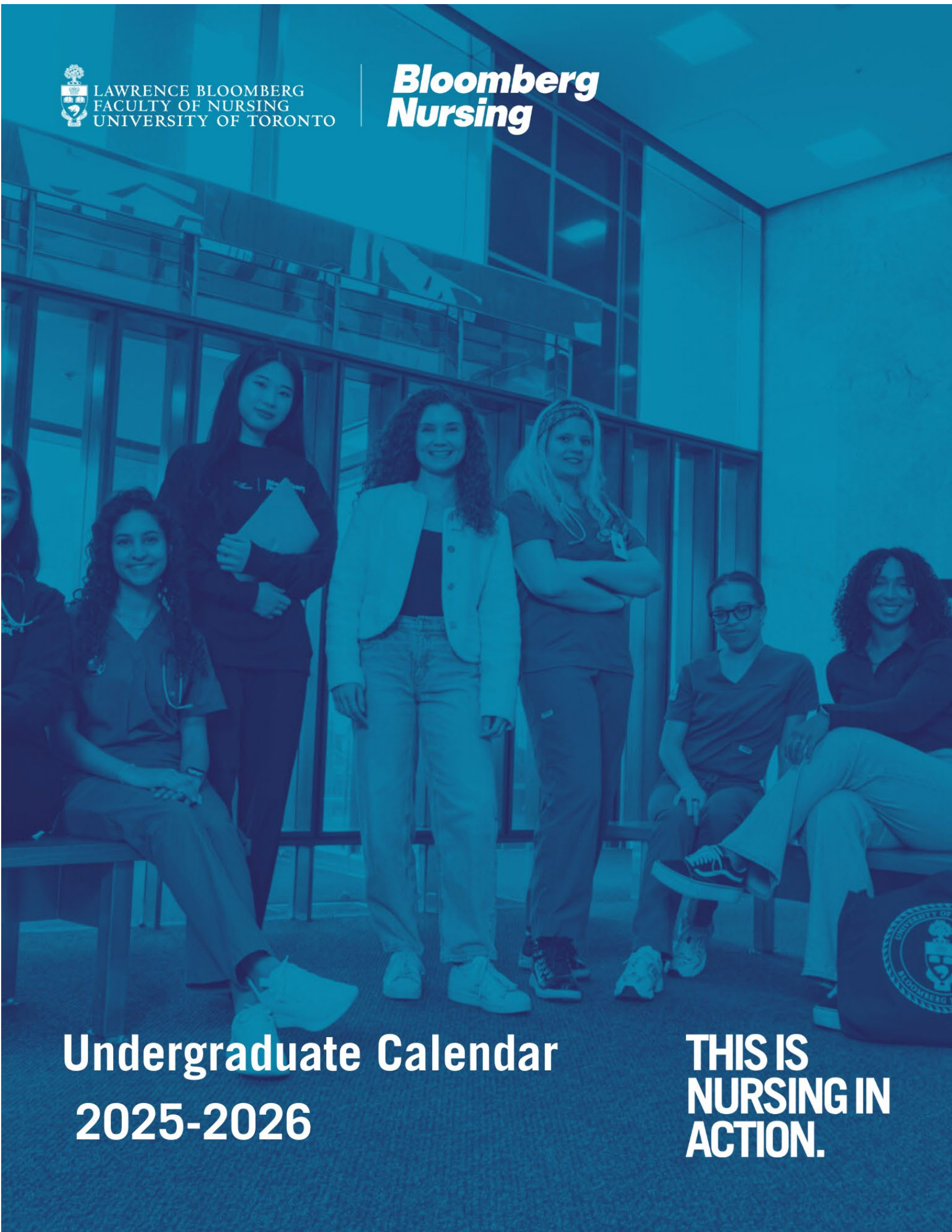
LAWRENCE BLOOMBERG
FACULTY OF NURSING
UNIVERSITY OF TORONTO

Bloomberg Nursing



Undergraduate Calendar

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 the 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.

Understanding the Undergraduate Academic Calendar

About the Calendar

This Calendar serves as an academic information guide and statement of the most important rules and regulations for students seeking to enrol and those who are enrolled in the Bachelor of Science in Nursing (BScN) 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 academic information listed in this Calendar is applicable for the year(s) to which the Calendar applies. For each program of study offered by the University, the courses necessary to complete the minimum requirements of the program are made available annually. We must, however, reserve the right otherwise to change the content of courses, course instructor[1] and instructional assignments, enrolment limitations, prerequisites and

[1] The terms 'course instructor" and 'course faculty' are used throughout the Calendar. The terms represent the individual teaching the course. This could be a faculty member or a Sessional Instructor.

corequisites, grading policies, requirements for promotion 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 Student Clinical Handbook is an extension of the Undergraduate Calendar and as such, students are responsible for keeping familiar with related regulations in both the Calendar and the Student Clinical Handbook.

Student Responsibility

Students are responsible for keeping familiar with the curriculum requirements and related regulations in the Calendar, and for seeking guidance from course instructors, the Director of the Undergraduate Program or the Assistant Dean, Registrarial and Student Services when in doubt as to any deadline or 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, sexual or gender identity, ancestry, ethnic background or creed
- Pseudonyms or handles that are inappropriate about ancestry, colour, citizenship, ethnicity, place of origin, 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; reviews course outlines and 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

The list below includes the names and contact details for key members of the Faculty as well as information about who to contact for specific information regarding academic programs, student services, financial aid, clinical placements, appeals, accessibility services, and academic concerns.

Name	Role	Contact For	Email Address
Robyn Stremler	Dean	General concerns regarding Bloomberg 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
Heather Thomson	Director, Undergraduate Program	Academic and program concerns	heather.thomson@utoronto.ca
Sarah Johnston	Year 1 Coordinator	Year 1 specific concerns and questions	sarah.johnston@utoronto.ca

Zoraida Beekhoo	Year 2 Coordinator	Year 2 specific concerns and questions	zoraida.beekhoo@utoronto.ca
Mary Ann Fegan	Clinical Resource Faculty	Clinical specific questions and concerns	maryann.bedore@utoronto.ca
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	Clinical placement concerns	elena.luk@utoronto.ca
Kong Ng	Student Placement Coordinator	Clinical placement information (HSPnet, onboarding requirements), clinical evaluations (CORE), clinical incident (WSIB/non-WSIB) reporting	nursingplacementoffice@utoronto.ca
Leah Westgate Judy Nchoujie Kijah	Practicum Placement and Professional Development Officers	Clinical placement inquiries and feedback related to Clinical Instructors, Preceptors, and placement agencies	bscn.placement.office@utoronto.ca
Zoraida Beekhoo	NUS Representative	Liaison between NUS and faculty	zoraida.beekhoo@utoronto.ca
Summer Haddad	Interprofessional Education Lead		summer.haddad@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		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

Bachelor of Science in Nursing Program

Program Overview

The University of Toronto, Lawrence Bloomberg Faculty of Nursing's full time 2-year Bachelor of Science in Nursing (BScN) program opens the door to a long and rewarding career in health care. Bloomberg Nursing has a long history of educating nurses at the baccalaureate level and is renowned internationally for its educational programs and the quality of nursing research conducted by its faculty members.

The overall objective of the 2-year BScN program is to prepare students with both university and life experience to meet the challenges of the health care system of the future. Students enrolled in the program benefit from opportunities to work with diverse populations and to practice under the supervision of highly qualified professionals in some of the best health care agencies in Canada.

Program Requirements

The hours indicated in the chart below may vary. For exact number of hours, please consult the course syllabi.

