Students are required to access their respective institutional learning management systems (D2L at Ryerson and Centennial, and Blackboard at George Brown) on a regular basis (at least weekly) and are responsible for being aware of everything on these sites.

The information in this Handbook is specific to the Ryerson, Centennial, and George Brown Collaborative Nursing Degree Program. Students are also required to adhere to the policies and procedures of the university/college. Information about these policies and procedures is available in the University and College Calendars and from relevant Student Organizations.
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Appendix A: Overview of the Ryerson, Centennial, and George Brown Collaborative Nursing Program

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Philosophy and Theoretical Foundations of the Curriculum

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Program Conceptualization

Collaborative Program Learning Outcomes

Ryerson, Centennial, George Brown Collaborative Baccalaureate Nursing Curriculum Overview

Appendix B: Freedom of Information and Protection of Privacy Act (FIPPA)

Appendix C: Contact Information

Appendix D: College of Nurses of Ontario (CNO) Standards and Guidelines
How to use the student handbook
Please review the handbook to familiarize yourself with the contents of this resource. It is important to re-visit the handbook to locate information specific to questions that may arise throughout the term and academic year.

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

OVERVIEW OF THE COLLABORATIVE NURSING DEGREE PROGRAM

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

The curriculum, based on a philosophical foundation of phenomenology and critical social theory, has five themes that serve to organize content and are reflected in all years of the program in varying degrees of depth. These themes are primary health care/health promotion, reflective practice/critical thinking, meaningful relationships/caring/communication, political/social justice and personal/professional development. The curriculum is composed of professional nursing courses and series of required and elective courses selected from other disciplines to enhance and support the broad knowledge base required of professional nurses. Students complete required professionally related courses in areas such as anatomy and physiology, nutrition, ethics, psychology and sociology. Students are also required to select courses from a variety of liberal studies and professionally related electives.

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

Curriculum Content Themes

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

In Year II, the focus of the program shifts to knowledge of others in the context of illness, including physical and mental health problems. Students further develop their professional role in building therapeutic relationships with families. They also acquire knowledge of research methods and the ability to critically evaluate research findings for their utility in nursing practice.

In Year III students further develop the theme of health with an emphasis on knowledge of community, in the context of primary health care. There is an emphasis on leadership, advocacy and social activism.

Year IV focuses on the integration of the professional self into the health care system. Students explore in depth issues related to professional practice and demonstrate leadership skills.

Collaborative Program Learning Outcomes

The graduate:
1. Demonstrates caring as it relates to self and others.
2. Determines meaning and significance in client/patient encounters.
3. Establishes meaningful connections with clients to facilitate therapeutic interactions.
4. Collaborates with clients and colleagues to ensure consistent, safe, effective care.
5. Uses 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.
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 their 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.

An overview of the curriculum and list of courses are found in Appendix A. The total number of class and clinical hours (combined) is found at the bottom of each term/year. Course descriptions can be found in the Ryerson University Undergraduate Calendar: https://www.ryerson.ca/calendar/2018-2019/courses/nursing/.

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

Definitions:

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Full time faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contract Lecturer</td>
<td>Sessional Contract Lecturers</td>
</tr>
<tr>
<td>Clinical Contract Lecturers</td>
<td>Teach clinical courses for students in years 1 and 2, direct supervision of a group of students within the clinical setting</td>
</tr>
<tr>
<td>Faculty Advisors</td>
<td>Teach clinical courses for students in years 3 and 4, indirect supervision of students within the clinical setting and collaborate with preceptors</td>
</tr>
<tr>
<td>Preceptors</td>
<td>Assigned to individual students in years 3 and 4, collaborate with the Faculty Advisors, supervise the development of students within the clinical setting</td>
</tr>
</tbody>
</table>

**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.

Nursing practice experiences begin in the first year of the program and expose the student to a broad range of nursing practice settings and the multiplicity of nursing roles. Nursing experiences occur primarily in community settings and hospitals within the Greater Toronto Area (GTA). Travel to various agencies throughout Metro Toronto is an expectation. See map of Toronto and GTA below.
Nursing Practice Learning Experiences
Students are NOT to arrange their own placements. Please be advised that all practice placements for all four years of the Collaborative Nursing Degree Program regardless of site 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.

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.

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

Students who are in nursing practice are not permitted to be absent (i.e. vacation) during the respective course. Clinical absence and lateness can jeopardize success in clinical courses. Punctuality in the clinical setting is a demonstration of accountability in all years of the program.

The number of hours and the level of complexity in your placement will increase throughout the Collaborative Nursing Degree program. To find out what your schedule will be, please check your clinical course syllabus.

Learning opportunities occur on a variety of shifts and days of the week (including weekends, nights and evenings). Student placements in years 1 and 2 are done within groups that are led by clinical Contract Lecturer. Any student in Year 3 attending clinical placement activities outside of their assigned clinical schedule must notify their faculty prior to attending the activity. For students in Year 4, although practice days are indicated on individual timetables – this is for course scheduling purposes only and it is expected that students will be flexible in planning their nursing practice time to follow 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.

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

Nursing Practice Policies
The student shall:
- learn or review the knowledge, competencies, theory and judgement necessary for safe nursing practice prior to assuming that responsibility for client care;
- be prepared to discuss the basis of practice with the faculty member, clinical Contract Lecturer or preceptor, including learning plan;
- know (and operate) under the policies and procedures of the agency and the collaborative nursing program;
- submit required evidence of nursing practice learning;
- document and report in accordance with professional and agency standards;
- maintain confidentiality (e.g. discussing clients only in appropriate places and with appropriate people).

Prerequisites for Nursing Practice Placement
Ontario legislation specifies certain surveillance requirements for those entering into healthcare practice settings. The Collaborative Program protocol was developed in accordance with the communicable disease surveillance protocols, specified under the Public Hospitals Act, to meet the requirements of our students’ placement settings. This process is necessary to ensure that our students protect their health and safety, and the health and safety of clients/patients, visitors, employees and other students. The completion of this information is not optional, and all sections must be completed as outlined. Our placement partners have the right to refuse students who have not met their specific placement requirements.
Practice Requirement Record (PRR) Policy
http://www.ryerson.ca/content/dam/cao/pdf/prpolicy.pdf

In accordance with the Ryerson, Centennial, George Brown Collaborative Nursing Degree Program, the Post Diploma Degree Program, the NP Program and the Masters of Nursing 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 Contract Lecturer (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.

Placement partners now require a mandatory yearly flu shot for all students throughout the entirety of the Nursing Program. You will not be allowed to proceed to practice without showing the CPO yearly proof of receiving the flu shot. This is in accordance with our current expectation for all other PRR requirements. If for bona fide medical reasons you require an exemption for the flu shot, you will need to substantiate this with a medical note from your doctor.

Information about PRR's can be found at:
Ryerson Site: http://www.ryerson.ca/cao/students/collaborative/index.html
Centennial Site: http://www.centennialcollege.ca/SCHSClinicalandfieldplacements
George Brown Site: http://www.georgebrown.ca/preplacement/

When a student's PRR is incomplete (i.e. has 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/Program Director/Program Coordinator, the names of students whose PRR forms are not cleared and stamped by the following timelines:
   - Year 1 (Collaborative) – prior to the end of the fall semester (before exams)
   - Year 2, 3, 4 (Collaborative) – by the last week of August
   - Post Diploma, NP, MN Programs – 2 weeks prior to the start of Clinical/Practice
   The 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/Program Director/Program Coordinator, 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 PRRs. 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://www.ryerson.ca/cao/students/collaborative/index.html
Workplace Safety and Insurance Board (WSIB)

Ministry of Advanced Education and Skills Development (formally MTCU) 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://www.ryerson.ca/cpo/students/injury-incident2014.html](http://www.ryerson.ca/cpo/students/injury-incident2014.html) or according to College specific protocols in year 1 and 2.

**Centennial College:** The following form obtained from your practice teacher must be completed and submitted within 3 days of an incident to the Clinical Placement Administrative Officer in room 352 School of Community and Health Studies office: Work Placement Accident/Injury/Illness Report'

**George Brown College:** All accidents must be reported as soon as possible to the first aid centers and the student's faculty representative (immediately) so that documentation can be submitted in a timely manner increasing the chance of the student's WSIB claim being approved and the College avoiding any possible fines.

Students accompanying clients to appointments is decided on a case to case basis. The insurance does cover students when functioning in a role for their practice placement. The safety of the student and the safety of a fragile 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 honoured. For questions regarding insurance coverage when driving during placement, follow this [link](http://www.ryerson.ca/cpo/students/injury-incident2014.html).

Professional Appearance and Dress Code Policy

This Collaborative BScN Degree Program Professional Appearance and Dress Code Policy has been developed in accordance with the College of Nurses of Ontario (CNO) Infection Prevention and Control (2005) Practice Standard, Professional Standards (2002) and the Entry-to-Practice Competencies (2007). Each student is expected to adhere to the Professional Appearance and Dress Code Policy. 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 clinical placement, which may ultimately jeopardize your ability to progress in the Collaborative Nursing Degree Program.

**Dress Code:**

- Uniform
  
  First year students are required to purchase one complete uniform and second year students are required to have no less than two complete uniforms.

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

- Uniform Responsibilities
  
  The care and upkeep of the uniform is the responsibility of each student. Students must arrive to clinical with a clean and wrinkle-free uniform. Uniforms must be laundered between clinical and laboratory settings. Hosiery must be BLACK or a close match to the uniform colours. In addition, only BLACK long sleeve t-shirts may be worn under the uniform top. Students are to wear their uniform only in the clinical placement area and not while traveling to or from the clinical setting, or during unrelated practice hours. This requirement is based on infection control principles and to prevent any negative public perception of students and nurses.

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

  - First and last name
- Student number (from Ryerson)
- Graduation year (‘Class of 20XX)

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

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

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.

An agency may require a student/clinical Contract Lecturer who does not comply with the shoe policy to be removed from the practice site until such time as the requirements can be met.

The student and/or clinical Contract Lecturer is solely responsible for any fines incurred due to inappropriate footwear. Non-uniform shoes must meet standards of professionalism, occupational health standards and maximize safe practice.

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

**Professional Appearance:**

- **Hair requirements:** Hair that reaches the shoulder needs to be tied back to prevent interference with client care e.g. pony tails need to be contained in a bun for safety and infection control reasons. As per mask fit testing guidelines, men will be required to remove facial hair prior to mask fit testing and prior to donning a fitted mask in the clinical agency (CPO, 2008 Mask Fit Guidelines). Men with facial hair need to refer to these guidelines. Religious head-coverings must be the same color as the uniform or BLACK and should be tied back.

- **Head Coverage:** Students have the right to wear head coverings, such wigs, hijabs, and other head apparel that has religious significance. However, students are expected to follow infection control procedures/policies at the clinical placement at all times.

