

Post Diploma Degree Program Student Handbook

Bachelor of Science in Nursing

2023-2024

(Updated August, 2023)

Daphne Cockwell School of Nursing
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[Daphne Cockwell School of Nursing](#)

STUDENTS ARE REQUIRED TO ACCESS:

- ✚ THE "News and Events" SECTION ON THE DAPHNE COCKWELL SCHOOL OF NURSING WEB PAGE,
- ✚ LEARNING MANAGEMENT SYSTEM (LMS/D2L-Desire to Learn) SITES
- ✚ THE CENTRAL PLACEMENT OFFICE WEBSITE

ON A REGULAR BASIS (E.G. WEEKLY BASIS) AND ARE RESPONSIBLE FOR BEING AWARE OF EVERYTHING THAT IS ON THOSE SITES.

News and Events: [DCSN News and Events](#)

Central Placement office: [CPO](#)

THE EXPECTATION IS THAT

ALL STUDENTS, FACULTY, AND STAFF IN THE SCHOOL OF NURSING WILL CONDUCT THEMSELVES IN A PROFESSIONAL AND COLLEGIAL MANNER, IN ACCORDANCE WITH THE CIVILITY POLICY OF THE UNIVERSITY:

[Workplace Civility and Respect Policy](#)

HARASSMENT OF ANY KIND, INCLUDING BY ELECTRONIC MAIL, IS NOT ACCEPTABLE AND WILL BE SUBJECT TO REPORTING, AS PER THE UNIVERSITY POLICY.

The Daphne Cockwell School of Nursing is a scent free zone. Due to the number of allergies, students are asked NOT to wear any scented product to the school or in any nursing practice area.

POST DIPLOMA DEGREE PROGRAM

CURRICULUM OVERVIEW FOR STUDENTS WHO HAVE BEEN ADMITTED WINTER 2023 AND BEFORE

The Post Diploma Degree Program curriculum, 4 semesters full-time, consists of the equivalent of 19, one-semester courses. The following concepts are organizing themes throughout the program: diversity, health promotion and population health, developmental stages, reflective practice/critical thinking, research, meaningful or caring relationships, communication, leadership, political and social justice, ethics, and personal and professional development. The course sequence facilitates the student's application of acquired knowledge in a logical fashion. Please note all pre and co-requisite course structures in course syllabi.

The nursing courses in semester one (Nursing: Current Issues and Future Perspectives, Nursing: The Evolution of Theoretical Knowledge, and Nursing: Health Assessment) establish the context for post diploma baccalaureate level nursing education and professional practice. The Nursing: Research Design, Measurement Applications course emphasizes nursing as a research-based practice discipline and provides students with the knowledge and skills to understand and apply the research process throughout the program.

During the second semester, students focus on health and health related concepts, reinforced by an epidemiology course that provides an understanding of risk factors related to the development and prevention of illness. The Community Nursing course and the Epidemiology, Major Health Problems course are complementary and therefore the program offers them together in the second semester. This semester also delivers a course in the theoretical concepts and practice of nursing leadership within the health care system.

The third semester provides the opportunity for students to apply theory as it relates to specific nursing organizations. The Concepts in Contemporary Nursing Practice course enhances the students' ability to examine major issues related to individual clients and their families within the nursing practice context. The first practice course (Nursing: Nursing Practice I) allows students to apply this knowledge within a practice setting.

During semester four, the nursing elective course and a second nursing practice II course (Nursing: Nursing Practice II) allow students to focus on a selected client population and acquire in-depth knowledge of that population.

The design of the nursing practice curricula reflects the philosophical beliefs of the program. Nursing practice experiences focus on applying theory as learned accumulatively throughout the baccalaureate program. For example, Nursing Practice I (NCL700) is a third semester course that emphasizes critical thinking, self-reflection, utilization of research findings and the application of concepts from leadership and change. Nursing Practice II (NCL800) is a fourth semester course that emphasizes the multiplicity of nursing roles in hospital and community settings. The intent of the second nursing practice course is for the student, as a reflective practitioner, to expand his or her perspective of nursing practice through the use of critical social theory and the lived experience. Students have the opportunity to develop increased depth and breadth of knowledge and skill application in the care of particular populations, as guided by their career plans, goals identified during their Leadership Course (NUR831), and available placements in the practice setting. In addition, discussion of nursing knowledge, issues of practice, health assessment, community nursing, epidemiology, nursing research, contemporary nursing concepts in practice, and organizational contexts of practice, all of which the students learned during their curriculum courses, will enlighten personal and professional learning goals.

Learning experiences and teaching methodology foster the growth of the student as a professional nurse. We believe the nurse, as a critically reflective professional, is an active agent for change within nursing, health care, and society. Nursing practice learning opportunities are enhanced through learning/teaching relationships with expert practitioners. Teaching methodologies include: experiential, emancipatory, reflective, collaborative, situation-based inquiry, and integrative practice.

Professionally Related Electives and Upper Level Liberal Studies have been incorporated in accordance with program balance guidelines suggested by Toronto Metropolitan University.

Nursing calendar course descriptions can be found in the Toronto Metropolitan University
 Calendar at:
[Curriculum for Students Admitted W2023 and Before](#)

SEMESTER 1	HRS	SEMESTER 2	HRS	SEMESTER 3	HRS	SEMESTER 4	HRS
		Philosophy: Ethics and Health Care (PHL302)	3	Professionally Related Elective	3	Professionally Related Elective	3
Upper Level Liberal Studies Elective	3			Upper Level Liberal Studies Elective	3	Upper Level Liberal Studies Elective	3
Nursing: Current Issues and Future Perspectives (NUR 830)	3	Nursing: Leadership Development for Practice (NUR 831)	3	Nursing: Organizational Context of Practice (NUR 833)	3		
Nursing: The Evolution of Theoretical Knowledge (NUR 805)	3	Nursing: Epidemiology, Major Health Problems (NUR 600)	3	Nursing: Concepts in Contemporary Nursing Practice (NUR 810)	3	Professional Elective Nursing: Special Topics (NUR 820/823/824/ 825/826/827)	3
Nursing: Health Assessment (NUR 816)	4	Nursing: Community Nursing (NUC 832)	3				
Nursing: Research Methods (NUR 850)	3	Nursing Statistics and Nursing (NUR 860)	3	Nursing: Nursing Practice I (NCL 700)	11x 24hrs/ week	Nursing: Nursing Practice II (NCL 800)	11x 24hrs/ week

PROGRAM OUTCOMES FOR STUDENTS ADMITTED WINTER 2023 AND BEFORE

Program Outcomes guide the development and delivery of theory and practice courses. The development of the philosophy and program outcomes reflects the position statement of baccalaureate education of the Council of Ontario University Programs in Nursing (COUPN) and the College of Nurses of Ontario, Standards of Practice for Nursing.

- Student progress is monitored to reflect learning in relation to the Professional Standards as defined by the College of Nurses of Ontario, 2002.
- Student performance is appraised in accordance with the practice outlined within each standard at a level appropriate to the stage of the program.
- Students demonstrate knowledge, skills, attitudes, and judgment congruent with expectations within classroom and nursing practice.

Program outcomes:

1. Demonstrates caring as it relates to self and others.
2. Determines meaning and significance in patient encounters.
3. Establishes meaningful connections with clients to facilitate therapeutic interactions.
4. Collaborates with clients and colleagues to ensure consistent, safe, holistic effective care.
5. Integrates personal knowledge and theory from nursing and related disciplines to determine an appropriate course of nursing actions.
6. Demonstrates reflective, critical, and analytical thinking to inform a creative and flexible nursing practice.
7. Appraises research studies and critically utilizes the findings as a basis for nursing practice.
8. Evaluates gaps in nursing knowledge and appropriate solutions to address them. Considers research possibilities, and participates in research activities where appropriate.
9. Analyses health and practice issues within the social/economic, political/global environment.
10. Practices nursing in a skillful, therapeutic, socially inclusive, and culturally sensitive manner.
11. Provides leadership within his/her own practice to facilitate clients' and colleagues' desired outcomes.
12. Interprets population health principles to plan, implement, and evaluate health promotion and disease prevention programs.
13. Works within the context of a multidisciplinary health care team to apply primary health care principles.
14. Participates in developing and implementing strategies for the improvement of the health environment through the use of the political process and the principles of social justice and equity, within an individual/community/global context.
15. Practices nursing within legal, ethical and professional guidelines; behavior is consistent with academic integrity and social responsibility.
16. Is an active participant in his/her personal and professional development.
17. Demonstrates the ability to communicate information, arguments, and analyses accurately and reliably, orally and in writing to a range of audiences.

MODES OF DELIVERY

This program utilizes a variety of teaching methodologies. In addition to didactic presentations, students learn with situation-based methods, such as case studies that use small group formats, and distributive learning modes. The incorporation of debates and group/individual presentations, emphasize the students' self-evaluation and reflection of their learning, which enhances the development of critical appraisal and inquiry skills. Another interactive and situation-based learning method utilized is the seminar format that aims

enhance in-depth discussion regarding a variety of nursing issues. Nursing practice and laboratory work develop psychomotor and communication skills necessary to practice at the baccalaureate level.

Full time day students are restricted to NUR courses and are not eligible to take the CNUR version through part time studies at the Chang School of Continuing Education. The hybrid model of course delivery may be provided in some NUR courses, in which classroom delivery with online access to course material and content discussion occurs.

Part-time Continuing Education students are restricted to CNUR hybrid courses and are not eligible to take full time NUR courses. The hybrid model of course delivery, in which classroom delivery with online access to course material and content discussion occurs in these sections.

CURRICULUM OVERVIEW FOR STUDENTS WHO HAVE BEEN ADMITTED FALL 2023 AND AFTER

The Post Diploma Degree Program curriculum, 4 semesters full-time, consists of the equivalent of 19, one-semester courses. The following concepts are organizing themes throughout the program: diversity, health promotion and population health, developmental stages, reflective practice/critical thinking, research, meaningful or caring relationships, communication, leadership, political and social justice, ethics, and personal and professional development. The course sequence facilitates the student's application of acquired knowledge in a logical fashion. Please note all pre and co-requisite course structures in course syllabi.

The core nursing courses in the first semester (NUR 100 Professional Practice I; NUR 105 Professional Communications; NUR 120 Health Assessment Over a Lifespan; NUR 125 Theoretical Perspectives in Health NUR 130 Pathotherapeutics in a Life Span) establish the context for post diploma baccalaureate level nursing education and professional practice.

During the second semester, the nursing courses NUR 200 Professional Practice II builds on the foundations of the first professional practice course. NUR 225 Leading in Nursing Practice provides students with an opportunity to explore the RN role within the context of leadership and facilitating change. With the first research course, NUR 230 Quantitative Nursing Research, relationships between quantitative research knowledge, and practice and mixed-methods designs are explored. The NUR 240 Community Health Nurses provides students with an opportunity to explore current and emerging community health issues affecting individuals, communities, and populations.

During the third semester, the second research course, NUR 830 Qualitative Nursing Research, qualitative methodologies and components of the study design including purpose, data collection, analysis and rigor are explored. In NUR 830 Mental Health and Addiction students explore the mental health and mental illness continuum, including substance use, addiction and related behaviors, across the lifespan to promote mental health and wellbeing for individuals, families, communities and diverse populations. In NUR 375 Microbiology and Epidemiology, the foundations of microbiology and epidemiology of acute and chronic diseases and infections within populations are examined. The first practice course, NCL 300 Practicum I, provides students with an opportunity to apply the acquired knowledge in a clinical setting, and additionally explore social, political and economic factors that influence person and family centered care, and the nurses' role in care delivery.

In the fourth semester, NUR 361 Family, Maternal and Child Health, Family-centred maternal and child health, from pre-conception through adolescence are explored. In NUR 336 Adult Health and Healthy Aging course, adult health, healthy aging and associated common conditions are examined. With the second nursing practice course, NCL 400 Practicum II, organization and system level processes and decisions that influence practice and healthcare are analyzed.

