LAWRENCE BLOOMBERG FACULTY OF NURSING
UNIVERSITY OF TORONTO

Bloomberg Nursing

Master of Nursing and Post-Master's Handbook 2025-2026

THIS IS NURSING IN ACTION.

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Welcome To Bloomberg Nursing

At the Lawrence Bloomberg Faculty of Nursing, students will find cutting edge research exploring the relevant healthcare challenges of our time. As one of the world's premier nursing programs, we continue to build on over a century of nursing excellence as we prepare students at the undergraduate and graduate level, to be exceptional nursing leaders in a complex and globally connected health care landscape.

As we continue to advocate for equity-deserving communities and people who are under-served by our health care systems, people will find us at the forefront of research and education that makes a difference.

We wish to acknowledge this land on which the University of Toronto operates. For thousands of years it has been the traditional land of the Huron-Wendat, the Seneca, and the Mississaugas of the Credit. Today, this meeting place is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work on this land.

This is Nursing in Action.

About the Master of Nursing and Post-Master Nurse Practitioner Diploma Handbook

This Handbook serves as an academic information guide and statement of the most important rules and regulations for students seeking to apply and those who are enrolled in the Master of Nursing (MN) program and Post-Master Nurse Practitioner (PMNP) Diploma program at Bloomberg Nursing. It is published annually online. It outlines the rules, regulations, and academic curriculum to inform students throughout their enrolment and pursuit of their goals.

The School of Graduate Studites (SGS) Calendar is the offiffcial Academic Calendar for all graduate programs at the University of Toronto. The Bloomberg Faculty of Nursing is a graduate unit within SGS. General regulations found in the SGS calendar are deemed to be part of the policies and regulations of Bloomberg Nursing.

The academic information listed in this Handbook is applicable for the year(s) to which the Handbook applies. We reserve the right to change the content of courses, instructors and instructional assignments, enrolment limitations, prerequisites and corequisites, grading policies, academic policies, and timetables without prior notice. If the University or the

Faculty must change the content of programs of study or withdraw them, all reasonable possible advance notice and alternative instruction will be given. The University will not, however, be liable for any loss, damages, or other expenses that such changes might cause.

Student Responsibility

Students are responsible for keeping familiar with the curriculum requirements and related regulations in the SGS Calendar and the Handbook. Students can seek guidance from Course Instructors, the MN Program Director, or the Assistant Dean, Registrarial and Student Services when in doubt as to any requirement.

Equity, Diversity, Inclusion & Indigenous Reconciliation

The University of Toronto and Bloomberg Nursing are committed to equity, human rights and respect for diversity. All members of the U of T community should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another's differences. All members of the U of T community can access resources through the Division of People Strategy, Equity & Culture website and offices.

Students are reminded of the expectation that we all demonstrate respect for one another. As outlined in the Student Code of Conduct, U of T does not condone discrimination or harassment against any persons or communities especially when based on grounds protected under the Ontario Human Rights Code. In accordance with the Ontario Human Rights Code, no person shall engage in a course of vexatious conduct that is directed at one or more specific individuals, and that is based on the race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, or disability. This includes:

- Racial slurs or "jokes"
- Insults due to racial identity
- Online posts of cartoons or pictures, in a workplace or school that degrade persons of a particular racial group
- Name-calling due to race, colour, citizenship, place of origin, ancestry, ethnic

background or creed

- Pseudonyms or handles that are inappropriate about ancestry, colour, citizenship, ethnicity, place of origin, sexual or gender identity, race, or religion.

Students are encouraged to support one another and the University's commitment to human rights and our values of diversity, inclusion, and respect in managing any inappropriate comments or disruptive behaviours. If students experience or witness inappropriate comments or behaviours, they are encouraged to contact the instructor or follow the Student Disclosure Process.

Student Disclosure Process

Students who have witnessed or experienced harassment, discrimination or harmful unprofessionalism should use the Faculty's disclosure protocol by either submitting an entry on the confidential Event Disclosure Form (EDF) or contacting the Faculty's designated intake officer Kristen Reichold, Director Office of the Dean (Kristen.Reichold@utoronto.ca).

Leadership & Governance

Faculty and Staff

The complete list of faculty and staff can be found on the Bloomberg Nursing website under People.

Faculty Governance

Bloomberg Nursing is governed by a Faculty Council comprised of representatives from the faculty, administrative staff, and students. The Faculty Council is comprised of seven (7) standing committees.

Roles of Standing Committees of Faculty Council

- Committee on Standing - implements the University Grading Practices Policy and oversees the general grading consistency of grading procedures; reviews final grades and averages for all courses; adjudicates petitions from students related to grades and academic standing.
- Admissions Committee - reviews and makes recommendations to Council on admissions policies; assess the qualifications of applicants seeking admission and

approves admission of qualified applicants on behalf of Council; makes decisions about student petitions regarding entry or re-entry on behalf of Council.

- Curriculum Committee - reviews and reports recommendations to Faculty Council on changes to all existing curricula and proposals for changes to academic programs; and reviews grading plans and course outlines for all courses.
- Awards Committee - selects candidates for awards; reviews award/funding policies; advises on the development of new awards and the review of existing rewards records.
- Appeals Committee - The final decision-making authority within the Faculty on academic appeals by a student.

For more information about the specific nature of the composition of the Faculty Council please review its constitution and bylaws.

Key Program Contacts

Name	Role	Contact For	Email Address
Robyn Stremler	Dean	General concerns regarding Faculty of Nursing and University policy	dean.nursing@utoronto.ca
Kimberley Widger	Associate Dean, Academic	Petitions and appeals, student conduct, ethics, and academic policy	associatedeanacademic.nursing@utoronto.ca
Kristen Reichold	Director Dean's Office	Event disclosure protocol– concerns regarding harassment, discrimination, unprofessionalism; academic change; governance	Kristen.Reichold@utoronto.ca
Shan Mohammed	Director Master of Nursing Program	Academic and program concerns	Shan.Mohammed@utoronto.ca
Sandra Merklinger	Coordinator, Nurse Practitioner Field of Study	Student support and academic/practicum concerns	Sandra.Merklinger@utoronto.ca
Lisa Cranley	Lead Faculty, HSLA Field of Study	Student support and academic/practicum concerns	Lisa.Cranley@utoronto.ca
Martine Puts	Lead Faculty, Clinical Nursing	Student support and academic/practicum concerns	Martine.Puts@utoronto.ca

	Field of Study		
Yubai Liu	Assistant Dean, Registrarial and Student Services	Resolution of complex student issues, including financial aid, fees and awards, and management of student records	Yubai.Liu@utoronto.ca
Kate Galvin	Associate Director, Recruitment & Admissions	Admissions and program information	Kate.Young@utoronto.ca
Bushra Shahrin	Enrolment and Academic Records Officer	Course enrolment, grades, and progression through the program	Bushra.Shahrin@utoronto.ca
Carli Chan	Admissions & Recruitment Officer	Admissions support and recruitment activities	Carli.Chan@utoronto.ca
Olivia Hardtke	Admissions & Academic Administrator	Admissions, residencies, and exam support	Olivia.Hardtke@utoronto.ca
Jayee Wang	Academic Services Coordinator		Yixuanw.Wang@utoronto.ca
Aidan Gray	Assistant Director, Student Financial Services	Financial support, awards, emergency grants	A.Gray@utoronto.ca
Elena Luk	Director, Clinical Education	Practicum placement concerns	Elena.Luk@utoronto.ca
Sharon Lee	Student Placement Coordinator	Clinical placement information (HSPnet, onboarding requirements),	nursingstudentpracticum@utoronto.ca
Kong Ng	Student Placement Coordinator	Clinical incident (WSIB/non-WSIB) reporting	nursingplacementoffice@utoronto.ca
Cristiana Grosskopf	Practicum Placement and Professional Development Officer	MNNP/PMNPD student practicum inquiries and feedback related to Preceptors and placement agencies	npplacements@utoronto.ca
Judy Nchoujie Kijah	Practicum Placement and Professional Development Officer	MN Clinical/HSLA student practicum inquiries and feedback related to Preceptors and placement agencies	graduateplacements.nursing@utoronto.ca

Lisa Cranley	GNSS Representative	Liaison between GNSS and faculty	Lisa.Cranley@utoronto.ca
Rebecca Biason	Senior Communications and Media Relations Officer	Communications and media relations, social media, website issues	Communications.Nursing@utoronto.ca
Helen Leung	Health & Wellness Embedded Counselor	Counselling support and student wellness	416-978-8030 ext. 5 Please note, the embedded counselor should be contacted through this phone number, not directly.
Mohammad Alharoun	Accessibility Advisor	Program, practicum accommodations, note-taking, learning strategy support	416-978-8060 accessibility.services@utoronto.ca

Master of Nursing

Program Overview

The MN program is designed to prepare advanced practice nurses to provide professional leadership in their chosen advanced practice field. The MN program has three different fields of study: Clinical Nursing, Health Systems Leadership and Administration (HSLA) and Nurse Practitioner. Students choose one of the three fields of study and are admitted into one field. Once enrolled in a field of study, students are not permitted to switch between them.

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

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

For additional details, please see the SGS Calendar.

Program Objectives and Learning Outcomes

Program Objectives (PO)s describe the general competencies expected of degree holders, while Program Learning Outcomes (PLO)s focus on what students are expected to know and do in relation to a program of study. The POs and PLOs of the MN program reflect both the wide range of competencies that graduates need to meet across the three fields and the complexities of advanced practice nursing. As a result, our POs and PLOs have been thoughtfully aligned with both the broader professional standards of advanced practice in Canada, in particular the Canadian Nurses Association (2019) framework, and the principles of equity, diversity, inclusion, and Indigenous Reconciliation. In addition, the POs and PLOs of the MN program are aligned with the University of Toronto's Graduate Degree Level Expectations.

Program Objectives

The MN program prepares graduates who are able to:

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

Learning Outcomes

MN Program supports students to be able to:

1. Draw on the empirical, historical, philosophical, theoretical, and socio-political foundations of nursing knowledge to advance critical thought about health and healthcare.
2. Understand and integrate a complex understanding of multiple forms of evidence in clinical, organizational, and health system level decision making.
3. Critically appraise, evaluate, synthesize, and utilize current research and other

relevant forms of knowledge to inform advanced practice.

4. Initiate and lead scholarly inquiry into gaps in care and other barriers to health at the micro, meso, and macro level.
5. Develop expertise in knowledge translation to facilitate the application of relevant evidence to clinical practice, program development, policy, and leadership.
6. Utilize theories of leadership, management, negotiation, and conflict resolution to lead individuals, teams, and organizations towards positive change.
7. Fully participate in the development, implementation, and evaluation of policy, standards of care, guidelines, and programs to improve the quality of nursing and health care.
8. Facilitate evidence-informed practice by acting as educators and knowledge brokers for clients, nurses, other healthcare providers, and other collaborators.
9. Develop a strong foundation in advanced clinical practice, including diagnosis, assessment, diagnostics, intervention, and safe prescribing.
10. Identify and critically reflect on ethical issues in advanced practice, leadership, and research, and enact appropriate strategies to navigate these issues through education, practice, and policy.
11. Exercise autonomy, accountability, integrity, justice, and relationality as a clinical, team, and/or organizational leader.
12. Communicate logically, coherently, with a sustained argument, and using a synthesis of knowledge and/or research findings in writing, speaking, and presenting.
13. Articulate and advocate for nursing knowledge and perspectives in interprofessional and intersectoral collaborations.
14. Identify sources of injustice, structural inequality, marginalization, and oppression, and enact strategies to address their impact on people, groups, and communities.
15. Appreciate the limitations of professional knowledge and practice and draw on other perspectives and client centered approaches to care.
16. Understand the historical and ongoing effects of colonialism and settlement on Indigenous Peoples and incorporate Indigenous knowledges and perspectives in direct practice and health systems design.