- **Jewelry:** The only jewelry that can be worn is a plain band ring and one set of pierced ear studs. Rings with stones, sharp edges or grooves pose a safety and infection control risk and, therefore, are not permitted in clinical agencies. In the community and other settings different styles of pierced studs may be worn that convey a professional image, as long as there are no infection-control or safety risks. Medical alert bracelets or break-away pendants may be worn when medically warranted. Other visible piercings are to be removed.

- **Nail Care:** Students must have short/clipped finger nails. In addition, no artificial nails or nail polish can be worn during clinical experiences.

- **Perfumes/Fragrances:** Students are to avoid using scented products (e.g., perfumes, colognes, after shave, body wash, hair spray etc.) as some people have sensitivities or allergies to scented products.

- **Personal Hygiene:** Students have the responsibility for their own personal hygiene. Because of the close contact between the client/patient and the nursing student, scrupulous personal cleanliness is essential.

**Equipment**

The following equipment will be needed in nursing practice courses:

- watch with a second hand;
- stethoscope and BP cuff

**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/phipa/

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

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

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

**Signature and Initials on agency documents**
Students must use their legal name when providing a signature for documentation, and the appropriate initials that reflect their legal name i.e. first initial, surname, followed by “Nursing Student, Year [X]”.

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

**Outbreaks/Infection Control**

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

**SNOW DAY GUIDELINES FOR STUDENTS IN CLINICAL PLACEMENT (INDIRECT SUPERVISION)**

Refer to the Ryerson University website landing page for messages indicating a university closure due to inclement weather (e.g. severe snow storms). If the university announces a closure:

1. Students are not to attend clinical placement. The students with pre-scheduled shifts (as communicated in advance to their FAs) will be given credit for these hours and will not need to make them up at a later date.
2. For students who are at the clinical placement at the time the university closure announcement is posted, they are to stay and complete their assigned shift. A decision to leave may be based on personal circumstances (e.g. difficulty travelling home safety, responsibilities for child care, etc.) and must be discussed/negotiated with the preceptor to ensure the safety of patients. Faculty will be available to the student and/or preceptor by phone or email as is the regular practice during emergencies.

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

**Nursing Practice Class and Lab Attendance Policy**

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

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

**Therefore:**

- Students are accountable for their personal positive health maintenance and management practices as well as
time management practices that support the required nursing practice/lab attendance.

- Absence from nursing practice hours will be considered under the “professional accountability” component of the practice performance assessment and can jeopardize your progress in the program.
- Students who miss practice hours will be required to provide a medical certificate and/or academic consideration documentation. Students may be asked to submit a hard copy of the original document.
- Course specific attendance requirements are included in course syllabus.
- Attendance and punctuality records will be provided to prospective employers on request.

In the event of absence from or lateness to nursing practice or lab practice the student must:

- For Year 1 lab, in NSE12 and NSE13, students must refer to the course syllabus and follow the described policy;
- For Year 1 practice, when students realize that they are unable to attend or will be late, the student should notify the clinical instructor and faculty member one hour prior to the commencement of nursing practice;
- In Year 2, when students realize that they are unable to attend or will be late, the student should notify the clinical Contract Lecturer/faculty member one hour prior to the commencement of nursing practice or lab or as soon as possible;
- In Years 3 and 4, the preceptor and the unit must also be notified of your absence as soon as possible. When calling the nursing practice area, clearly identify yourself as a Collaborative Program nursing student, identify the site where you are studying and your faculty member, or your preceptor, as well;
- Initiate consultation with the faculty member as soon as possible in order to negotiate make up activities appropriate to year of clinical experience if required.

Accompanying clients

Students accompanying clients to appointments is decided on a case to case basis. The insurance does cover students when functioning in a role for their practice placement. For example, students with a group of seniors on a mall walk would not be problematic. The safety of the student and the safety of a fragile 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 honoured.

Medication Administration

All nursing students are expected to follow the College of Nurses of Ontario “Medication Standard” during medication administration. Agency policies must be followed and may differ from statements below.

1) Students must prepare medications using the CNO principals of medication administration: authority, competence and safety.
2) At the beginning of each shift, the student will check the medication record to determine which medications are to be administered during the shift and the respective times of administration. Students must compare each medication on the Medication Administration Record (MAR) against the original physician’s orders for all new medications. If the original physician orders are not available (i.e., long-term care agencies) then the previous MAR needs to be checked with the new MAR to validate the accuracy of the transcription.
3) The student must report any discrepancies to his/her Clinical Contract Lecturer or preceptor before administration.
4) Medications will be prepared for administration within 60 minutes of the scheduled time of administration, except for extenuating circumstances (client off floor, client NPO, missing medications, etc). These extenuating circumstances must be documented.
5) Client name armbands must be checked prior to medication administration and compared with the client’s medication MAR. Two client identifiers (check the name and hospital identification number) must be used to verify the client’s identity.
6) Allergy armbands (when known allergies are identified) must be checked prior to medication administration and compared with the client’s chart and MAR. If a client does not have an allergy armband even though it is required, the student is expected to obtain one and place it on the client. If allergy armbands are not routinely used in the setting, the student should consult with their preceptor.
7) Students are expected to demonstrate accuracy in medication math calculations without the aid of an electronic device in the clinical agency. Calculations are to be double checked by the Contract Lecturer/preceptor after having been completed.

Note: According to the Institute for Safe Medication Practices (ISMP) (2008) List of High-Alert Medications, the following medications are to be double-checked prior to administration are the following:

- Anti-thrombotic Agents
- Chemotherapeutic Agents (parenteral and oral)
- Epidural Medications
- Hypoglycemic Agents (oral)
- Narcotics/Opiates (IV, transdermal, and oral, including liquid concentrates, immediate and sustained-release
formulations) – must be checked by Contract Lecturer/preceptor (as per agency policy)

vi. Insulin (subcutaneous and IV)

vi. Paediatric doses

8) The student will be knowledgeable about:

vii. Drug Action / Type: (Example: Antihypertensive but students are required to know which

   subclassification type of antihypertensive; such as ACE Inhibitor, Beta-Blocker or Calcium Channel Blocker).

ix. Major side effects and incompatibilities.

x. The correct medication dosage, including but not limited to multiple, split tablets, multiple vials.

xi. Assessment parameters, including normal drug levels and/or therapeutic levels and vital signs impacting

   administration of the drug.

xii. Proper needle/syringe size, appropriate site selection, and medication volume allowable at each site.

xiii. Clinical areas where IV medications are administered:

   a. Amount and appropriate dilution procedure for IV secondary medications.

   b. Correct IV drop rate or ml/hr.

   c. Correct IV pump rate for IV secondary medication.

9) The student will have the following drug information available and be prepared to discuss it accordingly. Failure to have the appropriate assessment parameter data available will be considered as being Unsatisfactory under the following CNO Standards: Knowledge and Application of Knowledge:

   a. BP and apical pulse taken by the STUDENT prior to medication administration of vasoactive drugs and/or

      drugs that affect heart rate and/or rhythm.

   b. Appropriate laboratory values needed for specific medications (when available):

      i. PT and PTT levels and INR levels

      ii. Potassium and/or Sodium level

      iii. Drug levels, including but not limited to Phenytion, Vancomycin, Theophylline, and Digoxin levels

      iv. Blood sugar levels - laboratory (FBS) or unit based capillary glucometer results (CBG)

   v. Platelets for drugs affecting platelet count (ex: Enoxaparin; Clopidogrel)

10) The student will demonstrate proficiency in all medication administration techniques and procedures, including knowing appropriate injection sites and disposal of medications.

11) The student must be properly equipped for medication administration with a sweep-second-hand watch, drug cards/book, and

    stethoscope.

12) All medications must be documented immediately following administration.

13) Students cannot be responsible for narcotic keys until in the final semester if supported by agency policy.

    NOTE: Any medication error, including near miss and delayed administration, must be reported to the nursing practice faculty member and

    preceptor immediately.

**Accountability**

**Accountability related to preceptored nursing students:** learning skills which are not included in their Collaborative Program curriculum.

The Collaborative Program curriculum cannot provide students with the theoretical or experiential knowledge for all the

competencies they may require in their nursing practice. The opportunity to learn the competencies necessary to practice safely

and ethically is an important part of a student nurse’s professional practice learning.

The Professional Standards (Revised 2002) for Registered Nurses and Registered Practical Nurses in Ontario include

statements in the Accountability, Leadership and Professional Relationships standards regarding nurses’ accountability to share

their knowledge with others. These statements are: “sharing nursing knowledge and expertise with others to meet client needs”;

“providing direction to, collaborating with, and sharing knowledge and expertise with novices, students, and unregulated care

providers”; and “sharing knowledge with others to promote the best possible outcome for clients”. They include nurses’

accountability for facilitating student learning. However, the nurses’ primary responsibility is always to the client.

For example, starting an IV is a controlled act authorized to nursing – “performing a prescribed procedure below the dermis or

mucous membrane”. While nursing students are not yet registered with CNO, they do have authority under RHPA to perform

controlled acts “when, under the direct supervision or direction of a member of the profession, a student is learning to become

a member of that profession and the performance of the procedure is within the scope of the profession's practice”.
In teaching situations, accountability is shared among the student, preceptor, and Faculty Advisor. This means that all parties have certain responsibilities in relation to the students’ practice, with the goal of client safety in mind. Refer to the CNO document *Accountability Standards for Nurses Working with Students* which states that “nurses who are working with students are not accountable for the students’ actions if they have fulfilled their responsibilities as outlined and if they had no way of knowing that the error was going to occur”. The expectations of nurses whose clients are receiving care from a student; preceptors; administrators; educators; and students, are all outlined.

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

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

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

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

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

**Nursing Practice Progress**

Monitoring Progress

The nursing practice progress of students will be monitored to reflect learning in relation to Collaborative Program Outcomes and the Professional Standards as outlined by the College of Nurses of Ontario 2002 (see Appendix D).

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

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

**Year 1**—Discussion with faculty, no formalized learning plan.

**Year 2**—A Performance Improvement Plan (PIP) is developed by the student and the Faculty Advisor. A performance improvement Plan (PIP) is developed by the Faculty Advisor, usually but not necessarily, in consultation with the student. This plan identifies the criteria that the student must address in a satisfactory manner by the end of the semester. A student who does not successfully meet the identified criteria in the PIP by the designated date(s) will receive a failing grade. Any student who receives either a written evaluation at the mid-point of the Fall semester, or a failing evaluation at the end of the Fall semester, will also receive a written evaluation at the mid-point (weeks 5-8) of the Winter semester.

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

**Year 3**—Any student who receives either a written evaluation at the mid-point of the Fall semester, or a failing
evaluation at the end of the Fall semester, will also receive a written evaluation at the mid-point (weeks 5-8) of the Winter semester. In the year 3 year-long clinical course (NSE 32A/B), students with a PIP in the Fall semester will also receive a mid-point evaluation in the Winter semester.

