Faculty of Health

School of

Nursing

2025

UNDERGRADUATE SUPPLEMENTAL CALENDAR

2024

https://www.yorku.ca/health/nursing

YORK UNIVERSITÉ UNIVERSITY

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Philosophy of the York University School of Nursing

Vision

Health for all through nursing excellence.

Mission

Through the promotion of excellence in nursing education, research, policy, and practice, we foster the development of reflective and socially responsive future leaders in the profession of nursing.

Core Values

- Excellence
- Respect and Relational Practice
- Transformation and Collaboration
- Diversity, Equity, Inclusion and Social Justice

Philosophy Statement

We are committed to nursing as profession that provides leadership in the pursuit of health for all and excellence in health care. We recognize there are multiple social, ecological, political, and economic forces influencing health and health care. We also recognize that nursing knowledge and expertise are needed to investigate the conditions that support, and critique those that constrain, the quality of health and health care. As a profession, we are committed to sharing this knowledge to optimize safe health and healing practices, and promote accessible and inclusive health care, as we strive with others to forge a strong and healthy future.

As a relational and evidence-informed profession, nursing is grounded in ethical practices, empathy, reflection, and critical inquiry. We are committed to the tenets of equity, integrity, and intra-and interprofessional collaboration in our pursuit of life-long scholarship and research that crosses cultural and disciplinary boundaries. Nurses play a pivotal role in partnerships and advocacy to achieve health for individuals, families, communities, and populations, with a focus on sustainable development and social justice now and in the future.

Within the School of Nursing, we strive to foster rich experiential learning environments and utilize transformative teaching strategies to support our undergraduate, graduate, and post- graduate students and faculty members.

Graduates from our programs become practice and health system leaders, change agents, policymakers, educators, and nurse scientists and join others in advocating for health as a human right.

Essential Requirements for Baccalaureate Nursing Programs at York University

The **College of Nurses of Ontario** publishes the **Entry Level Competencies**-RN practice required to enter the nursing profession in Ontario. Courses in our Bachelor of Science in Nursing (BScN) programs are designed to lead to **eligibility for professional registration** as a registered nurse (RN) in Ontario and the learning needed to satisfy the Entry Level Competencies.

Requirements to become a registered nurse in Ontario.

The Registered Nurse designation is **regulated** in Ontario and assigned by the College of Nurses of Ontario (CNO). For nursing students at York University, to qualify to become a Registered Nurse, each candidate must:

1. **Successfully complete** one of four **BScN programs** offered by the School of Nursing.

2. **Pass** the **Next Generation NCLEX-RN exam** upon graduation.

3. **Meet** the College of Nurses of Ontario's **Requisite Skills and Abilities Requirements**.

The above requirements are expanded below.

1. The courses in each of the undergraduate nursing programs include activities to support student learning reflective of the CNO Entry to Practice Competencies

The School of Nursing's Mission, Vision, and Values reflect the tenets of diversity, equity, and inclusion. As each program includes active clinical practice, and this involves nursing students working with, and providing care to, diverse populations across the lifespan, diverse genders, sexual identities, socioeconomic standing, cultures and religious orders.

2. To practice nursing in Canada, all graduates of a BScN program must complete and pass a registration exam, the NCLEX-RN. To qualify for the registration exam, graduates must provide proof of Canadian Citizenship, permanent resident status, or authorization under the Immigration and Refugee Protection Act (Canada) to practice nursing. For more details, please visit, become a nurse on the CNO website.

3. The College of Nurses of Ontario requires essential skills and abilities. These include cognitive, communicative, behavioural, psychomotor, sensory, and environmental capacities, which are essential for professional practice. They can be found on the College of Nurses website under https://www.cno.org/globalassets/docs/reg/41078-skillabilities-4pager-final.pdf

For more information, please email nursing@yorku.ca or visit our website at https://www.yorku.ca/health/nursing/

Teaching and Learning at York University School of Nursing

At the York University School of Nursing, learners are inspired to discover and move beyond conventional ways of thinking. Our learners question assumptions and seek to foster equity, diversity, and inclusion in the Canadian and global healthcare systems. Our purpose is to develop nurse leaders who are prepared to advance the profession in healthcare systems, communities, governments, and in research and academic settings. Our values and philosophy support meaningful, person-centered teaching-learning experiences that honour diversity in learners, educators, and the people they serve. These further enhance humanistic values such as humility and integrity, respect and person- centeredness that are characterized by excellence, empathy, caring, and stewardship. The teaching- learning process is progressive and accessible, and transforms learners into reflective, participative, ethical, and scholarly graduates.

In a research-based profession, learners are guided to gather, interpret, and synthesize nursing and other evidence-based information to inform practice areas of clinical care, education, policy, research, and administration. Learners engage with experts in all areas of nursing practice as they learn about, build upon, apply and generate nursing knowledge. A key outcome of our programs is the development of professionals who act as leaders. As such, the transformative teaching and learning process emphasizes:

- high-level communication skills such as awareness of self and others, empathic listening, and teamwork through utilization of technology and simulation, laboratory and varied practicum experiences, as well as dissemination of research findings;
- development of mentorship and leadership attributes, professional identity and accountability by promoting self-direction, integrity, global citizenship, life-long learning;
- rational and reflective discourse, critical thinking and critical analysis through evidence- informed practice and research-driven activities;
- awareness of the assumptions and perspectives of self and others, regardless of culture, race, gender and socio-economic standing, through reflection, critical interactions and relational practice and;
- analysis of health and health systems at the micro-, meso- and macro- policy, research and practice levels through examination of theory and engagement with community and agency partners, professional associations and government.

Interprofessional and intersectoral experiences expose students to different ways of thinking, and integration of knowledge from other disciplines. Our curriculum and approaches to teaching and learning are affirmed through ongoing feedback from learners, faculty, program evaluation, community partners, and continual appraisal of changing societal needs.

In these ways, learners cultivate respect, trust, critical intellect and awareness of self and others to explore and act on local and global concerns. Transformative teaching and learning processes develop graduates who are engaged as life-long learners, and equipped with knowledge, skills, and values to navigate health for all in the 21st century.

Reference

Baker, L., Wright, S., Mylopoulos, M., Kulasegaram, M., & Ng, S. (2019). Aligning and applying the paradigms and practices of education. Academic Medicine, (epub ahead of print). doi: 10.1097/ACM.0000000000002693
Canadian Nurses Association. (2015). Framework for the Practice of Registered Nurses in Canada. https://www.cna-aiic.ca/en/nursing/regulated-nursing-in-canada/rn-practice-framework2

Core Undergraduate Concepts

Health and Well-being
Includes but is not limited to nursing practice knowledge, health promotion, lifespan and continuum of care, holism, physical and mental health, relational care, therapeutic relationships, person-centred care, meaning of health

Health Equity and Social Justice
Includes but is not limited to social determinants of health, human rights, social justice, access, equity, diversity, inclusion, local and global/population health, indigenization, culture, gender, power and empowerment

Health Systems and Partnerships
Includes but is not limited to community engagement and partnership, concepts related to change, knowledge of health systems, legal dimensions, politics, organizational structures

Resilience and Advocacy
Includes but is not limited to care of self and others, recognition of diversity and support of equity for all persons, strategies to improve health outcomes, determinants of health, cultural humility

Reflection and Professional Nursing Identity
Includes but is not limited to awareness of self and others, professional values, ethical behaviours, socialization and formation, transformation, accountability, advancement of roles for nursing, interprofessional collaboration, stewardship, leadership, education

Nursing Knowledge Development and Integration
Includes but is not limited to theory and evidence-informed activities, information literacy, use of technology, scholarship, knowledge generation, development and dissemination in areas of practice, research and policy

School of Nursing Contact Information

Main Office (Reception)
Health Nursing and Environmental Studies Building, 301 A (Building #31 on the York University Keele campus map) Tel: 416-736-5271
Fax : 416-736-5714
Email : nursing@yorku.ca
Website: https://www.yorku.ca/health/nursing/

Office Hours:

Sep 1 – May 31	June 1- Aug 31
M-R 8:30am - 4:30pm	M-R 8:30am 4:30pm
F 8:30am - 4:30pm	F 8:30am – 3:30pm

Nursing Practicum Coordination Office (NPCO)
Health Nursing and Environmental Studies
Building, 301E Tel: 416-736-2100 ext. 33174
Email : npco@yorku.ca
Website : https://www.yorku.ca/health/nursing/practicum-coordination-office/

Simulation Centre (NSC)
Health Nursing and Environmental Studies
Building, 304 Tel: 416-736-2100 ext. 20594
Email: nsc@yorku.ca
Website: https://www.yorku.ca/health/nursing/nursing-simulation-centre/
Equipment Request Form: https://nursing.apps01.yorku.ca/machform/view.php?id=134470

**See the Welcome to the NSC letter posted on the course specific eClass site for drop in and facilitated clinical practice skill session dates and times.

Undergraduate Program Directors/Coordinator/Program Assistants Contact Information

Title	Name	Phone	Email
Collaborative (Year 3 & 4) BScN Program – Undergraduate Program Director	Sarah Evans	416-736-2100 ext. 33698	evansse@yorku.ca
Collaborative (Year 3 & 4) BScN Program - Program Assistant	Diana Siinardi	416-736-2100 ext. 33393	collab@yorku.ca
4-Year Direct Entry BScN Program - Program Assistant	Diana Siinardi	416-736-2100 ext. 33393	bscn4yr@yorku.ca
2nd Entry BScN Program - Undergraduate Program Director	Irfan Aslam	416-736-2100 ext. 33131	iaslam@yorku.ca
2nd Entry BScN Program - Program Assistant	Heather Maunder	416-736-2100 ext. 30009	degree2@yorku.ca
4-Year Direct Entry BScN Program and– Internationally Educated Nursing BScN - Program Coordinator	Ramesh Venkatesa Perumal	416-736-2100 ext. 22795	rame2019@yorku.ca
Internationally Educated Nursing BScN - Program Assistant	Heather Maunder	416-736-2100 ext. 30009	ien@yorku.ca

Academic Advising, Support and Faculty Contact

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

OSAS Contact information:
Calumet College, 2nd Floor,
Room 235 Tel: 416-736-5299
Email: hhadvise@yorku.ca
Website: https://www.yorku.ca/health/academic-advising/

Specific nursing academic program advising is provided by the Undergraduate Program Directors/Coordinators.

Faculty Contact Information and Interests

School of Nursing faculty members and their research and teaching areas can be searched by name on the Faculty of Health Web site: https://health.yorku.ca/health-profiles/index.php

Scholarships, Awards and Bursaries

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

Scholarships/Awards

Scholarships and awards recognize exceptional talent/promise or academic excellence.
For more information: https://www.yorku.ca/health/nursing/awards-and-scholarships/

Bursaries

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

Information on York University scholarships and bursaries, including a searchable database, is available online at: https://sfs.yorku.ca/scholarships-awards-bursaries

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, scholarships, and end-of-program awards. The SFP is available online at: https://sfs.yorku.ca/aid/sfp

Faculty of Health and University Awards and Bursaries for BScN Students

Students in the Faculty of Health are eligible to apply for Faculty of Health-specific awards at: https://www.yorku.ca/health/scholarships-awards/, as well as pan-University awards that are open to students in all faculties at https://sfs.yorku.ca/scholarships. Please follow the application procedure for each award. The deadline for the fall/winter pan-university awards is usually mid-October. Nursing- specific awards are listed below.

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 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 bursary, students must submit a Student Financial Profile available at: https://sfs.yorku.ca/aid/sfp 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: https://sfs.yorku.ca/aid/sfp 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 stream) 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	To receive consideration for this bursary, students must submit a Student Financial Profile available at: https://sfs.yorku.ca/aid/sfp by the fall deadline date. Students with disabilities have the option of submitting a paper application.

	will be given to students who are single parents.	Paper copies of the application are available at any of the disabilities service providers on campus.
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.	To receive consideration for this award, students must submit a Student Financial Profile available at: https://sfs.yorku.ca/aid/sfp 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.
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 these criteria.	To receive consideration for this award, students must submit a Student Financial Profile available at: https://sfs.yorku.ca/aid/sfp 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.
The June Awrey Memorial Nursing Award	The June Awrey Memorial Nursing Award will be given to students in the BScN Program. 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 demonstrate financial need on a bursary application form.	To receive consideration for this award, students must submit a Student Financial Profile available at: https://sfs.yorku.ca/aid/sfp 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.

Marianne S. and Nancy R. Nursing Bursary	The Marianne S. and Nancy R. Nursing Bursary has been created to benefit a student enrolled in any York University BScN program, which may include Year 3 or 4 of the Collaborative BScN stream or 2nd entry BScN program. To be eligible, applicants must demonstrate financial need and submit a one-page statement outlining their visions and hopes toward contributing to the Canadian healthcare system. This bursary was created by Nancy Rafferty to honour her best friend Marianne Schimi, who received compassionate care from York University Nursing students and graduates. Value of Award: $1,000.00 Candidates for this bursary must complete the Student Financial Profile.	To receive consideration for this bursary, students must submit a Student Financial Profile available at: https://sfs.yorku.ca/aid/sfp 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. A request for submissions will be sent out in the winter term of each year.
The Joan C. Deschamps Compassionate Nursing Prize	The Joan C. Deschamps 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 be eligible, students must submit a one-page application including their name, student number, undergraduate program, and description of their compassionate ability in improving patient outcome, nursing profession or how it enhances their overall nursing competence. They must also submit a one-page reference letter from a recent preceptor or clinical course director. Recipients must be Canadian citizens, permanent residents or protected persons, residents of Ontario and must demonstrate financial need.	To receive consideration for this bursary, students must submit a Student Financial Profile available at: https://sfs.yorku.ca/aid/sfp 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. Application Process: A request for submissions will be sent out in the Winter term of each year. Students nominate themselves 1 page statement identifying how they feel compassionate are improves the patient experience/nursing industry or how it makes them better nurses and provide one page reference from a Preceptor and/or Clinical Course Director One award per program, value $750.

Sonya Sutton Award	The Sonya Sutton Award in Nursing was created to benefit Black undergraduate students enrolled in the School of Nursing. Recipients must have a minimum GPA of 6.0 and demonstrate financial need. The Sonya Sutton Award in Nursing was established by friends and family to honour her memory and her career as an emergency room nurse and nurse educator both of which she was so passionate about. Sonya was a kind and generous friend, sister, cousin and colleague and she had a special relationship with her mother whom she loved dearly. She was actively involved in her church and in the Vincentian community and was always there for others in their time of need. She had an infectious laugh and the singing voice of an angel and always endeavoured to live her life to the fullest. It is hoped that this award will serve as an inspiration for a deserving student as they pursue their nursing dream. (Value: $1000).	To receive consideration for this bursary, students must submit a Student Financial Profile available at: https://sfs.yorku.ca/aid/sfp 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. Call for submissions sent by SFS and adjudicated by School of Nursing

School of Nursing Awards

Annually the School of Nursing extends multiple awards to nursing students graduating from the BScN programs. Nursing students will be nominated by the Faculty of Health, School of Nursing. These awards are presented to graduates biannually during the Spring and Fall at the School of Nursing Pinning and Awards ceremony. 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 in memory of Nirojan Kaneswaralingam, a beloved member of the class of 2012, 2nd 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.

Becky Dawe Award
This award will be granted annually in the Spring to a graduating fourth year collaborative nursing student who demonstrates excellence in the practice areas of Neurology/Neurosurgery/ICU/ER or Rehabilitation. This award is given in honour of Rebecca “Becky” Dawe, a BScN student who demonstrated passion and care in the art of nursing. A hard-working dedicated student, Becky has had a positive influence on the lives of her fellow students and professors. She was determined to make a difference and provided compassionate, holistic care to all her patients. In her third year, Becky experienced a stroke following surgery. This award honours her perseverance and determination.

Bachelor of Science in Nursing (BScN) Honours Degree Programs

The Bachelor of Science in Nursing (BScN Honours) programs focus 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.

1) York-Seneca-Georgian Collaborative BScN program

In collaboration with Seneca and Georgian Colleges, the first two years of the four-year full-time curriculum are completed at one of the college partners sites, and years 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 registration examination from the College of Nurses of Ontario.

Georgian College
Nursing, School of Health Sciences
Sciences 1 Georgian Drive
Barrie, Ontario
L4M 3X9
Tel: 705-728-1968

Seneca College
Nursing Program, Health
13990 Dufferin Street
King City, Ontario
L7B 1B3
Tel: 416-491-5050

Note: This program is being phased out and no longer accepts applicants. This program's final cohort is transferring to York University in September 2024.

2) 4 - Year Direct Entry BScN program

This full-time program is designed for students with no previous university education. The program is a four-year full-time curriculum that is completed at the York University Keele Campus site. Based on academic standing students have the opportunity to enroll in a focused Stream option in either Acute and Critical Care Adult Nursing or in Mental Health, Illness and Addictions within the BScN program.

3) 2nd Entry BScN program

This full-time program is designed for students with at least 60 university credits or a completed university degree with a cumulative grade point average of at least 6.00 (B). A 7.00 (B+) in the last 30 credits and a 6.00 (B) minimum in prerequisite courses is required to meet the minimum admission requirement. Based on academic standing students have the opportunity to enroll in a focused Stream option in either Acute and Critical Care Adult Nursing or in Mental Health, Illness and Addictions within the BScN program.

4) Post RN Internationally Educated Nursing (IEN) BScN Program

This full-time program is specifically designed for students who are Registered Nurses in their home jurisdictions outside of Canada. Applicants must have a letter of direction from the College of Nurses of Ontario stating they need additional education to meet existing gaps for the licensure process. Based on academic standing students have the opportunity to enroll in a focused Stream option in either Acute and Critical Care Adult Nursing or in Mental Health, Illness and Addictions by adding an additional term to their program.

4-Year Direct Entry BScN Program

Program Statement

The 4-Year Direct Entry BScN Program is a 4-year full-time program with no part-time option. The program uses transformative teaching/learning strategies that blend theory and practice to develop intentional, reflective and socially responsive practitioners to ensure health for all through nursing excellence. Interprofessional thinking and collaboration are integrated throughout the program, culminating in a nursing capstone course which aligns with a final practicum experience. Students learn to partner, advocate and lead in the provision of care through opportunities that foster in-depth knowledge, critical thinking, lifelong scholarship, and professional development.

4 Year Direct Entry BScN Program Level Goals

Undergraduate Program/Outcomes/Leveled Goals

End-Program Outcomes **Graduates of a York University BScN program will:**	Levelled Program Goal Year 1 **Direct entry students completing Year 1 will be able to:**	Levelled Program Goal Year 2 **Direct entry students completing Year 2 will be able to:**	Levelled Program Goal Year 3 **Direct entry students completing Year 3 will be able to:**	Levelled Program Goal Year 4 **Direct entry students completing Year 4 will be able to:**
1. Provide competent, ethical and culturally responsive nursing care according to professional nursing standards.	Demonstrate professional standards, values and personal accountability needed for enacting competent, ethical and culturally responsive nursing care for one or more stable clients.	Interpret professional standards and requirements for competent, ethical and culturally responsive care in the context of two or more stable clients/families.	Demonstrate competent, ethical and culturally responsive nursing care of the client* in a variety of complex health care settings.	Provide competent, ethical and culturally responsive nursing care according to professional nursing standards and public accountabilities.
2. Integrate knowledge from nursing and other disciplines to enhance health and healing across the lifespan.	Identify theoretical and practice-based knowledge from nursing and various disciplines for assessment and care of clients across the lifespan.	Describe the contribution of knowledge from nursing and varied disciplines to health and healing across the client lifespan.	Apply integrated interdisciplinary knowledge in nursing practice that enhances health and healing of the client in various health care settings.	Integrate knowledge from nursing and other disciplines to enhance health and healing across the lifespan.
3. Engage in decision-making in nursing practice that incorporates multiple ways of knowing, critical appraisal, and evidence-informed practice.	Demonstrate the process of decision-making in simple nursing practice situations that utilizes multiple ways of knowing, beginning critical appraisal skills and the incorporation of evidence from nursing and other sources.	Apply various decision-making processes in stable client care contexts, that utilize multiple ways of knowing, critical appraisal and the incorporation of evidence from nursing and other sources.	Analyze decision-making outcomes of self and others in varied increasingly complex client care contexts, that utilizes multiple ways of knowing, critical appraisal and the incorporation of evidence from nursing and other sources.	Engage in appropriate, complex decision-making in nursing practice that incorporates multiple ways of knowing, critical appraisal, and evidence-informed practice.

