Toronto Metropolitan, Centennial, George Brown Collaborative Nursing Degree Program

Student Handbook

2024-2025

Students are required to access their institutional learning management systems (D2L) on a regular basis (at least weekly) and are responsible for being aware of everything on D2L.

The information in this Handbook is specific to the Toronto Metropolitan, Centennial, and George Brown Collaborative Nursing Degree Program, **for students who enrolled in Year 1 of the program in 2020-21 or later** . Students are also required to adhere to the policies and procedures of the university/college. Information about these policies and procedures is available in the University and College Calendars and from relevant student organizations.

How to use the student handbook

Please review the handbook to familiarize yourself with the contents of this resource. It is important to revisit the handbook to locate information specific to questions that may arise throughout the term and academic year.

It is the student's responsibility to be familiar with and adhere to policies related to academic conduct, clinical practice and course management issues.

COMMUNICATION

Students must communicate with faculty and staff using their institutional email.

- Students in years 1 & 2 use their email address from the site to which they were admitted.
- Students in Year 3 & 4 use their TMU email address.

Students who choose to create an automated email signature should NOT include their student number in that signature, to protect their privacy. For Example:

> Student name
>
> Year x (*year in program*)
>
> Toronto Metropolitan, Centennial, George Brown Collaborative Nursing Degree Program
> Site name
> Your Email address

The student number can be included in the text of the email when required for the communication. Use of an automated signature is not mandatory.

CONTENTS

THE COLLABORATIVE NURSING DEGREE PROGRAM

Vision And Mission

Vision. Innovators in nursing education. Inclusive practices and partnerships. Inspiring excellence.

Mission. To prepare socially responsive professional nurses to meet the diverse needs of populations across health care systems using evidence-informed, innovative, and inclusive approaches to care.

Commitment To Equity, Diversity And Inclusion

The Collaborative Nursing Degree Program is united in addressing equity, diversity and inclusion in teaching and learning, and is committed to meeting the expectations for nursing education set out in the Truth & Reconciliation Report. To that end, each site is guided by the following site-specific statements:

Daphne Cockwell School of Nursing at TMU

The DCSN is committed to cultivating an anti-racist, anti-colonial, anti-oppressive and welcoming school community that fosters safe, inclusive and collaborative environments for everyone to flourish. Our pedagogy emphasizes 'learning with' oppressed groups rather than 'knowing about' their experiences. Thus, our teaching processes aim to inspire students' lifelong commitment to a nursing practice that is inclusive of and anti-oppressive to all groups.

Centennial College

Centennial College recognizes and affirms Diversity, Equity, and Inclusion, and Indigenous ways of knowing as central to the vibrancy and uniqueness of its learning and working academic mission. We strongly encourage applications from members of Indigenous communities and all equity-deserving groups including Women, Racialized, Persons with Disabilities, and 2SLGBTQQIA communities.

We also recognize that Centennial is situated on the Treaty Lands of the Mississaugas of the Credit First Nation and pay tribute to their legacy as well as that of all First Peoples that have been and remain present here in Toronto. We recognize that First Peoples come from sovereign Nations and that part of understanding our responsibilities of residing on this territory are understanding the true history, circumstances and legacy of the Treaties signed here (such as the Toronto Purchase, Robinson-Huron Treaty and Williams Treaties) and including pre-contact Treaties and Agreements between sovereign Nations and that all peoples in this area are therefore Treaty people with obligations and responsibilities to all our relations.

George Brown College

George Brown College values the diversity of our students, employees, and community partners, and is committed to providing a learning environment where all people are safe and respected. Comments, behaviours, or interactions that are inconsistent with our values may be a violation of the following college policies: Sexual Assault and Sexual Violence, Human Rights Discrimination and Harassment, and the Prevention of Workplace Violence and Harassment. These types of actions or comments are not acceptable and will not be tolerated. The commitment and cooperation of all students and employees is required to maintain a welcoming environment in which to learn and work.

Overview Of The Program

The four-year collaborative degree program is offered in partnership by Toronto Metropolitan University, Centennial College and George Brown College. Students admitted at each campus complete the same program. Students admitted to the Toronto Metropolitan campus of the program complete their four years at Toronto Metropolitan. Students admitted to a college campus complete the first two years of their studies at the college and the final two years of their studies at the Toronto Metropolitan campus with the teaching shared by university and college faculty in all years. The program is committed to preparing nursing leaders who are highly competent, knowledgeable and committed to playing an integral role in shaping our health care future. The program educates nurses to work with persons and communities of diverse backgrounds, ages, degrees of health and illness and in a variety of contexts.

The curriculum, based on a philosophical foundation of phenomenology and critical social theory, has five themes that serve to organize content and are reflected in all years of the program in varying degrees of depth. These themes are primary health care/health promotion, reflective practice/critical thinking, meaningful relationships/caring/communication, political/social justice and personal/professional development. The program is also underpinned by a number of important concepts, addressed, discussed, and threaded throughout the Professional Practice in Nursing courses that are required across all four years. These concepts include the following:

- Safety
- Scholarship
- Relational Practice
- Determinants of Health
- Diversity
- Professional Nursing Practice
- Leadership
- Health Systems
- Teaching/Learning

The curriculum is composed of professional nursing courses and a series of required and elective courses selected from other disciplines to enhance and support the broad knowledge base required of professional nurses. Students complete required professionally related courses in anatomy and physiology, microbiology, and psychology. Students are also required to select courses from a variety of liberal studies and open electives.

Learning is characterized as an interactive, lifelong process that involves the development of the learner as a person. Nursing students are recognized as adult learners responsible for their own learning. This learning is fostered by a caring, collaborative student-teacher relationship based on mutual trust and respect, where both students and teachers are learners.

Curriculum Content Themes

Year I of the program focuses on knowledge of self in the context of health. The student develops a theoretical perspective from which to view practice and an appreciation of the cultural diversity within the social and political context of society. There is an emphasis on the development of effective communication abilities, and foundational nursing practice and health assessment skills.

In **Year II**, the focus of the program shifts to knowledge of others in the context of illness, including chronic and acute illness and end-of-life care. Students further develop their professional role in building therapeutic relationships with families. They also acquire knowledge of research methods and the ability to critically evaluate research findings for their utility in nursing practice.

In **Year III** students further develop the theme of health with an emphasis on knowledge of community, in the context of primary health care. Students acquire knowledge and skills in areas of maternal/child health, paediatrics and mental health. There is an emphasis on leadership, advocacy and social activism.

Year IV focuses on the integration of the professional self into the healthcare system as students prepare to transition to the role of a new graduate nurse. Students explore in depth issues related to professional practice and demonstrate leadership skills.

Nursing practice experiences begin in the first year of the program and expose the student to a broad range of nursing practice settings and the multiplicity of nursing roles. Nursing experiences occur primarily in community settings and hospitals within the Greater Toronto Area (GTA). Travel to various agencies throughout the GTA is an expectation.

Graduates of the Toronto Metropolitan, Centennial, George Brown Collaborative Nursing Degree Program are eligible to write the College of Nurses of Ontario registration examination (NCLEX) and accept entry-level positions in a variety of settings where nursing is practiced.

Collaborative Program Learning Outcomes

Communication

1a Applies clear and accurate verbal communication.
1b Applies clear and accurate written communication.
1c Applies principles and processes of relational practice and effective communication with individuals.
1d Applies principles and processes of relational practice and effective communication with families.
1e Applies principles and processes of relational practice and effective communication with groups.

1f Applies principles and processes of relational practice and effective communication with communities.

Application of evidence-informed knowledge & care

2a Applies a broad knowledge base in nursing and other disciplines in the provision of evidence - informed care.
2b Applies critical reasoning in decision-making and delivery of care

Inter/Intra professional care

3a Collaborates with clients in supporting the achievement of health outcomes.

3b Collaborates with inter-professional members in supporting the achievement of health outcomes.

3c Collaborates with unregulated health care providers and other staff as a health care team in supporting the achievement of health outcomes.

Culturally safe/sensitive practice

4a Implements culturally safe and competent care to address the health needs of diverse individuals.

4b Implements culturally safe and competent care to address the health needs of diverse families.

4c Implements culturally safe and competent care to address the health needs of diverse communities.

Ethical and Legal practice

5 Demonstrates ethical practice, professional responsibility and accountability to clients and organizations within all domains of nursing practice.

Strategies & Interventions

6 Plans effective interventions to manage care within health systems.

Technology

7 Incorporates information and communication technologies, and digital tools to support the delivery of client care that meets evidence informed, organizational, ethical, regulatory and legislative requirements.

Leadership & Advocacy

8a Demonstrates effective leadership in practice and facilitates change and innovation across practice situations and settings.

8b Demonstrates effective advocacy in practice and facilitates change and innovation across practice situations and settings.

Safety

9a Contributes to a culture of safety in the provision of quality healthcare.

9b Identifies limits to one's own knowledge and ability in the provision of safe quality healthcare.

An overview of the curriculum and list of courses are found in Appendix A. The total number of class and clinical hours (combined) is found at the bottom of each term/year. Course descriptions can be found in the [Toronto Metropolitan University Undergraduate Calendar](#).

For further detail about the program mission, vision, history, etc., please refer to Appendix A.

Definitions:

Instructor	Any full-time or sessional faculty member
Clinical Instructor	Teaches clinical courses for students in years 1 and 2, provides direct supervision to a group of students within the clinical setting
Faculty Advisor	Teaches clinical courses for students in years 3 and 4, provides indirect supervision of students within the clinical setting in collaboration with preceptors
Preceptors	Assigned to individual students in years 3 and 4, collaborate with the Faculty Advisors, supervise the development of students within the clinical setting

NURSING PRACTICE

The purpose of nursing practice courses is to provide students with an opportunity to apply theory from the program courses in a practice setting.

The student in clinical practice shall:

- learn or review the knowledge, competencies, theory and judgment necessary for safe nursing practice prior to assuming responsibility for client care;
- be prepared to discuss the basis of practice, including the learning plan, with the faculty advisor, clinical instructor or preceptor;
- know (and operate) under the policies and procedures of the agency and the Collaborative Nursing Program;
- submit required evidence of nursing practice learning;
- document and report in accordance with professional and agency standards;
- maintain confidentiality (e.g. discussing clients only in appropriate places and with appropriate people).

Nursing Practice Learning Experiences

Nursing practice experiences begin in the first year of the program and expose students to a broad range of nursing practice settings and the multiplicity of nursing roles. Nursing placements occur primarily in community settings, including long term-care agencies and hospitals within the Greater Toronto Area (GTA). Travel to various agencies throughout the GTA is an expectation of clinical placement. See map of Toronto and GTA below. Students are expected to plan their route and travel accordingly to ensure they arrive on time for their respective shifts.
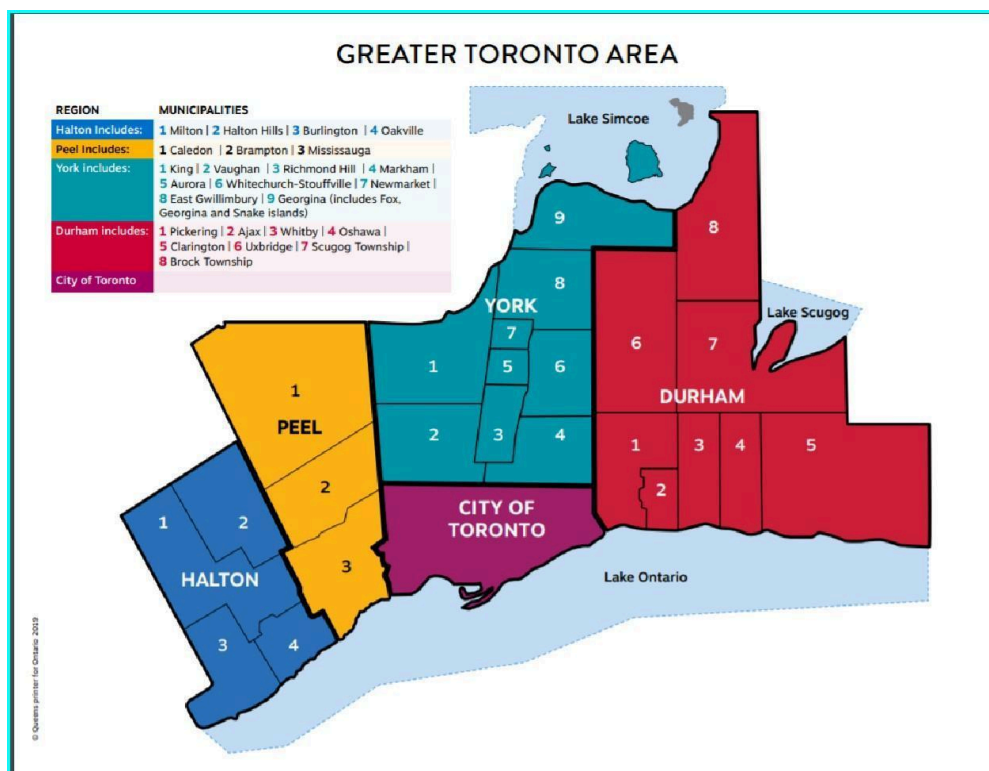
Students cannot arrange their own placements. All practice placements for the Collaborative Nursing Degree Program are organized through the Central Placement Office (CPO) at Toronto Metropolitan University. The CPO has pre-existing relationships and affiliation agreements with partners (agencies/hospitals) throughout Ontario. These are legal binding agreements that are in place to ensure the safety and security of both parties involved. Agency partners will only host students who have placements arranged by the Central Placement Office.

Practice placement decisions and student assignments are based on a number of factors which are not exclusive to but may include: year of study, curriculum requirements, placement availability, past practice experience, interviews, faculty consultations and home address. Placement partners take into consideration a number of factors prior to confirming a student placement. These decisions may be based on preceptor staff availability and capacity, total number of students within the organization, organizational changes that an agency may be undergoing and/or specific organizational policies and guidelines specific to learners. Therefore, it is essential that the CPO be included in the process to secure placements and be able to advocate for student and program needs.

Please note: Toronto Metropolitan University, including the Daphne Cockwell School of Nursing, is supportive and inclusive to all people who experience barriers. Practice placement opportunities may involve working with diverse populations who experience barriers. Barriers may include but are not limited to literacy level, sexual orientation, language, culture, geography, social factors, religious practices, education, economic circumstances, mental and physical ability.

Regular attendance at nursing practice is required for successful completion of course objectives. Absences must be for extenuating circumstances only (e.g. illness) and documentation may be requested. Clinical absence and lateness can jeopardize success in clinical courses. Punctuality in the clinical setting is a demonstration of accountability in all years of the program.

The number of hours and the level of complexity in student's placement will increase throughout the Collaborative Nursing Degree program. The number of clinical hours and the clinical practice schedule can be found in the syllabus for each clinical practice course.

Learning opportunities occur on a variety of shifts and days of the week (including weekends, nights and evenings). Student placements in years 1 and 2 are done within groups that are led by a clinical instructor. Students in year 3 and 4 are assigned a preceptor (an employee of the placement agency) in the clinical setting and have the support of a faculty advisor. Any student in Year 3 attending clinical placement activities outside of their assigned clinical schedule must notify their faculty advisor prior to attending the activity. For students in Year 4, although practice days are indicated on individual timetables – this is for course scheduling purposes only, and it is expected that students will be flexible in planning their nursing practice time to follow their assigned preceptor's schedule – provided that scheduled classes are not being missed. It is anticipated that students and their preceptors will negotiate nursing practice time for optimal learning experiences.

Students who refuse a clinical placement for reasons not related to accommodations or for reasons not deemed adequate, cannot be guaranteed an alternate placement, and will be placed on a waiting list for the next school year.

Conflict of Interest or Boundary Considerations:

To avoid jeopardizing a clinical placement experience, students are expected to notify the CPO (by email) of any

conflict of interest including but not limited to the following situations:

- Any employment or volunteer commitments at the placement agency or clinical unit
- Any personal relationships with someone in the agency/ or specific unit (e.g. relative, close friend)
- Any personal connection or relationship with a preceptor (e.g. friend, friend of a friend, relative)
- Recent client or had a family member who was/ is a client of the agency or specific unit

This information is important for the CPO to mitigate risk with the agency and ensure an optimal learning environment is possible for the student.

Prerequisites for Nursing Practice Placement

Placement Information Record (PIR)

For students in Year 3 & 4 ONLY: All Students must complete and submit a PIR form by the due date posted on the CPO website. This information is necessary for the Placement Coordinator to request and confirm placements for all students

Practice Requirement Record (PRR) Standard

Ontario legislation specifies certain surveillance requirements for those entering into healthcare practice settings. The Collaborative Program protocol was developed in accordance with the communicable disease surveillance protocols, specified under the Public Hospitals Act, to meet the requirements of our students' placement settings. This process is necessary to ensure that our students protect their health and safety, and the health and safety of clients/patients, visitors, employees and other students. **The completion of this information is not optional, and all sections must be completed as outlined.** Our placement partners have the right to refuse students who have not met their specific placement requirements.

All nursing students enrolled in practice courses must have their PRR approved in order to attend clinical practice. All required elements of the PRR must be met before the PRR will be approved. Students in Years 1 and 2 at Centennial and George Brown colleges submit these requirements to the placement office at their site (Paramed/ Synergy Gateway).

All students in Years 3 and 4, and Toronto Metropolitan site students in years 1 and 2 submit their PRR to the placement office using Synergy Gateway. DCSN has engaged with Synergy Gateway to provide access to Verified, an external link. Students are expected to upload all PRR requirements as per the specific year and program. Students will receive an email from Synergy with an activation link to create an account in Verified, once the submission process opens for each semester. Students who already have an account can access their Synergy Dashboard.

Information about PRRs and forms for the current academic year can be found at:
Toronto Metropolitan University: [Central Placement Office- Collaborative Student Placement Forms](#)
Centennial College: [Health Studies Clinical and Field Placements](#)
George Brown College: [Full-Time Program Requisite Health Form Requirements](#)

PRR Timelines can be found on the [CPO website:](#)

Fall Semester: Years 2, 3 & 4- June 27th, 2024

Winter Semester: Years 1, 2, 3 & 4- November 7th, 2024

When a student's PRR is incomplete (i.e. has one or more missing elements), the following steps will be taken:

1. The Central Placement Office will follow up with the student to identify incomplete areas of the PRR prior to placement information being released.

2. Two (2) weeks prior to the start of the practice placement, the Central Placement Office will provide a list of student names who have incomplete PRRs to Nursing Practice Course Leads and/or the Associate Director (TMU)/Academic Chair (CC)/Academic Director (GBC).

3. The Nursing Practice Course Leads will follow up directly with the student to inform them that there will be a delay in starting the practice placement until the PRR documents are complete. The student must submit all required documents as directed by the placement office at their site (see links above) for approval prior to the start of placement. It is important to note that missed practice placement time may jeopardize success in the course.

Failure to submit missing PRR documents prior to the first day of clinical placement will result in a progression meeting with the Associate Director (TMU), Academic Chair (CC) or Academic Director(GBC) and may result in the student being withdrawn from the course. Students withdrawn from their practice course will also be withdrawn from all co-requisite courses.

Please note: Placement Information will not be released to students who have not submitted their PRR documents and received a "CLEAR" status of their practice requirement record (PRR).

Information about the COVID-19 Vaccine for Clinical Practice:

COVID-19 Vaccines are developed to protect our communities, especially the most vulnerable individuals. Once developed, a vaccine goes through rigorous scientific reviews for safety and efficacy before it is approved by Health Canada. It is at the placement agency's discretion to pause or cancel a student placement based on agency policies and protocols regarding the COVID-19 vaccine. Students risk delay to their program of study if they are unable to attend their clinical placements due to not meeting the placement practice requirements regarding the COVID vaccine, as per the placement agency.