Year 4: Any student who has been placed on a PIP and remains unsatisfactory at the end of NSE 417, will fail NSE 417 and will not be able to progress into NSE 418.

Definitions: “Unsafe practice” vs. “Failure to meet course objectives”

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

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

Failure to meet course objectives

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

When it is deemed that a student is not progressing toward the successful completion of course objectives at an appropriate pace during the academic term, student, preceptor and Faculty Advisor must meet to discuss the student’s performance to date and develop a remedial plan to address performance concerns. The discussion and plan must be documented and will be added to the student’s file. Unless the identified concerns meet the conditions specified above, failure to meet course objectives at this time, does not constitute unsafe practice.

Nursing practice agencies reserve the right to refuse a placement to any student whose:

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

If, after discussions between student, preceptor and Faculty Advisor, it is determined that a student’s pattern of behaviour has resulted in the nursing practice agency terminating the placement, the student may be advised to drop the course or if the student is deemed to have jeopardized her/his opportunity to complete the objectives of the course she/he will receive an F grade. The agency is not obligated to meet with the student. The School of Nursing is under no obligation, in these cases, to find an alternative placement. Efforts will be made to collaboratively assess and managed each clinical situation on a case by basis.

Failure to meet course objectives within the allotted time for course completion (i.e., one or two semesters, depending on the course) will receive an F grade.

Final Review

Students in all years are referred to the course syllabi for details of the final grade calculation for nursing practice courses as there are variations between each year of the program. The clinical Contract Lecturer/Faculty Advisor will determine the grade. To ensure consistency for summative progress reviews at the end of each nursing practice course, a standard format based on the College of Nurses of Ontario Professional Standards (2002) will be used.


**Harassment and Abuse**

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

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

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

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

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

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

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

**Latex Allergies**

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

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

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

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

Reference

**Expectations**

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

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

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

Nursing Practice Placement Interviews, Placement Orientation and Computer Training
Students who do not attend the required placement interviews and/or who do not attend orientation and/or computer training may not be accepted by that agency and jeopardize any other placement in that course. Orientation and training agency will have precedence over class. Should there be a timetable conflict, your professor should be notified of your nursing practice orientation priority. Students who do not attend orientation to the practice setting will not be allowed to begin their practice experience and jeopardize their progress through the program.

Other expectations
Prior to placement, students must present their preceptors with the full name and contact information of their Faculty Advisor. Students must also provide their Faculty Advisor the full name and contact information of their preceptor.

NURSING PRACTICE ROLES

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

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

Year 3 and 4 - Faculty Advisor role includes:
- providing sufficient information during orientation to facilitate student preparation for the nursing practice setting;
- assisting students to develop strategies to enter the nursing practice setting in a professional manner;
- discussing the preceptor role with other nursing practice setting staff;
• advocating for students to promote their freedom of expression and freedom from discrimination;
• building on one's own experience, personal knowledge and wisdom;
• dialoguing with students to assist them in building on their strengths and addressing their practice limitations;
• generating questions in search of excellence in nursing and teaching/learning;
• monitoring and mediating interactions and concerns between staff/preceptor and students;
• promoting professional growth of self, students, and colleagues;
• providing on-going clarification of performance expectations and competencies of students with staff, preceptors, and colleagues;
• supervising the provision of safe care;
• discussing student progress with students;
• consulting with agency staff, preceptors about the appropriateness of learning plans and student practice;
• integrating agency staff, preceptor, and student reviews into the mid-course and final reviews;
• informing the preceptor of events of professional interest in the Collaborative Nursing Degree Program
• being available to agency staff and preceptors for support and discussion in the fulfilment of their role e.g. incorporating new teaching methodologies, adapting methods of feedback.

Faculty Advisor Availability
Faculty Advisors will endeavour to return calls or emails from students and preceptors promptly. In some circumstances (weekends or holidays), Faculty Advisors may take longer to return a call. You should review availability with your Faculty Advisor and preceptor at the beginning of each academic semester. Students are encouraged to communicate with faculty members in a professional and timely manner.

Year 3 and 4 - The Preceptor role includes: (the word preceptor means “teacher” in the practice setting):
• promoting orientation to the practice setting;
• negotiating mutual role expectations;
• assisting the student to tailor the learning plan so that it is relevant and feasible within the nursing context of the setting;
• collaborating with the student ‘s Faculty Advisor about progress throughout the semester;
• assisting students to access resources and relevant experiences;
• supporting students to help increase their competence and confidence;
• sharing verbal and written feedback with both the student and the Faculty Advisor;
• contributing (in writing where possible) information for the student's final appraisal;
• immediately reporting concerns about unsafe nursing practice to both the student and the Faculty Advisor.

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

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

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

Nursing Practice Conferences
Note: Nursing Practice Conferences are an integral part of nursing practice courses.

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

**Accommodations and Skill Testing**

**Policy:** No accommodations are permitted during skill testing to align with the College of Nurses of Ontario standards of practice and professional expectations related to public safety. (Refer to ‘Requisite Skills and Abilities for Nursing Practice in Ontario-Fact Sheet, 2012’ available on the CNO website at [http://www.cno.org/Global/docs/reg/41078%20SkillAbilities%204pager-Final.pdf?epslanguage=en](http://www.cno.org/Global/docs/reg/41078%20SkillAbilities%204pager-Final.pdf?epslanguage=en). Where skills testing focuses on the ability of the student to demonstrate a particular nursing skill **within a specified time limit**, no special accommodation will be granted to any student.

**Rationale**

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 ham 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).

**Application**

Some courses in the curriculum require the evaluation of the student’s ability to complete essential nursing skills in a timely fashion. Where skills testing focuses on the ability for the student to demonstrate a particular nursing skill **within a specified time limit**, no special accommodation will be granted to any student (i.e. as may be provided for written assignments/exams for students registered with the Access Centre).

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 s/he works through the demonstration of the skill), the test will be split so that an accommodation 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 granted by the Access Centre - e.g. extra time).

**Learning Plans**

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

**REFLECTIVE PRACTICE**

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

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

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<tr>
<th>Developmental Year</th>
<th>Foci/Content Themes</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
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<tr>
<td>Self</td>
<td>Knowledge of self in Context of Health</td>
<td>Knowledge of others in Context of Illness</td>
<td>Knowledge of community in the Context</td>
<td>Integration of the Professional Self into the Health Care System</td>
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<td>Health</td>
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4. Work collaboratively with peers, faculty, clients, and health care professionals.
5. Develop leadership knowledge, competencies, and dispositions.
6. Express creativity through innovation.

The aim of reflective practice is to develop oneself as a reflective practitioner. This purpose requires ongoing dialogue between one’s unique individual strengths and societal health care needs that pertain to nursing. Faculty colleagues will act as role models and advisors to assist in the students’ development as reflective practitioners: “Reflection is learning from everyday experiences with the intent of realizing desirable practice” (Johns, 2004, p. 24). Reflective practice enables the student to be authentic and to make a unique contribution to the nursing profession.

The description that follows is an adaptation of the LEARN process: it has an increased emphasis on critical thinking, change theory and aesthetic expression.

1. Look Back:
   a) Recall and briefly outline a situation that is meaningful to you as a nurse.

2. Elaborate:
   a) Objective Recall
      i. What did you see, hear, taste, touch, and smell?
      ii. Who was involved?
      iii. What interactions did you observe?
      iv. Are there ethical, cultural, spiritual, developmental, social or economic considerations to be taken into account?
      v. Are there health/illness considerations to be taken into account?
   b) Subjective Recall:
      i. What did you think?
      ii. What did you feel?
      iii. What were your intuitions?
      iv. How did you think others felt?
      v. What are your values and/or beliefs in relation to this event?
      vi. Where do these values and beliefs arise and why?

3. Analyze:
   a) Is there a matter or issue that is unusual or unresolved?
   b) Formulate a hypothesis about key issues.
   c) Consider what you know from nursing and related courses, what you need to know and where you might find the information.
   d) Interpret the event according to what you have learned from the literature reviewed.
   e) Critically appraise the literature and explore how this relates to key issues, incorporating and citing significant findings from the literature. Include a reference list and a copy of each article to support your submission.
   f) Describe how your thinking changed about the key issue.

4. Revision:
Based on your expanded understanding of the situation:
   a) What practice should be preserved, how and why?
   b) What practice should be changed, how and why?
   c) Is there a creative/imaginative dimension to this change process?

5. New Perspective:
   a) If a similar situation arises again in your practice, what might you do differently?
   b) Based on your reflective learning, write a brief synthesis, formulate recommendations.

Consider faculty and peer feedback and incorporate this into your analysis.
ASSIGNMENTS

Turnitin

Turnitin, an electronic plagiarism detection device, will be used. 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 Contract Lecturer/faculty member to make alternative arrangements. An alternative to the plagiarism detection service will be outlined by the faculty member, and this will involve the submission of two drafts of the work in progress. When a student has opted out of the plagiarism detection service, if the instructor has reason to suspect the individual piece of work has been plagiarized, the instructor is permitted to submit that work in a non-identifying way to any plagiarism detection service. It is the responsibility of the student to ensure that their assignment is uploaded properly to Turnitin. See faculty for dates of submission for relevant assignments. All students must keep an electronic and hard copy of any assignment they produce in case of loss, failure to submit an assignment, or requests for extensions. You may be asked to produce your copy, rough work, and/or electronic submission. Failure to do so may result in a zero for that assignment. The turnitin copy of the assignment will be used for grading.

The complete policy on academic integrity and use of turnitin.com is located at: http://www.ryerson.ca/academicintegrity/index.html and http://www.ryerson.ca/senate/student/

Instructions for students using Turnitin.com can be found at www.turnitin.com
This site also offers a student video to assist in using this service. If you have questions about the use of turnitin, please speak to your course faculty.

Guidelines for Annotated Bibliography
All articles used in an annotated bibliography must be directly related to the learning outcomes of the course and nursing practice focus. It is expected that bibliographic references include scholarly nursing literature.

- Give the full reference of the article that you are annotating. This should be in proper APA format, just as on a reference list.
- Summarize in one sentence what the article is about.
- Analyze, comment on the strengths and weaknesses of the article.
- State the author's professional perspective.
- Identify the target audience for the article (for whom is it written).
- Note biases, if evident.
- Discuss the relevance of this article for your nursing practice.
- 1/2 to 1 page.
- Hand in article with annotation.

ACADEMIC POLICIES AND PROTOCOLS

The following University policies have been assembled to provide useful reference. This is not intended to be a complete list, but rather a compilation of some frequently referenced policies.

For academic integrity and code of conduct policies for students in years 1 & 2 at college partner sites, see site specific web links on page 24.

