YORK-SENeca-GEORGIAn COLLABORATIVE BScN DEGREE

Seneca College of Applied Arts and Technology
Faculty of Health Sciences
BScN Program Handbook
2016-2017
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Overview

The York-Seneca-Georgian Collaborative Bachelor of Science in Nursing (BScN) degree program is an integrated nursing degree program that has been developed and implemented through the collaboration and cooperation of faculty and administration at the three sites. 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, Keele Campus.

The Collaborative BScN degree program focuses on the development of the theoretical, scientific and philosophical knowledge of human caring. The role of nurses, through caring relationships, in promoting and preserving health and healing is emphasized through both theory and self-reflective practice. Graduates will be prepared to practice collaboratively in a variety of settings to enhance individual, family, community and global health.

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.

Mission Statement

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

Philosophy of the BScN Program

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

The school’s programs are rooted in Florence Nightingale’s work and build on the Em Bevis and Jean Watson’s Caring Curriculum (2000), which sees nursing as the knowledge and practice of human caring. The concept of caring is a way of being, an attitude, a process, an enabling factor and an approach to praxis. Caring praxis is seen as practice that is informed by an ethos of caring.
This philosophy is lived within all aspects of the curriculum in terms of both process and content. What emerges is a curriculum that embraces individual uniqueness, multiple ways of knowing, creative expressions of nursing scholarship and global consciousness. This is a distinct departure from conventional nursing curricula, in which an emphasis is placed, both implicitly and explicitly, on the biomedical model, differential power relationships between nurses and patients (nurses as experts, patients as the receivers of the expertise) and objective, measurable forms of knowledge as the exclusive source of knowing.

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

**Human Beings and Their World**

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

**Health and Healing**

Health and healing are constantly changing human expressions of ways of being that are lived and defined by those who are experiencing them. From this perspective, health and healing exist within all phases and circumstances of living, including illness and dying. Health and healing are unique expressions of harmony, balance and wholeness within and between human beings and the world in which they live. This world view includes respect for our planet, which gives forth and sustains all life. The processes of living health and healing are opportunities for transcendence, transformation and expanding consciousness of human beings and the world. Human health and healing are co-created through intentional caring-healing relationships between nurses and people.

**Nursing**

Nursing’s mission is the betterment of human and planetary life, both locally and globally, now and for the future. This mission is based on nursing as a unique body of
theoretical, philosophical and personal knowledge that is expressed through ways of being with humans as they journey through processes of living health and healing. The practice of nursing, based on this philosophy and informed by nursing science, is lived in caring relationships with persons, families and communities. These relationships support and enhance health, healing and quality of life. Nursing scholarship focuses on inquiry into the human experiences of health and healing, as well as the creative, integrative and expressive forms of caring-healing enacted in nursing practice. Nursing knowledge and practice inform and shape each other. The synergistic effect enables nurses to understand and significantly contribute to persons’ experiences of health and healing.

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

Nursing is a self-regulated profession. Nurses are responsible and accountable for providing competent and ethical practice to their clients, the public, their colleagues and themselves. Nurses have a professional responsibility to seek continuously to improve their practice through critical self-reflection, scholarship, research and innovation. Nurses have a professional and ethical responsibility to influence, advocate for and support healthy public policy, institutional practices that promote quality of working life, and legislation that contributes to the health of nurses and humankind.

Teaching-Learning

Nurses value the limitless possibilities of learning. Learning is a lifelong, often mysterious, dynamic process of personal and professional growth. It builds on experience, stimulates critical reflection and fosters the (re)formulation of the meaning of experience through the creativity of imagining. It contributes to self-esteem, self-knowledge and choosing our possibilities. Teachers and learners as co-learners become partners in a collaborative learning process. A community of learners brings valuable knowledge and experience that is respected in the learning environment. Adults are capable of and have the right and responsibility to be self-directing learners. Teaching-learning is a dynamic process of discovery through interaction and engagement, which occurs in both formal and informal contexts that acknowledge multiple ways of knowing. Authentic caring through transpersonal relationships is vital to teaching/learning. Courageous teachers/learners embody the caring curriculum by supporting, encouraging and valuing learners by believing in them and being truly present with them, thereby promoting trust, honesty, creativity, innovation and meaning-making. With this in mind, approaches to teaching/learning include dialogue, modeling, practice, reflective thinking and experiential group process. Formal learning is based on the principles of cooperative, anticipatory-innovative learning. These principles are designed to create a learning community that supports the strengths and learning needs of all learners. Teaching and learning processes enhance learners’ ability to think critically and reflectively while finding pathways to new knowledge, freedom and connectedness with one another. This may occur from both intended and unintended
learning. A shared learning journey enables each person to find his or her own voice, nourish his or her soul, and be committed to lifelong learning.

Program Statement

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

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

NOTE: The level goals indicate the desired level students should achieve by the end of Year 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.

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

   1st Year  Recognize an awareness of professional values, personal responsibility, and accountability to practice within current legislation and CNO Standards of Practice.
   2nd Year  Demonstrate accountability to the client and responsibility for personal and professional development.
   3rd Year  Demonstrate professional responsibility, accountability, and ethical comportment with others in education and practice settings.
   4th Year  Demonstrate accountability to the public by practicing in accordance with professional standards of nursing practice.

