

# Bloomberg Nursing



**THIS IS  
NURSING IN  
ACTION.**

## Table of Contents

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<b>Table of Contents</b> .....	<b>1</b>
<b>Welcome To Bloomberg Nursing</b> .....	<b>3</b>
<b>About the Handbook</b> .....	<b>3</b>
Student Responsibility .....	3
<b>Equity, Diversity, Inclusion &amp; Indigenous Reconciliation</b> .....	<b>4</b>
<b>Leadership &amp; Governance</b> .....	<b>5</b>
Faculty and Staff.....	5
Faculty Governance .....	5
<b>Key Program Contacts</b> .....	<b>6</b>
<b>Doctor of Philosophy - PhD</b> .....	<b>7</b>
Program Overview .....	7
Program Learning Objectives.....	8
Program Structure .....	9
Program Requirements .....	10
<b>Collaborative Specializations</b> .....	<b>13</b>
<b>Doctor of Nursing - DN</b> .....	<b>14</b>
Program Description .....	14
Program Learning Outcomes .....	15
Program Structure .....	17
Program Requirements .....	19
<b>Understanding University Policies</b> .....	<b>22</b>
<b>Academic Policies, Procedures &amp; Regulations</b> .....	<b>23</b>
Admissions .....	23
Sessional Dates.....	25
Registration and Withdrawals .....	25
Course Enrolment .....	28
Leave of Absence .....	30
Personal Information.....	31
Social Media Guidelines .....	33
General Recommendations: .....	33

Funding & Finances .....	35
Finances and Funding.....	36
PhD .....	36
Financial Aid.....	39
Supervision.....	40
SGS Supervision Guidelines.....	40
Supervisory Committee .....	40
Supervision Support.....	41
Guidelines for Ethical & Professional Conduct for Nursing Students .....	42
Academic Integrity.....	42
Assignments .....	44
Examinations .....	46
Grading.....	47
Appeals.....	49
Final Oral Exam.....	50
General Information .....	50
SGS FOE Guidelines.....	51
Student Checklist for the FOE.....	51
Bloomberg Nursing FOE Guidelines.....	51
<b>Health &amp; Wellness.....</b>	<b>53</b>
<b>Academic Support .....</b>	<b>55</b>
<b>Appendix A: Course Descriptions .....</b>	<b>56</b>
<b>Appendix B: Guidelines for the Student Evaluation of Teaching in Courses .....</b>	<b>64</b>

# Welcome To Bloomberg Nursing

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At the Lawrence Bloomberg Faculty of Nursing, students will find cutting edge research exploring the relevant healthcare challenges of our time. As one of the world's premier nursing programs, we continue to build on over a century of nursing excellence as we prepare students at the undergraduate and graduate level, to be exceptional nursing leaders in a complex and globally connected health care landscape.

As we continue to advocate for the communities and people who are under-served by our health care systems, people will find us at the forefront of research and education that makes a difference.

**This is Nursing in Action.**

## About the Handbook

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This Handbook serves as an academic information guide and statement of the most important rules and regulations for students seeking to enrol and those who are enrolled at Bloomberg Nursing. It is published annually online. It outlines the rules, regulations, and academic curriculum to inform students throughout their enrolment and pursuit of their goals.

The [SGS Calendar](#) is the official Academic Calendar for all graduate programs at the University of Toronto. The Bloomberg Faculty of Nursing is a graduate unit within the School of Graduate Studies. General regulations found in the School of Graduate Studies calendar are deemed to be part of the policies and regulations of Bloomberg Nursing.

The academic information listed in this Handbook is applicable for the year(s) to which the Handbook applies. We reserve the right to change the content of courses, instructors and instructional assignments, enrolment limitations, prerequisites and corequisites, grading policies, academic policies, and timetables without prior notice. 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.

## Student Responsibility

Students are responsible for keeping familiar with the curriculum requirements and related regulations in the [SGS Calendar](#) and the Handbook. Students can seek guidance from Course Instructors, the Director of the Program, or the Assistant Dean, Registrarial and Student Services when in doubt as to any deadline or requirement.

## Equity, Diversity, Inclusion & Indigenous Reconciliation

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The University of Toronto and Bloomberg Nursing are 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, 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.

## Student Disclosure Process

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

# Leadership & Governance

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## Faculty and Staff

The complete list of faculty and staff can be found on the [Bloomberg Nursing website under People](#).

## Faculty Governance

Bloomberg Nursing is governed by a Faculty Council comprised of representatives from the faculty, administrative staff, and students. The Faculty Council is comprised of seven (7) standing committees.

### Roles of Standing Committees of Faculty Council

- [Executive Committee](#) - sets the agenda for each council meeting, considers notices of motions given to council, monitors the functioning of Council and its committees and acts as a Striking Committee to nominate and appoint Council members.
- [Equity, Diversity, Inclusion, and Indigenous Reconciliation \(EDIIR\) Committee](#) - advises and provides strategic guidance, consultation and recommendations to the senior management team, other Faculty Council's standing committees, and student governments on matters related to EDIIR.
- [Committee on Standing](#) - implements the University Grading Practices Policy and oversees the general grading consistency of grading procedures; reviews grading plans for all courses; reviews final grades and averages for all courses; adjudicates petitions from students related to grades and academic standing.
- [Admissions Committee](#) - reviews and makes recommendations to Council on admissions policies; assess the qualifications of applicants seeking admission and approves admission of qualified applicants on behalf of Council; makes decisions about student petitions regarding entry or re-entry on behalf of Council.



- Curriculum Committee - reviews and reports recommendations to Faculty Council on changes to all existing curricula and proposals for changes to academic programs.
- Awards Committee - selects candidates for awards; reviews award/funding policies; advises on the development of new awards and the review of existing rewards records.
- Appeals Committee - The final decision-making authority within the Faculty on academic appeals by a student.

For more information about the specific nature of the composition of the Faculty Council please review its [constitution](#) and [bylaws](#).

## Key Program Contacts

Name	Role	Contact For	Email Address
Robyn Stremler	Dean	General concerns regarding Faculty of Nursing and University policy	<a href="mailto:dean.nursing@utoronto.ca">dean.nursing@utoronto.ca</a>
Kimberley Widger	Associate Dean Academic	Petitions and appeals, student conduct, ethics, and academic policy	<a href="mailto:associatedeanacademic.nursing@utoronto.ca">associatedeanacademic.nursing@utoronto.ca</a>
Kristen Reichold	Director Dean's Office	Event disclosure protocol—concerns regarding harassment, discrimination, unprofessionalism.	<a href="mailto:Kristen.reichold@utoronto.ca">Kristen.reichold@utoronto.ca</a>
Samantha Mayo	Director, Doctoral Programs	Academic and program concerns	<a href="mailto:samantha.mayo@utoronto.ca">samantha.mayo@utoronto.ca</a>
Yubai Liu	Assistant Dean and Registrar	Resolution of complex student issues, including financial aid, fees and awards, and management of student records	yubai.liu@utoronto.ca
Kate Galvin	Associate Director, Recruitment & Admissions	Admissions and program information	<a href="mailto:kate.young@utoronto.ca">kate.young@utoronto.ca</a>
Bushra Shahrin	Enrolment and Academic Records	Course enrolment, grades, and progression through the program	<a href="mailto:Bushra.shahrin@utoronto.ca">Bushra.shahrin@utoronto.ca</a>

	Officer		
TBA	Records & Program Assistant	Exam review requests, letters of registration, and licensure requests	TBA
Aidan Gray	Assistant Director, Student Financial Services	Financial support, awards, emergency grants	<a href="mailto:a.gray@utoronto.ca">a.gray@utoronto.ca</a>
Elena Luk	Director, Clinical Education	Clinical placements and student preparedness permits	<a href="mailto:elena.luk@utoronto.ca">elena.luk@utoronto.ca</a>
Lisa Cranley	GNSS Representative	Liaison between GNSS and faculty	<a href="mailto:lisa.cranley@utoronto.ca">lisa.cranley@utoronto.ca</a>
Rebecca Biason		Communications and media relations, social media, website issues	<a href="mailto:Communications.nursing@utoronto.ca">Communications.nursing@utoronto.ca</a>
Health & Wellness Embedded Counselor			416-978-8030 ext. 5 Please note, the embedded counselor should be contacted through this phone number, not directly.
Accessibility Advisor		Program, practicum accommodations, note-taking, learning strategy support	<a href="tel:416-978-8060">416-978-8060</a> <a href="mailto:accessibility.services@utoronto.ca">accessibility.services@utoronto.ca</a>

## Doctor of Philosophy - PhD

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### Program Overview

The Bloomberg 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.