The design of the nursing practice curricula reflects the philosophical beliefs of the program. Nursing practice experiences focus on applying theory as learned accumulatively throughout the baccalaureate program.

Learning experiences and teaching methodology foster the growth of the student as a professional nurse. We believe the nurse, as a critically reflective professional, is an active agent for change within nursing, health care, and society. Nursing practice learning opportunities are enhanced through learning/teaching relationships with expert practitioners. Teaching methodologies include: experiential, emancipatory, reflective, collaborative, situation-based inquiry, and integrative practice. Upper Level Liberal Studies have been incorporated in accordance with program balance guidelines suggested by Toronto Metropolitan University.

Nursing calendar course descriptions can be found in the Toronto Metropolitan University

Calendar at:

[Curriculum for Students Admitted Fall 2023 and after](#)

SEMESTER 1	HRS	SEMESTER 2	HRS	SEMESTER 3	HRS	SEMESTER 4	HRS
NUR 100 Professional Practice I	3	NUR 200 Professional Practice II	3	NUR 320 Qualitative Nursing Research	3	NUR 336 Adult Health and Healthy Aging	3
NUR 105 Professional Communication	3	NUR 220 Quantitative Nursing Research	3	NUR 350 Mental Health and Addiction	3	NUR 361 Family, Maternal and Child Health	3
NUR 125 Theoretical Perspectives in Health	3	NUR 225 Leading in Nursing Practice	3	NUR 375 Microbiology and Epidemiology	3	NCL 400 Practicum II	11x24hrs/wk
NUR 120 Health Assessment Over A Lifespan	3	NUR 240 Community Health Nursing	3	NCL 300 Practicum I	11x24hrs/wk	Upper Level Liberal (ULL)	11x24hrs/wk
NUR 130 Pathotherapeutics In A Lifespan	3	Upper Level Liberal (ULL)	3	Upper Level Liberal (ULL)			

PROGRAM OUTCOMES FOR STUDENTS ADMITTED FALL 2023 AND AFTER

Program Outcomes guide the development and delivery of theory and practice courses. The development of the philosophy and program outcomes reflects the position statement of baccalaureate education of the Council of Ontario University Programs in Nursing (COUPN) and the College of Nurses of Ontario (CNO), Standards of Practice for Nursing.

- Student progress is monitored to reflect learning in relation to the Professional Standards as defined by the College of Nurses of Ontario, 2002.
- Student performance is appraised in accordance with the practice outlined within each standard at a level appropriate to the stage of the program.
- Students demonstrate knowledge, skills, attitudes, and judgment congruent with expectations within classroom and nursing practice.

Program outcomes:

1. Engages in clear and accurate (a) verbal, (b) written, and (c) interpersonal/ intrapersonal communication.
2. Demonstrates abilities and actions to support analysis and critical reasoning to: (a) acquire, (b) apply, (c) integrate, and (d) evaluate evidence-informed knowledge in the delivery of person-centered health care across the lifespan
3. Promotes and engages in (a) intraprofessional, (b) interprofessional, and (c) interdisciplinary practice and education.
4. Promotes and engages in contextually-sensitive, and culturally-safe relational person-centred practice.
5. Practices and advocates ethically and legally in all domains of nursing practice
6. Demonstrates responsibility and accountability to (a) professional, (b) regulatory, and (c) legislative sector organizations.
7. Promotes and engages strategies in support of health, wellness, and resilience within all contexts of nursing practice including (a) for self, b) when interacting with clients, and (c) when interacting with others.
8. Incorporates information and communication technologies and digital tools appropriately to support the delivery of client care that meets organizational, ethical, regulatory and legislative requirements.
9. Demonstrates leadership to facilitate innovation and change within practice situations to (a) advocate for client care, (b) adjust practice to meet client needs within the changing structure of the health care setting, and (c) promote continuity of client care.

10. Promotes and maintains quality and safety in nursing practice, and recognizes and identifies limits in one's knowledge, skill, critical thinking and decision making.

11. Promotes and maintains (a) quality assurance with regard to practice and (b) a healthy, respectful and psychologically safe workplace.

MODES OF DELIVERY

This program utilizes a variety of teaching methodologies. In addition to didactic presentations, students learn with situation-based methods, such as case studies that use small group formats, and distributive learning modes. The incorporation of debates and group/individual presentations, emphasize the students' self-evaluation and reflection of their learning, which enhances the development of critical appraisal and inquiry skills. Another interactive and situation-based learning method utilized is the seminar format that aims to enhance in-depth discussion regarding a variety of nursing issues. Nursing practice and laboratory work develop psychomotor and communication skills necessary to practice at the baccalaureate level.

Full time day students are restricted to NUR courses and are not eligible to take the CNUR version through part time studies at the Chang School of Continuing Education.

Part-time Continuing Education students are restricted to CNUR hybrid courses and are not eligible to take full time NUR courses.

The two delivery models, blended learning/ hybrid of in-person and synchronous virtual (for the full-time program) and the 100% virtual synchronous (for the part-time program), with the exception of the clinical practice courses (C/NCL 300 and C/NCL 400) that will be in person, will continue to provide students with choices for their education delivery and experience.

ACADEMIC POLICIES AND PROTOCOLS

GUIDELINES FOR SCHOLARLY WORK

Professional nurses must be able to communicate clearly in writing. As a foundation for the highest quality of practice, students will learn to become independent, creative, self-motivated, and critical thinkers through the development of scholarly writing skills.

It is an expectation that the students will have the appropriate level of knowledge and skill regarding computer access and keyboarding to complete scholarly requirements.

1. WRITING STYLE AND FORMATTING

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 University's Post Diploma Degree Program follows the conventions and rules outlined in the Publication Manual of the American Psychological Association, Seventh Edition (2020), known as "APA", for all assignments within the Program.

Formatting requirements related to the title page, the body of the paper, and references are as outlined in the APA Manual. Generally, students are to follow the current guideline provided by the 's Writing Centre, but the particular expectations in each course, regarding adherence to APA standards, may be communicated within the respective course syllabi. The Post Diploma Degree Program has determined that a student's NAME AND/OR STUDENT NUMBER may appear on the title page of scholarly papers written for classroom courses.

Students may also find the following resource, "The Scholarship of Writing in Nursing Education (1st Ed)", an open access textbook, helpful with their scholarly writing.

<https://pressbooks.library.ryerson.ca/scholarlywriting/>

2. ACADEMIC INTEGRITY

What is academic integrity?

Academic integrity is defined as "honesty in the acknowledgement of ideas, words, data, written work, and solutions" (<https://www.torontomu.ca/academicintegrity/>). It is an essential part of any true educational experience. Both Faculty and Students are responsible for promoting academic integrity within their educational community. Integrity is important precisely because integrity is important in all areas of life. If we don't have integrity in the small things, if we find it possible to justify plagiarism or cheating or shoddy work in things that do not seem important, how will we resist doing the same in areas that really do matter, in areas where client safety might be at stake, or the possibility of advancement, or our esteem in the eyes of others? Personal integrity is not a quality we're born to naturally. It's a quality of character we need to nurture, and this requires practice in both meanings of that word (as in practice the piano and practice a profession). We can only be a person of integrity if we practice it every day.

a) Course Expectations

i. Preparation for Class*

What Academic Integrity Requires of the Student:

With regard to coming prepared for class, the principles of academic integrity suggest that students have a responsibility to themselves, to faculty, and to the other students to do the things necessary to put yourself in a position to make fruitful contributions to class discussion. This will require students to:

- read the material before coming to class,
- clarify anything that seems unclear,
- formulate questions to ask in class, and

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- think about the issues raised in the directed reading guide.

ii. In Class*

What Academic Integrity Requires of the Student:

With regard to class sessions, the principles of academic integrity require students to take the instructor/professor/professor and fellow students seriously and to treat them with respect. This requires that students:

- show up for all class sessions, unless simply unable to do so,
- come to class on time and not leave early,
- make good use of class time by being engaged in what's going on,
- ask questions about anything not understood,
- participate in the class discussions so as to contribute thinking to the shared effort to develop understanding and insight (remember that even something that's clearly wrong can contribute to the discussion by stimulating an idea in another student that they might not otherwise have had),
- monitor participation so as to allow for and encourage participation of others,
- respect the other students by not making fun of them or their ideas, and by not holding side-conversations that distract them from the class discussion.

iii. With Regard to Exams*

What Academic Integrity Requires of the Student:

With regard to exams, the principles of academic integrity require that students:

- come to class having done their best to prepare for the exam, including seeking faculty help if needed,
- make full use of the time available to write the best answers,
- accept one's limitations and not try to get around them by using cheat sheets, copying, or seeking help from another student,
- not giving help to other students, or making it easy for them to copy.

iii. With Regard to Written Assignments*

What Academic Integrity Requires of the Student:

With regard to written assignments, the principles of academic integrity require the student to:

- start research and writing early enough to ensure that there is enough time needed to do the best work,
- hand in a paper completed by oneself specifically for this course and not borrowed from someone else or recycled from an earlier course,
- not be satisfied with a paper that is less than the best work, not seek out editorial assistance with writing of paper from others,
- seek only appropriate help from others (such as proof-reading, or discussing ideas with someone else to gain clarity in thinking), and
- give full and proper credit to sources.

iv. With Regard to Your Final Grade*

What Academic Integrity Requires of the Student in This Area

With regard to a student's final grade, the principles of academic integrity require that, if the student feels there is a mistake in computing that grade, notify the instructor/ professor/ professor as soon as possible.

v. Failures to Live up to Our Responsibilities*

What Academic Integrity Requires of the Student:

Students are expected to do their best to fulfill their responsibilities in each of the above areas. If a faculty member has concerns that a student has not met their responsibilities in

any of the above areas the faculty member will address these concerns with the student in a meeting that may/ may not be facilitated by an appropriate person.

Confidentiality

Students are expected to uphold the privacy of colleagues and clients in accordance with

- i. the policies related to the Government of Ontario Personal Health Information Protection Act, 2004 (PHIPA)
found at: http://www.e-laws.gov.on.ca/html/statutes/english/elaws_statutes_04p03_e.html
- ii. the policies related to the Government of Ontario Freedom of Information and Protection Privacy Act (FIPPA)
found at: <https://www.ontario.ca/laws/statute/04p03>

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 will be at risk of failing the course.

b) Social Media

Students will use social media sites in a responsible and professional manner at all times, and in accordance with

- i. the policies for professional behavior outlined in the Post Diploma Nursing Degree Program Student Handbook;
- ii. standards of practice developed by the College of Nurses of Ontario related to the use of social media: *Social Media: Reflect before you post* (2013). College of Nurses of Ontario. Toronto: Author.
found at [CNO-Social Media Reflect Before You Post](#)

Students who fail to adhere to the standards of professional practice in their use of social media will be charged with academic or non-academic misconduct (depending on the nature of the infraction) and will be at risk of failing the course.

Recommendations for using social media tools:

DO:

- 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
- maintain professionalism in postings, photos and videos
- keep school related social media activities separate from personal social media activities

DO NOT:

- post any client information or images unless related to the clinical agency's expectation for client care
- post unprofessional or negative comments about clients, staff or other students or employers
- use social media sites to vent or discuss work/school-related events and comments on posts of this nature made by others
- give health-related advice in response to posted comments or questions due to personal liability

c) Intellectual Property

All course materials are the intellectual property of the faculty/instructor/professor and university/college. 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, tests, exams, et cetera. Students who violate this policy will be subject to academic penalty as outlined in the Academic Misconduct Policy 60 of the University.

As per Policy 60 8.8.10 "Damaging, Tampering, or Interfering with the Scholarly Environment includes but is not limited to: ...Unauthorized Use of Intellectual Property Use of the intellectual property of others for distribution, sale or profit without the authorization of the owner of that material. This includes slides and presentation materials used in a class wherever the owner of those materials has not authorized further use."

<https://www.torontomu.ca/academicintegrity/policy-60-review/>

3. PLAGIARISM - A Violation of Academic Integrity

What is Plagiarism?

