

Faculty of Health

School of

# Nursing

UNDERGRADUATE SUPPLEMENTAL CALENDAR

2013 2014

# YORK UNIVERSITY FACULTY OF HEALTH SCHOOL OF NURSING SUPPLEMENTAL CALENDAR

## Table of Contents

<b>PROGRAM INFORMATION AND REQUIREMENTS</b> .....	<b>3</b>
<b>Mission Statement</b> .....	<b>3</b>
<b>Philosophy of the BScN Program</b> .....	<b>3</b>
<b>How to Use This Supplemental Calendar</b> .....	<b>5</b>
<b>Contact Information</b> .....	<b>5</b>
<b>School of Nursing Contact Information</b> .....	<b>5</b>
Undergraduate Office .....	<b>5</b>
Nursing Practicum Coordination Office (NPCO) .....	<b>5</b>
Nursing Resources Centre (NRC) .....	<b>5</b>
Undergraduate Program Directors/Coordinator .....	<b>6</b>
York-Seneca-Georgian Collaborative BScN Program .....	<b>6</b>
2nd Entry BScN Program .....	<b>6</b>
Post RN-IEN BScN Program .....	<b>6</b>
Faculty and Staff .....	<b>6</b>
<b>Academic Advising Support</b> .....	<b>6</b>
<b>Faculty Interests</b> .....	<b>6</b>
<b>Scholarships, Awards and Bursaries</b> .....	<b>6</b>
Scholarships .....	<b>6</b>
Bursaries .....	<b>6</b>
Student Financial Profile (SFP) .....	<b>7</b>
Faculty of Health and University Awards and Bursaries for Students in the BScN Program .....	<b>7</b>
School of Nursing Awards .....	<b>10</b>
External Awards .....	<b>10</b>
<b>Programs of Study</b> .....	<b>11</b>
BScN Honours Degree Programs .....	<b>11</b>
York-Seneca-Georgian Collaborative BScN Program .....	<b>11</b>
College Partners .....	<b>11</b>
Program Statement .....	<b>11</b>
Program Level Goals .....	<b>13</b>
Program Requirements .....	<b>15</b>
Course Sequence .....	<b>16</b>
2nd Entry BScN Program .....	<b>18</b>
Program Statement .....	<b>18</b>
Program Goals .....	<b>18</b>
Level Goals .....	<b>18</b>
Program Requirements .....	<b>19</b>
Course Sequence .....	<b>20</b>
Post-RN IEN BScN Program .....	<b>22</b>
Program Statement .....	<b>22</b>
Program Goals .....	<b>22</b>
Level Goals .....	<b>23</b>
Program Requirements .....	<b>23</b>
Course Sequence .....	<b>25</b>
<b>Guidelines for Practicum Experiences</b> .....	<b>26</b>
Before you Attend Practicum .....	<b>26</b>
During your Practicum Experience .....	<b>28</b>
Guidelines for Performance in a Practicum .....	<b>30</b>
<b>Policy on Involuntary Withdrawal</b> .....	<b>33</b>
<b>BScN Student Professional Behaviour Policy</b> .....	<b>33</b>
<b>Departmental Policy from the School of Nursing</b> .....	<b>36</b>
Withdrawing from Courses .....	<b>36</b>
<b>COURSE DESCRIPTIONS</b> .....	<b>37</b>
<b>RESOURCES AND STUDENT LIFE</b> .....	<b>45</b>
<b>Nursing Resource Centre (NRC)</b> .....	<b>45</b>
<b>Clubs and Organizations</b> .....	<b>45</b>
Nursing Student Association at York (NSAY) .....	<b>45</b>

Stong College .....	45
Faculty of Health Student Caucus (FHSC) .....	46
<b>Academic Support</b> .....	46
The Writing Centre.....	46
Online Tutorials for Students.....	46
The Academic Integrity Tutorial .....	46
The Web Research Tutorial .....	46
Pre-Writing Strategies Tutorial .....	46
Libraries .....	47
<b>Important Dates and Deadlines</b> .....	47
<b>Important Links for Students</b> .....	47
<b>Directions to York University</b> .....	47
<b>York University Building Acronyms</b> .....	48

# PROGRAM INFORMATION AND REQUIREMENTS

## Mission Statement

The mission of the School of Nursing is to create a culture of caring that fosters lifelong 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 in terms of 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 program is broadly based in the human sciences. It draws upon multiple nursing theoretical perspectives that are consistent with the human sciences, such as those of Newman, Parse, Paterson and Zderad, Rogers, and Watson. Human science focuses on human experiences and the meanings, patterns and themes that emerge in human living.

The school's 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, in which an emphasis is placed, both implicitly and explicitly, on the biomedical 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 school's 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 in the necessity of understanding and critiquing 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 exist 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 world view 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 as 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. The synergistic effect enables nurses to understand and significantly contribute to persons' experiences of health and healing.

Sources of knowing in nursing are unbounded; that is, as unitary beings in relation, nurses draw on multiple sources of knowing including the 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 seek continuously 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 lifelong, often mysterious, dynamic process of personal and professional growth. It builds on 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 one another. This may occur from both intended and unintended learning. A shared learning journey enables each person to find his or her own voice, nourish his or her soul, and be committed to lifelong learning

## How to Use This Supplemental Calendar

This supplemental calendar has been produced to remind students of important details contained School of Nursing Supplemental Calendar is also available on line at <http://nurs.info.yorku.ca/>.

This supplemental calendar is divided into four main sections that include many sub-sections. The Program Information and Requirements section provides an overview of general program information about the School of Nursing, such as contact information, advising, scholarships, awards and bursaries and faculty interests. In addition, it includes the programs of study (York-Seneca-Georgian Collaborative BScN program, Second Entry BScN program, Post-RN IEN BScN program, and practicum information).

The second section of the supplemental calendar contains information on academic standing, policies and procedures, which includes university policies such as the student code of conduct, academic honesty and academic integrity, letters of permission, the grading system, honours progression and graduation requirements, examinations, academic penalties, departmental policies and petitions.

The third section contains information about courses and their description.

The last section is Resources and Student Life. This section provides information on resources provided by the School of Nursing and York University, such as Clubs and Organizations, the Nursing Resources Centre and Lab, the Nursing Library, building acronyms and useful and important Web sites for students.

## Contact Information

### School of Nursing Contact Information

#### Undergraduate Office

Health, Nursing and Environment Studies, Rm. 301

Tel: 416-736-5271

Fax: 416-736-5714

E-mail: [nursing@yorku.ca](mailto:nursing@yorku.ca)

Website: <http://nurs.info.yorku.ca/>

Office Hours:

Sept. 1 to May 31, Monday to Thursday 9:00am to 4:30pm and Friday 9:30am to 4:30pm

June 1 to Aug. 31, Monday to Thursday 9:00am to 4:30pm and Friday 9:30am to 3:30pm

#### Nursing Practicum Coordination Office (NPCO)

Health, Nursing and Environment Studies, Rm. 306

Tel: 416-736-2100 ext. 33176

Fax: 416-650-8226

E-mail: [npc@yorku.ca](mailto:npc@yorku.ca)

Website: <http://nurs.info.yorku.ca/nursing-practicum-coordinator-office/>

Office Hours:

Sept. 1 to May 31, Monday to Friday 8:30am to 4:30pm.

June 1 to Aug. 31, Monday to Thursday 8:30am to 4:30pm and Friday 8:30am to 3:30pm

#### Nursing Resources Centre (NRC)

Health, Nursing and Environment Studies, Rms. 303 & 304

Tel: 416-736-2100 ext. 20594

E-mail: [nrc@yorku.ca](mailto:nrc@yorku.ca)

Website: <http://nurs.info.yorku.ca/nursing-resource-centre/>

Lab Hours: By appointment only.

## Contact Information for Undergraduate Program Directors/Coordinator

### York-Seneca-Georgian Collaborative BScN Program

Undergraduate Program Director:  
Karin Page-Cutrara  
Tel: 416-736-2100 ext. 33920  
E-mail: [kcutrara@yorku.ca](mailto:kcutrara@yorku.ca)

Program Assistant: Diana Siinardi  
Tel: 416 736 2100 ext. 33393  
E-mail: [collab@yorku.ca](mailto:collab@yorku.ca)

### 2nd Entry BScN Program

Undergraduate Program Director:  
Julie Nilsen-Berec  
Tel: 416-736-2100 ext. 20069  
E-mail: [nilsenj@yorku.ca](mailto:nilsenj@yorku.ca)  
Program Assistant: Shandana Khan  
Tel: 416-736-2100 ext. 30011  
E-mail: [degree2@yorku.ca](mailto:degree2@yorku.ca)

### Post RN-IEN BScN Program

Program Coordinator:  
Pat Bradley  
Tel: 416-736-2100 ext. 33182  
E-mail: [bradley@yorku.ca](mailto:bradley@yorku.ca)

Program Assistant: Heather Maunder  
Tel: 416-736-2100 ext. 30009  
E-mail: [ien@yorku.ca](mailto:ien@yorku.ca)

## Contact Information for Faculty and Staff in the School of Nursing

Faculty and staff contact information can be found on the Current Students Web site:  
<http://mocha.yorku.ca/atlas/servlet/atlas>

For the complete list of faculty and staff, type in School of Nursing in the department field and click search.

## Academic Advising Support

The Faculty of Health, Office of Student and Academic Services (HH OSAS) provides student advising on an appointment basis and by flexible drop-in advising hours.

### Contact information:

Health, Nursing and Environmental Studies, Rm. 019  
Tel: 416-736-5299  
E-mail: [hhadvise@yorku.ca](mailto:hhadvise@yorku.ca)  
Website: <http://health.info.yorku.ca/current-student-information/academic-advising/>

## Faculty Interests

The list of faculty members and their research and teaching areas can be found on the Faculty of Health Web site:  
<http://www.yorku.ca/health/people/index.php?search=Y&dept=N&All=Y>

## Scholarships, Awards and Bursaries

York University offers a number of scholarships, awards and bursaries to assist students with financial need or to reward academic and personal achievements.

### Scholarships

Scholarships recognize exceptional talent/promise or academic excellence. For more information <http://nurs.info.yorku.ca/awards-and-scholarships/>

### Bursaries

Bursaries are primarily designed to assist students with financial need. Recipients must be in good academic standing. Bursaries do not appear on the student's transcript.

Information on York University scholarships and bursaries, including a searchable database, is available online at <http://sfs.yorku.ca/scholarships/index.htm>.

## Student Financial Profile (SFP)

The Student Financial Profile is a multi-purpose online application form that is used to apply for scholarships, bursaries and on-campus employment programs such as Research at York (RAY) and Work/Study. Students should complete the SFP at the start of each academic session to be considered for a variety of programs. The SFP is available online at <http://sfs.yorku.ca/aid/sfp/index.htm>.