Code	Course Title	Lectures /Seminar (hrs/wk)	Lab	Clinical Hrs /week	Course Weight**
	Year I				

Code	Course Title	Lectures /Seminar (hrs/wk)	Lab	Clinical Hrs /week	Course Weight**
NUR 350Y	Introduction to Nursing Practice	6	3hrs/week	-	1.0
NUR 351H	Introduction to the Discipline and Profession of Nursing	2	-	-	0.5
NUR 365Y	Introduction to Gerontological Nursing	3	Simulation lab x1 (2hrs total)	8	1.0
NUR 325H	Pathophysiology and Pharmacotherapeutics 1	3	-	-	0.5
NUR 371Y (7 weeks)	Introduction to Acute Care Nursing: Adult	5	Simulation lab x1 (2hrs total)	16	1.0
NUR 374Y (7 weeks)	Introduction to Nursing Care of Childbearing Persons and Families	5	Simulation lab x1 (2hrs total)	12	1.0
NUR 373Y (7 weeks)	Introduction to Nursing Care of Children and Families	5	Simulation lab x1 (2hrs total)	12	1.0
NUR 390H	Introduction to Community Health: Nursing Perspectives	2	Simulation lab x1 (2hrs total)	-	0.5
NUR 330H	Introduction to Research and Scholarship in Nursing	2	-	-	0.5
	Year II				
MPL 202H*	Current Topics in Medical Microbiology	2	-	-	0.5
NUR 410H	Nursing and the Health Care System: Policy, Ethics and Leadership	2	-	-	0.5
NUR 420H	Critical Reflexivity: Theory as Practice	2	-	-	0.5

Code	Course Title	Lectures /Seminar (hrs/wk)	Lab	Clinical Hrs /week	Course Weight**
NUR 425H	Pathophysiology and Pharmacotherapeutics 2	3	-	-	0.5
NUR 460Y	Coping with Complexity in Persistent Illness	3	Pre-clinical lab x1 (3hrs total); Simulation lab x1 (2 hrs)	24	1.5
NUR 461Y	Primary Health Care: Nursing Perspectives	3	Pre-clinical lab x1 (2hrs); Simulation lab x1 (2hrs)	16	1.5
NUR 470Y (11 weeks)	Integrative Nursing Practicum	-	Simulation lab x1 (2 hrs)	Up to 360 hrs	1.0 (Pass/Fail)

*MPL202 is a required course for students who entered the program in 2024-2025. MPL202 will be replaced with a new mental health course. Students who entered the program in 2025-2026 will be required to complete the new mental health course.

For courses with a clinical nursing practice component, the evaluation of clinical performance is on a "Pass/Fail" basis. In order to pass the course, the student must pass both the clinical and classroom components. Refer to the Failure in Clinical Component of a Course section of the Calendar for further details.

Interprofessional Education

All BScN students participate in the Interprofessional Education (IPE) curriculum coordinated by the Centre for Advancing Collaborative Health Education (CACHE) which is a strategic partnership between the University of Toronto and the Toronto Academic Health Sciences Network. As part of the IPE Curriculum, BScN students participate in formal IPE activities with students from eleven other health profession programs: Dentistry, Master of Professional Kinesiology, Medical Radiation Sciences, Medicine, Occupational Science and Occupational Therapy, Pharmacy, Physical Therapy, Physician Assistant, Social Work, and Speech-Language Pathology. Nursing students are required to complete 7 foundational learning activities over the program (2 in first year and 5 in second year). Teaching and learning strategies in the IPE curriculum include both in-person and virtual team-based learning. Students work in small interprofessional groups (8-10) to demonstrate application of knowledge and skills through the use of case studies and other interactive learning activities.

Curriculum Framework

Graduates of the BScN program are socialized to fulfill the professional standards of nursing and prepared to meet the demands of current nursing practice across a full range healthcare settings and sectors. The five curriculum themes articulated through related program objectives reflect what the BScN program seeks to accomplish in graduates' contributions to the advancement of the nursing discipline and to quality healthcare overall. Students realize program objectives through their achievement of the clusters of related program learning outcomes mapped across all courses in the 20-month program.

Curriculum Themes	Program Objectives	Program Learning Outcomes
Safe, Ethical, and Competent Practice	Graduates of the BScN Program provide safe, effective, equitable, and ethical care that is relationally and technically sound; reflective of diverse theories, research, and healing practices	• Demonstrate clinical reasoning, critical thinking, clinical judgement, and ethical decision making in the provision of nursing care for individuals, families, groups, and communities[3].
		• Critically reflect on how diverse social identities interact with structural factors to shape power relations within the care encounter, and create differential access to care and other resources, social determinants of health, and health outcomes[2].
		• Demonstrate anti-oppressive practices and a trauma-informed approach across different healthcare sectors, settings, and specialties[1].
		• Integrate cross-disciplinary and interdisciplinary knowledge into clinical practice[3].
Scholarship and Critical Inquiry	Graduates of the BScN Program are change-agents, leaders, and critical and system level thinkers who can translate knowledge from multiple sources within the complexities of varied organizational and sociopolitical healthcare contexts	• Analyze current structural, institutional, and interpersonal forms of both colonization and reconciliation[1].
		• Analyze and critique multiple knowledge sources and ways of knowing through varying theoretical and philosophical perspectives[2].
		• Describe structures and systems of inequity[2].
		• Identify and reflect on emerging evidence and technologies that may change, enhance, or support health care[3].
Interdisciplinarity and Interprofessional Collaboration	Graduates of the BScN Program demonstrate critical reflexivity and an ethic of care when	• Identify and access resources for the integration of Indigenous teachings and healing practices in clinical work across practice settings[1].

Curriculum Themes	Program Objectives	Program Learning Outcomes
	working with others, helping to re-shape power relations that impede collaborative practices	• Be aware of the personal and professional impact of disciplinary and sociopolitical inequities on colleagues and student peers[2].
		• Role model professionalism and an ethic of care when working with others[3].
		• Advocate for the advancement of the nursing profession, positioning the discipline central to policy processes and leadership within health systems[3].
Centrality of Relationships	Graduates of the BScN Program center compassion and trauma-informed practices in their therapeutic relationships, advocating for and contributing to culturally safe healthcare	• Engage in the process of cultural humility to contribute to cultural safety where clients perceive respect for their own unique health care practices, preferences, and decisions[1].
		• Engage in advocacy and allyship to promote equity within health care, community, and the academic settings[2].
		• Demonstrate beginning professional and ethical judgement when establishing, maintaining, and/or terminating therapeutic relationships that are grounded in the principles of social justice and anti-oppression[3].
		• Recognize the impact of personal values, beliefs, and circumstances on interpersonal practices with individuals, families, groups, and communities[3].
Promotion of Health and Capacity Building	Graduates of the BScN Program value political engagement, contributing to the betterment of sociopolitical and other broad circumstances that impact the health and well-being of individuals, groups, families, communities, and populations.	• Relate health inequities, past and present, experienced by Indigenous Peoples to historical and ongoing colonization in Canada[1].
		• Promote health literacy, provide health teaching, and support empowered health decision making[3].
		• Apply a strength-based approach to health promotion and illness prevention[3].
		• Recognize opportunities to engage in action at multiple levels of change (macro, meso, micro) to optimize the sociopolitical circumstances for clients and communities to achieve equitable, healthy outcomes[3].

Primary source of original PLO:

1	Work of the Indigenous Health Nursing Working Group (2021-2022)
2	Work of the Black Health Equity Working Group (2021-2022)
3	Annual Undergraduate Faculty Curriculum Retreats (2020, 2021, 2022, 2023)

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

Admission Requirements

To be eligible to enter the BScN program, applicants must have completed at least ten (10) university full course equivalents prior to admission, with at least a mid-B (3.0 GPA) average in the last year, or the last five (5) full course equivalents of their university education. Of the ten courses:

- a maximum of six can be at the 100 level;

- A standard **1.0 credit (full course)** course usually starts in September and ends in April.
- A standard **0.5 credit (half course)** course usually starts in September and ends in December or starts in January and ends in April.
- Two 0.5 credit (half course) equals 1.0 full credit.