Learning Format for Fields of Study

The learning format for each field of study is unique.

Field of Study	Learning Format
Clinical Nursing	Normally offered IN-CLASS only. Requires two mandatory in-person on-campus events/residency periods: 1. Orientation, Start of Fall Semester 2. Year 2, End of Summer Semester
Health Systems Leadership and Administration	Offered primarily ONLINE* but requires three mandatory in-person on-campus events/residency periods: 1. Orientation, Start of Fall Semester 2. Year 1, End of Winter Semester 3. Year 2, End of Summer Semester
Nurse Practitioner	Offered primarily ONLINE* but requires three mandatory in-person on-campus residency periods: 1. Year 1, Start of Fall Semester 2. Year 1, Start of Summer Semester 3. Year 2, End of Summer Semester

* Online courses are primarily delivered asynchronously with students able to complete activities on their own schedule, however, some activities will be completed synchronously with students required to attend online at specific times. Dates and times for synchronous activities will be shared with students as early as possible to facilitate attendance.

Program Requirements

Students in the Clinical and HSLA fields of the Master of Nursing program are required to complete a total of five (5) full course equivalents (FCE) (9 individual courses). Students in the Nurse Practitioner field of the Master of Nursing program are required to complete a total of five and one-half (5.5) FCE (10 individual courses). Some courses include an in-person residency and/or clinical practicum hours as detailed below. The MN program is normally completed within two years of **full-time** study over six consecutive terms. Please consult the SGS website for policies regarding maximum length of time for degree completion, requesting extensions, etc. Courses and the associated practicum hours and residency attendance for each field are detailed below. Course descriptions for each course are included in Appendix A.

For courses with a practicum component, the evaluation of practicum performance is on a "Pass/Fail" basis. In order to pass the course, the student must successfully pass both the academic and practicum components.

Field: Clinical Nursing

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

Mode of Delivery: In person
Program Length: 6 sessions full-time (typical registration sequence: FWS-FWS)
Time Limit: 3 years full-time

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

Code	Course Title	Content Delivery/Activities (hrs/wk)	Practicum Hours	Residency	Course Weight**
	Year I				
NUR1170H	Introduction to Advanced Practice Nursing	3	30 to 40	-	0.5
NUR1176H	History of Ideas in Nursing Practice: Clinical	3	-	-	0.5
NUR1174H	Research Design, Appraisal, and Utilization: Clinical	3	-	-	0.5
	Elective Field of Study Course*	Varies	-	-	0.5
NUR1171H	Topics in Advanced Practice Nursing	3	-	-	0.5
	Year II				
NUR1175H	Introduction to Qualitative Research: Methodologies, Appraisal, and Knowledge Translation: Clinical	3	-	-	0.5
	Elective Field of Study Course*	Varies	-	-	0.5

Code	Course Title	Content Delivery/Activities (hrs/wk)	Practicum Hours	Residency	Course Weight**
NUR1177H	Program Planning and Evaluation in Nursing: Clinical	3	-	-	0.5
NUR1179Y	Advanced Nursing Practice Scholarship: Clinical	3	160	Two day; In-person	1.0

*One of these two field of study courses may be selected from outside Bloomberg Nursing.

Field: Health Systems Leadership and Administration

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

Mode of Delivery: Hybrid
Program Length: 6 sessions full-time (typical registration sequence: FWS-FWS)
Time Limit: 3 years full-time

Courses are prescribed and normally students progress through the program within a defined student cohort.

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

Code	Course Title	Content Delivery/Activities (hrs/wk)	Practicum Hours	Residency	Course Weight**
	Year I				
NUR1156H	History of Ideas in Nursing Practice: Health Systems Leadership and Administration	3	-	-	0.5
NUR1027H	Integrated Approaches to Research Appraisal and Utilization Part 1	3	-	-	0.5

Code	Course Title	Content Delivery/Activities (hrs/wk)	Practicum Hours	Residency	Course Weight**
NUR1151H	Theories and Concepts in Nursing Leadership and Administration	3	-	Two day; In-person	0.5
NUR1127H	Integrated Approaches to Research Appraisal and Utilization Part 2	3	-	-	0.5
NUR1152H	Leading and Managing Effective Health Care Teams	3	30 to 40	-	0.5
	Year II				
NUR1016H	Health Systems, Policy, and the Profession	3	-	-	0.5
NUR1161H	Advanced Concepts in Leadership and Administration	Varies	-	-	0.5
NUR1157H	Program Planning and Evaluation in Nursing: Health Systems Leadership and Administration	3	-	-	0.5
NUR1169Y	Advanced Nursing Practice Scholarship: Health Systems Leadership and Administration	3	160	Two day; In-Person	1.0

Field: Nurse Practitioner

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

Mode of Delivery: Hybrid
Program Length: 6 sessions full-time (typical registration sequence: FWS-FWS)
Time Limit: 3 years full-time

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

Code	Course Title	Content Delivery/Activities (2/wk)	Practicum Hours	Residency	Course Weight**
	Year I				
NUR1401H	Pathophysiology and Pharmacotherapeutics 1	3	-	Three day; Hybrid	0.5
NUR1094H	Research Design, Appraisal, and Utilization: Nurse Practitioner	3	-	-	0.5
NUR1402H	Pathophysiology and Pharmacotherapeutics 2	3	-	-	0.5
NUR1095H	Introduction to Qualitative Research: Methodologies, Appraisal, and Knowledge Translation: Nurse Practitioner	3	-	-	0.5
NUR1403H	Advanced Health Assessment and Clinical Reasoning	3	75	-	0.5
	Year II				
NUR1404H	Advanced Health Assessment and Therapeutic Management 1	3	250	-	0.5
NUR1138H	Global Health Topics for Nurse Practitioners	Varies	-	-	0.5
NUR1405H	Advanced Health Assessment and	3	250	-	0.5

Code	Course Title	Content Delivery/Activities (2/wk)	Practicum Hours	Residency	Course Weight**
	Therapeutic Management 2				
NUR1097H	Program Planning and Evaluation in Nursing: Nurse Practitioner	3	-	-	0.5
NUR1406Y	Nurse Practitioner Professional Roles, Leadership, and Responsibilities	3	200	Three Day; In-Person	1.0

Post-Master's Nurse Practitioner Diploma

Program Overview

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

Program Requirements

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

Mode of Delivery: In person
Program Length: 6 sessions part-time
Time Limit: 6 years part-time

All students in the PMNP diploma program are required to complete a total of **3.5 full-course equivalents (FCEs)** (6 individual courses) as follows:

Code	Course Title	Content Delivery/Activities (2/wk)	Practicum Hours	Residency	Course Weight**
	Year I				
NUR1401H	Pathophysiology and Pharmacotherapeutics 1	3	-	Three day; Hybrid	0.5
NUR1402H	Pathophysiology and Pharmacotherapeutics 2	3	-	-	0.5
NUR1403H	Advanced Health Assessment and Clinical Reasoning	3	75	-	0.5
	Year II				
NUR1404H	Advanced Health Assessment and Therapeutic Management 1	3	250	-	0.5
NUR1405H	Advanced Health Assessment and Therapeutic Management 2	3	250	-	0.5
NUR1406Y	Nurse Practitioner Professional Roles, Leadership, and Responsibilities	3	200	Three Day; In-Person	1.0

Collaborative Specializations

Collaborative specializations emerge from cooperation between two or more graduate units, thereby providing students with a broader base from which to explore interdisciplinary areas of study and research. The University of Toronto offers more than 40 graduate collaborative specializations, providing students enrolled in participating

degree programs an additional multidisciplinary experience as they complete their home degree program.

Students must be admitted to, and enrol in, one of the collaborating graduate units and must fulfill all the requirements for the degree in the home unit and any additional requirements of the collaborative specialization. Each is designed to allow a focus in the area of specialty. Upon successful completion of the program, the student receives a transcript notation.

A collaborative specialization normally requires students to:

- complete a core academic activity (such as a core course)
- participate in activities and seminars offered by the collaborative specialization
- incorporate the disciplinary focus of the collaborative specialization into any final research requirements of the home degree programs.

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

- Aging, Palliative and Supportive Care Across the Life Course
- Bioethics
- Global Health
- Women's Health

Students who are interested in other collaborative specializations not listed above can contact the Bloomberg Nursing Admissions Team for further information: connect.nursing@utoronto.ca

Understanding University Policies

As members of the University of Toronto community, students assume certain responsibilities and are guaranteed certain rights and freedoms.

The University has several policies that are approved by the Governing Council and which apply to all students. Each student must become familiar with the policies. The University and Faculty will assume that they have done so. University policies that are of particular importance to students are:

- Code of Behaviour on Academic Matters
- Code of Student Conduct
- Policy on Official Correspondence with Students

- Policy on the Student Evaluation of Teaching in Courses
- Provostial Guidelines on the Student Evaluation of Teaching in Courses
- Standards of Professional Practice Behaviour for all Health Professional Students
- Student Academic Records: Guidelines Concerning Access to Official Student Academic Records
- University Assessment and Grading Practices Policy

In applying to the University, the student assumes certain responsibilities to the University and the Faculty and, if admitted and registered, shall be subject to all rules, regulations and policies cited in the calendar, as amended from time to time.

All University policies can be found at:
http://www.governingcouncil.utoronto.ca/policies.htm

Academic Policies, Procedures & Regulations

Admissions

MN Admission Requirements

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

- Candidates must have a BScN degree (a BN or BSN or BNSc is considered equivalent) and have obtained at least a mid-B (75% or 3.0 GPA) standing in the final year of undergraduate study, and in addition, must have obtained at least a B standing in their next to final year.
- Candidates must submit official university transcripts; a curriculum vitae; two letters of reference; and a letter of intent outlining goals and expectations that clearly indicate the intended field of study. Candidates must submit proof of current nursing registration, or they must be eligible for registration.
- In addition to all the above requirements, candidates seeking admission to the NP and HSLA fields of study must have a minimum of 3,900 hours of RN experience (equivalent to two years of full-time experience) by August 15 in order to begin the program in September (clinical placements in the BScN program cannot be counted).

PMNP Admission Requirements

- Applicants are admitted under the General Regulations of SGS.

- Applicants to the PMNP diploma program must have completed a master's degree in nursing or an equivalent graduate degree that includes clinical nursing experience and a minimum of two years of clinical nursing experience.
- Preference is given to applicants who have one or more years in an advanced nursing practice role (in addition to clinical experience) and support within their employment setting.
- Applicants seeking admission to the PMNP Diploma must also have worked a minimum of 3,900 clinical hours as an RN, equivalent to two years experience (placements as part of your BScN and MN degrees do not count).
- Applicants must hold current registration as a RN or equivalent.

Applicants who Identify as Indigenous

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

International Student Applications

Positions in our graduate program are available to international student applicants on a competitive basis with all other applicants. Details can be obtained from http://www.future.utoronto.ca/international and http://bloomberg.nursing.utoronto.ca/future-students/international-students

English Facility Requirements

English is the language of instruction and examination at U of T, and success in our degree programs requires a high level of English language proficiency.

Applicants for whom English is an additional language will need to provide evidence of adequate English facility for admission consideration, unless the applicant qualifies for an exemption.