## Program Learning Objectives

Degree Level Expectations	PhD Program Objectives
<b>1. Depth and Breadth of Knowledge</b>	PO #1 - Superior understanding of the theoretical foundations of nursing science.  PO #2 - A broad appreciation of the relationship between nursing science and the scientific basis of other health disciplines.
<b>2. Research and Scholarship</b>	PO#3 - In-depth knowledge and specialization related to a selected aspect of nursing science.
<b>3. Level of Application of Knowledge</b>	PO#4 - The ability to design and conduct research studies of relevance and importance to nursing science.
<b>4. Professional Capacity/ Autonomy</b>	PO#4 - The ability to design and conduct research studies of relevance and importance to nursing science.  PO#6 - Commitment to ethical scholarship and collaboration in furthering knowledge with a critical and objective perspective on research
<b>5. Communication Skills</b>	PO# 5 - The ability to contribute to the education of undergraduate and graduate nursing students.
<b>6. Awareness of Limits of Knowledge</b>	PO#6 - Commitment to ethical scholarship and collaboration in furthering knowledge with a critical and objective perspective on research

# Program Structure

The PhD program is a full-time, in-person program that is structured around courses, the completion of a literature review paper, the successful defense of the thesis proposal and the production and defense of a final thesis. The program is designed for students to complete the degree in 4 years and all requirements for the degree must be completed within 6 calendar years from the date of the student’s enrolment in the program.

The PhD program is only offered full-time and in-person to ensure that students achieve timely completion rates and to provide a collegial cohort to successfully navigate the intricacies of the program.

## Structure of the PhD Program

Program Structure				
	Year 1	Year 2	Year 3	Year 4
Courses*	NUR1081 Seminar NUR1079 Methods 1 substantive elective	NUR1082 Seminar 1 methods or substantive elective		
Literature review paper				
Proposal writing & defence				
Research Ethics Board approval				
Data collection & analysis				
Thesis writing				
Final Oral Exam				

\* Note: Required courses changed for the 2023 cohort with the addition of the second-year seminar course, NUR1082. Students who began the program in 2022 or earlier, only completed NUR1081

# Program Requirements

The 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

Students must successfully complete a minimum of **3.0 full-course equivalents (FCEs)** that include:

- PhD Seminar (1.0 FCE):
  - [NUR1081H](#). Students attend the seminar biweekly for the Fall and Winter of Year 1.
  - [NUR1082H](#). Students attend the seminar weekly for the Fall of Year 2.
- Research methods course [NUR1079Y](#) *Research Methods for Knowledge Discovery*
- one course (0.5 FCE) related to the substantive area 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 must attain a minimum average standing at the B+ level for required courses.
- 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 (with a minimum average standing at the B+ level) by the end of Year 3, the Faculty of Nursing will normally make a recommendation to SGS for termination of registration.

## Literature Review Paper

- 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 on the PhD Student Milestones Tracking Sheet) by March 1 of Year 1.
- The literature review paper must be submitted by September 30 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 assessments are considered pass, the student will receive a **satisfactory** rating at their supervisory committee meeting. If one or both paper reviews are rated **failure** 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 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 1 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 assessments are considered pass, the student will receive a **satisfactory** rating at their supervisory committee meeting. If one or both paper reviews are rated **failure** 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 on the second attempt, the Faculty of Nursing will normally recommend to SGS that the student's registration in the PhD program be terminated.

### Thesis Proposal

Successful defence of the thesis proposal is the final step in achieving candidacy and is normally completed by the end of year 2. 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) and a full committee with a minimum of 2 members in addition to the supervisor must be in place.

[The PhD Thesis Proposal Guidelines document](#) specifies the required elements for the written proposal. The proposal normally goes through multiple rounds of feedback with the student and supervisor as well as with the larger committee before the student is deemed by the committee as ready to proceed to the oral proposal defence. An internal examiner is selected by the supervisory committee in consultation with the student. May be members

of the SGS faculty appointed to the Candidate's graduate unit, or members of the SGS faculty appointed to other graduate units of the University. The examiner must not have been closely involved in supervision of thesis development. The written proposal should be submitted to the supervisory committee and examiner at least 4 weeks in advance of the oral defence date. Student services will assist with arranging the oral exam including securing a chair. The exam may be held in person, hybrid, or fully online. Assessment of the thesis proposal consists of both the written proposal and the oral defence of the proposal. The oral exam consists of a 15-minute presentation of the proposal by the student, followed by multiple rounds of questions starting with the internal examiner. The oral exam is normally completed within 2 hours. Further information on procedures for conducting the exam can be found in the document [Record of the PhD/DN Proposal Examination](#).

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.

### Research Ethics Board Approval

While preparing their thesis proposal, students should identify the steps required for ethics review. These steps will be dependent on where the research will be conducted and how data will be collected. Normally, the ethics review board at the institution where the research will be conducted will review and approve the proposal first, then the proposal will be submitted to the University of Toronto for administrative review. In some cases, only the University of Toronto Research Ethics Board will review and approve the proposal. Students should work with their supervisor and reach out to the relevant research ethics boards for information and guidance on the process and access to any relevant documents (e.g., templates for consent forms).

Students may prepare all documents relevant to the ethics review process prior to the oral defence, however, the actual submission for ethics review must not occur until successful

defence of the thesis proposal. Students are encouraged to use the 4-week window before their oral defence to prepare all documents for ethics review so they are ready to submit them soon after the successful defence. Once all approvals are in place, the student may proceed with their study.

### Thesis

Student may complete either a traditional dissertation or a dissertation based on three separate papers – Thesis by Publication. Guidance on preparation of the thesis by publication is available on the [Forms, Requests & Resources](#) page on the Bloomberg Nursing website.

Similar to preparation of the thesis proposal, the thesis normally goes through multiple rounds of feedback with the student and supervisor as well as with the larger committee before the student is deemed by the committee as ready to proceed to the final oral defence.

### Final Oral Exam

The final oral exam is normally conducted at the end of year 4 in accordance with the SGS [Guidelines for the Doctoral Final Oral Examination](#). For more information about the preparation and processes around the conduct of the Final Oral Exam, please see the Final Oral Exam section under ‘Academic Policies, Procedures & Regulations’ in this handbook.

### 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.

## Collaborative Specializations

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[Collaborative specializations](#) emerge from cooperation between two or more graduate units, thereby providing students with a broader base from which to explore interdisciplinary areas of study and research. The University of Toronto offers more than 40 [graduate collaborative specializations \(CS\)](#), providing students enrolled in participating degree programs an additional multidisciplinary experience as they complete their home degree program.

Students must be admitted to, and enrol in, one of the collaborating graduate units and must fulfill all the requirements for the degree in the home unit and any additional requirements of the collaborative specialization. Each is designed to allow a focus in the area of specialty. Upon successful completion of the program, the student receives a transcript notation.

A Collaborative Specialization normally requires students to:

- complete a core academic activity (such as a core course)
- participate in activities and seminars offered by the collaborative specialization
- incorporate the disciplinary focus of the CS into any final research requirements of the home degree programs.

PhD students at Bloomberg Nursing may elect to participate in the following collaborative specializations:

- [Addiction Studies](#)
- [Aging, Palliative and Supportive Care Across the Life Course](#)
- [Bioethics](#)
- [Global Health](#)
- [Women's Health](#)

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](mailto:connect.nursing@utoronto.ca).

## Doctor of Nursing - DN

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### 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.



# Program Learning Outcomes

DLE	DN Program Objectives	DN Program Learning Outcomes
<p><b>1. Depth and Breadth of Knowledge</b></p>	<p>PO #1 - Advanced understanding of the theoretical foundations of implementation science, Knowledge Translation and Exchange (KTE) strategies and change theory.</p> <p>PO #2 - In-depth knowledge on how implementation science and change theory is relevant to nursing leadership in healthcare and education.</p> <p>PO#3 A broad appreciation of the relationship between implementation science in nursing, KTE and the scientific basis of other health disciplines.</p>	<p>PLO #1 - Demonstrate an in-depth understanding of Implementation Science frameworks, KTE strategies and change theories.</p> <p>PLO#2 – Identify barriers and facilitators of implementing KTE strategies at individual and organizational levels.</p> <p>PLO#3 - Demonstrate advanced knowledge of nursing leadership to transform healthcare and education as appropriate.</p> <p>PLO #4 - Articulate the system barriers to equity of access to safe and effective care for patients and families with diverse backgrounds within healthcare organizations.</p> <p>PLO #5 - Demonstrate knowledge of how challenges related to diversity, cultural safety and social determinants of health are integrated in healthcare and education.</p> <p>PLO#6 Demonstrate knowledge of how to manage human, financial and material resources in healthcare or education.</p>
<p><b>2. Research and Scholarship</b></p>	<p>PO #4 The ability to systematically review and synthesize research, and effectively engage in translating evidence to healthcare or education.</p> <p>PO# 5 Critical thinking skills to promote change and sustain innovative leadership or</p>	<p>PLO# 7 Critically appraise and synthesize results of research relevant to leadership issues in healthcare or nursing education.</p> <p>PLO#8 Plan, design and carry out a research project that addresses an innovation to transform nursing leadership in healthcare or education.</p> <p>PLO#9 Produce original and quality scholarly outputs to satisfy peer review and to merit</p>

