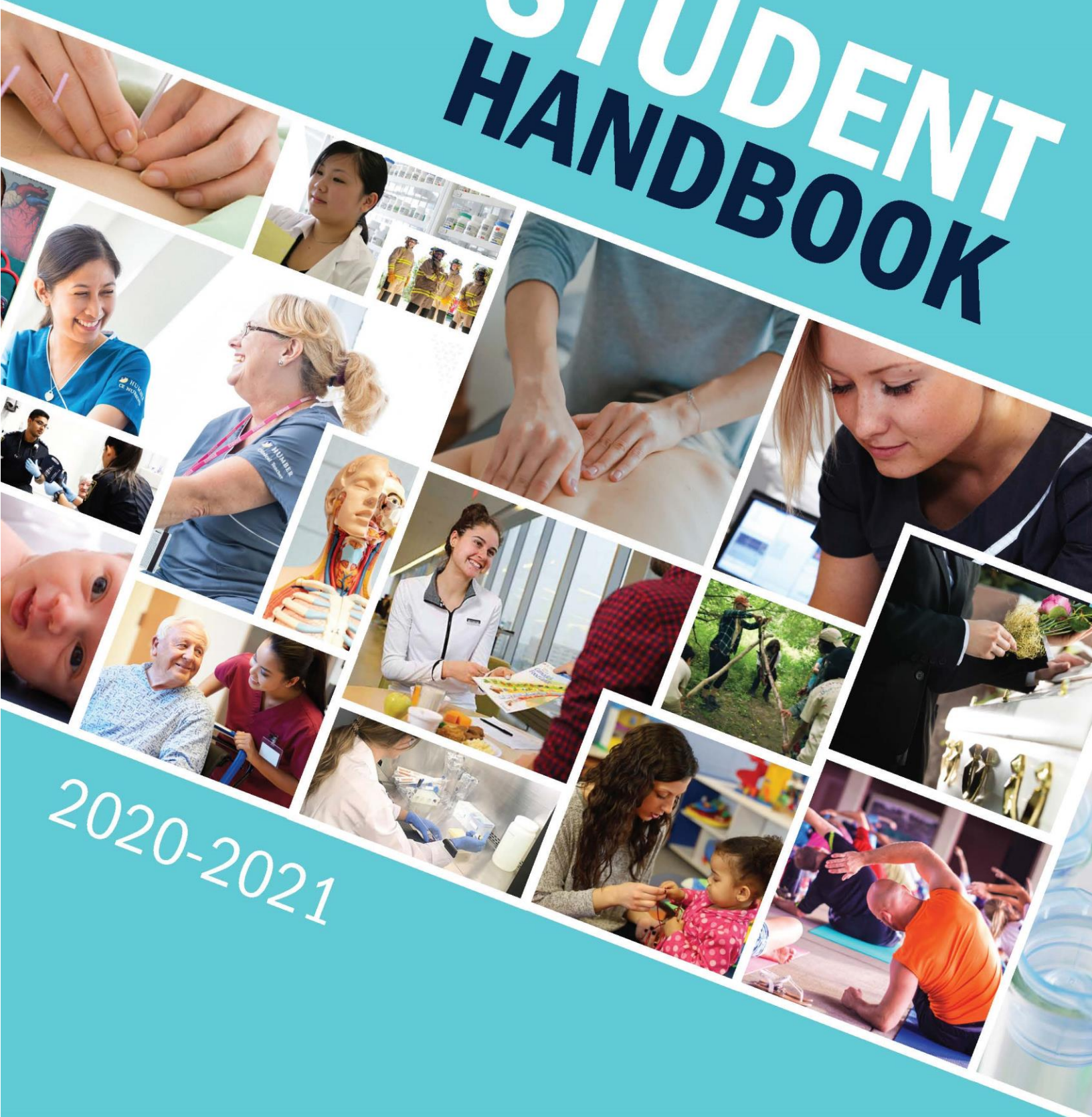




HUMBER

Faculty of Health Sciences & Wellness

STUDENT HANDBOOK



2020-2021

Stay connected:



@humberFHSW



Humber Health Sciences



humberfhsw



Disclaimer

Every attempt is made to ensure that the information provided in this handbook is current and accurate. Humber and/or the Faculty of Health Sciences & Wellness reserves the right to correct any error or omission, modify or cancel any course, program or timetable at any time without prior notice or liability to users or any other Person.