For more information about COVID-19 and vaccination, we encourage all students to review the following resources for additional information:

- 19 to Zero
- Public Health Ontario

PLEASE NOTE: While the COVID vaccine mandate is no longer in effect at TMU, the majority of placement partners in hospital, long-term care and community care settings require all students to be fully vaccinated prior to the start of placement. The definition of a fully vaccinated individual includes the full primary series of a COVID-19 vaccine authorized by Health Canada, or any combination of such vaccines (2 doses of Moderna, Pfizer-BioNTech, Novavax, Medicago, AstraZeneca, including COVISHIELD) or 1 dose of Janssen (Johnson & Johnson). Booster Vaccines are strongly recommended. Students must show proof of the COVID vaccine when submitting the documents to Synergy Verified. To download your COVID vaccine certificate please access the Ontario Ministry of Health website.

Flu Vaccine

Placement partners require a mandatory yearly flu vaccine for all students for the winter semester placement throughout the entirety of the Nursing Program. Students are expected to upload proof of receiving the flu vaccine to their respective placement office software platforms (Synergy/ Paramed) in preparation for the winter semester. Students can get their flu vaccine during the fall, when the vaccine is made available to the public. Agencies have the right to refuse/ remove students who have not received their flu vaccine. Students risk delay to their program of study if they are unable to attend their clinical placements due to not meeting the placement practice requirements regarding the flu vaccine, as per the placement agency.

Vulnerable Sector Screen

Nursing students work directly with or in close proximity to children or other vulnerable clients/patients during their clinical placements. To protect vulnerable clients/patients, nursing students are required to obtain and submit a Vulnerable Sector Screen (VSS) prior to attending their placements. International or Visa students are required to provide a police certificate from the countries in which they have lived prior to their arrival for studies at Toronto Metropolitan University. Once a student has an established residence in Ontario for one academic cycle, the student will be required to provide a local VSS. All documentation must be presented in English, which may require documents to be translated and notarized. Please refer to the university or college placement office website for the process based on the region of residence.

VSS are required every 6 months and must be valid for the entire duration of each placement. Students are expected to pay all costs incurred to secure the VSS.

Mask Fit Test

Healthcare partners adopt infection control procedures which include wearing personal protective equipment. *Ontario Occupational Health and Safety Act (R.S.O. 1990, c. O.1)* guidelines require that all students entering a clinical placement are mask fit tested to determine the appropriate size of N95 respirator mask. This test is required to protect students when there is evidence of potential exposure to droplet and/or airborne infectious agents. Once a fit test is completed, students will receive a signed card stating the type and size of mask and the expiration date. A fit test must be completed every 2 years. Prior to completing the test, students MUST FOLLOW THESE INSTRUCTIONS:
- DO NOT: eat/ smoke/ drink or chew gum 20 mins before the appointment
- Ensure that the N95 Respirator Medical Questionnaire is completed and sent to the mask fit clinic prior to booking
- Students must be CLEAN SHAVEN to ensure a proper seal can be maintained during the test

To complete a mask fit test N95 Respirator Medical Questionnaire - Students must be completed and the instructions must be followed to book an appointment. Students are expected to pay all costs incurred to secure the mask fit testing. Students can book a mask fit test using external agencies and partners. Please refer to the CPO website for some recommendations and details. Please note that the CPO at TMU organizes a Mask Fit Test clinic for students during the fall and winter semesters. Details of this clinic will be communicated to students once the dates are confirmed.

Standard First Aid & CPR

Cardiopulmonary Resuscitation (CPR) Healthcare Professional (HCP) level for placement purposes. This certificate must be renewed every year and must be valid for the entire duration of the placement.

For Year 1 Nursing Students ONLY- Please register for the Standard First Aid in-class or Blended Format (First Aid and CPR-BLS) training course. These courses are available at any First Aid Trainers within the GTA.

Placement Injury & Accident Reporting

Workplace Safety and Insurance Board (WSIB)

The government of Ontario, through the Ministry of Colleges and Universities (MCU), reimburses WSIB for the cost of benefits it pays to Student Trainees enrolled in an approved program at a Training Agency (university). Ontario students are eligible for Workplace Safety Insurance Board (WSIB) coverage while on placements that are required by their program of study. MCU also provides private insurance to students should their unpaid placement required by their program of study take place with an employer who is not covered under the Workplace Safety and Insurance Act.

In the event of a student accident or injury, requiring more than first aid, the student must submit the appropriate paperwork to the Workplace Safety and Insurance Board within three (3) working days from the incident. Students must retrieve the appropriate forms and follow the instructions outlined on the CPO website

In the event of an injury/incident while attending a practice placement, all students must:
- Notify Clinical Instructor or Preceptor/Faculty Advisor and follow agency's protocol
- Receive first aid treatment if required
- Complete required reporting documentation for the placement agency including WSIB, if applicable. Note: **this form must be completed and submitted within 3 days of injury**
- Complete the Clinical Incident Reporting Tool within 24 hours of the incident

Additional requirements for students from a college site:
Centennial College: The form obtained from your clinical instructor must be completed and **submitted within 3 days of an incident** to the Clinical Placement Administrative Officer in room 352 School of Community and Health Studies office: 'Work Placement Accident/Injury/Illness Report'. Email placementrequirements@centennialcollege.ca

George Brown College: If students have a work-related illness or accident including needle stick injury while in clinical placement, the Clinical Instructor and student are to immediately contact George Brown College's Clinical Placement Office for guidance and direction. Email clinicalplacement@georgebrown.ca.

Reporting Clinical Incidents Involving Patients

In the event of an incident involving a patient in the clinical setting, students are required to notify their clinical instructor or faculty advisor at the time of the event or as soon as possible after the event. They are also required to complete the Clinical Incident Reporting Tool within 24 hours of the incident. Reporting such incidents contributes to a culture of safety within the healthcare system.

Traveling during practice placement: Accompanying clients

Students may on occasion travel with their preceptor and a client/patient to an appointment. Permission for students to accompany clients/patients to appointments is decided on a case by case basis. The insurance does cover students when functioning in a role for their practice placement. For example, students with a group of seniors

on a mall walk would not be problematic. The safety of the student and the safety of a client/patient must be considered a priority. The student's own comfort level can be a guide and if the student is at all concerned, then that concern should be addressed with the Faculty Advisor and the preceptor.

Collaborative BScN Degree Program Professional Appearance and Dress Code Policy

Each student is expected to adhere to the Professional Appearance and Dress Code Policy in class and lab unless otherwise noted. If a student is not appropriately attired or is unkempt, the instructor or the agency representative may refuse the student's admission to the unit or agency. Denied access to the unit or agency may jeopardize your clinical placement, which may ultimately jeopardize your ability to progress in the Collaborative Nursing Degree Program.

Dress Code

Uniform

Students are required to purchase at least one Collaborative Program nursing uniform, and must wear this uniform in the clinical setting, unless otherwise instructed.   Students must wear a clean uniform to practice. Students may be required to wear a uniform in the lab; the requirements for each course are stipulated in the course syllabus.

Acceptable Alternatives

Some community placements may require attire other than scrubs or the school uniform. It is important to consider the unique nature of such placements. In such cases it is up to the student to discuss appropriate professional dress with the Faculty Advisor and the preceptor. The agreed upon clothing should respect the spirit of this document, take into account the unique nature of the placement and the expectation of its clients. Dress should help build client/patient trust and convey professionalism.

Uniform Responsibilities

The care and upkeep of the uniform is the responsibility of each student. Students must arrive at the clinical setting with a clean and wrinkle-free uniform. Uniforms must be laundered between clinical and laboratory settings. Socks or stockings must be of a neutral colour. In addition, only neutral, solid-colour tops may be worn under the uniform top. Students are to wear their uniform only in the clinical placement area and not while traveling to or from the clinical setting, or during unrelated practice hours. This requirement is based on infection control principles and to prevent any negative public perception of students and nurses.

Clinical Badges/Photo ID

Initial Photo IDs are ordered through the Toronto Metropolitan University ONECARD Office and coordinated by the Practice Lead Faculty at each site. Photo ID Badges must be worn at all times and must be clearly visible and easily read when interacting with clients. NOTE: Students who misplace their original Photo ID Badge are responsible for arranging a replacement Photo ID at their expense. If you misplace your Photo ID you may be denied access to clinical practice. Lost badges may be replaced through the One Card office at Toronto Metropolitan, for a fee of $20.00. Please email the [Central Placement Office](#) with the following information:

- First and last name
- Student number (from Toronto Metropolitan)

The CPO will then authorize the One Card office to print the replacement badge.

Footwear

Shoes must be in good condition and clean

- Solid upper covering
- No holes on the top or side of the shoe (including ventilation holes)
- No mesh on the shoes
- Holes for laces are permitted
- Shoe material must be impermeable to chemicals, hot liquids and sharps
- Closed toe and heel

All of the practice placement agencies have a safe footwear policy informed by the Ontario Occupational Health and Safety Act for Health Care and Residential Facilities. An agency may require a student or clinical instructor who does not comply with the shoe policy to be removed from the practice site until such time as the requirements can be met. The student and/or clinical instructor is solely responsible for any fines incurred due to inappropriate footwear. Non-uniform shoes must meet standards of professionalism, occupational health standards and maximize safe practice.

NOTE: In addition to this policy, students must also comply with agency specific policy/guidelines regarding professional appearance and dress.

Professional Appearance

- Hair requirements: Hair that reaches the shoulder needs to be tied back to prevent interference with client care e.g. pony tails need to be contained in a bun for safety and infection control reasons. As per mask fit testing guidelines, any students with facial hair (e.g., beard or moustache) will be required to remove this facial hair prior to mask fit testing and prior to donning a fitted mask in the clinical agency. Students with facial hair need to refer to these guidelines.
- Head Coverage: Students have the right to wear head coverings, such as wigs, hijab/scarf, and other head apparel that has religious significance. Religious head-coverings must be the same colour as the uniform or BLACK; they should be well-fitted and any loose fabric should be tucked in or tied back. Students are expected to follow infection control procedures/policies at the clinical placement at all times. Scrub/surgical caps worn for infection control purposes must be navy blue, to match the uniform.
- Jewelry: Students may wear a plain band ring and small studs in visible piercings. Rings with stones, sharp edges or grooves, hoops and dangling jewelry pose a safety and/or infection control risk and, therefore, are not permitted in clinical settings. Medical alert bracelets or break-away pendants may be worn when medically warranted.
- Nail Care: Students must have short/clipped fingernails. No artificial nails or nail polish can be worn during clinical experiences.
- Perfumes/Fragrances: Students are to avoid using scented products (e.g., deodorant, perfumes, colognes, after shave, body wash, hair spray etc.) as some people have sensitivities or allergies to scented products.
- Personal Hygiene: Students have the responsibility for their own personal hygiene. Because of the close contact between the client/patient and the nursing student, scrupulous personal cleanliness is essential.

Point of care tools and mobile apps should be used with caution in your clinical practice. You are required to discuss the use of credible apps in consultation with your clinical instructor/FA/preceptor, and use them in accordance with agency policies. Client information should NEVER be entered into these tools/apps.

Personal Health Information Privacy Act, 2004

Students must review the PHIPA legislation each semester prior to entering practice. The review is intended as a supportive document to ensure safe, effective and ethical care for the clients and their families in the practice setting.

Some reminders for practice:
- **Students must not remove any documents from the agency with identifying or personal information about clients.**
- This includes (but is not limited to) client names, initials, room numbers, birth dates or health card numbers.
- Students must not give out any identifying information over the phone, unless the client has approved disclosure.
- Students must not discuss client information outside of the unit.
- Students must not use personal communication devices in the practice setting. Such devices may not be used to photograph information or persons. In some circumstances cell phones may be used in the practice setting only to access clinical apps.
- Students must not access social networking sites during practice time.

If you have a question or concern about privacy and the maintenance of your client's confidentiality, you should immediately discuss these concerns with your clinical instructor or Faculty Advisor and preceptor.

The School should be consulted about all research studies done at all clinical sites in which students are invited to participate as subjects. At any time, students have the right to refuse participation in research activities.

Signature and Initials on agency documents

Students must use their legal name when providing a signature for documentation, and the appropriate initials that reflect their legal name i.e. first initial, surname, followed by "Nursing Student, Year [X]".

When registering for and signing into electronic documentation systems, the student's legal name must be used.

Outbreaks/Infection Control

Student placements may be affected throughout the academic year as a result of outbreaks. This information is provided to the Central Placement Office by the placement practice agency and communicated to students, instructors and faculty via HSPNet. Students, instructors and faculty are to follow the agency's policy and procedures.

General Instructions for all Nursing Students
- Students should not attend placement practice if experiencing flu-like symptoms, symptoms of COVID or feeling unwell,
- It is important to report any illness to the Clinical Instructor (years 1 & 2) or Faculty Advisor and Preceptor (years 3 & 4). Students should also follow any instructions provided by the placement site regarding reporting of illness.
- In case of an outbreak at placement, all students are required to follow all policies and procedures implemented by the agency. This may include, but is not exclusive to, additional screening and testing, as

appropriate.

Snow Day Guidelines for Students in Clinical Placement

These guidelines apply when Toronto Metropolitan University, Centennial College and/or George Brown College have officially announced a closure due to inclement weather (e.g. severe snowstorm).

Decisions regarding direct supervision clinical practice in years 1 & 2 will be site-specific. Students in Years 1 & 2 must check their site's website for information about closures. If their university/college is closed, they do not attend clinical placement. If the university/college closure is announced during the day when students are already at the clinical site, the clinical instructor will use their discretion to decide whether students should stay on the unit or go home, taking into consideration personal circumstances such as ability to travel home safely, responsibility for child care, etc.

Instructors must communicate with agency staff to ensure that students' departure does not jeopardize patient safety. Students cannot stay in the unit without a clinical instructor. There will be no penalty for clinical hours missed due to inclement weather.

Decisions regarding indirect supervision clinical practice in years 3 & 4 will be based on Toronto Metropolitan University's actions. Students must check the Toronto Metropolitan University website landing page for information about closures. If Toronto Metropolitan University is closed, they do not attend clinical placement. The students with pre-scheduled shifts (as communicated in advance to their FAs) will be given credit for these hours and will not need to make them up at a later date. Students who are at the clinical placement when the university closure announcement is posted, are to stay and complete their assigned shift. A decision to leave may be made based on personal circumstances (e.g. difficulty traveling home safely, responsibilities for child care, etc.) and must be discussed/negotiated with the preceptor to ensure the safety of patients. Faculty will be available to the student and/or preceptor by phone or email as is the regular practice during emergencies.

Exception: Clinical placement sites that are part of the intra/international placements program are not impacted by the university closures.

Nursing Practise, Class and Lab Attendance Policy

Nursing practice hours provide diverse and complex experiences necessary to learning and development. These experiences, unique in context, cannot be replaced. Students in a professional nursing program must attend all nursing practice/lab/simulation practice sessions.

- Nursing is a practice discipline and, therefore, attendance at all nursing practice classes, simulations, and lab hours is essential.
- Nursing practice competencies are required to provide safe and competent care to clients.
- Situation based learning requires faculty to link the teaching skills to a variety of client situations in relation to the readiness (abilities) of the student.
- Students are accountable for maintaining and increasing their competency base as they progress through the program.

Therefore:

- students are accountable for their personal positive health maintenance and management practices as well as time management practices that support the required nursing practice/lab attendance.
- Course specific attendance requirements are included in the course syllabus.

- Attendance at and absence from nursing practice hours will be considered under the "professional accountability" component of the practice performance assessment. Repeated absences from nursing practice may jeopardize the student's progress in the program.
- Students who miss practice hours due to valid extenuating circumstances (e.g. illness) will be required to provide a medical certificate and/or academic consideration documentation, in accordance with university/college processes at their site and as specified in the course syllabus.
- Attendance and punctuality records will be provided to prospective employers on request.

In the event of absence from or lateness to nursing practice or lab/simulation practice the student must follow the guidelines specified in the course syllabus.

Medication Administration

All nursing students are expected to follow the Collaborative Nursing Degree Program Medication Administration Guidelines (revised May 2024) - see Appendix B. Agency policies must be followed and may differ from the Guidelines.

> **NOTE: Any medication error, including near miss and delayed administration, must be reported to the nursing practice faculty advisor and preceptor immediately, and the _Clinical Incident Reporting Tool_ must be submitted. Additional reporting may be required as per agency policy.**

Accountability for Nursing Skills: Preceptored Nursing Students

Preceptored nursing students may have the opportunity to learn skills which are not included in the Collaborative Program curriculum.

The Collaborative Program curriculum cannot provide students with the theoretical or experiential knowledge for all the competencies they may require in their nursing practice. The opportunity to learn the competencies necessary to practice safely and ethically at a generalist level is an important part of a student nurse's professional practice learning.

The CNO Code of Conduct Principle #4 identifies how nurses work with learners to support clients' needs. Specifically, the Code states that "Nurses support, mentor and teach health care team members." and that "Nurses assess the learning needs of health care team members they are teaching, supervising and/or assigning. Nurses determine whether individuals have the proper knowledge, skill and judgment to perform safe nursing care." The CNO Scope of Practice identifies that nursing students are permitted to perform controlled acts when they are supervised by an RN.

For example, starting an IV is a controlled act authorized to nursing: "performing a prescribed procedure below the dermis or mucous membrane". While nursing students are not yet registered with CNO, they do have authority under RHPA to perform controlled acts "when, under the direct supervision or direction of a member of the profession, a student is learning to become a member of that profession and the performance of the procedure is within the scope of the profession's practice" (CNO, p.11).

Reference: College of Nurses of Ontario (2023). _Scope of practice._ Toronto: Author.

In teaching situations, accountability is shared among the student, preceptor, and Faculty Advisor. This means that

all parties have certain responsibilities in relation to the students' practice, with the goal of client safety in mind. The Supporting Learners page on the CNO website, which provides guidance to nurses working with students, states that "When a learner makes a mistake, nurses need to consider the context of the mistake. For example, nurses are not accountable for the decisions of others when the actions are unknown or unexpected.". Also as noted on this page, "Nursing students are accountable to their educational institutions and placement organization.."

The Faculty Advisor is accountable for clearly communicating the objectives of the nursing practice experience, as well as the scope and limitations of the students' responsibilities, to the agency preceptor and administrator/manager. It would be important to discuss any policies in place, at the University/College or in the hospital/organization, which affect the scope of the students' practice in the placement. The preceptor needs to be aware of any such limitations in order to make safe decisions about teaching additional competencies (those not covered in the collaborative program curriculum).

The preceptor who then, in collaboration with the student, decides that it is appropriate for the student to learn a specific additional competency, is accountable for their own actions and decisions. This includes the method and content of any teaching they provide, assessment of the students' competence, ensuring the student is aware of any parameters around performing the procedure, and monitoring the students' performance.

Client safety must always be the main consideration when planning learning experiences for students.

The learning process must ensure the student has the necessary knowledge, skill and judgment to provide safe and competent care. It would also be important to consider whether the student is likely to have sufficient opportunity to perform a professional practice competency, to develop and maintain competency, when deciding whether or not to teach a particular competency.

Clear communication, consultation and collaboration between faculty, agency, preceptor and student are the hallmarks of creating a successful experience for all.

Nursing Practice Progress

Monitoring Progress

The nursing practice progress of students will be monitored to reflect learning in relation to Collaborative Program Outcomes and practice standards for nursing.

The approaches used to monitor progress, written documentation required, and the amount and type of faculty direction will vary according to the course, as well as individual learning and teaching styles. Specific nursing practice expectations will be negotiated and established during the first week of the nursing practice course. These expectations will be based on the year of the program, curriculum year theme, teaching team consensus, nursing practice faculty member interpretation, and student-faculty negotiation.

For the most part, the monitoring of progress is a mechanism to enhance and enrich the learning experience. When a student is not practicing at a safe, competent level, they may be at risk of failing. In this event, the student will be given verbal and written notification that their performance is unsafe, incompetent and/or ineffective. The clinical instructor or Faculty Advisor, in consultation with the Practise Course/Site lead (may also include the Year Lead) will give this notification when problems are identified. The student is responsible for developing a plan (see below) and initiating discussion of the strategies for completion of course outcomes in consultation with the faculty member.