DLE	DN Program Objectives	DN Program Learning Outcomes
	<p>scholarship in healthcare or education.</p> <p>PO#6 Leadership skills to improve healthcare or education outcomes through strategic thinking, critical appraisal and implementation of varied forms of evidence.</p> <p>PO#7 Expertise to create, maintain and evaluate diverse healthcare or education settings.</p> <p>PO #8 Proficiency in advancing leadership and scholarship across healthcare and education.</p> <p>PO#9 Advanced skills to provide exemplary nursing healthcare practice or education evaluation and KTE.</p>	<p>publication or presentation targeted at professional and lay audiences.</p>
<p><b>3. Level of Application of Knowledge</b></p>	<p>PO#10 Application of research evidence that is relevant and useful to nursing leadership in healthcare and education using implementation science, KTE strategies and change theories/ frameworks.</p>	<p>PLO#10 Conceptualize, design and evaluate a KTE plan to implement/ disseminate research evidence.</p> <p>PLO# 11 Apply Implementation Science theories and frameworks when implementing/disseminating research evidence in complex healthcare and educational situations.</p> <p>PLO#12 Understand relevant change theory applicable to leadership in healthcare or nursing education.</p> <p>PLO#13 Define and develop evidence-informed analytical and tactical strategies for advancing nursing leadership in healthcare and education.</p>

DLE	DN Program Objectives	DN Program Learning Outcomes
		PLO#14 Determine effective strategies for addressing leadership issues across healthcare or education organizations and/or systems while engaging relevant stakeholders.
<b>4. Professional Capacity/ Autonomy</b>	PO# 11 A commitment to ethical scholarship and collaboration in furthering knowledge with a critical and objective perspective on research application.	<p>PLO#15 Model a strong commitment to professional ethics when developing solutions to complex healthcare (e.g. equal access to care) or education (e.g. diversity) issues.</p> <p>PLO#16 Explain the impact of KTE on organizational structure, and how context (work environment) influences KTE strategies in healthcare or education.</p> <p>PLO#17 Understand the importance of consultation and meaningful engagement with relevant stakeholders in healthcare or education contexts.</p>
<b>5. Communication Skills</b>	PO# 12 Clear and effective oral and written communication across varied and complex healthcare and education.	PLO#18 Communicate effectively both verbally and in writing to enable implementation of new knowledge within healthcare or education.
<b>6. Awareness of Limits of Knowledge</b>	PO#13 Displaying an appreciation of the strengths and limitations of their work and its contributions to the greater body of knowledge, being open to multiple interpretations of their work and its impact at various levels of application.	<p>PLO#19 Articulate the strengths and limitations of KTE frameworks and models for implementing and disseminating research in complex healthcare and education settings.</p> <p>PLO#20 Determine limitations of knowledge, multiple interpretations and impact at various levels.</p>

## Program Structure

The DN program is a full-time, cohort-based graduate program with 8 consecutive terms consisting of required and elective courses, internships, seminars, residencies and a thesis. The mode of delivery combines on-campus experiences with online

coursework. The hybrid delivery model, with a blend of online synchronous and asynchronous courses, onsite intensive residencies, and internships is tailored for students who have considerable professional experience and work commitments.

	Year 1			Year 2			Year 3	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	Term 7	Term 8
Courses	NUR1301	NUR1302		NUR1303*	Elective			
Seminar	NUR1311	NUR1312		NUR1313			NUR 1314	
Internship		NUR1398						
				NUR1399				
Residency		#1			#2			#3
Literature Review Paper		Literature Review Paper Completed						
Proposal writing & defence					Thesis Proposal Defended			
Research Ethics Board approval								
Data Collection & Analysis								
Thesis Writing								
Final Oral Exam								FOE

\* NUR 1303 is Term 4 (for students starting 2023-2024) and Term 3 (for students starting 2024-2025)

# Program Requirements

The DN is offered as a full-time program. **Candidacy** is achieved by successful completion of the literature review paper, internships, proposal defense, attendance at year 1 and 2 residencies, and all required courses except NUR1314, as described below.

## Coursework

Students must successfully complete a total of **5.0 full-course equivalents** (4.0 FCEs for coursework and 1.0 FCE the internships). FCEs for coursework as follows:

### Coursework (4.0 FCEs):

- 1.5 required FCEs:
  - [NUR1301H](#) *Leadership: Health Services and Education*
  - [NUR1302H](#) *Implementation Science: Health Services and Education*
  - [NUR1303H](#) *Policy and Politics in Nursing Practice and Education*
- 0.5 elective FCE relevant to the student's focus, chosen from:
  - [NUR1331H](#) *Analysis and Application of Individual and Population Health Data*
  - [NUR1332H](#) *Informatics and Technologies for Practice Advancement*
  - [NUR1333H](#) *Equity and Ethics in Healthcare Leadership*
  - [NUR1334H](#) *Quality Improvement, Safety, and Evaluation Science*
  - [NUR1335H](#) *The Scholarship of Teaching and Learning in Healthcare Practice and Education*
- 2.0 FCEs in seminar courses:
  - [NUR1311H](#) *DN Seminar 1*
  - [NUR1312H](#) *DN Seminar 2*
  - [NUR1313H](#) *DN Seminar 3*
  - [NUR1314H](#) *DN Seminar 4.*

### internships (1.0 FCE):

- [NUR1398H](#) *DN Internship 1* normally completed in the Summer session of Year 1.
- [NUR1399H](#) *DN Internship 2* normally completed in the Fall session of Year 2.

## Internships

Students must complete two internships focusing on healthcare or educational leadership:

- *NUR1398H: DN Internship 1 normally completed in the Winter or Summer session of Year 1*
- *NUR1399H: DN Internship 2 normally completed in the Fall session of Year 2*

Refer to the [Forms, Requests & Resources](#) page on the Bloomberg Nursing website for details on the internship requirements and evaluation methods.

### Residencies

Students must complete three residencies consisting of intensive on-campus sessions lasting 3-5 days each. Students will present their works in progress at each of the residencies.

### Literature Review Paper

Guidelines for the literature review paper are available on the [Forms, Requests & Resources](#) page on the Bloomberg Nursing website.

The literature review paper topic and objectives/questions must be approved by the supervisor (with signed documentation by the student and supervisor on the PhD Student Milestones Tracking Sheet) by November 30 of Year 1.

- The literature review paper must be submitted by April 30 of Year 1. 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 assessments are considered pass, the student will receive a **satisfactory** rating at their supervisory committee meeting. If one or both paper reviews are rated **failure** 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 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 June 30 of Year 1. 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 assessments are considered pass, the student will receive a **satisfactory** rating at their supervisory committee meeting. If one or both

paper reviews are rated **failure** 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 on the second attempt, the Faculty of Nursing will normally recommend to SGS that the student's registration in the DN program be terminated.

## Thesis Proposal

The [DN Thesis Proposal Guidelines](#) document specifies the required elements for the written proposal. 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. The proposal normally goes through multiple rounds of feedback with the student and supervisor as well as with the larger committee before the student is deemed by the committee as ready to proceed to the oral proposal defence. An internal examiner is selected by the supervisory committee in consultation with the student. May be members of the SGS faculty appointed to the Candidate's graduate unit, or members of the SGS faculty appointed to other graduate units of the University. The examiner must not have been closely involved in supervision of thesis development. The written proposal should be submitted to the supervisory committee and examiner at least 4 weeks in advance of the oral defence date. Student services will assist with arranging the oral exam including securing a chair. The exam may be held in person, hybrid, or fully online. Assessment of the thesis proposal consists of both the written proposal and the oral defence of the proposal. The oral exam consists of a 15-minute presentation of the proposal by the student, followed by multiple rounds of questions starting with the internal examiner. The oral exam is normally completed within 2 hours. Further information on procedures for conducting the exam can be found in the document [Record of the PhD/DN Proposal Examination](#).

Students are normally expected to defend their thesis proposal by January 30 in Year 2 of their program. Students must successfully defend their thesis proposal no later than April 30 in Year 2. 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 April 30 in Year 2 of the program.

If the student does not successfully defend the thesis proposal April 30 in Year 2 (including a second attempt, if required), the Faculty of Nursing will normally recommend to SGS that the student's registration in the DN program be terminated.



## Research Ethics Board Approvals

While preparing their thesis proposal, students should identify the steps required for approval to conduct their project. These steps will depend on the type of project planned and where the project will be conducted. The approval process may involve review by a research ethics committee or a quality improvement review process (if available) at the site where the project will be completed. The proposal will also be submitted to the University of Toronto for administrative review. In some cases, only the University of Toronto Research Ethics Board will review and approve the proposal. Students should work with their supervisor and reach out to the relevant approval bodies for information and guidance on the process and access to any relevant documents (e.g., templates for consent forms if needed).