Required courses to meet admission requirements:

- **1.0 credit in Human Physiology OR 0.5 credit in Human Physiology + 0.5 credit in Human Anatomy.** Students will be best prepared for the BScN program if their 1.0 Human Physiology course(s) cover the following topics: Neurological System, Endocrine System, Cardiovascular System, Respiratory System, Digestive System, Reproductive System, Renal System, Musculoskeletal System, and Hepatic System.
- **0.5 credit in Microbiology***
- **0.5 credit in Statistics.** Introductory statistics courses that include descriptive and/or inferential statistics will be accepted. Quantitative research courses are generally not accepted.
- **1.0 credit in Life Sciences or Physical Sciences.** Examples include: Anatomy, Biology, Immunology, Pathology, Psychology, Chemistry, Environmental Sciences, Physics. Out of 1.0 credit in Life Sciences or Physical Sciences, only 0.5 credit can be in Psychology.
- **1.0 credit in Social Sciences OR 0.5 in Social Sciences + 0.5 in Humanities.** Social Sciences examples include: Anthropology, Economics, Political Science, Psychology, Sociology, Gender Studies, Gerontology, Disability Studies, Anti-Racism Studies. Out of 1.0 credit in Social Sciences, only 0.5 credit can be in Psychology. Humanities examples include: English, History, Literature, Religion, Ethics and Philosophy. Introductory language courses that focus on grammar, vocabulary building, and everyday usage are usually not considered. Acceptable prerequisite courses in humanities should focus on the writing, reading and critical thinking in the humanities.

***0.5 credit in Microbiology should cover most of the following topics:**

- Microbiology and Infectious Disease
- Bacteria
- Viruses
- Eukaryotic Microbes
- Control of Microbial Growth
- Microbial Classification and Identification

- Antimicrobial Drugs and Antimicrobial Resistance
- Epidemiology and Disease Transmission
- Immunity and Vaccines
- Principles of Pathogenesis
- Microbiota

Meeting minimum requirements does not ensure admission to the program. Students must provide official university transcripts; a personal statement providing information about their goals for and knowledge of nursing, and thoughts on health care; and a completed assessment form for the prerequisite courses.

Applicants who Identify as Indigenous

Bloomberg Nursing is committed to increasing the number of Indigenous students in our BScN 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 the Undergraduate 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

Registration

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 BScN 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 can contact the Office of the Registrar to request a Confirmation of Enrolment Letter. Students who have finished their program requirements can request a Completion of Requirements letter from the Office of the Registrar.

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/
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

Withdrawals and Leaves

Withdrawing from the Undergraduate 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 Undergraduate Program Director to discuss the reason for the withdrawal

2. Once approved by the Undergraduate Program Director, complete the Program Withdrawal Form
3. Send the completed form to the Enrolment & Academic Records Officer
4. Return clinical placement ID badge

Please note – merely ceasing to attend lectures or informing the instructor, although it is courteous to do so, does not constitute official withdrawal. The refund of tuition fee is based on the refund schedule published by Student Accounts each year.

Students may be required to refund all or a portion of their awards to the University. Contact the Assistant Director of Student Financial Services with any awards-related questions.

Requesting a Leave of Absence from the Undergraduate Program

Students may request a leave from the program for various reasons including pregnancy, birth, or adoption, serious health problems, or personal circumstances.

Process for Requesting a Leave from the Undergraduate Program

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

1. Meet with the Undergraduate Program Director to discuss the reason for the leave.
2. Once approved by the Undergraduate Program Director, complete the Leave of Absence (LOA) form.
3. Send the completed LOA form to the Enrolment & Academic Records Officer.
4. Return clinical placement ID badge.

Once on leave, students are not registered in the Undergraduate Program and are not required to pay fees. During their leave, students may not make demands upon the resources of the University, such as use library facilities, health services, attend courses or engage in any coursework. The degree completion date of the program will be extended by the duration of the leave taken. Normally, the start and finish of the leave would coincide with the beginning and end of a session (e.g., September 1, January 1, May 1). Before re-entering, students should meet with the Undergraduate Program Director to plan their re-entry into the program (e.g., remedial lab sessions if appropriate upon their return to the program and before returning to clinical practice) and check their U of T email for communications from the Office of the Registrar.

Parental Leave

A parental leave is intended to recognize the need of leave at the time of pregnancy, birth, or adoption, and to permit a pause in studies in order to provide full-time care in the first year of parenting a new child.

Parental Leave must be completed within twelve months of the date of birth or custody. The duration of the leave of absence must be one year because students cannot continue with their studies until they complete the term they were in when they left, as courses are offered only once per year. **Leave of Absence for Serious Health Problems or Personal Circumstances**

Students must apply in writing to the Undergraduate Program Director for a leave of absence, on the grounds of serious health (supported by a medical certificate) or personal problems which temporarily make it impossible for them to continue in the program.

Students whose leave of absence was granted on the basis of a serious health problem will be required to provide a medical certificate indicating that they are able to resume their studies before they will be allowed to continue in the program.

Readmission to Program after Cancellation of Registration

Students whose registration has been cancelled or who have withdrawn and who wish to be readmitted to the program, must reapply following the regular admission process. The decision to readmit will include consideration of previous academic performance, safety, and clinical performance. Normally the Faculty will not grant re-admission or further registration in the program to any student who has failed two courses or one course twice.

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 ID (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 ID. numbers. The University assumes and expects that students will protect the confidentiality of their Person IDs.

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 U of T 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. The 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 the 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 Nursing faculty members or instructors, please advise the Faculty Registrar in writing.

Tuition & Financial Aid

Tuition Fees

Tuition fees are made up of three components: program fees, university incidental fees, and nursing specific ancillary fees. All fees are mandatory, whether one makes use of the university resources or not. Please see the Vice-Provost, Students website for more information on incidental and ancillary fees. The detailed breakdown of the tuition fees is posted on the Bloomberg Nursing website under Tuition & Fees.

Student fee invoices are available on ACORN. All fees and charges posted to the student's account are payable. 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 the student's 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 fees and payment deadlines, please visit Student Accounts: www.fees.utoronto.ca.

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, please visit the International Fee Exemption webpage.

Financial Assistance

A limited number of in-course bursaries, scholarships, and awards are available to students who need financial assistance or who qualify for them on the basis of academic merit. Further information on Bloomberg Nursing Awards & Financial Aid and the Ontario Student Assistance Program is available:
Bloomberg Nursing: http://bloomberg.nursing.utoronto.ca
Enrolment Services: http://www.future.utoronto.ca/finances

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.

Course Enrolment

The Office of the Registrar at Bloomberg Nursing will enrol BScN students in their courses. Enrolment in fall and winter courses usually occurs at the end of August. Enrolment in spring/summer courses usually occurs in early April. Students enrolled in courses agree, by virtue of that enrolment, to abide by all the academic and non-academic policies, rules and regulations of the University and of their academic division, as set out in the divisional calendar, 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 clinical placements begin will be de-enrolled in courses. See ‘Clinical Placement Requirements’ in this document below for more information. **All courses in the undergraduate program are compulsory. Withdrawal from any course in the BScN program requires special permission from the Undergraduate Program Director and could jeopardize continuation and completion of the program.**

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.

Degree Completion

All requirements for the BScN degree must be completed within four years from the date of the student's first enrolment.

Clinical Learning

Clinical practice is central to nursing and mandatory in the BScN Program at Bloomberg Nursing. Full participation in both clinical and classroom learning is integral to students' success in the program and future excellence as practicing nurses.

Student Clinical Handbook

Students will receive a Student Clinical Handbook during orientation that highlights student responsibilities and accountabilities for successful clinical learning. Students should seek guidance from course instructors, the Director of the Undergraduate Program or the Assistant Dean, Registrarial and Student Services when in doubt as to any requirement.

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 the 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 in 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 University's *Code of Behaviour on Academic Matters*	The following Smart Strategies are designed to provide students and instructors with 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

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 practice environments) as well as with faculty, staff, and peers,
- and generally, as a student member and representative of a professional organization.

Further discussion on this important theme of professional comportment across all learning platforms (classroom, lab, clinical) throughout the program will be emphasized in all Course Syllabi. For clinical learning specifically, **students are expected to review and follow** the University of Toronto's Standards of Professional Practice Behavior for all Health Professional Students (2015).

