Guidelines for Instructors in the BScN Program: Fall 2023

Welcome! This document contains general information and reference materials to support successful teaching in the BScN program with the Lawrence S. Bloomberg Faculty of Nursing, University of Toronto.
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1. KEY DATES FOR FALL 2023

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Fri, August 18, 2023</td>
<td>Deadline to submit grading plans for review by Committee on Standing</td>
</tr>
<tr>
<td></td>
<td>Return the Grading Plan Form to Bushra Shahrin (<a href="mailto:Bushra.shahrin@utoronto.ca">Bushra.shahrin@utoronto.ca</a>)</td>
</tr>
<tr>
<td>Tues, September 5, 2023</td>
<td>Final course outline/syllabus due in word format to Bushra Shahrin</td>
</tr>
<tr>
<td></td>
<td>(<a href="mailto:Bushra.shahrin@utoronto.ca">Bushra.shahrin@utoronto.ca</a>)</td>
</tr>
<tr>
<td>Mon, September 11, 2023</td>
<td>Classes begin</td>
</tr>
<tr>
<td></td>
<td>Ensure Quercus is open and that the course syllabus is available.</td>
</tr>
<tr>
<td>Mon, November 6, 2023</td>
<td>Final date to drop fall session courses without academic penalty.</td>
</tr>
<tr>
<td></td>
<td>NB: Student must consult UG Director prior to dropping a course due to</td>
</tr>
<tr>
<td></td>
<td>the lock-step nature of the program.</td>
</tr>
<tr>
<td>Fri, December 8, 2023</td>
<td>Last day of fall session classes</td>
</tr>
<tr>
<td>Fri, January 12, 2024</td>
<td>Final grades are due on eMarks for fall session courses</td>
</tr>
</tbody>
</table>

Bloomberg Nursing Sessional dates: [https://bloomberg.nursing.utoronto.ca/current-students/sessional-dates-and-calendar/#content1](https://bloomberg.nursing.utoronto.ca/current-students/sessional-dates-and-calendar/#content1)

2. TEACHING

2.1 Teaching Support: Centre for Teaching Support and Innovation (CTSI)

CTSI was created to assist in the development of instructional skills, recognize teaching excellence, and ensure that an effective balance is established between teaching and research at the University of Toronto. Full details on CTSI can be found at the following website [http://teaching.utoronto.ca](http://teaching.utoronto.ca). CTSI offers a wide range of support for online and in-class teaching. It regularly offers courses about topics such as the following:
- Meeting the Challenges of Larger Classes
- Responding to Students in Crisis
- Dealing with Disruptive Behaviour
- Responding to Student Papers Effectively and Efficiently

If you work with teaching assistants, please encourage them to use the following services offered by the Teaching Assistants’ Training Program (TATP):

- Seminar Series
- Individual consultation
- Onsite observation and peer feedback

For more information, consult the TATP website: [http://tatp.utoronto.ca](http://tatp.utoronto.ca)

2.2 Guidelines for Preparing Course Syllabi
All instructors are required to provide an electronic copy of their course syllabus in Word format to the Programs Assistant at least one week prior to the start of each term (Bushra Shahrin: Bushra.shahrin@utoronto.ca). Below are some important guidelines you need to know about as you prepare your Course Syllabus:

Preparing the Course Syllabus:

- There are university and faculty policies that should be included in each course syllabus. Please see Appendix A at the end of this package with the current information that must be included in each undergraduate course syllabus. Please cut and paste these into your course syllabus. No alterations of this section of the syllabus are permitted. Course Instructors will familiarize themselves with all policies and procedures within this section prior to the start of the term.
- Each course syllabus should have our current faculty logo as displayed on the first page of this document. Please refer to the Faculty Logo posted at Sharepoint and in Appendix A.
- A copy of the course syllabus should be made available to students through posting on Quercus before class starts.
- The course syllabus should clearly indicate the course description, course learning outcomes, evaluation methods, and course readings. Note that no changes can be made to the course description without approval by the Curriculum Committee. A standardized template for the UG Course Syllabus is available on the Undergraduate SharePoint site or through the Undergraduate Program Director.

Assignment Practices:

- Instructors are strongly encouraged to provide grades throughout the term as appropriate and to return work worth a minimum of 10% of the final grade prior to the drop deadline, as appropriate (NB: condensed courses, such as the NUR371/3/4 rotations have alternate drop dates).
- Marks for class participation should not exceed 20% of the total grade.
- Students must be informed of all assignments including due date of each assignment, the weight each assignment carries in the grading plan, and late penalties through the course syllabus. Late penalty procedures will be included in the “Important University and Faculty Policies” section distributed to all faculty.
- Instructors who use Ouriginal (a tool to detect plagiarism – see also sections 2.6 and 2.10) must inform students at the start of the course that assignments must be submitted to Ouriginal through Quercus.
- The Grading Plan for each course must be submitted to the Faculty’s Committee on Standing for approval every term. Bushra Shahrin (bushra.shahrin@utoronto.ca) will circulate instructions on how to submit grading plans via e-mail a few weeks before each term begins.
- After the methods of evaluation have been made known (i.e., the Course Syllabus has been posted/distributed), the instructor may not change them or their relative weight without the consent of a simple majority of students attending the class, provided the vote is announced no later than in the previous class. Such changes should only be considered in extraordinary situations. Please consult the Undergraduate Program Director if you are considering a mid-course change in grading plan. See University Assessment and Grading Practices Policy:
Protection of Intellectual Property:
• If a student wishes to record, photograph, or otherwise reproduce lecture presentations, course notes or other similar materials provided by instructors, they 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.

2.3 Textbook Orders & Course Readings and References

Textbooks must be ordered through the U of T bookstore. The contact person at the bookstore for our faculty is Dino Naccarato (416-640-5831; dnaccarato@uoftbookstore.com). Please use the following link to add textbooks to your course: http://data.uoftbookstore.com/adoptions/

Publishers may provide course teachers and TAs with a free copy of required course textbooks. Please contact the publisher representative for details. Dino Naccarato will be able to provide you with publisher representative contact information.

You may choose to pull together a group of readings for your course to supplement or as an alternative to a course textbook. In most cases, you will be able to compile an appropriate reading list using materials available electronically through the University library services (electronic journals, e-books, etc.) The library can assist you in putting together links to materials to facilitate student access. It is generally not appropriate to post pdf copies of articles in Quercus. However, in some cases it may be acceptable to copy and post a small excerpt from a reference (e.g. a single chapter from a textbook or a paper) that would not otherwise be available to students. Please contact the library for assistance. In all cases, it is essential that you follow the guidelines established for complying with Canadian Copyright legislation.

1) Updated Copyright Resources for Faculty:
https://onesearch.library.utoronto.ca/copyright/resources
   This is where the most accurate and up to date resources can be found for U of T faculty and instructors.

