

The logo for Ryerson University, featuring the text "Ryerson University" in white on a blue rectangular background, with a yellow vertical bar to its right.

**Ryerson
University**

**Daphne Cockwell
School of Nursing**
Faculty of Community Services

Post Diploma Degree Program Student Handbook

Bachelor of Science in Nursing

2018 - 2019

Daphne Cockwell School of Nursing
350 Victoria Street
Toronto, Ontario M5B 2K3
(416) 979-5300
(416) 979-5332 (fax)
www.ryerson.ca/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 AS WELL AS 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.

www.ryerson.ca/nursing

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.

<https://www.ryerson.ca/policies/policy-list/workplace-civility-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

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. 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 Ryerson University.

<https://www.ryerson.ca/calendar/2018-2019/courses/nursing/>

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 Design, Measurement, Applications (NUR 850)	3	Nursing Research Design, Measurement, Applications (NUR 860)	3	Nursing: Nursing Practice I (NCL 700)	1- Lect 15- Lab	Nursing: Nursing Practice II (NCL 800)	1- Lect 15- Lab
Total Hours	16		15		28		25

PROGRAM OUTCOMES

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 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. 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.

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 Ryerson Post Diploma Degree Program follows the conventions and rules outlined in the Publication manual of the American Psychological Association, Sixth Edition (2009), 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 Ryerson Writing Centre, but the particular expectations in each course, regarding adherence to APA standards, may be 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. Provided below are some good resources for APA formatting.

<https://www.ryerson.ca/content/dam/fcs/pdfs/studentssuccess/academicsupport/apa-general-formatting-title-page-abstract.pdf>

<https://www.ryerson.ca/content/dam/studentlearningsupport/resources/citation-conventions/APA%20Basic%20Style%20Guide.pdf>

2. ACADEMIC INTEGRITY

What is academic integrity?

Academic integrity is an essential part of any true educational experience. Both Faculty and Students are responsible for promoting academic integrity within their educational community.

<https://www.ryerson.ca/academicintegrity/students/what-is-integrity-and-misconduct/>. Integrity is important in this program 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,

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- formulate questions to ask in class, and
 - 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.

iv. 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.

v. 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.

vi. 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.htm
- 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 behaviour 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

<http://www.cno.org/en/search/?q=Social+Media%3A+Reflect+before+you+post+%282013%29.+College+of+Nurses+of+Ontario>.

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

(College of Registered Nurses of Nova Scotia, (2012). Position Statement on Social Media, p. 3).

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 of the University.

3. PLAGIARISM - A violation of academic integrity

What is Plagiarism?

(excerpts taken verbatim from <http://www.ryerson.ca/academicintegrity/Students/Undergraduate/plagiarism/index.html>)

According to the Ryerson 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 work or oral, 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 reflects your own understanding of the content and cite the source for idea.

Any content that is directly copied must be presented as direct quotes with full citation as per APA, inclusive of content from web sources or online journals.

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.

• 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

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- Update your research log on a regular basis.

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

• 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"

Ryerson's Senate Policy 60: Academic Integrity <https://www.ryerson.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.

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- 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 Ryerson 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 promote plagiarism as we define it in North America.

The purpose of any academic paper is to show your own thinking. Developing critical thinking skills by questioning and evaluating are intricate parts of North American academic culture. What and how sources are documented varies widely around the world. English as a Second Language students' (ESL) need to become knowledgeable of North American documentation techniques.

The English Language Support <https://www.ryerson.ca/studentlearningsupport/english-language-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 at: https://ss.cf.ryerson.ca/SLS/Student/student_login.cfm

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 Ryerson 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 Ryerson 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 Ryerson's Student Learning Support Centre: <https://www.ryerson.ca/studentlearningsupport/study-skills-and-transition-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.

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.
80 – 89 A- to A	EXCELLENT	Assignment demonstrates excellent performance as evidenced by: <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.
70 –79 B- to B+	GOOD	Assignment demonstrates good performance as evidenced by: <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.

