



Undergraduate Calendar 2023-2024

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INTRODUCTION

Officials of the University 2023-2024

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 Nursing Faculty

See the Directory 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 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 EDIIR.

Committee on Standing: oversees grading plans for all courses; reviews final grades and averages 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 they have 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 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.

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 Protection of Privacy Act (FIPPA)

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 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 Bloomberg Faculty of Nursing

The Lawrence 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-centered 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 and 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 delivery. 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)

REGISTRATION AND FEES

Registration

In order to register in the BScN program, each student must pay tuition fees or defer fees. Students can check their fee invoice on ACORN and the “minimum payment to register” amount will be listed. 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, please visit Student Accounts: www.fees.utoronto.ca

Course Enrolment

The Bloomberg Faculty of Nursing will enroll BScN student in their courses. Enrolment in fall and winter courses usually occurs at the end of August. Enrolment in summer courses usually occurs in early April. Students enrolled 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 their 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.

Fees & Payment

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.

Your fee invoice is available on ACORN. 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.

For information on how to pay your fees and payment deadlines, please visit Student Accounts: www.fees.utoronto.ca.

Bloomberg Nursing breakdown of fees: <https://bloomberg.nursing.utoronto.ca/future-students/tuition-fees/>

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

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 for details: www.fees.utoronto.ca

Financial Assistance

A limited number of in-course bursaries, scholarships, and awards are available to students who need financial assistance or who qualify for them on the basis of academic merit. Please see Appendix C for a list of awards. Further information on Bloomberg Nursing Awards & Financial Aid and the Ontario Student Assistance Program is available:

Bloomberg Faculty of Nursing: <http://bloomberg.nursing.utoronto.ca>

Enrolment Services: <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

It is each student's responsibility to ensure that both their mailing and permanent addresses are up-to-date on ACORN.

UTORid

You must convert your JOINid to a UTORid before classes begin: <https://www.utorid.utoronto.ca/>

In order to activate your UTORid you'll need to submit your photo and documentation online. You will be able to pick up your TCard (student ID) when you arrive on campus.

T-Card

The T-Card is a wallet-sized card bearing the student's photograph, 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 Assistant Dean & 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.

E-Mail Address

As a student at the University of Toronto, setting up a UTemail account is mandatory. Your @mail.utoronto.ca is the only email account faculty and staff will use to communicate with you starting each September. After you have activated your UTORid go to <https://mail.utoronto.ca> to set up your email account. Once you have your @mail.utoronto.ca email address, ensure your ACORN account is updated with that information: www.acorn.utoronto.ca

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. GPAs are calculated at the end of each session. Individual courses that a student cancels prior to the drop-deadline are not shown. Please note that Nursing students cannot independently drop a course but, rather, require permission from the Director of the UG Program. To order a transcript, visit www.transcripts.utoronto.ca

BACHELOR OF SCIENCE IN NURSING PROGRAM

Program Overview

The University of Toronto, Lawrence 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 health care. 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 2-year Bachelor of Science in Nursing program is to prepare students 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.
- For students applying for the **Fall 2025 admissions cycle**, one full course must be in Microbiology or its equivalent

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, and a completed assessment form for the prerequisite courses.

Applicants who identify as Indigenous

Positions will be made available on an individual basis to qualified applicants who identify as Indigenous such as First Nations (status or non-status), Inuk (Inuit), Métis, and/or Native American.

International Student Applications

Positions in the Undergraduate Program are available, on a competitive basis with all other applicants. 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 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 (Basic Life Support), etc. Failure to complete and provide these documents to the Lawrence Bloomberg Faculty of Nursing via the secure login-based online system, Synergy, 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 several weeks (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 June or early in July. A clear criminal record check is required by the College of Nurses of Ontario for licensure as a Registered Nurse.

Further details are posted at:

<http://bloomberg.nursing.utoronto.ca/current-students/placements/undergraduate-placements>

Program Requirements

The hours indicated in the chart below may vary. For exact number of hours, please consult the course syllabus.

| Code | Course Title | Lectures /Seminar (hrs/wk) | Lab (hrs/wk) | Clinical (hrs/wk) | Course Weight** |
|------|--------------|----------------------------|--------------|-------------------|-----------------|
| | Year I | | | | |

| Code | Course Title | Lectures /Seminar (hrs/wk) | Lab (hrs/wk) | Clinical (hrs/wk) | Course Weight** |
|-------------------------------|---|---|--------------------------------|------------------------------|----------------------------|
| NUR350Y1 | Introduction to Nursing Practice | 6 | 3 | 0 | 1 |
| NUR351H1 | Introduction to the Discipline and Profession of Nursing | 2 | - | - | 0.5 |
| NUR361Y1 | Introduction to Nursing in Health and Wellness | 3 | Simulation lab x1 (2hrs total) | 8-16 | 1.5 |
| NUR325H1 | Pathophysiology and Pharmacotherapeutics 1 | 3 | | | 0.5 |
| NUR371Y1 (7 weeks) | Introduction to Acute Care Nursing: Adults | 5 | Simulation lab x1 (2hrs total) | 16 | 1 |
| NUR374Y1 (7 weeks) | Introduction to Nursing Care of Childbearing Persons and Families | 5 | Simulation lab x1 (2hrs total) | 12 | 1 |
| NUR373Y1 (7 weeks) | Introduction to Nursing Care of Children and Families | 5 | Simulation lab x1 (2hrs total) | 12 | 1 |
| NUR390H1 | Introduction to Community Health: Nursing Perspectives | 2 | - | - | 0.5 |
| NUR330H1 | Introduction to Research and Scholarship in Nursing | 2 | | | 0.5 |
| | Year II | | | | |
| MPL202H1 | Current Topics in Medical Microbiology | 2 | - | - | 0.5 |
| NUR410H1 | Nursing and the Health Care System: Policy, Ethics and Leadership | 2 | - | - | 0.5 |
| NUR420H1 | Critical Reflexivity: Theory and Practice | 2 | - | - | 0.5 |