2. Enhance health and healing through synthesizing knowledge from nursing and other disciplines in understanding the lived experience of clients.

   1st Year  Enhance health and healing in one or more stable individuals with health/self-care needs, through applying knowledge from nursing and other disciplines while acknowledging the lived experience of self and others to guide assessments, care, and health promotion.
   2nd Year  Enhance health and healing in providing safe and effective complex care for two or more individuals and or families with multiple health/self-care needs through applying knowledge from nursing and other disciplines while acknowledging the lived experiences of self and others to guide assessments, care, and health promotion.
   3rd Year  Enhance health and healing in individuals, families, groups, communities and/or populations with complex health needs through applying knowledge from nursing and other disciplines while acknowledging the lived experiences of self and others to guide assessments, care, and health promotion.
   4th Year  Enhance health and healing in individuals, families, groups, communities and/or populations through synthesizing knowledge from nursing and other disciplines while acknowledging the lived experiences of self and others to guide assessments, care, and health promotion.
3. Participate in the ongoing transformation and humanization of health care by incorporating multiple ways of knowing, evidence-informed care and critical-reflective practice.

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

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

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

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

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

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

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

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

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

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

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

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

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

4th Year Establish and maintain collaborative relationships within nursing, the interprofessional team, and the community.

6. Demonstrate leadership for the advancement of the nursing profession in all domains of practice.

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

2nd Year Appreciate leadership in self and others when providing care to individuals and families.
3rd Year Demonstrate leadership through promoting a positive image of nursing when providing care to individuals, families, and communities.

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

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

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

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

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

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

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

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

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

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

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

Revised June 2009

Program Requirements

All students in a York University Honours program must maintain an overall (all courses) grade point average (GPA) of 2.5 (C+ or 65%). For students in the Honours BScN program there are three additional requirements for courses:

1. A minimum grade of C+ (65%) for all professional (NUR/HAP/HDP) courses.
2. A “SATISFACTORY” grade in the clinical component of all practicum courses.
3. A minimum grade of C (60%) for all other courses (PSY/LSO).

☐ In Years 1 and 2, your academic standing is evaluated at the end of each term. You will receive a transcript on Student Centre. It will contain a statement about whether or not you are eligible to continue in the BScN program.
Academic Standing definitions for the BScN program are:

- **Good** – Successfully completed all professional courses with a term GPA* of 2.5 or greater
- **Probation** - Failed one professional course or term GPA* is below 2.5. Must successfully complete all future professional subjects to remain in the program. No option to drop any professional courses.
- **Withdrawn** - Does not meet program progression requirements. Failed two or more professional courses.

*To calculate the GPA, use the following values: A+ or A = 4; B+ = 3.5; B = 3.0; C+ = 2.5; C = 2.0; D+ = 1.5; D = 1.0 and F = 0. Add values of the courses and divide by the number of courses. Courses with SAT/UNSAT evaluation are not included in the GPA calculation.

- Students who have been out of the program for longer than one year may be required to repeat credits previously attained. There are no partial credits.
- Students are allowed to retake a professional course once, provided they meet the requirements to remain in the program. Students should note that course availability and space considerations may preclude the possibility of repeating a course in the term they choose.
  - When a student is allowed to repeat a course, the second grade will be the grade of record, and the only grade calculated in the student’s Program GPA. Both grades will be calculated in the Cumulative GPA. A course can be credited only once towards satisfaction of degree academic credit requirements.
- In order to transfer to York University, students must have successfully completed all required courses in Years 1 and 2 with a minimum program GPA of 2.5.
## Course Sequence

### Year 1 – Semester 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>NUR101</td>
<td>Health and Healing: Wellness across the Lifespan</td>
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<tr>
<td>NUR102</td>
<td>Development of Self as Nurse: Introduction to Professionhood and Knowledge of Nursing I</td>
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<tr>
<td>NUR110</td>
<td>Health and Healing: Introductory Nursing Skills</td>
</tr>
<tr>
<td>HAP101</td>
<td>Anatomy and Physiology I</td>
</tr>
<tr>
<td>PSY113</td>
<td>Introduction to Psychology I</td>
</tr>
<tr>
<td>LSOXXX</td>
<td>Liberal Studies Option (Humanities)</td>
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### Year 1 – Semester 2

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>NUR201/NUR220</td>
<td>Health and Healing: Client Centred Care for Individuals in Gerontology and Maternal Infant Settings/Practicum</td>
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<tr>
<td>NUR203</td>
<td>Health and Healing: Health Assessment</td>
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<tr>
<td>HAP201</td>
<td>Anatomy and Physiology II</td>
</tr>
<tr>
<td>PSY114</td>
<td>Introduction to Psychology II</td>
</tr>
<tr>
<td>LSOXXX</td>
<td>Liberal Studies Option (Humanities)</td>
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### Year 2 – Semester 3

