# Table of Contents

Welcome:

- A message from the Nursing Faculty ................................................................. 3
- Mission Statement ......................................................................................... 4
- Philosophy of the BScN programs ................................................................. 4

Contacts

- Nursing Offices and Contacts ............................................................... 6
- Faculty in the School ................................................................................. 7

Nursing Programs

- BScN Honours degree programs ............................................................... 8
- Collaborative BScN Program .................................................................. 9
- 2nd Degree Entry Program ...................................................................... 16
- Post-RN Program .................................................................................... 21
- Internationally Educated Nurses Program ........................................... 24
- Enrolment for Fall/Winter 2008-2009 ...................................................... 28
- Course Descriptions of Nursing Required Courses and Nursing Electives 29

Academic Policies and Guidelines

- Professional Behaviour and Expectations .................................................. 38
- Transfer Credits ....................................................................................... 41
- Letter of Permission (LOP) ..................................................................... 41
- York Grading Standards .......................................................................... 42
- Progression and Graduation ..................................................................... 43
- Progression in Practice Courses ............................................................... 43
- Involuntary Withdrawal ........................................................................... 44
- Unsafe Practice in Practicum ................................................................. 44
- Involuntary Withdrawal from a Course .................................................. 45
- Repeating Courses .................................................................................. 45
- Withdrawing from Courses ..................................................................... 46
- Guidelines for Leave of Absence ............................................................. 46
- Late Assignments ..................................................................................... 46
- APA Guideline for Written/Scholarly Work ........................................... 47
- Missed Examinations: Deferred Standing .............................................. 47
- Review and Return of Final Examinations ............................................ 48
- Rewrites .................................................................................................. 48
- Release of Final Grades ......................................................................... 48
- Request for Grade Reappraisals .............................................................. 48
- Academic Honesty .................................................................................. 49
- Academic Petitions ................................................................................ 49
- Releasing Information about BScN students ......................................... 50
- Request for VISA Screen ........................................................................ 50
- Request for Temporary License ............................................................. 51

Practicum Policies and Guidelines

Students

- Roles and Responsibilities of Students ................................................... 52
- Clinical Preparedness Permit (CPP) ......................................................... 52
- Immunization ......................................................................................... 52
- Basic Cardiac life Support Certification ............................................... 53
- Police Check ........................................................................................ 53
- Respirator Fit Testing ............................................................................ 53
- Incident/Accident Report Form .............................................................. 53
- Practicum Attendance ........................................................................... 54
- Professional Appearance, Dress Code and Name Tags ............................ 54
- Documentation ...................................................................................... 54
- Required Equipment and Supplies ......................................................... 54
- Expenses ................................................................................................ 55
- Transportation ...................................................................................... 55
- Strikes .................................................................................................. 55
**York Campus**

**Forms**
- Acknowledgements and Undertakings (Collaborative, 2nd Degree Entry and IEN programs) ........70
- Incident/Accident Report ..................................................70
- Request for Practicum materials in student file ..................70
- Late Assignment Submission Form ........................................70
- Release of Information Form ...............................................70
- Request for VISA Screen Form ...........................................70
- Request for Temporary License Form ..................................70
- Request for Final Grade Reappraisal Form .........................70
- Undergraduate Academic Petition Form ...............................70
- Course Performance Summary Form .................................70

**York Campus**
- Frequently Used Websites .................................................71
- Direction to School of Nursing ...........................................72
- York University Building Acronyms .................................73

---

**Performance Review Process**
- Basis for Review ................................................................58
- Protocol for Issues Related to Practicum ............................58
- Progression ........................................................................59
- Unsafe Practice in Practicum ............................................59
- Involuntary Withdrawal ....................................................59
- Performance of Nursing Procedures and/or Acts ................59
- General Guidelines for Clinical Skills and Decision-Making ...59
- Approval for Delegated Controlled Acts, Advanced Nursing Skills, and Special Procedures ..........60

**Awards, Bursaries and Scholarships**
- School of Nursing Awards ................................................67
- External Awards for Nursing students ..............................67
- Faculty of Health Awards ..................................................68
- York University Nursing Awards/Prizes/Bursaries ..............68

**Nursing Organizations**
- Nursing Student Association at York (NASY) .......................69
- Canadian Nursing Students’ Association (CNSA) .................69
- Canadian Association of Schools of Nursing (CASN) ..........69
- College of Nurses of Ontario (CNO) ..................................69
- Registered Nurses’ Association of Ontario (RNAO) ..............69

**Resources Available to Students**
- Nursing Resource Centre (NRC) .......................................62
- Nursing Library ...............................................................64
- Stong College .................................................................64
- Computer Labs ...............................................................65
- Online Tutorials for students .............................................65
- Office of Persons with Disabilities ......................................65
- Counselling and Development Centre ...............................65
- Academic Advising ..........................................................66
- Health Plan .......................................................................66
- Security Services .............................................................66
- YU Card ...........................................................................66

---

**Table of Contents**

Sexual Harassment ........................................................................................................55
Dealing with Prejudice and discrimination .................................................................55

**Agreement**
- Practicum Agreement .......................................................55
- Work/Education Placement Agreement ................................56

---

**Acknowledgements and Undertakings (Collaborative, 2nd Degree Entry and IEN programs)**

---

**Academic Advising**

---

**Computer Labs**

---

**Counselling and Development Centre**

---

**Office of Persons with Disabilities**

---

**Nursing Resource Centre (NRC)**

---

**College of Nurses of Ontario (CNO)**

---

**Registered Nurses’ Association of Ontario (RNAO)**

---

**Canadian Association of Schools of Nursing (CASN)**

---

**External Awards for Nursing students**

---

**School of Nursing Awards**

---

**York University Nursing Awards/Prizes/Bursaries**

---

**York Campus**

---

**York University Building Acronyms**

---
Welcome: A Message from the Nursing Faculty

Collaborative BScN Students
Welcome to York University as the journey in the Collaborative BScN Program continues. The next two years will be enriching and the faculty look forward to supporting you in every way possible.

Post-RN BScN Students
School of Nursing at York University continues to offer the Post-RN BScN program to students who are already in this program. As of March 2009, this program was officially closed to new applicants.

2ND Degree Entry BScN Students
Welcome to the School of Nursing, York University. You are entering an exciting and innovative program. Students have come from varied backgrounds, and the faculty look forward to working with students as they move through this program together. The faculty here are very excited to greet you and support you towards graduation, and as a member of the nursing profession.

Internationally Educated Nurses BScN Students
Welcome to York University! The faculty are delighted that you have chosen to enter the BScN for IENs, a program designed to build on the knowledge and skill that you bring as you prepare to make the transition to nursing in Ontario. The faculty hope that this program will be an exciting and enriching experience for you. The faculty look forward to working together and supporting students in every way possible.
**Mission Statement**

The mission of the School of Nursing is to create a culture of caring that fosters life-learning and the development of human science-based nursing knowledge, research and practice. We honour and respect the unique lived experience of all people and their inner wisdom with regard to the processes of health, healing and quality of life. The partnerships seek to offer innovative, open, and flexible programs that are responsive to societal needs in diverse communities and to the current and future directions of the nursing profession.

**Philosophy of the BScN Program**

The philosophy of the Bachelor of Science in Nursing programs is broadly based in the human sciences. It draws upon multiple nursing theoretical perspectives that are consistent with the human sciences, such as Newman, Parse, Paterson & Zderad, Rogers, and Watson. Human science focuses on human experiences and the meanings, patterns, and themes that emerge in human living.

The schools’ programs are rooted in Nightingale and build on the Em Bevis and Jean Watson’s Caring Curriculum (2000) which sees Nursing as the knowledge and practice of human caring. Caring praxis is seen as practice that is informed by an ethos of caring.

This philosophy is lived within all aspects of the curriculum in terms of both process and content. What emerges is a curriculum that embraces individual uniqueness, multiple ways of knowing, creative expressions of nursing scholarship, and global consciousness. This is a distinct departure from conventional nursing curricula where an emphasis is placed, both implicitly and explicitly, on the bio-medical model, differential power relationships between nurses and patients (nurses as experts, patients as the receivers of the expertise), and objective measurable forms of knowledge as the exclusive source of knowing.

The key aspects of the philosophy are the relationship of human beings and their world, health and healing, nursing as a unique body of knowledge, and the teaching-learning process. These aspects of the philosophy will be discussed in the following sections.

**Human Beings and Their World**

Nursing as a discipline is concerned with human beings who live as individuals, families, groups, communities, and organizations in diverse, multicultural societies. The schools’ philosophy focuses on the idea that humans live inter-subjectively in relation with others and the world. Humans are meaning-makers and interpreters of their experiences. All humans have the capacity and right to make choices about their ways of living, their ways of learning, and their health. We believe that it is necessary to understand and critique the social, cultural, and political context of individual, group, community, and global health. This stance is needed to challenge systemic values, assumptions, and structures that limit possibilities for human health and healing. Humans live in and with the world, evolving in continuous mutual process. They experience living and create meaning from those experiences in unique ways. The experience of being human is expressed in holistic ways.

**Health and Healing**

Health and healing are constantly changing human expressions of ways of being that are lived and defined by those who are experiencing them. From this perspective, health and healing exists within all phases and circumstances of living, including illness and dying. Health and healing are unique expressions of harmony, balance, and wholeness within and between human beings and the world in which they live. This worldview includes respect for our planet which gives forth and sustains all life. The processes of living health and healing are opportunities for transcendence, transformation, and expanding consciousness of human beings and the world. Human health and healing are co-created through intentional caring-healing relationships between nurses and people.
Nursing
Nursing’s mission is the betterment of human and planetary life, both locally and globally, now and for the future. This mission is based on nursing being a unique body of theoretical, philosophical, and personal knowledge that is expressed through ways of being with humans as they journey through processes of living health and healing. The practice of nursing, based on this philosophy and informed by nursing science, is lived in caring relationships with persons, families, and communities. These relationships support and enhance health, healing, and quality of life. Nursing scholarship focuses on inquiry into the human experiences of health and healing, as well as the creative, integrative, and expressive forms of caring-healing enacted in nursing practice. Nursing knowledge and practice inform and shape each other. It is the synergistic effect that enables nurses to understand and significantly contribute to persons’ experiences of health and healing.

Sources of knowing in nursing are unbounded; that is to say that as unitary beings in relation, nurses draw on multiple sources of knowing including rational, empirical, theoretical, philosophical, personal, moral and ethical, intuitive, and transcendent. Caring nurses utilize these multiple sources of knowing to be with, witness, and co-create quality of life with clients, their families, and the community they serve.

Nursing is a self-regulated profession. Nurses are responsible and accountable for providing competent and ethical practice to their clients, the public, their colleagues, and themselves. Nurses have a professional responsibility to continuously seek to improve their practice through critical self-reflection, scholarship, research, and innovation.

Nurses have a professional and ethical responsibility to influence, advocate for, and support healthy public policy, institutional practices that promote quality of working life, and legislation that contributes to the health of nurses and humankind.

Teaching-Learning
Nurses value the limitless possibilities of learning. Learning is a life-long, often mysterious, dynamic process of personal and professional growth. It builds on prior experience, stimulates critical reflection, and fosters the (re)formulation of the meaning of experience through the creativity of imagining. It contributes to self-esteem, self-knowledge and choosing our possibilities. Teachers and learners as co-learners become partners in a collaborative learning process. A community of learners brings valuable knowledge and experience that is respected in the learning environment. Adults are capable of and have the right and responsibility to be self-directing learners.

Teaching/learning is a dynamic process of discovery through interaction and engagement which occurs in both formal and informal contexts that acknowledge multiple ways of knowing. Authentic caring through transpersonal relationships is vital to teaching/learning. Courageous teachers/learners embody the caring curriculum by supporting, encouraging, and valuing learners by believing in them and being truly present with them, thereby promoting trust, honesty, creativity, innovation, and meaning-making. With this in mind, approaches to teaching/learning include dialogue, modeling, practice, reflective thinking, and experiential group process. Formal learning is based on the principles of cooperative, anticipatory-innovative learning. These principles are designed to create a learning community that supports the strengths and learning needs of all learners. Teaching and learning processes enhance learners' ability to think critically and reflectively while finding pathways to new knowledge, freedom, and connectedness with each other. This may occur from both intended and unintended learning. A shared learning journey enables each person to find his/her own voice, nourish his/her soul, and be committed to life-long learning.
# Nursing Offices and Contacts

## Main Office (Reception)

<table>
<thead>
<tr>
<th>Tel:</th>
<th>Fax:</th>
<th>Email:</th>
<th>Website: <a href="http://www.yorku.ca/NURS">www.yorku.ca/NURS</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>416-736-5271</td>
<td>416-736-5714</td>
<td><a href="mailto:nursing@yorku.ca">nursing@yorku.ca</a></td>
<td><a href="http://www.yorku.ca/NURS">www.yorku.ca/NURS</a></td>
</tr>
</tbody>
</table>

**Office Hours:**
- Sep 1 – May 31: M-R 9:00-4:30, F 9:30-3:30
- June 1 – Aug 31: M-R 9:00-4:30, F 9:30-3:30

### Contact Information:
- **Falk-Rafael, Adeline**
  - Director
  - 313 HNES x77203
  - arafael@yorku.ca

- **McGregor, Alix**
  - Associate Director, Undergraduate
  - 318 HNES x3722

- **Pilkington, Beryl**
  - Associate Director, Research & Graduate
  - 348 HNES x30697
  - bpiliking@yorku.ca

- **Page-Cutrara, Karin**
  - Undergraduate Program Director
  - 2nd Entry Program
  - 324 HNES x3920
  - kcutrara@yorku.ca

- **Bradley, Pat**
  - Coordinator, Post-RN & IEN
  - Program
  - 335 HNES

- **McCauley, Dianne**
  - Undergraduate Program Director
  - Collaborative Program
  - 323 HNES x2068

### Other Offices:
- **Nursing Practicum Coordination Office (NPCO)**
  - Tel: 416-736-2100 x33176
  - Fax: 416-736-5714
  - Email: npco@yorku.ca
  - Website: [www.yorku.ca/NURS](http://www.yorku.ca/NURS)

**Office Hours:**
- Sep 1 – May 31: M-R 8:30-4:30, F 8:30-3:30
- June 1 – Aug 31: M-R 8:30-4:30, F 8:30-3:30

### Contact Information:
- **Marasco, Gina**
  - Manager
  - 306 HNES x21024
  - gmarasco@yorku.ca

- **St. Bernard, Jessie**
  - Practicum Coordinator – Sites
  - 317 HNES x20172
  - jstb@yorku.ca

- **Lax, Andrea**
  - Practicum Coordinator – Sites
  - 317 HNES x22763
  - alax@yorku.ca

### Other Offices:
- **Nursing Resource Centre (NRC)**
  - Tel: 416-736-2100 x33176
  - Fax: 416-736-5714
  - Email: nrc@yorku.ca
  - Website: [www.yorku.ca/NURS](http://www.yorku.ca/NURS)

**Office Hours:**
- Sep 1 – May 31: M-R 8:30-4:30, F 8:30-3:30
- June 1 – Aug 31: M-R 8:30-4:30, F 8:30-3:30

### Contact Information:
- **Shadlock, Kim**
  - Manager
  - 306 HNES x21025
  - shadlock@yorku.ca

- **Fowler, Amy**
  - Practicum Coordinator – Skills
  - 317 HNES x20594
  - afowler@yorku.ca

- **Disimone, Jennifer**
  - Practicum Coordinator – Skills
  - 317 HNES x22763
  - disimone@yorku.ca

### Other Offices:
- **Graduate Office**
  - Tel: 416-736-2100 x20362
  - Fax: 416-736-5714
  - Email: gradnurs@yorku.ca
  - Website: [www.yorku.ca/NURS](http://www.yorku.ca/NURS)

**Office Hours:**
- Sep 1 – May 31: M-R 8:30-4:30, F 9:30-3:30
- June 1 – Aug 31: M-R 8:30-4:30, F 9:30-3:30

### Contact Information:
- **Singh, Mina**
  - Graduate Program Director
  - 326 HNES x66439
  - minsingh@yorku.ca

- **Barnes, Anna**
  - Graduate Program Assistant
  - 336 HNES x20362
  - abarnes@yorku.ca

### Additional Contacts:
- **Attard, Anne**
  - Administrative Secretary
  - 301C HNES x3377
  - attard@yorku.ca

- **Burrell, Dragica**
  - Administrative Secretary
  - 301C HNES x77203
  - dragp@yorku.ca

- **Fry, Elizabeth**
  - Faculty Secretary
  - 301A HNES x20196
  - efry@yorku.ca

- **Duggan, Melody**
  - Faculty Secretary
  - 301A HNES x20844
  - melodyd@yorku.ca

- **Siinardi, Diana**
  - Receptionist, Enquiries Secretary
  - 301A HNES x55271
  - siinardi@yorku.ca
# Full-Time Faculty

<table>
<thead>
<tr>
<th>Name</th>
<th>Ext.</th>
<th>HNES</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASKIN, Susan</td>
<td>33534</td>
<td>350</td>
<td><a href="mailto:saskin@yorku.ca">saskin@yorku.ca</a></td>
</tr>
<tr>
<td>BAILEY, Annette</td>
<td>77129</td>
<td>354</td>
<td><a href="mailto:abailey@yorku.ca">abailey@yorku.ca</a></td>
</tr>
<tr>
<td>BRADLEY, Patricia</td>
<td>33182</td>
<td>355</td>
<td><a href="mailto:bradleyp@yorku.ca">bradleyp@yorku.ca</a></td>
</tr>
<tr>
<td>CHOINIERE, Jacqueline</td>
<td>30010</td>
<td>319</td>
<td><a href="mailto:jacchoin@yorku.ca">jacchoin@yorku.ca</a></td>
</tr>
<tr>
<td>COWAN, Regina</td>
<td>30457</td>
<td>308</td>
<td>n/a</td>
</tr>
<tr>
<td>CROZIER, Anne</td>
<td>23086</td>
<td>337</td>
<td><a href="mailto:crozier@yorku.ca">crozier@yorku.ca</a></td>
</tr>
<tr>
<td>DAISKI, Isolde</td>
<td>66616</td>
<td>344</td>
<td><a href="mailto:idaiski@yorku.ca">idaiski@yorku.ca</a></td>
</tr>
<tr>
<td>DASTJERDI, Mahdieh</td>
<td>31085</td>
<td>352</td>
<td><a href="mailto:dstjerd@yorku.ca">dstjerd@yorku.ca</a></td>
</tr>
<tr>
<td>DUFF, Diane</td>
<td>33896</td>
<td>338</td>
<td><a href="mailto:dduff@yorku.ca">dduff@yorku.ca</a></td>
</tr>
<tr>
<td>FALK-RAFAEL, Adeline</td>
<td>77203</td>
<td>313</td>
<td><a href="mailto:arafael@yorku.ca">arafael@yorku.ca</a></td>
</tr>
<tr>
<td>FOX, Mary</td>
<td>23088</td>
<td>343</td>
<td><a href="mailto:maryfox@yorku.ca">maryfox@yorku.ca</a></td>
</tr>
<tr>
<td>HARWOOD-LUNN, Lynne</td>
<td>21026</td>
<td>357</td>
<td><a href="mailto:llunn@yorku.ca">llunn@yorku.ca</a></td>
</tr>
<tr>
<td>JAMANI, Neemera</td>
<td>33556</td>
<td>329</td>
<td><a href="mailto:njamani@yorku.ca">njamani@yorku.ca</a></td>
</tr>
<tr>
<td>JEFFREY, Janet</td>
<td>66696</td>
<td>311</td>
<td><a href="mailto:jjeffrey@yorku.ca">jjeffrey@yorku.ca</a></td>
</tr>
<tr>
<td>JENSEN, Elsabeth</td>
<td>21023</td>
<td>325</td>
<td><a href="mailto:ejensen@yorku.ca">ejensen@yorku.ca</a></td>
</tr>
<tr>
<td>JOHNSTON, Nancy</td>
<td>30456</td>
<td>347</td>
<td><a href="mailto:johnston@yorku.ca">johnston@yorku.ca</a></td>
</tr>
<tr>
<td>JONAS-SIMPSON, Christine</td>
<td>21019</td>
<td>321</td>
<td><a href="mailto:jonasismp@yorku.ca">jonasismp@yorku.ca</a></td>
</tr>
<tr>
<td>KHANLOU, Nazilla</td>
<td>20166</td>
<td>345</td>
<td><a href="mailto:nkhanlou@yorku.ca">nkhanlou@yorku.ca</a></td>
</tr>
<tr>
<td>KILLIAN, Kyle</td>
<td>33922</td>
<td>310</td>
<td><a href="mailto:killian@yorku.ca">killian@yorku.ca</a></td>
</tr>
<tr>
<td>LEWIS, Sheila</td>
<td>22567</td>
<td>340</td>
<td>sheilalewis@rogers . com</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>Ext.</th>
<th>HNES</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>LUM, Lillie</td>
<td>20037</td>
<td>423</td>
<td><a href="mailto:lum@yorku.ca">lum@yorku.ca</a></td>
</tr>
<tr>
<td>MACDONALD, Kathleen</td>
<td>66351</td>
<td>341</td>
<td><a href="mailto:kathem@yorku.ca">kathem@yorku.ca</a></td>
</tr>
<tr>
<td>MACDONNELL, Judith</td>
<td>77515</td>
<td>322</td>
<td><a href="mailto:jmacdonn@yorku.ca">jmacdonn@yorku.ca</a></td>
</tr>
<tr>
<td>MAHEU, Christine</td>
<td>33939</td>
<td>329A</td>
<td><a href="mailto:cmaheu@yorku.ca">cmaheu@yorku.ca</a></td>
</tr>
<tr>
<td>McCauley, Dianne</td>
<td>20068</td>
<td>323</td>
<td><a href="mailto:mccauley@yorku.ca">mccauley@yorku.ca</a></td>
</tr>
<tr>
<td>McGregor, Alix</td>
<td>33722</td>
<td>318</td>
<td><a href="mailto:alixmccg@yorku.ca">alixmccg@yorku.ca</a></td>
</tr>
<tr>
<td>Mitchell, Gail</td>
<td>33897</td>
<td>349</td>
<td><a href="mailto:gailm@yorku.ca">gailm@yorku.ca</a></td>
</tr>
<tr>
<td>Mitchell, Mitzi</td>
<td>20069</td>
<td>356</td>
<td><a href="mailto:mitzim@yorku.ca">mitzim@yorku.ca</a></td>
</tr>
<tr>
<td>Moncrieff, Karen</td>
<td>20985</td>
<td>331</td>
<td><a href="mailto:moncrieff@yorku.ca">moncrieff@yorku.ca</a></td>
</tr>
<tr>
<td>Myrie, Zeneth</td>
<td>30012</td>
<td>320</td>
<td><a href="mailto:zenethm@yorku.ca">zenethm@yorku.ca</a></td>
</tr>
<tr>
<td>Nicholson, Mary Ellen</td>
<td>20071</td>
<td>312</td>
<td><a href="mailto:maryn@yorku.ca">maryn@yorku.ca</a></td>
</tr>
<tr>
<td>Page-Cutrara, Karin</td>
<td>33920</td>
<td>324</td>
<td><a href="mailto:kcutrara@yorku.ca">kcutrara@yorku.ca</a></td>
</tr>
<tr>
<td>Papaconstantinou, Efrosini</td>
<td>44970</td>
<td>312A</td>
<td><a href="mailto:efrosini@yorku.ca">efrosini@yorku.ca</a></td>
</tr>
<tr>
<td>Peisachovich, Eva</td>
<td>33931</td>
<td>353</td>
<td><a href="mailto:peva@yorku.ca">peva@yorku.ca</a></td>
</tr>
<tr>
<td>Pilking, Beryl</td>
<td>30697</td>
<td>345</td>
<td><a href="mailto:bpi@yorku.ca">bpi@yorku.ca</a></td>
</tr>
<tr>
<td>Robbio, Ruth</td>
<td>20070</td>
<td>332</td>
<td><a href="mailto:rr@yorku.ca">rr@yorku.ca</a></td>
</tr>
<tr>
<td>Ross, Grace</td>
<td>33528</td>
<td>351</td>
<td><a href="mailto:rossg@yorku.ca">rossg@yorku.ca</a></td>
</tr>
<tr>
<td>Sangiuliano, Nancy</td>
<td>33443</td>
<td>309</td>
<td><a href="mailto:nancys@yorku.ca">nancys@yorku.ca</a></td>
</tr>
<tr>
<td>Singh, Mina</td>
<td>66439</td>
<td>326</td>
<td><a href="mailto:minsingh@yorku.ca">minsingh@yorku.ca</a></td>
</tr>
<tr>
<td>Steele, Rose</td>
<td>40556</td>
<td>342</td>
<td><a href="mailto:rsteele@yorku.ca">rsteele@yorku.ca</a></td>
</tr>
<tr>
<td>Tregunno, Deborah</td>
<td>22037</td>
<td>355</td>
<td><a href="mailto:tregunno@yorku.ca">tregunno@yorku.ca</a></td>
</tr>
<tr>
<td>van Daalen, Cheryl</td>
<td>66691</td>
<td>346</td>
<td><a href="mailto:cvandaal@yorku.ca">cvandaal@yorku.ca</a></td>
</tr>
</tbody>
</table>

To contact our faculty, please dial 416-736-2100, and press the extension. Some faculty may have office hours posted on course outlines website: http://www.atkinson.yorku.ca/NURS/outlineWebsite.htm
The Bachelor of Science in Nursing BScN (Honours) program focuses on the development of the theoretical, scientific and philosophical knowledge of human caring. The role of nurses, through caring relationships, in promoting and preserving health and healing is emphasized through both theory and self-reflective practice. Graduates will be prepared to practise collaboratively in a variety of settings to enhance individual, family, community and global health.