Students may prepare all documents relevant to the review process prior to the oral defence, however, the actual submission for ethics review must not occur until successful defence of the thesis proposal. Students are encouraged to use the 4-week window before their oral defence to prepare all documents for review so they are ready to submit them soon after the successful defence. Once all required approvals are in place, the student may proceed with their project.

## Thesis

The thesis in the DN program will be written using a traditional dissertation format as a coherent document that provides a complete and systematic account of the thesis project. It is a single report, divided into chapters. Please see the [Thesis Guidelines for DN](#) Students for additional information on the format and content of the DN thesis. Similar to preparation of the thesis proposal, the thesis normally goes through multiple rounds of feedback with the student and supervisor as well as with the larger committee before the student is deemed by the committee as ready to proceed to the final oral defence.

## Final Oral Exam

The final oral exam is normally conducted at the end of year 3 in accordance with the [SGS Guidelines for the Doctoral Final Oral Examination](#). For more information about the preparation and processes around the conduct of the Final Oral Exam, please see the Final Oral Exam section under 'Academic Policies, Procedures & Regulations' in this handbook.

# Understanding University Policies

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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 and Faculty will assume that they have done so. University policies that are of particular importance to students are:

- [Code of Behaviour on Academic Matters](#)
- [Code of Student Conduct](#)
- [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](#)
- [Student Academic Records: Guidelines Concerning Access to Official Student Academic Records](#)
- [University Assessment and Grading Practices Policy](#)

In applying to the University, the student assumes certain responsibilities to the University and the Faculty and, if admitted and registered, shall be subject to all rules, regulations and policies cited in the calendar, as amended from time to time.

All University policies can be found at:

<http://www.governingcouncil.utoronto.ca/policies.htm>

## Academic Policies, Procedures & Regulations

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### Admissions

#### PhD 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.
- 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:

1. Agreement of an identified supervisor
2. 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

### DN 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.

- 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. An interview may be required.

### International Student Applications

Positions in our graduate program are available to international student applicants on a competitive basis with all other applicants. Details can be obtained from

<http://www.future.utoronto.ca/international> and

<http://bloomberg.nursing.utoronto.ca/future-students/international-students>

### English Facility Requirements

English is the language of instruction and examination at U of T, and success in our degree programs requires a high level of English language proficiency.

Applicants for whom English is an additional language will need to provide evidence of adequate English facility for admission consideration, unless the applicant qualifies for an exemption.

For more information about English language requirements, please refer to:

<http://www.future.utoronto.ca/apply/english-language-requirements>

## Sessional Dates

Please see the [Sessional Dates on the Bloomberg Faculty of Nursing website](#).

For School of Graduate Studies dates, please see: [2024-2025 Sessional Dates | School of Graduate Studies \(SGS\) Calendar](#)

## Registration and Withdrawals

In most academic programs at the University, registration is a two-step process: enrolling in courses and then paying/deferring fees. The registration process is different for students at Bloomberg Nursing. The Registrar's office will enroll students in their required courses.

This means that students must enrol in their elective courses and pay tuition and fees, or defer fees, to register for their program.

### Simultaneous Program Registration

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

### Using ACORN

Students can check their fee invoice through U of T's Accessible Campus Online Resource Network (ACORN). 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](#).

### Academic Records, Transcripts & Forms

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. Within established deadlines, students can use ACORN to obtain final grades.

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

Students using ACORN can view their entire academic record, [order transcripts](#), print tax forms, print invoices and view their financial account balances and detailed charge and payment information. A step-by-step guide on how to use ACORN is available online.

Students requiring written proof of registration can contact the Office of the Registrar to request a Confirmation of Enrolment Letter. Students who have finished their program requirements can request a Completion of Requirements letter from the Office of the Registrar.

### Mailing Address

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

## UTORid

Students must convert their JOINid to a UTORid before classes begin:

<https://www.utorid.utoronto.ca/>

In order to activate the UTORid students will need to submit their photo and documentation online. Students will be able to [pick up their TCard \(student ID\)](#) when they arrive on campus (e.g. during Residency for DN students).

## T-Card

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

## E-Mail Address

As a student at the University of Toronto, setting up a UTemail account is mandatory. The @mail.utoronto.ca is the only email account faculty and staff will use to communicate with students starting each September. After students have activated their UTORid they should go to <https://mail.utoronto.ca> to set up the email account. Once the @mail.utoronto.ca email address is confirmed, student must update the information in their ACORN account: [www.acorn.utoronto.ca](http://www.acorn.utoronto.ca)

## Termination of Registration

If a student fails to meet the required academic standards of their graduate program the Program Director will be informed, and failures will be reviewed by the Committee on Standing. See the [Termination of Registration: Info for Students](#) SGS webpage for more information.

## Withdrawals

Students who wish to withdraw should carefully consider this decision and discuss it with the Doctoral Programs Director. Students who decide to withdraw need to complete the [Program Withdrawal form \(PDF\)](#) and submit it to the Doctoral Programs Director and Student Services.

Students who withdraw from their program, may re-apply in the future by completing a new application. Some coursework completed prior to withdrawal may be counted as credit toward the new degree program.

Depending upon when a student withdraws, they may receive a fees rebate. A refund schedule is available at [Student Accounts](#). Students may be required to refund all or a portion of their funding and/or awards to the University. Contact the Assistant Director of Student Financial Services and the Graduate Awards Office at SGS with any awards-related questions.

## Course Enrolment

Bloomberg 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 offered through Bloomberg Nursing 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 SGS Calendar and the Doctoral Programs Handbook, 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.

**Doctoral students must enroll on a full-time basis.**

### Courses Outside Bloomberg Nursing

Students in the PhD program typically take elective courses offered through UofT faculties other than Bloomberg Nursing. These include courses that are taken as part of a collaborative specialization program. Students can identify potential elective courses using key-word searches on ACORN. Students should consult with their supervisor when choosing elective courses and need to complete the following steps to enroll in a course outside of Bloomberg Nursing:

Steps:

Students identify a course, ensure their supervisor approves, reach out to the course instructor to check whether they are willing to accept students from outside the department and then check that any pre-requisite requirements have been met.

Students complete the Course Add/Drop form from SGS website and have the course instructor sign off: <https://www.sgs.utoronto.ca/current-students/student-forms-letter-requests/>

The course add form is then submitted to Bushra Shahrin ([bushra.shahrin@utoronto.ca](mailto:bushra.shahrin@utoronto.ca)) at Student Services with the supervisor copied. The request will be sent on to the Doctoral Programs Director, who may reach out to the student with questions about the fit of the



course with overall plans for thesis work. If the request is approved, the Doctoral Programs Director will sign off and return the form to Student Services and the student.

The form is then forwarded to the host department for the course. The host department will advise on their process for enrolment. Please note that they will give preference to their own students first, so it is a good idea to have a back-up plan in case the student is not able to enrol. If the host department is able to open up a space, Student Services will approve the enrolment on ACORN.

Students should check ACORN for confirmation of enrolment and approval.

### Enrolment Limitations

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

### Attendance in Courses

For the PhD program, in-person attendance at all Bloomberg Nursing courses and seminars is mandatory. Particularly for international students who are just starting the program and are waiting on student visas, there is some leeway on the date of arrival into Canada. However, students need to physically attend class by the third week of classes to remain enrolled in the program. If a student cannot meet this requirement, they should discuss the possibility of deferring admission or withdrawing from the program with the Doctoral Programs Director and Student Services.

### Copyright in Instructional Settings

If a student wishes to record, photograph, or otherwise reproduce lecture presentations, course notes or other similar materials provided by the instructor, they must obtain the written consent of the instructor 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.

No materials from any course (e.g., syllabus, assignment rubrics, PowerPoints or case studies) can be uploaded to other internet sites (e.g., Course Hero) without written permission from the instructor as this is considered academic misconduct.

### Degree Completion

Please consult the [SGS website for policies](#) regarding maximum length of time for degree completion, requesting extensions, and leaves.

## Leave of Absence

There are three types of leaves for graduate students at the University of Toronto: Medical or Other/Personal Leave, Parental Leave, or a Temporary Stop Out. Please consult the SGS webpage: [Understanding Leaves of Absence](#) for more detailed information.

### Medical or Other/Personal Leave

Students may apply for a one-session to three-session leave of absence if they are facing serious health or personal problems (including mental health-related distress). Students who apply for a medical leave will need to provide medical documentation. No documentation is required to apply for a leave on personal grounds.