## Faculty of Health and University Awards and Bursaries for Students in the BScN Programs

Students in the Faculty of Health are eligible to apply for Faculty of Health-specific awards, as well as pan-University awards that are open to students in all faculties. Please search the awards online via the awards search and follow the application procedure for each award. The deadline for the fall/winter pan-university awards is usually mid-October.

Award Name	Description	Application Process
Frances & Frederic Robinson IEN Bursary	The Frances & Frederic Robinson IEN Bursary will be awarded annually to students who are enrolled in the first term of the Bachelor of Science in Nursing Post-RN IEN BScN program. Recipients must be Canadian citizens, permanent residents or protected persons and Ontario residents who demonstrate financial need.	To receive consideration for this award, students must submit a Student Financial Profile available at: <a href="http://www.sfs.yorku.ca/scholarships/">www.sfs.yorku.ca/scholarships/</a> by the fall deadline date. Students with disabilities have the option of submitting a paper application. Paper copies of the application are available at any of the disabilities service providers on campus.
Frances & Frederic Robinson Nursing Award	The Frances & 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 grade point average among eligible candidates). One recipient will be selected from the Collaborative BScN program and one from the 2nd Degree Entry BScN program. If there is no eligible recipient in one of the programs, both awards will be given to eligible recipients in the other program. Recipients must be Canadian citizens, permanent residents or protected persons, residents of Ontario and demonstrate financial need.	To receive consideration for this award, students must submit a Student Financial Profile available at: <a href="http://www.sfs.yorku.ca/scholarships/">www.sfs.yorku.ca/scholarships/</a> by the fall deadline date. Students with disabilities have the option of submitting a paper application. Paper copies of the application are available at any of the disabilities service providers on campus.



Mary McCann Bursary	Awarded annually to students enrolled in the BScN program (Collaborative streams) in the Faculty of Health, who are Canadian citizens, permanent residents or protected persons or protected persons, are Ontario residents and demonstrate financial need. Preference will be given to students who are single parents.	To apply, please submit a Student Financial Profile by reviewing the Fall/Winter Undergraduate Bursaries and Awards Program information available at <a href="http://www.sfs.yorku.ca/scholarships/">www.sfs.yorku.ca/scholarships/</a> .
Suzanne Finn Prize	Awarded to a student entering Year 4 of the Collaborative BScN program in the School of Nursing. The recipient will have demonstrated a combination of high academic standing (minimum grade point average of 7.50) and exhibited characteristics of enthusiasm, leadership and professionalism in Year 3 of the same program.	To apply, please submit a Student Financial Profile by reviewing the Fall/Winter Undergraduate Bursaries and Awards Program information available at <a href="http://www.sfs.yorku.ca/scholarships/">www.sfs.yorku.ca/scholarships/</a>
The Dorothea Johnson Award in Nursing	Established to encourage and assist individuals who are pursuing a bachelor of science degree in nursing. Named in honour of Dorothea Johnson, RN, a nursing professional originally from South Africa, who actively pursued her education despite financial and political obstacles and strongly believes in the importance of lifelong learning.	Please review the Fall/Winter Undergraduate Bursaries and Awards Program information available at <a href="http://www.sfs.yorku.ca/scholarships/">www.sfs.yorku.ca/scholarships/</a> and submit a student financial profile.
The Jacqueline McCarthy Award in Nursing	The award will be given to a full-time student who has completed the Community as Partner course HH/NURS 4525 6.00 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.	To apply, please submit a Student Financial Profile by reviewing the Fall/Winter Undergraduate Bursaries and Awards Program information available at <a href="http://www.sfs.yorku.ca/scholarships/">www.sfs.yorku.ca/scholarships/</a>
The Joan C. Ballantyne Compassionate Nursing Prize	The Joan C. Ballantyne Compassionate Nursing Prize will be awarded annually to a graduating student from the Bachelor of Science in Nursing program who has demonstrated talent in the field of nursing through the kindness and compassion shown toward patients under his or her care.	To apply, please submit a Student Financial Profile by reviewing the Fall/Winter Undergraduate Bursaries and Awards Program information available at <a href="http://www.sfs.yorku.ca/scholarships/">www.sfs.yorku.ca/scholarships/</a>
The June Awrey Memorial Nursing Award	The June Awrey Memorial Nursing Award will be given to two students in the two streams of the BScN degree: one in Year 3 or 4 of the Collaborative BScN stream. Students must have an overall average of 7.00 (B+) or better. Preference will be given to students who have returned to school to pursue the BScN degree after having had their education interrupted. Applicants will be required to submit a one-page letter that describes their reasons for undertaking the BScN degree. Applicants will be required to demonstrate financial need on a bursary application form.	Please review the Fall/Winter Undergraduate Bursaries and Awards Program information available at <a href="http://www.sfs.yorku.ca/scholarships/">www.sfs.yorku.ca/scholarships/</a> and submit a student financial profile.

<p>The Tepper Family Award for Dedication to Nursing</p>	<p>Audrey Tepper and her family established Audrey's Place Foundation in 2010. The Teppers and their supporters believe in the concept of "paying it forward". By investing in the education of future nurses, the funds provided by Audrey's Place are leveraged to positively impact on one's life today so many lives can be impacted in the future.</p>	<p>Students will need to provide a written document illustrating their passion for nursing and how this scholarship will impact their lives. Also please submit a Student Financial Profile by reviewing the Fall/Winter Undergraduate Bursaries and Awards Program information available at <a href="http://www.sfs.yorku.ca/scholarships/">www.sfs.yorku.ca/scholarships/</a></p>
<p>The MOBB Medical Ltd. Nursing Scholarship</p>	<p>The MOBB Medical Ltd. Nursing Scholarship designed to support one student enrolled in full-time study in each of the three BScN programs. (2<sup>nd</sup> Entry, IEN and Collaborative) who has a passion for nursing and who face challenges, both financial and personal, on pursuing a career in nursing. The recipients must have a minimum grade point average of 7.50 and demonstrate financial need.</p>	<p>To apply for this award, please fill out the current Student Financial Profile at <a href="http://sfs.yorku.ca/services/sfp/">http://sfs.yorku.ca/services/sfp/</a></p>

## **School of Nursing Awards**

(Check with the School of Nursing for nomination information or details about application processes.)

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 of Health, School of Nursing. 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 Caoilinn 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 Cathy Crowe Award for Commitment to Social Justice**

Demonstrated commitment to social justice issues, evidence of leadership potential as an advocate and social justice activist.

### **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.

### **Nirojan Kaneswaralingam Award**

This award is being established in memory of Nirojan Kaneswaralingam, a beloved member of the class of 2012, 2<sup>nd</sup> Entry BScN. This award is the sole peer-nominated honour in the School of Nursing at York University. Nominees will be considered for outstanding leadership, creativity and spirit within the School of Nursing, the York Community and beyond.

### **External Awards**

In addition to York University awards, students in the BScN degree program may also be eligible for a number of external awards; see below for a list of some of these awards. Look for announcements about these and other awards from the School of Nursing:

- 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

## Programs of Study

### Bachelor of Science in Nursing (BScN) Honours Degree Programs

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 three ways to obtain a BScN at York University.

##### 1. York-Seneca-Georgian Collaborative BScN program

This program is offered collaboratively with Seneca College and Georgian College. The first two years of the program will be completed at one of the college sites of your choice; the final two years will be completed at York University, Keele campus site.

##### 2. 2nd Entry BScN program

For students with at least 60 university credits or a completed university degree with a cumulative grade point average of at least 5.00 (C+) and a 6.00 (B) in the last 30 credits with specific required courses.

##### 3. Post-RN IEN BScN program

This is a program specifically designed for students who are Registered Nurses in their home jurisdictions. Applicants must have a letter of direction from the College of Nurses of Ontario stating they need a BScN to be eligible for the licensure process.

### York-Seneca-Georgian Collaborative BScN Program

In collaboration with Seneca and Georgian Colleges of Applied Arts and Technology, the first two years of the four-year curriculum are completed at one of the college partner sites, and year 3 and 4 are completed at York University, Keele campus site. Graduates receive a Bachelor of Science in Nursing (BScN) degree from York University and will be eligible to write the certification examinations from the College of Nurses of Ontario.

#### College Partners

##### Georgian College

Nursing Program, Health Sciences  
1 Georgian Drive  
Barrie, Ontario  
L4M 3X9  
Tel: 705-728-1968  
[www.georgianc.on.ca](http://www.georgianc.on.ca)

##### Seneca College

Nursing, School of Health Sciences  
13990 Dufferin Street  
King City, Ontario  
L7B 1B3  
Tel: 416-491-5050  
[www.senecac.on.ca](http://www.senecac.on.ca)

#### Program Statement

This program statement builds on and expands the York University 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 or her own voice, nourish his or 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.

## Program Level Goals

**NOTE:** The program 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. Each succeeding year builds on and incorporates the goals of previous levels.

Program Level Goals	First Year	Second Year	Third Year	Fourth Year
Be accountable to the public and practice within the professional standards of nursing	Recognize an awareness of professional values, personal responsibility and accountability to practice within current legislation and CNO Standards of Practice	Demonstrate accountability to the client and responsibility for personal and professional development	Demonstrate professional responsibility, accountability and ethical comportment with others in education and practice settings	Demonstrate accountability to the public by practising in accordance with professional standards of nursing practice
Enhance health and healing through synthesizing knowledge from nursing and other disciplines in understanding the lived experience of clients	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	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	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	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
Participate in the ongoing transformation and humanization of health care by incorporating multiple ways of knowing, evidence-informed care and critical-reflective practice	Demonstrate critical-reflective, client-centred care in simple clinical situations, using multiple ways of knowing in providing evidence-informed care	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	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	Participate in the ongoing transformation and humanization of health care by incorporating multiple ways of knowing, evidence-informed care and critical-reflective practice

Commit to excellence in professional practice through lifelong learning	Recognize and value personal learning as a professional nurse.	Initiate personal and professional growth and development through critical and reflective thinking	Act on a personal-professional career plan resulting in self-directed learning	Commit to excellence in professional practice through lifelong learning
Establish and maintain collaborative relationships within nursing, the interprofessional team and the community	Initiate relationships by demonstrating respect for and being present with clients, nurses and other health care providers	Participate in the interprofessional team to provide care for individuals, groups and families	Establish collaborative interprofessional relationships in providing nursing care to individuals, families, groups and communities	Establish and maintain collaborative relationships within nursing, the interprofessional team and the community
Demonstrate leadership for the advancement of the nursing profession in all domains of practice	Recognize the image and the contribution of the nursing profession in society and undertake a leadership role in peer groups	Appreciate leadership in self and others when providing care to individuals and families	Demonstrate leadership through promoting a positive image of nursing when providing care to individuals, families and communities	Demonstrate leadership for the advancement of the nursing profession in all domains of practice
Advocate for and support healthy organizational and public policy to promote health of individuals, families, groups, communities and global populations	Identify situations where advocacy is indicated, exploring the influences of determinants of health on individuals' health and wellness	Advocate for individuals, families and groups, recognizing contextual influences on persons' lived experiences within the health care system	Advocate for individuals, families, groups and communities, recognizing the influence of public policy on health	Advocate for and support healthy organizational and public policy to promote health of individuals, families, groups, communities and global populations
Provide culturally sensitive nursing care that honours human dignity, respects diversity and embraces different ways of being	Recognize diverse and cultural understandings of health and wellness in stable client situations and in the learning environment	Demonstrate an appreciation for diversity while using a client-centred approach in complex care situations	Provide culturally sensitive nursing care in promoting the health of diverse communities and populations	Provide culturally sensitive nursing care that honours human dignity, respects diversity and embraces different ways of being

## Program Requirements

Students in the four-year Collaborative BScN program select one of two collaborative partner sites (Seneca College or Georgian College) for Years 1 and 2 of their degree followed by Years 3 and 4 at York University where *60 credits are required, including:*

**Major requirements:** A minimum of 48 major credits in nursing, as follows:

HH/NURS 3514 3.00

HH/NURS 3515 3.00

HH/NURS 3524 6.00

HH/NURS 4516 3.00

HH/NURS 4525 6.00

HH/NURS 4526 6.00

HH/NURS 4527 9.00

HH/NURS 4528 3.00

HH/NURS 4546 3.00

And six nursing (NURS) credits at the 3000 level or higher

In addition, students must complete a minimum of six credits as follows:

Either HH/PSYC 2021 3.00 or HH/KINE 2050 3.00, plus SC/BIOL 2900 3.00.

