

HEALTH SCIENCES BUILDING

**Master of Nursing  
Handbook  
2024-25**

**THIS IS  
NURSING IN  
ACTION.**

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# 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

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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>
Shan Mohammed	Director Master of Nursing Program	Academic and program concerns	<a href="mailto:shan.mohammed@utoronto.ca">shan.mohammed@utoronto.ca</a>
Katherine Trip	Coordinator, Nurse Practitioner Field of Study	Student support and academic concerns	<a href="mailto:kathy.trip@utoronto.ca">kathy.trip@utoronto.ca</a>
Lisa Cranley	Lead Faculty, HSLA Field of Study	Student support and academic concerns	<a href="mailto:lisa.cranley@utoronto.ca">lisa.cranley@utoronto.ca</a>
Charlene Chu	Lead Faculty, Clinical Nursing Field of Study	Student support and academic concerns	<a href="mailto:charlene.chu@utoronto.ca">charlene.chu@utoronto.ca</a>
Yubai Liu	Assistant Dean and Registrar	Resolution of complex student issues, including financial aid, fees and	<a href="mailto:yubai.liu@utoronto.ca">yubai.liu@utoronto.ca</a>



		awards, and management of student records	
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 Officer	Course enrolment, grades, and progression through the program	<a href="mailto:Bushra.shahrin@utoronto.ca">Bushra.shahrin@utoronto.ca</a>
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	Practicum placement concerns	<a href="mailto:elena.luk@utoronto.ca">elena.luk@utoronto.ca</a>
Sharon Lee	Student Placement Coordinator	Clinical placement information (HSPnet, onboarding requirements),	<a href="mailto:Nursingstudentpracticum@utoronto.ca">Nursingstudentpracticum@utoronto.ca</a>
Kong Ng	Student Placement Coordinator	Clinical incident (WSIB/non-WSIB) reporting	<a href="mailto:nursingplacementoffice@utoronto.ca">nursingplacementoffice@utoronto.ca</a>
Cristiana Grosskopf	Practicum Placement and Professional Development Officer	MNNP/PMNPD student practicum inquiries and feedback related to Preceptors and placement agencies	<a href="mailto:npplacements@utoronto.ca">npplacements@utoronto.ca</a>
Judy Nchoujie Kijah	Practicum Placement and Professional Development Officer	MN Clinical/HSLA student practicum inquiries and feedback related to Preceptors and placement agencies	<a href="mailto:graduateplacements.nursing@utoronto.ca">graduateplacements.nursing@utoronto.ca</a>
Lisa Cranley	GNSS Representative	Liaison between GNSS and faculty	
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		Counselling support and student wellness	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>



# Master of Nursing

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## Program Overview

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

**Please note that Year 2 of the Nurse Practitioner Adult and Primary Health Care – Global Health streams will continue in the 2024-2025 academic year.**

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

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

For additional details, please see the School of Graduate Studies Calendar: [Nursing Science | School of Graduate Studies \(SGS\) Calendar](#)

## Program and Learning Outcomes

### Program Outcomes

The program outcomes of the Master of Nursing Program are to prepare graduates who are able to:

- Formulate a complex understanding of current and anticipated health trends.
- Develop into healthcare leaders who utilize critical thinking and multiple forms of knowledge to create and work towards a strong vision for nursing and healthcare.
- Play an active role in formulating, translating, and disseminating new knowledge.
- Initiate and lead systems-level innovations in practice, policy, research, scholarship, and education that produce positive impacts.
- Enact ethical leadership across client, organizational, and disciplinary levels.
- Develop a professional identity that is committed to life-long learning, growth, and responsiveness to rapid changes in healthcare.

- Engage, lead, and collaborate with multiple stakeholders in healthcare and beyond to foster positive partnerships.
- Implement the awareness and practice of social justice, inclusion, and anti-oppression for equity deserving groups.

## Learning Outcomes

The learning outcomes of the MN Program support students to be able to:

1. Draw on the empirical, historical, philosophical, theoretical, and socio-political foundations of nursing knowledge to advance critical thought about health and healthcare.
2. Understand and integrate a complex understanding of multiple forms of evidence in clinical, organizational, and health system level decision making.
3. Critically appraise, evaluate, synthesize, and utilize current research and other relevant forms of knowledge to inform advanced practice.
4. Initiate and lead scholarly inquiry into gaps in care and other barriers to health at the micro, meso, and macro level.
5. Develop expertise in knowledge translation to facilitate the application of relevant evidence to clinical practice, program development, policy, and leadership.
6. Utilize theories of leadership, management, negotiation, and conflict resolution to lead individuals, teams, and organizations towards positive change.
7. Fully participate in the development, implementation, and evaluation of policy, standards of care, guidelines, and programs to improve the quality of nursing and health care.
8. Facilitate evidence-informed practice by acting as educators and knowledge brokers for clients, nurses, other healthcare providers, and other stakeholders.
9. Develop a strong foundation in advanced clinical practice, including diagnosis, assessment, diagnostics, intervention, and safe prescribing.
10. Identify and critically reflect on ethical issues in advanced practice, leadership, and research, and enact appropriate strategies to navigate these issues through education, practice, and policy.
11. Exercise autonomy, accountability, integrity, justice, and relationality as a clinical, team, and/or organizational leader.
12. Communicate logically, coherently, with a sustained argument, and using a synthesis of knowledge and/or research findings in writing, speaking, and presenting.

13. Articulate and advocate for nursing knowledge and perspectives in interprofessional and intersectoral collaborations.
14. Identify sources of injustice, structural inequality, marginalization, and oppression, and enact strategies to address their impact on people, groups, and communities.
15. Appreciate the limitations of professional knowledge and practice and draw on other perspectives and client centered approaches to care.
16. Understand the historical and ongoing effects of colonialism and settlement on Indigenous Peoples and incorporate Indigenous knowledges and perspectives in direct practice and health systems design.