[Academic Integrity](#)

According to Toronto Metropolitan University's **Code of Academic Conduct**, plagiarism means *claiming the words, ideas, artistry, drawings, images, or data of another person as if they were your own*.

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 and oral work, 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 have already handed in.
- Using a direct quotation but leaving out the quotation marks.
- Paraphrasing too closely to the original.
- 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 substantively edit your paper.

Understanding Plagiarism

a) Copying and pasting

"Copy and Paste" plagiarism is 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.

NEVER copy and paste text because:

- It can become difficult to separate your text from the source text
- It is much harder to write a good paraphrase of a source if the source text is on the screen in front of you

THINK about the content from the article or web site, understand it, have clear reasons for using it in your paper and then use your own words that reflect your own understanding of the content and cite the source for idea.

b) Changing words

What's the difference between these two sentences?

1. *Toronto's new green bin program not only prevents waste from going to Michigan landfill sites, but also helps people become more aware of the type and amount of waste they create on a daily basis; this program encourages people to take responsibility for the garbage they produce.*
2. *The new green bin program used in Toronto not only reduces the amount of garbage going to Michigan landfill sites, but also encourages citizens to become more aware of the waste they create on a regular basis; this program helps homeowners to take responsibility for the waste they produce.*

The second passage is almost identical to the first. Sure, the author has changed certain words, trading garbage for waste and people for citizens, but the structure and the content of both passages are almost identical. If you want to paraphrase a passage, you must PUT IT IN YOUR OWN WORDS, which means more than simply changing a few words.

To put something in your own words, read the passage and think about what it means. It may help you to circle key words. Make brief notes on a separate sheet of paper (think of it more like sketching the ideas than copying phrases -> diagrams or symbols are helpful and don't lead to plagiarism). Then, turn the paper over or minimize the window and think about how you would explain what you just read if you were talking to another person. Take out a separate sheet of paper and write down the paraphrase, using your rough notes as necessary.

FYI-a good paraphrase of the example sentence you just looked at might read like this:

The green bin program has two distinct benefits: composting waste locally means less waste is going across the border to Michigan, and sorting household garbage makes Torontonians more conscious of the waste they create (Author, 2005).

• Borrowing an author's style

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 it.

• 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 from where those ideas came.

• Quoting and paraphrasing

You will use sources in different ways in your paper. When you use a **direct quotation**, it means you have taken EXACTLY what the author said and put it into your paper. You must let your reader know that the material comes from another source by putting quotation marks around the passage. Be careful with the use of direct quotes and avoid the temptation to fill your paper with long stretches of direct quotations: these can really break up the flow of your ideas.

Use a direct quote when:

- The author has said something particularly well (i.e. the passage would lose something if it were translated into different words; the style is as important as the content)
- The original source contains a sentence or two that says exactly what you want to say
- You are quoting from a work of literature or an original historical document or the author is a famous person or a well-known authority on the subject

Rather than using a direct quotation in your paper, you might consider **paraphrasing**. 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. When you paraphrase, you put the author's ideas into your own words and use your own sentence structure. When you paraphrase, you must make sure you understand the original passage. The best thing about paraphrasing rather than quoting directly is that your paper won't be filled with long stretches of quotation. Rather, the source ideas you are using will be integrated with your own thoughts. In fact, long stretches of quotation and/or a heavy reliance on quotations tells the reader that the persons you have quoted understand the material, but not that you do.

Paraphrase when:

- There is nothing striking or unique about the way the author has phrased the passage. If the passage is mundane, it's better to paraphrase it - > your words will do just fine.
- The passage is really long and full of details that don't really apply to your paper. Think about why you're using the quotation and "trim" it, or simply put it into your own words.

Steps for Paraphrasing:

1. When reading a passage, try first to understand it as a whole, rather than pausing to write down specific ideas or phrases.
2. Think of what "your own words" would be if you were telling someone who is unfamiliar with your subject (your mother, your brother, a friend) what the original source said.
3. Look away from the source; then write the text in your own words.
4. Check back with the original text for accuracy and clarity.
5. Taking good notes is essential. Don't paste passages from Web Pages into your draft. As you read any text - online or on the page - summarize useful points in your own words.

If you record a phrase or sentence you might want to quote, put quotation marks around it in your notes to remind yourself that you are copying the author's exact words.

6. Expose yourself to academic writing. Read academic journals and you will soon get used to the ways writers in your field refer to their sources.

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. So, 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

Critique internet sources

There is much valuable information on the Internet. Many professional journals are available in full text format. However, as with any source of information, you need to critique material carefully. A few questions to ask:

- Who wrote the material? (i.e. qualifications)
- For whom was the article written?
- How current is the article? When was it composed?
- Can the source of the material be verified?
- If research is being cited, is there a description of the methodologies etc.?
- Is there a complete list of references?
- Is there any obvious bias being expressed?
- Are there any factual inaccuracies?
- Is the content Canadian? If not, do you need to consider the Canadian system before using the material?

It is rarely appropriate to use lay material as references for professional nursing courses. By lay material, this means anything written for general public, regardless of who wrote it. It is usually written in lay terminology and language, rather than the professional language required in a university program.

The library has excellent resources to assist you in evaluating resources from the web. Check their web page.

Using "paper mills"

Toronto Metropolitan University's Policy 60: Academic Integrity

<https://www.torontomu.ca/senate/policies/pol60.pdf> clearly states that "submitting stolen or purchased assignments or research" is 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 is against University policy and is considered academic misconduct.
- Papers available on these sites are generally poorly written. You can produce far more interesting material on your own.

Making multiple submissions

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/professor(s) is a form of academic misconduct. The university expects that the work you submit for grading is your original work, created by you for the purpose specified in the assignment.

If you are uncertain about if you can use a piece of work, clarify it with your professor.

Duplicate papers

Handing in the same paper, or contents of a previously submitted paper to more than one course, or handing in a paper, or contents of previously submitted paper that you have obtained from another person or from the internet is considered Academic Misconduct. The penalties for these actions may 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 University Calendar for a full discussion on academic misconduct.

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.

When English is not your first language

Even when plagiarism is unintentional, you are still responsible for the offence 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 address 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.

The English Language Support <https://www.torontomu.ca/student-life-and-learning/learning-support/writing-support/> is part of the Student Learning Support and offers students on-going help when their first academic language is not English. This website provides resources specifically for ESL students. If students need more help with English Language Support programs or services, they are encouraged to make an appointment. Appointments can be made via online via the following website: <https://www.torontomu.ca/student-life-and-learning/learning-support/>

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 in order to:
 - show that an authority supports your point;
 - present a position or argument to critique or comment on;
 - present a particularly well-stated passage whose meaning would be lost or changed if paraphrased or summarized.

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 University 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 University 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 Toronto Metropolitan University's Student Learning Support <https://www.torontomu.ca/student-life-and-learning/learning-support/writing-support/> If you're struggling with concepts from class, talk to your professor during office hours or arrange to have a tutor.

Turnitin

Turnitin, an electronic plagiarism detection service, will be used for the submission of written assignments. Details of how to submit student assignments will be provided in week 1. Students who do not want their work submitted to this plagiarism detection service must, by the end of the second week of class, consult with the instructor to make alternate arrangements. These alternatives will include the submission of all rough drafts of work; full copies of all articles or other resources cited within the work with the citations highlighted; and electronic submission to the instructor as a 'word' document. These requirements must be submitted with the work at the date/time of the assignment due date, and, if not submitted as required, constitute a 'late assignment'. When an instructor/professor has reason to suspect that an individual piece of work has been plagiarized, the instructor/professor will submit that work to any plagiarism detection service they chose.

Minimum Technology Requirements for Remote Learning

Students are expected to review the minimum technical requirements for students to access Toronto Metropolitan University's online learning resources. <https://www.torontomu.ca/covid-19/students/> Individual courses may have additional requirements, please refer to your course syllabi for additional guidance.

GRADING

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%

Table 1: GUIDELINE FOR GRADING WRITTEN ASSIGNMENTS

PERCENTAGE	CATEGORY	DESCRIPTION
90 - 100 A+	EXCEPTIONAL	Assignment demonstrates superior performance as evidenced by: <ul style="list-style-type: none">◆ Comprehensive 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 organize and present ideas logically and fluently◆ Superior ability to analyze, synthesize, 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.

<p>80 – 89 A- to A</p>	<p>EXCELLENT</p>	<p>Assignment demonstrates excellent performance as evidenced by:</p> <ul style="list-style-type: none"> ◆ Comprehensive 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 analyze, synthesize, 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.
<p>70 –79 B- to B+</p>	<p>GOOD</p>	<p>Assignment demonstrates good performance as evidenced by:</p> <ul style="list-style-type: none"> ◆ 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 organize and present ideas logically and fluently ◆ Good ability to analyze, synthesize, 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.
<p>63 to 69 C to C+</p>	<p>SATISFACTORY</p>	<p>Assignment demonstrates satisfactory performance as evidenced by:</p> <ul style="list-style-type: none"> ◆ 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 analyze and synthesize 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.
<p>50 - 62 D- to C-</p>	<p>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. STUDENTS CAN ONLY TAKE A CORE NURSING COURSE TWO TIMES.</p>	<p>Assignment demonstrates unacceptable performance, as evidenced by:</p> <ul style="list-style-type: none"> ◆ Minimal familiarity with the subject matter ◆ Minimal review of appropriate literature ◆ Minimal ability to analyze and synthesize key concepts ◆ Limited ability to problem solve ◆ Poor organization or lack of focus in the presentation of ideas ◆ Poor ability to make critical and insightful evaluation of relevant materials ◆ Minimal acceptable on inconsistent ability in demonstrating scholarly writing and use of APA guidelines.

Below 50 percent	FAILURE	<p>Assignment demonstrates unsatisfactory performance as evidenced by:</p> <ul style="list-style-type: none"> ◆ 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.
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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 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/professor. 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 a specified date **within three months** of the submission of the INC. 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.

<https://www.torontomu.ca/calendar/2022-2023/policies-and-procedures/enrolment-records/academic-information/>

Click on "resolving an INC (incomplete) Grade". *Students must petition their instructor/professor 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 (e.g. Toronto Metropolitan University Medical Certificate) must be submitted via the academic consideration request portal: <https://prod.apps.ccs.ryerson.ca/senateapps/>

Instructors/professors 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/professor must also file a copy of this documentation with the Director of the teaching department/school.

Table 2: 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
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
F1 40-49	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

GRADE POSTING

Faculty will post grades within the D2L shell for the course. Final grades are only released by RAMSS at the identified times each semester in keeping with Toronto Metropolitan University's Policy. Faculty members are unable to provide final grades to students. Should you have concerns about the calculations of released final grades students are expected to contact the Course Lead of the course within 10 business days of the release of grades and the Course Lead will respond to the concerns within 10 business days.

ASSIGNMENT DROP-OFF AND PICKUP PROCEDURES

Instructors/professors will determine the method of assignment submission and return. Students will be notified of the submission process at the beginning of the course.

SUBMISSION/RETURN OF HARD COPIES

All hard copy assignments are to be handed in by students and returned to students during scheduled class/seminar time. Students are expected to be in class to receive assignments from their instructor/professor. However, when this is not possible due to extenuating circumstances, students are to be advised that assignments can be picked up during the instructor/professor's office hours or at a mutually agreed upon time.

When it is necessary to leave assignments for an instructor/ professor in the "Assignment Cubby", the assignments **must be in a sealed envelope** with only the instructor/professor's name on the envelope.

ELECTRONIC SUBMISSION/RETURN

Electronic submission/return of assignments is done through the D2L shell for the course.

ACADEMIC CONSIDERATION REQUESTS (ACR) FOR ASSIGNMENTS, TESTS/QUIZZES/ EXAMS

It is the student's responsibility to submit all assignments directly to the professor of the courses on or before the specific due date and time the method that has been identified by the professor.