There are four ways to obtain your BScN at York University

1. **Collaborative BScN program**
   For individuals with no previous nursing experience. Offered jointly with Seneca College or Georgian College - the first two years of the program will be completed at the college location of your choice; the final two years at York's Keele campus.

2. **2nd Degree Entry BScN program**
   For students with at least 60 university credits or a completed university degree.

3. **Post-RN BScN program**
   This is a program only available to Registered Nurses Please note: As of March 2009, this program was officially closed to new applicants.

4. **Post-RN BScN program for Internationally Educated Nurses**
   This is a program specifically designed for students who have nursing qualifications in their home jurisdictions.

Requirements for becoming a Nurse in Ontario

As of January 1, 2005, new applicants to the College of Nurses of Ontario must have a baccalaureate (bachelor) degree in nursing in order to meet the education requirement for registration as an RN.

To be eligible for registration as an RN, you need to complete a four-year bachelor’s degree in nursing from a community college-university collaborative program or a university. Once you have graduated, you need to apply to register with the College of Nurses of Ontario. To be eligible for registration, all applicants must meet seven requirements, which include passing the national nursing exam, having good character and being suitable to practise.

The seven requirements are:
- graduation from an accepted nursing program;
- evidence of recent safe nursing practice;
- successful completion of the Canadian Registered Nurse Examination or the Canadian Practical Nurse Registration Examination;
- fluency in written and spoken English or French;
- eligibility for registration in the jurisdiction where the nursing program was completed;
- proof of Canadian citizenship/permanent residency or legal authorization to work in Canada; and
- good character and suitability to practise.

(Excerpt from Standards of Care, College of Nurses of Ontario)

For details, please refer to http://www.cno.org.
This program is designed for students who have no previous nursing experience. In collaboration with Seneca and Georgian Colleges of Applied Arts and Technology, the first two years of the integrated four-year curriculum are completed at one of the College partners and the last two years are completed at York. Graduates receive a Bachelor of Science in Nursing (BScN) degree from York and will be eligible to write the certification examinations from the College of Nurses of Ontario in order to become a Registered Nurse.

**College Partners**

**Georgian College**
Nursing Program, Health Sciences
1 Georgian Drive
Barrie, Ontario, L4M 3X9
Tel: 705-728-1968
Fax: 705-722-5123
http://www.georgianc.on.ca/

**Seneca College**
Nursing, School of Health Sciences
13990 Dufferin Street
King City, Ontario, L7B 1B3
Tel: 416-491-5050
Fax: 905-833-3333
http://www.senecagc.on.ca/

**Minimum Admission Requirements:**
Applicants must have 6 Grade 12 (U) or (M) courses with a minimum of 75% cumulative grade average including:
- Grade 12 English: ENG4(U)
- Grade 12 Mathematics (U)
- Grade 12 Biology: SBI4(U)
- Grade 12 Chemistry: SCH4(U) OR Grade 12 Physics: SPH4(U)

Mature students (age 21 or older) must also submit proof of credits in the above subject list.

**Application Form:**
Submit your application through the Ontario Universities' Application Centre (OUAC).
http://www.ouac.on.ca/

**Supporting Documentation:**
Submit all supporting documentation and language proficiency test results (if required) to the Office of Admissions at York University.
http://www.yorku.ca/web/futurestudents/contact.html

**Transfer Credits:**
Notation is made on student York record/transcript of 30 credits for each of Year 1 and Year 2 successfully completed at a College Partner. Students that have taken previous university courses at the 3000 or 4000 level may be eligible for advanced standing for non-nursing electives. 2000 level or higher data analysis and statistics course may also be eligible for transfer credit for HH/NURS 2300 3.0.

Please refer to York policies regarding transfer credits: http://www.yorku.ca/scretariat/legislation/senate

**Length of program:**
Students complete the program in 4 years (full-time). Students will break from studies for Holidays (Thanksgiving, Christmas, etc). York's reading week in the winter term.
York-Seneca-Georgian Collaborative BScN Mission Statement

Our mission is to prepare graduates who contribute to creating a culture of caring that fosters life-long learning and the development of human science-based nursing knowledge, research and practice. Our collaborative partnership seeks to offer innovative, open, and flexible programs that are responsive to societal needs in diverse communities and to the current and future directions of the nursing profession.

York-Seneca-Georgian Collaborative BScN Program Statement

This program statement builds on and expands the York School of Nursing philosophy to express the uniqueness of the York-Seneca-Georgian collaborative BScN program. In addition to the philosophy’s tenets, we hold the following beliefs and assumptions:

• The program is broadly based in the human sciences, which focus on human experiences and the meanings and patterns that emerge in human living.
• Nurses use knowledge from nursing and other disciplines, including health and life sciences, to inform their caring practice.
• Human beings are irreducibly whole, manifesting dimensions of mind-body-spirit.
• Social, economic, physical, and political environments significantly influence human health and healing through what are commonly called “determinants of health.”
• Health and healing are integral to all aspects of human living, including the presence of disease, suffering, dying.
• Nursing practice involves the promotion of health and facilitation of healing through intentional caring-healing relationships with other human beings.
• Nursing practice is grounded in unique disciplinary knowledge that includes multiple ways of knowing, such as empirical, aesthetic, ethical, personal and emancipatory.
• Nursing scholarship focuses on inquiry into the human experiences of health and healing, as well as the expression of caring-healing enacted in nursing practice. Nursing knowledge and practice inform and shape each other in a synergistic expression of nursing praxis.
• Varied and diverse participative-learning approaches to teaching/learning support the strengths and learning needs of all learners. A shared learning journey enables each person to find his/her own voice, nourish his/her soul, and embrace lifelong learning.
• By embracing the tenets of the caring curriculum in classroom and practicum settings, we commit to supporting the professional growth necessary for attainment of the program’s goals and successful entry into the nursing workforce.

York-Seneca-Georgian BScN Program Level Goals for students admitted to the program Sept 2009 or later

NOTE: The level goals indicate the desired level students should have achieved by the end of years 1, 2, 3, and 4 of the program. The level goals are cumulative; i.e., each succeeding year builds on and incorporates the goals of previous levels. By the end of level 4, the students should have attained the program goals.

1. Be accountable to the public and practice within the professional standards of nursing.

1st Year Recognize an awareness of professional values, personal responsibility, and accountability to practice within current legislation and CNO Standards of Practice.

2nd Year Demonstrate accountability to the client and responsibility for personal and professional development.

3rd Year Demonstrate professional responsibility, accountability, and ethical comportment with others in education and practice settings.

4th Year Demonstrate accountability to the public by practicing in accordance with professional standards of nursing practice.
2. Enhance health and healing through synthesizing knowledge from nursing and other disciplines in understanding the lived experience of clients.

1st Year
Enhance health and healing in one or more stable individuals with health/self care needs, through applying knowledge from nursing and other disciplines while acknowledging the lived experience of self and others to guide assessments, care, and health promotion.

2nd Year
Enhance health and healing in providing safe and effective complex care for two or more individuals and/or families with multiple health/self care needs through applying knowledge from nursing and other disciplines while acknowledging the lived experiences of self and others to guide assessments, care, and health promotion.

3rd Year
Enhance health and healing in individuals, families, groups, communities and/or populations with complex health needs through applying knowledge from nursing and other disciplines while acknowledging the lived experiences of self and others to guide assessments, care, and health promotion.

4th Year
Enhance health and healing in individuals, families, groups, communities and/or populations through synthesizing knowledge from nursing and other disciplines while acknowledging the lived experiences of self and others to guide assessments, care, and health promotion.

3. Participate in the ongoing transformation and humanization of health care by incorporating multiple ways of knowing, evidence-informed care and critical-reflective practice.

1st Year
Demonstrate critical-reflective, client-centred care in simple clinical situations, using multiple ways of knowing in providing evidence-informed care.

2nd Year
Demonstrate critical-reflective, client-centred care in complex health situations and life transitions, using multiple ways of knowing and an evidence-informed approach in making practice decisions.

3rd Year
Demonstrate critical-reflective, client-centred care in complex professional and health care environments, integrating multiple ways of knowing and an evidence-informed approach in making practice decisions.

4th Year
Participate in the ongoing transformation and humanization of health care by incorporating multiple ways of knowing, evidence-informed care, and critical-reflective practice.

4. Commit to excellence in professional practice through lifelong learning.

1st Year
Recognize and value personal learning as a professional nurse.

2nd Year
Initiate personal and professional growth and development through critical and reflective thinking.

3rd Year
Act on a personal-professional career plan resulting in self-directed learning.

4th Year
Commit to excellence in professional practice through lifelong learning.

5. Establish and maintain collaborative relationships within nursing, the interprofessional team and the community.

1st Year
Initiate relationships by demonstrating respect for and being present with clients, nurses, and other health care providers.

2nd Year
Participate in the interprofessional team to provide care for individuals, groups, and families.

3rd Year
Establish collaborative interprofessional relationships in providing nursing care to individuals, families, groups, and communities.

4th Year
Establish and maintain collaborative relationships within nursing, the interprofessional team, and the community.
6. Demonstrate leadership for the advancement of the nursing profession in all domains of practice.

1st Year Recognize the image and the contribution of the nursing profession in society and undertake a leadership role in peer groups.

2nd Year Appreciate leadership in self and others when providing care to individuals and families.

3rd Year Demonstrate leadership through promoting a positive image of nursing when providing care to individuals, families, and communities.

4th Year Demonstrate leadership for the advancement of the nursing profession in all domains of practice.

7. Advocate for and support healthy organizational and public policy to promote health of individuals, families, groups, communities and global populations.

1st Year Identify situations where advocacy is indicated, exploring the influences of determinants of health on individuals’ health and wellness.

2nd Year Advocate for individuals, families, and groups, recognizing contextual influences on persons’ lived experiences within the health care system.

3rd Year Advocate for individuals, families, groups, and communities, recognizing the influence of public policy on health.

4th Year Advocate for and support healthy organizational and public policy to promote health of individuals, families, groups, communities and global populations

8. Provide culturally sensitive nursing care that honours human dignity, respects diversity, and embraces different ways of being.

1st Year Recognize diverse and cultural understandings of health and wellness in stable client situations and in the learning environment.

2nd Year Demonstrate an appreciation for diversity while using a client-centered approach in complex care situations.

3rd Year Provide culturally sensitive nursing care in promoting the health of diverse communities and populations.

4th Year Provide culturally sensitive nursing care that honours human dignity, respects diversity, and embraces different ways of being.

Program Goals
For students admitted to the York - Seneca, Georgian Collaborative BScN program prior to September 2009

The graduate of the program will:

1. be accountable to the public and responsible for practicing within the professional and ethical standards of nursing.
2. synthesize knowledge and understanding of the lived experiences of individuals, families, groups and global communities by establishing caring relationships to enhance health and healing.
3. reframe healthcare situations in context such that new possibilities for action arise by incorporating multiple ways of knowing, evidence-based practice, and reflective and critical thinking into relationships with others.
4. commit to excellence in professional practice through lifelong learning.
5. facilitate collaborative relationships in nursing, with the community and the interdisciplinary team.
6. demonstrate leadership in nursing practice.
7. advocate and support healthy organizational and public policy to promote health of individuals, families, groups, communities and global populations.
8. support the advancement of the nursing profession in various domains of practice.
Program Requirements

For Students Admitted to the Collaborative Program Prior to September 2009

120 credits including:

<table>
<thead>
<tr>
<th>From Year 1 &amp; 2 in College partner</th>
<th>60 credits</th>
<th>Successful completion of the first two years of the program at an approved collaborative program partner College of Applied Arts and Technology.</th>
</tr>
</thead>
</table>
| Major: 51 credits                 | 18 credits | HH/NURS 2300 3.0  
HH/NURS 3040 3.0  
HH/NURS 3050 3.0  
HH/NURS 3300 3.0  
HH/NURS 3400 3.0  
HH/NURS 3410 3.0 |
|                                  | 27 credits | HH/NURS 4100 3.0  
HH/NURS 4110 9.0  
HH/NURS 4111 3.0  
HH/NURS 4120 6.0  
HH/NURS 4130 6.0 |
|                                  | 6 credits  | HH/NURS 3xxx / 4xxx 3.0  
HH/NURS 3xxx / 4xxx 3.0 |
| Electives: 9 credits             | 9 credits  | 3000 level or higher (outside Nursing) |

Upper-Level Requirement:
The above courses must include 57 credits at the 3000 level or above, with at least 18 credits at the 3000 level, 27 credits at the 4000 level: and 15 credits at the 3000 or 4000 level.

Residency Requirement:
At least 30 credits not used toward another academic program are to be taken at York University. Half the major credits must be taken through Faculty of Health.

Practica:
NURS 4110 9.0, NURS 4111 3.0, NURS 4120 6.0 and NURS 4130 6.0 have a practicum component which is graded as “pass/fail”.
A grade of “pass” must be achieved for the practicum component in order to receive a grade for the theoretical component of the course. If the grade for the practicum component is “fail” then the overall final course grade is “F”.

Graduation:
Successful completion of program requirements with a minimum cumulative grade point average of 5.0 (C+) including a minimum grade of 4.0 (C) in all courses used in the major.
For Students Admitted to the Collaborative Program September 2009 or Later

<table>
<thead>
<tr>
<th>From Year 1 &amp; 2 in College partner</th>
<th>60 credits</th>
<th>Successful completion of the first two years of the program at an approved collaborative program partner College of Applied Arts and Technology.</th>
</tr>
</thead>
</table>
| Year 3 & 4 at York University | 12 credits | HH/NURS 3514 3.0  
HH/NURS 3515 3.0  
HH/NURS 3524 6.0 |
|                                   | 30 credits | HH/NURS 4516 3.0  
HH/NURS 4525 6.0  
HH/NURS 4526 6.0  
HH/NURS 4527 9.0  
HH/NURS 4528 3.0  
HH/NURS 4546 3.0 |
|                                   | 6 credits  | HH/NURS 3xxx / 4xxx 3.0  
HH/NURS 3xxx / 4xxx 3.0 |
| In addition, Students must complete a minimum of 6 Credits as follows: | 6 credits  | HH/PSYC 2021 3.0 or HH/KINE 2050 3.0,  
Plus SC/BIOL 2900 3.0 |
| Electives: 6 credits             | 6 credits  | 3000 level or higher (outside Nursing) |

**General Education Requirement:**
Note: Students who have been granted 60 credits for successful completion of the first two years of the program at an approved collaborative program partner College of Applied Arts and Technology will be deemed to have fulfilled the following General Education Requirements for the Collaborative BScN Program.
A minimum of 12 credits as follows:
- Six credits in Humanities (HUMA) at the 1000 or 2000 level
- Six credits in Social Science (SOSC) at the 1000 or 2000 level or Modes of Reasoning (MODR) at the 1000 level

In addition, Students must complete a minimum of 6 credits as follows:
HH/PSYC 2021 3.0 or HH/KINE 2050 3.0,
Plus SC/BIOL 2900 3.0

**Practica:**
HH.NURS 3524 6.0, HH/NURS 4525 6.0, HH/NURS 4526 6.0, HH/NURS 4527 9.0 have a practicum component. Students need to pass both the classroom and practical components in order to pass the course. If the grade for the practicum component is “fail” then the overall final course grade will be “F”.

**Required Courses Outside the Major:**
A minimum of credits outside nursing at the 3000 level or higher.

**Upper-Level Requirement:**
A minimum of 54 credits must be taken at the 3000 level or above, including at least 30 credits at the 4000 level.

**Residency Requirement:**
A minimum of 30 course credits, and at least half (50 per-cent) of the course credits required in the major must be taken at York University.

**Graduation:** All graduates must complete a total of at least 120 credits with a minimum overall cumulative grade point average of 5.0 (C+), including a minimum grade of 4.0 (C) in all Nursing (NURS) courses.
## Course Sequence

### YEAR 3

<table>
<thead>
<tr>
<th>FALL (15 credits)</th>
<th>WINTER (15 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HH/NURS 2300 (3 credits) &lt;br&gt;Development of Self as Nurse: Understanding &amp; Interpreting Quantitative Data Analysis in Nursing Research</td>
<td>HH/NURS xxxx Nursing elective (3 credits) at 3000 level or above</td>
</tr>
<tr>
<td>HH/NURS 3040 (3 credits) &lt;br&gt;Development of Self as Nurse: Knowledge of Nursing</td>
<td>HH/NURS 3050 (3 credits) &lt;br&gt;Development of Self as Nurse: Leadership and Change for Professional Practice</td>
</tr>
<tr>
<td>HH/NURS 3300 (3 credits) &lt;br&gt;Development of Self as Nurse: Research and Inquiry</td>
<td>non-Nursing elective (3 credits) at 3000 level or above</td>
</tr>
<tr>
<td>HH/NURS 3400 (3 credits) &lt;br&gt;Development of Self as Nurse: Ethical Ways of Knowing and Caring in Nursing</td>
<td>HH/NURS 4120 (6 credits) &lt;br&gt;Health and Healing: Community as Partner OR</td>
</tr>
<tr>
<td>HH/NURS 3410 (3 credits) &lt;br&gt;Health and Healing: Enacting Caring Through Competence in Nursing Praxis</td>
<td>HH/NURS 4130 (6 credits) &lt;br&gt;Health and Healing: Living Client-Centred Care</td>
</tr>
</tbody>
</table>

**SUMMER**

Must have completed all third year courses before taking summer courses as part of Year 4 course load.

3 credits 3000-level or higher elective Nursing elective and/or up to 6 credits 3000-level or higher non-Nursing elective (may be two 3-credit courses or one 6-credit course)

### YEAR 4

<table>
<thead>
<tr>
<th>FALL (maximum 21 credits)</th>
<th>WINTER (minimum 12 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HH/NURS 4100 (3 credits) &lt;br&gt;Health and Healing: Global Context of Nursing</td>
<td>HH/NURS 4110 (9 credits) &lt;br&gt;Integrated Practicum (full time clinical practice with shift and weekend work)</td>
</tr>
<tr>
<td>HH/NURS 4120 (6 credits) &lt;br&gt;Health and Healing: Community as Partner OR</td>
<td>HH/NURS 4111 (3 credits) &lt;br&gt;Health &amp; Healing: Integrated Nursing Science Theory</td>
</tr>
<tr>
<td>HH/NURS 4130 (6 credits) &lt;br&gt;Health and Healing: Living Client-Centred Care</td>
<td></td>
</tr>
<tr>
<td>HH/NURS xxxx (3 credits) &lt;br&gt;3000-levels or higher Nursing elective</td>
<td></td>
</tr>
<tr>
<td>Non-Nursing elective (6 credits) &lt;br&gt;3000-level or higher</td>
<td></td>
</tr>
</tbody>
</table>
The 2nd Degree Entry BScN program has been developed in response to an increasing demand for nursing programs which build on prior university learning. It is designed and intended for students with no previous nursing experience. It is available to students who have completed a minimum of 60 credits towards any university degree and who meet the program pre-requisites. As with other programs in the School of Nursing, the 2nd Degree Entry program reflects a unique teaching approach that focuses on cultivating human relationships. This patient-centred approach answers a growing demand for nurses that respect patient’s values and choices about health and quality of life. It recognizes that every patient has a personal story.

Within the program, teachers and students are partners in a dynamic and responsive collaborative process of discovery. Through dialogue, modeling, practice, reflective thinking, and experiential group process, we create a diverse community of learners that encourages each student to find their own voice. We encourage you to question and critically think about conventional assumptions and practices to help you gain the insights and skills that will prepare you to contribute to the evolution of health care in Canada.

Graduates of this and other programs in the School of Nursing at York will be well qualified in a wide range of nursing areas including institutional and community settings, public health promotion, education and program development in the rapidly growing health services and management sector. The program offers the building blocks that will prepare you to assume roles as practice leaders, educators and/or managers.

**Eligibility**

To be eligible for this program, applicants must have completed a minimum of 60 credits at a recognized university prior to admission (equivalent to at least ten (10) university full courses), with a cumulative grade point average of at least a C+ (5.0 on the York Scale) and a B (6.0) average in the last 30 credits.

**Admissions Criteria**

Of the 60 or more credits completed, the following must be included at the 1000 or above level:

- 6 credits in psychology (equivalent to 1 full or 2-half courses)
- 6 credits in Human Anatomy and Physiology OR 3 credits in Human Anatomy and 3 credits in Human Physiology (1 full or 2-half courses).
- 3 credits in Statistics (1-half course).
- 3 credits in Microbiology* (1-half course)
- 3 credits in Philosophy (1-half course)
- 3 credits in Humanities (e.g. English, arts, history, literature, religion, philosophy, classics, drama) (1-half course)
- Student must have completed 9 credits at the 3000 (year three) level. This can be accounted for by any course completed at the 3000 level including those identified above.

* York offers a microbiology course titled *Microbiology for Nurses* (SC/BIOL 2900 3.0) through the Biology Department. Non-York students may take this course (pending space availability) as visiting/non-degree students to meet the program criteria. Please follow link for information about visiting student status at York:
  
  http://www.yorku.ca/web/futurestudents/requirements/visiting.html

**Application Submission and Deadline**

Applicants must submit their applications to the Ontario University Admission Centre (OUAC) (http://www.ouac.on.ca). Transfer of credits will be reviewed by the Office of Admission at York. York students who wish to transfer into the program should contact School of Nursing at 416-736-2100 ext. 30011 or e-mail: degree2@yorku.ca.

Please check the application deadline on our website (http://www.yorku.ca/health/nurs/programs.2nddeg.html).
Length of Program
By studying in the concentrated and continuous six-term program, students complete the program in two calendar years and will graduate in the fall after the second summer term. Students will break from studies for Holidays (Thanksgiving, Christmas, etc), and York's Reading Weeks in October and February.

Admissions
Meeting minimum requirements does not ensure admission to the program. Students who are provided with conditional admission status must satisfy these conditions as outlined prior to the start of the program. Applicants who fail to meet conditions will not be permitted to start the program and/or will be de-enrolled. Students enrolled in another BScN program at York are not permitted to transfer into the 2nd Degree Entry program.

Internationally Educated Applicants
Students who have studied outside of Canada and the United States are subject to the same criteria noted above and must have completed their studies at a recognized university at least at the Bachelor's degree level.

Nursing License Requirements
To practice nursing in Canada, all graduates of a BScN program must complete and pass a registration exam. Registration and the designation of the title Registered Nurse (RN) is regulated in Ontario by the College of Nurses of Ontario (CNO). To qualify to write the licensing exam graduates must provide proof of Canadian Citizenship, permanent resident status, or authorization under the Immigration and Refugee Protection Act (Canada) to practice nursing. For more details please visit the CNO website at: www.cno.org.

Program Requirements
150 credits including:

<table>
<thead>
<tr>
<th>Transfer Credits:</th>
<th>60 credits</th>
<th>Completed at a recognized university prior to admission</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nursing</td>
<td>78 credits</td>
<td></td>
</tr>
<tr>
<td>NURS 1900 6.0</td>
<td>NURS 3300 3.0</td>
<td>NURS 4000 3.0</td>
</tr>
<tr>
<td>NURS 1950 3.0</td>
<td>NURS 3400 3.0</td>
<td>NURS 4100 3.0</td>
</tr>
<tr>
<td>NURS 1960 3.0</td>
<td>NURS 3410 3.0</td>
<td>NURS 4120 6.0</td>
</tr>
<tr>
<td>NURS 2900 6.0</td>
<td>NURS 3900 6.0</td>
<td>NURS 4900 9.0</td>
</tr>
<tr>
<td>NURS 2930 3.0</td>
<td>NURS 3910 6.0</td>
<td>NURS 4901 3.0</td>
</tr>
<tr>
<td>NURS 2950 3.0</td>
<td>NURS 3950 3.0</td>
<td></td>
</tr>
<tr>
<td>NURS 2960 3.0</td>
<td>NURS 3960 3.0</td>
<td></td>
</tr>
<tr>
<td>outside Nursing</td>
<td>6 credits</td>
<td></td>
</tr>
<tr>
<td>SC/CHEM 1550 3.0</td>
<td>SC/ CHEM 2550 3.0</td>
<td></td>
</tr>
<tr>
<td>Electives:</td>
<td>6 credits</td>
<td>3000 level or higher (Nursing)</td>
</tr>
</tbody>
</table>

Upper-Level Requirement:
The above courses must include 57 credits at the 3000 level or above, with at least 24 credits at the 4000 level.

Residency Requirement:
At least 30 credits not used toward another academic program are to be taken at York University. Half the major credits must be taken through Faculty of Health.
**Practica:**
NURS 1900 6.0, NURS 2900 6.0, NURS 3900 6.0, NURS 3910 6.0 and NURS 4120 6.0 have a practicum component that is evaluated as "Pass" or "Fail". If an evaluation of "Fail" is earned for the practicum component then the overall final course grade will be "F".

NURS 3910 6.0 is a split course with two practicum components that are each evaluated as "Pass" or "Fail". If an evaluation of "Fail" is earned for either practicum component, then the overall final course grade will be "F".

The final integrated practicum experience, NURS 4900 9.0, is evaluated as "Credit/No Credit". Students must successfully complete both NURS 4900 9.0 and NURS 4901 3.0 concurrently in order to be recognized with a passing grade or credit in either course.

**Transfer Credits**
Students receive a maximum of 60 transfer credits towards the credits required to complete the program for course completed at the university level. Transfer credits/course exclusions are not available for any course in the 2nd degree entry program (with the exception of CHEM 1550 3.00). Students who wish to be assessed for course credit exemption for this course must apply on admission through the Office of Admission at York.

