Updates of the contents of this calendar are available at:
http://bloomberg.nursing.utoronto.ca

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The Faculty reserves the right to make changes.
# Table of Contents

- **INTRODUCTION** .......................................................................................................................... 1  
  - OFFICIALS OF THE UNIVERSITY 2019-2020 ........................................................................ 1  
  - FACULTY AND STAFF IN THE BLOOMBERG FACULTY .................................................. 1  
  - FACULTY GOVERNANCE .......................................................................................................... 1  

- **IMPORTANT NOTICES** ........................................................................................................... 2  

- **PROGRAMS** ............................................................................................................................ 6  
  - BACHELOR OF SCIENCE IN NURSING .................................................................................. 6  
    - Program Overview ................................................................................................................. 6  
    - Admission Requirements ..................................................................................................... 6  
    - Program Requirements ......................................................................................................... 7  
    - Sessional Dates ...................................................................................................................... 11  
    - Practicum Requirements ....................................................................................................... 13  

- **COURSE DESCRIPTIONS** .......................................................................................................... 15  
  - YEAR ONE REQUIRED COURSES ....................................................................................... 15  
  - YEAR TWO REQUIRED COURSES ....................................................................................... 18  

- **FINANCIAL SUPPORT** ........................................................................................................... 21  
  - ADMISSION AWARDS ............................................................................................................. 22  
  - ADMISSION/IN-COURSE AWARDS ...................................................................................... 24  
  - IN-COURSE AWARDS .............................................................................................................. 28  
  - AWARDS FOR GRADUATING STUDENTS .............................................................................. 33  
  - BURSARIES AND LOANS ......................................................................................................... 35  

- **GENERAL REGULATIONS** ....................................................................................................... 37  
  - FACULTY POLICIES AND GUIDELINES ............................................................................... 37  
    - University Assessment and Grading Practices Policy .......................................................... 37  
    - Grade Point Average (GPA) .................................................................................................. 40  
    - Assignments .......................................................................................................................... 40  
    - Examinations ......................................................................................................................... 41  
    - Rules for the Conduct of Examinations ............................................................................... 41  
    - Missed Exam Policy ............................................................................................................. 42  
    - Policy on Final Examination Viewing for BScN Students .................................................. 42  
    - Credit/Averaging ................................................................................................................... 44  
    - Withdrawals ......................................................................................................................... 45  
    - Policy for Requesting Leave from the Undergraduate Program ....................................... 45  
    - Re-admission to Program after Cancellation of Registration ............................................. 46  
    - Length of Degree Completion .............................................................................................. 46  
    - Failure in Clinical Component of a Course .......................................................................... 46  
    - Unsafe Performance ............................................................................................................. 48  
    - Undergraduate Student Academic Appeals Guidelines ..................................................... 48
Graduation ............................................................................................................................... 54
Undergraduate Mandatory Clinical Attendance Guidelines .................................................. 55
Standards of Professional Practice Behaviour for All Health Professional Students .......... 56
Preamble .................................................................................................................................. 56
Standards of Professional Behaviour and Ethical Performance ............................................. 57
Assessment of Professional Behaviour and Ethical Performance .......................................... 58
Guidelines for Ethical and Professional Conduct for Lawrence S. Bloomberg Faculty of
Nursing Students ..................................................................................................................... 59
   The Nursing Student and Clients .......................................................................................... 60
   The Nursing Student and Other Health Care Professionals ................................................. 61
   The Nursing Student and the Profession ............................................................................. 61
Guidelines for the Student Evaluation of Teaching in Courses ............................................. 62
Lawrence S. Bloomberg Faculty of Nursing Guidelines Related to Police Record Checks .................................................................................................................. 66
Registration and Fees ............................................................................................................. 70

APPENDIX: LIST OF POLICIES AND GUIDELINES ................................................................ 74
INTRODUCTION

Officials of the University 2019-2020

A list of officials of the University of Toronto can be found on the Governing Council website at

http://www.governingcouncil.utoronto.ca/home.htm

Faculty and Staff in the Bloomberg Faculty

See lists at https://bloomberg.nursing.utoronto.ca/faculty-staff/faculty-nursing-directory

Faculty Governance

Faculty Council is the highest governance body at the Faculty. It is comprised of 6 standing committees.

Roles of Standing Committees of Faculty Council

Executive Committee – executes policies of Faculty Council and makes recommendations on membership of standing committees.
Committee on Standing – oversees grading plans for all courses; addresses issues concerning students' academic standing.
Admissions Committee – approves admission of qualified applicants to all programs, and makes recommendations on entrance requirements.
Curriculum Committee – reviews and reports recommendations to Faculty Council on changes to all existing curricula and policy regarding program delivery.
Awards Committee - selects candidates for awards and reviews award/funding policies.
Appeals Committee - decision-making authority within the Faculty on academic appeals by a student.
IMPORTANT NOTICES

Changes in Programs of Study and/or Courses

The programs of study that our calendar lists and describes are available for the year(s) to which the calendar applies. They may not necessarily be available in later years. If the University or the Faculty must change the content of programs of study or withdraw them, all reasonable possible advance notice and alternative instruction will be given. The University will not, however, be liable for any loss, damages, or other expenses that such changes might cause.

For each program of study offered by the University through the Faculty, the courses necessary to complete the minimum requirements of the program will be made available annually. We must, however, reserve the right otherwise to change the content of courses, instructors and instructional assignments, enrolment limitations, pre-requisites and co-requisites, grading policies, requirements for promotion and timetables without prior notice.

Regulations and Policies

As members of the University of Toronto community, students assume certain responsibilities and are guaranteed certain rights and freedoms.

The University has several policies that are approved by the Governing Council and which apply to all students. Each student must become familiar with the policies. The University will assume that he or she has done so. The rules and regulations of the Faculty are listed in this calendar. In applying to the Faculty, the student assumes certain responsibilities to the University and the Faculty and, if admitted and registered, shall be subject to all rules, regulations and policies cited in the calendar, as amended from time to time.

All University policies can be found at: http://www.governingcouncil.utoronto.ca/policies.htm

Those which are of particular importance to students are:

Student Academic Records: Guidelines Concerning Access to Official Student Academic Records

Code of Behaviour on Academic Matters

Code of Student Conduct

University Assessment and Grading Practices Policy

Policy on Official Correspondence with Students

Policy on the Student Evaluation of Teaching in Courses

Provostial Guidelines on the Student Evaluation of Teaching in Courses

Standards of Professional Practice Behaviour for all Health Professional Students
Enrolment Limitations

The University makes every reasonable effort to plan and control enrolment to ensure that all of our students are qualified to complete the programs to which they are admitted, and to strike a practicable balance between enrolment and available instructional resources. Sometimes such a balance cannot be struck and the number of qualified students exceeds the instructional resources that we can reasonably make available while at the same time maintaining the quality of instruction. In such cases, we must reserve the right to limit enrolment in the programs, courses, or sections listed in the calendar, and to withdraw courses or sections for which enrolment or resources are insufficient. The University will not be liable for any loss, damages, or other expenses that such limitations or withdrawals might cause.

Copyright in Instructional Settings

If a student wishes to tape-record, photograph, video-record or otherwise reproduce lecture presentations, course notes or other similar materials provided by instructors, he or she must obtain the instructor’s written consent beforehand. Otherwise all such reproduction is an infringement of copyright and is absolutely prohibited. In the case of private use by students with disabilities, the instructor’s consent will not be unreasonably withheld.

Person I.D. (Student Number)

Each student at the University is assigned a unique identification number. The number is confidential. The University, through the Policy on Access to Student Academic Records, strictly controls access to Person I.D. numbers. The University assumes and expects that students will protect the confidentiality of their Person I.D.s.

Fees and Other Charges

The University reserves the right to alter the fees and other charges described in the calendar.

Freedom of Information and Privacy Act

The University of Toronto respects your privacy.

Personal information that you provide to the University is collected pursuant to section 2(14) of the University of Toronto Act, 1971.

It is collected for the purpose of administering admissions, registration, academic programs, university-related student activities, activities of student societies, safety, financial assistance and awards, graduation and university advancement, and reporting to government.

In addition, the Ministry of Training, Colleges and Universities (MTCU) has asked that we notify you of the following: The University of Toronto is required to disclose personal information such as Ontario Education Numbers, student characteristics and educational outcomes to the MTCU under s. 15 of the Ministry of Training, Colleges and Universities Act, R.S.O. 1990, Chapter M.19, as amended. The ministry collects this data for purposes such as planning, allocating and administering public funding to colleges, universities and other post-secondary educational and
training institutions and to conduct research and analysis, including longitudinal studies, and statistical activities conducted by or on behalf of the ministry for purposes that relate to post-secondary education and training. Further information on how MTCU uses this personal information is available on the ministry’s website.

At all times it will be protected in accordance with the Freedom of Information and Protection of Privacy Act. If you have questions, please refer to www.utoronto.ca/privacy or contact the University Freedom of Information and Protection of Privacy Coordinator at McMurrich Building, room 104, 12 Queen’s Park Crescent West, Toronto, ON, M5S 1A8.

A Statement on Privacy

A part of your professional education and development into nurse leaders and clinicians will involve participation in various professional organizations, honor societies (such as Sigma Theta Tau) or other groups that are not directly connected with the Lawrence S. Bloomberg Faculty of Nursing or the University of Toronto. The Bloomberg Faculty may contact you during the course of your studies to indicate that you are eligible to join such organizations, societies or groups. At no time will the Bloomberg Faculty or the University of Toronto forward your name or contact information to external organizations or groups. If you do not wish to receive such invitations from the Bloomberg Faculty please advise the Faculty Registrar in writing of your wishes.

Teaching and Learning at the Lawrence S. Bloomberg Faculty of Nursing

The Lawrence S. Bloomberg Faculty of Nursing stimulates and challenges the intellectual abilities of students. Our approach to teaching acknowledges and values the importance of integrating the rich personal, educational, and professional backgrounds of students. We integrate our own research and research of others into teaching to promote utilization and generation of knowledge. As a professional faculty, we are committed to student-centred learning that encompasses the principles of empowerment, engagement, discovery, diversity, equity, and knowledge transformation for nursing practice.

Our students have opportunities to engage with expert clinicians, scientists and theorists as well as have access to a variety of interprofessional and interdisciplinary experiences with other health profession faculties, the university, and community partners. These resources enable students to develop their intellectual capacity; their research, critical thinking, and judgment abilities; and skills required to be exemplar nurses, advanced practice nurses, leaders, scientists, scholars and educators.

We aspire to make learning accessible through a variety of platforms and to communicate effectively within these modes of deliver. To address the multi-faceted needs of students across our programs as well as the complexity of nursing and other knowledge and skills required, we use innovative technologies and approaches. Effectiveness in promoting intellectual and scholarly development across all teaching/learning settings including in-class and technology-facilitated courses, laboratories, simulations, and a wide spectrum of clinical settings is continuously evaluated. To ensure that our educational programs are relevant, facilitate accomplishment of educational goals, and meet society needs, undergraduate, graduate and
continuing education programs are regularly evaluated by students, peers, and community leaders. (Approved by Curriculum Committee on December 1, 2010)
PROGRAMS

Bachelor of Science in Nursing

Program Overview
The University of Toronto, Lawrence S. Bloomberg Faculty of Nursing's full time 2-year Bachelor of Science in Nursing (BScN) program opens the door to a long and rewarding career in healthcare. The Faculty of Nursing has a long history of educating nurses at the baccalaureate level, and is renowned internationally for its educational programs and the quality of nursing research conducted by its faculty members.

The overall objective of the two year Bachelor of Science in Nursing is to prepare mature candidates with both university and life experience to meet the challenges of the health care system of the future. Students enrolled in the program benefit from opportunities to work with diverse populations and to practice under the supervision of highly qualified professionals in some of the best health care agencies in Canada.

Admission Requirements
To be eligible to enter the BScN program, applicants must have completed at least ten (10) university full course equivalents prior to admission, with at least a mid-B (3.0 GPA) average in the last year, or the last five (5) full course equivalents of their university education. Of the ten courses:

- a maximum of six can be at the 100 level;
- one full course must be in Human Physiology or its equivalent;
- one full course equivalent must be in Life Sciences or Physical Sciences; Out of the 1 full course equivalent in Life Sciences or Physical Sciences, only a half course (0.5) can be taken in Psychology. (e.g., Anatomy, Biology, Immunology, Pathology, Psychology, Astronomy, Chemistry, Geology, Physics, Physical Geography)
- one full course equivalent must be in Social Sciences; Out of the 1 full course equivalent in Social Sciences, only a half course (0.5) can be taken in Psychology. (e.g., Anthropology, Economics, Political Science, Psychology, Sociology, Women’s Studies)
- one full course equivalent must be in Humanities; Language courses are normally not considered as acceptable prerequisite courses in humanities. (e.g., Art, Cinema, Classics, Drama, English, History, Literature, Philosophy, Religion)
- one half course in Statistics.

Meeting minimum requirements does not ensure admission to the program. Students must provide official university transcripts, a personal statement providing information about their goals and knowledge of nursing and thoughts on health care, one academic reference, one work/volunteer related reference, a resume, and a completed assessment form for the prerequisite courses.

A personal interview may be required.
Applicants of Indigenous Ancestry
Positions will be made available on an individual basis to qualified applicants of indigenous ancestry who are eligible for funding by the Government of Canada.

International Student Applications
Positions in the Undergraduate Program are available, on a competitive basis with all other applicants, to students on student authorization. Details can be obtained from http://www.future.utoronto.ca/international and http://bloomberg.nursing.utoronto.ca/future-students/international-students

English Facility Requirements
Please see website:
http://www.future.utoronto.ca/apply/english-language-requirements

Student Preparedness Permits
To satisfy registration requirements, the Lawrence S. Bloomberg Faculty of Nursing is requiring that BScN students annually complete and submit several documents, including immunization records, police record check – vulnerable sector screening, CPR, etc. Failure to complete and provide these documents to the Lawrence S. Bloomberg Faculty of Nursing will affect your ability to engage in practicum and proceed in the undergraduate program. All students must keep original copies of their police record check – vulnerable sector screening results and their immunization records to present to healthcare agencies on demand throughout the year. The processing time for health and police record check reports can take months (depending on the region). Any incomplete documents submitted will also delay student registration. We advise students to initiate their requests for immunization information from their healthcare provider and clearance from their regional police at the end of May or early June.

Further details are posted at:
http://bloomberg.nursing.utoronto.ca/current-students/placements/undergraduate-placements

Please note that as of January 1, 2005 a clear criminal record check is required by the College of Nurses of Ontario for licensure as a Registered Nurse.