2) The following page outlines some course reading options available to instructors:
https://onesearch.library.utoronto.ca/copyright/course-readings-information-instructors

3) This is the last memo sent by the Provost related to copyright compliance on campus. It’s specifically addressing the York case: https://memos.provost.utoronto.ca/recent-access-copyright-decision-and-its-impact-on-the-university-of-toronto-pdac-3/

University of Toronto Library Services has a free course syllabus service:
https://onesearch.library.utoronto.ca/copyright/course-readings-and-reserves-support. The syllabus service provides creation of links to online resources available in UTL’s collection for your syllabus, they also provide a section for accessing UTL resources within your Quercus site.

2.4 Library Resources
The University of Toronto does not support departmental libraries. Textbooks will not be purchased and maintained for our departmental or faculty use. Individual faculty members should contact the University of Toronto Library Services and request that they purchase appropriate texts, or place material on reserve for specific classes. We have a liaison librarian assigned to us: Mikaela Gray (mikaela.gray@utoronto.ca).

The U of T Library system offers a variety of sessions on how to use its resources (www.library.utoronto.ca). You should each have access to our outstanding library system. Procedures for accessing to the library are provided to you when you secure your academic appointment. If not, please contact dean.nursing@utoronto.ca).

2.5 Quercus and Grade Submission

Quercus is the University of Toronto’s Learning Management System. If you require orientation and support for Quercus, go to the Quercus Support Resources at https://teaching.utoronto.ca/ and at the new link: https://teaching.utoronto.ca/educational-technology/

In addition, Quercus Faculty of Nursing Resources are available at https://q.utoronto.ca/courses/173051, or contact Neal MacInnes, Academic Information & Communication Technology Supervisor (neal.macinnes@utoronto.ca). Neal typically runs orientation and training sessions on Quercus the week prior to the start of classes and during the first few weeks of each semester. He also provides 1:1 support.

If your course is being offered in-person, you should use Quercus for your course as a communication device (e.g., post the course syllabus, announcements, class notes, and so on). You will also use the Grade Centre in Quercus to collect and return student assignments, and to post student grades for individual assignments and tests (students are able to view only their own grades). At the end of each term, Faculty will download their final grades. Faculty have the option of submitting the grades to eMarks or submitting grades to the Programs Assistant for uploading to eMarks. Bushra Shahrin (bushra.shahrin@utoronto.ca) will circulate instructions on grade submission a few weeks before the end of each session.

Students will all have access to Quercus for each course, no matter the mode of delivery. You MUST post the course syllabus, announcements, class notes, and so on within Quercus. Note: The course website in Quercus must be opened to students no later than 9am on the Monday of the week classes begin each session (September 11th for the Fall 2023 semester).

2.6 Assignments

In general, the instructors for each course are responsible for collecting and returning all written assignments. Students are responsible for ensuring that the instructor receives each assignment on time.

Handing in Assignments
Students are expected to keep drafts and preparatory work of their completed assignments and copies of their final assignments (you may want to remind them of that expectation). Drafts and preparatory work must be made available to course faculty upon request. Instructors must make clear how assignments are to be submitted (e.g., electronically through Quercus, in paper format in class, etc.).
Instructors must also inform students that their assignments will be submitted to Ouriginal through Quercus to aid in detecting plagiarism. A blurb notifying students of the Ouriginal detection tool is in Appendix A for inclusion in your course syllabus.

Detailed instructions on the use of Ouriginal can be found through the Centre for Teaching Support and Innovation (https://teaching.utoronto.ca/ed-tech/teaching-technology/pdt/). Our IT team can also provide support (lt.nursing@utoronto.ca).

Faculty are encouraged to remind students that the assignment submitted to Ouriginal and the assignment submitted directly to the faculty MUST BE identical. Faculty are encouraged to verify these submissions are identical.

**Guidelines for the Submission of Written Assignments** *

The ability to communicate in a scholarly manner in both speaking and writing is an expectation of the baccalaureate-prepared nurse. Scholarly writing is expected and will be considered in the grading of assignments.

2. Students are to follow guidelines for submission of assignments as specified by course instructors which may include submission electronically or in-person. Students are advised to put (1) their student number, and (2) their initials on the front page of each assignment. Please note that student numbers and initials are to be used in place of names.
3. Assignments are also submitted to Ouriginal through Quercus as per course syllabus instructions.
4. The instructor of each course will determine the due date for assignments and consider individual requests, in writing, for submission of late assignment. If the request is granted, a new date and time will be determined.
   a. Negotiation of the submission of an assignment 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 may be required in cases of illness. Instructors will consult with the Year Coordinator before requesting such documentation.
   b. Grades of assignments submitted after the due date, will be lowered by 2% per day that the assignment is late, weekends included, unless an alternate due date has been negotiated. Assignments submitted after a renegotiated due date, will normally be lowered by 2% for each day that the assignment is late, weekends included. Late penalties applied to assignments will be calculated in final grades, even if this results in course failure.
   c. Assignments that are more than two weeks late without prior agreement for extension of the due date, will not be accepted by the teacher. The student is required to petition the Committee on Standing within a month of the due date of the assignment, and the petition must be supported with evidence of illness or personal circumstances that interfered with the student’s ability to request an extension on the assignment due date and complete the assignment on time.

As academic integrity is integral to our work, please access the following information sheet produced by the Writing Centre (University of Toronto) on *How Not to Plagiarize:*
http://advice.writing.utoronto.ca/using-sources/how-not-to-plagiarize/

* These guidelines apply for all assignments written in the BScN program. Revised April, 2014.
Returning Assignments to Students
Instructors can return all assignments / release grades for final exams to students before the Committee on Standing reviews final course grades for that term. If a final grade results in a course failure, the instructor should inform the Year Coordinator and the Undergraduate Program Director.

Instructors must communicate to students the process they will follow for return of assignments (e.g., electronically through Quercus, in-person, etc.). Students will not be permitted to retrieve assignments on behalf of others without written consent.

Hard-copy assignments that are being returned after the end of term can be left with Marisa Covello, Programs Assistant at the Office of Student Services. Students should pick up their assignments from Marisa within one month after grades are officially released.

Assignments that have not been collected by students within one month will be returned to the instructor of the course. According to Freedom of Information and Protection of Privacy Act (FIPPA), uncollected assignments will be kept for at least one full year. Assignments that have not been collected beyond one year can be returned to the Programs Assistant for shredding. It is also required to keep a copy of graded examinations for one year following the end of the course. Other records used for student evaluation (e.g. class participation/ attendance tracking forms) should also be retained by the instructor for one year.

2.7 Grading Practices and Regulations

Fall 2023 final grades are due by Friday, January 12, 2024. It is imperative that marks be calculated and reported accurately. For assistance in setting up the gradebook on Quercus, reviewing final grades on Quercus, or downloading the grades from Quercus, please contact Neal MacInnes (neal.macinnes@utoronto.ca). Please check your grade entry and calculations carefully before you submit final grades. Instructors do not release final grades but may release graded assignments to students.