**Graduation:**
Successful completion of program requirements with a minimum cumulative grade point average of 5.0 (C+) including a minimum grade of 4.0 (C) in all nursing courses used in the major.

**Courses that can be taken on a Letter of Permission (LOP)**
All major required courses must be taken at York University. Electives may be taken at another university on Letter of Permission. The minimum grade required by York for credit for elective taken at another university on LOP is "C" or 60%.

**Program Goals**
The graduate of the program will demonstrate leadership in Nursing by:
1. Committing to professional self-regulation and accountability to the public through the provision of competent, safe, and ethical nursing practice, which is consistent with professional standards.
2. Synthesizing new knowledge from nursing science and other relevant fields with previous learning, and combining both with an understanding of the lived experience of individuals, families, groups, and communities to enhance health and healing.
3. Incorporating multiple ways of knowing, evidence-based practice, reflective thinking, and critical inquiry to inform clinical decision-making in partnership with clients and interdisciplinary healthcare team members.
4. Committing to excellence in professional practice through lifelong learning and service to the public.
5. Facilitating collaborative relationships with clients (including individuals, families, groups, and communities), nursing colleagues, and the interdisciplinary healthcare team.
6. Advocating for and supporting healthy organizational and public policy to promote health of individuals, families, groups, communities and global populations.
7. Supporting the advancement of the nursing profession in various domains of practice.
8. Providing culturally sensitive nursing care that honours human dignity, respects diversity, and embraces different ways of being.
9. Communicating effectively with client populations, nursing colleagues, and members of the interdisciplinary healthcare team to provide relationship-centred nursing care.

**Level Goals**
Following completion of Term III (Fall), the student will:
1. Understand professional self-regulation, demonstrate accountability and responsibility with clients and others within the educational and practice settings.
2. Enhance health and healing by applying and integrating knowledge from nursing science and other relevant fields with previous learning, and combining both with an understanding of the lived experience of self and others.
3. Understand and incorporate multiple ways of knowing, reflective thinking, and critical inquiry to inform practice and decision-making in partnership with clients and interdisciplinary healthcare team members.
4. Demonstrate the ability to act on personal-professional learning plan through practice of critical and reflective thinking.
5. Establish and engage in collaborative interdisciplinary relationships clients (including individuals, families, groups, and communities), nursing colleagues, and the interdisciplinary healthcare team.
6. Appreciate the need and advocate for healthy organizational and public policy to promote health of individuals, families, groups, communities and global populations.
7. Recognize and appreciate the need to advance the nursing profession in various domains of practice.
8. Demonstrate an understanding and awareness of cultural and other forms of diversity using a client-centered approach and apply knowledge of culturally sensitive nursing care that honours human dignity, respects diversity, and embraces different ways of being.
9. Understand communication in complex situations and apply effective communication skills and strategies with client populations, nursing colleagues, and members of the interdisciplinary healthcare team to provide relationship-centered nursing care.
Course Sequence:

First Year

Content in year one of the program focuses on foundational studies/topics in nursing practice. Students begin with studies in the areas of health and assessment skills, professional development and issues, knowledge of nursing, thinking, communicating and relating in the context of nursing, applied pathophysiology, complexities of communicating, and ethical ways of knowing.

Students will examine these areas across the developmental life space from infant to adult to elders. Students will also explore these concepts in relation to the individual and varying levels of groups (family, intra and interdisciplinary, community, global). In addition to these courses, students will also complete courses in biochemistry and pharmacology.

Clinical practice in the first year will help students develop their praxis throughout the continuum of health experiences persons may face. Students begin with nursing praxis in the context of wellness across the lifespan and partner with clients to maintain and enhance wellness. They then continue on to examining and enacting client-centered care within the context of caring for individuals and families in their homes and rehabilitative settings as they strive to achieve or re-establish personal health states. Lastly students will engage in praxis in complex care settings as persons and families deal with acute and chronic health challenges.

### YEAR 1

<table>
<thead>
<tr>
<th>FALL</th>
<th>WINTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>HH/NURS 1900 (6 credits) Health &amp; Healing: Nursing in the Context of Wellness</td>
<td>HH/NURS 2900 (6 credits) Health &amp; Healing: Nursing in The Context of Client Centered Care</td>
</tr>
<tr>
<td>HH/NURS 1950 (3 credits) Development of Self as Nurse: Foundations of Nursing: Thinking, Communicating and Relating</td>
<td>HH/NURS 2950 (3 credits) Development of Self as Nurse: Introduction to Professional Issues</td>
</tr>
<tr>
<td>HH/NURS 1960 (3 credits) Development of Self as Nurse: Introduction to Nursing Knowledge</td>
<td>HH/NURS 2960 (3 credits) Health &amp; Healing: Applied Pathophysiology - Elementary Concepts</td>
</tr>
<tr>
<td>HH/NURS 2930 (3 credits) Health &amp; Healing: Health Assessment</td>
<td>SC/CHM 2550 (3 credits) Pharmacology for Health Sciences</td>
</tr>
<tr>
<td>SC/CHM 1550 (3 credits) Introductory Biochemistry for Nurses</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SUMMER</th>
</tr>
</thead>
<tbody>
<tr>
<td>HH/NURS 3400 (3 credits) Development of Self as Nurse: Ethical Ways of Knowing &amp; Caring in Nursing</td>
</tr>
<tr>
<td>HH/NURS 3410 (3 credits) Health &amp; Healing: Caring Through Competence in Nursing Praxis</td>
</tr>
<tr>
<td>HH/NURS 3900 (6 credits) Health &amp; Healing: Nursing in the Context of Health Challenges</td>
</tr>
<tr>
<td>HH/NURS 3950 (3 credits) Development of Self as Nurse: Communicating and Relating In Complex Situations</td>
</tr>
</tbody>
</table>
Second Year

In the second year of the program, students will further their professional development and begin to explore additional layers of complexity in nursing practice with courses focusing on nursing research and inquiry, the use of evidence as it relates to practice, nursing in a global context, and nurses as change agents and innovators.

Clinical praxis will continue with the exploration of nursing in the context of human vulnerability and diversity. Student will focus on partnering with and integrating client-centredness in community settings. In preparation for independent practice after graduating, students will undertake 12 continuous weeks of clinical practice that offers students the opportunity to integrate learning from all nursing courses and engage in deliberate praxis.

<p>| YEAR 2 |</p>
<table>
<thead>
<tr>
<th>FALL</th>
<th>WINTER</th>
</tr>
</thead>
</table>
| **HH/NURS 3300** (3 credits)  
Development of Self as Nurse: Nursing Research & Inquiry | **HH/NURS 4000** (3 credits)  
Development of Self as Nurse: Innovator & Change Agent |
| **HH/NURS 3910** (6 credits)  
Health & Healing: Nursing in the Context of Child and Mental Health Care | **HH/NURS 4100** (3 credits)  
Health & Healing: Global Context of Nursing |
| **HH/NURS 3960** (3 credits)  
Health & Healing: Theory Guided Evidence Based practice | **HH/NURS 4120** (6 credits)  
Health & Healing: Community as Partner |
| **HH/NURS Elective** (3 credits) | **HH/NURS Elective** (3 credits) |

**SUMMER**

**HH/NURS 4900** (9.0) Health & Healing: Integrated Nursing Science Practicum  
**HH/NURS 4901** (3.0) Health & Healing: Integrated Nursing Science Theory
This program is for Registered Nurses who hold a current certificate of Registration with the Colleges of Nurses of Ontario and who wish to upgrade their professional knowledge and credentials. In this Honours program, you will take courses related to two central nursing themes: Health and Healing and Development of Self.

Through a ‘praxis’ approach that recognizes your practical experience, the program blends in-class theoretical discussions with clinical work. This approach serves both to broaden your knowledge as well as emphasize the value of the lived experience of clients and health care practitioners.

In one component of the program, you will choose from one of three thematic courses Global Context, the Canadian Health Care System or Current Professional Issues that will provide you with a solid foundation in contemporary issues in health and healing. As a graduate, you will be well qualified to pursue a variety of professional and educational challenges, and many of our graduates subsequently pursue graduate level studies in the field of Nursing.

Eligibility

To be eligible for admission to this program, you must:

- hold a current Certificate of Registration from the College of Nurses of Ontario
- have an overall grade point average of 6.0 (B) from a community college (or equivalent) program for graduation dates within 10 years of application, OR an overall grade point average of 5.0 (C+) from a community college or hospital school of nursing (or equivalent) program for graduation dates longer than 10 years prior to application.

Please Note:
As of March 2009, this program was officially closed to new applicants.

Transfer Credits

Students in the Post-RN program are granted 60 transfer credits towards the credits required to complete the program for completing a nursing diploma and holding a current Certificate of Registration as a Registered Nurse with the College of Nurses of Ontario. To retain these credits students must continue to hold current registration status for the duration of their studies. Post-RN students may also receive credit for post-diploma College courses/certificates.

NOTE: not all credits may necessarily be applied towards the program of study. Post-diploma courses/certificates completed con-currently with the program or during an inactive period of study are not eligible for transfer credit.

Please refer to York policies regarding transfer credit at: http://www.yorku.ca/secretariat/legislation/senate/
Program Requirement

120 credits including:

<table>
<thead>
<tr>
<th>Transfer Credits:</th>
<th>60 credits</th>
<th>For current Certificate of Competence as Registered Nurse from the College of Nurses of Ontario</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major:</td>
<td>39 credits</td>
<td>HH/NURS 2300 3.0 HH/NURS 2730 3.0 HH/NURS 3010 3.0 HH/NURS 3020 3.0 HH/NURS 3130 3.0 HH/NURS 3300 3.0 HH/NURS 3400 3.0 HH/NURS 3770 3.0 OR HH/NURS 3720 3.0 OR HH/NURS 3960 3.0 HH/NURS 4100 3.0 OR HH/NURS 4710 3.0 OR HH/NURS 4750 3.0 HH/NURS 4120 6.0 HH/NURS 4150 6.0</td>
</tr>
<tr>
<td>Electives: 21 credits</td>
<td>6 credits</td>
<td>3000 level or higher (outside Nursing)</td>
</tr>
<tr>
<td></td>
<td>6 credits</td>
<td>3000 level or higher (inside or outside Nursing)</td>
</tr>
<tr>
<td></td>
<td>9 credits</td>
<td>4000 level (inside or outside Nursing)</td>
</tr>
</tbody>
</table>

Upper-Level Requirement:
The above courses must include 54 credits at the 3000 level or above, with at least 24 credits at the 4000 level.

Residency Requirement:
At least 30 credits not used toward another academic program are to be taken at York University. Half the major credits must be taken through Faculty of Health.

Practica:
NURS 4120 6.0 has a practicum component. If the grade for the practicum component is “Fail”, then the overall final course grade will be “F”.

NURS 4150 6.0 is graded as “Credit/No Credit”. Successful completion of the practicum course, as indicated by achieving a credit, is a requirement in the BScN program.

Graduation:
Successful completion of program requirements with a minimum cumulative grade point average of 5.0 (C+) including a minimum grade of 4.0 (C) in all courses used in the major.
Course Sequence

This program is a part-time program and students take courses as they choose, one at a time or several in a semester. Given that the basic 60 transfer credits account essentially for Years 1 and 2 of a 120-credit, 4-year honours program, Post-RN students are, in effect, completing Years 3 and 4 of the program. However, the layout of this program into Years 3 and 4 is, in part, arbitrary (although sequencing may be dictated by the prerequisites of particular courses). Students will have individualized study plans.

<table>
<thead>
<tr>
<th>YEAR THREE</th>
</tr>
</thead>
<tbody>
<tr>
<td>HH/NURS 2300 3.0 (3 credits) Development of Self as Nurse: Understanding and Interpreting Quantitative Data Analysis in Nursing Research</td>
</tr>
<tr>
<td>HH/NURS 2730 3.0 (3 credits) Health Assessment*</td>
</tr>
<tr>
<td>HH/NURS 3010 3.0 (3 credits) Development of Self as Nurse: Nature of Nursing Knowledge</td>
</tr>
<tr>
<td>HH/NURS 3300 3.0 (3 credits) Development of Self as a Nurse: Nursing Research &amp; Inquiry</td>
</tr>
<tr>
<td>3 credits 3000-level or above elective inside* or outside of Nursing - can be two 3-credit courses</td>
</tr>
<tr>
<td>HH/NURS 3020 3.0 (3 credits) Development of Self as Nurse: Concepts of Human Healing OR HH/NURS 3730 3.0 (3 credits) Application of Conceptual Models of Nursing</td>
</tr>
<tr>
<td>HH/NURS 3130 3.0 (3 credits) Health &amp; Healing: Promoting Health &amp; Healing with Individuals &amp; Families</td>
</tr>
<tr>
<td>HH/NURS 3770 3.0 (3 credits) Leadership Development Part 1 OR HH/NURS 3720 3.0 (3 credits) Nurses as Teachers &amp; Learners OR HH/NURS 3960 3.0 (3 credits)</td>
</tr>
<tr>
<td>HH/NURS 3400 3.0 (3 credits) Development of Self as Nurse: Ethical Ways of Knowing and Caring in Nursing</td>
</tr>
<tr>
<td>3 credits 3000-level or above elective inside* or outside of Nursing - can be two 3-credit courses</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR FOUR</th>
</tr>
</thead>
<tbody>
<tr>
<td>HH/NURS 4100 3.0 (3 credits) Health and Healing: Global Context of Nursing OR HH/NURS 4710 3.0 (3 credits) Canadian Health Care System OR HH/NURS 4750 3.0 (3 credits) Current Issues for Health Care Professionals</td>
</tr>
<tr>
<td>HH/NURS 4120 6.0 (6 credits) Health &amp; Healing: Community as Partner</td>
</tr>
<tr>
<td>6 credits 3000-level or above elective outside of Nursing - can be two 3-credit courses</td>
</tr>
<tr>
<td>HH/NURS 4150 6.0 (6 credits) Advanced Nursing Science Practicum</td>
</tr>
<tr>
<td>9 credits 4000-level elective inside or outside of Nursing - can be three 3-credit courses</td>
</tr>
</tbody>
</table>

Please refer to page 29 for course descriptions.
Post-RN BScN Program for Internationally Educated Nurses (IEN)

Program Coordinator: Pat Bradley
Tel: 416-736-2100
ext. 33182
bradleyp@yorku.ca

Program Assistant: Heather Maunder
Tel: 416-736-2100,
ext. 30009
Email: ien@yorku.ca

In March 2005, York University’s School of Nursing introduced an exciting program designed to prepare Internationally Educated Nurses (IEN) to practice in Ontario. This program is designed specifically for residents of Ontario who were Registered Nurses in their home country but who have not met the educational requirements to be eligible to write the registration exam in Ontario.

Eligibility
To be eligible for admission to this program, you must:

• be an Ontario resident (landed immigrant, convention refugee, or Canadian Citizen)
• be a licensed Registered Nurse in your home jurisdiction
• have been evaluated by the College of Nurses of Ontario (http://www.cno.org/) as possessing an education at least equivalent to a diploma level
• successfully complete all 3 courses in the Conditional Term 1 (NURS 3901, NURS 3902, WRIT 3900) with a minimum average of C+. Successful completion of Term 1 removes the conditional acceptance to the program and you continue Term 2.

Information Sessions
Information sessions for students interested in applying for the BScN for IEN program will be held each Summer semester. For more information, please visit our website or contact Heather Maunder at 416-736-2100, extension 30009 for the schedule of upcoming dates.

Application and Deadline
To apply for the next intake of the IEN program, applicant must complete an application form and submit it to the address below. Please download the form from the Office of Admissions website: http://www.yorku.ca/web/futurestudents/pdf/UnderGrad_App.pdf.

Office of Admissions,
Bennett Centre for Student Services
99 Ian Macdonald Blvd
York University
4700 Keele Street
Toronto, Ontario, Canada M3J 1P3

Application deadline will be during the fall semester.

Length of Program
The program is 20 months in length with 5 consecutive terms. Initially students will be conditionally admitted to the Conditional Term 1 of the program. Successful completion of all 3 courses in the Conditional Term 1, with a minimum average of C+, removes the conditional acceptance to the program and the student completes the following 4 term

York University Internationally Educated Nurses (IEN)
BScN Mission Statement

Our mission is to prepare graduates who contribute to creating a culture of caring that fosters life-long learning and the development of human science-based nursing knowledge, research and practice. This program honours and builds on the educational and experiential knowledge of nurses who practiced as Registered Nurses in their own countries before immigrating to Canada but who require additional educational requirements for registration in Ontario.
York University IEN BScN Program Statement

This program statement uniquely articulates the York School of Nursing philosophy as it relates to the IEN program. The program is rooted in Nightingale and the Bevis-Watson Caring Curriculum (2000), which holds that the knowledge and practice of nursing is caring from a human science perspective. These underpinnings manifest themselves in a curriculum that embraces individual uniqueness and diversity, multiple ways of knowing, creative expressions of scholarship, and global consciousness. In addition to the tenets of the School’s philosophy, we hold the following beliefs and assumptions:

- The program is broadly based in the human sciences, which focus on human experiences and the meanings and patterns that emerge in human living.
- Nurses use knowledge from nursing and other disciplines, including health and life sciences, to inform their caring practice.
- Human beings are irreducibly whole, manifesting dimensions of mind-body-spirit.
- Social, economic, physical, and political environments significantly influence human health and healing through what are commonly called “determinants of health.”
- Health and healing are integral to all aspects of human living, including the presence of disease, suffering, dying.
- Nursing practice involves the promotion of health and facilitation of healing through intentional caring-healing relationships with other human beings.
- Nursing practice is grounded in unique disciplinary knowledge that includes multiple ways of knowing, such as empirical, aesthetic, ethical, personal and emancipatory.
- Nursing scholarship focuses on inquiry into the human experiences of health and healing, as well as the expression of caring-healing enacted in nursing practice. Nursing knowledge and practice inform and shape each other in a synergistic expression of nursing praxis.
- Varied and diverse participative-learning approaches to teaching/learning support the strengths and learning needs of all learners. A shared learning journey enables each person to find his/her own voice, nourish his/her soul, and embrace lifelong learning.
- By embracing the tenets of the caring curriculum in classroom and practicum settings, we commit to supporting the professional growth necessary for attainment of the program’s goals and successful entry into the nursing workforce.

Level Goals
Following completion of Term III (Fall), the student will:

1. Understand professional self-regulation, demonstrate accountability and responsibility with clients and others within the educational and practice settings.
2. Enhance health and healing by applying and integrating knowledge from nursing science and other relevant fields with previous learning, and combining both with an understanding of the lived experience of self and others.
3. Understand and incorporate multiple ways of knowing, reflective thinking, and critical inquiry to inform practice and decision-making in partnership with clients and interdisciplinary healthcare team members.
4. Demonstrate the ability to act on personal-professional learning plan through practice of critical and reflective thinking.
5. Establish and engage in collaborative interdisciplinary relationships clients (including individuals, families, groups, and communities), nursing colleagues, and the interdisciplinary healthcare team.
6. Appreciate the need and advocate for healthy organizational and public policy to promote health of individuals, families, groups, communities and global populations.
7. Recognize and appreciate the need to advance the nursing profession in various domains of practice.
8. Demonstrate an understanding and awareness of cultural and other forms of diversity using a client-centered approach and apply knowledge of culturally sensitive nursing care that honours human dignity, respects diversity, and embraces different ways of being.
9. Understand communication in complex situations and apply effective communication skills and strategies with client populations, nursing colleagues, and members of the interdisciplinary healthcare team to provide relationship-centered nursing care.

Program Goals
The graduate of the program will demonstrate leadership in Nursing by:

1. Committing to professional self-regulation and accountability to the public through the provision of competent, safe, and ethical nursing practice, which is consistent with professional standards.
2. Synthesizing new knowledge from nursing science and other relevant fields with previous learning, and combining both with an understanding of the lived experience of individuals, families, groups, and communities to enhance health and healing.
3. Incorporating multiple ways of knowing, evidence-based practice, reflective thinking, and critical inquiry to inform clinical decision-making in partnership with clients and interdisciplinary healthcare team members.
4. Committing to excellence in professional practice through lifelong learning and service to the public
5. Facilitating collaborative relationships with clients (including individuals, families, groups, and communities), nursing colleagues, and the interdisciplinary healthcare team.
6. Advocating for and supporting healthy organizational and public policy to promote health of individuals, families, groups, communities and global populations.
7. Supporting the advancement of the nursing profession in various domains of practice.
8. Providing culturally sensitive nursing care that honours human dignity, respects diversity, and embraces different ways of being.
9. Communicating effectively with client populations, nursing colleagues, and members of the interdisciplinary healthcare team to provide relationship-centred nursing care.

Program Requirements

120 credits including:

<table>
<thead>
<tr>
<th>Transfer Credits: 60 credits</th>
<th>successful completion of diploma equivalent education</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HH/NURS 2300 3.0</td>
</tr>
<tr>
<td></td>
<td>HH/NURS 2731 6.0</td>
</tr>
<tr>
<td></td>
<td>HH/NURS 3010 3.0</td>
</tr>
<tr>
<td></td>
<td>HH/NURS 3130 3.0</td>
</tr>
<tr>
<td></td>
<td>HH/NURS 3300 3.0</td>
</tr>
<tr>
<td></td>
<td>HH/NURS 3400 3.0</td>
</tr>
<tr>
<td></td>
<td>HH/NURS 3770 3.0</td>
</tr>
<tr>
<td></td>
<td>HH/NURS 3901 3.0</td>
</tr>
<tr>
<td></td>
<td>HH/NURS 3902 3.0</td>
</tr>
<tr>
<td></td>
<td>HH/NURS 4120 6.0</td>
</tr>
<tr>
<td></td>
<td>HH/NURS 4131 6.0</td>
</tr>
<tr>
<td></td>
<td>HH/NURS 4150 6.0</td>
</tr>
<tr>
<td></td>
<td>HH/NURS 4710 3.0</td>
</tr>
<tr>
<td></td>
<td>HH/NURS 4910 3.0</td>
</tr>
<tr>
<td></td>
<td>AK/WRIT 3900 3.0</td>
</tr>
<tr>
<td></td>
<td>AK/ADMS 3740 3.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Major Requirement: 60 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HH/NURS 4120 6.0</td>
</tr>
<tr>
<td>HH/NURS 4131 6.0</td>
</tr>
<tr>
<td>HH/NURS 4150 6.0</td>
</tr>
<tr>
<td>HH/NURS 4710 3.0</td>
</tr>
<tr>
<td>HH/NURS 4910 3.0</td>
</tr>
<tr>
<td>AK/WRIT 3900 3.0</td>
</tr>
<tr>
<td>AK/ADMS 3740 3.0</td>
</tr>
</tbody>
</table>

Upper-Level Requirement:
The above courses include 54 credits at the 3000 level or above, with at least 24 credits at the 4000 level.

Residency Requirement:
At least 30 credits not used toward another academic program are to be taken at York University. Half the major credits must be taken through Faculty of Health.

Practica:
NURS 2731 6.0, NURS 4120 6.0, and NURS 4131 6.0 have practicum components. If the grade for the practicum component is “Fail” then the overall final course grade will be “F”.

In addition, NURS 4150 6.0 is a theory and practicum course and is graded as “Pass/Fail”. Successful completion of the practicum course, as indicated by achieving credit, is a requirement in the BScN program.
Graduation:
Requires successful completion the Faculty’s degree and program requirements. A minimum cumulative grade point average of at least 5.0 (C+) including no grade less than 4.0 (C) in all courses used in the major.

Course Sequence
Students start in January of each year and are admitted to the program conditionally. In order to continue in the program beyond the first term, the student must receive an overall Grade Point Average of “C+” in the 9.0 credits in Term 1.

After successfully completing Term 1, students will continue in the IEN BScN program spanning four more terms of full-time study. Over the course of this program, students will have the opportunity to learn more about nursing and health care in Canada through lectures, laboratory work, and clinical practicum experiences. To learn more about each term, please follow the timetables below.

<table>
<thead>
<tr>
<th>Term 1 (Winter) Conditional Admittance</th>
</tr>
</thead>
<tbody>
<tr>
<td>HH/NURS 3901 3.0 Pharmacotherapeutics for Nursing in Ontario</td>
</tr>
<tr>
<td>HH/NURS 3902 3.0 Providing Culturally Competent Care</td>
</tr>
<tr>
<td>AK/WRIT 3900 3.0 Writing for Nurses</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term 2 (Summer)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HH/NURS 2731 6.0 Health Assessment and Application</td>
</tr>
<tr>
<td>HH/NURS 3010 3.0 Nature of Nursing Knowledge</td>
</tr>
<tr>
<td>HH/NURS 3400 3.0 Ethical Ways of Knowing and Caring in Nursing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term 3 (Fall)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HH/NURS 3130 3.0 Promoting Health and Healing with Individuals and Families</td>
</tr>
<tr>
<td>HH/NURS 4131 6.0 Client Centered Care in the Canadian Context (theory &amp; clinical)</td>
</tr>
<tr>
<td>HH/NURS 4710 3.0 Canadian Health Care System</td>
</tr>
<tr>
<td>HH/NURS 2300 3.0 Understanding and Interpreting Quantitative Data Analysis in Nursing Research</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term 4 (Winter)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HH/NURS 3300 3.0 Development of Self as Nurse: Research and Inquiry</td>
</tr>
<tr>
<td>HH/NURS 4120 6.0 Health &amp; Healing: Community as Partner (theory &amp; clinical)</td>
</tr>
<tr>
<td>HH/NURS 3770 3.0 Leadership Development: Part 1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term 5 (Summer)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HH/NURS 4150 6.0 Advanced Nursing Science Practicum</td>
</tr>
<tr>
<td>HH/NURS 4910 3.0 Introduction to Child &amp; Mental Health Nursing Care in Ontario</td>
</tr>
<tr>
<td>AK/ADMS 3740 3.0 Health &amp; Aging</td>
</tr>
</tbody>
</table>

Please refer to page 29 for course descriptions.
Enrolment for Fall/Winter 2009-2010

Before Classes Begin (September, 2009)

☐ Attend the School of Nursing Orientation in September. Check time and location on Nursing website. This is mandatory to all in-coming Year 3 Collaborative students, and Year 1 2nd Degree Entry students. Students in the Internationally Educated Nurses program begin in January.