Last edited: September 1, 2020



Contents

Contact Information.....	2
Building M.....	2
Building B.....	2
Program Coordinators.....	5
FHSW Office of Experiential Learning (OEL).....	5
FHSW Continuing Education.....	5
Policies.....	6
Academic Integrity Policy.....	7
Labs Policy.....	10
Field, Clinical & Internship Placements.....	13
Getting Started.....	14
Placement Clearance Process.....	14
Principles.....	14
Waiving of Immunization and Requirements.....	15
Request for Accommodation in Field/Clinical/Internship Placement due to Religious, Indigenous and Spiritual Observance.....	15
Criminal Record Check and Vulnerable Sector Screen.....	15
Placement Policies & Guidelines.....	15
Code of Student Conduct.....	15
Attendance and Punctuality.....	16
Expenses Incurred Related to Placement or Clinical Practice.....	16
Photo Identification.....	16
Additional Guidelines.....	16

Contact Information

Main Offices

Our Main Offices are closed in Fall 2020. Learner support is available by e-mailing the Faculty of Health Sciences & Wellness at askFHSW@humber.ca.

Building M

Reception: M200, Ext. 4464

Career & Student Success Advisor:

Navisha Singh

Ext. 5546, navisha.singh@humber.ca

Programs:

- Bachelor of Nursing
- Bioscience
- CICE (Community Integration through Cooperative Education)
- Early Childhood Education
- Emergency Telecommunications
- Fire Services
- Funeral Services
- Health Sector Regulatory Compliance
- Occupational Therapist Assistant/Physiotherapist Assistant
- Paramedic
- Personal Support Worker
- Pharmacy Technician
- Practical Nursing
- Systems Navigator
- Traditional Chinese Medicine

Building B

Reception: B104, Ext. 74325

Career & Student Success Advisor:

Crystal Bhikha

Ext. 5194, crystal.bhikha@humber.ca

Programs:

- Bachelor of Health Sciences, Workplace Health & Wellness
- Biotechnology
- Clinical Research
- Exercise Science & Lifestyle Management
- Fitness & Health Promotion
- Food & Nutrition Management
- Massage Therapy
- Nutrition & Healthy Lifestyle Management
- Regulatory Affairs
- Wellness Coaching

Program Coordinators

Program Coordinator contact details are available via Blackboard, MyHumber and by visiting the contact page by program at healthsciences.humber.ca/programs.html.

FHSW Office of Experiential Learning (OEL)

Building K, Reception: K201, Ext. 4464

The Faculty of Health Sciences & Wellness offers placements through its extensive partnerships with hospitals, long-term care facilities, child care centres, community and educational agencies, industry groups and other facilities throughout greater Toronto and surrounding areas. Learners are required to complete all pre-placement requirements with the OEL.

Mask Fit Testing and Clearance Appointments are located in LX101. Please adhere to COVID precautions when attending in-person mask fit and clearance appointments.

FHSW Continuing Education

Building K, Reception: K201, Ext. 4868

Continuous professional learning opportunities are offered through our department of Continuing Education:

Programs:

- Cardiology Nursing
- Critical Care Nursing
- Emergency Nursing
- Medication Administration
- Nephrology Nursing
- Obstetric Nursing & Breastfeeding Support
- Patient Assessment – Postgraduate Course



POLICIES

Policies

The following policies apply to all faculty, staff and learners of the Faculty of Health Sciences & Wellness. They are written in accordance with Humber's Academic Regulations and Policies. Learners are expected to adhere to the [Academic Regulations](#) and the [Student Code of Conduct](#).

Academic Integrity Policy

Purpose:

The Faculty of Health Sciences & Wellness is committed to educating, preparing, and nurturing future professionals and citizens who exemplify positive ethics and excellence in their behaviours and practices. We believe the teaching learning process is relational between faculty, staff, and learners and must be grounded in the values of integrity. Aspiring to a culture of integrity requires all members of our teaching and learning community to fully commit to six fundamental values consistent with Academic Integrity as defined by the International Centre for Academic Integrity—honesty, trust, respect, responsibility, fairness, and courage (ICAI, 2013).

Character and capacity is strengthened through collaboration and attention to the six values. When we teach and learn in a culture that embraces Academic Integrity, the possibilities of our contributions to society are limitless.

Definitions:

Academic Integrity

- Academic integrity requires commitment, even in the face of adversity, to the six fundamental values.
- As a teaching and learning community, faculty, staff, administrators and learners have a responsibility to the public to ensure that we consistently live and promote these values, regardless of the complexities and challenges we face in our studies and practice, both currently and in the future.