Program Requirements
The hours indicated in the chart below are for illustration purpose only. For exact number of hours, one should consult the course syllabus.
<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Lectures/Seminar (hrs/wk)</th>
<th>Clinical/Lab (hrs/wk)</th>
<th>Course Equivalence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year I</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NUR350Y1</td>
<td>Introduction to Nursing Practice</td>
<td>6 (+ 1 hour of online learning per week)</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>NUR351H1</td>
<td>Introduction to the Discipline and Profession of Nursing</td>
<td>2</td>
<td>-</td>
<td>0.5</td>
</tr>
<tr>
<td>NUR360Y1*</td>
<td>Nursing Perspectives in Health and Wellness Through the Lifespan</td>
<td>3</td>
<td>12</td>
<td>1.5</td>
</tr>
<tr>
<td>NUR370Y1</td>
<td>Pathophysiology and Pharmacotherapeutics: Relevance to Nursing Practice</td>
<td>4</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>NUR371Y1*</td>
<td>Introduction to Acute Care Nursing: Adults</td>
<td>5</td>
<td>18</td>
<td>1</td>
</tr>
<tr>
<td>NUR372Y1*</td>
<td>Introduction to Mental Health Nursing (formerly Identity, Difference and Mental Health Nursing)</td>
<td>5</td>
<td>16</td>
<td>1</td>
</tr>
<tr>
<td>NUR373Y1*</td>
<td>Introduction to Nursing Care of Children and Families</td>
<td>5</td>
<td>18</td>
<td>1</td>
</tr>
<tr>
<td>NUR390H1</td>
<td>Introduction to Community Health: Nursing Perspectives</td>
<td>2</td>
<td>-</td>
<td>0.5</td>
</tr>
<tr>
<td><strong>Year II</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MPL202H1</td>
<td>Current Topics in Medical Microbiology</td>
<td>2</td>
<td>-</td>
<td>0.5</td>
</tr>
<tr>
<td>NUR410H1</td>
<td>Nursing and the Health Care System: Policy, Ethics and Leadership</td>
<td>2</td>
<td>-</td>
<td>0.5</td>
</tr>
<tr>
<td>Code</td>
<td>Course Title</td>
<td>Lectures/Seminar (hrs/wk)</td>
<td>Clinical/Lab (hrs/wk)</td>
<td>Course Equivalence **</td>
</tr>
<tr>
<td>--------</td>
<td>------------------------------------------------------------------------------</td>
<td>---------------------------</td>
<td>-----------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>NUR420H1</td>
<td>Critical Reflexivity: Theory and Practice (formerly Advanced Nursing Theory)</td>
<td>2</td>
<td>-</td>
<td>0.5</td>
</tr>
<tr>
<td>NUR430H1</td>
<td>Research and scholarship in Nursing</td>
<td>2</td>
<td>-</td>
<td>0.5</td>
</tr>
</tbody>
</table>
| NUR460Y1* | Coping with Complexity in Persistent Illness Select one of:  
• Nursing Issues in Caring for Patients with Cardiovascular Conditions  
• Nursing Issues in Caring for Patients with Neurological Conditions  
• Nursing Issues in Caring for Patients with Complex Surgical Conditions  
• Nursing Issues in Caring for Patients with Cancer  
• Nursing Issues in Caring for Patients with Complex Health Conditions  
• Nursing Issues in Caring for Children and their Families  
• Nursing Issues in Caring for Childbearing Families  
• Nursing Issues in Caring for Older Patients with Complex Health Conditions | 3                         | 24                    | 1.5                   |
| NUR461Y1* | Primary Health Care: Nursing Perspectives Select one of:  
• Family and Health  
• Global Health  
• Aging Adults and Health | 3                         | 16                    | 1.5                   |
**Course Equivalence**

<table>
<thead>
<tr>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Clinical Practice</strong></td>
</tr>
<tr>
<td><em>For courses with a clinical nursing practice component the evaluation of clinical performance is on a “CR/NCR” basis. In order to pass the course, the student must pass both the clinical and classroom components. Normally students will receive a verbal midterm evaluation and a written final evaluation of their clinical performance from the clinical instructor. Students who are identified at the midterm point as being at risk of failing clinical practice will receive a written midterm evaluation. Students, whose performance is unsatisfactory at any time after the midpoint of the clinical experience, will also be informed in writing.</em></td>
</tr>
</tbody>
</table>

**Course equivalencies are used for calculating yearly averages.**

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Lectures /Seminar (hrs/wk)</th>
<th>Clinical/ Lab (hrs/wk)</th>
<th>Course Equivalence **</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR470Y1* (11 weeks)</td>
<td>Integrative Nursing Practicum</td>
<td>25 hours over 11 weeks</td>
<td>360 hours in 11 weeks</td>
<td>1 (Pass/Fail)</td>
</tr>
</tbody>
</table>
### Sessional Dates

**Undergraduate Sessional Dates and Deadlines 2019-2020**

This list serves as a general guideline to major academic activities only and is not exhaustive. Please check your email for any changes or additional information. The Faculty reserves the right to adjust the dates if necessary.

#### Undergraduate program: Sessional dates (2019-2020)

<table>
<thead>
<tr>
<th>Day</th>
<th>Month</th>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>July</td>
<td>1</td>
<td>Canada Day holiday</td>
</tr>
<tr>
<td>W</td>
<td>July</td>
<td>10</td>
<td>Pre-orientation (for Entry year)</td>
</tr>
<tr>
<td>M</td>
<td>August</td>
<td>5</td>
<td>Civic Holiday - University closed</td>
</tr>
<tr>
<td>Th</td>
<td>August</td>
<td>15</td>
<td>Due Date: Entry Year students - submission of immunization form, proof of BCLS certification, record of Police Check, etc.</td>
</tr>
<tr>
<td>Th</td>
<td>August</td>
<td>15</td>
<td>Due Date: Submission of online BScN Information Sheet for Clinical Placements</td>
</tr>
<tr>
<td>Th</td>
<td>August</td>
<td>15</td>
<td>Due Date: Senior Year students - submission of proof of TB status update and BCLS re-certification. Submission of returning student Police Check</td>
</tr>
<tr>
<td>M</td>
<td>August</td>
<td>26</td>
<td>Deadline to register in the program</td>
</tr>
<tr>
<td>W</td>
<td>August</td>
<td>28</td>
<td>Mask Fitting Day Labour Day - University closed</td>
</tr>
<tr>
<td>M</td>
<td>September</td>
<td>2</td>
<td>Labour Day - University closed</td>
</tr>
<tr>
<td>W</td>
<td>September</td>
<td>4</td>
<td>Orientation for Entry Year BScN students (Mandatory)</td>
</tr>
<tr>
<td>Th</td>
<td>September</td>
<td>5</td>
<td>Student-led orientation for Entry Year BScN students</td>
</tr>
<tr>
<td>M</td>
<td>September</td>
<td>9</td>
<td>Fall Session (F) classes begin Entry Year: NUR350Y, NUR351H, NUR360Y Senior Year: NUR420H, NUR430H, NUR460Y/461Y</td>
</tr>
<tr>
<td>W/Th</td>
<td>September</td>
<td>11/12</td>
<td>Senior Year - Clinical starts for NUR461Y to December 6</td>
</tr>
<tr>
<td>Th</td>
<td>September</td>
<td>12/13</td>
<td>Senior Year - Clinical starts for NUR460Y to December 6</td>
</tr>
<tr>
<td>Th/F</td>
<td>September</td>
<td>19/20</td>
<td>Entry Year - Clinical starts for NUR360Y: Rotation 1 to October 18</td>
</tr>
<tr>
<td>Su</td>
<td>September</td>
<td>30</td>
<td>Payment deadline for unpaid fall term tuition in order to avoid service charges</td>
</tr>
<tr>
<td>M</td>
<td>October</td>
<td>14</td>
<td>Thanksgiving holiday - University closed</td>
</tr>
<tr>
<td>M-F</td>
<td>October</td>
<td>21-25</td>
<td>Fall Reading Week (Entry Year and Senior Year)</td>
</tr>
</tbody>
</table>
November 5  Fall Convocation - BScN Class of 2019

Th/F  November 7/8  Entry Year - Clinical starts for NUR360Y: Rotation 2 to December 5/6

F  November 30  Payment deadline for unpaid winter term tuition in order to avoid service charges (for those not receiving OSAP)

F  December 6  Classes end Entry Year: NUR350Y, NUR351H, NUR360Y
  Senior Year: NUR420H, NUR430H, NUR460Y/461Y

M-F  December 9-13  Examination week

M  December 23  Winter break begins - University closed until January 3, 2020 inclusive

M  January 6  University reopens

M  January 6  Winter Session (S) Classes Begin Entry Year: NUR370Y, NUR390H
  Senior Year: NUR410H, NUR460Y/461Y, MPL202H

M  January 6  Rotation 1 Clinical courses begin (NUR371Y, NUR372Y, NUR373Y) and end on February 21

W/Th/F  January 8/9/10  Senior Year - Clinical starts for NUR461Y to April 1/2/3

Th/F  January 9/10  Senior Year - Clinical starts for NUR460Y to April 2/3

F  January 31  Payment deadline for unpaid winter term tuition in order to avoid service charges (for those receiving OSAP)

M  February 17  Family Day holiday - University closed

T-F  February 18-21  Reading Week (Senior Year)

M-F  February 24-28  Reading Week (Entry Year)

M  March 2  Rotation 2 Clinical courses begin (NUR371Y, NUR372Y, NUR373Y) and end on April 17

F  April 3  Winter Classes end Senior Years - NUR410H, NUR460Y/461Y, MPL202H

W  April 8  Senior Year- NUR470Y begins and ends on June 25

F  April 10  Good Friday - University closed

M-F  April 20-24  Spring Break Week for Entry Year

M  April 27  Rotation 3 Clinical courses begin (NUR371Y, NUR372Y, NUR373Y) and end on June 12

M  May 18  Victoria Day - University Closed

M-F  June 15-19  Entry Year Examination Week
Th June 25 Last day of NUR470Y

* All courses in the undergraduate program are compulsory. Withdrawal from any course in the BScN program requires special permission and could jeopardize completion of the program.

Practicum Requirements

The Bachelor of Nursing program of the Lawrence S. Bloomberg Faculty of Nursing at the University of Toronto includes courses combining scholarship and practical field work experiences. The purpose of the practicum experience is to consolidate learning from the undergraduate program in a real life setting, utilizing the knowledge and skill of clinical instructors and preceptors currently employed in the practice role.

Clinical practice is a significant component of the undergraduate BScN program. Nursing students provide direct care to vulnerable patients/clients of all ages across a wide variety of hospital and community agencies.

To satisfy requirements for practicum placement in our undergraduate program, students must submit information and documents as outlined below.

Year 1 Students

Important information must be provided to our Clinical Education Office prior to the start of September each year in the program.

- Immunization Form for New Students
- Police Record Check – Vulnerable Sector Screening
- Annual Student Police Record Consent Form
- Workplace Safety Student Declaration
- HSPnet Student Consent Form
- BCLS Certification and Expiry Date
- Mask Fit N95 Model Number and Expiry Date – to be reported in September
- JPEG head-and-shoulder photograph (similar to a Passport photo) for ID name badges to be used in professional settings

Year 2 Students

Important information must be provided to our Clinical Education Office prior to the start of second-year classes.
- Police Record Check – Vulnerable Sector Screening
- Annual Student Police Record Consent Form
- Immunization Form for Returning Students (if last year’s TB test was negative)
- Updated original Year 1 Immunization Form (if second Hep B series or other health matters in progress during Year 1)
- Mask Fit card from BScN Mask Fit Day on September 4, 2018 (if not already uploaded to your profile)
- Renewal of BCLS Certification and Expiry Date

**Mask Fit**

It is the student’s responsibility to ensure that the organization where s/he is placed can provide the appropriate size mask as determined from the mask fit test. In the event that an organization does not use the same brand for masks, the student will need an additional mask fit test. The student is obligated to pay all costs incurred to secure required mask fittings. Neither the University nor the Faculty of Nursing pays for or reimburses students for costs associated with mask fittings.

**Failure to provide documents**

Failure to complete and provide these documents to the Lawrence S. Bloomberg Faculty of Nursing will affect your ability to engage in practicum and proceed in the undergraduate program.
COURSE DESCRIPTIONS

Note: Alphabetic character following course numbers

Y – a full course
H – a half course

Year One Required Courses

NUR350Y1
INTRODUCTION TO NURSING PRACTICE

This course provides an introduction to the practice of nursing. Consideration is given to caring for individuals of different ages, ethnicity and gender in a variety of clinical contexts. This course consists of three components: health assessment and appropriate diagnostic interventions, relational skills as central to nursing practice, and therapeutic nursing skills relevant to each system. Content from this course integrates with content learned in NUR351H (Introduction to the Discipline and Profession of Nursing) and NUR360Y (Nursing Perspectives in Health and Wellness through the Lifespan). Knowledge gained in this course is consistently applied within clinical settings.

NUR351H1
INTRODUCTION TO THE DISCIPLINE AND PROFESSION OF NURSING

This course provides an introduction to the ethical and theoretical foundations of the profession of nursing and the place of nursing within health care. The course focuses on nursing’s social history and the way in which the profession of nursing is organized as part of the Canadian health care system. Issues within nurse-patient relationships are highlighted through readings in ethics, interpersonal theory, and feminism.

NUR360Y1
NURSING PERSPECTIVES IN HEALTH AND WELLNESS THROUGH THE LIFESPAN

This course introduces students to theoretical concepts and nursing practice issues related to care of childbearing families and older persons and their families in both community and hospital settings. The course is divided into two six-week sections.

Lifespan I: Families in the Childbearing Year - Introduces students to person-centred nursing care of childbearing clients and their families with a focus on the postpartum and newborn periods in acute care settings. Topics considered include social, cultural and institutional contexts of perinatal care, healthy physiological and psychological changes in pregnant, labouring, and postpartum clients as well as develop an understanding of the childbirth, postpartum, and newborn feeding and care experiences.

Lifespan II: Older Persons and Their Families - Examines the concepts of healthy aging and senior-friendly environments. Other topics include normal physiological changes of aging; geriatric syndromes including frailty, functional decline and cognitive impairment; caregiving
relationships within families as well as in health care institutions, the community and acute care settings.

NUR370Y1
PATHOPHYSIOLOGY AND PHARMACO–THERAPEUTICS: RELEVANCE TO NURSING PRACTICE

The focus of this course is the study of the pathogenesis of common disease processes and their impact on health outcomes. Through an examination of these conditions in both lecture and seminar sessions, students gain an understanding of knowledge required to provide nursing care to individuals and families in health care settings. Implications of diagnostic testing, safe implementation of procedures and clinically important pharmacologic agents are discussed as they apply to the nursing process. The scientific basis of nursing care relevant to symptom management introduced in this course is essential understanding for nurses across clinical settings.

NUR371Y1
INTRODUCTION TO ACUTE CARE NURSING: ADULT

In this course students will be introduced to adult acute care medical-surgical nursing practice. Content in this course is presented within a framework of evidence-informed decision-making. By conscientiously and judiciously using current evidence when making decisions in acute care nursing practice, students will gain an understanding of the key professional values that shape problem solving, nursing knowledge, and client care in clinical situations. The nursing process will serve as the organizing framework for critical thinking, knowledge development, and the care and management of hospitalized adults. Course content explores and determines priority nursing assessments and interventions associated with advanced symptom management of common illness conditions relevant to hospitalized medical and surgical clients. The lived experience of clients and families coping with acute illness, as well as cultural and ethical concerns and their implications for nursing practice will also be considered. This course has both a classroom and clinical component. Students will have the opportunity to apply theoretical knowledge and nursing therapeutic skills at a novice level while working with clients and their families in the adult acute care setting. This course is taken concurrently with NUR 370Y.

NUR372Y1
INTRODUCTION TO MENTAL HEALTH NURSING (formerly Identity, Difference and Mental Health Nursing)

This course introduces students to basic concepts and issues in mental health nursing in the context of illness, identity and difference. Because the creation and re-creation of identity is central to individuals living with illness, the exploration of relationships between identity, illness, along with an emphasis on social justice and equity, and care in both hospital and the community is a focus of this course. The course will also focus on the theory of intersectionality as it relates to the identity construction of someone living with a mental illness. The social determinants of health will be explored in detail and connecting the relationship of these as a means of understanding how mental health and overall health is understood from the perspective of the
individual. Students will explore specific illnesses, both from a perspective which focuses on the meaning of the illness and difference to the individual, and from a broader perspective that goes beyond individual experience to issues of mental health promotion, early intervention, care, advocacy and capacity building. A focus on recovery will introduce such concepts as social support and empowerment as students pay attention to the subjective experiences of clients and how to promote a strength-based approach in their clinical nursing practice.

NUR373Y1
INTRODUCTION TO NURSING CARE OF CHILDREN AND FAMILIES
In this course students will be introduced to some of the key concepts foundational to pediatric nursing practice. The course is grounded in the principles of child and family centered care and developmental theory – both of which are integrated throughout the classroom and clinical learning environment. The Nursing Process is utilized as the organizing framework to develop nursing knowledge and skills and for planning and prioritizing management of some of the acute and chronic conditions more common to hospitalized children and their families. This course will explore relevant topics to the pediatric population such as: growth and development, nutrition, sleep and safety; care of children with special needs; care of children with anemia; fluid and electrolyte imbalance, respiratory distress, pediatric pain assessment and management; mental health; shock; neurological issues in children; and leukemia and palliative care. Developmental, ethical and socio-cultural concerns related to pediatric nursing practice are integrated throughout the course. In both the classroom and clinical setting, students will be supported to develop their critical thinking and problem-solving skills through case study examples and while caring for hospitalized children and their families. During clinical practice, students will have the opportunity to work with children and families in an acute or rehabilitative setting and are expected to apply theoretical knowledge and nursing therapeutic skills at a novice / beginner level. This course is taken concurrently with NUR 370Y.

NUR390H1
INTRODUCTION TO COMMUNITY HEALTH: NURSING PERSPECTIVES
This course introduces students to the theory and practice of community health nursing through the ‘lens’ of primary health care. The course focuses on the health of various populations and explores the ways in which ‘health’ is largely a socially determined phenomenon. The care of diverse populations within Canada such as the homeless/under-housed, the incarcerated, rural dwellers, First Nations Peoples, and the GLBTQ community feature prominently in class readings and lectures as students develop a critical understanding of the complex contexts and everyday circumstances in which members of different social groups negotiate access to health. Students explore a variety of key concepts including principles of primary health care trauma-informed care, social determinants of health, cultural safety, harm reduction, population health, health promotion, social marginalization, disease prevention, and community capacity building. Students will ground their understanding of these concepts in core values of primary health care, including social justice and equity, as they begin to develop their skills in caring for diverse communities of people. This course lays the theoretical groundwork for the senior year course in primary health care and community health nursing practice.
Year Two Required Courses

MPL202H1
CURRENT TOPICS IN MEDICAL MICROBIOLOGY

Common infectious diseases that are relevant in the current healthcare setting are discussed. Expert clinicians in the fields of microbiology, infectious diseases and infection control discuss current research in the field of medical microbiology and its relevance to nursing practice. Lecture topics include: review of bacteria and viruses, role of the diagnostic microbiology lab, travel medicine, skin and soft tissue infections, central nervous system infections, sexually transmitted infections, HIV/AIDS, hepatitis, “superbugs”, influenza, and infection prevention and control.