For more information about English language requirements, please refer to: http://www.future.utoronto.ca/apply/english-language-requirements

Sessional Dates

Please see the Sessional Dates on the Bloomberg Faculty of Nursing website.

For School of Graduate Studies dates, please see: SGS Sessional dates

Registration and Withdrawals

In most academic programs at the University, registration is a two-step process: enrolling in courses and then paying/deferring fees. Rather than enrolling in their own courses, students at Bloomberg Nursing will automatically be enrolled in their courses by the Registrar's Office. Students must pay tuition and fees, or defer them, to finalize registration for their program.

Simultaneous Program Registration

Simultaneous registration in the MN program and another program or courses is not permitted. This includes additional programs or courses within the University of Toronto or another institution.

Using ACORN

Students can check their fee invoice through U of T's Accessible Campus Online Resource Network (ACORN). The "minimum payment to register" amount will be listed. Students who defer fee payment or whose payment is deferred pending receipt of OSAP or other awards, acknowledge that they continue to be responsible for payment of all charges, including any service charges that may be assessed. For details, please visit Student Accounts.

Academic Records, Transcripts & Forms

Final course results are added to each student's record at the end of each session. GPAs are calculated at the end of each session. Within established deadlines, students can use ACORN to obtain final grades.

The transcript of a student's record reports: courses in progress; the standing in all courses attempted along with course average; information about the student's academic status including record of suspension and refusal of further registration; and completion of degree requirements.

Students using ACORN can view their entire academic record, order transcripts, print tax forms, print invoices and view their financial account balances and detailed charge and payment information. A step-by-step guide on how to use ACORN is available online.

Students requiring written proof of registration or completion can go to the School of Graduate Studies Student Forms & Letter Requests website to request a Confirmation of Enrolment letter or a Completion of Requirements letter.

Mailing Address

It is each student's responsibility to ensure that both their mailing and permanent addresses are up-to-date on ACORN.

UTORid

Students must convert their JOINid to a UTORid before classes begin: https://www.utorid.utoronto.ca/

In order to activate the UTORid students will need to submit their photo and documentation online. Students will be able to pick up their TCard (student ID) when they arrive on campus.

T-Card

The T-Card is a wallet-sized card bearing the student's photograph that serves as evidence of registration in the Faculty, and as a library card. It is used for identification purposes within the University, such as Faculty examinations, student activities, and Athletic Association privileges. The loss of the card must be reported promptly to the Assistant Dean & Registrar, and the card must be surrendered if a student withdraws from the University or transfers to another College or Faculty. There is a fee for the replacement of lost cards.

E-Mail Address

As a student at the University of Toronto, setting up a UTemail account is mandatory. The @mail.utoronto.ca is the only email account faculty and staff will use to communicate with students starting each September. After students have activated their UTORid they should go to https://mail.utoronto.ca to set up the email account. Once the @mail.utoronto.ca email address is confirmed, student must update the information in their ACORN account: www.acorn.utoronto.ca

Termination of Registration

If a student fails to meet the required academic standards of their graduate program the MN Program Director will be informed, and failures will be reviewed by the Committee on Standing. See the Termination of Registration: Info for Students SGS webpage for more information.

Withdrawals

Withdrawing from the MN Program

Students may withdraw from the program for numerous reasons including personal circumstances or academic difficulties.

Process to Withdrawal from the Program

Students who wish to withdraw from the program at any point must follow the process outlined below:

1. Meet with the MN Program Director to discuss the reason for withdrawal
2. Once approved by the MN Program Director, complete the Program Withdrawal Form
3. Send the completed form to the Enrolment & Academic Records Officer
4. Return Clinical Practicum Badge

Students who withdraw from their program may re-apply in the future by completing a new application. Some coursework completed prior to withdrawal may be counted as credit toward the new degree program.

Depending upon when a student withdraws, they may receive a fees rebate. A refund schedule is available at Student Accounts. Students may be required to refund all or a portion of their awards to the University. Contact the Assistant Director of Student Financial Services and the Graduate Awards Office at SGS with any awards-related questions.

Leave of Absence

There are three types of leaves for graduate students at the University of Toronto: Medical or Other/Personal Leave, Parental Leave, or a Temporary Stop Out. Please consult the SGS webpage: Understanding Leaves of Absence for more detailed information.

Process for Requesting a Leave from the MN Program

Students who wish to take a leave of absence from the program must follow the process outlined below:

1. Meet with the MN Program Director to discuss the reason for the leave.
2. Once approved by the MN Program Director, complete the Leave of Absence (LOA) form.

3. Send the completed LOA form to the Enrolment & Academic Records Officer, Student Services.
4. Await email instructions from Student Services if the LOA is approved and follow through. Students may be required to take additional steps related to an LOA such as returning clinical placement ID badge.

Once on leave, students will not be registered, nor will they be required to pay fees for this period. Accordingly, students may not make demands upon the resources of the University. Students may however choose to opt into continued access of campus services by paying the non-academic incidental fees.

Note that given the sequencing of courses in the MN program, it is normally not possible to take a leave for less than 12 months.

Medical or Other/Personal Leave

Students may apply for a leave of absence if a student is facing serious health or personal problems (including mental health-related distress). Students who apply for a medical leave will need to provide medical documentation. No additional documentation is required to apply for a leave on personal grounds.

Parental Leave

Students can take parental leave at the time of their own or their partner's pregnancy, or following the birth or adoption of children, and/or to provide full-time care during the child's first year. Parental leave must be completed within 12 months of the date of birth or custody. Where both parents are graduate students taking leave, the combined total number of sessions may not exceed four. Students considering taking a parental leave may be eligible for funding and should review information about the SGS Parental Grant program.

Program Temporary Stop-Out

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

Full-time students who decide to temporarily stop-out from their program need to complete the Program Temporary Stop-Out form and submit it to the MN Program Director for consideration.

PMNP students who decide to temporarily stop-out should consult with the MN Program Director to discuss their progression in the program.

Personal Time Off Policy

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

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

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

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

Please note that the Personal Time Off policy applies only to the student role and does not apply to any employment a student may have with the university. If a student holds any kind of employment relationship with the University (e.g., Teaching Assistant, Research Assistant) the student should speak with their employment supervisor and consult the applicable collective agreement(s), if any, on all matters and questions pertaining to their employment, including for obtaining approval of any time off work.

Personal Information

Personal information is a vital part of the student's official University record and is used to issue statements of results, transcripts, graduation information, diplomas and other official documents. The University is also required by law to collect certain information for the Federal and Provincial Governments; this is reported only in aggregate form and is considered confidential by the University.

Any change in the following must therefore be reported immediately to the Registrar:

1. legal name;
2. citizenship status in Canada.

Personal I.D. (Student Number)

Each student at the University is assigned a unique identification number. The number is confidential. The University, through the Policy on Access to Student Academic Records, strictly controls access to Person I.D. numbers. The University assumes and expects that students will protect the confidentiality of their Person I.D.s.

Freedom of Information and Protection of Privacy Act (FIPPA)

The University of Toronto respects the privacy of student.

Personal information that students provide to the University is collected pursuant to section 2(14) of the University of Toronto Act, 1971.

It is collected for the purpose of administering admissions, registration, academic programs, university-related student activities, activities of student societies, safety, financial assistance and awards, graduation and university advancement, and reporting to government.

In addition, the Ministry of Colleges and Universities (MCU) has asked that we notify students of the following: The University of Toronto is required to disclose personal information such as Ontario Education Numbers, student characteristics and educational outcomes to the MCU under s. 15 of the Ministry of, Colleges and Universities Act, R.S.O. 1990, Chapter M.19, as amended. The Ministry collects this data for purposes such as planning, allocating and administering public funding to colleges, universities and other post-secondary educational and training institutions and to conduct research and analysis, including longitudinal studies, and statistical activities conducted by or on behalf of the Ministry for purposes that relate to post-secondary education and training. Further information on how MCU uses this personal information is available on the Ministry's website.

At all times it will be protected in accordance with the Freedom of Information and Protection of Privacy Act. Please refer to www.utoronto.ca/privacy or contact the University Freedom of Information and Protection of Privacy Office regarding questions related to privacy.

A Statement on Privacy

A part of nursing students' professional education and development into nurse leaders and clinicians will involve participation in various professional organizations, honor societies (such as Sigma Theta Tau) or other groups that are not directly connected with Bloomberg

Nursing or the University of Toronto. Bloomberg Nursing faculty members or instructors may contact students during their studies to indicate that they are eligible to join such organizations, societies or groups. At no time will members of Bloomberg Nursing or the University of Toronto forward student names or contact information to external organizations or groups without permission. If students do not wish to receive such invitations from Bloomberg faculty members or instructors, please advise the Faculty Registrar in writing.

Fees & Payment

Tuition Fees

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

Student fee invoices are available on ACORN. We suggest that students make their tuition payment by September 1, 2025 in order for the payment to be received in advance of the registration deadline. If not paid in full, any outstanding account balance is subject to a monthly service charge of 1.5% per month compounded (19.56% per annum). Outstanding charges on a student account from prior sessions are subject to a service charge as of the 15th of every month until paid in full. Service charges start on October 15.

Students with outstanding accounts may not receive official transcripts and may not re-register at the University until these accounts are paid.

For information on how to pay student fees and payment deadlines, please visit Student Accounts: www.fees.utoronto.ca.

Bloomberg Nursing breakdown of fees.

Fees for International Students

In accordance with the recommendation of the Government of Ontario, certain categories of students who are neither Canadian citizens nor permanent residents of Canada are charged higher academic fees. Refer to the Student Accounts for details.

Some students who are not Canadian citizens or Permanent Residents may be eligible to pay domestic fees. To check eligibility for an International Fee Exemption, please visit the International Fee Exemption webpage.

Sanctions on Account of Outstanding Obligations

The following are recognized University obligations:

- tuition fees;
- academic and other incidental fees;
- residence fees and charges;
- library fines;
- loans made by Colleges, the Faculty or the University;
- Health Service accounts;
- unreturned or damaged instruments, materials and equipment;
- orders for the restitution, rectification or the payment of damages, fines, bonds for good behaviour, and requirement of public service work imposed under the authority of the Code of Student Conduct.

The following academic sanctions are imposed on students with outstanding University obligations:

1. Official transcripts of record will not be issued;
2. Registration will be refused to continuing or returning students.

Payments made by continuing or returning students will first be applied to outstanding University debts and then to current fees.

Fees and Other Charges

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

Finances and Funding

It is the policy of the University of Toronto that no student admitted to a program at the University of Toronto should be unable to enter or complete the program due to lack of financial means. The MN program is self-funded. Awards and scholarships are available to support students in financing their graduate degree, MN students can also apply for Teaching Assistant positions to help provide additional income.

Teaching Assistant Positions

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

about TA positions and applying for positions can be found on the Bloomberg Nursing website.

Financial Aid

Ontario Student Assistance Program

This government student loan program is the primary source of financial assistance for full-time students. The OSAP application form is available online at http://osap.gov.on.ca.

Students are encouraged to apply by the end of June to ensure that their funding is released in a timely manner. Students are able to apply to OSAP no later than 40 days prior to the end of their study period; however, students who apply after the suggested application deadline of late June will not receive any exceptions for late tuition payments.

For information on eligibility, appeals, document requirements and the status of the application, please contact the University Registrar's Office at osap.staff@utoronto.ca.