End-Program Outcomes **Graduates of a York University BScN program will:**	Levelled Program Goal Year 1 **Direct entry students completing Year 1 will be able to:**	Levelled Program Goal Year 2 **Direct entry students completing Year 2 will be able to:**	Levelled Program Goal Year 3 **Direct entry students completing Year 3 will be able to:**	Levelled Program Goal Year 4 **Direct entry students completing Year 4 will be able to:**
4. Communicate and relate effectively with the client* and healthcare teams, using varied strategies to promote safe, compassionate, relational care.	Explore various skills and strategies for effectively communicating with others in a safe, professional and therapeutic manner that promotes relational care.	Employ appropriate communication strategies with the client and nursing colleagues to provide safe, compassionate and relational care.	Apply effective communication strategies with the client and health care teams, in various situations, to foster safe, compassionate and relational care.	Communicate and relate effectively with the client* and healthcare teams, using varied strategies to promote safe, compassionate, relational care.
5. Engage in collaborative relationships with clients* and interprofessional health care teams that respects diverse perspectives.	Examine the significance of self in relation to values, beliefs, and assumptions, and in relationship with others' perspectives.	Participate in nursing and interprofessional teamwork in the context of culturally diverse, safe client care experiences.	Facilitate sustained interprofessional team relationships in order to provide care that respects others' diverse views in a variety of settings.	Engage in collaborative relationships with clients* and interprofessional health care teams that respects diverse perspectives.
6. Provide leadership for the optimization of client* health care outcomes and advancement of nursing profession.	Identify the role and contribution of nursing leadership in client care, with nursing colleagues and in society.	Promote nurses as leaders through professional care interactions with clients and nursing colleagues.	Demonstrate leadership skills through partnering with clients and the health care team to optimize care.	Provide leadership that contributes to the optimization of client* health care outcomes in various practice domains and within the nursing profession
7. Advocate for health equity and social justice in client* care, organizations and public policy in response to changing needs of society.	Identify situations where client advocacy is indicated and where the social determinants of health affect a client's health and wellness.	Support the health of clients* in the context of their lived experience within the health care system, and the humanization of that system.	Partner with clients and appropriate organizational contacts to promote health equity and social justice in various health care environments.	Advocate for health equity and social justice in client* care, organizations and public and global policy in response to changing needs of society.
8. Engage in critical reflection for lifelong self-directed learning, and evidence-informed practice.	Describe the value of personal and professional learning strategies that support the activities of a self-regulated nurse.	Initiate personal and professional growth though self-direction, critical reflection, research knowledge and identification of appropriate evidence-informed sources.	Commit to continued self-regulation through critical reflection, learning, research activities and the appropriate application of evidence in client care settings.	Engage in critical reflection for lifelong self-directed learning, and evidence-informed nursing practice.
9. Empower self, clients* and colleagues using a range of educational strategies, including technology, for achieving optimal health and work-life outcomes.	Explore a variety of assessment strategies for enabling self and others to learn about optimal health and work-life outcomes.	Assess the value of various educational strategies, including the use of technology, when supporting self, clients and colleagues in achieving health and work-life.	Transform self, client and others' capacities for achieving health and work-life outcomes using a variety of educational strategies, including technology.	Empower self, clients* and colleagues using a range of educational strategies, including technology, for achieving optimal health and work-life outcomes.

*Clients are defined as individuals, families, communities and populations ** The leveled goals serve to guide the course development; the end-program goal must be achieved by all undergraduate program graduates.

Program Requirements

Students in the four-year Direct Entry BScN program need to complete 120 credits, including:

Major requirements: A minimum of 90 major credits in nursing, as

follows: HH/NURS 1510 3.00
HH/NURS 1542 3.00
HH/NURS 1511 3.00
HH/NURS 1543 3.00
HH/NURS 2513 3.00
HH/NURS 2535 3.00
HH/NURS 2546 6.00
HH/NURS 2514 3.00
HH/NURS 2536 3.00
HH/NURS 2547 6.00
HH/NURS 3514 3.00
HH/NURS 3537 3.00
HH/NURS 3515 3.00
HH/NURS 3510 6.00
HH/NURS 3512 3.00
HH/NURS 3517 3.00
HH/NURS 3511 6.00
HH/NURS 4516 3.00
HH/NURS 4524 3.00
HH/NURS 4526 6.00
HH/NURS 4528 3.00
HH/NURS 4527 9.00
HH/NURS 4531 3.00

* **Six credits (total of 6.00) General Education Credits at the 1000 or 2000 level**

****Six credits (total of 6.00) in nursing (NURS Elective) at the 3000 level or higher.**

*****In addition, students must complete the following 18 credits:**
KINE 1101 3.00
KINE 1102 3.00
PSYC 1010 6.00
SC/BIOL 2900 3.00
and
HH/PSYC 2021 3.00

NOTE: HH/NURS 2546 6.00, HH/NURS 2547 6.00, HH/NURS 3510 6.00, HH/NURS 3511 6.00, HH/NURS 4526 6.00 have a practicum component. Students need to pass both the classroom and practical components to pass the course. If the grade for the practicum component is "fail" then the overall final course grade will be "F".

All courses need to be successfully completed prior to students entering the Term 8 of the program. In Term 8 -HH/NURS 4528 3.00, HH/NURS 4531 3.00 and HH/NURS 4527 9.00 are co-requisite courses in this term of the program. Students need to pass all three courses to successfully complete the final Term 8.

Transfer Credits: Students can apply for course credit transfer for those courses that **do not have** any NURS in the course code.

Graduation: 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 nursing (NURS) courses.

The **Academic Calendar** can be found on the Registrar's Office website at:
https://calendars.students.yorku.ca/academic-calendar#/programs

Course Sequence of the 4 Year Direct Entry BScN Program

Year 1 – Term #1 (Fall)

HH/NURS 1510 (3.00) Reflection and Relational Practice in Professional Nursing
HH/KINE 1101 (3.00) Applied Human Anatomy & Physiology for Health Practitioners I
HH/PSYC 1010 (6.00) Introduction to Psychology (full year course)
HH/NURS 1542 (3.00) Health and Well- Being

General Education Course (3.00) 1000 or 2000 level **or** a General Education Course (6.00) 1000 or 2000 level

Year 1- Term # 2 (Winter)

HH/NURS 1511 (3.00) Nursing Theory and Knowledge Development
HH/KINE 1102 (3.00) Applied Human Anatomy & Physiology for Health Practitioners II
HH/NURS PSYC 1010 (full year course)
HH/NURS 1543 (3.00) Health Assessment
General Education Course (3.00) 1000 or 2000 level

Year 2 – Term # 3 (Fall)

HH/NURS 2513 (3.00) Ethics and Health Equity in Interprofessional Practice
HH/NURS 2535 (3.00) Pathophysiology, Pharmacology, and Knowledge Integration I
SC/BIOL 2900 (3.00) Clinical Microbiology for Nurses
HH/NURS 2546 (6.00) Health of Families and Social Groups
HH/NURS 2546P (0.00) Practicum for HH/NURS 2546 6.00

Year 2- Term # 4 (Winter)

HH/NURS 2514 (3.00) Introduction to Social Justice and Advocacy in Nursing Practice
HH/NURS 2536 (3.00) Pathophysiology, Pharmacology and Knowledge Integration II
HH/NURS 2547 (6.00) Mental Health Across the Lifespan
HH/NURS 2547P (0.00) Practicum for HH/NURS 2547 6.00
PSYC 2021 (3.00) Statistical Methods I

Year 3- Term #5 (Fall)

HH/NURS 3514 (3.00) Leadership, Change and Innovation
HH/NURS 3537 (3.00) Pathophysiology, Pharmacology and Knowledge Integration III
HH/NURS 3515 (3.00) Evidence-Informed Nursing Practice: Research and Inquiry
HH/NURS 3510 (6.00) Partnering with Communities
HH/NURS 3510P (0.00) Practicum for NURS 3510 6.00

Year 3 - Term #6 (Winter)

HH/NURS 3512 (3.00) Nursing in the Context of Global and Environmental Health
HH/NURS 3517 (3.00) Critical Reflection and Clinical Reasoning in Practice
HH/NURS 3511 (6.00) Episodic and Common Health Challenges
HH/NURS Elective (3.00) - An elective course 3.00 in nursing at the 3000 level or higher

Year 4 – Term # 7 (Fall)

HH/NURS 4516 (3.00) Development as a Professional Nurse
HH/NURS 4524 (3.00) Trends in Healthcare Delivery
HH/NURS 4526 (6.00) Acute and Complex Health Challenges
HH/NURS 4526 P (0.00) Practicum for NURS 4526 6.00
HH/NURS Elective (3.00) - An elective course 3.00 in nursing at the 3000 level or higher

Year 4- Term #8 (Winter)

HH/NURS 4527 (9.00) Integrated Practicum
HH/NURS 4528 (3.00) Nursing Knowledge and Transition
HH/NURS 4531 (3.00) Professional Scholarship Capstone Project

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.

Collaborative BScN 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, to contribute to program outcomes.

Program Level Outcomes	**First Year**	**Levelled Goals 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 4546 3.00
HH/NURS 4527 9.00
HH/NURS 4528 3.00

***Six credits (total of 6.00) in nursing (NURS) at the 3000 level or higher.**

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

HH/PSYC 2021 3.00
and
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.

Transfer Credits: Students can apply for course credit transfer for those courses that **do not have** any NURS in the course code.

Graduation: 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 nursing (NURS) courses.

The **Academic Calendar** can be found on the Registrar's Office website at:
https://calendars.students.yorku.ca/academic-calendar#/programs

York-Seneca-Georgian Collaborative BScN Program—Course Sequence

Year 1 - Students complete 30.00 York University credits at either Georgian or Seneca College site. Credits completed will appear on York transcripts.

Year 2 - Students complete 30.00 York University credits at either Georgian or Seneca College site. Credits completed will appear on York transcripts.

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 **HH/NURS 3524** (6.00) Health and Healing: Client Centred Care of Individuals and Families in Child and Mental Health Settings **SC/BIOL 2900 (3.00)** Microbiology for Nurses **HH/NURS Elective (3.00) at the 3000 level or higher** - An elective course 3.00 in nursing at the 3000 level or higher
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 I **HH/NURS 4525 (6.00)** Health and Healing: Community as Partner (Course equivalent: NURS 3510 6.00) **OR** **HH/NURS 4526** (6.00) Client-Centered Care of Individuals and Families in Homes and Acute Settings ***Non-nursing Elective 3.00 at the 3000 level or higher -** An elective course 3.00 outside nursing at the 3000 level or higher
Year 3, Term 2 (Summer) - at the York University, Keele campus site ***Optional for students to enroll in Nursing or Non-Nursing elective(s)**
Year 4 – Term 4 (Fall) – at the York University, Keele campus site **HH/NURS 4546** (3.00) Health and Healing: Global Context of Nursing (Course equivalent: NURS 3512 3.00) **HH/NURS 4516 (3.00)** Development of Self as Nurse: Advanced Professional Issues **HH/NURS 4525 (6.00)** Health and Healing: Community as Partner (Course equivalent: NURS 3510 6.00) **OR** **HH/NURS 4526** (6.00) Client-Centered Care of Individuals and Families in Homes and Acute Settings **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 elective credits.**
Year 4 – Term (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

Note: The York-Seneca Georgian Collaborative BScN program requires a total of 6.00 non-nursing elective credits, and 6.00 NURS electives. Students take these during the FW session or may choose to take some in the Summer session between years 3 and 4. Students may not enrol in elective courses at York University until successful completion of year 1 and 2 courses have been processed by York's Registrar (therefore, students may not enrol in courses at York between years 2 and 3). All elective and required courses must be complete prior to enrolling in the final (Year 4) winter term.

Off-track students who do not complete their program within the designated 2 years at York will be required to take course equivalents for Collaborative BScN courses that have been phased out to meet the BScN degree requirements. Effective Winter 2025 NURS 4525 will be replaced by NURS 3510 equivalent.

***** 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 School of Nursing's 2nd Entry Program, which is approved by the College of Nurses of Ontario, builds on prior university learning and is available to students who have completed a university degree in any discipline or have 60 credits or more toward a university degree. The program builds on this prior university learning thus enabling students to complete the program in two calendar years through concentrated and continuous learning in six-semester.

The program uses transformative teaching/learning strategies that blend theory and practice to develop intentional, reflective and socially responsive practitioners to ensure health for all through nursing excellence. Interprofessional thinking and collaboration are integrated throughout the program, culminating in a nursing capstone course which aligns with a final practicum experience. Students learn to partner, advocate and lead in the provision of care though opportunities that foster in-depth knowledge, critical thinking, lifelong scholarship, and professional development.

2nd Entry BScN Program Level Goals

Undergraduate Program/Outcomes/Leveled Goals

End-Program Outcomes **Graduates of a York University BScN program will:**	**Levelled Program Goal Year 1 – 2nd Entry Students**		**Levelled Program Goal Year 2 – 2nd Entry Students**	
1. Provide competent, ethical and culturally responsive nursing care according to professional nursing standards.	Demonstrate professional standards, values and personal accountability needed for enacting competent, ethical and culturally responsive nursing care for one or more stable clients.	Interpret professional standards and requirements for competent, ethical and culturally responsive care in the context of two or more stable clients/families.	Demonstrate competent, ethical and culturally responsive nursing care of the client* in a variety of complex health care settings.	Provide competent, ethical and culturally responsive nursing care according to professional nursing standards and public accountabilities.
2. Integrate knowledge from nursing and other disciplines to enhance health and healing across the lifespan.	Identify theoretical and practice-based knowledge from nursing and various disciplines for assessment and care of clients across the lifespan.	Describe the contribution of knowledge from nursing and varied disciplines to health and healing across the client lifespan.	Apply integrated interdisciplinary knowledge in nursing practice that enhances health and healing of the client in various health care settings.	Integrate knowledge from nursing and other disciplines to enhance health and healing across the lifespan.
3. Engage in decision-making in nursing practice that incorporates multiple ways of knowing, critical appraisal, and evidence-informed practice.	Demonstrate the process of decision-making in simple nursing practice situations that utilizes multiple ways of knowing, beginning critical appraisal skills and the incorporation of evidence from nursing and other sources.	Apply various decision-making processes in stable client care contexts, that utilize multiple ways of knowing, critical appraisal and the incorporation of evidence from nursing and other sources.	Analyze decision-making outcomes of self and others in varied increasingly complex client care contexts, that utilizes multiple ways of knowing, critical appraisal and the incorporation of evidence from nursing and other sources.	Engage in appropriate, complex decision-making in nursing practice that incorporates multiple ways of knowing, critical appraisal, and evidence-informed practice.

End-Program Outcomes **Graduates of a York University BScN program will:**	**Levelled Program Goal Year 1 – 2nd Entry Students**		**Levelled Program Goal Year 2 – 2nd Entry Students**	
4. Communicate and relate effectively with the client* and healthcare teams, using varied strategies to promote safe, compassionate, relational care.	Explore various skills and strategies for effectively communicating with others in a safe, professional and therapeutic manner that promotes relational care.	Employ appropriate communication strategies with the client and nursing colleagues to provide safe, compassionate and relational care.	Apply effective communication strategies with the client and health care teams, in various situations, to foster safe, compassionate and relational care.	Communicate and relate effectively with the client* and healthcare teams, using varied strategies to promote safe, compassionate, relational care.
5. Engage in collaborative relationships with clients* and interprofessional health care teams that respects diverse perspectives.	Examine the significance of self in relation to values, beliefs, and assumptions, and in relationship with others' perspectives.	Participate in nursing and interprofessional teamwork in the context of culturally diverse, safe client care experiences.	Facilitate sustained interprofessional team relationships in order to provide care that respects others' diverse views in a variety of settings.	Engage in collaborative relationships with clients* and interprofessional health care teams that respects diverse perspectives.
6. Provide leadership for the optimization of client* health care outcomes and advancement of nursing profession.	Identify the role and contribution of nursing leadership in client care, with nursing colleagues and in society.	Promote nurses as leaders through professional care interactions with clients and nursing colleagues.	Demonstrate leadership skills through partnering with clients and the health care team to optimize care.	Provide leadership that contributes to the optimization of client* health care outcomes in various practice domains and within the nursing profession
7. Advocate for health equity and social justice in client* care, organizations and public policy in response to changing needs of society.	Identify situations where client advocacy is indicated and where the social determinants of health affect a client's health and wellness.	Support the health of clients* in the context of their lived experience within the health care system, and the humanization of that system.	Partner with clients and appropriate organizational contacts to promote health equity and social justice in various health care environments.	Advocate for health equity and social justice in client* care, organizations and public and global policy in response to changing needs of society.
8. Engage in critical reflection for lifelong self-directed learning, and evidence-informed practice.	Describe the value of personal and professional learning strategies that support the activities of a self-regulated nurse.	Initiate personal and professional growth though self-direction, critical reflection, research knowledge and identification of appropriate evidence-informed sources.	Commit to continued self-regulation through critical reflection, learning, research activities and the appropriate application of evidence in client care settings.	Engage in critical reflection for lifelong self-directed learning, and evidence-informed nursing practice.
9. Empower self, clients* and colleagues using a range of educational strategies, including technology, for achieving optimal health and work-life outcomes.	Explore a variety of assessment strategies for enabling self and others to learn about optimal health and work-life outcomes.	Assess the value of various educational strategies, including the use of technology, when supporting self, clients and colleagues in achieving health and work-life.	Transform self, client and others' capacities for achieving health and work-life outcomes using a variety of educational strategies, including technology.	Empower self, clients* and colleagues using a range of educational strategies, including technology, for achieving optimal health and work-life outcomes.

*Clients are defined as individuals, families, communities and populations ** The leveled goals serve to guide the course development; the end-program goal must be achieved by all undergraduate program graduates.

Program Requirements

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

NURS 1512 3.00
NURS 1543 3.00
NURS 2513 3.00
NURS 2514 3.00
NURS 2535 3.00
NURS 2536 3.00
NURS 2543 3.00
NURS 2547 6.00
NURS Nursing Elective 3.00 (3000 or 4000 level)
NURS Nursing Elective 3.00 (3000 or 4000 level)
NURS 3001 3.00
NURS 3510 6.00
NURS 3511 6.00
NURS 3512 3.00
NURS 3514 3.00
NURS 3515 3.00
NURS 3517 3.00
NURS 3537 3.00
NURS 4516 3.00
NURS 4524 3.00
NURS 4526 6.00
NURS 4527 9.00
NURS 4528 3.00
NURS 4531 3.00

Upper-level requirement: A minimum of 63 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 3510 6.00, HH/NURS 2547 6.00, HH/NURS 3511 6.00, HH/NURS 4526 6.00 and HH/NURS 4527 9.00 have a practicum component. If the grade for the practicum component is "fail" then the overall final course grade will be "F".

Transfer Credits: Transfer credits are not accepted for any of the above courses taken in the program.

Graduation: all graduates must complete a total of at least 150 credits with a minimum overall cumulative grade point average of 5.00 (C+), including a minimum grade of 5.00 (C+) in all nursing (NURS) courses.

The **Academic Calendar** can be found on the Registrar's Office website at:
https://calendars.students.yorku.ca/academic-calendar#/programs

2nd Entry BScN - Course Sequence

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

YEAR 1

FALL (Term 1)	**WINTER (Term 2)**
NURS 1512 (3.0) Reflection and Theory-based Practice in Professional Nursing **NURS 3001** (3.0) The Canadian Health Care System **NURS 3515** (3.0) Evidenced-informed Nursing Practice: Research and Inquiry **HH/NURS 1543** (3.00) Health Assessment **NURS 2543** (3.0) Health of Families and Social Groups	**NURS 2513** (3.00) Ethics and Health Equity in Interprofessional Practice **NURS 2514** (3.00) Introduction to Social Justice and Advocacy in Nursing Practice **NURS 2535** (3.00) Pathophysiology, Pharmacology and Knowledge Integration I **NURS 3510** (6.00) Partnering with Communities **NURS 3510** (0.00) Practicum for HH/NURS 3510 6.00
SUMMER (Term 3)	
NURS 3512 (3.00) Nursing in the Context of Global and Environmental Health **NURS 3514** (3.00) Leadership, Change and Innovation **NURS 2536** (3.00) Pathophysiology, Pharmacology and Knowledge Integration II **NURS 2547** (6.00) Mental Health Across the Lifespan **NURS 2547** (0.00) Practicum for HH/NURS 2547 6.00	

Second Year

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

YEAR 2

FALL (Term 4)	**WINTER (Term 5)**
NURS 4516 (3.00) Development as a Professional Nurse **NURS 3537** (3.00) Pathophysiology, Pharmacology and Knowledge Integration III **NURS 3511** (6.00) Episodic and Common Health Challenges **NURS 3511** (0.00) Practicum for HH/NURS 3511 6.00 NURS Nursing Elective 3.00 (3000 level +)	**NURS 3517** (3.00) Critical Reflection and Clinical Reasoning in Practice **NURS 4524** 3.00 Trends in Healthcare Delivery **NURS 4526** (6.00) Acute and Complex Health Challenges **NURS 4526** (0.00) Practicum for HH/NURS 452606.00 NURS Nursing Elective 3.00 (3000 level +)
SUMMER (Term 6)	
NURS 4527 (9.00) Integrated Practicum **NURS 4528** (3.00) Nursing Knowledge and Transition **NURS 4531** (3.00) Professional Scholarship: Capstone Project	

Post-RN IEN BScN Program

Program Statement

The Post-RN International Educated Nurses (IEN) Program, which is approved by the College of Nurses of Ontario, is specifically designed for internationally registered nurses who graduated from nursing programs outside of Canada. The program recognizes the strengths of internationally registered nurses educated outside of Canada and provides a 20-month program to enable students to transition to the Canadian healthcare system, demonstrate entry-to-practice competencies, and meet specific College requirements to become members who can practice with the title "Registered Nurse" in Canada. The program provides students with professional development learning opportunities to enhance their abilities to begin their nursing careers in Canada.