Guidelines for Ethical and Professional Conduct for Nursing Students

The nursing profession espouses a commitment to promoting well-being by providing competent and compassionate care. Nursing students should be committed to learning and maintaining the ethical standards of conduct of the profession. The Bloomberg Nursing Guidelines for Ethical and Professional Conduct for Nursing Students are designed to help nursing students provide ethical nursing care and to 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 College of Nurses of Ontario (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. **Nursing students are expected to become familiar with the Code of**

Conduct as this will support the Faculty's efforts to prepare them for this accountability. To maintain public trust and confidence in the nursing profession's integrity and care, the Code outlines safe and ethical practice requirements based on current evidence. The Code is also informed by legislation, such as the Ontario Human Rights Code and recommendations in the Truth and Reconciliation Commission of Canada: Calls to Action (2015).

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 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 U of T Human Resources Guideline on Workplace Harassment and Civil Conduct. 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, staff, and faculty 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 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

- Social Media and E-Safety - Community Safety Office, U of T
- How to Protect Your Personal Information on Social Media
- Always Up-to-Date Guide to Social Media Image Sizes
- Where to find public domain images and how to attribute creative commons images

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, 2020.

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.

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 7 days the course instructor will consult with the Undergraduate 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 2% 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.
- Written assignments that are more than 14 days late will not be accepted without prior arrangements. In situations of illness or personal circumstances which interfere with the student's ability to submit an assignment within two weeks of the due date, students may petition the Committee on Standing to have the assignment accepted. This petition must be received within 30 days of the original due date of the assignment.
- An oral presentation, for which no alternate date has been negotiated, which is not presented on the assigned date, will receive a grade of zero (0).

Writing Advice

Students at Bloomberg Nursing can access writing support through the Health Sciences Writing Centre.

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.

Rules for the Conduct of In-Person Examinations

(Adapted from https://artsci.calendar.utoronto.ca/term-work-tests-and-final-exams)

1. No person will be allowed in an examination room during an examination except the students concerned and those supervising the examination.
2. Students are expected at the examination room at least twenty minutes before the commencement of the examination.

3. Students are required to bring their photo identification (ID) that contains a current and visible photo and signature for identification purposes. Valid forms of photo ID include any one of the following: current University of Toronto Photo ID (TCard); or Clinical Placement Student ID Card; or up-to-date Passport (any country, in English); or current Driver's License (any country, in English); or government issued photo ID (any province or territory).
4. All coats, jackets, knapsacks or large bags should be placed at the front/back/side of the examination room. They CANNOT be taken to the examination desk. Students may keep a bottle of water, writing utensils and ID card only.
5. Clear, sealable, plastic bags are provided for wallets and all electronic devices, including but not limited to: smart phones, smart watches, smart glasses, tablets, laptops, calculators, etc. All devices must be turned off and placed in the clear sealable plastic bag provided, which is then placed under the desk for the duration of the examination. Students will not be able to touch the bag or its contents until the exam is over. If, during an exam, students are found with any of these items on their person or in the area of their desk other than in the clear, sealable, plastic bag, they will be required to meet with the Associate Dean Academic and may be charged with an academic offence.
6. The faculty lead for the course has the authority to assign seats to students.
7. Students shall not communicate with one another in any manner whatsoever during the examination. Students may not leave the examination room unescorted for any reason, and this includes using the washroom.
8. No materials or electronic devices shall be used or viewed during an examination, except those authorized by the faculty lead for the course. Unauthorized materials include, but are not limited to: books, class notes, or aid sheets. Unauthorized electronic devices include any device that has internet/wireless/Bluetooth connectivity or otherwise may communicate with another person or device outside the exam hall. The most obvious examples include cell phones, tablets/laptops, earbuds, smart technology including smart watches or fitness devices with connectivity, and so forth.
9. Students who use or view any unauthorized materials or electronic devices while their examination is in progress - or who assist or obtain assistance from other students or from any unauthorized source - are liable to academic penalties under the Code of Behaviour on Academic Matters which can be severe.
10. In general, students will not be permitted to enter an examination room later than thirty minutes after the commencement of the examination, nor leave until at least half an hour after the examination has commenced.

11. Students shall remain seated at their desks during the final ten minutes of each examination.
12. At the conclusion of an examination, all writing shall cease. The Faculty lead or designate may seize the papers of students who fail to observe this requirement, and a penalty may be imposed.
13. Examination papers, books and other material issued for the examination, shall not be removed from the examination room except by authority of the the Faculty lead or designate for the course.
14. The protocol for open book examinations is different and students may be allowed to have books, notes and/or computers. The faculty responsible for the course will notify students ahead of time whether there are permitted items and supervise accordingly.
15. The University is not responsible for personal property left in examination rooms.

Exam Accommodations

Students registered with Accessibility Services may have exam/test related accommodations to support their ability to write an exam/test. Students should provide their Letter of Accommodation to the course instructor at least a week before the test/exam date. The exam/test will normally be written at Accommodated Testing Services (ATS) of the assignment. Students must register directly with ATS to schedule their exam, with a minimum of 14 days' notice. If a student misses this deadline, they should complete the late submission form at:
https://lsm.utoronto.ca/ats/forms/ATS_Accommodation_Registration_Form.pdf

Deferred Examinations

Examinations may be deferred in rare situations related to unexpected extenuating personal circumstances. Students must send a written request to the Undergraduate Program Director a minimum of one week prior to the exam to request a deferred exam.

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 prevent taking the exam/test as scheduled. Students must also complete the missed exam form available on the faculty 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/

All missed exams/tests are rescheduled for the week following final exams. Normally only one make-up exam date is set and students are expected to be available. Prior to writing the exam/test, students will sign a Declaration of Confidentiality indicating that they have not discussed the exam/test with others.

Missed exams/tests are documented to monitor for patterns of absence across courses. If a pattern is identified, the student will be contacted by the Year Coordinator and/or the Undergraduate Program Director to discuss strategies for upholding academic accountabilities related to testing.

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.

Bloomberg Nursing Grading Regulations

The Bloomberg Nursing Faculty Council Committee on Standing is responsible for implementing the University Assessment and Grading Practices Policy and for formulating, implementing, and administering the Faculty regulations relating to this policy. The regulations are approved by Faculty Council and are as follows:

- The breakdown of marks and grading practices for each course will be made available in written form to all students enrolled in the class on the first day of each course.
- Grades for each required course in the undergraduate program are based on more than one assignment. No one essay, test, examination, etc. will have a value of more than 80% of the final grade. Exemptions to this regulation may be granted by Faculty Council on the basis of criteria developed by the Committee on Standing.
- All final course grades will be reviewed by the Committee on Standing. No grades are final or shall be released to students as official until the review procedure is completed by the Committee on Standing.

- In courses with a final examination, the examination should be conducted formally during exam week and should be worth (alone or in aggregate) at least one-third of the final mark for the course.
- Group evaluation, where used, will not constitute more than 25% of the final grade.
- Students will not be eligible to begin Year 2 courses until all Year 1 courses are successfully completed.
- Assignments that do not meet the required maximum page or word limits will be subject to grading restrictions. Material beyond the assigned maximum page or word limit will not be read or graded unless otherwise indicated by the course instructor. Students are advised that altering fonts, margins, and spacing to fit an assignment within the required page minimum and maximum will lose grades accordingly. For example, the instructor may reformat the font, margins and spacing of a submitted paper to fit with the assignment guidelines, then mark only the portion of the paper within the page limit.
- Supplemental or additional assignments to boost course grades and GPA are not available in the program.

Rounding up of grades received on assignments does not occur until calculation of the final course grade. Grades earned and rounded as such stand. Neither grades on individual assignments nor the final course grade are changed to ensure a student passes a course, to move a course grade to the next grade level, or to boost a student's overall GPA. Additionally, students may not retake a course that they have already received credit for, such as in order to increase their grade.

Grade Scale Definitions

In evaluating written work and clinical performance, grades will be assigned with reference to the following scale, meaning and definition:

Note: For all NUR courses and MPL 202H, the passing grade is 60%.