Academic Misconduct

- “Academic misconduct is behaviour that erodes the basis of mutual trust on which scholarly exchanges commonly rest, undermines Humber’s ability to evaluate learners’ academic achievements, or restricts the College’s ability to accomplish its learning objectives” (Humber College, 2019-20).
- Dishonest approaches to studying have direct correlations to poor knowledge acquisition, attitudes inconsistent with professional ethical practice, suboptimal care

and service to the public, which in turn negatively impact the success of individuals and the reputation of our Faculty (Whitely & Spiegel, 2002). Academic misconduct gives those who behave dishonestly an unfair advantage over others in educational endeavours and is contradictory to the Faculty of Health Sciences & Wellness teaching and learning culture.

Policy:

This integrity policy applies to all conduct, by any means whatsoever (including but not limited to internet forums, electronic communications, or other media forms).

It is important that our efforts focus on the acquisition of skills, knowledge and attitudes specific to our program of study and in keeping with Academic Integrity. We each hold the responsibility to promote Academic Integrity in the Faculty of Health Sciences & Wellness. These responsibilities include:

- a. Understanding the six values to Academic Integrity;
- b. Applying the six values to all aspects of our teaching learning roles and experiences;
- c. Understanding what threatens these six fundamental values;
- d. Taking action to reduce and prevent academic misconduct.

The Six Values of Academic Integrity:

1. Honesty

“Academic communities of integrity advance the quest for truth and knowledge through intellectual and personal honesty in learning, teaching, research, and service” (ICAI, 2013).

Honesty is considered foundational to the teaching and learning relationship. Humber College provides clear expectations about the responsibility for faculty and staff related to honesty in all academic endeavours which can be found at humber.ca/policies/academic-honesty-faculty-and-staff-policy

Honesty is demonstrated through behaviours and actions that include, but are not limited to:

- Civil conduct in the classroom, lab, field and clinical placements, virtual and online locations, offices and all campus spaces
- Honest test taking
- Completion of homework and written assignments as per requirements
- Accountability for our own actions
- Actions that support what is right for ourselves, others and the Faculty of Health Sciences & Wellness

2. Trust

“Academic communities of integrity both foster and rely upon climates of mutual trust. Climates of trust encourage and support the free exchange of ideas which in turn allows scholarly inquiry to reach its fullest potential” (ICAI, 2013).

An honest approach to academic work results in a relationship of trust. Learners can expect clear guidelines around expectations for work and behaviour in classrooms, labs and field placements. Learners inspire trust by completing and submitting honest work and committing to the six fundamental values of academic integrity. Faculty inspire trust by setting clear expectations for assignments, and adhering to expectations around Academic Integrity. Trust is intrinsic to the sharing of information and ideas that will support learning among the teaching and learning community members.

3. Fairness

“Academic communities of integrity establish clear and transparent expectations, standards, and practices to support fairness in the interactions of learners, faculty and administrators” (ICAI, 2013).

Evaluation is a key component to the teaching learning process. Clear evaluation criteria for course work and monitoring for academic misconduct, supports fairness for all learners and ensures scholarly excellence.

4. Respect

“Academic communities of integrity value the interactive, cooperative, participatory nature of learning. They honour, value, and consider diverse opinions and ideas” (ICAI, 2013).

Respect begins on an individual basis and extends to other learners, faculty, staff and administration. Respect is demonstrated when learners are on time, prepared and attend all classes, are active and fully engaged throughout class and practice experiences, meet set academic deadlines and work to their best abilities. Faculty demonstrates respect by providing critical, timely feedback that aims to support learner development, and availing themselves to learners through teaching, learning and mentoring experiences. All members of the teaching and learning community demonstrate respect through honest, respectful written and verbal communication.

5. Responsibility

“Academic communities of integrity rest upon foundations of personal accountability coupled with the willingness of individuals and groups to lead by example, uphold mutually agreed-upon standards, and take action when they encounter wrongdoing” (ICAI, 2013).

All members of the teaching and learning community must take responsibility for themselves in scholarly endeavours and interpersonal relationships in the academic and practice settings. Members of the community must commit to the fundamental values and seek

opportunities to support it with faculty, staff, administration and learners. We must identify and take action if academic integrity is threatened. Breaches to academic integrity must not be tolerated nor ignored.

6. Courage

“Translating the values from talking points into action—standing up for them in the face of pressure and adversity—requires determination, commitment, and courage” (ICAI, 2013).

Courage requires everyone in the teaching learning community to demonstrate their character and do the right thing even when it may be the hardest thing to do. Learners will experience competing responsibilities that will challenge them as people and as a future professionals. Those whom we provide services to will expect us to be courageous and do the right thing in professional practice, care, and service.