The student will be expected to incorporate current and past recommendations into a plan of action.

Year 1: A Performance Improvement Plan (PIP) is developed by the student and the clinical instructor. This plan identifies the criteria that the student must address in a satisfactory manner by a specific date in the semester. A student who does not successfully meet the identified criteria in the PIP by the designated date(s) will receive a failing grade in the course.

Year 2: A Performance Improvement Plan (PIP) is developed by the student and the clinical instructor. This plan identifies the criteria that the student must address in a satisfactory manner by a specific date in the semester. A student who does not successfully meet the identified criteria in the PIP by the designated date(s) will receive a failing grade in the course.

Years 3 and 4: A performance improvement Plan (PIP) is developed by the Faculty Advisor, usually but not necessarily, in consultation with the student. This plan identifies the criteria that the student must address in a satisfactory manner by the end of the semester. A student who does not successfully meet the identified criteria in the PIP by the designated date(s) will receive a failing grade.

Year 3: Any student who has been placed on a PIP in NSE 311 or NSE321 and remains unsatisfactory at the end of the semester will fail the course and will have to repeat it the following year. Students who fail a fall semester Year 3 course (practice or theory) will progress to their winter semester year 3 courses as planned. Students must successfully complete all Year 3 required nursing courses to progress to year 4.

Year 4: Any student who has been placed on a PIP and remains unsatisfactory at the end of NSE 411, will fail NSE 411 and will not be able to progress into NSE 421.

Definitions: "Unsafe practice" vs. "Failure to meet course objectives"

Unsafe practice

For the purposes of consistent implementation, "**unsafe practice**" refers to patterns of behaviour or an incident that puts self, client/patient and/or others at a risk that is both imminent and of a substantive nature.

In accordance with the Academic Variations Policy in the School of Nursing, "at any point during the academic year, the School of Nursing reserves the right to terminate a student's experience in all nursing practice settings when patterns of behaviour place self, clients/patients and/or others at risk. This will result in the student receiving an F grade for the course."

Failure to meet course objectives

The term "unsafe practice" does not refer to patterns of behaviour that demonstrate the student is unable to meet the objectives of the course at a given time within a given context, e.g., demonstrable lack of accountability. Nor does it refer to a student who is not demonstrating satisfactory progress towards meeting course objectives. A student who fails to meet the objectives of the course within the allotted time for course completion will receive an F grade. Failure to meet course objectives does not constitute "unsafe practice".

When it is deemed that a student is not progressing toward the successful completion of course objectives at an appropriate pace during the academic term, the student, clinical instructor and clinical course lead (Years 1 & 2) or student, preceptor and Faculty Advisor (years 3 & 4) must meet to discuss the student's performance to date and

develop a remedial plan to address performance concerns. The discussion and plan must be documented and will be added to the student's file. Unless the identified concerns meet the conditions specified above, failure to meet course objectives does not constitute unsafe practice.

Nursing practice agencies reserve the right to refuse a placement to any student whose:
- Performance does not meet the expected standards of practice for a student at that level of the course at that point in time; and/or
- Patterns of behaviour fail to demonstrate successful progress towards meeting the course objectives. This situation is not considered to be unsafe practice unless it refers to patterns of behaviour or an incident that puts self, client/patient and/or others at a risk that is both imminent and of a substantive nature, as noted above in the definition of "unsafe practice".

If, after discussions between student, clinical instructor and clinical course lead (Years 1 & 2) or student, preceptor and Faculty Advisor (years 3 & 4) , it is determined that a student's pattern of behaviour has resulted in the nursing practice agency terminating the placement, the student may be advised to drop the course or if the student is deemed to have jeopardized their opportunity to complete the objectives of the course they will receive an F grade. The agency is not obligated to meet with the student. The School of Nursing is under no obligation, in these cases, to find an alternative placement. Efforts will be made to collaboratively assess and manage each clinical situation on a case by case basis.

Failure to meet course objectives within the allotted time for course completion will result in an F grade.

Final Review
Students in all years are referred to the course syllabi for details of the final grade calculation for nursing practice courses as there are variations between each year of the program. The Clinical Instructor/Faculty Advisor will evaluate the clinical practice performance as "Satisfactory" or "Unsatisfactory". To ensure consistency for summative progress reviews at the end of each nursing practice course, a standard format will be used across the four years.

Harassment and Abuse
The faculty of the Collaborative Nursing Program are committed to ensuring the safety of students during nursing practice. Faculty recognize that anyone may encounter situations involving abuse or harassment. The Ontario Human Rights Commission defines harassment as any unwanted comments or conduct based on a prohibited ground of discrimination by a person who knows or ought to reasonably know differently.

The Collaborative Program supports a zero tolerance for violence in all aspects of the program. Students who experience psychological, verbal, physical and/or sexual harassment/sexual violence in their placement, classes, or any aspect of their university experience are strongly encouraged to speak with a trusted individual in the school or at the university/college so that the appropriate supports and resources can be provided. In addition to faculty within the DCSN, resources available to assist you at Toronto Metropolitan include Human Rights Services (416 979-5349) and the Office of Sexual Violence Support and Education (416-979-5000 ext. 3596).

Students and faculty are responsible for becoming familiar with the individual policies and procedures of nursing practice agencies on abuse and harassment. The details of the Harassment Policies are available at each site.

Harassment or abuse in the nursing practice setting by anyone who is in control of their actions will not be tolerated.

Although it may be more difficult to prevent harassment or abuse by someone who is physically or mentally incompetent, there are measures that can be taken to minimize the risk and to assist in protecting all involved.

If a student is in a position where they believe abuse or harassment has occurred, whether by a client, or other person, and regardless of the "health" of the individual involved, faculty are available to give support and advice to the student. Students may choose to speak with a faculty member, some other support person, or the resource persons in the Harassment services at each site.

Students and nurses must be aware that they may not direct any form of harassment or abuse toward clients or others. If situations involving such improprieties occur, the College of Nurses of Ontario may be informed about the offense.

Preventing harassment and abuse requires commitment of every member of the Collaborative Nursing Program. Students are encouraged to take the time to familiarize themselves with these rights and responsibilities. For concerns about harassment within the college or university, please go to the Associate Director (TMU)/Academic Chair (CC)/Academic Director (GBC). If students have concerns about their Preceptors relating to harassment, they should first speak with their Faculty Advisor. Through consultation with appropriate individuals, the Faculty Advisor may assist with facilitating discussions at the placement site.

Latex Allergies

Allergies to latex gloves and other latex products are a growing problem, especially in the field of health care. Latex allergy is a condition in which sensitized individuals react in various ways when exposed to latex. Reactions to latex can be as mild as contact dermatitis or as severe as anaphylaxis.

Contact dermatitis is a non-allergic response involving cracking and redness of the skin. This may progress to a delayed hypersensitivity reaction that involves a rash or blistering as an immune response to the allergen (chemicals found in latex). The severity of this reaction usually worsens with repeated exposure to the allergen.

Hives and wheals may also develop, along with itching and burning. This response will also increase in severity with repeated exposure. More severe reactions include a systemic response characterized by shortness of breath, wheezing, tachycardia, urticaria, etc. This is a typical response to inhalation of powder from gloves. In this case, latex protein molecules are carried in the glove powder. With anaphylaxis these symptoms may progress to include hypotension and shock.

Latex allergies pose a serious health risk to increasing numbers of people, especially health care workers. If a student suspects that they may be allergic to latex, they must seek medical help right away. There is testing available for diagnostic purposes. Prevention of problems as always is the best treatment. Students will need to identify themselves as allergic in any and all school/work activities. Most agencies are prepared to take steps to help students deal with the issue.

Reference:
Canadian Centre for Occupational Health. (2013).Latex allergies. Author. Retrieved from http://www.ccohs.ca/oshanswers/diseases/latex.html

Expectations for Preceptored Placements (Years 3 & 4)

Pre-Placement Interviews and Orientations

At times, students in year 3 or 4 may be required to attend an interview prior to the placement accepting the student for the term. If a student is notified of the need for a pre-placement interview, the student is required to follow all directions provided by the placement coordinator. Failure to do so will jeopardize that placement and the student's progress through the program.

Privacy and confidentiality during an interview

Student grades and evaluative feedback (including practice course mid-term and final evaluations) are part of the student's academic record and are considered "Confidential" under university policy. However, students should be prepared to discuss their strengths and areas they wish to develop. If asked for evaluation information during the interview, the student may feel comfortable responding along these lines:

"While university policy maintains the confidentiality of my course evaluations, I would be pleased to identify my strengths and talk about my developmental areas that I would like to focus on during my placement."

Nursing Practice Placement Interviews, Placement Orientation and Computer Training

Students who do not attend the required placement interviews and/or who do not attend orientation and/or computer training may not be accepted by that agency and jeopardize any other placement in that course. Agency orientation and training is mandatory and will take precedence over class. Should there be a timetable conflict, your professor in the conflicting course should be notified of your nursing practice orientation priority. Students who do not attend orientation to the practice setting will not be allowed to begin their practice experience and jeopardize their progress through the program. Students should note that the agency may schedule their student orientation before the start of the semester (e.g. the week before the semester starts) and students are expected to attend.

Other expectations

Prior to placement, students in Years 3 & 4 must present their preceptors with the full name and contact information of their Faculty Advisor. Students must also provide their Faculty Advisor the full name and contact information of their preceptor.

Nursing Practice Roles in Preceptored Placements (Years 3 & 4)

Student Practice role includes
- Being professionally responsible;
- orienting self to the practice environment;
- creating and supporting a healing environment;
- focusing on quality of life from the client's perspective;
- acquiring psychosocial & psychomotor competencies as per policy & procedure of the health care facility;
- critiquing the quality and integration of health sciences in the setting/community population;
- negotiating with the client their role and time spent in the situation;
- negotiating with the preceptor and faculty member regarding the nursing practice hours;
- negotiating within the client/nurse partnership including nursing practice hours;
- providing comprehensive, individualized care;

- using intuitive and critical analysis abilities to continually enhance practice.

Student Learner role includes

- applying knowledge/ theory to practice;
- building on one's own experience, personal knowledge and wisdom;
- contributing to and supporting the learning of others;
- developing critical thinking skills using the reflective process;
- capitalizing on learning opportunities in the settings;
- developing personal learning plans related to Collaborative Nursing Degree Program Outcomes and placement goals/outcomes;
- developing professional relationships with the Faculty Advisor and the preceptor;
- generating questions and hunches in the search for excellence in nursing;
- integrating theory/ knowledge and practice during nursing practice conferences;
- partnering with peers to co-construct nursing expertise;
- working interdependently with others;
- submitting required evidence of nursing practice learning.

Faculty Advisor role includes

- providing sufficient information during orientation to facilitate student preparation for the nursing practice experience;
- assisting students to develop strategies to enter the nursing practice placement in a professional manner;
- discussing the preceptor role with other nursing practice setting staff;
- advocating for students to promote their learning in an environment free of discrimination;
- building on one's own experience, personal knowledge and wisdom;
- dialoguing with students to assist them in building on their strengths and addressing their practice limitations;
- generating questions in search of excellence in nursing and teaching/learning;
- monitoring and mediating interactions and concerns between staff/preceptor and students;
- promoting professional growth of self, students, and colleagues;
- providing on-going clarification of performance expectations and competencies of students with staff, preceptors, and colleagues;
- supervising the provision of safe care;
- supporting student progress in the program ;
- consulting with agency staff, preceptors about the appropriateness of learning plans and student practice;
- integrating agency staff, preceptor, and student feedback into the mid-term and final reviews;
- informing the preceptor of events of professional interest in the Collaborative Nursing Degree Program
- being available to agency staff and preceptors for support and discussion in the fulfillment of their role e.g. incorporating new teaching methodologies, adapting methods of feedback.

Faculty Advisor Availability

Faculty Advisors will make every effort to return calls or emails from students and preceptors promptly. In some circumstances (evenings, weekends or holidays), Faculty Advisors may take longer to return a call/email. Students should review availability with their Faculty Advisor and preceptor at the beginning of each academic semester.

Students are encouraged to communicate with faculty members in a professional and timely manner.

The Preceptor role includes: (the word preceptor means "teacher" in the practice setting)

- promoting orientation to the practice setting;
- negotiating mutual role expectations;
- assisting the student to tailor the learning plan so that it is relevant and feasible within the nursing context of the setting;
- collaborating with the student 's Faculty Advisor about progress throughout the semester;
- assisting students to access resources and relevant experiences;
- supporting students to help increase their competence and confidence;
- sharing timely verbal and written feedback with both the student and the Faculty Advisor;
- contributing (in writing where possible) information for the student's final appraisal;
- immediately reporting concerns about unsafe nursing practice to both the student and the Faculty Advisor.

The preceptor role does not involve marking the written assignments that the students complete as part of their practice courses or assigning a final grade.

Preceptors are assigned or volunteer to work with students. A preceptor provides individualized teaching, as well as acting as role model, resource person, and facilitator. Two elements distinguish the preceptor/student relationship from the traditional faculty/student relationship. First, the preceptor/student ratio is small, usually one to one. Secondly, the student works only in the preceptor's area of nursing practice expertise. The preceptor must also integrate this additional responsibility for the student with their other roles or professional activities.

Ultimately, the preceptor has a positive influence on the student's adjustment to the profession. The preceptor approach is one of the most effective ways to prepare students to function and to feel more satisfied in their roles as practicing professionals upon graduation.

Nursing Practice Conferences Years 1 - 4

Nursing Practice Conferences are an integral part of nursing practice courses in all years.

Responsibilities and accountability for nursing practice conferences/ seminars

All students are expected to:

- attend all scheduled nursing practice conference/seminars;
- raise thoughtful and thought-provoking questions;
- expand on issues raised by peers;
- seek clarification of ideas from others in a positive manner;
- support group members with a constructive approach;
- share new information with groups;
- contribute positively to the emotional climate of the group;
- prepare for all conferences in order to be an effective participant;
- show sensitivity to ideas expressed by peers.

Accommodations and Skill Testing - See "Accommodation for Disability"

Learning Plans

In some practice courses students will develop a plan for their learning during their practice experience. Students may think about objectives, resources/strategies, evidence of achievement, target dates and criteria for evaluation. Learning plans allow students to integrate their learning needs with Year Curriculum themes, program outcomes, and their career goals. Plans can be modified or renegotiated as circumstances dictate. Specific content for learning plans will be identified for each nursing practice course.

Reflective Practice

Throughout the program students are required to write reflective analyses. During the reflective process faculty act as partners in learning. In writing reflections, students have the opportunity to:

1. Increase personal and professional agency.
2. Meet the College of Nurses of Ontario standards on reflective practice.
3. Engage in transformative learning as a developmental process that corresponds to year foci/content themes:

Year	Year 1	Year 2	Year 3	Year 4
Foci/Content Themes	Knowledge of self in Context of Health	Knowledge of others in Context of Illness	Knowledge of community in the Context of Primary Health Care	Integration of the Professional Self into the Health Care System
	Self **Health**	Self Health	Self Health	Self Health
		Other **Illness**	Other Illness	Other Illness
			Community **Primary Health Care**	Community Primary Health Care
				Professional Self **Health Care System**

4. Work collaboratively with peers, faculty/clinical instructors, clients, and health care professionals.
5. Develop leadership knowledge, competencies, and dispositions.
6. Express creativity through innovation.

"We do not learn from experience. We learn from reflecting on experience."
~John Dewey~

Reflection has long been considered essential for building competence and elevating the quality of patient care. Reflection is a critical component of professional nursing practice and a strategy for learning through practice. Reflective strategies help to stimulate learning in practice, enhance readiness to apply new knowledge, develop confidence, and serve to promote change in nursing practice. Reflection helps all of us become thoughtful individuals capable of creative and imaginative thinking and enables us to be authentic and open-minded and make a unique

contribution to the nursing profession.

As students move through the Collaborative BScN Program they will have many opportunities to develop reflective practice. From a basic introduction to reflective practice in Year One (What is reflective practice? What does this mean? Why is reflective practice important in my role as nursing student?) to an introduction to the various and most common reflective models in nursing in Year Two. Year Three supports a deepening of the understanding of the application of the available models/theories, exploration of trends over time on growth and development in practice (Are there unconscious biases that may limit my self-insight and my ability to reflect?). In Year Four Reflective Practice helps to prepare students for integration into professional practice through an even deeper exploration/critical analysis of reflections. Students will engage in various reflective practice strategies as they progress through the program. Some examples include journal writing, audio reflections, poems, music, reflective analytic writing, and other reflective creative expressions as students navigate their clinical practice and learning experiences.

ACADEMIC POLICIES AND PROTOCOLS

Students should be aware of [University policies](). The list of policies below has been assembled to provide useful reference. This is not intended to be a complete list, but rather a compilation of some frequently referenced policies.

Specific policies to review are:

[Policy 170(a) Undergraduate Course Grading, Academic Program Standing, and Eligibility to Graduate]()
[Policy 60 Academic Integrity]()
[Policy 61 Student Code of Non- Academic Conduct]()
[Policy 162 Grade Reassessment and Grade Recalculation]()
[Policy 167 Academic Consideration]()
[Policy 168 Grade and Standing Appeals]()
[Policy 166 Course Management]()
[Policy 135 Final Examinations]()
[Policy 150 Accommodation of Student Religious, Aboriginal and Spiritual Observance]()
[Policy 159 Academic Accommodation of Students with Disabilities]()

For academic integrity and code of conduct policies for students in years 1 & 2 at college partner sites, see site specific web links:
[Centennial College Academic Honesty and Plagiarism Policy]()
[George Brown College Academic Integrity Policy]()

Accommodation for Disability

1. Students who need academic accommodation support based on disability must register with the academic accommodations services at their site. This can be for a disability that is already diagnosed or if a student thinks they may have a disability; both permanent and temporary disabilities can be accommodated. To receive accommodation, a student must submit documentation for their disability from a registered health care professional. The health care professional performs an in-depth and thorough evaluation, and generates a

formal recommendation on the type of accommodation best suited for the student.

2. Please see the relevant policy and website:

Toronto Metropolitan (years 1-4) Policy 159 Academic Accommodation of Students with Disabilities

- Website Academic Accommodation Support (AAS)

Centennial (Years 1 & 2) Accessibility Policies

- Website Centre for Accessible Learning and Counselling Services (CALCS)

George Brown (Years 1 & 2) Accessible Learning Policy

- Website Accessible Learning Services

For more information please see **Academic Accommodation Support** further in this handbook.

3. Students who self-identify or who are identified as requiring an accommodation in courses that have a lab and/or clinical placement component will be encouraged to access the accommodations department at their site (see above) to make arrangements for **clinical practice and/or lab accommodations**. Please refer to the Clinical/Lab Accomodations Process document on the CPO website. **It is important that arrangements for clinical practice accommodations begin as soon as possible, ideally the semester before the placement (for known accommodation needs).**

4. To receive accommodation for a mental health disability, the diagnosis does not need to be disclosed. The documentation is reviewed by one of the University's highly trained professional Facilitators, who puts in place an Accommodation Plan. Not all accommodation recommendations by the health care professional are accepted. Each accommodation is evaluated and only put in place when it meets the academic requirements of the course and upholds Toronto Metropolitan University's Academic Integrity standards.

5. In some cases, arrangements related to a student's accommodation needs may be made by the student's Academic Accommodation Support Facilitator on behalf of the student. Students are not required to provide their personal health information or seek accommodation directly from their professors, Faculty Advisors or teaching assistants as it pertains to academic accommodation for disabilities.

6. Students who miss a scheduled test/exam booked in the Test Centre must obtain approval from their instructor for a date to reschedule the test/exam. Students cannot determine their re-scheduled test/exam date independently.

7. Students needing academic accommodations who are moving from a college to TMU for year 3 will be required to apply for Academic Accommodations at TMU, as academic accommodation information is not transferred between sites. **Students moving into Year 3 are encouraged to begin the academic accommodations process at TMU well in advance of the fall semester of year 3.** College-site students can begin this process even as early as the end of year 2, using their TMU email address.