63 to 69 C to C+	SATISFACTORY	Assignment demonstrates satisfactory performance as evidenced by: <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.
50 - 62 D- to C-	NOTE: A FINAL GRADE IN THIS CATEGORY FOR NURSING COURSES WILL RESULT IN A PROBATIONARY STATUS (SEE PROMOTION POLICY VARIATIONS) THE STUDENT MUST REPEAT THE COURSE AND ACHIEVE A GRADE OF 'C' OR BETTER AND REMAINS ON PROBATION UNTIL A 'C' IS ACCOMPLISHED.	Assignment demonstrates unacceptable performance, as evidenced by: <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	Assignment demonstrates unsatisfactory performance as evidenced by: <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.

Revised and approved by Faculty, May 2002

NC (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.

*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., Ryerson Medical Certificate) must be provided. 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 may distribute grades in class and/or post grades within the Learning and Management System (LMS) shell for the course. Final grades are only released by RAMSS at the identified times each semester in keeping with Ryerson Policy. Faculty 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 Lead instructor/professor/professor 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 for a student 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 LMS.

NEGOTIATING EXTENSIONS AND REQUESTING ACADEMIC CONSIDERATION FOR ASSIGNMENTS, TESTS/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 may request at this time consideration for an extension giving reasons for the delay.

Students are also expected to write tests/examinations on the date and time specified in the course outline and/or academic calendar.

Granting of a student's request is determined by the course instructor/professor/professor in consideration of University policy. In deciding whether to grant an extension, the professor will request the reasons for the extension in writing and may ask the student to show drafts of the work that has already been done on the assignment. When an extension is granted, the professor will provide the student with a revised due date and time for the assignment in writing. **Students who receive an extension will receive a fail grade if the assignment is not submitted by/ the revised date and time. In the event that further consideration is requested, the student must follow the procedure for a request as outlined below.**

a) Request for academic consideration for medical and/or compassionate reasons

If a student is unable to submit an assignment or write a test/exam as scheduled for medical or compassionate reasons, the student must contact the course instructor/professor/professor no less than 24 hours prior to the due date to request consideration. When circumstances do not permit this, the student must inform the instructor/professor/professor as soon as reasonably possible.

Students are required to present a completed Ryerson's Student Health Certificate or a letter on letterhead from a regulated health professional addressing all elements of the

regulated health professional declaration (i.e. as found on page 2 of the Ryerson's Student Health Certificate for medically-related requests. The Student Health Certificate form and guidelines can be found on the Senate web site <https://www.ryerson.ca/senate/forms/medical.pdf>. Incomplete documentation will not be accepted. Requests on compassionate grounds require the submission of supporting documentation.

In all these cases, documentation is required within three (3) working days of the missed work. In extraordinary circumstances, exceptions to the 3 day requirement to provide documentation can be granted if the medical illness, including documented mental health issues, prevents a student from seeking medical attention or documenting their illness in a timely fashion.

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

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

A record of requests for academic consideration will be kept in the student's files.

Students are expected to be familiar with the relevant University policies related to assignments and requests for academic consideration (<https://www.ryerson.ca/senate/policies/pol134.pdf>).

b) 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

(<http://www.ryerson.ca/content/dam/senate/policies/pol150.pdf>.) In this event, an alternate date/time for submission must be negotiated with the instructor/professor/professor at the beginning of the term.

c) 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. CPR must be initiated within 3-5 minutes, not 6-10 minutes, the latter having the potential of causing irreversible brain death to the client).

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 (e.g. if it is necessary that the student provide verbal rationale as they works through the demonstration of the skill), the test will 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 late - one full grade reduction (e.g. B+ to C+)**
- **up to two weeks late - two full grade reduction (e.g. B+ to D+)**
- **over two weeks late – /assignment is not accepted, and a grade of zero is applied**

A record of requests will be kept in the student's files.

Students are expected to be familiar with the relevant University policies related to assignments and requests for academic consideration (<https://www.ryerson.ca/senate/policies/pol134.pdf>)

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 during the nursing practice placement courses NCL 700 and or NCL 800 or other learning support services should register with Academic Accommodation Support (<https://www.ryerson.ca/studentlearningsupport/academic-accommodation-support/>) 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 puts in place an Accommodation Plan. Not all accommodation recommendations by the health care professional are accepted. Each accommodation is evaluated and only put in place when it meets the academic requirements of the course and upholds Ryerson University's Academic Integrity standards.