Specific policies to review are:

- Policy 60 – Academic Integrity
  http://www.ryerson.ca/senate/policies/pol60.pdf
- Policy 61 – Student Code of Non- Academic Conduct
  http://www.ryerson.ca/senate/policies/pol61.pdf
- Policy 134 - Undergraduate Academic Consideration and Appeals
  http://www.ryerson.ca/senate/policies/pol134.pdf Policy
- 135 - Examination Policy
  http://www.ryerson.ca/senate/policies/pol135.pdf Policy
- 145 - Undergraduate course management
  http://www.ryerson.ca/senate/policies/pol145.pdf
- Policy 150 - Accommodation of Student Religious Observance Obligations
http://www.ryerson.ca senate/policies/pol150.pdf
Policy 159- Academic accommodations for students with disabilities
http://www.ryerson.ca senate/policies/pol159.pdf
All university policies can be found at https://www.ryerson.ca senate/policies/

Guidelines for Scholarly Work
Professional nurses must be able to communicate clearly in writing. As part of the learning process, and ultimately as a foundational component supporting the highest quality of practice, the effort to become independent, creative, self-motivated, and critical thinkers requires significant attention to the development of scholarly writing skills.

Students are expected to have the appropriate level of knowledge and skill regarding computer access and keyboarding to complete scholarly requirements.

Writing Style and Format

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

The Ryerson, Centennial, George Brown Collaborative Nursing Degree Program follows the conventions and rules outlined in the Publication manual of the American Psychological Association, 6th 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 outlined in the APA Manual. Generally, the current guideline provided by the Ryerson Writing Centre should be followed, but the particular expectations in each course, regarding adherence to APA standards, are provided in the course syllabi. The ‘APA Writing Style Guide’ can be found using the following link: http://www.ryerson.ca studentlearning support/online-resources/index.html. The Collaborative Program has determined that a student's NAME AND STUDENT NUMBER may appear on the title page of scholarly papers written for classroom courses.

Academic Misconduct
(Excerpts taken verbatim or summarized https://www.ryerson.ca/academicintegrity/)

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

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

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

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

For further details, visit: Ryerson University Academic Integrity Policy https://www.ryerson.ca senate/policies/pol60.pdf
Academic Integrity and Plagiarism

What is Plagiarism?

According to Ryerson University's Academic Integrity Policy, plagiarism means claiming the words, ideas, artistry, drawings, images or data of another person as if they were your own (p.3). For a more detailed definition, please see the Academic Integrity Policy at https://www.ryerson.ca/senate/policies/pol60.pdf

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've already handed in (in part or in full)
- Using a direct quotation but leaving out the quotation marks
- Paraphrasing too closely to the original
- Failing to cite sources or citing them incorrectly such that the work cannot be properly found
- Working with another student on a project but failing to put both names on the final product
- Having someone else re-write or heavily edit your paper.
- Sharing your individual assignment with another student

How to Avoid Plagiarism

Let's face it: you didn't struggle to get into University so you could cut and paste someone else's ideas from a website. You came to 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 Learning Success Centre. If you're struggling with concepts from class, talk to your professor during office hours or arrange to have a tutor.

Copying and Pasting

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

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

You should make a rule to NEVER copy and paste text because:

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

This practice makes it far too easy to use source material: when you select a quote, THINK about it, make sure you understand it, and have clear reasons for using it in your paper. Copying and pasting text is just too easy—good scholarship takes time and effort.

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

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

Taking someone else's ideas

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

Here are some tips for how to avoid using other author's ideas as a crutch:

- Do some hard thinking BEFORE you consult sources-if you have some ideas written down before you begin, you won't run as much risk of borrowing heavily from other people's ideas.

- Take careful research notes-include a space to write down your own thoughts and questions as you go.

- Update your research log on a regular basis.

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

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**. 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 nicely integrated with your own thoughts.

**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.

**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

**Using "Paper mills"**

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

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

- You don't learn anything from buying a paper
- Purchasing an essay undermines the academic community that you are part of and is against University policy
- 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(s) is a form of academic misconduct. When submitting work to be graded, the university expects the work to be original and created by you for the purpose specified in the assignment.

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

**English Language Support**

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 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.

Some advice if English is not your first language (ESL)

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

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 webpages 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.

Duplicate Papers

Handing in the same paper or the contents of a previously submitted paper to more than one course, or handing in a paper, or contents of previously submitted papers that you have obtained from another person or the internet is considered Academic Misconduct. The penalties vary from a "0" for the paper or for the course, up to suspension from the university. Please see the section in the Ryerson and College Calendars 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.

Academic integrity policies for each site are available below:

Ryerson: http://www.ryerson.ca/senate/policies/pol60.pdf

Centennial: https://p.widencdn.net/7o6xrb/AcademicHonestyAndPlagiarismPolicy

George Brown: https://www.georgebrown.ca/policies/academic-code-of-conduct.pdf

Grading

The requirements for scholarly papers, below, apply to all written assignments.
### GUIDELINE FOR GRADING WRITTEN ASSIGNMENTS

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<tr>
<th>PERCENTAGE</th>
<th>CATEGORY</th>
<th>DESCRIPTION</th>
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<tbody>
<tr>
<td>90 - 100</td>
<td>EXCEPTIONAL</td>
<td>Assignment demonstrates superior performance as evidenced by:</td>
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<tr>
<td>A+</td>
<td></td>
<td>• Comprehensive grasp of the subject matter</td>
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<td></td>
<td></td>
<td>• Exceptional capacity for originality, creativity, and critical thinking</td>
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<td></td>
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<td>• Comprehensive review of literature and integration of relevant concepts</td>
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<td>• Superior ability to organize and present ideas logically and fluently</td>
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<td>• Superior ability to analyze, synthesize, and express ideas logically and fluently</td>
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<td>• Exceptional ability to make critical and insightful evaluation of relevant materials</td>
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<td></td>
<td>• Exceptional level of scholarly writing ability and correct use of APA guidelines.</td>
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<tr>
<td>80 – 89</td>
<td>EXCELLENT</td>
<td>Assignment demonstrates excellent performance as evidenced by:</td>
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<td>A- to A</td>
<td></td>
<td>• Comprehensive grasp of the subject matter</td>
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<td></td>
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<td>• Excellent capacity for originality, creativity, and critical thinking</td>
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<td>• Comprehensive review of literature and integration of relevant concepts</td>
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<td>• Excellent ability to present ideas logically and fluently</td>
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<td>• Excellent ability to analyze, synthesize, and express ideas logically and fluently</td>
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<td>• Excellent ability to make critical and insightful evaluation of relevant materials</td>
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<td></td>
<td></td>
<td>• Excellent level of scholarly writing style and use of APA guidelines. Form and APA format are essentially correct.</td>
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<tr>
<td>70 – 79</td>
<td>GOOD</td>
<td>Assignment demonstrates good performance as evidenced by:</td>
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<td>B- to B+</td>
<td></td>
<td>• Good grasp of the subject matter</td>
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<td>• Good capacity for originality, creativity and critical thinking</td>
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<td></td>
<td></td>
<td>• Comprehensive review of literature and integration of relevant concepts. One or more key areas of research</td>
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<td>• may not be addressed</td>
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<td></td>
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<td>• Good ability to organize and present ideas logically and fluently</td>
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<td>• Good ability to analyze, synthesize, and express ideas logically and fluently</td>
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<td>• Good ability to make critical and insightful evaluation of relevant materials</td>
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<td>• Good level of ability in use of APA format and writing form.</td>
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<td>• Occasional minor errors in form and format.</td>
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<tr>
<td>PERCENTAGE</td>
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| 63 - 69 C to C+ | SATISFACTORY | Assignment demonstrates satisfactory performance as evidenced by:  
- Satisfactory grasp of the subject matter  
- Adequate review of literature and integration of relevant concepts. One or more key concepts are not addressed  
- Satisfactory ability to 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 |
| 50 - 62 D- to C- | NOTE: A FINAL GRADE IN THIS CATEGORY FOR NURSING COURSES WILL RESULT IN A PROBATIONARY STATUS (SEE PROMOTION POLICY VARIATIONS) THE STUDENT MUST REPEAT THE COURSE AND ACHIEVE A GRADE OF C OR BETTER AND REMAINS ON PROBATION UNTIL A 'C' IS ACCOMPLISHED. | Assignment demonstrates unacceptable performance, as evidenced by:  
- Minimal familiarity with the subject matter  
- Minimal review of appropriate literature  
- Minimal ability to 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  
- Minimally acceptable or inconsistent ability in demonstrating scholarly writing and use of APA guidelines. Occasional major errors in APA form and |
| Below 50 percent | FAILURE | Assignment demonstrates unsatisfactory performance as evidenced by:  
- Superficial treatment of the subject matter  
- Adopts a personal rather than a professional view of the subject matter  
- Absence of originality, creativity and critical thinking  
- Fails to identify and review appropriate literature  
- Lack of analysis and synthesis of key concepts  
- One or more major sections of the assignment is missing  
- Unacceptable writing style and/ or failure to use APA guidelines appropriately. Consistent gross errors in form and APA format. |

Revised and approved by Faculty May 2002

**INC** (Incomplete) - incomplete course work or a missed final examination due to documented medical or compassionate grounds*. An INC can be awarded only when some of the elements of evaluation process in a course remains to be completed and when the completion of the outstanding work or an alternative final examination may result in a passing grade. If a student has not passed or completed sufficient elements of evaluation the request for an INC can be denied by the course instructor. An INC will be assigned to students who have not completed required Academic Integrity Tutorial(s) for educational purposes as defined in Policy 60, the Student Code of Academic Conduct. The outstanding work or alternative examination must be completed by 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 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 Health Certificate) must be provided. Instructors awarding an INC grade must provide the student, within seven working days, with a written statement of outstanding work to be completed and the date by which it must be completed (or the date of the alternate final examination). The instructor must also file a copy of this documentation with the Chair/Director of the teaching department/school. [http://www.ryerson.ca/content/dam/senate/forms/medical.pdf](http://www.ryerson.ca/content/dam/senate/forms/medical.pdf)*
Grading Grid

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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%.

Negotiating Extensions and Late Assignment Penalties

It is the student's responsibility to submit all assignments directly to the instructor of the courses on or before the specific due date and time by the method that has been identified by the faculty/Contract Lecturer/Faculty Advisor. Exceptions to this rule MAY be considered for compassionate or medical reasons, in accordance with the policy of the University.

Submission deadlines may pertain to both the submission of an assignment to Turnitin and to the instructor, as per the instructions outlined in specific courses. In such cases, a late penalty may be applied if both submission requirements are not met.

If a student cannot submit an assignment on the date for any reason, they must notify the appropriate instructor at least 24 hours in advance or as soon as possible and may request negotiate an extension giving reasons for the delay.

In deciding whether to grant an extension, the instructor will request the reason for the extension and ask individual students to show drafts of the work already done. If the extension is for health reasons, the student may be asked to provide a completed...
copy of the Ryerson Health Certificate / Accommodation – Academic Consideration Form; no alternative documents will be accepted. When an extension is granted, the faculty/Contract Lecturer/Faculty Advisor 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. http://www.ryerson.ca/content/dam/senate/forms/medical.pdf

If you do not submit an assignment after a scheduled due date (or the extended due date), the following penalties will be imposed:

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

Course Management

The Collaborative Nursing Degree program follows policies related to Course Management, including statements about group work and class participation. Please refer to Senate Policy 145 – Undergraduate Course Management Policy (http://www.ryerson.ca/senate/policies/pol145.pdf) and see course outlines.

