



BLOOMBERG

LAWRENCE S. BLOOMBERG
FACULTY OF NURSING

UNIVERSITY OF TORONTO



Graduate Student Handbook 2023-2024

Updates to this handbook are available at <http://bloomberg.nursing.utoronto.ca>

Ontario's response to the COVID-19 pandemic continues to evolve. Changes will likely occur as the province and its municipalities adjust to new data about the virus. In these circumstances, please be advised that the manner of delivery of courses, co-curricular opportunities, programs, and services is subject to change, in accordance with university policies. The University thanks its students, faculty, and staff for their flexibility during these challenging times as we work together to maintain the standards of excellence that are the hallmark of the Bloomberg Faculty of Nursing and the University of Toronto. For updates, visit: <https://bloomberg.nursing.utoronto.ca/coronavirus-updates/>

©2022 Lawrence S. Bloomberg Faculty of Nursing, University of Toronto

The Faculty reserves the right to make changes.

Table of Contents

INTRODUCTION	1
OFFICIALS OF THE UNIVERSITY 2023-2024	1
FACULTY GOVERNANCE.....	1
FACULTY AND STAFF IN THE BLOOMBERG NURSING FACULTY	2
IMPORTANT NOTICES	3
GENERAL REGULATIONS.....	6
DEPARTMENTAL POLICIES AND GUIDELINES.....	6
<i>University Assessment and Grading Practices Policy.....</i>	<i>6</i>
<i>Procedure for the Re-Assessment of an Assignment.....</i>	<i>7</i>
<i>Departmental Appeals Procedure</i>	<i>8</i>
<i>Equity, Diversity, Inclusion & Indigenous Reconciliation</i>	<i>9</i>
<i>Student Disclosure Process</i>	<i>9</i>
<i>Personal Time Off Policy</i>	<i>10</i>
REGISTRATION AND FEES	11
REGISTRATION	11
COURSE ENROLMENT	11
FEES & PAYMENT.....	11
PERSONAL INFORMATION.....	12
UTORID.....	13
T-CARD.....	13
E-MAIL ADDRESS	13
TRANSCRIPTS	13
SESSIONAL DATES	15
MASTER OF NURSING	20
<i>Program Overview</i>	<i>20</i>
<i>Fields of Study.....</i>	<i>21</i>
<i>Learning Format</i>	<i>21</i>
<i>Minimum Admission Requirements</i>	<i>21</i>
<i>Program Requirements.....</i>	<i>22</i>
<i>Length of Program</i>	<i>24</i>
POST-MASTER’S NURSE PRACTITIONER DIPLOMA	25
<i>Program Overview</i>	<i>25</i>
<i>Patient focus.....</i>	<i>25</i>
<i>Minimum Admission Requirements</i>	<i>25</i>
<i>Program Requirements.....</i>	<i>26</i>
<i>Length of Program</i>	<i>26</i>
DOCTOR OF PHILOSOPHY	27

<i>Program Overview</i>	27
<i>Minimum Admission Requirements</i>	27
<i>MN/PhD Transfer</i>	27
<i>Length of Program</i>	30
<i>PhD Final Oral Examination</i>	31
DOCTOR OF NURSING	34
<i>Program Description</i>	34
<i>Minimum Admission Requirements</i>	34
<i>Program Requirements</i>	34
<i>Program Length</i>	37
<i>Time Limit</i>	37
COLLABORATIVE SPECIALIZATIONS	38
<i>Addiction Studies (PhD students only)</i>	38
<i>Aging, Palliative and Supportive Care Across the Life Course</i>	38
<i>Bioethics</i>	38
<i>Global Health</i>	38
<i>Women’s Health</i>	39
PRACTICUM PLACEMENT	40
<i>Important Information about Practicum Placements</i>	40
COURSE DESCRIPTIONS	43
FINANCIAL MATTERS	64
TUITION FEES	64
PHD FUNDING	64
FINANCIAL SUPPORT	64
<i>Ontario Student Assistance Program</i>	64
<i>Graduate Grant Applications</i>	65
<i>Awards and Fellowships</i>	65
ADMISSION FELLOWSHIPS	66
ADMISSION/IN-COURSE FELLOWSHIPS	69
IN-COURSE FELLOWSHIPS	78
BURSARIES AND OTHER SUPPORTS	82
<i>Other University of Toronto Financial Support for Graduate Students</i>	82
<i>External Awards</i>	82
<i>Students in Professional Programs: Scotiabank Student Line of Credit</i>	82
<i>PhD Funding Policy</i>	82
STANDARDS OF PROFESSIONAL PRACTICE BEHAVIOUR FOR ALL HEALTH PROFESSIONAL STUDENTS	85
<i>Preamble</i>	85
<i>Standards of Professional Behaviour and Ethical Performance</i>	86

<i>Assessment of Professional Behaviour and Ethical Performance</i>	87
GUIDELINES FOR ETHICAL AND PROFESSIONAL CONDUCT FOR LAWRENCE S. BLOOMBERG FACULTY OF NURSING STUDENTS	88
<i>The Nursing Student and Clients</i>	88
<i>The Nursing Student and Other Health Care Professionals</i>	89
<i>The Nursing Student and the Profession</i>	90
GUIDELINES FOR THE STUDENT EVALUATION OF TEACHING IN COURSES	91
LAWRENCE S. BLOOMBERG FACULTY OF NURSING GUIDELINES RELATED TO POLICE RECORD CHECKS	93

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 Governance

Details regarding faculty governance and faculty committees can be found on the faculty website:

<https://bloomberg.nursing.utoronto.ca/about/governance#content1>

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 to amplify the diverse voices of those who have historically faced obstacles in the profession of nursing and society.

Committee on Standing – oversees grading plans and reviews grades for all courses; addresses issues concerning students' academic standing.

Admissions Committee – approves admission of qualified applicants to all programs and makes recommendations on entrance requirements.

Curriculum Committee – reviews and reports recommendations to Council on changes to all existing curricula and policy regarding program delivery.

Awards Committee - selects candidates for awards and reviews award/funding policies.

Appeals Committee - All graduate student appeals are governed by SGS policies. The Graduate Department Academic Appeals Committee (GDAAC) considers graduate academic appeals as a first step in this process.

Faculty and Staff in the Bloomberg Nursing Faculty

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

Useful Departmental Contacts

Name	Role	Email Address
Robyn Stremmer	Associate Dean, Academic	robyn.stremmer@utoronto.ca
Heather Thomson	Director of the MN (and Post-Master NP Diploma) program	heather.thomson@utoronto.ca
Shan Mohammed	Acting Director of the MN (and Post-Master NP Diploma) program	shan.mohammed@utoronto.ca
Kim Widger	Acting Director, Doctoral Programs	kim.widger@utoronto.ca
Elizabeth Peter	DN Program Director	elizabeth.peter@utoronto.ca
Kathy Trip	Coordinator, Nurse Practitioner (NP) Field of Study	kathy.trip@utoronto.ca
Jennifer Innis	Lead Faculty, NP Adult Emphasis	jennifer.innis@utoronto.ca
Jean Wilson	Lead Faculty, NP Primary Health Care Global Health (PHC GH) Emphasis	jean.wilson@utoronto.ca
Lisa Cranley	Lead Faculty, MN HSLA Field of Study	lisa.cranley@utoronto.ca
Kate Galvin	Associate Director, Recruitment & Admissions	kate.young@utoronto.ca
Aidan Gray	Financial Aid & Awards Officer	a.gray@utoronto.ca
David Kim	Admissions Assistant	davidi.kim@utoronto.ca
Elena Luk	Director, Clinical Education	elena.luk@utoronto.ca

Mailing Address

Lawrence S. Bloomberg Faculty of Nursing
University of Toronto
155 College St., Suite 130
Toronto, ON
M5T 1P8

IMPORTANT NOTICES

Changes in Programs of Study and/or Courses

The programs of study that the Graduate Student Handbook lists and describes are available for the year(s) to which the Handbook 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.

We reserve the right 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 Handbook. 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 Handbook, 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](#)

[Policy on Non-Medical Masks or Face Coverings](#)

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 Handbook, 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 students wish 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 Handbook and elsewhere such as the web.

Freedom of Information and Privacy Act

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

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

In addition, the Ministry of Training, Colleges and Universities (MTCU) has asked that we notify you of the following: The University of Toronto is required to disclose personal information such as Ontario Education Numbers, student characteristics and educational outcomes to the MTCU under s.15 of the MTCU Act, R.S.O. 1990, Chapter M.19, as amended. The MTCU 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 International) or other groups that are not directly connected with the Lawrence S. Bloomberg Faculty of Nursing or the University of Toronto. Bloomberg Nursing 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 of Nursing 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 of Nursing, please advise the Assistant Dean & Registrar in writing of your wishes.

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

The Lawrence S. Bloomberg Faculty of Nursing stimulates and challenges the intellectual abilities of students. Our approach to teaching acknowledges and values the importance of integrating the rich personal, educational, and professional backgrounds of students. We integrate our own research and research of others into teaching to promote utilization and generation of knowledge. As a professional faculty, we are committed to student-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 as well as have access to a variety of interprofessional and interdisciplinary experiences with other health profession faculties, the university, and community partners. These resources enable students to develop their intellectual capacity; their research, critical thinking, and judgment abilities; and skills required to be exemplar nurses, advanced practice nurses, leaders, scientists, scholars, and educators.

We aspire to make learning accessible through a variety of platforms and to communicate effectively within these modes of 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)

GENERAL REGULATIONS

The Bloomberg Faculty of Nursing is a graduate unit within the School of Graduate Studies (SGS) at the University of Toronto. General regulations found in the School of Graduate Studies calendar are deemed to be part of the policies and regulations of Bloomberg Nursing. SGS calendar: <https://sgs.calendar.utoronto.ca/>

The School of Graduate Studies has developed a number of policies and guidelines governing graduate activities: <http://www.sgs.utoronto.ca/facultyandstaff/Pages/Policies-and-Guidelines.aspx>

Examples of relevant policies/guidelines for students include: Academic appeals; Grading and transcripts; Intellectual property; Leave of absence; Doctoral supervision

Departmental Policies and Guidelines

University Assessment and Grading Practices Policy

Students should consult the School of Graduate Studies Calendar for information on grade scales and grading procedures. All assignments submitted for evaluation must be typed. The departmental definition of grades used in grading graduate level nursing assignments is as follows:

Truncated Refined Letter Grade Scale	Numerical Scale of Marks
A+	90 -100%
A	85 -89%
A-	80 -84%
B+	77 -79%
B	73 -76%
B-	70 -72%
FZ**	0 -69%

**FZ=Fail

A final grade of 'FZ' or 'INC' does not count toward degree credit. A student who obtains a permanent incomplete or a failing grade must repeat the course or substitute another course in its place. If the failed course is a required course, the student must successfully repeat the course, normally in the next term in which the course is offered after receiving written notification of the FZ grade. **A second failure of this or any other course will constitute grounds for recommendation to SGS by the Committee on Standing that the student's registration and candidacy be terminated.** In this and all matters related to program standing, students have

recourse to the Academic Appeals Process (see below and School of Graduate Studies Calendar).

Procedure for the Re-Assessment of an Assignment

A graduate student can initiate this process when the student disputes a grade received on an in-course assignment (e.g., midterm paper, in-course test); quizzes, discussion posts, presentations, final assignments, and final examinations are not included in this policy.

This procedure has been developed to ensure that a standard procedure is followed for the reassessment of assignments for graduate students. It draws from the [University of Toronto Governing Council University Assessment and Grading Practices Policy](#) for rereading an examination (Item 2.3.2) and aligns with the [SGS procedural guidelines](#) for the external rereading of an examination.

If a student fails a course and disputes the grade, the student should initiate an academic appeal through the Graduate Department Academic Appeals Committee-GDAAC (SGS members on the Committee on Standing). Steps for this process are outlined below and in the SGS calendar (general regulations #10).

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

Informal Review

- Students may discuss with the course instructor/professor the feedback and grade on a piece of term work regardless of its value.
- Individual pieces of work may include: in-course tests, essays, written group projects.
- A request to meet with the course instructor/professor is to be made within 7 days of a student receiving the grade for the piece of work.
- Meetings with the course instructor/professor will provide the student with an opportunity to clarify feedback on their piece of term work and to discuss strategies to assist the student to be successful in the course.

Formal Re-Assessment

- If a student is not satisfied with the outcome of the preliminary step toward resolution referenced above, a formal request for re-assessment of an in-course piece of work may be made. A request for a formal re-assessment is made to the Director, Master's Programs or Director, Doctoral Programs (as appropriate) after the student has discussed the piece of work with the Course Instructor.
- A request for a formal re-assessment of a piece of work can be made provided that the piece of work is worth 20% or more of the final grade in the course.
- The entire piece of work will be subject to re-assessment; students cannot request that only certain sections or components of an assignment be reread.
- To initiate a formal request for a re-assessment (i.e., re-grading) of a piece of work, students are to submit the request in a word document by email to the Director,

Master's Programs or Director, Doctoral Programs (as appropriate) within 10 days of the completion of the informal review process.

- When requesting the re-assessment, students must provide details of the informal review process undertaken and 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 criteria on the rubric they believe was graded incorrectly along with an explanation of why the criteria should be evaluated higher. Without such documentation, or with insufficient rationale for re-evaluation, the Director may decline the request for review of the assignment/test. Please note that students should provide a rationale for a 10% or greater improvement in their grade in order for the re-assessment procedure to be justified.
- The Director will send an anonymized and clean (no grading comments) copy of the assignment to a faculty member familiar with the content being evaluated in the assignment. The average of the course instructor's assigned grade and the grade assigned by the faculty reviewer will stand as the student's final grade on the assignment, which may be higher, lower, or the same.
- The student and the instructor/professor involved in the original evaluation will remain anonymous with respect to the rereading process, as much as possible, and the administration of the rereading procedure should be independent of the student instructor/professor.

Departmental Appeals Procedure

Graduate students may appeal substantive or procedural academic matters, including grades, evaluation of comprehensive examinations and other program requirements; decisions about the student's continuation in any program; or concerning any other decision with respect to the application of academic regulations and requirements to a student. Students may not appeal admissions decisions, fees, and voluntary withdrawal from a graduate program. With the exception of appeals related to Termination of Registration and Final Oral Examination failure, appeals are initiated within the student's home graduate unit first.

Academic Appeal Process:

- 1) 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, MN & PMNP students must discuss the matter with the MN Program Director and PhD & DN students with the Doctoral Programs Director.
- 2) If the dispute cannot be resolved through informal discussion, students may make a formal appeal in writing to the Graduate Department Academic Appeals Committee (GDAAC). Registered graduate students (or graduate students who were registered at the time the ruling or action was taken) may petition GDAAC by filing a [Notice of Appeal](#) **within eight weeks after the date of the decision being appealed**. The Notice of Appeal form can be found at <https://www.sgs.utoronto.ca/wp-content/uploads/sites/253/2019/06/GDAACNoticeofAppeal.pdf> and should be submitted to GDAAC Secretary, Kristen Reichold (kristen.reichold@utoronto.ca). The email should include:
 - Any supporting documentation to support the petition (e.g., email correspondence, U of T medical certificate, etc.)
 - 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.
- 3) The decision resulting from the GDAAC may be appealed to the Graduate Academic Appeals Board (GAAB). For information on this process, please refer to the Appeals Process, outlined by the School of Graduate Studies: <https://facultyandstaff.sgs.utoronto.ca/sgs-councils-and-committees/graduate-academic-appeals/>
- 4) The decision of the GAAB may be appealed to the Academic Appeals Committee of the Governing Council. For information on this process, please refer to the Appeals Process, outlined in the School of Graduate Studies calendar: <https://sgs.calendar.utoronto.ca/general-regulations#10>

Equity, Diversity, Inclusion & Indigenous Reconciliation

The U of T is committed to equity, human rights and respect for diversity. All members of the U of T community should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another's differences.

Students are reminded of the expectation that we all demonstrate respect for one another. As outlined in the Student Code of Conduct, the U of T does not condone discrimination or harassment against any persons or communities especially when based on grounds protected under the Ontario Human Rights Code. In accordance with the Ontario Human Rights Code, no person shall engage in a course of vexatious conduct that is directed at one or more specific individuals, and that is based on the race, ancestry, place of origin, colour, ethnic origin, citizenship, sexual orientation, gender identity, gender expression, age marital status, family status or disability. This includes:

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

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

Student Disclosure Process

The University of Toronto and the Lawrence S. Bloomberg Faculty of Nursing are dedicated to fostering a supportive and safe academic environment in which the learning and scholarship of students may flourish. The safety and well-being of students, including their ability to learn in an environment of professionalism, collegiality, civility and respect are of utmost importance. Students who have witnessed or experienced harassment, discrimination or harmful unprofessionalism can use the Faculty's disclosure protocol. Students can disclose by either

submitting an entry on the confidential [Event Disclosure Form](#) (EDF) or contacting the Faculty's designated intake officer, Kristen Reichold (kristen.reichold@utoronto.ca).

Personal Time Off Policy

The School of Graduate Studies [Personal Time Off Policy](#) enables graduate students to take personal time off each academic year. Under this policy, a graduate student can take up to 15 days off annually during an academic year (September to August) in addition to statutory holidays and days designated as University closures or holidays to support their wellbeing and mental and physical health. Personal time off does not result in any changes to registered student status or funding status; students remain registered and continue to receive any funding to which they are entitled as well as pay all fees during the academic session.

Please note, sick leaves or absences for health reasons do not fall under the category of personal time off. Students who need extended time off for personal or medical reasons should consider the option of requesting a [leave of absence](#).

Since research- and professional-stream programs are structured differently, there are some key differences between the implementation of the Personal Time Off policy across the various graduate programs at the Lawrence Bloomberg Faculty of Nursing.

For PhD students, the timing of personal time off can be flexible, as long as it does not interfere with coursework or grant/scholarship application deadlines. If you are in a research-stream program, your time off is highly individualized and should be determined in close consultation with your supervisor as far in advance of the time off as possible.

For students in professional-stream programs, such as the MN and DN programs, the timing of personal time off will be determined by each program's curriculum, considering both coursework and internship/clinical placement schedules. Normally coursework is not scheduled in July and August, and so those times will be best for taking personal time off.

Please note that the Personal Time Off policy applies only to the student role and does not apply to any employment you may have with the university. If a student holds any kind of employment relationship with the University, e.g., Teaching Assistant, Research Assistant, the student should speak with their employment supervisor and consult the applicable collective agreement(s), if any, on all matters and questions pertaining to their employment, including for obtaining approval of any time off work.