If a student cannot submit an assignment on the date for any reason, they must notify the professor of the course at least 24 hours in advance or as soon as possible and submit an ACR for consideration of an extension with reasons and providing documentation as required. The

<https://prod.apps.ccs.ryerson.ca/senateapps/>

Students are also expected to write tests/examinations on the date and time specified in the course outline and/ posted examination schedules. If a student misses a test/quiz/exam they must submit an ACR via the senate portal within 72hours of the missed date for the assignment/test/quiz/exam.

Students are able to select the “one-time only without documentation” only once each term and this can only be selected for a single missed assignment/quiz/test in one course, this option cannot be used with Final Assessments or Final Exams/Tests. All other ACR requests must have supporting documentation submitted with the ACR.

With all final assignments/final test/exams, students must submit documentation with any ACR requests and the one-time only option cannot be utilized with final assignments or final tests/final exams.

Completed medical documentation and academic consideration forms cannot be accepted by individual instructors, the documents must be submitted via the Senate Office Online ACR Submission Portal.

In extraordinary circumstances, exceptions to the 3-day requirement to submit an ACR can be granted if the medical illness, including documented mental health issues, prevents a student from seeking medical attention or documenting their illness in a timely fashion. Documentation must be provided for any exception ACR submission.

The University may seek verification of documents submitted in support of requests for consideration.

Students are expected to be familiar with the relevant University policies related to assignments and requests for academic consideration: [Senate Policies](#)

Including but not limited to:

- Policy 46
- Policy 60
- Policy 60-1
- Policy 60-2
- Policy 61
- Policy 162
- Policy 167
- Policy 168
- Policy 168- Procedures

a) Requests for religious, Indigenous and/or spiritual observance

If a student is unable to submit an assignment as scheduled due to religious, Indigenous and/or spiritual observance, that student **MUST** have filed the necessary forms for accommodation of religious observance at the beginning of the term via the Senate Portal for ACRs: [Student Request for Accommodation of Religious, Aboriginal and Spiritual Observation](#)

In this event, an alternate date/time for submission must be negotiated with the instructor/ professor at the beginning of the term. Students should be familiar with [Policy 150: Accommodation of Student Religious Aboriginal and Spiritual Observance](#)

b) Skills assignments and skills testing

It is professionally necessary that a nurse be able to perform a number of nursing skills in a timely fashion so as not to unduly or potentially harm a client to whom care is delivered (e.g. the difference of initiating CPR within first minute and after 5 minutes, the latter having the potential of causing irreversible brain death to the client).

If skills' testing focuses on the ability of the student to demonstrate a particular nursing skill within a specified time limit, then no special consideration will be granted to any student.

Some courses in the curriculum require the evaluation of the student's ability to complete essential

nursing skills in a timely fashion. If skills' testing focuses on the ability for the student to demonstrate a particular nursing skill within a specified time limit, then no special consideration will be granted to any student (i.e. as may be provided for written assignments/exams for students with disabilities registered with Academic Accommodation Support).

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 with set words to be stated (e.g. if it is necessary that the student provide a verbal rationale for their actions as they works through the demonstration of the skill), the test may be split so that a request may be considered (i.e. the skill must be performed within the specified time limits but the rationale can be verbally provided in line with the accommodations approved by Academic Accommodation Support for students with disabilities - e.g. extra time).

PENALTY FOR LATE ASSIGNMENT SUBMISSION

If a student fails to submit an assignment after a scheduled due date (or the extended due date), the following **penalties** will be applied to the assignment's initial grade:

- **up to one week (1-7 days) late - one full grade reduction (e.g. B+ to C+)**
- **up to two weeks (8-14 days) late - two full grade reduction (e.g. B+ to D+)**
- **over two weeks late the assignment is not accepted, and a grade of zero is applied**

Students are expected to be familiar with the relevant University policies related to assignments and requests for academic consideration [Senate Policies](#)

PENALTY FOR MISSED TESTS/EXAMS

The student will receive a grade of '0' on any missed test/exam.

SUPPLEMENTAL EXAMS

Supplemental exams for nursing courses are not provided.

REQUESTS FOR ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Students with disabilities who require academic accommodation support, accommodations, support services during their taking of core nursing courses including the nursing practice placement courses NCL 700 and or NCL 800 should register with Academic Accommodation Support <https://www.torontomu.ca/accommodations/>

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 has to submit documentation for their disability from a registered health care professional to Academic Accommodation Support (AAS). 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. To receive accommodation for a mental health disability, the diagnosis statement does not need to be disclosed. The documentation is reviewed by one of the University's highly trained professional Facilitators who put in place an Accommodation Plan. Each accommodation is evaluated and only put in place when it meets the academic requirements of the course and upholds the University's Academic Integrity standards.

Once registered, the student must ensure that the accommodation letter is sent to each of their instructors via the online system used by AAS, during the first two weeks of start-up of the course and if acquired after this time, the letter should be sent to each instructor as soon as it has been acquired prior to the date of an assignment/ test/ quiz/ exam.

For NCL 700 and NCL 800 an accommodation letter needs to be received by the Practice Placement Coordinator, so they are able to look for a practice placement for a student to ensure the placement settings are able to meet the details provided within the accommodation letter. An accommodation letter with specific needs attached to clinical placements (C/NCL 700/ C/NCL 800) should be sent to the Placement Coordinator at least one term in advance.

Students are not required to provide their personal health information or seek accommodation directly from their professors, course instructors or teaching assistants as it pertains to academic accommodation for disabilities.

Students with disabilities requesting academic accommodation must be familiar with University Policy 159: <https://www.torontomu.ca/content/dam/senate/policies/pol159.pdf>

Process for Nursing Student Requests for Accommodation in Courses with a Clinical Placement Components

Step 1- Intake:

- Students who self-identify or who are identified as requiring an accommodation in courses that have a clinical placement component will be encouraged to access Toronto Metropolitan University Student Academic Support Centre.
- The Student Accommodation Facilitator will collect all necessary accommodation documentation to determine if a lab or clinical accommodation is required to support the student.
- The Student Accommodation Facilitator will meet with the CPO representative at least one term in advance of a student's scheduled C/NCL 700/ C/NCL 800.
- Once the clinical accommodation is identified a note will be entered into the student's accommodation plan.
- Aligned with other accommodations, the student will have the choice to decide whether they would like to exercise the accommodation request.

Step 2- Accommodation Team Meeting: Accommodations in the clinical setting may require significant time to establish. Students who choose to exercise their right to request an accommodation in this setting will be encouraged to identify their needs as early as possible to mitigate any interruptions to their learning.

- To initiate the process, a student and their Accommodation Facilitator will arrange a Clinical Accommodation Planning Team Meeting.
- The team that will meet is comprised of the Student, the Accommodation Facilitator, the Associate Director/co-Leads, the Central Placement Office Manager and the Central Placement Office Coordinator.
- The team will collaborate in creating a Student Accommodation Plan to address the course outcomes/expectations for which an accommodation will be required and the strategies/resources that will be required to promote the student success in the course.
- Changes to course/ program expectations/ outcomes will not be considered.
- The plan will address three key elements: 1) the student accommodation needs and safety; 2) client safety; 3) protection of partner agency liability.
- Once the accommodations are determined for clinical practice, the student will be asked to consent to disclosing the relevant elements of the accommodation plan to stakeholders who are directly involved in securing a clinical placement.
- Copies of the documented plan will be shared with the student and team members.

Step 3- Planning:

- The team members will participate in the following activities to prepare for implementation of the student's plan. Sufficient planning time should be given to mitigate avoidable delays. The roles and responsibilities of each stakeholder is listed below:

Student Accommodation Facilitator:

-
- Work with student to identify/refine the accommodation requirement(s) and provide guidance to the student in securing the necessary documentation and arrangements of resources and/or persons required within the plan (e.g. special equipment, service provider)

Central Placement Manager and Placement Coordinator:

- Will request and confirm a clinical placement commitment from a partner agency that is able to support the student's accommodation requirements.
- The accommodation requirements will be disclosed to the agency, but not the student's identity during the process to maintain privacy.
- Student's identity will only be disclosed to the persons who are participating in the student's learning experience in order to ensure clear communication and implementation of the plan (e.g. clinical instructor, faculty advisor, preceptor).

Faculty Advisor/ co-Leads/ Associated Director, Placement Manager and Accommodation Facilitator:

- Ensure that all persons (in the clinical setting) involved in implementing the student's plan receive the following:
 - *Sensitive and Accessible Learning training and resources*
 - *A copy of the student's plan*

Step 4- Implementation:

- Once all the planning elements and resources are in place the student's plan will be implemented. The Accommodation Team will be available as a resource to the student and persons involved in implementing the plan. The team will reconvene to discuss possible changes, if the student or persons involved in the plan identify that the accommodation strategies required amendments or modifications.

Step 5- Debriefing:

- The Team (including the student and Accommodation Facilitator) will meet after the completion of the clinical to discuss the effectiveness of the plan and initiate the planning of a new plan, if necessary for the next clinical course.

REQUEST FOR REGRADING OF WORK OR RECALCULATION TO BE DONE BY THE COURSE INSTRUCTOR/PROFESSOR

Students requesting regrading of work or recalculation of work must be familiar with TMU's Policy 162. This policy is available via the Senate Policy Link. [Senate Policies](#)

Provided below are excerpts from Policy 162, that students need to follow to request a regrading of work or recalculation of work by their instructor/professor.

Policy 162: Grade Reassessment and Grade Recalculation

"2.1 Reassessment of Graded Course Component by the Instructor

2.1.1 Student Responsibility

2.1.1.1 Students who believe that a grade in a course component, either in whole or part, does not reflect the academic merit of their work, and have reviewed their concerns with the GA/TA if that process is specified in writing by the instructor, should contact their instructor within ten (10) business days of the date when the graded work in question is returned to the class, or when the grade on the work is posted. Grades not questioned within this period may not be reassessed.

2.1.1.2 For work graded during the final week of classes, or during the exam period, there might not be an opportunity to review the work with the instructor prior to the assignment of a final grade in the course. In that case, students should contact the instructor about the work as soon as possible, and Policy 162 6 usually within ten (10) business days from the date that grades and standing are available to students on RAMSS.

2.1.1.3 Students can discuss their concerns with the instructor either verbally or by email. Students are encouraged to follow up on verbal discussions with emails to record that a discussion took place at a specified time and/or to summarize the outcome of the discussion. Failure to properly document such discussions may jeopardize any future appeal.

2.1.1.4 Students may be required to submit a written rationale to the instructor, explaining why they believe the work merits a higher grade. The rationale must be based on academic grounds and be supported by evidence and

documentation (e.g. from the course outline, course notes, textbooks, assignment grade rubric). Where the GA/TA has reassessed the work, any comments made by them should be explicitly addressed by the student. Requests that are not based on the merit of the work will not be considered.

2.1.1.5 Students must recognize that there are graded course components, such as oral presentations or performances, which do not lend themselves to reassessment. However, where a record (e.g. audio or video recording) of the course component is available reassessment may be possible. Where reassessment is not possible students may raise their concerns with the [Associate Director].

2.1.1.6 If the instructor denies, or does not respond to the request for a grade reassessment within ten (10) working days, or if the student disagrees with the result, the student may submit a formal request for grade reassessment to the [Associate Director] within ten (10) working days [after speaking with their instructor].” [Policy 162- Grade Reassessment and Grade Recalculation](#)

FORMAL RE-GRADING OF WORK BY SOMEONE OTHER THAN THE INSTRUCTOR/PROFESSOR (SECOND READER POLICY)

Some assignments including but not limited to: presentations, physical assessment performances, or clinical practice assessments do not lend themselves to independent re-evaluation by a 'second reader' and as a result will not be reassessed.

A student may request a formal re-grading of their work if:

- i. they do not agree with an instructor/professor's re-grading of the work; or
- ii. the instructor/professor has not responded to the student; or
the instructor/professor has not re-graded the work within ten (10) working days;
- iii. the student does not feel they can discuss the matter with the instructor/professor.