☐ Ensure that all components of the Clinical preparedness Permit (CPP) are complete and up-to-date. These need to be assessed and stamped by the Nursing Practicum Coordination Office (NPCO). Students who do not have their CPP properly stamped will not be allowed to go to clinical placement.

☐ Check the School of Nursing website regularly for further information and notices.

☐ Apply for financial assistance through OSAP. More information is available on the web under Current Students / Money Matters / OSAP.

Once Classes Begin, Reminder to:

☐ Arrive early on the first day of classes to allow time to locate your classroom.

☐ Check the School of Nursing website and your York email account regularly for further information and notices.

☐ Sign up for learning skills workshops offered through the Counselling and Development Centre.

☐ Sign up for essay tutoring through the Writing Support Centre.

☐ Check the official examination schedule on the web when posted, under Current Students / Courses and Enrolment / Exams.

☐ If you require further information about your program of study, make an advising appointment with the Undergraduate Program Director or the Coordinator of your program. Academic advising is also available through the Faculty of Health, Office of Student and Academic Services is located on the ground floor of HNES Building, 416.650.8100.
Course Descriptions

SC/CHEM 1550 3.0 Biochemistry for Nurses
An introductory course in chemistry as applied to the nursing profession. Provides an overview of the basic chemical and biochemical concepts relevant to the understanding and promotion of human health and wellness.

HH/NURS 1900 6.0
Health & Healing: Nursing in the Context of Wellness
Introduces students to the foundation of nursing practice through classroom, laboratory, and practicum settings. A wellness focus frames exploration of lifespan issues. Introduces nursing therapeutics through theory and practice of the fundamental healing arts.

HH/NURS 1950 3.0
Development of Self as Nurse: Foundations Of Nursing: Thinking, Communicating, and Relating
Introduces students to the discipline of nursing by exploring its evolution, key concepts, processes and obligations. With reference to selected nursing theorists and caring concepts and using experiential learning activities, this course aims to strengthen thinking, communicating and relating in nursing.

HH/NURS 1960 3.0
Development of Self as Nurse: Introduction to the Knowledge of Nursing
Introduces students to the unique nature of nursing knowledge, explores nursing theoretical perspectives, and multiple patterns of knowing. Clarifies relationships between nursing theoretical works and practice (praxis).

HH/NURS 2300 3.0
Development of Self as Nurse: Understanding and Interpreting Quantitative Data Analysis in Nursing Research
Introduces the concepts of quantitative data analysis within the context of nursing research. Focuses on understanding and interpreting research results through examination of nursing research. Examines the fit between research purpose and results, and results and implications for nursing practice.

Recommendation: NURS 2300 3.0 be completed prior to or concurrently with NURS 3300 3.0.

SC/CHEM 2550 3.0 Pharmacology
An introduction to the general principles of pharmacotherapeutics, pharmacokinetics and pharmacodynamics.

Prerequisites:
SC/CHEM 1550 3.00 or SC/BIOL 2020 4.00 or SC/BCHM 2020 4.00.

HH/NURS 2720 3.0
Perspectives on Health and Health Promotion
The focus of this course is on concepts and theories related to health and health promotion for individuals, groups, populations and communities including an emphasis on strategies for encouraging health promoting behaviours.

HH/NURS 2730 3.0
Health Assessment
An overview of the theory and skills of health assessment with emphasis on the individual. The clinical component of this course provides for guided practice in performing assessments.

HH/NURS 2731 6.0
Health Assessment and Application
An overview of the theory and skills of health assessment with emphasis on the individual. The clinical component of this course provides for guided practice in performing assessments and will be demonstrated in laboratory and clinical practice environments.

HH/NURS 2900 6.0
Health & Healing: Nursing in the Context of Client Centered Care
Examines and enacts client-centred care within the context of caring for individuals and families within their home and rehabilitative settings. Develops an understanding of the experience of illness and healing practices in which clients are the leaders of their care.

Prerequisites:

Corequisites:
NURS 2950 3.0, NURS 2960 3.0, SC/CHEM 2550 3.0.

HH/NURS 2930 3.0
Health & Healing: Health Assessment
Provides an overview of the theory and skills of health assessment with emphasis on the individual. Prepares a practitioner who can evaluate persons with varying health concerns.

HH/NURS 2950 3.0
Development of Self: Introduction to Professional Issues
Introduces professional issues and trends through inquiry into professional responsibility, individual accountability; the roles of professional associations, unions, and regulation. Develops an awareness of the socio-political and economic issues affecting nursing and health care.
HH/NURS 2960 3.0  
Health & Healing: Applied Pathophysiology  
Focuses on pathophysiological concepts essential to understanding major disease processes across the lifespan. Emphasizes specified pathological conditions affecting the functioning of body systems and the recognition of clinical manifestations. Integrates knowledge from nursing with the physical, social, and behavioral sciences.

Prerequisites:  
NURS 1900 3.0, SC/CHEM 1550 3.0.

Corequisites:  
SC/CHEM 2550 3.0, NURS 2900 3.0.

HH/NURS 3010 3.0  
Development of Self as Nurse: Nature of Nursing Knowledge  
Examines the nature of nursing knowledge. Students critically reflect on the historical, socio-political and philosophic forces influencing nursing knowledge. A variety of conceptual models of nursing are explored as well as their utility for practice.

NURS 3010 3.0 plus NURS 3020 3.0 are equivalent to NURS 3700 6.0.

Course credit exclusion: NURS 3700 6.0 (prior to Summer 1997).

HH/NURS 3020 3.0  
Development of Self as Nurse: Concepts of Human Healing  
Focuses on the acquisition of knowledge and appreciation of the mystery and awe of human healing from the perspective of the human science paradigm. Using methods of concept development, students explore healing concepts and their relationships to nursing theory and practice.

It is strongly recommended that students complete NURS 3010 3.0 (post-RN) or NURS 3110 3.0 (collaborative) prior to or concurrently with NURS 3020 3.0. Note: NURS 3010 3.0 plus NURS 3020 3.0 are equivalent to NURS 3700 6.0.

Course credit exclusion: NURS 3700 6.0 (prior to Summer 1997).

HH/NURS 3040 3.0  
Development of Self as Nurse: Knowledge of Nursing  
Focuses on the development of nursing knowledge including philosophic, conceptual and theoretical perspectives. Students examine personal and professional paradigms to explore the relationship between paradigms, models and theories of nursing practice.

HH/NURS 3050 3.0  
Development of Self as Nurse: Leadership and Change for Professional Practice  
Explores concepts and processes related to professionhood, leadership and change in nursing and health care organizations. Develops understanding of the socio-political context and explores professional obligation, responsibility and accountability. Analyzes leadership and change strategies to enhance professional practice.

Course credit exclusions:
NURS 3000 3.0 and NURS 4000 3.0.

HH/NURS 3130 3.0  
Health and Healing: Promoting Health and Healing with Individuals and Families  
Philosophies and theories of health promotion and healing are critically examined. Students explore the meaning of health promotion with individuals in families, within a caring-healing perspective.

Course credit exclusion:  
NURS 3030 3.0 (prior to Summer 2002).

HH/NURS 3130 3.0  
Health and Healing: Promoting Health and Healing with Individuals and Families  
Philosophies and theories of health promotion and healing are critically examined. Students explore the meaning of health promotion with individuals in families, within a caring-healing perspective.

Course credit exclusion:
NURS 3030 3.0 (prior to Summer 2002).

HH/NURS 3130 3.0  
Health and Healing: Promoting Health and Healing with Individuals and Families  
Philosophies and theories of health promotion and healing are critically examined. Students explore the meaning of health promotion with individuals in families, within a caring-healing perspective.

Course credit exclusion:
NURS 3030 3.0 (prior to Summer 2002).

HH/NURS 3130 3.0  
Health and Healing: Promoting Health and Healing with Individuals and Families  
Philosophies and theories of health promotion and healing are critically examined. Students explore the meaning of health promotion with individuals in families, within a caring-healing perspective.

Course credit exclusion:
NURS 3030 3.0 (prior to Summer 2002).

HH/NURS 3240 3.0  
Electronic Data Systems: an analytical examination of human caring and technology  
Students explore a range of clinical electronic data systems (EDS) and evaluate their impact on nursing practice and patient/client outcomes. The EDS is evaluated using legal and ethical standards and best practice guidelines for care planning and documentation with clinical cases. Note: Students will need basic computer skills.

Course credit exclusion:
AK/HH/HLST 3310 3.0.

HH/NURS 3300 3.0  
Development of Self as Nurse: Research and Inquiry  
Explores the research basis of nursing practice. Research methods, including qualitative and quantitative approaches are examined along with methods of analysis. Students develop the ability to critique nursing research and to use research in practice.

Prerequisite:  
NURS 2300 3.0 or for students with equivalent preparation. NURS 2300 3.0 may also be taken concurrently.

HH/NURS 3320 3.0  
Qualitative Inquiry & Critical Appraisal  
Provides an understanding of qualitative research and critical appraisal. Focus is on knowledge and skill...
acquisition regarding critique of published qualitative research. Participation in qualitative research within current student and workplace roles is also a focal point.

Prerequisites:
NURS 2300 3.0, NURS 3300 3.0

HH/NURS 3400 3.00
Development of Self as Nurse: Ethical Ways of Knowing and Caring in Nursing

Focuses on an in-depth examination of applied ethical and moral problems, issues and implications in everyday clinical nursing practice. Explores ethical decision making models and moral reasoning relevant to nursing care of clients and their families across the life span. Note: Open only to students in the BScN program, or by permission of the undergraduate director.

HH/NURS 3410 3.0
Health and Healing: Enacting Caring Through Competence in Nursing Praxis

Promotes praxis by synthesizing the theory and practice of complex nursing care with multiple ways of being, knowing and doing in nursing. Serves as a pivotal juncture between the “Development of Self as Nurse” and “Health and Healing” curricular threads.

HH/NURS 3500 3.0
Program Evaluation in Health Care: Part I

A blend of theory and practice that provides students with an understanding of the concepts and implementation of program evaluation in health care. Students develop the ability to critique program evaluation reports and develop a proposal to evaluate a program.

Prerequisite:
For BScN students NURS 3300 3.0 or NURS 2700 6.0. All other students AK/ADMS 2300 6.0 Course credit exclusions: AK/ADMS 3130Q 3.0, NURS 4500 3.0.

HH/NURS 3600 3.0
Patterns in the Health Experience of Older Persons

Explores theories and practices related to health experiences of older persons. Students will examine their construction of nursing praxis in a variety of social environments by engaging in relationships with older persons through a variety of modalities.

Prerequisites:
NURS 3010 3.0 or NURS 3040 3.0.

HH/NURS 3700 3.0
Transcultural Nursing

Focuses on in-depth exploration and application of transcultural nursing principles in multicultural nursing care across the life span. Students critically reflect on cultural assessment. The relationship between culture, lived experience of health, health and healing practices is explored.

HH/NURS 3710 3.0
Nurses’ Experience in Healthcare Environments

Explores the lived experience of nurses in diverse healthcare settings. Through reading, dialogue, writing, on-site classes and guest conversations, students will transform their understanding of the experience of working in healthcare reform environments in which stories intermingle.

HH/NURS 3720 3.0
Nurses as Teachers and Learners

Provides an opportunity to explore multiple theoretical perspectives on teaching and learning within the context of nursing. Collaborative and post-RN nursing students will experience and critique various teaching/learning modalities available to promote learning, health and healing with clients and peers.

Prerequisites:
For students in the collaborative BScN program: NURS 3040 3.0. For students in the Post-RN program: NURS 3010 3.0.

Course credit exclusions:
NURS 4720 3.0, NURS 3790D 3.0 (prior to Summer 2003), NURS 4790D 3.0 (prior to Summer 2003).

HH/NURS 3730 3.0
Lived Praxis in Nursing

Students will apply knowledge of conceptual models in nursing. The students’ experiences serve as the context for exploring and understanding how conceptual models guide both traditional and complementary caring-healing modalities found in practice.

Prerequisite:
For students in the collaborative BScN program: NURS 3040 3.0. Course credit exclusion: NURS 3790A 3.0 (prior to Summer 2003).

HH/NURS 3740 3.0
Health Care Planning for Communities

This course provides a theoretical and methodological background for health problem analysis and program/service planning at the community and regional levels.

Course credit exclusion:
AK/ADMS 3130K 3.0.

HH/NURS 3760 3.0
Embracing Child Rights and Child/Youth Centredness in Canadian Nursing

Enables nurses to develop a model of nursing practice which values child rights and which partners with children and youth. Child/youth centred nursing is
explained within the context of children's lived experiences, Canadian Nursing Ethics and Child Rights.

Prerequisites:
For students in the collaborative BScN program: NURS 3040 3.0 and NURS 3300 3.0. For students in the Post-RN program: NURS 3010 3.0 and NURS 3300 3.0.

Course credit exclusions:
NURS 4760 3.0, NURS 4790G 3.0 (prior to Summer 2003).

HH/NURS 3770 3.0
Leadership Development: Part I

This course focuses on nursing management roles and functions, organizational structure and processes and the management of human resources in a variety of health care settings.

Prerequisites:
For students in the collaborative BScN program, NURS 3040 3.0. For students in the Post-RN program, NURS 3010 3.0.

HH/NURS 3900 6.0
Health & Healing: Nursing in the Context of Health Challenges

Integrates the theoretical and practice components of nursing in the context of health challenges. Through classroom and clinical practicum, students expand their knowledge of the therapeutic role of nursing in situations of complex care.

Prerequisites:
NURS 1900 6.0, NURS 2900 6.0, NURS 2930 3.0

HH/NURS 3901 3.0
Pharmacotherapeutics for nursing in Ontario

Emphasizes the particulars of therapeutics used in the Canadian health care context. Focuses on pharmacology and specific nursing therapeutic regimens. Examines essential clinical content necessary for safe and competent nursing practice.

Open to students admitted to the Qualifying Pre-Session of the Post-RN BScN degree for Internationally Educated Nurses only.

HH/NURS 3902 3.0
Providing Culturally Competent Care

Focuses on professional issues necessary for transition to the Canadian workplace. Social, political, and regulatory issues central to nursing in Ontario will be augmented with opportunities to be mentored in the healthcare workplace. Supports preparation of culturally competent practitioners.

Open to students admitted to the Qualifying Pre-Session of the Post-RN BScN degree for Internationally Educated Nurses only.

HH/NURS 3910 6.0
Health & Healing: Nursing in the Context of Child and Mental Health Care

Involves a critical examination of the concept of human vulnerability and its implications for pediatric and mental health nursing practice. Integrates current theory drawn from both within and outside of nursing with opportunities for clinical application through practicum placements.

Prerequisite:
NURS 3900 6.0.

Corequisite:
NURS 3950 3.0.

HH/NURS 3950 3.0
Health & Healing: Nursing in the Context of Child and Mental Health Care

Involves a critical examination of the concept of human vulnerability and its implications for pediatric and mental health nursing practice. Integrates current theory drawn from both within and outside of nursing with opportunities for clinical application through practicum placements.

Prerequisite:
NURS 3900 6.0.

Corequisite:
NURS 3950 3.0.

HH/NURS 3960 3.0
Health & Healing: Theory Guided Evidence-Based Practice

Provides and overview and evaluation of strategies to critique and facilitate the use of evidence relating to practice within the context of different nursing theories. Examines the role of nursing knowledge, ways of knowing, and patient preference in defining evidenced-based practice.

Prerequisite:
NURS 1960 3.0 or NURS 3040 3.0 or NURS 3010 3.0

Corequisite:
NURS 3300 3.0.

HH/NURS 4000 3.0
Development of Self as Nurse: Innovator and Change Agent

Focuses on the dynamics of nursing and health care with a view to identifying opportunities for change and innovation. Students acquire knowledge and skills associated with change, innovation, entrepreneurship, consulting and leadership.

Prerequisites:
For students in the collaborative program: NURS 3040 3.0, NURS 3300 3.0, NURS 3400 3.0.
For students in the Post-RN program: NURS 3010 3.0, NURS 3300 3.0, NURS 3400 3.0.

HH/NURS 4100 3.0
Health and Healing: Global Context of Nursing
Focuses on global issues and trends related to present and future scenarios of human and planetary health. Caring, the central concept in nursing, is explored within the global context. Nurses' roles, responsibilities and actions are examined in relation to the promotion of global health.

Prerequisites:
For students in the collaborative program: NURS 3040 3.0, NURS 3300 3.0; NURS 3400 3.0.
For students in the Post-RN program: NURS 3010 3.0, NURS 3300 3.0, NURS 3400 3.0.

HH/NURS 4110 9.0
Integrated Practicum
Intensive practice experience in a variety of traditional and non-traditional nursing settings. Students integrate learning from all nursing courses and engage in deliberative praxis. The practicum experience is 432 hours.

Prerequisites:
For students in the Collaborative program: NURS 3040 3.0, NURS 3300 3.0, NURS 3400 3.0, NURS 3410 3.0.
For students in the Post-RN program: NURS 3010 3.0, NURS 3300 3.0, NURS 3400 3.0.

HH/NURS 4111 3.0
Health & Healing: Integrated Nursing Science Theory
Synthesizes previous knowledge to help students articulate a framework for professional and clinical practice and apply to an intensive practice experience in a variety of traditional and non-traditional nursing settings.

Prerequisites:
Successful completion of HH/NURS 2300 3.00, HH/NURS 3040 3.00, HH/NURS 3050 3.00, HH/NURS 3300 3.00, HH/NURS 3400 3.00, HH/NURS 3410 3.00, HH/NURS 4100 3.00, HH/NURS 4120 3.00, HH/NURS 4130 3.00, 6 additional credits at the 3000 or 4000 level in nursing, 9 additional credits at the 3000 or above level outside of nursing.

Corequisite: HH/NURS 4110 9.00.

Notes: Students must successfully complete both HH/NURS 4110 9.00 and HH/NURS 4111 3.00 concurrently in order to be recognized with a passing grade or credit in either course.

HH/NURS 4120 6.0
Health and Healing: Community as Partner
This course focuses on the community as partner. The student develops knowledge and skills related to caring for the community. The roles, concepts, and theories of community health and healing will be compared, analyzed, and applied in practice. A practicum of 144 hours over the semester provides opportunity for praxis.

Prerequisites:
For Collaborative students: NURS 3040 3.0, NURS 3300 3.0, NURS 3400 3.0, NURS 3410 3.0.
For Post-RN students: NURS 3010 3.0, NURS 3020 3.0, NURS 3300 3.0, NURS 3130 3.0, NURS 3300 3.0, or NURS 2700 6.0, or AK/ADMS 2300 6.0.
For Post-RN Integrated NP students: NURS 3010 3.0, NURS 3400 3.0, NURS 3130 3.0 and NURS 3300 3.0, or NURS 2700 6.0, or AK/ADMS 2300 6.0.

Course credit exclusion:
NURS 4140 6.0 (prior to Summer 2005).

HH/NURS 4130 3.0
Health and Healing: Living Client-Centred Care
Examines and enacts the emerging paradigm of client-centred care, in which clients are respected as the leaders of their care. Students experience and critique how health care cultures are reflected in practice with individuals and families in complex care situations.

Prerequisite:
NURS 3410 3.0
Course credit exclusions: NURS 4130 6.00, NURS 3790B 3.0 (prior to Summer 2003).

HH/NURS 4130 6.0
Health and Healing: Living Client-Centred Care
Examines and enacts the emerging paradigm of client-centred care, in which clients are respected as the leaders of their care. Students experience and critique how health care cultures are reflected in practice with individuals and families in complex care situations. This course has a clinical practicum of 12 hours per week, graded as pass, fail. The grade of pass must be achieved for the practicum component in order to receive a grade for the theoretical component of the course. If the grade for the practicum component is fail then the overall final course grade is F.

Prerequisite:
NURS 3410 3.0
Course credit exclusions: NURS 4130 3.0, NURS 3790B 3.0 (prior to Summer 2003).

HH/NURS 4131 6.0
Client Centered Care in the Canadian Context
Focuses on the care of patients and families within complex care situations using a client and family centred approach. Utilizes practice experience in Ontario healthcare settings to highlight essential competencies necessary for nursing practice in Canada.

Open to: Students admitted to the Qualifying Pre-Session of the Post-RN BScN degree for Internationally Educated Nurses only.

**HH/NURS 4150 6.0**
Advanced Nursing Science Practicum

The synthesis of practice, theory, insights and experiences from all other courses in the program. The primary learning outcome is nursing praxis which is the interrelationship and integration of theory and practice. Note: This is a one term course with a clinical practicum equivalent to 18 hours per week for 12 weeks.

Prerequisite:
90 credits including NURS 4700 6.0 (and its prerequisites).

Students must directly contact the course coordinator 60 days prior to the start of the course to arrange the practicum.

Course credit exclusion:
NURS 4780 6.0 (prior to Summer 2002).

**HH/NURS 4210 3.0**
Privacy and Security Principles and Applications in Health Care

Examines privacy and security principles as they apply to health care information management. Explores the concepts of privacy impact assessment and the effects of current federal and provincial legislation on the health care system.

**HH/NURS 4310 3.0**
Applied Nursing Research

Allows students who have completed their course work to design and carry out a major project under the supervision of a faculty adviser and present the results to their student and faculty colleagues.

Prerequisite:
60 credits including NURS 3300 3.0, or URS 2700 6.0, or AK/ADMS 2300 6.0.

Students must be accepted by a faculty supervisor before they can register in this course. The course transaction form for this course must be submitted with the signature of the supervisor indicating willingness to supervise. Permission of the undergraduate director is also required.

Course credit exclusion:
NURS 4310 3.0.

**HH/NURS 4320 3.0**
Qualitative Inquiry & Critical Appraisal

Provides an understanding of qualitative research and critical appraisal. Focus is on knowledge and skill acquisition regarding critique of published qualitative research. Participation in qualitative research within current student and workplace roles is also a focal point.

Prerequisites:
NURS 2300 3.0, NURS 3300 3.0.

**HH/NURS 4460 3.0**
Understanding and Experiencing Suffering: Praxis as Attunement and Engagement

Explores suffering as part of the human condition and the meaning for nurses and other health professionals of experiencing and witnessing suffering. Drawing upon philosophical constructs, theories, autobiographical accounts, and professional narratives, this course explores meaning-making and healing relational practices.

Prerequisites for BScN students:
Completion of 3000 level courses or permission of course director. Integrated with: GS/NURS 5560 3.0.

**HH/NURS 4500 3.0**
Program Evaluation in Health Care Part I

A blend of theory and practice that provides students with an understanding of the concepts and implementation of program evaluation in health care. Students develop the ability to critique program evaluation reports and develop a proposal to evaluate a program.

Prerequisite:
For BScN students NURS 3300 3.0 or NURS 2700 6.0. All other students AK/ADMS 2300 6.0.
Course credit exclusions:
AK/ADMS 3720 3.0, AK/ADMS 3130Q 3.0 (prior to Summer 2001), NURS 3500 3.0.

HH/NURS 4510 3.0
Program Evaluation in Health Care: Part II

An opportunity for students to further their knowledge of the methodology of program evaluation through practical experience in completing a program evaluation and assessing a program evaluation done by another student.

Prerequisite:
AK/ADMS 3720 3.0 or AK/ADMS 4770 3.00 or NURS 3500 3.0 or NURS 4500 3.0.

HH/NURS 4520 3.0
Pathophysiology for the Nurse Practitioner

Builds on knowledge of basic anatomy and physiology emphasizing pathophysiology relevant to advanced nursing practice. Students study pathogenesis, etiologies and clinical manifestations of diseases in adults and children commonly encountered in primary health care.

Prerequisite:
Open only to BScN students in the Primary Care Nurse Practitioner option or certificate.

HH/NURS 4530 3.0
Nurse Practitioner Roles and Responsibilities

Focuses on the examination of roles and responsibilities of the primary health care nurse practitioner in enhancing the health and health services of individuals, families and communities.

Prerequisite:
Open only to BScN students in the Primary Care Nurse Practitioner option or certificate.

HH/NURS 4540 4.0
Therapeutics in Primary Health Care I

Focuses on the development of knowledge, skills and competencies required by nurse practitioners in management health and illness situations in primary health care. An emphasis is placed on advanced therapeutic counselling as well as pharmacologic and healing therapeutics.

Prerequisites/Corequisites:
NURS 4520 3.0, NURS 4550 3.0.

HH/NURS 4541 4.0
Therapeutics in Primary Health Care II

Builds on the knowledge and skills of therapeutics acquired in AK/HH/NURS 4540 3.00.

Prerequisites:
NURS 4540 3.0, NURS 4560 3.0.

HH/NURS 4550 4.0
Advanced Health Assessment and Diagnosis I

Focuses on the development of advanced health assessment, diagnostic reasoning and clinical decision-making skills for nurses in primary care. An emphasis is placed on the holistic health of individuals, families and communities.