## Learning Format for Fields of Study

The learning format for each field of study is unique.

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

## Program Requirements

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

### Field: Clinical Nursing

To qualify for the degree, students shall complete a program of study outlined by the Graduate Department of Nursing Science.

**Coursework:** The MN program requires **5.0 full-course equivalents (FCEs)** as follows:

- 3.0 FCEs:

- [NUR1170H](#) *Introduction to Advanced Practice Nursing*
- [NUR1171H](#) *Topics in Advanced Practice Nursing*
- [NUR1174H](#) *Research Design, Appraisal, and Utilization: Clinical*
- [NUR1175H](#) *Introduction to Qualitative Research: Methodologies, Appraisal, and Knowledge Translation: Clinical*
- [NUR1176H](#) *History of Ideas in Nursing Practice: Clinical*
- [NUR1177H](#) *Program Planning and Evaluation in Nursing: Clinical.*
- A 1.0 FCE practicum-based course ([NUR1179Y](#) *Advanced Nursing Practice Scholarship: Clinical*), which should be taken alone in the final session and only after completion of all other coursework and program requirements.
- Two elective field of study courses (1.0 FCE). One of these two field of study courses may be selected from outside Bloomberg Nursing.

**Mode of Delivery:** In person

**Program Length:** 6 sessions full-time (typical registration sequence: FWS-FWS)

**Time Limit:** 3 years full-time

### Field: Health Systems Leadership and Administration

To qualify for the degree, students shall complete a program of study outlined by the Graduate Department of Nursing Science.

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

- 4.0 FCEs:
  - [NUR1016H](#) *Health Systems, Policy, and the Profession*
  - [NUR1027H](#) *Integrated Approaches to Research Appraisal and Utilization Part 1*
  - [NUR1127H](#) *Integrated Approaches to Research Appraisal and Utilization Part 2*
  - [NUR1151H](#) *Theories and Concepts in Nursing Leadership and Administration*
  - [NUR1152H](#) *Leading and Managing Effective Health Care Teams*
  - [NUR1156H](#) *History of Ideas in Nursing Practice: Health Systems Leadership and Administration*
  - [NUR1157H](#) *Program Planning and Evaluation in Nursing: Health Systems Leadership and Administration*
  - [NUR1161H](#) *Advanced Concepts in Leadership and Administration*
- A 1.0 FCE practicum-based course ([NUR1169Y](#) *Advanced Nursing Practice Scholarship: Health Systems Leadership and Administration*), which should be taken

alone in the final session and only after completion of all other coursework and program requirements.

This field of study is offered in a hybrid learning format including online and required on-campus, in-class learning. There are two required on-campus learning periods: one embedded in [NUR1151H](#) in Year 1 and the second embedded in [NUR1169Y](#) in Year 2. Courses are prescribed and normally students progress through the program within a defined student cohort. Successful completion of Year 1 courses is required for students to enter Year 2 of their program.

**Mode of Delivery:** Hybrid

**Program Length:** 6 sessions full-time (typical registration sequence: FWS-FWS)

**Time Limit:** 3 years full-time

### Field: Nurse Practitioner

To qualify for the degree, students shall complete a program of study outlined by the Graduate Department of Nursing Science.

**Coursework:** Students must successfully complete a total of **5.5 full-course equivalents (FCEs)** as follows:

For students starting the program in Fall 2024 the courses are as follows:

- [NUR1094H](#) *Research Design, Appraisal, and Utilization: Nurse Practitioner*
- [NUR1095H](#) *Introduction to Qualitative Research: Methodologies, Appraisal, and Knowledge Translation: Nurse Practitioner*
- [NUR1097H](#) *Program Planning and Evaluation in Nursing: Nurse Practitioner*
- [NUR1138H](#) *Global Health Topics for Nurse Practitioners*
- [NUR1401H](#) *Pathophysiology and Pharmacotherapeutics 1*
- [NUR1402H](#) *Pathophysiology and Pharmacotherapeutics 2*
- [NUR1403H](#) *Advanced Health Assessment and Clinical Reasoning*
- NURxxxxH\* *Advanced Health Assessment and Therapeutic Management 1*
- NURxxxxH\* *Advanced Health Assessment and Therapeutic Management 2*
- NURxxxxY\* *Nurse Practitioner Professional Roles, Leadership, and Responsibilities*, which must be taken alone in the final session and only after completion of all other coursework and program requirements.

\* Course code to be confirmed pending approval.

For students who started the program in Fall 2023 the courses are as follows:

- [NUR1094H](#) *Research Design, Appraisal, and Utilization: Nurse Practitioner*
- [NUR1095H](#) *Introduction to Qualitative Research: Methodologies, Appraisal, and Knowledge Translation: Nurse Practitioner*

- [NUR1097H](#) *Program Planning and Evaluation in Nursing: Nurse Practitioner*
- [NUR1138H](#) *Global Health Topics for Nurse Practitioners*
- a combination of courses based on the student's emphasis

Adult Emphasis:

- NUR1140H Pathophysiology and Pharmacotherapeutics 1
- NUR1141H Pathophysiology and Pharmacotherapeutics 2
- NUR1101H Advanced Health Assessment and Clinical Reasoning
- NUR1115H Advanced Health Assessment and Therapeutic Management
- NUR1215H Advanced Health Assessment and Therapeutic Management 2
- NUR1221Y Nurse Practitioners: Roles and Issues

Primary Health Care — Global Health Emphasis:

- NUR1142H Pathophysiology and Pharmacotherapeutics 1
- NUR1143H Pathophysiology and Pharmacotherapeutics 2
- NUR1114H Advanced Health Assessment and Clinical Reasoning
- NUR1117H Advanced Health Assessment and Therapeutic Management 1
- NUR1217H Advanced Health Assessment and Therapeutic Management
- NUR1223Y Nurse Practitioners: Roles, Leadership and Responsibilities

NUR1221Y and NUR1223Y must be taken alone in the final session and only after completion of all other coursework and program requirements.