REGISTRATION AND FEES

Registration

In order to register, 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:

<https://studentaccount.utoronto.ca/>

Course Enrolment

The Bloomberg Faculty of Nursing will enroll graduate students in their required courses. Enrolment in fall and winter courses usually occurs at the end of August. Enrolment in summer courses usually occurs in early April. Students will enroll themselves in any elective courses on ACORN. 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: <https://studentaccount.utoronto.ca/>

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

Some of our graduate programs require a \$500 non-refundable tuition deposit. The deposit 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 webpage for details:

<https://studentaccount.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 the Financial Matters section 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 School of Graduate Studies:

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

Personal Information on ACORN

It is each student's responsibility to ensure that the following information is kept up-to-date on ACORN: mailing and permanent addresses; Social Insurance Number (SIN); email address; emergency contact information.

UTORid

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

In order to activate your UTORid you'll need to submit your photo and documentation online. Once you activate your UTORid and have your identity verified, you will be able to make an appointment to pick up your T-Card (student ID) when you arrive on campus.

T-Card

The T-Card is a wallet-sized card bearing the student's photograph and serves as evidence of registration in the Faculty and as a library card. It is used for identification purposes within the University, such as Faculty examinations, student activities, and Athletic Association privileges. There is a fee for the replacement of lost cards. Students who are studying remotely are not required to have a physical T-Card.

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 set up 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, 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. To order a transcript, visit www.transcripts.utoronto.ca

SESSIONAL DATES

Graduate Sessional Dates and Deadlines 2023-2024

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

2022 Fall Session	
Th September 1	Recommended tuition fee payment deadline for students registering or starting their program in the Fall session to ensure payment is received by the registration deadline of September 16, and to avoid cancellation of registration and course enrolment. International students must make a payment by this date to ensure they are covered by UHIP at the beginning of September
M September 5	Labour Day (University closed)
T September 7 - F September 9	Year 1 MN-NP & Post-Master NP Orientation (Mandatory)
Th September 8 9am - 5pm	Year 1 MN Clinical Nursing Orientation (Mandatory)
Th September 8 9am - 5pm	Year 1 MN Health Systems Leadership & Administration (HSLA) Orientation (Mandatory)
F September 9 10am - 12pm	Year 2 MN Clinical Nursing Orientation (Optional)
F September 9 10am - 12pm	Year 2 MN Health Systems Leadership & Administration (HSLA) Orientation (Optional)
M September 12	Bloomberg Graduate Nursing courses begin this week.
W September 14	Grades for all Summer session courses available for viewing by students on ACORN.
Th September 15	Final date to submit final doctoral theses to SGS to avoid fee charges for 2022-23.
F September 16	Registration deadline for graduate students registering or starting their program in the Fall (September to December) session; after this date, a late registration fee will be assessed. Minimum required payment due (unpaid fees from previous session[s] + 100% of current Fall tuition fee charges)
M September 26	Final date to add full-year and Fall session courses

F September 30	Payment deadline to avoid service charges on unpaid Fall (September to December) session tuition and non-tuition fees for students registered in the Fall session only, except for those who have successfully registered without payment because they are receiving a full funding package via a research stipend, a major award or scholarship, teaching assistantships, tuition waiver, and/or sponsorships. Monthly service charges will begin accruing on October 15.
F September 30	Final date to submit final doctoral theses for Fall Convocation.
M October 10	Thanksgiving Day (University closed)
M October 10 - F October 14	Reading Week: PhD Program Only
M October 24 - F October 28	Reading Week: MN, PMNP & DN Programs
M October 31	Final date to drop Fall session courses without academic penalty.
November 7 - 11	Fall Convocation information and dates are posted at https://governingcouncil.utoronto.ca/convocation
W November 30	Payment deadline to avoid service charges on unpaid Winter (January to April) session tuition and non-tuition fees for students registered in the Fall and Winter sessions, except for those who have successfully registered without payment because they are receiving OSAP or other government loans, a full funding package via a research stipend, a major award or scholarship, teaching assistantships, tuition waiver, and/or sponsorships. Monthly service charges will begin accruing on December 15.
M Nov 28 - F Dec 2	Last week of classes
M Dec 5 - F Dec 9	Final examinations
Th December 15	Recommended tuition fee payment deadline for all tuition fees billed for the tax year for students who want eligible 2022 tuition fee payments to be reported on the 2022 calendar T2202 tax certificate, available for students to view and print on ACORN on February 21, 2023.

T December 20	Recommended tuition fee payment deadline for students registering or starting their program in the Winter session (i.e. those who were not registered in the previous Fall session). To ensure payment is received by the registration deadline and to avoid cancellation of registration and course enrolment. International students must make a payment by this date to ensure they are covered by UHIP at the beginning of January.
W December 21	University closed for the winter break from Wednesday, December 21, 2022 to Sunday, January 1, 2023 inclusive.
2023 Winter Session	
M January 2	University re-opens
M January 9	Bloomberg Faculty of Nursing courses begin.
F January 13	Registration deadline for students registering or starting their program in the Winter (January to April) session; after this date, a late registration fee will be assessed. Minimum required payment due (unpaid fees from previous session[s] + 100% of current Winter session tuition fee charges).
M January 16	Final date to submit doctoral theses without payment of incidental Winter session fees.
W January 18	Grades for Fall session courses available for viewing by students on ACORN.
F January 20	Final date to submit final doctoral theses for March graduation <i>in absentia</i> .
M January 23	Final date to add Winter session courses.
T January 31	Payment deadline to avoid service charges on unpaid Winter (January to April) session tuition and non-tuition fees for students registered in the Winter session only, except for those who have successfully registered without payment because they are receiving a full funding package via a research stipend, a major award or scholarship, teaching assistantships, tuition waiver, and/or sponsorships. Monthly service charges will begin accruing on February 15.
M February 20	Family Day (University closed)
February 20-24	Reading Week: MN, PMNP, DN & PhD Programs

M February 27	Final date to drop full-year and Winter session courses without academic penalty.
March	March graduation <i>in absentia</i> information is posted at https://governingcouncil.utoronto.ca/convocation
March 6 - 8 8:30am - 4:30pm TBC	Year 1 HSLA Residency (compulsory, on-campus)
March 27 - 29	Year 1 DN Residency (compulsory, on-campus)
March 29 - 31	Year 2 DN Residency (compulsory, on-campus)
T April 6	Last day of Winter session classes.
F April 7	Good Friday (University closed)
April 10 - 14	Final examinations
April 11 - 14	PhD Research Symposium
F April 21	Final date for submission of final doctoral theses for students whose degrees are to be conferred at the June Convocation.
S April 30	Payment deadline to avoid service charges on unpaid Fall-Winter (September to April) session tuition and non-tuition fees for students who have successfully registered without payment because they are receiving a full funding package via a research stipend, a major award or scholarship, teaching assistantships, and/or sponsorships. Monthly service charges will begin accruing on May 15.
2023 Summer Session	
M April 24	Bloomberg Faculty of Nursing courses begin
M April 24 - F May 5	MN-NP & PMNP year 1 on campus residency (mandatory)
M May 8	Final date to enrol in May-to-June or May-to-August session courses
W May 17	Grades for Winter session courses available for viewing by students on ACORN
M May 22	Victoria Day (University closed)

F May 26	Final date to drop May-to-June courses without academic penalty
W May 31	Payment deadline to avoid service charges on unpaid Summer (May to August) session tuition and non-tuition fees for students registered in the Summer session, except for those who have successfully registered without payment because they are receiving a full funding package via a research stipend, a major award or scholarship, teaching assistantships, tuition waiver, and/or sponsorships. Monthly service charges will begin accruing on June 15
M June 26 - F June 30	MN-NP & PMNP year 2 final on campus residency (mandatory)
Last week of June TBC	Clinical year 2 final on campus residency (mandatory)
Last week of June TBC	HSLA year 2 final on campus residency (mandatory)
F June 30	Last day of classes.
June	June Convocation information and dates are posted at https://governingcouncil.utoronto.ca/convocation
W July 19	Grades for year 2 MN & PMNP courses available for viewing by students on ACORN
September	Grades for year 1 MN & PMNP courses available for viewing by students on ACORN

MASTER OF NURSING

Program Overview

The Master of Nursing Program is designed to prepare advanced practice nurses to provide professional leadership in their chosen advanced practice field. The MN program has three separate fields of study: Clinical Nursing, Health Systems Leadership and Administration (HSLA) and Nurse Practitioner [Adult, Paediatric or Primary Health Care-Global Health]. Students are admitted into one field.

All three fields of study must be completed on a full-time basis. The usual MN program length is 2 years over 6 semesters.

The Program is designed to provide students with the skills and competencies required for advanced practice nurses. The Program provides a) opportunities to effectively implement in practice a broad range of theoretical and research evidence relevant to nursing, b) a learning environment that reflects the research-intensive university, and c) an education that is responsive to a breadth of ideas and the complexities of caring for highly diverse populations within a variety of political, socioeconomic, and health care systems.

The objectives of the Master of Nursing Program are to prepare graduates who:

- demonstrate translational expertise using evidence from nursing research, related academic and clinical disciplines and professional institutions as a basis for advanced nursing practice.
- participate in research activities and undertake practice projects consistent with their professional preparation.
- demonstrate the ability to continually assess and acquire new skills to manage health issues in individuals, defined populations and care systems, and evaluate the effectiveness of these advanced nursing practices.
- mentor others effectively in professional settings.
- are well informed and deeply committed to standards of ethical practice.
- demonstrate through completion of courses and related scholarly papers and projects, knowledge about theoretical foundations, professional structures, standards, and practices relevant to their identified field of nursing administration, clinical nursing, or nurse practitioner.
- develop and utilize leadership strategies from experience and academic learning to foster improvement of health and health care at the individual, system, organizational and community level.

The Master of Nursing Program is designed to prepare advanced practice nurses who have expertise in human health states, health care settings, and health care systems and whose education reflects the research-intensive university environment and the needs of a large, urban, diverse population. Graduates will demonstrate the knowledge and skills necessary to:

- a) work with special populations (individuals, communities, populations) with complex health and illness needs across the lifespan,
- b) understand care delivery within a variety of health care settings, and

c) understand and influence the politics and policies that influence health and shape complex health care systems.

Fields of Study

Students will choose ONE of three fields of study:

1. Clinical Nursing
2. Health Systems Leadership and Administration (HSLA)
3. Nurse Practitioner – Adult or Paediatric or Primary Health Care-Global Health emphasis

Please note that admission to the Paediatric emphasis is not offered for the 2022/2023 academic year.

Learning Format

The learning format for each field of study is unique.

- Clinical Nursing – normally offered IN-CLASS only.
- Health Systems Leadership and Administration – offered primarily ONLINE but requires some in-person on-campus residency periods (Year 1 – March, Year 2 – June, dates TBC)
- Nurse Practitioner – offered primarily ONLINE but requires some in-person on-campus residency periods (Year 1 – September, April/May, Year 2 – June, dates TBC).

Minimum Admission Requirements

Candidates are accepted under the general regulations of the School of Graduate Studies.

Meeting minimal requirements does not ensure admission.

- Candidates must have a BScN degree from the University of Toronto or an equivalent degree.
- Candidates must have obtained a mid-B standing in the final year of undergraduate study and, in addition, must have obtained a B standing in the final two years. It is expected that the candidate will have obtained good academic standing in non-nursing as well as nursing subjects. If the candidate completed the bachelor's program on a part-time basis, the final year average will be calculated based on the five most relevant senior level full course equivalents.
- Candidates must submit official university transcripts; a curriculum vitae; two letters of reference; a letter of intent outlining goals and expectations that clearly indicate the intended field of study; and a sample of scholarly work for some programs. Candidates must submit proof of current nurse registration, or they must be eligible for registration.
- In addition to all the above requirements, candidates seeking admission to the Nurse Practitioner field of study must also have a minimum of 3,900 hours of clinical experience as an RN. The faculty is also planning to introduce a minimum requirement of 3,900 hours of RN experience for those applying to the MN HSLA program beginning in the Fall of 2022.
- English Facility Requirements - Please refer to the School of Graduate Studies' Website: <http://www.sgs.utoronto.ca/prospectivestudents/Pages/English-Language-Proficiency-Testing.aspx>

Student Preparedness Permits

To satisfy registration requirements, the Lawrence S. Bloomberg Faculty of Nursing is requiring that graduate students annually complete and submit several documents, including immunization records, police record check – vulnerable sector screening, CPR, etc. Failure to complete and provide these documents to the Lawrence S. Bloomberg Faculty of Nursing via the secure login-based online system, Synergy, will affect students' ability to engage in practicum and proceed in the graduate 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 and enrolment in courses. All requirements must be valid for the entire academic year (until June 30). Therefore, we advise students to initiate their requests for immunization information from their healthcare provider, clearance from their regional police department, BLS certification, and mask fit at the end of June or early in July to ensure all requirements are valid for the entire duration of the academic year until June 30 of the following year.

Further details are posted at: <https://bloomberg.nursing.utoronto.ca/current-students/placements/graduate/graduate-program-practicum-requirements>

Program Requirements

Students in the Master of Nursing program (Clinical and HSLA fields) are required to complete a total of five (5) full time course equivalent (FCE) courses (9 individual courses). Students in the Master of Nursing program (Nurse Practitioner field) are required to complete a total of five and one-half (5.5) FCE courses (10 individual courses).

Field: Clinical Nursing

The MN program requires 5.0 full-course equivalents (FCEs), including:

- NUR 1170H, NUR 1171H, NUR 1174H, NUR 1175H, NUR 1176H, and NUR1177H (3.0 FCE)
- a 1.0 FCE practicum-based course (NUR 1179Y), which should be taken alone in the final session and only after completion of all other coursework and program requirements;
- two elective field of study courses (1.0 FCE). One of these two field of study courses may be selected from outside the Faculty of Nursing.

Year 1 course sequencing:

Fall – NUR1170H* and NUR1176H

Winter – One core field of study course** and NUR1174H

Summer – NUR1171H

Year 2 course sequencing:

Fall – One core field of study course** and NUR1175H
Winter – One core field of study course** and NUR1177H
Summer – NUR1179Y*

*NUR1170H and NUR1179Y include a required practicum component and associated in-class learning activities. There are 30 practicum hours in NUR1170H and 160 hours in NUR1179Y. NUR1179Y also includes a final Residency, typically 2-3 days during the last week of June. NUR1179Y must be taken alone in the final semester and only after completion of all other coursework and program requirements.

**Students must complete 2 core field of study courses (i.e., “electives”) over the first 5 semesters of the program.

Field: Health Systems Leadership and Administration

The MN program requires 5.0 full-course equivalents (FCEs) including:

- NUR1016H, NUR1027H, NUR1127H, NUR1151H, NUR1152H*, NUR1156H, NUR1157H, and NUR1161H;
- a 1.0 FCE practicum-based course (NUR1169Y) which must be taken alone in the final session and only after completion of all other coursework and program requirements

All of the courses in the MN – HSLA program are online offered through a combination of asynchronous and synchronous learning. The means that, orientation and residences aside, you do not have to come to campus weekly for classes, however they may be times when you are required to attend class virtually. The MN-HSLA program includes three on-campus mandatory sessions (students must be on campus in Toronto):

1. Orientation session early September (in-person for Fall 2022);
2. Year 1 Residency (embedded in the NUR 1151H course) typically 3-4 days at the beginning of March;
3. Year 2 Residency (embedded in the NUR 1169Y course) typically 2-3 days during the last week of June.

Year 1 course sequencing:

- Fall – NUR 1156H and NUR 1027H
- Winter – NUR 1127H and NUR 1151H*
- Summer - NUR 1152H*

Year 2 course sequencing:

- Fall – NUR1016H and NUR1161H
- Winter – NUR1157H
- Summer - NUR1169Y*

*Note: NUR1151H and NUR1169Y both include a required on-campus, in-class learning experience. NUR1152H and NUR1169Y include a required practicum component, and required eLearning activities. There are 30 practicum hours in NUR1152H and 160 practicum hours in

NUR1169Y. NUR1169Y must be taken alone in the final semester and only after completion of all other coursework and program requirements.

Field: Nurse Practitioner

The MN program requires 5.5 FCEs including:

- NUR1094H, NUR1095H, NUR1138H, NUR1097H;
- a combination of required courses based on the student's emphasis:
 - Adult: NUR 1140H, NUR 1141H, NUR1101H*, NUR 1115H*, NUR 1215H*, and NUR 1221Y* or
 - Paediatric: NUR 1144H, NUR 1145H, NUR 1102H*, NUR1116H*, and NUR 1216H*, and NUR 1222Y* or
 - Primary Health Care—Global Health: NUR 1142H, NUR1143H, NUR 1114H*, NUR 1117H* and NUR 1217H*, and NUR 1223Y*

This field of study is offered in online formats (with residency requirements).

Notes for students in the Nurse Practitioner field:

Nurse Practitioner courses are offered once per year (except paediatrics – courses are offered every second year) and must be taken sequentially (NUR1140/1144/1142Y, then NUR1141/1145/1143 then NUR1101/1102/1114, NUR1115/1116/1117 and then NUR1215/1216/1217).

*There are 75 practicum hours in NUR1101H, NUR1102H and NUR1114H, 250 practicum hours in NUR1115H, NUR1116H, NUR1117H, NUR1215H, NUR1216H and NUR1217H and 200 practicum hours in NUR1221Y, 1222Y and 1223Y.

NUR1221/1222/1223Y must be taken alone in the final term of the program and only after completion of all other coursework and program requirements.

Length of Program

The MN program is normally completed within two years of **full-time** study over six consecutive terms. Please consult the SGS website for policies regarding maximum length of time for degree completion, requesting extensions, etc.

MN students must enroll on a full-time basis.

POST-MASTER'S NURSE PRACTITIONER DIPLOMA

Program Overview

This specialized Diploma program is designed to afford students who have completed graduate education in nursing the opportunity to develop the knowledge and skills required to perform the nurse practitioner role.

Patient focus

Students focus their studies in the area of adult or paediatric or primary health care-global health.

Please note that admission to the NP Paediatric emphasis is offered in alternate years.

Admission to the Paediatric emphasis is offered for the 2021/2022 academic year.