| Code | Course Title | Lectures /Seminar (hrs/wk) | Lab (hrs/wk) | Clinical (hrs/wk) | Course Weight** |
|---|--|----------------------------|---|-----------------------|-----------------|
| NUR425H (first time offered Fall 2023) | Pathophysiology and Pharmacotherapeutics 2 | 3 | | | .5 |
| NUR460Y1 | Coping with Complexity in Persistent Illness | 3 | Pre-clinical lab x1 (3.5hrs total); Simulation lab X1 (2 hours) | 24 | 1.5 |
| NUR461Y1 | Primary Health Care: Nursing Perspectives | 3 | Pre-clinical lab x1 (2hrs); Simulation lab x1 (2hrs) | 16 | 1.5 |
| NUR470Y1 (11 weeks) | Integrative Nursing Practicum | 30 hours over 11 weeks | Simulation lab (2 hours) | 360 hours in 11 weeks | 1 (Pass/Fail) |

Clinical Practice

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 their clinical instructor. Students who are identified at the midterm point as not meeting clinical practice expectations and/or 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.

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

Undergraduate Mandatory Clinical Attendance Guidelines

Clinical practice is central to nursing and mandatory in the Baccalaureate Nursing Program at the Lawrence 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.

Guidelines for absences from Clinical Practice: <https://bloomberg.nursing.utoronto.ca/wp-content/uploads/2013/08/Undergraduate-Mandatory-Clinical-Attendance-Guidelines-June-2013.pdf>.

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

In the case of absence due to illness, students must notify: (1) their Clinical Instructor or Clinical Preceptor and (2) their Course Faculty and (3) the clinical placement site. The Clinical Instructor / Preceptor and Course 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 every clinical absence, the student must record their absence on CORE. Clinical Instructors and/or Preceptors will verify students' clinical absences on CORE throughout the clinical rotation.

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 time cannot be rescheduled; however, students may be assigned mandatory remedial work and/or supplemental clinical learning activities to help minimize the impact of missed clinical time on the student's learning.

There are supplemental screening steps for a range of illness categories, including respiratory, that students are to follow prior to attending clinical placement. The Quercus site of all clinical courses will provide details of screening processes students are to follow.

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; Updated August 18, 2021)

Standards of Professional Practice Behaviour for all Health Professional Students

Students are accountable to the following standards as set by the University of Toronto:

<https://governingcouncil.utoronto.ca/secretariat/policies/professional-practice-behaviour-all-health-professional-students-standards-0>

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

The following guidelines are based on the College of Nurses of Ontario [Scope of Practice](#) and [Code of Conduct](#). 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 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.

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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, *Entry-to-Practice Competencies for Registered Nurses*, 2019, p. 6).

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.

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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 should follow the Student disclosure Process (outlined on p.45).
 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 they also want 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* (2019).
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.

Practicum Requirements

The Bachelor of Nursing program of the Lawrence 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 healthcare settings, 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 via the secure login-based online system, Synergy, prior to the start of September each year in the program.

- Immunization Form for New Students
- Proof of full COVID-19 vaccination
- Police Record Check – Vulnerable Sector Screening
- Annual Student Police Record Consent Form
- Workplace Safety Student Declaration
- HSPnet Student Consent Form
- Basic Life Support (BLS) level CPR 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 via the secure login-based online system, Synergy, 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 were in progress during Year 1)
- Mask Fit card from BScN Mask Fit Day (if not already uploaded to your profile)
- Renewal of Basic Life Support (BLS) level CPR 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. Refer to the Faculty's mask-fit policy for more information.

Mask-Fit Policy of the Lawrence Bloomberg Faculty of Nursing

(1) PURPOSE

The purpose of this policy is to protect the health and safety of Faculty of Nursing learners, patients, and health care agency staff by ensuring that all learners comply with Occupational Diseases Surveillance Policies and other related policies in effect at their clinical practicum sites, as well as the Government of Ontario Ministry of Labour orders issued under the Occupational Health and Safety Act, including the use of N95 respirators.

(2) APPLICATION

This policy applies to all Faculty of Nursing **learners** (Undergraduate and Graduate students with the Lawrence Bloomberg Faculty of Nursing) in clinical practicum sites.

Most clinical placement sites affiliated with the University of Toronto Faculty of Nursing have respiratory protection policies and procedures to follow when at risk of exposure to airborne infectious agents. Faculty of Nursing learners must comply with these policies and procedures.

(3) GENERAL REQUIREMENTS

Learners must comply with their clinical placement agency site's respiratory protection policies. As part of securing a 'Student Preparedness Permit', each learner must be individually fitted to determine which brands of N95 masks provide adequate protection against airborne particles. This may require the removal of facial hair to allow for an adequate mask-to-face seal. Mask fit testing must be updated every 2 years or when facial characteristics change due to weight gain/loss or facial trauma.

Learners are also required to be immune to vaccine preventable airborne infectious agents such as measles and varicella. Evidence of each learner's mask fit testing as well as their immunization status related to vaccine preventable airborne infectious agents (as well as other preparedness information) are requirements to be met prior to the start of each academic year. If requested by a clinical agency in which a learner is completing a clinical practicum, the learner must provide evidence of mask fit testing and immunization to the health care agency Occupational Health Office staff to allow them to view and input learner respirator-fit information, as required.