Request for Regrading of Work or Recalculation by Instructor

from Senate Policy 134 Undergraduate Academic Consideration and Appeals http://www.ryerson.ca/senate/policies/pol134.pdf

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

Students may be required to submit a written request for regrading, stating why the work warrants a higher grade. The instructor must respond within 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 or to have the work remarked prior to the assignment of a final grade for the course. In that case, a meeting with the instructor should be scheduled as soon as possible.

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

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

Formal Regrading of Work by Someone Other than the Instructor

Students may request a formal regrading of their work if:

- a) they do not accept an instructor’s regrading of the work; or
- b) the instructor has not responded to the student; or
- c) the instructor has not regraded the work within five (5) working days; or
- d) they do not feel they can discuss the matter with the instructor.

To request formal regrading, students must submit reasons, in writing to the Chair/Director, as to why the original grade, and if applicable, the instructor’s revised grade, was inappropriate, based on evidence from the course outline, course notes, textbooks, etc. Asserting that the work deserves more marks or that the student disagrees with the mark is not sufficient support for the reassessment. The Chair/Director may deny the request for a regrading if the rationale is not based upon the merit of the work.

If the request for regrading is accepted, the Chair/Director will follow the procedures outlined in the Procedures appended to this policy, to have the work formally regraded.

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

Please refer to www.ryerson.ca/senate/policies/pol134.pdf for detailed information regarding Academic Appeal Processes – Reassessment of work by someone other than the instructor.


The work will be reassessed by a qualified instructor other than the original instructor as determined by the Chair/Associate Director. In this event, the course instructor will provide a copy of the grading/merging criteria and the student will provide the originally graded work and a “clean” copy of the work (with no personal identifying information on it) to the Chair/Associate Director. If the assignment is submitted via Turnitin the instructor will provide a clean copy of the assignment to the Chair/associate director. The reassessing instructor will receive: the expectations for the assignment, the marking/grading criteria, the “clean” copy of the work only with the student’s name and identifiers removed.

**Absence for Tests and Exams**

Attendance is compulsory for all scheduled tests and examinations. Written documentation IS REQUIRED to support claims of extenuating circumstances, i.e., illness (Ryerson Health Certificate must be provided) or death of a family member. Refer to Ryerson Policy 134-Academic Consideration and Appeals – excerpts are provided below related to a) religious, aboriginal and spiritual observance, b) disability and c) medical or compassionate reasons.

1. **Accommodation for Missed Examination and/or Assignment: Religious, Aboriginal and Spiritual Observance:** Students must have filed the necessary forms for accommodation of religious, aboriginal or spiritual observance as required by Policy 150: *Accommodation of Student Religious, Aboriginal and Spiritual Observance.*

2. **Accommodation for Disability:** Students who need academic accommodation support based on disability should register with Academic Accommodation Support (AAS). 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. Once registered with AAS, 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 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.*)

- 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.

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

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

3. **Clinical Skills Assignments/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, accommodation for students with disabilities who are registered with Academic Accommodation Support (AAS) will be assessed on a case-by-case basis. The academic accommodation must assist the student in fulfilling their academic requirements without alteration in academic standards or essential learning outcomes. This applies in cases where 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 work through the demonstration of a skill).

4. **Alternate Arrangements for Missed Examination and/or Assignment: Medical or Compassionate**
   - Students shall inform their relevant instructor(s) (via email whenever possible) in advance when they will be missing an exam, test or assignment deadline for medical or compassionate reasons. When circumstances do not permit this, the student must inform the instructor(s) as soon as reasonably possible.
   - Alternate arrangements are based upon the severity of the circumstances and the amount of work missed. Generally, normal employment commitments will not constitute grounds for academic consideration. However, changes to normal employment commitments as a result of a more complex issue may be part of a request for academic consideration.
   - In the case of illness, a Student Health Certificate [http://www.ryerson.ca/content/dam/ senate/forms/medical.pdf](http://www.ryerson.ca/content/dam/senate/forms/medical.pdf) or a letter on letterhead from a physician with the student declaration portion of the Ryerson Medical Certificate attached, is required to be submitted to the office of the student’s own program advisor:

Ryerson (including year 3 & 4): Online submission - Links to the online request form, health certificate and instructions for submission are available under Online Academic Consideration Requests at [https://www.ryerson.ca/senate/resources/](https://www.ryerson.ca/senate/resources/)

**Centennial College**: Year Coordinator

**George Brown College**: Academic Advisor

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.

**NOTE:**

*It is the student’s responsibility* to follow up with the faculty member regarding missed, late or absent assignments, tests or exams.

**Faculty members have the right and obligation to make the final decision about course evaluation activities, noting that certain courses may have specific course policies. Please refer to the Course Outline for details.

***A medical note covers ALL courses including assignments and clinical work for the time period covered by the medical note i.e. if the student has a medical note excusing their attendance from class/clinical/assignments in one course then the student cannot attend clinical placement/class or submit assignments for any other course.

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

See [www.ryerson.ca/senate/forms/medical.pdf](http://www.ryerson.ca/senate/forms/medical.pdf)

**Supplemental Exams**

Supplemental exams and retaking tests for nursing courses are not provided. Appeals that request a supplemental exam are dealt with on a case-by-case basis, and duly assessed on Ryerson Academic Appeal Policies. Please refer to [www.ryerson.ca/senate](http://www.ryerson.ca/senate) for policy 134 and procedures for students requiring exam/assignment accommodations.

The final percentage grade in a course will be rounded to an integer as per standard mathematical practice before converting to a letter grade. For example, 49.5% would be rounded to 50% and 49.3% would be rounded to 49%. Refer to Ryerson Senate Policy 46 on Undergraduate Grading, Promotion, and Academic Standing ([http://www.ryerson.ca/senate/policies/pol46.pdf](http://www.ryerson.ca/senate/policies/pol46.pdf)) for complete details.

**Grade Posting**

Faculty may distribute grades in class and/or post grades within the Course Shell. 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 will respond to the concerns within 10 business days.
**Test or exam review:** Students have 10 working days to request a review of all test or exam written during the school year, for all purposes.

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

**Promotion Policy Variations**
1. Students must achieve a grade of ‘C’ or above in all nursing theory courses (all NSE, NUR, PAT courses) in order to be eligible to enroll in nursing courses in subsequent semesters. For practice courses, students must achieve a minimum of C in the written/online assignments AND a pass in the performance evaluations.

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

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

   Students on PROBATION, as part of the probationary contract, will be required to repeat all nursing theory courses in which they obtain a grade of ‘C-’ or below and practice courses in which they received a ‘Fail’ grade, and may be required to repeat all the relevant course co-requisites (see #3).

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

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

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

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

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

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

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

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

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

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

**Student Confidential Files**

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

**Academic Appeals**

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

Nursing Students registered at Ryerson in Years I-IV follow and adhere to the academic appeal policies and processes of Ryerson [www.ryerson.ca/senate/policies/pol134.pdf](http://www.ryerson.ca/senate/policies/pol134.pdf).

Nursing Students registered at one of the Colleges in Year I and II, shall:

- For all courses taught by professors employed or retained by their Home Institution, follow and adhere to the academic appeals policies and processes of their respective Home Institution
  - Centennial College: Grade Appeals Policy and Procedures - [https://www.centennialcollege.ca/about-centennial/college-overview/college-policies/](https://www.centennialcollege.ca/about-centennial/college-overview/college-policies/)
  - George Brown College: Academic Appeals Policy [http://www.georgebrown.ca/policies/](http://www.georgebrown.ca/policies/); and
- For all courses taught by professors employed or retained by Ryerson University, follow and adhere to the academic appeal policies and processes of Ryerson.

A nursing student registered at one of the College Sites may, only after exhausting all of the steps available in the academic appeal policies and processes of the student’s Home Institution as noted above, appeal to the Ryerson University Academic Appeals Committee, provided that such an appeal is deemed to be at the final level of appeal set out in Ryerson’s Appeal Policy. All appeals made to Ryerson shall be governed by the Ryerson University Appeal Policy. Medical documentation will be required when illness is cited as the reason for academic difficulty.

“Nurses do not engage in any form of lying, punishment or torture or any form of unusual treatment or action that is inhumane or degrading. They refuse to be complicit in such behaviours. They intervene, and they report such behaviours” [Canadian Nurses Association, Code of Ethics for Registered Nurses, 2008 Centennial Edition, p.17.](http://www.canadiannursesassociation.org)

Lying includes any misrepresentation of any part or whole of the process or product in preparation of academic work (inclusive of clinical).

**Withdrawals**

**Course Drops**

Students are held responsible for the payment of tuition fees for all courses in which they enroll. Students who find it necessary to withdraw from a course should ensure that they officially drop the course within the published deadline dates; see Important Dates. Failure to drop a course that is not completed, results in a failed grade on the student’s official transcript. This grade will be included in all grade point average (GPA) calculations. Official course drops are accepted in the following ways:

- online at [my.ryerson.ca](http://my.ryerson.ca)
- in person at Enrollment Services and Student Fees (Podium, ground floor, 350 Victoria Street)

**Centennial College**: Students need to complete an ‘add/drop’ form & obtain their year coordinator/academic adviser signature in order to drop a course. Add/drop forms are available at Enrollment Services. Completed forms with the coordinator/academic adviser signature are taken by the student to enrollment services for processing.

**Withdrawals**: Students need to complete a withdrawal form & obtain their year coordinator/academic adviser signature in order to withdraw from the program. Withdrawal forms are available at Enrollment Services. Completed forms with the coordinator/academic adviser signature are taken by the student to enrollment services for processing.

Please check myCentennial for important dates related to course drops and program withdrawals.
George Brown College: Students must make an appointment with the Academic Advisor. Withdrawals: Students must complete a withdrawal form, obtained from and signed by their Academic Advisor, in order to withdraw from the program. Completed forms, which include the Academic Advisor’s signature, are taken by the student to Student Services at George Brown College for processing. Ryerson forms are sent to Enrollment Services at Ryerson by the Academic Advisor.

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

CODES OF STUDENT CONDUCT

Code of Academic Conduct

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

Any Nursing Student registered at one of the College Sites may, after exhausting all of the steps available in the academic appeal policies and processes of his/her home Institution as noted above, appeal to the Ryerson Site Discipline Committee, provided that the appeal is deemed to be at the final level of appeal described in Ryerson’s Code of Student Academic Conduct Policy. Any appeals made at the Ryerson Site shall be governed by the Ryerson University Appeal Policy.