Minimum Admission Requirements

- Applicants are admitted under the General Regulations of the School of Graduate Studies. Applicants must also satisfy the Graduate Department of Nursing Science's additional admission requirements stated below.
- Applicants to the Post-Master's Nurse Practitioner (PMNP) diploma program must have completed a master's degree in nursing or an equivalent graduate degree that includes clinical nursing experience and a minimum of two years of clinical nursing experience.
- Preference is given to applicants who have one or more years in an advanced nursing practice role (in addition to clinical experience) and support within their employment setting.
- Applicants must hold current registration as a Registered Nurse or equivalent.

Student Preparedness Permits

To satisfy registration requirements, the Lawrence S. Bloomberg Faculty of Nursing is requiring that graduate students annually complete and submit several documents, including immunization records, police record check – vulnerable sector screening, CPR, etc. Failure to complete and provide these documents to the Lawrence S. Bloomberg Faculty of Nursing via the secure login-based online system, Synergy, will affect your ability to engage in practicum and proceed in the master's 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 and enrolment in courses. All requirements must be valid for the entire academic year (until June 30). Therefore, we advise students to initiate their requests for immunization information from their healthcare provider, clearance from their regional police department, BLS certification, and mask fit at the end of June or early in July to ensure all requirements are valid for the entire duration of the academic year until June 30 of the following year.

Further details are posted at:

<https://bloomberg.nursing.utoronto.ca/current-students/placements/graduate/graduate-program-practicum-requirements>

Program Requirements

- All students in the PMNP diploma program are required to complete a total of 3.5 full-course equivalents (FCEs) as follows:

Emphasis: Adult

- NUR 1140H Pathophysiology & Pharmacotherapeutics 1 (Adult)
- NUR 1141H Pathophysiology & Pharmacotherapeutics 2 (Adult)
- NUR 1101H* Advanced Health Assessment & Clinical Reasoning (Adult)
- NUR 1115H* Advanced Health Assessment & Therapeutic Management 1 (Adult)
- NUR 1215H* Advanced Health Assessment & Therapeutic Management 2 (Adult)
- NUR 1221Y* Nurse Practitioners: Roles and Issues (Adult)

Emphasis: Paediatric

- NUR 1144H Pathophysiology & Pharmacotherapeutics 1 (Paediatric)
- NUR 1145H Pathophysiology & Pharmacotherapeutics 2 (Paediatric)
- NUR 1102H* Advanced Health Assessment & Clinical Reasoning (Paediatric)
- NUR 1116H* Advanced Health Assessment & Therapeutic Management 1 (Paediatric)
- NUR 1216H* Advanced Health Assessment & Therapeutic Management 2 (Paediatric)
- NUR 1222Y* Nurse Practitioners: Roles and Issues (Paediatric)

Emphasis: Primary Health Care—Global Health

- NUR 1142H Pathophysiology and Pharmacotherapeutics 1 (Primary Health Care-Global Health)
- NUR 1143H Pathophysiology and Pharmacotherapeutics 2 (Primary Health Care-Global Health)
- NUR 1114H* Advanced Health Assessment & Clinical Reasoning (Primary Health Care-Global Health)
- NUR 1117H* Advanced Health Assessment & Therapeutic Management 1 (Primary Health Care-Global Health)
- NUR 1217H* Advanced Health Assessment & Therapeutic Management 2 (Primary Health Care-Global Health)
- NUR 1223Y* Nurse Practitioners: Roles and Issues (Primary Health Care-Global Health)

- NUR 1221Y, NUR 1222Y, and NUR 1223Y must be taken alone in the final session and only after completion of all other coursework and program requirements.

*There are 75 practicum hours in NUR1101H, NUR1102H and NUR1114H, 250 practicum hours in NUR1115H, NUR1116H, NUR1117H, NUR1215H, NUR1216H and NUR1217H and 200 practicum hours in NUR1221Y, 1222Y and 1223Y.

Length of Program

The program is 22-months long and offered on a part-time basis only.

DOCTOR OF PHILOSOPHY

Program Overview

The University of Toronto Faculty of Nursing Doctor of Philosophy in Nursing (PhD) Degree is designed to prepare scientists with the analytical and research skills required for the study of clinical or administrative nursing problems. The completion of a thesis forms a major component of the program.

Graduates of the program will demonstrate:

- superior understanding of the theoretical foundations of nursing science;
- a broad appreciation of the relationship between nursing science and the scientific basis of other health disciplines;
- in-depth knowledge and specialization related to a selected aspect of nursing science;
- the ability to design and conduct research studies of relevance and importance to nursing science;
- commitment to ethical scholarship and collaboration in the furthering of knowledge, with a critical and objective perspective on research; and
- the ability to contribute to the education of undergraduate and graduate nursing students.

Minimum Admission Requirements

Candidates are accepted under the general regulations of the School of Graduate Studies. Meeting minimal requirements does not ensure admission.

- Candidates normally must have a Master's degree in nursing.
- Candidates must have achieved at least a B+ standing in their master's program.
- Candidates must submit a signed commitment from an identified PhD supervisor; official university transcripts; curriculum vitae; relevant publications; a statement indicating their reasons for PhD study, research interests, and future plans; and two letters of reference. One reference should come from the professor who supervised the candidate's Master's thesis (if applicable) or who is most familiar with their research and the other should be from another professor who is familiar with their academic background or research potential.
- A personal interview may be required.
- English Facility Requirements - Please refer to the School of Graduate Studies' Website: <https://www.sgs.utoronto.ca/admissions/admission-requirements/english-language-proficiency-testing/>

MN/PhD Transfer

Exceptional students who are excellent candidates for the PhD program may apply to transfer from the MN to the PhD program. Students must currently be enrolled in the MN program at the Bloomberg Faculty of Nursing, University of Toronto to qualify.

Candidates applying to transfer from the MN program must have:

a) Completed the following courses in the MN program:

MN-Clinical: Four courses; two completed with a minimum grade of B+ and the following two required courses, both with a minimum grade of A:

NUR1176H History of Ideas in Nursing: Clinical

NUR1174H Research Design, Appraisal and Utilization: Clinical

MN-HSLA: Four courses; two completed with a minimum grade of B+ and the following two required courses, both with a minimum grade of A:

NUR1156H History of Ideas in Nursing: HSLA

NUR1127H Integrated Approaches to Appraisal and Utilization

MN-NP: Four courses; two completed with a minimum grade of B+ and the following two required courses, both with a minimum grade of A:

NUR1094H Research Design, Appraisal and Utilization: NP

NUR1095H Introduction to Qualitative Research: methodologies, Appraisal and Knowledge Translation: NP

b) Agreement of an identified supervisor

Program RequirementsThe PhD in Nursing is offered as a full-time program. Candidacy is achieved by successful completion of required courses, the literature review paper, and the proposal defence as described below.

Courses: Successful completion of **all required** courses (3.0 FCEs) by the end of Year 2 in the program with a minimum average standing at the B+ level.

The minimum of 3.0 full course equivalents (FCEs) includes:

- PhD Seminar NUR1081Y (1.0 FCE)
- Research Methods for Knowledge Discovery NUR1079Y (1.0 FCE)
- one course (0.5 FCE) related to the substantive area of the field of study and thesis plans
- one course (0.5 FCE) may be either a method or substantive area course as determined by the student and the supervisory committee

Students are normally expected to complete all required courses (3.0 FCEs) by the end of Year 2. If all required courses are not successfully completed by the end of Year 3, the Faculty of Nursing will normally make a recommendation to SGS for termination of registration.

Literature Review Paper: Successful completion of the literature review paper by September 30th of Year 2.

The literature review paper topic as well as type and format of the literature review paper must be approved by the supervisor (with signed documentation by the student and supervisor) by March 1st of Year 1. This agreement should specify the problem statement, the format/type of literature review that is appropriate to the field of study, and to the scholarly traditions within which the student's research is situated.

The literature review paper must be submitted by September 30th of Year 2. The submitted literature review paper will be formally reviewed and evaluated by the supervisor and at least one additional thesis committee member. Written and verbal feedback about the submitted literature review paper will be provided to the student at a supervisory committee meeting. For the literature review paper to be considered a pass, both faculty members' assessments of the literature review paper must be at the successful completion or pass level. If both examinations are considered pass, the student may receive a satisfactory rating at their supervisory committee meeting. If one or both paper reviews are rated unsatisfactory or not pass, then the student receives an unsatisfactory rating at the supervisory committee meeting.

If the student does not successfully complete the literature review paper when first submitted, the student will have one additional opportunity to revise and rewrite the literature review paper, based on the feedback received at the supervisory committee meeting. The student must resubmit the revised literature review paper by December 1st of Year 2. This revised literature review paper must be formally evaluated by the supervisor and one other thesis committee member (normally the same committee member who completed the assessment of the original literature review paper). The student will receive feedback about the revised literature review paper at a supervisory committee meeting. For the literature review to be considered a pass, both faculty members' assessments of the literature review must be at the pass level. If both reviews are considered pass, the student may receive a satisfactory rating at their supervisory committee meeting. If one or both reviews are rated failure/not pass, then the student receives an unsatisfactory rating at the supervisory committee meeting.

If the student does not successfully complete the literature review paper on the second attempt, the Faculty of Nursing will normally recommend to SGS that the student's registration in the PhD program be terminated.

PhD Thesis Proposal: Successful defence of the thesis proposal, normally by the end of Year 2.

The successful defence of the PhD thesis proposal is the final step in achieving candidacy. Before the PhD thesis proposal exam can be held, all other candidacy requirements must be completed (i.e., course work and successful completion of literature review).

The thesis proposal requirements document specifies the required elements for the proposal. Assessment of the thesis proposal consists of both the written proposal and the oral defence of the proposal. Procedure for conducting the exam can be found in the document Examination of the PhD Dissertation Proposal Procedure, Guidelines, and Examination Report

Students are normally expected to defend their thesis proposal by the end of Year 2 of their program. Students must successfully defend their thesis proposal no later than the end of Year 3. Students who do not successfully defend the proposal after the first attempt may have one additional opportunity to successfully present and defend the written proposal, and this must be accomplished before the end of Year 3 of the program.

If the student does not successfully defend the thesis proposal by the end of Year 3 (including a second attempt, if required), the Faculty of Nursing will normally recommend to SGS that the student's registration in the PhD program be terminated.

Students who have successfully defended their thesis proposal may refer themselves as “PhD candidates”, rather than “PhD students” and the achievement of candidacy is noted on the academic transcript.

Length of Program

Normally, degree requirements are completed in four academic years of full-time study (five years for MN transfer students). All requirements for the degree must be completed within six calendar years (full-time study) and seven years (MN transfer students) from the date of the student's enrolment in the program.

Progressing in the PhD program

PhD students are expected to complete their degree in a 4-year time frame. The following is a sample timetable or road map for degree completion.

A sample of 4-year road map

Year 1: Form a supervisory committee (minimum of 3 members including the supervisor)

Course work (NUR1081Y, NUR1079, and others)

Lit Review Paper Topic due (March 1)

Year 2: Lit Review Paper due (September 30)

Course work (complete other course requirements)

Proposal defense (i.e., achieve candidacy)

Year 3: Ethics approval

Data collection

Data analysis

Year 4: Complete data analysis

Write dissertation

Final Oral Exam

In order to ensure that students are progressing in a timely manner, students are required to have a regular meeting with their supervisory committee. At the very minimum, two such meetings are required in an academic year; however, more frequent meetings are strongly encouraged. At the end of each meeting, students are evaluated as making satisfactory or unsatisfactory progress since the previous meeting. Receiving two consecutive ratings of unsatisfactory or failure to hold the meeting in a timely manner normally leads to the recommendation of termination from the program. [The record of PhD supervisory committee meetings](#) must be kept by the supervisor

and the student. A copy must also be submitted to the Academic Advisor & Enrolment Coordinator.

The supervisory committee should consist of the supervisor and at least two other faculty members with appropriate academic interests. At least one member must hold a PhD degree in nursing.

PhD Final Oral Examination

The final requirement for the PhD degree is the successful defence of a PhD thesis. General information about the Doctoral Final Oral Exam (FOE) can be found in the [SGS Calendar](#).

Please also refer to the [Final Oral Examinations Guidelines](#), which outlines the responsibilities of the graduate unit, SGS, the Examination Committee, and the Chair of the Committee in the planning and conduct of a FOE.

Guideline for PhD FOE at the Faculty of Nursing

Supervisor's responsibility:

- Check that the PhD candidate has completed all the requirements, except the FOE before initiating the exam process.
- Nominate an external examiner to the Director of Doctoral Programs by submitting a CV of the prospective external examiner. (See below for further info)
- Nominate an "internal examiner" to the Director of Doctoral Programs (See below for further info)
- Determine the exam date and FOE membership and provide the following to the Academic Advisor at least 6 weeks prior to the exam date:
 - CV of the external examiner whether their participation would be in person or via teleconference
 - A list of FOE committee members, including their email addresses (indicate if anyone is a non-voting member)
 - Time and date of the examination
- Inform the Academic Advisor the result of the exam so that a congratulatory email may be sent out the faculty and all PhD students.
- Once all the corrections/modifications are made by the candidate, inform SGS Doctoral Examination Office sgs.doctoral@utoronto.ca

Candidate's responsibility

- Provide a thesis title to the Academic Advisor as soon as the exam date is set by the supervisor (supervisor may also do this at the time of requesting an exam).
- Provide a copy of thesis abstract shortly after.
- Circulate an electronic copy of the thesis to their own supervisory committee, the FOE internal examiner, and the Academic Advisor at least 6 weeks prior to the exam date. The Academic Advisor will distribute the thesis to the External Examiner.

- The candidate cannot communicate with the External Examiner directly until the exam is underway.
- Should the External Examiner request a printed, bound version of the thesis, the candidate will provide it to the Academic Advisor at his/her own cost. The Academic Advisor will mail the hardcopy version of the thesis to the External Examiner at the Faculty's expense.

Post exam instruction:

Candidates will receive a post exam instruction from SGS, either through Nursing or directly from SGS. Candidates no longer need to visit SGS for paperwork.

Responsibility of Student Services

- Check and ensure that all FOE members (except External Examiner) have appropriate SGS appointment.
- Seek approval of the FOE membership, including external examiner, from SGS and inform the supervisor and the Director of Doctoral Programs when the approval is obtained.
- Book a room (normally at HSB) and Zoom link and arrange for AV equipment and teleconference, if required.
- Send an email to FOE members confirming the date and location of the exam.
- Request a chair for the exam from SGS.
- Request an FOE through ACORN/ROSI.
- Send an appointment letter to the external examiner and provide instruction on preparing the thesis appraisal.
- Distribute the thesis appraisal at least 2 weeks prior to the exam to the FOE members.
- Arrange for the payment of honorarium to the external examiner
- Distribute the examination material (abstract, appraisal, ballots, instructions, etc.) to the chair.
- Send a copy of the exam program to FOE members at least 2 days prior to the exam as a reminder.
- Ensure that the exam room is ready for the exam and clean after the exam.
- After a successful defense, send out a congratulatory email to all PhD students and supervisors.
- Inform the dean's office of the successful exam.

Quick reference:

External examiner

- Must be external to the university or its affiliates
- Must be at arm's length from the supervisor and candidate
- Must not be the same person requested by the supervisor in the past two years
- Serves as a voting member of the exam

Internal examiner

- Must not have been closely involved in the supervision of the thesis
- May be members of the faculty appointed to the Candidate's graduate unit, and members of the faculty appointed to other graduate units of the University

Examination committee

- Consists of 4-6 voting members. The quorum is 4.
- At least one member, but not more than three members, of the candidate's supervising committee.
- At least two examiners who have not been closely involved in the supervision of the thesis (i.e., external and internal examiners).

DOCTOR OF NURSING

Program Description

The Doctor of Nursing (DN) is a professional doctoral program designed to prepare nurses with the required skills to apply knowledge in diverse settings and (a) lead in dynamic, fast-paced, technologically advanced and sophisticated health-care environments and (b) teach in nursing education. Students will engage in advanced education related to leadership and knowledge application in healthcare or nursing education.

The DN is offered in a hybrid online (required courses) and on-site (required residencies) delivery model. Students will normally complete this full-time program in eight sessions compressed over three years due to cohort-based delivery and use of the Summer sessions.

Minimum Admission Requirements

- Applicants are admitted under the General Regulations of the School of Graduate Studies. Applicants must also satisfy the Graduate Department of Nursing Science's additional admission requirements stated below.
- Applicants must have a master's degree in nursing or a closely related field, such as education, public health, health science, health policy, or business administration, with a minimum B+ standing from a recognized university.
- Applicants must hold current registration as a Registered Nurse and must have a minimum of two years of relevant health-care leadership experience or advanced nursing education teaching experience.
- Applicants must provide three reference letters: two work-related and one academic.
- Applicants must submit a letter of intent outlining their reasons for applying to the program and a proposed thesis project.
- Applicants whose primary language is not English and who have graduated from a university where the primary language of instruction and examination is not English must demonstrate proficiency in English. See [General Regulations section 4.3](#) for requirements. An interview may be required.

Program Requirements

Coursework. Students must successfully complete a total of **4.0 full-course equivalents (FCEs)** as follows:

- 1.5 required FCEs: NUR1301H, NUR1302H, and NUR1303H
- 0.5 elective FCE relevant to the student's focus: NUR1331H, NUR1332H, NUR1333H, NUR1334H, or NUR1335H
- 2.0 FCEs in seminar courses: NUR1311H, NUR1312H, NUR1313H, and NUR1314H.

Internships. Students must complete two internships focusing on healthcare or educational leadership

Residencies. Students must complete three residencies consisting of intensive on-campus sessions.

Symposium. In the final residency, students will present their thesis and discuss knowledge transfer and exchange plans for implementing their innovations in practice, policy, and/or education.

Literature review paper. Students must demonstrate their ability to review, analyze, and synthesize relevant material by the end of the third session (Year 1).

Thesis. Students must complete a written thesis proposal by the end of the fifth session (Year 2). The thesis requires students to identify and investigate a practice problem, articulate and apply theory and evidence to the problem, design strategies for action to address the problem, report on strategies implemented to address the problem, and discuss the results and knowledge dissemination plan.

Doctoral Final Oral Examination (FOE).

The final requirement for the DN degree is the successful defence of a DN thesis. General information about the Doctoral Final Oral Exam (FOE) can be found in the [SGS Calendar](#).

Please also refer to the [Final Oral Examinations Guidelines](#), which outlines the responsibilities of the graduate unit, SGS, the Examination Committee, and the Chair of the Committee in the planning and conduct of a FOE.