Letter Grade	Grade Point Value	Percentage Range	Meaning	Definition
A+	4.0	90-100	Excellent	Extensive knowledge base; strong evidence of original thinking; capacity to critically analyze and synthesize; consistent ability to make decisions based on theory and critical evaluation.
A	4.0	85-89		
A-	3.7	80-84		

Letter Grade	Grade Point Value	Percentage Range	Meaning	Definition
B+	3.3	77-79	Good	Sound knowledge base; original thinking; some critical capacity and analytic ability; some ability to make decisions based on theory; ability to evaluate critically.
B	3.0	73-76		
B-	2.7	70-72		
C+	2.3	67-69	Adequate	Satisfactory knowledge base; some ability to analyze unfamiliar problems, make decisions, and evaluate critically.
C	2.0	63-66		
C-	1.7	60-62		
F	1.3	57-59	Inadequate	Unsatisfactory knowledge base; problem-solving limited to routine application of rules and/or based on inaccurate observation; errors of judgment in decision-making or limited ability to make decisions independently and limited ability to evaluate critically. A student who has failed a course must repeat all prescribed work in that course.
F	1.0	53-56		
F	0.7	50-52		
F	0.0	0-49		Wholly inadequate; little evidence of even a superficial knowledge base; lacking in ability to problem-solve, make decisions, and evaluate. A student who has failed a course must repeat all prescribed work in that course. *Note: 34% is the mark assigned to a course in which there is a clinical failure, regardless of marks accrued in the course in assignments and examinations.*

University Designators and Other Non-Grade Symbols

The following Designators can be assigned to BScN students instead of regular grades:

INC: Incomplete. INC is assigned by the instructor or Committee on Standing, normally as a final report, where course work is not completed but where there are no grounds for assigning a failing grade. It carries no credit for the course and is not considered for averaging purposes.

IPR: In progress. IPR is assigned as the report for a course that is continued in a subsequent session. The final grade will appear only once and only for the

last enrolment period. It carries no credit for the course and is not considered for averaging purposes.

SDF: Standing deferred on the basis of incomplete course work because of medical or similar reasons. SDF is assigned by the divisional review committee upon approval of a student's petition or the recommendation from the instructor. It must be replaced by a regular grade within a specific time period, normally by the next submission deadline for grades. If "SDF" is not cleared, a grade will be assigned based on the term work completed at that time by the student.

WDR: Withdrawn without academic penalty (granted upon approval of a student's petition for late withdrawal from a course without academic penalty). WDR carries no credit for the course and is not considered for averaging purposes.

Failure to Meet Required Standards

When a BScN student fails to meet the required academic standards or otherwise fails to maintain satisfactory academic progress in the BScN program, the student is no longer eligible to proceed in the program. Specifically, 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.

Academic Records on Transcripts

Academic records on a transcript will accurately reflect the student's academic history and progress. As such, the practice of changing or removing grades and courses once they are posted on the transcript is not advised by the University and has not been a practice of the Faculty. If a student is unsatisfied with their academic grades, they should follow the appropriate regrading or appeal process, however, removing a course from their transcript will not be considered.

Grade Point Average (GPA)

The Grade Point Average is the weighted sum (a full course is weighted as 1.0 or more, a half-course as 0.5) of the grade points earned, divided by the number of full courses in which grade points were earned.

Three types of grade point averages are used:

1. The sessional GPA is based on courses taken in a single session (Fall, Winter or Summer).
2. The annual GPA is based on courses taken in the Fall and Winter sessions.
3. The summer session GPA stands alone.

The cumulative GPA takes into account all courses taken for degree credit in the Faculty.

To obtain Honours upon graduation, students must achieve a cumulative average of 80% in the program.

Process for Reviewing Graded Work

Definitions:

Term work: any evaluation completed on or before the last day of classes, excluding "final" course tests. Term work may include: in-course tests, essays, group projects and discussion posts.

Final exam/test: an exam written or submitted after the last day of classes during the final exam period, or a "final" course test written in the final week of classes in courses that are not followed by an exam week.

Re-grade: when a graded evaluation is reviewed by a member of the faculty for potential grade changes. Term work re-grades have different protocols than final exam/test re-grades.

Term Work Review Process

The review of term work begins with an informal review and culminates in a formal re-grade if needed as follows:

Informal Review

- Students may discuss with the grader (i.e., Teaching Assistant or instructor) the feedback and grade on an individual piece of term work regardless of its value.
- A request to meet with the grader is to be made within 7 days of a student receiving the grade for the piece of work.
- Meetings with the grader 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.
- If the grader was the Teaching Assistant and the student has remaining questions about their grade and associated feedback, the student will reach out to the instructor for a supplemental meeting to seek further clarification.

Formal Re-grade

- If a student is not satisfied with the outcome of the preliminary step toward resolution referenced above, a formal request for a regrade may be made. A request for a formal re-grade is made in writing to the Undergraduate Program Director.

- A request for a formal re-grade of a piece of work can be made provided that: 1) the piece of work is worth at least 20% of the final grade in the course and 2) the student believes there is a grade discrepancy of at least 10% of the total available grade points.
- To initiate a formal request for a re-grade (i.e., re-grading) of a piece of work, students are to submit the request in a word document by email to the Undergraduate Program Director **within 10 days of the completion of the informal review process**.
- When requesting the re-grade, students must 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 criterion on the rubric they believe was graded incorrectly along with an explanation of why the criterion should be evaluated higher. Note however, that the complete assignment will be re-graded during the review process if approved. The student must also provide written details of feedback received from the grader during the informal review process and why the feedback is insufficient. Without such documentation, the Director may decline the request for review of the assignment/test.
- If the Director approves the re-grade, they will send an anonymized and clean (no grading comments) copy of the assignment (provided by the student) to a faculty member familiar with the content being evaluated in the assignment. The average of the 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.

Final Exam/Test Review Process

Final exam/test viewing: Registrarial and Student Services will send an email to all students announcing that final grades have been released on ACORN. Students will then have 14 days to indicate their interest in viewing one or more of their final exams/tests for that semester. The viewing appointment will be scheduled with Registrarial and Student Services and the student will view their graded work in a supervised setting. No portion of the graded final exam/test or any notes regarding the graded final exam/test may be retained by the student nor shared. If during the viewing, the student identifies a portion of the exam/test where they disagree with the grading, details regarding the grading of the specific question(s) will be recorded and retained by Registrarial and Student Services to substantiate a final exam/test re-grade request. Students cannot submit a final exam/test re-grade request without first completing their final exam/test viewing and providing details for the request. Students who are unable to make their appointment must contact Registrarial and Student Services. Students who do not communicate and do not come to the appointment forfeit the opportunity to view their exam.

For clinical courses with repeating rotations (NUR 371Y, NUR 373Y, NUR 374Y), students will not be allowed to view the examinations until grades have been released for all of the rotations (three rotations in NUR 371/373/374). However, the request for the viewing must be submitted within one month of the release of grade.

Examination Viewing Process

- Students viewing examinations may not be accompanied by anyone else.
- Students are not permitted to take any belongings, including writing implements cellphones, or smart glasses into the exam viewing room.
- No exams or answer keys are to be removed from the exam viewing room by students.
- A student will be allowed 20 minutes to review one exam.

Final exam/test re-grade: After a final exam/test viewing is complete, a student can submit a request for a final exam/test re-grade provided the following conditions are met:

- Specific questions are identified where the student disagrees with the grading and specific rationale for the new grade is provided OR an addition error is found in tallying the final exam/test grade
- The total number of marks believed to be missing by the student would increase the final exam grade by 3% or more (except in cases of addition error).

If both are met, then Student Services will send the student a link to pay $36 for the re-grade of the specific questions requested. The re-grade may result in a grade increasing, decreasing or staying the same. If the grade changes in either direction the student will receive a refund of the fee. The outcome of this final exam/test re-grade process is final and there are no further processes to revisit the grade.