**Mode of Delivery:** Hybrid

**Program Length:** 6 sessions full-time (typical registration sequence: FWS-FWS)

**Time Limit:** 3 years full-time

## Post-Master's Nurse Practitioner Diploma

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### Program Overview

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

# Program Requirements

To qualify for the degree, students shall complete a program of study outlined by the Graduate Department of Nursing Science.

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

For students starting the program in Fall 2024 the courses are as follows:

- [NUR1401H](#) *Pathophysiology and Pharmacotherapeutics 1*
- [NUR1402H](#) *Pathophysiology and Pharmacotherapeutics 2*
- [NUR1403H](#) *Advanced Health Assessment and Clinical Reasoning*
- NURxxxxH\* *Advanced Health Assessment and Therapeutic Management 1*
- NURxxxxH\* *Advanced Health Assessment and Therapeutic Management 2*
- NURxxxxY\* *Nurse Practitioner Professional Roles, Leadership, and Responsibilities*, which must be taken alone in the final session and only after completion of all other coursework and program requirements.

\* Course code to be confirmed pending approval.

For students who started the program in Fall 2023 the courses are as follows:

## Adult Emphasis:

- NUR1140H Pathophysiology and Pharmacotherapeutics 1
- NUR1141H Pathophysiology and Pharmacotherapeutics 2
- NUR1101H Advanced Health Assessment and Clinical Reasoning
- NUR1115H Advanced Health Assessment and Therapeutic Management
- NUR1215H Advanced Health Assessment and Therapeutic Management 2
- NUR1221Y Nurse Practitioners: Roles and Issues

## Primary Health Care — Global Health Emphasis:

- NUR1142H Pathophysiology and Pharmacotherapeutics 1
- NUR1143H Pathophysiology and Pharmacotherapeutics 2
- NUR1114H Advanced Health Assessment and Clinical Reasoning
- NUR1117H Advanced Health Assessment and Therapeutic Management 1
- NUR1217H Advanced Health Assessment and Therapeutic Management
- NUR1223Y Nurse Practitioners: Roles, Leadership & Responsibilities

NUR1221Y and NUR1223Y must be taken alone in the final session and only after completion of all other coursework and program requirements.



In each emphasis, four courses require learners to be engaged in clinical practice.

**Mode of Delivery:** In person

**Program Length:** 6 sessions part-time

**Time Limit:** 6 years part-time

## 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, 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 collaborative specialization into any final research requirements of the home degree programs.

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

- [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)

# 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

#### MN Admission Requirements

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

- Candidates must have a BScN degree (a BN or BSN or BNSc is considered equivalent) and have obtained at least a mid-B (75% or 3.0 GPA) standing in the final year of undergraduate study, and in addition, must have obtained at least a B

standing in their next to final year.

- Candidates must submit official university transcripts; a curriculum vitae; two letters of reference; and a letter of intent outlining goals and expectations that clearly indicate the intended field of study. Candidates must submit proof of current nurse registration, or they must be eligible for registration.
- In addition to all the above requirements, candidates seeking admission to the Nurse Practitioner and HSLA fields of study must have a minimum of 3,900 hours of RN experience (equivalent to two years of full-time experience) by August 15 in order to begin the program in September (clinical placements in the BScN program cannot be counted).

### PM-NP Admission Requirements

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

### Applicants who Identify as Indigenous

Bloomberg Nursing is committed to increasing the number of Indigenous students in our MN program through a priority pathway. Applicants who identify as First Nations (status, non-status, treaty, and non-treaty), Metis and Inuit are eligible and will need to submit documentation supporting their Indigenous identity, in addition to their academic and supplementary application requirements for their chosen program. Applications will be reviewed by Indigenous community members and will be considered on the basis of their qualifications, rather than in relation to other applicants. Admission prerequisites, minimum grades, and selection criteria for the supplementary application materials will be consistent for all applicants regardless of pathway.

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

### Simultaneous Program Registration

Simultaneous registration in the MN program and another program or courses 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.

## 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 Program Director. Students who decide to withdraw need to complete the [Program Withdrawal form \(PDF\)](#) and submit it to the Program 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.

# 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 a student is 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 own or their partner's pregnancy, or following the birth or adoption of 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](#).

## Program Temporary Stop-Out

Students in the MN Program may request to [temporarily stop-out](#) and re-register within 12 months, with the approval of the Program Director without re-applying to the program. Unlike a leave of absence, the stop-out period is included in the time period for degree completion.

Full-time students who decide to temporarily stop-out from their program need to complete the [Program Temporary Stop-Out form](#) and submit it to the Program Director for consideration. Part-time students are eligible to temporarily stop-out, but do not need to complete the Program Temporary Stop-Out form.

## Personal Time Off Policy

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

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

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

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

Please note that the Personal Time Off policy applies only to the student role and does not apply to any employment 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 nursing students' professional education and development into nurse leaders and clinicians will involve participation in various professional organizations, honor societies (such as Sigma Theta Tau) or other groups that are not directly connected with 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.

## Fees & Payment

### Tuition Fees

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

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.

### Fees and Other Charges

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

# 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. The MN Program is self-funded. Awards and scholarships are available to support students in financing their graduate degree, MN students can also apply for Teaching Assistant positions to help provide additional income.

## Teaching Assistant Positions

Qualified MN students can apply for Teaching Assistant positions to help provide additional income. Students holding TA positions can have a range of responsibilities, depending on their TA assignment. Responsibilities may include grading, supporting simulation lab activities, and leading in-person tutorials. Some TA positions offer the opportunity to serve as course instructors, guest lecturers, and clinical instructors (in a hospital or community setting). Information about TA positions and applying for positions can be found on the [Bloomberg Nursing](#) website.