(4) ACCOMMODATION

Learners who cannot wear, or be fitted for, an N95 mask appropriately due to medical, religious or other valid reason should immediately notify their Program Director and the Clinical Education Office Director of their inability to do so and request accommodation. The learner must complete and submit the ***N95/Respirator Mask Fit: Accommodation Form***. The Program Director and the Clinical Education Office Director will confer with the relevant health care agency representative(s) to examine whether suitable alternative arrangements can be made consistent with the accommodation requirement. Practicum placement agencies may exercise their right not to accept a student who does not meet their Occupational Health and Safety policies for learners.

Note: This policy has been adapted from the University of Toronto Temerty Faculty of Medicine Policy: *Respiratory Protection Policy and Procedures (2009)*

The Mask-Fit Policy and the Mask-Fit Accommodation Form can be found on the website at

<https://bloomberg.nursing.utoronto.ca/current-students/placements/undergraduate-placements/#content3>

Failure to provide documents

Failure to complete and provide these documents to the Bloomberg Faculty of Nursing will affect your ability to engage in practicum and proceed in the BScN program.

COURSE DESCRIPTIONS

Note: Alphabetic character following course numbers

Y – a full course of 1.0 to 1.5 credit weighting

H – a half course of 0.5 credit weighting

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 across the lifespan in a variety of clinical contexts. Health assessment, relational work and therapeutic skills are discussed within the course. Content from this course complements the content learned in NUR 351H and NUR 361Y. It is an expectation that knowledge gained in this course is applied to all clinical settings.

NUR351H1

INTRODUCTION TO THE DISCIPLINE AND PROFESSION OF NURSING

This course will provide an introduction to the regulatory, legal, theoretical, and ethical foundations of the discipline of nursing and the place of nursing within health care. It will focus on the way in which the profession of nursing is organized as part of the Canadian health care system and explore concepts that inform the practice of nursing.

NUR361Y1

INTRODUCTION TO NURSING IN HEALTH AND WELLNESS

In this course students will be introduced to nursing practice across a range of practice environments for two client populations and their families: older persons and persons with mental disorders. Students will demonstrate an understanding of the complexities involved in supporting clients and their families through transitions in care within and across institutional and community health care settings.

Course content is presented within a framework of knowledge translation, exposing students to the various sources of knowledge that inform nursing practice. Of particular focus will be the theoretical concepts and research evidence that guide best practices when caring for older persons and persons with mental disorders, as well as their families.

Students will acquire knowledge in areas applicable to both client populations such as: client safety and living at risk; client choice and informed decision making; informal caregiving; and person-centered, collaborative, cross-cultural practices. Students will also acquire knowledge and skill specific to the health care needs and lived experiences of older persons and of persons living with mental disorders.

Students will have the opportunity to apply knowledge at a beginner level while working with clients and their families in two institutional settings during the clinical placement component of the course: an older person setting, followed by a mental health care setting. They will

draw on knowledge related to health assessment and to basic therapeutic and relational skills when caring for clients and their families. Clinical practice expectations for students focus on building trusting, compassionate, and therapeutic relationships with clients to provide support, promote healing, and enhance functioning.

NUR325H1

PATHOPHYSIOLOGY AND PHARMACOTHERAPEUTICS 1

The focus of this introductory course is the study of the pathophysiology of selected prevalent health conditions that affect diverse populations across the life span. This course will examine the risk factors, etiology, pathophysiology, clinical manifestations, diagnostic testing, clinical management and potential complications of selected health conditions. It will include a focus on pharmacotherapeutics, that is, the pharmacological management of selected health conditions. The class will also include a focus on health promotion and disease prevention. This first of two courses on pathophysiology and pharmacotherapeutics will introduce concepts essential to the understanding of the pathophysiology of diseases, including a focus on fluids and electrolytes, the inflammatory process, and basic concepts of pharmacotherapeutics.

NUR330H1

INTRODUCTION TO RESEARCH AND SCHOLARSHIP IN NURSING

Nurses need to be knowledgeable consumers of research who are able to find, understand, critique and apply evidence in everyday nursing practice. This course focuses on the application and critical examination of the research process used in the development of nursing science. The link between nursing research and scholarship is emphasized through an understanding of the relationships between research, theory and practice. Critical analysis of the underlying paradigms and activities within qualitative and quantitative research will enable students to understand and appropriately integrate research into practice.

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. Students will be introduced to the 6 cognitive skill areas of the NCSBN's Clinical Judgment Measurement Model (NCJMM) which builds upon and expands the nursing process. The NCJMM is the basis of the New Generation NCLEX (NGN) licensing exam beginning in April 2023. The nursing process along with the introduction of the Clinical Judgement Measurement Model (CJMM) will serve as the organizing framework to approach 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. 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.

NUR 371Y1 is taken concurrently with NUR 325H. The lecture component of NUR 371Y1 will highlight the challenges of caring for medical and surgical patients in acute care settings.

NUR374Y1

INTRODUCTION TO NURSING CARE OF CHILDBEARING PERSONS AND FAMILIES

This course will introduce students to key concepts and practices foundational to nursing care of childbearing persons and their families. Course learning will focus on the perinatal care continuum of childbearing from pre-conception through pregnancy, birth and postpartum transition. This course is grounded in principles of person centred care, family centered care and trauma informed care – all of which are integrated throughout the classroom and acute care clinical learning environments. The Nursing Process will serve as the organizing framework for critical thinking, knowledge development, and the care and management of childbearing persons and their families. Students will be introduced to the 6 cognitive skill areas of the NCSBN's Clinical Judgment Measurement Model (NCJMM) which builds upon and expands the nursing process. The NCJMM is the basis of the New Generation NCLEX (NGN) licensing exam beginning in 2023. Students will explore topics relevant to the perinatal population including: sociocultural and institutional contexts of perinatal care in Canada; healthy physiologic and psychologic changes in pregnant, labouring, and postpartum clients; nursing management of common adult and newborn complications; and the nursing role in the transition from hospital to home. Students will develop a beginning understanding of pregnancy, childbirth, postpartum, and newborn feeding and care experiences.