Petitions and Appeals

Undergraduate Student Petition to Committee on Standing Guidelines

Students registered in the BScN program may petition the Committee on Standing related to substantive or procedural academic matters, including grades on assignments and examinations, and other program requirements; decisions about the student's continuation in the program; or concerning any other decision with respect to the application of academic regulations and requirements to a student in the program.

Initiating a Petition to the Committee on Standing

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, the student must discuss the matter with the

Undergraduate Program Director. Should such discussions fail to resolve the matter, the student may then make a formal petition in writing to Bushra Shahrin (Bushra.shahrin@utoronto.ca), the Secretary of the Committee on Standing. **Students must file a petition within eight weeks after the date of the decision being appealed.** Petitions must be received at least 14 days prior to a Committee on Standing meeting in order to be considered at that meeting, otherwise that petition will be held until the next monthly meeting.

The petition email should include:

- Any supporting documentation to support the petition (e.g., email correspondence, U of T Verification of Illness (VOI) form, a letter from the accessibility services, etc.)
- A written submission statement that will summarize the decision being petitioned; background (relevant facts and allegations); nature and grounds of the petition; and the remedy or resolution sought.

Undergraduate Student Academic Appeals Guidelines

Undergraduate students can initiate the academic appeal process if they are unsatisfied with the Committee on Standing's decision regarding their petition. The Bloomberg Nursing Faculty Council Appeals Committee serves as the formal structure within the Faculty for the hearing of appeals against decisions of the Committee on Standing. The final decision on an appeal rests with the Academic Appeals Committee. Information about the membership and function of the Appeals Committee can be found in the Faculty Council By-Laws.

General Information Pertaining to Academic Appeals

An academic appeal is an appeal by an undergraduate student:
1) against a decision as to the student's success or failure in meeting an academic standard or other requirement;
2) as to the applicability to the student's case of any academic regulation.

Grounds for Appeal

Appeals may only be based on grounds that a decision of the Committee on Standing was unreasonable because:
1) faculty regulations and procedures were not followed; or
2) relevant evidence was not taken into consideration when the decision was made.

Procedures and Timeline to File an Appeal

NOTE: All intervals are in calendar days. Periods ending on a weekend or holiday will extend to the first following working day.

Petition Denied by the Committee on Standing	Academic appeals are initiated by undergraduate students after the petition process available through the Committee on Standing.
⬇30 days	
Intent to Appeal	If an undergraduate student's petition has been denied by the Committee on Standing, and the student has grounds to appeal this decision, the student must notify the Faculty Registrar in writing of the Intent to Appeal not more than 30 days after the date of the written notice of the final petition decision. Upon receipt of the student's Intent to Appeal, the Faculty Registrar will forward all relevant documents to the Director, Office of the Dean who will inform the Associate Dean Academic.
⬇15 days	
Informal Consideration	As soon as mutually convenient, but within 15 days of submitting the Intent to Appeal, and prior to filing the Statement of Appeal, the student must meet with the Associate Dean Academic to discuss the proposed appeal in an effort to resolve the matter. This is an essential element of the process, and the appeal will not proceed until after this meeting. There are three potential outcomes at this stage: 1. The student withdraws his/her Intent to Appeal; 2. The Associate Dean Academic learns new information that may affect the decision of the Committee on Standing and refers the matter back to the Committee on Standing for reconsideration; or 3. The appeal proceeds to the Appeals Committee.
⬇30 days	
Statement of Appeal	After meeting for Informal Consideration with the Associate Dean Academic, the student has a maximum of 30 days to submit to the Director, Office of the Dean their Statement of Appeal, which confirms with the Faculty, in writing, their intent to proceed with the appeal. The Statement of Appeal must include the grounds for the appeal, together with any supporting documentation. A student has the right to legal counsel at an appeal hearing. If the student wishes to appear with legal counsel, they shall so inform the Faculty at the time of submitting the Statement of Appeal and failure to do so may result in delay of the hearing to permit the program to engage and brief University legal counsel.
⬇15 days	
Acknowledgement of Receipt	In response to the student's Statement of Appeal, the Chair of the Appeals Committee will provide formal written acknowledgement of receipt of the Statement of Appeal and supporting documentation to the student no later than 15 days following receipt of the student's Statement of Appeal.

⬇ 30 days	
Scheduling of Appeal Hearing	The Director, Office of the Dean will schedule the appeal hearing in consultation with the Appeals Committee members, normally within 30 days after the Acknowledgement of Receipt of the Statement of Appeal. The Chair will review the Statement of Appeal and determine the time allocation for the hearing, including the time allocation for the student and relevant faculty within the course of the hearing. The date of the hearing will depend on the availability of the Committee members. Once the appeal hearing is scheduled, and time allocated, the Director, Office of the Dean will notify the student to: ▪ Inform the student of the date, time and place of the hearing of the appeal, and the time allocated for the hearing; ▪ Confirm with the student that they will appear in person with or without legal counsel (if applicable); ▪ Inform the student that, shall they not attend the hearing as notified, the Committee will proceed in their absence, and the student will not be entitled to any further notice of the proceedings, except for notice of the decision of the Committee.

Relevant Faculty - The relevant faculty will be invited to attend or send a delegate to the hearing. The relevant faculty has the right to be represented by legal counsel and may call evidence and present arguments in person or by counsel. The Chair of the Appeals Committee will request responses and supporting documentation from the relevant faculty involved in the appeal.

Material for Hearing - The Director, Office of the Dean will distribute, on a confidential basis, a copy of the Statement of Appeal and any other material provided on behalf of the student, faculty responses and supporting documentation to each member of the Appeals Committee, to the student and their counsel, and to the relevant faculty and their counsel, at least 7 days prior to the hearing.

Conflict of Interest - Members of the Appeals Committee are responsible for reviewing the material for the hearing in advance, and, if appropriate, notifying the Director, Office of the Dean and Chair of the Appeals Committee in the event of a conflict of interest.

Powers of Chair - The Chair is responsible for determining any pre-hearing issues that arise, including any dispute as to scheduling or pre-hearing compliance with the guidelines. Any request for such a determination will be made in writing to the Director, Office of the Dean. The Chair or a Vice-Chair may, with the approval of the Dean, request a legal opinion on any matter relating to an appeal prior to the conclusion of the appeal.

Appeal Hearing

The purpose of the hearing is to assist the Appeals Committee in understanding the facts relevant to the appeal and the basis for the appeal. This is not an adversarial trial between the student and Faculty. The hearing will be held in camera and therefore observers are not permitted. In camera hearings will be attended by only the Chair/Acting Chair, other members of the committee, the Director, Office of the Dean, the student and legal counsel, the relevant faculty and legal counsel, and the witness presenting evidence at the time. Other witnesses will wait outside the hearing room.

The hearing will be chaired by the Chair or a Vice-Chair ("the Acting Chair"). The Chair/Acting Chair will decide any issue as to procedure or evidence at the hearing. The Director, Office of the Dean will act as Administrative Support for the hearing.

At the commencement of the hearing, the Chair/Acting Chair will summarize the procedure for the hearing and reaffirm the allocation of time provided for the hearing with the student and relevant faculty. The student or student's counsel will make any statements relevant to the appeal and/or call any evidence and introduce arguments in support of the appeal. The members of the Committee, the relevant faculty and their counsel, will be given the opportunity to question the student and any witnesses called by the student. After the presentation by the student, the relevant faculty will present the evidence upon which the decision was made and may also call witnesses. The members of the Committee and the student and their counsel, will be given the opportunity to question the relevant faculty and any witnesses called by the Faculty.

Members of the Committee will be given a final opportunity to question the student, the relevant faculty, and any witnesses. The student, or the student's counsel, will be given the opportunity to make a final statement. The relevant faculty or counsel will be given an opportunity to respond. The hearing will then be concluded.

The Committee will proceed to consider and determine its decision on the appeal in closed session attended only by the Chair/Acting Chair, the Administrative Support (Director, Office of the Dean) and the members of the Committee present at the hearing. Where possible, the Committee's consideration and decision will take place immediately following the conclusion of the hearing.