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>NUR301/NUR320</td>
<td>Health and Healing: Client-Centred Care of Individuals with Common Health Challenges/Practicum</td>
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<tr>
<td>NUR304</td>
<td>Pharmacology</td>
</tr>
<tr>
<td>NUR310</td>
<td>Health and Healing: Complex Nursing Skills and Health Assessment</td>
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<tr>
<td>HDP301</td>
<td>Processes of Human Diseases I</td>
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### Year 2 – Semester 4

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>NUR401/NUR420</td>
<td>Health and Healing: Client-Centred Care of Individuals with Complex Health Challenges/Practicum</td>
</tr>
<tr>
<td>NUR402</td>
<td>Development of Self as Nurse: Professionhood and Knowledge of Nursing II</td>
</tr>
<tr>
<td>NUR403</td>
<td>Development of Self as Nurse: Ethical Ways of Knowing and Caring in Nursing</td>
</tr>
<tr>
<td>HDP401</td>
<td>Processes of Human Diseases II</td>
</tr>
</tbody>
</table>

- Please refer to Appendix A for a list of prerequisites and corequisites which determines course sequencing.
- Semesters 1, 2 and 3 are offered in the Fall (September-December) and Winter (January-April) terms.
- Semester 4 courses are offered in the Winter (January-April) and Summer (May-August) terms.
- During the summer term, other selected nursing program courses may be offered.
- Please consult with the Liberal Studies Coordinator or the Academic Advisors to ensure appropriate choice of liberal studies options.
- For information on Years 3 and 4 courses please visit the York University website at: [http://www.yorku.ca/health/nurs/](http://www.yorku.ca/health/nurs/)
Course Descriptions

**NUR101 Health and Healing: Wellness across the Lifespan**
Health, wellness and healing from the perspective of Nightingale’s theory are explored. Concept such as determinants of health, social, and cultural diversity, values, beliefs, lifestyle choices, teaching/learning principles, communication skills and promotion of health across the lifespan are discussed.

**NUR102 Development of Self as Nurse: Introduction to Professionhood and Knowledge of Nursing I**
Socialization into the profession and discipline of nursing. Exploration of professional organizations and standards. Introduction to nursing theory with emphasis on human science theories and multiple ways of knowing. Initiation into information literacy and its application to nursing/health care.

**NUR110 Health and Healing: Introductory Nursing Skills**
Provides the theoretical basis for basic nursing skills, as well as instruction in their performance and the opportunity to practice in a supervised setting.

**HAP101 Anatomy and Physiology I**
Introductory anatomy and physiology with an orientation to the body and continuing through the cell to specific body systems. Medical terminology will be introduced to allow a basic understanding of appropriate vocabulary. The interrelationships of body organ systems, homeostasis and the complementarity of structure and function provide the basis for understanding the human body.

**PSY113 Introduction to Psychology**
Psychology is the scientific study of human behaviour, emotion, and cognition. This course is the first of a two-part Introduction to Psychology series. It introduces psychology as both a natural and human science. This module emphasizes the methods, concepts, principles, and theories of psychology. The knowledge and skills acquired in this course ultimately allow students to successfully navigate personal, social, and professional life. Students are encouraged to draw from their own experience as the course progresses.

**NUR201/NUR220 Health and Healing: Client Centred Care for Individuals in Gerontology and Maternal Infant Settings/Practicum**
Emphasizes planning and implementing caring/healing and health promotion activities with culturally diverse individuals and families in older adult and maternal infant settings. A selected human science theory informs the construction and interpretation of client centred approaches to care.

**NUR203 Health and Healing: Health Assessment**
Provides an overview of the theory and instruction in the skills of health assessment using therapeutic communication skills. Students will develop focused assessment skills related to the physical, psychosocial and spiritual aspects of the healthy individual across the lifespan.

**HAP201 Anatomy and Physiology II**
Integrates anatomy and physiology of specific body systems. The interrelationships of body organ systems, homeostasis and the complementarity of structure and function provide the basis for understanding the human body. Specific body systems will be discussed and information applied to clinical situations.

**PSY114 Introduction to Psychology II**
Psychology is the scientific study of human behaviour, emotion, and cognition. This course is the second of the two-part Introduction to Psychology series. This module continues the course emphasis on psychological concepts, principles, and theories. The knowledge and skills acquired in this course ultimately allow students to successfully navigate personal, social, and professional life. Students are encouraged to draw from their own experience as the course progresses.

**NUR301/NUR320 Health and Healing: Client-Centred Care of Individuals with Common Health Challenges/Practicum**
Integrates the theoretical and practice components of client-centred nursing in the context of common health challenges. Through classroom and practicum experiences, students expand their knowledge of the therapeutic role of nursing and nursing praxis in situations of these health challenges.

**NUR304 Pharmacology**
Examines pharmacological concepts and nursing practices required to provide safe and competent care. General principles of pharmacology, drug actions at the physiological levels, Pharmacotherapeutics, principles of medication preparation and administration including drug calculations, and CNO standards of practice will be studied.