Guidelines for DN FOE at the Faculty of Nursing

Supervisor's responsibility:

- Check that the DN candidate has completed all the requirements, except the FOE before initiating the exam process.
- Nominate an external examiner to the Director of Doctoral Programs by submitting a CV of the prospective external examiner. (See below for further info)
- Nominate an "internal examiner" to the Director of Doctoral Programs (See below for further info)
- Determine the exam date and FOE membership and provide the following to the Academic Advisor at least 6 weeks prior to the exam date:
 - CV of the external examiner whether their participation would be in person or via teleconference
 - A list of FOE committee members, including their email addresses (indicate if anyone is a non-voting member)
 - Time and date of the examination
- Inform the Academic Advisor the result of the exam so that a congratulatory email may be sent out the faculty and all DN students.
- Once all the corrections/modifications are made by the candidate, inform SGS Doctoral Examination Office sgs.doctoral@utoronto.ca

Candidate's responsibility

- Provide a thesis title to the Academic Advisor as soon as the exam date is set by the supervisor (supervisor may also do this at the time of requesting an exam).
- Provide a copy of thesis abstract shortly after.
- Circulate an electronic copy of the thesis to their own supervisory committee, the FOE internal examiner, and the Academic Advisor at least 6 weeks prior to the exam date. The Academic Advisor will distribute the thesis to the External Examiner.
- The candidate cannot communicate with the External Examiner directly until the exam is underway.
- Should the External Examiner request a printed, bound version of the thesis, the candidate will provide it to the Academic Advisor at his/her own cost. The Academic Advisor will mail the hardcopy version of the thesis to the External Examiner at the Faculty's expense.

Post exam instruction:

Candidates will receive a post exam instruction from SGS, either through Nursing or directly from SGS. Candidates no longer need to visit SGS for paperwork.

Responsibility of Student Services

- Check and ensure that all FOE members (except External Examiner) have appropriate SGS appointment.
- Seek approval of the FOE membership, including external examiner, from SGS and inform the supervisor and the Director of Doctoral Programs when the approval is obtained.
- Book a room (normally at HSB) and Zoom link and arrange for AV equipment and teleconference, if required.
- Send an email to FOE members confirming the date and location of the exam.
- Request a chair for the exam from SGS.
- Request an FOE through ACORN/ROSI.
- Send an appointment letter to the external examiner and provide instruction on preparing the thesis appraisal.
- Distribute the thesis appraisal at least 2 weeks prior to the exam to the FOE members.
- Arrange for the payment of honorarium to the external examiner
- Distribute the examination material (abstract, appraisal, ballots, instructions, etc.) to the chair.
- Send a copy of the exam program to FOE members at least 2 days prior to the exam as a reminder.
- Ensure that the exam room is ready for the exam and clean after the exam.
- After a successful defense, send out a congratulatory email to all DN students and supervisors.
- Inform the dean's office of the successful exam.

Quick reference:

External examiner

- Must be external to the university or its affiliates
- Must be at arm's length from the supervisor and candidate
- Must not be the same person requested by the supervisor in the past two years
- Serves as a voting member of the exam

Internal examiner

- Must not have been closely involved in the supervision of the thesis
- May be members of the faculty appointed to the Candidate's graduate unit, and members of the faculty appointed to other graduate units of the University

Examination committee

- Consists of 4-6 voting members. The quorum is 4.
- At least one member, but not more than three members, of the candidate's supervising committee.
- At least two examiners who have not been closely involved in the supervision of the thesis (i.e., external and internal examiners).

Program Length

3 years

Time Limit

6 years

COLLABORATIVE SPECIALIZATIONS

Students in the Graduate Department of Nursing Science may elect to participate in the following collaborative specializations:

Addiction Studies (PhD students only)

Information can be obtained from:

Dalla Lana School of Public Health
Health Sciences Building
155 College Street, 6th Floor
Toronto, ON M5T 3M

Website: <http://www.dlsph.utoronto.ca/program/collaborative-specialization-in-addiction-studies/>

Aging, Palliative and Supportive Care Across the Life Course

Information can be obtained from:

Institute for Human Development, Life Course and Aging
222 College Street, Suite 106
Toronto, Ontario M5T 3J1.
Tel. (416) 978-7910

Website: <http://www.aging.utoronto.ca>

Bioethics

Information can be obtained from:

Joint Centre for Bioethics
155 College Street, 7th floor
Toronto, Ontario M5G 1P8.
Tel. (416) 978-2709

Website: <https://jcb.utoronto.ca/>

Global Health

Information can be obtained from:

Dalla Lana School of Public Health
155 College Street, Room 620
Toronto, Ontario M5T 3M7
Tel. (416) 976-7870

Website: <http://www.dlsph.utoronto.ca/degree-information/collaborative-doctoral-program-global-health>

Women's Health

Information can be obtained from:

Women's Health Collaborative Program

7th Floor, 790 Bay Street

Toronto, Ontario M5G 1N8

Tel. (416) 351-3732 ext 2331

Email: cpwh@womensresearch.ca

Website: <http://www.womensresearch.ca/learning-centre/graduate-programs/>

Students who are interested in other collaborative specializations not listed above can contact the Bloomberg Nursing Admissions Team for further information: connect.nursing@utoronto.ca

PRACTICUM PLACEMENT

All Masters level programs of the Lawrence S. Bloomberg Faculty of Nursing at the University of Toronto include courses combining scholarship and practical field work experiences. The purpose of the practicum experience is to consolidate learning from the graduate program in a real-life setting, utilizing the knowledge and skills of advanced practice preceptors currently employed in the role.

MN-Clinical

Students in the MN Clinical Nursing are required to complete 30 clinical placement hours as part of NUR1170H in year 1 of the program.

Students in the MN Clinical Nursing field are required to complete 160 clinical placement hours as part of NUR1179Y, the final consolidation course. These placements can be completed within a variety of practice settings including healthcare facilities, community organizations, and other agencies. Our preceptors are knowledgeable professionals with an interest in the advancement of graduate nursing students and many are clinical appointees of the faculty.

MN-HSLA

Students in the MN-HSLA field are required to complete 30 practicum hours as part of NUR1152H (first year) and 160 hours as part of NUR1169Y, the final consolidation course. Students are placed with advanced practice preceptors in formal leadership roles in a variety of settings, including healthcare facilities, community organizations and other agencies.

Master of Nursing, NP Field (MN-NP), Post-Master of Nursing, NP Field (PMNP)

NP students are required to complete four clinical placement courses for a total of 775 clinical hours:

75 hours as part of the Advanced Health Assessment and Clinical Reasoning course (NUR1101H, NUR1102H, or NUR1114H)

500 hours as part of the Advanced Health Assessment and Therapeutic Management course (NUR1115H/1215H, NUR1116H/1216H, or NUR1117H/1217H); and,

200 hours as part of Nurse Practitioners: Roles and Issues course (NUR1221/1222/1223Y)

Potential practice settings are diverse, ranging from care in community settings for at-risk populations, to caring for clients in an ICU setting. The preceptors for the NP program include nurse practitioners and physicians, many with a clinical appointment at the Bloomberg Faculty of Nursing.

Important Information about Practicum Placements

Successful completion of our graduate programs is contingent on students' ability to meet all program requirements, including completion of practicum experiences. Students have access to a wide variety of practicum opportunities and settings including healthcare delivery organizations, other healthcare supporting organizations, and government departments. Students may only complete practicums in Ontario within organizations with which we have formal student

placement or affiliation agreements. New student placement agreements are considered with agencies where there is a possibility of a volume of student engagement over time. However, negotiation and development of new student placement agreements may take six months or longer to secure. Occasionally, it is not possible to secure a student placement agreement because of organizational policy requirements that prohibit the University of Toronto or the healthcare agency to reach an agreement. Consequently, students, particularly graduate and diploma students, must be prepared to relocate or travel to complete some or all of their practicum experiences.

Mask-Fit Policy

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.

APPLICATION

This policy applies to all Faculty of Nursing **learners** (Undergraduate and Graduate students with the Lawrence S. 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.

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.

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 Faculty of Medicine Policy: *Respiratory Protection Policy and Procedures (2009)*

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

<https://bloomberg.nursing.utoronto.ca/current-students/placements/graduate/graduate-program-practicum-requirements/#content3>

COURSE DESCRIPTIONS

IMPORTANT INFORMATION FOR CLINICAL FIELD OF STUDY STUDENTS :

Please note that core field of study (elective) courses are offered on a rotational basis. Not all courses are offered each year. Students in the MN clinical field of study are advised to consult the course timetable for the academic year, and to arrange their course selection to take advantage of courses of interest when they are offered.

NUR1012H CULTURE AND RELATIONS

Explore methods for critiquing relations in hierarchies and examine theory/practice through group exercises and assignments on self-reflection, consensus building and integrative anti-racism in nursing. Transformative Principles of Racial Justice are explored as a particular method for improving employer/employee relations.

NUR1014H THE POLITICS OF ABORIGINAL HEALTH

Examine the impact of policies and practices on the health of Aboriginal People in Canada. Film, videos and guests from the Faculty of Medicine Visiting Lectureship on aboriginal health perspectives encourage sharing experience and critical analysis. Readings and seminars contribute to a research and culture based approach. A social determinants approach avoids blaming victims or reducing problems to psychological or behavioural causes, and instead looks at policies and social practices as resourceful and determinative. Reflect on how realities might be reconstructed, beginning with our own perceptions and strategies. The group assignment will begin to socialize students into collectivist ways of relating and organizing, valued in Aboriginal cultures.

NUR1016H HEALTH SYSTEMS, POLICY AND THE PROFESSION

Nursing has had a longstanding influence on health system programs and policy, but there is a need to extend our reach and become more purposeful and strategic in our actions. To accomplish those aims effectively, nurse leaders must be equipped with a broad understanding of the governance of Canada and its health systems (i.e. the rules book), knowledge of the people, economic factors and politics that influence policy, and insights into the ways policy is developed, legislated, and evaluated. Responding to those needs, NUR1016H is intended to strengthen the effectiveness of Canadian advanced-practice nurses in the identification, development, interpretation, implementation, and diffusion of health policy issues in settings across the domains of nursing practice. This course leads learners through a high-level examination of the operation of Canada's health systems, and the structures and processes that contribute to the formulation and implementation of health-care policy.

NUR1021H NURSING ETHICS

Nurses encounter ethical concerns and dilemmas in all facets of their professional lives. This course will focus on critically examining these concerns and dilemmas through the lens of ethical theory. Although the course will survey a number of theoretical approaches, it will focus on feminist health care ethics in order to capture the interface of ethics and politics. A number of substantive issues will be examined including those pertaining to nurse-patient relationships, the moral agency of nurses, the beginning and end of life, health policy, public health, and globalization. Throughout, the course will make visible the recurrent themes of power, nursing competence, and the importance of human connectedness and difference in nursing ethics.

NUR1025H DOING QUALITATIVE RESEARCH: DESIGN AND DATA COLLECTION

This course will deal with the issues and activities involved in designing and conducting qualitative research studies. It will build on NUR1024H – Foundations of Qualitative Inquiry, the first course in the Essentials of Qualitative Inquiry series. It emphasizes the practical considerations associated with designing qualitative studies, coordinating fieldwork, field relations, techniques of data collection, and data management. However, it also considers the implications of the activities of knowledge construction by addressing the dilemmas associated with reflexivity, positionality and rigor at various points in the design and conduct of qualitative studies. We will explore literature from the health and social sciences to examine the various issues and approaches associated with design and conduct of qualitative inquiry. Evaluation of student learning will enable students to pursue the steps of designing a research project over the course of three assignments: a) short problem statement, development of the research question(s), and selection of a suitable methodological approach, b) an outline of sampling strategy and data collection methods that will address the research question(s) developed earlier, and c) a design of a study. Classes will include large group discussions of weekly topics and readings, in addition to small group exercises that encourage experiential learning and reflexive discussion of qualitative research activities. Analysis of qualitative data is not dealt with extensively in this course because it is the focus of the third course in the Essentials of Qualitative Inquiry series: CHL 5115 – Qualitative Analysis & Interpretation.

NUR1027H INTEGRATED APPROACHES TO RESEARCH APPRAISAL AND UTILIZATION PART 1

A major responsibility for masters-prepared advanced practiced nurses in leadership roles (formal or informal) is promoting evidence-informed practice and policy decisions within nursing. In order to be successful in this endeavour, nurses must be knowledgeable consumers of nursing and related (e.g. health services and social sciences) research. This course and the subsequent course NUR1127H specifically further development of your knowledge, skill, and judgment related to research competencies for advanced practice nurses as outlined in the Canadian Nurses' Association document "Advanced Nursing Practice: A Pan-Canadian Framework (2019)". The focus of NUR1027H is on critical examination and reflection on research and evidence-based

practice, with an emphasis on integration of theory and research to guide practice. You will develop an understanding of the philosophical foundations of contemporary approaches to knowledge production in nursing in the health sciences, and essential competencies in locating, interpreting, critiquing, and using research evidence in practice. Critical analysis of both qualitative and quantitative approaches and their underlying theoretical frameworks will enable you to understand and appropriately integrate research into practice. (3 hours/week)

NUR1127H

INTEGRATED APPROACHES TO RESEARCH APPRAISAL AND UTILIZATION PART 2

NUR1127H builds on and extends the content introduced in Part 1 and focuses on specific research designs and approaches that explain phenomena and relationships, or involve interventions/actions. You will develop competence in critically appraising, interpreting and synthesizing results from individual research studies and research syntheses. Critical appraisal and interpretation of qualitative and quantitative approaches and mixed methods studies will be addressed.

(Prerequisite: NUR1027H)

NUR1029H

ADVANCED PRACTICE NURSING CARE OF OLDER ADULTS

Nurses work in a variety of settings with older adults (e.g., emergency department, orthopaedics, critical care, long term care, community, psychiatry, medical-surgical). This course provides the conceptual foundation for the gerontological advanced practice nursing care to older adults and their families. Through exploration of significant issues in gerontology and gerontological nursing, principles and practices guiding advanced practice in the existing and future health delivery system will be emphasized. Changes in physical and physiological health, which are the result of aging, will be explored in depth and significant issues affecting care of the elderly and their families will be discussed. The current and projected role of the advanced practice nurses in the health care system and its relationship to ethical care will be analyzed.

NUR1030H

PRINCIPLES OF LEADERSHIP AND ADVANCED CLINICAL PRACTICE IN EMERGENCY PREPAREDNESS

This course teaches nurses and other health care professionals the principles required to prevent/mitigate, prepare for, facilitate, manage and coordinate prompt and effective management and recovery for a wide variety of major emergency and disaster situations within local, national, and global contexts. Four key emergency management components are addressed: Prevention & Mitigation, Preparedness, Response, & Recovery. An all-hazards approach is emphasized including natural and human-induced hazards and disasters. Natural events such as hurricanes, technological events such as explosions, human events such as

terrorism, special events such as mass gatherings, and context hazards such as climate change will be considered. Hospital and public health/community management approaches will be addressed with a focus on empowering people through prevention/education and fostering community resilience. Topics that will be covered include the principles guiding emergency management, disaster life cycle, disaster action planning, human responses in major emergency/disaster situations, key ethical/cultural/legal issues, mass casualty triage, managing emergency related infectious diseases, personal safety and security, surge capacity, community resilience, and leadership. Health will be considered within a Primary Health Care context as identified by the WHO's (2008) document: Primary Health Care: Now More Than Ever. Students are expected to prepare for & participate actively in the seminars, to learn within 'communities of learning', and to lead one of the class seminars together with peers. This course is developed for nurses and other health care professionals as well as for individuals who may be involved in emergency management for public health emergencies.

NUR1032H
GROUP PROCESS AND PROFESSIONAL PRACTICE

Much of a nurse's professional life is spent in groups, including team meetings, committees and client/ patient groups. Groups may be small (two or three individuals of family members) or large (community groups or clients/patients with common health problems). Effective group leadership requires an understanding of both group and interpersonal process. Focus on understanding principles of group process: what are the characteristics of an effective group; how are these effects achieved; what is the life cycle of a group; what are common impediments to an effective group. A brief overview of different group modalities and application is presented.

NUR1036H
ADVANCED NURSING PRACTICE IN ONCOLOGY

The course will focus on the examination of theory and research literature from the physiological, socio-behavioural, medical, and nursing sciences for application in advanced level nursing practice in the care of adults and children with cancer and their families across the cancer continuum. Emphasis will be placed on a reflective practitioner model to facilitate the participants' ability to apply theory and evidence in advanced level nursing practice to address common issues in the clinical course of cancer in the context of the multidisciplinary team.

NUR1038H
SOCIAL DETERMINANTS OF HEALTH IN A GLOBAL CONTEXT

This course defines health inequalities as unfair and avoidable differences in health and applies a social determinants of health (SDOH) framework to address two related central questions. First, what are the social conditions that are responsible for health inequalities? Second, how are social inequalities in health generated and reproduced over time and place? Answering the former question involves identifying the non-medical factors and social conditions, in which people are born, grow, live, work and age that are primarily responsible for health inequalities. This includes

SDOH such as socioeconomic position, social class, economic inequality, race, ethnicity, nationality, migration, gender, residential environments, and work organizations. Addressing the latter question involves understanding how SDOH are affected by unequal power relations, including social closure, exploitation, racism, patriarchy, housing segregation, and employment relations. By examining which SDOH produce health inequalities and how social relations affect the distribution of SDOH, this course aims to develop a more critical understanding of why some people and populations are healthier than others. Given that SDOH is a multidisciplinary field of study, we will be guided by the theoretical and methodological insights ranging from social epidemiology to medical sociology and political economy. Moreover, the scope of this course's context will include both North America as well as global and comparative contexts. Students will learn key health inequality concepts and methods, be exposed to the state of the art literature on SDOH, and will develop a critical perspective on structured forms of inequality that creates advantaged and disadvantaged groups. This course is specifically designed to further develop your knowledge, skill, and judgment competencies related to the Canadian National Association categories of research, leadership, and change agent.

NUR1040H
ISSUES IN WOMEN'S HEALTH CARE

Engage in study of current issues in women's health care including several vital emerging theoretical, methodological and political debates in the field. Contextualize debates within the socio-historical context of a changing health care system. Analyses based solely on gender are no longer adequate to explain the complex problems encountered in a social world where distinctions such as class, race, ethnicity and (dis)ability form the basis of vastly different experiences of health and health care. Important tensions at the "front lines" of health care are encountered daily by women in various places and different positions as paid or unpaid care providers and care recipients. Discussions focus on the implications of these situated experiences of health and health care, for research in women's health, health policy, provision of health care, and for interventions which feature health education.