The program uses transformative teaching/learning strategies that blend theory and practice to develop intentional, reflective and socially responsive practitioners to ensure health for all through nursing excellence. Interprofessional thinking and collaboration are integrated throughout the program, culminating in a final practicum experience. Students learn to partner, advocate and lead in the provision of care through opportunities that foster in-depth knowledge, critical thinking, lifelong scholarship, and ongoing professional development.

IEN BScN Program Level Goals

Undergraduate Program/Outcomes/Leveled Goals

End-Program Outcomes Graduates of a York University BScN program will:	**Levelled Program Goal Year 1 – IEN Students**		**Levelled Program Goal Year 2 - IEN students**	
1. Provide competent, ethical and culturally responsive nursing care according to professional nursing standards.	Demonstrate professional standards, values and personal accountability needed for enacting competent, ethical and culturally responsive nursing care for one or more stable clients.	Interpret professional standards and requirements for competent, ethical and culturally responsive care in the context of two or more stable clients/families.	Demonstrate competent, ethical and culturally responsive nursing care of the client* in a variety of complex health care settings.	Provide competent, ethical and culturally responsive nursing care according to professional nursing standards and public accountabilities.
2. Integrate knowledge from nursing and other disciplines to enhance health and healing across the lifespan.	Identify theoretical and practice-based knowledge from nursing and various disciplines for assessment and care of clients across the lifespan.	Describe the contribution of knowledge from nursing and varied disciplines to health and healing across the client lifespan.	Apply integrated interdisciplinary knowledge in nursing practice that enhances health and healing of the client in various health care settings.	Integrate knowledge from nursing and other disciplines to enhance health and healing across the lifespan.
3. Engage in decision-making in nursing practice that incorporates multiple ways of knowing, critical appraisal, and	Demonstrate the process of decision-making in simple nursing practice situations that utilizes multiple ways of	Apply various decision-making processes in stable client care contexts, that utilize multiple ways of knowing, critical appraisal and the incorporation of	Analyze decision-making outcomes of self and others in varied increasingly complex client care contexts, that utilizes multiple ways of	Engage in appropriate, complex decision-making in nursing practice that incorporates multiple ways of knowing, critical

End-Program Outcomes **Graduates of a York University BScN program will:**	**Levelled Program Goal Year 1 – IEN Students**		**Levelled Program Goal Year 2 - IEN students**	
evidence-informed practice.	knowing, beginning critical appraisal skills and the incorporation of evidence from nursing and other sources.	evidence from nursing and other sources.	knowing, critical appraisal and the incorporation of evidence from nursing and other sources.	appraisal, and evidence-informed practice.
4. Communicate and relate effectively with the client* and healthcare teams, using varied strategies to promote safe, compassionate, relational care.	Explore various skills and strategies for effectively communicating with others in a safe, professional and therapeutic manner that promotes relational care.	Employ appropriate communication strategies with the client and nursing colleagues to provide safe, compassionate and relational care.	Apply effective communication strategies with the client and health care teams, in various situations, to foster safe, compassionate and relational care.	Communicate and relate effectively with the client* and healthcare teams, using varied strategies to promote safe, compassionate, relational care.
5. Engage in collaborative relationships with clients* and interprofessional health care teams that respects diverse perspectives.	Examine the significance of self in relation to values, beliefs, and assumptions, and in relationship with others' perspectives.	Participate in nursing and interprofessional teamwork in the context of culturally diverse, safe client care experiences.	Facilitate sustained interprofessional team relationships in order to provide care that respects others' diverse views in a variety of settings.	Engage in collaborative relationships with clients* and interprofessional health care teams that respects diverse perspectives.
6. Provide leadership for the optimization of client* health care outcomes and advancement of nursing profession.	Identify the role and contribution of nursing leadership in client care, with nursing colleagues and in society.	Promote nurses as leaders through professional care interactions with clients and nursing colleagues.	Demonstrate leadership skills through partnering with clients and the health care team to optimize care.	Provide leadership that contributes to the optimization of client* health care outcomes in various practice domains and within the nursing profession
7. Advocate for health equity and social justice in client* care, organizations and public policy in response to changing needs of society.	Identify situations where client advocacy is indicated and where the social determinants of health affect a client's health and wellness.	Support the health of clients* in the context of their lived experience within the health care system, and the humanization of that system.	Partner with clients and appropriate organizational contacts to promote health equity and social justice in various health care environments.	Advocate for health equity and social justice in client* care, organizations and public and global policy in response to changing needs of society.
8. Engage in critical reflection for lifelong self-directed learning, and evidence-informed practice.	Describe the value of personal and professional learning strategies that support the activities of a self-regulated nurse.	Initiate personal and professional growth though self-direction, critical reflection, research knowledge and identification of appropriate evidence-informed sources.	Commit to continued self-regulation through critical reflection, learning, research activities and the appropriate application of evidence in client care settings.	Engage in critical reflection for lifelong self-directed learning, and evidence-informed nursing practice.
9. Empower self, clients* and colleagues using a range of educational strategies,	Explore a variety of assessment strategies for enabling self and others to learn about	Assess the value of various educational strategies, including the use of technology, when	Transform self, client and others' capacities for achieving health and work-life outcomes using	Empower self, clients* and colleagues using a range of educational strategies, including

End-Program Outcomes **Graduates of a York University BScN program will:**	**Levelled Program Goal Year 1 – IEN Students**		**Levelled Program Goal Year 2 - IEN students**	
including technology, for achieving optimal health and work-life outcomes.	optimal health and work-life outcomes.	supporting self, clients and colleagues in achieving health and work-life.	a variety of educational strategies, including technology.	technology, for achieving optimal health and work-life outcomes.

*Clients are defined as individuals, families, communities and populations ** The leveled goals serve to guide the course development; the end-program goal must be achieved by all undergraduate program graduates.

Program Requirements

Major credits: students must complete a minimum of 60 major credits, as follows:

HH/NURS 1543 3.00
HH/NURS 2543 3.00
HH/NURS 3513 3.00
HH/NURS 3001 3.00
HH/NURS 2513 3.00
HH/NURS 3901 3.00
HH/NURS 2300 3.00
HH/NURS 3510 6.00
HH/NURS 3512 3.00
HH/NURS 3515 3.00
HH/NURS 2547 6.00
HH/NURS 4517 3.00
HH/NURS 3514 3.00
HH/NURS 4526 6.00
HH/NURS 4528 3.00
HH/NURS 4529 6.00

Upper-level requirement: A minimum of 48 credits must be taken at the 3000 level or 4000 level, including at least 24 credits at the 4000 level.

NOTE: HH/NURS 3510 6.00, HH/NURS 2547 6.00 and HH/NURS 4526 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 4529 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.

Transfer Credits: Transfer credits are not accepted for any of the above courses taken in the program.

Graduation: 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 nursing (NURS) courses.

The **Academic Calendar** can be found on the Registrar's Office website at:
https://calendars.students.yorku.ca/academic-calendar#/programs

Post RN IEN BScN - Course Sequence

Students start in September and continue their studies for the next fiver terms each year.

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.

STUDY PLAN IS APPLICABLE FOR COHORT STARTING FALL 2024 ONLY

<table>
<tr><td colspan="2">YEAR 1</td></tr>
<tr><td>TERM 1 (Fall 2024)</td><td>TERM 2 (Winter 2025)</td></tr>
<tr><td>HH/NURS 1512 (3.00) Development as a Nurse through Reflection and Theory -based Practice

HH/NURS 1543 (3.00) Health Assessment

HH/NURS 3001 (3.00) The Canadian Health Care System

HH/NURS 2543 (3.00) Health of Families and Social Groups</td><td>HH/NURS 2513 (3.00)) Ethics and Health Equity in Interprofessional Practice

HH/NURS 3514 (3.00) Leadership Change and Innovation

HH/PSYC 2021 (3.00) Statistical Methods I

HH/NURS 3510 (6.00) Partnering with Communities
HH/NURS 3510 P (0.00) Practicum for HH/NURS 3510</td></tr>
<tr><td colspan="2">TERM 3 (Summer 2025)</td></tr>
<tr><td colspan="2">HH/NURS 3512 (3.00) Nursing in the Context of Global and Environmental Health

HH/NURS 2547 (6.00) Mental Health Across the Lifespan
HH/NURS 2547P (0.00) Practicum for HH/NURS 2547
6.00

HH/NURS 3901 3.00 Pharmacological and Non-pharmacological Practices</td></tr>
<tr><td colspan="2">YEAR 2</td></tr>
<tr><td>TERM 4 (Fall 2025)</td><td>TERM 5 (Winter 2026)</td></tr>
<tr><td>HH/NURS 4516 (3.00) Development as a Professional Nurse

HH/NURS 3515 (3.00) Evidence-Informed Nursing Practice: Research and Inquiry

HH/NURS 4526 (6.00) Acute and Complex Health Challenges
HH/NURS 4526 (0.00) Practicum for HH/NURS 4526 6.00</td><td>HH/NURS 4528 (3.00) Nursing Knowledge and Transition

HH/NURS 4529 (6.00) Integrated Practicum</td></tr>
</table>

STUDY PLAN IS APPLICABLE FOR STUDENTS WHO STARTED PROGRAM IN/PRIOR TO FALL 2023 ONLY

<table>
<tr><td colspan="2">YEAR 1</td></tr>
<tr><td>TERM 1 (Fall)</td><td>TERM 2 (Winter)</td></tr>
<tr><td>HH/NURS 3513 (3.00) Development as a Nurse through Reflection and Theory -based Practice

HH/NURS 1543 (3.00) Health Assessment

HH/NURS 3001 (3.00) The Canadian Health Care System

HH/NURS 2543 (3.00) Health of Families and Social Groups</td><td>HH/NURS 2513 (3.00)) Ethics and Health Equity in Interprofessional Practice

HH/NURS 3901 (3.00) Pharmacological and Non-Pharmacological Practices (lab)

HH/NURS 2300 (3.00) Statistical Methods in Healthcare Research

HH/NURS 3510 (6.00) Partnering with Communities
HH/NURS 3510 P (0.00) Practicum for HH/NURS 3510 6.00</td></tr>
<tr><td colspan="2">TERM 3 (Summer)</td></tr>
<tr><td colspan="2">HH/NURS 3512 (3.00) Nursing in the Context of Global and Environmental Health

HH/NURS 3515 (3.00) Evidence-Informed Nursing Practice: Research and Inquiry

HH/NURS 2547 (6.00) Mental Health Across the Lifespan
HH/NURS 2547P (0.00) Practicum for HH/NURS 2547 6.00</td></tr>
<tr><td colspan="2">YEAR 2</td></tr>
<tr><td>TERM 4 (Fall) 2024</td><td>TERM 5 (Winter) 2025</td></tr>
<tr><td>HH/NURS 4517 (3.00) Evolving as a Professional Nurse

HH/NURS 3514 (3.00) Leadership, Change and Innovation

HH/NURS 4526 (6.00) Acute and Complex Health Challenges
HH/NURS 4526 (0.00) Practicum for HH/NURS 4526 6.00</td><td>HH/NURS 4528 (3.00) Nursing Knowledge and Transition

HH/NURS 4529 (6.00) Integrated Practicum</td></tr>
</table>

Undergraduate Stream Option Effective Fall 2023

The undergraduate Stream Option is intended for students who have an interest in a specific area of nursing practice, and who may be seriously considering employment in that particular area after graduation.

The undergraduate stream is not a requirement to graduate – it is an option for students who desire to concentrate learning in an area of practice supported by a stream (two electives, capstone, and practical experiences in the final term). The purpose of the stream is to enable interested students to learn more about a particular area of nursing and to support the application of this learning in the practice setting. It is proposed that the following components of the revised BScN programs will form stream options:

4 Year Direct Entry and 2nd Entry BScN Stream Option consists of:

- Two (2) 3.00-credit nursing (NURS) specified courses: students must enroll in and successfully complete 2 specific electives from the specific stream requirements.
- Capstone course in the stream topic (4.00 credits);
- Integrated practicum course in the stream practice area (8.00 credits)

Post RN IEN BScN Stream Option consists of:

- An additional two (2) 3.00-credit nursing (NURS) specified courses: students must enrol in and successfully complete 2 specific electives from the specific stream requirements.
- An additional capstone course in the stream topic (4.00 credits);
- A more extensive (8.00 credits) integrated practicum course in the stream practice area instead of the core 6.00 credit IP course for the non-stream option.

Because the undergraduate streams are unique, each stream has related, focused outcomes that complement the revised BScN program outcomes. Because the stream components occur in the last three terms of the program and are both knowledge- and practice-based, they support all end-program outcomes.

Table 1: Stream Descriptions and Outcomes

Undergraduate Stream and Description	**Undergraduate Stream Outcomes** Students completing the undergraduate stream will be able to (**cognitive, psychomotor, affective** domains):	**BScN End-Program Outcomes**** Graduates of the BScN program will be able to:
Nursing Practice in High Acuity and Critical Care Settings (Adult) As an extension of the foundational baccalaureate requirements for competency in medical-surgical nursing care, this stream advances students' knowledge and practice **in adult high acuity and critical care settings**. Applying advanced knowledge, skill, and research-based evidence in the focused care of clients with multiple complex health issues in tertiary care settings, students engage in relevant person-centred care that advance nursing care and interprofessional management of multiple health issues. This stream facilitates the students' transition to care of clients in advanced, technologically driven healthcare environments.	1. Analyze the registered nurse's roles and competencies in the adult high acuity and critical care environment in terms of scope of practice, foundations of high acuity/critical care nursing, and advancement of the discipline. Students will demonstrate application of theoretical knowledge, skills, research-based evidence, and appropriate attitudes related to nursing care in high acuity and critical care settings. 2. Demonstrate increasingly independent nursing practice at the entry level (and within the limitations of the student role) in the collaborative care of adult clients experiencing high acuity and/or critical illnesses and in management of associated client co-morbidities. 3. Engage in professional therapeutic communication and relationships with clients, intra- and interprofessional team members, and others to promote optimal client health outcomes and self-care in high acuity and critical practice situations.	1. Provide competent, ethical, and culturally responsive nursing care according to professional nursing standards. 2. Integrate knowledge from nursing and other disciplines to enhance health and healing across the lifespan. 3. Engage in decision-making in nursing practice that incorporates multiple ways of knowing, critical appraisal, and evidence-informed practice 4. Communicate and relate effectively with the client* and healthcare teams, using varied strategies to promote safe, compassionate, relational care. 5. Engage in collaborative relationships with clients* and interprofessional health care teams that respects diverse perspectives. 6. Provide leadership for the optimization of client* health care outcomes and advancement of nursing profession. 7. Advocate for health equity and social justice in client* care, organizations, and public policy in response to changing needs of society. 8. Engage in critical reflection for lifelong self-directed learning, and evidence-informed practice. 9. Empower self, clients* and colleagues using a range of educational strategies, including technology, for achieving optimal health and work-life outcomes.
Nursing Practice in Mental Health, Illness and Addictions Care As an extension of the foundational baccalaureate requirements for competency in mental health nursing, this stream augments students' understanding and practice capabilities in mental health and addictions care. Through a specific focus on current knowledge, skill, and research-based evidence, students engage in relevant person-centred and/or population-based initiatives and advocacy	1. Analyze the registered nurse's roles and competencies in mental health and/or addictions care in terms of scope of practice, evidence-based, trauma-informed, recovery-oriented perspectives, and how they support client well-being, health equity and promotion, and the advancement of person-centred and population-based nursing practice. 2. Demonstrate increasingly independent nursing practice at the	All as above

Undergraduate Stream and Description	Undergraduate Stream Outcomes Students completing the undergraduate stream will be able to (**cognitive, psychomotor, affective** domains):	BScN End-Program Outcomes** Graduates of the BScN program will be able to:
activities that promote health and advance nursing and interprofessional care. This stream facilitates the students' transition to caring for and promoting health of clients in mental health and addictions practice settings.	entry level in the collaborative, interprofessional care of clients and populations living with mental health, mental illness, and addiction needs across the life span and throughout the continuum of care. 3. Engage in professional therapeutic communication and relationships with clients, intra- and interprofessional team members, and others to address stigma, quality of life, and advance health, illness and/or additions care in various healthcare and community practice settings.	

*Clients are defined as individuals, families, communities and populations
** The end-program outcome must be achieved by all undergraduate program graduates; undergraduate streams do not affect the achievement of these outcomes.

Nursing Practice in High Acuity and Critical Care Settings (Adult)

To meet the full BScN degree requirements and to meet the requirements for completion of an undergraduate stream, the following is required:

4-year Direct Entry and 2nd Entry BScN Programs

- ❖ Successful completion of the core BScN, general education and non-major requirements for the 4-year Direct Entry program, or the core BScN requirements for the 2nd Entry program.
- ❖ Successful completion of the following specific 18 credits:

- HH/NURS 4534 3.00 Nursing Care of Adults in High Acuity Settings I
- HH/NURS 4535 3.00 Nursing Care of Adults in High Acuity Settings II
- HH/NURS 4532 4.00 Professional Scholarship: Stream Capstone Project
- HH/NURS 4533 8.00 Integrated Practicum: Stream

Post RN IEN BScN Program

- ❖ Successful completion of the core BScN requirements
- ❖ Successful completion of the additional specific 12 credits in an additional academic term:

- HH/NURS 4534 3.00 Nursing Care of Adults in High Acuity Settings I
- HH/NURS 4535 3.00 Nursing Care of Adults in High Acuity Settings II
- HH/NURS 4532 4.00 Professional Scholarship: Stream Capstone Project
- HH/NURS 4533 8.00 Integrated Practicum: Stream (8.00 credit integrated practicum course in the stream practice area instead of the core 6.00 credit IP course for the non-stream option)

Eligibility and selection process: All students entering an undergraduate stream must have successfully completed all prior program requirements: for 4-year Direct Entry students, all courses normally taken in Terms 1 – 5 must have been successfully completed prior to entering the stream; for students in the 2nd Entry and Post-RN IEN programs, all courses normally taken in Terms 1 – 3 must have been successfully completed.

Students who express interest in participating in the Nursing Practice in High Acuity and Critical Care Settings (Adult) undergraduate stream will be required to indicate interest by the designated deadline. For the 4-year Direct Entry program, the deadline is the end of 4th term; for the 2nd Entry program, the deadline is the end of 2nd term; and, for the Post RN IEN program, the deadline is the end of 3rd term. A MACH form will be sent to all students prior to each designated deadline for the particular undergraduate program. Students interested in this stream will need to demonstrate additional eligibility criteria. Specifically, students entering a stream related to high acuity/critical care (i.e., intensive care units, emergency departments, post anaesthesia care units) will be required to meet criteria outlined in the SON's existing policy for placement in specialty areas1. The criteria are: a minimum of B+ grade in all previous clinical courses, no course failures in the program, and an overall B+ average. Interested students will also be asked to provide a 250-word Statement of Interest for a stream option.

Any student not meeting the eligibility requirements will continue in the original program pathway to complete the BScN requirements.

Students who are interested will submit their request to be in this stream to the SoN before the designated deadline. The School will review applications based on overall GPA and select the students. Should the number of interested students exceed the number of anticipated available placements the process of selection will be based on cumulative GPA of students' applying and review of Statement of Interest by the School of Nursing Undergraduate Program Committee. Eligibility will be based on overall cumulative GPA and a strong and well-structured Statement of Interest. If students are not successful in completing the two high acuity/critical care stream specified courses with a minimum of a B+ average, they will not be eligible for a high acuity/critical care stream integrated practicum experience. Those who are not selected will continue to complete the BScN program requirements for non-stream students and can indicate a preference for their integrated practicum experience using the normal procedure at the SON. Please note, only students who have enrolled in the Nursing Practice in High Acuity and Critical Care Setting stream and who have successfully completed the relevant stream electives will be eligible for high acuity/critical care stream integrated practicum experiences (i.e., intensive care units, emergency departments, post anaesthesia care units).