## 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 part-time (PM-NP) 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.

## Students in Professional Programs: Scotiabank Student Line of Credit

U of T has negotiated an enhanced line of credit agreement with Scotiabank for professional master's students, in which referred interest rates have been negotiated by the University with rates ranging from prime to prime plus 1%, depending on the program. For further information on this program, please visit

<http://www.future.utoronto.ca/finances/financial-aid/other-loans-and-student-lines-credit>

## Scholarships & Awards

### Bloomberg Nursing

Internal and external awards are available to incoming and continuing graduate students. These awards are given to students based on academic merit and/or financial need. Details of the awards/fellowships are available in the [Awards section](#) on the Bloomberg Nursing website.

For MN students, the In-Course Award Application will open in winter 2025. These awards are for students enrolled in Year 1 of the program and are disbursed in the fall of Year 2.

### SGS

The School of Graduate Studies (SGS) has information about awards and grants available to graduate students. Graduate students may access information about [Awards & Funding](#) on the SGS website.

## 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 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 Master of Nursing 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.

Students who are unable to obtain a Student Preparedness Permit as well as a "Pass" in Synergy prior to when practicum placements begin may be de-enrolled in courses. See 'Practicum Requirements' in this document below for more information.

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

### Courses Outside Bloomberg Nursing

Students in the MN program who take elective courses, such as courses that are taken as part of a collaborative specialization program, must enroll through other UofT faculties. Students can identify potential elective courses using key-word searches on ACORN. Students should consult with the MN Program Director 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 the MN Program Director 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.

The course add form is then submitted to Bushra Shahrin ([bushra.shahrin@utoronto.ca](mailto:bushra.shahrin@utoronto.ca)) at Student Services. The request will be sent on to the MN Program Director. If the request is approved, the MN Program 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.

## 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

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

## Practicum Placements

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

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

### MN-Clinical

Students in the MN-Clinical field are required to complete 30 to 40 clinical placement hours as part of NUR1170H in year 1 of the program and 160 clinical placement hours as part of NUR1179Y, the final consolidation course. These placements can be completed within a variety of practice settings including healthcare facilities, community organizations, and other agencies. Our preceptors are knowledgeable professionals with an interest in the advancement of graduate nursing students and many hold adjunct appointments in our Faculty.

### MN-HSLA

Students in the MN-HSLA field are required to complete 30 to 40 practicum hours as part of NUR1152H (first year) and 160 hours as part of NUR1169Y, the final consolidation course. Students are placed with advanced practice preceptors in formal leadership roles in a variety of settings, including healthcare facilities, community organizations and other agencies.

## MN-NP and PMNP

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

- 75 hours as part of the Advanced Health Assessment and Clinical Reasoning course (NUR1403H)
- 500 hours as part of the Advanced Health Assessment and Therapeutic Management courses (NURxxxxH\*); and
- 200 hours as part of Nurse Practitioner Professional Roles, Leadership and Responsibilities course (NUR NURxxxxH\*)

\* Course code to be confirmed pending approval.

## Important Information about Practicum Placement Partners

Successful completion of our graduate programs is contingent on students' ability to meet all program requirements, including completion of practicum experiences. Students have access to a wide variety of practicum opportunities and settings including healthcare delivery organizations, other healthcare supporting organizations, and government departments. Students may only complete practicums in Ontario within organizations with which we have formal student placement or affiliation agreements. Initiation of new student placement agreements are considered with agencies where there is a possibility of a volume of student engagement over time. However, negotiation and development of new student placement agreements may take six months or longer to secure. Occasionally, it is not possible to secure a student placement agreement because of organizational policy requirements that prohibit the University of Toronto or the healthcare agency to reach an agreement. Consequently, students must be prepared to relocate or travel to complete some or all of their practicum experiences.

## Practicum Requirements

Clinical practice is a significant component of the graduate nursing program. Graduate nursing students provide care to vulnerable clients of all ages across a wide variety of hospital and community agencies.

To be eligible for practicum placements in our graduate program, every student must obtain a Student Preparedness Permit. Students must submit information and documents as outlined below to the secure login-based online system, Synergy. Students must receive a "Pass" in Synergy in order to participate in practicum placements and proceed in the program. Students are obligated to pay all costs incurred to satisfy requirements for the Student Preparedness Permit. Neither the University nor the Faculty of Nursing pays for or

reimburses students for costs associated with obtaining requirements for the Student Preparedness Permit or for Synergy.

### **Year 1 Students**

The information below must be provided to Synergy prior to the start of September.

- Immunization Form for New Students
- Proof of full COVID-19 vaccination
- Mask Fit N95 Model Number and Expiry Date (See Appendix C for Mask Fit Policy).
- Police Record Check – Vulnerable Sector Check (see Appendix D for Bloomberg Nursing Guidelines Related to Police Record Checks)
- Annual Student Police Record Consent Form
- Workplace Safety Student Declaration
- HSPnet Student Consent Form
- CPR (Basic Life Support [BLS]/Advanced Cardiovascular Life Support [ACLS]/Pediatric Advanced Life Support [PALS]) Certification and Expiry Date
- Proof of College of Nurses of Ontario (CNO) Registration/Renewal (or equivalent)

### **Year 2 Students**

The information below must be provided to Synergy prior to the start of September.

- Immunization Form for Returning Students (if last year's TB test was negative)
- Updated original Year 1 Immunization Form (if second Hep B series or other immunizations were in progress during Year 1)
- Mask Fit N95 Model Number and Expiry Date
- Police Record Check – Vulnerable Sector Check
- Annual Student Police Record Consent Form
- CPR (Basic Life Support [BLS]/Advanced Cardiovascular Life Support [ACLS]/Pediatric Advanced Life Support [PALS]) Certification and Expiry Date
- Proof of College of Nurses of Ontario (CNO) Registration/Renewal (or equivalent)

## **Ethical and Professional Conduct for Nursing Students**

### **Professional Comportment**

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

- in their actions and interactions with patients and family members,
- in their communications about patient care and other issues with colleagues,

- in their conduct, manner, and demeanor in the practice environment,
- and generally, as a student member and representative of a professional organization.