NUR1042H
RESPONSES OF CHILDREN AND FAMILIES TO ILLNESS IN CHILDHOOD

Acute and chronic illness in childhood has multiple implications for nursing practice, research, and theory development. Critically examine theory, research, practice and policies in relation to the impact of illness in childhood on the child, family and society. Central theories include stress and coping, adaptation, pain, and quality of life to critically analyze responses and potential intervention strategies. Implications for clinical practice, research, theory development, health services utilization and policy are examined.

NUR1045H
THEORIES OF PAIN: IMPACT ON THE INDIVIDUAL, FAMILY AND SOCIETY

Pain is universal and exists across all ages and stages of the life cycle. Pain is a complex yet elusive phenomenon that has a major impact on the individual, family and society. A variety of conceptual and theoretical models have been developed for understanding the physiology and psychology of acute and chronic pain and for predicting the effect of pain on the individual, family and society in general. Measurement approaches and treatment modes influence the delivery of health care and the management of clinical, economic and administrative outcomes. In this seminar course, students will critically examine the theoretical basis of pain, analyze the quality and quantity of existing research that has utilized a variety of conceptual and theoretical perspectives, and critique and evaluate these perspectives in relation to clinical practice, research, theory and social health care policy.

NUR1046H

PERSISTENT ILLNESS: THEORETICAL, RESEARCH AND PRACTICE IMPLICATIONS

Health issues that persist beyond the expected healing time have a major impact on the individual, family, and society and may include acute and/or recurrent episodes as well as life-long implications. Statistics Canada (2003) reports that 58% of Canadians aged 12 years or older have been diagnosed with one long-term condition of at least six months and many of these people are dealing with more than one condition. Their lives involve a series of challenging interconnected and time-dependent processes that have been underestimated in the health care focus on "cure". A variety of conceptual and theoretical models have been developed to facilitate an understanding of the complex experience of persistent illness and give direction for research, clinical practice, and policy approaches. Social, cultural, and institutional contexts in which people and their families receive care must be considered in any examination of clinical, administrative, and economic outcomes. Students in this course will critically examine a variety of theoretical and conceptual models developed to understand persistent illness, analyze the existing research that has utilized these perspectives, and evaluate the impact of these perspectives in relation to clinical practice, research, theory development, education, and social/political/ethical issues.

NUR1047H

COMMUNITY PARTICIPATION AND HEALTH

This course introduces students to a holistic perspective on community participation/development theory and practice as it relates to the health of citizens. In our post-modern arena, there is a need to re-conceptualize community and to search for new alternatives for community participation that are conducive to health. To promote health requires students/professionals to appreciate how the determinants of health, such as social support, security, and peace, impact upon people in local, national, global and virtual communities. The course is divided into three areas: conceptual frameworks, applied perspectives, and student leadership. The course begins with a critical exploration of challenges to engaged community participation in local and global communities with related health impacts. Primary health care, quality of life, citizen education,

human rights, national identity, and threats to water quality and accessibility will be critically analyzed and related to community capacity building for health. In the applied perspectives section, students will critically/constructively analyze community participation initiatives impacting upon health highlighting community tensions/conflict, the contested interface between governmental, intergovernmental, and non-governmental organizations (NGO's), children's health, women's economic community development, and emergency responsiveness. Experiential learning will be promoted through class site visits to the Toronto Board of Health and arts 'places' which participate in regenerating the local, highly diverse, urban environment of Toronto/Canada , including the Royal Ontario Museum (ROM) and the Canadian Broadcasting Company (CBC). In the final section students will participate in a 'community of learning' by working together in small groups to present a critical/constructive analysis of a local, national/provincial, or global community participation initiative. The course ending will highlight the invaluable leadership role of participating citizens/professionals as they construct sustainable and peaceful communities and take action to transform their future.

NUR1049H

NURSING APPROACHES TO COMMON PHYSIOLOGICAL AND BEHAVIOURAL MANIFESTATIONS OF CRITICALLY ILL PATIENTS

Critically examine the research basis for nursing interventions used in the practice setting to manage common problems experienced by patients in a critical care setting. Benefit from the opportunity to obtain in-depth knowledge in the nursing management of patients who are critically ill. The phenomena examined are those that are common to all patients in critical care settings regardless of disease entity. For each topic, current knowledge regarding its pathophysiological basis is reviewed. This will provide the basis for discussing the effect of the phenomena on patient, both physiologically and behaviorally. Evidence to support nursing intervention is critically examined. The stress response and associated pathophysiological changes provides the framework for the discussion of: 1) alterations in sensory/perception-delirium; 2) nutrition in the critically ill patient; 3) impaired sleep and sleep deprivation; 4) weaning of ventilated patients and the associated complications; 5) prolonged immobility and associated complications; 6) pain in the critically ill patient.

NUR1050H

COPING WITH ILLNESS

Critically examine theoretical and research literature regarding how people cope with acute and chronic illness. Although a number of theories of coping are explored, the work of Lazarus and his associates will provide the framework for examining the various factors which affect coping. The topics explored in-depth are those which have particular relevance for nurses caring for patients and families coping with an illness, including such topics as social support, uncertainty, self-esteem, control, etc. Research which examines how these factor influence coping form the basis for examining nursing interventions. Explore factors which influence a person's ability to cope with acute events, such as surgery or threatening procedures, and chronic situations such

as a chronic illness.

NUR1052H
PERINATAL NURSING SCIENCE

Critique salient concepts, research studies, and socio-cultural forces germane to the science and practice of perinatal nursing. Relevant studies, with an emphasis on randomized controlled trials, concerning the care of the childbearing person and their fetus/ newborn, are critically examined. The underlying premise is that the best available research evidence should guide perinatal nursing practice. Cross-cultural examples illustrate the impact of cultural norms on both the generation of research questions and the development of different approaches to care for childbearing women. Competing concepts underlying much perinatal research - for example, normalcy vs. risk, separation vs. integrity, biological vs. psychological vs. sociocultural - will be exposed and debated.

NUR1057H
INTERVENTIONS TO ENHANCE HEALTH, ABILITIES AND WELL-BEING

Examine theories and research about older people's health problems, their levels of function, their interests and quality of life. Critique and apply findings from studies of interventions and nurses and others that are effective in assisting older people to retain abilities, to manage deficits associated with aging and disease, and to enhance their well-being. Special attention is paid to caring for older people with cognitive impairments.

NUR1059H
TECHNOLOGY, DIGITAL HEALTH, AND INFORMATICS FOR ADVANCED PRACTICE NURSES (Formerly: INFORMATICS: THEORY AND APPLICATION IN NURSING)

Technology is ubiquitous in healthcare and nursing. Emergent technologies generate implications for future nursing practice as we move towards an increasingly digital world. This course offers an introduction to the development and significance of technology, digital health and informatics for nursing practice, administration, research and education. Issues, challenges, and opportunities related to technology and its relevance to nursing will be discussed. Upon completion of this course, students should be able to critically think about the dynamic relationship nurses have with technology, digital health and informatics, technical features related to emergent technologies, and the social and ethical considerations related to the future and role of nursing.

NUR1067H
MENTAL HEALTH TOPICS IN ADVANCED PRACTICE NURSING

Over the course of the past several years, there has been a concerted effort on the part of clinicians, organizations, researchers, policies and programs, consumers and families to support and incorporate recovery-based best practices in the areas of mental health, addictions and concurrent disorders (i.e. co-occurring mental health and substance use problems). This has occurred as a result of increasing recognition of the importance of explicitly building recovery

principles into theories, research and practices regarding the delivery of care. This course will examine current and best practice approaches to mental health and addictions assessment, treatment, and systems.

NUR1074H

FACILITATING LEARNING: NURSING PERSPECTIVES

NUR 1074H will prepare nursing students to utilize an evidence-based approach to facilitate learning in nursing practice/education. This interactive course is divided into three areas: theoretical perspectives, applied perspectives, and student leadership. The course **begins** by reflecting upon PHC values and principles, teaching/learning values and styles, and a wide range of learning theories. Learners will explore highlights of learning theories each of which has particular pedagogies that guide learning. These will include conventional/behaviouristic, self-directed, experiential, developmental, critical, feminist, transformational, adult learning theories, constructivism, social constructivism, reflection in/on action, arts based learning and emerging technological learning theories. Social constructivism, a pedagogy that focuses on learner-centered approaches, will be explored in depth. In the applied perspectives section, students will critically/constructively analyze best practices in facilitating health literacy, nursing simulations/clinical education, on-line learning, and knowledge translation. In the final section students will participate in a 'community of learning' by working together in small groups to present a critical/constructive analysis of one topic related to best practices in facilitating learning. These topics are relevant to clinical practice and/or nursing education/continuing education. Topics include supporting effective facilitation, best practices in facilitation, and assessment of learning. The course will conclude with reflections upon facilitating learning within nursing contexts.

NUR1075H

INTRODUCTORY STATISTICS FOR HEALTH SCIENCES RESEARCH

This course is designed to:

- introduce graduate level students to quantitative statistical methods
- form foundations for more advanced courses, and
- apply statistical methods to research problems encountered in nursing and other health professions.

The course will cover univariate and bivariate descriptive statistics, an introduction to sampling, t-test, analysis of variance and simple linear regression, correlation, non-parametric analyses and Chi-square tests. Students will also learn to use SPSS software.

At the end of the course, students will be able to define and use the descriptive and basic inferential statistics taught in this course, to analyze real data, present the data in a format suitable for peer-reviewed publication, and to interpret the results.

NUR1076H

INTERMEDIATE STATISTICS FOR HEALTH SCIENCES RESEARCH

This course is designed to:
introduce graduate level students to intermediate quantitative statistical methods
form foundations for more advanced courses, and apply statistical methods to research problems
encountered in nursing and other health professions.

The course will cover fundamentals of linear regression, logistic regression analysis, survival analyses, analysis of variance and an introduction to structural equation modelling. Students will also learn to use SPSS software.

At the end of the course, students will be able to define and use the inferential statistics taught in this course, to analyze real data, present the data in a format suitable for peer-reviewed publication, and to interpret the results.

NUR1077H IMPLEMENTATION SCIENCE IN HEALTHCARE

This course is open to PhD students, and 2nd year MN students only. MN students must contact the instructor for permission to enroll.

Implementation science is built on the foundation of effective utilization of evidence in practice through a series of processes and theoretical models defined under the umbrella of knowledge translation. Knowledge translation (KT) is defined as the exchange, synthesis and ethically-sound application of knowledge “within a complex system of interactions among researchers and users to accelerate the capture of the benefits of research for Canadians through improved health, more effective services and products and a strengthened health care system (CIHR).

This course will address the definitional, theoretical, methodological, clinical, evaluative and sustainable aspects of Implementation Science (commonly referred to as KT) reflected as an integral component in (a) the thesis of the doctoral level student who is interested in evaluating KT interventions or methods; (b) the thesis of the doctoral level student to maximize the impact and generalizability of their research results and to enhance scholarly outputs or (c) a selected initiative of the senior Masters level student (Year 2) demonstrating the application of research into practice (based on availability and permission of the instructor).

(Prerequisite: NUR1022H, NUR1027H, NUR1028H, or equivalent)

NUR1079Y RESEARCH METHODS FOR KNOWLEDGE DISCOVERY

This is a required course for PhD students ONLY.

The focus of this course is on the critical examination of research, with an emphasis on maintaining the links between the research problem, theory, and research methods. Most research methods courses focus on either qualitative or quantitative methods, and rarely address how to meaningfully integrate the two. The course will ensure that PhD students develop methodological literacy, reasoning and thinking early on in the program. Research in nursing draws upon theories, research designs, and methods from a variety of disciplines including social and behavioural sciences, clinical sciences, management and business sciences, epidemiology,

statistics and others. Strategies for critically analyzing research studies and designing robust research studies using a variety of methodological approaches are examined.

NUR1081Y

PHD STUDENT/FACULTY SEMINARS

This is a required course for PhD students ONLY.

The PhD Seminar is an important and integral aspect of the preparation of PhD students in the Graduate Department of Nursing Science. The seminar provides a forum for PhD students to plan and discuss their progress through the literature review paper and dissertation development, to act as a venue for problem-solving and solution-sharing, and provide an opportunity for scholarly critique about one's own and peers' developing plans. Students become part of a community of scholars within the Faculty of Nursing. Students also have opportunities to practice and improve their presentation and seminar participation skills.

In the **Fall term**, the focus is on launching the PhD student role and developing the literature review components of the dissertation. Each student will create a professional development plan and work through the development of the dissertation proposal with a particular focus on selecting an approach to the literature review, searching electronic databases, summarizing and critiquing literature, and beginning to write the literature review (for the required literature review paper and the dissertation). In the **Winter term**, students articulate the research problem, identify the research question(s) and rationale for the study. Topics for discussion include philosophical, theoretical, substantive, ethical, and methodological issues in planning and generating knowledge / evidence through the thesis work. Across both terms, strategies for success in graduate school as an academic researcher will be shared and discussed.

NUR1083H

COMPARATIVE POLITICS OF HEALTH POLICY IN GLOBABLIZING WORLD

This course takes students into a multidisciplinary approach that integrates national and global politics in the explanation of how health policies are generated and implemented, and how those politics shape population health. Emphasis is put in an understanding of specific health problems, political forces and political economy, both national and international that shape population health. In the first section the course begins with the robust descriptive empirical typology of welfare state types that has been associated with different health outcomes in wealthy countries. The next section devotes several weeks to theories of political and policy change including power resources, institutionalism, class, gender and race movements in health care reform, micro-approaches to health policy development, and policy diffusion models. The third section on national health systems compares the health systems of Liberal, Social democratic and Christian democratic welfare state types in EU countries. The course then presents the health care systems of East Asia and Latin America. The last section brings an international perspective into the politics of health policy by analyzing the impact of the neo-liberal globalization on health care systems. The course ends by reviewing current developments in Canada and around the world to provide alternatives and future directions.

NUR1085H

TOPICS IN CRITICAL PERSPECTIVES IN HEALTH AND HEALTH CARE

This seminar focuses on the current research and scholarship of faculty in the newly formed PhD field of Critical Perspectives in Health and Health Care. It will address such topics as new directions in critical perspectives in both theory and method as they pertain to research, practice and policy in health care. This flexible course is intended to facilitate the involvement of several core faculty members and distinguished visiting scholars with research programs in this area.

NUR1086H

NURSING HEALTH SERVICES RESEARCH METHODS

This seminar-based course is design to provide students with an understanding of the multidisciplinary nature of health services research, skill in critiquing health services research studies, and knowledge of the methods and analytical approaches used in health services research. In will address topics related to study designs for health services research, validity and reliability in the measurement of health services phenomena, analytical challenges associated with multi-level data and/or data obtained from secondary sources, risk adjustment in outcomes research, testing mediation and moderator effects, and sampling strategies for health services research.

NUR1087H

FOUNDATIONS OF CLINICAL RESEARCH

This course focuses on the rationale for and conceptualization of a clinical research study, ensuring links between the research problem, theory, questions and outcomes to be examined. Students will be guided in how to choose, develop and tailor research evidence/theory/conceptual frameworks to make the argument for their research problem. Students will be challenged to critique their own ideas and those of other researchers (including faculty members) through various lenses. Study design and methods will be addressed as secondary issues, with a focus on the contribution of the study's conceptualization and rationale to design-related decisions (without going into the details of various study designs). This course will be most useful to students who are planning experimental and non-experimental quantitative studies including, but not limited to, randomized controlled trials of simple and complex interventions, prognostic studies, descriptive-correlational studies and pilot work in preparation for larger studies/grant applications.

NUR1140H/1141H (Adult)

NUR1144H/1145H (Paediatric)

NUR1142H/1143H (Primary Health Care-Global Health)

PATHOPHYSIOLOGY AND PHARMACOTHERAPEUTICS 1 & 2

This course will explore theoretical perspectives on the mechanism of altered functioning of human cells, organs, organ systems and the organism as a whole. Material in this course builds on the previous knowledge of physiology and introductory pathophysiology. In addition, this course will provide students with knowledge of basic pharmacologic concepts, including pharmacokinetics, pharmacodynamics and pharmacotherapeutics. Drug therapy considerations in special populations such as geriatric, paediatric, early immigrant, as well as in clients with chronic disease states and altered hepatic and renal function will be discussed. Submission of a health evaluation and immunization form is required prior to registration.

(3 hours/week)

(Prerequisite: NUR1140H/1144H/1142H must be successfully completed prior to NUR1141H/NUR1145H/NUR1143H).

NUR1094H RESEARCH DESIGN, APPRAISAL, AND UTILIZATION: NP

NUR1174H RESEARCH DESIGN, APPRAISAL, AND UTILIZATION: CLINICAL

The focus of this course is on the critical examination of nurse practitioner research, with an emphasis on maintaining the links between the research problem, theory, and research methods. Consideration is given primarily to quantitative research approaches, designs, data collection and analysis, and implementing and disseminating findings. Strategies for critically analyzing research studies and for utilizing research findings in clinical practice are discussed. At the end of this course, you should be able to become a confident and efficient user of health care research, and an advocate for evidence-based practice.

Course content falls within the following major categories:

1. Why should research inform practice? The benefits - and stress - of making decisions about the best form of care for a patient. Formulating a clear, answerable health care question.
2. Finding the evidence: searching relevant databases.
3. Critical appraisal of research publications: advantages and disadvantages of common quantitative research designs. Issues include bias, confounding variables, statistical power, generalizability, interpreting results, and determining implications for practice.
4. Systematic reviews and meta-analysis: synthesizing the evidence. How to critically read a systematic review and apply its conclusion to practice.
5. Measurement: critical appraisal of reports of diagnostic and screening tests; interpreting the results of psychometric studies.
6. Strategies to implement and disseminating evidence: preparing for and implementing change in practice.