Once registered, the student must activate the sending of an accommodation letter via the online system used by AAS to each of their instructors outlining their approved accommodation(s) for each course – this includes to the Practice Placement Coordinator prior to confirmation of a practice placement for NCL 700/NCL 800 nursing practice courses. This should be done as early as possible, prior to a graded assignment, test or exam. (See Section III and Policy 159: Academic Accommodation of Students with Disabilities.)

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

Students with disabilities requesting academic accommodation must be familiar with the University policy (<http://www.ryerson.ca/senate/policies/pol159.pdf>)

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

Students, who think that an assignment, test or exam, either in whole or part, has not been appropriately graded, or that there has been a miscalculation of a grade due to an omission, improper addition, etc., **must contact the instructor/professor** to resolve the issue within ten (10) working days of the date when the graded work is returned to the class or from the date when a test/exam grade is received by the student. Grades not questioned within this period will not be recalculated later.

Students may be required to submit a written request for re-grading, stating why the work warrants a higher grade. The instructor/professor must respond within five (5) working days. A reassessment may result in the grade remaining the same, being raised or being lowered. Students must receive feedback that addresses their rationale for requesting a regrading of the work.

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

Students shall be given supervised access to any graded work that has not been returned or to their final exams, and be permitted to use that work for a reasonable length of time in order to prepare the required explanation for the re-grading request. It is recognized that there are assignments that do not lend themselves to independent re-evaluation, such as presentations and/or performances. Therefore, these will not be reassessed.

Students are expected to be familiar with the policy for re-assessment of work by their instructor/professor (<http://www.ryerson.ca/content/dam/senate/policies/pol134.pdf>)

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
- iii. the instructor/professor has not re-graded the work within five (5) working days;
- iv. they do 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, or 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 Procedures outlined in the Undergraduate Consideration and Appeals policy (<http://www.ryerson.ca/content/dam/senate/policies/pol134.pdf>) to have the work formally re-graded.

A re-grading may result in the grade remaining the same, being raised or being lowered, and the reassessed grade becomes the official grade for that work. The 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 Dean. The policy/procedure for Undergraduate Consideration and Appeals will apply.

Students are expected to be familiar with the policy for re-assessment of work by their instructor/professor (<http://www.ryerson.ca/content/dam/senate/policies/pol134.pdf>)

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 Director.

Students are expected to be familiar with the policy for course management in the Undergraduate Consideration and Appeals policy (<http://www.ryerson.ca/content/dam/senate/policies/pol134.pdf>).

ACADEMIC APPEALS

The details for appeals are outlined in the Ryerson University Calendar and at www.ryerson.ca/senate/policies/pol134.pdf. The following modifications apply within the Daphne Cockwell School of Nursing.

Specifically:

- Deadlines for the first level appeal of a nursing course will be within 10 working days of receipt of written nursing course final grade.
- 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 repeated). Every effort will be made to expedite the appeal process in order to protect student rights.
- Documentation is required and must be submitted with any appeals in which health, compassionate, course management, prejudice, procedural error are sited.
- Appeals are submitted to the Director for first level review.

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" (Ryerson, 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 demonstrates 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 http://www.cno.org/Global/docs/prac/41046_fsDevelopingstds.pdf, September 24, 2012.

Daphne Cockwell School of Nursing (2013). *Ryerson, 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 behaviours, outline procedures to respond to inappropriate behaviour, and indicate the possible consequences of such behaviour.

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 behaviour.

Nursing students are required to:

- i. adhere to the University's and Daphne Cockwell School of Nursing's policies including but not limited to:
 - *Student Code of Academic Conduct* (<http://www.ryerson.ca/content/dam/senate/policies/pol60.pdf>),
 - *Non-Academic Conduct* (<http://www.ryerson.ca/content/dam/senate/policies/pol61.pdf>)
 - *Civility* (<http://www.ryerson.ca/content/dam/hr/worklife/Guide-to-Civility.pdf>)
 - *Undergraduate Consideration and Appeals* (<http://www.ryerson.ca/content/dam/senate/policies/pol134.pdf>)
 - *Religious, spiritual and/or Aboriginal observances* (<http://www.ryerson.ca/senate/policies/pol150.pdf>)
 - *Exams* (<https://www.ryerson.ca/content/dam/senate/policies/pol135.pdf>)and all other relevant University and Daphne Cockwell School of Nursing policies/protocols.

