6601 NE 60A</strong> – Advanced Nursing Practicum I &amp; Seminar</td>
<td>3</td>
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<tr>
<td><strong>NURS 6202 NE 60B</strong> – Advanced Nursing Practicum II &amp; Seminar</td>
<td>3</td>
<td>X</td>
</tr>
<tr>
<td><strong>NURS 6603 NE 60C</strong> – Advanced Nursing Practicum III &amp; Review</td>
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</tr>
<tr>
<td><strong>NURS 6103 NE 61C</strong> – Pathophysiology for Advanced Nursing Practice</td>
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<tr>
<td><strong>NURS 6201 NE 62A</strong> – Research Methods Applied to Nursing</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>NURS 6202 NE 62B</strong> – Nursing Research Project</td>
<td>3</td>
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<tr>
<td><strong>NURS 6301 NE 63A</strong> – Growth &amp; Development &amp; Clinical Practicum</td>
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<td>X</td>
</tr>
<tr>
<td><strong>NURS 6303 NE 63C</strong> – Theoretical Frameworks &amp; Advanced Nursing Practice with Practicum</td>
<td>4</td>
<td>X</td>
</tr>
<tr>
<td><strong>NURS 6600 NE 66A</strong> – Mental &amp; Physical Health Education</td>
<td>3</td>
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<tr>
<td><strong>NURS 6901 NE 69A</strong> – General Pharmacology</td>
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<td><strong>NURS 6902 NE 69B</strong> – Special Pharmacology</td>
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<td><strong>NURS 6903 NE 69C</strong> – Psychopharmacology</td>
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Course Credits = 42  
Elective = 3  
TOTAL = 45
### CLINICAL NURSE SPECIALIST COURSES, CREDITS AND SEMESTER OFFERING

<table>
<thead>
<tr>
<th>COURSE CODE &amp; TITLE</th>
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<tbody>
<tr>
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<td><strong>NURS 6604NE 60D – Specialization Theory Advanced Nursing Practice</strong></td>
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<td><strong>NURS 6202 NE 62B – Nursing Research Project</strong></td>
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</tr>
<tr>
<td><strong>NURS 6301 NE 63A – Growth &amp; Development &amp; Clinical Practicum</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>NURS 6302 NE 63B – Specialization Seminar Advanced Nursing Practice</strong></td>
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</tr>
<tr>
<td><strong>NURS 6303 NE 63C – Theoretical Frameworks &amp; Advanced Nursing Practice with Practicum</strong></td>
<td>4</td>
</tr>
<tr>
<td><strong>NURS 6401 NE 64A – Nursing &amp; Health Information System</strong></td>
<td>3</td>
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<tr>
<td><strong>NURS 6501 NE 65A – Policy &amp; Ethical Issues in Nursing Health</strong></td>
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<td><strong>NURS 6600 NE 66A – Mental &amp; Physical Health Education</strong></td>
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<tr>
<td><strong>NURS 6804 NE 68D – Theoretical &amp; Clinical Teaching Practicum</strong></td>
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Course Credits = 38  
Elective = 3  
TOTAL = 41
## MENTAL HEALTH/PSYCHIATRIC NURSE PRACTITIONER COURSES, CREDITS AND SEMESTER OFFERING

<table>
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<tr>
<th>COURSE CODE &amp; TITLE</th>
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<th>YEAR 2</th>
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<tr>
<td></td>
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<td><strong>NURS 6101 NE 61A</strong> – Neuro-Sciences</td>
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<tr>
<td><strong>NURS 6202 NE 62B</strong> – Nursing Research Project</td>
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<td>X</td>
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<tr>
<td><strong>NURS 6301 NE 63A</strong> – Growth &amp; Development &amp; Clinical Practicum</td>
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<tr>
<td><strong>NURS 6303 NE 63C</strong> – Theoretical Frameworks &amp; Advanced Nursing Practice with Practicum</td>
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<tr>
<td><strong>NURS 6901 NE 69A</strong> – General Pharmacology</td>
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<tr>
<td><strong>NURS 6902 NE 69B</strong> – Special Pharmacology</td>
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<tr>
<td><strong>NURS 6903 NE 69C</strong> – Psycho-pharmacology</td>
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Course Credits = 42  
Elective = 3  
TOTAL = 45
## NURSING ADMINISTRATION

### COURSES, CREDITS AND SEMESTER OFFERING

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<td>NURS 6701 NE 67A – Theoretical Perspectives in Nursing Administration</td>
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<td>NURS 6702 NE 67B – Models of Nursing/Health Care Administration</td>
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<td>NURS 6703 NE 67C – Practice Issues in Managing Nursing/Health Care Delivery Systems</td>
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<td>NURS 6704 NE 67D – Human Resource Management in Nursing/Health Administration</td>
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<td>NURS 6705 NE 67E – Nursing Administration Practice &amp; Seminar</td>
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Course Credits = 37
Elective = 3
TOTAL = 40
# Nursing Education

## Courses, Credits and Semester Offering

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<tr>
<th>Course Code &amp; Title</th>
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<td><strong>NURS 6201 NE 62A</strong> – Research Methods Applied to Nursing</td>
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<td><strong>NURS 6202 NE 62B</strong> – Nursing Research Project</td>
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<td><strong>NURS 6303 NE 63C</strong> – Theoretical Frameworks &amp; Advanced Nursing Practice with Practicum</td>
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<td><strong>NURS 6401 NE 64A</strong> – Nursing &amp; Health Information System</td>
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<td><strong>NURS 6600 NE 66A</strong> – Mental &amp; Physical Health Education</td>
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<td><strong>NURS 6801 NE 68A</strong> – Theoretical Perspectives in Nursing Education</td>
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<td><strong>NURS 6802 NE 68B</strong> – Curriculum Development, Implementation and Evaluation in Nursing/Midwifery Education</td>
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<td><strong>NURS 6803 NE 68C</strong> – Testing &amp; Measurement in Nursing Education</td>
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<td><strong>NURS 6805 NE 68E</strong> – Nursing Education Practice &amp; Seminar</td>
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Course Credits = 37  
Elective = 3  
**Total** = 40
### CLINICAL NURSE SPECIALIST (GERONTOLOGY) COURSES, CREDITS AND SEMESTER OFFERING

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<td>NURS 6202 (NE62B) Nursing, Research Project</td>
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<td>NURS 6303 (NE63C) Theoretical Framework &amp; Advanced Nursing, Practice with Practicum</td>
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<td>NURS 6103 (NE61C) Pathophysiology for Advanced Nursing practiceh</td>
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<td>NURS6605 (NE60F) Specialized Nursing Care of the Elderly</td>
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<td>NURS6606 (NE60K) Pharmacological Management in Elderly Care</td>
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<td>NURS6607 (NE60L) Professional, Legal and Ethical Practice in Specialized Nursing Practice</td>
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<td>NURS 6608 (NE60M) Specialized Nursing Management of elderly persons with Acute and Chronic diseases</td>
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<td>NURS 6609 (NE60N) Specialized Clinical Nursing Practicum in Gerontology</td>
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<td><strong>TOTAL</strong></td>
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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.

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**

A Post Registered Nurse, who is licensed and registered by the Nursing Council in their respective jurisdiction of practice.
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