**NOTE:** *HH/NURS 3524 6.00, HH/NURS 4525 6.00, HH/NURS 4526 6.00, and HH/NURS 4527 9.00 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 six 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.*

The **Undergraduate Calendar** can be found on the Registrar's Office Web site at <http://calendars.registrar.yorku.ca>



## York-Seneca-Georgian Collaborative BScN Program—Course Sequence

**Year 1 – Students complete 30.00 York University credits at either Georgian/Seneca College site (Note: HH/NURS 1000 30.00 will appear on your York University transcript.)**

HH/NURS 1000 30.00	Collaborative Nursing – Georgian/Seneca
--------------------	---

**Year 2 – Students complete 30.00 York University credits at either Georgian/Seneca College site (Note: HH/NURS 2000 30.00 will appear on your York University transcript.)**

HH/NURS 2000 30.00	Collaborative Nursing – Georgian/Seneca
--------------------	---

**Year 3 – Term 1 (fall) – at the York University, Keele campus site**

HH/NURS 3515 3.00	Development of Self as Nurse: Research and Inquiry
SC/BIOL 2900 3.00	Microbiology
HH/NURS elective 3.00 at the 3000 level or higher	An elective course 3.00 in nursing at the 3000 level or higher
HH/NURS 3524 6.00	Client-Centred Care of Individuals and Families in Child and Mental Health Settings

**Year 3 – Term 2 (winter) – at the York University, Keele campus site**

HH/NURS 3514 3.00	Development of Self as Nurse: Nurse as Leader and Agent of Change
HH/PSYC 2021 3.00	Statistical Methods
*Non-nursing elective 3.00 at the 3000 level or higher	An elective course 3.00 outside nursing at the 3000 level or higher
HH/NURS 4525 6.00 OR HH/NURS 4526 6.00	Client-Centered Care of Community as Partner  Client-Centred Care of Individuals and Families in Homes and Acute Settings

Year 3 – Term 3 (summer) – at the York University, Keele campus site Optional for students to enroll in Nursing or Non-Nursing elective(s)	
HH/NURS elective 3.00 at the 3000 level or higher	An elective course 3.00 in nursing at the 3000 level or higher
*Non-nursing elective(s) 3.00 or 6.00 at the 3000 level or higher	Elective course(s) 3.00 or up to 6.00 outside nursing at the 3000 level or higher Note: The York-Seneca-Georgian Collaborative BScN program requires a total of 9.00 non-nursing electives.

Year 4 – Term 4 (fall) – at the York University, Keele campus site	
HH/NURS 4546 3.00	Health and Healing: Global Context of Nursing
HH/NURS 4525 6.00 <b>OR</b> HH/NURS 4526 6.00	Client-Centered Care of Community as Partner  Client-Centred Care of Individuals and Families in Homes and Acute Settings
HH/NURS 4516 3.00	Development of Self as Nurse: Advanced Professional Issues
HH/NURS elective 3.00	An elective course 3.00 in nursing at the 3000 level or higher
*Non-nursing electives 3.00 at the 3000 level or higher	An elective course 3.00 outside nursing at the 3000 level or higher Note: The York-Seneca-Georgian Collaborative BScN program requires a total of 6.00 non-nursing electives.

Year 4 – Term 5 (winter) – at the York University, Keele campus site	
HH/NURS 4527 9.00	Health & Healing: Integrated Nursing Science Practicum
HH/NURS 4528 3.00	Health & Healing: Integrated Nursing Science Theory

\* Prerequisites are courses that must be successfully completed before another course can be taken. Read course descriptions carefully and ensure you meet all prerequisites before enrolling. Students may seek advising from the Office of Students and Academic Services, Faculty of Health, for help in selecting non-nursing electives at the 3000 level or higher.

## 2nd Entry BScN Program

### Program Statement

The 2nd Entry BScN program has been developed in response to an increasing demand for nursing programs that 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 toward any university degree and who meet the program prerequisites. As with other programs in the School of Nursing, the 2nd Entry program reflects a unique teaching approach that focuses on cultivating human relationships. This patient-centred approach answers a growing demand for nurses who respect patients' 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, a diverse community of learners is created that encourages each student to find his or her own voice. Students are encouraged to question and think critically about conventional assumptions and practices to help gain the insights and skills that will prepare them to contribute to the evolution of health care in Canada.

### 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 health care 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 health care 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 health care team to provide relationship-centred nursing care.

### Level Goals

Following completion of term 3, the student will

1. understand professional self-regulation, and 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 health care team members.
4. demonstrate the ability to act on a personal-professional learning plan through the practice of critical and reflective thinking.
5. establish and engage in collaborative interdisciplinary relationships with clients (including individuals, families, groups and communities), nursing colleagues and the interdisciplinary health care 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-centred 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 health care team to provide relationship-centred nursing care

*HH/NURS 4525 6.00, HH/NURS 4527 9.00, and HH/NURS 4528 3.00 have a practicum component. If the grade for the practicum component is "fail" then the overall final course grade will be "F".*

The **Undergraduate Calendar** can be found on the Registrar's Office Web site at <http://calendars.registrar.yorku.ca>

### **Program Requirements**

**Major credits:** students must complete a minimum of 90 credits, as follows:

HH/NURS 1511 3.00  
 HH/NURS 1543 3.00  
 HH/NURS 1900 6.00  
 HH/NURS 1950 3.00  
 HH/NURS 2512 3.00  
 HH/NURS 2513 3.00  
 HH/NURS 2522 6.00  
 HH/NURS 2523 6.00  
 HH/NURS 2533 3.00  
 HH/NURS 2534 3.00  
 HH/NURS 2544 3.00  
 HH/NURS 3514 3.00  
 HH/NURS 3515 3.00  
 HH/NURS 3524 6.00  
 HH/NURS 4516 3.00  
 HH/NURS 4525 6.00  
 HH/NURS 4527 9.00  
 HH/NURS 4528 3.00  
 HH/NURS 4546 3.00

**Required major courses outside of nursing:**

SC/CHEM 1550 3.00 and SC/CHEM 2550 3.00

**Upper-level requirement:** A minimum of 42 credits must be taken at the 3000 level or 4000 level, including at least 24 credits at the 4000 level.

**Electives:** A minimum of six elective credits in nursing at the 3000 level or higher.

*Note: HH/NURS 1900 6.00, HH/NURS 2522 6.00, HH/NURS 2523 6.00, HH/NURS 3524 6.00,*

## 2nd Entry BScN—Course Sequence

### First Year

Content in year 1 of the program focuses on foundational studies/topics in nursing practice. Students begin with studies in the areas of wellness and health challenges, assessment skills, professional development and issues, knowledge of nursing, thinking, communicating and relating in the context of nursing, applied pathophysiology, and ethical ways of knowing.

Students will examine these areas across the developmental life span, from infant to the older adult. 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 complete courses in biochemistry and pharmacology.

Clinical practice in the first year will help students develop their praxis throughout the continuum of health experiences faced by clients. 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 to examine and enact client-centred 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. Last, students will engage in praxis in complex care settings as persons and families deal with acute and chronic health challenges.

First year is divided into terms 1, 2 and 3, as follows:

Term 1 (Fall)	
HH/NURS 1900 6.00	Health & Healing: Nursing in the Context of Wellness
HH/NURS 1900P 0.00	Practicum for HH/NURS 1900
HH/NURS 1950 3.00	Development of Self as Nurse: Foundations of Nursing: Thinking, Communicating and Relating
HH/NURS 1511 3.00	Introduction to Professionhood and Knowledge of Nursing I
HH/NURS 1543 3.00	Health & Healing: Health Assessment
SC/CHEM 1550 3.00	Introductory Biochemistry for Nurses

Term 2 (Winter)	
HH/NURS 2522 6.00	Health & Healing: Client-Centred Care of Individuals with Common Health Challenges
HH/NURS 2522P 0.00	Practicum for HH/NURS 2522
HH/NURS 2512 3.00	Introduction to Professionhood and Knowledge of Nursing II
HH/NURS 2533 3.00	Processes of Human Diseases I
SC/CHEM 2550 3.00	Pharmacology for Health Sciences

Term 3 (Summer)	
HH/NURS 2523 6.00	Health and Healing: Client-Centred Care of Individuals with Complex Health Challenges
HH/NURS 2523P 0.00	Practicum for HH/NURS 2523
HH/NURS 2513 3.00	Development of Self as Nurse: Ethical Ways of Knowing & Caring
HH/NURS 2544 3.00	Health & Healing: Complex Nursing Skills and Health Assessment
HH/NURS 2534 3.00	Processes of Human Diseases II

## 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, advanced professional issues, nursing in a global context and nurses as leaders of change.