Breaches to Academic Integrity:

Breaches to Academic Integrity for Faculty of Health Sciences & Wellness learners (including UNB-Humber) are described through the Admission Requirements and Academic Regulations for Degree, Diploma and Certificate Studies (academic-regulations.humber.ca)

References:

Humber College. (2019-20). *Admission requirements and academic regulations*. Retrieved from academic-regulations.humber.ca/

International Centre for Academic Integrity. (2013). *The fundamental values of academic integrity*. Retrieved from academicintegrity.org/fundamental-values/

Whitely, B. & Spiegel, P. (2002). *Academic dishonesty: An educator's guide*. New York, NY: Psychology Press.

Labs Policy

Purpose:

This policy applies to all Faculty of Health Sciences & Wellness laboratories. It is the learner's responsibility to know and follow all lab policies and procedures. Specific lab policies and procedures directly related to a particular lab may be found in course outlines associated to labs, in each lab location, in lab manuals, and/or on the Faculty website.

Scope:

This applies to all faculty, staff and learners of the College, as well as authorized visitors using Humber facilities.

Definitions:

Laboratory – any space within the college that is equipped or provides the opportunity for experimentation, observation, or practice within a field of study.

Learners – any participant that is accessing space within the College, either through College programs or third-party educational opportunities.

Policy:

1. Professional conduct and communication are expected while in labs. Learners will be participating and observing others and, as such, a respectful and safe learning environment should be maintained at all times. Learners are responsible for adhering to the [Student Code of Conduct](#) and the FHSW Academic Integrity Policy within this handbook.
2. Only designated learners are allowed in labs. Confirmation of your student status may be required (i.e. student photo identification card, etc.).
3. Access to labs is under the direct supervision of faculty or lab staff. Faculty/staff are required to open the lab and be present in the lab during use.
4. It is expected that learners will come to labs having completed assigned preparatory work, with a professional attitude, and a desire to actively participate in the learning experience.
5. Occupational Health and Safety Act, WHMIS Regulations and appropriate Universal Precautions and Sanitary Practices will be followed at all times without exception in all labs.
6. At no time can a lab be left open and unattended. It is important that you are punctual for classes, as you may not be permitted to join if you are late.
7. Only learning materials for the specific or related labs are allowed within the labs. Outwear (coats, etc.) and backpacks are not allowed in the lab for safety, sanitary and fire code (space) reasons. There are certain lab spaces that do permit bags, and these circumstances will be outlined within specific lab policies.
8. Appropriate clothing must be worn for participation in laboratories. This includes closed-toe shoes and in some circumstances may require your program-specific uniform or personal protective equipment.
9. No food or beverages are allowed in the labs at any time (this includes gum). In some circumstances water may be permitted in sealable containers due to the nature of the activity within the lab.

10. Learners are required to wash/sanitize their hands prior to using equipment, returning from the washroom, and/or after using equipment to prevent transmission of illness. Use sanitary practices - make sure that the lab area and materials are left clean, tidy and in an orderly fashion.
11. Out of respect for all lab users, strong scents are not permitted and individuals are encouraged to use unscented products whenever possible. The chemicals used in scented products can make some people sick (especially those with environmental sensitivities, allergies, respiratory and other medical conditions).
12. Moving furniture including tables, chairs, stools and specialized equipment between labs without permission from faculty/staff is strictly prohibited.
13. All lab spaces should be left as found and all equipment returned to its appropriate location within the lab.
14. Learners, faculty, staff, and authorized visitors are expected to use equipment with respect and for the use it is intended.
15. Report any broken equipment, damage to property, concerns for safety, unusual incidents or circumstances to faculty or lab staff. If not available, contact the Associate Dean and/or if an emergency situation, inform Public Safety.
16. If you hear a fire alarm, listen carefully to the instructions from Public Safety and be prepared to leave the lab quickly and calmly - the last person leaving the lab should make sure that the lab doors are secure. More information about fire alarms are posted at each lab door.
17. In the event of a lockdown, exit the building immediately if you are able to do so safely and call 911. If you are unable to exit safely, please stay in the lab and listen carefully to the instructions from the Public Safety Department via the public address system. A detailed instruction list can be found at humber.ca/publicsafety/services/emergency-management/lockdown
18. In case of emergency, contact Public Safety at ext. 4000. For non-emergency situations, contact Public Safety at ext. 8500.

In addition to the above policies and procedures, each specific lab area may have additional regulations and required practices that may be posted within the lab area, within course outlines or lab manuals, and/or be specific for the actual daily lab activity.