To request formal re-grading, students must submit reasons, in writing to the Associate Director, as to why the original grade, and if applicable, the instructor/professor's revised grade, was inappropriate, based on evidence from the course outline, course notes, textbooks, etc. If the Associate Director is also the Course Lead for the course assignment in question, then the Associate Director will refer to the request for a second read to the Director.

Student assertion that the work deserves more marks, or that the student disagrees with the mark, is not, in itself, sufficient rationale for the reassessment.

The Associate Director or Director may deny the request for a re-grading if the rationale is not based upon the merit of the work.

If the request for re-grading is accepted, the Associate Director or Director will follow the procedures outlined in the Undergraduate policies 162; 167; 168 [Senate Policies](#)

A re-grading of an assignment may result in the grade remaining the same, being raised or being lowered, and the reassessed grade becomes the final and official grade for that work. The student cannot appeal the revised grade. If reassessment of the work was not done or has not been done in keeping with this policy, the ground of the appeal is 'Procedural Error.'

In the event that the student's instructor/professor is the Director, the request for a 'second read' will be made to the Associate Director of the Program.

Students are expected to be familiar with Policy 162 Grade Reassessment and Grade Recalculation for re-assessment of work by their instructor/professor [Senate Policies](#)

COURSE MANAGEMENT ISSUES/CONCERNS

Students who have concerns about how a course is taught or managed should first consult with the instructor/professor as soon as the concern arises. However, if they feel that the matter cannot be discussed with the instructor/professor or if the matter cannot be resolved, students should consult with the Associate Director.

Students are expected to be familiar with Policy 162- Course Management Policy and 168 – Grade and Standing Appeals Policies and Procedures [Senate Policies](#)

ACADEMIC APPEALS

The details for appeals are outlined in the Toronto Metropolitan University Calendar and at Within Senate Policies: Policy 168 and Policy 168-Procedures <https://www.torontomu.ca/senate/policies/>. The following variations/ modifications apply within the Daphne Cockwell School of Nursing.

Specifically:

- Students who are appealing a failed nursing course grade will not be allowed to continue in a subsequent nursing practice course until the appeal is reviewed and granted (or the course is successfully repeated). Every effort will be made to expedite the appeal process in order to protect student rights.
- There are three (3) levels to which a student can progressively appeal a final grade or their academic standing. The 1st Level is the Department/School/Program (as per Policy 168).
- Documentation is required and must be submitted with any appeal including 1st Level Appeals. Commencing with Fall 2020 courses, all appeals must be submitted electronically. You can access information about the appeal process and you can submit your appeal via the following link: [Appeals](#)

ACADEMIC INTEGRITY AND ETHICAL PROFESSIONAL PRACTICE

The actions of nurses registered with the College of Nurses of Ontario as registered nurses or registered practical nurses are governed under the auspices of the Professional Standards of the College of Nurses of Ontario which "...inform nurses of their accountabilities and the public of what to expect of nurses. The standards apply to all nurses regardless of their role..." (CNO, 2009, p. 1). These standards are "...consistent with the legislation that is relevant to the practice of nursing in Ontario (for example, *the Nursing Act, 1991, Regulated Health Professions Act*, "Nurses are responsible for their actions and the consequences of those actions" (Toronto Metropolitan University, Centennial, George Brown Collaborative Nursing Degree Student Handbook, 2013, p. 61). The professional standards include, specifically, that nurses are expected to conduct themselves in an ethical manner: "...nurses have a duty to uphold the standards of the profession, conduct themselves in a manner that reflects well on the profession..." (CNO, 2009, p. 11) and that "...nurses are accountable for their actions and behaviors" (CNO, 2009, p. 11). Further, it is the practice of the College of Nurses of Ontario to entrust the adjudication of ethical infractions that occur within the academy to the representatives of the academy responsible for such adjudication.

Plagiarism and other forms of academic and non-academic misconduct demonstrate unethical professional conduct as well as academic misconduct. Students who violate the academic integrity policies of the University will be considered to also be in violation of the ethical standards of professional nursing practice and will be subject to severe penalty as defined in the University policy.

College of Nurses of Ontario (2009). *Practice Standards: Ethics*. Toronto: Author.

College of Nurses of Ontario (2009). *Fact sheet: Developing Practice Standards and Guidelines*. Retrieved from [? CNO Standards and Guidelines - Information and Resources](#) September 24, 2012.

Daphne Cockwell School of Nursing (2013). *Toronto Metropolitan University, Centennial, George Brown Collaborative Student Handbook*. Toronto: Author

PROFESSIONAL CONDUCT GUIDELINES

In accordance with the Professional Misconduct Regulation (Ontario Regulation 799/93) under the Nursing Act, 1991, it is an act of professional misconduct to fail to report an incident of unethical conduct of a healthcare provider. Faculty and students who are registered with the College of Nurses of Ontario are required to abide by this legislation. Verbal or written information that is deemed to be an act of Professional Misconduct disclosed by a member of the College of Nurses of Ontario while a student is in a nursing course/program will be reported.

Preamble

These guidelines address issues of responsibility and accountability for all students in the Post Diploma Degree Program and are intended to identify expected behaviors, outline procedures to respond to inappropriate behavior, and indicate the possible consequences of such behavior.

Guidelines are important for the public, in that they ensure that the student has criteria to follow with respect to professional conduct. Guidelines are important for the student in that they provide direction regarding acceptable and expected professional behavior.

Nursing students are required to:

- i. adhere to the University's and Daphne Cockwell School of Nursing's policies including but not limited to [Senate Policies](#)
 - *Student Code of Academic Conduct* [Academic Integrity Office](#)
 - *Non-Academic Conduct* [Student Code of Non-Academic Conduct- Policy 61](#)
 - Civility [Workplace Civility and Respect Policy](#)
 - *Undergraduate Consideration and Appeals* [Undergraduate Appeals](#)
 - *Religious, Spiritual and/or Aboriginal Observances* [Policy 150](#)
 - *Exams* [Policy 135 Final Examinations](#)

and all other relevant University and Daphne Cockwell School of Nursing policies/protocols.

- ii. adhere to the *CNO Standards of Practice* (revised 2015) and all related professional practice guidelines [CNO Documents](#)
- iii. Documents related to CNO practice standards and their application can be found at [CNO Documents](#)

The following conduct guidelines will also be enforced if a breach has occurred off-campus that affects the rights of members of the university communities to use and enjoy the university's learning and working environments. For the purpose of these guidelines, a student is a person registered in an undergraduate program proceeding towards a nursing degree, or otherwise taking credit courses offered by the university.

Harassment and Abuse

The faculty of the Post Diploma Degree Program is committed to ensuring the safety of students during nursing practice. The faculty recognizes that anyone may encounter situations involving abuse or harassment. The Ontario Human Rights 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.

Students who experience bullying and/or sexual harassment/sexual violence in their placement are strongly encouraged to speak with their faculty advisor, the leads of the courses and/ the Associate Director so that the appropriate supports and resources can be provided.

Students and faculty members 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 members 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.

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 offence.

Preventing harassment and abuse requires commitment of every member of the Post Diploma Degree Program. Students are encouraged to take the time to familiarize themselves with these rights and responsibilities. For concerns about harassment within the university, please contact the Associate Director. 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 placementsite.

Student Responsibilities

Over the course of the program, students are expected to develop and demonstrate the attributes of a professional nurse. The following are expectations with respect to the student's professional conduct within the Post Diploma Degree Program and nursing practice settings:

- uses effective time management skills to organize workload (prioritizes, sets time frames, and evaluates own work patterns);
- accepts accountability for own actions and decisions;
- seeks assistance appropriately;
- provides constructive feedback to colleagues;
- demonstrates honesty, integrity, and respect (for self and others) in relationships with colleagues, faculty and staff;
- promotes team problem-solving and decision making in collaboration with colleagues and faculty;
- uses conflict resolution skills directly and in a timely manner to facilitate interpersonal relationships;
- identifies the effect of personal values and assumptions on interactions with colleagues and faculty;
- maintains a distinction between social interaction and professional communication;
- uses established communication protocols within the Daphne Cockwell School of Nursing and the university;
- recognizes and reports situations involving colleagues and/or faculty which are potentially unsafe;
- assumes responsibility for knowing all student-related school policies and nursing practice site policy relevant to the student practice;
- maintains client confidentiality;
- demonstrates sensitivity to diversity;
- respects others by turning off cell phones and maintaining a scent free environment.

Procedures

Failure to demonstrate consistent achievement in the development of the above behaviour will jeopardize the successful completion of a course and/or the program. Allegations of unprofessional behaviour and/or professional misconduct may be made by any faculty member, nursing practice agency representative, or peer. Once inappropriate behaviour/conduct has been brought to the attention of the Post Diploma Degree Nursing Program, the student will be notified in writing by the Associate Director and involved parties will be invited to meet with the Associate Director. If the allegation is substantiated, the issue, student response, and recommendations/ penalties/ disciplinary action will be documented, a copy given to the student, and a copy placed in the student file.

If the inappropriate behaviour contributes to interfering with the safety of others, and/or crosses the boundaries of legal* nursing practice:

- the student will be immediately removed from the nursing practice area and/or the school;
- a meeting of the student and involved persons will be convened within 5 working days to determine

further penalties/disciplinary action.

- In matters of legal/professional misconduct, the College of Nurses of Ontario and/or legal authorities may be informed.
- * legal refers to protocols for nursing practice as stated in the Regulated Health Professions Act (RHPA)

For unprofessional behaviour other than the above, a discussion will take place between the person identifying the behaviour and only the student exhibiting it.

If this discussion fails to resolve the behaviour:

- the Associate Director will be notified in writing of the behaviours and discussion to date;
- within 5 days of receipt of the written notification, a meeting will be convened including the Director Associate Director, the student, and other appropriate parties to determine other recommendations, penalties/disciplinary actions. These actions may range from remedial counselling to failure of the course or expulsion from the program. Documentation of this meeting shall be placed in the student file and remain as a permanent record in the file.
- if a prior record exists of professional misconduct/unprofessional conduct, a more severe penalty may be imposed.

The following persons will be informed of any penalty imposed at this stage: student, faculty member, Associate Director. Follow-up will be dependent upon the recommendations and/or disciplinary action determined by the Post Diploma Degree Program. Records in the student's file will be made available to faculty only for the purpose of determining whether there is a repeated pattern of offences. No record of any penalty other than expulsion will appear on the student transcript.

ACADEMIC STANDING VARIATIONS

Promotion Policy Variances

Students must achieve a grade of 'C' or above in all nursing theory and practice courses (all NCL, NUC, NUR courses) in order to be eligible to enroll in nursing courses in subsequent semesters. 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 they receive a grade of 'C' or above in all nursing courses. 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 first time 'C-' or below 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 (either a repeated or subsequent practice course) will result in a PERMANENT PROGRAM WITHDRAWAL Standing. This variation will be enacted even when the student has taken less than three courses and has not acquired a cumulative grade point average.

1. i) At any point during the academic term/year, the School of Nursing 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.
ii) The student may be withdrawn from the nursing program for reasons of professional unsuitability.
2. An incomplete grade assigned to a nursing practice course must be cleared prior to the official start date of the subsequent nursing practice course.
3. All nursing theory courses must be completed within 5 years of the prerequisite professional courses. (For example, no more than 5 years can elapse between completion of Year 1 professional courses and enrolment in Year 2 professional courses).

STUDENT CONFIDENTIALITY POLICIES

STUDENT CONFIDENTIAL FILES

Student academic progress files are kept in the Daphne Cockwell 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.

Based on FIPPA section 42(d) (permitted disclosures of personal information), the University can share student information with University employees who need in the information in the performance of their duties (for example, including but not limited to: lead instructor/professor/professors, clinical instructors/professors, Associate Directors, program advisors, etc.) and that information is necessary and proper in the discharge of the University's functions (University core activities are teaching, research, education).