Once opting for and enrolling in a stream, a student may withdraw from the stream at any time. Please note, there is a policy that each student can only submit a program change (i.e declare a stream or switch to regular BSCN program) every 12 months. Students must consider carefully before submitting any request. A student who decides to withdraw from the stream and/or in the middle of a term or required stream course will receive academic advising accordingly from their Undergraduate Program Director / Coordinator and may be required to retake courses. Students who wish to withdraw from the Stream Option in the last term of the program will need to defer that last term until it is offered again.

Nursing Practice in Mental Health, Illness and Addictions Care

To meet the full BScN degree requirements and to meet the requirements for completion an undergraduate stream, the following is required:

[1] York University School of Nursing. (2011). Requesting a specialty placement. https://www.yorku.ca/health/nursing/student-policies/

4-year Direct Entry and 2nd Entry BScN Programs

- ❖ Successful completion of the core BScN, general education and non-major requirements for the 4-year Direct Entry program, or the core BScN requirements for the 2nd Entry program;

- ❖ Successful completion of the following specific 18 credits:

- HH/NURS 4536 3.00 Critical Perspectives in Mental Health Nursing
- HH/NURS 4537 3.00 Therapeutic Modalities in Mental Health Nursing
- HH/NURS 4532 4.00 Professional Scholarship: Stream Capstone Project
- HH/NURS 4533 8.00 Integrated Practicum: Stream

Post-RN IEN BScN Program

- ❖ Successful completion of the core BScN requirements
- ❖ Successful completion of the additional specific 12 credits in an additional academic term:

- HH/NURS 4536 3.00 Critical Perspectives in Mental Health Nursing
- HH/NURS 4537 3.00 Therapeutic Modalities in Mental Health Nursing
- HH/NURS 4532 4.00 Professional Scholarship: Stream Capstone Project
- HH/NURS 4533 8.00 Integrated Practicum: Stream (8.00 credit integrated practicum course in the stream practice area instead of the core 6.00 credit IP course for the non-stream option)

Eligibility and selection process: All students entering an undergraduate stream must have successfully completed all prior program requirements: for 4-year Direct Entry students, all courses normally taken in Terms 1 – 5 must have been successfully completed prior to entering the stream; for students in the 2nd Entry and Post-RN IEN programs, all courses normally taken in Terms 1 – 3 must have been successfully completed.

Students who express interest in participating in the Nursing Practice in Mental Health, Illness and Addictions Care undergraduate stream will be required to indicate interest by the designated deadline. Students entering the stream will be required to meet the following criteria: a minimum of B+ grade in all previous clinical courses, no course failures in the program, and an overall B+ average.

Any student not meeting the eligibility requirements will continue in the generalist pathway to complete the BScN requirements.

Should the number of interested students exceed the number of anticipated available placements in this stream, a lottery process will be used to select students (using a computerized random selector). A lottery system upholds a fair, unbiased selection process. Students who are selected from the lottery, and who meet the criteria, will be notified and will be responsible for enrolling in the required undergraduate stream courses (as above). Those who are not selected will continue to complete the BScN program requirements for non-stream students and can indicate a preference for their integrated practicum experience using the normal procedure at the SoN.

Students who enter the stream and are not successful in completing the two required electives for the Nursing Practice in Mental Health, Illness and Addictions Care stream, will not be eligible to continue in the stream. These students will return to the generalist pathway of the BScN program.

Please note, only students who have enrolled in the Nursing Practice in Mental Health, Illness and Addictions Care stream and who have successfully completed the Mental Health, Illness and Addictions Care stream electives will be eligible for mental health, illness and addictions care stream integrated practicum experiences.

Once opting for and enrolling in a stream, a student may withdraw from the stream at any time. A student who decides to withdraw from the stream and/or in the middle of a term or required stream course will receive academic advising accordingly and may be required to retake courses to fulfil the program requirements. Students who wish to withdraw from the Stream Option in the last term of the program will need to defer that last term until it is offered again.

Summary of BScN requirements that include the undergraduate stream options: For the 4-year Direct Entry BScN program, the requirements for the 120 credit Specialized Honours BScN program, comprising 96 credits required in the major (78 core credits and **18 credits taken outside the core**), and 24 credits in science and general education**,** are retained. The **18 credits** required in the major are revised as follows, for the stream options only:

- Two (2) 3.00-credit nursing (NURS) electives: students must enroll in and successfully complete 2 electives from the specific stream requirements.
- Capstone course in the stream topic (4.00) credit course.
- Integrated practicum course in the stream practice area (8.00) credit course.

For the 2nd Entry BScN program, the requirements for the 150 credit Specialized Honours BScN program, comprising 90 credits required in the major (72 core credits and **18 credits taken outside the core**), and 60 credits upon admission, are retained. As for the 4-year Direct Entry program, the **18 credits** required in the major are as follows for the stream options only:

- Two (2) 3.00-credit nursing (NURS) electives: students must enroll in and successfully complete 2 electives from the specific stream requirements;
- Capstone course in the stream topic (4.00) credit ;
- Integrated practicum course in the stream practice area (8.00) credit.

For the Post-RN IEN BScN program, 60 core credits are required in the major and 60 credits are transferred upon admission. For the stream option, students need to complete an **additional 12 credits taken in an additional academic term (Term 6)** comprised of:

- Two (2) nursing (NURS) electives from the specific stream requirements (6.00 credits in total);
- One capstone course in the stream topic (4.00 credits);
- A more extensive (8.00 credits) integrated practicum course in the stream practice area instead of the core 6.00 credit IP course for the non-stream option.

Currently the minimum grade of 5.00 (C+) is required for all nursing courses. Students who fail to achieve the minimum grade of 5.00 (C+) in a nursing course prerequisite will be ineligible to proceed to subsequent required courses. Students are permitted to repeat a nursing course only ONCE. Failure on the second attempt will result in withdrawal from the program:
https://www.yorku.ca/secretariat/policies/policies/academic-forgiveness-policy-senate/

Students may be ineligible to proceed in the BScN program if their overall GPA does not meet the minimum requirements to continue. See Faculty Rules and Academic Standing at:
https://calendars.students.yorku.ca/academic-calendar#/programs

Course Descriptions

Required Courses

HH/NURS 1510 3.00 Reflection and Relational Practice in Professional Nursing
Introduces nursing as a self-regulated health profession that is guided by theory, research and standards of practice. Learners explore professional identity as a nurse, relational practice, reflection, self-awareness, the meaning of health and the nature of collaborative practice in Canada. Use of clinical examples supports the development of writing and oral skills for self-reflection and communication in nursing.
Corequisite: HH/NURS 1542 3.00
Open to: BScN students in the 4-year Direct Entry program only.
Notes: A minimum grade of 5.00 (C+) is required for this course in the BScN program.

HH/NURS 1511 3.00 Nursing Theory and Knowledge Development
Reviews the history of nursing and development of the scientific and theoretical basis of nursing practice with an emphasis on multiple ways of knowing. The evolution of nursing as a self-regulating and unique profession is explored. The impact of evidence is emphasized. Critical analysis of theory and practice supports familiarization with nursing literature, information literacy and development of scholarly writing.
Prerequisite: HH/NURS 1510 3.00
Open to: BScN students in 4-year Direct Entry program
Note: A minimum grade of 5.00 (C+) is required in this course for the BScN program.

HH/NURS 1512 3.00 Reflection and Theory-based Practice in Professional Nursing
Introduces nursing as a self-regulated health profession that is guided by theory, research and standards of practice. Learners explore professional nursing identity through reflection on personal experiences and exposure to the evolution of the profession as a scientific discipline. Critical analysis of theory and research familiarizes learners with nursing literature, information literacy, interprofessional collaboration, and facilitates scholarly writing skills.
Co-requisite for 2nd Entry BScN students: HH/NURS 2543 3.00
Open to: BScN students in the 2nd Entry program
Note: A minimum grade of 5.00 (C+) is required in this course for the BScN degree.

HH/NURS 1542 3.00 Health and Well-Being
Introduces nursing therapeutics through concepts of health and wellness for clients across the lifespan. Provides the theoretical and evidence informed basis for basic nursing practices with the opportunity for students to apply knowledge and skills through various experiences in simulation and laboratory settings.
Co-requisite(s): HH/NURS 1510 3.00.
Open to BScN students in the 4-year Direct Entry program.
Note: A minimum grade of 5.00 (C+) is required for this course in the BScN program.

HH/NURS 1543 3.00 Health Assessment
Utilizes theory and practice of health assessment and therapeutic communication to support students' demonstration of focused history-taking and physical examination skills. Focused assessments skills include physical,

psychosocial and other related aspects for clients across the lifespan. Inherent safety considerations, biases and assumptions embedded in traditional client assessments will be discussed and practiced in laboratory settings.
Prerequisite: Prerequisites for 4-year Direct Entry BScN students: HH/NURS 1542 3.00, HH/KINE 1101 3.00.
Open to: students in the BScN programs.
Note: A minimum grade of 5.00 (C+) is required in this course in the BScN program.

HH/NURS 2300 3.00 Statistical Methods in Healthcare 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.
Course credit exclusions: HH/PSYC 2021 3.00, HH/KINE 2050 3.00.
Open to: students in the Post RN IEN BScN program.
Note 1: Recommend HH/NURS 2300 3.00 be completed prior to or concurrently with HH/NURS 3300 3.00 or equivalent.
Note 2: A minimum grade of 5.00 (C+) is required in this course for the BScN degree.

HH/NURS 2513 3.00 Ethics and Health Equity in Interprofessional Practice
Focuses on bioethical theories, health equity, and related concepts and current issues relevant to nursing and other health professionals' practice.
Reflection on self-beliefs and the meaning of collaboration with various clients and other practitioners occurs in the context of ethical decision making and the application of various ethical frameworks. The impact on client health and autonomy are explored.
Prerequisites: Prerequisites for 4-year Direct Entry BScN students: HH/NURS 1511 3.00.
Prerequisites for 2nd Entry BScN students: HH/NURS 1512 3.00.
Course Credit Exclusion(s): HH/NURS 3400 3.00.
Open to: Students in the BScN programs, and by permission to Faculty of Health students. Note: A minimum grade of 5.00 (C+) is required for this course for in the BScN program.

HH/NURS 2514 3.00 Introduction to Social Justice and Advocacy in Nursing Practice
Introduces the concept of social justice and the practice of advocacy as indispensable components of ethical and competent nursing practice. Related issues of equity, rights, structures, oppression, exclusion, bio-power, neoliberalism, moral courage and the social determinants of health are explored. Students examine concepts as they reflect on their current and envisioned practice as a nurse and advocate.
Prerequisite: HH/NURS 2513 3.00 for 4-year Direct Entry BScN students
Co-requisite: HH/NURS 2513 3.00 for 2nd Entry BScN students
Open to: students in the 4-year Direct Entry and 2nd Entry BScN programs.
Note: A minimum grade of 5.00 (C+) is required for this course in the BScN program.

HH/NURS 2535 3.00 Pathophysiology, Pharmacological and Knowledge Integration I
Introduces the mechanisms of disease, alterations in function, resultant clinical manifestations and selected treatment interventions required in nursing care of the client. Underlying concepts are examined for the impact on the structure and function of the body. Principles of pharmacokinetics and pharmacodynamics and examples of pharmacological interventions are introduced. Application of pathophysiology and pharmacology to nursing practice will be examined.
Prerequisite for 4-year Direct Entry: HH/KINE 1101 3.00 and HH/KINE 1102 3.00.
Open to: Students in the 4-year Direct Entry and 2nd Entry BScN Programs
Note: A minimum grade of 5.00 (C+) is required for this course in the BScN program.

HH/NURS 2536 3.00 Pathophysiology, Pharmacology and Knowledge Integration II
Augments introductory concepts from Pathophysiology, Pharmacology and Knowledge Integration I by applying the principles of pathophysiology and pharmacology to alterations in body systems. Specific pathologic changes are presented to illustrate the impact of

injury and illness on specific body systems. Evidence to further the understanding of pharmacological and therapeutic management is discussed. Experiential opportunities for safe medication practice are included.
Prerequisite for 4-year Direct Entry and 2nd Entry BScN students: HH/NURS 2535 3.00. Open to: BScN students in 4-year Direct Entry and 2nd Entry BScN programs
Notes: A minimum grade of 5.00 (C+) is required for this course in the BScN program.

HH/NURS 2543 3.00 Health of Families and Social Groups
Focuses on communication with, assessment of, and interventions for diverse families and social groups to achieve client-centered optimal health and well-being. Through classroom and laboratory/simulation experiences, students develop foundational skills and learn about evidence-informed nursing care for clients in the context of family and social groups, considering culture, diverse identities, and other perspectives
Corequisites:
Co-requisite for 2nd Entry BScN students: HH/NURS 1512 3.00
Co-requisite for Post-RN IEN BScN students: HH/NURS 3513 3.00
Open to: 2nd Entry and Post-RN IEN BScN students
Notes: A minimum grade of 5.00 (C+) is required in this course for the BScN degree.

HH/NURS 2546 6.00 Health of Families and Social Groups
Focuses on communication with, assessment of, and interventions for diverse families and social groups to achieve client-centered optimal health and well-being. Through classroom, laboratory and practicum experiences, students learn about comprehensive theory and evidence-informed nursing care for clients in the context of family and social groups, considering culture, diverse identities, and other perspectives.
Prerequisites: HH/NURS 1511 3.00, HH/KINE 1102, 3.00, HH/NURS 1543 3.00
Open to: BScN students in 4-year Direct Entry program
Note 1: Students need to pass both practicum and classroom components in order to pass the course and are responsible for providing their own transportation to and from the practicum sites.
Note 2: A minimum grade of 5.00 (C+) is required in this course for the BScN degree.
Note 3: **Enrolled** students who failed to achieve the minimum grade of 5.00 (C+) in course prerequisites will be ineligible to proceed/withdrawn from this course.

HH/NURS 2546P 0.00 Practicum for HH/NURS 2546 6.00
Students enrolled in HH/NURS 2546 6.00 must also enroll in this mandatory practicum.

HH/NURS 2547 6.00 Mental Health Across the Lifespan
Examines the continuum of mental health, illness and addictions through the lens of theory and research evidence. Students apply knowledge and skills when working with clients experiencing mental health and illness across the lifespan. Through classroom, laboratory and practicum experiences, students develop therapeutic communication strategies and engage in therapeutic relationships in a variety of settings.
Prerequisites:
Prerequisites for 4-year Direct Entry BScN students: HH/NURS 2513 3.00, HH/NURS 2546 3.00.
Prerequisites for 2nd Entry BScN students: HH/NURS 2513 3.00, HH/NURS 2535 3.00, HH/NURS 3510 6.00.
Prerequisite for Post-RN IEN BScN students: HH/NURS 1543 3.00, HH/NURS 2513 3.00, HH/NURS 3510 6.00, HH/NURS 3901 3.00.
Note 1: Students need to pass both practicum and classroom components in order to pass the course and are responsible for providing their own transportation to and from the practicum sites.
Note 2: A minimum grade of 5.00 (C+) is required for this course in the BScN program.
Note 3: Enrolled students who failed to achieve the minimum grade of 5.00 (C+) in course prerequisites will be ineligible to proceed/withdrawn from this course.

HH/NURS 2547P 0.00 Practicum for HH/NURS 2547 6.00
Students enrolled in HH/NURS 2547 6.00 must also enroll in this mandatory practicum.

HH/NURS 3001 3.00 The Canadian Health Care System
Examines components of the Canadian healthcare system, roles of governments and professional health organizations, contemporary issues of safety, cost control, organization and delivery of health services. Students identify how the relationships among healthcare professionals, and the levels of the health system impact the health of Canadians. Expression of ideas through scholarly writing is supported.
Course Credit Exclusion: HH/NURS 4710 3.00
Open to: 2nd Entry and Post-RN IEN BSc students
Note: A minimum grade of 5.00 (C+) is required for this course in the BScN program.

HH/NURS 3510 6.00 Partnering with Communities
Develops knowledge and skill in the process of partnering with communities to address health inequities. Using knowledge of population health, primary health care, community development, critical health promotion, social determinants of health and CHNC standards of practice, the roles, ethics and approaches related to community health.
nursing practice are explored in the classroom and applied in a preceptored community-based practicum.
Prerequisites: Prerequisite for 4-year Direct Entry BScN students: HH/NURS 2514 3.00, HH/NURS 2547 6.00.
Prerequisite for 2nd Entry students: HH/NURS 2543 3.00, HH/NURS 3515 3.00.
Prerequisite for Post-RN IEN BScN program students: HH/NURS 2543 3.00
Course Credit Exclusions: HH/NURS 4525 6.00, HH/NURS 4120 6.00, AK/NURS 4140 6.00 (prior to Summer 2005) Open to: BScN students only
Note 1: Students need to pass both practicum and classroom components in order to pass the course and are responsible for providing their own transportation to and from the practicum sites.
Note 2: A minimum grade of 5.00 (C+) is required for this course in the BScN program.
Note 3: Enrolled students who failed to achieve the minimum grade of 5.00 (C+) in course prerequisites will be ineligible to proceed/withdrawn from this course.

HH/NURS 3510P 0.00 Practicum for HH/NURS 3510 6.00
Students enrolled in HH/NURS 3510 6.00 must also enrol in this mandatory practicum.

NURS 3511 6.00 Episodic and Common Health Challenges
Incorporates theoretical and practice components of client-centred nursing knowledge for care of clients experiencing episodic and common health challenges. Through classroom, laboratory/simulation and practicum experiences, students expand their knowledge of therapeutic nursing care for clients with predictable, episodic and/or common health challenges. Students collaborate with intra- and inter- professional teams to support the achievement of optimal client health outcomes.
Prerequisite: Prerequisite for 4-year Direct Entry BScN students: HH/NURS 3510 6.00, HH/NURS 3515 3.00, HH/NURS 3537 3.00.
Prerequisite for 2nd Entry BScN students: HH/NURS 2547 6.00.
Course Credit Exclusion: HH/NURS 2900 6.00 (prior to Winter 2012), HH/NURS 2522 6.00.
Open to students in the 4-year Direct Entry and 2nd Entry BScN programs only.
Note 1: Students need to pass both practicum and classroom components in order to pass the course and are responsible for providing their own transportation to and from the practicum sites.
Note 2: A minimum grade of 5.00 (C+) is required for this course in the BScN program.
Note 3: Enrolled students who failed to achieve the minimum grade of 5.00 (C+) in course prerequisites will be eligible to proceed/withdrawn from this course.

NURS 3511P 0.00 Practicum for HH/NURS 3511 6.00
Students enrolled in HH/NURS 3511 6.00 must also enroll in this mandatory practicum.

NURS 3512 3.00 Nursing in the Context of Global and Environmental Health
Analyzes the influence of upstream political, social and economic forces on health status and health care, including health disparities,

inequities and environmental degradation. Focusing on the nursing role, present and future scenarios threatening individual, population and planetary health will be examined to critically and reflectively consider social responsibilities and actions.
Prerequisites for 4-year Direct Entry BScN students: HH/NURS 3514 3.00 Prerequisites for 2nd Entry BScN students: HH/NURS 2513 3.00, HH/NURS 2514 3.00
Prerequisites for Post-RN IEN BScN students: HH/NURS 2513 3.00
Course Credit Exclusions: HH/NURS 4546 3.00.
Post-RN course credit exclusion: HH/NURS 4100 3.00 (prior to Fall 2012)
Open to: Students in the BScN programs Notes: A minimum grade of 5.00 (C+) is required for this course in the BScN program.

NURS 3513 3.00 Development as a Nurse Through Reflection and Theory

Introduces nursing as a self-regulated health profession that is guided by theory, research and standards of practice, for learners with nursing care backgrounds. Personal experiences, self-awareness, nursing history, reflective and relational practice, and health are examined. Critical analysis of theory familiarizes learners with nursing literature and develops information literacy and scholarly writing skills. The significance of interprofessional collaboration is emphasized.
Open to: Post-RN IEN BScN students Note 1: A minimum grade of 5.00 (C+) is required in this course for the BScN degree. Note 2: Students admitted prior to Fall 2022 will be expected to meet the course prerequisite requirements that were in effect at the time that they were admitted to their respective undergraduate program. Please see reference to this in the program descriptions, as applies.

HH/NURS 3514 3.00 Leadership, Change and Innovation

Applies leadership and change theories, innovation and evidence informed approaches to client centred care and the practice of nursing. Examines client centered and socio-political influences on the delivery of nursing care, and evaluates the significance of leadership, change and innovative strategies on client health outcomes and healthcare systems. Describes the nursing role in complex client management situations such as local emergency preparedness and disaster and resource management.
Prerequisite for 4-year Direct Entry: HH/NURS 2514 3.00.
Prerequisite for 2nd Entry BScN students: HH/NURS 2513 3.00, HH/NURS 2514 3.00.
Prerequisite for Post-RN IEN BScN students: HH/NURS 2513 3.00.
Course Credit Exclusion(s): HH/NURS 3050 3.00 (prior to Winter 2012), HH/NURS 4000 3.00.
Open to students in the BScN programs. Note 1: A minimum grade of 5.00 (C+) is required for this course in the BScN program.
Note 2: Students admitted prior to Fall 2022 will be expected to meet the course prerequisite requirements that were in effect at the time that they were admitted to their respective undergraduate program. Please see reference to this in the program descriptions, as applies.