In the classroom and clinical settings, students will be supported to continue building their critical thinking, problem solving and clinical judgment skills through engagement with life-like and real clinical situations. During clinical placement in acute care settings, students will have the opportunity to work with childbearing persons and families throughout the ante/intra/postpartum phases of the care continuum. Students are expected to apply current course knowledge at a beginner level integrated with foundational nursing skills and nursing therapeutic skills learned during the fall term/Term 1.

This course is taken concurrently with NUR 325H and NUR 390H.

NUR373Y1

INTRODUCTION TO NURSING CARE OF CHILDREN AND FAMILIES

In this course students will be introduced to 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 and the Clinical Judgement Model provide the

organizing framework to develop nursing knowledge, skill, and judgement while planning and prioritizing nursing management of common acute and chronic illnesses and conditions affecting hospitalized children and their families. Students will be introduced to the 6 cognitive skill areas of the NCSBN's Clinical Judgment Measurement Model (NCJMM) which builds upon and expands the nursing process. The NCJMM is the basis of the New Generation NCLEX (NGN) licensing exam.

This course will explore relevant topics to the pediatric population including growth and development, nutrition, sleep, safety, special needs, child maltreatment, fluid and electrolyte imbalances, respiratory distress, anemia, pain, mental health, shock, head injury, seizures, meningitis, leukemia, and palliative care. Developmental, ethical, and sociocultural concerns related to pediatric nursing practice are integrated throughout the course. Asynchronous learning activities provide students with the opportunity to develop knowledge and understanding of common pediatric topics, illnesses and conditions and the nursing care required for these situations. In-person classroom learning activities provide students with the opportunity to apply, analyze and evaluate recently learned pediatric content. Students will be encouraged and supported to develop their critical thinking, problem solving, clinical reasoning and clinical judgement skills through a variety of clinical case studies and unfolding clinical scenarios that aim to simulate caring for hospitalized children and their families. During clinical practice, students will further apply their learning while actively caring for children and families in an acute or rehabilitative setting under the supervision and support of their clinical instructor. This course is taken concurrently with NUR 325Y.

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 explored in this course. Expert lecturers in the fields of microbiology and infectious diseases will discuss core topics and current research related to medical microbiology and its relevance to nursing practice. The course is naturally separated into two broad learning streams, with the first four weeks

focusing on defining the interface between microbiology and nursing practice, and the subsequent seven weeks describing system- and organ-specific infectious processes. Together, coverage of these two streams aim to provide students with the necessary theoretical basis to apply sample collection and diagnostic testing techniques to their clinical practice, while being prepared to effectively manage patients experiencing common infections in various settings.

Students will be presented with opportunities to apply their knowledge through written assignments, quizzes, and exams, and are encouraged to provide meaningful contributions to discussion board topics. They will be expected to draw from varied and appropriate information sources including published literature and best practice guidelines to understand and assess the risk, progression, and appropriate management of individuals suffering from infectious diseases, while practicing within regulations.

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 AND 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.

NUR425H

PATHOPHYSIOLOGY AND PHARMACOTHERAPEUTICS 2

First time offered: Fall 2023

The focus of this course is the study of the pathophysiology of selected prevalent health conditions that affect diverse populations across the life span. The second of two courses on pathophysiology and pharmacotherapeutics, this course will build upon concepts introduced in

NUR 375. This course will examine the risk factors, etiology, pathophysiology, clinical manifestations, diagnostic testing, clinical management and potential complications of selected health conditions. It will include a focus on pharmacotherapeutics, that is, the pharmacological management of selected health conditions. The class will also include a focus on health promotion and disease prevention.

NUR460Y1

COPING WITH COMPLEXITY IN PERSISTENT ILLNESS

The focus of this clinical course is the experience of individuals and families in maintaining integrity across the trajectory of persistent illness. Building on understanding from introductory courses in year 1, students will gain a deeper understanding of the complexity of challenges that 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.

In NUR 460, students examine the experience of individuals and their families during acute episodes of complex or persistent illness. Students will have the opportunity to develop their ability to provide care using a family-centred approach while expanding on their ability to use interprofessional collaboration to deal with the complexities of illness. Current theory and research will be discussed that relates to the lived experience of complex and/or persistent illness. Topics to be addressed will include coping with symptoms and the illness trajectory, families as caregivers, inequities in healthcare, death and dying, and health-related quality of life. Cultural, ethical and systems issues will also be discussed. Students are encouraged to apply a theoretical understanding of illness to situations encountered in their clinical placements. Critical reflections on practice using patient and family narratives are encouraged.

A fundamental nursing concept introduced early in the course is understanding related to transition. Transition is a broad and relevant term referring to developmental, situational, health/illness and /or organizational challenges. The centrality of understanding of the process and outcomes of role transitions in the care of individual and families coping with persistent illness will be highlighted throughout the course in seminar, assignments, and clinical learning situations.

NUR461Y1

PRIMARY HEALTH CARE: NURSING PERSPECTIVES

This course involves a 2-hour in-person seminar class on Mondays and a weekly 1-hour online synchronous post-clinical conference, as well as 16 hours of clinical practice in the community each week.

NUR461 focuses on an examination of the multiple factors and processes that impact health and health care for individuals across the lifespan. Rather than situating health as the result of personal choice or individual behavior of clients and families, discussion in this course will focus on examining health and healthcare access as socially determined, including the complex contexts and everyday circumstances in which members of different social groups experience health and negotiate access to the mainstream healthcare system. Factors such as social class, income, gender, migration, race/ethnicity, ability/disability, and sexual orientation will be explored

using social justice and intersectionality as organizing concepts to guide class discussions and assignments. Students will be introduced to the role of the community health nurse and how it is framed around the model of Primary Health Care and the Standards of Practice developed by the Community Health Nurses of Canada.