Decision of the Academic Appeals Committee

The Academic Appeals Committee may grant an appeal in whole, or in part; or reject an appeal.

The decision of the Committee will be by a show of hands and will be determined by a majority of the members present. The Chair/Acting Chair will vote only in the event of a tie.

The Chair/Acting Chair will, in consultation with the Committee, prepare reasons for the Committee's decision.

Notice of Decision and Reasons

The decision, with reasons for the decision, will be sent to the student within 7 days after the day of the hearing. Copies of the decision and reasons will be sent to the Chair of the Committee on Standing whose decision was appealed, and to the Assistant Dean & Registrar and Student Services.

Minutes

The minutes of the Appeals Committee will record only the date and time of the appeal, those present, a brief summary of the appeal, and the Committee's decision.

Report to Faculty Council

The Chair of the Appeals Committee will prepare annually a written report to be presented at Faculty Council summarizing the activities of the Committee and its decisions, without disclosing the name(s) of the student(s) involved.

Appeal of Committee's Decision

Decisions of the Appeals Committee are final and binding on the Faculty. In the event that the appeal is rejected, the Chair will advise the student of their right to appeal within 90 days of its decision to the Academic Appeals Committee of the University of Toronto's Governing Council http://www.adfg.utoronto.ca/processes/acappeals.htm.

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

Course Code	Course Description
Year I	
NUR 350Y	**Introduction to Nursing Practice** This course provides an introduction to the practice of nursing. Consideration is given to caring for individuals across the lifespan in a variety of clinical contexts. Health assessment, relational work and therapeutic skills are discussed within the course. Content from this course complements the content learned in NUR 351H and NUR 365Y. It is an expectation that knowledge gained in this course is applied to all clinical settings.
NUR 351H	**Introduction to the Discipline and Profession of Nursing** This course will provide an introduction to the regulatory, legal, theoretical, and ethical foundations of the discipline of nursing and the place of nursing within health care. It will focus on the way in which the profession of nursing is organized as part of the Canadian health care system and explore concepts that inform the practice of nursing.
NUR 365Y	**Introduction to Gerontological Nursing** In this course students will be introduced to gerontological nursing practice across a range of environments. Students will demonstrate an understanding of the complexities involved in supporting older persons and their care partners through transitions in care within and across healthcare institutions and the community. Healthcare models and frameworks will be explored for their promise in mitigating the hazards older persons and their care partners face due to these complexities. Students will gain an understanding that the individual's experience of care is highly influenced by the social and physical environment within which care is delivered. Additionally, attention will be given to the unique needs of a diverse aging population, including racialized, ethnoculturally diverse, 2SLGBTQ+, and gender-diverse older adults, who may face systemic barriers, culturally specific health beliefs, and differing family and community support structures. Students will be encouraged to apply principles of culturally safe, trauma-informed, and equity-oriented care in all aspects of gerontological nursing practice. Students will learn to consider and apply the various sources of knowledge that inform nursing practice. They will engage in knowledge to action translation that aims to achieve the promotion and optimization of an older person's health and well-being, regardless of the presence or absence of acute/chronic illness or

Course Code	Course Description
	end-of-life care needs. Students will acquire theoretical and research-based knowledge related to person-centered, collaborative, cross-cultural practices. They will demonstrate respect for an older person's right to dignity, self-determination, safety, and freedom from abuse within the context of the law and regulatory standards. Students will have the opportunity to apply knowledge at a beginning level while working with older persons and their care partners in a residential or non-acute institutional care setting during the clinical placement component of the course. Clinical practice expectations focus on building trusting, compassionate, and therapeutic relationships with older persons to promote healing and enhance functioning. Students will draw on knowledge related to health assessment and to foundational therapeutic and relational skills when caring for older persons to meet these expectations. The clinical component of the course will further inform students' understanding of the aging process from a holistic perspective and an appreciation for the contributions gerontological nurses make to advancing quality living and dying experiences for older persons and their care partners.
NUR 325H	**Pathophysiology and Pharmacotherapeutics 1** The focus of this introductory course is the study of the pathophysiology of selected prevalent health conditions that affect diverse populations across the life span. This course will examine the risk factors, etiology, pathophysiology, clinical manifestations, diagnostic testing, clinical management and potential complications of selected health conditions. It will include a focus on pharmacotherapeutics, that is, the pharmacological management of selected health conditions. The class will also include a focus on health promotion and disease prevention. This first of two courses on pathophysiology and pharmacotherapeutics will introduce concepts essential to the understanding of the pathophysiology of diseases, including a focus on fluids and electrolytes, the inflammatory process and basic concepts of pharmacotherapeutics.
NUR 371Y (7 weeks)	In this course, students will be introduced to key concepts and practices foundational to adult acute care medical-surgical nursing. Course content explores and identifies priority nursing assessments and interventions associated with symptom management of common illness conditions relevant to adult clients in medical and surgical hospital settings. The lived experience of clients and families coping with acute illness, as well as cultural and ethical concerns and their implications for nursing practice will also be considered.

Course Code	Course Description
	Throughout the course, students will apply and strengthen their critical thinking, problem solving, decision making, clinical reasoning, and clinical judgment skills using the nursing process and the National Council of State Boards of Nursing-Clinical Judgment Model (NCSBN-CJM). The CJM is integrated into classroom and clinical learning using unfolding clinical scenarios, case studies, assignments, in-person simulations, and virtual simulations. During clinical placement, students will have the opportunity to further apply their learning while actively caring for adults and families in an acute medical or surgical setting under the supervision and support of their clinical instructor. Students are expected to integrate current course content knowledge and understanding with foundational nursing and therapeutic skills acquired in the fall term.
NUR 374Y (7 weeks)	In this course, students will be introduced to key concepts and practices foundational to nursing care of childbearing persons and their families. Course learning will span the perinatal care continuum from pre-conception through pregnancy, birth, and the postpartum transition. The course is grounded in principles of person-centred, family-centered and trauma-informed care, which are integrated across both classroom learning and acute care clinical experiences. Students will explore topics relevant to the perinatal population including sociocultural and institutional contexts of perinatal care in Canada, healthy physiologic and psychologic changes in pregnant, labouring, postpartum clients, and the newborn transition to extrauterine life. Additional topics include nursing management of common adult and newborn complications newborn feeding and care and supporting the transition from hospital to home. Throughout the course, students will apply and strengthen clinical reasoning and decision-making skills using the nursing process and the National Council of State Boards of Nursing-Clinical Judgment Model (NCSBN-CJM). The NCSBN-CJM is integrated into learning activities, formative and summative case studies as well as learning in clinical practice environments to support development of clinical judgement as expected by the licensing exam and CNO Entry-to-Practice Competencies.

Course Code	Course Description
	In both classroom and clinical settings, students will build critical thinking and problem-solving skills through practice-based learning activities, including virtual and in-person simulation, case studies, and clinical experiences. During clinical placement in acute care settings, students will have the opportunity to care for childbearing persons and families across the perinatal continuum. Students are expected to integrate current course content knowledge with foundational nursing and therapeutic skills acquired in the fall term/Term 1.
NUR 373Y (7 weeks)	**Introduction to Nursing Care of Children and Families** In this course students will be introduced to key concepts and practices foundational to nursing care of children and their families. Course learning will span the pediatric population from infancy through adolescence. The course is grounded in principles of child and family centered care and developmental theory, which are integrated across both classroom learning and clinical experiences. Students will explore topics relevant to the pediatric population including sociocultural and institutional contexts of pediatric nursing in Canada, growth and development, impact of hospitalization, special needs, mental health, and palliative care. Additional topics include nursing management of common pediatric illnesses and conditions requiring hospitalization such as respiratory infections, fluid and electrolyte imbalances, shock, anemia, and seizures. Throughout the course, students will apply and strengthen their critical thinking, problem solving, decision making, clinical reasoning, and clinical judgement skills using the nursing process and the National Council of State Boards of Nursing-Clinical Judgment Model (NCSBN-CJM). The CJM is integrated into classroom and clinical learning using unfolding clinical scenarios, case studies, assignments, in-person simulations and virtual simulations. During clinical placement, students will have the opportunity to further apply their learning while actively caring for children and families in an acute or rehabilitative setting under the supervision and support of their clinical instructor. Students are expected to integrate current course content knowledge and understanding with foundational nursing and therapeutic skills acquired in the fall term.