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

Second year is divided into terms 4, 5 and 6, as follows:

Term 4 (Fall)	
HH/NURS 4525 6.00	Health & Healing: Community as Partner
HH/NURS 4525P 0.00	Practicum for HH/NURS 4525
HH/NURS 3515 3.00	Development of Self as Nurse: Research and Inquiry
HH/NURS 3514 3.00	Development of Self as Nurse: Nurse as Leader and Agent of Change
HH/NURS elective 3.00 at the 3000 level or higher	An elective course 3.00 in nursing at the 3000 level or higher

  

Term 5 (Winter)	
HH/NURS 3524 6.00	Health and Healing: Client-Centred Care of Individuals and Families in Child and Mental Health Settings
HH/NURS 3524P 0.00	Practicum for HH/NURS 3524
HH/NURS 4516 3.00	Development of Self as Nurse: Advanced Professional Issues
HH/NURS 4546 3.00	Health and Healing: Global Context of Nursing
HH/NURS elective 3.00 at the 3000 level or higher	An elective course 3.00 in nursing at the 3000 level or higher

  

Term 6 (Summer)	
HH/NURS 4527 9.00	Health & Healing: Integrated Nursing Science Practicum
HH/NURS 4528 3.00	Health & Healing: Integrated Nursing Science Theory

## Post-RN IEN BScN Program

### Program Statement

This program statement uniquely articulates the York University 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 the 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 knowing.
  - 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 or her own voice, nourish his or 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.

### 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 health care 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 health care 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 health care team to provide relationship-centred nursing care.

## Level Goals

Following completion of term 3, the student will

1. understand professional self-regulation, and 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 health care team members.
4. demonstrate the ability to act on a personal-professional learning plan through the practice of critical and reflective thinking.
5. establish and engage in collaborative interdisciplinary relationships with clients (including individuals, families, groups and communities), nursing colleagues, and the interdisciplinary health care 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-centred 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 health care team to provide relationship-centred nursing care.

## Program Requirements

These requirements are for students in the Internationally Educated Nurses (IEN) program.

**Admission requirements:** Entry procedures include the following academic and professional criteria:

- A) International education assessed by the College of Nurses of Ontario as “diploma equivalent.”
- B) Minimum overall average of C+ in previous nursing studies,
- C) Proof of language proficiency for applicants who do not meet one of the following criteria:
  1. Their first language is English **or**
  2. They have completed at least one year of full-time study at an accredited university in a country (or institution) where English is the official language of instruction. Proficiency in English is demonstrated by a minimum TOEFL score of computer: 230, paper: 573, iBT: 88 or equivalent **OR** YELT Overall band:1-4 **OR** IELTS 7.

**Qualifying period:** Once admitted, the students will enter a conditional qualifying period comprised of the following York University degree level courses:

- A) AP/WRIT 3900 3.00 – three credits University 3000-level course - Essentials of Professional Writing
- B) HH/NURS 3902 3.00 – three credits University 3000-level course - Providing Culturally Competent Care
- C) HH/NURS 3901 3.00 – three credits University 3000-level course - Pharmacotherapeutics

Successful completion of the qualifying period requires a minimum overall average of 5.00 (C+) at the end of each session to be eligible to continue in the Post-RN IEN BScN program.

**Residency requirement:** A minimum of 30 course credits and at least half (50 per cent) of the course credits required in each undergraduate degree program major/minor must be taken at York University.

**Graduation requirement:** All graduates must complete a total of at least 120 credits with a minimum overall cumulative grade point average of 5.00 (C+), including a minimum grade of 5.00 (C+) in all major courses.

### 120 credits including:

- 60 transfer credits for recognition of diploma equivalent education and successful completion of nine credits from the pre-qualifying session.



**Major credits:** students must complete a minimum of 51 major credits, as follows:

HH/NURS 2300 3.00  
HH/NURS 2731 6.00  
HH/NURS 3010 3.00  
HH/NURS 3130 3.00  
HH/NURS 3515 3.00  
HH/NURS 2513 3.00  
AP/ADMS 3740 3.00  
HH/NURS 3770 3.00  
HH/NURS 4525 6.00  
HH/NURS 4131 6.00  
HH/NURS 4150 6.00  
HH/NURS 4710 3.00  
HH/NURS 4910 3.00

**Upper-level requirement:** A minimum of 51 credits must be taken at the 3000 level or 4000 level, including at least 24 credits at the 4000 level.

**NOTE:** *HH/NURS 2731 6.00, HH/NURS 4525 6.00 and HH/NURS 4131 6.00 have practicum components. If the grade for the practicum component is “fail” then the overall final course grade will be “F”. HH/NURS 4150 6.00 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.*

The **Undergraduate Calendar** can be found on the Registrar’s Office Web site at <http://calendars.registrar.yorku.ca>.

## Post RN IEN BScN—Course Sequence

Students start in January each year and are admitted to the program conditionally. In order for the student to be eligible to continue in the program beyond the first term, successful completion of the qualifying period requires a minimum overall grade point average of 5.00 (C+) at the end of the session.

After successfully completing the qualifying period, students will continue in the Post-RN 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 see the timetables below.

Term 1 (winter) Qualifying Period	
HH/NURS 3901 3.00	Pharmacotherapeutics for Nursing in Ontario
HH/NURS 3902 3.00	Providing Culturally Competent Care
AP/WRIT 3900 3.00	Professional Writing for Nurses

Term 2 (summer)	
HH/NURS 2731 6.00	Health Assessment & Application
HH/NURS 3010 3.00	Development of Self as Nurse: Nature of Nursing Knowledge
HH/NURS 2513 3.00	Development of Self as Nurse: Ethical Ways of Knowing & Caring

Term 3 (fall)	
HH/NURS 3130 3.00	Health and Healing: Promoting Health and Healing with Individuals and Families
HH/NURS 4131 6.00	Client Centered Care in the Canadian Context
HH/NURS 4710 3.00	The Canadian Health Care System
HH/NURS 2300 3.00	Development of Self as Nurse: Understanding and Interpreting Quantitative Data Analysis in Nursing Research

Term 4 (winter)	
HH/NURS 3515 3.00	Development of Self as Nurse: Research and Inquiry
HH/NURS 4525 6.00	Health and Healing: Community as Partner
HH/NURS 3770 3.00	Leadership Development: Part I

Term 5 (summer)	
HH/NURS 4150 6.00	Advanced Nursing Science Practicum
HH/NURS 4910 3.00	Introduction to Child and Mental Health Nursing Care in Ontario
AP/ADMS 3740 3.00	Health and Aging

Summary: Course Equivalency List 2010-11		2011-2012	
HH/NURS 3400 3.00		HH/NURS 2513 3.00	
HH/NURS 3300 3.00		HH/NURS 3515 3.00	
HH/NURS 4120 6.00		HH/NURS 4525 6.00	

## Guidelines for Practicum Experiences at York's School of Nursing

The practicum experience is designed to give students the opportunity for praxis. Students are placed in a variety of healthcare settings and given opportunities for supervised practical application of theoretical knowledge that has been previously, or is being concurrently, acquired.

Clinical placement can be scheduled for any day of the week; including weekend (Saturday or Sundays)

### A. Before You Attend Practicum

#### 1. Clinical Preparedness Permit (CPP)

A clinical preparedness permit is to ensure that students have the necessary up-to-date immunization, Basic Life Support for Health Care Provider certificate (BLS), respirator fit testing police check which includes vulnerable sector screening and influenza vaccine prior to entering into their clinical placement. The CPP booklet can be downloaded from the Nursing Practicum Coordination Office (NPCO) web page: <http://nurs.info.yorku.ca/files/2013/01/Mar-2012-Revised-BScN-Clinical-Preparedness-Permit1.pdf>.

An authorized healthcare provider must sign-off in the booklet and provide the appropriate lab report(s) to support immunization records and vaccine. It is the student's responsibility to maintain this document. Students **will not** attend their clinical placement if **ALL** requirements are not completed.

The completed document must be presented to the Nursing Practicum Coordination Office (NPCO) office yearly for validation or when needed as directed by the staff of the NPCO. CPP stamping appointment is available on NPCO website.

In order to attend clinical practicum, the CPP must be validated by the following deadline:

- August 30<sup>th</sup> of each year enrolled in the program.

NOTE: All required documents for the Clinical Preparedness Permit (CPP) must be valid and may not expire at any time during the academic session.

**An invalid Clinical Preparedness Permit (CPP) will jeopardize completion of a clinical course.**

The following documents are required to attend clinical practicum:

- a) Immunization records
- b) Valid Cardiopulmonary Resuscitation Certification (CPR) BCLS Level C for Health Care Professionals (HCP).
- c) Vulnerable sector screen police check
- d) Respirator fit testing card
- e) Influenza vaccine (during the vaccine session)
- f) Obligation Form
- g) Work/Education Placement Agreement (WEPA)

#### a) Immunization

Students must maintain **up-to-date** immunization information.

Flu vaccine is mandatory and available from Health Care provider mid fall. Proof of vaccine **MUST** be shown to the staff of the NPCO by mid-December

Proof of a negative **two-step** tuberculosis (Mantoux) skin test (or its equivalent, i.e. a negative chest X-ray), must be provided to the NPCO. Yearly skin tests are required. However, if the skin test is done pass the 12 month period a two-step test Mantoux test is required.

The SoN follows the policy and protocol for Pre-practicum Tuberculosis Surveillance Protocol for Ontario Hospitals. Ontario MOHLTC (2010)

**NOTE: 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 their primary care provider. Chest X-rays should be taken for 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 by their healthcare provider. Documentation of the evaluation must be a part of the Clinical Preparedness Permit

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

#### **b) Basic Cardiac Life Support Certification (BCLS Level C for Health Care Providers [HCP])**

The School of Nursing **requires recertification every year**. Your certificate must not expire during the term. The certification cannot expire during the session.

#### **c) Vulnerable Sector Screen Police Check – Please note: this process takes 8-12 weeks**

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

A vulnerable sector screen police check is required by the School of Nursing and the practicum sites. 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.

In order to acquire a vulnerable sector screen police check, students may go through the OPP or their local police department.

Students living in Toronto **MUST** pick-up a Toronto Police Reference Check Form from the NPCO office, HNES Bldg. Room 306.

#### **d) Respirator Fit Testing**

Respirator fit testing is required before entering a practicum site. **Documentation of both the size and type of mask is required.** Respirator fit testing is **valid for two years** and must not expire during your practicum experience. Respirator fit testing sessions are offered at the school, usually in the summer and fall semester. Dates of testing will be posted on the school Web site.

#### **e) Obligation Agreement**

The obligation form is a signed declaration of your responsibilities as a York University nursing student while in the clinical settings. The form is available on the NPCO website and must be completed as part of your CPP.

The obligation form is valid for the duration of your program

#### **f) Work/Education Placement agreement (WEPA)**

Students who participate in the Work/Education Placement Agreement Post secondary have Health Care coverage through WSIB.

This agreement is to cover the student in case of injuries related to placement. The coverage comes from the Ministry of Education and Training. All students must complete and sign a WEPA form before entering the clinical agency. The form can be downloaded from: <http://www.yorku.ca/health/nurs/documents/WorkEducationPlacementPostSecondary.pdf>

The form **MUST** be signed by three parties:

1. The staff at the placement agency (work placement employer).
2. The student
3. The clinical course director,

After the form is completed and signed one copy retained by each signing party.