NUR410H1
NURSING AND THE HEALTH CARE SYSTEM: POLICY, ETHICS AND LEADERSHIP

This course provides students with an overview of the structure of the health care system at multiple levels, including national, provincial, regional or municipal, and organizational or institutional levels. Students examine current issues and challenges in the health care environment and the impact of these issues on patient/population health, nursing practice and the nursing profession. A critical-social perspective is used to examine the structures and relationships – including personal, political and professional - that affect the everyday decisions of nurses and their approach to health care and health promotion. Students learn and apply the fundamentals of political action, policy analysis, and ethical decision-making skills in the context of their own current practice of nursing.

NUR420H1
CRITICAL REFLEXIVITY: THEORY AS PRACTICE (formerly Advanced Nursing Practice)

The overall intention of the course is to facilitate student curiosity and promote critical reflexivity in relation to nursing practice. Critical reflexivity brings together the skills of critical thinking and reflexivity, and entails three components: first, interrogating our taken-for-granted assumptions that inform our practice; second, reflecting on our social position in relation to knowledge; and third, considering how knowledge is shaped by culture, history, power and politics. Students will engage with theoretical ideas drawn from the humanities and social sciences in order to gain a better understanding of the complexities of care. Theoretical ideas covered in this course are also helpful in showing up how nursing both shapes and is shaped by broader social, historical, political and economic forces, prevailing ideologies, dominant discourses, and social relations of power which have profound effects on our subjectivities and the lived bodies and daily realities of people whom we serve. Thoughtful engagement with the course readings will open up alternative modes of thought which will, in turn, generate productive possibilities for ethical nursing practice.

NUR430H1
RESEARCH AND SCHOLARSHIP IN NURSING

Students learn to be knowledgeable consumers of research who are able to find, understand, critique and apply evidence in everyday nursing practice. This course focuses on application and
critical examination of research processes used to develop of nursing science. Students explore relationships between research, theory and practice. Critical analysis of the underlying paradigms and activities within qualitative and quantitative research enables students to appropriately integrate research into practice.

NUR460Y1
COPING WITH COMPLEXITY IN PERSISTENT ILLNESS

Building on understanding from introductory courses in year 1, students gain a deeper understanding of the complexity of challenges which are specific to selected age groups, illness categories, institutional and home contexts. Complexity includes pathophysiology, individual and family circumstances, related interventions, and the care delivery context. Classes are in seminar format and students have the opportunity to explore and critique issues that arise from readings and how they relate to clinical practice and concurrent Year 2 courses. In addition all students participate in a number of simulation lab experiences. The goal of these sessions is to provide students with key content and practice in a series of selected advanced nursing skills of clinical practice relevance. There are 8 clinically and population-focused sections of this course with 6 offered each semester. Examples of course sections are:

- Nursing Issues in Caring for Patients with Cardiovascular Conditions
- Nursing Issues in Caring for Patients with Neurological Conditions
- Nursing Issues in Caring for Patients with Complex Surgical Conditions
- Nursing Issues in Caring for Patients with Cancer
- Nursing Issues in Caring for Patients with Complex Health Conditions
- Nursing Issues in Caring for Children and their Families
- Nursing Issues in Caring for Childbearing Families
- Nursing Issues in Caring for Older Patients with Complex Health Conditions

NUR461Y1
PRIMARY HEALTH CARE: NURSING PERSPECTIVES

The course introduces students to the role of the community health nurse and is framed around the model of Primary Health Care and the Standards of Practice developed by the Community Health Nurses of Canada. It introduces advanced theoretical and conceptual perspectives and is designed to provide students with clinical practice skills caring for individuals, families, and communities both locally and globally. Primary Health Care is positioned as a model for health care reform and an organizing system for health care that supports partnership relationships, community activism and advocacy, facilitating access and equity, and capacity building. The dynamic role of nursing and the importance of practicing collaboratively with members of interprofessional health teams and diverse communities is emphasized. There are 9 different sections of this course, 7 offered each semester, all with a different health focus. Each section of the course incorporates a particular lens through which the students study the practice of primary health care nursing. Examples of course sections are:
- Gender and Health
- Family and Health
- Migration and Health
- Aging Adults and Health
- Indigenous Health
- Mental Health
- Child and Youth Health
- Home and Health
- Global Health

NUR470Y1
INTEGRATIVE NURSING PRACTICUM

This 11-week clinical course provides students with an opportunity to consolidate their nursing knowledge and to demonstrate the ability to meet the competencies for entry-level registered nurse practice (CNO, 2014). The focus of practice is integration of theoretical and substantive knowledge from both years of the program to a selected clinical practice area under the supervision of a preceptor and faculty advisor. Students develop competence and confidence in clinical skills including those related to workload management and priority setting. The course also assists students in preparing for their registration exams. All previous program requirements must be successfully completed prior to beginning this final course. The course is offered from mid-April to the end of June.
FINANCIAL SUPPORT

It is the policy of the University of Toronto that no student admitted to a program at the University of Toronto should be unable to enter or complete the program due to lack of financial means.

Ontario Student Assistance Program

This government student loan program is the primary source of financial assistance for full-time students. The OSAP application form is available online at http://osap.gov.on.ca. Students are encouraged to apply at least two months before their program begins in order to allow adequate processing time. You may contact Enrolment Services, 172 St. George St, 416-978-2190 for information and counseling on eligibility, appeals, and the status of your application. Also see Enrolment Services, Student Financial Support at http://www.future.utoronto.ca/finances for information on resources to consider, budgeting tips and more. Non-Ontario students may also access information on other provincial programs from this web page.

International students are eligible to be considered for grant assistance. However, because Canada Immigration requires all international students to show that they have adequate resources before admitting them to Canada, a grant will normally be awarded only if there is evidence that the student's circumstances have changed since his/her arrival. In no instance will the amount be sufficient to cover a student's total university costs. Please see http://www.studentlife.utoronto.ca/cie/toronto for information on costs and resources for international students.

Awards and Fellowships

Presently, the Lawrence S. Bloomberg Faculty of Nursing offers over 75 undergraduate awards. The number of these awards and fellowships are increasing each year. Awards and fellowships are given to students based on academic merit and/or financial need. Details of the awards/fellowships are available below and at the Faculty of Nursing’s Website: https://bloomberg.nursing.utoronto.ca/current-students/awards/undergraduate-program

NB: The Faculty reserves the right not to award any of the awards listed below in any year. Additional terms and conditions may apply for these awards. The exact value and the application due dates may change. Therefore, the information listed below should be used as guidelines only.

The award application due dates may change from year to year. Check with Student Services for the exact deadlines.

Many of the awards listed in the calendar require demonstration of financial need. They are denoted as “OSOTF” or “OSOTF II/OTSS”. International students are not eligible for these awards and the latter awards are restricted to Ontario residents only.

Application deadlines

The listed application deadlines are for guidelines only. The exact dates may change from year to year.
Admission Awards

Joyce Oldfield Cale Undergraduate Award (OTSS)

Donor: Ms Susan Girard, daughter of Ms Joyce Oldfield Cale

Awarded on the basis of financial need to a student entering the Bachelor of Science in Nursing program. Academic merit will also be considered. Apply to the Chair, Awards Committee, Lawrence S. Bloomberg Faculty of Nursing.

Value: Annual fund income
Application due: February 1
Document required: Award Application Form

Federation of Chinese Canadian Professionals of Ontario Education Foundation Admission Scholarship

Donor: The Federation of Chinese Canadian Professionals (Ontario) Education Foundation

Awarded to a student entering the Bachelor of Science in Nursing program on the basis of academic merit and financial need. Apply to the Chair, Awards Committee, Lawrence S. Bloomberg Faculty of Nursing.

Value: $1,000
Application due: February 1
Document required: Award Application Form

GlaxoSmithKline - Diabetes Scholarship (OSOTF II)

Donor: GlaxoSmithKline

To be awarded to a student entering the undergraduate nursing program. The candidate(s) will have a minimum of a “B” average, demonstrated financial need, and reside in the province of Ontario. Preference will be given to those students who can demonstrate an interest in diabetes. Apply to the Chair, Awards Committee, Lawrence S. Bloomberg Faculty of Nursing.

Value: Annual fund income
Application due: February 1
Document required: Award Application Form

Nursing Annual Fund Undergraduate Admission Award (OSOTF)

Donor: Lawrence S. Bloomberg Faculty of Nursing Annual Fund

Awarded to student(s) entering the Bachelor of Science in Nursing program on the basis of financial need. Apply to the Chair, Awards Committee, Lawrence S. Bloomberg Faculty of Nursing.

Value: Annual fund income
Application due: February 1
Document required: Award Application Form
Faculty of Nursing Undergraduate Admission Award (OSOTF)

Donor: Faculty of Nursing Annual Fund

Awarded on the basis of financial need to a student entering the Bachelor of Science in Nursing program. Academic merit will also be considered. Apply to the Chair, Awards Committee, Lawrence S. Bloomberg Faculty of Nursing.

Value: Annual Income
Application due: February 1
Document required: Award Application Form

Margaret A. Pringle Undergraduate Award (OTSS)

Donor: Dr. Dorothy Pringle, sister of Ms Margaret A. Pringle

Awarded on the basis of financial need to a student entering the Bachelor of Science in Nursing program. Academic merit will also be considered. Apply to the Chair, Awards Committee, Lawrence S. Bloomberg Faculty of Nursing.

Value: Annual fund Income
Application due: February 1
Document required: Award Application Form

Manuel and Anne Belle Pusitz Admission Scholarship

Donor: Manuel and Anne Belle Pusitz Trust Fund

Awarded to the student(s) entering the undergraduate program who is (are) ranked highest by the Admissions Committee, contingent upon enrolment in the Bachelor of Science in Nursing program.

Value: Annual fund Income
Application not required

Kathleen Russell Scholarship Fund (OSOTFII)

Donor: Ms Elsie Watt

Awarded to the student entering the undergraduate program in the Lawrence S. Bloomberg Faculty of Nursing ranked highest by the Admissions Committee.

Value: Annual fund Income
Application not required

Seymour Schulich Awards in Nursing (OTSS)

Donor: Anonymous

To be awarded to full time undergraduate students on the basis of financial need, Ontario residency, and on academic merit. Apply to the Chair, Awards Committee, Lawrence S. Bloomberg Faculty of Nursing.
Value: $9,000
Application due: February 1
Document required: Award Application Form

Admission/In-Course Awards

Bluma Appel and Jeannie Butler Undergraduate Awards in Nursing (OTSS)

Donor: Bluma Appel in honour of Jeannie Butler

To be awarded to full-time undergraduate student(s) on the basis of financial need and merit. Applications open to new and in-course students.

Value: Annual fund income
Application due: February 1 for entering students
               May 15 for in-course students - Apply in Year 1
Document required: Award Application Form

Black/ African Canadian Nursing Student Scholarships

Donor: Various

To be awarded up to two full-time, domestic undergraduate students who self-identify as Black/African Canadian. One award is given based on academic merit and one award given on based on financial need. Preference will be given to incoming students. If there is no suitable candidates among incoming students, award(s) may be issued to current students, or students from racialized communities.

Value: $10,000 paid over two years ($5,000 per year)
Application due: February 1 for entering students
               May 15 for in-course students - Apply in Year 1
Documents required: 1. Award Application Form
                    2. A brief statement (maximum of one page) about their connection to the Black/African Canadian community.

Lawrence S. Bloomberg Faculty of Nursing Student Award

Donor: Alumni and friends to Lawrence S. Bloomberg Faculty of Nursing

To be awarded to an undergraduate student(s) or graduate student(s). Award criteria will be determine based on interests of the donors and may include financial need and/ or leadership and/ or academic merit.

Value: Annual fund income
Application due: February 1 for entering students
               May 15 for in-course students - Apply in Year 1
Document required: Award Application Form

Faculty of Nursing Class of 1958 Award (OTSS)

Donor: Class of 1958
To be awarded to full-time undergraduate student(s) or graduate student on the basis of financial need and academic merit. Applications open to new and in-course students.

Value: Annual fund income
Application due: February 1 for entering students
                May 15 for in-course students - Apply in Year 1
Document required: Award Application Form

**Bloomberg Nursing Class of 1963**

Donor: Class of 1963

Award(s) offered to an undergraduate student selected by the Bloomberg Nursing Awards Committee based on financial need.

Value: $1,500
Application due: February 1 for entering students
                May 15 for in-course students - Apply in Year 1
Document required: Award Application Form

**Dean's Global Award of Excellence**

Donor: Lawrence S. Bloomberg Faculty of Nursing

To be awarded on basis of overall academic merit to full-time international students enrolled in an undergraduate or master's program. Eligible students must have a valid study permit and paying international fees. Students who receive this award would not be eligible for any other awards.

Value: $20,000 per year
Application not required

**Nel and Arthur Deverell Nursing Scholarships (OSOTF)**

Donor: Nel and Arthur Deverell Trust

Awards to four students in the Bachelor of Science in Nursing program on the basis of financial need. High achievement will also be considered. Apply to the Chair, Awards Committee, Lawrence S. Bloomberg Faculty of Nursing.

Value: Annual fund income
Application due: February 1 for entering students
                May 15 for in-course students - Apply in Year 1
Document required: Award Application Form

**Jacqueline Fenwick Bursary Fund**

Donor: Family and friends of late Jacqueline Fenwick

Awards to deserving student in the Bachelor of Science in Nursing program on the basis of financial need.
Grace Paddock Harris Scholarship

Donor: Grace and William Harris Family

To be awarded to a student entering their final year of the BScN program. The student must be a domestic student with a minimum 3.3 AGPA based on first year results, who has demonstrated resiliency in the face of adversity.

Indigenous Nursing Student Scholarships

Donor: Various

Awarded up to two full-time, domestic undergraduate students who self-identify as Indigenous (First Nations, Inuit, and Metis). One award is given based on academic merit and one award is given based on financial need. Preference will be given to incoming students. If there is not suitable candidates among incoming students, award(s) may be issued to current students, or students from other racialized communities.

Kordellas-Tripp Foundation Nursing Award

Donor: Nicolas Kordellas and Shirley Tripp

Awarded to undergraduate students based on demonstrated financial need.

For more information on the Kordellas-Tripp Foundation, please visit https://bloomberg.nursing.utoronto.ca/news/alumnus-nicolas-kordellas-makes-gift-to-support-u-of-t-nursing-and-engineering-students
2. Personal statement that outlines the student’s views on how society should function so humanist values are honoured

Christine Powell Memorial Undergraduate Award

Donor: Faculty and Friends

To be awarded to an undergraduate student based on academic achievement, interpersonal ability, and class citizenship, defined as a student available and willing to assist classmates to succeed as a nurse.

Value: Annual fund income
Application due: February 1 for entering students
May 15 for in-course students - Apply in Year 1
Document required: Award Application Form

James and Adele Quail Memorial Award

Donor: Family and Friends of James and Adele Quali

Awarded to a) full time, domestic undergraduate student(s) at the Bloomberg Faculty of Nursing on the basis of academic merit and financial need.

Value: Annual fund income
Application not required

James H. Rattray Memorial Bursaries

Donor: Estate of the late James H. Rattray

For BScN students who demonstrates financial need.

Value: $1,005
Application due: February 1 for entering students
May 15 for in-course students - Apply in Year 1
Document required: Award Application Form

Pat and Doug Robertson Toronto-Eglinton Rotary Award for Nursing

Donor: Toronto-Eglinton Rotary Club, family and friends

Awarded to (a) full-time, undergraduate student(s) at the Faculty of Nursing at the University of Toronto on the basis of financial need.

Value: Annual fund income
Application not required

Julia Alice Saddlington Memorial Award in Nursing (OTSS)

Donor: Estate of Harold Saddlington
Awarded to an undergraduate or graduate student(s) on the basis of financial need and academic merit.

Value: Annual fund income  
Application due:  
- February 1 for entering students  
- May 15 for in-course students - Apply in Year 1  
Document required: Award Application Form

**Esther Tsang Memorial Scholarship**

Donor: Mr. Ricky Ket Loen Lie Ken Jie

To be awarded to (a) full-time, domestic undergraduate student(s) at the Lawrence S. Bloomberg Faculty of Nursing at the University of Toronto on the basis of financial need.

Value: Annual fund Income  
Application not required

**University of Toronto Women's Association Undergraduate Award in Nursing (OTSS)**

Donor: University of Toronto Women's Association

Awarded to an undergraduate student(s) on the basis of financial need.

Value: Annual fund income  
Application due:  
- February 1 for entering students  
- May 15 for in-course students - Apply in Year 1  
Document required: Award Application Form

**Mary B. Willet Nursing Award (OTSS)**

Donor: Estate of Mary B. Willet

To be awarded to full-time undergraduate student(s) on the basis of financial need and merit. The students must also demonstrate financial need and reside in the Province of Ontario.