Grade Scale

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Grade Point Value</th>
<th>Percentage Range</th>
<th>Meaning</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.0</td>
<td>90-100</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>Good</td>
<td>Good 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></td>
<td>Adequate</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>77-79</td>
<td></td>
<td>Adequate</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>73-76</td>
<td></td>
<td>Adequate</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>70-72</td>
<td></td>
<td>Adequate</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>67-69</td>
<td></td>
<td>Adequate</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>63-66</td>
<td></td>
<td>Adequate</td>
</tr>
<tr>
<td>Letter Grade</td>
<td>Grade Point Value</td>
<td>Percentage Range</td>
<td>Meaning</td>
<td>Definition</td>
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<td>--------------</td>
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<td>-----------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td>60-62</td>
<td></td>
<td>Un satisfactory 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. A student who has failed a course must repeat all prescribed work in that course.</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>57-59</td>
<td>Inadequate</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>53-56</td>
<td>Wholly inadequate</td>
<td>little evidence of even a superficial knowledge base; lacking in ability to problem-solve, make decisions, and evaluate. A student who has failed a course must repeat all prescribed work in that course.</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>50-52</td>
<td>Inadequate</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>0-49</td>
<td></td>
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Full details of Undergraduate Program Grading Regulations can be found at the Undergraduate Calendar: [http://bloomberg.nursing.utoronto.ca/academic/sessional-dates-and-calendar#content3](http://bloomberg.nursing.utoronto.ca/academic/sessional-dates-and-calendar#content3)

### 2.8 Equity, Diversity, Inclusion & Indigenous Reconciliation

The University of Toronto and the Bloomberg Faculty of Nursing are committed to equity, human rights and respect for diversity. All members of the learning environment should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another’s differences.

Students are reminded of the expectation that we all demonstrate respect for one another. As outlined in the Student Code of Conduct, the U of T does not condone discrimination or harassment against any persons or communities especially when based on grounds protected under the Ontario Human Rights Code.

In accordance with the Ontario Human Rights Code, no person shall engage in a course of vexatious conduct that is directed at one or more specific individuals, and that is based on the race, ancestry, place of origin, colour, ethnic origin, citizenship, sexual orientation, gender identity, gender expression, age marital status, family status or disability. This includes:

- Racial slurs or “jokes”
- Insults due to racial identity
- Online posts of cartoons or pictures, in a workplace or school that degrade persons of a particular racial group
- Name-calling due to race, colour, citizenship, place of origin, ancestry, ethnic background or creed
- Pseudonyms or handles that are inappropriate about ancestry, colour, citizenship, ethnicity, place of origin, race, or religion.

The U of T’s Equity Offices is available to students and provide support on equity issues.

Students are encouraged to support one another and the University’s commitment to human rights and our values of diversity, inclusion, and respect in managing any inappropriate comments or disruptive
behaviours. If students experience or witness inappropriate comments or behaviours, they are encouraged to contact the instructor or follow the Student Disclosure Process as outlined below.

**Student Disclosure Process**
The U of T and the Lawrence S. Bloomberg Faculty of Nursing are dedicated to fostering a supportive and safe academic environment in which the learning and scholarship of students may flourish. The safety and well-being of students, including their ability to learn in an environment of professionalism, collegiality, civility and respect are of utmost importance. Students who have witnessed or experienced harassment, discrimination or harmful unprofessionalism can use the Faculty’s disclosure protocol. Students can disclose by either submitting an entry on the confidential Event Disclosure Form (EDF) or contacting the Faculty’s designated intake officer.

**Land Acknowledgment**
Course instructors may wish to begin the semester with a land acknowledgement recognizing the unique and enduring relationship that exists between Indigenous Peoples and their traditional territories. Acknowledging the land is an Indigenous protocol used to express gratitude to those who reside here, and to honour the Indigenous people who have lived and worked on this land historically and presently.

To recognize the land is an expression of gratitude and appreciation to those whose territory you live, work and/or play on, and a way of honouring the Indigenous people who have been living and working on the land from time immemorial. It is important to understand the long-standing history that has brought you to reside on the land, and to seek to understand your place within that history. Land acknowledgements do not exist in a past tense, or historical context: colonialism is a current ongoing process, and we need to build our mindfulness of our present participation. It is also worth noting that acknowledging the land is Indigenous protocol (taken from: [http://www.lspirg.org/knowtheland/](http://www.lspirg.org/knowtheland/)).

Land acknowledgements are most authentic when they are personalized. One can accomplish this by making them specific to the land you are presently on, acknowledging your role in the history of the land, as well as your obligation to the land and its original Peoples presently. Course instructors may choose to incorporate lessons or concepts that will be discussed during their course as one way of acknowledging and addressing these obligations to Indigenous Peoples. CTSI has a workshop on personalizing your land acknowledgement if you are interested in learning more: [https://teaching.utoronto.ca/resources/quercus-videos-and-workshop-recordings/](https://teaching.utoronto.ca/resources/quercus-videos-and-workshop-recordings/) (See Personalizing your Land Acknowledgements: Building from the Medicine Wheel).

U of T land acknowledgement:
“I (we) wish to acknowledge this land on which the U of T operates. For thousands of years it has been the traditional land of the Huron-Wendat, the Seneca, and the Mississaugas of the Credit. Today, this meeting place is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work on this land.”

**Resources to Support EDIIR**
For resources and recommendations related to equity, diversity, inclusion, and Indigenous reconciliation, please visit our faculty Quercus site: [https://q.utoronto.ca/courses/282891](https://q.utoronto.ca/courses/282891)

**2.9 Student Evaluation of Courses and Teaching Effectiveness Process**
Course and teacher evaluations play an important role to formally evaluate student learning and teaching effectiveness.

The Faculty of Nursing has participated in a university-led ‘Student Evaluation of Courses and Teaching Effectiveness Process’. Students are invited electronically to complete course evaluations. Course evaluations have 3 kinds of evaluation items: university-wide, faculty/department-specific, and teacher-specific. Teachers are invited to select up to 5 items from a pre-set bank of teacher-specific items to include in the evaluation of each course you teach. Summary responses to these teacher-specific items are private to you alone. Course evaluation results (without teacher-selected item responses) are also made available to Academic Administrators within the Faculty (Dean, Associate Dean Academic, and Program Director). Summary responses to the eight university-wide items as well as the four departmental items are made available across our Faculty community. Faculty may opt out of faculty-wide availability of course evaluation results. For information on opting-out, please contact associatedeanacademic.nursing@utoronto.ca. For more information on the course evaluation framework, please refer to the CTSI website at http://www.courseevaluations.utoronto.ca/.


Student feedback is one component of tenure, promotion and re-appointment reviews so teachers are strongly encouraged to highlight the importance of student evaluation of courses to students. The CTSI website has resources and tips to help you talk to your students about course evaluation.

2.10 Academic Integrity and Plagiarism

It is essential to emphasize the importance of academic integrity to your students. Please refer to the following website for useful tips and guidelines: http://academicintegrity.utoronto.ca/.

Plagiarism is one of the most common academic offences. The University provides various resources on how to avoid and detect plagiarism. There are other types of academic offences so please carefully review the University policy on the Code of Behaviour on Academic Matters (effective July 1, 2019): http://www.governingcouncil.lamp4.utoronto.ca/wp-content/uploads/2016/07/p0701-coboam-2015-2016pol.pdf

Ouriginal is a tool that assists in detecting textual similarities between compared works. Detailed instructions on how to use it are provided in online user manuals and can be found at https://teaching.utoronto.ca/tool-guides/plagiarism-review-ouriginal/. Instructors are expected to use Ouriginal in all courses. Ouriginal scores should be reviewed prior to returning graded assignments. Ouriginal produces colour coding to highlight similarity as outlined below. Please note that these similarity reports do not indicate whether a student has plagiarized, rather they help to identify sources that contain textual similarities in submitted assignments. Instructors must use their own judgment to determine if plagiarism has occurred.