This course introduces advanced theoretical and conceptual perspectives and is designed to provide students with clinical practice skills caring for individuals, families, and communities. 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 inter-professional health teams and diverse communities is emphasized.

All students lead one group seminar with their peers, and everyone is encouraged to participate actively in seminar discussion and small group work. Students in all sections have the opportunity to develop and apply their knowledge in both synchronous and asynchronous clinical learning activities.

NUR470Y1

INTEGRATIVE NURSING PRACTICUM

This course provides students with an opportunity to further develop their nursing knowledge and entry-level Registered Nurse competencies. The focus of practice will be on integration of theoretical understandings from entry and senior year courses to a selected clinical practice area under the supervision of a preceptor and faculty advisor, including competencies related to workload management and priority setting. The course will also assist students with beginning to prepare for 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.

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](#) and for formulating, implementing, and administering Faculty regulations relating to this policy. Regulations specific to the Bloomberg Faculty of Nursing 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 during exam week and results of the examination should be worth (alone or in aggregate) at least one-third of the final mark for the course.
- (f) Group evaluation, where used, will not constitute more than 25% of the final grade.
- (g) Students will not be eligible to begin Year 2 courses until all Year 1 courses are successfully completed.

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 MPL202H the passing grade is 60%.

| Letter Grade | Grade Point Value | Percentage Range | Meaning | Definition |
|--------------|-------------------|------------------|-----------|--|
| A+ | 4.0 | 90-100 | Excellent | 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. |
| A | 4.0 | 85-89 | | |

| Letter Grade | Grade Point Value | Percentage Range | Meaning | Definition |
|--------------|-------------------|------------------|------------|---|
| A- | 3.7 | 80-84 | | |
| B+ | 3.3 | 77-79 | Good | Sound knowledge base; original thinking; some critical capacity and analytic ability; some ability to make decisions based on theory; ability to evaluate critically. |
| B | 3.0 | 73-76 | | |
| B- | 2.7 | 70-72 | | |
| C+ | 2.3 | 67-69 | Adequate | Satisfactory knowledge base; some ability to analyze unfamiliar problems, make decisions, and evaluate critically. |
| C | 2.0 | 63-66 | | |
| C- | 1.7 | 60-62 | | |
| F | 1.3 | 57-59 | Inadequate | 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. A student who has failed a course must repeat all prescribed work in that course. |
| F | 1.0 | 53-56 | | |
| F | 0.7 | 50-52 | | |
| F | 0.0 | 0-49 | | Wholly inadequate; 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. <i>Note: 34% is the mark assigned to a course in which there is a clinical failure, regardless of marks accrued in the course in assignments and examinations.</i> |

Designators

Designators assigned to students instead of regular grades:

CR/NCR: In some courses, students are graded on a credit/no credit basis. This designation does not enter into the calculation of averages.

| | |
|------|--|
| 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 |

Failure to Meet Required Academic Standards

When a BScN student fails to meet the required academic standards or otherwise fails to maintain satisfactory academic progress in the BScN program, the Faculty may determine that the student is no longer eligible to proceed in the program.

Registration Termination: If a student fails any one course twice or any two courses, it is the policy of the Bloomberg Faculty of Nursing to terminate the student's registration in the program.

Registration 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.

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.

The required style manual for the formatting of essays and assignments at the Bloomberg Faculty of Nursing is:

Publications Manual of the American Psychological Association (7th ed.). Washington: American Psychological Association, 2019.

Course instructors for each course are responsible for collecting and returning all written assignments either online or in-person. For in-person submission, course instructors 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 make a copy of their assignments before submitting them.

The 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 to submit 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 the case of illness.
- (ii) The final grade for late assignments, where no alternate due date has been granted, or where 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
- (iv) 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.
- (v) 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/>
- (vi) Additional assignments outside of the course syllabus will not be allowed in order to improve grades.

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 In-Person Examinations

(Adapted from <https://www.artsci.utoronto.ca/>)

1. No person will be allowed in an examination room during an examination except the students concerned and those supervising the examination.
2. Students must appear at the examination room at least twenty minutes before the commencement of the examination.
3. Students 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. Students 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. Students 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 students.
7. Students shall not communicate with one another in any manner whatsoever during the examination. Students 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, electronic dictionaries, Smart Watches and Smart Glasses.
9. Students who bring any unauthorized materials or electronic devices into an examination room or who assist or obtain assistance from other students 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, students shall not be permitted to enter an examination room later than 15 - 30 minutes after the commencement of an examination. Students will not be permitted to leave the examination room for the first 30 minutes after the commencement of an examination, except under supervision.

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11. Students 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 students 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/Test 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 exam/test as scheduled.

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

Examinations/tests are rescheduled as close to the date of the original exam/test 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 for Reviewing Graded Work

Definitions

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

Final exam/test: an exam written or submitted after the last day of classes during the final exam period or a “final” course test written in the final week of classes in courses that are not followed by an exam week.

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

A. Term Work Review Process

The review of term work begins with an informal review and culminates in a formal re-grade 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-grade

- If a student is not satisfied with the outcome of the preliminary step toward resolution referenced above, a formal Request for Re-grade of an In-Course Piece of Work may be made. A request for a formal re-grade is made in writing 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-grade of a piece of work can be made provided that: 1) the piece of work is worth at least 20% of the final grade in the course and 2) the student believes there is a grade discrepancy of at least 10% of the total available grade points.
- To initiate a formal request for a re-grade (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-grade, 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. Note however, that the complete assignment will be re-graded during the review process if approved.
- The Director will send an anonymized and clean (no grading comments) copy of the assignment (provided by the student) 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.
- Note that when an assignment was graded by a course Teaching Assistant but was subsequently reviewed by the Course Instructor at the student's request, it will be considered already re-graded by a second evaluator. That is, no formal re-grade will be permitted.