Value: Annual fund income  
Application due:  
- February 1 for entering students  
- May 15 for in-course students - Apply in Year 1  
Document required: Award Application Form

**In-Course Awards**

**Marion Tresidder Barter Scholarship (OSOTF II)**

Donor: Estate of Ms Marie Agnes Smith

Awarded to a student in Year 2 of the Bachelor of Science in Nursing program, who has
demonstrated an interest in community health nursing through prior work in this area. Students should apply in Year 1 by May 15. If selected, award will be paid at the start of Year 2. Apply to the Chair, Awards Committee, Lawrence S. Bloomberg Faculty of Nursing.

The students must also demonstrate financial need and reside in the Province of Ontario.

Value: Annual fund income  
Application due: May 15 - Apply in Year 1  
Document required: Award Application Form

**Deborah Dewar Nursing Scholarship for Community Leadership (OTSS)**

Donor: Friends and family of Deborah Dewar

Awarded to an undergraduate student(s) on the basis of financial need. Preference will be given to a student(s) who has illustrated a commitment to community and leadership qualities.

Value: Annual fund income  
Application due: May 15 - Apply in Year 1  
Document required: Award Application Form

**Baljinder Dhotar Undergraduate Scholarship**

Donor: Dhotar Family

Awarded to an undergraduate who has:
1. Proven financial need, e.g. student loans  
2. Specializing in clinical nursing with an interest in Palliative Care specifically  
3. Has demonstrated involvement in volunteer/ charitable work  
4. An overall grade average of 75% or higher

Value: Annual fund Income  
Application due: May 15 - Apply in Year 1  
Document required: Award Application Form

**Alice Gentili Memorial Scholarship**

Donor: Dr. Fred Gentili

Awarded to a second year full-time student on the basis of academic standing, financial need, and demonstrated interest in neurology.

Value: $2,500  
Application due: May 15 – Apply 1 in Year 1  
Document required: Award Application Form

**Global Health Education Scholarship**
Donor: Lawrence S. Bloomberg Faculty of Nursing

To be awarded to students in the senior year of the BScN program, who has demonstrated an interest in global health nursing or graduate students who require assistance in travelling to international sites.

Value: Varies
Application due: Inquire at Student Services
Document required: Award Application Form

**Nursing Undergraduate Leadership Award (OSOTF)**

Donor: 1996-97 Nursing Undergraduate Society (NUS)

Awarded equally to two undergraduate students who demonstrate financial need and leadership through involvement in extracurricular activities in the Lawrence S. Bloomberg Faculty of Nursing, the University, and/or the community at large. Apply to the Chair, Awards Committee, Lawrence S. Bloomberg Faculty of Nursing.

Students should apply in Year 1 by May 15. If selected, award will be paid at the start of Year 2.

Value: Annual fund income
Application due: May 15 - Apply in Year 1
Document required: Award Application Form

**Perinatal Nurses of Southern Ontario Undergraduate Award in Women’s Health (OSOTF)**

Donor: Perinatal Nurses of Southern Ontario and Nursing Annual Fund

Awarded to a student who has:
1. financial need;
2. completed Year 1 of the Bachelor of Science in Nursing program and is in good standing; and,
3. demonstrated strong interest in women’s health.

Students should apply in Year 1 by May 15. If selected, award will be paid at the start of Year 2. Apply to the Chair, Awards Committee, Lawrence S. Bloomberg Faculty of Nursing.

Value: Annual fund income
Application due: May 15 - Apply in Year 1
Document required: Award Application Form

**Mildred Claire Pratt Undergraduate Nursing Scholarship (OSOTF)**

Donor: Estate of Ms Mildred Claire Pratt

Awarded on the basis of financial need to student(s) who:
1. has/have completed the first year of the Bachelor of Science in Nursing program in good standing, and
2. has/have an aptitude for listening as evidenced by demonstration of a) deeply attuned listening skills, and b) attentive listening to clients and colleagues.
Students should apply in Year 1 by May 15. If selected, award will be paid at the start of Year 2. Apply to the Chair, Awards Committee, Lawrence S. Bloomberg Faculty of Nursing.

Value: Annual fund income
Application due: May 15 - Apply in Year 1
Document required: Award Application Form

**Manuel and Anne Belle Pusitz In-Course Scholarships**

Donor: Manuel and Anne Belle Pusitz Trust Fund

Awarded in Year 2 for excellent academic achievement in Year 1 of the Bachelor of Science in Nursing program, and contingent upon re-enrolment in the second year.

Value: Annual fund income
Application not required

**City of Toronto Queen Elizabeth II Sesquicentennial Scholarship in Community Health Nursing (Undergraduate) (OSOTF)**

Donor: City of Toronto

Open to students completing the first year of the second-entry two year Bachelor of Science in Nursing program. Preference may be given to candidates proficient in a language besides English and whose interest is to work with multicultural families.

Value: $5,000
For application procedures and deadline, please contact:
Enrollment Services
University of Toronto
172 St. George Street
Toronto, Ontario M5R 0A3
awards.uoft@utoronto.ca


**Julia Alice Saddington Memorial Scholarship**

Donor: Mr. Harold Saddington in memory of his wife

Awarded to a full time student entering Year 2 of the Bachelor of Science in Nursing program who has:

1. high academic achievement in courses related to community health;
2. demonstrated strong community practice skills; and,
3. a strong interest in pursuing a career in community health nursing.

Value: Annual fund income
Application not required
Clare Scanlan Scholarship (OTSS)

Donor: The family of Clare Scanlan

Awarded to a student entering the senior year of the Bachelor of Science in Nursing program, who has demonstrated outstanding extracurricular involvement and/or leadership in community and/or university activities. Students should apply in Year 1 by May 15. If selected, award will be paid at the start of Year 2. The student must also demonstrate financial need and reside in the Province of Ontario. Apply to the Chair, Awards Committee, Lawrence S. Bloomberg Faculty of Nursing.

Value: Annual fund income
Application due: May 15 - Apply in Year 1
Document required: Award Application Form

Monty M. Simmonds Memorial Award

Donor: Family and friends of Monty M. Simmonds

To be awarded to a student based on clinical excellence and compassionate care. The student will be in an undergraduate program at the Faculty of Nursing and have demonstrated financial need.

Value: Annual fund income
Application due: May 15 – Apply in Year 1
Document required: Award Application Form

Marie Agnes Smith Scholarship Fund (OSOTF II)

Donor: Estate of Ms Marie Agnes Smith

Awarded to two or more students with outstanding academic achievement in the undergraduate program leading towards a Bachelor of Science in Nursing degree. Students should apply in Year 1 by May 15. If selected, award will be paid at the start of Year 2. Apply to the Chair, Awards Committee, Lawrence S. Bloomberg Faculty of Nursing.

The students must also demonstrate financial need and reside in the Province of Ontario.

Value: Annual fund income
Application due: May 15 - Apply in Year 1
Document required: Award Application Form

Kathleen Sally Syme Scholarship Fund

Donor: Estate of Kathleen Sally Syme

Awarded to students in the senior year of the Bachelor of Science in Nursing who have demonstrated leadership in extra-curricular activities related to nursing and/or university activities. Students should apply in Year 1 by May 15. If selected, award will be paid at the start of Year 2. Apply to the Chair, Awards Committee, Lawrence S. Bloomberg Faculty of Nursing.
Mary Isobel Upson Trust (OSOTF II)

Donor: Estate of Ms Margaret L. Giffen

Awarded to four or more students with outstanding achievement in the undergraduate program leading to a Bachelor of Science in Nursing degree. Apply to the Chair, Awards Committee, Lawrence S. Bloomberg Faculty of Nursing.

The students must also demonstrate financial need and reside in the Province of Ontario. Students should apply in Year 1 by May 15.

M. Jean Wilson In-Course Scholarship

Donor: Ms M. Jean Wilson, former Undergraduate Program Chair

Awarded to a student entering Year 2 of the Bachelor of Science in Nursing program who has carried a regular course load and has the highest academic standings in the first year of the program.

Value: Annual fund income
Application due: May 15 - Apply in Year 1
Document required: Award Application Form

Zindart Undergraduate Award for Nursing Care of Children

Donor: Education Foundation: The Federation of Chinese Canadian Professionals (Ontario)

Awarded to a student who demonstrates academic and clinical excellence in the nursing care of children. Students should apply in Year 1 by May 15. If selected, award will be paid at the start of Year 2. Apply to Chair, Awards Committee, Lawrence S. Bloomberg Faculty of Nursing.

Value: $500
Application due: May 15 - Apply in Year 1
Document required: Award Application Form

Awards for Graduating Students

Edwin Chau Memorial Scholarship

Donor: Dr. Grace Bradley, in memory of her father, Mr. Edwin Chau

To be awarded each year to a student in Year 2 who is committed to the care of patients
of any age with debilitating chronic illness. Apply to the Chair, Awards Committee, Lawrence S. Bloomberg Faculty of Nursing.

Value: Annual fund income
Application due: May 15
Document required: Award Application Form

**Nancy Coles Blackburn Memorial Scholarship (OSOTF)**

Donor: Ms Dorothy Coles

Awarded each year to student(s) in the graduating year.

Candidates must:
1. have financial need;
2. have ranked in the upper half of the final year class but not necessarily have carried a full course load; and
3. have demonstrated excellence in community health nursing.

Apply to the Chair, Awards Committee, Lawrence S. Bloomberg Faculty of Nursing. Students should apply at the end of Year 2.

Value: Annual fund income
Application due: May 15
Document required: Award Application Form

**Alice Girard Prize**

Donor: Dr. Alice Girard

Awarded to a undergraduate student who graduating from the Undergraduate program of the Faculty of Nursing. In selecting the recipient, consideration will be given to both academic performance and to demonstrate ability and evidence of success in the nursing field.

Value: Annual fund income
Application not required

**Nora J. Greenslade Prize**

Donor: The Rev. Stanley H. Greenslade and Family

Awarded to a student with outstanding achievement in the final year who has demonstrated the pursuit of excellence in both the academic and clinical areas.

Value: Annual fund income
Application not required

**Kathleen Russell Memorial Scholarship Fund (OSOTF II)**

Donor: Ms Elsie Watt, Faculty, Staff, Alumni and Friends
Awarded to a student in the second year of the Bachelor of Science in Nursing program, who will be pursuing graduate education in the Department of Nursing Science. Apply to the Chair, Awards Committee, Lawrence S. Bloomberg Faculty of Nursing. Students should apply at the end of Year 2, if they have also applied and been admitted to the MN program at the Lawrence S. Bloomberg Faculty of Nursing.

The student must also demonstrate financial need and reside in the Province of Ontario.

Value: Annual fund income
Application due: May 15
Document required: Award Application Form

**M. Jean Wilson Scholarship for Graduating Student**

Donor: Ms M. Jean Wilson, former Undergraduate Program Chair

Awarded to a student graduating from the Bachelor of Science in Nursing program who has carried a regular course load and has the highest academic standings in the final year.

Value: Annual fund income
Application not required

**Bursaries and Loans**

Applications, based on financial need, are accepted throughout the year. Apply to the Chair, Awards Committee, Faculty of Nursing.

**Student Crisis Fund**

The Lawrence S. Bloomberg Faculty of Nursing Student Crisis Fund was established in 2018 to assist currently enrolled students who encounter an unanticipated serious financial crisis beyond their control. The Student Crisis Fund is designed to provide temporary, short-term, financial assistance to students who are managing demanding academic requirements while struggling with unexpected financial challenges. Provided in the form of a one-time bursary, crisis funding is not intended to provide long-term or ongoing relief for recurring expenses. It is expected that prior to requesting crisis funds, students first consider other sources of funding available to them. Students currently enrolled in the undergraduate and graduate programs in the Lawrence S. Bloomberg Faculty of Nursing. All students including part-time (PM-NP), funded/non-funded PhD, and international students are eligible. Students are encouraged to meet with a faculty member or Assistant Dean, Registrarial and Student Services to complete an online request form together. The funding amount varies based on need and is decided on a case-by-case basis.

**University of Toronto Awards**

Information on awards available from the University of Toronto is available at the website: [http://www.future.utoronto.ca/finances/scholarships](http://www.future.utoronto.ca/finances/scholarships)
GENERAL REGULATIONS

Faculty Policies and Guidelines

University Assessment and Grading Practices Policy

(a) The Committee on Standing is responsible for implementing the University Assessment and Grading Practices Policy, [http://www.governingcouncil.utoronto.ca/policies/uniassgpp.htm](http://www.governingcouncil.utoronto.ca/policies/uniassgpp.htm) and for formulating, implementing, and administering Faculty regulations relating to this policy. Regulations specific to the LSBFON are approved by Faculty Council.

(b) The breakdown of marks and grading practices for each course will be made available in written form to all students enrolled in the class, on the first day of each course.

(c) Grades for each required course in the undergraduate program are based on more than one assignment. No one essay, test, examination, etc. will have a value of more than 80% of the final grade. Exemptions to this regulation may be granted by Faculty Council on the basis of criteria developed by the Committee on Standing.

(d) All final course grades will be reviewed by the Committee on Standing. No grades are final or shall be released to students as official until the Faculty review procedure by the Committee on Standing has been carried out.

(e) In courses with a final examination, the examination should be conducted formally and results of the examination worth (alone or in aggregate) at least one-third of the final mark for the course.

(f) Papers or assignments in any course which are graded at a failing level will be re-read/evaluated by a second Faculty member before the assignment is returned to the student.

(g) If students wish an assignment reread they must submit a request in writing to the course coordinator within one month of the release of the grade for this assignment. The written request must clearly identify the student's rationale for requesting a paper re-read.

(h) Group evaluation, where used, will not constitute more than 25% of the final grade.

(i) Students will not be eligible to begin Year 2 courses until all Year 1 courses are successfully completed. Individual exemptions will be considered on a case-by-case basis by the Undergraduate Program Director and the Committee on Standing.
Grade Scale and Definitions

In evaluating written work and clinical performance, grades will be assigned with reference to the following scale, meaning and definition:

Note: For all NUR courses and MPL 202H the passing grade is 60%.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Grade Point Value</th>
<th>Percentage Range</th>
<th>Numerical Midpoint</th>
<th>Meaning</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.0</td>
<td>90-100</td>
<td>95</td>
<td>Excellent</td>
<td>Extensive knowledge base; strong evidence of original thinking; capacity to critically analyze and synthesize; consistent ability to make decisions based on theory and critical evaluation.</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
<td>85-89</td>
<td>87</td>
<td>Good</td>
<td>Sound knowledge base; original thinking; some critical capacity and analytic ability; some ability to make decisions based on theory; ability to evaluate critically.</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>80-84</td>
<td>82</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>77-79</td>
<td>78</td>
<td>Good</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>73-76</td>
<td>75</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>70-72</td>
<td>71</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>67-69</td>
<td>68</td>
<td>Adequate</td>
<td>Satisfactory knowledge base; some ability to analyze unfamiliar problems, make decisions, and evaluate critically.</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>63-66</td>
<td>65</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td>60-62</td>
<td>61</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>1.3</td>
<td>57-59</td>
<td>58</td>
<td>Inadequate</td>
<td>Unsatisfactory knowledge base; problem-solving limited to routine application of rules and/or based on inaccurate observation; errors of judgment in decision-making or limited ability to make decisions independently and limited ability to evaluate critically.</td>
</tr>
<tr>
<td>F</td>
<td>1.0</td>
<td>53-56</td>
<td>55</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>0.7</td>
<td>50-52</td>
<td>51</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
* Mark assigned to a course in which there is a clinical failure, regardless of marks accrued in the course in assignments and examinations.

**Designators**

Designators assigned to students instead of regular grades:

**Pass/Fail:** In some courses, students are graded on a pass/fail basis. This designation does not enter into the calculation of the sessional average.

**INC:** Incomplete. INC is assigned by the instructor or Committee on Standing, normally as a final report, where course work is not completed but where there are no grounds for assigning a failing grade. It carries no credit for the course and is not considered for averaging purposes.

**IPR:** In progress. IPR is assigned as the report for a course that is continued in a subsequent session. The final grade will appear only once and only for the last enrollment period. It carries no credit for the course and is not considered for averaging purposes.

**SDF:** Standing deferred on the basis of incomplete course work because of medical or similar reasons. SDF is assigned by the divisional review committee upon approval of a student’s petition or an instructor’s recommendation. It must be replaced by a regular grade within a specific time period, normally by the next submission deadline for grades. If “SDF” is not cleared, a grade will be assigned based on the term work completed at that time by the student.

**WDR:** Withdrawn without academic penalty (granted upon approval of a student’s petition for late withdrawal from a course without academic penalty). WDR carries no credit for the course and is not considered for averaging purposes.
Grade Point Average (GPA)

The Grade Point Average is the weighted sum (a full course is weighted as 1 or more, a half-course as 0.5) of the grade points earned, divided by the number of full courses in which grade points were earned.