STUDENT IDENTITY CONFIDENTIALITY

Students are required to show identification (Toronto Metropolitan University ID- One Card) when picking up reference letters or other student-related materials left at the Main Office Reception for pickup. Should they need to have an alternate person pick up on their behalf, the student must email the Department Secretary authorizing and naming that alternate person. The alternate will be required to provide photo ID upon pickup.

Instructors/professors do not discuss a student's academic progress with a student's friend/member of the student's family unless under exceptional circumstance and then only with the written permission of the student. Such permission is event-specific and is not considered 'blanket' permission. Persons identified by the student will be required to provide photo ID prior to any discussion.

The Daphne Cockwell School of nursing staff, instructors, and professors will not provide any confidential personal student information to anyone without written permission of the student (e.g. timetables, class location, placement location, etc.). In the event that someone is looking for the location of a student, the School and/or Security will find the student and let them know that their presence is required. Persons identified by the student will be required to provide photo ID prior to any discussion.

COLLEGE OF NURSES OF ONTARIO CERTIFICATE OF REGISTRATION

All students (RNs and RPNs) who are admitted to the Post Diploma Degree Program are required to provide evidence of a current Ontario Certificate of Registration with the CNO (www.cno.org), "General" Class, and be in good standing with the College of Nurses of Ontario, or an Academic Pathway Certificate from Centennial College/ George Brown College throughout the time that they are enrolled in the program, in order for them to take any core nursing courses including the nursing practice courses. Students with RN and RPN licenses within other Provinces and Territories in Canada **must** also hold "General" class/equivalent registration and be in good standing with their College of Nurses throughout the time that they are enrolled in the program. in order for them to take any core nursing courses including the nursing practice courses. RPNs and RNs who are enrolled in the program that do not maintain a "General" Class registration with the CNO with their license with be Required to Withdraw (RTW) from the program.

If a student experiences any change in their RN or RPN status with the CNO while in the program, the student must immediately report the change in status to the Associate Director of the Post Diploma Degree Program. If a student does not report a change of status in their College of Nurses of Ontario registration, upon identification of changes in their status with the CNO, the student will be immediately removed from all courses they are currently enrolled in and removed from the program. As well, they will be required to attend a Facilitated Discussion for Suspicions of Academic Misconduct and if there is a finding of Academic Misconduct, F grades will be assigned to all courses they were enrolled in and completed while there were changes in the status of their RN/RPN license with the CNO/other license boards. As well, a recommendation of PPW may be made as part of the penalty associated with a finding of Academic Misconduct.

NURSING PRACTICE

The purpose of the nursing practice courses is to provide students with an opportunity to apply theory from the program courses in a practice setting. Students are required to review Central Placement Office Webpage on a regular basis for informational updates related to nursing practice. [Central Placement Office](#)

It is students' responsibility to check the CPO website for dues dates for submitted PIR forms. Requests to complete clinical placements after the identified due dates cannot be accepted.

[CPO- PDDP Nursing Placement Forms](#)

Students are expected to plan their route and travel accordingly to ensure they arrive on time for their respective shifts. The CPO may arrange a placement with travel time up to 90 mins accordingly to Google Maps. Please note: For students who live outside the GTA travel time may increase. Every attempt will be made to confirm a placement if your geographic regional preference is outside the GTA, but there are no guarantees.

Prerequisites for Nursing Practice Placement

Placement Information Record (PIR)

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.

Ontario legislation specifies certain surveillance requirements for those entering into healthcare practice settings. The Post Diploma 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.

Information about Practice Requirement Records (PRRs) can be found at

[CPO- PDDP Nursing Placement Forms](#)

Information about Practice Requirement Record (PRR) Policy can be found at [CPO- PDDP Nursing Placement Forms](#)

Practice Requirement Records (PRR) Clearance Information for Post Diploma Nursing Students

Toronto Metropolitan University has partnered with Synergy Gateway Inc. to provide support and clearance for the Practice Requirements Record (PRR). To have your documents validated students will be required to book an Electronic Student Permit Checking (ESPC) appointment through Verified, a proprietary platform that is used by students across Ontario for the purpose of digitally collecting placement requirements and documentation for verification. Log in details to Verified will be sent to your school email account once the system is up and running for our programs.

Student's ESPC Appointment

Students should review the list of PRR requirements below and plan when and how they will be complete each of the requirements. It is important to remember that some requirements may take an extended time to complete.

Once a student's access is activated, students are encouraged to book an ESPC appointment through their Verified account. For help on how to navigate Verified, please log in and go to Important Forms for a user guide.

Students are encouraged to book their appointment early, even if they do not have all documentation in place. Do not wait until a week or two before the deadline to book the appointment; as appointment times will fill.

Students should ensure all of their PRR documents are uploaded to their account by 9:00 AM (EST) on the day of their ESPC appointment. Students do not need to be "present" on the day of their booked appointment, as this is the date that Synergy Gateway retrieves your documents for review.

To avoid paying additional appointment fees, students should ensure all their documentation has been uploaded before 9am (EST) of your ESPC appointment date. If documents are outstanding at this time, students will not be cleared for placement. If documentation is missing or a requirement is not complete, students will need to book a follow-up appointment for an additional fee.

Students will receive a PRR Completion Certificate (stamped document) once their documents have been reviewed. This should be kept by the student with their records.

If a student needs to cancel an appointment, an appointment must be canceled at least 24 hours prior to the appointment, or a student will be charged for a missed appointment.

Synergy Gateway Inc. is not the authority on the Nursing Education program policies and deadlines.

Please check with cpo@ryerson.ca if you have questions about anything related to PRR requirements.

Please upload for the following prior to your booked appointment:

- Medical Requirements page of the PRR completed by your HCP
- Blood work/lab reports – students will not be issued clearance without blood work results
- Yellow immunization card or other proof of immunization
- Certification cards (as required)
- Originals of all documents

Synergy Gateway is here to help! Contact Synergy Gateway at www.Synergyhelps.com. Submit a Help Desk ticket and they will be in touch. Their Help Desk hours are Monday to Friday, 10am – 3pm (EST), excluding holidays.

*** Important Note** Please ensure all documents are valid until the end of the placement period. Students with requirements expiring during the placement period must renew (before expiry) and provide updated documentation to Verified by Synergy Gateway Inc. to continue to be eligible for placement. This will require another ESPC appointment at FULL service fees. To avoid multiple appointment fees, we suggest that students update all expiring documents in one appointment. A free update will be provided for programs that have Vulnerable Sector Searches due every 6 months. More information will be provided at the time of clearance.**

COVID Vaccines

Students are expected to follow the Ministry and Placement Agencies Policies for COVID Vaccines. Agencies have the right to refuse/ remove students who have not received their COVID vaccines.

Non-Medical Requirements for Placement

Vulnerable Sector Screen

Nursing students at the DCSN often work directly with or in close proximity to children or vulnerable clients/ patients during their practicum placements. To protect vulnerable clients/ patients, nursing students 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 the 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.

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. Neither the University nor the DCSN pays for or reimburses students for costs associated with obtaining 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 20mins 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. Neither the University/College nor the DCSN pays for or reimburses students for costs associated with obtaining the Mask Fit Testing.

Standard First Aid & CPR

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

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.

<https://www.torontomu.ca/nursing/central-placement-office/incident-reporting-in-a-practice-setting/>

In the event of an injury/incident while attending a practice placement, all students must:

- Notify Clinical Instructor or Preceptor or 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

<https://www.torontomu.ca/nursing/central-placement-office/incident-reporting-in-a-practice-setting/>

Travelling during practice placement:

Students may on occasion travel with their preceptor and a client to an appointment. The insurance does cover students when functioning in a role for their practice placement. The safety of the student and the safety of a client 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.

Nursing Practice Learning Experiences (Placement)

Nursing Practice Learning Experiences (Placement)

Students cannot arrange their own placements. All practice placements for the Post Diploma Degree Nursing Program are organized through the Central Placement Office (CPO) at Toronto Metropolitan University. The CPO has pre-existing relationships and affiliation agreements with our partners (agencies/hospitals) throughout Ontario for practice placements. Our partners will only accept students for placements that have been arranged by their placement offices directly with the CPO.

Please note that the Toronto Metropolitan University, including the Daphne Cockwell School of Nursing, is supportive and inclusive of 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.

For students in the Post Diploma Degree Nursing Program, although practice days are indicated on individual timetables – e.g. Thursdays and Fridays – this is for course scheduling purposes only and it is expected that students will be flexible in planning their nursing practice time to **follow assigned preceptor schedules** – provided that scheduled classes are not being missed. It is anticipated that students and their preceptors negotiate nursing practice time for optimal learning experiences.

Practice placement decisions and student assignments are based on some or all of the following, depending on the year of study: curriculum requirements, placement availability, past practice experience, interviews, faculty consultations, and home address. Placement partners consider many factors before deciding to accept a student for placement. Not all placements accept students every year. They may also limit the number of students accepted based on organizational changes.

Placement Schedule

As full time and part time students there is flexibility in your academic schedule to follow the preceptor's schedule during the entire practice placement. Your placement is not on "Thursdays and Fridays" only.

Students will follow their preceptor's schedule with the expectation of 24hrs/week x 11 weeks:

- If a preceptor is working 12hr shifts- students will be expected to complete 2(12hr) shifts/week for 11 weeks.
- If a preceptor is working 8hr shifts- students will be expected to complete 3(8hrs) shifts/week for 11 weeks.

Students are required to complete a minimum of 24hrs/week **each** week for 11 weeks. Students are not permitted to miss any of the required 24hrs/week for 11 weeks.

It is understood that following the preceptor's schedule takes priority over a student's personal commitments such as employment. Placement partners expect students to be flexible with the placement schedule. Our partners in the community, long term care centers and hospitals will only confirm placements for nursing students who follow the preceptor schedule.

Please note: Placement Agencies may choose to cancel a nursing placement for a student who does not follow the preceptor's schedule.

NOTE: Students can exceed the minimum number of shifts in Weeks 2-12. Students are not permitted to take vacation during their practicum placement, nor can they pre-schedule practicum shifts with the preceptor in order to take vacation during the semesters. Students who are absent from practice placement due to an unexpected illness are required to submit an ACR with medical documentation for consideration to make-up missed hours. Students cannot progress in their practice placement if an illness prevents their attendance in practice placement greater than two weeks. In these circumstances, students will have to withdraw and apply for a practice placement the subsequent semester. **Students are also not permitted to finish their clinical placements prior to the end of Week 11 of the semester.**

Scheduling of Shifts for Placements

Students enrolled in NCL 700 and NCL 800: are not permitted to schedule shifts for placements on Sunday Nights or Monday Days as they are scheduled for core nursing courses: NUR 810 and NUR 833 on Mondays. If a student schedules a shift for placement during these times, these hours will not be accepted towards the weekly 24hrs/week requirement for NCL 700. Please note this would also be considered a violation of Policy 60.

Students enrolled in CNCL 700/CNCL 800: are not permitted to schedule shifts for placements the Night before or Day of a scheduled core nursing course including: CNUR 810 and CNUR 833. If a student schedules a shift for placement during these times, these hours will not be accepted towards the weekly 24hrs/week requirement. Please note this would also be considered a violation of Policy 60.

Orientation Session

Hospital/Agency Orientation as well as the School's Orientation sessions is **mandatory for ALL students**. A placement may be cancelled, if a student does not attend, participate, or complete the orientation training or modules required by the Hospital/Agency. In addition, students must attend the mandatory school orientation session at the beginning of the semester with their Faculty Advisor and other learners. Students must also attend the final presentation meeting with their Faculty Advisor and other learners.

Definitions:

“Unsafe practice” vs. “Failure to meet Course Objectives/CNO Competency Standards”

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/CNO Competency Standards

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, preceptor and Faculty Advisor must meet to discuss the student's performance to date and develop a Performance Improvement Plan (PIP) to address performance concerns. The discussion and plan must be documented and will be added to the student's file.

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/CNO Competency Standards. 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, preceptor and Faculty Advisor 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 her/his opportunity to complete the objectives of the course/CNO Competency Standards they will receive an F grade.