- Blue (no matching words)
- Green (one matching word up to 24% similarity index)
- Yellow (25-49% similarity index)
- Orange (50-74% similarity index)
• Red (75-100% similarity index)

Students do have the option of handing in rough notes of their assignment if they are opposed to using Ouriginal. These students should approach faculty in advance.

Email help for Ouriginal can be accessed via q.help@utoronto.ca

The following link also provides useful tips and services to deter plagiarism: http://writing.utoronto.ca/teaching-resources/deterring-plagiarism/.

If potential academic misconduct comes to an instructor’s attention, the instructor should immediately inform the student and invite them to discuss the matter. The instructor should also inform the Undergraduate Program Director and the Year Coordinator. Meeting with students about potential academic dishonesty cannot be delegated to a TA. For more information, please visit:
https://www.sgs.utoronto.ca/policies-guidelines/academic-integrity-resources/https://www.sgs.utoronto.ca/policies-guidelines/academic-integrity-resources/

2.11 Resources to Assist with Students in Difficulty

From time to time faculty members encounter students who are struggling to meet course expectations or who present challenges in terms of effective teaching and learning. While these issues can often be addressed directly by the course instructor, it may be helpful at times for the student to access additional supports. Students with difficulties or challenges either academically or personally should be referred to the Year 1 or 2 Coordinator, as appropriate. If necessary, students will be linked to resources within the Faculty or to campus resources.

The University has resources and guidelines to help faculty members handle complex student issues and to assist faculty to support students in difficulty. If it is an emergency situation, use the link for Responding to Distressed Students: http://studentlife.utoronto.ca/DistressedStudent.htm

If it is outside business hours, there are more Emergency Resources available at this link: http://www.studentlife.utoronto.ca/hwc/emergencies#node-1086

The University has various services and resources to support students who are experiencing difficulty. Below is list of services for students facing challenges.

Safety
www.safety.utoronto.ca
This website provides information on supportive resources and programs to address safety needs on campus.

Academic Success Centre (ASC)
http://www.asc.utoronto.ca 416-978-7970
Academic Success Centre presents workshops and lectures that are tailored to specific needs of students and programs. Their Drop-in Centre offers students assistance in developing study strategies and writing skills.
Health and Wellness Centre (Formerly Counselling and Psychological Services [CAPS])
http://healthandwellness.utoronto.ca/  416-978-8030

The Health & Wellness Centre provides a variety of services for registered students including mental health services such as short-term individual counselling and group therapies for anxiety, low or depressed mood and resilience (e.g. Mindfulness-Based, Cognitive-Behavioural Therapy for Anxiety) and psychiatric medication services.

Students also have access to counselling services on-site at the Faculty of Nursing through our Embedded Wellness Counsellor. This embedded counselling service is for non-urgent, mild psychosocial issues, including mild low mood/depression, anxiety, academic issues, relational issues, etc. Faculty are encouraged to advise the student of the service and direct them to the Health and Wellness Centre (main phone line: 416-978-8030). Students need to ask for an appointment with our embedded counsellor when they call Health and Wellness. Alternately, faculty are able to refer the student for these services with their permission.

Navi
Navi is a chat-based virtual assistant for students wanting to learn more about mental health supports available at the U of T. Students can click on the chat button and tell Navi what they need help with or how they are feeling. From stress and anxiety to feelings of discrimination or loneliness and everything in between, Navi is able to help by quickly searching for and providing contact information and direct links to U of T and community resources. Students can access Navi at uoft.me/navi.

U of T Telus Health Student Support (THSS)
THSS provides students with real-time and/or appointment-based confidential, 24-hour support for any school, health, or general life concern at no cost. Students can call or chat with a counsellor directly from their phone whenever, wherever they are. Students can access U of T Telus Health Student Support Program (U of T THSS) 24/7 by calling 1-844-451-9700. A web option is also available at https://uoft.me/THSS.

Accessibility Services
http://www.accessibility.utoronto.ca/
Accessibility Services facilitate the inclusion of students with disabilities into all aspects of university life. It provides guidelines to faculty on how to accommodate students with disability.

Writing Support for Students
Health Sciences Writing Centre provides one-on-one sessions for both undergraduate and graduate nursing students (www.hswriting.ca/).

2.12 FIPPA – Q&As for instructors

The document, FIPPA – Q&As for instructors has outlined best practices for student-faculty interactions. It should be interpreted in light of the U of T’s Policy on Access to Student Academic Records, the Grading Practices Policy, and the Policy on Official Correspondence with Students. Please refer to the document at the link below from the website of the vice-president and provost office: https://www.provost.utoronto.ca/wp-content/uploads/sites/155/2018/06/fippa-QA-for-Faculty.pdf
2.13 A Guide to the Personal Health Protection Act

This guide was created to give health information custodians a basic understanding of how the Personal Health Information Protection Act applies in the course of day-to-day activities: https://www.ipc.on.ca/wp-content/uploads/Resources/hguide-e.pdf

2.14 Mask Fit Policy and Mask Fit Accommodation Form

The Faculty’s Mask Fit Policy was approved in January 2020. This is not a departure from our current practice, but the policy establishes a formal opportunity for accommodation related to mask fitting and implications for student practicum experiences for those requiring accommodation. The form should be initiated by a student, signed by the student as well as by the Director, Clinical Education and the student’s Program Director.

Please refer to the policy document and the accommodation form from the Faculty website: https://bloomberg.nursing.utoronto.ca/current-students/placements/graduate/graduate-program-practicum-requirements/#content3

2.15 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.

2.16 Policy for Reviewing Graded Work

Definitions

Term work: any evaluation completed on or before the last day of classes. Term work may include: in-course tests, essays, group projects and discussion posts.

Final exam: an exam written or submitted after the last day of classes during the final exam period.

Re-read: when a portion of or a full graded evaluation is reviewed by a member of the faculty for potential grade changes. Term work re-reads have different protocols than final exam re-reads.

A. Term Work Review Process

The review of term work begins with an informal review and culminates in a formal re-assessment if needed as follows:

Informal Review
Students may discuss with the course instructor the feedback and grade on a piece of term work regardless of its value.

Individual pieces of work may include: in-course tests, essays, group projects and discussion posts.

A request to meet with the course instructor is to be made within 7 days of a student receiving the grade for the piece of work.

Meetings with the course instructor will provide the student with an opportunity to clarify feedback on their piece of term work and to discuss strategies to assist the student to be successful in the course.

**Formal Re-assessment**

- If a student is not satisfied with the outcome of the preliminary step toward resolution referenced above, a formal Request for Re-assessment of an In-Course Piece of Work may be made. A request for a formal re-assessment is made to the Director of the BScN Program after the student has discussed the piece of work with the Course Instructor.