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

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

Code of Non-Academic Conduct

Each Nursing Student will follow and adhere to the code of non-academic conduct of:

(i) his/her Home Institution while on the campus of the Home Institution; and
(ii) of Ryerson while on the Ryerson campus.

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

CNO Code of Conduct

The College of Nurses of Ontario (CNO) outlines the behaviours expected of all nurses in the Code of Conduct (Code) for the nursing profession. The Code sets the standards for professional and accountable nursing practice, and reflects the fundamental nursing values and principles core to the nursing profession. Students are expected to familiarize themselves with the Code of Conduct: http://www.cno.org/globalassets/docs/prac/49040_code-of-conduct.pdf

Social Media

Social media are public spaces therefore students should not post anything that would not be said in a public gathering nor information that would not be suitable for anyone in the world to see. (University of Exeter)

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

- the policies related to the Government of Ontario Personal Health Information Protection Act, 2004 (PHIPA) found at http://www.e-laws.gov.on.ca/html/statutes/english/elaws_statutes_04p03_e.htm

Students who fail to adhere to the standards of professional practice in regards to FIPPA and PHIPA legislation will be charged with academic or non-academic misconduct (depending on the nature of the infraction) and are at risk of failing the course.
Students are expected to utilize social media sites in a responsible and professional manner at all times, and in accordance with:

- The policies for professional behaviour outlined in the Collaborative Nursing Degree Program Student Handbook
- The International Nurse Regulator Collaborative (includes the College of Nurses of Ontario), that have developed a position statement and common expectations of nurses (August 2014-2015). Both documents can be found at: http://www.cno.org/en/news/2014/046/new-social-media-guidelines/
- An educational tool developed by the College of Nurses of Ontario related to the use of social media entitled “Social Media: Reflect before you post” (2013) can be found at: http://www.cno.org/en/learn-about-standards-guidelines/educational-tools/webcasts/social-media-reflect-before-you-post/

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

**Recommendations for using social media tools:**

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

**Intellectual Property**

All course materials are the intellectual property of the faculty/Contract Lecturer 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, et cetera. Students who violate this policy will be subject to academic penalty as outlined in the Academic Misconduct policy of the University.

**Transfer Credits**

https://www.ryerson.ca/currentstudents/transfercredits/

**Letters of Permission**

Collaborative Program nursing students may apply for a Letter of Permission (LOP) to take a course at another accredited post-secondary institution, and have the credit count toward meeting their Ryerson degree program requirements. Approval is to be received prior to enrolling, to ensure that the course(s), if completed successfully, are credited towards the program of study. The application for a Letter of Permission is available at http://www.ryerson.ca/currentstudents/forms/index.html.

**Transfer of Students**

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

**Reference Requests**

Students and graduates 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 faculty member for a general professional reference. In order to protect students’ privacy and rights, it is our policy to furnish both general references and individual faculty member references only on a student’s written request and with his/her permission.

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

Transcripts
Students requiring "official" transcripts must obtain them from Ryerson University.

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

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

During Term:
- Discuss with faculty involved.
- If unresolved, make an appointment with the Year Lead Faculty and/or Program Site Director.
- Attend and participate in scheduled Collaborative Student Forums.

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 Year Coordinators.

After students have completed the above, and wish to propose formal changes, submit them in writing, with the rationale and an indication of the extent of class support. Submit the proposal to the Chair/ Director or the Collaborative Curriculum Committee. Students must be prepared to discuss the proposal with the Curriculum Committee.

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

SCHOLARLY RESEARCH AND CREATIVE ACTIVITIES

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

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

Research Ethics

All research conducted in a University or College setting (whether by faculty, staff or students) is guided by policies and procedures designed to protect study participants, the researcher, the University and the public. Ryerson site 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. The Ryerson Site 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 within 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/about/vpresearch/reb_members.html

Conference Attendance Involving Missed Tests/Clinical Placement

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

Student qualifying for this consideration include those who:
1. Have a satisfactory achievement of learning objectives in the clinical placement to date
2. Have obtained approval from their Contract Lecturer/Faculty Advisor for the core nursing courses

Students exempt from this consideration include those who:
1. Have scheduled tests or exams during the time frame of the planned absence
2. A cumulative grade <B (B=GPA3.0)

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

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

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

Procedure for obtaining approval:

1. Well in advance of the conference, and before travel plans are made, the student will complete a form (to be developed, submitted to site lead) that identifies the following (see Appendix E):
   a. Name, year, site
   b. Current grade/CGPA
c. Name and date of conference

d. List Classes/clinical to be missed (by course name)

e. Signed approval from Contract Lecturer/Faculty Advisor for the above classes/clinical (must get approval from all instructors)

f. Written justification demonstrating how the conference meets three course objectives.

2. Following the conference, the student is encouraged to contribute to a discussion concerning knowledge gained from the conference (e.g. report to Student Council).

3. Students who attend a conference without obtaining approval, will jeopardize approvals for future conferences

INCIDENT REPORTING

For injuries and incidents related to clinical/practice placements:

The process overview and forms for reporting practice injuries/incidents are available on the Central Placement Office (CPO) website https://www.ryerson.ca/cpo/students/injury-incident2015/

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

**Ryerson University:**

- Security at 416-979-5040 and/or Department of Environmental Health & Safety (EHS), 416-979- 5000 x 7096
- Refer to the following website - https://www.ryerson.ca/facilities-management-development/environmental-health-safety/

**Centennial College:** The Security Office should be notified for all injuries.

- HP Science & Technology Centre (Room 234) 416-289-5000 #5340 or call the Emergency Help Line at 416-439-4357 (HELP). This is a free call from your Cell Phone or any campus pay phone.
  - http://www.centennialcollege.ca/AboutUs/Safety/emergency

**George Brown College:**

- The First Aid Attendant should be contacted between 8:00 am and 3:30pm at 416-415-5000, extension 5519 or extension 8000.
- Before and after these hours, Security will provide first aid at extension 8000.

ACADEMIC SUPPORTS

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

**Ryerson**

**Student Learning Support (SLS)**

Student Learning Support offers a range of services to all Ryerson students who want to develop their academic skills. Through individual and group sessions/workshops, we offer support for writing, math, English language, study skills, testing and academic accommodation. We have specialized support areas to assist you:

- Academic Accommodation Support
- English Language Support Math Support
- Study Skills and Transition Support Test Centre
- Writing Support
  - http://www.ryerson.ca/studentlearningsupport/index.html

**Faculty of Community Services - Learning Strategists**

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

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

Centennial
Student Services
From tutoring to mentoring, from Aboriginal Education Services to Aboriginal Student Services, from Career Services & Co-operative Education to overall First Year Experiences, we will continue to consult with you regularly and continue to help you on your journey to success. https://www.centennialcollege.ca/student-life/student-services/

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

George Brown
We have Academic Support that provides free tutoring services in English and math at the Tutoring and Learning Centre (TLC), and peer tutoring for course specific help. PeerConnect is a free drop-in service unique to George Brown. At the PAL Centre you can discover your learning style, get study tips and attend workshops geared to help you excel in your studies.

Our priority at the college is to make you feel safe and supported so you can focus on your goals. We provide Personal Support to help make your college experience positive. You can receive free and confidential counselling (to help with both academic and non-academic issues), http://www.georgebrown.ca/studentlife/support/

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

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

Ryerson:
Daniel Ramos, d.ramos@ryerson.ca, 416-979-5000 x 6318
Stephanie Assenza, stephanie.assenza@ryerson.ca, 416-979-5000 x7136
Ivone Alvarez, jalvarez@ryerson.ca, 416-979-5000 x6301

Centennial College:
General Advising:
Matthew Edwards, medwards@centennialcollege.ca 416 289-5000 x8037

George Brown College:
General Advising:
Hanae Abubeker, habubeker@georgebrown.ca, 416-415-5000 x 2367

Academic Accommodation Support

Ryerson: As a part of Student Learning Support (SLS), the Academic Accommodation Support facilitates on-campus and community support for students with disabilities. Register before classes begin to access a range of services and supports for students with disabilities – both in academic needs and in the physical environment on campus. Services include assistance with accommodations for tests and exams, access to access to adaptive technologies, and the RU noted student note-taking program.

Student Learning Centre, 4th floor, 341 Yonge Street
By phone (voice): 416.598.5978
By email: aasadmin@ryerson.ca
Website: ryerson.ca/sls
http://www.ryerson.ca/studentlearningsupport/academic-accommodation-support/index.html

Centennial: The Centre for Students with Disabilities (CSD) at Centennial College, is a confidential service that provides counselling, support, advocacy and accommodations for students with documented disabilities. If you have a documented learning disability, medical or mental health condition, physical, visual, hearing or mobility impairment, we can help. Applicants
should contact us well in advance of classes to allow time to arrange for help. 

George Brown: We offer services and supports that meet your needs so that you can participate in all aspects of college life at our three campuses and at our Ryerson location. George Brown has services to support students with many types of disabilities. If you are a student with a disability, your first step is to register with our Disability Services. One of our consultants will work with you to talk about how to accommodate your learning needs. 
http://www.georgebrown.ca/disabilityservices.aspx

Health and Wellness Supports

Ryerson: Medical Centre
The Medical Centre provides a wide range of medical services that you would normally expect to receive from your family physician. Services include routine examinations, annual physical appointments, treatment of minor illnesses, treatment of sexual health issues, and mental health assessment. Most visits are covered by health care plans; students are required to have a Ryerson OneCard to access services. Appointments are required.
Kerr Hall West, room KHW181, 379 Victoria Street 
By phone: 416.979.5070
By email: medicalct@ryerson.ca
Website: https://www.ryerson.ca/healthandwellness/medicalcentre/

Counselling - The Centre for Student Development and Counselling (CSDC) provides consultations on crisis matters for students. All of the services are free, confidential, and delivered during regular business hours by highly qualified staff.
Jorgenson Hall, room JOR07, 350 Victoria Street
By phone: 416.979.5195
By email: csdc@ryerson.ca
Website: https://www.ryerson.ca/healthandwellness/counselling/

Centennial: To find a local walk-in clinic:
http://www.centennialcollege.ca/international-education-blog/2014/may/29/finding-a-walk-in-clinic/

Centennial College provides free, confidential counselling services to all students. We offer you a safe place to explore your thoughts and feelings. Our mandate is to work with you to:
- Identify and address stressors affecting your academic performance
- Support your general well-being and positive mental health
- Look at issues from a different perspective
- Explore possibilities and develop new coping skills
- Learn new ways of communicating and developing meaningful relationships
- www.centennialcollege.ca/student-life/student-services/the-counselling-centre/

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

- Counselling is free and confidential, available for full-time students who are currently enrolled.
- You're welcome to explore academic and non-academic issues because they all affect your success.
- The counselling office provides fast service, usually within two business days of scheduling.
- Workshops help you to get more from your education and are free to all students, not just full-time.
- We can arrange ongoing support with a community referral if short-term counselling cannot address your concern.
- Ask about other services for assessing your career strengths and skills. For a counselling session or advice about college policies, please contact the counselling office at your campus.
- How to schedule a counselling appointment:
- Visit or phone the counselling office at your campus Waterfront: 51 Dockside Dr., Rm. 225 
  Phone: 416-415-5000 ext. S370
  George Brown students at Ryerson visit room JOR 07C
• Or e-mail letstalk@georgebrown.ca (If you do not receive a timely reply, please phone.)