1. The placement agency
2. The student
3. The Clinical Course Director

### **3. Other Policies Relating to Preparation for the Practicum Experience**

#### **a) 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 that 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 **submitting preferences** for a practicum specialty area. This policy applies to a final integrated practicum course (IP).

### Specialty area practicum policy overview:

1. Students must have successfully completed all of the prerequisites for IP.
2. Students must have a B+ average overall in their nursing courses, and a minimum B+ grade in all practicum courses. Students failing to continue to meet these academic requirements may jeopardize any offer of a specialty area practicum.

### b) Out-of-Boundary Student Practicum Placements within Canada

An out-of-boundary (OOB) placement is one in which a student is placed in a site that 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.)**

### Out-of-boundary practicum policy overview:

1. Must have successfully completed all of the prerequisites for IP.
2. Must have a B+ average overall in their nursing courses and a B+ average in all practicum courses.
3. Must submit a request for OOB placement. Submitting a request for OOB does not guarantee the requested placement.
4. Responsible for meeting all requirements of the placement agency and any regulatory and legal requirements, e.g. work permits, clinical preparedness permits etc., and financial obligations arising from the out-of-boundary placement.
5. Must meet all course requirements.
6. Issues related to student performance (see Involuntary Withdrawal Policy) or site complexities may result in the placement being terminated and may involve the student repeating the course

### Student proposal to request an out-of-boundary placement:

A proposal must include

- rationale for requesting such a placement.
- copy of the summary of practicum performance (evaluation)
- resume and a cover letter.

### Out-of-boundary placement process:

1. Students will contact the OOB coordinator at the NPCO for direction
2. The NPCO will communicate with prospective contact sites.

3. Students will submit all required documentation to the NPCO.
4. Eligibility for consideration of an OOB placement will be jeopardized if the process is not followed as outlined.

## B. During Your Practicum Experience

### 1. Practicum Attendance

The student shall inform the practicum site's preceptor and/or clinical course director of absenteeism and/or lateness, at least one hour before the practicum starts.

Specific information about practicum attendance will be communicated by your CD.

### Please note:

- *Each clinical course has a set number of required hours that students must attain.*
- *A 12 hour shift is given a credit of 12 hours.*
- *An 8 hour shift is given a credit of 8 hours*
- *All shifts must be documented and signed by the student and CCD.*
- *Travel time to and from sites is **NOT** counted as practicum hours.*
- *Student missing clinical hours due to illness may be asked to submit a valid medical note.*

### 2. Professional Appearance, Dress Code and Photo ID

All students must maintain a professional appearance when attending any practicum site. Students are expected to follow the specific policies at <http://nurs.info.yorku.ca/professional-appearance-and-dress-code-policy/> Students are required to wear their York University photo ID and any additional identification provided by the practicum site. Any missed clinical hours resulting from unprofessional appearance must be made up at the convenience of the practicum agency and the clinical course director.

### 3. Documentation

Students must sign client/practicum site documents legibly indicating full name and the designation York Nursing Student (YNS).

#### 4. Expenses

Students are responsible for all expenses related to a practicum, e.g. uniforms, travel costs including transit costs, meals and accommodation. Students are not permitted to accept financial remuneration from the practicum site or clients.

#### 5. Transportation

All students are responsible for their transportation to and from the practicum site and to all meetings pertaining to the practicum.

**Under no circumstances should students transport clients in their vehicles.** York University will not provide insurance coverage for this purpose.

In some cases, where there is an agency policy and liability coverage for students traveling in preceptor's vehicle, the agency may permit the preceptor to transport a student. York University does not accept liability for the preceptor **and the student in such cases.**

Any student NOT following the above guidelines is at risk for involuntary withdrawal from the course, and course failure.

#### 6. 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 of Nursing about whether the student can remain at that site until the dispute is settled or if another site must be negotiated.

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

#### 7. Pandemic Protocol

In the event of a pandemic outbreak, please refer to the York University Web site for University-wide policies.

#### 8. York University Incident/Accident Report Form

A York University Incident/Accident Report form must be filled out by the student and the clinical course director for any of the following reasons:

- Clinical incident involving a student's client who suffers an incident/fall/injury/error while under the student's care.
- Occurrence that requires a site incident form that the student was involved.
- Medication error of omission or commission; near misses (error related to the eight rights of medication administration as set out by the College of Nurses of Ontario),
- Practicum activity not completed, due to the student's feeling unsafe in the area due to potential/actual abuse and/or violence.

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

1. preceptor at the practicum site;
2. clinical course director (CD);
3. placement employer;
4. NPCO;

The incident/accident report (please refer to the nursing Web site) 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 the University beyond the date of accident.
3. Exposure to a communicable disease.

Note: The incident/accident report form is available on the NPCO website under forms at <http://nurs.info.yorku.ca/npc0-forms/> and must be filled out within 48 hours of the incident/accident and must be faxed or brought to the NPCO

Fax Number: 416-736-5714.

#### 9. Sexual Harassment

The ethics governing behaviour in a professional relationship between a student and a 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, he or she should consult the clinical course director and course director as soon as possible.

The Centre for Human Rights assists individuals and groups in addressing and resolving allegations of discrimination and harassment, as defined by the Ontario Human Rights Code. They are here to listen to students' concerns, issues and complaints. Then they will assist the student in exploring options and solutions to human rights concerns.

They can be contacted by phone at 416-736-5682 or in person at Ross Building South, Suite 327.

## **10. Dealing with Prejudice and Discrimination**

Issues relating to oppression and marginalization of minority groups with respect to race, class, colour, gender, culture, age, sexual orientation, language or disability will not be tolerated by the School of Nursing. If the practicum site reports that a student is engaging in this behaviour, the student will be removed from the practicum site, and appropriate action will be taken by the school.

Moreover, should a student become aware of anyone in the practicum site engaging in prejudicial behaviour toward a client, he or she should discuss the matter with the clinical course director immediately.

## **11. Degree programs with field placement/practicums**

If you are a student with a disability applying to a professional degree program (e.g. nursing, social work, education, law, psychology), we want to ensure that we arrange any necessary accommodations for your disability in the practicum/field placement setting. Please note that practicum/field placement accommodations may differ from classroom accommodations due to the particular demands of the learning environment. We urge you to discuss your accommodation needs early in the term your Course Director, the NPCO, and a disability counsellor from Counselling & Disability Services.

### **Disclosure & collaboration**

Our past experience strongly suggests that there is an increased likelihood of success in practicum settings when students living with disabilities disclose their need for accommodation at the earliest possible stage. We believe that the

optimal process for determining appropriate accommodation involves collaboration among the student, the Course Director, the CDS disability counsellor and the NPCO.

Please refer to the York University website at [http://futurestudents.yorku.ca/requirements/modified\\_admAgreements](http://futurestudents.yorku.ca/requirements/modified_admAgreements)

## **Agreements**

### **Affiliation Agreement**

York University has a signed affiliation agreement with the practicum agencies where all our students are placed. This affiliation 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 the clinical placement. Forms must be signed by the second week of practicum and returned to the NPCO.

## **C. Guidelines for Performance in a Practicum**

### **1. 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 the clinical course director (CCD) at the beginning of each practicum experience to initiate the process. For some of the clinical courses, i.e. NURS 4150, NURS 4527, the performance review process consists of regular meetings between the student, preceptor and CCD. This three-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, mid-term and final evaluation meeting between the student and CCD. Each student should print a copy of the signed form for his or her own portfolio. Performance evaluations must be signed by the student and the CCD/preceptor.

The student may make comments on the evaluation. His or her signature indicates the he or she has read the evaluation, but does not necessarily mean agreement with all comments made. Student submits all evaluation forms to CCD. The CCD will submit the form to the CD.

More information regarding your clinical practicum can be found on the NPCO web page:  
<http://nurs.info.yorku.ca/nursing-practicum-coordinator-office/>

### **Basis for Review**

The student is expected to be 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 or 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 current 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 set-up 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 the practicum prepared to give care to clients.

During the practicum, progress toward achieving the course learning outcomes and the practice concepts is 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, counseling and crisis intervention etc. may be suggested. The practicum progression plan

may be shared with the course director, the undergraduate program director and the director of the School of Nursing.

### **2. Protocol for Issues Related to a 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 the clinical course director and/or the 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, counseling 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 about student performance, a meeting may be called at which the student, CCD, course director and/or UPD can help guide the student toward resolution of issues. The student may receive a copy of the minutes if he or she wishes. Success in meeting outcomes normally requires development of a contract for resolution of identified concerns within a specific time frame.

The student must also practise and behave within the following College of Nurses of Ontario Practice Standards and Practice Guidelines— please refer to documents at <http://www.cno.org/pubs/compendium.html>—as well as all applicable legislation and regulations.



In addition, students are expected to follow best practice guidelines, available at [www.rnao.org/bestpractices/](http://www.rnao.org/bestpractices/) or at [www.rnao.org/Page.asp?PageID=1212&SiteNodeID=155&BL\\_ExpandID=](http://www.rnao.org/Page.asp?PageID=1212&SiteNodeID=155&BL_ExpandID=).

Students are to review the College of Nurses of Ontario practice standards, including the *RHPA: Scope of Practice, Controlled Acts Model*.

Whenever in doubt about the performance of a clinical procedure, the student must follow all the steps below:

- Review York University's guidelines.
- Review the practicum site's policy.
- Review the College of Nurses of Ontario's *Practice Standard: Decisions About Procedures and Authority, Revised 2006*.
- Consult the clinical course director.

### 3. Progression

A successful practicum experience is assessed using the following criteria:

- All course outcomes have been met by the final evaluation date.
- The allotted number of hours have been fulfilled, i.e. the equivalent of 144 clinical hours for each of HH/NURS 4525 and HH/NURS4526, etc., according to the current course descriptions and/or course outlines.

### 4. Unsafe Practice in a Practicum

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

## School of Nursing: Policy on Involuntary Withdrawal

A student may be required to withdraw involuntarily from a course with a practicum component if

1. 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
2. the student's performance is judged to disrupt the functioning of the practicum site and/or to jeopardize the well-being of clients of the practicum site, and/or to demonstrate 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 the practicum coordinator.

Students have access to the usual appeal procedures in such instances.

## York University Bachelor of Science in Nursing (BScN) Student Professional Behaviour Policy

### PREAMBLE

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*.

## POLICY

### 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 breach 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 has one that was acquired before admission but which became known only after admission 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 hope of determining a resolution. If no resolution is achieved or if conditions agreed to by the student as part of the resolution are 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 or 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 hope 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 of Health 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, or 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 or her designate convenes a committee consisting of three members. The review committee will consist of the associate dean of the Faculty, or his or her designate, 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 or her designate, the manager of the Nursing Practicum Coordination Office or designate, course directors of courses in which the student's behaviour has become an issue, a student (possibly in the MScN program) and, if necessary, the student's preceptor and other representatives of the profession, 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 e-mail, 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 14 calendar days of the date on which the notification of the review was sent to the student. All parties are required to inform the

School of Nursing Review Committee of their intention to call witnesses and the names of

these witnesses at least seven calendar days before the review.