International students are eligible to be considered for grant assistance. However, because Canada Immigration requires all international students to show that they have adequate resources before admitting them to Canada, a grant will normally be awarded only if there is evidence that the student's circumstances have changed since their arrival. In no instance will the amount be sufficient to cover a student's total university costs. Please see Centre for International Experience website on information for international students.

Bloomberg Nursing Student Crisis Fund

The Bloomberg Nursing Student Crisis Fund was established in 2018 to assist currently enrolled students who encounter an unanticipated serious financial crisis beyond their control. The Student Crisis Fund is designed to provide temporary, short-term, financial assistance to students who are managing demanding academic requirements while struggling with unexpected financial challenges.

Provided in the form of a one-time bursary, crisis funding is not intended to provide long-term or ongoing relief for recurring expenses. It is expected that prior to requesting crisis funds, students first consider other sources of funding available to them.

All students including part-time (PMNP) and international students are eligible. Students are encouraged to reach out to the Assistant Director, Student Financial Services to complete an online request form together; he can be reached at a.gray@utoronto.ca.The funding amount varies based on need and is decided on a case-by-case basis.

SGS Financial Assistance and Advising

SGS offers several grants and bursaries for registered graduate students and can work with a students' home unit to provide financial aid solutions.

- SGS Financial Assistance: Grants and Bursaries — Travel and conference grants, parental leave support, emergency grants, gym bursaries, completion funding, short-term loans and grant assistance.
- Student Aid — OSAP, University of Toronto Financial Aid (UTAPS), other provincial loans, and U.S. loans.
- Accessibility Awards & Resources — Programs and awards for students who are registered with Accessibility Services.

Financial Aid and Award Advisors are available to assist students with managing educational expenses, budgeting and can provide advice on navigating the various financial aid and funding opportunities for graduate students.

Students in Professional Programs: Scotiabank Student Line of Credit

U of T has negotiated an enhanced line of credit agreement with Scotiabank for professional master's students, in which referred interest rates have been negotiated by the University with rates ranging from prime to prime plus 1%, depending on the program. For further information on this program, please visit http://www.future.utoronto.ca/finances/financial-aid/other-loans-and- student-lines-credit

Scholarships & Awards

Bloomberg Nursing

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

For MN students, the In-Course Award Application will open in winter 2026. These awards are for students enrolled in Year 1 of the program and are disbursed in the fall of Year 2.

SGS

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

Course Enrolment

Bloomberg Nursing will enrol graduate students in their required courses. Enrolment in fall and winter courses usually occurs at the end of August. Enrolment in spring courses usually occurs in early April. Students will enrol themselves in any Nursing elective courses on ACORN. Students enrolled in courses agree by virtue of that enrolment to abide by all of the academic and non-academic policies, rules and regulations of the University and of their academic division, as set out in the SGS Calendar and the Master of Nursing Handbook, and confirm responsibility for payment of associated fees, and agree to ensure that the accuracy of personal information such as the current mailing address, telephone number, and utoronto.ca email address is maintained.

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

MN students must enrol on a full-time basis.

Courses Outside Bloomberg Nursing

Students in the MN program who take elective courses, such as courses that are taken as part of a collaborative specialization program, must enrol through other UofT faculties. PMNP Diploma students are not permitted to take additional courses beyond the required courses for the diploma. Students can identify potential elective courses using key-word searches on ACORN. Students should consult with the MN Program Director when choosing elective courses and need to complete the following steps to enrol in a course outside of Bloomberg Nursing:

Steps:

Students identify a course, ensure the MN Program Director approves, reach out to the course instructor to check whether they are willing to accept students from outside the department and then check that any pre-requisite requirements have been met.

Students complete the Course Add/Drop form from SGS website and have the course instructor sign off.

The course add form is then submitted to the Enrolment & Academic Records Officer, Bushra Shahrin (bushra.shahrin@utoronto.ca) at Student Services. The request will be sent on to the MN Program Director. If the request is approved, the MN Program Director will sign off and return the form to Student Services and the student.

The form is then forwarded to the host department for the course. The host department will advise on their process for enrolment. Please note that they will give preference to their

own students first, so it is a good idea to have a back-up plan in case the student is not able to enrol. If the host department is able to open up a space, Student Services will approve the enrolment on ACORN.

Students should check ACORN for confirmation of enrolment and approval.

Enrolment Limitations

The University makes every reasonable effort to plan and control enrolment to ensure that all our students are qualified to complete the programs to which they are admitted, and to strike a practicable balance between enrolment and available instructional resources. Sometimes such a balance cannot be struck, and the number of qualified students exceeds the instructional resources that we can reasonably make available while at the same time maintaining the quality of instruction. In such cases, we must reserve the right to limit enrolment in the programs, courses, or sections listed in the calendar, and to withdraw courses or sections for which enrolment or resources are insufficient. The University will not be liable for any loss, damages, or other expenses that such limitations or withdrawals might cause.

Practicum Placements

All Master level programs at Bloomberg Nursing include courses combining scholarship and practical field work experiences. The purpose of the practicum experience is to consolidate learning from the graduate program in a real-life setting, utilizing the knowledge and skills of advanced practice nurse preceptors or, in the case of NP students sometimes physician preceptors.

Important Information about Practicum Placement Partners

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

travel up to 90 minutes each way from their home address to complete some or all of their practicum experiences.

Practicum Requirements

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

Year 1 Students

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

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

Year 2 Students

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

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

Ethical and Professional Conduct for Nursing Students

Professional Comportment

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

- in their actions and interactions with patients and family members,
- in their communications about patient care and other issues with colleagues,
- in their conduct, manner, and demeanor across all learning environments (e.g., classroom, lab, and clinical practicum environments) as well as with faculty, staff, and peers,
- and generally, as a member and representative of a professional organization.

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

Guidelines for Ethical & Professional Conduct for MN Students

The nursing profession espouses a commitment to promoting well-being by providing competent and compassionate care. MN students uphold the ethical standards of conduct of the profession. The Bloomberg Nursing Guidelines for Ethical & Professional Conduct for Nursing Students are designed to help students in all programs (undergraduate, masters and doctoral) provide ethical nursing care and meet the Faculty's expectations regarding ethical and professional conduct.

These guidelines complement the University of Toronto's Code of Behaviour on Academic Matters, the University of Toronto's Code of Student Conduct, and the Standards of Professional Practice Behaviour for all Health Professional Students.

College of Nurses of Ontario Code of Conduct

The CNO protects the public by promoting safe nursing practice. The Code of Conduct (Code) is a practice standard describing the accountabilities all nurses registered in Ontario have to clients, employers, colleagues and the public. It explains what people can expect from nurses. The Code also describes what nurses must do to maintain professionalism, competence, and ethical behaviour to deliver safe client care. The Code is informed by legislation, such as the Ontario Human Rights Code and recommendations in the Truth and Reconciliation Commission of Canada: Calls to Action (2015). **As MN students are already Registered Nurses, they are accountable for their behavior according**

to the Code. Any breaches of the Code may be reported by the Faculty to the College of Nurses as part of our legal and professional requirement.

Social Media Guidelines

Social media continues to be a powerful and engaging tool to connect with members of the public on a variety of important issues and topics and is a great resource for sharing and promoting research, events, or highlighting an individual's career growth.

When using social media, students, staff, and faculty should remember to protect their personal and professional reputation by effectively managing their social media presence.

Students, staff, and faculty members of Bloomberg Nursing are encouraged to adhere to the following guidelines. Additional resources pertaining to the nursing profession for faculty or students can also be found below.

General Recommendations:

Be honest, be thoughtful, and be respectful about the purpose of the community where posts are made. Do not post confidential or proprietary information about Bloomberg Nursing, its students, its alumni, employees, vendors or business partners. Use good ethical judgment and follow university policies. When using a personal social media account, it is recommended that students, staff, and faculty are clear that their opinions are their own and not that of the University of Toronto or Bloomberg Nursing.

Be Respectful

Always be professional and respectful on social accounts. Language should be civil and not contain discriminatory or derogatory remarks. Do not engage in extensive or negative debates. Please review the University of Toronto Guideline on Workplace Harassment and Civil Conduct. Bloomberg Nursing students should also review the RNAO Social Media Guidelines for Nurses.

Copyright and Confidentiality

Students, staff, and faculty should not share personal information, including email addresses, phone numbers, or anything else they would not want a wider public audience to see. Videos, reels, or TikToks of Bloomberg Nursing classroom content including simulation lab experiences is prohibited. Do not audio record, film, or photograph peers, faculty, students or staff, without their express consent.

Before posting, students should make sure they are not breaking copyright law or sharing confidential information. This can include sharing embargoed materials, content and

publications, or using copyrighted images. Support others by giving credit where it is due, tag other departments or organizations if their articles or stories are shared.

Do not share images of patients or stories of patients that would be in breach of the nursing student code of conduct. Do not share identifying information or images of hospitals or institutions without the organization's consent.

Please review hospital or community organization's guidelines regarding social media. Students may speak with their Clinical Instructor if they are unsure.

Using Social Media in the Classroom

The use of class or program specific hashtags to encourage discussions on social media is permitted, keep in mind that all such discussions are in a public forum and it is recognized that not all students will be comfortable sharing information in this format. Students may consult with their course instructor for an alternate platform to engage in a closed forum discussion.

Accuracy

Ensure that the content being posted is accurate, properly sourced, and free of typos and spelling errors. It is better to verify the post first instead of having to retract or correct it later. If an error is made, it should be corrected quickly and visibly.

Be social, timely and active

The best way to grow a social media following is to post regularly and share content that is current and of interest to the audience. Like and share colleagues' posts to build a sense of community and become a valued social media community member.

In addition to these guidelines, placement agencies, clinical partners, or employers may also have information on social media best practices. It is the responsibility of students to review and adhere to these practices to protect themselves and their reputation.

Be alert to potential threats

If students staff or faculty have concerns about personal safety, reach out to the Community Safety Office or if there is an imminent threat, contact local police services (**911**) or the RCMP.

Report bad behaviour

Abusive behaviour online can be reported to the hosting platform. If the behaviour doesn't meet the reporting standard but is disagreeable, block the account. Links to how to report abusive behaviour by platform are listed below:

- X (Formerly Twitter)

- Facebook
- Instagram
- LinkedIn
- TikTok

Additional Resources for Social Media Use

- Teaching with Social Media - Centre for Teaching Support & Innovation, U of T
- Social Media and E-Safety - Community Safety Office, U of T
- Social Media Platforms for Academics: A Breakdown of the Networks - The Academic Designer
- How to Protect Your Personal Information on Social
- Always Up-to-Date Guide to Social Media Image Sizes
- Where to find public domain images and how to attribute creative commons images

Academic Integrity

Academic Integrity is a fundamental component of teaching and research at the University of Toronto. The university has policies and procedures to ensure that academic work is produced with integrity and honesty. Cases of cheating, plagiarism, and other forms of misconduct are taken seriously and dealt with formally. It is important for all students to familiarize themselves with both the Code of Behaviour on Academic Matters and the Code of Student Conduct.

Code of Behavior on Academic Matters

The preamble of the Code of Behaviour

states:

The concern of the Code of Behaviour on Academic Matters is with the responsibilities of all parties to the integrity of the teaching and learning relationship. Honesty and fairness must inform this relationship, whose basis remains one of mutual respect for the aims of education and for those ethical principles which must characterize the pursuit and transmission of knowledge in the University.

What distinguishes the University from other centres of research is the central place which the relationship between teaching and learning holds. It is by virtue of this relationship that the University fulfills an essential part of its traditional mandate from society, and, indeed, from history: to be an expression of, and by so doing to encourage, a habit of mind which is

discriminating at the same time as it remains curious, which is at once equitable and audacious, valuing openness, honesty and courtesy before any private interests.