**NUR310 Health and Healing: Complex Nursing Skills and Health Assessment**
Builds on nursing care skills and health assessment skills developed in Year 1. The classroom and lab components provide an opportunity to integrate theory and practice into more complex nursing care and health assessment skills necessary to provide holistic care.

**HDP301 Processes of Human Diseases I**
An introduction to human diseases that focuses on the fundamental principles of homeostatic mechanisms and how alteration in homeostatic mechanisms disrupt the human body. Overall mechanisms of disease will be studied by systems and have been categorized into concepts. These concepts will be examined for the effect that they produce on the structure and function of the body.
NUR401/NUR420 Health and Healing: Client-Centred Care of Individuals with Complex Health Challenges/Practicum
Integrates the theoretical and practice components of client-centred nursing in the context of complex health challenges. Through classroom and practicum experiences, students expand their knowledge of the therapeutic role of nursing and nursing praxis in situations of these health challenges.

NUR402 Development of Self as Nurse: Professionhood and Knowledge of Nursing II
Critical exploration of the development of nursing’s unique knowledge base and its relationship to contemporary practice. Examines the role of the nurse in developing and maintaining purposeful therapeutic and professional relationships within nursing and interprofessional teams.

NUR403 Development of Self as Nurse: Ethical Ways of Knowing and Caring in Nursing
Focuses on ethical theories, concepts and issues relevant to nursing practice. Ethical decision making and nursing practice are explored. Ethical aspects of caring/human sciences are explored within the context of the CNO Ethics Practice Standard and CNA Code of Ethics.

HDP401 Processes of Human Diseases II
This course builds on HDP301, Processes of Human Diseases I. Continued exploration of the concepts of pathology and the effect on the structure and functioning of the body. Overall mechanisms of disease have been categorized into concepts and these concepts will be examined for the effect that they produce on each of the body systems. Common diseases will be used to illustrate each concept.

Guidelines for Practicum Experience

Practicum Experience in the Nursing Program

The practicum experience is designed to give students the opportunity for praxis. The practicum courses take place in semesters two, three and four of Years 1 and 2 at Seneca College and Years 3 and 4 at York University. Practicum placements are located throughout the GTA (Greater Toronto Area) and York Region. Placements will depend on available contracts negotiated by the College with the clinical agencies.

Affiliation Agreements
Seneca College has signed affiliation agreements with the practicum agencies where students are placed. This affiliation agreement describes the obligations and responsibilities of the School of Health Sciences and the practicum agencies. Once signed, the agency is listed in the Seneca College’s Liability Insurance Policy which covers bodily injury, property damage, and malpractice to specific limits outlined by the policy.

Students are also required to comply with Regulation 518/88 Section 4 of the Public Hospitals Act related to immunization and screening for communicable disease protocols.

Personal Health Information Protection Act, 2004 requires that all client information is kept confidential. Students are required to sign and adhere to a client confidentiality agreement during all clinical rotations. Confidentiality agreements are available in the Practicum Placement Office.

**Guidelines for Professional Deportment and Safety**


- Identifying her/himself and explaining her/his role in the clinical setting with clients and staff (CNO, 2002).
- Seeking assistance appropriately and in a timely manner and maintaining standards of practice (CNO, 2002).
- Actively engaged in her/his own learning goals in practicum.
- Demonstrates critical thinking in decision making utilizing theoretical and/or evidence-based practice
- Collaborates with the health care team and clients in clinical practice utilizing effective communication.
- Maintain strict compliance with client confidentiality policies and guidelines.
- Adherence to the Professions Code of Conduct and standards of practice.
- Clinical practice that demonstrates skills, judgment and attitude that ensures client/patient safety.
- Understands and abides by Seneca College Policies regarding student responsibilities in the classroom and in the clinical settings.
- Demonstrates behaviour which reflects mutual respect and worth of clients and families, members of the health care team, peers, and faculty at all times in the clinical setting and classroom.
- Demonstrates behaviours that demonstrate accountability and responsibility for his/her own actions
☐ Abides by uniform guidelines-Do not wear uniforms in public places and change into/out of uniforms at the hospital. Uniforms must be clean and odour free (perfumes/smoke).
☐ Abides by Seneca College guidelines for electronic communication- use of Seneca College email only and no use of cell phones in the clinical setting.
☐ Behaviour reflects positive engagement in clinical learning opportunities.
☐ Behaviour reflects respect for the Seneca College community and Nursing Profession
☐ Abides by common rules of courtesy and punctuality. Follow the notification guidelines for absences/late arrival to the unit