Further discussion on this important theme of professional comportment will occur throughout the program. In preparation for beginning each clinical placement, **students are expected to review and follow** the University of Toronto's [Standards of Professional Practice Behavior for all Health Professional Students \(2021\)](#).

### 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 learning and accepting the ethical standards of conduct of the profession. The Bloomberg Nursing [Guidelines for Ethical & Professional Conduct for Nursing Students](#) are designed to help nursing students provide ethical nursing care and to 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](#).

### College of Nurses of Ontario Code of Conduct

The CNO protects the public by promoting safe nursing practice. The [Code of Conduct](#) (Code) is a practice standard describing the accountabilities all nurses registered in Ontario have to clients, employers, colleagues and the public. It explains what people can expect from nurses. The Code also describes what nurses must do to maintain professionalism, competence, and ethical behaviour to deliver safe client care. **Nursing students are expected to become familiar with the Code of Conduct as this will support the Faculty's efforts to prepare them for this accountability.** To maintain public trust and confidence in the nursing profession's integrity and care, the Code outlines safe and ethical practice requirements based on current evidence. The Code is also informed by legislation, such as the Ontario Human Rights Code and recommendations in the Truth and Reconciliation Commission of Canada: Calls to Action (2015).

## 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](#)

## 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, 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 a 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 Calendar). This policy is designed to promote student learning and intellectual development and to help students achieve the course learning outcomes.

## Risky Situations & Smart Solutions

The University of Toronto has resources to help students avoid academic misconduct. The [Academic Integrity at U of T website](#) contains information about policies, procedures, and resources related to Academic Integrity.

Risky Situations	Smart Strategies
<p>Examples of situations that can raise a serious risk of academic misconduct and violation of the University's <a href="#">Code of Behaviour on Academic Matters</a></p>	<p>The following Smart Strategies are designed to provide students and instructors with information, tips, and resources to help them promote and maintain academic integrity at the University of Toronto.</p>
<p>Be careful of these real academic integrity risks</p> <ul style="list-style-type: none"> <li>• <a href="#">Altering test answers</a></li> <li>• <a href="#">Cellphone in your pocket during an exam</a></li> <li>• <a href="#">Crediting or citing sources</a></li> <li>• <a href="#">Failing to appropriately cite information</a></li> <li>• <a href="#">Forgery of a death certificate</a></li> <li>• <a href="#">Having a friend write a test</a></li> <li>• <a href="#">Hidden study notes</a></li> <li>• <a href="#">Improperly cited sources</a></li> <li>• <a href="#">Resubmitting a previous assignment</a></li> <li>• <a href="#">Submitting a friend's old assignment</a></li> <li>• <a href="#">Submitting a purchased assignment</a></li> </ul>	<p>Strategies for Students</p> <ul style="list-style-type: none"> <li>• <a href="#">Adding your own voice to a research assignment</a></li> <li>• <a href="#">Asking questions about academic integrity</a></li> <li>• <a href="#">Cell phones in an exam</a></li> <li>• <a href="#">Citations, quoting and paraphrasing</a></li> <li>• <a href="#">Formulating research questions</a></li> <li>• <a href="#">Group work</a></li> <li>• <a href="#">Personal care and wellness</a></li> <li>• <a href="#">Plagiarism detection software</a></li> <li>• <a href="#">Recording lectures</a></li> <li>• <a href="#">Sharing academic work</a></li> <li>• <a href="#">Taking notes</a></li> </ul>

<ul style="list-style-type: none"> <li>• <a href="#">Submitting shared work</a></li> <li>• <a href="#">Submitting someone else's work as your own</a></li> <li>• <a href="#">Unreferenced quotes and passages</a></li> <li>• <a href="#">Unreferenced sources</a></li> <li>• <a href="#">Using a fake or forged medical form</a></li> <li>• <a href="#">Using answer-providing sites such as Chegg on a marked assessment</a></li> <li>• <a href="#">Using ChatGPT or other generative AI tool on a marked assessment</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Writing help and academic integrity</a></li> <li>• <a href="#">Writing tests or exams</a></li> </ul>
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### 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 the baccalaureate nurse and will be a consideration in the grading of assignments. All submitted papers and assignments remain the intellectual property of the individual student.

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

### 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 teacher 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 (or Teaching Assistant) 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 School of Graduate Studies 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 MN 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 MN 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.

## Online Examinations

Online exam(s) within courses may use online invigilation provided by [ProctorProctorU®U®](#) a live online proctoring service that allows completion of the assessment from an off-campus location. A highly trained human proctor will observe students' completion of the exam using specialized software. Recordings will be made and held for a limited period of time in order to ensure academic integrity is maintained. The University of Toronto has an institutionally endorsed agreement with ProctorU that protects the privacy of the recordings, and other personal information.

**Requirements:** Students taking their examinations online will be proctored by ProctorU® using their Guardian Browser software throughout the duration of the exam. Access to a computer that can support remote recording is the student's responsibility. Students will need to ensure that they can complete the exam using a reliable computer with a webcam and microphone available, as well as a high-speed internet connection. Please note that students will be required to show their **T-Card** or other student ID card prior to beginning to write the exam.