### Parental Leave

Students can take parental leave at the time of their or their partner's pregnancy, or following the birth or adoption of their children, and/or to provide full-time care during the child's first year. Parental leave must be completed within 12 months of the date of birth or custody. Where both parents are graduate students taking leave, the combined total number of sessions may not exceed four. Learn about the [SGS Parental Grant program](#).

### 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 Bloomberg 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. For students in a research-stream program, time off is highly individualized and should be determined in close consultation with their supervisor as far in advance of the time off as possible.

For students in professional-stream programs, such as the DN program, the timing of personal time off will be determined by the program's curriculum, considering both coursework and internship 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 a student 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.

## Personal Information

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

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

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

### Personal 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.

## Freedom of Information and Protection of Privacy Act (FIPPA)

The University of Toronto respects the privacy of student.

Personal information that students 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 Colleges and Universities (MCU) has asked that we notify students 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 MCU under s. 15 of the Ministry of, Colleges and Universities Act, R.S.O. 1990, Chapter M.19, as amended. The Ministry collects this data for purposes such as planning, allocating and administering public funding to colleges, universities and other post-secondary educational and training institutions and to conduct research and analysis, including longitudinal studies, and statistical activities conducted by or on behalf of the Ministry for purposes that relate to post-secondary education and training. Further information on how MCU 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. Please refer to [www.utoronto.ca/privacy](http://www.utoronto.ca/privacy) or contact the [University Freedom of Information and Protection of Privacy Office](#) regarding questions related to privacy.

### A Statement on Privacy

A part of a students' professional education and development as nurse leaders, educators and researchers will involve participation in various professional organizations, honor societies (such as Sigma Theta Tau) or other groups that are not directly connected with Bloomberg Nursing or the University of Toronto. The Bloomberg Faculty may contact students during their studies to indicate that they are eligible to join such organizations, societies or groups. At no time will the Bloomberg Faculty or the University of Toronto forward student names or contact information to external organizations or groups. If students do not wish to receive such invitations from the Bloomberg Faculty, please advise the Faculty Registrar in writing.

# Social Media Guidelines

Social media continues to be a powerful and engaging tool to connect with members of the public on a variety of important issues and topics and is a great resource for sharing and promoting research, events, or highlighting an individual's career growth.

When using social media, students, staff, and faculty should remember to protect their personal and professional reputation by effectively managing their social media presence.

Students, staff, and faculty members of Bloomberg Nursing are encouraged to adhere to the following [guidelines](#). Additional resources pertaining to the nursing profession for faculty or students can also be found below.

## General Recommendations:

Be honest, be thoughtful, and be respectful about the purpose of the community where posts are made. Do not post confidential or proprietary information about Bloomberg Nursing, its students, its alumni, employees, vendors or business partners. Use good ethical judgment and follow university policies. When using a personal social media account, it is recommended that students, staff, and faculty are clear that their opinions are their own and not that of the University of Toronto or Bloomberg Nursing.

### Be Respectful

Always be professional and respectful on social accounts. Language should be civil and not contain discriminatory or derogatory remarks. Do not engage in extensive or negative debates. Please review the [University of Toronto Guideline on Workplace Harassment and Civil Conduct](#). Nursing students should also review the [RNAO Social Media Guidelines for Nurses](#).

### Copyright and Confidentiality

Students, staff, and faculty should not share personal information, including email addresses, phone numbers, or anything else they would not want a wider public audience to see. Videos, reels, or TikToks of Bloomberg Nursing classroom content including simulation lab experiences is prohibited. Do not audio record, film, or photograph peers, faculty, students or staff, without their express consent.

Before posting, students, staff, and faculty should make sure they are not breaking copyright law or sharing confidential information. This can include sharing embargoed materials, content and publications, or using copyrighted images. Support others by giving credit where it is due, tag other departments or organizations if their articles or stories are shared.

Do not share images of patients or stories of patients that would be in breach of the nursing student code of conduct. Do not share identifying information or images of hospitals or institutions without the organization's consent.

Please review hospital or community organization's guidelines regarding social media. Students may speak with their Clinical Instructor if they are unsure.

### Teaching with Social Media

Individuals who wish to use social media platforms such as X (formally Twitter), Facebook and Instagram or a personal messaging application as educational technology tools, should first consult the [University of Toronto's Teaching with Social Media Guideline](#).

The use of class or program specific hashtags to encourage discussions on social media is permitted, but keep in mind that all such discussions are in a public forum and not all students will be comfortable sharing information in this format. An alternate platform to engage in a closed forum discussion should be considered by viewing [Tools Beyond Quercus](#) from the Centre for Teaching and Innovation.

### Accuracy

Ensure that the content being posted is accurate, properly sourced, and free of typos and spelling errors. It is better to verify the post first instead of having to retract or correct it later. If an error is made, it should be corrected quickly and visibly.

### Be social, timely and active

The best way to grow a social media following is to post regularly and share content that is current and of interest to the audience. Like and share colleagues' posts to build a sense of community and become a valued social media community member.

In addition to these guidelines, placement agencies, clinical partners, or employers may also have information on social media best practices. It is the responsibility of students, staff, and faculty to review and adhere to these practices to protect themselves and their reputation.

### Be alert to potential threats

If students staff or faculty have concerns about personal safety, reach out to the [Community Safety Office](#) or if there is an imminent threat, contact local police services (911) or the RCMP.

### Report bad behaviour

Abusive behaviour online can be reported to the hosting platform. If the behaviour doesn't meet the reporting standard but is disagreeable, block the account. Links to how to report abusive behaviour by platform are listed below:

- [X \(Formerly Twitter\)](#)
- [Facebook](#)
- [Instagram](#)
- [LinkedIn](#)
- [TikTok](#)

### Additional Resources for Social Media Use

- [Teaching with Social Media - Centre for Teaching Support & Innovation, U of T](#)
- [Social Media and E-Safety - Community Safety Office, U of T](#)
- [Social Media Platforms for Academics: A Breakdown of the Networks - The Academic Designer](#)
- [How to Protect Your Personal Information on Social](#)
- [Always Up-to-Date Guide to Social Media Image Sizes](#)

[Where to find public domain images and how to attribute creative commons images](#)

## Funding & Finances

### Tuition Fees

Tuition fees 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.

Student fee invoices are available on ACORN. We suggest that students make their tuition payment by **September 1, 2024** in order for the payment to be received in advance of the registration deadline. 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 a student 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 student fees and payment deadlines, please visit Student Accounts: [www.fees.utoronto.ca](http://www.fees.utoronto.ca).

[Bloomberg Nursing breakdown of fees.](#)

## Fees for International Students

In accordance with the recommendation of the Government of Ontario, certain categories of students who are neither Canadian citizens nor permanent residents of Canada are charged higher academic fees. Refer to the [Student Accounts for details](#).

Some students who are not Canadian citizens or Permanent Residents may be eligible to pay domestic fees. To check eligibility for an International Fee Exemption, please visit [this webpage](#).

## Sanctions on Account of Outstanding Obligations

The following are recognized University obligations:

- tuition fees;
- academic and other incidental fees;
- residence fees and charges;
- library fines;
- loans made by Colleges, the Faculty or the University;
- Health Service accounts;
- unreturned or damaged instruments, materials and equipment;
- 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. **Finances and Funding**

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.

## PhD

Bloomberg Nursing provides competitive base funding packages for full-time PhD students from years 1-4 of their program of study. More information about the base funding package and PhD funding can be found on the [PhD Funding & Fees](#) webpages on the Bloomberg Nursing website.



## PhD Funding Policy

### *Base Funding Policy for PhD Students 2024-2025*

The annual base funding package for eligible domestic and international full-time PhD students at Bloomberg Nursing is \$18,250 plus tuition fees. Base funding is composed of a combination of:

- internal awards and fellowships and
- Teaching Assistantships (including Clinical Instructor roles) and
- Supervisor's research grant/funds (if applicable). Please refer to the base funding details below.

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 (MN transfer students are eligible for base funding from year 2 to year 5 since their first year of registration was 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.

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.

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.

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 Canada Graduate Scholars—Doctoral (CGS-D), Canadian Nurses Association (CNA), Registered Nurses' Association of Ontario (RNAO), Ontario Graduate Scholarship, and awards from independent foundations as well as Hospital/Research Institute Awards. The Student Services and Research Office will make every effort to notify PhD students and supervisors of competitions and will support application processes. Please note, PhD students must abide by any reporting requirements as set by external funding agencies, donors, and the faculty. 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.

PhD students must promptly report any change in their status that would affect their eligibility for base funding.

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/>**Base Funding Details**

The base funding package normally consists of 3 elements:

1. Tuition fee (approximate value: \$8,351)
2. Award and /or Supervisor's Grant/ Funds
3. Teaching Assistantship

Overall, the minimum value of the base funding package is \$18,250 plus tuition fee, or approximately \$26,601.