This mandate is more than a mere pious hope. It represents a condition necessary for free enquiry, which is the University's life blood. Its fulfillment depends upon the well-being of that relationship whose parties define one another's roles as teacher and student, based upon differences in expertise, knowledge and experience, though bonded by respect, by a common passion for truth and by mutual responsibility to those principles and ideals that continue to characterize the University.

This Code is concerned, then, with the responsibilities of faculty members and students, not as they belong to administrative or professional or social groups, but as they co-operate in all phases of the teaching and learning relationship.

Such co-operation is threatened when teacher or student forsakes respect for the other--and for others involved in learning--in favour of self-interest, when truth becomes a hostage of expediency. On behalf of teacher and student and in fulfillment of its own principles and ideals, the University has a responsibility to ensure that academic achievement is not obscured or undermined by cheating or misrepresentation, that the evaluative process meets the highest standards of fairness and honesty, and that malevolent or even mischievous disruption is not allowed to threaten the educational process.

These are areas in which teacher and student necessarily share a common interest as well as common responsibilities.

Copyright in Instructional Settings

If a student wishes to record, photograph, or otherwise reproduce lecture presentations, course notes or other similar materials provided by the instructor, they must obtain the written consent of the instructor beforehand. Otherwise, all such reproduction is an infringement of copyright and is absolutely prohibited. In the case of private use by students with disabilities, the instructor's consent will not be unreasonably withheld.

No materials from any course (e.g., syllabus, assignment rubrics, PowerPoints or case studies) can be uploaded to other internet sites (e.g., Course Hero) without written permission from the instructor as this is considered academic misconduct.

Sanctions

Sanctions and offences under the Code - The University imposes sanctions on those who are found to have committed an academic offence. A sanction is the penalty that can be imposed by the Chair, Dean, or the University Tribunal.

Determining the appropriate sanction for an academic offence depends on many factors, including but not limited to:

- The context and seriousness of the offence
- The number of times a student has committed an academic offence
- The point at which a student admits to an offence and thereby demonstrate insight and remorse.

Plagiarism

When completing written assignments, it is important that students are aware that the Faculty and the University regard incidents of plagiarism as very serious academic offences and penalties can be severe. Guidelines related to academic honesty and how to guard against plagiarism can be found the Risky Situations and Smart Solutions section below and on the U of T Academic Integrity website. U of T also has advice for students on 'How Not to Plagiarize'.

Use of Generative AI

The use of generative artificial intelligence (AI) tools and apps is strictly prohibited in all course assignments (e.g., papers, reflections, presentations), take home exams, and clinical reflections unless explicitly stated otherwise by the course instructor. Generative AI includes but is not limited to:

- ChatGPT
- Gemini
- Microsoft Copilot and
- other generative AI writing and coding assistants.

Use of generative AI in a course may be considered use of an unauthorized aid, which is an academic offence. This policy is designed to promote student learning and intellectual development and to help students achieve the course learning outcomes.

Risky Situations & Smart Solutions

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

Risky Situations	Smart Strategies
Examples of situations that can raise a serious risk of academic misconduct and violation of	The following Smart Strategies are designed to provide students and instructors with

the University's *Code of Behaviour on Academic Matters*	information, tips, and resources to help them promote and maintain academic integrity at the University of Toronto.
Be careful of these real academic integrity risks • Altering test answers • Cellphone in your pocket during an exam • Crediting or citing sources • Failing to appropriately cite information • Forgery of a death certificate • Having a friend write a test • Hidden study notes • Improperly cited sources • Resubmitting a previous assignment • Submitting a friend's old assignment • Submitting a purchased assignment • Submitting shared work • Submitting someone else's work as your own • Unreferenced quotes and passages • Unreferenced sources • Using a fake or forged medical form • Using answer-providing sites such as Chegg on a marked assessment • Using ChatGPT or other generative AI tool on a marked assessment	Strategies for Students • Adding your own voice to a research assignment • Asking questions about academic integrity • Cell phones in an exam • Citations, quoting and paraphrasing • Formulating research questions • Group work • Personal care and wellness • Plagiarism detection software • Recording lectures • Sharing academic work • Taking notes • Writing help and academic integrity • Writing tests or exams

Assignments

The ability to communicate in a scholarly manner, both verbally and in written form, is an expectation of the baccalaureate nurse and will be a consideration in the grading of assignments. All submitted papers and assignments remain the intellectual property of the individual student.

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

Writing Advice

MN students at Bloomberg Nursing can access general graduate level writing and other academic communication workshops through the Graduate Centre for Academic Communication and writing supports for specific coursework through the Health Sciences Writing Centre.

Submitting Assignments

Course Instructors for each course are responsible for collecting and returning all written assignments either online or in-person. For in-person submission, Course Instructors must set up an arrangement whereby papers can be signed in upon receipt. Students are responsible for ensuring that the course instructor receives the submitted paper.

Students are advised to make a copy of their assignments before submitting them.

Reviewing Assignments

Students wishing to review their assignment should arrange to meet directly with the instructor (or Teaching Assistant) virtually or in-person.

Due Dates

The course instructor for each course will determine the due date for assignments and consider individual requests for an extension of the due date.

- Negotiation to submit an assignment after the due date because of extenuating circumstances must be discussed with the course instructor. The student must make this request in writing prior to the due date. A medical certificate may be required in the case of illness. If a student is requesting, and the course instructor is considering granting an extension that is greater than 1 week, the course instructor will consult with the MN Program Director.
- The final grade for late assignments, where no alternate due date has been granted, or when submitted after the renegotiated due date, will be lowered by 5% for each day that the paper is late, weekends included. Late penalties applied to assignments will be calculated in final grades, even if this results in the course failure.
- An oral presentation, for which no alternate date has been negotiated, which is not presented on the assigned date, will receive a grade of 0.
- The above extension policies do not apply to matters that require a petition (e.g., final exam/final assessments). Students seeking academic consideration due to chronic health issues, or a disability should contact the Student Life Accessibility Services

Office. Religious observances will be accommodated according to Policy on Scheduling of Classes and Examinations and Other Accommodations for Religious Observances.

Course Work Extensions Beyond the End Date of the Course

Students are expected to complete coursework by the deadline(s) of both the School of Graduate Studies and Bloomberg Nursing and are advised to plan their projects and assignments accordingly.

The authority to grant an extension for the completion of work in a course beyond the original SGS deadline for that course (end of course as stated in the SGS Calendar) rests with the graduate unit in which the course was offered, not the instructor of the course. Students should still discuss extensions with the course instructor, but the student must also submit a formal request for a course extension using the SGS form Extension to Complete Coursework. The completed form should be submitted to the MN Program Director for approval.

A student on extension who is unable to complete the required course work in the extension period specified by the graduate unit may apply to the MN Program Director for a continuation of the extension however, the student must make such a request before the expiry date of the extension period in place. Additional information about timelines, guidelines and processes for Coursework Extensions can be found on the SGS website.

Examinations

Examinations for individual courses are held throughout the school year. All students are expected to be available until the end of scheduled examination periods. Students who make personal commitments during the examination periods do so at their own risk; no special consideration will be given and no special arrangements made in the event of conflicts in such circumstances.

Online Examinations

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

Requirements: Students taking their examinations online will be proctored by ProctorU® using their Guardian Browser software throughout the duration of the exam. Access to a

computer that can support remote recording is the student's responsibility. Students will need to ensure that they can complete the exam using a reliable computer with a webcam and microphone available, as well as a high-speed internet connection. Please note that students will be required to show their **T-Card** or other student ID card prior to beginning to write the exam.

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

General Process Description for Using ProctorU Live+: Students must first confirm their identity with photo ID with the human proctor and write their exam in a private location. The proctor then closely monitors students and their immediate environment throughout the entire exam using webcams and remote desktop monitoring through high-speed Internet connections. All components of proctoring must be maintained for the duration of the exam. During the exam, the proctor may reach out to the student if they lose the ability to proctor the exam (camera view obstructed/loss of remote desktop view). If the proctor contacts the student during the exam through a pop-up message, voice, or a loud beep, the student is required to respond to the proctor. Failure to respond to the proctor to allow proctoring compromises the integrity of the exam. Non-compliance with exam protocols flagged by the invigilator will be investigated to determine whether an academic offence has been committed as per the University of Toronto Governing Council Code of Behaviour on Academic Matters. At the completion of the exam, a report of student exam-taking behaviours is generated and reviewed by the instructor, program coordinator/lead faculty, and IT staff. Exam grades will not be released to students until the integrity of the exam has been verified through ProctorU®, the Bloomberg Nursing staff, and the instructor(s)

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

In-Person Examinations

Instructions for in-person exams are at the discretion of the instructor.

Deferred Examinations

Examinations may be deferred in rare situations related to unexpected extenuating personal circumstances. Students must send a written request to the MN Program Director a minimum of one week prior to the exam to request a deferred exam. If a makeup sitting for an exam deadline extension is granted, an alternate date will be set as close to the date of the original exam date as possible. Students will be required to complete and abide by the Declaration of Confidentiality for Students Sitting Tests/Examinations at Other Than the Regular Specified Time.

Missed Examinations and Tests

Examinations and tests should be missed only in the case of extraordinary circumstances. Students are expected to contact the course instructor prior to the exam/test if extraordinary circumstances arise that would prevent taking the exam/test as scheduled. Students must also complete the missed exam form available on the Bloomberg Nursing website.

For all missed exams/tests, students must provide appropriate documentation to the course instructor immediately upon return. https://www.registrar.utoronto.ca/records-academics/verification-of-illness-or-injury/

Examinations/tests are rescheduled as close to the date of the original exam/test as possible. Normally only one make-up exam date is set which could be during reading or break weeks, and students are expected to be available. Prior to writing the exam students will sign a Declaration of Confidentiality indicating that they have not discussed the exam with others.

Reviewing Exam Results

Students wishing to review their exam results should arrange to meet directly with the instructor (or Teaching Assistant) virtually or in-person.

Grading

University Assessment and Grading Practices Policy

The University of Toronto enacted the University Assessment and Grading Practices Policy to ensure:

- that assessment and grading practices across the University are consistent and reflect appropriate academic standards.
- That student performance is evaluated in a manner that is fair, accurate, consistent, and objective and in compliance with these academic standards.

- That the academic standing of every student can be accurately assessed even when conducted in different divisions of the University and evaluated according to different grading scales.

Students should consult the SGS Calendar for information on grade scales and grading procedures.

Truncated Refined Letter Grade Scale	Numerical Scale of Marks
A+	90-100%
A	85-89%
A-	80-84%
B+	77-79%
B	73-76%
B-	70-72%
FZ = Fail	0-69%

A final grade of 'FZ' or 'INC' does not count toward degree credit. A student who obtains a permanent incomplete or a failing grade must repeat the course or substitute another course in its place. If the failed course is a required course, the student must successfully repeat the course, normally in the next term in which the course is offered after receiving written notification of the FZ grade. **A second failure of this or any other course will constitute grounds for recommendation to SGS by the Committee on Standing that the student's registration be terminated.** In this and all matters related to program standing, students have recourse through the Academic Appeals Process.

Academic Progress

If a MN student receives a failing grade on an assignment, the instructor will contact the student to discuss the failing paper/exam and strategies for success. If a student receives a failing grade in a course, the MN Program Director will contact the student to discuss their progress in the program. If a student fails any one course twice or any two courses, it is Bloomberg Nursing's policy to terminate the student's registration in the program.