B. Final Exam/Test Review Process

Final exam/test 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/tests 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/test or any notes regarding the graded final exam/test may be retained by the student nor shared. If during the viewing, the student identifies a portion of the exam/test 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/test re-grade request. Students

can't submit a final exam/test re-grade request without first completing their final exam/test viewing and providing details for the request.

Final exam/test re-grade: After a final exam/test viewing is complete a student can submit a request for a final exam/test 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/test grade
- The total number of marks believed to be missing by the student would increase the final exam grade by 3% or more (except in cases of addition error).

If both are met then Student Services will send the student a link to pay \$36 for the re-grade of the specific questions requested. The re-grade 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/test re-grade process is final and there are no further processes to revisit the grade.

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.

Simultaneous Program Registration

Simultaneous registration in the BScN program and another program or courses is not permitted. This includes additional programs or courses within the University of Toronto or another institution.

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 clinical placement ID badge.
- (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 Accounts 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 leave of absence, 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. The duration of the leave of absence must be one year because students cannot continue with their studies until they complete the term they were in when they left, as courses are offered only once per year.

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 normally 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 reapply following the regular admission process. The decision to readmit will include consideration of previous academic performance, safety, and clinical performance.

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

Failure in Clinical Component of a Course

A student whose performance in nursing practice does not meet clinical practice expectations and is deemed unsatisfactory 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 to pass the course overall. 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, the clinical instructor / preceptor should discuss these with the student on a regular basis with a plan for improvement. When these concerns don't improve and/or there are continued issues related to attendance, ability to demonstrate safe practice, communication, patient /client safety, or application of knowledge, skill and judgment, the Course Faculty and Clinical Resource Faculty will become involved, and the student will be notified in writing. This may occur at any time during the clinical placement including after a successful midterm evaluation. The Faculty team will discuss a plan of action which includes informing the student of the possibility of a failing clinical grade, and outlining specific areas of practice that need improvement to meet the course clinical practice expectations. Students will receive a copy of the written failing evaluation and a learning contract which outlines specific areas requiring improvement, learning resources and strategies to support success, evidence of accomplishment and criteria for evaluation. All documents will be signed and dated by the student, CI/preceptor, and/or Course Faculty. The student must demonstrate improvement, evidence of accomplishment of learning objectives as outlined in the learning contract and meet all clinical practice expectations during the remaining clinical practice time.
- (ii) 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. In situations where the student is not demonstrating improvement in their clinical practice, a second teacher, experienced in the same clinical area, may 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.
- (iii) If it is determined that the student was not able to demonstrate improvement in their clinical practice as outlined in the learning contract, 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:

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- (i) When a situation or situations occur(s) that are judged as unsafe, the clinical instructor / preceptor may remove the student from clinical practice immediately. The placement setting (e.g. Nurse Educator, Clinical Coordinator, Manager, etc.) may also identify the issue and remove a student. The clinical instructor / preceptor will subsequently meet with the student to discuss the situation, document the incident.
 - (ii) The clinical instructor / preceptor will inform their Course Faculty and Undergraduate Clinical Resource Faculty of the situation as soon as possible and will receive support in determining next steps. The Undergraduate Program Director will also be notified. A written failing evaluation and a learning contract may be developed to support student progress moving forward.
 - (iii) If required, 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 safety of the student's clinical performance.
 - (iv) If it is affirmed that the student's clinical 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 terminated.
 - (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 Petition to Committee on Standing Guidelines

Students registered in the BScN program may petition the Committee on Standing related to substantive or procedural academic matters, including grades, evaluation of comprehensive examinations and other program requirements; decisions about the student's continuation in the program; or concerning any other decision with respect to the application of academic regulations and requirements to a student in the program. Students must file a petition within eight weeks after the date of the decision being appealed.

Initiating a Petition to the Committee on Standing (CoS)

Students must first attempt to resolve the matter with the instructor or other person whose ruling is in question. Should the matter not be resolved with the instructor, and should the student wish to pursue the matter, the student must discuss the matter with the BScN Program Director. Should such discussions fail to resolve the matter, the student may then make a formal petition in writing to Bushra Shahrin (Bushra.shahrin@utoronto.ca), the Secretary of the Committee on Standing.

The petition email should include:

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- Any supporting documentation to support the petition (e.g., email correspondence, U of T medical certificate)
 - A written submission statement that will summarize the decision being petitioned;
 - background (relevant facts and allegations);
 - nature and grounds of the petition;
 - remedy or resolution sought.

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). The following information 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.

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 Director, Office of the Dean 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 to the Committee on Standing for reconsideration; or
 - iii. The appeal proceeds to the Academic Appeals Committee.
- 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 Director, Office of the Dean 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 Director, Office of the Dean 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 hearing is scheduled, and time allocated, the Director, Office of the Dean 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 Director, Office of the Dean 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 Director, Office of the Dean 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 Director, Office of the Dean. 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 Director, Office of the Dean, 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 Director, Office of the Dean 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 their 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 (Director, Office of the Dean) 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 & Registrar 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.