Students will receive additional information and an opportunity to test their setup prior to the exam date. For additional information about online proctoring please see the course information in Quercus and the [ProctorU® support page](#), or visit UofT Online Proctoring Guidelines at [Online Proctoring - Centre for Teaching Support & Innovation](#)

**General Process Description for Using ProctorU Live+:** Students must first confirm their identity with photo ID with the human proctor and write their exam in a private location. The proctor then closely monitors students and their immediate environment throughout the entire exam using webcams and remote desktop monitoring through high-speed Internet connections. All components of proctoring must be maintained for the duration of the exam. During the exam, the proctor may reach out to the student if they lose the ability to proctor the exam (camera view obstructed/loss of remote desktop view). If the proctor contacts the student during the exam through a pop-up message, voice, or a loud beep, the student is required to respond to the proctor. Failure to respond to the proctor to allow proctoring compromises the integrity of the exam. Non-compliance with exam protocols

flagged by the invigilator will be investigated to determine whether an academic offence has been committed as per the University of Toronto Governing Council Code of Behaviour on Academic Matters. At the completion of the exam, a report of student exam-taking behaviours is generated and reviewed by the instructor, program coordinator/lead faculty, and IT staff. Exam grades will not be released to students until the integrity of the exam has been verified through ProctorU®, the Lawrence Bloomberg Faculty of Nursing staff, and the instructor(s)

**Privacy and Information Security** – Bloomberg Nursing has a contract with [ProctorU®](#) that protects the privacy of the recordings, and other personal information. Students will be video recorded while writing the exam, students may want to consider preparing the background (room/walls) so that personal details are removed or take the exam in a room with a neutral background. It is recommended that students using ProctorU services remove the Guardian Secure Proctoring Browser and LogMeInRescue chat tool after completion of the exam.

### 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.

### 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 (or Teaching Assistant) 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 the reassessment of an assignment 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 process.

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 is to be made within 7 days of a student receiving the grade for the piece of work.
- Meetings with the course instructor/professor will provide the student with an opportunity to clarify feedback on their piece of term work and to discuss strategies to assist the student to be successful in the course.

### Formal Re-Assessment

- If a student is not satisfied with the outcome of the preliminary step toward resolution referenced above, a formal request for re-assessment of an in-course piece of work may be made. A request for a formal re-assessment is made to the MN



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

## 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, 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, MN & PMNP students must discuss the matter with the MN Program 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.

## 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](http://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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## **NUR1016H**

### **HEALTH SYSTEMS, POLICY AND THE PROFESSION**

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

## **NUR1021H**

### **NURSING ETHICS (Elective)**

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

## **NUR1027H**

### **INTEGRATED APPROACHES TO RESEARCH APPRAISAL AND UTILIZATION PART 1**

A major responsibility for masters-prepared advanced practiced nurses in leadership roles (formal or informal) is promoting evidence-informed practice and policy decisions within

nursing. In order to be successful in this endeavour, nurses must be knowledgeable consumers of nursing and related (e.g. health services and social sciences) research. This course and the subsequent course NUR1127H specifically further development of your knowledge, skill, and judgment related to research competencies for advanced practice nurses as outlined in the Canadian Nurses' Association document "Advanced Nursing Practice: A Pan-Canadian Framework (2019)".

The focus of NUR1027H is on critical examination and reflection on research and evidence-based practice, with an emphasis on integration of theory and research to guide practice. You will develop an understanding of the philosophical foundations of contemporary approaches to knowledge production in nursing in the health sciences, and essential competencies in locating, interpreting, critiquing, and using research evidence in practice. Critical analysis of both qualitative and quantitative approaches and their underlying theoretical frameworks will enable you to understand and appropriately integrate research into practice. (3 hours/week)

### **NUR1030H (Elective)**

#### **PRINCIPLES OF LEADERSHIP AND ADVANCED CLINICAL PRACTICE IN EMERGENCY PREPAREDNESS**

This course teaches nurses and other health care professionals the principles required to prevent/mitigate, prepare for, facilitate, manage and coordinate prompt and effective management and recovery for a wide variety of major emergency and disaster situations within local, national, and global contexts. Four key emergency management components are addressed: Prevention & Mitigation, Preparedness, Response, & Recovery. An all-hazards approach is emphasized including natural and human-induced hazards and disasters. Natural events such as hurricanes, technological events such as explosions, human events such as terrorism, special events such as mass gatherings, and context hazards such as climate change will be considered. Hospital and public health/community management approaches will be addressed with a focus on empowering people through prevention/education and fostering community resilience. Topics that will be covered include the principles guiding emergency management, disaster life cycle, disaster action planning, human responses in major emergency/disaster situations, key ethical/cultural/legal issues, mass casualty triage, managing emergency related infectious diseases, personal safety and security, surge capacity, community resilience, and leadership. Health will be considered within a Primary Health Care context as identified by the WHO's (2008) document: Primary Health Care: Now More Than Ever. Students are expected to prepare for & participate actively in the seminars, to learn within 'communities

of learning', and to lead one of the class seminars together with peers. This course is developed for nurses and other health care professionals as well as for individuals who may be involved in emergency management for public health emergencies.

### **NUR1045H (Elective)**

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

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

### **NUR1127H**

#### **INTEGRATED APPROACHES TO RESEARCH APPRAISAL AND UTILIZATION PART 2**

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

(Prerequisite: NUR1027H)

### **NUR1038H**

#### **GLOBAL HEALTH TOPICS FOR NURSE PRACTITIONERS**

This course defines health inequalities as unfair and avoidable differences in health and applies a social determinants of health (SDOH) framework to address two related central



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

**NUR1140H/1141H (Adult)**

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

**NUR1401H**

**PATHOPHYSIOLOGY AND PHARMACOTHERAPEUTICS 1 & 2**

This course will explore theoretical perspectives on the mechanism of altered functioning of human cells, organs, organ systems and the organism as a whole. Material in this course builds on the previous knowledge of physiology and introductory pathophysiology. In addition, this course will provide students with knowledge of basic pharmacologic concepts, including pharmacokinetics, pharmacodynamics and pharmacotherapeutics. Drug therapy considerations in special populations such as geriatric, paediatric, early immigrant, as well as in clients with chronic disease states and altered hepatic and renal function will be discussed. Submission of a health evaluation and immunization form is required prior to registration. (3 hours/week) (Prerequisite: NUR1140H/1144H/1142H must be successfully completed prior to NUR1141H/NUR1145H/NUR1143H).