8. **Accommodations and Skill Testing**

Policy: Where skills testing focuses on the ability of the student to demonstrate a particular nursing skill within a specified time limit, no special accommodation to extend that time limit will be granted to any student.

Rationale: It is professionally necessary that a nurse be able to perform nursing skills in a timely fashion so as not to harm a client receiving care(e.g. CPR must be initiated within 3-5 minutes, not 6-10 minutes, the latter having the potential of causing irreversible brain death to the client)

Application: Some courses in the curriculum require the evaluation of the student's ability to complete essential nursing skills in a timely fashion. For these evaluations, accommodation for students with disabilities who are registered with Academic Accommodation Support (AAS) will be assessed on a case-by-case basis. The academic

accommodation must assist the student in fulfilling their academic requirements without alteration of academic standards or essential learning outcomes. The time limit for evaluation of clinical skills reflects an essential learning outcome and for that reason extension of this limit cannot be provided as an accommodation. In the event that the skills testing requires the evaluation of more than just the demonstration of a particular skill within a specified time limit (e.g. if the student must provide verbal rationale as they work through the demonstration of the skill), the evaluation may be split so that an accommodation may be considered (e.g. the skill must be performed within the specified time limit but the rationale can be provided separately, with extra time as indicated in the student's AAS letter.

Assignments and Academic Integrity

Turnitin

Turnitin, an electronic plagiarism detection service, will be used in courses that have written assignments. More information about Turnitin will be provided in relevant course syllabi. The complete policy on academic integrity and use of turnitin.com can be found on the [Academic Integrity Office](#) [website](#). Instructions for students using Turnitin can be found on the [Turnitin website](#). This site also offers a student video to assist in using this service. If you have questions about the use of Turnitin, please speak to your course faculty.

Use of Artificial Intelligence (AI)

Unless explicitly stated by the instructor, students should assume that using AI to complete assessments is prohibited. If students use AI to complete assessments, instructors may consider it 1) misrepresentation of personal identity or performance and/or 2) plagiarism and/or 3) cheating. (Please see the [TMU AIO Website](#) for more information.)

Suspected use of AI technology is subject to investigation according to the procedure described in academic integrity policies at the student's respective site (i.e. students in years 1 & 2 follow the policy for their site, all students in years 3 & 4 follow TMU policy).

Guidelines for Scholarly Work

Professional nurses must be able to communicate clearly in writing. As part of the learning process, and ultimately as a foundational component supporting the highest quality of practice, the effort to become independent, creative, self- motivated, and critical thinkers requires significant attention to the development of scholarly writing skills. Students are expected to have the appropriate level of knowledge and skill regarding computer access and keyboarding to complete scholarly requirements.

Writing Style and Format

Writing style involves form and format. Form refers to syntax, grammar, spelling and punctuation. Format covers the typographic arrangement, expression of ideas, readability, citations, and reference sources.

The Toronto Metropolitan, Centennial, George Brown Collaborative Nursing Degree Program follows the conventions and rules outlined in the Publication manual of the American Psychological Association, 7th Edition (2020), known as "APA", for all assignments within the Program. The general expectation in nursing courses is that students use a 12 point Times New Roman font.

Formatting requirements related to the title page, the body of the paper, and references are outlined in the 7th

edition APA Manual, which provides an example of a title page for a student paper. Particular expectations in each course, regarding adherence to APA standards, are provided in the course syllabus The 'APA Writing Style Guide' is a helpful resource. The Collaborative Program has determined that a student's NAME **AND** STUDENT NUMBER may appear on the title page of scholarly papers written for classroom courses. You will be introduced to scholarly writing in Year 1 and may refer to the following open resource throughout the program: Scholarship of Writing in Nursing Education

Maintaining Academic Integrity

(Excerpts taken verbatim or summarized from Academic Integrity Office website.)

What is Academic Misconduct?

Academic misconduct includes individual or group actions that have a negative effect on the integrity of the learning environment. Offences of this nature are unacceptable. Academic dishonesty is any deliberate attempt to gain advantage by deceiving faculty, placement managers/coordinators, preceptors or other professionals, other students or the University administration. Academic misconduct can take many forms; the following examples are provided for descriptive purposes and are not intended to constitute an exhaustive list:

1. Plagiarism
2. Cheating
3. Misrepresentation of personal identity or performance
4. Submission of false information
5. Damaging or Tampering with the Scholarly Environment
6. Contributing to Academic Misconduct
7. Unauthorized Copying or Use of Copyrighted Materials
8. Violations of Departmental Policies on Professional Behaviour

Contributing to academic misconduct – knowingly assisting someone to commit any form of academic misconduct is itself academic misconduct. This may include, but is not limited to:

- offering, giving or selling essays or other assignments with the knowledge that these works will likely be subsequently submitted for assessment;
- allowing work to be copied during an examination, test or for other assignments;
- offering, giving or selling answers to tests or exams; or unauthorized sharing of examination questions and/or answers.

"Nurses are honest and practice with integrity in all of their professional interactions." *Canadian Nurses Association, Code of Ethics for Registered Nurses, 2017, p.16*. Misrepresentation of any part or whole of the process or product in preparation of academic work (inclusive of clinical practice work such as clinical practice logs, performance appraisals, PRR documents) and submission of false information are dishonest and demonstrate a lack of professional accountability. Such actions will be addressed according to Toronto Metropolitan University Policy 60 – Academic Integrity.

Academic Integrity and Plagiarism

What is Plagiarism?

According to TMU's Academic Integrity Policy, plagiarism means claiming the words, ideas, artistry, drawings, images

or data of another person as if they were your own (p.3). For a more detailed definition, please see the [Academic Integrity Policy.](#)

Unauthorized use of artificial intelligence will be considered academic misconduct. Examples of artificial intelligence applications include but are not limited to ChatGPT, Quillbot, Bard, DeepL, Google Translate, Grammarly.

You are probably aware that purchasing an essay or having someone else write it for you constitutes plagiarism, but there are other forms of plagiarism that may not be so obvious. In University, you will often be required to use outside sources like websites, books, articles, and textbooks, but in your written work or oral presentations, you must separate your ideas from those of others and **properly cite your sources**. Whether you are writing a research essay, a self-reflection paper, a lab report, a computer program, or an oral presentation you must always do your own work.

There are many different types of plagiarism, including:
- Copying and pasting material from a website
- Making minor changes to an author's words or style and then presenting the material as your own
- Taking text from published authors, your friend's paper, or work you've already handed in (in part or in full)
- Using a direct quotation but leaving out the quotation marks
- Paraphrasing too closely to the original (for example, only change one or two words)
- Failing to cite sources or citing them incorrectly such that the work cannot be properly found
- Working with another student on a project but failing to put both names on the final product
- Having someone else re-write or heavily edit your paper.
- Sharing your individual assignment with another student

How to Avoid Plagiarism

Let's face it: you didn't struggle to get into University so you could cut and paste someone else's ideas from a website. You came to Toronto Metropolitan to learn the skills you need to succeed in your field. Being a student means struggling with concepts, assimilating new facts and approaches, and sometimes reconsidering the knowledge that you already possess. It is hard work! As a student, it is your responsibility to ask for help when you need it.

No one expects you to know everything when you start university - you will get the most out of your Toronto Metropolitan experience if you approach courses and assignments as learning experiences. If you don't understand an assignment or a concept from class, you should ask your professor to explain it again or seek out academic support services on campus. Above all, consider your reasons for being here and keep them in mind at busy times of the year. If you are crunched for time, get some help with time management from [Student Life and Learning Support](#). If you're struggling with concepts from class, talk to your professor during office hours or arrange to have a tutor.

Copying and Pasting

"Copy and Paste" plagiarism is exactly what it sounds like; anytime you take a sentence from an original source (a website, a journal article, or someone else's paper) and paste it into your own essay, you are guilty of bad scholarship. Copy and paste plagiarism is especially tempting when it comes to web sources or online journals.

Why should you retype a sentence or paragraph from a website if you know you're going to use it in your paper and when copying and pasting it is so much easier?

You should make a rule to NEVER copy and paste text because:
- It can become difficult to separate your text from the source text
- It's much harder to write a good paraphrase of a source if the source text is on the screen in front of you This practice makes it far too easy to use source material: when you select a quote, THINK about it, make sure you understand it, and have clear reasons for using it in your paper. Copying and pasting text is just too easy-good scholarship takes time and effort.

Borrowing an Author's Style

Also be careful to avoid the type of plagiarism that involves borrowing an author's style or ideas. If the author has said something particularly well or has used a unique style or structure, you should quote directly. A passage that contains rich or striking language or that you consider to be beautiful or extremely well written deserves to be quoted directly. If you feel the passage would lose something in translation, preserve the original and put quotation marks around it and cite appropriately where the information came from.

Taking someone else's ideas

Don't rely on someone else's ideas! You have good ones of your own! Especially if you are in first year and doing your first big research project, you might get the feeling that everything has been said before and that the people who said it before probably said it better than you ever could. This is simply not true: you are just entering the field, so the learning curve may be steep at first, but you have something to contribute to discussions going on in your field. If you don't feel confident, talk to your professor or get help from the Learning Success Centre,

Here are some tips for how to avoid using other author's idea as a crutch:
- Do some hard thinking BEFORE you consult sources-if you have some ideas written down before you begin, you won't run as much risk of borrowing heavily from other people's ideas
- Take careful research notes-include a space to write down your own thoughts and questions as you go
- Update your research log on a regular basis.

If you are relying on other people's ideas, you need to tell your reader where those ideas came from. Whether you are presenting ideas that came from a paper you read during the course of your research or from a lecture you remember hearing in your first year Psychology class, as a scholar, you must follow up on those ideas and give your reader a sense of where those ideas came from.

Using the Internet

Can you imagine being a student before the Internet? The Internet has obviously changed scholarship dramatically. It presents a challenge for researchers and students because the content found on the internet is often less reliable than information in books or articles, mostly due to the fact that online texts don't go through the same rigorous editing and fact checking procedures as traditional published texts. When you use the Internet, use it safely and wisely.

Here are some guidelines that will help you do that:
- Think before you search
- Keep a record of your searches

- Assess web sources carefully
- Print off a page from the website you're using in your essay
- Take accurate notes
- Don't have website windows open when you're writing your essay
- Never cut and paste directly from a website

Using "Paper mills"

Toronto Metropolitan's Academic Integrity Policy clearly states that "submitting stolen or purchased assignments or research" is a clear case of Academic Misconduct.

A number of websites market essays to students. Why not purchase your papers rather than writing them yourself?

- You don't learn anything from buying a paper
- Purchasing an essay undermines the academic community that you are part of and violates University policy on academic integrity; the penalty for using these websites can be significant, including the possibility of suspension or expulsion.
- Papers available on these sites are generally poorly written. You can produce far more interesting material on your own.

Making Multiple Submissions/ Duplicate Papers

Submitting the same work, in whole or in part, for credit in two or more courses, or in the same course more than once, without the prior written permission of the instructor(s) is a form of academic misconduct. When submitting work to be graded, the university expects the work to be original and created by you for the purpose specified in the assignment. The penalties vary from a "0" for the paper or for the course, up to suspension from the university. Please see the section in the Toronto Metropolitan and College Calendars for a full discussion on academic misconduct.

If you are uncertain about using a piece of work, clarify it with your professor!

All students are to keep copies of their rough work. Students may be required to produce evidence of their rough draft. Failure to do so may result in a zero for that assignment and a charge of academic misconduct. Academic integrity policies for each site are available below:

    Toronto Metropolitan Policy 159 Academic Accommodation of Students with Disabilities

    Centennial Accessibility Policie**s**

    George Brown Accessible Learning Policy

English Language Support

Even when plagiarism is unintentional, you are still responsible for the offense and liable for its consequences. Therefore, it is in all students' best interest to familiarize yourself with the rules governing plagiarism in order to be absolutely sure that you are not taking credit for material that is not fully your own. This can prove to be more challenging when English is not your first language or when you are from a culture that may not promote plagiarism as we define it in North America.

The purpose of any academic paper is to show your own thinking. Developing critical thinking skills by questioning and evaluating are intricate parts of North American academic culture. What and how sources are documented

varies widely around the world. English as a Second Language students' (ESL) need to become knowledgeable of North American documentation techniques. English language support is available at all Collaborative Program sites.

Toronto Metropolitan: Faculty of Community Services Academic Support Centre, and the Writing and Language Support program (part of Student Life and Learning Support services) offer students on-going help when their first academic language is not English. These websites provide resources specifically for ESL students. If students need more help with English Language Support programs or services, they are encouraged to make an appointment.

Centennial: The English Tutoring Centre provides services to Centennial College students that include tutoring and workshops.

George Brown: The Tutoring and Learning Centre provides English language support to George Brown College students, with services such as tutoring and workshops.

Some advice if English is not your first language:
1. Make sure that you understand the expectations of assignments early in the semester.
2. Remember that quoting should be done only sparingly; be sure that you have a good reason to include a direct quotation. In research papers , you should directly quote from a source:
   ● To show that an authority supports your point;
   ● To present a position or argument to critique or comment on;
   ● To present a particularly well-stated passage whose meaning would be lost or changed if paraphrased or summarized.
3. Learn to paraphrase, or summarize, an author's viewpoint without resorting to direct quotations. You should summarize or paraphrase when what you want from the source is the idea expressed, and not the specific language used to express it. Remember, when paraphrasing, even though the words are yours, the idea belongs to someone else who must be given credit; failing to do so is plagiarism.

Grading

The requirements for scholarly papers, below, apply to all written assignments.

Guideline For Grading Written Assignments

PERCENTAGE	CATEGORY	DESCRIPTION

90 - 100 A+	EXCEPTIONAL	Assignment demonstrates superior performance as evidenced by: ● Exceptional grasp of the subject matter ● Exceptional capacity for originality, creativity, and critical thinking ● Comprehensive review of literature and integration of relevant concepts ● Superior ability to organise and present ideas logically and fluently ● Superior ability to analyse, synthesise, and express ideas logically and fluently ● Exceptional ability to make critical and insightful evaluation of relevant materials ● Exceptional level of scholarly writing ability and correct use of APA guidelines.
80 – 89 A- to A	EXCELLENT	Assignment demonstrates excellent performance as evidenced by: ● Excellent grasp of the subject matter ● Excellent capacity for originality, creativity, and critical thinking ● Comprehensive review of literature and integration of relevant concepts ● Excellent ability to present ideas logically and fluently ● Excellent ability to analyse, synthesise, and express ideas logically and fluently ● Excellent ability to make critical and insightful evaluation of relevant materials ● Excellent level of scholarly writing style and use of APA guidelines. Form and APA format are essentially correct.
70 – 79 B- to B+	GOOD	Assignment demonstrates good performance as evidenced by: ● Good grasp of the subject matter ● Good capacity for originality, creativity and critical thinking ● Comprehensive review of literature and integration of relevant concepts. One or more key areas of research may not be addressed ● Good ability to organise and present ideas logically and fluently ● Good ability to analyse, synthesise, and express ideas logically and fluently ● Good ability to make critical and insightful evaluation of relevant materials ● Good level of ability in use of APA format and writing form. Occasional minor errors in form and format.

63 - 69 C to C+	SATISFACTORY	Assignment demonstrates satisfactory performance as evidenced by: ● Satisfactory grasp of the subject matter ● Adequate review of literature and integration of relevant concepts. One or more key concepts are not addressed ● Satisfactory ability to analyse and synthesise concepts ● Satisfactory ability in expressing ideas logically and fluently ● Inconsistent presentation of arguments ● Satisfactory ability to make critical and insightful evaluation of relevant materials ● Satisfactory level of scholarly writing and use of APA guidelines. Some errors in form and format throughout.
50 - 62 D- to C-	NOTE: A FINAL GRADE IN THIS CATEGORY FOR NURSING COURSES WILL RESULT IN A PROBATIONARY STATUS (SEE PROMOTION POLICY VARIATIONS) THE STUDENT MUST REPEAT THE COURSE AND ACHIEVE A GRADE OF 'C' OR BETTER AND REMAINS ON PROBATION UNTIL A 'C' IS ACCOMPLISHED.	Assignment demonstrates unacceptable performance, as evidenced by: ● Minimal familiarity with the subject matter ● Minimal review of appropriate literature ● Minimal ability to analyse and synthesise key concepts ● Limited ability to problem solve ● Poor organisation or lack of focus in the presentation of ideas ● Poor ability to make critical and insightful evaluation of relevant materials ● Minimally acceptable or inconsistent ability in demonstrating scholarly writing and use of APA guidelines. Occasional major errors in APA form and format.

| Below 50 percent | FAILURE | Assignment demonstrates unsatisfactory performance as evidenced by:
● Superficial treatment of the subject matter
● Adopts a personal rather than a professional view of the subject matter
● Absence of originality, creativity and critical thinking
● Fails to identify and review appropriate literature
● Lack of analysis and synthesis of key concepts
● One or more major sections of the assignment is missing
● Unacceptable writing style and/ or failure to use APA guidelines appropriately. Consistent gross errors in form and APA format. |

Revised and approved by Faculty May 2002

INC (Incomplete) - incomplete course work or a missed final examination due to documented medical or compassionate grounds*. An INC can be awarded only when some of the elements of the evaluation process in a course remains to be completed and when the completion of the outstanding work or an alternative final examination may result in a passing grade. If a student has not passed or completed sufficient elements of evaluation the request for an INC can be denied by the course instructor. An INC will be assigned to students who have not completed required Academic Integrity Tutorial(s) for educational purposes as defined in Policy 60, the Student Code of Academic Conduct. The outstanding work or alternative examination must be completed by the following dates: April 15 for Fall Term courses, August 1 for Winter Term courses and November 30 for Spring/Summer Term courses. The INC will be replaced by an official course grade when the work is completed. If the work is not completed by the deadline, the INC will become a grade of 'F'. The designation INC is not included in calculating the grade point average, nor is it counted as a course credit or failed course.

*Students must petition their instructor to receive an INC grade within three working days or as soon as reasonably possible of the missed final examination or final assignment deadline. Supporting documentation (i.e. Toronto Metropolitan Health Certificate) must be provided. Instructors awarding an INC grade must provide the student, within seven working days, with a written statement of outstanding work to be completed and the date by which it must be completed (or the date of the alternate final examination). The instructor must also file a copy of this documentation with the Chair/Director of the teaching department/school.

Grading Grid

GRADE	10%	15%	20%	25%	30%	35%	40%	45%	50%
A+ 90-100	9.5	14.3	19	23.8	28.5	33.3	38	42.8	47.5
A 85-89	8.7	13.1	17.4	21.8	26.1	30.5	34.8	39.2	43.5
A- 80-84	8.2	12.3	16.4	20.5	24.6	28.7	32.8	36.9	41

Grade									
B+ 77-79	7.8	11.7	15.6	19.5	23.4	27.3	31.2	35.1	39
B 73-76	7.5	11.2	14.9	18.6	22.4	26.1	29.8	33.5	37.3
B- 70-72	7.1	10.7	14.2	17.8	21.3	24.9	28.4	32	35.5
C+ 67-69	6.8	10.2	13.6	17	20.4	23.8	27.2	30.6	34
C 63-66	6.5	9.7	12.9	16.1	19.4	22.6	25.8	29	32.3
C- 60-62	6.1	9.2	12.2	15.3	18.3	21.4	24.4	27.5	30.5
D+ 57-59	5.8	8.7	11.6	14.5	17.4	20.3	23.2	26.1	29
D 53-56	5.5	8.2	10.9	13.6	16.4	19.1	21.8	24.5	27.3
D- 50-52	5.1	7.7	10.2	12.8	15.3	17.9	20.4	23	25.5
F -49	4.5	6.7	8.9	11.1	13.4	15.6	17.8	20	22.3
F2 30-39	3.5	5.2	6.9	8.6	10.4	12.1	13.8	15.5	17.3
F3 1-29	1.5	2.3	3.0	3.8	4.5	5.3	6.0	6.8	7.5
F4 0	0	0	0	0	0	0	0	0	0

STUDENTS MUST ACHIEVE A GRADE OF C OR ABOVE IN ALL NURSING THEORY COURSES AND NURSING PRACTICE COURSES IN ORDER TO BE ELIGIBLE TO REGISTER FOR NURSING COURSES IN FOLLOWING SEMESTERS. A PASSING GRADE IN A REQUIRED NURSING COURSE IS 63%.