### 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 of their degree program.

Please note the following:

1. Tuition fee payment is made by Bloomberg 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/>

## DN

The DN Program is self-funded. Awards and scholarships are available to support students in financing their graduate degree.

## Financial Aid

### 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 by the end of June to ensure that their funding is released in a timely manner. Students are able to apply to OSAP no later than 40 days prior to the end of their study period; however, students who apply after the suggested application deadline of late June will not receive any exceptions for late tuition payments.

For information on eligibility, appeals, document requirements and the status of the application, please contact the University Registrar's Office at [osap.staff@utoronto.ca](mailto:osap.staff@utoronto.ca).

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.

### Bloomberg Nursing Student Crisis Fund

The Bloomberg 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.

All students including funded/non-funded PhD students, DN students, and international students are eligible. Students are encouraged to reach out to the Assistant Director, Student Financial Services to complete an online request form together; he can be reached

at [a.gray@utoronto.ca](mailto:a.gray@utoronto.ca). The funding amount varies based on need and is decided on a case-by-case basis.

### SGS Financial Assistance and Advising

The School of Graduate Studies offers several grants and bursaries for registered graduate students and can work with a students' home unit to provide financial aid solutions.

- [SGS Financial Assistance: Grants and Bursaries](#) — Travel and conference grants, parental leave support, emergency grants, gym bursaries, completion funding, short-term loans and grant assistance.
- [Student Aid](#) — OSAP, University of Toronto Financial Aid (UTAPS), other provincial loans, and U.S. loans.
- [Accessibility Awards & Resources](#) — Programs and awards for students who are registered with [Accessibility Services](#).

[Financial Aid and Award Advisors](#) are available to assist students with managing educational expenses, budgeting and can provide advice on navigating the various financial aid and funding opportunities for graduate students.

## Supervision

### SGS Supervision Guidelines

The [SGS Supervision Guidelines](#) help graduate students at the University of Toronto understand best practices in graduate supervision. While the guidelines were written primarily for students in research-stream programs, they will equally apply to many students in professional programs because most of the principles underlying best practices in supervision apply to all activities that involve students working with faculty members on scholarly projects.

Students can also reference the [Best Practices in Graduate Supervision](#) to find bullet pointed tips on how to make the most out of the supervisory relationship.

### Supervisory Committee

The supervisory committee should consist of the supervisor and at least two other members with appropriate academic interests. At least one member must be a Assistant/Associate/ Full Professor Faculty member at Bloomberg Nursing and at least one member who is PhD prepared in nursing. Its role is to provide support to support both the student and supervisor by broadening and deepening the range of expertise and

experience available, and by offering advice about, and assessment of, student's work. Graduate students who establish their supervisory committees early in their programs and who meet with their committees regularly, tend to complete their degree programs successfully, and sooner than students who wait to establish their committees.

### Supervisory Committee Meetings

A doctoral student is expected to meet with the supervisory committee at least twice a year, and more frequent meetings are strongly encouraged. Supervisory Committee meetings are vital for [monitoring doctoral progress](#) in a doctoral program. A student who, through their own neglect, fails to meet with the supervisory committee in a given year may be considered to have received an unsatisfactory progress report from the committee. A student who encounters difficulties arranging a meeting of their committee should consult the Doctoral Programs Director in advance of the relevant deadline for doing so.

### Academic Progress

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](#) and DN supervisory committee meetings must be kept by the supervisor and the student. A copy must also be submitted to the Academic Advisor & Enrolment Coordinator.

Further information on [maintaining good academic standing and supervision](#) is found in the General Regulations section of the SGS Calendar and on the SGS [policies and guidelines](#) page.

## Supervision Support

The University has both informal and formal processes and pathways for resolving problems. SGS encourages and supports the efforts of students to address their concerns as early as possible.

Students can always go to the Doctoral Programs Director for advice and support. In addition, the [Conflict Resolution in Graduate Studies: A Guide to Help and Support](#) has helpful information about how to access support and the [Centre for Graduate Mentorship and Supervision](#) is available to discuss concerns, ask for advice, or to help facilitate next steps.

# Guidelines for Ethical & Professional Conduct for Nursing Students

The nursing profession espouses a commitment to promoting well-being by providing competent and compassionate care. Nursing students should be committed to maintaining the ethical standards of conduct of the profession. The Bloomberg Nursing [Guidelines for Ethical & Professional Conduct for Nursing Students](#) are designed to help students meet the Faculty's expectations regarding ethical and professional conduct.

These guidelines complement the [University of Toronto's Code of Behaviour on Academic Matters](#), the [University of Toronto's Code of Student Conduct](#), and the [Standards of Professional Practice Behaviour for all Health Professional Students](#).

## Academic Integrity

Academic Integrity is a fundamental component of teaching and research at the University of Toronto. The university has policies and procedures to ensure that academic work is produced with integrity and honesty. Cases of cheating, plagiarism, and other forms of misconduct are taken seriously and dealt with formally. It is important for all students to familiarize themselves with both the [Code of Behaviour on Academic Matters](#) and the [Code of Student Conduct](#).

### Code of Behavior on Academic Matters

The preamble of the Code of Behaviour states:

The concern of the [Code of Behaviour on Academic Matters](#) is with the responsibilities of all parties to the integrity of the teaching and learning relationship. Honesty and fairness must inform this relationship, whose basis remains one of mutual respect for the aims of education and for those ethical principles which must characterize the pursuit and transmission of knowledge in the University.

What distinguishes the University from other centres of research is the central place which the relationship between teaching and learning holds. It is by virtue of this relationship that the University fulfills an essential part of its traditional mandate from society, and, indeed, from history: to be an expression of, and by so doing to encourage, a habit of mind which is discriminating at the same time as it remains curious, which is at once equitable and audacious, valuing openness, honesty and courtesy before any private interests.

This mandate is more than a mere pious hope. It represents a condition necessary for free enquiry, which is the University's life blood. Its fulfillment depends upon the well-being of

that relationship whose parties define one another's roles as teacher and student, based upon differences in expertise, knowledge and experience, though bonded by respect, by a common passion for truth and by mutual responsibility to those principles and ideals that continue to characterize the University.

This Code is concerned, then, with the responsibilities of faculty members and students, not as they belong to administrative or professional or social groups, but as they co-operate in all phases of the teaching and learning relationship.

Such co-operation is threatened when teacher or student forsakes respect for the other--and for others involved in learning--in favour of self-interest, when truth becomes a hostage of expediency. On behalf of teacher and student and in fulfillment of its own principles and ideals, the University has a responsibility to ensure that academic achievement is not obscured or undermined by cheating or misrepresentation, that the evaluative process meets the highest standards of fairness and honesty, and that malevolent or even mischievous disruption is not allowed to threaten the educational process.

These are areas in which teacher and student necessarily share a common interest as well as common responsibilities.

## Sanctions

[Sanctions and offences under the Code](#) - The University imposes sanctions on those who are found to have committed an academic offence. A sanction is the penalty that can be imposed by the Chair, Dean of SGS, or the University Tribunal.

Determining the appropriate sanction for an academic offence depends on many factors, including but not limited to:

- The context and seriousness of the offence
- The number of times a student has committed an academic offence
- The point at which the student admits to an offence and thereby demonstrate insight and remorse.

## Plagiarism

When completing written assignments, it is important that students are aware that the Faculty and the University regard incidents of plagiarism as very serious academic offences and penalties can be severe. Guidelines related to academic honesty and how to guard against plagiarism can be found in the Academic Integrity section of this Calendar and on the [U of T Academic Integrity website](#).

## Use of Generative AI

The use of generative artificial intelligence (AI) tools and apps is strictly prohibited in all course assignments unless explicitly stated otherwise by the Course Instructor. This includes:

- ChatGPT
- Gemini
- Microsoft Copilot and
- other AI writing and coding assistants.

Use of generative AI in a course may be considered use of an unauthorized aid, which is an academic offence (see the [Academic Integrity section of the SGS website](#)). This policy is designed to promote student learning and intellectual development and to help students achieve the course learning outcomes.

## Writing Advice

Students at Bloomberg Nursing can access writing support through the [Health Sciences Writing Centre](#). U of T also has advice for students on '[How Not to Plagiarize](#)'.

# Assignments

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

The required style manual for the formatting of essays and assignments at the Bloomberg Faculty of Nursing is *Publications Manual of the American Psychological Association (7th ed.)*. Washington: American Psychological Association, 2019.

## Submitting Assignments

Course Instructors for each course are responsible for collecting and returning all written assignments either online or in-person. For in-person submission, Course Instructors must set up an arrangement whereby papers can be signed in upon receipt. Students are responsible for ensuring that the instructor receives the submitted paper.

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

## Reviewing Assignments

Students wishing to review their assignment should arrange to meet directly with the instructor virtually or in-person.