<p>A Performance Improvement Plan (PIP) is initiated when a student is failing to meet the course objectives. Failure to meet the criteria identified in the PIP, within the designated time frame, will result in a failing grade.</p>
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Academic Variations:

In order to successfully pass the course, students are required to achieve all of the following:

A minimum cumulative grade of C (63%) across all graded components

and

A satisfactory standing in all CNO standards in clinical practice

Students who do not meet any one of the above requirements will receive an 'F' final course grade, regardless of their cumulative numerical course grade.

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 feeling unwell or experiencing flu-like symptoms. It is important to report any illness to the Clinical Instructor/ Faculty Advisor and Preceptor.
- Yearly immunization for the seasonal flu is important and required by all placement practice agencies.
- 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 not exclusive, to additional screening and testing, as appropriate.

WORKSTUDY OPTION

Purpose: To offer diploma-prepared RN students with a multipurpose nursing practice course opportunity for the courses NCL 700 and/or 800.

NOTE: IF A STUDENT RECEIVES A GRADE OF C OR LESS IN THE NCL 700 or 800 WORKSTUDY PRACTICE COURSE, THEN THE REPEATED NCL 700 OR 800 MUST BE A PRACTICE PLACEMENT

Work-study: Only applies to RNs who are employed full-time and not currently on a hiring probation and the work-study has been arranged by the student.

Strategy: Diploma prepared RN students who are currently employed in a nursing role at their work place will independently complete a learning plan. Successful completion of the work-study option will meet the requirements of a Post Diploma Degree nursing practice course.

Role of the Employee/Student:

The primary role is that of a (paid) employee with performance expectations and responsibilities. The employee/student will report to the agency supervisor on all work-related issues. The employee/student will implement a learning plan that takes into account opportunities in the role and workplace that are mutually beneficial and do not conflict with job performance. The student will submit evidence to faculty in a timely way. Students are responsible for demonstrating the ability to apply theory from the program in nursing practice. Submitted evidence will be evaluated relative to program theory. Students must meet with their faculty advisor during the semester to review their progress. Details about expectations are found in the course syllabus.

Role of the Faculty Advisor:

Faculty will be available to employees/students regarding the learning plan and outcomes. Consultation and evaluation of the learning outcomes or evidences will be done by faculty on an on-going basis. Students and faculty may negotiate modes of communication that are mutually acceptable, including attendance at scheduled group meetings.

Placement/Work-study Information

The Post Diploma Degree Nursing Program uses a province-wide placement system, HSPnet, to coordinate student placements in clinical practice. This system is used to manage placement requests and to share contact information for students, instructors and preceptors.

A few weeks prior to the start of a practice placement, students will be given Student Access to HSPnet for your upcoming placement. An automatically generated email will provide a student with a user ID (the students Toronto Metropolitan University student number) and a temporary password.

Students are responsible for checking HSPnet on a regular basis for updated information on placement, orientation and computer training information.

Nursing Practice Policies

The student shall:

- learn or review the knowledge, competencies, theory and judgement necessary for safe nursing practice
- practice any new skills prior to assuming that responsibility for client care, ensuring that they have the required knowledge, skills and judgement to do so
- be prepared to discuss the basis of practice with the faculty member or preceptor, including learning plan
- know (and operate) under the policies and procedures of the agency and the Post Diploma Degree 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)

Professional Appearance and Dress Code

The Nursing Program Professional Appearance and Dress Code has been developed in accordance with the College of Nurses of Ontario (CNO) Infection Prevention and Control (2009) Practice Standard, Professional Standards (2002) and the Entry-to-Practice Competencies (2014). Each student is expected to adhere to the Professional Appearance and Dress Code. Where there are specific agency uniform policies you are expected to follow those: where there are no policies you are expected to dress professionally. If a student is not appropriately attired or is unkempt, the faculty 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 practice placement.

- ID Badge
All students must wear their Toronto Metropolitan One Card as the official identification card for the Toronto Metropolitan University Community during their practice placement. You may apply online for a [One Card](#)
- 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

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.

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.

Link: [PHIPA](#)

Some reminders for practice:

1. **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.
2. Students must not give out any identifying information over the phone, unless the client has approved disclosure.
3. Students must not discuss client information outside of the unit.
4. Students must not use personal communication devices in the practice setting. Such devices may not be used to photograph information or persons. Cell phones may be used to access clinical apps only.
5. 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 faculty advisor and preceptor.

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, followed by "Nursing Student, Year [X]".

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

Note: Failure to submit course assignments on prescribed due dates as outlined in the course syllabus or as provided with a verified ACR will result in a failed grade and may result in withdrawal from the course.

GENERAL POLICIES

TRANSFER CREDITS

Application forms are available on the ProCom Academic Advising web site at [Student Forms](#)

REFERENCE REQUESTS

Students and graduates are encouraged to use specific faculty members as referees for nursing practice performance and other professional characteristics. Employing agencies may, however, phone the year lead teacher for a general professional reference. To protect student privacy and rights, it is our policy to furnish both general references and individual teacher references only on the student's written requests and with their permission.

The Post Diploma Degree Program does not provide formal references for summer employment. If a student needs a reference for employment they can ask an instructor/faculty member if they would be willing to do so. Instructors/facultymembers of Post Diploma Degree Program will provide references for graduating students at their discretion.

REQUEST FOR PROGRAM EXTENSION

Toronto Metropolitan University degrees have time allotments for completion of the program as indicated in the Toronto Metropolitan University Calendar. Any extension for completion of nursing programs can be granted only by the Associate Dean of Community Services. To request an extension, a student must write to the Associate Dean providing sufficient detail about the reasons for the extension and the courses that need to be completed. The letter should be signed by the Associate Director or designate who will ensure that all the relevant details have been included.

TRANSCRIPTS

Students requiring “official” transcripts must obtain them from Toronto Metropolitan University.

SUGGESTIONS FOR COURSE AND PROGRAM CHANGE

The Post Diploma Degree Program has a commitment to respond to students’ suggestions, concerns, and/or complaints related to course or program changes. The following protocol has been devised for use within the Program.

During Term:

- Discuss with the instructor/faculty member involved.
- If unresolved, make an appointment with the Course Lead Teacher.
- If remains unresolved make an appointment with the Associate Director.
- If still unresolved make an appointment with the Director.

Following Course:

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 Director

After students have completed the above, if they wish to propose formal changes, they are to submit them in writing, with the rationale and an indication of the extent of class support. Submit the proposal to the Associate Director, the Post Diploma Degree Curriculum Committee or School Council. Be prepared to discuss the proposal with the Curriculum Committee or Council.

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

TEST AND EXAM POLICIES FOR CORE NURSING COURSES

1. Online Exams/Tests/ Quizzes:

Students are not permitted to copy any questions from the quizzes/tests/exams in any core nursing courses via any methods included but not limited to: voice recordings, print screen, taking of photos, and copying and pasting of questions.

As well students are not permitted to 1) either discuss or share any questions from quizzes/tests/ exams with other students via any communication methods including but not limited to: voice recordings print screen, taking of photos, and copying and pasting of questions and 2) share any quizzes/tests/ exams with other students via any

communication platforms including but not limited to chat rooms and Facebook and 3) students are not permitted to share any questions with any online platforms/companies that buy and sell course materials including tests/quizzes/exam questions .

Students who are identified to have discussed and/or shared questions from exams/tests/quizzes with other students or provided them to other online platforms/companies that buy and sell course materials including test/quizzes/ exam questions will be required to attend a Facilitated Discussion for Suspicions of Academic Misconduct. If there is a finding of Academic Misconduct the student will receive an automatic zero on the exam and an F in the course, and there will be a recommendation for a two-term suspension with the possible recommendation of expulsion from the PDDP.

2. Purchasing of Online Exams/Tests/ Quizzes Questions and Assignments for Courses:

Students who are identified to have purchased questions for exams/tests/quizzes or assignments from online platforms/companies will be required to attend a Facilitated Discussion for Suspicions of Academic Misconduct. If there is a finding of Academic Misconduct the student will receive an automatic zero on the exam/test/quiz/ assignment, and an F in the course, and there will be a recommendation for a two-term suspension with the possible recommendation of expulsion from the PDDP.

ZOOM Invigilation Requirements for All Online Tests/Quizzes/Exams

1. Students are required to set up and be on zoom 5-10 minutes before the start time of a test/quiz/exam.
2. Students must start the quiz/ test/ exam within 10 minutes of the identified start time. If a student starts after this window of time, they will receive a zero score for the quiz/test/ exam.
3. Students are required to be on camera via zoom for the entire writing of a: quiz /test /exam. Students are responsible to check periodically to ensure their webcam is on. Students whose camera remain off will receive a zero grade on the test/quiz/exam.
4. Students are required upon entering the zoom link, to type their first and last name into the “Chat” box for attendance. A student’s first and last name must be present on a student’s tile on zoom. Students that do not have their first and last name visible on their zoom screen will be disconnected from zoom and will automatically receive a zero grade on the quiz/test/exam. **Students who have another name (other than their own) on their screen will be disconnected from zoom and will automatically receive a zero grade on the quiz/test/exam.**

How to set your name on your screen- complete this prior to the day of the test/ quiz/ exam:

- On the upper R corner of your zoom tile (box that your face appears in while on zoom) click on the three dots “...” and a drop-down menu will appear.
- Select “rename” and type your first and last name in the “screen name box” and then click on “ok”.
- Check that your name should appear on the bottom of your zoom tile.

Students who log in with another name on their scree will be disconnected from the exam.

5. Students that do not want to be in the general zoom room with their camera on, are required to send their instructor a request for a private zoom room at least 24hrs before the test time.
6. Students may set a background picture for their screen rather than having their private space visible.

To set a background on your screen tile this must be completed this prior to the day of the test/quiz/exam):

- On the upper R corner of your own zoom tile (that you appear in while in zoom) click on the three dots “...” and a drop-down menu will appear.
- Select “virtual background” and click on the background and this will automatically appear behind the face of the student on your zoom tile.

7. There is no recording of the zoom invigilation.
8. All microphones must be muted when students sign in on Zoom.

-
9. If you have any questions prior to the beginning of the exam, you can use the chat box to send your instructor your question.
 10. If you have any issues/questions during the writing of a quiz/test/exam during the time of an issue use the private chat box to connect with an instructor.
 11. In order to not be distracted by the Zoom video during the writing of the test/ quiz/exam, Toronto Metropolitan IT department has suggested that students “hide videos” after you open the Zoom application, and then have another window open. The "gallery" will move to the top right corner of the computer screen. When working on the exam, if you click the smallest box/line (highlighted in red on the screenshot below) you will only see a small box as seen on the screenshot with no videos.

Additional Instructions:

12. **All quizzes/ tests/ exams are closed book.** Students are not permitted to access any resources during the writing of a test/quiz/exam including but not limited to: written content, online resources, social media pages, chat groups and course content notes.
13. **Internet Connection:** A broadband connection is required. Make sure you have a good Internet Connection. You may want to check your network cabling, Wi-Fi connection, etc. prior to the start of your midterm.
14. **Browser:** Students are expected to use Google Chrome to access the test
15. **Presence:** You must not leave the room during the testing period at any time unless specifically permitted by the instructor. You may not take the computer into another room to finish testing. Stay in your seat and focus on the computer screen until the exam is complete.
16. **No Interaction with Others.** No other persons except the test-taker is permitted to be in the room during the exam. Do not talk to anyone else – no communicating with others. It may be beneficial to post a sign on the door indicating “Exam in Progress” so you are not disturbed. Ensure your mic is muted.
17. **Other devices:** Turn off all other devices (e.g., tablets, phones, second computers) and close all other programs and/or windows on the testing computer prior to logging into zoom and the D2L exam link in the course. The use of headsets, earplugs (or other similar audio devices) is not permitted. No watches. Do not use a phone for any reason. The only exception is to contact support or your instructor in the event of a technical issue.
18. **Please ensure you are accessing zoom from your Toronto Metropolitan University account. If you have issues with LOGGING INTO ZOOM and/or LOCKED OUT OF ZOOM ACCOUNT, you will need to contact CCS Help Desk. The instructor does not have the means to reset your Zoom login credentials**
CCS Help Desk at 416-979-5000 Ext. 55684: [CCS](#)
19. The PDDP is a professional program and academic integrity is a cornerstone of nursing and the writing of quizzes/tests/final exams for all courses. We believe it is important to share with you that we are able to view your answering of the questions in real-time, including how long it takes you to answer individual questions. Instructors will be monitoring for patterns that may be suggestive of concerns about academic integrity. If an instructor has suspicions of academic integrity, they have a responsibility to address these concerns within a facilitated meeting setting.