HH/NURS 3515 3.00 Evidence-informed Nursing Practice: Research and Inquiry

Introduces students to nursing and health research and evidence informed practice (EIP). Students examine qualitative and quantitative research designs and methods used in nursing and healthcare knowledge development and are introduced to models of EIP. Students learn to critique research in order to determine the applicability and usefulness of research findings to the provision of high-quality nursing and health care.
Open to: Students in the York-Seneca- Georgian Collaborative registered at the campus on which the course is offered.
Prerequisites:
Prerequisites for 4-year Direct Entry and 2nd Entry BScN students: HH/PSYC 2021 3.00.
Prerequisite for Post-RN IEN BScN students: HH/NURS 2300 3.00.
Course Credit Exclusion: HH/NURS 3300 3.00, AP/ADMS 2300 6.00.
Open to students in the BScN programs.
Note 1: A minimum grade of 5.00 (C+) is required for this course in the BScN program.
Note 2: Students admitted prior to Fall 2022 will be expected to meet the course prerequisite requirements that were in effect at the time that they were admitted to their respective

undergraduate program. Please see reference to this in the program descriptions, as applies.

HH/NURS 3517 3.00 Critical Reflection and Clinical Reasoning in Practice
Analyzes evidence, best practices and standards in the context of case scenarios to develop critical reflection, clinical reasoning and decision-making skills. Using evidence-informed practice, students integrate concepts of anatomy, pathophysiology, pharmacology, psychology and other sciences with therapeutic communication strategies in a case-based approach to learning. Prioritization and interprofessional collaboration are a focus for thinking like a registered nurse.
Prerequisites: Prerequisite for 4-year Direct Entry BScN students: HH/NURS 3537 3.00, HH/NURS 3515 3.00
Open to: BScN students in 4-year Direct Entry and 2nd Entry BScN programs.
Note: A minimum grade of 5.00 (C+) is required for this course in the BScN program.

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.
Open to: Students in the York-Seneca- Georgian Collaborative 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 3524P 0.00 Practicum for HH/NURS 3524 6.00
Students enrolled in HH/NURS 3524 6.00 must also enrol in this mandatory practicum.

HH/NURS 3537 3.00 Pathophysiology, Pharmacology & Knowledge Integration III
Integrates knowledge of Pathophysiology, Pharmacology and Knowledge Integration II with complex therapeutic processes and interventions needed for achieving holistic client care. Focusing on applying evidence in practice, students will incorporate appropriate use of interventions to promote safe, effective client care across the lifespan for complex, multisystem disorders.
Prerequisites: Prerequisite for 4-year Direct Entry and 2nd Entry BScN students: HH/NURS 2536 3.00
Open to: BScN students in 4-year Direct Entry and 2nd Entry BScN programs.
Notes: A minimum grade of 5.00 (C+) is required for this course in the BScN program.

HH/NURS 3901 3.00 Pharmacological and Non-pharmacological Practices
Emphasizes the professional nursing role in administration and evaluation of therapeutic interventions including pharmacological and non- pharmacological practices in the Canadian healthcare context. A review of drug classes, pharmacokinetics, pharmacodynamics and specific nursing therapeutic regimens, as well as issues of medication safety and health system informatics, are presented. Examines evidence informed standards and policy for safe and competent nursing practice.
Open to Post-RN IEN BScN students.
Note: A minimum grade of 5.00 (C+) is required for this course in the BScN program.

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 3.00. Prerequisite or corequisite for Collaborative students: HH/NURS 4525 6.00, HH/NURS 4526 6.00. Prerequisites or corequisites for second Entry students: HH/NURS 4525 6.00, HH/NURS 3524 6.00. Note: A minimum grade of 5.00 (C+) is required in this course for the BScN degree.

HH/NURS 4517 3.00 Evolving as a Professional Nurse
Focuses on the transition of students with previous nursing experience to Canadian registered nurse careers and work environments. Integration of knowledge of professional nursing experiences using theoretical, evidence-informed and reflective strategies is emphasized. Students engage in learning that supports adaptation to the healthcare workforce in Canada, and navigation of evolving organizational practices, work-life and self-care issues.
Prerequisite: HH/NURS 3512 3.00 Open to: Post-RN IEN BScN students Notes: A minimum grade of 5.00 (C+) is required for this course in the BScN program.

HH/NURS 4524 3.00 Trends in Healthcare Delivery
Examines trends and issues within provincial, national, and global healthcare systems that impact nursing practice. Epidemiological data and research support the investigation of client care, politics, and policy issues. Digital health and relevant technology are discussed for their impact on health, client care and client education. Students identify areas of interest and prepare for capstone project work.
Prerequisites:
Prerequisite for 4-year Direct Entry BScN students: all completed courses Terms 1 - 6 of the program.
Prerequisite for 2nd Entry BScN students: all completed courses Terms 1 - 4 of the program.
Open to: students in the 4-year Direct Entry and 2nd Entry BScN programs
Notes: A minimum grade of 5.00 (C+) is required for this course in the BScN program

HH/NURS 4525 6.00 Health and Healing: Community as a Partner (Fall 2024 last Term this course is offered)
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 or corequisite for Collaborative BScN students: HH/NURS 3515 3.00, HH/NURS 3514 3.00. Prerequisite for second Entry BScN students: HH/NURS 2523 6.00. Prerequisite for Post RN IEN students: HH/NURS 4131 6.00. PRIOR TO FALL 2012: course credit exclusion: HH/NURS 4120 6.00. 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. 2ndEntry and Post RN IEN students who failed to achieve the minimum grade of 5.00 (C+) in course prerequisites will be ineligible to proceed/withdrawn from this course.

HH/NURS 4525P 0.00 Practicum for HH/NURS 4525 6.00 (Fall 2024 last Term this course is offered)

Students enrolled in HH/NURS 4525 6.00 must also enrol in this mandatory practicum.

HH/NURS 4526 6.00 Health and Healing: Client Centred Care of Individual and Families in Homes and Acute Settings
Integrates theoretical and practicum components of client-centred nursing care with clients experiencing acute & complex health challenges. Through classroom, laboratory/simulation & practicum experiences, students expand their knowledge of the registered nurse role in providing safe, competent & evidence-informed care. Interprofessional collaboration & coordination of care & decision- making are integral when working with clients with unpredictable, complex & multiple health needs.
Prerequisites for Collaborative BScN students: HH/NURS 3524 6.00. Prerequisite or corequisite for Collaborative BScN students: HH/NURS 3515 3.00, HH/NURS 3514 3.00.
Prerequisite/Co-requisite(s): Open to students in BScN programs. Prerequisite for 4-year Direct Entry: HH/NURS 3517 3.00, HH/NURS 3511 6.00. Prerequisites for 2nd Entry BScN students: HH/NURS 3511 6.00. Prerequisite for Post-RN IEN BScN students: HH/NURS 3515 3.00, HH/NURS 2547 6.00. Course Credit. Equivalent: HH/NURS 4130 6.00. Notes: Students need to

pass both practicum & classroom components in order to pass the course & are responsible for providing their own transportation to & from the practicum sites. A minimum grade of 5.00 (C+) is required for this course. Enrolled students who failed to achieve the minimum grade of 5.00 (C+) in course prerequisites will be ineligible to proceed/withdrawn from this course.

HH/NURS 4526P 0.00 Practicum for HH/NURS 4526 6.00
Students enrolled in HH/NURS 4526 6.00 must also enrol in this mandatory practicum.

HH/NURS 4527 9.00 Integrated Practicum
Integrates nursing knowledge and learning acquired across the program in a concentrated practicum experience in a variety of nursing settings. Students synthesize knowledge to articulate a framework for independent professional practice.
Open to Collab BScN students, 4-year Direct Entry and 2nd Entry BScN students.
Prerequisites: Successfully earned (completed) all prior BScN program courses.
Corequisites: HH/NURS 4528 3.00, HH/NURS 4531 3.00 for the 2nd Entry BScN and 4-Year Direct Entry students.
Course Credit Exclusions: HH/NURS 4110 9.00, HH/NURS 4900 9.00
Note 1: Students must successfully complete both HH/NURS 4531 3.00 Professional Scholarship: Capstone Project concurrently in order to be recognized with a passing grade or credit in either course for the 2nd Entry Degree program and the 4-Year Direct Entry program students.
Note 2: Students are responsible for their own transportation to and from practicum sites.
Note 3: A minimum grade of 5.00 (C+) is required for this course in the BScN program.
Note 4: Enrolled students who failed to achieve the minimum grade of 5.00 (C+) in course prerequisites will be ineligible to proceed/withdrawn from this course.
Note 5: Students admitted prior to Fall 2022 will be expected to meet the course prerequisite requirements that were in effect at the time that they were admitted to their respective undergraduate program. Please see reference to this in the program descriptions, as applies.

NURS 4528 3.00 Nursing Knowledge and Transition
Synthesizes knowledge from previous courses for strengthening clinical reasoning skills that support transition to practice. Use of evidence and theory forms the basis for students to prepare for entry to practice and write the national registration exam. Students evaluate their ability to integrate knowledge.
Prerequisites:
Prerequisite for 4-year Direct Entry BScN students: all previous courses (Terms 1 - 7) of the program.
Prerequisite for 2nd Entry BScN students: all previous courses (Terms 1 - 5) of the program.
Prerequisite for Post-RN IEN BScN students: all previous program courses (Terms 1 - 4).
Co-requisites:
Co-requisites for the Collaborative BScN program HH/NURS 4527- Students must concurrently be able to successfully complete both NURS 4527 and NURS 4528 to achieve passing grades for both courses in the IP term
Co-requisite for 4-year Direct Entry and 2nd Entry BScN students: HH/NURS 4531 3.00, HH/NURS 4527 9.00.
Co-requisites for Post-RN IEN BScN students: HH/NURS 4529 6.00.
Open to students in the BScN programs. Note 1: A minimum grade of 5.00 (C+) is required for this course in the BScN program.
Note 2: Students admitted prior to Fall 2022 will be expected to meet the course prerequisite requirements that were in effect at the time that they were admitted to their respective undergraduate program. Please see reference to this in the program descriptions, as applies.

NURS 4529 6.00 Integrated Practicum
Synthesizes 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 4528 3.00
Open to: Students in the Post-RN and Post RN IEN BScN programs.

Note 1: This is a one term course with a clinical practicum equivalent to 18 hours per week for 12 weeks. Students are responsible for their own transportation to and from practicum sites.
Note 2: A minimum grade of 5.00 (C+) is required in this course for the BScN degree.

HH/NURS 4531 3.00 Professional Scholarship: Capstone Project
Integrates multiple sources of research to identify and meet a healthcare system need. Students undertake a major independent project that is evidenced-informed, supported by a theoretical framework and reflects current or future health care practices within any healthcare setting. Students utilize theoretical knowledge of change, politics, power and leadership
to contribute to client care, policy or healthcare systems.
Prerequisites: 4-year Direct Entry and 2nd Entry BScN program students: all previous program courses.
Corequisites: 4-year Direct Entry and 2nd Entry BScN program students: HH/NURS 4527 9.00
Course Credit Exclusion: HH/NURS 4111 3.00
Open to: Students in the 4-Year Direct Entry and 2nd Entry BScN programs
Note 1: Students must achieve a credit in HH/NURS 4527 9.00 in order to receive a passing grade in this course.
Note 2: Students must successfully complete HH/NURS 4527 3.00 concurrently in order to be recognized with a passing grade or credit in either course.
Note 3: A minimum grade of 5.00 (C+) is required for this course in the BScN program.
Note 4: Enrolled students who failed to achieve the minimum grade of 5.00 (C+) in course prerequisites will be ineligible to proceed/withdrawn from this course.

NURS 4532 4.00 Professional Scholarship: Stream Capstone Project
Design and develop a research based independent project to meet an identified health care need in the clinical area of focus.
Prerequisite for 4-year Direct Entry, 2nd Entry, and Post-RN Internationally Educated Nurse (IEN) BScN program students enrolled in stream option. A total 6.00 designated electives for the specific stream must be successfully completed.
Co-requisite for 4-year Direct Entry, 2nd Entry, and Post-RN IEN BScN program students enrolled in stream option: HH/NURS 4533 8.00 Integrated Practicum Stream
Open to: Students in the 4-year Direct Entry, 2nd Entry, and Post-RN IEN BScN programs enrolled in stream option
Notes: Students must achieve a credit in HH/NURS 4533 8.00 in order to receive a passing grade in this course. Students must successfully complete HH/NURS 4532 4.00 concurrently with HH/NURS 4533 8.00 in order to be recognized with a passing grade or credit in either course. A minimum grade of 5.00 (C+) is required for this course in the BScN program. Enrolled students who failed to achieve the minimum grade of 5.00 (C+) in course prerequisites will be ineligible to proceed/withdrawn from this course.

NURS 4533 8.00 Stream Integrated Practicum
Integrates nursing knowledge and learning acquired across the program and through specific preparatory coursework, in a concentrated and focused practicum experience that supports the designated undergraduate stream.
Prerequisite for 4-year Direct Entry, 2nd Entry and Post-RN Internationally Educated Nurse (IEN) BScN program students enrolled in stream option. A total 6.00 designated electives for the specific stream must be successfully completed.
Co-requisite for 4-year Direct Entry, 2nd Entry and Post-RN Internationally Educated Nurse (IEN) BScN program students enrolled in stream option: HH/NURS 4532 4.00
Open to: Students in the 4-year Direct Entry, 2nd Entry and Post-RN IEN programs enrolled in stream option. Notes: Students must achieve a credit in HH/NURS 4532 4.00 in order to receive a passing grade in this course. Students must successfully complete HH/NURS 4533 8.00 concurrently with HH/NURS 4532 4.00 in order to be recognized with a passing grade or credit in either course. A minimum grade of 5.00 (C+) is required for this course in the BScN program. Enrolled students who failed to achieve the minimum grade of 5.00 (C+) in course prerequisites will be ineligible to proceed/withdrawn from this course.

Nursing Electives

HH/NURS 3000 3.00 Trends and Contemporary Issues for the Aging Adult in Canada
Presents aging as a normal part of the life cycle and explores topics that demonstrate quality of life at every age. Examines current trends and issues for the aging adult in Canada with a nursing focus. Explore current topics such as ageism, sexuality, technology, abuse, care giving, mental wellness, cross-cultural issues and the positive contributions of older adults. Course credit exclusions: None. Open to: York University BScN students. Note: A minimum grade of 5.00 (C+) is required in this course for the BScN degree.

HH/NURS 3200 3.00 Creating Intercultural Safety (cross-listed with Global Health)
Global health requires students to understand the core concepts in understanding and navigating "differences" as these are socially produced and embedded within power relations. Students critically examine theoretical approaches to cultural safety, cultural competence and anti-oppression to develop an integrative approach to intercultural awareness and safety. Working with a broad definition of culture that explicitly includes an intersectional understanding of culture/diversity students explore the impact of cultural patterns and social locations on self and others. Through reflective assignments, students gain insight into their own cultural positionality and explore how to be an affective ally and advocate to promote equity and health for all. Understanding varied definitions of health and healing and different approaches to communication are fundamental tools for developing effective health care policies, strategies, and care approaches.
Prerequisites: HH/GH 1010 3.00 or HH/HLST 1010 3.00 or HH/IHST 1010 3.00 or HH/PSYC 1010 6.0
Cross-listed to: HH/NURS 3200 3.00
Course Credit Exclusions: HH/IHST 3200 3.000 6.00
Note: This course does not count as a science credit for BSc degree programs.
Previously Offered as HH/IHST 3200 3.00

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.). Note: A minimum grade of 5.00 (C+) is required in this course for the BScN degree.

HH/NURS 3240 3.00 Electronic Data Systems: An Analytical Examination of Human Caring and Technology (not offered in 2024/2025)
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. Students will need basic computer skills. Course credit exclusion: AK/HH/HLST 3310 3.00. Note: A minimum grade of 5.00 (C+) is required in this course for the BScN degree.

HH/NURS 3250 3.00 Health Law
Explores how federal and provincial laws, by- laws, regulations, practice standards, and guidelines shapes Nursing practice in Canadian health care. Critically examines the efficacy of relevant laws intended to improve the human condition. Analyzes law implementation to secure social justice.
Prerequisites: Completion of all 2000 level courses for 2nd Entry BScN students or completion of Years 1and 2 courses for Collaborative BScN students:
Notes: 1) This course will be delivered in a classroom, hybrid, or online format. 2) A minimum grade of 5.00 (C+) is required in this course for the BScN degree.

HH/NURS 3600 3.00 Patterns in the Health Experience of Older Persons (not offered in 2024/2025)
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. Note: A minimum grade of 5.00 (C+) is required in this course for the BScN degree.

HH/NURS 3700 3.00 Transcultural Nursing (Elective) (not offered in 2024/2025)
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. Note: A minimum grade of 5.00 (C+) is required in this course for the BScN degree.

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. Note: A minimum grade of 5.00 (C+) is required in this course for the BScN degree.

HH/NURS 3730 3.00 Lived Praxis in Nursing (not offered in 2024/2025)
Students will apply knowledge of conceptual models in nursing. The students' experiences serve as the context for exploring and understanding how conceptual models guide both traditional and complementary caring- healing modalities found in practice.
Prerequisite: AK/HH/NURS 3040 3.00. Course credit exclusion: AK/NURS 3790A 3.00 (prior to Summer 2003). Open to students in the BScN programs. Note: A minimum grade of 5.00 (C+) is required in this course for the BScN degree.

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).). Note: A minimum grade of 5.00 (C+) is required in this course for the BScN degree.

HH/NURS 3780 3.00 Clinical Decision-Making
Extends the foundational preparation of the nursing process to explore theoretical frameworks influencing nurse decision-making in health care settings. Analyzes the nature of novice-to-expert thinking patterns, and the challenges for its development in entry level nursing practice. Applies concepts of clinical reasoning and judgment to complex and varied nursing care scenarios, and critiques person- centred outcomes in relation to safe and effective care. Prerequisites: For 2nd Entry BScN students - completion of all 2000 level courses; For Collaborative BScN students- Completion of Year 1and 2 courses. Course Credit Exclusion: None. Open to: BScN student only. Note 1: May be offered in face to face, or blended format; mandatory lab component.
Note 2: A minimum grade of 5.00 (C+) is required in this course for the BScN degree.

HH/NURS 3920 3.00 Reflective Practice through Simulation (Elective) (not offered in 2024/2025)
Explores complexities of knowledge and experiences required for interactive and guided reflective practice in healthcare settings. Exposes students to situations that generate critical reflection, insight and self awareness through application of human simulation methodology skills and knowledge. These skills will be applied through a practicum in which students will be matched with faculty using simulation in their curriculum within programs across campus. Open to: Open to collaborative and 2nd entry nursing students who have completion of all core courses in Year 1; theatre students who have earned 24 credits and completed FA/THEA 1010 3.00, FA/THEA 1011 3.00 Note: A minimum grade of 5.00 (C+) is required in this course for the BScN degree.

HH/NURS 3950 3.00 Development of Self: Communicating and Relating In Complex Situations
Examines complex communication skills and explores how they influence the nurse's effectiveness working with client groups, collaborating on interdisciplinary teams and supporting families. Course credit exclusion:
None. Note: A minimum grade of 5.00 (C+) is required in this course for the BScN degree.

HH/NURS 3960 3.00 Health & Healing: Theory Guided Evidence-Based Practice (not offered in 2024/2025)
Provides and overview and evaluation of strategies to critique and facilitate the use of evidence relating to practice within the context of different nursing theories. Examines the role of nursing knowledge, ways of knowing, and patient preference in defining evidenced-based practice. Prerequisite: 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. Note: Required course for students in the 2nd Entry BScN program, elective course for students in the Post-RN BScN and Collaborative BScN programs.
Note: A minimum grade of 5.00 (C+) is required in this course for the BScN degree.

HH/NURS 4210 3.00 Privacy and Security Principles and Applications in Health Care (Elective) (not offered in 2024/2025)
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. Note: A minimum grade of 5.00 (C+) is required in this course for the BScN degree.

HH/NURS 4370 3.00 The History and Health of Indigenous Individuals, Families and Communities
Analyzes the impact of the history of Indigenous Peoples of Canada from a nursing perspective. Studies colonization, the Report of the Truth and Reconciliation Commission of Canada (TRCC), and other relevant materials to inform and provide context to the examination of topics related to Indigenous Health. Explores meaning of traditional healing, cultural safety and nursing praxis in Indigenous communities. Open to: Students in the York-Seneca-Georgian Collaborative and 2nd Entry BScN Programs.
Note: A minimum grade of 5.00 (C+) is required in this course for the BScN degree.