- A request for a formal re-assessment of a piece of work can be made provided that the piece of work is worth at least 20% of the final grade in the course.

- To initiate a formal request for a re-assessment (i.e., re-grading) of a piece of work, students are to submit the request in a word document by email to the Director of the BScN Program within 10 days of the completion of the informal review process.

- When requesting the re-assessment, students must clearly detail the specific components of the assignment grade they are challenging. In the case where the assignment has a grading rubric, students must submit the rubric and identify the criterion on the rubric they believe was graded incorrectly along with an explanation of why the criterion should be evaluated higher. Without such documentation, the Director may decline the request for review of the assignment/test.

- The Director will send an anonymized and clean (no grading comments) copy of the assignment to a faculty member familiar with the content being evaluated in the assignment. The average of the course instructor’s assigned grade and the grade assigned by the faculty reviewer will stand as the student’s final grade on the assignment, which may be higher, lower, or the same.

**B. Final Exam Review Process**

**Final exam viewing:** Once final grades are released on ACORN, students will have 2 weeks to indicate their interest in viewing one or more of their final exams for that semester. The viewing appointment will be scheduled with Registrarial and Student Services and the student will view their graded work in a supervised setting. No portion of the graded final exam or any notes regarding the graded final exam may be retained by the student nor shared. If during the viewing, the student identifies a portion of the exam where they disagree with the grading, details regarding the grading of the specific question(s) will be recorded and retained by Registrarial and Student Services to substantiate a final exam re-read request. Students cannot submit a final exam re-read request without first completing their final exam viewing and providing details for the request.

**Final exam re-grade:** After a final exam viewing is complete a student can submit a request for a final exam re-grade provided the following conditions are met:
Specific questions are identified where the student disagrees with the grading and specific rationale for the new grade is provided OR an addition error is found in tallying the final exam grade.

- The total number of marks believed to be missing by the student would increase the final exam grade by 3% or more (except addition error).

There is a fee for final exam regrading requested by a student when both conditions above are met. If both conditions are met, then Registrarial and Student Services will send the student a link to pay $36 for the re-read of the specific questions requested. The re-read may result in a grade increasing, decreasing or staying the same. If the grade changes in either direction the student will receive a refund of the fee. The outcome of this final exam re-read process is final and there are no further processes to revisit the grade.

2.17 Working with a Teaching Assistant

Some undergraduate courses have Teaching Assistant (TA) positions assigned to them. If you have a TA position associated with your course, you will be advised how many hours of TA support are available to you. The number of allocated TA hours cannot be changed without approval from the Office of the Associate Dean Academic. You have some flexibility with respect to how you use the TA hours. In general, TAs can provide assistance with marking assignments and tests, facilitating student understanding of material through on-line discussions and individual student consultations, and preparing instructional materials. It is also appropriate for TAs to have an opportunity to deliver some course content, with the guidance of the course instructor. Ultimately, the course instructor is responsible for the consistency and quality of grading in the course, which will require collaboration with, and oversight of, grading completed by the TA. The course instructor is also solely responsible for communicating with students around failing grades on assignments and tests, and academic integrity issues. Faculty have the responsibility to advise students about the specific role(s) the TA(s) will have in the course.

The Teaching Assistant Training Program (TATP) is an excellent support program for TAs offered through the Centre for Teaching Support and Innovation (CTSI). New TAs are required to attend 4 hours of paid training. This means the 4 hours will be deducted from the total TA hours for the course i.e., 70 hours will be allocated 4 hours training and 66 hours in-course support. Also, meetings with TAs prior to the commencement of duties shall be with pay and scheduled for not less than 1 hour. The meeting will be explicitly noted on the DDAH form. As per CUPE 3902 Unit 1 Article 12:01(c) all TAs (continuing and first-time) are entitled to 2 additional hours of work-related paid training per academic year in which they hold at least 1 appointment, if requested and approved by the course instructor in consultation with the Program Director and Associate Dean Academic. More information is available at the TATP website: http://tatp.utoronto.ca. A CUPE 3902 Training Request Form must be signed by you as their supervisor.

Supervisors are responsible for completing the Description of Duties & Allocation of Hours (DDAH) form, and arranging a meeting to discuss the form with their Teaching Assistant(s) once prior to the commencement of duties (minimum 1 hour) and subsequently at the mid-point of the appointment (minimum 30 minutes). Please note that the DDAH form must allocate time for these meetings. The completion of the DDAH form is an important tool for providing instructional guidance to employees in respect of their duties, and care should be taken to ensure that sufficient detail is provided. As a reminder, Departments may be selected for an audit in accordance with Article 16:08 (b) of the Collective Agreement. For your reference, a current copy of the DDAH template is available.
You should plan a meeting with your TA prior to the start of the course to determine the allocation of TA hours within the course. In making this determination, it is advisable to consider both the nature of the support you will require, as well the needs of the TA as a developing scholar. You will need to complete the DDAH form that both you and the TA will sign. A regular TA position works an average of 10 hours per week and normally not more than 20 hours of work in any week or more than 8 hours per day. Teaching Assistants shall be granted a reasonable period of time in which to grade student coursework. Turnaround times shall be set out in the DDAH form. Departments shall not require or schedule work on Saturdays or Sundays, except for purposes of exam invigilation. The Associate Dean Academic’s Office will send each instructor the DDAH form, which should be returned to the Associate Dean Academic’s Office at the beginning of the term, and subsequently reviewed (and updated if necessary) at mid-term. The DDAH form needs to be signed by both the instructor and TA a second time following the mandatory mid-course meeting (even if there are no changes) and submitted to the Associate Dean Academic’s Office.

In consultation with the assigned TA(s), faculty are encouraged to consider including an item to evaluate TA performance within the course evaluation (would be an instructor-selected item). If desired, faculty could provide summary feedback to the TA on student responses to the TA evaluation item. As well faculty are expected to provide every assigned TA with a written evaluation for each course as feedback on the TA’s effectiveness in the course. Near the end of the course, you will be asked to complete a short evaluation form related to the TA’s performance in your course. This evaluative information is provided to the TA to support their ongoing development. You may also wish to debrief with the TA at the end of the course. For any inquiries related to working with a TA, please email associatedeanacademic.nursing@utoronto.ca.

3. FACULTY GOVERNANCE

3.1 Faculty Council and Committees

i) Faculty Council and its Standing Committees

Faculty Council is the highest governance body at the Faculty. It is comprised of 7 standing committees.

Roles of Standing Committees of Faculty Council

Executive Committee – executes policies of Faculty Council and makes recommendations on membership of standing committees

Equity, Diversity, Inclusion, and Indigenous Reconciliation (EDIIR) Committee - advises and provides strategic guidance, consultation and recommendations to the senior management team, other Faculty Council’s standing committees, and student governments on matters related to EDI

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 Council on changes to all existing curricula and policy regarding program delivery

**Awards Committee** - selects candidates for awards & reviews award/funding policies

**Appeals Committee** - decision-making authority within the Faculty on academic appeals by a student.

**ii) Faculty Program Committees**

**Undergraduate Program Committee Meeting:**
All faculty who teach in the undergraduate program usually meet monthly to discuss matters related to the BScN program and undergraduate nursing education.