Three types of grade point averages are used:
1. The sessional GPA is based on courses taken in a single session (Fall, Winter or Summer).
2. The annual GPA is based on courses taken in the Fall and Winter sessions.
3. The summer session GPA stands alone.
4. The cumulative GPA takes into account all courses taken for degree credit in the Faculty.

Assignments

The ability to communicate in a scholarly manner, both verbally and in written form, is an expectation of the baccalaureate nurse and will be a consideration in the grading of assignments. All submitted papers and assignments remain the intellectual property of the individual student.


Course instructors for each course are responsible for collecting and returning all written assignments, and must set up an arrangement whereby papers can be signed in upon receipt. Students are responsible for ensuring that the teacher receives the submitted paper.

Students are advised to keep a copy of their assignments before submitting them.

The course coordinator or course instructor for each course will determine the due date for assignments and consider individual requests for an extension of the due date.

(i) Negotiation of making a presentation or the submission of a paper after the due date because of extenuating circumstances must be discussed with the course instructor. The student must make this request in writing prior to the due date. A medical certificate is required in the case of illness.

(ii) Grades of papers submitted after the due date where no alternate due date has been granted, or papers submitted after the renegotiated due date, will be lowered by 2% for each day that the paper is late, weekends included. Late penalties applied to assignments will be calculated in final grades, even if this results in the course failure.

(iii) Written assignments that are more than two weeks late will not be accepted without prior arrangements. In situations of illness or personal circumstances which interfere with the student’s ability to submit an assignment within two weeks of the due date, students may petition the Committee on Standing to have the assignment accepted. This petition must be received within one month of the original due date of the assignment.
An oral presentation, for which no alternate date has been negotiated, which is not presented on the assigned date, will receive a grade of 0.

When submitting written assignments it is important that students are aware that the Faculty and the University regard incidents of plagiarism as very serious academic offences and penalties can be severe. Guidelines related to academic honesty and how to guard against plagiarism can be found at the following university link.

http://writing.utoronto.ca/

Examinations

Examinations for individual courses are held throughout the school year. All students are expected to be available until the end of scheduled examination periods. Students who make personal commitments during the examination periods do so at their own risk; no special consideration will be given and no special arrangements made in the event of conflicts in such circumstances.

Rules for the Conduct of Examinations

(Adapted from http://www.artsci.utoronto.ca/current/exams/rules)

1. No person will be allowed in an examination room during an examination except the candidates concerned and those supervising the examination.
2. Candidates must appear at the examination room at least twenty minutes before the commencement of the examination.
3. Candidates shall bring identification document (signed with Photo ID) and place it in a conspicuous place on their desks. Photo Identification includes any of the following: current University of Toronto Photo ID (T-Card) OR up-to-date Passport (any country) OR Driver’s License (any country) OR current Canadian health card (any province or territory).
4. Candidates shall place their watch or timepiece on their desks.
5. All coats and jackets should be placed on the back of each candidate’s chair. All notes, books, pencil cases, turned off cell phones, laptops, or other unauthorized aids, as well as purses shall be stored inside candidate’s knapsack or large bag. The bag shall be closed securely and placed at the front, back, or side of the examination room. Candidates are not allowed to have a pencil case on their desk and any pencil cases found on desks shall be searched. All watches and timepieces on desks will be checked. If candidate has brought a bag (paper, transparent plastic or non-transparent plastic), the following items may be stored inside it under the candidate’s chair: cell phone, wallet, laptop and any small electronic devices such as calculator.
6. The faculty lead for the course has the authority to assign seats to candidates.
7. Candidates shall not communicate with one another in any manner whatsoever during the examination. Candidates may not leave the examination room unescorted for any reason, and this includes using the washroom.
8. No materials or electronic devices shall be brought into the examination room or used at except those authorized by the faculty lead for the course. Unauthorized materials include, but are not limited to: books, class notes, or aid sheets. Unauthorized electronic devices include, but are not limited to: cellular telephones, laptop computers, tablets, calculators, MP3 players (such as an iPod), Personal Digital Assistants (“PDA” such as a Palm Pilot or Blackberry), electronic dictionaries, Smart Watches and Smart Glasses.

9. Candidates who bring any unauthorized materials or electronic devices into an examination room or who assist or obtain assistance from other candidates or from any unauthorized source are liable to penalties under the Code of Behaviour on Academic Matters. That includes the loss of academic credit and expulsion.

10. In general, candidates shall not be permitted to enter an examination room later than 15 - 30 minutes after the commencement of an examination. Candidates will not be permitted to leave the examination room for the first 30 minutes after the commencement of an examination, except under supervision.

11. Candidates shall remain seated at their desks during the final ten minutes of each examination.

12. At the conclusion of an examination, all writing shall cease. The Faculty lead or designate may seize the papers of candidates who fail to observe this requirement, and a penalty may be imposed.

13. Examination booklets and other material issued for the examination shall not be removed from the examination room except by authority of the Faculty lead or designate for the course.

14. The protocol for open book examinations is different and students may be allowed to have books, notes and/or computers. The faculty responsible for the course will notify students ahead of time and supervise accordingly.

Missed Exam Policy

Examinations and tests should be missed only in the case of extraordinary circumstances. Students are expected to contact the course instructor prior to the exam/test if extraordinary circumstances arise that would prevent taking the test as scheduled.

Students must provide appropriate documentation to course faculty immediately upon return.

Examinations are rescheduled as close to the date of the original exam as possible. Normally only one make-up exam date is set which could be during reading or break weeks, and students are expected to be available. Prior to writing the exam students will sign a Declaration of Confidentiality indicating that they have not discussed the exam with others.

Policy on Final Examination Viewing for BScN Students

Within one month of the issue of final grade results, students can request to review their final examination papers. Examination papers may not be removed from the Faculty. Arrangements must be made with the Office of Student Services through the Registrar.
For clinical courses with repeating rotations (NUR360Y, NUR371Y, NUR372Y, NUR373Y), students will not be allowed to view the examinations until grades have been released for all of the rotations (two rotations in NUR360 and three rotations in NUR371/372/373). However, the request for the viewing must be submitted within one month of the release of grade.

Please note that when a final examination is failed, the examination is always reviewed by 2 faculty members to determine agreement with the failing grade. Faculty may not subsequently reread any final examination except on the authority of a formal petition.

Request for Examination Viewing Process

- Students must request to view a final exam through an email to the Faculty Registrar within one month of the release of the final course grade on ACORN/ROSI (Students are informed by the Faculty Registrar by email when their grades are posted at the end of each session/rotation)
- Faculty Registrar requests a copy of the student’s exam and answer key from the course instructor.
- Undergraduate program assistant informs the student when the exam is ready for viewing and books an appointment with the student.

Examination Viewing Process

- Students viewing examinations may not be accompanied by anyone else.
- Students are not permitted to take any belongings, including writing implements and cellphones, to the exam viewing room.
- Only calculators provided by the Office of the Faculty Registrar may be used by students to calculate examination marks (there will be a calculator in the viewing room when the student arrives).
- No exams or answer keys are to be removed from the exam viewing room by students.
- A student will be allowed 30 minutes to review one exam.

Examination Re-Grading Process

If a student wishes to have the final examination re-graded, a request should be submitted to the Office of Student Services outlining the student's reasons in detail. The request should be received within one week of viewing the examination. The Office of Student Services will review and triage requests, consulting with the course instructor as necessary. Requests will be granted only when they contain specific instances of disagreement with the existing grading and an indication of the academic grounds for such disagreement. Students understand that a re-reading of an examination may lead to a lowering of the mark, to a raising of the mark, or to no change. A fee of $36 will be charged.

Approved by: Committee on Standing on July 11, 2018
Credit/Averaging

(i) The grade point average is calculated and status is assigned at the end of each academic year.

Courses noted “INC”, “IPR”, “CR/NCR”, “SDF” or “WDR” are not included in the average, nor are transfer credits, courses taken on letter of permission, or courses designated as "extra". The computation of the average will be delayed if "SDF" has been granted in any credit course.

(ii) To receive credit in each NUR course and MPL 202H, the final grade must be at least 60%.

(iii) To obtain credit in NUR courses which include clinical practice, students must achieve a passing grade in both the theory and clinical practice components of the course. (A grade of “Pass” or “Fail” will be assigned for NUR470Y). Students who do not achieve a pass in both components of the course will receive a grade point value of 0.0 and a grade of 34%. Attendance at clinical practice is mandatory.

(iv) Failure to maintain consistent attendance at seminars, classes, and lectures may jeopardize the student’s grade in the course.

(v) Students are expected to participate in laboratory classes where observation and/or practice is carried out on themselves or on a fellow student. Scheduled lab sessions and simulation activities are considered clinical practice time and attendance at these sessions is mandatory.

(vi) To proceed in the program, a student must pass all courses with a clinical or lab component. In order to successfully pass a course, a student must complete all components of the course.

(vii) A student who has failed a course must repeat all prescribed work in the failed course.

(viii) A student who has failed to obtain credit in all the required courses in Year 1 will not be allowed to register in the second year until the courses have been successfully repeated.

The following status designations may be assigned in the instances described:

(i) In Good Standing: a student who has successfully completed all credit courses taken in an academic year with an overall grade point average of 1.7 or higher.

(ii) Registration Cancelled: a student who fails any one course twice or any two courses.

(iii) Suspended: The Faculty may suspend a student from registration in the program for a given period of time not exceeding two years and/or until the satisfaction of other
conditions as it may see fit. Upon satisfying the conditions of the suspension, the student shall be eligible for consideration to reregister in the program.

Withdrawals

(a) Students who wish to withdraw from the program at any point must consult with the Undergraduate Program Director. Students who withdraw from the program must return their photographic identification, student card and key to the building with the receipt of notification of withdrawal.

(b) Merely ceasing to attend lectures or informing the instructor, although it is courteous to do so, does not constitute official withdrawal. The refund of tuition fee is based on the refund schedule published by Student Account each year.

Policy for Requesting Leave from the Undergraduate Program

Parental Leave

This policy is intended to recognize the need of leave at the time of pregnancy, birth, or adoption, and to permit a pause in studies in order to provide full-time care in the first year of parenting a new child.

Either parent may request up to three sessions of leave, i.e., up to one calendar year, which must be completed within twelve months of the date of birth or custody. While on parental leave, students do not register or pay fees to the University.

Students may apply for parental leave by completing the Parental Leave Request form. The degree completion date of the program will be extended by the duration of the leave taken. Normally, the start and finish of the leave would coincide with the beginning and end of a session. Before re-entering, students should meet with the Undergraduate Program Director to plan their re-entry into the program.

Leave of Absence for Serious Health Problems or Personal Circumstances

Students must apply in writing to the Undergraduate Program Director for a one to three term leave of absence, i.e., up to one calendar year, on the grounds of serious health (supported by a medical certificate) or personal problems which temporarily make it impossible for them to continue in the program. To apply for a leave of absence, the student must complete the Leave Request Form and submit it to the Undergraduate Program Director.

Once on leave, students are not registered in the Undergraduate Program and are not required to pay fees. During their leave, students may not make demands upon the resources of the University, such as use library facilities, attend courses or engage in any coursework.

Students whose leave of absence was granted on the basis of a serious health problem will be required to provide a medical certificate indicating that they are able to resume their studies before they will be allowed to continue in the program. They then will meet with the Undergraduate Program Director to plan their reentry into the program. The terminal date for
completion of the degree program will be extended by the duration of the leave taken. Normally, a student will not be granted more than one leave of absence under the terms of this policy. Granting of leave of absence is contingent upon the student’s agreement to participate in remedial lab sessions upon their return to the program and before returning to clinical practice.

**Readmission to Program after Cancellation of Registration**

Students whose registration has been cancelled or who have withdrawn and who wish to be readmitted to the program must petition the Admissions Committee at the Faculty of Nursing for permission. The decision to readmit will be determined by previous academic performance, safety and clinical issues.

Normally the Faculty will not grant re-admission or further registration in the program to any student who has failed two clinical courses or one clinical or non-clinical course twice.

**Length of Degree Completion**

All requirements for the BScN degree must be completed within four years from the date of the student’s first enrolment. Students who have been absent from the program must meet with the Undergraduate Program Director before reentering.

**Failure in Clinical Component of a Course**

A student whose performance in nursing practice or clinical attendance is deemed unsatisfactory by the clinical instructor/preceptor (in consultation with the faculty advisor) may be assigned a failing grade in the clinical component of the course. It is a requirement that students must achieve a passing grade for the clinical component of all nursing clinical courses. Failure in clinical practice will result in the assignment of a grade point value of 34% for the course.

The process related to a potential or actual failure in clinical practice is as follows:

(i) Feedback on clinical performance is critical. If concerns arise related to a student’s clinical performance, these should be discussed with the student on a regular basis. When issues arise related to attendance, ability to demonstrate safe practice, communication, patient/client safety, or application of knowledge, skill and judgment, the student will be notified in writing. This will normally occur at the midpoint of the clinical experience. The student should be informed of the possibility of a failing clinical grade. Students must receive a copy of the midpoint evaluation in relation to the course clinical objectives and a learning contract with clear and precise communication on areas requiring attention and criteria of evidence of improvement. The student must be provided with sufficient clinical practice time to be able to demonstrate improvement.

(ii) The clinical teacher will inform the course coordinator of concerns and a plan of action.
(iii) The student may either demonstrate improvement in documented areas of concern or fail to achieve the expected performance level required within the agreed time frame. If there is not observed improvement in clinical practice, a second teacher, experienced in the same clinical area, will be asked to independently review the documentation, observe the student in the clinical setting, and provide a written evaluation regarding the student’s clinical performance.

(iv) If it is determined that the student was not able to demonstrate evidence of improvement to a satisfactory level in meeting the clinical objectives, the student will be assigned a failing grade in the clinical component of the course and will be assigned a grade point value of 34% for the course.
Unsafe Performance

Unsafe performance may refer to either a series of incidents/indicators related to failure to apply knowledge, skill, and judgment at a level that would normally be expected of a student at this stage of learning over a period of days or weeks or to a single incident of such seriousness that client/patient safety was or had the potential to be gravely compromised.

Unsafe performance may indicate that the student is unfit to continue in a course or courses or to continue as a student in the program.

The process in situations of unsafe performance is as follows:

(i) When a situation or situations occur(s) that are judged as unsafe, the clinical teacher may remove the student from clinical practice immediately. The teacher will subsequently meet with the student to discuss the problem and provide written notification.

(ii) The teacher will inform the Course Coordinator and Undergraduate Program Director of the situation as soon as possible.

(iii) If required, a second teacher, experienced in the same clinical area, will be asked to independently review the documentation and provide a written evaluation regarding the safety of the student’s clinical performance.

(iv) If it is determined that the student’s performance is unsafe, the student will be withdrawn from the course and will be assigned a grade point value of 34% for the course. It is at the discretion of the Committee on Standing as to whether the student would be allowed to continue in the nursing program or if their registration would be cancelled.

(v) Note: If a clinical agency refuses to allow a student to continue their clinical practice at that site for professional, ethical, or legal reasons, the Faculty is not obligated to provide an alternative learning experience for the student and the student’s ability to successfully complete the clinical requirement of the course would be in jeopardy.

Undergraduate Student Academic Appeals Guidelines

Approved by the Academic Appeals Committee October 13, 2016
Approved by Faculty Council November 2, 2016

The Academic Appeals Committee of the Faculty of Nursing has been established as the formal structure within the Faculty for the hearing of appeals against decisions of the Committee on Standing (CoS). This document outlines the procedures for academic appeals, which are initiated by undergraduate students after the petition process available through the CoS. Within the Faculty, the final decision on an appeal rests with this Committee. Note: Appeals by graduate students are subject to policies and procedures as set by the University of Toronto’s School of Graduate Studies http://www.sgs.utoronto.ca/facultyandstaff/Pages/Graduate-Academic-Appeals.aspx.

1. Membership
a. There shall be an Appeals Committee consisting of two members of the teaching staff in the Faculty and one alternate (Vice Chair) appointed by the Executive Committee; one undergraduate student enrolled in the Faculty; and one other member of Council who is not a member of the Faculty.

b. No person shall be a member of both the Committee on Standing and the Appeals Committee in the same academic year.

c. The Alternate (Vice Chair) member shall be used whenever a conflict is identified.

d. When the Chair is present and presiding, the Vice Chair will be considered a regular member of the committee. The Vice Chair shall be delegated all the Chair’s powers and duties if the Chair is absent or has disqualified herself/himself. Under normal circumstances the Vice Chair will succeed the Chair on resignation or retirement from office.

2. Quorum
Quorum is 50% plus one of all members. Any vote requires a simple majority of the quorum present.

3. Function
It shall be the responsibility of the Committee to:

a. Determine the general format for the conduct of the meetings.

b. Hear appeals of undergraduate students in the Faculty of Nursing against petition decisions of the Committee on Standing relating to exemption from the application of academic regulations or standards pertaining to BScN studies.

c. Deliberate and make the final decision within the Faculty on academic appeals by an undergraduate student against a decision as to the student’s success or failure in meeting an academic standard or other requirement or as to the applicability to a student’s case of any academic regulation. After consideration by the appropriate committee or members of the Faculty, the Appeals Committee will be the final decision making authority within the Faculty.

d. Report to Faculty Council at least annually on decisions.

e. Recommend to Faculty Council changes to policies and procedures with respect to petitions and appeals by students.

f. Generate and disseminate recommendations arising from appeals.