NUR1095H INTRODUCTION TO QUALITATIVE RESEARCH: METHODOLOGIES, APPRAISAL AND KNOWLEDGE TRANSLATION: NP

NUR1175H INTRODUCTION TO QUALITATIVE RESEARCH: METHODOLOGIES, APPRAISAL AND KNOWLEDGE TRANSLATION: CLINICAL

Increasingly, qualitative modes of inquiry are used in nursing and social science research to better understand health, illness, and health care delivery. This course is designed to provide students in the Clinical Nursing field with a strong understanding of the philosophical foundations,

approaches, and methods associated with qualitative research, and to acquaint students with critical issues and debates among qualitative researchers. This course will enhance students' capacities to understand, evaluate, and utilize qualitative research in nursing and health sciences, and will contribute to their development for advanced practice.

NUR1156H HISTORY OF IDEAS IN NURSING PRACTICE: HSLA

NUR1176H HISTORY OF IDEAS IN NURSING PRACTICE: CLINICAL

This course will critically explore some aspects of the discourse of nursing through the examination and interpretation of both historical and contemporary accounts of nursing practice in light of shifting and prevailing intellectual ideas, socio-cultural and/or historical circumstances. An emphasis will be placed on both the continuities and discontinuities in nursing practice through time. This course will help students to articulate nurse practitioner practice, its philosophical ontologies, and its relationship to or place within the contemporary historical world dominated by globalization, neoliberalism, managerialism and proliferating virtual technologies. At the same time, we will explore the distinctive contributions of nurses to the care of the sick and the running of the health care system.

NUR1138H GLOBAL HEALTH TOPICS FOR NURSE PRACTITIONERS: NP

This course will discuss historic and current activities, programs and policies across populations, generations and settings that have been utilized to address health globally. As well, the development of knowledge as required for an understanding of Global Health content and context and the risks and benefits of current and historical interventions will be explored, including ethical considerations and sustainability. An analysis of nursing and specifically the Nurse Practitioner role in health and health outcomes for populations worldwide will also be included in this course.

NUR1097H PROGRAM PLANNING AND EVALUATION IN NURSING: NP

NUR1157H PROGRAM PLANNING AND EVALUATION IN NURSING: HSLA

NUR1177H PROGRAM PLANNING AND EVALUATION IN NURSING: Clinical

In this course, you will use existing evidence and theory to: 1) develop and implement solutions for problems or issues in your practice, and 2) evaluate programs / interventions in nursing and health care. As a nurse practitioner, you will have many opportunities to design, implement, and evaluate new programs or interventions as well as leading changes in what and how nursing care is provided and arranged. This course will prepare you to thoroughly assess the nature and scope of a problem, as well as to design, implement, and evaluate the effects of a solution or program to address a problem. You will draw heavily from and build on what you learned in your research courses regarding evidence and interpretation of data collected using different types of research designs.

This course contributes to your development as an advanced practice nurse—such as clinical, research, leadership and consultation and collaboration (Advanced Nursing Practice: A Pan-Canadian Framework 2019). The Canadian Nurses Association has identified competencies required of advanced practice nurses in the document 'Advanced Nursing Practice: A Pan-Canadian Framework' (2019). Specifically, this course is intended to develop your knowledge,

skill, and judgment related to the CNA advanced practice competencies of research, leadership, and consultation / collaboration.

(Prerequisite: 1022H or NUR1174H in order to take NUR1177H; NUR1094H in order to take NUR1097H; NUR1127H in order to take NUR1157H).

NUR1101H (Adult)

NUR1102H (Paediatric)

NUR1114H (Primary Health Care-Global Health)

ADVANCED HEALTH ASSESSMENT AND CLINICAL REASONING

Prepare to perform advanced health and physical assessment of the child or adult and family who are experiencing illness. Students must be competent in basic health and physical assessment, and the associated techniques prior to beginning the course. Models of clinical reasoning are investigated, critically reviewed and applied to a broad range of clinical case studies as students develop knowledge and skill in the collection of data, diagnostic approaches and formulation of therapeutic plans in collaboration with clients and families. Practical elements of advanced client assessment are addressed in terms of their impact on the client's health status, including physical and mental status, psychosocial status, developmentally appropriate approaches to assessment, growth and development milestones, family, cultural and community factors, and the implications of determinants of health and risk appraisal. Clinical, theoretical and scientific knowledge is synthesized in the identification and management of existing and potential client states of health and illness. Approaches to effective written and verbal communication of findings to lay individuals and health professional colleagues as they relate to the client and family are addressed. Submission of a health evaluation and immunization form is required prior to registration.

(75 hours of practicum)

(Pre-requisite: NUR1141H/1143H/1145H)

NUR1115H (Adult)

NUR1116H (Paediatric)

NUR1117H (Primary Health Care - Global Health)

ADVANCED HEALTH ASSESSMENT AND THERAPEUTIC MANAGEMENT 1

This field experience course incorporates a combination of faculty instruction, guest lectures, and clinical practice. The course provides students with opportunities to analyze synthesize and integrate theoretical principles and concepts into clinical practice with emphasis on diagnostic understanding, developmental issues and collaboration with clients, families and other health professionals.

During the 250 hours of clinical practice, client/family health and illness states are used to build the students' development of advanced skills (e.g., interviewing, physical examination, diagnostics) related to client and family assessment, and to integrate diagnostic reasoning, and

treatment planning/therapeutic management into practice. Application of the clinical reasoning process is integral to the students' experiences. Students will continue to develop advanced knowledge, skill and judgment related to client and family assessment, incorporating knowledge of diversity, cultural safety, developmental stage and social determinants of health into their assessments, diagnostics, diagnoses and therapeutic plans.

During clinical practicum components, students will become familiar with changes in scope of practice from that of a registered nurse, and the ways that these changes affect their responsibilities and accountabilities as a nurse practitioner. Students will practice in accordance with federal and local legislation, professional and ethical standards, and policy relevant to the role of the nurse practitioner; including those that relate to privacy, documentation and information management (verbal, written and electronic).

(250 hours of practicum)

(Prerequisite: This course is to be taken after completion of one of NUR1096H/NUR1095H, NUR1094H and one of NUR1101/1102/1114H. Submission of a health evaluation and immunization form is required prior to registration.)

NUR1215H (Adult)

NUR1216H (Paediatric)

NUR1217H (Primary Health Care - Global Health)

ADVANCED HEALTH ASSESSMENT AND THERAPEUTIC MANAGEMENT 2

This course offers a combination of on-campus synchronous/asynchronous lectures and guest presentations using a flipped classroom format. Lectures will be offered in 8h segments every 2 weeks preceded and followed by online asynchronous discussion and virtual interactive case (VIC) completion. Lecture attendance, ongoing participation in the discussion board and VIC case completion are essential to assist in the development and refinement of skills to critically appraise and synthesize relevant clinical data, research, theory and clinical practice guidelines related to geriatrics, pain, end-of-life care and medical assistance in dying, mental health, diabetes, and skin disorders/dermatologic issues. In addition, faculty and guest lecturers will provide students the opportunity to learn from individuals actively engaged in practice and research.

This course also includes 250h of clinical practicum. The course practicum should be in a practice setting that offers broad, comprehensive experience with common client/family health and illness states. During the 250 hours of clinical practice, client/family health and illness states are used to build the students' development of advanced skills related to client and family assessment, and to integrate collaboration, consultation and referral strategies into treatment plans/therapeutic management approaches. Health promotion, health protection, and the prevention of injury, illness, disease and complications are integral to students' experiences.

During clinical practicum components, students will become familiar with changes in scope of practice from that of a registered nurse, and the ways that these changes affect their responsibilities and accountabilities as a nurse practitioner. Students will practice in accordance with federal and local legislation, professional and ethical standards, and policy relevant to the

role of the nurse practitioner; including those that relate to controlled drugs and substances and assisted dying.

(250 hours of practicum)

(Prerequisite: This course is to be taken after completion of one of NUR1115/1116/1117H. Submission of a health evaluation and immunization form is required prior to registration.)

NUR1151H THEORIES AND CONCEPTS IN NURSING LEADERSHIP AND ADMINISTRATION

NUR1151H introduces students to fundamental concepts necessary to engage in evidence-informed leadership and administrative practice in health services through the exploration of relevant theoretical and empirical literature. Our hope is to engage future nurse leaders in a sampling of the full range of administration and leadership roles and skills, from the conceptual to hands-on practice in skills such as managing scheduling and budgets. The course utilizes asynchronous and synchronous education delivery approaches, including facilitated online learning activities and a one-week, in-class residency on campus.

NUR1152H LEADING AND MANAGING EFFECTIVE HEALTH CARE TEAMS

The goal of NUR1152H is to build on the foundations of NUR1151H to help prepare graduate Masters' level nurses to manage and deliver evidence-informed administrative practice across a wide range of health services and systems. NUR1152H introduces students to fundamental concepts necessary to engage in evidence-informed management and administrative practice in health services. Students develop skills in administrative analysis and decision-making, human resource management, and management/leadership of interprofessional teams and organizations through exploration of relevant theoretical and empirical literature, related course activities and guided application virtually or in-person in practice settings. The course utilizes both asynchronous and synchronous education delivery approaches, including facilitated online learning activities and 30 hours of supervised practicum with an advanced practice nurse manager. During the practicum, students will develop an understanding of the different roles of the nurse manager and the challenges associated with leading in current healthcare contexts. With the support of the nurse manager preceptor, students will begin to develop advanced practice nursing management /LEADS competencies required in a formal management role. (Prerequisite: NUR1151H).

NUR1161H ADVANCED CONCEPTS IN LEADERSHIP AND ADMINISTRATION

NUR1161H builds on the content introduced in NUR1151H and 1152H and assists students to expand their insights and repertoire of theoretical and instrumental approaches to leadership and administration. Through engagement in on-line communities of learning, students extend their expertise in core healthcare leadership and administration abilities including leadership in

complex contexts, advancement of quality and patient safety, and advanced human resource management issues. Students also explore novel and emerging topics and approaches to leadership in contemporary environments. (Prerequisite NUR1151H and 1152H)

NUR1170H

INTRODUCTION TO ADVANCED PRACTICE NURSING

NUR1170H is the first course in the MN Clinical Field and lays a strong scholarly, practice-oriented, and skills-based foundation for the program and future professional practice as an Advanced Practice Nurse (APN). Learners will be introduced to the role of the APN, including the opportunities for expansion and unique challenges faced by this group. Learners will begin to explore and understand the complexity, breadth, and in-depth knowledge required to respond to the health needs of individuals, families, groups, communities and populations in advanced practice roles. The Canadian Nurses Association (CNA) has identified core competencies required of APNs in the document *Advanced Nursing Practice: A Pan-Canadian Framework* (CNA, 2019) as well as core competencies specific to the Clinical Nurse Specialist role (CNA, 2014). These two frameworks are used in the course in addition to multiple sources of scholarly literature and contemporary ideas of advanced nursing practice. This course specifically provides learners with opportunities to begin to develop the knowledge, skills, judgment, and personal attributes to enact the role of an APN. The course includes a practicum placement of 24 hours with an APN in any one of the following health care delivery settings: acute care hospitals, the community, long-term care, or complex continuing care. Students will also complete four hours across two required simulation laboratory sessions. The practicum placement should align with the individual student's learning goals and future career goals and focus on the multifaceted breadth of knowledge and skills needed for advanced nursing practice.

NUR1171H

TOPICS IN ADVANCED PRACTICE NURSING

NUR1171 is the second field of study course in the Master of Nursing Clinical Stream program and will build on the foundational knowledge of advanced practice nursing introduced in NUR1170. The purpose of this course is to explore key topics in advanced nursing practice to help prepare learners to effectively provide or contribute to the delivery of care as graduate-prepared practitioners. Emphasis will be placed on developing and deepening the student's understanding of the core competencies of advanced practice as outlined by the CNO (2019; 2014) framework and developing personally and professionally to expand their competencies in the domains of optimizing health systems, leadership, research, consultation, collaboration, and direct care in the practice context.

Learners are supported to build on and begin to consolidate previous knowledge, academic skills, and intellectual skills in the first year of their graduate education (i.e., research utilization, critical thinking, APN frameworks, etc.). In particular, learners will be encouraged to critically examine key health/ practice issues from multiple perspectives (e.g. ethical, individual, organizational, systems based, socio-political, etc.), a skill that is required of an APN.

(Prerequisite: NUR1170H).

NUR1169Y

ADVANCED NURSING PRACTICE SCHOLARSHIP: HSLA

The course provides students who are in the **final** term of their respective field of study with opportunities to integrate previous learning and continue the analysis, synthesis and integration of advanced theoretical principles and concepts related to advanced nursing practice and leadership. The course will utilize the Canadian Nurses Association (CNA) document '**Advanced Nursing Practice: A Pan-Canadian Framework**' (CNA, 2019)

Students in NUR1169 will also use the Canadian College of Health Leaders LEADS Framework (2010). The LEADS in a Caring Environment Framework (2010) denotes the skills, behaviours, abilities and knowledge for effective leadership in the health system. Caring is a foundational concept in the LEADS framework. According to the LEADS Collaborative the framework “presents a common understanding of what good leadership looks like, across all levels of service provision in healthcare.” <http://leadscollaborative.ca/site/resources>

(Prerequisite: MN students take this course alone in the final term of the program and only after completion of all other coursework and program requirements).

NUR1179Y

ADVANCED NURSING PRACTICE SCHOLARSHIP: Clinical

The Master of Nursing program prepares nurses to be professional leaders in their chosen advanced practice field. NUR1179Y: Advanced Nursing Practice Scholarship is the final course in the Clinical Stream where students are expected to build on, consolidate, and refine the knowledge and skills that are consistent with the core competencies as outlined in the Canadian Nurses Association (CNA) document on Advanced Practice Nursing: A Pan-Canadian Framework (CNA, 2019). Students are expected to integrate knowledge and skills acquired from previous course work, in addition to assigned readings and other learning materials, throughout the course. Successful completion of NUR1179Y requires a practicum placement involving 160-hours of clinical experience with an Advanced Practice Nurse. During the placement, students are expected to contribute to their practicum agency through a negotiated, mutually satisfying project with a scholarly focus. All practice scholarship conducted in this practicum must concentrate on foundational domains of the advanced nursing practice role, resulting in application and demonstration of advanced practice nursing competencies.

NUR1221Y (Adult)

NUR1222Y (Paediatric)

NUR1223Y (Primary Health Care - Global Health)

NURSE PRACTITIONERS: ROLES AND ISSUES

This course provides learners with opportunities to continue the analysis, synthesis and integration of advanced theoretical principles and concepts related to advanced nursing practice. Learners will examine legal, organizational and system issues and how these influence the scope of practice and standards of ethical practice, professional accountability, and outcomes of

advanced nursing practice. This course is the final practicum experience and incorporates a combination of clinical experience and student/faculty-facilitated seminars.

(200 hours of practicum)

(Taken as a final course after all other program requirements have been met.)

**NUR1301H
LEADERSHIP, HEALTH SERVICES AND EDUCATION**

This required DN course is taken in year 1, term 1 and includes advanced concepts in health and educational leadership and administration including skills in human, financial and materials management in health care; strategy and governance and addressing issues in complex adaptive systems related to professional and practice leadership and policy directions. This course is reserved for students registered in the DN program.

**NUR1302H
IMPLEMENTATION SCIENCE: HEALTH SERVICES AND EDUCATION**

This required DN course is taken in year 1, term 2 and includes critical appraisal of evidence; overview of theoretical models of KTE; implementation/ dissemination strategies; impact of KT on organizational structure; role of context in KTE; barriers and facilitators at the organizational level. This course is reserved for students registered in the DN program.

**NUR1303H
HEALTH POLICY IN NURSING PRACTICE AND EDUCATION**

This required DN course is offered in year 2 and includes an examination of system level impact of policy changes; critical evaluation of the effect of policy shifts on nursing practice and education; the role of policy actors and advocacy groups such as the health professions and consumers. This course is reserved for students registered in the DN program.

**NUR1311H
SEMINAR 1: INTRODUCTORY SEMINAR**

Year 1, Term 1

**NUR1312H
SEMINAR 2: LITERATURE REVIEW**

Year 1, Term 2

**NUR1313H
SEMINAR 3: THESIS PROPOSAL**

Year 1, Term 3

**NUR1314H
SEMINAR 4: ADVANCED DOCTORAL NURSING PRACTICE**

Year 3, Term 1

NUR1334H

DN ELECTIVE: QUALITY IMPROVEMENT, SAFETY AND EVALUATION SCIENCE

This DN elective includes theoretical, methodological and pragmatic components of program development evaluation, quality improvement, safety science, patient engagement, clinician engagement, sustainability, and scale-up. This course is reserved for students registered in the DN program.

NUR1335H**DN ELECTIVE: SCHOLARSHIP IN TEACHING AND LEARNING**

This DN elective includes the development of learning and teaching theories, determining learner and teacher needs/ needs assessment for learning; impact of diversities and health status on learning; active learning strategies; adult learning theories (social constructivism and transformative learning); and legal and political perspectives of learning. This course is reserved for students registered in the DN program.

FINANCIAL MATTERS

Tuition Fees

Tuition fees are made up of three components: program fee, university incidental fee, and nursing specific ancillary fees. Incidental-campus fee includes items such as membership in the Athletic Centre, Hart House and others. Incidental fee-societies includes fees such as health plan and others. All fees are mandatory, whether one makes use of the university resources or not.

The detailed breakdown of the tuition fee is posted on our web.

<https://bloomberg.nursing.utoronto.ca/future-students/tuition-fees>

Please note that while most components of the fee are determined by the program students are enrolled in, a few ancillary fees (e.g., exam proctor fee for NUR1140/1144/1142H, NUR1141/1145/1143H and NUR1027H) are determined by the course enrolment. This means that until the students are enrolled in these courses, the ancillary fee may not appear on the fee invoice. In some cases (e.g., repeated courses), ancillary fee adjustment may have to be made. In those cases, students will be notified in writing and their fee payable will be adjusted.

PhD funding

The Bloomberg Faculty offers a 4-year PhD funding package to all eligible PhD students. For details on the PhD funding, refer to the PhD Funding Policy document found later in the Handbook.

Students are informed of their funding package through a funding letter, which is distributed in September of each academic year.

Financial Support

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

Ontario Student Assistance Program

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

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

Student Crisis Fund

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

Graduate Grant Applications

Graduate students may access information at <https://www.sgs.utoronto.ca/awards-category/financial-assistance/>

Awards and Fellowships

Presently, the Lawrence S. Bloomberg Faculty of Nursing offers:

- over 75 undergraduate awards, and
- over 100 graduate fellowships.