There are MN and Doctoral Program Committees and several Faculty committees on promotions, workload and research. Ad-hoc committees and sub-committees are formed as required, particularly for academic selections.

**3.2 Undergraduate Program Governance**

The Curriculum Committee makes recommendations to Council on proposals for new program initiatives and program changes. Major undergraduate program changes require Faculty Council approval. Some major program changes and initiatives may also require approval by the Governing Council.

**4. SUPPORT AND RESOURCES AT THE FACULTY**

**4.1 Communications**

Should you have any questions regarding support for your courses, please contact Programs Assistant Marisa Covello (marisa.luisi@utoronto.ca) or Bushra Shahrin (Bushra.shahrin@utoronto.ca). For Quercus inquiries, please contact Neal MacInnes (neal.macinnes@utoronto.ca) or Allison Lee (ali.lee@utoronto.ca).

**4.2 Building Access**

**4.3 Undergraduate Leadership Team**

<table>
<thead>
<tr>
<th>Nadine Janes</th>
<th><a href="mailto:nadine.janes@utoronto.ca">nadine.janes@utoronto.ca</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Professor, Teaching Stream</td>
<td>416-978-2849</td>
</tr>
<tr>
<td>Undergraduate Program Director</td>
<td>HS 132</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mary Ann Fegan</th>
<th><a href="mailto:maryann.bedore@utoronto.ca">maryann.bedore@utoronto.ca</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Professor, Teaching Stream</td>
<td>416-946-0963</td>
</tr>
<tr>
<td>Year 1 Coordinator</td>
<td>HS 158</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Zoraida Beekhoo</th>
<th><a href="mailto:zoraida.beekhoo@utoronto.ca">zoraida.beekhoo@utoronto.ca</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Professor, Teaching Stream</td>
<td>416-946-8272</td>
</tr>
<tr>
<td>Year 2 Coordinator</td>
<td>HS 156</td>
</tr>
</tbody>
</table>
4.4 Administrative Staff - **Who to Contact**

**DEAN’S OFFICE**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inna Latypova</td>
<td>Executive Assistant to the Dean</td>
<td>General admin support to the Dean; liaison with vice-provost's office related to faculty appointments on behalf of Dean; scheduling, correspondence, coordination of meetings, travel for the Dean; coordination of faculty meetings, General Faculty, Executive, and other meetings called by the Dean.</td>
</tr>
<tr>
<td>Phyllis Babcock</td>
<td>Chief Administrative Officer</td>
<td>General support to the Dean, Associate Deans, responsible for Faculty administrative matters related to: space and building management; personnel; finance and budget planning and control; liaison with University central administration.</td>
</tr>
<tr>
<td>Kristen Reichold</td>
<td>Director, Office of the Dean</td>
<td>Inquiries related to Teaching Assistant assignments or CUPE 3902 Unit 1 collective agreement articles. Responsible for Faculty governance, Faculty Council, academic appeals, and the confidential student disclosure for reporting harassment, discrimination or harmful unprofessionalism.</td>
</tr>
</tbody>
</table>

**DEVELOPMENT OFFICE**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ylber Kusari</td>
<td>Director of Advancement</td>
<td>Fundraising, development, alumni relations, donor and prospect stewardship, donations management, event planning and coordination (awards ceremony, annual reunion, donor recognition, dean's reception).</td>
</tr>
<tr>
<td>Shonna Spicer</td>
<td>Alumni Relations and Annual Fund Officer</td>
<td>Maintains and manages information about alumni, donors, prospects, campaign projects, meetings, databases; alumni-related events, development website information; support to Director.</td>
</tr>
</tbody>
</table>

**BUSINESS AND FINANCE**
<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Justin Lim</td>
<td>Director of Finance</td>
<td>General support to the CAO. Oversees all financial administration and salary administration for the Faculty. Provide guidance and policy interpretation related to financial reporting, analysis, internal controls and budget planning. Liaison with Shared Service divisions on Finance and HR matters.</td>
</tr>
<tr>
<td>Pauline Marwan</td>
<td>Financial and Payroll Administrator</td>
<td>General support to the Director of Finance. Administers payroll for casual employees that includes both instructional support and administrative staff. Provides financial administration and policy support related to expense claims, accounts payable/receivables, and contracts. Assists with front office management.</td>
</tr>
<tr>
<td>Elena Luk</td>
<td>Director, Clinical Education</td>
<td>Coordinates clinical education, student preparedness requirements and student placement agreements; leads ongoing liaison activities, including external relations and development of partnerships with all levels of prospective practicum preceptors; develops processes and maintains standard databases and/or placement management software; creation of transparent and efficient practicum policy and procedures.</td>
</tr>
<tr>
<td>Sharon Lee</td>
<td>Student Placement Coordinator</td>
<td>Administrative support for clinical education; maintains information on student placements, preceptors, related database management, reports placement information to receiving agencies, tracks student preparedness requirements, prepares correspondence &amp; communication re: clinical placements, agreements, clinical instructors, etc.</td>
</tr>
<tr>
<td>Kong Ng</td>
<td>Student Placement Coordinator</td>
<td>Administrative support for clinical education; maintains information on student placements, preceptors, related database management, reports placement information to receiving agencies, tracks student preparedness requirements, coordinates WSIB accident reporting, prepares correspondence &amp; communication re: clinical placements, agreements, clinical instructors, etc.</td>
</tr>
<tr>
<td>Kavita Kandhai</td>
<td>Practicum Placement and Professional Development Officer</td>
<td>Conducts outreach to potential practicum sites and preceptors; supports clinical instructor hiring; schedules students to appropriate practicum placements; monitors the quality of practicum placements/preceptors; prepares correspondence &amp; communication re: clinical placements, agreements, clinical instructors, etc.</td>
</tr>
<tr>
<td>Leah Westgate</td>
<td></td>
<td>Conducts outreach to potential practicum sites and preceptors; supports clinical instructor hiring; schedules students to</td>
</tr>
<tr>
<td>Role</td>
<td>Responsibilities</td>
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</tr>
<tr>
<td>Practicum Placement and Professional Development Officer</td>
<td>appropriate practicum placements; monitors the quality of practicum placements/preceptors; prepares correspondence &amp; communication re: clinical placements, agreements, clinical instructors, etc.</td>
<td></td>
</tr>
<tr>
<td>Cristiana Grosskopf Practicum Placement and Professional Development Officer</td>
<td>Conducts outreach to potential practicum sites and preceptors; supports clinical instructor hiring; schedules students to appropriate practicum placements; monitors the quality of practicum placements/preceptors; prepares correspondence &amp; communication re: clinical placements, agreements, clinical instructors, etc.</td>
<td></td>
</tr>
<tr>
<td><strong>STUDENT SERVICES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Yubai Liu</strong> Assistant Dean &amp; Registrar</td>
<td>Assistant Dean &amp; Registrar is responsible for: student recruitment, admission/registration/enrolment process, timetable production, resolution of complex student issues, student fees and awards, and management of student records.</td>
<td></td>
</tr>
<tr>
<td><strong>Kate Galvin</strong> Associate Director, Recruitment &amp; Admissions</td>
<td>Directs recruitment and admissions administration for all of our programs.</td>
<td></td>
</tr>
<tr>
<td><strong>Bushra Shahrin</strong> Academic Advisor &amp; Enrolment Coordinator</td>
<td>Monitors student progress across the BScN, MN, NP, PhD and DN programs from course enrolment to tracking students out of lock step, all the way to their convocation. Supports administration of curriculum change, grades, petitions and will ensure key documents such as the UG calendar, Grad handbook and instructor handbooks are up to date and distributed.</td>
<td></td>
</tr>
<tr>
<td><strong>Aidan Gray</strong> Student Financial Awards, Stewardship &amp; Projects Officer</td>
<td>Administers scholarships, awards, bursaries procedures; counsels students on available sources of aid, financial management; produces statistics on financial support; admin support to Awards Committee.</td>
<td></td>
</tr>
<tr>
<td><strong>TBD</strong> Admissions &amp; Programs Assistant</td>
<td>Assists with recruitment and admissions portfolio. Supports aspects of the academic programs such as classroom bookings for undergrad and grad programs.</td>
<td></td>
</tr>
<tr>
<td><strong>Marisa Covello</strong> Records &amp; Programs Assistant</td>
<td>Collects and archives records for all programs, provides support for final exams including room bookings, exam viewings and re-marks, and processes service requests such as letters of registration and licensure requests from our alumnae.</td>
<td></td>
</tr>
</tbody>
</table>