4. The student has seven days to respond so that the time and date for the meeting can be set. 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 School of Nursing 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 the student have had an opportunity to provide comment, the School of Nursing 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 School of Nursing 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 Nursing, regardless of the severity of the penalty, and will 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 (SIS) to bar withdrawal from the course.

#### **E. Appeals**

- 1. Students may appeal to the York University 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 [www.yorku.ca/secretariat/senate\\_cte\\_main\\_pages/sac.htm](http://www.yorku.ca/secretariat/senate_cte_main_pages/sac.htm).

## **Departmental Policy from the School of Nursing**

### **Withdrawing from Courses**

Students in all undergraduate programs are full-time students; therefore, courses—both nursing courses and those outside nursing—must be completed within the appropriate academic year. If a student is experiencing difficulty in an HH/NURS course, he or 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 these discussions. While assisting a student to continue in a non-standard program may be possible in exceptional circumstances, this can be done only if a formal process is followed. Students who choose to drop a course without advisement may jeopardize their progression in the program.

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.

Not attending classes does NOT qualify as a withdrawal. Students are considered to have withdrawn from a course only when they de-enrol the course through the York Registration and Enrolment (REM) 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 the Current Students Web site for the important dates for academic and financial deadlines:  
<http://www.registrar.yorku.ca/enrol/dates/index.htm>

**NOTE: Note: A minimum grade of 5.00 (C+) is required for all BScN core courses for students entering the BScN program September 2011 or later. These students who fail to achieve the minimum grade of 5.00 (C+) in a clinical course's prerequisites will be ineligible to proceed/withdrawn from the clinical course.**

**HH/NURS 1000G 30.00 Collaborative Nursing - Georgian**

First year Nursing completed at Georgian College.

**HH/NURS 1000S 30.00 Collaborative Nursing - Seneca**

First year Nursing completed at Seneca College.

**HH/NURS 1511 3.00 Development of Self as Nurse: Professionhood and Knowledge of Nursing I**

Socialization into the profession and discipline of nursing-through exploration of nursing theory, with emphasis on human science theories and multiple ways of knowing. Students examine aspects of theory and professionhood in relation to nursing/health care. Course Credit Exclusion: HH/NURS 1960 3.00, HH/NURS 3040 3.00, HH/NURS 3010 3.0. Open to: 2<sup>nd</sup> Entry BScN Program. Note: A minimum grade of 5.00 (C+) is required in this course for the BScN degree.

**HH/NURS 1543 3.00 Health and Healing: Health Assessment**

Provides an overview of the theory and instruction in the skills of health assessment using therapeutic communication skills. Students will develop focused assessment skills related to the physical, psychosocial and spiritual aspects of the healthy individual across the lifespan. Prerequisite: HH/NURS 1542 2.00. Corequisite: HH/NURS 1521 3.00. Pre/Corequisite: HH/NURS 1532 3.00. Open to: Students in the York-Seneca-Georgian Collaborative and 2<sup>nd</sup> Entry BScN Programs. Note: A minimum grade of 5.00 (C+) is required in this course for the BScN degree.

**HH/NURS 1900 6.00 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. Open only to: students enrolled in the 2nd Entry BScN program. Course credit exclusion: None.

**HH/NURS 1950 3.00 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. Open only to: students enrolled in the 2nd Entry BScN program. Course credit exclusion: None. Note: A minimum grade of 5.00 (C+) is required in this course for the BScN degree.

**HH/NURS 2000G 30.00 Collaborative Nursing - Georgian**

Second year Nursing at Georgian College.

**HH/NURS 2000S 30.00 Collaborative Nursing - Seneca**

Second year Nursing at Seneca College.

**HH/NURS 2300 3.00 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.

Note: Open only to students in the IEN BScN program or permission of Course Director. Recommendation: AK/HH/NURS 2300 3.00 be completed prior to or concurrently with AK/HHNURS 3515 3.0. Course credit exclusion: None

### **HH/NURS 2512 3.00 Development of Self as Nurse: Professionhood and Knowledge of Nursing II**

Builds on NURS 1511 by expanding application of knowledge of nursing. Introduction of professional organizations, standards and nursing leadership roles and their impact on professional practice and health care today. Prerequisite: HH/NURS 1511 3.00. Pre/Corequisite: HH/NURS 2513 3.00. Course Credit Exclusion: HH/NURS 1960 3.00, HH/NURS 2950 3.00. Open to: 2<sup>nd</sup> Entry BScN Programs. Note: A minimum grade of 5.00 (C+) is required in this course for the BScN degree.

### **HH/NURS 2513 3.00 Development of Self as Nurse: Ethical Ways of Knowing and Caring**

Focuses on ethical theories, concepts and issues relevant to nursing practice. Ethical decision making and nursing practice are explored. Ethical aspects of caring/human sciences are explored within the context of the CNO Ethics Practice Standard and CNA Code of Ethics. Prerequisite: HH/NURS 1511 2.00/3.00. Pre/Corequisite: HH/NURS 2512 3.00. Course Credit Exclusion(s): HH/NURS 3400 3.00. Open to: 2<sup>nd</sup> Entry BScN Programs. Note: A minimum grade of 5.00 (C+) is required in this course for the BScN degree.

### **HH/NURS 2522 6.00 Health and Healing: Client-Centred Care of Individuals with Common Health Challenges**

Integrates the theoretical and practice components of client-centred nursing in the context of common health challenges. Through classroom and practicum experiences, students expand their knowledge of the therapeutic role of nursing and nursing praxis in situations of these health challenges. Prerequisite for Collaborative students: HH/NURS 1521 4.00, HH/NURS 1543 2.00. Pre/Corequisite for Collaborative students: HH/NURS 2533 3.00, HH/NURS 2534 3.00, HH/NURS 2544 3.00. Prerequisites for 2<sup>nd</sup> Entry

students: HH/NURS 1543 3.00, HH/NURS 1900 6.00. Corequisite for 2<sup>nd</sup> Entry students: HH/NURS 2533 3.00. Students who failed to achieve the minimum grade of 5.00 (C+) in course prerequisites will be ineligible to proceed/withdrawn from this course. Course Credit Exclusion: HH/NURS 2900 6.00. Notes: Students need to pass both the classroom and practical components in order to pass the course. Students must provide their own transportation to practice placements. Note: A minimum grade of 5.00 (C+) is required in this course for the BScN degree.

### **HH/NURS 2523 6.00 Health and Healing: Client-Centred Care of Individuals with Complex Health Challenges**

Integrates the theoretical and practice components of client-centred nursing in the context of complex health challenges. Through classroom and practicum experiences, students expand their knowledge of the therapeutic role of nursing and nursing praxis in situations of these health challenges. Prerequisite: HH/NURS 2522 6.00. Pre/Corequisite: HH/NURS 2534 3.0, HH/NURS 2512 3.0, HH/NURS 2513 3.00, HH/NURS 2544 3.00. Course Credit Exclusion: HH/NURS 3900 6.00 Open to: 2<sup>nd</sup> Entry BScN Program. Note: Students need to pass both the classroom and practical components in order to pass the course. Students must provide their own transportation to practice placements.

### **HH/NURS 2533 3.00 Processes of Human Diseases I**

An introduction to human disease that focuses on the fundamental principles of homeostatic mechanisms and how alterations in homeostatic mechanisms disrupt the human body. Overall mechanisms of disease will be studied by systems and have been categorized into concepts. These concepts will be examined for the effect that they produce on the structure and function of the body. Prerequisite: HH/NURS 1532 3.00 or equivalent. Course credit exclusion: HH/NURS 2960 3.00. Open to: 2<sup>nd</sup> Entry BScN Programs.

### **HH/NURS 2534 3.00 Processes of Human Diseases II**

This course builds on Processes of Human Disease I. Continued exploration of the concepts of pathology and the effect on the structure and functioning of the body. Overall mechanisms of disease have been categorized into concepts and these concepts will be examined for the effect that they produce on each of the body systems. Common diseases will be used to illustrate each concept. Prerequisite: HH/NURS 2533 3.00. Course credit exclusion: HH/NURS 2960 3.00. Open to: Students in the York-Seneca-Georgian Collaborative and 2<sup>nd</sup> Entry BScN Programs.

### **HH/NURS 2544 3.00 Health and Healing: Complex Nursing Skills and Health Assessment**

Builds on nursing care skills and health assessment skills developed in Year 1. The classroom and lab components provide an opportunity to integrate theory and practice into more complex nursing care and health assessment skills necessary to provide holistic care. Prerequisite for Collaborative students: HH/NURS 1542 2.00, HH/NURS 1543 2.00. Pre/Corequisite for Collaborative students: HH/NURS 1532 3.00. Prerequisite for 2<sup>nd</sup> Entry students: HH/NURS 1543 3.00. Course credit exclusion: HH/NURS 3410 3.00. Open to: Students in the York-Seneca-Georgian Collaborative and 2<sup>nd</sup> Entry BScN Program.

### **HH/NURS 3010 3.00 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. Note 1: Open only to students enrolled in the Post-RN BScN program. Note 2: AK/HH/NURS 3010 3.00 plus AK/HH/NURS 3020 3.00 are equivalent to AK/HH/NURS 3700 6.00. Course credit exclusion: AK/NURS 3700 6.00 (prior to Summer 1997).

### **HH/NURS 3130 3.00 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: AK/NURS 3030 3.00 (prior to Summer 2002).

### **HH/NURS 3210 3.00 Societal Implications of Health Informatics**

Focuses on informatics issues which affect quality of life for health care practitioners, clients and families. The impacts of computerization on confidentiality, the client/practitioner relationship, patient care, and health care education, research and administration are critically examined. Prerequisite: AK/HH/NURS 3200 3.00. Course credit exclusion: None.

### **HH/NURS 3240 3.00 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 3.00.

### **HH/NURS 3500 3.00 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 HH/NURS 3300 3.00 or HH/NURS 2700 6.00. All other students AP/ADMS 2300 6.00 or, for students with equivalent preparation, permission of the undergraduate director. Course credit exclusions: AK/ADMS 3130Q 3.00 (prior to Summer 2001),

HH/NURS 4500 3.00, AK/NURS 4500 3.00 (prior to Fall/Winter 2007/2008).

**Cross-listed to:** AP/ADMS 3720 3.00, HH/NURS 3500 3.00

### **HH/NURS 3514 3.00 Development of Self as Nurse: Nurse as Leader and Agent of Change**

Explores leadership and change theories and applies related concepts and processes to the practice of nursing. Develops understanding of the socio-political context for change, analyzes leadership and change strategies to enhance professional practice and health care. Prerequisite: HH/NURS 2512 3.00. Course Credit Exclusion(s): HH/NURS 3050 3.00, HH/NURS 4000 3.00. Open to: Students in the York-Seneca-Georgian Collaborative and 2<sup>nd</sup> Entry BScN Programs.