Prerequisites/Corequisites:
NURS 4520 3.0.

HH/NURS 4551 4.0
Advanced Health Assessment and Diagnosis II

Builds on knowledge and skills acquired in AK/HH/NURS 4550 3.00 to further advance health assessment and diagnostic reasoning within the primary health care context.

Prerequisite:
NURS 4550 3.0

HH/NURS 4560 14.0
Nurse Practitioner Integrated Practicum

An intensive experience to foster the integration of theory and practice. It includes both seminars and clinical practice in a primary health care setting which may be urban, rural or semi-rural.

Prerequisite:
Successful completion of all courses in the BScN program.

HH/NURS 4600 3.0
Patterns in the Health Experience of Older Persons

Explores theories and practices related to health experiences of older persons. Students will examine their construction of nursing praxis in a variety of social environments by engaging in relationships with older persons through a variety of modalities.

Prerequisites:
For students in collaborative program:  NURS 3040 3.0, NURS 3300 3.0.
For students in Post-RN program:  NURS 3040 3.0, NURS 3300 3.0.
Course credit exclusion:
AK/NURS 4790A 3.00 (prior to Summer 2003).

HH/NURS 4620 3.0
Women's Health and Women's Health Movements: Critical Perspectives

Through a collaborative learning environment, students will critically analyze issues affecting women's health/health care including pathologization, medicalization, women healers, women's mental health, body image, environmental and occupational health, sexuality, violence, diversity and societal marginalization, gender roles and women's health research

Course credit exclusion:
NURS 4790C 3.00 (prior to Summer 2003).

HH/NURS 4630 3.0
Philosophy of Nursing

Examines the underlying assumptions, values and beliefs linked with various theoretical, research and practice perspectives in nursing. Students critique nursing discourse on the human-universe-health process in relation to various philosophical traditions, while developing a personal philosophy of nursing.

Prerequisites:
For students in collaborative program: NURS 3040 3.0, NURS 3300 3.0. For students in Post-RN program: NURS 3040 3.0, NURS 3.0.

Course credit exclusion:
NURS 4790E 3.0 (prior to Summer 2003).

HH/NURS 4640 3.0
Integrative and Expressive Forms of Caring

Processes such as art, poetry, story telling, puppetry, movement, sound and music are explored hands on as integrative and expressive forms of caring in nursing praxis.

Prerequisites:
For students in collaborative program, NURS 3040 3.0, NURS 3300 3.0, NURS 3400 3.0; NURS 3410 3.0.
For students in Post-RN program: NURS010 3.0, NURS 3300 3.0; NURS 3400 3.0 and recommend NURS 3020 3.0.

Open only to student in BScN program; or for other students, with permission of the course director or students who have taken NURS 4f790E 3.0.

Course exclusion:
NURS 4790l 3.0 (prior to Summer 2003).

The components of the Canadian health care system; roles played by governments, professional organizations; contemporary issues of cost control; organization and delivery of health services.

Prerequisite:
For BScN students: NURS 3300 3.0 or NURS 2700 6.0; For students in other programs: AK/ADMS 2300 6.0 or equivalent or permission of the course director.

HH/NURS 4720 3.0
Nurses as Teachers and Learners

Provides an opportunity to explore multiple theoretical perspectives on teaching and learning within the context of nursing. Collaborative and post-RN nursing students will experience and critique various teaching/learning modalities available to promote learning, health and healing with clients and peers.

Prerequisites:
For students in the collaborative program: NURS 3040 3.0. For students in the Post-RN program: NURS 3010 3.0.

Course credit exclusions:
NURS 3720 3.0, NURS 3790D 3.0 (prior to Summer 2003), NURS 4790D 3.0 (prior to Summer 2003).

HH/NURS 4730 3.0
Consultation: Theory and Practice

This course focuses on the concepts and theories of consultation with an emphasis on application in practice. Students have an opportunity to examine personal consultation styles and become familiar with current issues in consultation practice in health care settings.

Prerequisites:
78 credits including NURS 2700 6.0 (AK/ADMS 2300 6.0), or, for students with equivalent preparation, permission of the undergraduate director.

Course credit exclusion:
AK/ADMS 3130M 3.0 (prior to Summer 1993).

HH/NURS 4740 3.0
Managerial and Leadership Competencies

This course is specifically designed to give students a "hands-on" application of key managerial/leadership competencies. It allows students to assess and understand their own managerial strengths and weaknesses and to develop a more well rounded repertoire of skills.

Prerequisite:
NURS 3770 3.0 or AK/ADMS 3440 3.0 or equivalents.

Course credit exclusion:
AK/ADMS 4130L 3.0 (prior to Summer 1996).
HH/NURS 4750 3.0
Current Issues for Health Care Professionals

This course examines the concept of professionalism, the role of professional associations in the health care field, ethical and legal issues facing health care professionals, and current legislation governing health care professionals.

Prerequisites:
60 credits. Note: Not open to students in the Collaborative program.

HH/NURS 4760 3.0
Child Rights and Child/Youth Centredness in Canadian Nursing

Enables nurses to develop a model of nursing practice which values child rights and which partners with children and youth. Child/youth centred nursing is explained within the context of children's lived experiences, Canadian nursing ethics and child rights.

Open only to students in the BScN program or for other students with permission of the undergraduate director. Note: Fieldwork is required.

Course credit exclusions:
NURS 3760 3.0, NURS 4790G 3.0 (prior to Summer 2003).

HH/NURS 4770 3.0
Leadership Development: Part II

This course provides an in depth look at some of the key nursing management roles and functions required to manage human resources and to monitor and evaluate organizational, group and individual effectiveness in a variety of health care settings.

Prerequisite:
NURS 3700 3.0 or equivalent; or permission of the course director.

HH/NURS 4900 9.0
Health & Healing: Integrated Nursing Science Practicum

Intensive practice experience in a variety of traditional and non-traditional nursing settings. Synthesizes previous knowledge to help students articulate a framework for professional and clinical practice. The practicum experience is 432 hours. Intensive practice experience in a variety of traditional and non-traditional nursing settings. Synthesizes previous knowledge to help students articulate a framework for professional and clinical practice.

Prerequisites:
SC/CHEM 1550 3.0, SC/CHEM 2550 3.0, NURS 1900 6.0, NURS 1950 3.0, NURS 1960 3.0, NURS 2900 6.0, NURS 2930 3.0, NURS 2950 3.0, NURS 2960 3.0, NURS 3400 3.0, NURS 3410 3.0, NURS 3900 6.0, NURS 3910 6.0, NURS 3950 3.0, NURS 3960 3.0, NURS 4000 3.0, NURS 4100 3.0, NURS 4120 6.0 and 6 credits of inside nursing electives.

HH/NURS 4901 3.0
Health & Healing: Integrated Nursing Science Theory

Synthesizes previous knowledge to help students articulate a framework for professional and clinical practice and apply to an intensive practice experience in a variety of traditional and non-traditional nursing settings.

Prerequisites:
Successful completion of SC/CHEM 1550 3.0, SC/CHEM 2550 3.0, NURS 1900 6.0, NURS 1950 3.00, NURS 1960 3.0, NURS 2900 6.0, NURS 2930 3.0, NURS 2950 3.0, NURS 2960 3.0, NURS 3400 3.0, NURS 3410 3.0, NURS 3900 6.0, NURS 3910 6.0, NURS 3950 3.0, NURS 3960 3.0, NURS 4000 3.0, NURS 4100 3.0, NURS 4120 6.0, 6 credits of inside nursing elective.

Corequisite:
NURS 4900 9.0.

Open to: Only students enrolled in the 2nd Entry BScN program and concurrently enrolled in NURS 4900 9.0. Notes: Students must successfully complete both NURS 4900 9.0 and NURS 4901 3.0 concurrently in order to be recognized with a passing grade or credit in either course. This course is equivalent to 36 classroom contact hours.

HH/NURS 4910 3.0
Introduction to Child and Mental Health Nursing Care in Ontario

Provides an overview of child health and mental health nursing in Ontario. Explores essential nursing knowledge through the provision of two, 6-week components. Involves a critical examination of key concepts, drawing upon current theory from within and outside of nursing.

Prerequisites:
NURS 4131 6.0. Open only to students enrolled in the BScN for Internationally Educated Nurses
1. **Professional Behaviour and Expectations**

The following professional behaviours are based on the Professional Standards of the College of Nurses of Ontario, and the University Academic Student Code of Conduct.

1.1 **Accountability**

Students in the BScN Program are accountable for their own learning and for facilitating the learning of your classmates. Important ways to maximize valuable learning opportunities and to ensure the students’ accountability include:

- being on time for class,
- being consistently prepared,
- seeking assistance when needed
- being truthful
- completing assigned tasks as negotiated
- giving prior notice of intended absences
- informing the group of absences prior to class time, and
- Supporting classmates and guests during presentations.

1.2 **Respect**

Respect for self, classmates, faculty, preceptors, and clients are an expectation. Respect helps to create a caring environment that supports teaching and learning. Respect for one another is seen through actions such as

- active listening, authentic communication,
- caring connections in personal and professional encounters,
- coming prepared to each class,
- participating in small group and large group discussions,
- sharing resources,
- critiquing one another’s work and accepting difference
- celebrating accomplishments and others’ contributions
- maintaining confidentiality
- identifying and attempting to resolve misunderstandings

1.3 **Self-Awareness**

Self awareness is a behaviour expected of all nurses in practice. For students it can be demonstrated by:

- acknowledging own lack of knowledge and depth in understanding
- acknowledging own discomfort in particular situations or dealing withsome issues
- acknowledging and accepting own emotional state
- identifying own strengths and areas for improvement

1.4 **Code of Conduct**

All students are required to adhere to School, Faculty and University policies on Student Conduct.

A full version of the Student Code of Conduct can be found at:

http://www.yorku.ca/scdr/StudentConduct.html

**York University BScN Student Behaviour Policy**

The Bachelor of Science in Nursing (BScN) degree is an important determinant of eligibility for registration with the College of Nurses of Ontario. Given the professional trajectory of the BScN degree, a professional standard of behaviour is expected from nursing students. At issue in this policy is the protection of the public and the University’s role in graduating competent professionals. The policy recognizes the general responsibility of the faculty members of the School of Nursing to foster acceptable standards of professional behaviour and of the student to be mindful of and abide by such standards.

Progression through the BScN program at the School of Nursing at York University is contingent on students’ behaviour meeting the ethical and behavioural standards set forth in the Canadian Nurses Association Code of Ethics for Registered Nurses, the College of Nurses of Ontario Professional
Standards, including the Ethics Practice Standard, the York University Student Code of Conduct, and other relevant York University policies including, but not limited to, the Sexual Harassment Policy and the Policy Concerning Racism.

A. Behaviour that may result in withdrawal from the BScN program

A student may be withdrawn from the BScN program if he or she:

1. commits any breach of the CNA Code of Ethics, the CNO Professional Standards, the CNO Ethics Practice Standards and/or any York University Policy that relates to student behaviour, such as the York University Student Code of Conduct or the Senate Policy on Academic Honesty that would engage the behavioural and ethical standards of the profession;
2. engages in any proscribed behaviour in a practicum agency as detailed in the School of Nursing's Handbook;
3. acquires a criminal conviction after being admitted to the program (or which was acquired prior to admission but became known only after having been admitted to the program) which jeopardizes the student’s ability to gain registration as a nurse; or
4. engages in behaviour that impairs the performance of professional responsibilities.

B. Jurisdiction

Allegations of a breach of professional behavioural or ethical standards by a student enrolled in the BScN degree program offered by the School of Nursing, York University shall be dealt with by the School of Nursing, York University in accordance with the procedures outlined below.

C. Procedures for review of whether a student has met the standard of professional behaviour

1. Any breach of professional behaviour that is deemed so serious that it may warrant requiring a student to withdraw from the program will initiate a Student Professional Behaviour Review.

2. Non-Practicum Courses: In instances where a Course Director of a non-practicum nursing course has concerns about student behaviour that he or she has not been able to resolve through discussion with the student, he or she will consult with the Undergraduate Program Director. The Undergraduate Program Director, the Course Director and the student will normally meet to discuss the concerns in the hopes of determining a resolution. If no resolution is achieved or if conditions agreed to by the student as part of the resolution were not fulfilled the matter may be referred for a Student Professional Behaviour Review.

3. Practicum Courses: In the event that a Course Director or the Clinical Course Director has concerns about a student enrolled in a NURS practicum course, he/she will follow policies detailed in the School of Nursing’s Handbook. Where the matter concerns the possible outcome of denying the student an opportunity to complete the Practicum requirement, the matter may be referred for a Student Professional Behaviour Review.

4. When allegations of a breach of professional behaviour standards by a student enrolled in the BScN program are reported to have occurred in a venue other than a BScN course or practicum, the matter will be investigated by the Undergraduate Program Director or designate. Normally this investigation will include meeting with the student to discuss the allegation in the hopes of determining a resolution. If no resolution is achieved or if conditions agreed to by the student are not fulfilled the matter may be referred for a Student Professional Behaviour Review.

D. Student Professional Behaviour Review

1. Once notified of a potential breach of professional behaviour standards by student in the Bachelor of Science in Nursing Honours degree program, the designated Faculty office shall post a block on enrolment activity in the concerned course or courses. The student may not drop or be deregistered from the course for any reason, nor withdraw from the University, nor may transcripts be released to the student until a final decision is reached.
2. The Director of the School or his/her designee convenes a committee consisting of three members. The review committee will consist of the Associate Dean of the Faculty, or his/her designee; the Director of the School of Nursing and one other member of the BScN Program who has not been party to earlier proceedings. The Undergraduate Program Director of the School or his/her designee, the Manager of the Nursing Practicum Coordination Office or designee; Course Directors of courses in which the student’s behaviour has become an issue, student (possible MScN) and, if necessary, the student’s preceptor and other representatives of the professional may be called to serve as witnesses. When the alleged breach of professional or ethical standards occurs in a non-course or practicum setting, other persons may be called to appear as witnesses.

3. The student is notified in writing by e-mail and by priority commercial post of the intention to hold a Student Professional Behaviour Review and provided with suggested times and dates. It is the student’s responsibility to provide the School with current email, postal and telephone contact information. Failure to do so may result in shorter or no notice being received. In such a case the meeting may take place without the student. The letter notifying the student of the meeting shall include a summary of the alleged breach of professional standards and an outline of the procedures to be followed at a Student Professional Behaviour Review. If the student wishes to file a written response to the allegation, it must be received within fourteen calendar days of the date on which the notification of the Review was sent to the student. All parties are required to inform the Review Committee of their intention to call witnesses and the names of these witnesses at least seven calendar days prior to the Review.

4. The student has seven days to respond so as to fix the time and date for the meeting. If the student does not respond in a timely way, the Review may take place without the student.

5. The student may be accompanied by a representative. In such a case, the representative’s name and relationship to the student must be provided to the Director in advance of the Review.

6. The Director or designate chairs the Review and a School staff person takes notes. The representatives of the School first present their concerns. If witnesses are present they are called to present their information concerning the alleged behaviour of the student. The student is then given an opportunity to ask questions about the concerns and evidence presented and to respond to them. Finally, the representatives of the School have an opportunity to comment on any issues or information that has been presented by the student. The Review Committee is not bound by formal rules of evidence applicable in courts of law.

7. When all available relevant evidence and witnesses have been heard and both the School and student have had opportunity to provide comment, the Review Committee shall then enter into a closed session to determine whether a breach of professional standards or ethics has occurred and, if so, what actions will be taken. The decision is made by a majority vote of the Review Committee.

8. A Student Professional Behaviour Review will result in one of four outcomes:
   
i) A finding that no breach of professional standards or ethics has occurred. No records will be retained.
   
ii) A finding that a breach of professional standards or ethics has occurred but it is determined that no action other than remedial educative measures will be taken;

   iii) A finding that a breach of professional standards or ethics has occurred that warrants the imposition of conditions on the student as a requirement for continuation in the program.

   iv) A finding that a breach of professional or ethical standards has occurred that warrants either or both assigning a grade of F in the course and withdrawal of the student from the Bachelor of Science in Nursing Honours degree program.

9. The decision of the committee must be communicated to the student in writing, delivered by hand or by mail. A record of the decision will be retained in the Office of the Director of the School of the School of Nursing, regardless of the severity of the penalty, and be held for a time consistent with the University's records retention guidelines. This record is for internal
academic purposes only. A note shall be placed on the Student Information System to bar withdrawal from the course.

E. Appeals

1. Students may appeal to the Senate Appeals Committee a decision rendered from a Student Professional Behaviour Review on the grounds permitted by the procedures of that Committee. Information on the Senate Appeals Committee procedures can be found at http://www.yorku.ca/secretariat/senate_cce_main_pages/sac.htm

2. Transfer Credit

In general, transfer credits are carefully assessed on a case by case basis and are granted only for previous post-secondary academic work.

2.1 Collaborative BScN students: Notation is made on student York record/transcript of 30 credits for each of Year 1 and Year 2 successfully completed at a College Partner. Students that have taken previous university courses at the 3000 or 4000 level may be eligible for advanced standing for non-nursing electives. 2000 level or higher data analysis and statistics course may also be eligible for transfer credit for HH/NURS 2300 3.00.

2.2 Post-RN BScN students: Students in the Post-RN program are granted 60 transfer credits towards the credits required to complete the program for completing a nursing diploma and holding a current Certificate of Competence as a Registered Nurse with the College of Nurses of Ontario. To retain these credits students must continue to hold current registration status for the duration of their studies. Post-RN students may also receive credit for post-diploma College courses/certificates.

NOTE: not all credits may necessarily be applied towards the program of study. Post-diploma courses/certificates completed con-currently with the program or during an inactive period of study are not eligible for transfer credit.

2.3 2nd Degree Entry BScN Students: Students receive a maximum of 60 transfer credits towards the credits required to complete the program for course completed at the university level. Transfer credits/course exclusions is not available for any course in the 2nd degree entry program (with the exception of CHEM 1550 3.0). Students who wish to be assessed for course credit exemption for this course must apply on admission through the Office of Admission at York.

Please refer to York policies regarding transfer credits at:
http://www.yorku.ca/secretariat/legislation/senate/pncntran.htm
http://www.yorku.ca/secretariat/legislation/senate/ocutran.htm
http://www.yorku.ca/secretariat/legislation/senate/accredit.htm

3. Taking Courses Outside York University: Letter of Permission (LOP)

Letter of Permission (LOP) must be requested in advance, and with appropriate timing for Undergraduate Program Director to verify course equivalency as needed. The LOP form and detailed instructions are available online through the Office of the Registrar at: http://www.registrar.yorku.ca/services/lop/

3.1 Collaborative and 2nd Degree Entry BScN students: All core courses must be taken at York University. Electives may be taken at another university on a LOP.
Note: A minimum of a “C” or 60% is required by York for credit taken at another university on a LOP.

3.2 Post-RN BScN students: Decisions about eligibility of courses at other universities that may be taken on a LOP are reviewed on a case by case basis.
Note: A minimum of a “C+” or 65% is required for a core course and a “C” or 60% for an elective course. Courses offered through CAAT are NOT eligible for a LOP.

Please refer to York policy on “York students taking courses at another university” at:
http://www.registrar.yorku.ca/services/everything/index.htm - under services and information - information for current students.
4. York Grading Standards

The School of Nursing adheres to the common York grading system. Except for those practicum courses which are credit/no credit; grades are reported as letter grades which correspond to the following percentages:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Point</th>
<th>% range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>9</td>
<td>90-100%</td>
<td>Exceptional</td>
</tr>
<tr>
<td>A</td>
<td>8</td>
<td>80-89%</td>
<td>Excellent</td>
</tr>
<tr>
<td>B+</td>
<td>7</td>
<td>75-79%</td>
<td>Very Good</td>
</tr>
<tr>
<td>B</td>
<td>6</td>
<td>70-74%</td>
<td>Good</td>
</tr>
<tr>
<td>C+</td>
<td>5</td>
<td>65-69%</td>
<td>Competent</td>
</tr>
<tr>
<td>C</td>
<td>4</td>
<td>60-64%</td>
<td>Fairly Competent</td>
</tr>
<tr>
<td>D+</td>
<td>3</td>
<td>55-59%</td>
<td>Passing</td>
</tr>
<tr>
<td>D</td>
<td>2</td>
<td>50-54%</td>
<td>Marginally Passing</td>
</tr>
<tr>
<td>E</td>
<td>1</td>
<td>40-49%</td>
<td>Marginally Failing</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>0-39%</td>
<td>Failing</td>
</tr>
</tbody>
</table>

Grade Point Average (GPA) can be calculated through using this website: [www.arts.yorku.ca/advising/gpa.htm](http://www.arts.yorku.ca/advising/gpa.htm)

To calculate an Overall GPA:

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
<th>Credit</th>
<th>Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 1900</td>
<td>C+</td>
<td>6.0</td>
<td>5</td>
</tr>
<tr>
<td>NURS 2300</td>
<td>F</td>
<td>3.0</td>
<td>0</td>
</tr>
<tr>
<td>NURS 3300</td>
<td>B+</td>
<td>3.0</td>
<td>7</td>
</tr>
</tbody>
</table>

\[
\text{Credit x Point} = 30 + 0 + 21 = 51
\]

\[
\text{GPA} = \frac{51}{12} = 4.25
\]
5. (A) Progressions and Graduation

5.1 All students in an Honours degree at York University must maintain an overall (cumulative) grade point average (GPA) of 5.0 ("C+" or 65%). For students in the Honours BScN program there are additional progression requirements and policies related to successful completion of the program to graduate.

5.2 Students must achieve a grade of ‘C’ or above in all HH/NURS courses, and a ‘Pass’ grade in the clinical component of all practicum courses in order to be eligible to enrol in nursing courses in subsequent terms (based on prerequisites).

5.3 Students who receive a grade below "C" or 60% in an HH/NURS course, or a ‘Fail’ grade in the clinical component of a practicum course will be required to repeat the course.

5.4 A student would need to petition to repeat an HH/NURS course for a THIRD time. The petition process includes the completion of appropriate petition forms available in the School of Nursing Office, and requires the signature of the Undergraduate Program Director prior to their review by the Faculty of Health Petitions Committee.

5.5 The passing grade for courses outside the major (i.e. non-nursing courses) is “D” or 50%. However students should be advised that grades this low will decrease the overall GPA and could result in being ineligible to continue in the program.

5.6 At any point in the academic year the School of Nursing reserves the right to terminate a student’s experience in a nursing practice setting (Involuntary Withdrawal, see page 53) when patterns of behaviour place self, clients and others at risk. This will result in the student receiving a ‘Fail’ in the course.

5.7 The grade qualifier NGR (no grade recorded) or DEF assigned to any prerequisite and/or practicum course must be cleared prior to the official start date of the subsequent nursing practice course (i.e. outstanding work or clinical hours).

(B) Progression in Practice Courses:

A successful practicum is assessed using the following criteria:

5.8 All Learning Outcomes have been met by the final evaluation date

5.9 The allotted number of hours has been fulfilled (144 hours for each of HH/NURS 4120 and HH/NURS 4130, 432 hours for HH/NURS 4110 or HH/NURS 4900; 216 hours for HH/NURS 4150, etc.). See Guidelines for Practicum Attendance on page 65.

Official academic standing (review of grades and GPA) is evaluated at the end of the Fall/Winter session and the Summer session. Students are expected to check grades report on the Office of the Registrar website. This site will contain a statement about whether or not a student is eligible to continue in the BScN program. Students are eligible to continue in the BScN Program if the academic progression requirements are met. If requirements are not met, students will either be placed on program warning (if GPA is close to the requirement) or exited from the BScN program.
6. **A) Involuntary Withdrawal**

The School of Nursing has a responsibility to take action with respect to students in the program who have acted in an unprofessional or unsafe manner. In such instances the student may be involuntarily withdrawn from the course or practicum. An involuntary withdrawal occurs when the clinical course director or agency request that the placement be terminated prior to the student completing his/her practicum hours.

Reasons for involuntary withdrawal include but are not exclusive to:

6.1 The student has engaged in actions that put either themselves, the agency, the clinical course director of clients at risk of their safety (e.g. attending practicum while inebriated);

6.2 Unethical practices (e.g. breach of confidentiality or practices resulting in harm to the client or the agency; intimate relationships with clients);

6.3 Any other form of discriminatory, harmful or unprofessional behaviour, such as racism, homophobia, sexism;

6.4 Actions that result in harming the reputation of the agency, clients or clinical course director while in or associated with the placement.

**B) Unsafe Practice in Practicum**

Unsafe practice in Practicum is defined as work performed by the student while caring for the patient which displays:

(i) a lack of knowledge, skill or judgement, or
(ii) disregard for the welfare of the client or
(iii) is of a nature or extent which indicates that the student is unfit to continue in Practicum and
(iv) a lack of adherence to College of Nurses of Ontario Standards of Practice. Examples may include the following:

- failure to accept responsibility for one’s actions
- dishonesty
- impaired judgement due to drugs, alcohol or lack of sleep
- lack of respect for clients
- lack of preparation for client care
- poor clinical decision-making
- failure to change behaviours in response to feedback
- ineffective or inappropriate communication with clients and staff (Brown et al., 2007)

Unsafe practice will result in involuntary withdrawal. Involuntary withdrawal from a practicum constitutes a failure. Normally a student who has been withdrawn from their first placement will not be offered another placement opportunity.