**IT SUPPORT OFFICE**
**TBD**
Director, Technology Services

Director, Technology Services has responsibility for developing and leading the technology strategy planning efforts for the Information Technology (IT) department and ensuring that IT programs and initiatives align to Faculty of Nursing objectives and strategies. Director leads the IT team; manages IT annual capital budgets; defines metrics based on overall Faculty objectives, and ensures the integrity, reliability, security, and performance of information systems.

**Barry St Denis**
Administrative Information and Communication Technologist

Responsible for administrative IT support (hardware and software); file conversion; database management and managing accounts; collecting and reporting on data advice re: IT resources, purchases; creating help documents; implementing utilities, technical improvements, virus software, etc.; website management; back-up to Academic Information & Communication Technologist re: courseware; general IT help desk support and training.

**Neal MacInnes**
Academic Information & Communication Technology Supervisor

Leads online curriculum technological advancements, engages is consultations on course instructional designs and infrastructure, develops faculty capacity building initiatives in support of technology integration, monitors continuous improvement efforts, and supports Faculty special projects and new initiatives. He also supervises academic technology support and backs up Admin IT.

**Allison Lee**
Academic Technology Support Analyst

Supports instructors with the appropriate use of academic technologies for all courses. Supported technologies include Quercus, Ouriginal, Zoom/Teams video recordings, Techsmith Snagit video recordings, among others. Contributes to the development of training and support materials, provides training, assists with Faculty projects and backs-up Admin IT.

**Sai Ranganathan**
Technology Support Analyst

First level Help Desk technical support; A/V equipment setup and management; new computer set ups (PC, laptop, MAC); Simulation Laboratory control room support; IT inventory management; IT issues triage.

### 4.5 Professional Expense Reimbursement Allowance (PERA)

The Professional Expense Reimbursement Allowance (PERA) is available to continuing full-time and part-time (not sessional faculty members) faculty and librarians who are governed by the Memorandum of Agreement between the University of Toronto and UTFA. For further details, please visit https://finance.utoronto.ca/policies/gtfm/travel-and-other-reimbursable-expenses/professional-expense-reimbursement-allowance/
APPENDIX A:
University and Faculty Policies for Inclusion in Course Outlines /Syllabi

IMPORTANT UNIVERSITY AND FACULTY POLICIES

Professional Comportment

It is an expectation that nurses demonstrate a high degree of respect towards others as a fundamental aspect of professional comportment. Nursing students in our program must understand and enact this professional standard:

- in their actions and interactions with patients and family members,
- in their communications about patient care and other issues with colleagues,
- in their conduct, manner and demeanor in the practice environment,
- and generally as a student member and representative of a professional organization.

Further discussion on this important theme of professional comportment will occur in each course through the program. For additional guidance please refer to:

The University of Toronto’s Standards of Professional Practice Behavior for all Health Professional Students (2015): https://governingcouncil.utoronto.ca/secretariat/policies/professional-practice-behaviour-all-health-professional-students-standards-0


Protection of Intellectual Property:

If a student wishes to record, photograph, or otherwise reproduce lecture presentations, course notes or other similar materials provided by instructors, they 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.

Course Drop Date

November 6, 2023 is the final date to drop fall 2023 session courses without academic penalties. Instructors are expected to return graded work worth at least 10% of the final grade prior to the drop
date. If a student wishes to drop a course, they must first meet with the Undergraduate Program Director.

**Grading Regulations**
The passing grade for all courses in the BScN program is 60%. Please consult the Bloomberg Faculty of Nursing Undergraduate Calendar for grading regulation guidelines: [http://bloomberg.nursing.utoronto.ca/academic/sessional-dates-and-calendar#content3](http://bloomberg.nursing.utoronto.ca/academic/sessional-dates-and-calendar#content3)

**Guidelines for the Submission of Written Assignments**
The ability to communicate in a scholarly manner in both speaking and writing is an expectation of the baccalaureate-prepared nurse. Scholarly writing is expected and will be considered in the grading of assignments.


2. Instructors must make clear how assignments are to be submitted (e.g., electronically through Quercus, in paper format in class, etc.). Students should be advised to put (1) their student number and (2) their initials on the front page of each assignment. Please note that student numbers and initials are to be used in place of names.

3. Assignments are also submitted through the digital drop box linked to Ouriginal through Quercus.

4. The instructor of each course will determine the due date for assignments and consider individual requests, in writing, for submission of late assignments. If the request is granted, a new date and time will be determined.
   a. Negotiation of the submission of an assignment 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 may be required in cases of illness.
   b. Assignments that are more than two weeks late without prior agreement for extension of the due date will not be accepted. The student is required to petition the Committee on Standing within a month of the due date of the assignment, and the petition must be supported with evidence of illness or personal circumstances that interfered with the student’s ability to complete the assignment on time and to communicate with the instructor. Contact Bushra Shahrin (bushra.shahrin@utoronto.ca) for information on the petition process.
   c. Grades of assignments submitted after the due date where no alternative due date has been granted, or assignments submitted after the renegotiated due date, will normally be lowered by 2% for each day that the assignment is late, weekends included. Late penalties applied to assignments will be calculated in final grades, even if this results in course failure.