Academic Consideration for Assignments, Tests & Exams

Attendance is compulsory for all scheduled tests and examinations, and all assignments must be submitted by the due date. It is the student's responsibility to submit all assignments directly to the instructor of the course <u>on or before</u> the specific due date and time, by the method identified by the instructor. Submission deadlines may pertain to both the submission of an assignment to Turnitin and to the instructor, as per the instructions outlined in specific courses. In such cases, a late penalty may be applied if either submission requirement is not met (see below for a description of the late penalty).

Exceptions to this rule may be considered for religious, compassionate or health reasons, in accordance with the policy of the University. If a student cannot submit an assignment or write a test/exam on the due date for any reason, they may request academic consideration to negotiate an extension/alternate date for the assignment or

test/exam with the instructor, giving reasons for the delay. Students may be asked to show draft versions of their assignment.

For Religious, Aboriginal and Spiritual Observance

The request must be submitted within the first two weeks of the semester or, for a final examination, within two weeks of the posting of the examination schedule. If the required absence occurs within the first two weeks of classes, or the dates are not known well in advance as they are linked to other conditions, these requests should be submitted with as much lead time as possible in advance of the required absence.

Process for Requests:

Toronto Metropolitan: Students (Years 1, 2, 3 & 4) must file the necessary forms for accommodation of religious, aboriginal or spiritual observance as required by [Policy 150 Accommodation of Student Religious, Aboriginal and Spiritual Observance](). **This request is submitted through** the [Academic Consideration Request System]().

Centennial: Students in years 1 & 2 should follow the Religious Accommodation policy and procedure on the Centennial College site. Please refer to the course outline for the link to submit an academic consideration request along with any supporting documentation.

George Brown: Students in years 1 & 2 are required to complete the [Toronto Metropolitan Student Request for Accommodation of Religious, Aboriginal and Spiritual Observance form]() and submit it to Judy Rupert ([jrupert@georgebrown.ca]()) and Richard Perras Richard ([perras@georgebrown.ca]()), the Student Support Services Coordinators at GBC.

For Health or Compassionate Reasons

Students requesting academic consideration for an assignment, test or exam due to extenuating circumstances (health or compassionate) follow the processes set out in [Policy 167](). Students must follow the guidelines in Policy 167 regarding submission of documentation for their request.

Students shall inform their relevant instructor(s) (via email whenever possible) in advance when they will be missing an assignment deadline or test/exam for health or compassionate reasons. Communication regarding an extension should be initiated in advance of the missed work. When circumstances do not permit this, the student must inform the instructor(s) as soon as reasonably possible. Academic Consideration requests are to be submitted within three (3) working days of the missed work. In extraordinary circumstances, exceptions to the 3-day requirement to provide documentation can be granted if the illness, including documented mental health issues, prevents a student from seeking medical attention or documenting their illness in a timely fashion.

Alternate arrangements are based upon the severity of the circumstances and the amount of work missed. Generally, normal employment commitments will not constitute grounds for academic consideration. However, changes to normal employment commitments as a result of a more complex issue may be part of a request for academic consideration.

Academic Consideration Submission Process:

- **Toronto Metropolitan (Years 1, 2, 3 & 4):** Online submission - Links to the online request form, Toronto Metropolitan Student Health Certificate and instructions for submission are available [under Online Academic Consideration Requests](). You will receive a notification that your request has been submitted, and

another notification when your request has been verified. Once your request has been verified **it is your responsibility to contact your instructor**. Please refer to [Policy 167: Academic Consideration](#) for details about the ACR process.

- **Centennial College (Year 1 & 2):** Submit the [Academic Consideration Request Form](#) and documentation to Academic Success Advisor/Year Coordinator. Please refer to the course outline for the link to submit an academic consideration request along with any supporting documentation. When documentation of a health issue is required, students must provide the [Toronto Metropolitan Student Health Certificate](#) or a letter on letterhead from a physician.
- **George Brown College (Year 1 & 2):** GBC Year 1 and 2 students must submit the GBC Medical Form (Appendix 5 of the [Appeals Policy](#)) to Judy Rupert (jrupert@georgebrown.ca) and Richard Perras Richard (perras@georgebrown.ca), the Student Support Services Coordinators at GBC.

Please be advised that records of absence from tests/examinations may be kept in the student files.

See [Student Health Certificate Guidelines](#)

NOTE:
- *It is the student's responsibility* **to follow up with the faculty member** regarding missed, late or absent assignments, tests or exams.
- Faculty members have the right and obligation to make the final decision about course evaluation activities, noting that certain courses may have specific course policies. Please refer to the Course Syllabus for details.

Late Assignment Penalties

Assignments submitted after the scheduled due date, or a negotiated extended due date, without a request for academic consideration, will be subject to the following penalties:

- up to one week late - one full grade reduction (e.g. B+ to C+)
- up to two weeks late - two full grade reduction (e.g. B+ to D+)
- over two weeks late – assignment is not accepted, and a grade of zero is applied

Course Management

The Collaborative Nursing Degree program follows TMU policies related to Course Management, including statements about group work and class participation. Please refer to [Policy 166 Course Management](#) and see course outlines. Only students who are enrolled in a course can attend that course, and students must attend the section to which they have been assigned.

Request for Regrading of Work or Recalculation by Instructor

Toronto Metropolitan Students (years 1, 2, 3, 4): Please refer to Policy [162 Grade Reassessment and Grade Recalculation](#) for detailed information regarding reassessment of work by the instructor or someone other than the instructor.

Centennial College Students (Years 1 & 2): The request for re-grading of tests/assignments in courses taught by college faculty falls under the appeals process at the Centennial site. Please see the [Grade Appeal Information](#) website The request for re-grading of tests/assignments for courses taught by TMU faculty falls under TMU Policy

162 (see above).

George Brown Students (Years 1 & 2): For re-grading of tests/assignments for courses taught by college faculty, please see the George Brown College [Academic Appeals Policy](.).The request for re-grading of tests/assignments for courses taught by TMU faculty falls under TMU Policy 162 (see above).

Procedures

Students who believe that an assignment, test or exam, either in whole or part, has not been appropriately graded, or that there has been a miscalculation of a grade due to an omission, improper addition, etc., must contact the instructor to resolve the issue within ten (10) working days of the date when the graded work is returned to the class or grades are posted on D2L. Grades not questioned within this period will not be recalculated at a later date.

Students may be required to submit a written request for regrading, stating why the work warrants a higher grade. The instructor must respond within ten (10) working days. A reassessment may result in the grade remaining the same, being raised or being lowered. Students must receive feedback that addresses their rationale for requesting a regrading of the work.

If there is a concern about work returned during the final week of classes, or a final paper or exam, there might not be an opportunity to review the grade with the instructor or to have the work remarked prior to the assignment of a final grade for the course. In that case, a meeting with the instructor should be scheduled as soon as possible.

Students shall be given supervised access to any graded work that has not been returned or to their final exams, and be permitted to use that work for a reasonable length of time in order to prepare the required explanation for the regrading request.

It is recognized that there are assignments that do not lend themselves to independent re-evaluation, such as presentations or performances. Therefore, these may not be reassessed.

Request for Formal Regrading of Work by Someone Other than the Instructor

Students may request a formal regrading of their work if:

- they do not accept an instructor's regrading of the work; or
- the instructor has not responded to the student; or
- the instructor has not regraded the work within ten (10) working days; or
- they do not feel they can discuss the matter with the instructor.

To request formal regrading, students must submit reasons, in writing, to the Associate Director (TMU)/Academic Chair (CC)/Academic Director (GBC), as to why the original grade, and if applicable, the instructor's revised grade, was inappropriate, based on evidence from the course outline, course notes, textbooks, etc. (include documentation to support your argument). Asserting that the work deserves more marks or that the student disagrees with the mark is not sufficient support for the reassessment. The request for regrading may be denied if the rationale is not based upon the merit of the work.

If the request for regrading is accepted, the Associate Director (TMU)/Academic Chair (CC)/Academic Director (GBC) will follow the procedures outlined in the site-specific policies & procedures (see links to policies, above).

The work will be reassessed by a qualified instructor other than the original instructor as determined by the Associate Director (TMU)/Academic Chair (CC)/Academic Director (GBC). In this event, the course instructor will provide a copy of the grading/marking criteria and the student will provide the originally graded work and a "clean" copy of the work (with no personal identifying information on it) to the Associate Director (TMU)/Academic Chair (CC)/Academic Director (GBC). If the assignment is submitted via Turnitin the instructor will provide a clean copy of the assignment to the Associate Director (TMU)/Academic Chair (CC)/Academic Director (GBC) and will provide the Turnitin similarity report if relevant to the grading of the assignment. The reassessing instructor will receive: the expectations for the assignment, the marking/grading criteria, the "clean" copy of the work with the student's name and identifiers removed, Turnitin report with the student's name and identifiers removed (if applicable).

A regrading may result in the grade remaining the same, being raised or being lowered, and the reassessed grade becomes the official grade for that work. The revised grade cannot be subsequently appealed. If reassessment of the work was not done or has not been done in keeping with this policy, an appeal may be submitted on grounds of Procedural Error.

Grade Posting

The final percentage grade in a course will be rounded to an integer as per standard mathematical practice before converting to a letter grade. For example, 49.5% would be rounded to 50% and 49.4% would be rounded to 49%. Refer to Toronto Metropolitan Senate [Policy 170(a): Undergraduate Course Grading, Academic Program Standing, and Eligibility to Graduate](#).

Faculty may distribute assignment/test grades in class and/or post grades on D2L/Blackboard. Final grades are only released by ServiceHub at the identified times each semester, in keeping with Toronto Metropolitan Policy. Faculty cannot provide final grades to students. Students who have a concern about the calculation of released final grades are expected to contact their instructor within 10 business days of the release of grades and the instructor will respond to the concerns within 10 business days.

Test or exam review: Students have 10 working days to request a review of all tests or exams written during the school year, for all purposes.

Grading and Promotion

Due to the integrated program delivery model, the Collaborative Nursing Degree Program has adopted the promotion policy outlined in the current Toronto Metropolitan University Calendar. Grading at the Collaborative Program College sites will be done on a numeric basis and translated to Toronto Metropolitan Collaborative Program site letter grades when transferred to the Toronto Metropolitan site system. Each semester, grades awarded by the College sites will be communicated to the Toronto Metropolitan site. The letter grade translation of the numeric grades from the College sites will form the basis for academic standings.

Promotion Policy Variations for Nursing

1. Students must achieve a grade of 'C' or above in all nursing theory and practice courses (all NSE, PPN, PAT courses) in order to be eligible to enroll in nursing courses in subsequent semesters. For practice courses, students must achieve a minimum of C in the written/online assignments AND a pass in the performance

evaluations. **Students will be de-enrolled from courses for which they have failed a prerequisite course.**

2. Students who earn a grade of 'C-' or below in any nursing theory or practice course will be given a PROBATIONARY standing regardless of their overall GPA.

   Students will remain on PROBATION until the nursing theory course and/or nursing practice course is successfully completed. The probationary period may be for the full academic year.

   Students on PROBATION, as part of the probationary contract, will be required to repeat all Theory course(s) with a grade of 'C-' or below, and/or the Practice course(s) and may be required to repeat all the relevant course co-requisites (see #3).

   Students who receive a PROBATIONARY standing and who have a GPA of 1.67 or lower may not continue into the subsequent nursing practice course.

   Students on PROBATION who earn a grade of 'C-' or below in a nursing theory course other than the nursing theory course(s) in which they previously obtained a grade of 'C-' or below, or who receive a C- or below grade in a nursing practice course will be given a REQUIRED TO WITHDRAW status.

   Students who receive a second grade of 'C-' or below in the same nursing theory course or who receive a second 'Fail' grade in any nursing practice course (either a repeated or subsequent practice course) will result in a PERMANENT PROGRAM WITHDRAWAL standing.

3. Students who have failed one or more nursing courses and have earned a grade of C+ or below on courses designated as co-requisite courses for the failed course(s) will be required, as part of the probationary contract, to repeat all failed courses and co-requisite courses in which the student has earned a grade of C+ or below in the subsequent semester. The student will also be required to repeat the co-requisite practice course. Students who have earned a B- or above in designated co-requisites will engage in self-study to ensure that their knowledge in the course(s) remains current in order to position themselves for success in future years of the program.

4. A second Fail grade (F) in a nursing practice course (either a repeated or subsequent practice course) will result in a PERMANENT PROGRAM WITHDRAWAL standing.

5. a) At any point during the academic term/year, the Collaborative Nursing Program reserves the right to terminate a student's experience in a nursing practice setting, when patterns of behaviour place self, clients or others at risk. This will result in the student receiving a fail grade (F) for the course. In this circumstance, students shall have established rights of appeal; however, they cannot remain in the course while the appeal is underway. The appeal will be conducted promptly in order to protect student rights.

   b) The student may be assigned a PERMANENT PROGRAM WITHDRAWAL from the Nursing program for reasons of unprofessional behaviour or professional misconduct.

6. An Incomplete grade assigned to a nursing practice course must be cleared prior to the official start date of the subsequent nursing practice course.

7. Students who have taken a one year leave of absence for non-academic reasons (e.g. maternity leave, health leave) will engage in self-study, prior to proceeding to the next year of their program, to ensure current knowledge for each core nursing course completed the year prior to their leave. The self-study ensures that their knowledge in the course(s) remains current in order to position themselves for success in future years of the program.

8. Students who have not been registered in core nursing courses beyond one academic year (for either academic or non-academic reasons) may be required to repeat the core nursing courses from the last successfully

completed year of the Collaborative Program.

Student Confidential Files

Student academic progress files are kept in the Home Site School of Nursing. They must be respected as a confidential file. Students may access their own file but MAY NOT remove any of the contents.

Academic Appeals

The details for appeals are outlined in the Toronto Metropolitan University Calendar, the Centennial College Student Dispute Guide and the George Brown Manual: Academic & Human Resources.

Nursing Students registered at Toronto Metropolitan in Years I-IV follow and adhere to the academic appeal policies and procedures of Toronto Met described in Policy 168 Grade and Standing Appeals. Guidance on submitting an appeal at TMU can be found on the Senate Appeals web page. Prior to submitting an appeal, students are expected to attempt to informally resolve grade issues with their instructor as "grade appeals are for issues related to final grades that could not be informally resolved." (Policy 168, sections 2.2, 5.2, 5.5).

Nursing Students registered at one of the Colleges in Year 1 and 2, shall:
- For grade appeals in all courses taught by professors employed or retained by their Home Institution, and for academic standing appeals, follow and adhere to the academic appeals policies and processes of their respective Home Institution
  - Centennial College: Grade Appeals Policy and Procedures
  - George Brown College: Academic Appeals Policy
- For grade appeals in all courses taught by professors employed or retained by Toronto Metropolitan University, follow and adhere to the academic appeal policies and processes of Toronto Metropolitan described in Policy 168 Grade and Standing Appeals.

Check the Appeal deadline at your site. Timing is key – appeal deadlines are strictly enforced and you must submit the correct documentation and evidence.

A nursing student registered at one of the College Sites may, only after exhausting all of the steps available in the academic appeal policies and processes of the student's Home Institution as noted above, appeal to the Toronto Metropolitan University Senate Appeals Committee (SAC), provided that such an appeal is deemed to be at the final level of appeal set out in Toronto Metropolitan's Appeal Policy. All appeals made to Toronto Metropolitan shall be governed by the Toronto Metropolitan University Appeal Policy. Medical documentation will be required when illness is cited as the reason for academic difficulty. The appeal is submitted **via email directly to the Senate Office**, including all supporting documentation from previous levels of appeal, within 10 business days of receipt of the decision from the college second level of appeal.

Course Drops and Program Withdrawals

Students are held responsible for the payment of tuition fees for all courses in which they enroll. Students who find it necessary to withdraw from a course should ensure that they officially drop the course within the published deadline dates. **Failure to drop a course that is not completed results in a failed grade on the student's official transcript**, **which will be included in all grade point average (GPA) calculations.** When one nursing course is dropped the co-requisite nursing courses must also be dropped.

Official course drops and withdrawals are accepted in the following ways:

Toronto Metropolitan University (Years 1-4):

- see the web page Course Drops and Program Withdrawals for information about these processes
- course drops and program withdrawals are completed online at my.torontomu.ca; Please see the tutorial "How to Drop a Class" for instructions or in person at ServiceHub, POD 150.
- For assistance contact the Student Affairs Coordinator for your year.

Centennial College (Years 1 & 2): Students need to complete an 'add/drop' form & obtain their Academic Advisor signature in order to drop a course. Add/drop forms are available at Enrollment Services or online. Completed forms with the Academic Advisor signature are submitted by the student to Enrollment Services for processing.
Withdrawals: Students need to complete a withdrawal form & obtain their Academic Advisor signature in order to withdraw from the program. Withdrawal forms are available at Enrollment Services. Completed forms with the Academic Advisor signature are taken by the student to enrollment services for processing. Toronto Metropolitan forms are completed and sent to Enrollment Services at Toronto Metropolitan by the Academic Advisor.
Please check myCentennial for important dates related to course drops and program withdrawals.

George Brown College (Years 1 & 2): Students must make an appointment with the Academic Advisor.

Withdrawals: Students must complete a withdrawal form, obtained from and signed by their Academic Advisor, in order to withdraw from the program. Completed forms, which include the Academic Advisor's signature, are submitted by the student to Student Services at George Brown College for processing. Toronto Metropolitan forms are sent to Enrollment Services at Toronto Metropolitan by the Academic Advisor.

Although, we strongly urge students to inform their instructors, as a courtesy, if they are planning to drop a course, notification to an instructor and non-attendance are not accepted as an official course drop.

CODES OF STUDENT CONDUCT

Code of Academic Conduct

Nursing Students shall follow and adhere to the academic conduct policies and processes of the Institution employing or retaining the Professor, Toronto Metropolitan Contract Lecturer, or College Instructor responsible for teaching the specific course that gives rise to the academic conduct issue in question.

A nursing student registered at one of the College Sites may, only after exhausting all of the steps available in the academic appeal policies and processes of the student's Home Institution as noted above, appeal to the Toronto Metropolitan University Senate Appeals Committee, provided that such an appeal is deemed to be at the final level of appeal set out in Toronto Metropolitan's Appeal Policy. All appeals made to Toronto Metropolitan shall be governed by the Toronto Metropolitan University Appeal Policy.

Nursing Students may be represented at a Toronto Metropolitan Site final level appeal by a student association representative (or equivalent) of their Home Institution.

All information related to the penalty assigned to a Nursing Student at a College Site as a result of a violation of the Student Conduct Code must be provided to the Toronto Metropolitan Site prior to such Nursing Student beginning

their Year III of the Collaborative Nursing Program. Such information is required in accordance with Toronto Metropolitan University policies (i.e., Central Registry).

Code of Non-Academic Conduct

Each Nursing Student will follow and adhere to the code of non-academic conduct of:
- their Home Institution while on the campus of the Home Institution; and
- of Toronto Metropolitan while on the Toronto Metropolitan campus.

All information related to the penalty assigned to a Nursing Student at a College Site as a result of a violation of the Student Conduct Code must be provided to the Toronto Metropolitan Site prior to such Nursing Student beginning their Year III of the Collaborative Nursing Program. Such information is required in accordance with Toronto Metropolitan University policies (i.e. Central Registry).

CNO Code of Conduct

The College of Nurses of Ontario (CNO) outlines the behaviours expected of all nurses in the Code of Conduct (Code) for the nursing profession. The Code sets the standards for professional and accountable nursing practice, and reflects the fundamental nursing values and principles core to the nursing profession. Students are expected to familiarize themselves with the Code of Conduct.