It is important that these issues are attended to in a timely manner in order that the clinical course director, student, course director, and preceptor/agency address these issues as soon as possible. In such cases, it is recommended that the parties concerned engage in the following process:

a) It is the responsibility of the clinical course director to bring these issues to the immediate attention of the student and course director;

b) The course director and, if necessary, the Nursing Practicum Coordination Office (NPCO) Manager will carry out an investigation of the agency’s and/or clinical course director concerns - the investigation will entail in-depth discussions with the clinical course director and student;

c) If appropriate, the clinical course director, student and course director will meet to discuss next steps;

d) The final determination of the placement status will be made by the course director and NPCO manager based on the discussion with the student and clinical course director;
e) In cases where it appears that the student is being asked to leave for reasons that do not appear to constitute an automatic failure but rather, a placement breakdown, then the student will meet with the NPCO manager and course director to seek a second placement;

f) The course director and NPCO manager agree that the field placement should result in a failure, then the appropriateness of seeking out a second placement will be decided upon on a case-by-case basis.

C) Involuntary withdrawal from a Course

The following behaviours may require a student to be withdrawn from a course:
- disruptive or inappropriate behaviour in the school (in class and outside of class)
- endangering behaviour
- harassing or abusive behaviour towards students, faculty or staff
- unsatisfactory attendance

Failure in the practicum component of a course is distinguished from Involuntary Withdrawal as failure is based on an inability to demonstrate competence in the required skills/course objectives. This occurs at the completion of the placement. Involuntary Withdrawal can occur at any time within the placement timeframe.

Following a meeting with the student, the decision to invoke an Involuntary Withdrawal will be taken up by the Director of the School of Nursing on the recommendation of the Course Director, Clinical Course Director, Undergraduate Program Director and/or Manager of the Nursing Practicum Coordination Office.

Students have access to appeal procedures.

School of Nursing 2007

7. Repeating Courses

1. (a) Students are allowed to repeat a passed or a failed course once for academic degree or certificate credit. Students should note that course availability and space considerations may preclude the possibility of repeating a course in the session they choose.

(b) When a student is allowed to repeat a course for academic degree or certificate credit, the second grade will be the grade of record and the only grade calculated in the student’s grade point average (Major, Cumulative, Sessional and Overall). A course can be credited only once towards satisfaction of degree or certificate academic credit requirements.

(c) The record of both the first and second time the course was taken will appear on the student’s transcript, with the first course designated as ‘No Credit Retained’. [1]

(d) The restrictions regarding repeating a passed or failed course also apply to cross listed courses and course credit exclusions.

2. The above items do not apply to graduate degree or diploma programs, the BEd degree programs of the Faculty of Education, or the LLB degree program of Osgoode Hall Law School.

The above items do not apply to practicum courses offered in the Bachelor of Social Work degree program or practicum courses offered in the Bachelor of Science in Nursing (BScN) degree program.

3. [1] It should be noted that when a course is repeated, the first instance of the course being taken and the grade that was awarded will continue to appear on the transcript with the designation “NCR” – “No Credit Retained” - added as a qualification beside the grade. The transcript legend will explain that the NCR designation means that neither the course credit nor grade have been included in the calculation of the student’s grade point average.
8. Withdrawing from Courses

8.1 Students in all undergraduate programs are full-time students, therefore, courses must be completed within the appropriate academic year - both Nursing and outside Nursing courses. If a student is experiencing difficulty in a HH/NURS course, he/she should make an appointment with the Course Director followed by the Undergraduate Program Director to discuss options. Students are advised NOT to drop the course before having this discussion. While it may be possible in exceptional circumstances to assist a student to continue in a non-standard program, this can only be done if a formal process is followed. Students who choose to drop a course without advisement may jeopardize their progression in the program.

8.2 Students enrolled in practicum courses MAY NOT withdraw from the course without the approval of the Undergraduate Program Director. Likewise, students in alternate programs may not enrol in a clinical course without the permission of the Undergraduate Program Director. Students who are experiencing issues in clinical practice must follow clinical progression guidelines as outlined on page 40.

8.3 Not attending classes does NOT qualify as a withdrawal. Students are only considered to have withdrawn from a course when they de-enrol the course through the York Registration and Enrolment System. The Registrar’s Office has the ability to check the exact date and time of all transactions or attempts to use the enrolment system.

Please refer to Faculty of Health New Student Handbook

Please note that there are two separate deadlines students should be aware of if considering withdrawing from a course. The first one is financial and the second is academic. These deadlines are NOT the same.

The financial deadlines come very quickly. For example, once classes start, York starts to withhold money for tuition, even if a student withdraws from a course. The academic deadline is much later and allows a student time to build up your abilities within a course with success as the goal. If a student withdraws from a course before the academic deadline, a grade for the course will not be received. The student will owe the full tuition amount, however, even though there will be no credit for the course.

For details, please go to http://calendars.registrar.yorku.ca/enrolmentguides/fw07/financial/refund.htm#1

9. Guidelines for Leave of Absence

A leave of absence from the nursing program may be granted for extenuating circumstances, such as serious illness/injury/life events. Application for a leave of absence is made to the Undergraduate Program Director for consideration by the Student Affairs Committee. After the meeting, the student submits a formal written request for leave. Each request will be considered on an individual basis.

As the end of the leave term approaches, the student must indicate to the Undergraduate Program Director his/her plans to return to the School of Nursing, as agreed in the conditions of the leave.

10. Late Assignments – Policy for ALL Assignments
    (Individual and/or group – written or oral)

    Extensions Prior To Written Assignment Due Date
    The goal is for student(s) to request extensions for written assignments with the Course Director prior to the date that the assignment is due. This responsibility is part of professional behaviour. All extensions are at the discretion of the Course Director. The Course Director may require documentation to support the reasons for an extension (e.g., letter from physician). Both the student(s) and the Course Director must communicate the extension in writing such as completion of a Late Submission Form contract (please refer to Nursing website). It is the student’s responsibility to initiate discussion about the nature of the extension, to bring a copy of the form to a meeting with the Course Director, and to participate in completing this form.
The original Late Submission Form is kept by the Course Director for the duration of the course and is reviewed as needed by the School of Nursing Student Affairs Committee. The Late Submission form is then kept in the student’s confidential file with a notation that the contract was met. The student submits his/her copy of the contract with the course work for which an extension was granted. This copy will be returned with a notation that the contract has been met, if, in fact, the contract was met.

10.1 Negotiating Extensions on Assignment Due Date

Only under unforeseen and extreme conditions can an extension be negotiated without penalty on the day that a written assignment is due. It is the student’s responsibility to submit assignments directly to the Course Director on or before the specific due date and time. These penalties address situations where students do not contact faculty to negotiate written assignment extensions.

10.2 Penalty for late submissions

Any assignment that is not submitted by the date and time specified AND any assignment for which an extension is granted that is not handed in by the negotiated date and time in the location specified are subject to the following penalty(s):

10.2.1 For 1 day late (any time up to 24 hours after date/time due), the penalty is 5% deducted from the grade for the assignment (e.g. mark of 75% would be reduced to 70%)

10.2.2 For each subsequent day late (each 24-hour period), the reduction increases daily:
- for 2 days late, deduct 15% (e.g. mark of 75% would be reduced to 60%)
- for 3 days late, deduct 30%
- for 4 days late, deduct 50%
- for 5 or more days late, deduct 100% (assignment is given zero [0])

11. APA Guideline for Written/Scholarly Work

Students are expected to write formal papers in the degree program and professors across the program hold similar expectations about how those papers should be written - that student present a coherent and logical argument using APA form.


The text provides detailed explanations and examples of the required format. It can be overwhelming at first, but you will learn how to use it over time. These guidelines give students the basic information you need to know to increase your proficiency in accurate use of the format. Refer to these guidelines to learn how to use APA. Read the text for specific information in some areas.

Students are also advised to access assistance through Faculty of Health Writing Programs. You can also refer to the APA guidelines locate at:
http://www.apastyle.org/elecref.html
http://www.library.yorku.ca/ccm/steacie/lonursing.en?g11n.enc=UTF-8

12. Missed Exams: Deferred Standing

Attendance at exams and/or midterm tests is compulsory. Deferred Standing is permission for students to defer writing a final test or examination scheduled in-class or in one of the formal examination periods, or to complete other course work or practicum after the faculty’s deadline for completion of term work. Written documentation is required to support claims of extenuating circumstances. Failure to notify the Course Director of absence will result in a grade of zero for that evaluative element.

Deferred Standing Agreements (DSA) are arranged at the discretion of the Course Director. In the event that a Course Director declines to grant deferred standing, the student may petition to the Faculty level. At the time of petition, the Course Director has the opportunity to set our reasons why the agreement was declined. This process ensures that fairness is preserved both for the Course Director and the student.
For extensions within the duration of the course the DSA does not apply, nor do petitions, as decisions/accommodations/agreements of this nature occur within the confines of a course and are granted therein at the discretion of the Course Director.

For nursing courses, the Course Director will complete the form with the student and will submit the Deferred Standing Agreement to the School of Nursing Office, Room 301A, HNE.

Please refer to the Faculty of Health New Student handbook, page 14 for further details. http://www.health.yorku.ca/HealthStudentHandbook07-08.pdf

13. Review and Return of Final Examinations and Final Papers

Final examinations are not returned to students as per York University policy. However, students may make arrangements with the Course Director to review their exam while supervised following grade postings. This request is to be made in person or in writing (e.g. e-mail) so that an appropriate time can be scheduled to review the exam.

The School of Nursing understands that students who complete papers for HH/NURS courses wish to have feedback as soon as possible after grades are posted. Students may make arrangements with the Course Director to review the paper as required.

14. Rewrites

Rewrites are not granted except under extenuating circumstances, with supportive documentation, and are at the discretion of the Course Director.

The maximum grade that can be given to a re-written assignment is "C" (60%). This applies to term work only. For exams, students/faculty are directed to complete a deferred standing agreement (DSA) and to follow the DSA process. There is no provision for rewriting a final exam.

15. Release of Final Grades

Unofficial grades for courses are not posted by faculty members. As grades are not considered to be final until officially noted by the Registrar’s Office following both School level and Faculty level appraisal, grades are not released to students. This applies to posting on WebCT, verbal or email communication of grade to the student when requested. If the failure in a course affects a student’s ability to move into the next term’s courses (i.e. is a pre-requisite clinical course), the student will be notified by the Undergraduate Program Director, when unofficial grades are known.

Grade reports are generally released as follows:
Fall Term (F) grades - mid-January
Winter Term (W) - mid-May
Summer Term (SU) - early to mid-September

Notification for grade release will be posted on http://www.yorku.ca/yorkweb/cs.htm under Bulletins.

16. Request for Grade Reappraisals

In the School of Nursing, the only academic work that is eligible for grade reappraisal is the final examination or final paper. Term work is not eligible for grade reappraisal.

To request a grade reappraisal, students submit the following to the School of Nursing Office:
• completed Grade Reappraisal Request Form (please refer to Nursing website) including academic rationale for the request within 3 weeks of the release of final grades in any term;
• for final papers the original academic work - final paper with all comments and feedback, and a blind copy of the same work (identifying information removed); and
• information from the course outline about the assignment and information provided by Course Director about grading of the assignment.
The mark is finalized and becomes the grade of record; this means that this grade stands whether higher, the same, or lower than the original grade. The students are informed of the result of the reappraisal by mail and a copy of the letter is placed in the student’s file.

Please visit http://www.registrar.yorku.ca/services/policies/grade.htm

17. Academic Honesty - York Policy

Academic honesty requires that persons do not falsely claim credit for the ideas, writing or other intellectual property of others, either by presenting such works as their own or through impersonation. Similarly, academic honesty requires that persons do not cheat (attempt to gain an improper advantage in an academic evaluation), nor attempt or actually alter, suppress, falsify or fabricate any research data or results, official academic record, application or document.

The Role of Faculty Members and Students

In the BScN program, academic honesty is a reflection of professionalism. As nurses, we are held in high esteem by the public who usually consider nurses as the most trustworthy of all professionals. Further, the CNO professional standards require us to maintain a high level of personal and professional integrity. Therefore, anyone in the BScN program (faculty and students) who does not uphold the York standards of academic honesty is also deemed to be demonstrating inappropriate professional behaviour. Any suspected breaches of academic honesty will be investigated according to university procedures. It is important to understand that consequences of failing to meet the standards of academic honesty may be personally and professionally devastating to the student. Penalties exist to reassure students who are honest that their efforts are valued and respected. Only students who do not do the work are at risk of substantial punishment.


In some instances faculty may in corporate the internet-based service Turnitin as a tool for preventing plagiarism. To learn more about Turnitin at York visit:

http://www.yorku.ca/computing/students/turnitin.html

Turnitin is not mandatory at York and students have the option to choose not to use it. In courses using Turnitin, the work submitted by a student who chooses not to use the tool in the manner designated by the course director will be subject to the usual methods of scrutiny available to the course director.

Please note that all instances of suspected plagiarism or other violations of the York Academic Honesty Policy will be addressed, without exception, through the formal mechanisms as outlined by Senate Policy: http://www.yorku.ca/academicintegrity/students/policy.htm

Students are strongly encouraged to familiarize yourself with issue of academic integrity.

Please visit this website: www.yorku.ca/academicintegrity/students/index.htm

A self-test academic integrity tutorial can be found at www.yorku.ca/tutorial/academicintegrity/. This tutorial will help students learn about the issues of plagiarism and cheating with excellent examples.

18. Academic Petitions

A petition is a request for the waiver of a regulation. Normally, petitions will not be considered by the Petition Committee more than one year beyond the date of release of grades for the session to which the petition relates. To initiate a petition, please submit a Petition Form (please refer to Nursing website) in person or by mail to the following address:

Faculty of Health Petitions Committee
c/o Student Client Services, Bennett Centre for Student Services

19. Releasing Information about BScN Students

According to York Policy, the Director, Undergraduate Program Directors, Coordinators and Staff of the School of Nursing can provide the following information to those who inquire:

a) Whether an individual is or is not registered, or was or was not registered, in the BScN Program, in a particular session;
b) Whether an individual has or has not successfully graduated or completed a BScN on a particular date;  
c) Whether an individual has or has not received particular academic or other University honours and distinctions.

Any other information about students or graduates of the BScN Program can be provided by faculty of the School of Nursing ONLY with a signed release of information form. (Please refer to Nursing website). Given that BScN students are provided a copy of their evaluations from practicum courses, they are expected to keep a copy to used for their own purposes (e.g., for application for summer jobs). Provision of copies of students’ evaluations can only be granted with a signed release of information form and an administrative fee of $10.

20. Request for Completion of Forms Required to Become Registered Nurses Outside Canada (VISA Screen)

Although it is hoped that students choose to stay in Canada after graduation from York University, a student may choose to move outside Canada and needs to obtain foreign licensure. The process of educational review required for foreign licensure is complex and time consuming. It must be conducted individually for each student, taking into account the theoretical as well as practical components of all required and elective courses which the student has completed. For this reason, students/graduates should begin the application process well in advance of their desired date of licensure.

Students/graduates requesting the completing of forms to become eligible to become Registered Nurses in countries outside of Canada are required to:

a) Submit the “Request for completion of VISA Screen Form” (please refer to Nursing website) and the “VISA Screen Form” to the Undergraduate Program Director (UPD) a minimum 3 months before they are required for submission. Information to be completed by the graduate must be fully completed (typed or printed), including signature, if required. If notarization is required, the student/graduate must make arrangements through the UPD for this additional requirement to be completed. Submit an administrative fee of $75 (certified cheque or money order, made payable to York University) with each request. A receipt will be issued one time only. This expense is tax deductible and duplication receipts will not be issued.

b) Students/graduates from the Collaborative BScN Program must also submit a copy of the papers to the College Partner for completion of information from Years 1 and 2. Please allow 6 weeks for that information to be prepared and submitted directly to licensing. If you are required to sign a release of information form, please include it with the request.

c) If the completed documents are to be submitted to the foreign licensing organization by the applicant, pick up the completed forms from the School of Nursing main office, attach the appropriate postage, and submit the completed forms to the appropriate agency.

d) Order official transcript from the Office of the Registrar (for Collaborative BScN Program, this means from both the College partner and York University).

e) The licensing body may request that all documentation, forms, clinical and academic breakdown, transcripts form York and the College be sent as one package. In this case the student must ensure that all documentation is sent to the Undergraduate Program Director.

Please note, only reviews with ALL required accompanying documentation will be processed. Any additional expenses will be borne by the student/graduate.
21. Temporary License - College of Nurses of Ontario

Students who have successfully completed all clinical and academic work, have not written the RN exams and do not have outstanding financial commitments to York, may apply for a temporary license once confirmation of their status to be sent to the College of Nurses of Ontario. Students should apply directly to the College of Nurses of Ontario for a temporary license, using the process outlined by that organization.
Roles and Responsibilities of Students

- Arranges to meet with the preceptor/faculty to identify the focus of the practicum experience
- Prepares an individual practicum learning plan in collaboration with the preceptor/faculty
- Meets with preceptor/faculty weekly to discuss progress and concerns, and to request guidance and resources that best support learning
- Actively participates in the activities at the practicum site
- Writes and submits assignments as per course requirements
- Develops and submits a self-evaluation at the middle and end of each semester and as required within each course
- Adheres to the College of Nurses Ethical Framework for Nurses in Ontario
- Acts in accordance with the practicum centre’s regulations, rules, policies, and procedures including appropriate provincial acts as they apply to the practicum centre

Clinical Preparedness Permit (CPP)
Currently each nursing student is provided with a Clinical Preparedness Permit. This is a booklet for each student to record his/her immunization history, as well as the other requirements for practicum. It is the student’s responsibility to maintain this booklet. The NPCO will then stamp the permit to indicate that the required immunization, and other requirements, for that practicum have been seen and validated.

In order to attend your placements, permit must be stamped by:
April 1 for Summer practicum
August 1 for Fall practicum
December 1 for Winter practicum

Please remember to bring in the following for CPP stamping:
1. Immunization records - have to be up-to-date
2. Valid Cardiopulmonary Resuscitation Certification (CPR) BCLS Level C for Health Care Professionals (HCP) - must be current and must NOT expire during the term
3. Vulnerable Sector Screen Police Check - must be current and must NOT expire during the term
4. Respirator fit testing card - must be current and must NOT expire during the term

Immunization
It is very important that students maintain up-to-date immunization information, and that they provide this information to the NPCO prior to each practicum. The NPCO does not keep track of the specific immunization record for any student.

Influenza vaccine
It is highly recommended that all students receive the influenza vaccine. Some agencies may require students to have the influenza vaccine to be eligible for practicum. Students must provide proof to the NPCO of influenza immunization or an exclusionary note from a health care practitioner. In the event of an outbreak at a practicum site, students who have not received the influenza vaccine may be excluded from the site and risk jeopardizing their clinical practicum.

Proof of 2 step TB skin test must be provided to the Practicum office. Yearly skin tests are required; however, a repeat 2 step is only required if more than 12 months have elapsed between skin tests.

The following is the Pre-Practicum Tuberculosis Surveillance Protocol for Ontario Hospitals.

- Individuals whose tuberculin status is unknown, and those previously identified as tuberculin negative, require a baseline two-step Mantoux skin test with PPP/5TU, unless there is documentation of a negative PPD test during the preceding 12 months in that case a single-step may be given.

- Individuals who have had previous Bacille Calmette-Guerin (BCG) vaccine may still be at risk of infection and should be assessed as in (a) above. Individuals with a history of BCG vaccine who are tuberculin skin test negative, or who have not had a Mantoux test in the last several years should also be evaluated with a two-step skin test, (A history of BCG vaccine is not a contraindication to tuberculin testing unless there is a history of severe reaction with blistering following a test).

For individuals who are known to be tuberculin positive, or for those who are tuberculin skin test positive when tested in (a) or (b) above, further assessment should be done by the Occupational Health Service (OHS) under the direction of a physician, or by the individual’s personal physician. Chest X-rays should be taken on individuals who have:
• Never been evaluated for a positive Mantoux skin test or for tuberculosis;
• Had a previous diagnosis of tuberculosis but have never received adequate treatment for tuberculosis; or
• Pulmonary symptoms that may be due to tuberculosis

If the X-ray suggests pulmonary TB, the individual should be evaluated to rule out the possibility of active disease and documentation of the results of this evaluation should be in place before s/he is cleared for work.

All tuberculin positive individuals should be advised to report any symptoms of pulmonary tuberculosis to the OHS, and should be managed using current guidelines.

Certain medical conditions predispose persons infected with Mycobacterium tuberculosis to develop active disease. Chemoprophylaxis should be considered for individuals with these conditions who are skin test positive.

Active cases of tuberculosis and tuberculin skin test converters are reportable to the Medical Officer of Health.

NOTE: Pregnancy is NOT a contraindication for performance of a Mantoux skin Test.

Basic Cardiac Life Support Certification (BCLS Level C for Health Care Providers (HCP))
The School of Nursing requires a recertification every two years. Your certificate must not expire while you are in practicum. This means that your certification must be valid before you start your practicum and must be valid until the end of practicum. Proof of this certification is required before starting any practicum. You will not be permitted to begin practicum until documentation is provided to the NPCO. At that time, it will be documented in your permit.

Depending on where you take your course, recertification may be called by various names. If you are unsure whether a course is adequate, please contact the NPCO.

Vulnerable Sector Screen Police Check
Police checks are done to protect clientele who are considered “vulnerable persons”. “Vulnerable person” means a person who, because of their age, a disability or other circumstance whether temporary or permanent, are (a) in a position of dependence on others or (b) are otherwise at greater risk than the general population of being harmed by a person in a position of authority or trust relative to them.

A vulnerable sector screen police check is required by the School of Nursing and is needed for practicum settings. This is done at the student's expense. The check must specifically state that it includes vulnerable persons. It is the student's responsibility to have this completed prior to the commencement of practicum and to have this documented on the permit by the NPCO. Police checks can take up to 12 weeks to complete and, in most cases, are valid for 1 year; therefore, the process needs to be started early and repeated at least each year. Students risk jeopardizing their clinical practicum if this process is not completed prior to the commencement of the practicum.

In order to acquire a vulnerable sector screen police check, you may go through the OPP, your local police department (where you live) or Intelysis Corporation (a private security company).

Respirator Fit Testing
Respirator Fit Testing is required prior to entering a practicum. Both the size and type of mask is required. Respirator Fit Testing is valid for 2 years but must not expire during your practicum. There will be respirator fit testing sessions offered at the School, usually in September. Dates of testing will be posted on the School website. If you have any questions regarding this, please contact the NPCO.

York University Incident/Accident Report Form
A York University Incident/Accident Report form must be filled out by the student and Clinical Course Director for any of the following reasons:

---

Adapted from OHAOMA Communicable Disease Surveillance Protocols - Tuberculosis, April 1996.
- A clinical incident involving a student’s client who suffers an incident/fall/injury/error while under the student’s care
- Any occurrence which requires an agency incident form to be completed on any client under the student’s care, or
  one s/he was involved with, at the time it occurred
- Any medication error of omission or commission (including delayed administration and intravenous management)
- Any reason that a practicum activity is not completed, such as student feels unsafe in the area due to potential
  abuse and/or violence.

**Practicum Attendance**
The student shall inform the practicum centre’s preceptor and/or Clinical Course Director of absenteeism and lateness, at least one hour before Practicum starts.

Please note:
- an 8 hour shift, e.g. 0730-1530, counts as 7.5 hours clinical time
- a 12 hour shift, e.g. 1915-0715, counts as 11.25 hours clinical time
- each clinical course has a set number of required hours that students must attain,
- some courses have clinical time for assignments or praxis seminars.
- in community practicum placements, students are encouraged to take at least a 30 minute lunch break. Time
counted for practicum may include breaks but does not include lunch time.
- Travel time to and from sites may be variable and should be negotiated with the Clinical Course Director.
- Illness and bereavement are the only valid reasons for missing clinical time.
- If you are ill, you may be asked to submit a valid health practitioner’s note for missed hours. Give this note to your
  Clinical Course Director soon after your return to Practicum; it will be kept in you records
- Any other missed hours (e.g. Illness of a dependent, inclement weather) will have to be made up by the student, at
  the convenience of the practicum centre, the preceptor, and clinical course director.

**Professional Appearance, Dress Code and Name Tags**
All students must maintain a professional appearance when attending any practicum setting. Students can pick up their
name tags from their Clinical Course Directors or the Nursing Practicum Coordination Office. Students are expected to
follow any specific uniform policies within the practicum agency. Where there are no policies, then professional dress is
required.

Unique considerations that are specific to individual community settings can be discussed with the Clinical Course
Director. If the student is not appropriately attired or is unkempt, the faculty or the practicum agency may refuse
admission of the student. Any missed clinical hours resulting from such action must be made up at the convenience of
the practicum agency and the Clinical Course Director.

**Documentation**
Students must sign client/agency documents legibly indicating full name and York Nursing Student (YNS). In
consultation with a given agency and a Clinical Course Director, this policy may be negotiable, for example if there were
any concerns for the student’s safety.

**Required Equipment and Supplies**
Students are required to have the following items for practicum:
- Official York University Name Tag
- Watch with second hand
- Stethoscope with bell and diaphragm

**For Acute Care Settings, the students must have the following additional items:**
- Uniform as appropriate to practicum setting
- Comfortable white shoes (no sandals or open toed shoes)
Expenses
Students are responsible for all expenses related to practicum; (e.g., uniforms, travel costs including transit costs, meals, and accommodation). Students are not permitted to accept financial remuneration from the practicum agency or the clients.

The practicum agency is not responsible for any expenses related to the Practicum Agreement that may be incurred by either the university or student, including but not limited to travel costs.

Transportation
All students are responsible for their transportation to, at and from the Practicum Centre and to all meetings pertaining to Practicum.