Procedure for the Re-Assessment of an Assignment

A graduate student can initiate the reassessment of an assignment process when the student disputes a grade received on an in-course assignment (e.g., midterm paper, in-course test). Quizzes, discussion posts, presentations, final assignments, and final examinations are not included in this process.

This procedure has been developed to ensure that a standard procedure is followed for the reassessment of assignments for graduate students. It draws from the University of

Toronto Governing Council University Assessment and Grading Practices Policy for rereading an examination (Item 2.3.2) and aligns with the SGS procedural guidelines for the external rereading of an examination.

If a student fails a course and disputes the grade, the student should initiate an academic appeal through the Graduate Department Academic Appeals Committee-GDAAC. Steps for this process are outlined below and in the SGS calendar (general regulations #10).

The review of term work begins with an informal review and culminates in a formal reassessment, if needed, as follows:

Informal Review

- Students may discuss with the course instructor the feedback and grade on a piece of term work regardless of its value.
- Individual pieces of work may include: in-course tests, essays, written group projects.
- A request to meet with the course instructor is to be made within 7 days of a student receiving the grade for the piece of work.
- Meetings with the course instructor/professor will provide the student with an opportunity to clarify feedback on their piece of term work and to discuss strategies to assist the student to be successful in the course.

Formal Re-Assessment

- If a student is not satisfied with the outcome of the preliminary step toward resolution referenced above, a formal request for re-assessment of an in-course piece of work may be made. A request for a formal re-assessment is made to the MN Program Director after the student has discussed the piece of work with the Course Instructor.
- A request for a formal re-assessment of a piece of work can be made provided that the piece of work is worth 20% or more of the final grade in the course.
- The entire piece of work will be subject to re-assessment; students cannot request that only certain sections or components of an assignment be reread.
- To initiate a formal request for a re-assessment (i.e., re-grading) of a piece of work, students are to submit the request in a word document by email to the MN Program Director within 10 days of the completion of the informal review process.
- When requesting the re-assessment, students must provide details of the informal review process undertaken and clearly detail the specific components of the assignment grade they are challenging. In the case where the assignment has a grading rubric, students must submit the rubric and identify the criteria on the

rubric they believe was graded incorrectly along with an explanation of why the criteria should be evaluated higher. Without such documentation, or with insufficient rationale for re-evaluation, the MN Program Director may decline the request for review of the assignment/test. Please note that students should provide a rationale for a 10% or greater improvement in their grade in order for the re-assessment procedure to be justified.

- The MN Program Director will send an anonymized and clean (no grading comments) copy of the assignment to a faculty member familiar with the content being evaluated in the assignment. The student and the instructor involved in the original evaluation will remain anonymous with respect to the rereading process, as much as possible, and the administration of the rereading procedure should be independent of the student and instructor.
- The average of the course instructor's assigned grade and the grade assigned by the faculty reviewer will stand as the student's final grade on the assignment, which may be higher, lower, or the same.

Appeals

Departmental Appeals

Graduate students may appeal substantive or procedural academic matters, including grades, evaluation of comprehensive examinations and other program requirements; decisions about the student's continuation in any program; or concerning any other decision with respect to the application of academic regulations and requirements to a student. Students may not appeal admissions decisions, fees, and voluntary withdrawal from a graduate program. With the exception of appeals related to Termination of Registration, appeals are initiated within Bloomberg Nursing first.

Appeals Process

Informal Resolution

Students must first attempt to resolve the matter with the instructor or other person whose ruling is in question. Should the matter not be resolved with the instructor, and should the student wish to pursue the matter, they must discuss the matter with the MN Program Director. If the dispute cannot be resolved through informal discussion, students may make a formal appeal in writing to the Graduate Department Academic Appeals Committee (GDAAC).

Filing an Appeal

Registered MN students (or MN students who were registered at the time the ruling or action

was taken) may petition GDAAC by submitting a Notice of Appeal to the GDAAC Secretary, Kristen Reichold (Kristen.Reichold@utoronto.ca) **within eight weeks after the date of the decision being appealed.** In addition to the Notice of Appeal, the email to the GDAAC Secretary should include any supporting documentation to support the petition (e.g., email correspondence, U of T verification of illness form, a letter from the accessibility services) and a written submission statement. The submission statement should summarize:

- the decision being petitioned;
- background (relevant facts and allegations);
- nature and grounds of the petition;
- remedy or resolution sought.

Please consult the SGS website for detailed information about Academic Appeals and the GDAAC process.

SGS Graduate Academic Appeals Board

If a student wishes to pursue the matter further, they may file a Notice of Appeal from the Chair's decision of the Department appeal to the SGS Graduate Academic Appeals Board. The student must file the Notice within eight weeks of the date of the decision of the Chair of the Department.

Centre for Learning Strategy Support

The Centre for Learning Strategy Support provides resources to help students understand their learning, improve academic skills, provide tips for tests, exams, essays and presentations, and help with managing exam stress.

The Graduate Centre for Academic Communication

The Graduate Centre for Academic Communication provides graduate students with advanced training in academic writing and speaking via the School of Graduate Studies.

Course Evaluations

Administration of Course Evaluations

At Bloomberg Nursing, all undergraduate and graduate courses are evaluated as required by the *University of Toronto Provostial Guidelines on the Student Evaluation of Teaching in Courses*. The University of Toronto's centralized course evaluation framework and online delivery system is used to evaluate teaching for all courses delivered at Bloomberg Nursing.

Health & Wellness

All University of Toronto students have free access to programs and services designed to support their mental and physical wellbeing through Student Life:
https://studentlife.utoronto.ca/department/accessibility-services/
https://studentlife.utoronto.ca/task/types-of-academic-accommodations/

healthandwellness.utoronto.ca

Student Mental Health Resources

The Student Mental Health website will help students see the different resources available at U of T and in the community and help students build a toolkit for moving forward.
Visit Student Mental Health Resources

Same-Day Counselling

Bloomberg Nursing has a Wellness Counsellor & Coordinator available to its students. Students can talk to them about issues that may be affecting their life, including stress, anxiety, relationships, family issues, how to manage a situation, make a decision, and more. In-person and virtual appointments are available Monday to Friday during the academic year. Same-day counselling appointments are also available.

Students who self-identify as Black, Indigenous and/or a Person of Colour (BIPOC), can make a same-day counselling appointment with a wellness counsellor who self-identifies as BIPOC and has expertise in supporting students from these communities.

Contact Health & Wellness at 416-978-8030 ext. 5 and request an appointment. Students can tell reception if they would like to meet with a Nursing Wellness Counsellor, a counsellor for BIPOC students, or another counsellor, and they will book the appointment.

Peer Support Service

The Peer Support Service offers all UofT St. George students access to one-on-one, drop-in, non-judgmental support. Through this program, students have access to students like themselves to talk about concerns like navigating academic and personal life, relationship issues, conflicts, and coping with stress. Peer supporters are also trained to help students navigate different resources on- and off-campus. The program runs from October to April on Tuesdays to Fridays from 11:00 a.m. to 4:00 p.m. at three locations on campus and on Zoom. Find more information at https://studentlife.utoronto.ca/service/peer-support/.

Medical Services

The Health & Wellness Centre's Medical Services Clinic provides a wide range of medical services for U of T students that are generally covered by their Canadian provincial health plan or university health insurance plan (UHIP). These services include routine health care

services, such as sexual and reproductive health care, allergy care, nutrition consultation, and support with many other health concerns.

The clinic prioritizes students' well-being by matching them with their own family doctor who can provide ongoing care to the student over the course of their academic career at the University of Toronto. A team of nurses and administrative professionals will work together with the family doctor to meet student needs through clinical appointments, referrals to specialists including psychiatrists, and connections to campus and community resources.

Student can call the medical services clinic at 416-978-8030 ext. 2 to schedule an appointment or explore services online.

Workshops

Students looking to develop coping skills or learn more about wellness practices may wish to attend health and wellness workshops as a great way to try evidence-based tools and techniques, or supplement the care currently being received. Some workshops have scheduled dates and times, and others are available whenever needed.

Additional Mental Health Supports

Students in distress can access immediate support:
https://studentlife.utoronto.ca/task/support-when-you-feel-distressed/
9-8-8: Suicide Crisis Helpline Call or text **9-8-8**
Support available in English and French for anyone across Canada who is thinking of suicide or who is worried about someone else.

U of T Telus Health Student Support
https://studentsupport.telushealth.com/ca/home
1-844-451-9700. Outside of North America, call **001-416-380-6578**.
Culturally competent mental health and counselling services **in 146 languages** for all U of T students.

Good2Talk Student Helpline
Professional counseling, information and referrals helpline for mental health, addictions and students well-being. Call **1-866-925-5454**.

Navi – U of T Resource Finder**:**
Navi, short for navigator, is an anonymous chat-based virtual assistant. Navi can provide information on many topics, including mental health resources, admissions, financial aid, getting involved, careers, convocation and more: https://prod.virtualagent.utoronto.ca/

Sexual Violence Prevention and Support

The Sexual Violence Prevention & Support Centre provides a trauma-informed, supportive space where students who have been affectived by sexual violence or sexual harassment access support, services and accommodations.

Accommodations

Inclusivity and accessibility of the BScN program are priority aims of the Faculty. Students who have a disability/health consideration that may require academic and/or clinical accommodations should contact the Accessibility Services Office as soon as possible. The St. George Campus Accessibility Services staff (455 Spadina Avenue, 4th Floor) are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations (416-978-8060; accessibility.services@utoronto.ca).

Please note that as part of the accommodations process, Accessibility Services normally requires documentation from your healthcare provider. Students are encouraged to have the Certificate of Disability completed as soon as possible, especially in the event of an acute injury or illness. https://studentlife.utoronto.ca/wp-content/uploads/Certificate-of-Disability.pdf

Academic Support

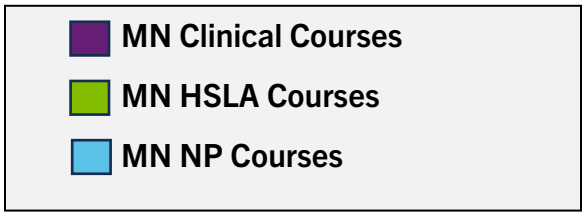
Student Life Accessibility Services

Accessibility Services help students navigate disability-related barriers to academic success for ongoing or temporary disability. They provide services and supports for learning, problem solving and inclusion.

Academic Success

Academic Success provides resources to help students understand their learning, improve academic skills, provide tips for tests, exams, essays and presentations, and help with managing exam stress.