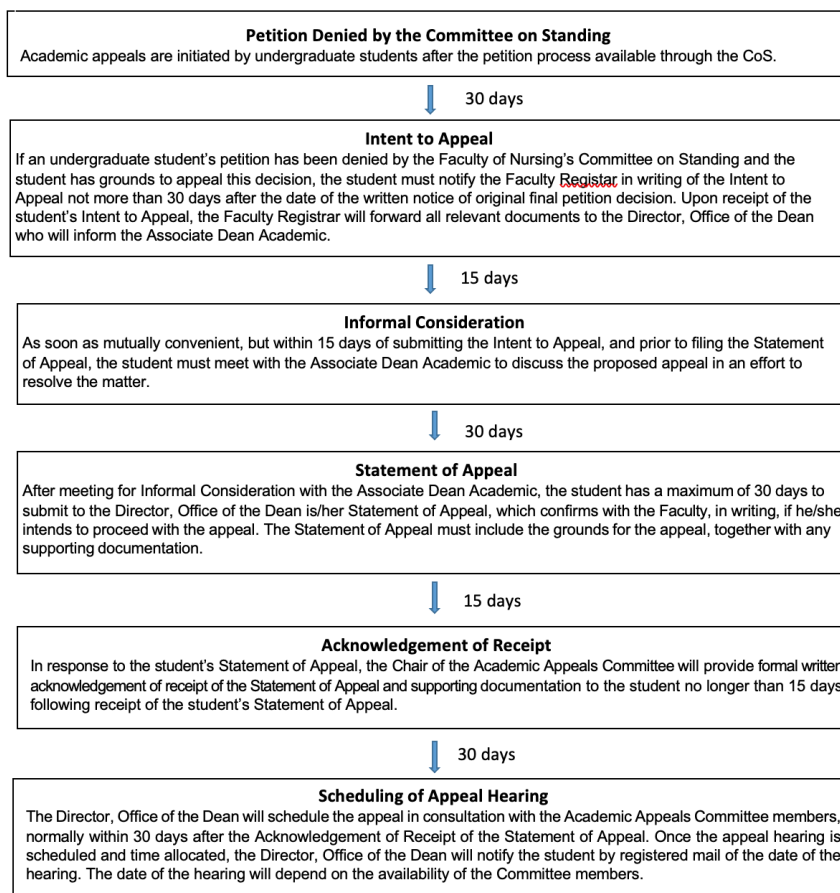
11. Report to Faculty Council

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>.

FACULTY OF NURSING UNDERGRADUATE ACADEMIC APPEALS TIMELINE



Student Disclosure Process

Students who have witnessed or experienced harassment, discrimination or harmful unprofessionalism can use the Faculty's disclosure protocol by either submitting an entry on the confidential [Event Disclosure Form \(EDF\)](#) or contacting the Faculty's designated intake officer Kristen Reichold, Director Office of the Dean (Kristen.reichold@utoronto.ca).

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.

APPENDIX A: GUIDELINES FOR THE STUDENT EVALUATION OF TEACHING IN COURSES

Administration of Course Evaluations

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

| Administrative Responsibility | # of Questions | Questions | Details |
|--------------------------------------|-----------------------|---|------------------------------|
| Core institutional questions | 8 | 1. I found the course intellectually stimulating. | Included on <u>all</u> forms |

| Administrative Responsibility | # of Questions | Questions | Details |
|---|----------------|--|---|
| | | 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. | |
| Divisional Questions – Undergraduate Courses <ul style="list-style-type: none"> • Scope of practice/entry to practice competencies • Praxis: theoretical/empirical base of course | 2 | 1. The course enhanced my understanding of professional nursing practice. 2. The course highlighted connections between theory and/or research and nursing practice. | Included on <u>undergraduate</u> Lawrence Bloomberg Faculty of Nursing course evaluation forms. |
| Instructor-selected Questions | Up to 5 | To be selected by the instructor | Instructors may add up to 5 quantitative or qualitative questions drawn from central item bank. |

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 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 Quercus announcements, in-class announcements, allowing in-class time for evaluation completion, etc.

Reporting

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

| Report Purpose | Details | Information to be included |
|--|--|--|
| <p>Summative Report for each Course</p> <p>(for individual instructors, program directors, dean, & associate dean academic)</p> | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ Question text ○ Response set ○ Course enrolment ○ Number of responses <p>For quantitative questions only (if adequate response numbers):</p> <ul style="list-style-type: none"> ○ Frequency (displayed as chart) ○ Mean ○ Median ○ Standard deviation <p>Comparative data for quantitative questions is provided for institutional and divisional questions (if adequate response numbers)</p> <p>Note: Data from individually-selected instructor questions appear ONLY on the formative report sent to individual instructors and not on summative reports.</p> |
| <p>Formative Report for Instructors</p> <p>(for individual courses for personal/formative use – includes instructor-selected question summaries)</p> | <ul style="list-style-type: none"> • Report generated for each course for the instructor ONLY • Intended to be used by individual instructors for teaching and course improvement purposes | <ul style="list-style-type: none"> • All information included on the Summative Report plus quantitative and qualitative data from all instructor-selected questions including (if adequate response numbers): <ul style="list-style-type: none"> ○ Question text ○ Response set ○ Course enrolment ○ Number of responses |

| Report Purpose | Details | Information to be included |
|-------------------|--|--|
| | | <ul style="list-style-type: none"> ○ Frequency (displayed as chart) ○ Mean ○ Median ○ Standard deviation |
| Divisional report | <ul style="list-style-type: none"> • Each term, program directors and deans receive Summative Reports for all courses delivered in the faculty. | <ul style="list-style-type: none"> • Summative Report (see above) |

Course Evaluation Reporting within the Lawrence Bloomberg Faculty of Nursing

The Lawrence Bloomberg Faculty of Nursing posts course-specific summaries of student evaluations of courses once annually after distribution of the spring/summer 'student evaluation of course' results to instructors. Results are posted through the Quercus 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 on Quercus.

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 Quercus by faculty IT staff in late summer of each year. Reports are kept on Quercus 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.

Approved by Bloomberg Nursing Faculty Council, October 26th 2011; Amended by Curriculum Committee, November 7th 2012; October 1st 2014; Feb 4th 2015; Revised and Approved by Curriculum Committee May 24th 2016

APPENDIX B: LAWRENCE BLOOMBERG FACULTY OF NURSING GUIDELINES RELATED TO POLICE RECORD CHECKS

General Information

The Lawrence 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 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 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 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.