HH/NURS 4523 3.00 Nursing Care Across the Cancer Continuum
Expands knowledge of epidemiology, pathophysiology, and the psychosocial impact of cancer on the client and their families. Elaborates on oncology nursing practice knowledge related to health promotion, health maintenance, health restorative and end of life strategies for clients and their families. Expands students' capacities for critical thinking and engagement with ethics and therapeutic communication within the context of healthcare and across the cancer continuum. Exposes students to key concepts regarding nursing roles within the interdisciplinary team and evidence of the impact of these roles on patient experience and outcomes. Utilizes research findings to support analysis of issues and current trends.
Prerequisites: 4-year Direct Entry BScN & 2nd Entry BScN students: HH/NURS 2536 3.00
Corequisites: 4-year Direct Entry BScN & 2nd Entry BScN students: HH/NURS 3537 3.00
Open to: Collaborative students enrolled in BScN prior to 2022
Note: A minimum grade of 5.00 (C+) is required for this course in the BScN program.

HH/NURS 4534 3.00 Nursing Care of Adults with High Acuity Needs I
Integrates knowledge of health assessment, pathophysiology and pharmacology in the nursing process of caring for clients with high acuity health needs living with multiple co-morbidities in acute care settings.
Prerequisites: Prerequisites 4-Year Direct Entry and 2nd Entry BScN: HH/NURS 1543 300, HH/NURS 2536 3.00, Prerequisites Post- RN IEN BScN: HH/NURS 1543 3.00
Corequisites: Corequisites 4-Year Direct Entry: HH/NURS 3511 6.00
Corequisites 2nd Entry BScN: HH/NURS 3511 6.00, HH/NURS 3537 3.00
Open to: BScN students in 4-year Direct Entry, 2nd Entry BScN programs and Post-RN IEN BScN stream option students and Collaborative BScN students
Notes: A minimum grade of 5.00 (C+) is required for this course in the BScN program. Students who have enrolled in the Nursing Practice in High Acuity and Critical Care Settings Stream need to obtain a minimum of a B+ (77-79/GPA 3.3) to continue in the Stream option.

HH/NURS 4535 3.00 Nursing Care of Adults with High Acuity Needs II (Elective)
Integrates knowledge of health assessment, pathophysiology, pharmacology and Nursing Care of Adults with High Acuity Needs 1 in the nursing

process of caring for critically ill adult clients in critical care settings.
Prerequisites: Prerequisites 4- Year Direct Entry BScN and 2nd Entry BScN: HH/NURS 1543 3.00, HH/NURS 3537 3.00, HH/NURS 3511 3.00, HH/NURS 4534 3.00
Prerequisites Post-RN IEN BScN: HH/NURS 1543 3.00, HH/NURS 4534 3.00
Corequisites: HH/NURS 4526 3.00
Open to: BScN students in 4-year Direct Entry, 2nd Entry BScN programs and Post-RN IEN BScN stream option students and Collaborative BScN students
Note: A minimum grade of 5.00 (C+) is required for this course in the BScN program.
Students who have enrolled in the Nursing Practice in High Acuity and Critical Care Settings Stream need to obtain a minimum of a B+ (77-79/GPA 3.3) to continue in the Stream option.

HH/NURS 4536 3.00 Critical Perspectives in Mental Health Nursing
Explores and analyzes the principles of primary health care to address mental health nursing from critical and transformative perspectives.
Prerequisites for 4-Year Direct Entry, 2nd Entry and Post-RN IEN BScN students: HH/NURS 2547 6.00
Prerequisites for Collaborative BScN students: HH/NURS 2547 6.00 or HH/NURS 3524 6.00
Open to: Students in the 4-Year Direct Entry and the 2nd -Entry BScN Programs and Post RN- IEN BScN Stream Option students and Collaborative BScN students

HH/NURS 4537 3.00 Therapeutic Modalities in Mental Health
Introduces students to various therapeutic modalities being used by nurses in the care of persons who require mental health support and/or living with mental illnesses.
Prerequisite for 4-Year Direct Entry, 2nd Entry and Post-RN IEN BScN students: HH/NURS 2547 6.00. Prerequisite for Collaborative BScN students: HH/NURS 3524 6.00. Open to: BScN students in the 4-Year Direct Entry program, 2nd Entry BScN program, Post-RN IEN BScN students and Collaborative BScN students.
Note: A minimum grade of 5.00 (C+) is required for this course in the 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.
Prerequisites: For students in Collaborative BScN program, HH/NURS 3040 3.00 and HH/NURS 3300 3.00; for students in Post-RN BScN program, HH/NURS 3040 3.00 and HH/NURS 3300 3.00; or for students with equivalent preparation, permission of the Instructor. Note 1: Open only to students in the BScN program. Note 2: A minimum grade of 5.00 (C+) is required in this course for the BScN degree.

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 1: Open only to students in the BScN program or with permission of the undergraduate director. Note 2: A minimum grade of 5.00 (C+) is required in this course for the BScN degree.

HH/NURS 4640 3.00 Integrative and Expressive Forms of Caring (not offered in 2024/2025)
Processes such as art, poetry, storytelling, 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, HH/NURS 3040 3.00, HH/NURS 3300 3.00,
HH/NURS 3400 3.00; Open to: student in BScN program; or for other students, with permission of the Instructor or for students who have taken HH/NURS 4790E 3.00. Note: A minimum grade of 5.00 (C+) is required in this course for the BScN degree.

HH/NURS 4650 3.00 Advanced Paediatric Nursing
Building on the fundamental content of HH/NURS 3524 6.00, this course will develop further depth and breadth of nursing knowledge related to the care of infants, children and youth. Through classroom learning, students will develop beginning expertise in the knowledge, skill and judgment critical for

paediatric nursing. This course is suited to those who have an interest in a career in paediatrics. Prerequisite: HH/NURS 3524 6.00 for collaborative students. Prerequisite or corequisite: HH/NURS 3524 6.00 for second degree entry or by permission of the Instructor. Notes: 1) This course is best suited for those students who have had a paediatric placement in HH/NURS 3524 3.00. 2) A minimum grade of 5.00 (C+) is required in this course for the BScN degree.

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 Instructor.
Note: A minimum grade of 5.00 (C+) is required in this course for the BScN degree.

HH/NURS 4720 3.00 Nurses as Teachers and Learners
Explores multiple theories and theoretical perspectives on teaching and learning within the context of nursing to promote health and healing from viewpoints of both teachers and learners. Opportunities for analysis and development of teaching/learning situations with critique and application of relevant theories and teaching/learning modalities to praxis. PRIOR TO WINTER 2012: course credit exclusions: HH/NURS 3720 3.00. Note 1: Open only to students in the BScN program. Note 2: A minimum grade of 5.00 (C+) is required in this course for the BScN degree.

HH/NURS 4760 3.00 Child Rights and Child/Youth Centredness in Canadian Nursing (not offered in 2024/2025)
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. Note 3: A minimum grade of 5.00 (C+) is required in this course for the BScN degree.
Previously offered as: HH/NURS 3760 3.00.

Guidelines for Practicum Experiences

The practicum experience is designed to give students the opportunity for praxis – integrating theory into practical experiences. Students are placed in a variety of health and community settings and given opportunities for supervised practical application of theoretical knowledge that has been previously, or is being concurrently, acquired.
If placement opportunities are limited, practicum placements may be scheduled for any day of the week, including evenings or weekend days **(Saturday or Sundays)** as an alternative to the assigned practicum day(s), in order to provide students with integrated learning in the appropriate term.

Before You Attend Practicum

Clinical Preparedness Permit (CPP)
There are a specific set of requirements outlined by our agencies and supported by the Ministry of Health. Each student is required to obtain the mandatory requirements for the safety of themselves, their peers, and the patients they interact with.

The requirements are outlined in detail in the CPP Document. Each student is responsible for tracking their expiry dates and obtaining the appropriate documents prior to the applicable deadlines.

Synergy Verified
The NPCO uses a third-party company to review each student's requirements. Each student will be provided with a username for Synergy Verified. Once each student receives this information, they are to upload their requirements to Synergy Verified. When each student is confident their uploaded requirements to Synergy Verified match the list of requirements on the CPP Document, they are to book an Electronic Requirements Verification (ERV) through Synergy Verified's *Scheduler* tab. **There is a fee associated with this mandatory step**.

The ERV appointment with Synergy requires no further action by the student. The appointment time and date is used by Synergy to know which students requirements to review on each day.

Within two to three business days, Synergy Verified will provide each student with an update on their compliance status – "Pass", "Fail", or "Pending". Each student should be obtaining a status of "Pass" in order to be eligible to continue with their practicum course the following term.

If students receive a "Pass", they are eligible to continue with their practicum course the following term. If students receive a "Fail", Synergy Verified will outline the details behind the fail – most of the time students are missing documents. If students receive a "Pending" status, students must follow the process outlined by Synergy Verified.

Students are unable to attend clinical without a "Pass" from Synergy Verified by the deadlines below:

- If you have a practicum course in the **FALL** term, you must receive a "Pass" from Synergy Verified by **JULY 15**. All documents submitted to Synergy Verified must be valid for the duration of the fall term – September 1 to December 31.
- If you have a practicum course in the **WINTER** term, you must receive a "Pass" from Synergy Verified by **NOVEMBER 15**. All documents submitted to Synergy Verified must be valid for the duration of the winter term – January 1 to April 30.
- If you have a practicum course in the **SUMMER** term, you must receive a "Pass" from Synergy Verified by **MARCH 15**. All documents submitted to Synergy Verified must be valid for the duration of the summer term –May 1 to August 31.

CPP Deadlines:

Fall Term- July 15th
Winter Term – November 15th
Summer Term- March 15th

Appointments through Synergy Verified are open up until the deadlines listed above. There are no appointments for students to receive a "Pass" past the deadlines above.

We strongly recommend you do not book your Synergy Verified appointment last minute or on the last day that appointments are offered. This does not give students the opportunity to correct their "Fail" status prior to the deadline.

We also suggest that you start collecting all your requirements ahead of time, as some requirements can take up to 8-10 weeks to arrive, such as the Vulnerable Sector Screen (VSS).

There are no exceptions or extensions provided on the deadlines above.

Students who do not obtain a "Pass" status from Synergy Verified by the deadline above, **will have their clinical placement jeopardized**. Students will not be placed in a clinical placement and will be involuntarily removed from the practicum course. For more details, please review the CPP Policy.

A summary of the requirements are:

- Vulnerable Sector Screen (VSS) or Vulnerable Sector Check (VSC)
- Basic Life Support (BLS) certification
- Mask Fit Test certification
- TB Test
- Immunity/Vaccinations for Measles, Mumps, Rubella, Varicella, and Hepatitis B (includes bloodwork)
- Vaccinations for Polio & Tetanus/Diptheria/Pertussis
- A minimum of 2 COVID-19 vaccinations
- Influenza vaccination (time of year dependent)
- Workplace Hazardous Materials Information System (WHMIS) certificate
- Worker Health & Safety Awareness (WHSA) certificate
- All pages of the CPP Document

Please read through the CPP Document carefully as it provides you with a great amount of detail regarding each requirement.

Clinical Placement Information

The NPCO uses a web-based system called Health Science Placement Network (HSPnet) for requesting and managing all practicum requests.

All students will be provided with a username for their HSPnet account.

Your placement will be released via HSPnet **by the following dates**:

- Fall term: August 15
- Winter term: December 15
- Summer term: April 15

Students may be placed up to 60 minutes from their home address if they have a car or up to 90 minutes from their home address if they are travelling by public transportation.

Students are not permitted to switch or swap their clinical placements.

All Students are responsible for ensuring their address in HSPnet reflects where they will be living for the duration of their clinical placement. Students can email the NPCO (npco@yorku.ca) to change their address, if required.

All placements will be assigned to students based off their address in HSPnet.

Students will have the opportunity to provide their preferences through HSPnet through a process called Site Selector. However, these preferences are not guaranteed.

1. Other Policies Relating to Preparation for the Practicum Experience

a) Medication Calculation Test

Safe medication administration is entry to practice competency expectation as outlined by the College of Nurses of Ontario (CNO). Prior to being permitted to administer medication in the clinical setting, students must successfully complete the Medication Calculation Test. This test will be administered prior to the first day in the clinical setting. For more information, please visit "Resources for Students" on the School of Nursing webpage under Medication Calculation Policy.

Students must meet this medication safety requirement in order to meet Practicum course objectives. Failure to do so jeopardizes student ability to pass the practicum course.

b) Eligibility Criteria for Requesting a Specialty Area Student Placement: NURS 4527

A specialty area student placement is one in which a student is placed in a site that is beyond the general adult medical/surgical focus of the entry-level nursing program. The opportunity to complete the 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 placement specialty area. This policy applies to the final integrated practicum courses (IP) only. **Please note that this opportunity is contingent on availability and confirmation of such placements.**

Specialty area placement policy overview:

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

NOTE: There will be no exceptions to this policy

Designated Specialty Units for Integrated Practicum:

- Critical Care
- Paediatric
- Emergency Department
- Transplant Unit
- Labour and Delivery

c) Out-of-Boundary (OOB) Student Placements within Canada

(**A student is placed in an out-of-boundary placement only at his or her request).**

The academic criteria to be considered for an out-of-boundary placement include:

- B+ average in all NURS courses;
- B+ in each practicum course;
- no progression plans documented in clinical performance record; and
- no previous failures in a clinical course.

The opportunity for students to be placed in communities beyond the school's catchment area

is a privilege. An out-of-boundary practicum placement is one in which a student is placed in an agency which is located beyond the usual boundary/catchment area used by the school, for the purpose of meeting clinical course requirements. Such placements are only arranged at the request of the student and inconsideration of the students' academic and clinical performance record. Please note that this opportunity is contingent on availability and confirmation of such placements. This policy applies to NURS 4527 Integrated Nursing Science Practicum (IP). Detailed information of this policy and the processes for students can be found at: https://www.yorku.ca/health/nursing/student-policies/

During Your Practicum Experience

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

1. Practicum Attendance

Specific information about practicum hours can be found in the practicum course outline; students must complete the practicum course requirements to successfully pass the course.

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

Student missing clinical hours due to illness may be asked to submit a valid medical note.

All shifts must be documented and signed by the student and CCD or preceptor (for preceptor led courses).

Travel time to and from sites is **NOT** counted as practicum hours.

Missed clinical hours must be made-up.

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 shift starts; failure to do so will be *documented in the practicum evaluation as a lack of professional accountability.*

2. Student/Nursing Photo ID

Photo ID and any additional identification provided by the practicum site must also be worn.

Students are currently required to obtain a YU card for clinical placement only. Please refer to: https://www.yorku.ca/yucard/ **or** 416-736-5674 during business hours.

3. Communication

Students are expected to maintain open communication with their Clinical Course Director while completing their clinical placement. Students in a preceptor led course are also expected to maintain open communication with their preceptor.

Concerns from any parties involved in the clinical experience should be communicated promptly to the appropriate School of Nursing representative. See Appendix A for guidelines of who to contact in the event of a concern related to a clinical placement.

4. Documentation

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

5. Expenses

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

6. Transportation

All students are responsible for their transportation to and from the placement 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 agency policy and liability coverage for students traveling in receptor'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.**

7. Disruption of Practica

Students should consult the **Disruption of Practica policy** in the event of a natural disaster/weather emergency, agency outbreak, Clinical Course Director illness or strike.

Detailed policy is available at: https://www.yorku.ca/health/nursing/student-policies/

8. Pandemic Protocol

In the event of a pandemic outbreak, please refer to the York University Web site for university-wide policies at: http://www.yorku.ca/h1n1/links.htm

In addition, please refer to https://nursing.info.yorku.ca/files/2020/05/YUSON-Epidemic-Pandemic-Guidelines-FinalR2.pdf for the School's "Epidemic and Pandemic Guidelines for BScN Students in Practicum Settings."

9. York University Incident/Accident Reporting and Adverse Event Processes

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; or near miss. (Note: CNO no longer has rights of med admin)
- 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 each of the following: preceptor at the practicum site, as applies; Clinical Course Director, and Course Director; placement site manager or supervisor; and NPCO, York University.

The incident/accident report form must be filled out for any accident/injury requiring or resulting in:

- Health care provision by a medical practitioner for which there is a fee for service;
- Lost time from the University beyond the date of accident; and/or

Note: The appropriate incident/accident report forms are available on the NPCO website.

- For an incident involving client: Accident/Incident Involving NON Student Form [PDF]

- For an incident involving York student: Accident/Incident Involving Students Form [PDF]

All incident forms must be filled out within 48 hours of the incident/accident and must be scanned, faxed or delivered directly to the NPCO (Fax Number: 416-650-8226). Adverse event occurrences are tracked and monitored by various School committees.

10. 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 pressured, s/he must 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 available to listen to students' concerns, issues and complaints, and will assist the student in exploring options and solutions to human rights concerns.

The Centre for Human Rights can be contacted by phone at 416-736-5682 **or** in person at Room 2070, Technology Enhanced Learning Building.

11. 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 CCD immediately.

12. Office of Student Community Relations

OSCR supports students impacted by critical incidents, facing personal crises or multiple complex issues.
This office supports students, parent/guardians and the community in its role as the University liaison in the management of critical incident cases.
Other supports include contacting students and/or their family and assisting them by arranging appropriate referrals and support, both internal and external to York.
Contact information: oscr@yorku.ca **or** 416-736-5231

13. Students with Disabilities Seeking Accommodations

Upon being admitted and registering as a student at York University, applicants who wish to receive support from Student Accessibility Services during their studies will be required to provide formal documentation concerning their accommodation needs. For details about required documentation for accepted/registered students please refer to Student Accessibility Services (SAS) at: https://accessibility.students.yorku.ca/

The School of Nursing would like to ensure that we arrange any necessary accommodations for your disability in the practicum/field placement setting, if possible. Please note that practicum/field placement accommodations may differ from classroom accommodations due to the particular demands of the learning environment.

14. Affiliation Agreement

York University has a signed affiliation agreements/contracts with each of the practicum placement agencies where all our students are placed. These affiliation agreements describe the obligations and responsibilities of the School of Nursing and the practicum placement 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.

Guidelines for Performance in a Practicum Course

1. Performance Review Process in a Practicum Course

The performance review process is an ongoing review of the student's progress during their clinical praxis and is a required component of both professional nursing practice and achieving praxis. There are two formal performance review meetings during the term: at the mid-term and at the end of the term. For preceptor-led courses i.e. NURS 4527 and NURS 4525, the performance review meetings are scheduled between the student, preceptor and CCD, and are summarized in a written evaluation at mid-term and at the end of the term. In courses with direct CCD supervision, performance review meetings are scheduled between the student and CCD and are summarized in written evaluation at mid- term and at the end of term.

Performance evaluations must be signed by the student and the CCD/preceptor.
By signing this document, this indicates that you have read and participated in the evaluation review meeting. It is the CCD's responsibility to ensure that your evaluation is submitted to your Course Director (CD) for final review and signature. The CD confirms the pass/fail grade in the course.

Each student must save a print or electronic copy of the signed evaluation form for their own portfolio and future reference.

More information regarding your clinical practicum can be found on the NPCO web page: https://www.yorku.ca/health/nursing/practicum-coordination-office/

2. Basis for Performance Review in Practicum Courses

In all practicum course experiences, the student is expected to be accountable and responsible at all times. Accountability requires students to be answerable for their own behaviours, 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 are not regulated under law, they are expected to know and practice according to the Standards of the College of Nurses of Ontario. As students in a professional program, professional behaviour is 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 outcomes. To ensure safety for the client, the nursing student's activities must provide for a safe physical and psychosocial environment.

a) Safety in the physical environment includes:

- ❖ competency in all nursing assessments and interventions,
- ❖ knowledge of school and agency policies and procedures
- ❖ knowledge of the client's experience
- ❖ knowledge of physical set-up of the health care environment (agency setting).

b) Safety in the psychosocial environment includes:

- ❖ maintenance of client privacy and confidentiality,
- ❖ freedom from racism, sexism, discrimination, harassment and other non-caring behaviours.

During the practicum, progress toward achieving the course learning outcomes and the practice concepts is reviewed on an ongoing basis. If there is a need for progression planning, a practicum progression plan will be developed with specific expectations, strategies and target dates. In order to facilitate achieving the outcomes of the practicum progression plan, peer tutoring, mentoring, consultation with faculty, and counseling etc. may be suggested. The practicum progression plan is created in collaboration with the student, the CCD and the CD.

3. Practicum Progression Plan Process

The practicum progression plan will be used if students are having difficulty with the application of skills and knowledge in the practicum and with meeting any learning outcomes of the course.