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/Coordinator Faculty, Centennial College
• Collaborative Program Year Lead/Coordinator Faculty, George Brown College
• one (1) member chosen by and from sessional and part-time Contract Lecturers 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:
  o one (1) student from each of years 1 through 4 of the generic program, Ryerson site
  o one (1) student from each of the years 1 and 2 of the generic program, Centennial site
  o one (1) student from each of the years 1 and 2 of the generic program, George Brown site
  o one (1) student from each year of the full-time post RN program
  o one (1) student from the part-time post RN program
  o one (1) Canadian Nursing Student Association official representative
  o 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, as such, Director of the Collaborative Nursing Program) 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 secretary to each member of the Council two (2) weeks before the date of the meeting.

Meetings of the Council

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

Quorum for Council Meetings

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

School Council Committees

The Standing Committees of the School Council shall be: a. the Curriculum Committee and b. the Evaluation Committee.

Special Committees may be appointed by the School Council at any time for any purpose (such purposes to include long term
planning, financial matters, physical resources, etc.). The organizers 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)
STUDENT NURSING ORGANIZATIONS

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

Focus
- To increase student awareness of RNAO's philosophy, mission, objectives, structure, programs and services.
- To encourage student participation in RNAO by focusing on involvement in local and provincial nursing student interest groups.
- To improve accessibility to RNAO for nursing students.
- To promote unity among Ontario nursing students through communication and collaboration with other nursing student organizations.
- To provide a forum which encourages the professional growth of nursing students.

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

The RYERSON NURSING COURSE UNION (NCU)
The Ryerson Nursing Course Union 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

We are available to respond to any of your questions and suggestions. We are here to help you make the most of your time at Ryerson University's Daphne Cockwell School of Nursing. To get involved, or meet your executive, stop by to see us on the fourth floor of Jorgenson Hall, in POD-467, or email us at ncu@ryerson.ca

CANADIAN NURSING STUDENTS' ASSOCIATION (CNSA)
The Canadian Nursing Students' Association (CNSA) is the national voice of Canadian nursing students. Our aim is to increase the legal, ethical, professional, and educational aspects of the profession, which are an integral part of nursing. CNSA is committed to the active and positive promotion of nurses and the nursing profession as a whole, and promotes concepts such as professionalism, leadership, visibility, education and advocacy. CNSA represents, is run by, and is independently controlled by the nursing students that are our members. CNSA, while being dynamic, and responsive to the current issues and events, is guided by several underlying 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, centennia@cnsa.ca, georgebrown@cnsa.ca
Website: www.cnsa.ca
Phone: 416-979-5000 ext. 6335 (Ryerson Chapter)
APPENDIX A: OVERVIEW of the Ryerson, Centennial, and George Brown Collaborative Nursing Program

VISION AND MISSION

Vision. Leading collaborative baccalaureate nursing education in Ontario. Leading the development and advancement of knowledge and research for practice and 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.

HISTORICAL PERSPECTIVE

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

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

PHILOSOPHY AND THEORETICAL FOUNDATIONS OF THE CURRICULUM

The purpose of the program is to educate nurses to work with persons and communities of diverse backgrounds, ages, degrees of health/illness and in a variety of contexts. Therefore, it is important that it 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. The philosophical beliefs defined below form the foundation of the collaborative nursing program.

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

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

Critical Social Theory: Integral to critical social theory is a commitment to penetrate the world of objective appearances in order to expose the underlying social relationships that are often concealed. Within the curriculum, critical social theory addresses the unequal social, economic and power relations that often exist within health care and society. (Adapted from the University of Victoria Collaborative Nursing Program.)

The beliefs that underpin the nursing program are based on Phenomenology and Critical Social Theory and together they resonate with Ryerson University’s Mission to advance “applied knowledge and research to addressed societal need”.

Version Date: June, 2019
These beliefs provide the normative basis of the program:

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

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

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

- **Primary Health Care/Health Promotion** Primary Health Care encompasses a philosophy of care as well as the services provided. Incorporation of all aspects of the care necessary to achieve health for all, with appropriate nursing implications is a focus for each year.
- **Reflective Practice/Critical Thinking** Central to all aspects of a nurse’s practice are the skills of reflection and critical thinking. These are central elements in the student’s way of learning as well as an outcome for all graduates.
- **Meaningful Relationships/Caring/Communication** The nurse-patient relationship is one of understanding of the other, communicating effectively, and emphasizing the meaning of the experience from the client’s/patient’s perspective. Only through caring meaningful relationships with self and others can this be achieved.
- **Political/Social Justice** Knowledge of the political, social and economic context of health care is essential to the current study of the nursing profession. Awareness and understanding of the roles of the nurse in social and political arenas is a requirement of the graduate.
- **Personal/Professional Development** Students are self-directed learners in the pursuit of knowledge for personal and professional purposes. Personal perceptions and meaning-making as they relate to self and others are encouraged throughout the curriculum.

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

**Nursing**

Nursing is a humanitarian and caring profession, guided by ethical and legal standards. It is viewed as a systematic, theory-based process, with its own body of knowledge, consisting of both independent and collaborative roles. Its members are held accountable for their professional competence and for the advocacy of clients, peers and the discipline itself. Nursing is a social force within the total context of the health care system. As a practice discipline, nursing requires its members to have a strong professional identity, be politically informed and involved, and advance public policy that improves the health of individuals and society. Nursing acknowledges that political activities, consumerism and changing health/illness patterns influence health care policy and health care delivery patterns. The professional recognizes the value of innovative multidisciplinary relationships as an effective approach to health care.

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

**Health**

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

**Person/Individual**

Person is viewed as an individual, a family, group or community. Persons have their own subjective experiences of the world, the freedom to choose values and to develop potential and aspirations that give meaning to living and reflect wellbeing.
Environment
Environment is the context within which an individual exists. It is integral with the person, comprehensive and unique.

TEACHING-LEARNING BELIEFS AND PRINCIPLES

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

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

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

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

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

Modes of Delivery
A variety of teaching methodologies are utilized within this curriculum. In addition to didactic presentations, students are taught through use of situation-based learning methods, case studies which use small group learning formats, and distributive learning modes. Critique and inquiry are enhanced through use of debates and presentations, with strong emphasis on the students’ self-evaluation and reflection of their learning. Seminars enhance the in-depth discussion of a variety of nursing issues and are encouraged. Nursing practice and laboratory work develop professional practice competencies necessary to graduate. Students also have the opportunity in their third and fourth program years to participate in interdisciplinary collaborative project work.

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

In the second year, the focus changes to illness and recovery; therefore practice experiences are institution-based in acute and rehabilitative care settings. In year three, the nursing practice experiences selected allow students to focus on the community aspect of health care, in keeping with the focus of the year.

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

CURRICULUM CONTENT THEMES

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

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

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

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

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

The student continues to develop the professional role by developing leadership skills. The Primary Health Care approach facilitates the use of advocacy and social activism in an interdisciplinary milieu. Learning experiences are provided in community settings that further enhance communication skills in the professional role.

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

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

## PROGRAM CONCEPTUALIZATION

### YEAR/FOCI CONTENT THEMES

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<th>Year 1</th>
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<td>Knowledge of Self in the Context of Health</td>
<td>Knowledge of Others in the Context of Illness</td>
<td>Knowledge of Community in the Context of Primary Health Care</td>
<td>Integration of the Professional Self into the Health Care System</td>
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### TEACHING METHODS

| Experiential | ↔ | Primary Health Care/ |
| Emancipatory | ↔ | Health Promotion |
| Reflective | ↔ | Political/Social Justice |
| Cooperative/Collaborative | ↔ | Reflective Practice |
| Situation Based/PBL/Inquiry | ↔ | Meaningful Relationships |
| Integrative Practice | ↔ | Personal/Professional Development |

### PROGRAM THEMES

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COLLABORATIVE PROGRAM LEARNING OUTCOMES

The Philosophy Statement developed for the Collaborative Program, the position statement on baccalaureate education of the Council of Ontario University Programs in Nursing (COUPN), and the College of Nurses of Ontario Standards of Practice were considered in the development of the learning outcomes for the collaborative program.

1. Demonstrates caring as it relates to self and others.
2. Determines meaning and significance in client encounters.
3. Establishes meaningful connections with clients to facilitate therapeutic interactions.
4. Collaborates with clients and colleagues to ensure consistent, safe, effective care.
5. Uses 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.
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.

Opportunities for Graduates

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

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

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Semester 2</td>
<td>Semester 3</td>
<td>Semester 4</td>
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<tr>
<td>3 hr, 2 terms</td>
<td>3 hr, 2 terms</td>
<td>3 hr, 2 terms</td>
<td>3 hr, 2 terms</td>
</tr>
<tr>
<td>NSE 12 A/B</td>
<td>Nursing: Practice I: Introduction to Nursing Practice</td>
<td>NSE 22 A/B</td>
<td>Nursing: Practice II: Acute &amp; Chronic Care</td>
</tr>
<tr>
<td>1 hr class, 2 terms</td>
<td>14 hr, 2 terms</td>
<td>15 hr, 2 terms</td>
<td>16 hr, 1 term</td>
</tr>
<tr>
<td>3 hr, 2 terms</td>
<td>3 hr, 2 terms</td>
<td>3 hr, 1 term</td>
<td>3 hr, 1 term</td>
</tr>
<tr>
<td>BLG 10 A/B</td>
<td>Human Anatomy &amp; Physiology</td>
<td>NUR 80 A/B</td>
<td>Nursing: Nursing Research, Measurement &amp; Applications</td>
</tr>
<tr>
<td>3 hr, 2 terms</td>
<td>3 hr, 2 terms</td>
<td>3 hr, 2 terms</td>
<td>3 hr, 1 term*</td>
</tr>
<tr>
<td>NSE 112</td>
<td>Professional Development I: Social, Political &amp; Economic Perspectives</td>
<td>PSY 402</td>
<td>Psychology: Adult Development</td>
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<tr>
<td>3 hr, 1 term</td>
<td>3 hr, 1 term</td>
<td>3 hr, 1 term</td>
<td>3 hr, 1 term*</td>
</tr>
<tr>
<td>PSY 102</td>
<td>Psychology: Child Development</td>
<td>Liberal Studies</td>
<td>Liberal Studies</td>
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<tr>
<td>3 hr, 1 term</td>
<td>3 hr, 1 term</td>
<td>3 hr, 1 term*</td>
<td></td>
</tr>
<tr>
<td>Professional Electives:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NUR 820 Gerontological &amp; Geriatric Nursing; NUR 823 Acute Care &amp; Traumatic Conditions; NUR 824 Women's Health; NUR 825 Family Health; NUR 826 Community Mental Health; NUR 827 End of Life Care NUR 828 Global Health</td>
<td></td>
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</table>