**Short Term Absences from Clinical Activities**

☐ Short term absences are defined as those that range from one day or less, to two weeks. All absences from educational activities deemed mandatory (i.e. on-campus clinical activities, off-campus clinical placements) must be approved by the Clinical Supervisor and Clinical Coordinator. An unexcused absence will be considered to be a breach of professional conduct, and will documented and brought to the attention of the Chair. Possible consequences may involve withdrawal from the clinical activity, or course failure.
☐ Students will be responsible for making up the missed clinical hours as arranged by the Clinical Supervisor, in collaboration with the Clinical Coordinator. Consequences of not making up missed clinical hours may result in course failure. Completion of course requirements ensures achievement of course goals and patient safety as the student progresses in the program.
☐ An absence of two weeks due to an incomplete Clinical Preparedness Permit will require consultation with the Clinical Coordinator.
☐ For absences that occur due to illness, medical documentation is required to support the medical reason. For absences that occur due to other circumstances (i.e. personal loss), relevant and acceptable documentation of the circumstance may be required.
☐ Emergency and extraordinary circumstances will be addressed on an individual basis. In all other foreseen or planned absences from clinical activities (i.e. religious holidays), students must initiate a request within the first two weeks of the term in writing for an advanced approved absence from their Clinical Supervisor and/or Clinical Coordinator.
☐ Students who are absent from clinical activities for more than two weeks should consult immediately with the Clinical Coordinator.
☐ Students are responsible to review and follow the *Absenteeism in Clinical Settings Guidelines* as outlined in the NUR220/NUR320/NUR420 course outlines.
Expenses

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

Transportation

All students are responsible for their transportation to and from the practicum site. **Under no circumstances should students transport clients in their vehicles.** Seneca College will not provide insurance coverage for this purpose. If a student is asked to transport a client(s), please notify the clinical supervisor immediately. Any student not following the above guidelines may be removed from practicum, with the initiation of an unsafe meeting.

Dress Code for the Nursing Resource Center and Clinical Practicum

All students are responsible for adhering to the BScN Dress Code in the Nursing Resource Centre and in all practicum sites/agency settings. Further information is found at [http://www.senecacollege.ca/notices/bscn](http://www.senecacollege.ca/notices/bscn).

Identification

Students are required to wear their Seneca College photo identification and any additional identification provided by the practicum site. The identification must be clearly visible at all times in the clinical settings.

Conflict of Interest

To ensure trust and equity, the College avoids placing students in practicum sites with family, significant others, friends or where the student is employed. It is an expectation that students are responsible to disclose any information that may lead to a conflict of interest and avoid requesting these sites as preferences for practicum.

Infection Control Requirements

All students are required to review infection control policies and protocols of the clinical facility prior to each practicum. In addition, all students must review infection control theory and principles as taught in the curriculum each semester.

Workplace Safety and Insurance Board (WSIB)

The government of Ontario, through the Ministry of Training, Colleges and Universities (MTCU), provides Ontario students with Workplace Safety Insurance Board (WSIB) coverage while on placements. All students are required to sign a Declaration of Understanding of WSIB Coverage. The Declaration forms are available in the Clinical Practicum Office (GH1110). All signed forms will be kept on file in the Clinical
Practicum Office. Any accidents or injuries must be reported to the clinical supervisor and the Clinical Coordinator as soon as possible. Clinical Supervisors and students are required to complete the placement agency and Seneca College's incident report.

**Clinical Preparedness Permit (CPP)**

The School of Health Sciences is committed to the safety and well-being of students and the patients. Students are required to attain and maintain required certifications/immunization standards outlined in the practice standards/legislative requirements.

Students are required to complete a Clinical Preparedness Permit (CPP) to be eligible to enter clinical practice. A CPP serves to ensure that students have the necessary up to date immunizations, Basic Life Support for Health Care Provider certificate, respiratory fit testing and police check which vulnerable sector screening, prior to entering into their clinical placement. It is the student’s responsibility to complete and maintain this document prior to their first clinical placement (semester 2). Students are required to update their CPP, as appropriate, for each semesters. All required documents for CPP must be valid and may not expire at any times during the semester.

The original document must be taken to York University for Years 3 and 4 of the program. The student is responsible for maintaining and updating all documents and certificates as per the requirements detailed below.

The CPP includes the following information:
1. Vulnerable Sector Screen (VSS) Police Record Check
2. Cardiopulmonary Resuscitation Certificate (CPR) Basic Life Support for Health Care Providers
3. Standard First Aid (once upon entry to the program)
5. Respirator Mask Fit Test
6. Immunizations and Titres
7. Flu vaccination

**NOTE:** Failure to obtain/maintain current certifications and immunizations as indicated will result in the student being withheld or withdrawn from the clinical setting.

Students are responsible for any fees associated with the required certifications and testing.
<table>
<thead>
<tr>
<th>Requirement</th>
<th>Upon entry</th>
<th>Annually or Every 6 months</th>
<th>Every 2 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPP Clearance</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>VSS and Police Record Check</td>
<td>X</td>
<td>X</td>
<td></td>
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<tr>
<td>CPR-Related HCP</td>
<td>X</td>
<td>X</td>
<td></td>
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<tr>
<td>Standard First Aid Certificate</td>
<td>X</td>
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<tr>
<td>Worker Health and Safety Awareness Certificate</td>
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<tr>
<td>Respirator Mask Fit Test</td>
<td>X</td>
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<td>X</td>
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<tr>
<td>Base-line Two-Step Mantoux Skin Test</td>
<td>X</td>
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<tr>
<td>One-Step Mantoux Skin Test</td>
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<tr>
<td>Immunizations and Titres</td>
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<tr>
<td>Flu Vaccination</td>
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</tbody>
</table>