4. General Information Pertaining to Academic Appeals
An academic appeal is an appeal by an undergraduate student:

a. Against a decision as to the student’s success or failure in meeting an academic standard or other requirement.

b. As to the applicability to the student’s case of any academic regulation.

5. Grounds for Appeal
Appeals may only be based on grounds that a decision of the Committee on Standing was
unreasonable because:
  a. Faculty regulations and procedures were not followed; or
  b. Relevant evidence was not taken into consideration when the decision was made.

6. **Procedures to File an Appeal**

   NOTE: All intervals are in calendar days. Periods ending on a weekend or holiday will extend to the first following working day.

   a. **Intent to Appeal** – If an undergraduate student’s petition has been denied by the Faculty of Nursing’s Committee on Standing and the student has grounds to appeal this decision, the student must notify the Faculty Registrar in writing of the Intent to Appeal not more than 30 days after the date of the written notice of the final petition decision. Upon receipt of the student’s Intent to Appeal, the Faculty Registrar will forward all relevant documents to the Assistant Dean Academic Programs who will inform the Associate Dean Academic.

   b. **Informal Consideration** – As soon as mutually convenient, but within 15 days of submitting the Intent to Appeal, and prior to filing the Statement of Appeal (see 6c below), the student must meet with the Associate Dean Academic to discuss the proposed appeal in an effort to resolve the matter. This is an essential element of the process and the appeal will not proceed until after this meeting.

   There are three potential outcomes at this stage:
   i. The student withdraws his/her Intent to Appeal;
   ii. The Associate Dean Academic learns new information that may affect the decision of the Committee on Standing and refers the matter back for their reconsideration; or
   iii. The appeal proceeds.

   c. **Statement of Appeal** – After meeting for Informal Consideration with the Associate Dean Academic, the student has a maximum of 30 days to submit to the Assistant Dean Academic Programs his/her Statement of Appeal, which confirms with the Faculty, in writing, his/her intent to proceed with the appeal. The Statement of Appeal must include the grounds for the appeal, together with any supporting documentation. A student has the right to legal counsel at an appeal hearing. If the student wishes to appear with legal counsel, he/she shall so inform the Faculty at the time of submitting the Statement of Appeal and failure to do so may result in delay of the hearing to permit the program to engage and brief University legal counsel.

   d. **Acknowledgement of Receipt** – In response to the student’s Statement of Appeal, the Chair of the Academic Appeals Committee will provide formal written acknowledgement of receipt of the Statement of Appeal and supporting documentation to the student no later than 15 days following receipt of the student’s Statement of Appeal.

   e. **Scheduling of Appeal Hearing** – The Assistant Dean Academic Programs will schedule the appeal hearing in consultation with the Academic Appeals Committee members, normally within 30 days after the Acknowledgement of Receipt of the Statement of Appeal. The Chair will review the Statement of Appeal and determine the time allocation for the hearing, including the time allocation for the student and relevant faculty within the course of the hearing. The date of the hearing will depend on the availability of the Committee members. Once the appeal is scheduled, and
time allocated, the Assistant Dean Academic Programs will notify the student by registered mail to:

i. Inform the student of the date, time and place of the hearing of the appeal, and the time allocated for the hearing;

ii. Confirm with the student that he/she will appear in person with or without legal counsel (if applicable);

iii. Inform the student that, shall she/he not attend the hearing as notified, the Committee will proceed in her/his absence, and the student will not be entitled to any further notice of the proceedings, except for notice of the decision of the Committee.

- **Relevant Faculty** – The relevant faculty will be invited to attend or send a delegate to the hearing. The relevant faculty has the right to be represented by legal counsel and may call evidence and present arguments in person or by counsel. The Chair of the Academic Appeals Committee will request responses and supporting documentation from the relevant faculty involved in the appeal.

- **Material for Hearing** – The Assistant Dean Academic Programs will distribute, on a confidential basis, a copy of the Statement of Appeal and any other material provided on behalf of the student, faculty responses and supporting documentation to each member of the Appeals Committee, to the student and her/his counsel, and to the relevant faculty and her/his counsel, at least 7 days prior to the hearing.

- **Conflict of Interest** – Members of the Appeals Committee are responsible for reviewing the material for the hearing in advance, and, if appropriate, notifying the Assistant Dean Academic Programs and Chair of the Academic Appeals Committee in the event of a conflict of interest.

- **Powers of Chair** – The Chair is responsible for determining any pre-hearing issues that arise, including any dispute as to scheduling or pre-hearing compliance with the guidelines. Any request for such a determination will be made in writing to the Assistant Dean Academic Programs. The Chair or a Vice-Chair may, with the approval of the Dean, request a legal opinion on any matter relating to an appeal prior to the conclusion of the appeal.

7. **Appeal Hearing**

a. The purpose of the hearing is to assist the Appeals Committee in understanding the facts relevant to the appeal and the basis for the appeal. This is not an adversarial trial between the student and Faculty.

b. The hearing will be held in camera and therefore observers are not permitted. In camera hearings will be attended by only the Chair/Acting Chair, other members of the committee, the Assistant Dean Academic Programs, the student and legal counsel, the relevant faculty and legal counsel, and the witness presenting evidence at the time. Other witnesses will wait outside the hearing room.

c. The hearing will be chaired by the Chair or a Vice-Chair (“the Acting Chair”). The
Chair/Acting Chair will decide any issue as to procedure or evidence at the hearing. The Assistant Dean Academic Programs will act as Administrative Support for the hearing.

d. At the commencement of the hearing, the Chair/Acting Chair will summarize the procedure for the hearing, and reaffirm the allocation of time provided for the hearing with the student and relevant faculty.

e. The student or student's counsel will make any statements relevant to the appeal and/or call any evidence and introduce arguments in support of the appeal.

f. The members of the Committee, the relevant faculty and their counsel, will be given the opportunity to question the student and any witnesses called by the student.

g. After the presentation by the student, the relevant faculty will present the evidence upon which the decision was made and may also call witnesses.

h. The members of the Committee and the student and her/his counsel, will be given the opportunity to question the relevant faculty and any witnesses called by the Faculty.

i. Members of the Committee will be given a final opportunity to question the student, the relevant faculty, and any witnesses. The student, or the student’s counsel, will be given the opportunity to make a final statement. The relevant faculty or counsel will be given an opportunity to respond. The hearing will then be concluded.

j. The Committee will proceed to consider and determine its decision on the appeal in closed session attended only by the Chair/Acting Chair, the Administrative Support (Assistant Dean Academic Programs) and the members of the Committee present at the hearing. Where possible, the Committee’s consideration and decision will take place immediately following the conclusion of the hearing.

8. Decision of the Academic Appeals Committee
The Academic Appeals Committee may

a. Grant an appeal in whole or in part; or

b. Reject an appeal.

The decision of the Committee will be by a show of hands, and will be determined by a majority of the members present. The Chair/Acting Chair will vote only in the event of a tie. The Chair/Acting Chair will, in consultation with the Committee, prepare reasons for the Committee’s decision.

9. Notice of Decision and Reasons
The decision, with reasons for the decision, will be sent via registered mail to the student within 7 days after the day of the hearing. Copies of the decision and reasons will be sent to the Chair of the Committee on Standing whose decision was appealed, and to the Assistant Dean, Registrarial and Student Services.

10. Minutes
The minutes of the Appeals Committee will record only the date and time of the appeal, those present, a brief summary of the appeal, and the Committee’s decision.

11. **Report to Faculty Council**
   The Chair of the Appeals Committee will prepare annually a written report to be presented at Faculty Council summarizing the activities of the Committee and its decisions, without disclosing the name(s) of the student(s) involved.

12. **Appeal of Committee’s decision**
   Decisions of the Appeals Committee are final and binding on the Faculty. In the event that the appeal is rejected, the Chair will advise the student of his/her right to appeal within 90 days of its decision to the Academic Appeals Committee of the University of Toronto’s Governing Council [http://www.adfg.utoronto.ca/processes/acappeals.htm](http://www.adfg.utoronto.ca/processes/acappeals.htm).

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### FACULTY OF NURSING UNDERGRADUATE ACADEMIC APPEALS TIMELINE

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Petition Denied by the Committee on Standing</strong>&lt;br&gt;Academic appeals are initiated by undergraduate students after the petition process available through the CoS.</td>
</tr>
<tr>
<td></td>
<td>30 days</td>
</tr>
<tr>
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<td><strong>Intent to Appeal</strong>&lt;br&gt;If an undergraduate student’s petition has been denied by the Faculty of Nursing’s Committee on Standing and the student has grounds to appeal this decision, the student must notify the Faculty Registrar in writing of the Intent to Appeal not more than 30 days after the date of the written notice of original final petition decision. Upon receipt of the student’s Intent to Appeal, the Faculty Registrar will forward all relevant documents to the Assistant Dean Academic Programs who will inform the Associate Dean Academic.</td>
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<td>15 days</td>
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<td><strong>Informal Consideration</strong>&lt;br&gt;As soon as mutually convenient, but within 15 days of submitting the Intent to Appeal, and prior to filing the Statement of Appeal, the student must meet with the Associate Dean Academic to discuss the proposed appeal in an effort to resolve the matter.</td>
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<td><strong>Statement of Appeal</strong>&lt;br&gt;After meeting for Informal Consideration with the Associate Dean Academic, the student has a maximum of 30 days to submit to the Assistant Dean Academic Programs his/her Statement of Appeal, which confirms with the Faculty, in writing, if he/she intends to proceed with the appeal. The Statement of Appeal must include the grounds for the appeal, together with any supporting documentation.</td>
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</tr>
<tr>
<td></td>
<td>30 days</td>
</tr>
<tr>
<td>6</td>
<td><strong>Scheduling of Appeal Hearing</strong>&lt;br&gt;The Assistant Dean Academic Programs will schedule the appeal in consultation with the Academic Appeals Committee members, normally within 30 days after the Acknowledgement of Receipt of the Statement of Appeal. Once the appeal hearing is scheduled and time allocated, the Assistant Dean Academic Programs will notify the student by registered mail of the date of the hearing. The date of the hearing will depend on the availability of the Committee members.</td>
</tr>
</tbody>
</table>
Graduation

A student shall be eligible to receive a Bachelor of Science in Nursing degree when all requirements of the program have been satisfactorily met.

To obtain Honours upon graduation, students must achieve a cumulative average of 80% in the program.
**Undergraduate Mandatory Clinical Attendance Guidelines**

Clinical practice is central to nursing and mandatory in the Baccalaureate Nursing Program at the Lawrence S Bloomberg Faculty of Nursing. Full participation in both clinical and classroom learning is integral to students' success in the program and future excellence as practicing nurses. Below are guidelines for absences from Clinical Practice.

If students cannot attend clinical practice they are required to follow the process below. Clinical absences are tracked throughout the program and failure to act responsibly regarding absences constitutes non-compliance with the University of Toronto’s Standards of Professional Practice Behaviour for all Health Professional Students and will impact the student’s professionalism assessment and overall clinical evaluation. Breach of these standards may be cause for failure in a course.

**ABSENCES**

Clinical practice is central to nursing and mandatory in the Baccalaureate Nursing Program at the Lawrence S Bloomberg Faculty of Nursing. Full participation in both clinical and classroom learning is integral to students' success in the program and future excellence as practicing nurses. Below are guidelines for absences from Clinical Practice. Please see Undergraduate Mandatory Clinical Attendance Guidelines at this link: [https://bloomberg.nursing.utoronto.ca/wp-content/uploads/2013/08/Undergraduate-Mandatory-Clinical-Attendance-Guidelines-June-2013.pdf](https://bloomberg.nursing.utoronto.ca/wp-content/uploads/2013/08/Undergraduate-Mandatory-Clinical-Attendance-Guidelines-June-2013.pdf)

In the case of absence due to illness, students must notify: (1) their Clinical Instructor or Clinical Preceptor and (2) their Clinical Coordinator or Course Faculty and (3) the clinical placement site. Faculty should be notified by email as soon as illness occurs; the clinical placement site should be notified by phone prior to the beginning of the shift.

For each day of absence, appropriate documentation is required and must be submitted to the Clinical Coordinator or Course Coordinator by email. On the first day of an absence the student must fill out the *Notification of Absence* form and submit it to the Bloomberg website. [https://bloomberg.nursing.utoronto.ca/current-students/placements/undergraduate-placements/clinical-absences](https://bloomberg.nursing.utoronto.ca/current-students/placements/undergraduate-placements/clinical-absences). On the second consecutive day of absence, the *Verification of Student Illness or Injury (VOI)* form must be completed by a health care professional and submitted to the same online website. Please refer to the link below for the VOI form.


Students requiring absence for religious reasons or for extenuating circumstances must submit a request in writing to the Undergraduate Program Director at the beginning of the term.

Missed clinical practice may result in mandatory make up time. If required, this will be arranged through the Office of Clinical Education and the Undergraduate Program Director. Any arrangement made outside of these offices may violate University agreements with clinical agencies and is NOT acceptable.
LATENESS

If their arrival at the clinical placement site will be delayed, students must notify their Clinical Instructor or Preceptor and clinical placement site as soon as possible. Ongoing issues with lateness, and/or failure to provide appropriate notification will impact the student's professionalism assessment and overall clinical evaluation.

VACATIONS

Vacation time is not permitted during periods of clinical practice. Commitments which may affect students' attendance in clinical practice must be discussed with the Undergraduate Program Director prior to the beginning of the term.

Approved by Education Leadership Committee (June 15, 2013)

Standards of Professional Practice Behaviour for all Health Professional Students


Preamble

Health professional students engage in a variety of activities with patients/clients under supervision and as part of their academic programs. During this training, the University, training sites, and society more generally expect our health professional students to adhere to appropriate standards of behaviour and ethical values. All health profession students accept that their profession demands integrity, exemplary behaviour, dedication to the search for truth, and service to humanity in the pursuit of their education and the exercise of their profession.

These Standards express professional practice and ethical performance expected of students registered in undergraduate, graduate and postgraduate programs, courses, or training (for the purposes of this policy, students includes undergraduate/graduate students, trainees including post-doctoral fellows, interns, residents, clinical and research fellows or the equivalents) in the:

(a) Faculty of Dentistry;
(b) Faculty of Medicine;
(c) Lawrence S. Bloomberg Faculty of Nursing;
(d) Leslie Dan Faculty of Pharmacy;
(e) Faculty of Physical Education and Health;
(f) Factor-Inwentash Faculty of Social Work;
(g) Ontario Institute for Studies in Education (OISE Programs in School and Clinical Child Psychology; Counseling Psychology for Psychology Specialists; Counseling Psychology for Community and Educational Settings).

By registering at the University of Toronto in one of these Faculties or in courses they offer, a student accepts that he/she shall adhere to these Standards. These Standards apply to students in practice-related settings such as fieldwork, practicum, rotations, and other such activities arranged through the Faculty, program of study, or teaching staff. Other Faculties that have students engaged in such activities in health settings may also adopt these standards.
These Standards do not replace legal or ethical standards defined by professional or regulatory bodies or by a practice or field setting, nor by other academic standards or expectations existing at the University of Toronto. Action respecting these Standards by the Faculty responsible for the program or course does not preclude any other action under other applicable University policies or procedures, action by program regulatory bodies, professional bodies, or practice/field settings, or action under applicable law including the Criminal Code of Canada.

Breach of any of these Standards may, after appropriate evaluation of a student, and in accordance with applicable procedures, be cause for dismissal from a course or program or for failure to promote.

**Standards of Professional Behaviour and Ethical Performance**

All students will strive to pursue excellence in their acquisition of knowledge, skills, and attitudes in their profession and will uphold the relevant behavioural and ethical standards of his or her health profession or Faculty, including:

1. Keeping proper patient/client records
2. Where patient/client informed consent to an action is required, the student will act only after valid informed consent has been obtained from the patient/client (or from an appropriate substitute decision-maker)
3. Providing appropriate transfer of responsibility for patient/client care
4. Being skillful at communicating and interacting appropriately with patients/clients, families, faculty/instructors, peers, colleagues, and other health care personnel
5. Not exploiting the patient/client relationship for personal benefit, gain, or gratification
6. Attending all mandatory educational sessions and clinical placements or provide appropriate notification of absence
7. Demonstrating the following qualities in the provision of care:
   a. empathy and compassion for patients/clients and their families and caregivers;
   b. concern for the needs of the patient/client and their families to understand the nature of the illness/problem and the goals and possible complications of investigations and treatment;
   c. concern for the psycho-social aspects of the patient's/client's illness/problem;
   d. assessment and consideration of a patient's/client's motivation and physical and mental capacity when arranging for appropriate services;
   e. respect for, and ability to work harmoniously with, instructors, peers, and other health professionals;
   f. respect for, and ability to work harmoniously with, the patient/client and all those involved in the promotion of his/her wellbeing;
   g. recognition of the importance of self-assessment and of continuing education;
   h. willingness to teach others in the same specialty and in other health professions;
   i. understanding of the appropriate requirements for involvement of patients/clients and their families in research;
   j. awareness of the effects that differences in gender, sexual orientation, cultural and social background may have on the maintenance of health and the development and treatment of illness/problems;
   k. awareness of the effects that differences in gender, sexual orientation, and cultural and social background may have on the care we provide;
   l. respect for confidentiality of all patient/client information; and,
   m. ability to establish appropriate boundaries in relationships with patients/clients and with health professionals being supervised;
These Standards articulate the *minimum* expected behaviour and ethical performance; however, a student should always strive for exemplary ethical and professional behaviour.