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 weeks and students are advised to initiate their requests during the last two weeks 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. 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>

Endorsed by Faculty Leadership Committee (FLC) October 22, 2014

Revised, reviewed, and approved by Senior Leadership Team February 15, 2017

APPENDIX C: 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 the University Registrar's Office, 172 St. George St, 416-978-2190 or at osap.staff@utoronto.ca for information and counseling on eligibility, appeals, and the status of your application. Also see University Registrar's Office, 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 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 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.

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

Exact application deadlines will change from year to year. The Bloomberg Faculty of Nursing Awards Officer will email all registered nursing students to announce when the award application will open. Students will complete a single application form to be considered for Bloomberg Nursing awards (individual applications for each award are not required).

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.

Value: Annual fund income

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.

Value: \$1,000

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, demonstrate financial need, and reside in the province of Ontario. Preference will be given to those students who can demonstrate an interest in diabetes.

Value: Annual fund Income

Document required: Award Application Form

Barbara Hirschorn Memorial Award

Donor: Ron and Linda Hirschorn

All awards will be awarded to one or more incoming undergraduate students annually based on academic merit, while taking into account financial need. Each year, the available endowment payout will be split equally between recipients, up to the full value of tuition. The award is renewable once, provided the student maintains good academic standing with a minimum of B+ average.

Value: Annual fund Income

Document required: Award Application Form

Harry and Mabel McQueen Scholarship

Donor: Mrs. Marilyn Dewis

The scholarship will be awarded annually for 5 years to one incoming undergraduate student in the BScN program based on academic merit and financial need.

Value: \$3,009.36

Application not required

Sze Pang Nien Memorial Scholarship

Donor: Sze Pang Nien Memorial Trust Fund

To be awarded to an incoming undergraduate student to the BScN program based on academic merit, with preference given to a student with financial need.

Value: Annual fund income

Document required: Award Application Form

Nursing Annual Fund Undergraduate Admission Award (OSOTF)

Donor: Lawrence Bloomberg Faculty of Nursing Annual Fund

Awarded to student(s) entering the Bachelor of Science in Nursing program on the basis of financial need.

Value: Annual fund income

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.

Value: Annual Income

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.

Value: Annual fund Income

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 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.

Value: \$9,000

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
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 candidate 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)
Documents required: 1. Award Application Form
2. A brief statement (maximum of one page) about their connection to the Black/African Canadian community

William C. Buttimer Award

Donor: William C. Buttmer Estate

To be awarded equally to two students enrolled in the Lawrence Bloomberg Faculty of Nursing with a demonstrated financial need.

Value: Annual fund income
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

Document required: Award Application Form

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.

Value: Annual fund income
Document required: Award Application Form

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 are not suitable candidates among incoming students, award(s) may be issued to current students, or students from other racialized communities.

Value: \$10,000 paid over two years (\$5,000 per year)
Documents required: 1. Award Application Form
2. A brief statement (maximum of one page) about their connection to the Indigenous community

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>

Value: Annual fund Income
Documents required: 1. Award Application Form
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 achievements, interpersonal ability, and class citizenship, defined as a student available and willing to assist classmates to succeed as a nurse.

Value: Annual fund income

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

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

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 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

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

Document required: Award Application Form

In-Course Awards

Marion Tresidder Barter Scholarship (OSOTF II)

Donor: Estate of Marion Tresidder Barter, family, alumni and friends

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

Value: Annual fund income

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

Document required: Award Application Form

Baljinder Dhotar Undergraduate Scholarship

Donor: Dhotar Family

Awarded to an undergraduate student 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
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 neurosciences.

Value: \$2,500
Document required: Award Application Form

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 3.5 AGPA based on first year results, who has demonstrated resiliency in the face of adversity.

Value: Annual fund income
Document required: Award Application Form

Global Health Education Scholarship

Donor: Lawrence 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

Lois Reeve Award

Donor: George (Bill) Martin

To be awarded to a student entering their final year of the BScN program with a demonstrated financial need.

Value: Annual fund income
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 Bloomberg Faculty of Nursing, the University, and/or the community at large.

Value: Annual fund income

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.

Value: Annual fund income

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.

Value: Annual fund income

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:

University Registrar's Office

University of Toronto

172 St. George Street

awards.uoft@utoronto.ca

<https://future.utoronto.ca/scholarships/city-of-toronto-queen-elizabeth-ii-sesquicentennial-undergraduate-scholarship/>

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

Value: Annual fund income

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

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

Value: Annual fund income

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. The candidate must have a minimum of B average.

Value: Annual fund income

Document required: Award Application Form

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

Value: Annual fund income

Document required: Award Application Form

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 not required

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.

Value: \$500

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.

Value: Annual fund income
Document required: Award Application Form

Nancy Coles Blackburn Memorial Award

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.

Value: Annual fund income
Document required: Award Application Form

Nancy Coles Blackburn Memorial Scholarship

Donor: Ms Dorothy Coles

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

Candidates must:

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

Value: Annual fund income
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

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

Value: Annual fund income

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.

Undergraduate Grant Assistance

University of Toronto grants assist students with unmet need with respect to their educational expenses (ex., tuition, books and supplies, living costs). University of Toronto grants are not intended to fund non-educational expenses or to repay your debts.

It is expected that prior to applying for this grant, students will have explored all sources of funding such as family support, savings, study period income, OSAP or other government assistance programs, daycare subsidies, and bank lines of credit as appropriate.

Applications can be submitted through the Undergraduate Grant Application Portal at <https://www3.adm.utoronto.ca/Grant/index.php>

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>