### **HH/NURS 3515 3.00 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. Course credit exclusions: HH/NURS 3300 3.00, AP/ADMS 2300 6.00, AK/NURS 2700 6.00 (prior to Summer 1997).

### **HH/NURS 3524 6.00 Health and Healing: Client Centred Care of Individuals and Families in Child and Mental Health Settings**

Emphasizes planning and implementing caring/healing and health promotion activities with culturally diverse individuals and families in child health and mental health settings. A specific human science theory informs the construction and interpretation of client-centred approaches to care in each setting. Integrates current theory drawn from both within and outside of nursing with opportunities for clinical application through practicum placements. Prerequisite: HH/NURS 2523 6.00, HH/NURS 2534 3.00, HH/NURS 2512 3.00, HH/NURS 2513 3.00. Course Credit Exclusion: HH/NURS 3910 6.00. Open to: Students in the York-Seneca-Georgian Collaborative and 2<sup>nd</sup> Entry BScN Program registered at the campus on which the course is offered. Note: Students need to pass both classroom and both practicum components in

order to pass the course. Students must provide their own transportation to practicum placements.

### **HH/NURS 3600 3.00 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: AK/HH/NURS 3010 3.00 or AK/HH/NURS 3040 3.00. Open only to students in the BScN program. Course credit exclusion: None.

### **HH/NURS 3700 3.00 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. Course credit exclusion: None.

### **HH/NURS 3710 3.00 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. Note: Open only to students in the BScN programs. Course credit exclusion: None.

### **HH/NURS 3730 3.00 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. Note: Open only to students in the Collaborative BScN program. Prerequisite: AK/HH/NURS 3040 3.00. Course credit exclusion: AK/NURS 3790A 3.00 (prior to Summer 2003).



### **HH/NURS 3740 3.00 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 3.00 (Prior to Fall 1999).

### **HH/NURS 3770 3.00 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, AK/HH/NURS 3040 3.00; for students in the Post-RN BScN program, AK/HH/NURS 3010 3.00. Course credit exclusion: None.

### **HH/NURS 3800 3.00 Directed Reading**

Students select an area for extensive reading and writing. Specific areas to be selected in consultation with an appropriate faculty member. Prerequisite: 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. Note: Open only to students in the Post-RN BScN program. Course credit exclusion: None.

### **HH/NURS 3800 6.00 Directed Reading**

Students select an area for extensive reading and writing. Specific areas to be selected in consultation with an appropriate faculty member. Prerequisite: 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. Note: Open only to students in the Post-RN BScN program. Course credit exclusion: None.

### **HH/NURS 3901 3.00 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. Course credit exclusion: None.

### **HH/NURS 3902 3.00 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. Course credit exclusion: None.

### **HH/NURS 3960 3.00 Health & Healing: Theory Guided Evidence-Based Practice**

Provides an 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: AK/HH/NURS 1960 3.00 or AK/HH/NURS 3040 3.00 or AK/HH/NURS 3010 3.00. Corequisite: AK/HH/NURS 3300 3.00. Course credit exclusion: None.

### **HH/NURS 4131 6.00 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. Prerequisite: HH/NURS 2731 6.00. Open to: Students admitted to the qualifying pre-session of the Post-RN IEN BScN degree program only. Course credit exclusion: None.

### **HH/NURS 4150 6.00 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. Prerequisite for Post RN IEN BScN students: Successful completion of all program requirements, except for Corequisites HH/NURS 4910 3.00, HH/NURS 3740 3.00. Prerequisite for Post RN BScN program students: Successful completion of all other program requirements. Post RN BScN students must directly contact the course coordinator 60 days prior to the start of the course to arrange the practicum. Note: This is a one term course with a clinical practicum equivalent to 18 hours per week for 12 weeks. Open only to students in the Post-RN IEN and Post RN BScN programs. Course credit exclusion: AK/HH/NURS 4780 6.00 (prior to Summer 2002).

### **HH/NURS 4210 3.00 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. Course credit exclusion: None.

### **HH/NURS 4310 3.00 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 AK/HH/NURS 3300 3.00, or AK/HH/NURS 2700 6.00, or AK/ADMS 2300 6.00 or, for students with equivalent preparation, permission of the undergraduate director. 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. Note: Open only to students in the Post-RN BScN program. Course credit exclusion: AK/HH/NURS 4310 6.00.

### **HH/NURS 4310 6.00 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 AK/HH/NURS 3300 3.00, or AK/HH/NURS 2700 6.00, or AK/ADMS 2300 6.00 or, for students with equivalent preparation, permission of the undergraduate director. 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. Note: Open only to students in the Post-RN BScN program. Course credit exclusion: AK/HH/NURS 4310 3.00.

### **HH/NURS 4516 3.00 Development of Self as Nurse: Advanced Professional Issues**

Prepares students for transitioning into the workforce by examining the context of nursing practice within the Canadian health care system, analyzing current workplace and professional issues which influence nurses' roles in health care, and developing skills related to seeking employment. Prerequisite: HH/NURS 3514 3.0. Pre/Corequisite for Collaborative students: HH/NURS 4525 6.00, HH/NURS 4526 6.00. Pre/Corequisites for 2<sup>nd</sup> Entry students: HH/NURS 4525 6.00, HH/NURS 3524 6.00. Course Credit Exclusion(s): HH/NURS 4710 3.00.

### **HH/NURS 4525 6.00 Health and Healing: Community as a Partner**

This course focuses on the community as partner. Knowledge and skills related to caring for the community will be explored. The roles, concepts, and theories related to promoting of communities, using population-focused approach, will be critically examined and applied in practice. A practicum with a minimum of 144 hours over a 12 week semester provides opportunity for praxis.

Prerequisites for Collaborative BScN students: HH/NURS 3524 6.00. Prerequisite for 2nd Entry BScN students: HH/NURS 2523 6.00. Prerequisite for Post RN IEN students: HH/NURS 4131 6.00. Course credit exclusion: HH/NURS

4120 6.00, AK/NURS 4140 6.00 (prior to Summer 2005). Notes: Students need to pass both practicum components in order to pass the course and are responsible for providing their own transportation to and from practicum sites.

### **HH/NURS 4526 6.00 Health and Healing: Client Centred Care of Individuals and Families in Homes and Acute Settings**

Integrates the theoretical and practice components of family/client-centred nursing care with clients experiencing acute or chronic health challenges. Through classroom and practicum experiences, students expand their knowledge of the therapeutic role of nursing care of individuals and families in homes and acute care settings. Prerequisite: HH/NURS 3524 6.00.

Pre/Corequisite: HH/NURS 3514 3.00, HH/NURS 3515 3.00. Open to: Students in the York-Seneca-Georgian Collaborative BScN Program registered at the campus on which the course is offered.

Not open to: BScN students in other York University programs and BScN students enrolled in the Collaborative program at campuses other than where the course is being offered. Note: Students need to pass both classroom and both practicum components in order to pass the course. Students are responsible for their own transportation to and from practice placements.

### **HH/NURS 4527 9.0 Health and 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. This course totals 432 practicum experience hours. Prerequisites: Successfully earned (completed) all prior BScN program courses. Corequisites: HH/NURS 4528 3.00. Course credit exclusion: HH/NURS 4110 9.00, HH/NURS 4900 9.00. Only open to: Collaborative and 2nd Entry BScN students. Notes: Students must successfully complete both HH/NURS 4527 9.00 and HH/NURS 4528 3.00 concurrently in order to be recognized with a passing grade or credit in either course. Students are responsible for their own transportation to and from practicum sites.

### **HH/NURS 4528 3.0 Health and Healing: Integrated 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. This course is equivalent to 36 classroom contact hours. Prerequisites: Successfully earned (completed) all prior BScN program courses. Corequisites: HH/NURS 4527 9.00. Course credit exclusion: HH/NURS 4111 3.00, HH/NURS 4901 3.00. Only open to: Collaborative and 2nd Entry BScN students. Notes: Students must successfully complete both HH/NURS 4527 9.00 and HH/NURS 4528 3.00 concurrently in order to be recognized with a passing grade or credit in either course. Students are responsible for their own transportation to and from practicum sites.

### **NURS 4546 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. Co/Prerequisites for BScN program: all 3000-level courses. Post-RN Course credit exclusion: HH/NURS 4100 3.00. Open to: students in the York BScN program.

### **HH/NURS 4610 3.00 Human Experience of Chronic Health Challenges**

Focus on human experience of living with chronic health challenges from perspectives of individuals, their families and caregivers, and the health care system. Explores personal accounts and reflections. Analyzes concepts, theories and relevant literature. Discussion focuses on current relevant issues. Note: Open only to students in the BScN program. Prerequisites: For students in Collaborative BScN program, AK/HH/NURS 3040 3.00 and AK/HH/NURS 3300 3.00; for students in

Post-RN BScN program, AK/HH/NURS 3040 3.00 and AK/HH/NURS 3300 3.00; or for students with equivalent preparation, permission of the course director. Course credit exclusion: AK/NURS 4790A 3.00 (prior to Summer 2003).

### **HH/NURS 4620 3.00 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 Note: Open only to students in the BScN program or with permission of the undergraduate director. Course credit exclusion: AK/NURS 4790C 3.00 (prior to Summer 2003).

### **HH/NURS 4640 3.00 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 BScN program, AK/HH/NURS 3040 3.00, AK/HH/NURS 3300 3.00, AK/HH/NURS 3400 3.00; AK/HH/NURS 3410 3.00; for students in Post-RN BScN program, AK/HH/NURS 3010 3.00, AK/HH/NURS 3300 3.00; AK/HH/NURS 3400 3.00 and recommend AK/HH/NURS 3020 3.00. Note: Open only to student in BScN program; or for other students, with permission of the course director or for students who have taken AK/HH/NURS 4790E 3.00. Course credit exclusion: AK/NURS 4790I 3.00 (prior to Summer 2003).

### **HH/NURS 4710 3.00 The Canadian Health Care System**

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 HH/NURS 3300 3.00 or HH/NURS 2700 6.00; for students in other programs AP/ADMS 2300 6.00 or equivalent or permission of the course director. Course credit exclusions: None. PRIOR TO FALL 2009: Prerequisite: For BScN students HH/NURS

3300 3.00 or HH/NURS 2700 6.00; for students in other programs AK/ADMS 2300 6.00 or equivalent or permission of the course director. Course credit exclusions: AK/NURS 4710 3.00 (prior to F/W 2008), AK/ADMS 4710 3.00.

**Cross-listed to:** AP/ADMS 4710 3.00, HH/NURS 4710 3.00

### **HH/NURS 4720 3.00 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. Note: Open only to students in the BScN program. Prerequisites: For students in the Collaborative BScN program, AK/HH/NURS 3040 3.00; for students in the Post-RN BScN program, AK/HH/NURS 3010 3.00. Course credit exclusions: AK/HH/NURS 3720 3.00, AK/NURS 3790D 3.00 (prior to Summer 2003), AK/NURS 4790D 3.00 (prior to Summer 2003).