**Version Date:** June, 2017
APPENDIX B: Freedom of Information and Protection of Privacy Act [FIPPA]

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

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

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

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

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

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

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

For further or detailed information about procedures, a binder with information about FIPPA is available in the Placement Office.
## APPENDIX C: Contact Information

**Ryerson, Centennial, George Brown Collaborative Nursing Degree Program**

### Course Leads/Coordinators

<table>
<thead>
<tr>
<th>Course</th>
<th>Faculty</th>
<th>Site</th>
<th>Phone Number</th>
<th>E-Mail</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSE 11 A/B</td>
<td>Krista Kamstra-Cooper</td>
<td>Centennial</td>
<td>(416) 289-5000 ext. 8330</td>
<td><a href="mailto:kkamstra-cooper@centennialcollege.ca">kkamstra-cooper@centennialcollege.ca</a></td>
</tr>
<tr>
<td>NSE 12 A/B</td>
<td>Audrey Kenmir</td>
<td>Centennial</td>
<td>(416) 289-5000 ext. 8086</td>
<td><a href="mailto:kenmir@centennialcollege.ca">kenmir@centennialcollege.ca</a></td>
</tr>
<tr>
<td>NSE 13 A/B</td>
<td>Jennifer Lapum</td>
<td>Ryerson</td>
<td>(416) 979-5000 ext. 556316</td>
<td><a href="mailto:jlapum@ryerson.ca">jlapum@ryerson.ca</a></td>
</tr>
<tr>
<td>NSE 112</td>
<td>Oona St-Amant</td>
<td>Ryerson</td>
<td>(416) 979-5000 ext. 557986</td>
<td><a href="mailto:ostanmant@ryerson.ca">ostanmant@ryerson.ca</a></td>
</tr>
<tr>
<td>NSE 21 A/B</td>
<td>Oona St-Amant</td>
<td>Ryerson</td>
<td>(416) 979-5000 ext. 557986</td>
<td><a href="mailto:ostanmant@ryerson.ca">ostanmant@ryerson.ca</a></td>
</tr>
<tr>
<td>NSE 22 A/B</td>
<td>Jimmy Chen</td>
<td>Centennial</td>
<td>(416) 289-5000 ext. 556306</td>
<td><a href="mailto:JChen@centennialcollege.ca">JChen@centennialcollege.ca</a></td>
</tr>
<tr>
<td>PAT 20A/B</td>
<td>Beth Swart</td>
<td>Ryerson</td>
<td>(416) 979-5000 ext. 554557</td>
<td><a href="mailto:bswart@ryerson.ca">bswart@ryerson.ca</a></td>
</tr>
<tr>
<td>NUR 80A/B</td>
<td>Janet Yamada</td>
<td>Ryerson</td>
<td>(416)-979-5000 ext. 556308</td>
<td><a href="mailto:janet.yamada@ryerson.ca">janet.yamada@ryerson.ca</a></td>
</tr>
<tr>
<td>NSE 31 A/B</td>
<td>Corinne Hart</td>
<td>Ryerson</td>
<td>(416) 979-5000 ext. 556305</td>
<td><a href="mailto:c4hart@ryerson.ca">c4hart@ryerson.ca</a></td>
</tr>
<tr>
<td>NSE 32 A/B</td>
<td>Corinne Hart</td>
<td>Ryerson</td>
<td>(416) 979-5000 ext. 556305</td>
<td><a href="mailto:c4hart@ryerson.ca">c4hart@ryerson.ca</a></td>
</tr>
<tr>
<td>NSE 306</td>
<td>Nancy Purdy</td>
<td>Ryerson</td>
<td>(416) 979-5000 ext. 2020</td>
<td><a href="mailto:npurdy@ryerson.ca">npurdy@ryerson.ca</a></td>
</tr>
<tr>
<td>NSE 407</td>
<td>Margareth Zanchetta</td>
<td>Ryerson</td>
<td>(416) 979-5000 ext. 554557</td>
<td><a href="mailto:mzanchet@ryerson.ca">mzanchet@ryerson.ca</a></td>
</tr>
<tr>
<td>NSE 417</td>
<td>Nancy Purdy</td>
<td>Ryerson</td>
<td>(416) 979-5000 ext. 552020</td>
<td><a href="mailto:npurdy@ryerson.ca">npurdy@ryerson.ca</a></td>
</tr>
<tr>
<td>NSE 418</td>
<td>Nancy Purdy</td>
<td>Ryerson</td>
<td>(416) 979-5000 ext. 552020</td>
<td><a href="mailto:npurdy@ryerson.ca">npurdy@ryerson.ca</a></td>
</tr>
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</table>

### Year Leads/Coordinators

**Ryerson Site**

<table>
<thead>
<tr>
<th>Year</th>
<th>Lead</th>
<th>Phone Number</th>
<th>E-Mail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>Jennifer Lapum</td>
<td>(416) 979-5000 ext. 556316</td>
<td><a href="mailto:jlapum@ryerson.ca">jlapum@ryerson.ca</a></td>
</tr>
<tr>
<td>Year 2</td>
<td>Beth Swart</td>
<td>(416) 979-5000 ext. 556306</td>
<td><a href="mailto:bswart@ryerson.ca">bswart@ryerson.ca</a></td>
</tr>
<tr>
<td>Year 3</td>
<td>Corinne Hart</td>
<td>(416) 979-5000 ext. 556305</td>
<td><a href="mailto:c4hart@ryerson.ca">c4hart@ryerson.ca</a></td>
</tr>
<tr>
<td>Year 4</td>
<td>Nancy Purdy</td>
<td>(416) 979-5000 ext. 552020</td>
<td><a href="mailto:npurdy@ryerson.ca">npurdy@ryerson.ca</a></td>
</tr>
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**Centennial Site-Clinical Site Coordinators**

<table>
<thead>
<tr>
<th>Year</th>
<th>Lead</th>
<th>Phone Number</th>
<th>E-Mail</th>
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<tbody>
<tr>
<td>Year 1</td>
<td>Krista Kamstra-Cooper</td>
<td>(416) 289-5000 ext. 8330</td>
<td><a href="mailto:kkamstra-cooper@centennialcollege.ca">kkamstra-cooper@centennialcollege.ca</a></td>
</tr>
<tr>
<td>Year 2</td>
<td>Janet O'Connell</td>
<td>(416) 289-5000 ext. 8094</td>
<td><a href="mailto:jconnel@centennialcollege.ca">jconnel@centennialcollege.ca</a></td>
</tr>
<tr>
<td>Year 3</td>
<td>Janet Montague</td>
<td>(416) 289-5000 ext. 8015</td>
<td><a href="mailto:jmontague@centennialcollege.ca">jmontague@centennialcollege.ca</a></td>
</tr>
<tr>
<td>Year 4</td>
<td>Kimberley Mack</td>
<td>(416) 289-5000 ext. 8297</td>
<td><a href="mailto:kmack@centennialcollege.ca">kmack@centennialcollege.ca</a></td>
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**George Brown Site-Clinical Site Coordinators**

<table>
<thead>
<tr>
<th>Year</th>
<th>Lead</th>
<th>Phone Number</th>
<th>E-Mail</th>
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<tbody>
<tr>
<td>Year 1</td>
<td>Paul Petrie</td>
<td>(416) 415-5000 ext. 3400</td>
<td><a href="mailto:ppetrie@georgebrown.ca">ppetrie@georgebrown.ca</a></td>
</tr>
<tr>
<td>Year 2</td>
<td>Subashini Sivaramalingam</td>
<td>(416) 415-5000 ext. 6677</td>
<td><a href="mailto:ssivaram@georgebrown.ca">ssivaram@georgebrown.ca</a></td>
</tr>
<tr>
<td>Year 3</td>
<td>Susan Ord-Lawson</td>
<td>(416) 415-5000 ext. 3950</td>
<td><a href="mailto:sordlaws@georgebrown.ca">sordlaws@georgebrown.ca</a></td>
</tr>
<tr>
<td>Year 4</td>
<td>Daniela Cahuas</td>
<td>(416) 415-5000 ext. 3736</td>
<td><a href="mailto:dcahuas@georgebrown.ca">dcahuas@georgebrown.ca</a></td>
</tr>
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</table>

### Site Directors

**Ryerson** Daria Romaniuk (416) 979-5000 ext. 556310 | romaniuk@ryerson.ca|
**Centennial** Amanda Laird (416) 415-5000 ext. 8074 | ALaird@centennialcollege.ca|
**George Brown** Paula Mastrilli (416) 289-5000 ext. 8074 | paula.mastrilli@georgebrown.ca|
Program Director
All Sites  Nancy Walton  (416)979-5000 ext.  nwalton@ryerson.ca
556307
APPENDIX D: College of Nurses of Ontario (CNO) STANDARDS AND GUIDELINES

(revised 2014)

2) Professional standards:
   http://www.cno.org/Global/docs/prac/41006_ProfStds.pdf
   (revised 2002, reviewed 2009)

3) Competencies for Entry-Level Registered Nurse Practice:
   (2014)
   Jurisprudence Examination Competencies:
   http://www.cno.org/become-a-nurse/entry-to-practice-examinations/jurisprudence-examination/competencies/

4) Requisite Skill and Abilities for Nursing Practice in Ontario:

5) All standards and guidelines of the CNO (including educational tools) can be found at :


“The purpose of this document is to provide more detailed information about the content areas tested in the NCLEX-RN Examination than is provided in the basic NCLEX-RN Test Plan. This booklet contains the 2013 NCLEX-RN Test Plan; Information on testing requirements and sample examination questions (items); and References.”
APPENDIX E: CONFERENCE ATTENDANCE INVOLVING MISSED TESTS/CLINICAL PLACEMENT

Ryerson, Centennial, George Brown Collaborative Nursing Degree Program

CONFERENCE ATTENDANCE INVOLVING MISSED TESTS/CLINICAL PLACEMENT

<table>
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<table>
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<th>Email Address</th>
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<table>
<thead>
<tr>
<th>Current Year in Program (e.g. First year)</th>
<th>Current CGPA</th>
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<table>
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<tr>
<th>Name and Date of Conference</th>
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Complete the following for each missed class covered by the attached accommodation.

<table>
<thead>
<tr>
<th>Course # and Section</th>
<th>Instructor</th>
<th>Instructor signature of approval</th>
<th>Date(s) missed</th>
<th>Work missed (e.g. test, lab, etc.)</th>
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Written justification demonstrating how the conference meets three course objectives:

Course Lead Signature: _______________

Associate Director Signature: _______________

Student’s Signature: _______________ Date Form Submitted: _______________

Edited June 2017