**NUR1094H RESEARCH DESIGN, APPRAISAL, AND UTILIZATION: NP**

**NUR1174H RESEARCH DESIGN, APPRAISAL, AND UTILIZATION: CLINICAL**

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

Course content falls within the following major categories:

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

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

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

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

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

### **NUR1156H**

#### **HISTORY OF IDEAS IN NURSING PRACTICE: HSLA NUR1176H HISTORY OF IDEAS IN NURSING PRACTICE: CLINICAL**

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

### **NUR1138H**

#### **GLOBAL HEALTH TOPICS FOR NURSE PRACTITIONERS: NP**

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

#### **NUR1097H PROGRAM PLANNING AND EVALUATION IN NURSING: NP**

#### **NUR1157H PROGRAM PLANNING AND EVALUATION IN NURSING: HSLA**

#### **NUR1177H PROGRAM PLANNING AND EVALUATION IN NURSING: CLINICAL**

In this course, you will use existing evidence and theory to: 1) develop and implement solutions for problems or issues in your practice, and 2) evaluate programs / interventions

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

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

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

### **NUR1101H (Adult)**

### **NUR1114H (Primary Health Care-Global Health)**

### **ADVANCED HEALTH ASSESSMENT AND CLINICAL REASONING**

Prepare to perform advanced health and physical assessment of the child or adult and family who are experiencing illness. Students must be competent in basic health and physical assessment, and the associated techniques prior to beginning the course. Models of clinical reasoning are investigated, critically reviewed and applied to a broad range of clinical case studies as students develop knowledge and skill in the collection of data, diagnostic approaches and formulation of therapeutic plans in collaboration with clients and families. Practical elements of advanced client assessment are addressed in terms of their impact on the client's health status, including physical and mental status, psychosocial status, developmentally appropriate approaches to assessment, growth and development milestones, family, cultural and community factors, and the implications of determinants of health and risk appraisal. Clinical, theoretical and scientific knowledge is synthesized in the identification and management of existing and potential client states of health and illness. Approaches to effective written and verbal communication of findings to lay individuals and health professional colleagues as they relate to the client and family are addressed. Submission of a health evaluation and immunization form is required prior to registration. (75 hours of practicum) (Pre-requisite: NUR1141H/1143H/1145H)

**NURxxxxH (Course code to be confirmed pending approval) – takes effect in 2025-2026**

**NUR1115H (Adult)**

**NUR1117H (Primary Health Care - Global Health)**

**ADVANCED HEALTH ASSESSMENT AND THERAPEUTIC MANAGEMENT 1**

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

During the 250 hours of clinical practice, client/family health and illness states are used to build the students' development of advanced skills (e.g., interviewing, physical examination, diagnostics) related to client and family assessment, and to integrate diagnostic reasoning, and treatment planning/therapeutic management into practice. Application of the clinical reasoning process is integral to the students' experiences. Students will continue to develop advanced knowledge, skill and judgment related to client and family assessment, incorporating knowledge of diversity, cultural safety, developmental stage and social determinants of health into their assessments, diagnostics, diagnoses and therapeutic plans.

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

(250 hours of practicum)

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

**NURxxxxH (Course code to be confirmed pending approval) – takes effect in 2025-2026**

**NUR1215H (Adult)**

**NUR1217H (Primary Health Care - Global Health)**

## **ADVANCED HEALTH ASSESSMENT AND THERAPEUTIC MANAGEMENT 2**

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

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

During clinical practicum components, students will become familiar with changes in scope of practice from that of a registered nurse, and the ways that these changes affect their responsibilities and accountabilities as a nurse practitioner. Students will practice in accordance with federal and local legislation, professional and ethical standards, and policy relevant to the role of the nurse practitioner; including those that relate to controlled drugs and substances and assisted dying. (250 hours of practicum) (Prerequisite: This course is to be taken after completion of one of NUR1115/1116/1117H. Submission of a health evaluation and immunization form is required prior to registration.)

### **NUR1151H**

#### **THEORIES AND CONCEPTS IN NURSING LEADERSHIP AND ADMINISTRATION**

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

approaches, including facilitated online learning activities and a one-week, in-class residency on campus.

## **NUR1152H**

### **LEADING AND MANAGING EFFECTIVE HEALTH CARE TEAMS**

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

With the support of the nurse manager preceptor, students will begin to develop advanced practice nursing management /LEADS competencies required in a formal management role. (Prerequisite: NUR1151H).

## **NUR1161H**

### **ADVANCED CONCEPTS IN LEADERSHIP AND ADMINISTRATION**

NUR1161H builds on the content introduced in NUR1151H and 1152H and assists students to expand their insights and repertoire of theoretical and instrumental approaches to leadership and administration. Through engagement in on-line communities of learning, students extend their expertise in core healthcare leadership and administration abilities including leadership in complex contexts, advancement of quality and patient safety, and advanced human resource management issues. Students also explore novel and emerging topics and approaches to leadership in contemporary environments. (Prerequisite NUR1151H and 1152H)

## **NUR1170H**

## **INTRODUCTION TO ADVANCED PRACTICE NURSING**

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

## **NUR1171H**

### **TOPICS IN ADVANCED PRACTICE NURSING**

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

Learners are supported to build on and begin to consolidate previous knowledge, academic skills, and intellectual skills in the first year of their graduate education (i.e., research utilization, critical thinking, APN frameworks, etc.). In particular, learners will be encouraged to critically examine key health/ practice issues from multiple perspectives



(e.g. ethical, individual, organizational, systems based, socio-political, etc.), a skill that is required of an APN. (Prerequisite: NUR1170H)

## **NUR1169Y**

### **ADVANCED NURSING PRACTICE SCHOLARSHIP: HSLA**

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

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

<http://leadscollaborative.ca/site/resources> (Prerequisite: MN students take this course alone in the final term of the program and only after completion of all other coursework and program requirements).