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/graduate-program/>

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

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

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

Application deadlines

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

Where applications are required, they should be sent to the Chair, Awards Committee, Lawrence S. Bloomberg Faculty of Nursing, in care of Student Services, by the date indicated. OSOTF, OSOTFII and OTSS awards are a class of awards offered through the Ontario Student Opportunity Trust Fund. They are intended to assist students in financial need, which must be demonstrated.

Admission Fellowships

Kathleen Arpin Doctoral Fellowship

Donor: Nursing Alumni and Friends

An admission award offered to a full-time incoming doctoral student in the Graduate Department of Nursing Science on the basis of academic merit.

Value: Annual fund income
Application not required

Frances Bloomberg International Doctoral Award

Donor: Lawrence S. Bloomberg

To be awarded to one or more incoming full-time international PhD student(s) in the funded cohort based on academic merit and financial need. Eligible students must have a valid study permit and paying international fees. Students who receive this award would not be eligible for any other awards.

Value: The annual value is calculated from the total international PhD base funding package, excluding the amounts for tuition and TAs (if applicable).
Application not required

Helen Carpenter Doctoral Fellowship (OSOTF II)

Donor: Nursing Alumni and Friends/ Estate of Helen Carpenter

An admission award offered to a full-time incoming doctoral student in the Graduate Department of Nursing Science on the basis of academic merit. The student must also demonstrate financial need and reside in the province of Ontario.

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

Graduate Admission Award (OSOTF)

Donor: Alumni of the Lawrence S. Bloomberg Faculty of Nursing

Awarded on the basis of financial need to a student admitted to the Master's program in the Lawrence S. Bloomberg Faculty of Nursing. Academic merit will also be considered.

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

Tom Kierans International Doctoral Award

Donor: Lawrence S. Bloomberg

To be awarded to one or more incoming full-time international PhD student(s) in the funded cohort based on academic merit and financial need. Eligible students must have a valid study permit and paying international fees. Students who receive this award would not be eligible for any other awards.

Value: The annual value is calculated from the total international PhD base funding package, excluding the amounts for tuition and TAs (if applicable).

Application not required

Kathleen King Doctoral Fellowship

Donor: Nursing Alumni and Friends

An admission award offered to a full-time incoming doctoral student in the Graduate Department of Nursing Science on the basis of academic merit.

Value: Annual fund income

Application not required

Nursing Alumni Fellowship

Donor: Nursing Alumni

Award(s) offered to the candidate(s) ranked highest by the Admissions Committee who is/are applying to enroll full-time in the Master's program in the Graduate Department of Nursing Science

Value: Annual fund income

Application not required

Faculty of Nursing Doctoral Admission Award (OSOTF)

Donor: Lawrence S. Bloomberg Faculty of Nursing Annual Fund

Awarded on the basis of financial need to a student admitted to the Ph.D. program. Academic merit will also be considered.

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

Nora J. Parker Ph.D. Admission Award (OSOTF)

Donor: Dr. Nora Parker

Awarded on the basis of financial need to a student admitted to the Ph.D. program in the Lawrence S. Bloomberg Faculty of Nursing. Academic merit will also be considered.

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

Christine Powell Memorial Admission Scholarship (OSOTF)

Donor: Dorothy Pringle

To be awarded to a graduate student being admitted to the clinical master's or nurse practitioner program, who have have a particular interest in cancer, palliative care, or aging. Student must be full-time and not in receipt of another award.

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

Dorothy Riddell Scholarship (OTSS)

Donor: Dorothy Riddell

To be awarded to a student entering the first year of a graduate program at the Lawrence S. Bloomberg Faculty of Nursing, who has previously completed their BScN at the University of Toronto. The student must demonstrate financial need and reside in the province of Ontario.

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

Seymour Schulich Graduate Student Awards in Nursing

Donor: Anonymous

To be awarded to full time graduate students based on academic merit and/ or financial need.

Value: \$9,000 per award
Application due: January 15
Document required: Award Application Form

Admission/In-course Fellowships

Bluma Appel Community Trust Fellowship (PPEF)

Donor: Estate of Bluma Levitt Appel

One award to be awarded to a domestic PhD student(s) who shows exemplary promise in the advancement of nursing research and teaching support. One award to be awarded to an international PhD student(s) who shows exemplary promise in the advancement of nursing research and teaching support.

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

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

Donor: Bluma Appel in honour of Jeannie Butler

Award offered to full-time graduate student(s) on the basis of financial need and merit. This award is intended to meet the current need in priority areas for graduate nursing education and to build graduates in emerging areas. Applicants must illustrate leadership and exceptional commitment. At the time of establishing the award, the preference will be given to applicants demonstrating experience and/or interest in one or more of the following:

1. Pain management
2. Neuroscience
3. Palliative care

This unique award is intended to support graduate study in emerging areas and the criteria may change based on industry need at the discretion of executor(s), the honouree, Jeannie Butler, and/or the Dean of the Lawrence S. Bloomberg Faculty of Nursing.

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

Lawrence S. Bloomberg Faculty of Nursing Student Award

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

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

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

Betty Burcher Memorial Award in Nursing (GSEF)

Donor: Family and Friends of Betty Burcher; and Lawrence S. Bloomberg of Nursing

To be awarded to a graduate student based on academic achievements and/or financial need. The student will be in a graduate program at the Faculty of Nursing and have demonstrated a keen interest in Community Health Nursing and/or leadership in teaching. Preference will be given to MN student(s) who have experience in Community Health and demonstrated leadership in the field.

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

Margaret C. Cahoon Memorial Fellowship (OSOTF)

Donor: Cahoon Family and Estate of Margaret Cahoon

Awarded to a graduate student in the Master's or Ph.D. program in the Graduate Department of Nursing Science on the basis of academic merit and financial need.

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

Helen Maude Carpenter Graduate Award in Nursing (GSEF)

Donor: Estate of Helen Maude Carpenter

Awarded to a graduate student(s) in the Bloomberg Faculty of Nursing

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

Glenn H. Carter Graduate Fellowships in Nursing (GSEF)

Donor: Glenn H. Carter and others

Entry or in-course student applicants must meet at least one of the following criteria:

1. Masters students with at least three years full-time employment as an RN working at the bedside;
2. Masters students in the Nurse Practitioner Program with at least three years full-time employment as an RN working at the bedside;
3. Ph.D. students with at least five years full-time employment as an RN working at the bedside; and/or

- Candidates may be considered who do not meet the prerequisites above, but are deemed by the faculty to have the equivalent in education and directly related work experience.

Award Preferences:

In addition to the above prerequisites, preference will be given to students who meet the following criteria:

- Demonstrated leadership/supervisory skills and critical thinking;
- Demonstrated interest in preventative healthcare including, but not limited to, diet, nutrition, exercise, and healthy living; and
- Demonstrated compassion for persons-in-need with particular reference to elderly, paediatrics, and veterans.

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

Glenn H. Carter Nursing Fellowship (PPEF)

Donor: Glenn H. Carter and friends

To be awarded to a PhD student who has practiced as a registered nurse, preferably at the level of a nurse practitioner, whose area of research addresses issues of patient safety and aims to improve the quality of the care environment through building knowledge of effective practices of infection control and hygiene, in health care facilities and in health care generally.

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

Faculty of Nursing Class of 1958 Award (OTSS)

Donor: Class of 1958

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

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

Faculty of Nursing Class of 1960 Award (OTSS)

Donor: Class of 1960, Lawrence S. Bloomberg Faculty of Nursing

Award offered to a full-time graduate (Master's or Ph.D.) student in the Graduate Department of

Nursing Science on the basis of academic merit. The student must also demonstrate financial need and reside in the province of Ontario.

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

Rosella Cunningham Memorial Fellowship

Donor: Estate of Rosella Cunningham

Awarded to a graduate student (Master's or Ph.D.) in the Graduate Department of Nursing Science to assist their preparation for work in public health nursing.

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

Dent-Paech Nursing Fellowship

Donor: Dr. Gail Paech in memory of her mother

Award offered to a full-time graduate (Master's or Ph.D.) student in the Graduate Department of Nursing Science on the basis of academic merit and specializing in mental health nursing.

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

Gail Donner Doctoral Nursing Fellowship (OTSS)

Donor: Nursing alumni and friends

Award offered to a full-time doctoral student in the Graduate Department of Nursing Science on the basis of academic merit and whose nursing career goals and program of study reflect a nursing administration/health policy focus. The student must also demonstrate financial need and reside in the province of Ontario.

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

Florence Emory Fellowship (OTSS)

Donor: Joan Ewart Keagey, Nursing alumni and friends

Award offered to a Master's student in the Graduate Department of Nursing Science who intends to work in the nursing field following graduation. The student must also demonstrate financial need and reside in the province of Ontario.

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

Margaret M. Emory Scholarship

Donor: Estate of Florence Helen Maud Emory

To be awarded to full time graduate students in the Master of Nursing program based on academic merit and/or financial need.

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

Nursing Faculty/Staff Fellowship

Donor: Nursing faculty and staff

Award(s) offered to graduate (Master's or Ph.D.) student(s) in the Graduate Department of Nursing Science on the basis of academic merit.

Value: Annual fund income
Application not required

Mary Kathleen King Graduate Awards

Donor: Mary Kathleen King Estate

To be awarded to graduate students with financial need in the Lawrence S. Bloomberg Faculty of Nursing.

Value: Annual fund income
Application not required

Patricia Lyon Nursing Fellowship

Donor: Toronto Rehabilitation Institute Nursing Funds

Award(s) offered to full-time and/ or part-time student(s) in the Master's degree or Doctoral program of the Graduate Department of Nursing Science whose studies are consistent with the goals of the Toronto Rehabilitation Institute (TRI) and/or will further the strategic directions of the Toronto Rehabilitation Institute. Academic merit will be considered. Preference will be given to professional staff currently employed at the Toronto Rehabilitation Institute. In the event where there are applications from both Master and Doctoral students, Master's student applications will be given preference over Doctoral student applications.

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

Faculty of Nursing Doctoral Award in the Care of Children

Donor: Matching donations from Nortel

Awarded to a student in the doctoral program in the Graduate Department of Nursing Science on the basis of academic merit who is engaged in research in the care of children.

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

Perinatal Nurses of Southern Ontario Fellowship in Women's Health (OSOTF)

Donor: Perinatal Nurses of Southern Ontario

Awarded on the basis of financial need to a graduate student enrolled in the Master's or Ph.D. program in the Lawrence S. Bloomberg Faculty of Nursing. Demonstration of strong interest in women's health issues is necessary.

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

Clare Shields Doctor of Philosophy in Nursing Scholarship

Donor: Clare Jacques-Shields

To be awarded on the basis of academic merit to a Ph.D. student

Value: \$10,000 per award for 4 years
Application due: January 15 for entering students
April 15 for in-course students
Document required: Award Application Form

Queen Elizabeth II/Centre for Addiction and Mental Health Graduate Scholarships in Science and Technology (QEII GSST)

Donor: Centre for Addiction and Mental Health

To be awarded to full-time Ph.D. student(s) in the Lawrence S. Bloomberg Faculty of Nursing on the basis of academic excellence. Students must be either Canadian citizens or permanent residents. Doctoral students may receive the scholarship for a maximum of four years. In addition, students are eligible for lifetime maximum of six years of government-funded awards and cannot hold an OGS and another government-funded award concurrently. Applicants entering the 1st or 2nd year of graduate studies must have an average of at least A-, or the equivalent, in each of the last two completed years of study (full-time equivalent). Applicants

entering the 3rd year or beyond of graduate studies must have an average of at least A-, or the equivalent, on all graduate courses completed. Applicants should also exhibit research ability/potential, excellent communication skills, and interpersonal/leadership abilities. Preference will be given to doctoral student(s) enrolled in the Lawrence S. Bloomberg Faculty of Nursing studying in the area of psychiatric or addictions nursing or other areas of mental health. Applicants who have defaulted on a Canada or Ontario Student Loan or a loan made under the Ontario Venture Capital Program, or have failed to make satisfactory repayment on an Ontario Study Grant Overpayment, may be ineligible.

Value: \$15,000 per award
Application due: April 1
Document required: Completed OGS application

Queen Elizabeth II/Dorothy and Bill Palm Graduate Scholarships in Science and Technology (QEII GSST)

Donor: Women's College Hospital Foundation

To be awarded to a student(s) on the basis of academic excellence. Students must have maintained an overall A- average over the last two years of study at the post-secondary level. Recipients should also exhibit research ability/potential, good communication skills and interpersonal/leadership abilities. Preference will be given to student(s) enrolled in the Lawrence S. Bloomberg Faculty of Nursing, whose graduate supervisor is affiliated with the Women's College Research Institute (WCRI) at Women's College Hospital.

Reporting

The successful candidate will submit a written report to Women's College Research Institute at the end of the award year describing the research undertaken during the year and any other such information as the candidate may judge to be of interest. A copy of the report will be made to the Women's College Hospital Foundation

Value: \$15,000 per award
Application due: April 1
Document required: Completed OGS application

Queen Elizabeth II/Heart and Stroke Foundation of Ontario Graduate Scholarships in Science and Technology (QEII GSST)

Donor: Heart and Stroke Foundation of Ontario

To be awarded as above. Preference will be given to doctoral student(s) enrolled in the Lawrence S. Bloomberg Faculty of Nursing studying in the areas of cardiac and stroke research and practice or associated areas.

Value: \$15,000 per award
Application due: April 1
Document required: Completed OGS application

Queen Elizabeth II/University of Toronto Foundation Graduate Scholarships in Science and Technology (QEII GSST)

Donor: University of Toronto

To be awarded to a student(s) on the basis of academic excellence. Students must have

maintained an overall A- average over the last two years of study at the post-secondary level. Recipients should also exhibit research ability/potential, good communication skills and interpersonal/leadership abilities. Preference will be given to student(s) enrolled in the Department of Nursing Science.

Value: \$15,000 per award
Application due: April 1
Document required: Completed OGS application

Julia Alice Saddington Memorial Award in Nursing (OTSS)

Donor: Estate of Harold Saddington

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

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

Staples Family Graduate Student Award in Nursing (GSEF)

Donor: Dr. Eric Staples, RN, DNP

To be awarded to one or more graduate nursing student(s) enrolled in the Nurse Practitioner Program (Master of Nursing or Post-Master Nurse Practitioner Diploma Program) on the basis of financial need and academic merit. New and continuing students are eligible to apply. Special consideration will be given to a Nurse Practitioner admitted to the PhD program who is committed to advancing nursing practice, education or research.

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

Staples Family Graduate Student Award in Nursing – DN

Donor: Dr. Eric Staples

To be awarded to a nursing student enrolled in the Doctor of Nursing Program on the basis of financial need and academic merit. Special consideration will be given to a Nurse Practitioner admitted to the program, who is committed to advancing nursing practice, education or research.

Value: \$5,000 per award for 5 years
Application due: January 15 for entering students
April 15 for in-course students – Apply in Year 1
Document required: Award Application Form

University of Toronto Fellowships

Available to full-time Doctoral (Year 1 to Year 4) degree students with at least a B+ academic standing in each of their last two years of study.

Value: Varies

Application not required

Henry Albertson VanZo Post Scholarship (OTSS)

Donor: Dr. Nora Post

To be awarded to graduate students on the basis of demonstrated financial need, who have maintained at least a B average and are enrolled in the Lawrence S. Bloomberg Faculty of Nursing.

Value: Annual fund income

Application not required

Jeannette Elizabeth Watson Memorial Fellowship

Donor: Estate of Jeannette Elizabeth Watson

Awarded to a graduate student in the Master's or Ph.D. program in the Graduate Department of Nursing Science on the basis of academic merit whose program of study focuses on the nursing care of persons requiring medical or surgical interventions.

Value: Annual fund income

Application due: January 15 for entering students

April 15 for in-course students – Apply in Year 1

Document required: Award Application Form

May Yoshida Memorial Fellowship

Donor: Nursing Colleagues, Alumni, and Friends

Awarded to a Ph.D. student in the Graduate Department of Nursing Science, who plans to develop a research program in maternal/child health. Preference will be given to someone

1. whose program includes a focus on issues related to culture/ethnicity; or
2. who is an international student.

Value: Annual fund income

Application due: January 15 for entering students

April 15 in-course students – Apply in Year 1

Document required: Award Application Form

Zophia Nurse Practitioner Fellowship (OSOTF II)

Donor: Nursing Faculty/Staff/Alumni/Friends

Award(s) to student(s) in the Master's and/or Post-Master's program on the basis of academic merit and financial need, who is/are entering or continuing their study as a Nurse Practitioner. The student must also demonstrate financial need and reside in the province of Ontario.

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

In-Course Fellowships

Bloomberg Faculty of Nursing Student Travel Award

Donor: Lawrence S. Bloomberg Faculty of Nursing

To be awarded to graduate students who will be presenting their research at peer reviewed scientific meetings.

Value: Varies
Documents required: Inquire at Student Services

City of Toronto Queen Elizabeth II Sesquicentennial Graduate Scholarship (OSOTF)

Donor: City of Toronto

Open to students enrolled in the Graduate Department of Nursing Science who have completed courses in community health and demonstrate a commitment to this aspect of nursing. Awarded on the basis of financial need and academic achievement, particularly in courses related to community health nursing.

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

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

Faculty of Nursing the Class of 1955 Award (OTSS)

Donor: Class of 1955

Awarded to a student who has completed one year of full or part time studies in the Master's program of the Lawrence S. Bloomberg Faculty of Nursing, and is a resident of Ontario, on the primary basis of financial need. The award winner will also show evidence of community involvement and/or leadership, either within or external to the University of Toronto.

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

Alice Girard Memorial Fellowship

Donor: Estate of Alice Girard, Nursing Colleagues and Friends

Award offered to a PhD student after completion of at least one year of their Ph.D. program in the Graduate Department of Nursing Science on the basis of academic merit.

Value: Annual fund income

Application not required

Jerry Gerow NP Travel Award

Donor: Thora (Jerry) Gerow

To be awarded to 2nd year student enrolled in the Master of Nursing, Nurse Practitioner program; and/or student enrolled in the Post Master Nurse Practitioner program to assist student with expenses related to practicum (see Notes). Financial need and academic merit will also be taken into consideration.

Value: \$4,000 per award

Application Due:

April 1 for students who plan to enroll in NUR1221/1222/1223Y during the spring session
August 15 or November 15 for students who either plan to enroll or are enrolled in one of NUR1115H/1215H, 1116/1216H, 1117H/1217H.