RESEARCH RELATED POLICIES

As part of a University environment, the Daphne Cockwell School of Nursing is 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. Specific faculty interest and expertise can be found on the [Daphne](#)

Research and creative activities initiated by students are encouraged within the School, 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 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. [Policy 51: Ethical Conduct for Research Involving Human Participants](#)

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. Toronto Metropolitan University has established guidelines for undergraduate students conducting research for class assignments that include data collection involving human participants. These guidelines can be found at:

[Office of the VP Research and Innovation](#) and [Policy 51: Ethical Conduct for Research Involving Human Participants](#)

and [Policy 118: Scholarly, Research and Creative Activity \(SRC\) Integrity Policy and Foreign Institution Statement](#)

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 with in that context.”

Students may also be invited to participate in the research process as study participants. In such instances, students may wish to familiarize themselves with their rights as research participants as identified in the following: [Office of the VP Research and Innovation](#) and [Policy 51: Ethical Conduct for Research Involving Human Participants](#)

and [Policy 118: Scholarly, Research and Creative Activity \(SRC\) Integrity Policy and Foreign Institution Statement](#)

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). The REB committee membership can be found at: [REB](#)

DAPHNE COCKWELL SCHOOL OF NURSING COMMITTEES

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 University Daphne Cockwell School of Nursing School Council.

School Council Composition

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

- the Director of the School
- all RFA faculty of the School
- Collaborative Program Site Director, Centennial College
- Collaborative Program Site Director, George Brown College
- Collaborative Program Year Lead Teachers, Centennial College
- Collaborative Program Year Lead Teachers, George Brown College
- one (1) member chosen by and from sessional and part-time instructors of the School
- student representatives in the ratio of not less than one-third and not more than one-half (this is a requirement of Toronto Metropolitan University's Academic Council policy and procedure re: School Councils) of the total faculty members on the Council, elected at the end of September each year by and from the student population as follows:
 - one (1) student from each of years 1 through 4 of the generic program, Toronto Metropolitan Universitysite
 - one (1) student from each of the years 1 and 2 of the generic program, Centennialsite
 - one (1) student from each of the years 1 and 2 of the generic program, George Brown site
 - one (1) student from each year of the full-time Post Diploma Degree program
 - one (1) student from the part-time Post Diploma Degree program
 - one (1) Canadian Nursing Student Association official representative
 - one (1) Toronto Metropolitan University Nursing Course Union official representative

Vacancy

In the event that an elected student representative should resign or otherwise cease to act during the term of office, the School Council shall appoint from the same program, as was represented by the member who has ceased to act, a replacement for the un-expired 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 University 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 school 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:

- the Curriculum Committee.
- 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 conveners 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, April 2002)

(Approved by Academic Council, October 2002)

OTHER SCHOOL COMMITTEES

There are a number of School committees in addition to School Council upon which students have representation, as dictated by department bylaws. If you are interested in becoming involved in the School's committee work, please contact our Administrative Officer, Gerry Warner via email at gerry.warner@ryerson.ca

* Representatives from the student body have voting positions on these committees.

** Representatives from the student body may be requested to participate on these committees.

Curriculum*

Nursing Practice and Preceptor Development **

Lambda Pi At-Large, Sigma Theta Tau International Nursing Honours Society*

Toronto Metropolitan University Academic Senate*

NURSING STUDENT ORGANIZATIONS

THE TORONTO METROPOLITAN UNIVERSITY NURSING COURSE UNION (NSU)

The Toronto Metropolitan University (TMU) Nursing Course Union (NCU) is the student council for Toronto Metropolitan University 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 TMUSAC (TMU 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 TMU Community at large.

Keep your eyes open for:

- Scrub and Equipment Sales
- Lunch time talks on various nursing careers
- Social events
- Newsletters
- Fundraisers
- Elections in March for a NEW NCU Executive

The NCU is available to respond to any of your questions and suggestions. Their members are here to help you make the most of your time at Toronto Metropolitan University's Daphne Cockwell School of Nursing.

To get involved, or meet your executive, stop by to see them or email us at ncu@ryerson.ca

The NCU looks forward to making this an amazing and successful year for all.

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 principals and objectives.

The objectives of the CNSA are:

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

(Affiliate Student Group with RyeSAC)

E-mail: ryerson.cnsa.ca

Phone: 416-979-5000 ext. 6335

Website: www.cnsa.ca

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.

APPENDIX A

POST DIPLOMA NURSING BACCALAUREATE EDUCATION AT TORONTO METROPOLITAN UNIVERSITY

VISION AND MISSION

Vision. By leading post diploma degree baccalaureate nursing education in Ontario for diploma prepared Registered Nurses, Bridging Program Registered Practical Nurses, and Bridging Program Internationally Educated Nurses, we lead the development and advancement of knowledge and research for nursing practice and nursing education.

Mission. We are committed to preparing nursing leaders who are highly competent, knowledgeable and who play an integral role in shaping our health care future. We are committed to building upon our reputation for excellence by creating and delivering innovative, accessible baccalaureate nursing, and advanced practice education. We support an environment that respects differences, encourages inquiry, promotes the discovery of the human lived experience, and champions social justice. We engage in the scholarship of teaching, discovery, integration, and application to further excellence in nursing practice, education and leadership.

NAMING

The University named its School of Nursing in honour of Daphne Cockwell, recognizing her family's ongoing support for Toronto Metropolitan University and its Master Plan development. Jack Cockwell, Group Chairman of Brookfield Asset Management, is a Member of the Toronto Metropolitan University Board of Governors. His family has made lifetime contributions of \$11.5 million to the University, including a gift of \$5 million directed to the School of Nursing.

The Daphne Cockwell School of Nursing is named after Mr. Cockwell's mother, who started her career as a nurse. This is Canada's first university nursing school to be named for a nurse. Daphne Cockwell trained as a nurse in East London, South Africa in the 1930s, and later worked as a volunteer with veterans returning from the Second World War.

Jack Cockwell was re-appointed to the Toronto Metropolitan University Board of Governors in 2005 and was appointed Vice Chair from 2006-07, having previously served on the Board from 1995 to 2001. He serves in a voluntary capacity for a number of community organizations including as a Governor of the Royal Ontario Museum, and a Directors of the C.D. Howe Institute and Waterfront Toronto Corporation. He also chaired the Building Fundraising Committee for The G. Raymond Chang School of Continuing Education at Toronto Metropolitan University.

PHILOSOPHY OF THE DAPHNE COCKWELL SCHOOL OF NURSING

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 have 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.

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 Threads have been identified. These threads will serve to organize the content of the curriculum and will be reflected in all years of the program in varying degrees of depth.

With this philosophy underlying the 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 well-being. 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/Group/Community

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.

PROGRAM THEMES

- **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 will be 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 will be 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 of the other, communicating effectively, and emphasizing the meaning of the experience from the 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.

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 who are accountable for their own learning and learn in collaboration with faculty. Multiple teaching/learning approaches facilitate the student's progression toward becoming lifelong independent nurse practitioners.

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 educative experiences where positive growth in personal, moral, ethical, aesthetic and professional aspects of life develops.

Learning is facilitated by a caring collaborative student-teacher relationship based on mutual trust and respect. Both bring diverse capabilities and experiences to the learning environment that is valued as enhancing learning. The learning environment reflects evolving equality through the fostering of interactive relationships, established through the development 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 nursing 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 enrich the learning environment.

APPENDIX B

HISTORY OF THE POST DIPLOMA DEGREE PROGRAM

In 1964, Toronto Metropolitan University (formally named Ryerson) became the first post-secondary general education institution in Canada to offer a diploma nursing program. Based on recommendations from the Rowles' (1963) study (as cited in Allen & Reidy, 1971), the program was developed to demonstrate the feasibility of offering a nursing program in a general education setting, as opposed to the typical hospital setting.

The success of this program proved Toronto Metropolitan's ability to provide unique and innovative nursing education. The program was also the subject of an ongoing evaluation study (Allen & Reidy, 1971) that reinforced Rowles' (1963) original recommendations, but paved the way for changes in the nursing educational system. When the provincial government transferred responsibility for nursing diploma programs to the Ministry of Colleges and Universities in 1973, the Schools of Nursing from The Wellesley Hospital, Women's College Hospital and the Hospital for Sick Children joined Toronto Metropolitan's nursing school. The amalgamated school offered a diploma nursing program curriculum until 1988.

In January 1980, the Bachelor of Applied Arts (Nursing) program for registered nurses was approved and implemented. This program was designed to enable diploma graduates to develop an analytical approach to nursing practice and expand their knowledge and understanding of the profession and the health care system. In 1983, the program was expanded to admit students on a part-time basis.

The Post Diploma Degree Program currently has over seven hundred students. Part-time students and non-program nurses can access most courses at over twenty regional access centres, through partnership with The G. Raymond Chang School of Continuing Education. We offer flexibility to nurses considering baccalaureate education through a variety of degree completion schedules. Currently, the Post Diploma Degree Program team is involved in pilot projects to evaluate the success of admitting to the program graduates from selected approved full time and part time bridging programs for internationally educated registered nurses and 2-year diploma prepared registered practical nurses. The bridging students are admitted to the respective full time and part time programs only during the evaluation phase.

All graduates earn the degree designation Bachelor of Science in Nursing (BScN.). The Daphne Cockwell School of Nursing is a member of the Canadian Association of Schools of Nursing (CASN), and is one of a selected group of university Schools of Nursing to receive accreditation.

The Daphne Cockwell School of Nursing is part of the Faculty of Community Services at Toronto Metropolitan University. This Faculty includes Child and Youth Care, Occupational and Public Health, Nutrition, Early Childhood Education, Social Work, Urban and Regional Planning, Midwifery, and Disabilities Studies. Theory and applied learning experiences are a hallmark of nursing education at Toronto Metropolitan University. Classroom courses are reinforced through nursing practice placement, field trips, outside projects, and actual experience in the professional community.

Humanities and social sciences are included in all programs to give students a better understanding of the social and cultural environment in which they will function, both as professionals and as educated citizens. The Daphne Cockwell School of Nursing strives to offer our students a plethora of learning opportunities: in the classroom; in practice settings; within the school itself, and beyond. The learning-teaching environment is supported through the use of various methodologies such as traditional large group lectures, simulations, problem based learning, small group study, self-directed instruction, and computer supported learning.

To recognize excellence in research, practice and scholarly activities, the Daphne Cockwell School of Nursing has joined Lambda Pi At-Large Chapter of Sigma Theta Tau International. The School has approximately 700 members including faculty, alumni, students and other community leaders. Not only does the Society position the school in the international community, it gives students greater access to conferences and increased opportunities to meet the nursing leaders in the area of research, practice and academia. Undergraduate students are required to have completed 1/2 of the nursing curriculum, have approximately a 3.67 GPA and be situated in the upper 20% of their cohort.

Toronto Metropolitan University is committed to providing continuing education opportunities that reflect real needs. Each year, the University continues to develop new programs and expand its services to meet the

changing requirements of the community. Today, there are over 450 subject areas offered that provide students choice in credit and professional development courses, management seminars, courses leading to professional certification, more than 45 certificate programs, and part-time degree studies.

Reference:

Allen, M., & Reidy, M. (1971). *Learning to nurse: The first five years of the nursing program*. Toronto: Registered Nurses Association of Ontari