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- ii. adhere to the *CNO Standards of Practice* (revised 2015) and all related professional practice guidelines (http://www.cno.org/Global/docs/prac/41006_ProfStds.pdf)
- documents related to CNO practice standards and their application can be found at <http://www.cno.org/en/learn-about-standards-guidelines/list-of-all-publications/>

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 are committed to ensuring the safety of students during nursing practice. Faculty recognize that anyone may encounter situations involving abuse or harassment. The Ontario Human Rights 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 / lead teacher for the course / the Associate Director so that the appropriate supports and resources can be provided.

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

Harassment or abuse in the nursing practice setting by anyone who is in control of their actions will not be tolerated. Although it may be more difficult to prevent harassment or abuse by someone who is physically or mentally incompetent, there are measures that can be taken to minimize the risk and to assist in protecting all involved.

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

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/ 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 placement site.

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 (Ryerson 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 her/his 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 him/her know that his/her presence is required. Persons identified by the student will be required to provide photo ID prior to any discussion.

NURSING PRACTICE

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

College of Nurses of Ontario Certificate of Registration:

All students (RNs and RPNs) who are enrolled in 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, or an Academic Pathway Certificate from Centennial College and an RPN registration and be in good standing. If a student experiences any change in their RN or RPN status with the CNO while in the program the student must 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, then the student may be required to attend a facilitated discussion for academic misconduct and it may result in failure in the course. The student may not proceed to any subsequent practice shift until permission has been granted by the Associate Director.

Prerequisites for Nursing Practice Placement

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

Information about PRR's can be found at: <http://ryerson.ca/cpo/students/post-diploma/index.html>

Practice Requirement Record (PRR) Policy

<http://www.ryerson.ca/content/dam/cpo/pdf/prrpolicy.pdf>

In accordance with the Post Diploma Degree Program protocol on current completion of the PRR prior to nursing students entering their assigned clinical/practice placement, all nursing students enrolled in practice courses must have their PRR cleared and stamped by the Central Placement Office (CPO) prior to the date of their first clinical/practice experience. Students are required to present their cleared and stamped PRR to their Clinical Instructor (CI) on the first clinical/practice day or to their Faculty Advisor (FA) at orientation. All required elements of the PRR must be met before the PRR will be cleared and stamped.

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

1. The CPO will provide Practice Course Lead Faculty and the Associate Director the names of students whose PRR forms are not cleared and stamped by the following timelines:
 - Post Diploma Program – 2 weeks prior to the start of Clinical/PracticeThe Practice Course Lead Faculty must contact the student immediately, advising that they are denied admittance to the clinical/practice placement and that the missed clinical/practice time may jeopardize success in the course.
2. When the student's PRR is cleared and stamped, the CPO will notify the Practice Course Lead Faculty immediately so that no clinical/practice placement time is lost unnecessarily.
3. Following a progression meeting with the Associate Director students who do not have their PRR cleared and stamped by the end of Week 2 of the semester will be withdrawn from the course.

Rationale:

The requirement for students to assume responsibility and accountability for current completion of their PRR at the beginning of each term in their Nursing program is clearly defined in all relevant documents and correspondences with the students. However, some students still remain outstanding with their PRR's. Under our affiliation agreements with External (Agency) Placement Partners, we are obligated to ensure that Ryerson University students enter their clinical/practice placements with required documentation, and that all of the required elements have been met. It is acknowledged that students' failure to have their PRR cleared and stamped jeopardizes client safety and our clinical/practice partner affiliation agreements. In fairness to our partners, their clients, and other students, consistent application of this policy is expected.

Practice Requirement Record Forms

Practice Requirements for the current academic year are found on the CPO website within the Practice Requirement Record forms.

Link: <http://ryerson.ca/cpo/students/post-diploma/index.html>

Workplace Safety and Insurance Board (WSIB)

The Ministry of Advanced Education and Skills Development (MAESD) provides students with insurance coverage in the event of an accident while attending clinical placement.

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 at <http://ryerson.ca/cpo/students/injury-incident2015.html>

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. For questions regarding insurance coverage when driving during placement, follow this [link](#).