Under no circumstances should students transport clients in their vehicles. York University will not provide insurance coverage for this purpose. Should a student be asked to transport a client(s), please notify the Clinical Course Director or NPCO immediately.

In some cases, where there is an Agency's policy on transportation, the Agency may permit the preceptor to transport a student. In these cases, the Insurance and Risk Management group recommends that the Agency staff carry a minimum of $2,000,000 automobile liability insurance coverage. York University does not accept liability for the preceptor in transporting clients.

Any student NOT following the above guidelines will be disciplined and/or removed from Practicum, with the initiation of an Interactive Review Process.

Strikes
Should a strike or staff walkout occur at a practicum site, students must contact the Clinical Course Director and the NPCO immediately. A decision must be made by the School about whether the student can remain in the practicum until the dispute is settled or if another Practicum must be negotiated.

Under no circumstances is a student to cross a picket line or to perform the work of striking workers.

Pandemic Protocol
In the event of a pandemic outbreak, please refer to the York website for University wide policies.

Sexual Harassment
The ethics governing behaviour in a professional relationship between a student and preceptor should be the same as those in a worker-client relationship. Students are especially vulnerable because of perceived authority and power at the Practicum site. If a student feels uncomfortable or under pressure, s/he should consult the NPCO and/or Clinical Course Director as soon as possible (see Appendix H).

The Sexual Harassment Education and Complaint Centre serves all members of the York Community, students, faculty and staff. Anyone who is experiencing sexual harassment, or anyone who thinks what they could be experiencing sexual harassment based on their gender or sexual orientation, should drop in to the Sexual Harassment Education and Complaint Centre. The Centre offers advice, ensures confidentiality and provides a supportive atmosphere. No action will be taken unless the complainant requests.

Dealing with prejudice and discrimination
It is important to note that issues relating to oppression and marginalization of minority groups with respect to race, class, culture, age, sexual orientation, gender or disability will not be tolerated by the School of Nursing. If the Agency reports that the student is engaging in this behaviour, the student will be removed from the Practicum and an Interactive Review Process (see section 1.16) will be initiated.

Moreover, should a student become aware of anyone in the Practicum Centre engaging in prejudicial behaviour towards a client, they should discuss the matter with their Clinical Course Director immediately.

Agreement

Practicum Agreement
York University has a signed agreement with the practicum agencies where all our students are placed. This contractual agreement describes the obligations and responsibilities of the School of Nursing and the practicum agencies. Once signed, the agency is listed in the University’s Liability Insurance Policy which covers bodily injury, property damage, and malpractice to specific limits outlined by the policy.
Students acknowledge and undertake to function within the limits of their role and are expected to have signed their portion of this agreement called the “Obligations of the Practicum Student”. All students will sign the appropriate form at the start of each specific clinical course - generally at the orientation to clinical. Forms must be signed by the second week of practicum and returned to the NPCO.

**Work/ Education Placement Agreement**

The language of this section reflects terms used in the forms to be completed at practicum orientation. Unpaid placement refers to the Practicum Agency. Training participant refers to the student and the training agency is York University.

This form is to cover the student in case of injuries related to placement. The coverage comes from the Ministry of Education and Training. This agreement MUST BE COMPLETED before the beginning of the unpaid placement by:

1. the work placement employer;
2. the training participant; and
3. a representative of the university (Clinical Course Director).

After all participants have signed the forms, the copies are to be distributed as follows:

1. White copy to the training participant
2. Canary copy to the work placement employer
3. Pink copy to the NPCO (Room 301E HNE, 416-736-2100 ext.33174)

Students must report any injuries promptly, however minor, to:

1. The preceptor at the practicum site;
2. The Clinical Course Director by phone;
3. The Placement Employer;
4. The NPCO;

Incident/Accident Report (please refer to Nursing website) must be filled out for any accident/injury requiring or resulting in:

1. health care by a medical practitioner for which there is a fee for service
2. lost time from university beyond the date of accident; and
3. exposure to a communicable disease.

**Policy: Eligibility Criteria for Requesting a Specialty Area Student Practicum**

A Specialty Area Student Practicum is one in which a student is placed in a site which is beyond the general adult medical/surgical focus of nursing. The opportunity to complete our BScN programs in specialty areas is supported for students who have demonstrated academic and clinical strengths. The following eligibility criteria will assist students in requesting a Specialty Area Practicum. This policy applies to integrated practicum (IP) and/or advanced nursing science practicum (ANSP).

**Notes:**

Approved by Curriculum Committee: February 6, 2008
Approved by School Council: March 19, 2008

**Policy Overview:**

1. Students must have successfully completed all of the prerequisites for IP/ANSP.
2. Students must have a B+ average overall in their nursing program, and a B+ average in all clinical courses at time of request. Students failing to continue to meet these academic requirements may jeopardize any offer of a Specialty Area Practicum.

**Policy: Out-of Boundary Student Practicum Placements Within Canada**

An out-of boundary placement is one in which a student is placed in a site which is beyond the usual geographic catchment area (see Appendix 1) used by the School of Nursing. A student is placed in an out-of-boundary placement only at his or her request. The opportunity to complete our BScN programs in communities beyond our catchment area is a privilege for a limited number of students that is supported for students who have demonstrated academic and clinical strengths. This policy applies to integrated practicum (IP) or advanced nursing science practicum placement (ANSP).

**Notes:**

Approved by SoN Council, October 24, 2007
Policy Overview:

1. Student must have successfully completed all of the prerequisites for IP/ANSP and must have, at time of request and maintained to time of placement, a B+ average overall in the nursing program and a B+ average in all clinical courses.

2. Student must complete a proposal to request an out-of-boundary placement. Since many sites are requesting a resumé and cover letter, these must be included with the proposal. Completing and submitting a request for OOB does not guarantee the requested placement.

3. The student is responsible for demonstrating evidence of meeting all requirements of the placement agency and any regulatory and legal requirements (e.g., work permits, clinical preparedness permit, etc.) and financial obligations arising from the out-of-boundary placement (i.e. teleconference costs).

4. Students must meet all course requirements. This will require negotiation with the course director and additional work and/or effort by the student.

5. If issues arise that cannot be resolved, whether related to student performance (see Involuntary Withdrawal Policy) or site complexities, the placement may be terminated. This may involve repeating the course.

Student/Clinical Course Director Relationship

1. The Clinical Course Director (CCD) for the student will communicate by email, course web pages and fax primarily. Telephone conferences will be arranged between the CCD, student, and preceptor for evaluation meetings.

Process:

1. Students will submit all required documentation to the Nursing PracticumCoordination Office (NPCO) by the deadline date; October 15th for courses starting in January, Feb 18th for courses starting in May, and June 16th for courses starting in September. No requests will be considered after the deadline.

2. The NPCO will communicate with prospective contact sites to facilitate the placement. Students do not contact a prospective site or preceptor directly.

3. Eligibility for consideration of an OOB placement will be jeopardized if the process is not followed as outlined.

Geographical Catchment Area:

- **Far North** includes Simcoe County
- **GTA North** includes York Region
- **East** includes Durham, and Northumberland Regions
- **West** includes Peel, Dufferin-Wellington, and Halton regions
- **City of Toronto** includes North York, Scarborough, Downtown, Etobicoke

Student Proposal to request an Out of BoundaryPlacement

A proposal must include:
- A rationale for requesting such a placement
- A copy of the Summary of Practicum Performance from their clinical CCD
- A resumé and cover letter
- Disclaimer form

Performance Review Process

The Performance Review Process is an ongoing review of the student’s progress during the practicum. The student will meet with the practicum preceptor or Clinical Course Director at the beginning of each practicum experience to initiate the process. For some of the clinical courses (i.e., NURS 4110; NURS 4150; NURS 4900) the Performance Review Process consists of regular meetings between the student, preceptor, and Clinical Course Director. This 3-way relationship is at the heart of nursing education within the School of Nursing’s human science-based curriculum and is a required component of both professional nursing practice and achieving praxis. For courses with direct CCD supervision, the performance evaluation is an ongoing, midterm, and final evaluation meeting between the student and CCD. All courses require completion of a written formal evaluation form to be kept in the student file and each student should receive a copy for his/her own portfolio. Performance evaluations must be signed by the student and CCD/preceptor. The student may make comments on the evaluation. His/her signature indicates he/she has read the
evaluation, but does not necessarily mean agreement with all comments made. **All evaluation forms must be submitted to the CD and the CD will forward to the NPCO for filing.**

**Basis for Review**

There is an expectation that the student is accountable and responsible at all times. Accountability is being answerable for behaviour, actions, and activities. Responsibility implies that the student is reliable, conscientiously completes duties, and honestly reports his/her actions. Although students are learners and not regulated graduates, they are expected to know and practice within the Standards of the College of Nurses of Ontario. As students in a professional program, professional behaviour can be an expectation in both classroom and clinical environments. All course objectives include elements of the CNO Entry to Practice Competencies in order to meet the program goals and graduate expectations.

To ensure safety for the client, the nursing student’s activities must provide for a safe physical and psychosocial environment. Safety in the physical environment includes the competent practice of nursing assessments and interventions, knowledge of policies and procedures, and knowledge of the client’s experience and the physical setup of the environment. Safety in the psychosocial environment includes maintenance of confidentiality, and freedom from racism, sexism, discrimination, harassment, and other non-caring behaviours. Safety also includes coming to practicum prepared to give care to clients.

During the practicum, progress towards achieving the course learning outcomes and the practice concepts are reviewed on an ongoing basis. If the student is not progressing satisfactorily, a Practicum Progression Plan will be developed with specific expectations and strategies. In order to facilitate achieving the outcomes of the Practicum Progression Plan, peer tutoring, mentoring, consultation with faculty, practice in psychomotor skills, counselling and crisis intervention etc. may be suggested. The Practicum Progression Plan may be shared with the Course Director, Undergraduate Program Director and the Director of Nursing.

**Protocol for Issues Related to Practicum**

The Practicum Progression Plan will be used for problems such as not meeting the learning outcomes of the Practicum, and difficulty with the application of skills or knowledge in the Practicum. It is completed collaboratively by the student and the Clinical Course Director.

When a problem is identified by the student and/or Clinical Course Director and/or preceptor, every effort will be made to ensure the success of the student through the Practicum Progression Plan. The intent is to help identify areas of difficulty and to review the options available such as peer tutoring, mentoring, consultation with other faculty, practice in psychomotor skills, counselling and/or crisis intervention etc. This plan will help the student to clarify responsibilities and direct the learning effort. The student is expected to play an active role in planning and implementing the Practicum Progression Plan.

The intent of the Practicum Progression Plan is to:
- Identify strengths and areas of difficulty
- Develop minimum expectations
- Outline strategies for success
- Set a timeline for accomplishment
- Indicate evidence(s) of accomplishment
- Indicate date(s) for reviewing the Plan and make modifications if necessary

When concerns are raised regarding student performance a meeting may be called where the student, CCD, Course Director and/or UPD can help guide the student towards resolution of issues. These meetings are taped and minutes made for record keeping. The student may receive a copy of the minutes if he/she wishes. Success meeting outcomes normally require development of a contract for resolution of identified concerns within a specific time frame.

The student must also practice and behave within the following College of Nurses of Ontario Standards --please refer to documents at [http://www.cno.org/standards/profstandards.html](http://www.cno.org/standards/profstandards.html)

- Standard for the Therapeutic Nurse-Client Relationship
- The Ethical Framework for Nurses in Ontario
- A Guide to Nurses for Providing Culturally Sensitive Care
- Nursing Documentation Standards
- Medication Administration Standards
- A Guide to Decide
- Accountability Standards for RNs and RPNs Working with Students
- Explanation of Professional Misconduct
- Regulated Health Professions Act Part A: An Overview for Nurses
- Regulated Health Professions Act Part B: Scope of Practice and Controlled Acts
In addition, students are expected to follow Best Practice Guidelines, available at [http://www.rnao.org/bestpractices/](http://www.rnao.org/bestpractices/).

**Progression**
A successful practicum is assessed using the following criteria:

- all Learning Outcomes have been met by the final evaluation date
- the allotted number of hours has been fulfilled (144 hours for each of HH/NURS4120 and HH/NURS4130, 432 hours for HH/NURS4110; 240 hours for HH/NURS 4150), etc. See Guidelines for Practicum Attendance

**Unsafe Practice in Practicum**
Unsafe practice in Practicum is defined as work performed by the student while caring for the patient which displays (1) a lack of knowledge, skill or judgement, or (2) disregard for the welfare of the client or (3) is of a nature or extent which indicates that the student is unfit to continue in Practicum and (4) a lack of adherence to College of Nurses of Ontario Standards of Practice.

**Involuntary Withdrawal**
A student may be required to withdraw involuntarily from a course with a practicum component if:

a) the student fails to meet the requirements of the course with a practicum component, either through unsatisfactory attendance and/or participation in class or practicum settings, or through unprofessional behaviour in fulfilling course requirements; or

b) the student’s performance is judged to disrupt the functioning of the practicum centre and/or jeopardizes the well-being of clients of the practicum centre, and/or demonstrates failure to meet professional standards for practice currently mandated by the College of Nurses of Ontario.

Following a meeting with the student, the decision to require the student to withdraw will be taken by the Director of the School of Nursing on the recommendation of the Course Director and/or Manager of the Nursing Practicum Coordination Office.

Students have the right to petition as per Faculty of Health and University policies

**Performance of Nursing Procedures and/or Acts**
Students are to review the College of Nurses Standards on Controlled Acts Regulation Now in Effect and Scope of Practice and Controlled Acts Model. The 13 RHPA Controlled Acts and the three Nursing Controlled Acts are in these documents.

Whenever in doubt regarding the performance of a clinical procedure the student must follow all of the following steps:

- review York University’s guidelines as indicated below
- review the practicum agency’s policy
- review the College of Nurses Decision Tree for Performance of Procedures
- consult your Clinical Course Director

**General Guidelines for Clinical Skills and Decision-Making**
The practice of nursing students is also guided by the principles of Competence and Client Safety. Regardless of what is authorized through legislation or policies, students must only provide care in circumstances where they have the necessary knowledge, skill, and judgement to perform safely, effectively, and ethically. The nursing student is expected to:

- identify situations where s/he requires assistance
- seek appropriate assistance, direction, and supervision

The Regulated Health Professions Act provides for nursing students (who are not authorized as members of the profession) to perform Controlled Acts under the “exceptions”.

When, under the supervision or direction of a member of the profession, a student is learning to become a member of that profession and the performance of the procedure is within the scope of the profession’s practice.

In order to ensure maximum safety for clients and students, the following guidelines are recommended:
The Clinical Course Director or Registered Nurse will co-sign the narcotic record sheet when a student removes any narcotic from the locked drawer; any required calculation for fractional dosage is to be checked by the preceptor or a Registered Nurse.

**Approval for Delegated Controlled Acts, Advanced Nursing Skills, and Special Procedures**

As a general rule, nursing students may not perform any procedure or activity that has been designated as a "Delegated Controlled Act," "Advanced Nursing Skill," or "Special Procedure" which requires additional education/certification.

However, exceptions to this rule can be explored depending on the student's knowledge base and learning objectives, the frequency with which the skill is required in the clinical area, the agency's policy, and the potential risk to the client.

Nursing students may perform controlled acts "under supervision." The supervision may be direct or indirect based on the student’s demonstrated skill and competency. The supervision may be provided by a Clinical Course Director or preceptor from the clinical agency who is:

- A Registered Nurse who holds a current certificate of registration AND
- Who regularly works in the Clinical Area where s/he is providing supervision
- Students must follow the agency's policy manual. For example, according to the policy manual of some hospitals, certain procedures require special supervision and two RN signatures, such as administration of:
  - Heparin
  - Insulin
  - Narcotics per infusion
  - Digoxin
  - Narcotics wasted
  - Chemotherapy
  - Blood and blood products infusion

NOTE: Where the signatures of two Registered Nurses are required by hospital policy, the student's signature does not count as one of them. Therefore, two other signatures in addition to the student’s are required (e.g. Clinical Course Director/RN/student). However, if the student is a Registered Nurse (Post-RN BScN), only one additional RN signature is required (i.e. RN/Post-RN student).

Nursing students may NOT initiate, delegate, or accept delegation of a controlled act.

**Procedures Not To Be Performed by undergraduate BScN Students**

The following procedures/acts are not permissible:
- IV medication administration below the drip chamber
- Witness consents for procedures or other legal documentation
- Accept verbal or telephone orders from a doctor
- Accept responsibility for carrying the narcotic keys
- Be in charge of a nursing unit
- Perform any Sanctioned Medical Acts
- Initiate, delegate, or accept delegation of a controlled act

If the Clinical Course Director and student decide that the student is capable of providing the particular intervention, approval must be obtained from the nursing administration of the practicum agency and the unit manager. The decision should reflect consideration of the student’s learning needs as well as the agency’s resource requirements for providing additional education. The student will be responsible for obtaining the required certification for the intervention. If the Clinical Course Director is not present when the student is performing the intervention, the agency’s nursing staff will be responsible for the supervision of the student.

Examples of skills and acts which students may not perform without receiving approval, training and supervision from the agency are:
- Care of the ventilated patient
- Venipuncture
- Administering analgesia (top-up) for continuous epidural analgesia
- Removal of an epidural catheter
- Vaginal examination
- Drawing blood from an arterial line
- Flushing a saline lock
- Procedures in connection with dialysis
- Removal of chest tubes
- Insertion, repositioning, or removal of a pulmonary artery line (swan-ganz catheter)
- Central venous lines
- Glucometer readings

In addition to these guidelines, Clinical Course Directors and students are expected to be familiar with and follow all of the agency's policies and procedures and any additional guidelines established by the individual units of the agency. If a discrepancy should arise between the agency's policies and these guidelines, the Clinical Course Director and student should arrange to meet with the appropriate agency personnel in order to resolve the issue in a manner which will ensure client safety.
Resources Available to Nursing Students

Nursing Resource Centre (NRC)

Location: Rooms 303, 304 HNES Building
Phone: 416-736-2100 ext 33176
Email: nrc@yorku.ca

The Nursing Resource Centre (NRC) is where nursing students can use a variety of resources to support their learning needs. This 5000-square-foot space, serves 900 nursing students, is divided into two unique spaces: the Nursing Skills Lab (room 304) and the Computer Simulation Lab (room 303).

General Guidelines

- **Professional Responsibility**: Anyone using the NRC is expected to behave with the courtesy and respect consistent with the philosophy of the nursing program and the profession.
- **Dress Code**: Uniforms are required as per course policy in the NRC. Students are expected to maintain a neat professional appearance and dress for safety, comfort, ease of mobility, and asepsis.
- **Food, Drinks and Gaming**: Food, drinks (except bottled water) are prohibited in all of the NRC labs.
- **Holidays**: The NRC will be closed on holidays recognized and observed by the University.

**NRC Nursing Skills Lab (Room 304, HNES)**

Monday to Friday - 0830 to 1730 hours. (Unless otherwise posted)

The Nursing Skills Lab is a simulated hospital environment that has been created to support nursing students with their clinical skill development. This environment can be used as one space or subdivided into two independently functioning clinical skill areas by using the “Kawneer” moveable wall. The overall space can accommodate up to 100 students for clinical education and development of basic and advanced nursing skills.

This area houses 20 adult medical surgical beds, and a paediatric “unit” which includes bassinets, cribs and isolettes, and an isolation room. The bed spaces are divided by curtains to provide privacy, ceiling mounted IV poles and appropriate lighting has been addressed. Seven of the adult beds also have been equipped with a head wall system that supports simulating oxygen and suction capability.

The NRC is equipped with simulation mannequins, adult mannequins with heart/lung sound capability, paediatric mannequins, a birthing mannequin, a variety of neonate mannequins, and a collection of anatomical training models. Virtual IV and necessary medical equipment and supplies provide students' with an adjunct to their clinical placement learning.

**NRC Computer Simulation Lab (Room 303, HNES)**

Monday to Friday - 0830 to 1630 hours

The Computer Simulation Lab has 24 workstations and access to all of the computer services normally available through York can be accessed. It provides the opportunity for students to develop clinical decision making and critical thinking skills through interactive simulation exercises.

There are also computers available in the HNES building, rooms B02 and B14 that will provide access for students.

**NRC A/V Resources**

Students can sign out audiovisual resource materials available Monday-Friday, 0830-1630hrs from the Practicum Assistant in Room 301E HNES. Students must leave their York University student card when signing out material.

The audio visual resources are **ONLY** to be viewed in the computer simulation lab and are **NOT** to be taken home.

If the Practicum Assistant is unavailable to support this process, please access these resources through one of the Practicum Coordinator - Skills individuals

**RefWorks**
A list of all the NRC resources is available on the RefWorks database management program. The RefWorks program organizes citations and provides search capability by author or descriptors. Once you have logged on to the RefWorks program, NRC references can be searched (using the advance search function) by author or descriptors. The NRC resource list can also be sorted by author, title and year. If you wish to view books and audiovisual materials separately, look in the folders setup for each category. The database is setup as a "read only" file and the edit function cannot be used.

The RefWorks program can also be accessed through the York University Library home page. Once on the library home page, click "footnotes & bibliographies" found under the "Help with Research" section. This links you to the log-in to RefWorks. The login name and password is nrc.

The RefWorks program is available to all students and faculty members. If you have difficulty accessing the resource list, e-mail us for assistance at nrc@yorku.ca. The librarian, Ilo-Katryn Maimets also assists students and faculty members learn about the RefWorks program. She can be contacted at 33927 or by e-mail at ilo@yorku.ca.


**Bates Assessment Videos Access through the Library Website**
From the Nursing Library link (You will require the number on the front of your library card and your PIN to access the e-Resources): [http://www.library.yorku.ca/ccm/Steacie/nursing/index.html](http://www.library.yorku.ca/ccm/Steacie/nursing/index.html). Once on the Library Resources for Nursing page, access: e-Books and e-References for Nursing, double click on the Bates Streamed Video Collection also available:
Books@Ovid
Dictionary of Nursing
Martindale's 'The Virtual' Nursing Center
Nurse Theorists Videos
Oxford Companion to the Body
Primal Pictures
### Nursing Library

**Location:** 102K Steacie Science & Engineering Library  
**Librarian:** Ilo-Katryn Maimets  
**Email:** ilo@yorku.ca  
**Phone:** 416-736-2100 ext. 33927  
**Hours:** [http://www.library.yorku.ca/ccm/Home/Hours/Steacie](http://www.library.yorku.ca/ccm/Home/Hours/Steacie)

Information about Nursing Library can be found on the following website: [http://www.library.yorku.ca/ccm/Steacie/ilonursing.en?g11n.enc=UTF-8](http://www.library.yorku.ca/ccm/Steacie/ilonursing.en?g11n.enc=UTF-8)

<table>
<thead>
<tr>
<th>Key Resources &amp; Databases</th>
<th>Using CINAHL - filmclips</th>
<th>Catalogue help - filmclips</th>
</tr>
</thead>
</table>
| ● Nursing Research Guide   | ● Subject Headings - Single Search  
| ● CINAHL (Ovid)            | ● Subject Heading - Combining Searches  
| ● Medline (PubMed/Ovid)    | ● Keyword search strategy in CINAHL  
| ● Canadian Health Services Research Foundation | ● Combining keyword and subject heading searches in CINAHL  
| ● National Library of Medicine | ● Setting Limits in CINAHL  
| ● Chronic Disease Prevention Database | ● Finding full-text of articles in CINAHL  
| ● Kennedy Institute of Ethics | ● Print, save, export functions in CINAHL |
| ● REHABDATA Database       |                          | ● Searching the library catalogue  
| ● HIV/AIDS Information     |                          | ● Setting limits to finds DVDs  
|                            |                          | ● Course Reserve material  
|                            |                          | ● Locating subject specific databases & online resources  
|                            |                          | ● Requesting books and articles using RACER  
|                            |                          | ● Subject heading searches & keyword searches in databases  
|                            |                          | ● Keyword searching in York Library catalogue  

<table>
<thead>
<tr>
<th>e-Books &amp; e-Reference for Nursing</th>
<th>APA Style Guides</th>
<th>e-Videos for Nursing</th>
</tr>
</thead>
</table>
| ● Books@Ovid                      | ● APA Styles Essentials-Vanguard Univ.  
| ● Dictionary of Nursing           | ● APA Style - Centennial College  
| ● e-books from IMyiLibrary        | ● Electronic References in APA -  
| ● NetLibrary e-books              | University of Wisconsin  
| ● Oxford Companion to the body    | ● Rensselaer Online Writing Lab  
| ● Primal Pictures                 |                          | ● Nurse theorists videos  

<table>
<thead>
<tr>
<th>Services for Nursing Students</th>
<th>Multimedia, blogs etc for Nursing</th>
<th>How do I...?</th>
</tr>
</thead>
</table>
| ● School of Nursing-home page    | ● PDA/Handheld Resources          | ● book a Study Room?  
| ● RACER- Interlibrary Loan       | ● Nursing Images & Clip Art       | ● activate my Acadlabs?  
| ● Nursing Career Resources       | ● Images.MD                       | ● access my library account/renew books?  
| ○ Canada                         | ● Librarians Rx                   | ● borrow books directly from other Univ. libraries?  
| ○ US                             | ● Evidence-based nursing &    | ● scan documents@Steacie  
| ● RefWorks                       | midwifery blog                     | Library       |
|                                  | ● Clinical Evidence blog          |              |

### Stong College

All newly admitted Nursing students for academic year 2009-2010 will affiliate with Stong College. Current students will retain their existing affiliations.