FIELD, CLINICAL & INTERNSHIP PLACEMENTS

Field, Clinical and Internship Placements

Clinical, field and internship placements are a crucial part of any learning in the Faculty of Health Sciences & Wellness. Classroom learning gives you the foundation; work integrated learning in clinical, field and internship placements provide the opportunity to apply your learning in a real-world setting with professional supervision by Humber College Faculty, Field Advisors, Clinical Teachers, and/or Pregrad Advisors.

Getting Started

Placements provide the opportunity to apply classroom learning in a real-world setting with professional supervision by Humber College staff. Placements are secured through Humber's extensive partnerships with hospitals, long-term care facilities, child care centres, community and educational agencies, industry groups, and other facilities throughout the greater Toronto and surrounding areas. There are medical and non-medical requirements including online learning modules that must be completed prior to the commencement of a placement.

For details regarding your program requirements,

1. Visit healthsciences.humber.ca/current-students/work-integrated-learning/clinicalfieldinternship-placements.html
2. Scroll to the list of programs
3. Select the relevant PDF documents for your semester/year for your program.

Placement Clearance Process

Principles

1. Affiliation agreements with Faculty of Health Sciences & Wellness partner placement agencies outline the requirements for placement in the agency.
2. Placement requirements are also mandated by various pieces of legislation that regulate the type of placement where learners will be working and the role that learners are being prepared for, e.g.: Public Hospital Act, 1990; Long Term Care Act, 2007; Child and Early Years Act, 2014; Ambulance Act, 1990 (under review).
3. Learners must present to the Office of Experiential Learning (OEL) all required documents prior to the commencement of the placement.
4. Failure to present required pre-placement documents will prevent learners from commencing their placement.
5. It is the learner's responsibility to ensure that the requirements remain valid throughout the placement experience.

6. Failure to maintain currency of placement requirements will result in the removal of the learner from placement.
7. The Program Coordinators/clinical teacher/pregrad or field advisor and placement/internship officers will be informed of all learners with outstanding requirements prior to the commencement of the placement.
8. Learners who fail to obtain the required clearance will meet with the Program Coordinator to develop an academic plan for completion.
9. The Placement Officer will be notified and the learner will be removed from placement.

Waiving of Immunization and Requirements

Learners might refuse immunization for the following reasons: medical, religious or reasons of conscience. If a learner chooses to waive immunization, then they must sign a waiver to provide written consent to release the waiver outlining the reason for refusing immunization to the placement agency. For questions related to waiving the immunization requirements, or to request a waiver, please connect with the Clearance Officer in the Office of Experiential Learning.

Request for Accommodation in Field/Clinical/Internship Placement due to Religious, Indigenous and Spiritual Observance

Learners may request accommodations in placements due to religious, indigenous and spiritual observances. The "Request for Accommodation in Field/Clinical/Internship Placement due to Religious, Indigenous and Spiritual Observances" form can be submitted to the Program Coordinator prior to the placement date each semester. The Program Coordinator will meet with the student and assign a placement that meets the requested accommodation. Please e-mail placementpre-requisite@humber.ca to request the waiver form.

Criminal Record Check and Vulnerable Sector Screen

Learners who present with positive findings are at risk of not being accepted at the placement agency. Learners with a positive finding must meet with the Clearance Officer, Office of Experiential Learning and provide written consent to release their Criminal Record Check and Vulnerable Sector Screen to the placement agency.

Placement Policies & Guidelines

Code of Student Conduct

Humber College's Code of Student Conduct outlines individual and community expectations regarding learner actions and behaviour. The Code defines that learners are responsible for acting in a manner that respects others and promotes their well-being and safety. Learners are expected to behave in accordance with all Humber policies, regulations, and standards

in regard to behavior and conduct during placement. For access to the entire document, visit humber.ca/knowthecode.

Attendance and Punctuality

Mandatory attendance and punctuality is required to fulfil course and clinical/field/internship placement requirements.

Expenses Incurred Related to Placement or Clinical Practice

Learners will assume responsibility for expenses incurred while assigned to affiliating agencies, such as: meals, lockers, keys, parking, travel expenses and uniforms.

Photo Identification

All learners in the Faculty of Health Sciences & Wellness must wear a Humber generated photo identification for placement. The ID should be visible at all times while in the placement setting. The Office of Experiential Learning will manage the distribution of program identification cards used in experiential learning settings. If lost, learners must obtain a replacement card through the Registrar's Office. The learner photo identification will contain the Humber College and Faculty logo, program name and learner's name.

Additional Guidelines

- Camera/video usage is not permitted in the clinical/field/internship placement
- Learners requiring accommodations must meet in advance of the placement with the Program Coordinator and the Office of Experiential Learning. Once the accommodation is determined, the learner must provide consent to release the information to the receiving agency in this way facilitating meeting the mandated accommodations.