Course Code	Course Description
NUR 390H	**Introduction to Community Health: Nursing Perspectives** This course introduces students to the theory and practice of community health nursing through the lens of primary health care. The course focuses on the health of various populations and explores the ways in which health is largely a socially determined phenomenon. The care of diverse populations within Canada who are structurally underserved feature prominently in class readings and lectures as students develop a critical understanding of the complex contexts and everyday circumstances in which members of different social groups negotiate access to health through various existing and overlapping health structures. Students explore a variety of key concepts including principles of population health, primary health care, social determinants of health, health promotion, disease prevention, epidemiology, health education, health systems/structures, cultural safety, and community capacity building. Students will ground their understanding of these concepts in core values of primary health care, including social justice and equity, as they begin to navigate the role of the community health nurse in providing greater access to care for diverse communities. This course lays the theoretical groundwork for the senior year course in primary health care and community health nursing practice.
NUR 330H	**Introduction to Research and Scholarship in Nursing** Nurses need to be knowledgeable consumers of research who are able to find, understand, critique and apply evidence in everyday nursing practice. This course focuses on the application and critical examination of the research process used in the development of nursing science. The link between nursing research and scholarship is emphasized through an understanding of the relationships between research, theory and practice. Critical analysis of the underlying paradigms and activities within qualitative and quantitative research will enable students to understand and appropriately integrate research into practice.
Year II	
MPL 202H *** 2025-26 will be the time this course is offered.**	**Current Topics in Medical Microbiology** Common infectious diseases that are relevant in the current healthcare setting are explored in this course. Expert lecturers in the fields of microbiology and infectious diseases will discuss core topics and current research related to medical microbiology and its relevance to nursing practice. The course is naturally separated into two broad learning streams, with the first four weeks focusing on defining the interface between microbiology and nursing practice,

Course Code	Course Description
	and the subsequent seven weeks describing system- and organ-specific infectious processes. Together, coverage of these two streams aim to provide students with the necessary theoretical basis to apply sample collection and diagnostic testing techniques to their clinical practice, while being prepared to effectively manage patients experiencing common infections in various settings. Students will be presented with opportunities to apply their knowledge through written assignments, quizzes, and exams, and are encouraged to provide meaningful contributions to discussion board topics. They will be expected to draw from varied and appropriate information sources including published literature and best practice guidelines to understand and assess the risk, progression, and appropriate management of individuals suffering from infectious diseases, while practicing within regulations.
NUR 410H	**Nursing and the Health Care System: Policy, Ethics and Leadership** This course provides students with an overview of the structure of the health care system at multiple levels, including national, provincial, regional or municipal, and organizational or institutional levels. Students examine current issues and challenges in the health care environment and the impact of these issues on patient/population health, nursing practice and the nursing profession. Students examine the structures and relationships – including personal, political and professional – that affect the everyday decisions of nurses and their approach to health care and health promotion. Students learn and apply the fundamentals of political action, policy analysis, and ethical decision-making skills in the context of their own current practice of nursing.
NUR 420H	**Critical Reflexivity: Theory as Practice** The overall intention of the course is to incite curiosity and promote critical reflexivity with regard to nursing practice. Critical reflexivity brings together the skills of critical thinking and reflexivity, and entails three components: first, interrogating our taken-for-granted assumptions that inform our practice; second, reflecting on our social position in relation to knowledge; and third, considering how knowledge is shaped by context, history, and power. We will engage with theoretical ideas drawn from the humanities and social sciences in order to gain a nuanced understanding of the complexities of care. Theoretical ideas covered in this course are also helpful in showing up how nursing both shapes and is shaped by broader social, historical, political and economic forces, prevailing ideologies, dominant discourses, and social relations of power. These have profound effects on our subjectivities and the lived bodies and daily

Course Code	Course Description
	realities of people whom we serve. Thoughtful engagement with the course readings will open up alternative modes of thought that will, in turn, generate productive possibilities for ethical nursing practice.
NUR 425H	**Pathophysiology and Pharmacotherapeutics 2** The focus of this course is the study of the pathophysiology of selected prevalent health conditions that affect diverse populations across the lifespan. The second of two courses on pathophysiology and pharmacotherapeutics, this course will build upon concepts introduced in NUR 325H. This course will examine the risk factors, etiology, pathophysiology, clinical manifestations, diagnostic testing, clinical management and potential complications of selected health conditions. It will include a focus on pharmacotherapeutics, that is, the pharmacological management of selected health conditions. The class will also include a focus on health promotion and disease prevention.
NUR 460Y	**Coping with Complexity in Persistent Illness** Building on understanding from introductory courses in year 1, students will gain a deeper understanding of the complexity of challenges that are specific to selected age groups, illness categories, institutional and home contexts. Complexity includes pathophysiology, individual and family circumstances, related interventions, and the care delivery context. In NUR 460, students examine the experience of individuals and their families during acute episodes of complex or persistent illness. Students will have the opportunity to develop their ability to provide care using a family-centred approach while expanding on their ability to use interprofessional collaboration to deal with the complexities of illness. Current theory and research will be discussed that relates to the lived experience of complex and/or persistent illness. Students are encouraged to apply a theoretical understanding of illness to situations encountered in their clinical placements. Critical reflections on practice using patient and family narratives are encouraged. Classes are in lecture and seminar format and students have the opportunity to explore issues that arise from course readings and how they relate to clinical practice and concurrent Year 2 courses. In addition, all students participate in various simulation lab experiences. The goal of these sessions is to provide students with key content and the opportunity to practice nursing skills that are relevant to their clinical practice.
NUR 461Y	**Primary Health Care: Nursing Perspectives**

Course Code	Course Description
	NUR461 focuses on an examination of the multiple factors and processes that impact health and health care for individuals across the lifespan. Rather than situating health as the result of personal choice or individual behavior of clients and families, discussion in this course will focus on examining health and healthcare access as socially determined, including the complex contexts and everyday circumstances in which members of different social groups experience health and negotiate access to the mainstream healthcare system. Factors such as social class, income, gender, migration, race/ethnicity, ability/disability, and sexual orientation will be explored using social justice and intersectionality as organizing concepts to guide class discussions and assignments. Students will be introduced to the role of the community health nurse and how it is framed around the model of Primary Health Care and the Standards of Practice developed by the Community Health Nurses of Canada. This course introduces advanced theoretical and conceptual perspectives and is designed to provide students with clinical practice skills caring for individuals, families, and communities. Primary Health Care is positioned as a model for health care reform, and an organizing system for health care that supports partnership relationships, community activism and advocacy, facilitating access and equity, and capacity building. The dynamic role of nursing and the importance of practicing collaboratively with members of inter-professional health teams and diverse communities is emphasized. All students lead one group seminar with their peers, and everyone is encouraged to participate actively in seminar discussion and small group work. Students in all sections have the opportunity to develop and apply their knowledge in synchronous and asynchronous clinical learning activities.
NUR 470Y	**Integrative Nursing Practicum** The purpose of this course is to provide students with an opportunity to further develop their nursing knowledge and entry-level Registered Nurse competencies. The focus of practice will be on the integration of theoretical understandings from entry and senior-year courses to a selected clinical practice area under the supervision of a preceptor and faculty advisor. The course will also assist students with beginning to prepare for the registration exam (Next Generation NCLEX - NGN).

Appendix B: Guidelines for the Student Evaluation of Teaching in Courses

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.

Procedures for Course Evaluation

Timing: Normally, the course evaluation period for all undergraduate and graduate courses at Bloomberg Nursing takes place during the last two weeks of a course. During this window, students are invited to complete the evaluations on-line through a secure system.