Please check Stong College website frequently for news, events, activities, services, awards, etc. [http://www.yorku.ca/stong](http://www.yorku.ca/stong)
Computer Labs
Here are the campus locations where students can use computers on a first come first served basis.

Nursing Computer Lab
Health, Nursing and Environmental Studies Building (HNES), Room 303

HNES Computer Labs
Health, Nursing and Environmental Studies Building (HNES), Rooms B01 and B14

The Computing Commons
William Small Centre

TEL Computing Commons
Technology Enhanced Learning (TEL) Building, Room 1017

ACE Computing Commons
Accolade East Building (ACE), Room 017

For hours of operations, please visit: http://www.yorku.ca/computng/students/labs/commons_labs.html

On-Line Tutorials for Students
The York University Libraries and the Centre for the Support of Teaching offer the following online tutorials for students. Each tutorial includes a self-test allowing students to gauge their understanding of the topic.

The Academic Integrity Tutorial (http://www.yorku.ca/tutorial/academic_integrity/)
The Academic Integrity Tutorial is designed to help you learn about issues of academic integrity. It explores plagiarism and related matters with case examples and positive strategies you can use to improve your academic efforts and avoid committing an academic offense as outlined in York’s Senate Policy on Academic Honesty. This tutorial takes about 30-40 minutes to complete.

The Web Research Tutorial (http://www.yorku.ca/webclass/)
The Web Research Tutorial helps you to learn more about how to use publicly-accessible web sites for research, from understanding what kind of information is freely available on the web to what kinds of search tools and techniques will help you get useful results, and how to critically evaluate and properly document what you find.

Pre-Writing Strategies (http://www.yorku.ca/tutorial/prewriting/)
The Pre-Writing Strategies online tutorial presents ideas and techniques for getting started on essay-writing assignments, including strategies for understanding your assignment, exploring your own ideas about a topic, gathering ideas from readings, organizing rough notes, and developing a thesis. Now includes an online quiz.

Office for Persons with Disabilities
The Office for Persons with Disabilities (OPD) provides information, support and advocacy on behalf of students, staff and faculty with physical and sensory disabilities as well as medical conditions. Some of the services provided by the office include: pre-university advising, assistance with course selection, mobility orientation, advising on financial, academic and legal matters, referral to the Ontario March of Dimes Independent Living Assistance Program

N 108 Ross Building
Phone: 416-736-5140
TTY: 416-736-5263
Fax: 416-650-8068
opd@yorku.ca

Counselling and Development Centre
Learn how to study more effectively by accessing free workshop, counselling and on-line services:

Room 145, BSB (Behavioural Sciences Building)
Tel: 416-736-5297
http://www.yorku.ca/cdc/lsp/index.htm
Academic Advising
Faculty of Health
Office of Student and Academic Services
Ground Floor, HNES Building
Front Desk Phone Number: 416-736-5299 (continuing students)
Appointment Booking Phone Number: 416-650-8100 (new students)
Hours: 9am to 4:30pm > Monday, Tuesday, Wednesday, Friday
9am to 6pm > Thursday
During the Months of June/July/August the office is open from 9am to 3:30pm on Fridays.
Email: hhadvise@yorku.ca

Health Plan
Undergraduate students are automatically enrolled in the mandatory student health plan for their respective faculty (i.e. Osgoode, Atkinson, or in the York Federation of Students’ (YFS) Health Plan. These plans are sponsored by various student associations, with benefits and opt-out criteria being negotiated periodically. Benefits and costs vary from plan to plan.

Students transferring from Atkinson Faculty of Liberal & Professional Studies to the Faculty of Health will now be covered under the YFS health plan. Those Atkinson students who have previously opted out the Atkinson health plan will also have to opt out of the YFS plan.

Students who currently have comparable health plan coverage (over and above provincial plans such as OHIP) may opt-out of their student health plan by the deadline to avoid paying the health plan charge. You will need to review the opt-out criteria for the health plan in which you are registered, and provide the necessary documents to them.
(Note: International students may be eligible to opt-out of the student health plan, but cannot opt-out of UHIP.)

As a service to students, York posts the health plan charges to your student account (usually beginning in August, but this can vary, depending on the plan). Health plan fees are due the 10th of the month after they were charged to your account. If you opt-out in time, you do not need to pay the health plan charge, and the reversal of that charge will appear on a subsequent statement. (This will take one or two months)

http://www.yorku.ca/osfs/stac_healthplan.shtml

Security Services
If you require any security related information please call 416-650-8000 or Ex. 58000. If you have an urgent matter please contact 416-736-5333 or Ex. 33333. Security Control Centre is staffed 24 hours every day.

<table>
<thead>
<tr>
<th>URGENT MATTERS</th>
<th>NON-URGENT MATTERS &amp; SERVICE ENQUIRIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Call 416.736.5333 or Ex 33333</td>
<td>Call 416.650.8000 or Ex 58000</td>
</tr>
<tr>
<td>- If you observe suspicious persons or situations</td>
<td>- Building or room access</td>
</tr>
<tr>
<td>- First aid for non-life threatening incidents</td>
<td>- Minor floods, spills</td>
</tr>
<tr>
<td>- When crimes such as thefts have taken place</td>
<td>- General security information</td>
</tr>
<tr>
<td>- Potential hazards</td>
<td>- Lost or stolen keys</td>
</tr>
<tr>
<td>- Hate Crime Incidents</td>
<td>- Broken windows, walls or graffiti</td>
</tr>
</tbody>
</table>

Fax: 416.736.5377 or Ext. 55377
E-mail: scc@yorku.ca

YU Card – Official Photo ID card
The YU-card is the one card you will need during your stay at York University. It is York’s official photo ID and campus debit card. As a York student, the YU-card will be your key to services such as the Library, recreation facilities, exams, eating, meal plans, shopping, events, student discounts and more.

Find out how to get your YU card from the following website:
http://www.yorku.ca/web/futurestudents/firstyear/id.html

66
Awards, Bursaries and Scholarships

For complete listings of Awards, Bursaries and Scholarships available to York students, please visit:
http://www.yorku.ca/osfs/schburprizes.shtml
http://www.yorku.ca/osfs/award_search/

School of Nursing Awards:
Each year the School of Nursing offers a number of awards to Nursing students in the BScN programs. Nursing students will be nominated by the faculty in the School. Here are the criteria of these awards:

Praxis Award:
Excellence in integrating the human science paradigm in being/becoming, knowing and doing within nursing practice; in further recognition of being a reflective practitioner orally and in written work and the enactment of caring as a moral way of being.

School Spirit Award:
Demonstrated student leadership, student advocacy and commitment to health and well being of the School of Nursing.

Exceptional Scholar Award:
Outstanding academic achievement in the graduating year, excellence in written work and consistent contribution to classroom relationships.

June Awrey Award:
Demonstrated commitment to the profession of nursing, academic achievement and demonstrated leadership potential.

The Caolinn Carter Children & Families Award:
Enacted caring connectedness with children and family in authentic ways, demonstrated excellence in theory and praxis in being with children and families and committed to future practice with children and families.

The Karen Passley Courageous Caring Award:
Outstanding compassion for clients, families, and peers, demonstrated commitment to the profession and courageous caring praxis while living with severe health challenges and/or life circumstances.

External Awards:

External Awards include the following....

- RN Foundation Award
- Oncology Education Award
- Hospital for Sick Children Education Award
- Evelyn Cameron Memorial Bursary
- Canadian Nurses Foundation Award
- Bloorview Children's Hospital (Undergraduate) Award
- Bloorview Children's Hospital (Graduate) Award
Faculty of Health Awards:

Lillian Wright Maternal-Child Undergraduate Scholarship
Awarded to undergraduate students in the Faculty of Health who have a minimum cumulative grade point average of 7.5 and who demonstrate an interest in the area of maternal-child health.

Gold Medal for Outstanding Leadership
Awarded to a graduating undergraduate student in the Faculty of Health who has demonstrated academic excellence and outstanding contributions to undergraduate student life at York University.

Silver Medal for Outstanding Leadership
Awarded to a graduating undergraduate student in the Faculty of Health who demonstrates outstanding leadership skills and potential through involvement and initiative in Faculty of Health organizations and activities.

Silver Medal for Academic Merit
Awarded to a Faculty of Health graduating student for outstanding academic achievement. The medal will be presented to the student with the highest cumulative grade point average in the graduating class.

York University Nursing Awards/Prizes/Bursaries:

The Jacqueline McCarthy Award
The award will be given to a full-time student who has completed the “Community as Partner” course HH/NURS 4120 6.0 with a minimum grade of B+. The recipient must be a Canadian citizen, permanent resident or protected person, an Ontario resident and demonstrate financial need. The award will be given to the most outstanding student from the pool of eligible candidates who meet all of these criteria.

Frances and Frederic Robinson Nursing Award:
The Frances and Frederic Robinson Nursing Award will be awarded annually to two students who have completed at least 90 credits of the Bachelor of Science in Nursing degree (with the highest cumulative GPA among eligible candidates). The recipient must be a Canadian citizen, permanent resident or protected person, an Ontario resident and demonstrate financial need.

Marcia Byrne Practicum Nursing Award:
This award will support Master of Nursing students enrolled in NURS 5400 (The advance Nursing Practicum) Recipients will be a student who’s Practicum Proposal best demonstrates high potential for advancing the School’s focus on patient-centre care. The recipient must be a Canadian citizen, permanent resident or protected person, an Ontario resident and demonstrate financial need.

Frances and Frederic Robinson IEN Nursing Award:
The Frances and Frederic Robinson Internationally Educated Nurses (IEN) Bursary will be awarded annually to students who are enrolled in the Qualifying Pre-Session of the Bachelor of Science in Nursing, Post-RN program. The recipient must be a Canadian citizen, permanent resident or protected person, an Ontario resident and demonstrate financial need.

Suzanne Finn Prize
Awarded to a student entering the fourth year of the collaborative BScN program. The recipient will have demonstrated a combination of high academic standing (minimum GPA of 7.5) and exhibited characteristics of enthusiasm, leadership and professional is the third year of the same program.

Mary McCann Bursary
Awarded annually to students enrolled in the BScN program (Post RN and Collaborative streams) in the faculty of Health, who are Canadian citizens, permanent residents or protected persons, an Ontario resident and demonstrate financial need. Preference will be given to students who are single parents.
Nursing Student Association at York (NSAY)

B27, HNES Building
4700 Keele Street
Toronto, ON M3J 1P3
416-736-2100, ext. 77011
email: nsay@yorku.ca
website: www.yorku.ca/NURS/

NSAY is the nursing student organization at York. It is elected by nursing students. To get involved, please contact the Executives.

Mission Statement
To foster personal and professional growth through an authentic way of being in an open, collaborating environment that values caring, innovation, solidarity, integrity and respect.

To provide a sense of community for all BScN students at York campus and partner sites

To provide holistic support to all nursing students through peer mentoring and to create opportunities for improving the student experience while enrolled in the York University Nursing programs.

Canadian Nursing Students’ Association (CNSA)

Fifth Avenue Court
99 Fifth Avenue, Suite 15
Ottawa, ON K1S 5K4
Website: www.cnsa.ca

CNSA is the national voice of Canadian nursing students. All students in Collaborative, 2nd Degree Entry and IEN BScN programs at York are members of this association.

Objectives:
- Provide a communication link among nursing students across Canada, recognizing the specific language needs of our bilingual country.

Canadian Association of Schools of Nursing (CASN)

99 Fifth Avenue, Suite 15
Ottawa, Ontario, K1S 5K4
Tel: 613-235-3150
Fax: 613-235-4476
website: www.casn.ca

CASN is the national voice for nursing education and nursing research and represents nursing programs in Canada.

College of Nurses of Ontario (CNO)

101 Davenport Road
Toronto, ON M5R 3P1
416 928-0900 or toll free in Ontario at 1 800 387-5526
Fax 416-928-6507
Website: http://www.cno.org/

The College of Nurses of Ontario (CNO) is the governing body for the 140,000 registered nurses (RNs) and registered practical nurses (RPNs) in Ontario, Canada.

The College regulates nursing to protect the public interest and sets requirements to enter the profession, establishes and enforces standards of nursing practice, and assures the quality of practice of the profession and the continuing competence of nurses.

Registered Nurses' Association of Ontario (RNAO)

158 Pearl Street
Toronto, ON M5H 1L3
Tel: 416- 599-1925 or toll free 1-800-268-7199
Fax: 416-599-1926
Website: www.rnao.org

The Registered Nurses' Association of Ontario (RNAO) is the professional association representing registered nurses in Ontario.
<table>
<thead>
<tr>
<th>Website</th>
<th>URL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Advising</td>
<td><a href="http://www.yorku.ca/yorkweb/currentstudents/academicsupport/academicadvising.html">http://www.yorku.ca/yorkweb/currentstudents/academicsupport/academicadvising.html</a></td>
</tr>
<tr>
<td>Academic Policies</td>
<td><a href="http://www.yorku.ca/secretariat/policies/">http://www.yorku.ca/secretariat/policies/</a></td>
</tr>
<tr>
<td>Admissions, Office of</td>
<td><a href="http://www.yorku.ca/web/futurestudents/">http://www.yorku.ca/web/futurestudents/</a></td>
</tr>
<tr>
<td>Bookstore</td>
<td><a href="http://bookstore.yorku.ca/">http://bookstore.yorku.ca/</a></td>
</tr>
<tr>
<td>Calendar, Undergraduate</td>
<td><a href="http://calendars.registrar.yorku.ca/calendars/index.htm">http://calendars.registrar.yorku.ca/calendars/index.htm</a></td>
</tr>
<tr>
<td>Clubs, students</td>
<td><a href="http://www.yorku.ca/scld/organizations/">http://www.yorku.ca/scld/organizations/</a></td>
</tr>
<tr>
<td>Disabilities Services</td>
<td><a href="http://www.yorku.ca/dshub/policies.htm">http://www.yorku.ca/dshub/policies.htm</a></td>
</tr>
<tr>
<td>Convocation</td>
<td><a href="http://www.yorku.ca/mygraduation/">http://www.yorku.ca/mygraduation/</a></td>
</tr>
<tr>
<td>Exam Schedules</td>
<td><a href="http://calendars.registrar.yorku.ca/examschedules/index.htm">http://calendars.registrar.yorku.ca/examschedules/index.htm</a></td>
</tr>
<tr>
<td>Fees and Refund tables</td>
<td><a href="http://www.yorku.ca/osfs/feesmain.shtml">http://www.yorku.ca/osfs/feesmain.shtml</a></td>
</tr>
<tr>
<td>goSAFE</td>
<td><a href="http://www.yorku.ca/goSAFE/gosafe.html">http://www.yorku.ca/goSAFE/gosafe.html</a></td>
</tr>
<tr>
<td>Graduation</td>
<td><a href="http://www.yorku.ca/mygraduation/">http://www.yorku.ca/mygraduation/</a></td>
</tr>
<tr>
<td>Health, Faculty of</td>
<td><a href="http://www.yorku.ca/health/">http://www.yorku.ca/health/</a></td>
</tr>
<tr>
<td>Health Plan</td>
<td><a href="http://www.yorku.ca/osfs/healthplan.shtml">http://www.yorku.ca/osfs/healthplan.shtml</a></td>
</tr>
<tr>
<td>Housing, off campus</td>
<td><a href="http://www.yorku.ca/scld/offcampushousing/index.html">http://www.yorku.ca/scld/offcampushousing/index.html</a></td>
</tr>
<tr>
<td>Housing, on campus</td>
<td><a href="http://www.yorku.ca/stuhouse/">http://www.yorku.ca/stuhouse/</a></td>
</tr>
<tr>
<td>Human Rights Policies</td>
<td><a href="http://www.yorku.ca/ombuds/">http://www.yorku.ca/ombuds/</a></td>
</tr>
<tr>
<td>Jobs for students on campus</td>
<td><a href="http://www.yorku.ca/careers/oncampus_jobs/">http://www.yorku.ca/careers/oncampus_jobs/</a></td>
</tr>
<tr>
<td>Learning Skills Program</td>
<td><a href="http://www.yorku.ca/cdc/lsp/index.htm">http://www.yorku.ca/cdc/lsp/index.htm</a></td>
</tr>
<tr>
<td>Lecture Schedules</td>
<td><a href="http://calendars.registrar.yorku.ca/lectureschedules/index.htm">http://calendars.registrar.yorku.ca/lectureschedules/index.htm</a></td>
</tr>
<tr>
<td>Libraries</td>
<td><a href="http://www.library.yorku.ca/ccm/jsp/homepage.jsp">http://www.library.yorku.ca/ccm/jsp/homepage.jsp</a></td>
</tr>
<tr>
<td>Map, Campus</td>
<td><a href="http://www.yorku.ca/yorkweb/maps/index.htm">http://www.yorku.ca/yorkweb/maps/index.htm</a></td>
</tr>
<tr>
<td>Meal Plan</td>
<td><a href="http://www.yorku.ca/yucard/mealplans.html">http://www.yorku.ca/yucard/mealplans.html</a></td>
</tr>
<tr>
<td>Office of the Registrar</td>
<td><a href="http://www.registrar.yorku.ca/">http://www.registrar.yorku.ca/</a></td>
</tr>
<tr>
<td>Office of Student Financial Services</td>
<td><a href="http://www.yorku.ca/osfs/index.shtml">http://www.yorku.ca/osfs/index.shtml</a></td>
</tr>
<tr>
<td>OSAP and Government Assistance</td>
<td><a href="http://www.yorku.ca/osfs/OSAPMain.shtml">http://www.yorku.ca/osfs/OSAPMain.shtml</a></td>
</tr>
<tr>
<td>Parking Office</td>
<td><a href="http://www.yorku.ca/parking/">http://www.yorku.ca/parking/</a></td>
</tr>
<tr>
<td>Program of Study</td>
<td><a href="http://www.yorku.ca/web/futurestudents/programs/index.asp">http://www.yorku.ca/web/futurestudents/programs/index.asp</a></td>
</tr>
<tr>
<td>Scholarships &amp; Awards</td>
<td><a href="http://www.yorku.ca/osfs/schburprizes.shtml">http://www.yorku.ca/osfs/schburprizes.shtml</a></td>
</tr>
<tr>
<td>Security Services</td>
<td><a href="http://www.yorku.ca/security/">http://www.yorku.ca/security/</a></td>
</tr>
<tr>
<td>Stong College</td>
<td><a href="http://www.yorku.ca/stong/index.php">http://www.yorku.ca/stong/index.php</a></td>
</tr>
<tr>
<td>Student Accounts</td>
<td><a href="http://www.yorku.ca/osfs/SAMain.shtml">http://www.yorku.ca/osfs/SAMain.shtml</a></td>
</tr>
<tr>
<td>Student Codes of Conduct</td>
<td><a href="http://www.yorku.ca/scdr/">http://www.yorku.ca/scdr/</a></td>
</tr>
<tr>
<td>Transportation Services</td>
<td><a href="http://www.yorku.ca/transportation/">http://www.yorku.ca/transportation/</a></td>
</tr>
<tr>
<td>Weather</td>
<td><a href="http://webapps.yorku.ca/weather/">http://webapps.yorku.ca/weather/</a></td>
</tr>
<tr>
<td>York Lanes Retail Centre</td>
<td><a href="http://www.yorku.ca/yorklanes/">http://www.yorku.ca/yorklanes/</a></td>
</tr>
<tr>
<td>YU Card</td>
<td><a href="http://www.yorku.ca/yucard/getyourcard.html">http://www.yorku.ca/yucard/getyourcard.html</a></td>
</tr>
</tbody>
</table>
Directions to School of Nursing

York Map (Keele Campus): [http://www.yorku.ca/yorkweb/maps/york2d/index.htm](http://www.yorku.ca/yorkweb/maps/york2d/index.htm)

School of Nursing is #31 on the York Map.
The closest Parking Lot for visitors to the School of Nursing is Arboretum Parking Garage (#80 on the map).

Transit directions to the Keele campus

**TORONTO TRANSIT (TTC)**

<table>
<thead>
<tr>
<th>Downsviws &amp; Sheppard Stations</th>
<th>Finch Station:</th>
<th>Jane Station:</th>
<th>Keele Station</th>
</tr>
</thead>
<tbody>
<tr>
<td>196 York University Rocket - Express from Downsviws Station; 196 B from Sheppard Station via Downsviws during peak times</td>
<td>Steeles 60C or 60F</td>
<td>Jane 35 E - Express to York U</td>
<td>Keele 41 (41B including Petrolia; 41C including Steeles Avenue via Murray Ross Parkway)</td>
</tr>
<tr>
<td>106 York University - from Downsviws at non-peak times</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>107 B&amp;C Keele North - Downsviws Station to Rutherford GO Stn (107 B) or Teston Rd (107 C) via York U (one-fare service between York Region and York University)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**GO TRANSIT**


**YORK REGION TRANSIT**


| Please visit [http://www.yorkregiontransit.com/routes.asp](http://www.yorkregiontransit.com/routes.asp) |

Driving Directions to Keele Campus

<table>
<thead>
<tr>
<th>From Highway 401</th>
<th>From Highway 407</th>
<th>From Highway 400 (southbound)</th>
<th>From Highway 400 (northbound)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Take Hwy. 401 to Keele Exit at Keele and go north Follow Keele north of Finch (the campus is on your left) Turn left at the Main entrance, the third stop light after Finch</td>
<td>Take Hwy. 407 to Keele Exit at Keele Street and go south Follow Keele south of Steeles (the campus is on your right) Turn onto the campus via the Main entrance, the first stop light after Steeles</td>
<td>Take Hwy. 400 south to Hwy. 7 Exit onto Hwy. 7 and go east Follow Hwy. 7 east to Keele At Keele go south (the campus is on your right) Turn onto the campus via the Main entrance, the first stop light after Steeles</td>
<td>Take Hwy. 400 north to Steeles Exit onto Steeles and go east Follow Steeles east to Keele At Keele go south (the campus is on your right) Turn onto the campus via the Main entrance, the first stop light after Steeles</td>
</tr>
</tbody>
</table>
# York University Building Acronyms

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Building Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>AK</td>
<td>Atkinson</td>
</tr>
<tr>
<td>ACE</td>
<td>Accolade Building East</td>
</tr>
<tr>
<td>ACW</td>
<td>Accolade Building West</td>
</tr>
<tr>
<td>BC</td>
<td>Bethune College</td>
</tr>
<tr>
<td>BC D.H.</td>
<td>Bethune College Dining Hall</td>
</tr>
<tr>
<td>BS</td>
<td>Behavioural Sciences Building</td>
</tr>
<tr>
<td>BU</td>
<td>Burton Auditorium</td>
</tr>
<tr>
<td>CC</td>
<td>Calumet College</td>
</tr>
<tr>
<td>CB</td>
<td>Chemistry Building</td>
</tr>
<tr>
<td>CFA</td>
<td>Joan and Martin Goldfarb Centre for Fine Arts</td>
</tr>
<tr>
<td>CFT</td>
<td>Centre for Film and Theatre</td>
</tr>
<tr>
<td>CLH</td>
<td>Curtis Lecture Halls</td>
</tr>
<tr>
<td>CSE</td>
<td>Computer Science and Engineering Building</td>
</tr>
<tr>
<td>FC</td>
<td>Founders College</td>
</tr>
<tr>
<td>FS</td>
<td>Farquharson Life Sciences Building</td>
</tr>
<tr>
<td>HNES</td>
<td>Health, Nursing and Environmental Studies Building</td>
</tr>
<tr>
<td>K</td>
<td>Kinsmen Building</td>
</tr>
<tr>
<td>LB</td>
<td>Lumbers Building</td>
</tr>
<tr>
<td>LS</td>
<td>Osgoode Hall Law School</td>
</tr>
<tr>
<td>MC</td>
<td>McLaughlin College</td>
</tr>
<tr>
<td>PR</td>
<td>Physical Resources Building</td>
</tr>
<tr>
<td>PS</td>
<td>Petrie Science and Engineering Building</td>
</tr>
<tr>
<td>R N</td>
<td>Ross Building - North</td>
</tr>
<tr>
<td>R S</td>
<td>Ross Building - South</td>
</tr>
<tr>
<td>SC</td>
<td>Stong College</td>
</tr>
<tr>
<td>SCL</td>
<td>Scott Library</td>
</tr>
<tr>
<td>SFH</td>
<td>Student Fieldhouse (East &amp; West) Tait McKenzie Building</td>
</tr>
<tr>
<td>SFH EAST</td>
<td>Student Fieldhouse (East side) Tait McKenzie Building</td>
</tr>
<tr>
<td>SFH WEST</td>
<td>Student Fieldhouse (West side) Tait McKenzie Building</td>
</tr>
<tr>
<td>SSL</td>
<td>Steacie Science Library</td>
</tr>
<tr>
<td>SLH</td>
<td>Stedman Lecture Halls</td>
</tr>
<tr>
<td>SSB</td>
<td>Seymour Schulich Building</td>
</tr>
<tr>
<td>TEL</td>
<td>Technologically Enhanced Learning Building</td>
</tr>
<tr>
<td>TM</td>
<td>Tait McKenzie Building</td>
</tr>
<tr>
<td>TM MGYM</td>
<td>Tait McKenzie Building - Main Gym</td>
</tr>
<tr>
<td>TM UGYM</td>
<td>Tait McKenzie Building - Upper Gym</td>
</tr>
<tr>
<td>VC</td>
<td>Vanier College</td>
</tr>
<tr>
<td>VC D.H.</td>
<td>Vanier College Dining Hall</td>
</tr>
<tr>
<td>VH</td>
<td>Vari Hall</td>
</tr>
<tr>
<td>WC</td>
<td>Winters College</td>
</tr>
</tbody>
</table>