As academic integrity is integral to our work, please access the following information sheet produced by the Writing Centre (University of Toronto) on How Not to Plagiarize: [http://advice.writing.utoronto.ca/using-sources/how-not-to-plagiarize/](http://advice.writing.utoronto.ca/using-sources/how-not-to-plagiarize/)
**These guidelines will apply for all assignments written in the Undergraduate nursing program. (Revised April, 2014)**

**Plagiarism & Academic Integrity**

Ouriginal is used in this course. Normally, students will be required to submit their course assignments to Ouriginal for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their assignments to be included as source documents in the Ouriginal reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University’s use of the Ouriginal service are described on the Centre for Teaching Support and Innovation website (https://uoft.me/pdt-faq). Students do have the option of handing in all their rough drafts and notes of their assignment if they are opposed to using Ouriginal. These students must approach their faculty teacher(s) in advance.

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto is a strong reflection of each student’s individual academic achievement.

The University of Toronto Governing Council Code of Behaviour on Academic Matters (University of Toronto Governing Council, 2019) is found at https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019. The code outlines offences that constitute academic misconduct and processes for addressing academic offences. Section B.1 of the code (copied below) outlines academic offences.

It shall be an offence for a student knowingly:
(a) to forge or in any other way alter or falsify any document or evidence required by the University, or to utter, circulate or make use of any such forged, altered or falsified document, whether the record be in print or electronic form;
(b) to use or possess an unauthorized aid or aids or obtain unauthorized assistance in any academic examination or term test or in connection with any other form of academic work;
(c) to personate another person, or to have another person personate, at any academic examination or term test or in connection with any other form of academic work;
(d) to represent as one’s own any idea or expression of an idea or work of another in any academic examination or term test or in connection with any other form of academic work, i.e. to commit plagiarism;
(e) to submit, without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course or program of study in the University or elsewhere;
(f) to submit any academic work containing a purported statement of fact or reference to a source which has been concocted. (Code of Behaviour on Academic Matters, 2019)

All suspected incidents of academic misconduct will be investigated following procedures outlined in the Code of Behaviour on Academic Matters (University of Toronto Governing Council, 2019).

All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, you are expected to seek out additional information on academic integrity from your instructor or from other institutional resources. See https://www.academicintegrity.utoronto.ca/
Accessibility Statement
Students with diverse learning styles and needs are welcomed in this course. The University provides academic accommodations for students with disabilities in accordance with the terms of the Ontario Human Rights Code. This occurs through a collaborative process that acknowledges a collective obligation to develop an accessible learning environment that both meets the needs of students and preserves the essential academic requirements of the University’s courses and programs. In particular, if students have a disability/health consideration that may require accommodations, they should contact the Accessibility Services Office as soon as possible. The St. George Campus Accessibility Services staff (located in Robarts Library, First Floor) are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations (416-978-8060) or accessibility.services@utoronto.ca).

Writing an exam out of sequence
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.

Library Resources
University of Toronto Libraries provides access to a vast collection of online and print resources to faculty, staff, and students. Research help is available by phone, e-mail, chat, and in-person (www.library.utoronto.ca).

For more information on services and resources available, visit the Gerstein library website. http://gerstein.library.utoronto.ca/

Student Evaluation of Courses
Student evaluation of courses is an essential component of our educational programs at the Lawrence S. Bloomberg Faculty of Nursing. Student feedback enables us to continue to improve our teaching effectiveness to enhance student learning.

The Lawrence S. Bloomberg Faculty of Nursing participates in the University of Toronto’s centralized ‘Student Evaluation of Courses’ system. Towards the end of this course, you will receive an email inviting you to complete an online evaluation of this course. The email will provide you with the specific information and links needed to access and complete course evaluation. Your ratings and comments will be anonymous but will be aggregated for summary across evaluations. Once a process has been established, summarized course evaluations will be made available within the faculty and university community. For more information about the University of Toronto policy about student evaluation of courses, please refer to the following website: http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/studenteval.pdf
The Faculty of Nursing guidelines for the Student Evaluation of Teaching in Courses (2016) can be found at Guidelines-for-the-Student-Evaluation-of-Teaching-in-Courses-revisions-Approved-by-Curriculum-Committee-May-24th-2016.pdf (utoronto.ca)

**Navi**

Navi is a chat-based virtual assistant for students wanting to learn more about mental health supports available at the U of T. Students can click on the chat button and tell Navi what they need help with or how they are feeling. From stress and anxiety to feelings of discrimination or loneliness and everything in between, Navi is able to help by quickly searching for and providing contact information and direct links to U of T and community resources. Students can access Navi at uoft.me/navi

**U of T Telus Health Student Support (THSS)**

THSS provides students with real-time and/or appointment-based confidential, 24-hour support for any school, health, or general life concern at no cost. Students can call or chat with a counsellor directly from their phone whenever, wherever they are. Students can access U of T Telus Health Student Support Program (U of T THSS) 24/7 by calling 1-844-451-9700. A web option is also available at https://uoft.me/THSS.

**Family Care Office**

The U of T has a Family Care office that provides education and various supports to student parents including emergency childcare passes, toy rentals, and the location of breastfeeding and family-friendly study spaces on campus. More information can be found here: https://familycare.utoronto.ca/

**Equity, Diversity, and Inclusion**

Students are reminded of the expectation that we all demonstrate respect for one another. As outlined in the Student Code of Conduct, the University of Toronto does not condone discrimination or harassment against any persons or communities especially when based on grounds protected under the Ontario Human Rights Code. The University of Toronto recognizes its commitment to human rights, equity and inclusion and acknowledges the disproportionate impact COVID-19 has on various parts of our community. COVID-19 is not isolated to people of any particular ethnic origin, place of origin or race. Equity, diversity and respect must remain integral as we continue to transition during these challenging times. The institution will monitor and address discriminatory comments or behaviour including on U of T’s online platforms and classrooms.

In accordance with the Ontario Human Rights Code, no person shall engage in a course of vexatious conduct that is directed at one or more specific individuals, and that is based on the race, ancestry, place of origin, colour, ethnic origin, citizenship, sexual orientation, gender identity, gender expression, age marital status, family status or disability. This includes:

- Racial slurs or “jokes”
- Insults due to racial identity
- Online posts of cartoons or pictures, in a workplace or school that degrade persons of a particular racial group
- Name-calling due to race, colour, citizenship, place of origin, ancestry, ethnic background or creed
- Pseudonyms or handles that are inappropriate about ancestry, colour, citizenship, ethnicity, place of origin, race, or religion.
The University of Toronto’s Equity Offices is available to students for support on equity issues

Students are encouraged to support one another and the University’s commitment to human rights and our values of diversity, inclusion, and respect in managing any inappropriate comments or disruptive behaviours. If you experience or witness inappropriate comments or behaviours in your classes, you are encouraged to contact your instructor. If you can, take and share a screenshot of the inappropriate content with your instructor so they can follow-up with you and address the conduct.

**Student Disclosure Process**
The University of Toronto and the Lawrence S. Bloomberg Faculty of Nursing are dedicated to fostering a supportive and safe academic environment in which the learning and scholarship of students may flourish. The safety and well-being of students, including their ability to learn in an environment of professionalism, collegiality, civility and respect are of utmost importance. Students who have witnessed or experienced harassment, discrimination or harmful unprofessionalism can use the Faculty’s disclosure protocol. Students can disclose by either submitting an entry on the confidential Event Disclosure Form (EDF) or contacting the Faculty’s designated intake officer.