A student will refrain from taking any action which is inconsistent with the appropriate standards of professional behaviour and ethical performance, including refraining from the following conduct:

- Misrepresenting or misleading anyone as to his or her qualifications or role
- Providing treatment without supervision or authorization
- Misusing or misrepresenting his/her institutional or professional affiliation
- Stealing or misappropriating or misusing drugs, equipment, or other property
- Contravention of the Ontario Human Rights Code
- Unlawfully breaching confidentiality, including but not limited to accessing electronic records of patients/clients for whom s/he is not on the care team
- Being under the influence of alcohol or recreational drugs while participating in patient/client care or on call or otherwise where professional behaviour is expected
- Being unavailable while on call or on duty
- Failing to respect patients'/clients' rights and dignity
- Falsifying patient/client records
- Committing sexual impropriety with a patient/client
- Committing any act that could reasonably be construed as mental or physical abuse
- Behaving in a way that is unbecoming of a practicing professional in his or her respective health profession or that is in violation of relevant and applicable Canadian law, including violation of the Canadian Criminal Code.

**Assessment of Professional Behaviour and Ethical Performance**

The Faculties value the professional behaviour and ethical performance of their students and assessment of that behaviour and performance will form part of the academic assessment of health professions students in accordance with the Grading Practices Policy of the University of Toronto. Professional behaviour and ethical performance will be assessed in all rotations/fieldwork/practicum placements. These assessments will be timely in relation to the end of rotation/fieldwork placement/practicum and will be communicated to the student.

Each Health Science Faculty will have specific guidelines related to these Standards that provide further elaboration with respect to their Faculty-specific behavioural standards and ethical performance, assessment of such standards and relevant procedures.

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1 Students who have (or have had) a close personal relationship with a colleague, junior colleague, member of administrative staff or other hospital staff should be aware that obligations outlined in the Provost’s Memorandum on Conflict of Interest and Close Personal Relations pertain to these Standards. [https://www.provost.utoronto.ca/planning-policy/conflict-of-interest-close-personal-relations/](https://www.provost.utoronto.ca/planning-policy/conflict-of-interest-close-personal-relations/)
Breaches of these Standards or of Faculty-specific guidelines related to these Standards are serious academic matters and represent failure to meet the academic standards of the relevant health profession program. Poor performance with respect to professional or ethical behaviour may result in a performance assessment which includes a formal written reprimand, remedial work, denial of promotion, suspension, or dismissal from a program or a combination of these. In the case of suspension or dismissal from a program, the suspension or dismissal may be recorded on the student’s academic record and transcript with a statement that these Standards have been breached.

With respect to undergraduate students, appeals against decisions under this policy may be made according to the guidelines for such appeals within the relevant Faculty.

In the case of graduate students, the procedures for academic appeals established in the School of Graduate Studies shall apply. Recommendation to terminate registration in a graduate program must be approved by the School of Graduate Studies. Decisions to terminate registration in a graduate program may be appealed directly to the School of Graduate Studies Graduate Academic Appeals Board (GAAB) in accordance with its practices and procedures.

In cases where the allegations of behaviour are serious, and if proven, could constitute a significant disruption to the program or the training site or a health and safety risk to other students, members of the University community, or patient/clients, the Dean of the Faculty responsible for the program or course is authorized to impose such interim conditions upon the student, including removal from the training site, as the Dean may consider appropriate.

In urgent situations, such as those involving serious threats or violent behaviour, a student may be removed from the University in accordance with the procedures set out in the Student Code of Conduct.

Guidelines for Ethical and Professional Conduct for Lawrence S. Bloomberg Faculty of Nursing Students

The following guidelines are based on the College of Nurses of Ontario Ethics Practice Standard (2009). They are designed to assist nursing students to provide ethical nursing care and to meet the Faculty’s expectations regarding ethical and professional conduct. The guidelines will help nursing students become reflective, ethical practitioners.

The Lawrence S. Bloomberg Faculty of Nursing Guidelines for Ethical and Professional Conduct for Nursing Students complement the University of Toronto’s Code of Behavior on Academic Matters, University of Toronto’s Code of Student Conduct, and Standards of Professional Practice Behaviour for all Health Professional Students. Students are responsible for knowing these documents and complying with the code and guidelines.

Nursing students are engaged in a number of relationships and therefore have obligations to different individuals and groups. Thus, the guidelines are divided into three sections: (i) nursing student and clients; (ii) nursing student and other health care professionals; and (iii) nursing student and the profession.
**The Nursing Student and Clients**

The nursing student is expected to respect the needs and values of clients. The following guidelines will assist the student in meeting this expectation.

1. Nursing students ensure that persons receiving care are informed of their student status (CNA, *Code of Ethics for Registered Nurses*, 2017) The nursing student is respectful of client’s /patient’s values, ethnicity, and religion, and the inherent worth of individuals.

2. When a nursing student does not wish to provide care to a client for ethical or religious reasons or because of a conflict in values, the student should discuss the assignment with the instructor/preceptor as soon as possible. Once assigned, the nursing student must continue to provide care until the issue is resolved.

3. The nursing student must provide safe, competent care to clients/patients. Nursing students are expected to meet standards of care for their level and stage of learning. They advise their faculty member or clinical supervisor if they do not believe they are able to meet this expectation.

4. The nursing student should strive to establish a therapeutic and caring relationship with clients. This professional relationship is based on trust which must not be violated.

5. The nursing student should communicate verbally and non-verbally with clients and families in a professional manner.

6. Nursing students recognize the importance of privacy and confidentiality and safeguard personal, family, and community information obtained in the context of a professional relationship. Nursing students understand their professional, ethical, and legal obligations related to privacy and maintaining client / patient confidentiality in all forms of communication (CNO, *Competencies for Entry-Level Registered Nurse Practice*, 2014, p. 9).

Nursing students should not discuss details of clients’ /patients’ lives or health care in public areas. Client, family, and agency confidentiality must be maintained in student conferences, classroom discussions, written assignments, and electronic communication.

Nursing students are aware that clients / patients must provide consent before any information can be disclosed to any individuals who are not members of the clients’ /patients’ health care team. Students are also aware that in exceptional circumstances, information can be disclosed without the client’s /patient’s consent, for example, if the safety of the client /patient or others is in jeopardy. In such a situation, the nursing student must consult with the clinical instructor/preceptor before initiating any action. When information is disclosed in exceptional circumstances the student is aware that only information necessary to address the situation can be disclosed.

Nursing students must not abuse the professional privilege of access to private information such as health care records (including their own records, a family member’s or any other person’s) for purposes inconsistent with their professional obligations. In all clinical practice
settings students comply with agency practices regarding use of client/patient information systems and respect policies that protect and preserve privacy including security safeguards and information technology. Nursing students understand that they may not use agency computer information systems for their own purposes.

7. The nursing student understands why attendance at clinical placements is mandatory.

8. The nursing student should inform her/his instructor/preceptor as soon as possible, or according to the manner established by the instructor/preceptor, if he/she is unable to attend the clinical placement due to illness or extenuating circumstances.

The Nursing Student and Other Health Care Professionals

The following guidelines will assist the nursing student to develop and maintain professional relationships and ethical conduct with colleagues.

1. The nursing student is a member of the interprofessional health care team. Therefore, the nursing student should accept responsibility to work co-operatively and collaboratively with peers, the instructor and other health care professionals to provide competent and safe client care.

2. As a member of the health care team the nursing student should communicate respectfully and effectively with colleagues. At the same time all nursing students can expect to be treated with respect and integrity in the clinical setting. If any student experiences behaviour or communication by any member of the health care team which they feel is disrespectful they should inform their clinical instructor or supervisor. Failing helpful outcomes from that discussion, within an appropriate time period, they then should enlist the assistance of the appropriate nursing education administrator in the nursing program.

3. In the event that a nursing student has reason to believe that another student or health care professional is not giving competent and safe care, and/or is giving care under the influence of drugs and/or alcohol, the student's first obligation is to protect the client/patient from harm, to ensure that client/patient dignity is respected, and to inform the instructor of the situation immediately.

4. If the instructor is not available immediately, the nursing student should promptly inform a responsible person at the clinical setting of the misconduct. Both misconduct and failure to report misconduct can result in a client being harmed psychologically and physically. It is left to the student's discretion whether he/she also wants to discuss the issue with the student(s) or health professional(s) involved.

The Nursing Student and the Profession

The nursing student represents the nursing profession. Therefore, the student has an obligation to know and appreciate the profession's values and also, to incorporate them into his/her practice.

The following guidelines will assist the nursing student to meet this expectation.
1. The nursing student should understand the Canadian Nurses Association’s *Code of Ethics for Registered Nurses* (2017) and the College of Nurses of Ontario’s Practice Standard *Ethics* (2009).

2. The nursing student should refer to these codes when making decisions about an ethical issue.

3. The nursing student should discuss ethical and professional concerns with his/her peers, instructors, and other Faculty members.

**Guidelines for the Student Evaluation of Teaching in Courses**

**Administration of Course Evaluations**

In the Lawrence S. Bloomberg Faculty of Nursing, all undergraduate and graduate courses are evaluated as required by the *University of Toronto Provostial Guidelines on the Student Evaluation of Teaching in Courses* (2016). The University of Toronto’s centralized course evaluation framework and online delivery system is used to evaluate teaching for all courses delivered in the Lawrence S. Bloomberg Faculty of Nursing.

**Procedures for Course Evaluation**

- **Course and Student Enrolment:** To ensure that students appropriately receive course evaluation invitations and the appropriate faculty are recognized as the course teachers for a course, information about courses and their instructors (including teaching assistants), is drawn automatically from ROSI / ACORN with consultation between Centre for Teaching Support and Innovation (CTSI) and the Faculty Registrar’s Office. Consultation with the Office of the Associate Dean Academic is offered as needed to ensure accuracy of data (courses offered, enrolment, assigned teachers, etc.). Central course evaluation staff with CTSI will work with the Faculty Registrar Office to ensure that all registered students as well as named faculty leads for each course are clearly and accurately identified to ensure that students have the opportunity to evaluate teaching within every course offered.

- **Instructor invitation to select questions:** Instructors will receive an invitation to add instructor-selected questions to the Lawrence S. Bloomberg Faculty of Nursing course evaluation instrument. Directions and guidance for this process are included with the electronic invitation to teaching faculty for each course. If instructors opt not to select additional questions, only the institutional and divisional questions will appear on course evaluation forms for their courses.

- **Timing:** Normally, the course evaluation period for all undergraduate and graduate courses in the Lawrence S. Bloomberg Faculty of Nursing takes place during the last two weeks of a course, and before any final examination, in the case of undergraduate courses. During this window, students are invited to complete the evaluations on-line through a secure system.

**Evaluation Instrument Format**
The University of Toronto’s course evaluation framework allows for the creation of a customizable form that includes a set of required core institutional questions, divisional questions, and instructor-selected questions. The maximum number of questions permitted on the evaluation instrument is 20.

In the Lawrence S. Bloomberg Faculty of Nursing, the standard format for course evaluations is:

<table>
<thead>
<tr>
<th>Administrative Responsibility</th>
<th># of Questions</th>
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<th>Details</th>
</tr>
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</table>
| Core institutional questions  | 8              | 1. I found the course intellectually stimulating.  
                              |                | 2. The course provided me with a deeper understanding of the subject matter.  
                              |                | 3. The instructor created a course atmosphere that was conducive to my learning  
                              |                | 4. Course projects, assignments, tests and/or exams improved my understanding of the course material.  
                              |                | 5. Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.  
                              |                | 6. Overall, the quality of my learning experience in this course was.  
                              |                | 7. Please comment on the overall quality of instruction in this course.  
                              |                | 8. Please comment on any assistance that was available to support your learning in the course. | Included on all forms |
| Divisional Questions –      | 2              | 1. This course helped me progress toward achievement of my educational goals.  
Graduate Courses             |                | 2. The course environment promoted a supportive community for learning. | Included on graduate Lawrence S. Bloomberg Faculty of Nursing course evaluation forms. |
| – Relevance of course       |                |          |         |
| – Community of learning     |                |          |         |
| Divisional Questions –      | 2              | 1. The course enhanced my understanding of professional nursing practice.  
Undergraduate Courses        |                | 2. The course highlighted connections between theory and/or research and nursing practice. | Included on undergraduate Lawrence S. Bloomberg Faculty of Nursing course evaluation forms. |
<p>| – Scope of practice/entry to practice competencies | | | |
| – Praxis: theoretical/empirical base of course | | | |</p>
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<tbody>
<tr>
<td>Instructor-selected Questions</td>
<td>Up to 5</td>
<td>To be selected by the instructor</td>
<td>Instructors may add up to 5 quantitative or qualitative questions drawn from central item bank.</td>
</tr>
</tbody>
</table>

**Review of Divisional Questions**

Normally, divisional questions are reviewed and approved by the Curriculum Committee at least every four years. Curriculum Committee will consult widely during the review process including through committee structures such as the Undergraduate Program and the Graduate Program Committees. Students are represented on the Curriculum and Faculty Council Committees (approval bodies).

**Communication**

The online course evaluation system is managed centrally through the Office of the Vice-President & Provost and CTSI. Communications to students, faculty, academic administrators and staff about the course evaluation system are administered centrally through these offices, with the assistance of the Course Evaluation Support Officers in CTSI and in consultation with the Lawrence S. Bloomberg Faculty of Nursing Registrar and Associate Dean Academic Offices.

Faculty will appropriately encourage student participation in the course evaluation process incorporating strategies such as Blackboard\(^2\) announcements, in-class announcements, allowing in-class time for evaluation completion, etc.

**Reporting**

The Lawrence S. Bloomberg Faculty of Nursing receives summary course evaluation reports as follows:

<table>
<thead>
<tr>
<th>Report Purpose</th>
<th>Details</th>
<th>Information to be included</th>
</tr>
</thead>
</table>
| Summative Report for each Course (for individual instructors, program directors, dean, & associate dean academic) | • Report generated for each instructor  
• Reports are generated for undergraduate and graduate courses for the respective program directors. The Dean and Associate Dean Academic receive all course evaluation reports.  
• Intended to be used for summative evaluation and personnel decisions  
• Data for undergraduate and graduate courses will be presented separately | • Quantitative and qualitative data from institutional and divisional questions  
• Data from institutional questions are displayed separately from all other questions  
• A composite score is provided for core institutional questions 1 -5  
• For each question, the following data will be provided:  
  o Question text  
  o Response set  
  o Course enrolment  
  o Number of responses  
For quantitative questions only (if adequate response numbers):  
  o Frequency (displayed as chart)  
  o Mean |

\(^2\) Blackboard has been replaced with Quercus (Canvas) as of 2018-2019 academic year.
Report Purpose | Details | Information to be included
--- | --- | ---
| | | o Median
| | | o Standard deviation
Comparative data for quantitative questions is provided for institutional and divisional questions (if adequate response numbers)

Note: Data from individually-selected instructor questions appear ONLY on the formative report sent to individual instructors and not on summative reports.

Formative Report for Instructors
(for individual courses for personal/formative use – includes instructor-selected question summaries)

- Report generated for each course for the instructor ONLY
- Intended to be used by individual instructors for teaching and course improvement purposes

Divisional report

- Each term, program directors and deans receive Summative Reports for all courses delivered in the faculty.

- Summative Report (see above)

**Course Evaluation Reporting within the Lawrence S. Bloomberg Faculty of Nursing**
The Lawrence S. Bloomberg Faculty of Nursing posts course-specific summaries of student evaluations of courses once yearly after distribution of the spring/summer ‘student evaluation of course’ results to instructors. Results are posted through the Blackboard system. Faculty are offered an opportunity to ‘opt out’ of posting a course evaluation summary. Institutional items 1-6 are included in the general reporting in Blackboard.

The OPT-OUT process is conducted by the Associate Dean Academic Office. Overall Faculty-wide yearly reports are prepared centrally by course evaluation system staff and uploaded to Blackboard by faculty IT staff in late summer of each year. Reports are kept on Blackboard for a 3-year period (rolling).