## Due Dates

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

- Negotiation to submit an assignment after the due date because of extenuating circumstances must be discussed with the course instructor. The student must make this request in writing prior to the due date. A medical certificate may be required in the case of illness. If a student is requesting, and the course instructor is considering granting an extension that is greater than 1 week, the course instructor will consult with the MN Program Director.
- The final grade for late assignments, where no alternate due date has been granted, or when submitted after the renegotiated due date, will be lowered by 5% for each day that the paper is late, weekends included. Late penalties applied to assignments will be calculated in final grades, even if this results in the course failure.
- An oral presentation, for which no alternate date has been negotiated, which is not presented on the assigned date, will receive a grade of 0.
- The above extension policies do not apply to matters that require a petition (e.g., final exam/final assessments). Students seeking academic consideration due to chronic health issues, or a disability should contact the Student Life [Accessibility Services Office](#). Religious observances will be accommodated according to [Policy on Scheduling of Classes and Examinations and Other Accommodations for Religious Observances](#).

## Course Work Extensions Beyond the End Date of the Course

Students are expected to complete coursework by the deadline(s) of both the SGS and Bloomberg Nursing and are advised to plan their projects and assignments accordingly.

The authority to grant an extension for the completion of work in a course beyond the original SGS deadline for that course (end of course as stated in the SGS Calendar) rests with the graduate unit in which the course was offered, not the instructor of the course. Students should still discuss extensions with the course instructor, but the student must also submit a formal request for a course extension using a standard form provided by SGS at: [Extension to Complete Coursework](#). The completed form should be submitted to the Program Director for approval.

A student on extension who is unable to complete the required course work in the extension period specified by the graduate unit may apply to the Program Director for a continuation of the extension however, the student must make such a request before the

expiry date of the extension period in place. Additional information about timelines, guidelines and processes for [Coursework Extensions](#) can be found on the SGS website.

## Examinations

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

### In-Person Examinations

Instructions for in-person exams are at the discretion of the instructor.

### Deferred Examinations

If a makeup sitting for an exam deadline extension is granted, an alternate date will be set as close to the date of the original exam date as possible. Students will be required to complete and abide by the Declaration of Confidentiality for Students Sitting Tests/Examinations at Other Than the Regular Specified Time. Please contact the Enrolment & Academic Records Officer ([Bushra.shahrin@utoronto.ca](mailto:Bushra.shahrin@utoronto.ca)) to request the form.

### Missed Examinations and Tests

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

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

### Reviewing Exam Results

Students wishing to review their exam results should arrange to meet directly with the instructor virtually or in-person.

# Grading

## University Assessment and Grading Practices Policy

The University of Toronto enacted the [University Assessment and Grading Practices Policy](#) to ensure:

- that assessment and grading practices across the University are consistent and reflect appropriate academic standards.
- That student performance is evaluated in a manner that is fair, accurate, consistent, and objective and in compliance with these academic standards.
- That the academic standing of every student can be accurately assessed even when conducted in different divisions of the University and evaluated according to different grading scales.

Students should consult the [SGS Calendar](#) for information on grade scales and grading procedures.

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 = Fail	0-69%

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.

## Academic Progress

If a graduate student receives a failing grade on an assignment, the instructor will contact the student to discuss the failing paper/exam and strategies for success. If a student fails to meet the required academic standards or otherwise fails to maintain satisfactory

academic progress in their program, the Faculty may determine that the student is no longer eligible to proceed in the program.

### 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. 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 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 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, Doctoral Programs 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, Doctoral Programs 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 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 and instructor.

## Appeals

### Departmental Appeals

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 Bloomberg Nursing first.

## Appeals Process

### Informal Resolution

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, students must discuss the matter with the Doctoral Programs Director. If the dispute cannot be resolved through informal discussion, students may make a formal appeal in writing to the [Graduate Department Academic Appeals Committee \(GDAAC\)](#).

### Filing an Appeal

Registered graduate students (or graduate students who were registered at the time the ruling or action was taken) may petition GDAAC by submitting a [Notice of Appeal](#) to the GDAAC Secretary, Kristen Reichold ([Kristen.reichold@utoronto.ca](mailto:Kristen.reichold@utoronto.ca)) within eight weeks after the date of the decision being appealed. In addition to the Notice of Appeal, the email to the GDAAC Secretary should include any supporting documentation to support the petition (e.g., email correspondence, U of T verification of illness form, a letter from the accessibility services) and a written submission statement. The submission statement should summarize:

- the decision being petitioned;
- background (relevant facts and allegations);
- nature and grounds of the petition;
- remedy or resolution sought.

Please consult the [SGS website](#) for detailed information about Academic Appeals and the GDAAC process.

### Graduate Academic Appeals Board

If a student wishes to pursue the matter further, they may file a Notice of Appeal from the Chair's decision of the Department appeal to the SGS Graduate Academic Appeals Board. The student must file the Notice within eight weeks of the date of the decision of the Chair of the Department.

## Final Oral Exam

### General Information

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

## SGS FOE Guidelines

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

## Student Checklist for the FOE

The [SGS Student Checklist for the Final Oral Exam](#) provides a simplified version of the full School of Graduate Studies (SGS) FOE Guidelines, which should be followed in their entirety. Students can follow the timelines in the checklist to help ensure an optimal experience and timely completion of the doctoral degree program.

Once the doctoral thesis has been approved by the supervisory committee students should follow their graduate unit's procedures and deadlines.

## Bloomberg Nursing FOE Guidelines

### Supervisor's responsibility

- Check that the doctoral candidate has completed all the requirements, except the FOE before initiating the exam process.
- Nominate an external examiner to the Doctoral Programs Director by submitting a CV of the prospective external examiner. (See below for further info)
- Nominate an "internal examiner" to the Doctoral Programs Director (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 and 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 Enrollment & Academic Records Officer of the result of the exam so that a congratulatory email may be sent out the faculty and all doctoral students.
- Once all the corrections/modifications are made by the candidate, inform SGS Doctoral Examination Office [sgs.doctoral@utoronto.ca](mailto: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 Bloomberg 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 Doctoral Programs Director 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 or DN students and all faculty.



- 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 SGS faculty appointed to the Candidate's graduate unit, or members of the SGS 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).

## Health & Wellness

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All University of Toronto students have free access to programs and services designed to support their mental and physical wellbeing through Student Life:

[healthandwellness.utoronto.ca](http://healthandwellness.utoronto.ca)

### Same-Day Counselling

Bloomberg Nursing has a Wellness Counsellor & Coordinator available to its students. Students can talk to them about issues that may be affecting their life, including stress, anxiety, relationships, family issues, how to manage a situation, make a decision, and more. In-person and virtual appointments are available Monday to Friday during the academic year.

Students who self-identify as Black, Indigenous and/or a Person of Colour (BIPOC), can make a [same-day counselling appointment](#) with a wellness counsellor who self-identifies as BIPOC and has expertise in supporting students from these communities.

Contact Health & Wellness, 416-978-8030 ext. 5, and request an appointment. Students can tell reception if they would like to meet with a Nursing Wellness Counsellor, a counsellor for BIPOC students, or another counsellor, and they will book the appointment.

### Peer Support Service

The Peer Support Service offers all UofT St. George students access to one-on-one, drop-in, non-judgmental support. Through this program, students have access to students like themselves to talk about concerns like navigating academic and personal life, relationship issues, conflicts, and coping with stress. Peer supporters are also trained to help students navigate different resources on- and off-campus. The program runs from October to April on Tuesdays to Fridays from 11 AM to 4 PM at three locations on campus and on Zoom. Find more information at [uoft.me/peer-support](https://uoft.me/peer-support)

### Medical Services

The Health & Wellness Centre's Medical Services Clinic provides a wide range of medical services for U of T students that are generally covered by their Canadian provincial health plan or university health insurance plan (UHIP). These services include routine health care services, such as sexual and reproductive health care, allergy care, nutrition consultation, and support with many other health concerns.

The clinic prioritizes students' well-being by matching them with their own family doctor who can provide ongoing care to the student over the course of their academic career at the University of Toronto. A team of nurses and administrative professionals will work together with the family doctor to meet student needs through clinical appointments, referrals to specialists including psychiatrists, and connections to campus and community resources.

Student can call the medical services clinic at 416-978-8030 ext. 2 to schedule an appointment or [explore services online](#).

### Workshops

Students looking to develop coping skills or learn more about wellness practices may wish to attend [workshops](#) as a great way to try evidence-based tools and techniques, or supplement the care currently being received. Some workshops have scheduled dates and times, and others are available whenever needed.

### Additional Mental Health Supports

Students in distress can access immediate support: [uoft.me/feelingdistressed](https://uoft.me/feelingdistressed) [9-8-8: Suicide Crisis Helpline](https://9-8-8.ca) | Call or text **9-8-8**

Support available in English and French for anyone across Canada who is thinking of suicide or who is worried about someone else.