Nursing Practice Learning Experiences (Placement)

Students cannot arrange their own placements. All practice placements for the Post Diploma Degree Nursing Program must be organized through the Central Placement Office (CPO) at Ryerson 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: Ryerson 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. If your preceptor does 12 hour shifts your placement on average will be two shifts one week, then the following week one shift, then you will rotate for the following weeks. If your preceptor does 8 hour shifts, then your placement will be two shifts/week, every week. Placement days are Monday-Sunday, and shifts may include any combination of: days, nights and evenings. Please note that there is an expectation that weekends are included as per the preceptor's schedule.

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 preceptor's schedule.

Schedules Hours

Weeks 2 - 12 = 165 hours (15 hours/week practice/workstudy)

Weeks 1 - 12 = 36 hours (3 hours/week participation - independent study/on-line/face to face discussion)

Weeks 1 and 13 = 4 hours (2 hours mandatory orientation and 2 hours mandatory final meeting)

The total number of hours for the semester equates to a minimum of 205 hours. These consist of the following:

Nursing Practice/Work-study Hours	Nursing Participation Hours
Weeks 2 to 12: 165 hours (minimum)	Weeks 1 to 12: 36 hours Weeks 1 and 13: 4 hours

*NOTE: Students can exceed the minimum number of practice/workstudy hours (165 hours) 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 a doctor's note to their Faculty Advisor. 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.

Orientation Session

Hospital/Agency Orientation as well as the School's Orientation sessions are **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.

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

Workstudy: Only applies to RNs who are employed and the workstudy 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 evidences to faculty in a timely way. Students are responsible for demonstrating the ability to apply theory from the program in nursing practice. Submitted evidences 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/Workstudy 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 to the student with a user ID (the students Ryerson 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 Ryerson One Card as the official identification card for the Ryerson University Community during their practice placement. You may apply online. For more information about applying online please go to <http://www.ryerson.ca/onecard/>
- 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

The shoe policy is being enforced in many of our placement sites. The Ministry of Health (MOHLTC) is in the process of evaluating compliance with this above policy at the agencies. Those who are found to not comply are being cited and fined.

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: <https://www.ipc.on.ca/english/hipa/>

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.

Outbreaks/Infection Control

In the event of an outbreak, the policy of the program is to keep a student in placement if the agency policy permits. Students are to follow agency policy and procedures.

Link: <http://www.ryerson.ca/cpo/flu.html>

Note: Failure to submit course assignments on prescribed due dates as outlined in the course syllabus or as negotiated with faculty will result in a fail grade and may result in withdrawal from the course.

GENERAL POLICIES

TRANSFER CREDITS

Application forms are available in the forms cabinet of the current student web site at <http://www.ryerson.ca/currentstudents/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 his/her 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 a/an instructor/faculty member if they would be willing to do so. Instructors/ faculty members of Post Diploma Degree Program will provide references for graduating students at their discretion.

REQUEST FOR PROGRAM EXTENSION

Ryerson degrees have time allotments for completion of the program as indicated in the Ryerson Calendar. Any extension for completion of nursing programs can be granted only by the Dean of Community Services. To request an extension, a student must write to the 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 Ryerson 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 either 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.

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 Cockwell School of Nursing website at

<http://www.ryerson.ca/nursing/facultystaff.html>.

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.

Ryerson's policies and guidelines for ethical conduct of research can be found at:

<http://www.ryerson.ca/about/vpresearch/reb.html>

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

http://www.ryerson.ca/about/vpresearch/student_research.html

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.”

http://www.ryerson.ca/about/vpresearch/student_researchers.html

Students or faculty who are in doubt about the nature of a particular project (i.e. research versus professional practice) should review the Flowchart to Assist Undergraduate Researchers available at:

http://www.ryerson.ca/about/vpresearch/student_researchers.html

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, which can be found at:

http://www.ryerson.ca/about/vpresearch/rpp_guidelines.html

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 Ryerson Research Ethics Board (REB). The REB committee membership can be found at:

<http://www.ryerson.ca/research/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 Ryerson University. In accordance with the bylaws of the University, curriculum and major program policy matters are vetted through the Ryerson Daphne Cockwell School of Nursing School Council.