**Non-Medical Requirements**

**Vulnerable Sector Screen (VSS) and Police Record Check**

Police checks are done to protect clientele who are considered “vulnerable persons”. Vulnerable person means a person who, because of their age, disability or other circumstance, whether temporary or permanent, is (a) in a position of dependence on others or (b) is otherwise at greater risk than the general population of being harmed by a person in a position of authority or trust relative to him or her. Prior to having direct contact with patients and other vulnerable persons, community agencies and hospitals require a satisfactory Police Record Check. More information on obtaining a police record check is available at: [http://www.senecacollege.ca/notices/bscn](http://www.senecacollege.ca/notices/bscn)

**Cardiopulmonary Resuscitation Certificate (CPR) Basic Life Support for Health Care Providers (HCP)**

CPR at the Health Care Provider Level also known as Basic Cardiac Life Support (BCLS) at the Health Care Provider Level is required yearly, regardless of the expiry date on the card.

**Standard First Aid Certificate**

Standard First Aid is required upon entry into the program. It is the student’s responsibility to ensure that the certificate is current throughout the program.
Ministry of Labour’s Worker Health and Safety Awareness Certification

This certification is available on the Ministry of Labour website. It introduces students to the Occupational Health and Safety Act and serves as a general introduction to workplace health and safety. Students must access the eLearning module from any computer, complete the training (takes 45-60 minutes to complete) and print the certificate of completion. It is crucial you print your own certificate at the time of completion because the Ministry does not maintain a database. The module is a one-time requirement, with no expiration date as of yet, so be sure to keep a copy for your records. [https://www.labour.gov.on.ca/english/hs/training/workers.php](https://www.labour.gov.on.ca/english/hs/training/workers.php)

Respirator Mask Fit Testing

A respirator is a facemask that protects the nurse and client from the transmission of respiratory disease. Respirator mask fit testing is required before entering a practicum site. The test determines the type and size of facemask (respirator) that best protects the individual from airborne infection. Respirator Mask Fit Testing is made available at King Campus through Concise Health Solutions. Most hospitals offer Respirator Mask Fit Testing through their Occupational Health and Safety department. Respirator Mask Fit Tests must be repeated every two years or at any time when significant weight change or face structure change occurs.

Medical Requirements

Students in practicum are to comply with the Public Hospital's Act, Section 62(1). Ontario legislation specifies certain surveillance requirements for those entering into a practice setting. The policy was developed in accordance with the communicable disease surveillance protocols specified under the Public Hospitals Act, to meet placement setting requirements. Therefore, specified immunization information must be submitted. Students must maintain up-to-date immunization information. This process is necessary to ensure that those working within health care facilities are free from or are protected against communicable and infectious diseases. The completion of this information is not optional as it is required information to confirm the practicum placement. Confidentiality of all health records is strictly observed. It is important that:

- If, for medical reasons, you are unable to receive the required immunization(s), a detailed explanation for an exemption must be included by the health care provider and arrangements to meet with the Clinical Coordinator is required.
- If you are or have been diagnosed with Hepatitis B or Tuberculosis, further assessment by a physician will be required. Contact the Clinical Coordinator for further advice.

Details of the health screening requirements and the Clinical Preparedness Permit (CPP) are available at: [http://www.senecacollege.ca/notices/bscn](http://www.senecacollege.ca/notices/bscn)
Tuberculosis Screening

An initial two-step tuberculosis (Mantoux), and thereafter an annual one-step Mantoux skin test is required for CPP clearance.

For individuals who are known to be tuberculin positive, or for those who are tuberculin skin-test positive, further assessment should be done by their primary care provider. A negative chest X-ray (required every 2 years) and medical documentation (required every 1 year) stating the student is free and clear of signs and symptoms of tuberculosis is required for entry to clinical.

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

Influenza Vaccine

The influenza (flu) vaccine is not a mandatory requirement; however, we strongly encourage all students to protect themselves with annual immunization. Students who choose not to have the annual vaccine, for medical or personal reasons, must sign a waiver that acknowledges awareness of susceptibility to the disease, and of implications for clinical placements. Students must provide consent for the School to communicate their influenza immunization status to the clinical agencies in which they are placed, and may therefore not meet clinical course outcomes. Waivers can be obtained from the Clinical Practicum Office.

Practicum Placement Requirements

1. Any student who is unsatisfactory in two clinical courses may be withdrawn from the program.
2. To better ensure patient safety and student success, any student who has been out of the clinical setting for more than 12 months may be required to repeat clinical and/or theory courses. The repeat course grade(s) will stand as the final grade(s).
3. Clinical Preparedness Permits/all required clinical documentation must remain current and up to date for the entire clinical term to remain eligible for clinical placement.