### **HH/NURS 4760 3.00 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. Note 1: Open only to students in the BScN program or for other students with permission of the undergraduate director. Note 2: Fieldwork is required. Course credit exclusions: AK/HH/NURS 3760 3.00, AK/HH/NURS 4790G 3.00 (prior to Summer 2003).

### **HH/NURS 4800 3.00 Directed Reading**

An independent reading course in which students select one or two areas for extensive reading and writing. Specific areas are to be selected in consultation with an appropriate faculty member. Prerequisites: 78 credits including AK/HH/NURS 2700 6.00 (AK/ADMS 2300 6.00), AK/HH/NURS

4710 3.00 and AK/HH/NURS 4750 3.00, and permission of the undergraduate director. Open only to Atkinson nursing majors. Note: Students must be accepted by a faculty supervisor before they can register in this course. The course transaction form for such a course must be submitted with a note from the supervisor stating his or her willingness to perform this task. Permission of the undergraduate director is also required. Course credit exclusion: None.

### **HH/NURS 4800 6.00 Directed Reading**

An independent reading course in which students select one or two areas for extensive reading and writing. Specific areas are to be selected in consultation with an appropriate faculty member. Prerequisites: 78 credits including AK/HH/NURS 2700 6.00 (AK/ADMS 2300 6.00), AK/HH/NURS 4710 3.00 and AK/HH/NURS 4750 3.00, and permission of the undergraduate director. Open only to Atkinson nursing majors. Note: Students must be accepted by a faculty supervisor before they can register in this course. The course transaction form for such a course must be submitted with a note from the supervisor stating his or her willingness to perform this task. Permission of the undergraduate director is also required. Course credit exclusion: None.

### **HH/NURS 4910 3.00 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: AK/HH/NURS 4131 6.00. Course credit exclusions: None. Note: Open only to students enrolled in the BScN for Internationally Educated Nurses.

# RESOURCES AND STUDENT LIFE

## Nursing Resource Centre (NRC)

**Location:** Rms. 303, 304 HNES Building

**Phone:** 416-736-2100, ext. 33176

**E-mail:** [nrc@yorku.ca](mailto:nrc@yorku.ca)

The Nursing Resource Centre (NRC) is where nursing students can use a variety of resources to support their learning needs. This 5,000-square-foot space serves 900 nursing students and is divided into two unique spaces: the **Nursing Skills Lab, located in 304 HNES** (Monday to Friday, 8:30am to 4:30pm unless otherwise posted), and the **Computer Lab, located in 303 HNES** (Monday to Friday, 8:30am to 4:30pm).

### 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 in the NRC, as per course policy. Students are expected to maintain a neat, professional appearance and to dress for safety, comfort, ease of mobility and asepsis.
- **Food and drinks:** Food and drinks (except bottled water) are prohibited in all the NRC labs.
- **Holidays:** The NRC will be closed on holidays recognized and observed by the University.

## NRC Nursing Skills Lab (Rm. 304, HNES)

The Nursing Skills Lab is a simulated hospital environment that has been created to support nursing students with their clinical skill development.

The NRC is equipped with simulation mannequins, adult mannequins with heart/lung sound capability, pediatric 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 Lab (Rm. 303, HNES)

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

Rooms B02 and B14 in the HNES building also house computers that students can access.

## Clubs and Organizations

### Nursing Student Association at York (NSAY)

NSAY is the nursing student organization at York. It is elected by nursing students.

**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.

To get involved, please contact the executives:

Room B27, HNES Building

4700 Keele Street

Toronto, ON M3J 1P3

416-736-2100, ext. 77011

E-mail: [nsay@yorku.ca](mailto:nsay@yorku.ca)

Web site: <http://nurs.info.yorku.ca/>

### Stong College

One of the unique and special features of York is the internal college system, a University tradition that only a handful of Canada's leading universities have adopted. The college system originated some 600 years ago at Oxford and Cambridge Universities in England.

Please check the Stong College Web site frequently for news, events, activities, services, awards <http://stong.yorku.ca/>.

The colleges on campus all have areas designated as student space. Some of these places are equipped with comfortable seating, computers, tables and wireless access. You can meet with friends or classmates, conduct study groups, finish-up homework and surf the Web.

All students pursuing the BScN degree are affiliated with Stong College.

### **Faculty of Health Student Caucus (FHSC)**

The Faculty of Health Student Caucus (FHSC) is a student-led organization representing all the students in the Faculty. It also implements activities and events involving the entire University community. The FHSC acts as a unifying body for all the student clubs and organizations within the Faculty of Health.

Members become an integral part of representing their peers through supportive discussions and debates that help determine the future of the Faculty's academic and social situation. They benefit by having a chance to meet other undergraduates in the same Faculty. In addition, they will also have a chance to incorporate and work with other organizations (both in and out of the Faculty of Health) to help grow York's community, and expand its opportunities to improve the Faculty of Health further. Members work very closely with the Faculty of Health staff to obtain guidance and to be informed of all the University's amazing opportunities and offerings.

The FHSC is growing rapidly, and we welcome any new members! If you would like to become a general member, please visit <http://stong.yorku.ca/get-involved/> for an application. You can also pick up a hard copy of the Student Caucus Nomination Form from the Office of the Dean, Faculty of Health, 442A HNES.

If you have any questions and/or concerns, send an e-mail to [fhscsec@yorku.ca](mailto:fhscsec@yorku.ca) or drop by our office at 126 Calumet.

## **Academic Support**

### **The Writing Centre** ([www.yorku.ca/laps/writ](http://www.yorku.ca/laps/writ))

The Writing Centre offers individual instruction in all aspects of writing. Students can make a one-on-one appointment or attend one of the various

workshops. The goal of instruction is to improve the student's ability to write effectively in a range of academic situations.

### **Online 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, which allows students to assess their understanding of the topic.

#### **The Academic Integrity Tutorial**

([www.yorku.ca/tutorial/academic\\_integrity/](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 to 40 minutes to complete.

#### **The Web Research Tutorial**

([www.yorku.ca/webclass/](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 evaluate critically and document properly what you find.

#### **Pre-writing Strategies**

([www.yorku.ca/tutorial/prewriting/](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. The tutorial now includes an online quiz.

#### **Libraries** ([www.library.yorku.ca](http://www.library.yorku.ca))

York has 12 libraries and more than 15 other resource centres. Please visit their Web site to learn more about their collections, resources, services and locations. For more specific information related to the Nursing program, you can visit the Web site at <http://researchguides.library.yorku.ca/nursing>.

You can also contact Ilo-Katryn Maimets, the Nursing Librarian - Head, Steacie Science and Engineering Librarian. Her office is located in 102K, Steacie Science & Engineering Building. Her contact phone number is 416-736-2100, ext. 33927, and her e-mail address is ilo@yorku.ca.

Parking is available in the following lots:

- Arboretum Parking Garage (#80 on the York University, Keele campus, map)
- Student Services Parking Garage (#84 on the York University, Keele campus, map)

## Important Dates and Deadlines

The important dates and deadlines contain important information relevant to each term; in them, you will find classes and exams start/end dates, reading/co-curricular week, add/drop deadlines, holidays, University closings and more. Sessional and financial deadlines can be found at <http://www.registrar.yorku.ca/enrol/dates/index.htm>.

## Important Links for Students

### Current Students Web site:

[www.yorku.ca/yorkweb/cs.htm](http://www.yorku.ca/yorkweb/cs.htm)

**Faculty of Health:** <http://health.info.yorku.ca/>

### Academic Petitions:

<http://www.registrar.yorku.ca/petitions/academic/index.htm>

### Ask a Student Services Expert:

<http://yorku.intelliresponse.com/registrar/>

**Bookstore:** <http://bookstore.yorku.ca>

**Career Centre:** [www.yorku.ca/careers](http://www.yorku.ca/careers)

### Counselling and Disability Services:

<http://www.yorku.ca/cds/>

**Get Involved:** <http://yuconnect.yorku.ca/>

### Grade Point Average (GPA) Calculator:

<http://health.info.yorku.ca/current-student-information/calculate-your-gpa/>

### Learning Skills Services:

<http://www.yorku.ca/cds/lss/index.html>

### On-campus residence/housing information:

<http://studenthousing.info.yorku.ca/>

## Directions to York University

### How to find us at York University on the Keele campus:

Faculty of Health, School of Nursing  
Health, Nursing and Environmental Studies  
Building Room, 301  
(Building #31 on the York University, Keele campus, map)

A series of printable maps and driving directions are located at <http://maps.info.yorku.ca/keele-campus/>



## York University Building Acronyms

ACE	Accolade Building East
ACW	Accolade Building West
ATK	Atkinson
BC	Bethune College
BCSS	Bennett Centre for Student Services
BSB	Behavioural Sciences Building
BU	Burton Auditorium
CB	Chemistry Building
CC	Calumet College
CFA	The Joan & Martin Goldfarb Centre for Fine Arts
CFT	Centre for Film and Theatre
CLH	Curtis Lecture Halls
CS	Central Square
CSE	Computer Science and Engineering Building
FC	Founders College
FL	Frost Library (Glendon campus)
FRQ	Farquharson Life Sciences
FTC	Founders Tennis Court
GH	Glendon Hall (Glendon campus)
HNE	Health, Nursing and Environmental Studies Building
HR	Hilliard Residence (Glendon campus)
K	Kinsmen Building
LUM	Lumbers Building
MC	McLaughlin College
OC	Off campus (Contact the department that offers the course.)

OSG	Osgoode Hall Law School
PR	Physical Resources Building
PSE	Petrie Science and Engineering Building
R N	Ross Building – North
R S	Ross Building – South
SC	Stong College
SCL	Scott Library
SLH	Stedman Lecture Halls
SSB	The Seymour Schulich Building
SSL	Steacie Science and Engineering Library
ST	Sheridan College-Trafalgar Campus
TEL	Technology and Enhanced Learning Building
TFC	Track and Field Centre
TM	Tait McKenzie
TTC	Tait Tennis Courts
VC	Vanier College
VH	Vari Hall
WC	Winters College
YH	York Hall (Glendon campus)
YL	York Lanes
YSF FLDHSE	York Student Fieldhouse (East/West) (Tait McKenzie Building)
YSF EAST	York Student Fieldhouse (East side only) (Tait McKenzie Building)
YSF WEST	York Student Fieldhouse (West side only) (Tait McKenzie Building)

## NOTES

School of Nursing  
Faculty of Health  
Room 301A  
Health, Nursing and Environmental Studies Building  
Tel: 416-736-5271  
Fax: 416-736-5714  
[nursing@yorku.ca](mailto:nursing@yorku.ca)  
[yorku.ca/nursing](http://yorku.ca/nursing)