School Council Composition

There shall be a School Council of the Ryerson 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 Ryerson’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, Ryerson site
 - one (1) student from each of the years 1 and 2 of the generic program, Centennial site
 - 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) Ryerson 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 Ryerson 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 Ryerson 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 convenors of such committees shall be from the members of the School Council.

All *Ad Hoc Committees* established to determine School policy will form through the School Council. A *Quorum for Committee Meetings* should not be less than fifty percent (50%) of the total membership of the committee.

Committee Chairs in conjunction with committee membership are responsible for:

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

Amendments

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

(Approved by School Council, 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, Gwen Bartleman via email at [Administrative-Officer. gwen.bartleman@ryerson.ca](mailto:gwen.bartleman@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*

Ryerson Academic Senate*

NURSING STUDENT ORGANIZATIONS

THE RYERSON NURSING COURSE UNION (NSU)

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

The NCU is a division of RyeSAC (Ryerson Student Academic Council) designed to represent the nursing student body at Ryerson 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 Ryerson 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 NSU 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 Ryerson University's Daphne Cockwell School of Nursing.

To get involved, or meet your executive, stop by to see them on the fourth floor of Jorgenson Hall, in POD467, or email us at ncu@ryerson.ca

The NSU 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 RYERSON 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 Ryerson and its Master Plan development. Jack Cockwell, Group Chairman of Brookfield Asset Management, is a Member of the Ryerson University Board of Governors. His family has made lifetime contributions of \$11.5 million to the University, including a recent 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 Ryerson 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 Ryerson 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 Ryerson 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 are 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, 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 Ryerson'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 Ryerson'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 Ryerson. 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 Ryerson. 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.

Ryerson 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 Ryerson nursing program*. Toronto: Registered Nurses Association of Ontario.

APPENDIX C CONTACT PERSONNEL

The first line of contact for students is their faculty instructor. For the full list of contact faculty, instructor and administrative personnel, please see the [Daphne Cockwell School of nursing website](#).

		Ext.	Email
Director, DCSN	Dr. Nancy Walton	6307	nwalton@ryerson.ca
Associate Director Post Diploma Degree Program	Dr. Diane Pirner	7991	dpirner@ryerson.ca
Associate Director, Collaborative Degree Program	Dr. Annette Bailey	7851	abailey@ryerson.ca
Associate Director, Research	Dr. Margareth Zanchetta	4557	mzanchet@ryerson.ca
Administration & Operations			
Administrative Officer (Manager)	Gwen Bartleman	5331	gwen.bartleman@ryerson.ca
Collaborative & SRC Program Assistant	Krista Abramovic	7076	kabramov@ryerson.ca
School Secretary	Shellina Sajan	5300	ssajan@ryerson.ca
Office of Simulation, Student Placements & Advising (OSSPA)			
Manager	Gina Marasco	6573	gmarasco@ryerson.ca
Student Placements	General Inquiries	4956	cpo@ryerson.ca
Program Assistant	Kim Angelo-Santos	3230	Kim.angelo.santos@ryerson.ca
Administrator	Melanie Loiselle	4545	mloiselle@ryerson.ca
Placement Coordinator	Dionne Grant	2769	dionne.grant@ryerson.ca
Advising: Full-Time Post Diploma and Collaborative Nursing Programs			
Student Affairs Coordinator	Ivone Alvarez	6301	ialvarez@ryerson.ca
Student Affairs Coordinator	Richard Perras	6318	rperras@ryerson.ca
Student Affairs Coordinator	Stephanie Assenza	7136	stephanie.assenza@ryerson.ca
Advising: Part-Time Post Diploma Program			
Student Affairs Coordinator	Jouanna Labib	5238	jlabib@ryerson.ca
Master of Nursing Program			
Program Director	Dr. Suzanne Fredericks	7978	sfrederi@ryerson.ca
Program Administrator	Gerry Warner	7852	gerry.warner@ryerson.ca
Research Chairs			
Canada Research Chair, Health Interventions	Dr. Souraya Sidani	2572	ssidani@ryerson.ca
Research Chair in Urban Health	Dr. Sepali Guruge	4964	sguruge@ryerson.ca
Nurse Practitioner Program			
Site Coordinator	Dr. Luisa Barton	6560	Luisa.barton@ryerson.ca