Social Media

Social media are public spaces therefore students should not post anything that would not be said in a public gathering on social media.

Students are expected to uphold the privacy of colleagues and clients in accordance with:
- the policies related to the Government of Ontario Personal Health Information Protection Act, 2004 (PHIPA)
- the policies related to the Government of Ontario Freedom of Information and Protection Privacy Act (FIPPA)

Students who fail to adhere to the standards of professional practice in regards to FIPPA and PHIPA legislation will be charged with academic or non-academic misconduct (depending on the nature of the infraction) and are at risk of failing the course.

Students are expected to utilize social media sites in a responsible and professional manner at all times, and in accordance with:
- The policies for professional behaviour outlined in the Collaborative Nursing Degree Program Student Handbook
- The International Nurse Regulator Collaborative (includes the College of Nurses of Ontario), has developed a Position Statement on common expectations of nurses regarding social media use (August 2014-2015).
- An educational tool developed by the College of Nurses of Ontario related to the use of social media entitled "Social Media: Reflect before you post" (2013)

Students are strictly prohibited from posting any information related to their clinical placement on any social media site. Students who do so will be charged with non-academic misconduct, will be removed from their clinical placement site and are at risk of failing the course.

Recommendations for using social media tools:
- protect your personal identity by using strict privacy settings
- create strong passwords and do not share them
- maintain privacy and confidentiality of fellow students' information and report breaches to faculty
- maintain professional nurse-client boundaries and do not engage in social media relationships with clients
- do not post any client information or images unless related to the clinical agency's expectation for client care
- never post unprofessional or negative comments about clients, staff or other students or employers
- avoid using social media sites to vent or discuss work/school-related events and comments on posts of this nature made by others
- maintain professionalism in postings, photos and videos
- keep school related social media activities separate from personal social media activities
- avoid giving health-related advice in response to posted comments or questions due to personal liability (College of Registered Nurses of Nova Scotia, (2012). Position Statement on Social Media, p. 3).

Intellectual Property

All course materials are the intellectual property of the instructor. Students must not photograph, post, publish, sell, or otherwise distribute course materials unless written consent has been obtained. Such materials include but are not limited to the following: lecture notes, lecture slides, class/lab activities, prepared video, or audio recordings, evaluation materials, case studies, et cetera. Students who violate this policy will be subject to academic penalty as outlined in the Academic Misconduct policy of the University or College.

Detailed information about the prohibitions on sharing course materials can be found on the TMU webpage Students: Course Sharing Websites and File Sharing

OTHER UNIVERSITY PROCEDURES

Transfer Credits

Students may apply for credit for courses taken at another University; please see the Transfer Credits website

Letters of Permission

Collaborative Program nursing students may apply for a Letter of Permission (LOP) to take a course at another accredited post-secondary institution, and have the credit count toward meeting their Toronto Metropolitan degree program requirements. Approval is to be received prior to enrolling, to ensure that the course(s), if completed successfully, are credited towards the program of study. The application for a Letter of Permission is available on the Curriculum Advising website.

Transfer of Students

The collaborative partners have agreed that they will not support nursing students wishing to change their home institution within the collaborative program. However, students do have the right to apply to transfer from the collaborative program to any other university program. Such applications will be considered by the receiving University subject to space availability.

Reference Requests

Students and graduates may ask specific faculty members for references for nursing practice performance and other professional characteristics. Employing agencies may, however, phone the year lead faculty member for a general professional reference. In order to protect students' privacy and rights, it is our policy to furnish both general references and individual faculty member references only on a student's written request and with their permission.

In order to facilitate this, students are asked to remember to tell agencies this fact and either sign a waiver with them (which can be sent to the School with a reference form) or write directly to the year lead faculty member authorizing the reference's release. The Collaborative Program does not provide formal references for summer employment. If students need a reference for employment they should ask a faculty member if they would be willing to do so. The Collaborative Program will send references for graduating students only.

Transcripts

Students requiring "official" transcripts must obtain them from Toronto Metropolitan University. Details of this process are available on the [Official Transcripts webpage](#).

Temporary License to Work

Fourth year students may get a temporary license to work, pending their NCLEX exam and RN registration. Employers may ask students to provide them with a letter once they have successfully completed this program. However, these letters **CANNOT** be issued **before grades are submitted and then they are issued formally from the Registrar's Office.**

Suggestions for Course and Program Change

The Collaborative Program has a commitment to respond to students' suggestions, concerns, and/or complaints related to course or program changes. If the course syllabus includes a communication pathway students should communicate according to that pathway, or use the following process:
During Term:
- Discuss with faculty involved.
- If unresolved, make an appointment with the Course Lead Faculty, followed by Year Lead/Coordinator and/or the Associate Director (TMU), Academic Chair (CC) or Academic Director(GBC).
- Attend and participate in scheduled Collaborative Student Check-ins

After Course is Completed:
Written course and faculty evaluations are to be completed by all students. Summaries of student responses to the course evaluations are used in planning course revisions and are made available to the Year Coordinators.

After students have completed the above, and wish to propose formal changes, submit them in writing, with the rationale and an indication of the extent of class support. Submit the proposal to the Associate Director of the Collaborative Nursing Degree Program for consideration by the Curriculum Committee. Students must be prepared to discuss the proposal with the Curriculum Committee.

If students have followed the above protocol and still feel their concerns have not been adequately addressed, they may contact their student association. Any changes implemented must be approved by Toronto Metropolitan University, Daphne Cockwell School of Nursing, and School Council.

SCHOLARLY RESEARCH AND CREATIVE ACTIVITIES

Faculty are committed to the development and enhancement of research and scholarly activities. Many faculty members are involved in research projects, scholarly activities or advanced education, and have varied expertise in nursing practice areas, educational approaches and research methodologies. They can be excellent resources for students interested in specific nursing practice or research topics. For Toronto Metropolitan Site students, specific faculty interest and expertise can be found in the Daphne Cockwell School of Nursing Website.

Research and creative activities initiated by students are encouraged and are an essential component to many nursing practice and classroom assignments. It is possible that the student may be engaged in any level of the research process, from reviewing the literature, to collecting data and analyzing it for the purposes of assisting in a research study. In such instances, students are expected to conduct themselves in a professional manner, with adherence to the ethical guidelines indicated below.

Research Ethics

All research conducted in a University or College setting (whether by faculty, staff or students) is guided by policies and procedures designed to protect study participants, the researcher, the University and the public. Toronto Metropolitan site policies and guidelines for ethical conduct of research can be found at: Research Ethics Website

These policies are in accordance with Canadian guidelines known as the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans established by the Canadian Institutes of Health Research, the Natural Sciences and Engineering Research Council, and the Social Sciences and Humanities Research Council. In order to ensure that research is consistent with these policies, all research with human subjects must be reviewed and approved by the Toronto Metropolitan University Research Ethics Board (REB).

Student Rights and Responsibilities Related to Research

Undergraduate students conducting research as part of their course work or class assignments must work closely with their faculty member to ensure that the project meets the requirements for ethical conduct. The Toronto Metropolitan Site has established guidelines for undergraduate students conducting research for class assignments that include data collection involving human participants.

Student **research** is different from information gathering that a student may do as part of a **professional practice experience**. Undergraduate student research is defined as "work done by an undergraduate student as a course assignment that entails data collection involving humans for the purpose of obtaining either primary or secondary data on research participants." Professional practice is undertaken by students "when learning or doing the work of the profession. In general, professional practice for undergraduate students involves the development of skills which are considered standard practice within a profession or field and includes information-gathering processes that are typically a part of the normal relationship between a student in a field and the people the student interacts within that context." Source: Student Bill of Research Rights and Responsibilities

Students may also be invited to participate in the research process as study participants. In such instances, students may wish to familiarize themselves with the Guidelines for Student Research Participant Pools

Note: The above standards are meant as guidelines or principles, and do not exhaust a researcher's responsibility to be sensitive to the needs of subjects or to put those needs ahead of the need to acquire new knowledge. Any

student or faculty member who has questions about the ethical standing of a particular project is encouraged to consult the Toronto Metropolitan Research Ethics Board (REB).

Conference Attendance Involving Missed Tests/Clinical Placement

This guideline applies to students requesting special consideration regarding attendance at a conference relevant to nursing that involves a pre-planned absence from core nursing classes and/or clinical placement.

Student qualifying for this consideration include those who:

1. Have a satisfactory achievement of learning objectives in the clinical placement to date.
2. Have obtained approval from their Clinical Instructor/Faculty Advisor for the core nursing courses. Students exempt from this consideration include those who:
   1) have scheduled tests or exams during the time frame of the planned absence
   2) a cumulative grade <B (B=GPA3.0)

The student is accountable for meeting the deadlines for all other assignments that fall within the time period of the planned absence.

Students who have been approved for this consideration do not need to make up the clinical hours missed (Year 2 – 12 hours, Year 4 – 8 hours).

On return from the conference, students are responsible for engaging in learning activities that will bring them up to date with the material missed to ensure that they are able to meet course and clinical expectations. Additional clinical hours will not be granted or provided.

Procedure for obtaining approval

1. Well in advance of the conference, **and before travel plans are made**, the student will complete a form (Appendix E, submitted to site year lead) that identifies the following
   a. Name, year, site
   b. Current grade/CGPA
   c. Name and date of conference
   d. List Classes/clinical to be missed (by course number)
   e. Signed approval from Instructor/Clinical Instructor/Faculty Advisor for the above classes/clinical (must get approval from all instructors)
   f. Written justification demonstrating how the conference meets three course objectives.
2. Following the conference, the student is encouraged to contribute to a discussion concerning knowledge gained from the conference (e.g. report to Student Council).
3. Students who attend a conference without obtaining approval, will jeopardize approvals for future conferences.

INCIDENT REPORTING

For injuries and incidents related to **clinical/practice placements** please see "Placement Injury & Accident Reporting" in this handbook.

For **other types of injuries/incidents**: Contact the safety officer/security at your home site as follows:

Toronto Metropolitan University:
- Security at 416-979-5040 and/or Department of Environmental Health & Safety (EHS), 416-979-5000, x 553770
- Refer to the following website -Environmental Health & Safety - Facilities Management and Development - Toronto Metropolitan University

Centennial College:
- The Security Office should be notified for all injuries.
- HP Science & Technology Centre (Room 234) 416-289-5000 #5340 or call the Emergency Help Line at 416-439-4357 (HELP). *This is a free call from your Cell Phone or any campus pay phone. Centennial College - Safety and Security*

George Brown College:
- First Aid Services are provided by Public Safety and Security.
- To contact first aid: Dial "0" on any on-campus Cisco phone or call 416-415-4000 or text 416-723-4761

ACADEMIC SUPPORTS

Each partner site offers a variety of services designed to facilitate student success, including achievement of your academic, professional, and personal goals.

Toronto Metropolitan

Student Life and Learning Support (SLS)

Student Learning Support offers a range of services to all Toronto Metropolitan students who want to develop their academic skills. Through individual and group sessions/workshops, we offer support for writing, math, English language, study skills, testing and academic accommodation. We have specialized support areas to assist you:
- Academic Accommodation Support
- English Language Support
- Maths Support
- Study Skills and Transition Support
- Test Centre Writing Support

Faculty of Community Services - Learning Strategists

The Faculty of Community Services Academic Support and Resource Centre provides students with relevant, timely, and immediate learning support through individual assistance and facilitated group activities. Offered throughout the year, these programs are designed to help students achieve their learning goals by enhancing their academic skills such as essay writing, course and time-management, note-taking, critical reading, assignment completion, and test/exam preparation.

Iram Khan, M.A., TESL: to make an appointment please email: iram.khan@ryerson.ca
Chris Cachia, M.A., B.Ed.: to make an appointment please email: ccachia@ryerson.ca

Centennial

Student Services

From peer tutoring to mentoring, from Aboriginal Education Services to Aboriginal Student Services, from Career Services & Co- operative Education to overall First Year Experiences, we will continue to consult with you regularly and continue to help you on your journey to success. The Learning Center provides English and Math Tutoring and support of learning strategists.

Joanne Dominico: Learning Strategist, to make an appointment, please email: jdominico@centennialcollege.ca

George Brown

We have Academic Support that provides free tutoring services in English and math at the Tutoring and Learning Centre (TLC) and peer tutoring for course specific help through Peer Mentor+, a drop-in service unique to George Brown. These resources can help you discover your learning style, get study tips and attend workshops geared to help you excel in your studies. Our priority at the college is to make you feel safe and supported so you can focus on your goals. We provide Personal Support to help make your college experience positive. You can receive free and confidential counselling (to help with both academic and non-academic issues),

Additional services are also available at each site (refer to websites)

Academic Advising

Advisors will be available via phone, email and in-person to assist students with a range of decisions e.g. transfer credits, course selection, dropping and adding courses, appeals, etc.

Toronto Metropolitan Student Affairs Coordinators

Collaborative Program Year 1 & 3:

Hanaa Abubeker, hanaa.ab@ryerson.ca, 416-979-5000 ext. 557136

Collaborative Program Years 2 & 4:

Suran Mercer, suran.mercer1@ryerson.ca, 416-979-5000 x 556318

Centennial College Student Success Advisor

Matthew Edwards, medwards@centennialcollege.ca 416 289-5000 x 58037

George Brown College Student Support Coordinators

Judy Rupert jrupert@georgebrown.ca

Richard Perras Richard.perras@georgebrown.ca

Academic Accommodation Support

Toronto Metropolitan

As a part of Student Learning Support (SLS), Academic Accommodation Support facilitates on-campus and community support for students with disabilities. Register before classes begin to access a range of services and supports for students with disabilities – both in academic needs and in the physical environment on campus. Services include assistance with accommodations for tests and exams, access to adaptive technologies, and the **Peer Note-Taking** program. Once registered with AAS, the student must send an accommodation letter via the online

system used by AAS to each of their instructors. The accommodation letter outlines their approved accommodation(s) for each course. This should be done as early as possible, prior to any graded assignment, test or exam.

> Student Learning Centre, 4th floor, 341 Yonge Street
>
> **By phone (voice):** 416.598.5978
>
> **By email:** aasadmin@ryerson.ca
>
> **Website: Academic Accommodation Support**

Centennial

The Centre for Accessible Learning and Counselling Services (CALCS) provides a range of programs and services aimed to empower students in meeting their wellness goals, accommodation and disability-related needs, and creating a more accessible campus community.

George Brown

We offer services and supports that meet your needs so that you can participate in all aspects of college life at our three campuses and at our Toronto Metropolitan location. George Brown has services to support students with many types of disabilities. If you are a student with a disability, your first step is to register with Accessible Learning Services. One of our consultants will work with you to talk about how to accommodate your learning needs.

Health and Wellness Supports

Toronto Metropolitan

Medical Centre: The Medical Centre provides a wide range of medical services that you would normally expect to receive from your family physician. Services include routine examinations, annual physical appointments, treatment of minor illnesses, treatment of sexual health issues, and mental health assessment. Most visits are covered by health care plans; students are required to have a Toronto Metropolitan OneCard to access services. Appointments are required.

> Kerr Hall West, room KHW181, 379 Victoria Street
>
> **By phone:** 416.979.5070
>
> **By email:** medicalct@ryerson.ca
>
> **Website: Toronto Metropolitan** Medical Centre

Counselling: The Centre for Student Development and Counselling (CSDC) provides consultations on crisis matters for students. All of the services are free, confidential, and delivered during regular business hours by highly qualified staff.

> Jorgenson Hall, room JOR07, 350 Victoria Street
>
> **By phone:** 416.979.5195
>
> **By email:** csdc@ryerson.ca
>
> **Website:** Centre for Student Development and Counselling

Centennial

To find a local walk-in clinic go to Find a Walk-In Clinic. Centennial College provides free, confidential counselling services to all students. We offer you a safe place to explore your thoughts and feelings. Our mandate is to work with you to:

- Identify and address stressors affecting your academic performance
- Support your general well-being and positive mental health
- Look at issues from a different perspective
- Explore possibilities and develop new coping skills
- Learn new ways of communicating and developing meaningful relationships

George Brown

Learn to solve problems and develop ways to attain your goals – in your education, career and life.

- **Counselling is free and <u>confidential</u>**, available for full-time students who are currently enrolled.
- Information about this support is available on the [Counselling and Student Well-being Website](Counselling%20and%20Student%20Well-being%20Website)
- You're welcome to explore **academic and non-academic** issues because they all affect your success.
- The counselling office provides **fast service**, usually within two business days of scheduling.
- **Workshops** help you to get more from your education and are **free to all** students, not just full-time.
- We can arrange **ongoing support** with a community referral if short-term counselling cannot address your concern.
- To book an appointment go to [Accessing Counselling At GBC](Accessing%20Counselling%20At%20GBC)

UNDERGRADUATE SCHOOL COUNCIL

The function of the School Council is to develop and recommend policy relevant to the School and its programs as it relates to the general policy of Toronto Metropolitan University. In accordance with the bylaws of the University, curriculum and major program policy matters are vetted through the Toronto Metropolitan Daphne Cockwell School of Nursing School Council.

School Council Composition

There shall be a School Council of the Toronto Metropolitan Daphne Cockwell School of Nursing which shall be composed as follows:

- the Director of the School
- all TFA faculty of the School
- Post Diploma Program Associate Director
- Collaborative Program Associate Director, Toronto Metropolitan site
- Collaborative Program Site Director, Centennial College
- Collaborative Program Site Director, George Brown College
- Graduate Program Director
- Collaborative Program Year Lead Faculty from each of years 1 through 4, Centennial College
- Collaborative Program Year Lead Faculty from each of years 1 through 4, George Brown College
- one (1) member elected by and from the staff of the School

- one (1) member elected by and from sessional and part-time Contract Lecturers of the School
- student representatives in the ratio of not less than one-fourth and not more than one-third of the total faculty members on Council (a requirement of TMU's policy #45). Student representation is on a yearly volunteer basis, and they will be elected from the student body and by the student body at the end of September/early October of each year and populated as follows:
    - one (1) student from each of years 1 through 4 of the collaborative program, Toronto Metropolitan site
    - one (1) student from each of the years 1 through 4 of the collaborative program, Centennial site
    - one (1) student from each of the years 1 through 4 of the collaborative program, George Brown site
    - one (1) student from each year of the full-time post diploma program
    - one (1) student from the part-time post diploma program
    - one (1) Canadian Nursing Student Association official representative from each program site
    - one (1) Toronto Metropolitan Nursing Course Union official Representative
    - one (1) student from the Master in Nursing full time
    - one (1) student from Master in Nursing part time
    - one (1) student from the Primary Health Care Nurse Practitioner program

Vacancy

In the event that a student representative should resign or otherwise cease to act during the term of office, the program director/coordinator shall appoint a replacement for the unexpired portion of that term.

Voting

Each member of Council shall represent one (1) vote on all issues related to the Collaborative Nursing Degree Program, including those related to policy/procedure. Only Toronto Metropolitan University representatives shall vote on issues that relate exclusively to other programs or policy within the School.

Chair of the Council

The Director of the Daphne Cockwell School of Nursing and a Toronto Metropolitan student representative of Council elected from all the student representatives of Council shall act as co-chairs of the School Council. They will prepare the agendas jointly and be responsible for conducting meetings.

Notices of Council Meetings

A notice in writing of a meeting of the School Council shall be given by the secretary to each member of the Council two (2) weeks before the date of the meeting.

Meetings of the Council

The School Council shall meet at least two (2) times per academic year at such times and places as the Council may determine. Additional meetings of the Council may be held upon resolution of the Council or at the call of the co-chairs.

Quorum for Council Meetings

A quorum for a meeting of the School Council shall be not less than fifty percent (50%) of the total membership of the Council.

School Council Committees

The Standing Committees of the School Council shall be:

a. the Curriculum Committee and b. the Evaluation Committee.