Appendix A: Course Descriptions



NUR1016H | HEALTH SYSTEMS, POLICY AND THE PROFESSION

Nursing has had a longstanding influence on health system programs and policy, but there is a need to extend our reach and become more purposeful and strategic in our actions. To accomplish those aims effectively, nurse leaders *must be* **equipped with a broad understanding of the governance of Canada and its health systems** (i.e. the rules book), **knowledge of the people, economic factors and politics that influence policy**, and insights into **the ways policy is developed, legislated, and evaluated.**

Responding to those needs, NUR1016 is intended to strengthen the effectiveness of Canadian advanced-practice nurses in the ***identification, development, interpretation, implementation,*** **and *diffusion* of health policy issues** in settings across the domains of nursing practice. This course leads learners through a high-level examination of the operation of Canada's health systems, and the structures and processes that contribute to the formulation and implementation of health-care policy, including:

1. Basics of **politics, policy, and health systems**. Why does all this matter to nurse leaders?
2. Canada's federal/provincial/territorial and Aboriginal **governance structures**
3. The governance, structure, and funding of Canada's **health care systems**
4. Canada's **history of health system** development and reform
5. Basic **economics and funding** of Canadian health care
6. **Population health status** and the **performance** of Canada's health systems today
7. Fundamentals of **policy development and agenda setting**
8. **Factors and dynamics influencing health care policy** (including politics, ideas, ideology, institutions, innovation, economics, technology, and globalization)
9. **Priority setting and allocation decisions.**

10. The **roles and influence of nurses** and other players in healthy public policy and health systems transformation today and in the future

Throughout the course, interpretation of prominent policy issues is introduced through analytical techniques applicable to advanced-practice nursing roles across health-care systems. The interests and actions of key groups who influence public policies will be introduced, with a particular focus on the role of the nursing profession and nurse leaders. To facilitate interactive learning, problem solving and critical thinking, students are required to examine, analyze and discuss current health policy research, commissions, reports and legislation.

In the analysis of policy issues during seminars and assignments, students may focus on policy problems and solutions applicable to their own interests and practice settings.

NUR1027H | INTEGRATED APPROACHES TO RESEARCH APPRAISAL AND UTILIZATION PART 1

A major responsibility for masters-prepared advanced practice nurses in leadership roles (formal or informal) is promoting evidence-informed practice and policy decisions within nursing. In order to be successful in this endeavour, nurses must be knowledgeable consumers of nursing and related research (e.g., health services and social sciences). This course and the subsequent course NUR 1127H will further develop your knowledge, skill, and judgment related to research competencies for advanced practice nurses as outlined in the Canadian Nurses' Association document "Advanced Nursing Practice: A Pan-Canadian Framework" (2019). The focus of NUR 1027H is on critical examination and reflection on research and evidence-informed practice, with an emphasis on integration of theory and research to guide practice. You will develop an understanding of the philosophical foundations of contemporary approaches to knowledge production in nursing and the health sciences, and essential competencies in locating, interpreting, critiquing, and using research evidence in practice. Critical analysis of both qualitative and quantitative approaches and their underlying theoretical frameworks will enable you to understand and appropriately integrate research into practice.

NUR1057H | INTERVENTIONS TO ENHANCE HEALTH, ABILITIES, AND WELL-BEING

This course will examine theories and research about older people's health, their levels of function, their interests, and their quality of life. Students will critique and apply findings from interventions studies that are effective in assisting older people to retain abilities and to enhance well-being. This course will also critically examine current research findings regarding the efficacy and effectiveness of specific nursing interventions to enhance the well-being of older people. Relevance of the findings for clinical nursing practice will be

discussed. The research basis for various nursing interventions will be critically examined and direction for future research will be explored. Adaptation and knowledge translation principles will also be explored for students to understand how to translate interventions into practice.

NUR1067H | MENTAL HEALTH TOPICS IN ADVANCED PRACTICE NURSING

Over the course of the past several years, there has been a concerted effort on the part of clinicians, organizations, researchers, policies and programs, consumers and families to support and incorporate recovery-based best practices in the areas of mental health, addictions and concurrent disorders (i.e. co-occurring mental health and substance use problems). This has occurred as a result of increasing recognition of the importance of explicitly building recovery principles into theories, research and practices regarding the delivery of care. This course will examine current and best practice approaches to mental health and addictions assessment, treatment, and systems.

NUR1074H | FACILITATING LEARNING: NURSING PERSPECTIVES

This seminar-based course will be of interest to nurses working across a variety of clinical settings who wish to develop a foundational knowledge base in education theory and pedagogical issues relevant to nursing education. Students will explore the challenges and opportunities for teaching and learning, and for educational leadership, within the unique context of practice settings; places that are often unpredictable, unstable, and stressful. This course focuses on education-related roles for nurses in practice settings that may include community, primary health care, long-term care and/or acute care; and where learners may include novice and experienced nurses, student nurses, other members of the health care team, as well as clients and family members.

Students will have the opportunities to develop knowledge, skill, and judgment related to education competencies for the Advanced Practice Nurse (APN) as outlined in the Canadian Nurses Association (2019) Advanced Practice Nursing: A Pan-Canadian Framework. Students will critically analyze scholarship and theoretical perspectives relevant to facilitating learning in the practice setting; develop a personal teaching philosophy; and acquire beginning capacity to transform their future educational practice and leadership in supporting quality healthcare practices.

NUR1127H | INTEGRATED APPROACHES TO RESEARCH APPRAISAL AND UTILIZATION PART 2

NUR 1127H builds on and extends the content introduced in NUR 1027H and focuses on approaches to knowledge building for the discipline including specific research designs and approaches that explain phenomena and relationships or involve interventions/actions.

You will develop competence in critically appraising, interpreting and synthesizing results from individual research studies and research syntheses. Critical appraisal and interpretation of qualitative and quantitative approaches and mixed methods studies will be addressed.

Prerequisite: NUR1027H Integrated Approaches to Research Appraisal and Utilization Part 1

NUR1138H | GLOBAL HEALTH TOPICS FOR NURSE PRACTITIONERS

NUR1138 explores global and local health challenges through a Primary Health Care (PHC) lens, with a focus on equity, health system organization, community engagement, and the evolving leadership and advocacy role of Nurse Practitioners (NPs). Through cultural safety, humility, critical analysis, team-based case work, and scholarly inquiry, students examine how micro-level clinical issues connect to broader structural, policy, and population health dynamics. Emphasizing justice, sustainability, and context-sensitive practice, the course supports students in applying PHC principles to assess real-world challenges and develop actionable, system-informed responses.

NUR1401H | PATHOPHYSIOLOGY AND PHARMACOTHERAPEUTICS 1

This course is a graduate level course that provides education in advanced practice knowledge of pathophysiology and pharmacotherapy. Content applies to nurse practitioner (NP) practice essentials. It will explore the mechanisms of altered functioning of human cells, organs, organ systems, and the person as a whole, in the context of health across the lifespan. This course is based on best evidence and addresses health presentations found frequently in practice settings. It will also provide students with an understanding of pharmacological concepts including pharmacokinetics, pharmacodynamics and pharmacotherapeutics. There will be a focus on therapeutic interventions, including consideration of at-risk and special populations. An introduction of the therapeutic considerations related to use of controlled drugs and substances is included in this course. The intention of this course is to highlight common disease presentations utilizing a case-based framework from which to critically analyze and organize physiological, clinical, and theoretical knowledge.

NUR1402H | PATHOPHYSIOLOGY AND PHARMACOTHERAPEUTICS 2

This course builds on the foundational content of NUR1401H: Pathophysiology and Pharmacotherapeutics I. This course provides fundamental knowledge required for entry

level Nurse Practitioner practice. It explores the mechanisms of altered functioning of human cells, organs, organ systems and the person as a whole in the context of healthcare from birth to old age. It will also provide students with an understanding of pharmacologic concepts, including pharmacokinetics, pharmacodynamics and pharmacotherapeutics. There will be a focus on therapeutic interventions based on best evidence, including the use of controlled drugs and substances. The primary focus of this course is on health presentations found frequently in general practice. The intention of this course is not to comprehensively address all illnesses and conditions, but rather to highlight common disease presentations as well as provide understanding of the advanced practice NP framework from which to organize knowledge.

Prerequisite: NUR1401H: Pathophysiology and Pharmacotherapeutics I

NUR1094H | RESEARCH DESIGN, APPRAISAL, AND UTILIZATION: NP

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

Course content falls within the following major categories:

1. Why should research be used to inform practice? The benefits - and uncertainty - of making decisions about the best form of care for a patient.

2. Formulating a clear, answerable health care question.

3. Finding the evidence: searching relevant databases.

4. The advantages and disadvantages of various study designs including cohort and case-control studies, randomized controlled trials, and systematic reviews.

5. Critical appraisal of various research publications using various tools and checklists. Issues include bias, confounding variables, statistical power, generalizability, interpreting results, and determining implications for practice.

NUR1174H | RESEARCH DESIGN, APPRAISAL, AND UTILIZATION: CLINICAL

The focus of this course is on the critical examination of research, with an emphasis on maintaining the links between the research problem, theory, and research methods.

Consideration is given primarily to quantitative research approaches, designs, and data collection and analysis. Strategies for critically analyzing research studies and for utilizing research findings in clinical practice are discussed. At the end of this course, you should be able to become a confident and efficient user of health care research, and an advocate for evidence-based practice.

Course content falls within the following major categories:

1. Why should research be used to inform practice? The benefits - and uncertainty - of making decisions about the best form of care for a patient.
2. Formulating a clear, answerable health care question.
3. Finding the evidence: searching relevant databases.
4. The advantages and disadvantages of various study designs including cohort and case-control studies, randomized controlled trials, and systematic reviews.
5. Critical appraisal of various research publications using various tools and checklists. Issues include bias, confounding variables, statistical power, generalizability, interpreting results, and determining implications for practice.

NUR1095H | INTRODUCTION TO QUALITIATIVE RESEARCH: METHODOLOGIES, APPRAISAL AND KNOWLEDGE TRANSLATION: NP

Increasingly, qualitative modes of inquiry are used in health and social science research to better understand health, illness, and health care delivery. This course is designed to provide students with an introductory understanding of the philosophical foundations, approaches, and methods associated with qualitative research, and to acquaint students with critical issues and debates among qualitative researchers. This course will enhance students' capacities to understand, evaluate, and utilize qualitative research in nursing and health sciences, and will contribute to their development for advanced nursing practice.

NUR1175H | INTRODUCTION TO QUALITATIVE RESEARCH: METHODOLGIES, APPRAISAL AND KNOWLEDGE TRANSLATION: CLINICAL

Increasingly, qualitative modes of inquiry are used in health and social science research to better understand patients' experiences, health care needs, and improve health care delivery. This course is designed to provide students with an introductory understanding of the philosophical foundations, approaches, and methods associated with qualitative research, and to acquaint students with critical issues and debates among qualitative researchers. This course will enhance students' capacities to understand, evaluate, and

utilize qualitative research in nursing and health sciences, and will contribute to the development of competencies for advanced nursing practice.

NUR1156H | HISTORY OF IDEAS IN NURSING PRACTICE: HSLA

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

NUR1176H | HISTORY OF IDEAS IN NURSING PRACTICE: CLINICAL

This course will critically explore some aspects of the discourse of nursing through the examination and interpretation of both historical and contemporary accounts of issues related to nursing practice in light of shifting and prevailing intellectual ideas, socio-cultural and/or historical circumstances. An emphasis will be placed on both the continuities and discontinuities in nursing practice through time. This section of NUR1176 will help students to articulate the practice of nursing, its philosophical ontologies, and its relationship to or place within the contemporary historical world dominated by globalization, neoliberalism or neoconservatism, managerialism and proliferating virtual technologies. At the same time, we will explore the distinctive contributions of nurses to the care of patients, the running of the health care system, and the development of health policies.

NUR1097H | PROGRAM PLANNING AND EVALUATION IN NURSING: NP

In this course, you will use existing evidence and theory to: 1) develop and implement solutions for problems or issues in your practice, and 2) evaluate programs / projects in nursing and health care. As an advanced practice nurse, you will have many opportunities to design, implement, and evaluate new programs or projects, as well as

lead changes in what and how nursing care is provided and arranged. This course will prepare you to thoroughly assess the nature and scope of a problem, as well as to design,

implement, and evaluate the effects of a solution or program to address a problem. You will draw heavily from and build on what you learned in your research

courses regarding evidence and interpretation of data collected using different types of research designs.