**Data Storage**
Course evaluation data are stored centrally and electronically for a period of 50 years. Instructors are encouraged to download and save their own evaluations for their future use.
Lawrence S. Bloomberg Faculty of Nursing Guidelines Related to Police Record Checks

General Information
The Lawrence S. Bloomberg Faculty of Nursing’s divisional position on police record checks is informed by the University of Toronto statement on Police Record Checks and the Health Sciences (April 2012). Nursing students at the Lawrence S. Bloomberg Faculty of Nursing often work directly with or in close proximity to children or vulnerable clients/patients during their practicum placements. To protect vulnerable clients/patients, nursing students will be required to obtain and submit a police record check report (vulnerable sector screening) prior to commencing each academic year. Police record check reports involve a more comprehensive background check than “criminal record checks” and “clearance letters”. A police record check report (vulnerable sector screening) includes information that would be covered in a criminal record check as well as information from other searches. Specifically, a police record check report (vulnerable sector screening) involves the electronic search of the Canadian Police Information Centre (CPIC) Investigative, Intelligence, and Identification databanks and any Service databases. Further details are available on the RCMP website http://www.rcmp-grc.gc.ca/en/criminal-record-and-vulnerable-sector-checks.

It is the student’s responsibility as part of their enrollment in an undergraduate or graduate program in the Faculty of Nursing to read this document as it gives notice of the Faculty’s position on the requirement for completion of a yearly police record check. The Lawrence S. Bloomberg Faculty of Nursing is responsible to our practicum partners for ensuring that our students meet the necessary requirements for the safe and proper administration of care activities with vulnerable populations. Successful completion of our nursing program is contingent on students’ ability to meet all academic and practicum requirements.

Nursing students who have practicum placements as a required component of their program must submit to the Faculty of Nursing a current police record check report (vulnerable sector screening) every 12 months (i.e. prior to the commencement of each academic year). The student is obligated to pay all costs incurred to secure required police record check reports (vulnerable sector screening). Neither the University nor the Faculty of Nursing pays for or reimburses students for costs associated with obtaining police record check reports (vulnerable sector screening). A lag in obtaining results or failure to present an acceptable police record check report (vulnerable sector screening) will jeopardize entry or continuation in the nursing program. Some agencies require current police record check reports (vulnerable sector screening) performed within shorter time frames (e.g. six months) prior to the start date of the practicum experience. In such cases, nursing students must complete the process again to receive a current police record check report (vulnerable sector screening) if the previous report is not within the clinical agency’s allowable time frame. Additional instructions for students are provided on the Faculty of Nursing’s website at https://bloomberg.nursing.utoronto.ca/current-students/placements.

Accommodations will not be made for students who do not have a police record check report (vulnerable sector screening). Students without a completed police record check report (vulnerable sector screening) at the start of their program will not be able to begin their nursing
program until the next year when the student has satisfied the Faculty’s police record check report (vulnerable sector screening) requirement.

Continuing students cannot complete the requirements of their program until they submit a current police record check report (vulnerable sector screening).

Please note that in the event that a student cannot present a current police record check report (vulnerable sector screening) or when the results of a police record check report do not permit a student to proceed with the practicum requirements for the nursing program, the Faculty of Nursing is not required to seek an alternative practicum experience or accept a student’s proposal for one. The student may not be able to meet the requirements to successfully complete the nursing program at the University of Toronto.

Prior to the start of each academic year, all new and returning BScN, MN, and Post-Master’s NP nursing students are required to present a current police record check report (vulnerable sector screening) and submit a signed Annual Police Record Consent Form as a course registration requirement.

International Students or Canadian Students Who Have Lived Out of Country
A police record check report (vulnerable sector screening) in Canada will be insufficient for students from outside Canada (e.g. international students). Students from outside Canada (e.g. international students) must make arrangements to secure a reliable and valid police record check report from the countries in which they lived prior to their arrival for studies at the University of Toronto. As well, once a student has an established residence in Ontario for one academic cycle, the student will be required to provide a local police record check report (vulnerable sector screening).

Undergraduate Nursing Students
All new and returning BScN students are required to present a police record check report (vulnerable sector screening) and submit a signed Annual Police Record Consent Form to the named officer in the Faculty of Nursing’s Clinical Education Office. Students will be registered into their nursing courses only upon receipt of a police record check report (vulnerable sector screening) that is negative/clear and all other requirements are met. For a student who has not received a negative/clear police record check report (vulnerable sector screening), the named officer in the Faculty will notify the Assistant Dean, Academic Programs, who will inform the Undergraduate Program Director and the Associate Dean Academic. The academic leadership will assess the likelihood of securing practicum placements that allow the student to successfully complete the program. If not likely, the student will be informed of this barrier to entry or progress. For any student who does not have a negative/clear police record check report (vulnerable sector screening), the Faculty will ask the relevant practicum agencies to determine whether or not that student may be engaged in a practicum placement with those organizations. The Lawrence S. Bloomberg Faculty of Nursing provides an educational opportunity for undergraduate students that prepares individuals to become Registered Nurses. However, the registration process for the College of Nurses of Ontario (CNO) is independent from the Faculty of Nursing and as such, the Faculty of Nursing cannot guarantee students’ registration with CNO (or equivalent). Further information on registration requirements with CNO can be found on their website at http://www.cno.org/en/become-a-nurse/registration-requirements/. A copy of the annual police record check report (vulnerable sector screening) will be retained for each undergraduate student for two years after the completion of their program.

Graduate Nursing Students
Increasingly, agencies where graduate students complete their practicum experiences are requesting graduate students to provide them with a current police record check report (vulnerable sector screening) to ensure they are eligible for the practicum. All new and returning MN and Post-Master’s NP nursing students are required to present a police record check report
(vulnerable sector screening) and submit a signed Annual Police Record Consent Form to the named officer in the Faculty of Nursing’s Clinical Education Office. Students will be registered into their nursing courses only upon receipt of a police record check report (vulnerable sector screening) that is negative/clear and all other requirements are met. For a student who has not received a negative/clear police record check report (vulnerable sector screening), the named officer in the Faculty will notify the Assistant Dean, Academic Programs, who will inform the MN Program Director and the Associate Dean Academic. The academic leadership will assess the likelihood of securing practicum placements that allow the student to successfully complete the program. If not likely, the student will be informed of this barrier to entry or progress. For any student who does not have a negative/clear police record check report (vulnerable sector screening), the Faculty will ask the relevant practicum agencies to determine whether or not that student may be engaged in a practicum placement with those organizations. Graduate students who are notified by an institution/agency that they are not able to proceed with practicum work or other engagement have an immediate obligation to notify the Course Instructor and MN Program Director, who will confer to determine whether an alternative placement is feasible. Graduate students must comply with expectations of health care agencies where they are completing their practicum placements, including a current police record check report (vulnerable sector screening). It is the responsibility of the graduate student to meet such health care agency requirements before starting practicum learning experiences. In the event that a graduate student does not receive a negative/clear police record check report (vulnerable sector screening), the graduate student is required to meet all ethical, professional, and other obligations regarding disclosure of this information. Please consult CNO’s Mandatory Reporting: A Process Guide for Employers, Facility, Operators and Nurses (http://www.cno.org/Global/docs/ih/42006_fsMandReporting.pdf) and Registration Requirements / Past Offences and Findings / Police Criminal Record Check (http://www.cno.org/en/become-a-nurse/registration-requirements/past-offences-and-findings-health-and-conduct/past-offences-and-findings/). A copy of a graduate student’s police record check report (vulnerable sector screening) is not normally retained within the faculty and students must keep their police record check report in an easily retrievable location.

Please note that PhD students who conduct research in clinical settings may also be required by agencies/institutions to submit a current police record check report (vulnerable sector screening) and show that report to agencies where they are doing their research. In these cases, the clinical agency reviews the report to ensure the student is eligible to conduct research at the setting.

**Toronto Police Services and Residents of the City of Toronto**

All students who are residents of the City of Toronto must obtain a signed Toronto Police Services Consent to Disclosure Application from an authorized Faculty of Nursing officer before requesting a police record check report (vulnerable sector screening). The student signs the application consenting to have the police proceed to prepare a police record check report (vulnerable sector screening) and submits the application to Toronto Police Services with appropriate fee payment. Processing time can take several months and students are advised to initiate their requests during the last week of May or no later than middle of June in order to have a police record check report (vulnerable sector screening) in time for the start of the new academic year. Students who submit their applications for a police record check report (vulnerable sector screening) with Toronto Police Services after the recommended time frame are at risk of not receiving their report by the start of the academic year and this will jeopardize their ability to start or continue in their program. Students who are requesting a police record check report (vulnerable sector screening) after the second week of June are strongly recommended to consider the expedited process with Toronto Police Services to ensure they have their results before the start of the academic year. Applications should be submitted to Records Management Service, Toronto Police Services. Additional details are available at the website for Toronto Police Services at http://www.torontopolice.on.ca
Registration and Fees

Registration

Students who enrol in courses agree by virtue of that enrolment to abide by all of the academic and non-academic policies, rules and regulations of the University and of his or her academic division, as set out in the divisional calendar, and confirm responsibility for payment of associated fees, and agree to ensure that the accuracy of personal information such as the current mailing address, telephone number, and utoronto.ca email address is maintained.

A student's registration is not complete until he or she has paid tuition and incidental fees, or has made appropriate arrangements to pay. Students who defer fee payment or whose payment is deferred pending receipt of OSAP or other awards, acknowledge that they continue to be responsible for payment of all charges, including any service charges that may be assessed. For details see the Student Accounts Web site at www.fees.utoronto.ca.

Details of the procedures by which students of the Faculty register and enrol in courses for which they are eligible, and pay or make arrangements to pay fees, are found on our website http://bloomberg.nursing.utoronto.ca.

Fees

Fees are subject to change at any time by approval of the Governing Council. Tuition fees normally consist of academic fees (including instruction and library) and incidental/ancillary fees (including Hart House, Health Services, Athletics and student organizations). Additional ancillary fees may also be assessed for enrolment in some specific courses. Consult the Student Account’s web site at www.fees.utoronto.ca.

The fees schedule is also available from Student Accounts’ website.

A $500 non-refundable tuition deposit is required from all accepted candidates to the BScN program that will be applied to tuition fees.

Fees Invoice and Payment

Fee invoice is available through ROSI. Payment is made at a financial institution - consult the Student Account’s website. You can also pay your fees using online banking if your bank offers this service.

Payment Deadlines

Deadlines are available from the Student Accounts Office.

To avoid delays, students are advised to pay fees early.
All fees and charges posted to your account are payable. If not paid in full, any outstanding account balance is subject to a monthly service charge of 1.5% per month compounded (19.56% per annum). Outstanding charges on your account from prior sessions are subject to a service charge as of the 15th of every month until paid in full. Service charges start on October 15.

Students with outstanding accounts may not receive official transcripts and may not re-register at the University until these accounts are paid.

**Fees for International Students**

In accordance with the recommendation of the Government of Ontario, certain categories of students who are neither Canadian citizens nor permanent residents of Canada are charged higher academic fees. Refer to the Student Accounts web site at www.fees.utoronto.ca for details.

**Financial Assistance**

A limited number of in-course bursaries, scholarships and awards is available to students who need financial assistance or who qualify for them on the basis of academic merit. Information on these, and the Ontario Student Assistance Program, is available on the following web sites:

Faculty web site: [http://bloomberg.nursing.utoronto.ca](http://bloomberg.nursing.utoronto.ca)
Enrolment Services web site: [http://www.future.utoronto.ca/finances](http://www.future.utoronto.ca/finances)

**Sanctions on Account of Outstanding Obligations**

The following are recognized University obligations:

(a) tuition fees;
(b) academic and other incidental fees;
(c) residence fees and charges;
(d) library fines;
(e) loans made by Colleges, the Faculty or the University;
(f) Health Service accounts;
(g) unreturned or damaged instruments, materials and equipment;
(h) orders for the restitution, rectification or the payment of damages, fines, bonds for good behaviour, and requirement of public service work imposed under the authority of the Code of Student Conduct.

The following academic sanctions are imposed on students with outstanding University obligations:

1. Official transcripts of record will not be issued;
2. Registration will be refused to continuing or returning students.

Payments made by continuing or returning students will first be applied to outstanding University debts and then to current fees.

**Personal Information**
Personal information is a vital part of the student's official University record and is used to issue statements of results, transcripts, graduation information, diplomas and other official documents. The University is also required by law to collect certain information for the Federal and Provincial Governments; this is reported only in aggregate form and is considered confidential by the University.

Any change in the following must therefore be reported immediately to the Registrar:

1. legal name;
2. citizenship status in Canada;

**Mailing Address**

Address information (mailing and permanent) must be viewed and changed on ACORN/ROSI (http://www.acorn.utoronto.ca). It is the student's responsibility to ensure that the mailing address is kept up-to-date on the ACORN/ROSI.

**E-Mail Address**

As a student at the University of Toronto, you have automatic access to the Information Commons, which is your passport to e-mail, the library and the Internet. Once you have your TCard, you must activate your University of Toronto e-mail account. Setting up a UTmail account is mandatory.

The University now considers e-mail to be an official mode of communication.

**T-Card**

The T Card is a wallet-sized card bearing the student's photograph, and serves as evidence of registration in the Faculty and as a library card. It is used for identification purposes within the University, such as Faculty examinations, student activities, and Athletic Association privileges. The loss of the card must be reported promptly to the Registrar, and the card must be surrendered if a student withdraws from the University or transfers to another College or Faculty. There is a fee for the replacement of lost cards.

**Transcripts**

The transcript of a student's record reports courses in progress and the standing in all courses attempted along with course average, information about the student's academic status including record of suspension and refusal of further registration, and completion of degree requirements.

Final course results are added to each student's record at the end of each session and Summer subsession. GPAs are calculated at the end of each session. Individual courses that a student cancels within the normal time limit are not shown.

Copies of the transcript are issued at the student's request, subject to reasonable notice. In accordance with the University's policy on access to student records, the student's signature is required for the release of the record.
The University of Toronto issues only a consolidated transcript, including a student’s total academic record at the University. Students may request consolidated transcripts on the Web at: www.rosi.utoronto.ca. Requests may also be made in person or by writing to:

University of Toronto Transcript Centre  
Room 1006, Sidney Smith Hall  
100 St. George Street  
Toronto, ON M5S 3G3

A fee of $12.00 (subject to change) is charged for each transcript. Cheques and money orders should be made payable to the University of Toronto. Students must indicate at the time of the request if the purpose of the transcript is for enclosure in a self-administered application. Such transcripts are issued in specially sealed envelopes.

The University of Toronto cannot be responsible for transcripts lost or delayed in the mail. Transcripts are not issued for students who have outstanding financial obligations with the University.
## APPENDIX: LIST OF POLICIES AND GUIDELINES

<table>
<thead>
<tr>
<th>Name of document</th>
<th>Page No</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Assessment and Grading Practices Policy</td>
<td>36</td>
</tr>
<tr>
<td>Grade Point Average (GPA)</td>
<td>39</td>
</tr>
<tr>
<td>Assignments</td>
<td>39</td>
</tr>
<tr>
<td>Examinations</td>
<td>40</td>
</tr>
<tr>
<td>Rules for the Conduct of Examination</td>
<td>40</td>
</tr>
<tr>
<td>Missed Exam Policy</td>
<td>41</td>
</tr>
<tr>
<td>Policy on Final Examination Viewing for BScN Students</td>
<td>41</td>
</tr>
<tr>
<td>Credit/Averaging</td>
<td>43</td>
</tr>
<tr>
<td>Withdrawals</td>
<td>44</td>
</tr>
<tr>
<td>Policy for Requesting Leave From the Undergraduate Program</td>
<td>44</td>
</tr>
<tr>
<td>Readmission to Program after Cancellation of Registration</td>
<td>45</td>
</tr>
<tr>
<td>Length of Degree Completion</td>
<td>45</td>
</tr>
<tr>
<td>Failure in Clinical Component of a Course</td>
<td>45</td>
</tr>
<tr>
<td>Unsafe Performance</td>
<td>47</td>
</tr>
<tr>
<td>Undergraduate Student Academic Appeals Guidelines</td>
<td>47</td>
</tr>
<tr>
<td>Graduation</td>
<td>53</td>
</tr>
<tr>
<td>Undergraduate Mandatory Clinical Attendance Guidelines</td>
<td>54</td>
</tr>
<tr>
<td>Standards of Professional Practice Behaviour for all Health Professional Students</td>
<td>55</td>
</tr>
<tr>
<td>Guidelines for Ethical and Professional Conduct for Lawrence S. Bloomberg Faculty of Nursing Students</td>
<td>58</td>
</tr>
<tr>
<td>Guidelines for the Student Evaluation of Teaching in Courses</td>
<td>61</td>
</tr>
<tr>
<td>Guidelines Related to Police Record Checks</td>
<td>65</td>
</tr>
</tbody>
</table>