Special Committees may be appointed by the School Council at any time for any purpose (such purposes to include long term planning, financial matters, physical resources, etc.). The convenors of such committees shall be from the members of the School Council.

All Ad Hoc Committees established to determine School policy will form through the School Council.

A Quorum for Committee Meetings should not be less than fifty percent (50%) of the total membership of the Committee.

Committee Chairs in conjunction with committee membership are responsible for:

- *calling meetings.*
- *establishing committee priorities (based on School need).*
- *reporting to the School Director.*
- *reporting to the School Council when appropriate.*

Amendments

The School Council may revoke, amend or re-enact these bylaws provided that notice in writing is given to each member of the Council at least two (2) weeks before the next meeting of the Council. The revocation, amendment, or re-enactment shall not come into force until it is ratified by the Academic Council.

(Approved by School Council, Jan 22, 2024)

STUDENT NURSING ORGANIZATIONS

RNAO Provincial Nursing Student Interest Group (PNSIG)

The Provincial Nursing Student Interest Group is an interest group of the Registered Nurses' Association of Ontario (RNAO). Its aim is to address issues of particular importance to nursing students in Ontario.

Focus:

- To increase student awareness of RNAO's philosophy, mission, objectives, structure, programs and services.
- To encourage student participation in RNAO by focusing on involvement in local and provincial nursing student interest groups.

- To improve accessibility to RNAO for nursing students.
- To promote unity among Ontario nursing students through communication and collaboration with other nursing student organizations.
- To provide a forum which encourages the professional growth of nursing students.

Membership is open to all nursing students in Ontario who are members of the RNAO. This includes students from both colleges and universities, basic stream and post-RN.

The Toronto Metropolitan Nursing Course Union (NCU)

The Toronto Metropolitan Nursing Course Union is the student council for Toronto Metropolitan site nursing students. It is a body of nursing students, elected by the students. The NCU is an important connection to faculty, other students, and information.

The NCU is a division of RyeSAC (Toronto Metropolitan Student Academic Council) designed to represent the nursing student body at Toronto Metropolitan University. Our mandate is to provide support, guidance, social events, educational opportunities and political involvement for our students. We liaise with other Course Unions to provide you with social events that will link you to the Toronto Metropolitan Community at large.

Keep your eyes open for:
- Scrub and Equipment Sales; Lunchtime talks on various nursing careers; Social events
- Newsletters; Fundraisers; Elections in March for a NEW NCU Executive

We are available to respond to any of your questions and suggestions. We are here to help you make the most of your time at Toronto Metropolitan University's Daphne Cockwell School of Nursing. To get involved, email us at ncu@ryerson.ca

Canadian Nursing Students' Association (CNSA)

The Canadian Nursing Students' Association (CNSA) is the national voice of Canadian nursing students. Our aim is to increase the legal, ethical, professional, and educational aspects of the profession, which are an integral part of nursing. CNSA is committed to the active and positive promotion of nurses and the nursing profession as a whole, and promotes concepts such as professionalism, leadership, visibility, education and advocacy. CNSA represents, is run by, and is independently controlled by the nursing students that are our members. CNSA, while being dynamic, and responsive to the current issues and events, is guided by several underlying principles and objectives.

The objectives of the CNSA are:
- to provide a communication link among nursing students across Canada, recognizing the specific language needs of our bilingual country
- to act as the official voice of nursing students
- to provide a medium through which members can press their opinions on nursing issues
- to encourage participation in professional and liberal education
- to provide a liaison with other organizations concerned with nursing
- to increase the awareness of both the existence of and the need for nursing research

(Affiliate Student Group with RyeSAC)

E-mail: tmu@cnsa.ca, centennial@cnsa.ca, georgebrown@cnsa.ca

Website: www.cnsa.ca

Phone:416-979-5000 ext. 6335 (Toronto Metropolitan Chapter)

APPENDIX A: OVERVIEW of the Toronto Metropolitan, Centennial, and George Brown Collaborative Nursing Program

Vision

Innovators in nursing education. Inclusive practices and partnerships. Inspiring excellence.

Mission

To prepare socially responsive professional nurses to meet the diverse needs of populations across health care systems using evidence-informed, innovative, and inclusive approaches to care.

Our Values

- Creativity
- Compassion
- Adaptability
- Collaboration
- Social Justice
- Integrity

Historical Perspective

In July 1996, the Nursing programs from Ryerson (now Toronto Metropolitan) University and Centennial and George Brown Colleges of Applied Arts and Technology began the development of a collaborative, integrated baccalaureate nursing program. This innovative venture was a response to the 1982 position taken by the Canadian Nurses Association that by the year 2000, a baccalaureate degree would be the educational requirement for entry to the practice of nursing. Changes in the health status of Canadians, the health care delivery system, technology, the nature of nursing practice and societal expectations have laid the groundwork for changes in nursing education. These changes necessitate that nurses function in a broader spectrum of practice than the traditional hospital environment. There is a need to educate beginning practitioners to provide and coordinate care for individuals, families, groups and communities, in a variety of settings. By building on the strengths of each partner institution, a collaborative program offers a creative and unique mode of nursing education that can develop the critical thinking skills and competencies required of future practitioners.

Program development work was undertaken by a Planning Group, composed of a faculty member from each institution, and a series of faculty Task Groups. While the Curriculum Task Group spearheaded curriculum development, there was continual consultation with a variety of stakeholders (i.e. Students, Faculty, Advisory Group) to reach agreement on a curriculum that reflects the values and beliefs of all. The collaborative program began in September 2001 with the admission of students at the three partner sites. A revised curriculum was implemented in Fall 2020.

Philosophy And Theoretical Foundations Of The Curriculum

The purpose of the program is to educate nurses to work with persons and communities of diverse backgrounds, ages, degrees of health/illness and in a variety of contexts. Therefore, it is important that it has a philosophical foundation that addresses the unique way in which experiences inform our practice. Through their participation in the learning process as students, graduates will become active participants in the provision of care and achievement of health for all. The philosophical beliefs defined below form the foundation of the collaborative nursing program.

Optimal nursing care is advanced by using philosophical underpinnings and multiple methods of inquiry to address complex and diverse nursing questions. Within the empirical paradigm, for example, controlled trials are crucial in the establishment of effective interventions and best practices. Empiricism encompasses an array of research approaches ranging from randomized controlled trials to phenomenological studies. The constructivist paradigm, on the other hand, enables nurses to make professional judgments that incorporate expert opinion and sensitivity to unique individuals within particular family and cultural contexts. Different inquiry methods are adopted by nurses according to the work to be accomplished. Interdisciplinary research is a continuing challenge for the nursing profession during the 21st Century because it serves to maximize the benefits of complementary health care services and resources.

Phenomenology

A central tenet of phenomenology is understanding the meaning of lived experience. Within the curriculum, phenomenology is actualized through the nurse-client relationship, with the primary focus being on the exploration of the meaning of clients' experiences of health and healing.

Critical Social Theory

Integral to critical social theory is a commitment to penetrate the world of objective appearances in order to expose

the underlying social relationships that are often concealed. Within the curriculum, critical social theory addresses the unequal social, economic and power relations that often exist within health care and society. (Adapted from the University of Victoria Collaborative Nursing Program.)

The beliefs that underpin the nursing program are based on Phenomenology and Critical Social Theory and together they resonate with Toronto Metropolitan University's Mission to advance "applied knowledge and research to address societal need".

These beliefs provide the normative basis of the program:

1. The nurse understands health, well-being and quality of life from the client's perspective.
2. The nurse affirms that every human being deserves equal concern, respect and consideration and therefore challenges systems that oppress the health status of some people while privileging others.

In order to realize these normative beliefs, nurses pursue evidence through data-gathering processes that are used to inform professional nursing practice. However, the means of actualizing these beliefs remains broad and varied, ranging from works of art to scientific trials. The aims of this philosophy are to assist students to acquire the knowledge, skills and dispositions needed to enhance the health of the people in the global community, as well as to promote a progressive, dynamic and inclusive learning community for students, faculty and staff.

With these philosophical approaches underlying the foundation of the curriculum, five Program Themes have been identified. These themes serve to organize the content of the curriculum and are reflected in all years of the four-year program in varying degrees of depth.

- **Primary Health Care/Health Promotion** Primary Health Care encompasses a philosophy of care as well as the services provided. Incorporation of all aspects of the care necessary to achieve health for all, with appropriate nursing implications is a focus for each year.
- **Reflective Practice/Critical Thinking** Central to all aspects of a nurse's practice are the skills of reflection and critical thinking. These are central elements in the student's way of learning as well as an outcome for all graduates.
- **Meaningful Relationships/Caring/Communication** The nurse-patient relationship is one of understanding

the other, communicating effectively, and emphasizing the meaning of the experience from the client's/patient's perspective. Only through caring meaningful relationships with self and others can this be achieved.

- **Political/Social Justice** Knowledge of the political, social and economic context of health care is essential to the current study of the nursing profession. Awareness and understanding of the roles of the nurse in social and political arenas is a requirement of the graduate.
- **Personal/Professional Development** Students are self-directed learners in the pursuit of knowledge for personal and professional purposes. Personal perceptions and meaning-making as they relate to self and others are encouraged throughout the curriculum.

With this philosophy underlying the Toronto Metropolitan, Centennial and George Brown collaborative baccalaureate nursing program, the metaparadigm of the discipline can be described as follows:

Nursing

Nursing is a humanitarian and caring profession, guided by ethical and legal standards. It is viewed as a systematic, theory-based process, with its own body of knowledge, consisting of both independent and collaborative roles. Its members are held accountable for their professional competence and for the advocacy of clients, peers and the discipline itself.

Nursing is a social force within the total context of the health care system. As a practice discipline, nursing requires its members to have a strong professional identity, be politically informed and involved, and advance public policy that improves the health of individuals and society. Nursing acknowledges that political activities, consumerism and changing health/illness patterns influence health care policy and health care delivery patterns. The professional recognizes the value of innovative multidisciplinary relationships as an effective approach to health care.

Nursing is both a science and an art. The science of nursing examines the relationships among person, health and environment. The art of nursing is embedded in the caring relationship between nurse and client. Nurses work in partnership with clients, learning from them the personal meanings of their health situations. Client-specific situations and meanings direct the selection of a theoretical base to guide nursing practice with the goal being a fostering of client wellbeing. The art and science of nursing develop through, and are informed by, the dynamic interaction of theory, practice, education and research.

Health

Health is a concept that has multiple meanings. It is related to quality of life, is individually defined and is in dynamic interaction with the environment. Individuals, families, groups, communities and society share responsibility for health. The major principles of primary health care: health promotion, accessibility, public participation, appropriate use of technology and multi-disciplinary collaboration, are seen as fundamental in achieving health for all.

Person/Individual

Person is viewed as an individual, a family, group or community. Persons have their own subjective experiences of the world, the freedom to choose values and to develop potential and aspirations that give meaning to living and reflect well being.

Environment

Environment is the context within which an individual exists. It is integral with the person, comprehensive and unique.

Teaching-Learning Beliefs And Principles

Learning is an interactive, lifelong process, which involves the development of the learner as a person. Nursing students are adult learners, accountable for their own learning. Multiple teaching/learning approaches facilitate that process.

Learning comes from those interactions in personal and social situations that have continuity and connection to a person's unique experience in life. Learning also occurs in educational experiences where positive growth in personal, moral, ethical, aesthetic and professional aspects of life develop.

Learning is facilitated by a caring collaborative student-faculty member relationship based on mutual trust and respect, where both student and faculty members are learners. Both bring diverse capabilities and experiences to the learning environment and these are valued as enhancing learning for all. The environment reflects evolving equality through the fostering of interactive relationships, and the attributes of trust, self-awareness and dialogue. Strong collaborative relationships between nursing education and nursing practice also foster a rich learning environment.

The teaching/learning process is integral to providing a climate conducive to the development of intellectual pursuits. A supportive and challenging learning environment contributes to the development of a reflective practitioner, who is capable of creative and critical thought, sound problem solving and ethical decision-making.

Faculty involvement in scholarly activity and professional development is viewed as an important factor in enhancing the teaching/learning environment and maintaining teaching expertise. Scholarly activity includes nursing practice, research, publication and community involvement. The educational preparation and professional expertise of faculty members also enrich the learning environment.

Modes of Delivery

A variety of teaching methodologies are utilized within this curriculum. In addition to didactic presentations, students are taught through use of situation-based learning methods, simulation, case studies using small group learning formats, and distributed learning modes. Critique and inquiry are enhanced through use of debates and presentations, with strong emphasis on the students' self-evaluation of and reflection on their learning. Nursing practice and laboratory work, including simulated clinical experiences, develop professional practice competencies necessary to graduate. Students also have the opportunity in their third and fourth program years to participate in interdisciplinary collaborative project work.

Nursing Practice Learning Opportunities

The nursing practice experiences are designed to reflect the philosophical beliefs of the curriculum and are leveled, based on the focus and progression of the students through each year of the program. Planned nursing practice experiences commence in the first year with well clients and in long term care facilities where students care for older adults. In all settings the focus is on health promotion and maintenance of health.

In the second year, the focus changes to illness and recovery; practice experiences are institution-based in acute and rehabilitative care settings. In year three, the nursing practice experiences selected allow students to focus on the community aspects of health care, the child-bearing family and care related to mental health.

Opportunities to develop and demonstrate leadership skills as a practicing professional are a necessary component of nursing practice opportunities for the final year student. Students have the opportunity to develop increased depth and breadth of knowledge and skill application to the care of particular populations, and with a focus on their

professional career goals.

Curriculum Content Themes

Year 1

Year 1 of the program focuses on **knowledge of self in the context of health**. At this time the learner increases their awareness of self, the importance of wellness, and the relationship of health promotion in supporting and maintaining wellness.

The individual also develops an appreciation of the cultural diversity within the social and political context of the existing society. Within this environment, meaningful relationships are established and demonstrated by effective communication and reflective practice. Students' practice experiences focus on the establishment of relationships with people who define themselves as healthy. Learning experiences are structured to facilitate interaction between the learner and the environment.

Year 2

Year 2 of the program continues to develop a health promotion perspective based on **knowledge of others in the context of illness.**

The student further develops their role as a professional in building a therapeutic relationship with clients and families as they deal with acute and chronic illness. The focus of illness during this year addresses medical-surgical health related problems and concepts related to the individual's illness management, in addition to learning the skills of therapeutic care. Skills with research methodology are developed and incorporated in theory and practice courses. Students also gain an introductory understanding of the broad systems of health care delivery.

Year 3

Year 3 of the program further develops the theme of health with an emphasis on **knowledge of community in the context of Primary Health Care**.

The student continues to develop the professional role by developing leadership skills. The Primary Health Care approach facilitates the use of advocacy and social activism in an interdisciplinary milieu. Learning experiences are provided in community settings that further enhance communication skills in the professional role. Students acquire knowledge and skills in areas of maternal/child health, pediatrics and mental health.

Year 4

Year 4 focuses on the **integration of the professional self into the health care system**. During this year the students explore a variety of ways in which they can influence and create their future as professionals. The students explore, in depth, issues related to professional practice and demonstrate leadership skills in the context of progressive advanced professional and therapeutic relationships.

The learning experiences foster the growth of the student as a professional nurse who is critically reflective and an active agent for change within nursing, health care and society at large. Nursing practice learning opportunities are enhanced through learning/teaching relationships with expert practitioners.

Program Conceptualization

YEAR/FOCI CONTENT THEMES

Year 1	Year 2	Year 3	Year 4
Knowledge of Self in the Context of Health	Knowledge of Others in the Context of Illness	Knowledge of Community in the Context of Primary Health Care	Integration of the Professional Self into the Health Care System

TEACHING METHODS		PROGRAM THEMES
Experiential	⇔	Primary Health Care/Health Promotion
Emancipatory	⇔	Political/Social Justice
Reflective	⇔	Reflective Practice/ Critical Thinking
Cooperative/Collaborative	⇔	Meaningful Relationships/ Caring/Communication
Situation Based/Inquiry/Integrative Practice	⇔	Personal/Professional Development

Opportunities for Graduates

Graduates from this program are eligible for employment in a variety of settings, utilizing a variety of skills developed through the curriculum. Nursing practice experiences in institutional and community based settings, acute and long term care, and primary and tertiary levels of prevention, will afford the graduate opportunities to develop a career path in many contexts. Graduates of baccalaureate nursing programs are engaged in community development, program planning, health teaching, leadership positions, research utilization, policy evaluation and analysis, in addition to frontline practitioner roles.

The knowledge and skills gained through this program will provide opportunities for graduate study. Graduates of the four- year Collaborative Nursing Degree program are eligible for admission to programs leading to Master's degrees in Nursing, and other related fields. The potential for doctoral work is also available to our graduates who demonstrate advanced leadership, research and practice potential.

Toronto Metropolitan, Centennial, George Brown Collaborative Baccalaureate Nursing Curriculum Overview
Courses Implemented September 2020

Year 1		Year 2		Year 3		Year 4	
Semester 1	Semester 2	Semester 3	Semester 4	Semester 5*	Semester 6*	Semester 7	Semester 8
PPN 101 Professional Practice in Nursing 1: Introduction to the Nursing Profession *3 hr., 1 term*	PPN 102 Professional Practice in Nursing 2: Health, Wellness, and the Role of the Nurse *3 hr., 1 term*	PPN 201 Professional Practice in Nursing 3: Living with Chronic Illness *3 hr., 1 term*	PPN 202 Professional Practice in Nursing 4: Experiencing Acute & Life-Threatening Illness *3 hr., 1 term*	PPN 301 Professional Practice in Nursing 5: Promoting Maternal and Child Health *3 hr., 1 term*	PPN 302 Professional Practice in Nursing 6: Promoting Community Health *3 hr., 1 term*	PPN 401 Professional Practice in Nursing 8: Transition to the Profession, Leadership and Change *3 hr., 1 term*	PPN 402 Professional Practice in Nursing 9: Preparation for Independent Practice *3 hr., 1 term*
	NSE 103 Introduction to Health Assessment *2 hr. class, 1 term* *2 hr. lab, 1 term*	NSE 203 Advanced Health Assessment *2 hr. class, 1 term* *2 hr. lab, 1 term*	BLG 131 Microbiology for Nursing *3 hr., 1 term*		PPN 303 Professional Practice in Nursing 7: Promoting Mental Health *3 hr., 1 term*		
NSE 111 Foundations for Nursing Practice *1 hr. class, 1 term* *2 hr. lab, 1 term*	NSE 121 Clinical Practice I *4 hr., 1 term (8 hours every other week) clin)*	NSE 211 Clinical Practice II *1 hr. class,1 term* *14 hr., clin/lab, 1 term*	NSE 221 Clinical Practice III *1 hr. class,1 term 14 hr., clin/lab,1 term*	NSE 311 Clinical Practice IV *1 hr. class, 1 term 14 hr., clin, 1 term*	NSE 321 Clinical Practice V *1 hr. class, 1 term 14 hr., clin, 1 term*	NSE 411 Clinical Practice VI *1 hr. class, 1 term* *23 hr., clin, 1 term* *GPA weight: 2*	NSE 421 Clinical Practice VII *1 hr. class, 1 term* *35 hr., clin, 1 term* *Course count: 2* *GPA weight:: 3*
BLG 101 Anatomy and Physiology 1 *3 hr., 1 term*	BLG 111 Anatomy and Physiology 2 *3 hr., 1 term*	PAT 201 Pathotherapeutics 1 *3 hr., 1 term*	PAT 202 Pathotherapeutics 2 *3 hr., 1 term*			PAT 401 Advanced Pathotherapeutics *3 hr., 1 term*	
NSE 101 Communication for the Nursing Professional *3 hr., 1 term*		NSE 212 Quantitative Methods, Design and Statistical Analysis in Nursing Research *3 hr., 1 term*	NSE222 Qualitative Methods, Design and Analysis in Nursing Research *3 hr., 1 term*	***For year 3 50% of students will do semester 5 content first in the fall semester, while the other 50% will do semester 6 content. They will rotate in the winter semester. ***			
PSY 102 Introduction to Psychology I *3 hr., 1 term*							
Liberal Studies (LLL) *3 hr., 1 term*	Liberal Studies (LLL) *3 hr., 1 term*		Liberal Studies (LLL) *3 hr., 1 term*	Liberal Studies (ULL) *3 hr., 1 term*	Liberal Studies (ULL) *3 hr., 1 term*	Liberal Studies (ULL) *3 hr., 1 term*	
				Open Elective *3 hr., 1 term*	Open Elective *3 hr., 1 term*		
				Open Elective *3 hr., 1 term*	Open Elective *3 hr., 1 term*		
18 hours	17 hours	28 hours	30 hours	27 hours	30 hours	33 hours	39 hours

APPENDIX B

Toronto Metropolitan, Centennial, George Brown Collaborative Nursing Degree Program

Medication Administration Guidelines (revised May 2024)

1. All Nursing students are expected to be familiar with the CNO Code of Conduct and demonstrate adherence to the Principle: Provide Safe and Competent Care. Within the principle, nursing students (under the direct or indirect supervision of their CI or Preceptor) are accountable for learning and engaging in safe medication practices as set out in CNO Medication practice standard.