Mandatory Withdrawal from the College

A Promotion Meeting, regularly or specially convened, may recommend to the Dean, or designate, that a student be required to withdraw from the College. Such a College-initiated requirement may be made before the normal completion date of a course or program. The basis of mandatory withdrawal may be a student's behaviour; and/or attendance; and/or performance; where one or all of these are detrimental to the learning process, or disruptive to the aims and objectives of the College. The unexpended portion of fees may be refunded.
Voluntary Withdrawal from the College

A student who wishes to withdraw from the College must notify the Registrar's Office in writing to be eligible for appropriate academic standing and fees refund where applicable. The official date of withdrawal for grading and refund purposes will be the date on which the student's letter of withdrawal is received in the Registrar's Office.

BScN Degree Program Withdrawal Guidelines

Students who fail to maintain adequate standing in the BScN program may be withdrawn from the program. A student may be withdrawn from the BScN program if the student:

- Fails two or more professional courses

Students withdrawn from the BScN program are not eligible for readmission unless a student can demonstrate that there were extenuating circumstances that contributed to their withdrawal.

Students with extenuating circumstances may present a readmission request letter and supporting documentation for review by the Admission Committee. Students must be out of the program for one term prior to reapplying. The following criteria are reviewed by the Admissions Committee in consideration of the readmission request:

- Readmission letter and documentation supporting extenuating circumstances
- Over all cumulative GPA (minimum cumulative GPA of 2.5 prior to withdrawal required for readmission consideration)
- Number of courses failed
- Number of terms successfully completed
- Length of time in program
- Clinical evaluation documentation

Collaborative BScN students who have been withdrawn from the program twice or who have been unsuccessful in any 2 clinical placements are not eligible for readmission.
In order to be considered for readmission students must:

☐ Submit a readmission letter with supporting documentation to the BScN Academic Coordinator by June 1st for Fall admission, October 1st for Winter admission.

Students will be notified by letter of the final decision of the Admissions Committee.

**Withdrawing from Courses**

Students in the BScN program are full-time students; therefore, both nursing and non-nursing courses must be completed within the appropriate academic year. If a student is experiencing difficulty in a course, s/he should make an appointment with the course professor and/or Academic Coordinator to discuss options. Students are advised not to drop a course before having this discussion. Students who choose to drop a course without advisement may jeopardize their progression in the program. If a student withdraws from a course before the academic deadline, a grade of DNC (Did Not Complete) will be received. A grade designation of DNC does not affect the grade point average (GPA). Failure to drop a course before the academic deadline, results in a failed grade on the student's official transcript. This grade will be included in all grade point average (GPA) calculations. Please see important academic dates: http://www.senecacollege.ca/registrar/dates/index.html

Students can only drop a professional course once.

Students are advised that not attending classes does not qualify as a withdrawal.

**Student Policies**

**Discrimination/Harassment Policy**

All students and employees have the right to study and work in an environment that is free from discrimination and/or harassment. Seneca College will not tolerate any form of discrimination and/or harassment in its employment, educational, accommodation or business dealings. http://www.senecacollege.ca/policies/dh.html

**Length of Completion of York-Seneca-Georgian BScN Program**

Approved by York University Senate January 23, 2014 (applies to all students who commence the program on or after September 2014)

☐ Length of completion of program

- The Collaborative BScN program is a four-year full-time program. Students normally must complete this program within six (6) calendar years (18 terms) from the time of admission.
Students taking longer than two (2) calendar years to complete the first two program years of the Collaborative BScN degree at the College, notwithstanding approved leaves under the Policy for Undergraduate Nursing Student Leave of Absence, will be advised by Seneca College in writing of the length of time remaining to complete the program prior to transferring to year three of the program at York University. Before each new academic session, Seneca College shall notify the School of Nursing at York University of any such students.

- Unsuccessful completion of program requirements within the designated timeframe
  - Students who are unsuccessful in completing the program requirements within the designated timeframe, notwithstanding approved leaves under the Policy for Undergraduate Nursing Student Leave of Absence, must withdraw from their nursing program. If a student is not able to complete the program within the required timeframe, the exit reason will be coded as: “Ineligible to Continue or Graduate”.
  - Students may apply to be reinstated to the program, in light of extraordinary extenuating circumstances, for instance, severe illness or personal loss. Reinstatement may require clinical or academic remediation including but not limited to repetition of courses, and as per the individual student’s standing in the program.
  - Students who are withdrawn from the Collaborative BScN degree program on the basis of exceeding the time limitations for program completion may pursue admission or transfer to another degree program at the University.


### Long Term Absences from the Program

#### Leave for Serious Illness or Extenuating Circumstance

- Long term absences are defined as those that are at least one term in length. Students are required to apply in writing to the BScN Academic Coordinator for absences of up to three terms (one calendar year), on the grounds of serious illness or personal circumstances which temporarily make it impossible for a student to continue in the program. The student must complete the Request to Withdraw from Full Time Program form ([http://www.senecacollege.ca/registrar/forms/Withdraw.html](http://www.senecacollege.ca/registrar/forms/Withdraw.html)) no later than 10 business days after the start of the current term for a planned leave of absence. Other timelines will be considered in extenuating circumstances; however, a fee refund cannot be granted beyond the tenth day of classes.