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 use of a practicum progression plan. This plan will help the student to clarify responsibilities and inform any remediation strategies to promote learning.

The intent of the practicum progression plan is to:

- identify strengths and areas of difficulty
- develop appropriate 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

The student will receive a copy of the practicum progression plan.

Please note: Students are expected to practice and behave within the following College of Nurses of Ontario Practice Standards and Practice Guidelines—available at https://www.cno.org/en/learn-about-standards-guidelines/standards-and-guidelines/—as well as all applicable legislation and regulations.

In addition, students are expected to follow best practice guidelines, available at http://www.rnao.org/bestpractices/

Students are expected to review the College of Nurses of Ontario practice standards, including the *RHPA: Scope of Practice, Controlled Acts Model available at*: https://www.cno.org/globalassets/docs/prac/49041-scope-of-practice.pdf

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

- Consult the Clinical Course Director.
- Review the practicum site's policy.
- Review York University's guidelines.

Review the College of Nurses of Ontario's Practice

Standard: Decisions About Procedures and Authority, Revised 2020.

4. Use of Nursing Simulation Centre (NSC) (HNES 304)

The NSC is a simulated healthcare environment, created to support nursing students development of their nursing competence and confidence.

The NSC is equipped with high and low technology pediatric and adult mannequins and task trainers. The NSC provides students with a safe, non-judgemental environment to learn and practice a variety of nursing skills. The NSC hosts scheduled courses, individual and facilitated practice sessions.

The NSC is a resource for all nursing students. Students may drop in to practice skills, schedule times for consultation with NSC faculty to review skills, or be assigned practice sessions to support practicum progression plan requirements.

5. Successful Completion of a Practicum Course

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.

6. Unsafe Practice in a Practicum Course

A student will be evaluated as unsuccessful in a practicum course if the course outcomes related to safe practice are not demonstrated. Unsafe practice in a practicum is defined as work performed by the student while caring for the client which:

- demonstrates a lack of knowledge, skill and/or judgment
- displays disregard for the welfare of the client and/or colleagues and agency staff.
- is identified by the CCD as being unprofessional or unsafe to continue in the practicum.
- displays a lack of adherence to College of Nurses of Ontario Standards of Practice; and
- is not remediated by the target date(s) outlined in the practicum progression plan.

7. Student Self-Assessment

This recording document is intended as a self-guiding student record. Students use this document to capture the progression of knowledge gained and skills practiced in the classroom, laboratory settings and clinical practice throughout the program.

Policy on Involuntary Withdrawal in a Practicum Course

To identify factors that can lead to an involuntary withdrawal from a practicum setting and the associated processes to be followed.

Detailed policy can be found at: https://www.yorku.ca/health/nursing/student-policies/

While practicum, or intangible work cannot be reappraised. Please refer to policy at: https://myacademicrecord.students.yorku.ca/grade-reappraisal-policy

students have the right to appeal a course grade as per the process at the link provided.

Withdrawing from Courses

Students in all undergraduate BScN programs are required to complete all courses specific to their program. Students must contact the Undergraduate Program Director/ Coordinator in advance of any Faculty deadlines, in order to exercise any course removal **or** withdrawal options. Students are responsible for knowing all academic deadlines that relate to their program. 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/Coordinator.

Not attending classes does NOT qualify as a withdrawal.

Students are considered to have withdrawn from a course only when they successfully drop the course and receive confirmation of that drop through the York Registration and Enrolment (REM) system: Registration and Enrolment Module

Please refer to the Current Students Web site for the important dates for academic and financial deadlines: https://registrar.yorku.ca/enrol/dates

Email Used in Program

Email is a main mode of communication between the School of Nursing, students, staff, and faculty. Students should ensure that the email address used is accessible and professional. This email address should be checked by the student regularly and it should reflect the professional interactions between the student, School of Nursing and clinical partners.

Students must use their York University email address.

Students should not use an email address of another academic organization or an employer when communicating with the School of Nursing. Rationale: emails going to another academic organization may not be monitored by the students consistently or the organization may discontinue providing access to those email addresses. Lastly, students may miss important course/program information.

And, when engaged in external learning portals, the @my.yorku.ca email address is the only one recognized.

Student Policies

School of Nursing: Length of Completion of 2nd Entry and Post-RN Internationally Educated Nurses BScN Programs Policy

This policy defines time limitations for program completion for the 2nd Entry and Post RN Internationally Educated Nurses BScN programs. Time limitations are important to ensure cohesion and continuity of content, current competence and associated patient safety within the context of professional nursing education. Please refer to the Policy for Undergraduate Nursing Student Leave of Absence for other related information. These time limitations take into account the programs' compressed structures and plans of study as well the frequency of course offerings and the degree to which nursing knowledge and practice change over time. Further information on this policy can be found at:
https://www.yorku.ca/health/nursing/policy-on-the-length-of-completion-of-2nd-entry-and-post-rn-internationally-educated-nurses-bscn-programs/

Length of Completion of York-Seneca-Georgian BScN Program

This policy defines time limitations for program completion for the Collaborative BScN program. Time limitations are important to ensure cohesion and continuity of content, current competence and associated patient safety within the context of professional nursing education.

These time limitations take into account the program's collaborative structure and plans of study, the transition of the BScN student to a second campus, as well as the frequency of course offerings, the length of completion requirements in other York BScN programs, and the degree to which nursing knowledge and practice change over time. Refer to the current Policy for Undergraduate Nursing Student Leave of Absence for other related information.

Further information on this policy can be found at: https://www.yorku.ca/health/nursing/student- policies/length-of-completion-of-york-seneca- georgian-bscn-program/

Professional Appearance and Dress Code Policy

The Professional Appearance and Dress Code Policy for the School of Nursing at York University was developed in accordance with the College of Nurses of Ontario (CNO) Infection prevention and control expectations Available at https://www.cno.org/en/learn-about- standards-guidelines/educational- tools/infection-prevention-and-control/, CNO. Entry-to-Practice Competencies for Registered Nurses (2019) Available at: https://www.cno.org/globalassets/docs/reg/41 037-entry-to-practice-competencies-2020.pdf
Professional Standards (2002), and the School's Professional Behaviour Policy (2008).

All students must maintain a professional appearance when attending any practicum setting or the Nursing Simulation Centre (NSC) and are expected to adhere to the Policy. If the student is not appropriately attired or is unkempt, the faculty or the practicum agency may refuse admission of the student. Any missed clinical hours resulting from such action must be made up at the convenience of the practicum agency and the Clinical Course Director (CCD) or may jeopardize completion of the course and progress in the nursing baccalaureate program.

The Policy applies to all York nursing students attending placement, practice settings and the NSC. While the Policy may not apply to all areas of nursing practice, the aim is to uphold York School of Nursing principles of excellence

and

professional standards, and support and empower students. The Policy is not intended to restrict dress, but to provide guidance for a consistent, professional image and to ensure York students are easily identified as students in practicum areas.

Further information on this policy can be found at: https://www.yorku.ca/health/nursing/student-policies/

Leave of Absence Policy

This policy for all undergraduate nursing students provides guidelines for absences taken while enrolled in the nursing program. Please refer to the policies on program length of completion for other related information.

Further information on this policy can be found at:
https://www.yorku.ca/health/nursing/student-policies/

BScN Student Professional Behaviour Policy

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

Further details on this policy can be found at: https://www.yorku.ca/secretariat/policies/polic ies/student-professional-behaviour-policy-bscn/

Code of Student Rights and Responsibilities

York University is a place of research, teaching and learning where people value civility, diversity, equity, honesty and respect in their direct and indirect interactions with one another. Freedom of expression, freedom of association, freedom to study and to learn, freedom to engage in research, and the freedom to write and to publish are all recognized as central to the mission of the institution. It is acknowledged that these values can only be meaningful, and these freedoms fully realized, in an atmosphere of safety and security. All York students have rights and responsibilities as outlined in this document and are expected to uphold the identified values for the benefit of the entire York community.

Further information is available at: https://students.yorku.ca/oscr

Academic Honesty and Integrity

A central purpose of the University is to teach students to think independently and critically. Cheating and other forms of academic dishonesty run counter to this purpose and violate the ethical and intellectual principles of the University; they are therefore subject to severe penalties. For more information, refer to the Senate Policy on Academic Honesty (see University Policies and Regulations section of this publication or https://www.yorku.ca/secretariat/policies/policies/academic-honesty-senate-policy-on/

Students are encouraged to familiarize themselves about issues of academic integrity, positive strategies to improve academic efforts and avoid committing an academic offence. An academic integrity tutorial is located at:
https://www.yorku.ca/health/academic-honesty-3/

Late Assignments

Assignments received later than the due date, without negotiated extensions, will be penalized. Any assignment that is not submitted by the date and time specified, OR any assignment for which an extension is granted that is not handed in by the negotiated date and time, to the location specified, is subject to the following penalty(s):

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

For each subsequent day late (each 24-hour period), the reduction increases daily:

I. for 2 days late, deduct 15% (e.g. mark of 75% would be reduced to 60%)
II. for 3 days late, deduct 30%
III. for 4 days late, deduct 50%
IV. for 5 or more days late, deduct 100% (assignment is given zero [0])

Exceptions to the lateness penalty for valid reasons such as illness, compassionate grounds, etc., may be entertained by the Course Director. Generally, 24-hour notice for extension requests is required. *Assignments submitted later than five calendar days without negotiation will not be accepted*.

Missed Tests and/ Exams

Process for Missed Midterm Tests/Exams

1. If a student is experiencing an extenuating circumstance, they must contact the Course Director to request a make-up test. Normally requests must be communicated within 72-hours following a missed test.

2. Students must complete a School of Nursing (SoN) Missed Test form: https://nursing.apps01.yorku.ca/machform/view.php?id=493878.

3. If the student misses the scheduled make-up test, the weight of the missed test during the term will be automatically added to the final exam. This is the current practice within Faculty of Health.

Process for Missed Final Exams

1. If a student is experiencing an extenuating circumstance, they must contact the Course Director to request a make-up for their final exam.

2. The request should include:
   - Course code, section, and name
   - Date of final exam
   - Reason for inability to write their final exam on the scheduled date
   - A copy of **their** York University exam schedule

3. Students must also complete a Deferred Standing Agreement (DSA) to request extended time. See Deferred Standing (Final Exams and Assignments) for more information.

4. If the student misses the scheduled make-up for the final exam the student must Petition to the Faculty of Health. See Academic Petitions for more information.

Students who submit two or more requests in the same course or in the same term over multiple courses may be struggling to maintain their academic commitments and may require additional support. Students in these situations may require a discussion with UPD/IEN Coordinator, a referral to York University student support services.

Grading System

Except for courses taken under the pass/fail option, courses in the undergraduate faculties represented in this publication are graded according to the following scale. The grade point values are used to compute averages. For information on the pass/fail option regulations, refer to the grading information available in your Faculty's section of the Undergraduate Calendar.

Note: Only courses taken at York University are included in grade point averages. The percentages indicated are not part of the official grading scheme and are meant to be used only as guidelines. The letter-grade system is the fundamental system of assessment of performance in undergraduate programs at York University.

Current Grading System

Grade	Grade Point	Percent Range	Description
A+	9	90-100	Exceptional
A	8	80-89	Excellent
B+	7	75-79	Very Good
B	6	70-74	Good
C+	5	65-69	Competent
C	4	60-64	Fairly Competent
D+	3	55-59	Passing
D	2	50-54	Marginally Passing
E	1	(marginally below 50%)	Marginally Failing
F	0	(below 50%)	Failing

NOTE: All of the above-noted grades are used to calculate averages and credits.

For BScN students: Students must achieve a grade of C+ (65%) or above ("Competent") in all core courses, and a "pass" grade in the clinical component of all practicum courses in order to be eligible to enroll in nursing courses in subsequent terms (based on prerequisites).

Calculation of Averages

Two types of averages are calculated and reported to students: sessional and cumulative. All averages calculated for purposes such as determining eligibility to proceed and graduate are credit-weighted.

Sessional grade point average (GPA): This average reflects a student's grades for a particular **academic session (e.g.**

Fall/Winter 2023-2024 Session). Sessional GPAs are calculated at the end of the winter and summer terms.

Cumulative grade point average: This average reflects a student's grades over the entire undergraduate program at York University.

GPA Calculator

The GPA calculator is available as a tool to assist you with calculating your grade point average available at: https://students.yorku.ca/york-gpa-calculator

Grades Distribution Adjustments

Your final grade in a course may not correspond to a straightforward tally of the marks or grades you received on individual course components. At times, the instructor may curve or adjust course grades in order to achieve a required or more equitable course grade distribution profile.

A final course grade is not necessarily confined to a compilation of marks earned on individual course components. Final course grades may be adjusted to conform to program or Faculty grades distribution profiles.

Release of Final Grades

Final grades for NURS courses will not be available before the official term deadline to withdraw from a course. Final grades for courses completed become available on the grade report starting three weeks after the last day of classes.

A final grade report for the academic session includes list of all courses taken, the associated grades, grade point averages and academic decisions. **Academic decisions** are recorded only when all final grades have been reported and are officially released by the Office of Registrar. The academic decision informs you of your academic standing and eligibility to proceed in your program of study.

Academic decisions on grade reports are generally released as follows:

- Fall/Winter session — mid-May
- Summer session — early to mid-September

Grades Report

Grade Report Legends are available online at: http://www.registrar.yorku.ca/grades/legends/health

Senate Policy on Repeating Passed or Failed Courses for Academic Credit

Any student who receives a grade below C+ (65%) in any Nursing course can only repeat that course once. Failure to pass with a C+ on the second attempt will result in being withdrawn from the program *:*
https://www.yorku.ca/secretariat/policies/policies/academic-forgiveness-policy-senate/

Academic Forgiveness Policy -Year 1 (only Direct Entry)

Any student who receives a grade below C+ (65%) in any Nursing course can only repeat that course once. Failure to pass with a C+ on the second attempt will result in being withdrawn from the program *:*
https://www.yorku.ca/secretariat/policies/policies/academic-forgiveness-policy-senate/

Academic Standing Requirements

BScN Honours Degree Programs for current students

Students who have completed less than 120 credits and maintain a cumulative grade point average of at least 5.00 (C+) may proceed in Honours.
Students at the point of completing 120 credits who have at least a cumulative grade point average of 5.00 (C+) and have a minimum grade of C + (5.00) in all courses used in the major may apply to graduate or continue in the BScN Honours if requirements are not met.

Academic Penalties

Honours Bachelor of Science in Nursing - Honours BScN (All Streams)

Students whose academic record does not meet Faculty or program standards are subject to the academic penalties of academic warning, required withdrawal, debarment warning, debarment and academic probation. Students enrolled in the Bachelor of Science in Nursing degree program are subject to a separate set of academic penalties.

For further information, please refer to the website at:
Undergraduate Academic Calendar

Reviewing Graded Examinations

Under properly controlled conditions, you may review your graded tests and examinations. Used final examination booklets, however, remain the property of the University and are retained by the teaching unit for a certain length of time before they are destroyed. More information and procedures for reviewing examinations may be obtained from the academic unit offering the course.

Rewriting of an Examination

There is no provision for rewriting a final examination to improve a final grade or to write a supplementary exam.

Requesting a Grade Reappraisal

The School of Nursing adheres to the following university policy for reappraisal of a course grade: https://myacademicrecord.students.yorku.ca/grade-reappraisal-policy

Students with questions about a mark on a course assignment or test, or about a final course grade should first consult with the Course Director.

Practical examinations whereby students must demonstrate certain skills are considered intangible work and thus cannot be re-appraised.

Resources and Student Life

Nursing Simulation Centre (NSC)

Location: Rms. 303, 304 HNES Building
Phone: 416-736-2100, ext. 20594
E-mail: nsc@yorku.ca

The Nursing Simulation Centre (NSC) is a space where nursing students engage with a variety of resources to support their learning needs. This 5,000-square-foot space supports all nursing programs and is divided into two unique spaces: The **Nursing Simulation Centre, located in 304 HNES** (See NSC website for hours).

General Guidelines:

Professional responsibility: Anyone using the NSC 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 NSC during assigned classes, as per course policy. Students are expected to maintain a neat, professional appearance and to dress for safety, comfort. Students attending drop-in and facilitated sessions in the NSC do not need to wear a uniform.

Food and drinks: Food and drinks are prohibited in all NSC labs.

Holidays: The NSC will be closed on holidays recognized and observed by the University.

Clubs and Organizations

Nursing Student Association at York (NSAY)

Mission Statement

To strengthen and unify the voice of York University Nursing Students by:

i. Advocating for students' interests and ideas to enhance learning.
ii. Supporting students in their academic endeavors.
iii. Building a strong social support and relationship with fellow nursing students and faculty.
iv. Promoting opportunities for members to participate and be actively involved in both local and national community outreach programs.
v. Encouraging student's passion for the nursing profession.

To get involved, please contact the executives: B27A, HNES Building (Basement).

Email: nsay@my.yorku.ca
Website: http://nsay.student-org.yorku.ca/

2nd Entry Nursing Student Association (2NA)

2NA purpose is to represent and promote the interests of second-entry nursing students, and to foster a sense of community amongst them.

To get involved, please contact the executives: 2NA.at.york@gmail.com

Website: https://www.2nayorku.com/

Canadian Black Nurse's Alliance - CBNA

CBNA mission at York University is 'promoting, supporting, and empowering black nursing students to inspire the next generation of black nurses from York University'. As a new club, they have held various networking, education, and mentorship events that have engaged students, faculty, and community members.
Website: Canadian Black Nurses Alliance | CBNA

Nursing Student Tutoring, Ambassadorship & Mentorship Programs (NSTAMP)

Mission Statement:
Nursing Student Tutoring, Ambassadorship and Mentorship Programs (NSTAMP) is a student- led association that collaborates with Stong College and the School of Nursing to assist incoming and current nursing students transition into the three nursing programs offered at York University: (1) Collaborative, (2) 2nd Entry, and (3) IEN - Internationally Educated Nurses. We provide different types of services that will assist them in their university experience, including tutoring, mentoring, lab facilitation. Events held by our ambassadors committee help increase student engagement and a sense of community on campus.
Ambassadors also visit Georgian & Seneca College to meet with 1st and 2nd-year collaborative students to bridge the gap between junior and senior students. Our vision is to guide students through mentoring relationships fostered through the use of online media and face-to-face interactions. Our mission is to help nursing students achieve a positive and meaningful experience at York University through engagement with qualified and enthusiastic Peer Leaders.

To get involved, please contact the executives: Email: NSTAMP.yorku@gmail.com
Website: https://nstamp.club.yorku.ca/

Stong College

Stong College is affiliated with the Faculty of Health, serving students from Nursing, Kinesiology and Health Science. Enriched by the Stong family pioneer spirit, to which we owe our name, our community is committed to innovation while preserving the values of diversity and inclusivity. Our team at Stong College aims to support student success through a variety of programs designed for students throughout their university experience.

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

Please visit the website for further information: http://stong.yorku.ca/

Resources Available to Students

The Writing Centre

The Writing Centre offers individual instruction in all aspects of writing. The goal of instruction is to improve the student's ability to write effectively in a range of academic situations.
Further information can be found at: http://writing-centre.writ.laps.yorku.ca/

Online Tutorials for Students

The York University Libraries are pleased to offer these online tutorials for students. Each tutorial includes a self-test allowing students to gauge their understanding of the topic.
Further information can be found at: http://www.yorku.ca/tutorial/

The Web Research Tutorial

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.
Further information can be found at: https://www.yorku.ca/webclass/

Pre-writing Strategies

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.

Further information can be found at: http://www.yorku.ca/tutorial/prewriting/

Libraries

(http://www.library.yorku.ca/web/)

Please visit York University Libraries website 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

Student Accessibility Services (SAS)

Student Accessibility Services provides academic accommodation and support to students with disabilities in accordance with the Ontario Human Rights Commission's Policy on accessible education for students with disabilities and York University Senate Policy on Academic Accommodation for Students with Disabilities.

Students who require accommodations need to contact (SAS) in first week of the academic term

Further information can be found at: https://accessibility.students.yorku.ca/

Student Counselling & Development

York University's Student Counselling & Development (SCD) provides a professional and supportive environment in which all York students have equitable access to a range of services that assist in facilitating their academic success.

Further information can be found at: https://counselling.students.yorku.ca/

Mental Health and Wellness at York

Mental Health Disability Services (MHDS) is one of three units within Student Accessibility Services at York University. Our role is to provide academic accommodations for students with documented mental health disabilities in accordance with the Ontario Human Rights Code and York Senate Policy on Academic Accommodation for Students with Disabilities. Our Program is not meant to replace mental health support available in the community. Our focus is on providing academic support to students with mental health disabilities and does not include treatment.