[U of T Telus Health Student Support](#) (formerly U of T My SSP) | **1-844-451-9700**. Outside of North America, call **001-416-380-6578**.

Culturally-competent mental health and counselling services in **146 languages** for all U of T students.

### [Good2Talk Student Helpline](#)

Professional counseling, information and referrals helpline for mental health, addictions and students well-being. Call **1-866-925-5454**.

[Navi – U of T Resource Finder](#): Navi, short for navigator, is an anonymous chat-based virtual assistant. Navi can provide information on many topics, including mental health resources, admissions, financial aid, getting involved, careers, convocation and more. Students can go to [uoft.me/navi](https://uoft.me/navi) and ask for what they need help with.

### Student Mental Health

The Student Mental Health website will help students see the different resources available at U of T and in the community, and help students build a toolkit for moving forward. **Visit [mentalhealth.utoronto.ca](https://mentalhealth.utoronto.ca)**

## Academic Support

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### Student Life Accessibility Services

[Accessibility Services](#) help students navigate disability-related barriers to academic success for ongoing or temporary disability. They provide services and supports for learning, problem solving and inclusion.

### Health Sciences Writing Centre

The [Health Sciences Writing Centre](#) provides one-on-one sessions for graduate nursing students. Both in-person and online support is available. Writing Centre instructors teach academic writing and provide students with feedback on written assignments.

### Centre for Academic Success

The [Centre for Academic Success](#) provides resources to help students understand their learning, improve academic skills, provide tips for tests, exams, essays and presentations, and help with managing exam stress.

# Appendix A: Course Descriptions

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## PhD Courses

### **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.

### **NUR1081H**

#### **PHD STUDENT/FACULTY SEMINAR 1**

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.

## **NUR1082H**

### **PHD STUDENT/FACULTY SEMINAR 2**

This is a required course for PhD students **ONLY**. Prerequisite is completion of NUR1081H.

The PhD Seminar is an important and integral aspect of the preparation of PhD students in the Graduate Department of Nursing Science. 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 Year 2 PhD seminar, students will use the results for the literature review (completed in Year 1) and their breadth of understanding of research methods (from the Year 1 course – NUR 1079) to work on their thesis proposal with more structure guidance about the necessary components and opportunity for feedback.

## **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.

### **Elective Courses**

#### **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 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.

#### **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.

## DN Courses

### **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 The Doctor of Nursing Student Seminars are an important and integral aspect of the preparation of DN students in the Graduate Department of Nursing Science. They provide a forum for DN students to discuss their individual progress through research question refinement and dissertation development, a venue for problem-solving and solution-sharing, along with the opportunity for scholarly critique about their proposed thesis topic. Strategies for success in graduate school as a doctoral student will also be shared and discussed. In this DN seminar each student works through the beginning process of the development of the literature review by creating a literature review question and developing a literature search strategy. The eventual complete literature review paper should have clear relevance to the anticipated substantive topic of the student's doctoral research and must demonstrate evidence of critical analysis and synthesis of the available evidence related to the topic. Students will also begin to plan their internships. This course is reserved for students registered in the DN program.

## **NUR1312H**

### **SEMINAR 2: LITERATURE REVIEW**

Year 1, Term 2 The DN Student Seminars are an important and integral aspect of the preparation of doctoral students in the Graduate Department of Nursing Science. They provide a forum for DN students to discuss their individual progress through research question refinement and dissertation development, a venue for problem-solving and solution-sharing, along with the opportunity for scholarly critique about their proposed thesis topic. In this DN seminar each student will build on the learnings from the fall DN seminar as they continue to develop the literature review. In this seminar, there will be a focus on critical appraisal of research which will be applied to the literature review. Students will also have an opportunity to develop skills for effective writing and oral presentations. Skills learned will be applied in student presentations, where peer feedback will be provided to help students prepare for residency presentations. This course is reserved for students registered in the DN program.

## **NUR1313H**

### **SEMINAR 3: THESIS PROPOSAL**

Year 1, Term 3 The DN Student Seminars are an important and integral aspect of the preparation of doctoral students in the Graduate Department of Nursing Science. They provide a forum for DN students to discuss their individual progress through research

question refinement and dissertation development, a venue for problem-solving and solution-sharing, along with the opportunity for scholarly critique of their proposed thesis topic. As the literature review was the focus in the Year 1 Fall and Winter terms, this seminar shifts toward working through the study rationale and research questions/objectives surfaced in the first two seminar courses and focuses on the design and methods of the thesis project. Continued connection with the thesis supervisor and supervisory committee is essential in this work. Guidance is also provided in the Thesis Proposal Guidelines for DN Students. This course is reserved for students registered in the DN program.

## **NUR1314H**

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

Year 3, Term 1 The DN Student Seminars are an important and integral aspect of the preparation of doctoral students in the Graduate Department of Nursing Science and NUR1314: Advanced Doctoral Nursing Practice Seminar IV is the final seminar in the program. This seminar provides a forum where DN students will discuss their individual progress on their thesis, building and refining the essential elements of their DN thesis with a particular focus on presentation of study findings. This DN seminar provides a venue for problem-solving and solution-sharing, along with the opportunity for scholarly critique of the data presentation strategy. As with the earlier DN seminars, continued connection with the thesis supervisor and supervisory committee is essential in this work. Guidance is also provided in the 'Thesis Guidelines for DN Students'. This course is reserved for students registered in the DN program.

## **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.

# Appendix B: Guidelines for the Student Evaluation of Teaching in Courses

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## Administration of Course Evaluations

At Bloomberg 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](#). The University of Toronto's centralized course evaluation framework and online delivery system is used to evaluate teaching for all courses delivered at Bloomberg 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 instructors 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 Bloomberg 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 at Bloomberg Nursing takes place during the last two weeks of a course, and before any final examination, in the case of undergraduate courses. During this window, students are invited to complete the evaluations on-line through a secure system.

## Evaluation Instrument Format

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

Bloomberg Nursing had the following standard format for course evaluations:

Administrative Responsibility	# of Questions	Questions	Details
Core institutional questions	8	<ol style="list-style-type: none"> <li>1. I found the course intellectually stimulating.</li> <li>2. The course provided me with a deeper understanding of the subject matter.</li> <li>3. The instructor created a course atmosphere that was conducive to my learning.</li> <li>4. Course projects, assignments, tests and/or exams improved my understanding of the course material.</li> <li>5. Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.</li> <li>6. Overall, the quality of my learning experience in this course was.</li> <li>7. Please comment on the overall quality of instruction in this course.</li> <li>8. Please comment on any assistance that was available to support your learning in the course.</li> </ol>	Included on <u>all</u> forms
Divisional Questions - Undergraduate Courses <ul style="list-style-type: none"> <li>• Scope of practice/entry to practice competencies</li> <li>• Praxis: theoretical/empirical base of course</li> </ul>	2	<ol style="list-style-type: none"> <li>1. The course enhanced my understanding of professional nursing practice.</li> <li>2. The course highlighted connections between theory and/or research and nursing practice.</li> </ol>	Included on <u>undergraduate</u> Bloomberg Nursing course evaluation forms.
Instructor-selected Questions	Up to 5	To be selected by the instructor	Instructors may add up to 5 quantitative or qualitative questions

Administrative Responsibility	# of Questions	Questions	Details
			drawn from central item bank.

**Review of Divisional Questions**

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

**Communication**

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

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

**Reporting**

Bloomberg Nursing receives summary course evaluation reports as follows:

Report Purpose	Details	Information to be included
Summative Report for each Course  (for individual instructors, program directors, Dean, & Associate Dean Academic)	<ul style="list-style-type: none"> <li>• Report generated for each instructor</li> <li>• Reports are generated for undergraduate and graduate courses for the respective program directors. The Dean and Associate Dean Academic receive all course evaluation reports.</li> <li>• Intended to be used for summative evaluation and personnel decisions</li> <li>• Data for undergraduate and graduate courses will be presented separately</li> </ul>	<ul style="list-style-type: none"> <li>• Quantitative and qualitative data from institutional and divisional questions</li> <li>• Data from institutional questions are displayed separately from all other questions</li> <li>• A composite score is provided for core institutional questions 1-5</li> <li>• For each question, the following data will be provided: <ul style="list-style-type: none"> <li>○ Question text</li> <li>○ Response set</li> </ul> </li> </ul>

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

## Course Evaluation Reporting within Bloomberg Nursing

Bloomberg Nursing posts course-specific summaries of student evaluations of courses once annually after distribution of the spring/summer 'student evaluation of course' results to instructors. Results are posted through the Quercus system. Faculty are offered an opportunity to 'opt out' of posting a course evaluation summary. Institutional items 1-6 are included in the general reporting on Quercus.

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

## Data Storage

Course evaluation data are stored centrally and electronically for a period of 50 years. Instructors are encouraged to download and save their own evaluations for their future use.

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