This course contributes to your development as an advanced practice nurse and nurse leader. The Canadian Nurses Association (CNA) has identified competencies required of advanced practice nurses in the document

'Advanced Nursing Practice: A Pan-Canadian Framework' (2019). Specifically, this course is intended to develop your knowledge, skills, and judgment related to the CNA advanced practice competencies of optimizing health systems, education, research, leadership, and consultation/collaboration.

Prerequisites:

- NUR1094H Research Design, Appraisal, and Utilization: NP
- NUR1095H Introduction to Qualitative Research: Methodologies, Appraisal and Knowledge Translation: NP

NUR1157H | PROGRAM PLANNING AND EVALUATION IN NURSING: HSLA

In this course, you will use existing evidence and theory to 1) develop and implement solutions for problems or issues in your practice, and 2) evaluate interventions or programs in nursing and health care. As an advanced practice nurse, you will have many opportunities to design, implement, and evaluate new interventions or programs as well as lead changes in how nursing care is arranged and delivered. This course will prepare you to thoroughly assess the nature and scope of a problem, as well as to design, implement, and evaluate the effects of an intervention or program to address the problem. You will draw heavily from and build on what you learned in your research courses regarding evidence and interpretation of data collected.

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

Prerequisite: NUR 1027H Integrated Approaches to Research Appraisal and Utilization Part 1

NUR1177H | PROGRAM PLANNING AND EVALUATION IN NURSING: CLINICAL

In this course, you will use existing evidence and theory to 1) develop and implement solutions for problems or issues in your practice, and 2) evaluate programs/projects in nursing and health care. As an advanced practice nurse, you will have many opportunities to design, implement, and evaluate new programs or projects as well as lead changes in what and how nursing care is arranged and delivered. This course will prepare you to thoroughly assess the nature and scope of a problem, as well as to design, implement, and evaluate the effects of a solution or program to address a problem. You will draw heavily from and build on what you learned in your research courses regarding evidence and interpretation of data collected.

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

(Prerequisites:

NUR1174H and NUR1175H in order to take NUR1177H;

NUR1095H and NUR1094H in order to take NUR1097H;

NUR1027 and NUR1127H in order to take NUR1157H).

NUR1403 | ADVANCED HEALTH ASSESSMENT AND CLINICAL REASONING

In this course, an evidence-based approach to advanced health assessment and diagnostic reasoning, to inform Nurse Practitioner practice, will be investigated, critically reviewed, and applied, to develop competence in completing the advanced health assessment. Through the synthesis of multiple sources of patient information, use of diagnostic reasoning principles and utilization of a patient-centered approach, co-creation of the therapeutic plan will be demonstrated. Social Determinants of Health and principles of access to care for underserved and under-resourced populations will be central to the learning included in this course.

Prerequisites:

NUR1401H Pathophysiology and Pharmacotherapeutics I

NUR1402H Pathophysiology and Pharmacotherapeutics 2

NUR1404 | ADVANCED HEALTH ASSESSMENT AND THERAPEUTIC MANAGEMENT 1

This course will focus on the development of nurse practitioner (NP) practice in advanced health assessment and therapeutic planning as they pertain to clients' presentation of common health and illness symptoms. Discussions and topics will include interventions to stabilize the client in urgent, emergent, and life-threatening situations, as well as the application of health promotion and illness prevention activities using a collaborative approach through co-creation with clients and families. There is a focus on advanced practice assessment, diagnosis, management, counselling, therapeutic planning, managing transitions of care, and health related documentation. A review of NP responsibilities aligned with prescribing drugs and substances, which include assessment, prescribing, and follow up of clients requiring Controlled Drugs and Substances is addressed throughout the course. Critical appraisal through the application of relevant research and best practice guidelines will highlight the NP role as one of a clinician, leader, advocate, educator, and scholar. Course content and nurse practitioner entry to practice clinical competencies will be applied in practice through the required clinical practicum component.

Prerequisite: NUR1403 Advanced Health Assessment and Clinical Reasoning. Submission of a health evaluation and immunization form is required prior to registration.

NUR1405 | ADVANCED HEALTH ASSESSMENT AND THERAPEUTIC MANAGEMENT 2

This course builds on the learning in NUR1117 and will continue to focus on the development of foundational nurse practitioner (NP) practice in advanced health assessment and therapeutic planning as they pertain to clients' presentation of common health and illness symptoms. Discussions and topics will include interventions to stabilize the client in urgent, emergent, and life-threatening situations, as well as the application of health promotion and illness prevention activities using a collaborative approach through co-creation with patients and families. There is a focus on advanced practice assessment, diagnosis, management, counselling, and therapeutic planning as well as collaboration with the interprofessional health care team and health related documentation. A thorough review of NP responsibilities aligned with end-of-life care is addressed. Ongoing critical appraisal through the application of relevant research and best practice guidelines will highlight the NP role as one of a leader, advocate, educator, and scholar. Course content and nurse practitioner entry to practice clinical competencies will be applied through the required clinical practicum component of NUR1217.

NUR1151H | THEORIES AND CONCEPTS IN NURSING LEADERSHIP AND ADMINISTRATION

NUR1151H introduces students to fundamental concepts necessary to engage in evidence-informed leadership and administrative practice in health services through the exploration of relevant theoretical and empirical literature. The course utilizes primarily asynchronous education delivery approaches, including facilitated online learning activities, and an in-person residency.

NUR1152H | LEADING AND MANAGING EFFECTIVE HEALTH CARE TEAMS

The goal of NUR1152H is to build on the foundations of NUR1151H to help prepare graduate Masters' level nurses to manage and deliver evidence-informed administrative practice across a wide range of health services and systems.

NUR1152H introduces students to fundamental concepts necessary to engage in evidence-informed management and administrative practice in health services. Students develop skills in administrative analysis and decision-making, human resource management, and management/leadership of interprofessional teams and organizations through exploration of relevant theoretical and empirical literature, related course activities and guided application virtually or in-person in practice settings. The course utilizes both asynchronous and synchronous education delivery approaches, including facilitated online learning activities and 30-40 hours of supervised practicum with an advanced practice nurse manager.

Prerequisite: NUR1151H Theories and Concepts in Nursing Leadership and Administration

NUR1161H | ADVANCED CONCEPTS IN LEADERSHIP AND ADMINISTRATION

NUR 1161H builds on the content introduced in NUR1151H and NUR1152H assisting students to expand their insights and repertoire of theoretical and instrumental approaches to leadership and administration. The course aims to provide students with the opportunity to extend their expertise in core healthcare leadership and administration abilities including leadership in complex contexts, advancement of quality and patient safety, and advanced human resource management issues. Students also explore novel and emerging topics and approaches to leadership in contemporary environments, as they interact with the course instructor and teaching assistant, as well as selected leaders throughout the course – all of whom bring hands-on expertise in leadership.

Prerequisites:

- NUR 1151H Theories and Concepts in Nursing Leadership and Administration
- NUR 1152H Leading and Managing Effective Health Care Teams

NUR1170H | INTRODUCTION TO ADVANCED PRACTICE NURSING

NUR1170 lays a strong scholarly, practice-oriented, and skills-based foundation for the program and future professional practice as an Advanced Practice Nurse (APN). Learners will begin to explore and understand the complexity, breadth, and in-depth knowledge required to respond to the health needs of individuals, families, groups, communities and populations in advanced practice roles. The Canadian Nurses Association (CNA) has identified core competencies required of APNs in the document Advanced Nursing Practice: A Pan-Canadian Framework (CNA, 2019) as well as core competencies specific to the Clinical Nurse Specialist role (CNA, 2014). These two frameworks are used in the course in addition to multiple sources of scholarly literature and contemporary ideas of advanced nursing practice. This course specifically provides learners with opportunities to begin to develop the knowledge, skills, judgment, and personal attributes to enact the role of an APN.The course includes a practicum placement of a minimum 30 hours with an APN in any one of the following health care delivery settings: acute care hospitals, the community, long-term care, or complex continuing care. The practicum placement should align with the individual student's learning goals and future career goals and focus on the multifaceted breadth of skills needed for advanced nursing practice.

NUR1171H | TOPICS IN ADVANCED PRACTICE NURSING

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

Learners are supported to build on and begin to consolidate previous knowledge, academic skills, and intellectual skills in the first year of their graduate education (i.e., research utilization, critical thinking, APN frameworks, etc.). In particular, learners will be encouraged to critically examine key health/ practice issues from multiple perspectives (e.g., ethical, individual, organizational, systems based, socio-political, etc.), a skill that is required of an APN.

Prerequisite: NUR1170H Introduction to Advanced Practice Nursing

NUR1169Y | ADVANCED NURSING PRACTICE SCHOLARSHIP: HSLA

The goal of NUR1169 is to provide students in the final term of the MN program with opportunities to integrate previous learning and continue the analysis, synthesis and integration of advanced theoretical principles and concepts related to advanced nursing leadership practice. NUR1169 utilizes the Canadian Nurses Association 'Advanced Practice Nursing: A Pan-Canadian Framework' (CNA, 2019) and the Canadian College of Health Leaders LEADS Framework (2010). This course specifically provides students with opportunities to further develop and establish their knowledge, skills, and judgment related to the CNA (2019) competencies with a particular emphasis on *leadership* and *research*. Students must be very familiar with the entire CNA framework, as in this course, students activate, build, and refine the knowledge and skills that are consistent with the core competencies as outlined in the framework. In addition, the Canadian College of Health Leaders LEADS in a Caring Environment Framework (2010) denotes the skills, behaviours, abilities and knowledge for effective leadership in the health system - and is used to frame one of the objectives for the practicum. Students are also expected to integrate knowledge from previous MN HSLA course work as well as current readings and other course activities.

Prerequisites: Nursing NUR1169 **must** be taken in the final term of the MN program.
All other MN courses are completed **prior** to NUR1169.

NUR1179Y | ADVANCED NURSING PRACTICE SCHOLARSHIP: CLINICAL

The Master of Nursing program prepares nurses to be professional leaders in their chosen advanced practice field. NUR1179Y: Advanced Nursing Practice Scholarship is the final course in the Clinical Stream where students are expected to build on, consolidate, and refine the knowledge and skills that are consistent with the core competencies as outlined in the Canadian Nurses Association (CNA) document on Advanced Practice Nursing: A Pan-Canadian Framework (CNA, 2019). Students are expected to integrate knowledge and skills acquired from previous course work, in addition to assigned readings and other learning materials, throughout the course.

Prerequisite: NUR1179 MUST be taken in the final term of the MN program.
All other MN courses must be completed prior to NUR1179.

NUR1406 | NURSE PRACTITIONERS: ROLES, LEADERSHIP AND RESPONSIBILITIES

This course provides students with opportunities to continue the analysis, synthesis, and integration of theoretical principles and concepts related to advanced nursing, nurse practitioner practice. Course content focuses on provincial and federal practice standards

for nurse practitioners as well as CNO entry to practice competencies. There is a focus on integration of Graduate Nursing educational preparation with advanced nursing knowledge and expertise related to the complex practice and decision making that is required to effectively meet the health care needs of communities as well as individuals, families, and groups. The focus of this course is on NP entry to practice competencies pertaining to the professional development of nurse practitioners through analysis of NP leadership and education, examination of the role of advocacy and appreciation of the importance of scholarship in a variety of contexts across health systems. Clinical competencies continue to be integrated within the final practicum experience embedded in the course.

Prerequisite: NUR1406 is taken as a final course after all other program requirements have been met.