Further information can be found at:
http://mhw.info.yorku.ca/

Security Services

York University – Keele Street Campus
4700 Keele Street
228 William Small Centre
Toronto, Ontario

Non-Emergency matters: 416-650-8000 or Ext.58000

If you have an emergency, call 911 and contact Security Services at 416-736-5333 or Ext. 33333

E-mail: safety@yorku.ca

YU Card – Official Photo ID card

The YU-card is York University's official photo identification and campus debit card --
it's the one card you need to access key services such as the library, recreation facilities, exams, food, meal plans, shopping, events, discounts and more.

A Driver's License will no longer be an acceptable form of identification for exams.

Students must present photo identification at each exam. The following forms will be accepted:

- Physical/mobile YU-card with a photo.
- Physical/mobile YU-card without a photo plus valid passport;
- A valid passport

Information on how to get your YU card and additional details can be found at:
https://www.yorku.ca/yucard/

Nursing Organizations

Canadian Nursing Students' Association (CNSA)

A bilingual and pan-Canadian organization advocating for the needs of all nursing students. he Canadian Nursing Students' Association is the national voice of Canadian nursing students. Our goal is to increase the legal, ethical, professional, and educational aspects which are an integral part of nursing. We are actively dedicated to the positive promotion of nurses and the nursing profession as a whole.

Since 1971, they have represented the interests of nursing students to federal, provincial, and international governments and to other nursing and health care organizations.

As a member of the Canadian Nursing Students' Association, you have the opportunity to interact with other nursing students on educational, professional, and social levels. Our members connect with each other through annual national and regional conferences, member forums, and social media.

All students in Collaborative, 2nd Entry, IEN BScN and 4-Year Direct Entry programs at York are members of this association.

Canadian Nursing Students' Association
200-1 Antraes Drive
Ottawa, ON K2E 8C4
Tel: 613-235-3150
Website: https://www.cnsa.ca/en/home

Canadian Association of Schools of Nursing (CASN)

CASN is the national voice for nursing education, research, and scholarship and represents baccalaureate and graduate nursing programs in Canada.

The objectives of CASN are:

- Speaks for Canadian nursing education and scholarship
- Establishes and promotes national standards of excellence for nursing education
- Promotes the advancement of nursing knowledge
- Facilitates the integration of theory, research and practice
- Contributes to public policy
- Provides a national forum for issues in nursing education and research

200-1 Antraes Drive
Ottawa, ON
K2E 8C4
Tel: 613-235-3150
Website: https://www.casn.ca/

College of Nurses of Ontario (CNO)

The nursing profession has been self-regulating in Ontario since 1963. Self-regulation is a privilege granted to professions that have shown they can put the interests of the public ahead of their own professional interests. It recognizes that Ontario's nurses have the knowledge and expertise to regulate themselves as individual practitioners and to regulate their profession through the College.

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

Registered Nurses' Association of Ontario (RNAO)

The Registered Nurses' Association of Ontario (RNAO) is the professional association representing registered nurses in Ontario.

500-4211 Yonge Street Toronto, ON
M2P 2A9
Tel: (416) 599-1925 or toll free 1-800-268-7199
Fax: (416) 599-1926
Website: http://rnao.ca/

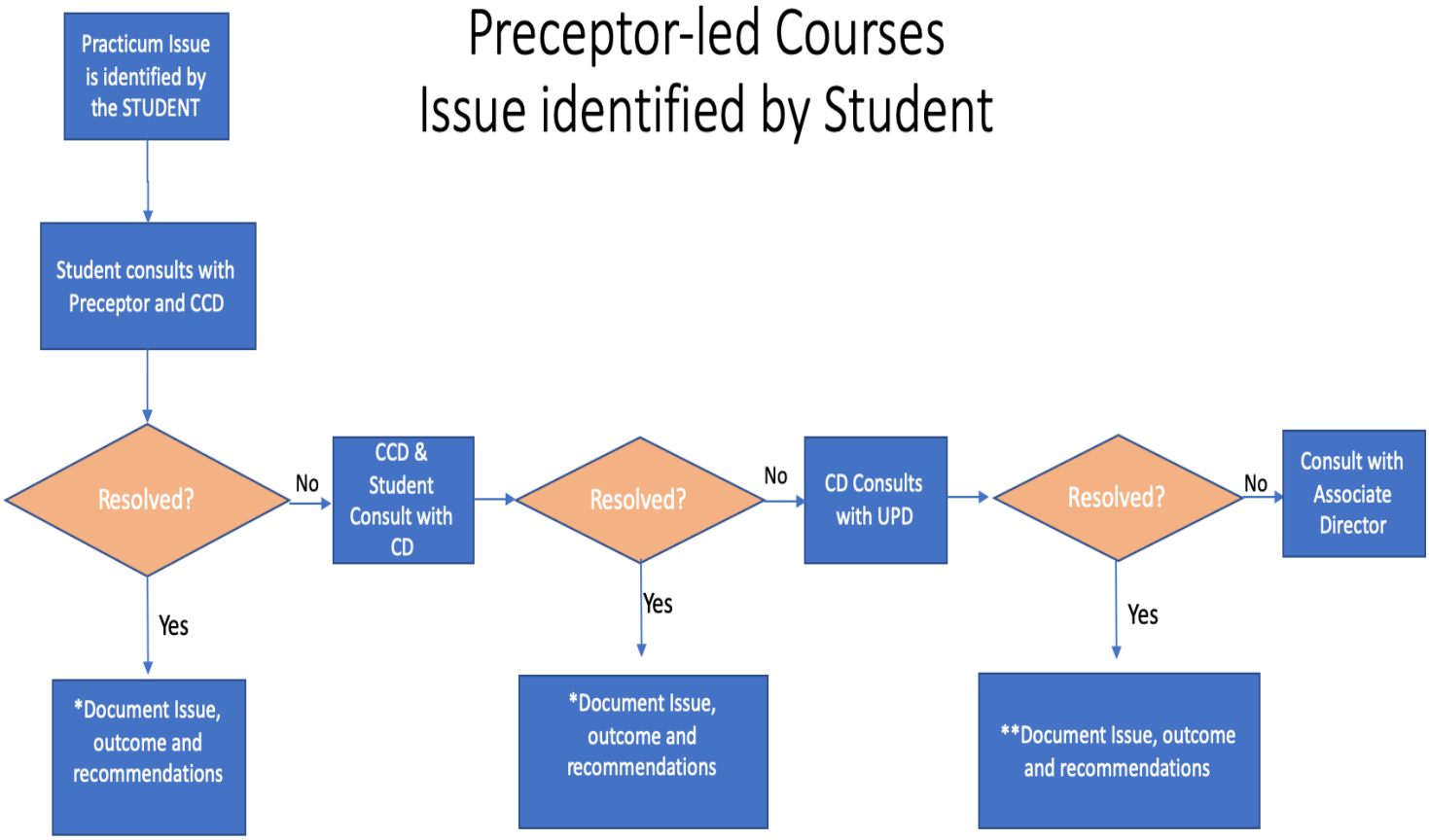
Frequently Used Websites

Academic Advising	https://www.yorku.ca/health/academic-advising/
Academic Calendar	https://calendars.students.yorku.ca/academic-calendar#/programs
Academic Petitions	https://www.yorku.ca/health/petition-information-and-package/
Secretariat Policies	https://www.yorku.ca/secretariat/policies/
Book Store	https://bookstore.yorku.ca/
Campus Map	http://maps.info.yorku.ca/
Current Students	http://currentstudents.yorku.ca/
eClass	https://www.yorku.ca/eclass/
Student Financial Services	https://students.yorku.ca/sfs
Faculty of Health	http://health.info.yorku.ca/
GPA Calculator	https://students.yorku.ca/york-gpa-calculator
Apply to Graduate	https://registrar.yorku.ca/graduation/apply
Convocation	https://www.yorku.ca/convocation/
Housing Services	http://studenthousing.info.yorku.ca/
Important Dates and Deadlines	https://registrar.yorku.ca/enrol/dates
Work Study Program	https://sfs.yorku.ca/work-study-programs
Learning Skills Services	https://www.yorku.ca/scld/learning-skills/
Libraries	http://www.library.yorku.ca/web/
Office of the Registrar	http://www.registrar.yorku.ca/
Ontario Student Assistant Program (OSAP)	http://osap.yorku.ca/
Parking Services	http://www.yorku.ca/parking/
Scholarship, Awards and Bursaries	https://sfs.yorku.ca/scholarships-awards-bursaries
School of Nursing	http://nursing.info.yorku.ca/
Security Services	http://security.info.yorku.ca/
Stong College	http://stong.yorku.ca/
Student Accessibility Services	https://students.yorku.ca/accessibility
YU Card	http://yucard.info.yorku.ca/

Appendix A

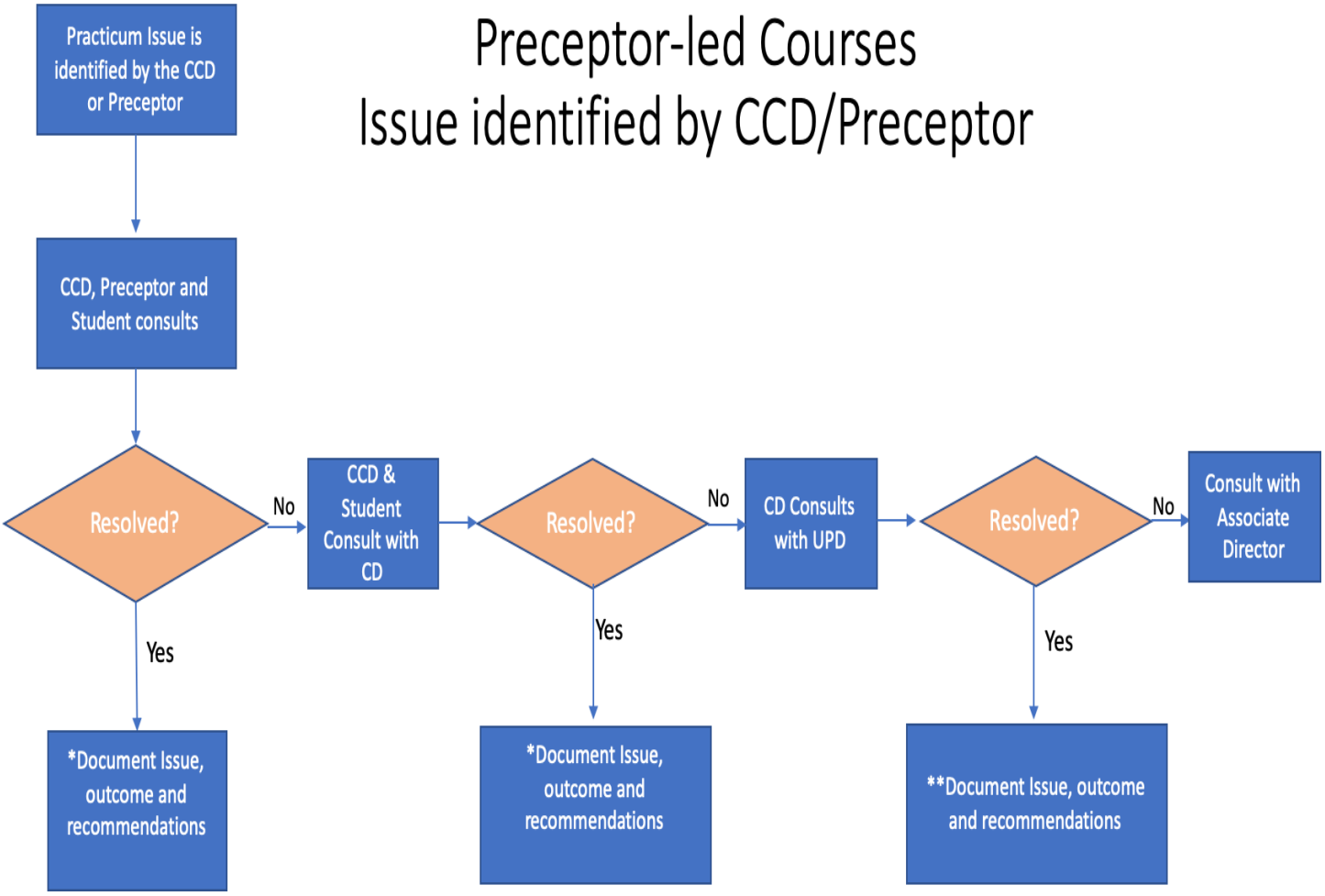
Process for Communicating Issues that Occur in the Practicum Environment

- Issues identified in the practicum setting must be communicated following the process outlined below.
- *Note*: This does note replace completing an incident/accident form when necessary.
- *Note*: If a Practicum Progression Plan is initiated as a result of an identified issue, the Practicum Progression Plan Process, outlined in the SoN Supplementary Calendar must be followed.

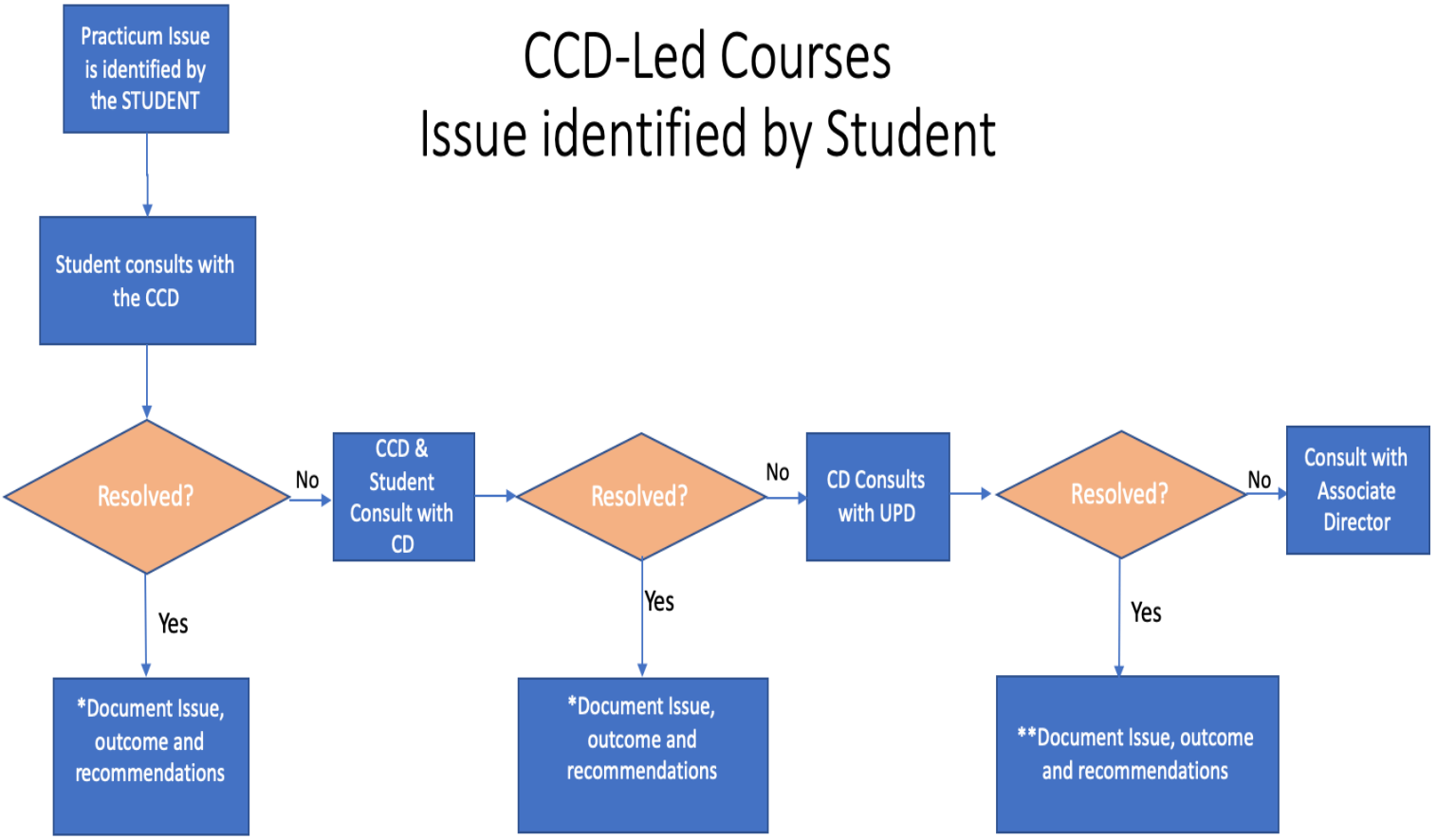


*Student sends a written summary to the CCD, CD and (Preceptor if appropriate)
**CD shares a summary of the decision with the CCD, the Student and (Preceptor if appropriate)

Preceptor-led Courses
Issue identified by CCD/Preceptor

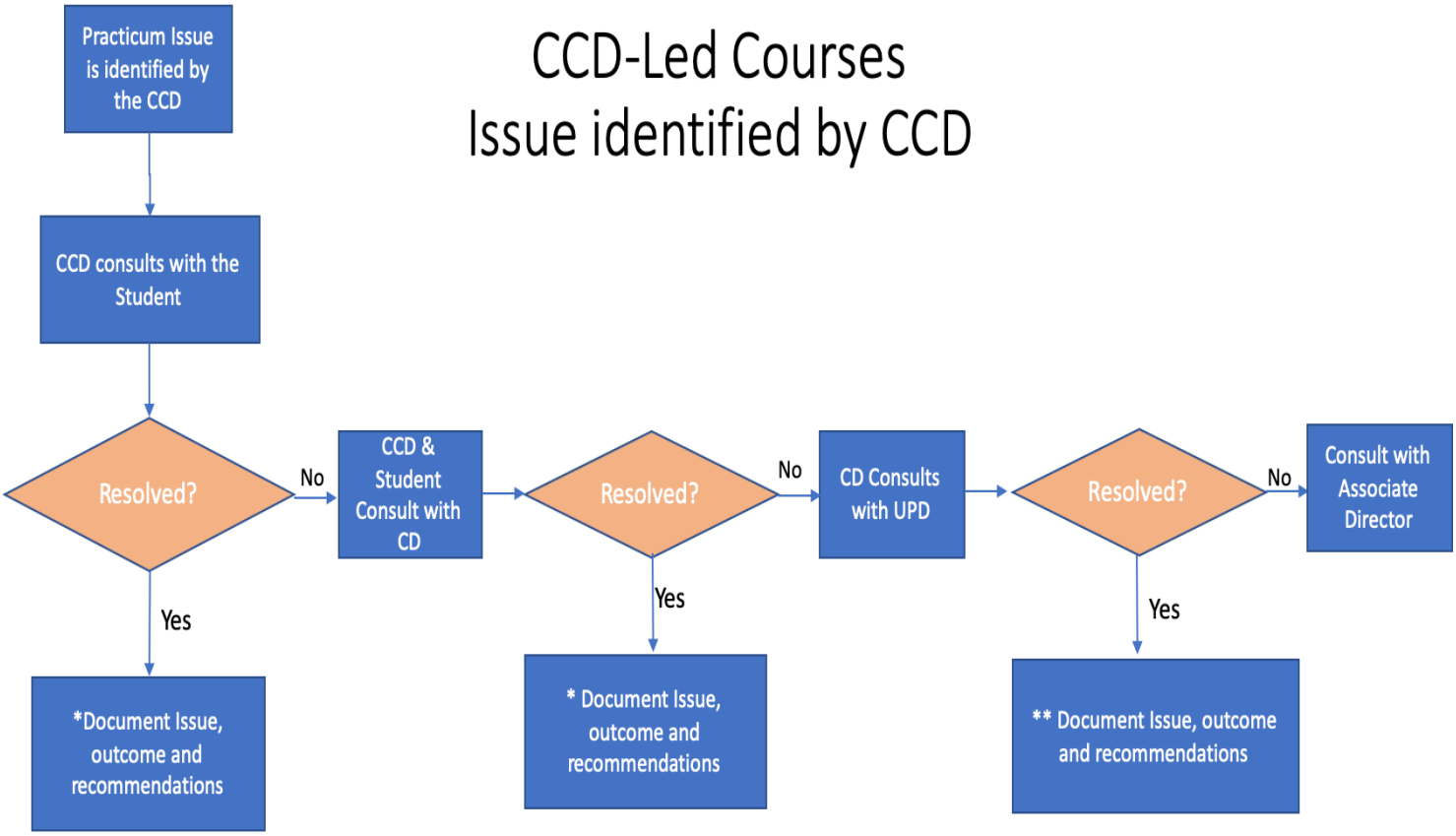


CCD-Led Courses
Issue identified by Student



*Student sends a written summary to the CCD, and CD
**CD shares a summary of the decision with the CCD, and the Student

CCD-Led Courses
Issue identified by CCD



*CCD sends a written summary to the Student and CD
**CD shares a summary of the decision with the CCD, and the Student