Documents required:

1. Award Application Form
2. A description of the practicum location, nature of experience, rationale for choice of practicum, goals and associated learning plan, and achievement indicators (maximum one page)
3. A brief travel itinerary and budget. Conditions for award holders:
 - a) Must complete pre-departure training from the Safety Abroad Program at the Centre for International Experience at the University of Toronto, if practicum is outside Canada.
 - b) Travel to conferences, exchange programs, courses or seminars, or for travel to do clinical work for personal preference or convenience will not be considered.
 - c) Students granted the scholarship must present a report of their experiences (format to be decided by the course instructor). In addition, this report must be submitted to the Director of Graduate Programs and may be forwarded to the funder/donor of this scholarship.
 - d) The scholarship will be released to the applicants upon submission of proof of flight reservations, hotel bookings, or other relevant expenses. Original documents are required.
 - e) The award cannot be held concurrently with the Gerow Nurse Practitioner Award.

Thora (Jerry) Gerow Nurse Practitioner Scholarship

Donor: Estate of Thora Rebecca Gerow

Awarded to Nurse Practitioner who will focus on primary care settings and/ or care throughout the life of individuals, families and communities on the basis of academic merit.

Value: Annual Income

Application Due: April 15 – Apply in Year 1

Document required: Award Application Form

Global Health Education Scholarship

Donor: Lawrence S. Bloomberg Faculty of Nursing

The faculty has created this scholarship to assist learners with expenses related to course (NUR1115H/1215H, NUR1116H/1216H, NUR1117H/1217H, NUR1221/1222/1223Y, or NUR1072Y) practicum learning opportunities with marginalized populations in remote regions of Canada and overseas.

Value: Varies

Documents required: Inquire at Student Services

Graduate Nurses Student Union Fellowship

Donor: Graduate Nurses Student Union

Awarded to a student in the Master's program in the Graduate Department of Nursing Science who has demonstrated outstanding extra-curricular involvement and/or leadership abilities.

Value: To be determined annually

Application due: April 15 – Apply in Year 1

Document required: Award Application Form

Mildred Claire Pratt Graduate Nursing Fellowship (OSOTF)

Donor: Estate of Mildred Claire Pratt

Awarded on the basis of financial need to graduate nursing student(s) having completed one year of study in the Graduate Department of Nursing Science, in the area of palliative care and who exemplifies the qualities of compassion and efficiency.

Value: Annual fund income

Application due: April 15 – Apply in Year 1

Document required: Award Application Form

Manuel and Anne Belle Pusitz Graduate Fellowship

Donor: Manuel E. Pusitz Estate

Awarded to a student in the Graduate Department of Nursing Science who:

1. has demonstrated successful achievement as a full-time student in the first year of the Master of Nursing program;
2. is re-enrolling in the second year of full-time study; and
3. has demonstrated financial need.

Preference may be given to an international student.

Value: Annual fund income

Application due: April 15 – Apply in Year 1

Document required: Award Application Form

St. George's Society of Toronto, Florence Nightingale Fellowships (OTSS)

Donor: St. George's Society of Toronto, Alumni & Friends of the Lawrence S. Bloomberg Faculty of Nursing

Awarded to a full or part-time student(s) in the second year of a Masters level, Nurse Practitioner program on the basis of financial need. Academic merit will also be considered. Preference will be given to those who can demonstrate work experience in northern or aboriginal communities and who plan to return to those communities to work after graduation.

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

Dorothy Sullivan and Louise Killackey Graduate Student Awards

Donor: Shamrock Foundation

Two awards of equal value will be given, on the basis of financial need, to one second-year student registered in the Master of Nursing program and one upper year Ph.D. student (registered in year 3 or above).

Value: \$5,000
Application due: April 15 – Apply in Year 1
Document required: Award Application Form

Hillian Titley Graduate Scholarship (OSOTF)

Donor: Ms Beatrice Titley

Awarded on the basis of financial need to a graduate student in good standing who is interested in gerontological nursing, especially the care of people with dementia. Academic merit will also be considered.

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

Zindart Graduate Award for Nursing Care of Persons with Cancer

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

Awarded to a full-time student entering the final year who has completed at least 50% of the program requirements, and who demonstrates academic excellence in courses related to oncology nursing.

Value: \$1,000
Application due: April 15 – Apply in Year 1
Document required: Award Application Form

Bursaries and other supports

SGS Grants, Bursaries & Emergency Funding

For full-time graduate students, information is available from the website:

<https://www.sgs.utoronto.ca/awards-funding/financial-aid-advising/>

Financial Aid and Advising at SGS

If you wish to book an appointment with Financial Advisor, please email your completed [Financial Advising Intake Form](#) to sgs.financial.assistance@utoronto.ca. Appointments are available via, telephone, video or teleconference, generally between 10 am to 4 pm Monday to Friday.

Other University of Toronto Financial Support for Graduate Students

Information is available from the website:

<https://www.sgs.utoronto.ca/awards-funding/>

External Awards

Information concerning other awards offered by external organizations is available on our web:

<https://bloomberg.nursing.utoronto.ca/current-students/awards/graduate-program/external-awards>

Students in Professional Programs: Scotiabank Student Line of Credit

U of T has negotiated an enhanced line of credit agreement with Scotiabank for professional master's students, in which referred interest rates have been negotiated by the University with rates ranging from prime to prime plus 1%, depending on the program. For further information on this program, please visit <http://www.future.utoronto.ca/finances/financial-aid/other-loans-and-student-lines-credit>

PhD Funding Policy

Base Funding Policy for PhD Students 2023-2024

1. The annual base funding package for eligible domestic and international full-time PhD students in the Lawrence S. Bloomberg Faculty of Nursing is \$17,250 plus tuition fees. Base funding is composed of a combination of i) internal awards and fellowships and ii) Teaching Assistantships (including Clinical Instructor roles) and iii) Supervisor's research grant/funds (if applicable). Please refer to the base funding details below.
2. PhD students are eligible for base funding during their first four years in the PhD program. For most students, this means they are eligible for funding from year 1 to year 4. For transfer students, they are eligible for base funding from year 2 to year 5 (since their first year of registration is in the MN program). If students choose not to seek the base funding package or become ineligible for base funding in a given year, they lose that year of base funding eligibility.

3. Full-time registered students should not be employed on a full-time basis in addition to their studies, unless approved by the Faculty of Nursing. Students should discuss their employment status with their supervisor each year.
4. PhD students are encouraged to seek external funding to enhance their CV and increase their income. Funding sources include external competitive studentship awards such as CIHR, SSHRC, CNA, RAO, OGS, and awards from independent foundations as well as Hospital/Research Institute Awards. The Student Services Office will make every effort to notify PhD students and supervisors of competitions and will support application processes.
5. Base funding usually comprises of one to several internal awards. PhD students must apply for these internal awards each year. Those receiving internal awards must abide by all the terms and conditions of the award. These are specified in the award letter that each PhD student receives notifying them of the award.
6. PhD students must promptly report any change in their status that would affect their eligibility for base funding.
7. PhD students must abide by any reporting requirements as set by external funding agencies, donors, and the faculty.
8. PhD students who either withdraw from, have their registration cancelled, or who take a leave (e.g. parental leave) from the program, or for any reason become ineligible for the base funding package, will receive prorated base funding based on the number of months of eligibility, taking into account the tuition fee payment schedule. PhD students taking a parental leave should seek additional guidance and support through the Family Care Office. The SGS Parental Grant program is also available.
<https://www.sgs.utoronto.ca/awards/sgs-parental-grant/>
9. Students may be funded through third party “external funding” sources. Typically, these sources include foreign government sponsorships, external fellowships/scholarships from recognized external agencies, employers and other external funding sources. External funding from well-established programs such as the tri-council scholarships or provincial programs such as the OGS and QEII-GSST are excluded in the definition of external funding source for this policy.
 - Students receiving third party external funding are not eligible for the base funding package provided by the Faculty.
 - Students receiving such external funding may be eligible for the internal base funding only if the external funding is less than the Faculty’s base funding amount. The difference will be made up through internal base funding.

The base funding policy is reviewed and revised annually and the Faculty reserves the right to modify the policy as needed.

Base Funding Details

Base funding package available for 2023-2024:

The base funding package normally consists of 3 elements:

1. Tuition fee (approximate value: \$7,979)
2. Award and /or Supervisor’s Grant/ Funds
3. Teaching Assistantship

Overall, the minimum value of the base funding package is \$17,250 plus tuition fee, or approximately \$25,229.

Satisfactory progress

Students are considered to be in good academic standing and making satisfactory progress toward the degree when they meet the timelines and milestones such as those for PhD candidacy as outlined in “[Requirements for Candidacy: Three Components](#)” and follow other requirements for the program (e.g., 2 PhD supervisory committee meetings per year). Students are expected to defend their thesis by end of year 4.

Please note the following:

1. Tuition fee payment is made by the Faculty of Nursing in the form of an award. In other words, the Faculty applies to the student tuition account the amount equivalent to the tuition amount over 3 terms (fall, winter and summer). This amount may be listed as an award on a CV.
2. The award portion of the base funding package may be given in the form of one or more awards.
3. Each year PhD students who are eligible for base funding are required to undertake a 140 Hour Teaching Assistantship (including Clinical Instructor roles). Failure to accept a TA position that is offered normally leads to forfeit of the TA portion of the base funding. A letter detailing the amount and the source of the base funds will be provided to each PhD student each year.
4. Although student awards are typically exempt from income tax, TA income is not. Students should consult the Canada Revenue Agency or a tax professional for information.
5. While on parental leave, students are not eligible for the base funding package. However, they may be eligible for the School of Graduate Studies Parental Grant <https://www.sgs.utoronto.ca/awards/sgs-parental-grant/>

(Revised June 2018)

STANDARDS OF PROFESSIONAL PRACTICE BEHAVIOUR FOR ALL HEALTH PROFESSIONAL STUDENTS

<http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppsep012008i.pdf>

Preamble

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

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

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

By registering at the University of Toronto in one of these Faculties or in courses they offer, a student accepts that he/she shall adhere to these Standards. These Standards apply to students in practice- related settings such as fieldwork, practicum, rotations, and other such activities arranged through the Faculty, program of study, or teaching staff. Other Faculties that have students engaged in such activities in health settings may also adopt these standards.

These Standards do not replace legal or ethical standards defined by professional or regulatory bodies or by a practice or field setting, nor by other academic standards or expectations existing at the University of Toronto. Action respecting these Standards by the Faculty responsible for the program or course does not preclude any other action under other applicable University policies or procedures, action by program regulatory bodies, professional bodies, or practice/field settings, or action under applicable law including the Criminal Code of Canada.

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

Standards of Professional Behaviour and Ethical Performance

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

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

These Standards articulate the *minimum* expected behaviour and ethical performance; however, a student should always strive for exemplary ethical and professional behaviour.

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

- Misrepresenting or misleading anyone as to their qualifications or role
- Providing treatment without supervision or authorization
- Misusing or misrepresenting their institutional or professional affiliation
- Stealing or misappropriating or misusing drugs, equipment, or other property

- Contravention of the Ontario Human Rights Code
- Unlawfully breaching confidentiality, including but not limited to accessing electronic records of patients/clients for whom s/he is not on the care team
- Being under the influence of alcohol or recreational drugs while participating in patient/client care or on call or otherwise where professional behaviour is expected
- Being unavailable while on call or on duty
- Failing to respect patients'/clients' rights and dignity
- Falsifying patient/client records
- Committing sexual impropriety with a patient/client¹
- Committing any act that could reasonably be construed as mental or physical abuse
- Behaving in a way that is unbecoming of a practicing professional in their respective health profession or that is in violation of relevant and applicable Canadian law, including violation of the Canadian Criminal Code.

Assessment of Professional Behaviour and Ethical Performance

Faculties value the professional behaviour and ethical performance of their students and assessment of that behaviour and performance will form part of the academic assessment of health professions students in accordance with the Grading Practices Policy of the University of Toronto.

Professional behaviour and ethical performance will be assessed in all rotations/fieldwork/practicum placements. These assessments will be timely in relation to the end of rotation/fieldwork placement/practicum and will be communicated to the student.

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

Breaches of these Standards or of Faculty-specific guidelines related to these Standards are serious academic matters and represent failure to meet the academic standards of the relevant health profession program. Poor performance with respect to professional or ethical behaviour may result in a performance assessment which includes a formal written reprimand, remedial work, denial of promotion, suspension, or dismissal from a program or a combination of these. In the case of suspension or dismissal from a program, the suspension or dismissal may be recorded on the student's academic record and transcript with a statement that these Standards have been breached.

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

¹ Students who have (or have had) a close personal relationship with a colleague, junior colleague, member of administrative staff or other hospital staff should be aware that obligations outlined in the Provost's Memorandum on Conflict of Interest and Close Personal Relations pertain to these Standards. <http://www.provost.utoronto.ca/policy/relations.htm>

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

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

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

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

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

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

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

The Nursing Student and Clients

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

1. Nursing students ensure that persons receiving care are informed of their student status (CNA, 2017, p. 41). The nursing student is respectful of client's /patient's values, ethnicity, and religion, and the inherent worth of individuals.
2. When a nursing student does not wish to provide care to a client for ethical or religious reasons or because of a conflict in values, the student should discuss the assignment with the instructor/preceptor as soon as possible. Once assigned, the nursing student must continue to provide care until the issue is resolved.

3. The nursing student must provide safe, competent care to clients/patients. Nursing students are expected to meet standards of care for their level and stage of learning. They advise their faculty member or clinical supervisor if they do not believe they are able to meet this expectation.
4. The nursing student should strive to establish a therapeutic and caring relationship with clients. This professional relationship is based on trust which must not be violated.
5. The nursing student should communicate verbally and non-verbally with clients and families in a professional manner.
6. Nursing students recognize the importance of privacy and confidentiality and safeguard personal, family, and community information obtained in the context of a professional relationship. Nursing students understand their professional, ethical, and legal obligations related to privacy and maintaining client / patient confidentiality in all forms of communication (CNO, National Competencies, 2008).

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 their instructor /preceptor as soon as possible, or according to the manner established by the instructor /preceptor, if he/she is unable to attend the clinical placement due to illness or extenuating circumstances.

The Nursing Student and Other Health Care Professionals

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

1. The nursing student is a member of the interprofessional health care team. Therefore, the nursing student should accept responsibility to work co-operatively and collaboratively with peers, the instructor and other health care professionals to provide competent and safe client care.
2. As a member of the health care team the nursing student should communicate respectfully and effectively with colleagues. At the same time all nursing students can expect to be treated with respect and integrity in the clinical setting. If any student experiences behaviour

or communication by any member of the health care team which they feel is disrespectful they should inform their clinical instructor or supervisor. Failing helpful outcomes from that discussion, within an appropriate time period, they then should enlist the assistance of the appropriate nursing education administrator in the nursing program.

3. In the event that a nursing student has reason to believe that another student or health care professional is not giving competent and safe care, and/or is giving care under the influence of drugs and/or alcohol, the student's first obligation is to protect the client / patient from harm, to ensure that client / patient dignity is respected, and to inform the instructor of the situation immediately.
4. If the instructor is not available immediately, the nursing student should promptly inform a responsible person at the clinical setting of the misconduct. Both misconduct and failure to report misconduct can result in a client being harmed psychologically and physically. It is left to the student's discretion whether he/she also wants to discuss the issue with the student(s) or health professional(s) involved.

The Nursing Student and the Profession

The nursing student represents the nursing profession. Therefore, students have an obligation to know and appreciate the profession's values and, to incorporate them into their 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 Nursing and the College of Nurses of Ontario's Guidelines for Ethical Behavior in Nursing.
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 their peers, instructors, and other Faculty members.

GUIDELINES FOR THE STUDENT EVALUATION OF TEACHING IN COURSES

Administration of Course Evaluations

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

Procedures for Course Evaluation

- **Course and Student Enrolment:** To ensure that students appropriately receive course evaluation invitations and the appropriate faculty are recognized as the course teachers for a course, information about courses and their instructors (including teaching assistants), is drawn automatically from ROSI / ACORN with consultation between Centre for Teaching Support and Innovation (CTSI) and the Faculty Registrar's Office. Consultation with the Office of the Associate Dean Academic is offered as needed to ensure accuracy of data (courses offered, enrolment, assigned teachers, etc.). Central course evaluation staff with CTSI will work with the Faculty Registrar Office to ensure that all registered students as well as named faculty leads for each course are clearly and accurately identified to ensure that students have the opportunity to evaluate teaching within every course offered.
- **Instructor invitation to select questions:** Instructors will receive an invitation to add instructor-selected questions to the Lawrence S. Bloomberg Faculty of Nursing course evaluation instrument. Directions and guidance for this process are included with the electronic invitation to teaching faculty for each course. If instructors opt not to select additional questions, only the institutional and divisional questions will appear on course evaluation forms for their courses.
- **Timing:** Normally, the course evaluation period for all undergraduate and graduate courses in the Lawrence S. Bloomberg Faculty of Nursing takes place during the last two weeks of a course, and before any final examination, in the case of undergraduate courses. During this window, students are invited to complete the evaluations on-line through a secure system.

Review of Divisional Questions

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

Communication

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

Faculty will appropriately encourage student participation in the course evaluation process incorporating strategies such as Quercus announcements, in-class announcements, allowing in-class time for evaluation completion, etc.

Approved by LSBFON 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

LAWRENCE S. BLOOMBERG FACULTY OF NURSING GUIDELINES RELATED TO POLICE RECORD CHECKS

General Information

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

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

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

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

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

Prior to the start of each academic year, all new and returning MN and Post-Master's NP nursing students are required to submit a current police record check report (vulnerable sector screening) and submit a signed *Annual Police Record Consent Form* as part of the process to obtain a Student Preparedness Permit. A current Student Preparedness Permit is 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).

Graduate Nursing Students

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

[health-and-conduct/past-offences-and-findings/](#)). A copy of a graduate student's police record check report (vulnerable sector screening) is not normally retained within the faculty and students must keep their police record check report in an easily retrievable location.

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

Toronto Police Services and Residents of the City of Toronto

All students who are residents of the City of Toronto must obtain a signed Toronto Police Services *Consent to Disclosure Application* from an authorized Faculty of Nursing officer before requesting a police record check report (vulnerable sector screening). The student signs the application consenting to have the police proceed to prepare a police record check report (vulnerable sector screening) and submits the application to Toronto Police Services with appropriate fee payment. Processing time can take several 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/background-checks/vulnerable-sector-screening-process.php>

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

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