## **NUR1179Y**

### **ADVANCED NURSING PRACTICE SCHOLARSHIP: CLINICAL**

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

advanced nursing practice role, resulting in application and demonstration of advanced practice nursing competencies.

**NURxxxxH (Course code to be confirmed pending approval) - takes effect in 2025-2026**

**NUR1221Y (Adult)**

**NUR1223Y (Primary Health Care - Global Health)**

**NURSE PRACTITIONERS: ROLES, LEADERSHIP AND RESPONSIBILITIES**

This course provides learners with opportunities to continue the analysis, synthesis and integration of advanced theoretical principles and concepts related to advanced nursing practice. Learners will examine legal, organizational and system issues and how these influence the scope of practice and standards of ethical practice, professional accountability, and outcomes of advanced nursing practice. This course is the final practicum experience and incorporates a combination of clinical experience and student/faculty-facilitated seminars. (200 hours of practicum) (Taken as a final course after all other program requirements have been met.)

# 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*

# Appendix C: Mask Fit Policy

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## Mask Fit

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

### Bloomberg Nursing Mask-Fit Policy

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

**Application** - This policy applies to all Faculty of Nursing learners (Undergraduate and Graduate students at Bloomberg Nursing) in clinical practicum sites.

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

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

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



immunization to the health care agency Occupational Health Office staff to allow them to view and input learner respirator-fit information, as required.

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

**Note:** This policy has been adapted from the University of Toronto Temerty Faculty of Medicine Policy: [\*Respiratory Protection Policy and Procedure for University of Toronto Faculty of Medicine Learners \(“Mask-Fit Policy”\)\*](#)

The [Mask-Fit Policy](#) and the [Mask-Fit Accommodation Form](#) can be found on the Bloomberg Nursing website.

# Appendix D: Bloomberg Nursing Guidelines Related to Police Record Checks

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## Lawrence Bloomberg Faculty of Nursing Guidelines Related to Police Record Checks (Vulnerable Sector Checks)

### General Information

These guidelines on police record checks at Bloomberg Nursing are informed by the University of Toronto statement on *Police Record Checks and the Health Sciences (April 2012)*. It is the student's responsibility as part of their enrollment in an undergraduate or graduate program at Bloomberg Nursing to read this document. Bloomberg Nursing is responsible to our practicum partners for ensuring that our students meet the necessary requirements for the safe and proper administration of care activities with vulnerable populations. Successful completion of our nursing program is contingent on students' ability to meet all academic and practicum requirements.

Nursing students at Bloomberg Nursing often work directly with or in close proximity to children or vulnerable clients during their practicum placements. To protect vulnerable clients, nursing students will be required to obtain and submit a police record check report, specifically a Vulnerable Sector Check (VSC) prior to commencing each academic year. A VSC includes information that would be covered in a criminal record check and information from other searches including a search of the Canadian Police Information Centre (CPIC) and/or local databases, as well as a search of the record suspended (formerly pardoned) sex offender database through the Royal Canadian Mounted Police (RCMP). Further details are available on the RCMP website: <https://rcmp.ca/en/criminal-records/criminal-record-checks/vulnerable-sector-checks>.

Prior to the start of **each** academic year, all new and returning Bachelor of Science in Nursing (BScN), Master of Nursing (MN), and Post-Master Nurse Practitioner (PMNP) Diploma students are required to submit a VSC and submit a signed *Annual Police Record Consent Form* via the online secure platform, Synergy. The student is obligated to pay all costs incurred to secure a VSC. Neither the University nor Bloomberg Nursing pays for or reimburses students for costs associated with obtaining a VSC. A lag in obtaining VSC results or failure to present a VSC will jeopardize entry or continuation in the nursing program. Some agencies require a VSC performed within a shorter time frame (e.g. six months) prior to the start date of the practicum experience. In such cases, nursing students must complete the process again to receive a more recent VSC if the previous report is not within the clinical agency's allowable time frame. Additional instructions for

students are provided on Bloomberg Nursing's website at <https://bloomberg.nursing.utoronto.ca/current-students/placements>.

Accommodations will not be made for students who do not have a VSC or when the results of a VSC do not permit a student to proceed with the practicum requirements for the nursing program. New students without a completed VSC at the start of their program will not be able to begin their nursing program until the next year when the student has satisfied the Faculty's VSC requirement. Continuing students cannot complete the requirements of their program until they submit a VSC prior to the commencement of each academic year. Please note that in the event that a student cannot present a VSC, the Faculty of Nursing is not required to seek an alternative practicum experience or accept a student's proposal for one.

### **International Students or Canadian Students Who Have Lived Out of Country**

A VSC in Canada will be insufficient for students from outside Canada (e.g. international students). Students from outside Canada (e.g. international students) must make arrangements to secure a reliable and valid police record check report from the countries in which they lived prior to their arrival for studies at the University of Toronto. As well, once a student has an established residence in Ontario for one academic cycle, the student will be required to obtain a VSC.

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

All students who are residents of the City of Toronto will be provided with Bloomberg Nursing's agency code in order for students to submit an application for a VSC with appropriate fee payment. Processing time can take several weeks and students are advised to initiate their requests during the last two weeks of June in order to have a VSC in time for the start of the new academic year. Students who submit their applications for a VSC with Toronto Police Services after the recommended time frame are at risk of not receiving their report by the start of the academic year and this will jeopardize their ability to start or continue in their program. Additional details are available at the website for Toronto Police Services at <https://www.tps.ca/services/police-record-checks/#background-check>.