2. Students, with the appropriate level of supervision (direct or indirect), prepare medications in accordance with the CNO Medication Practice Standard of medication administration: authority, competence and safety. (including proper legal authority and requisite knowledge, skill and judgment)

3. Students are expected to have access to equipment and resources that support safe medication administration, including: a second hand watch, drug cards/book/online applications, and stethoscope. Cell phones must not be used as timers.

4. Students must report any discrepancies in, or concerns about medications or the medication orders to their Clinical instructor/ preceptor and other HCPs as needed, before administration.

5. Medications will be prepared for administration within 30 minutes prior to or after scheduled time of administration, except for extenuating circumstances (client off floor, client NPO, missing medications, etc). These extenuating circumstances must be documented, and the medication administered as soon as the circumstance has resolved as allowed.

6. Any medication error, including near miss and delayed administration, must be reported to the Clinical Instructor, nursing practice faculty advisor and preceptor immediately. Students are expected to complete any safety assessments and reports as required by the situation and the agency, and complete the [Clinical Incident Reporting Tool](#)

7. Client name armbands must be checked prior to medication administration and compared with the client's medication (MAR). Two client identifiers (check the name and hospital identification number) must be used to verify the client's identity. If a client does not have an identification band, or an error in the band is identified, the student is expected to clarify the identity and place a correct or new band on the client.

8. Allergy armbands (when known allergies are identified) must be checked prior to medication administration and compared with the client's chart and MAR. If a client does not have an allergy armband even though it is required, the student is expected to obtain one and place it on the client. If allergy armbands are not routinely used in the setting (community placements), the student should follow the required placement protocol and review the client's chart for allergies and confirm the allergy status with the client prior to medication administration.

9. Students cannot be responsible for narcotic keys, co-signing narcotic count, delivery or wastage.

10. Students are expected to demonstrate accuracy in medication math calculations in the clinical agency. Calculations are to be double checked by the clinical instructor/preceptor after having been completed.

11. All medication administration by a nursing student must be done under the supervision (direct or indirect) of an RN or RPN. Within clinical settings where students do not have a direct supervisor who is an RN or RPN, the student may not administer any medications. In emergency situations at such facilities where a nurse is not present to supervise the student, the institution's staff is responsible for administering the medication (e.g.,

epi-pen, salbutamol, narcan).

High alert medication may be restricted from student administration as per agency policy. This may include but not be limited to the following medications:

- Antithrombotic/Anticoagulant Agents

- Chemotherapeutic Agents

- Epidural Medications

- Hypoglycemic Agents (oral)

- Narcotics/Opiates (IV, transdermal, and oral, including liquid concentrates, immediate and sustained-release formulations) must be checked by clinical instructor/preceptor

- Insulin (subcutaneous and IV)

- Pediatric dosing

Students must follow hospital policy regarding any high alert medications and their administration requirements (independent double check) or restrictions for student administration.

Definitions:

Direct Supervision: includes all steps of medication administration and requires the clinical instructor or nurse preceptor to be physically present or immediately available while the medication preparation and administration activities are being performed. When direct supervision is required, the Clinical Instructor/ Nurse Preceptor or designated nurse must:

- be authorized to perform the activity being supervised

- be present and observing the supervised individual performing an activity;

- be able to recognize when there is need for support, correction, or intervention;

- be able to promptly intervene or stop the actions of the supervised individual;

- ensure the safety of the client

Transition to Indirect Supervision: The level of supervision must be agreed upon by both the designated nurse or nurse preceptor and the nursing student, with consultation from the Faculty Advisor as needed, and stay within the guidelines/policies of the clinical placement. When indirect supervision is appropriate, the designated nurse or nurse preceptor must:

- be authorized to perform the activity being supervised

- be in close proximity and readily available for consultation or if necessary, for providing hands-on assistance to the nursing student

- ensure the nursing student understands and complies with the hospital/ clinical location/ community agency policies and procedures for medication administration; and

- ensure the safety of the client

The level of supervision for nursing students in Year 3 and 4 is determined in consultation with the Triad (FA, Preceptor, Student) as needed and as appropriate to the clinical situation.

Evaluation terms for student progress in medication administration proficiency

Beginning Semester 3	Developing Semester 3-4, 7 (where relevant, semester 5-6)	Emerging Proficiency Semester 4, 7-8 (where relevant, semester 5-6)

Beginning

- Basic Understanding: Learns the basic principles of medication administration, including the three checks and ten rights, but understanding is superficial.

- Full support: Requires close supervision by the clinical instructor who actively prevents errors from reaching the patient by double-checking all steps.

- Inconsistency: Demonstrates frequent inconsistencies and is prone to errors, which are intercepted and corrected by the instructor through direct guidance.

- Limited Skill Application: Needs step-by-step guidance and frequent correction. Every action is closely monitored to ensure no error affects patient care.

Developing

- Expanded Understanding: Better understands the theoretical concepts behind safe medication practices but still lacks complete autonomy.

- Reduced Support: Needs less direct supervision but still requires the instructor to oversee complex or unfamiliar medication tasks to ensure safety.

- Growing Consistency: More consistent in performing routine medication tasks correctly; however, the clinical instructor remains vigilant to intercept potential errors.

- Improving Skill Application: Begins to apply the placement standards/ three checks and ten rights with increased reliability. Instructor intervention is needed less frequently but remains crucial for preventing errors.

Emerging Proficiency

- Comprehensive Understanding: Demonstrates a deep and solid understanding of safe medication administration procedures, staying within the CNO medication practice standard and the organization's policies. The student is able to apply this knowledge effectively in both routine and complex scenarios, showing significant comprehension and integration of concepts.

- Increasing Independence: Manages a wide range of medication administration tasks confidently and is progressing towards full independence. The preceptor's role is evolving from direct intervention to more of a supervisory one, focusing on ensuring safety in complex or unusual situations. The student operates independently in familiar contexts and is trusted with increasingly challenging tasks.

- Consistent Performance: Exhibits high consistency and accuracy in applying knowledge and skills. The student handles new challenges more effectively and is capable of self-correcting most errors. The instructor/preceptor intervenes minimally, providing guidance primarily as a safety net to ensure that no errors reach the patient.

- Advanced Critical thinking and Adaptation: Has improved critical thinking abilities and can adapt to new

situations with less need for direct instructor/ preceptor input. The student navigates a range of medication scenarios competently, demonstrating the ability to adjust strategies and actions based on the evolving clinical environment and patient needs.

Nursing Student Medication Administration Development Guidelines				
	YR 2 Semester 1	**YR 2** Semester 2	**YR 3** (Where applicable based on clinical placement with a responsible RN or RPN preceptor within the setting)	**YR4**
Accurately identify scheduled, nonscheduled (PRN), one time, STAT medications using MAR/ Orders	Beginning/ Developing	Developing/ Emerging Proficiency	Developing/ Emerging Proficiency	Emerging Proficiency
Identify Drug Action / Classification Reason for administration or association to medical condition/ diagnosis	Beginning/ Developing	Developing/ Emerging Proficiency	Developing/ Emerging Proficiency	Emerging Proficiency
Identify key adverse effects, drug incompatibilities or contraindications to administering the medication.	Beginning/ Developing	Developing/ Emerging Proficiency	Developing/ Emerging Proficiency	Emerging Proficiency
Assess if the ordered dose is within the therapeutic range		Beginning/ Developing	Developing/ Emerging Proficiency	Emerging Proficiency

Demonstrate knowledge and knowledge application as it pertains to vital signs and other assessment parameters impacting administration of the drug. This includes but is not limited to: a. Obtaining a B/P, apical pulse, RR, Temp or pain score and analyzing the finding in reference to the medication to be administered. b. Appropriate laboratory values, therapeutic drug levels needed for specific medications (when available)	Beginning/ Developing	Developing/ Emerging Proficiency	Developing/ Emerging Proficiency	Emerging Proficiency
Prepare the correct medication dosage with all required safety checks in place (3 checks and applicable rights) Ensure prepared dose matches ordered dose	Direct supervision		Direct supervision, moving toward indirect supervision	Direct supervision, moving toward indirect supervision
Identify appropriate injection/application sites	Beginning/ Developing	Developing/ Emerging Proficiency	Developing/ Emerging Proficiency	Emerging Proficiency
Demonstrate: ● Correct preparation of IV secondary medication. ● Correct IV drop rate if gravity line ● Correct primary and secondary medication rate if on an IV pump ● IV medication compatibility assessment		With direct supervision Beginning/ Developing	Direct supervision, moving toward indirect supervision Developing/ Emerging Proficiency	Direct supervision, moving toward indirect supervision Emerging Proficiency
Accurately and appropriately document all administered/ held/ rescheduled/ refused medications using the appropriate medication administration tools and technologies (EHR).	Direct supervision Beginning/ Developing	Direct supervision Emerging proficiency	Direct supervision, moving toward indirect supervision Developing/ Emerging proficiency	Direct supervision, moving toward indirect supervision Emerging proficiency

Evaluate client response to administered medication ● Presence of desired or adverse effects ● Reassess pain scale when appropriate ● Reassess Vital signs when appropriate ● Review Laboratory values when appropriate	Beginning	Developing	Developing/ Emerging proficiency	Emerging proficiency

Clinical instructor/nurse preceptor role:

Clinical Instructor or nurse preceptor must have a comprehensive understanding of the CNO medication standards, policies and procedures governing medication administration in their clinical location, medication safety and error prevention measures as well as an understanding of the legal and regulatory aspects in relation to medication administration.

All medication administration by a nursing student must be done under the supervision (direct or indirect) of an RN or RPN. Within clinical settings where students do not have a direct supervisor who is an RN or RPN, the student may not administer any medications. In emergency situations at such facilities where a nurse is not present to supervise the student, the institution's staff is responsible for administering the medication (e.g., epi-pen, narcan).

Clinical instructors and nurse preceptors should create a safe learning environment, provide support tailored to the needs of each stage of student learning and foster student progression in safe medication administration including:

- direct instruction and demonstration as needed

- close supervision and error prevention

- communicate effectively by providing frequent specific feedback, both supportive and constructive

- encourage self-reflection and self-correction

- debrief any near-misses to understand and correct practices

- gauge student progress, identify learning needs and adjust teaching/mentoring strategies accordingly

- scaffold learning with increasing complexity

- support the development of critical thinking and decision-making skills in students

- gradually increase responsibility and independence but be ready to intervene

- guide students in delivering culturally competent care in relation to medication administration

A Performance Improvement Plan (PIP) will be implemented at the clinical instructor's or nurse preceptor/FA's discretion if a student is not progressing during their clinical placement, or if a student requires reinstatement of direct supervision.

APPENDIX C: Freedom of Information and Protection of Privacy Act [FIPPA]

FIPPA is a provincial statute which was previously applied to government agencies and colleges but as of June 10, 2006 is applied to universities.

There are two principles to FIPPA regarding the collection or use of personal information. First, **Transparency**, which means access to information. Second, Privacy, which assures that personal information and privacy must be protected.

This act is applied to records that include an individual's personal information that is requested of the individual by the University or held by the University. It applies to all recording means such as printed, electronic, film, email, blackberry messages. It does not include archival records, research and teaching materials. For research materials there must be disclosure of the subject and amount of research.

FIPPA requires that individuals must be notified of the University's legal authority to collect information, the purpose of the information collection, and a contact person who can answer questions about the collection. In the case of the Daphne Cockwell School of Nursing it is the Placement Manager.

Samples of forms requiring a FIPPA disclosure include health records, placement applications, collection of student phone numbers and emails. If you are collecting preceptor information you don't need to use FIPPA if a business address and contact information is collected. The use of home address or number would require a FIPPA statement. The statement that must be added to a form is as follows:

Protection of Privacy

The information on this form is collected under the authority of the Ryerson University Act and is needed to process your application for _____. The information will be used in connection with___. If you have any questions about the collection, use and disclosure of this information by the University please contact the Central Placement Manager at (416) 979-5000, extension 6573.

Under this statute, any personal information collected must be kept for one year in order to comply with the access to information under the transparency principle. There is a process for access to information which is administered by Daphne Cockwell School of Nursing designated contact person, the Placement Manager.

For further or detailed information about procedures, a binder with information about FIPPA is available in the Placement Office.

APPENDIX D: Contact Information: Toronto Metropolitan, Centennial, George Brown Collaborative Nursing Degree Program

Nursing Course Leads/Coordinators

Course	Faculty	Site	Phone Number	E-Mail
PPN 101	Coralee McLaren	Toronto Met	(416) 979-5000 ext.556300	coralee.mclaren@torontomu.ca
PPN 102	Coralee McLaren	Toronto Met	(416) 979-5000 ext.556300	coralee.mclaren@torontomu.ca
NSE 111	Joyal Miranda	Toronto Met	(416)979-5000 ext. 557850	joyal.miranda@torontomu.ca
NSE 121	Diane MacEachern	Centennial	(416) 289-5000, ext. 8476	DMacEachern@centennialcollege.ca
NSE 101	Nadia Prendergast	Toronto Met	(416) 979-5000 ext. 556317	nprendergast@torontomu.ca
NSE 103	Jennifer Innis	Centennial	(416) 289-5000	jinnis2@my.centennialcollege.ca
PPN 201	Oona St. Amant	Toronto Met	(416) 979-5000 ext. 557986	ostamant@torontomu.ca
PPN 202	Oona St. Amant	Toronto Met	(416) 979-5000 ext. 557986	ostamant@torontomu.ca
NSE 211	Suba Sivaramalingam	George Brown	416) 415-5000 ext. 3895	ssivaram@georgebrown.ca
NSE 221	Suba Sivaramalingam	George Brown	416) 415-5000 ext. 3895	ssivaram@georgebrown.ca
PAT 201	Petrina Fava	George Brown	416-415-5000 ext 3170	petrina.fava@georgebrown.ca
PAT 202	Petrina Fava	George Brown	416-415-5000 ext 3170	petrina.fava@georgebrown.ca
NSE 212	Janet Yamada	Toronto Met	(416) 979-5000 ext. 556308	janet.yamada@torontomu.ca
NSE 222	Janet Yamada	Toronto Met	(416) 979-5000 ext. 556308	janet.yamada@torontomu.ca
NSE 203	Diane MacEachern	Centennial	(416) 289-5000, ext. 8476	DMacEachern@centennialcollege.ca
NSE 311	Barbara Chyzzy	Toronto Met	416) 979-5000 ext.556326	barbara.chyzzy@torontomu.ca
NSE 321	Barbara Chyzzy	Toronto Met	(416) 979-5000 ext.556326	barbara.chyzzy@torontomu.ca
PPN 301	Areej Al-Hamad	Toronto Met	(416) 979-5000 ext.554727	areej.hamad@torontomu.ca
PPN302	Barbara Chyzzy	Toronto Met	(416) 979-5000 ext.556326	barbara.chyzzy@torontomu.ca
PPN303	Rosanra Yoon	Toronto Met	(416) 979-5000 ext. 557972	rosanra.yoon@torontomu.ca
NSE 411	Karen LeGrow	Toronto Met	(416) 979-5000 ext. 556327	klegrow@torontomu.ca
NSE 421	Karen LeGrow	Toronto Met	(416) 979-5000 ext. 556327	klegrow@torontomu.ca
PPN401	Sue Bookey-Bassett	Toronto Met	(416) 979-5000 ext. 556309	sbookeybassett@torontomu.ca
PPN402	Sue Bookey-Bassett	Toronto Met	(416) 979-5000 ext. 556309	sbookeybassett@torontomu.ca
PAT401	Charlotte Lee	Toronto Met	(416) 979-5000 ext 557992	Lee.Charlotte@torontomu.ca

Year Leads/Coordinators

Toronto Metropolitan Site Year Leads			
Year 1	Joyal Miranda	(416) 979-5000 ext. 557850	joyal.miranda@torontomu.ca
Year 2	Kateryna Metersky	(416) 979-5000 ext. 544906	kateryna.metersky@torontomu.ca
Year 3	Barbara Chyzzy	(416) 979-5000 ext.556326	barbara.chyzzy@torontomu.ca
Year 4	Karen LeGrow	(416) 979-5000 ext.556327	klegrow@torontomu.ca
Centennial Site Year Coordinators			
Year 1	Krista Kamstra-Cooper	(416) 289-5000 ext.58476	kkamstra-cooper@centennialcollege.ca
Year 2	Michelle Connell	(416) 289-5000 ext. 8046	mconnell@centennialcollege.ca
Year 3	Tracy-Anne Reid	(416) 289-5000	TReid@centennialcollege.ca
Year 4	Kimberley Mack	(416) 289-5000 ext. 8297	kmack@centennialcollege.ca
George Brown Year Coordinators			
Year 1	Paul Petrie	(416) 415-5000 ext. 3400	ppetrie@georgebrown.ca
Year 2	Christine Houston	(416) 415-5000 ext. 6667	chouston@georgebrown.ca
Year 3	Susan Ord-Lawson	(416) 415-5000 ext. 3950	sordlaws@georgebrown.ca
Year 4	Daniela Cahuas	(416) 415-5000 ext. 3736	dcahuas@georgebrown.ca
	Patricia Mazzotta	(416) 415-5000	patricia.mazzotta@georgebrown.ca

Site Directors

Toronto Metropolitan	Daria Romaniuk	(416) 979-5000 ext. 556310	romaniuk@torontomu.ca
Centennial	Dorothy Ayela	(416) 415-5000 ext. 8074	dayela@centennialcollege.ca
George Brown	Wendy Ellis	(416) 289-5000	Wendy.Ellis@georgebrown.ca

Program Director

Daphne Cockwell School of Nursing	Maher El-Masri	(416)979-5000 ext. 556304	maher.elmasri@torontomu.ca

APPENDIX E: College of Nurses of Ontario (CNO) and Related Documents

CNO Website

Code of Conduct

Scope of Practice

Entry-to-Practice Competencies for Registered Nurses

Jurisprudence Examination Information

Requisite Skills and Abilities for Nursing Practice in Ontario

All CNO Standards and Guidelines are available on the CNO website.

NCLEX Information

2023 NCLEX – RN Detailed Test Plan

APPENDIX F: Conference Attendance Involving Missed Tests/Clinical Placement

Toronto Metropolitan, Centennial, George Brown Collaborative Nursing Degree Program

CONFERENCE ATTENDANCE INVOLVING MISSED TESTS/CLINICAL PLACEMENT

Student Name	
Student Number	Site: (e.g. TMU/CC/GBC)
Email Address	
Current Year in Program (e.g. First year)	Current CGPA
Name and Date of Conference	

Complete the following for each missed class covered by the attached accommodation.

Course # and Section	Instructor	Instructor signature of approval	Date(s) missed	Work missed (e.g. test, lab, etc.)

Written justification demonstrating how the conference meets three course objectives:

Year Lead Signature: _____Associate Director Signature*: _____

Student's Signature: _____Date Form Submitted: _____

Revised July 2022