- A leave of absence (LOA) granted on the basis of a health condition requires submission of medical documentation. A medical certificate may also be required to indicate that the student is able to resume studies.
• A student who has been absent from the program must meet with the Academic Coordinator before re-entering into the program. It is the student’s responsibility to demonstrate eligibility to return to clinical course activity, in consultation with the Academic Coordinator/Clinical Coordinator. This may involve some clinical remediation as per the individual student’s academic needs. The completion date of the student’s degree program will be extended by the duration of the leave taken, up to the maximum time allowed for completion of their program.

• It is the student’s responsibility to initiate their reentry within the required one year time limit.

☐ Students on an approved leave of absence are not registered in the BScN degree program and are not required to pay fees. While on a leave, students will not attend courses or engage in any coursework.

Note: Please refer to Appendix E for a more comprehensive list of Student Policies.

Academic Standing, Policies and Procedures

Academic Policy
Each student should read and be familiar with Seneca College’s Academic Policy. [http://www.senecacollege.ca/academic-policy/acpol-09.html](http://www.senecacollege.ca/academic-policy/acpol-09.html)

Academic Honesty
Seneca College has the highest standards of academic honesty. Academic honesty means that all students will conduct themselves in an honest and trustworthy manner in all aspects of their academic career. To support Academic Honesty, all work submitted by students may be reviewed for authenticity and originality, utilizing software tools and third party services. Please visit the Academic Honesty site at [http://www.senecacollege.ca/academic-policy/acpol-09.html](http://www.senecacollege.ca/academic-policy/acpol-09.html)

Late Assignment Guidelines
All students are required to observe the regulations of the Faculty and the College/University; changes to become effective as announced; and 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):

1. For 1 day late (any time up to 24 hours after date/time due), the penalty is 5% deducted from the grade for the assignment (e.g. mark of 75% would be reduced to 70%).
2. For each subsequent day late (each 24 hour period), the reduction increases daily.
   • For 2 days late, deduct 15% (e.g. mark of 75% would be reduced to 60%)
   • For 3 days late, deduct 30% (e.g. mark of 75% would be reduced to 45%)
- For 4 days late, deduct 50% (e.g. mark of 75% would be reduced to 25%)
- For 5 or more days late, deduct 100% (assignment is given zero).

**Negotiated Extensions**

Faculty members understand that extenuating circumstances arise in students' lives. Any student in need of an extended deadline must negotiate an extension with the faculty in advance of the published deadline. This responsibility is part of professional responsibility and accountability. The professor may require documentation to support the reasons for the extension (e.g. medical documentation). Both the student and the professor must complete the *BScN Late Assignment Submission Form* (Appendix B). The original copy of the *BScN Late Assignment Submission Form* is kept by the professor for the duration of the course. The student will submit his/her copy of the form with the assignment for which the extension was granted.

**Guidelines for Written Work**

To support clear and consistent communication within a discipline, each profession selects a writing style that meets the needs of its members. All formal papers, unless otherwise specified, should comply with the Publication Manual of the American Psychological Association (APA).


Professors may require students to submit assignments via SafeAssign© if so, this will be posted on Blackboard©. SafeAssign© is an electronic tool that analyzes authenticity of assignments and checks for plagiarism.

**Guidelines for Emailing Assignments**

- Students must obtain the professor’s approval to submit an assignment by email.
- Assignments must be emailed using the Seneca email address.
- Assignments must be emailed and received by the professor by the due date and time specified in the course outline.
- Late assignments will be subject to the *Late Assignment Guidelines*.
- Assignments must be emailed as an attachment in the proper format as outlined in the assignment requirements. The professor may deduct marks accordingly if the format is not followed.
- Students should not use client names in assignments.

**Evaluation Guidelines**

1. Students are only permitted to bring the required pencils, pens and erasers in a clear plastic bag. All other belongings must be left in a locker or in a designated area of the test/exam room.
2. All students must bring their Seneca One Card or valid government photo identification (ID) to write a test/exam. Students must display their ID in plain view on the desk for the duration of all tests and examinations.
3. When completing essay or short answer questions, students must write with a non-erasable pen. Any of the above done in pencil will not be graded.
4. Students cannot bring extra paper into test/exam room.
5. Students may not use whiteout on test/exam.
6. Students must not talk during the test/exam.
7. If you are observed by one or more invigilators to be attempting to copy from another student, the invigilator will inform you of the alleged copying. The invigilator may remove the test/exam materials and ask you to leave the test/exam room, or may permit you to continue the test/exam. Materials completed to that point may be taken from you.
8. If you are observed by one or more invigilators to be in possession of unauthorized materials or electronic devices, the invigilator will inform you of this observation. You will be required to submit the materials to the invigilator who will retain these for further investigation. The invigilator may ask you to leave the test/exam room or may permit you to continue the test/exam. Materials completed to that point may be taken from you.
9. Students arriving late will only be admitted to the test/exam room within 30 minutes of the start time of the test/exam. Students arriving late will not receive any extra time to write the test/exam.
10. Students cannot leave the test/exam room for the first 40 minutes after the test/exam has started.
11. Students cannot be admitted to the test/exam room once a student has left the test/exam room.
12. In order to prevent disruption to those students who are completing their test/exam, students cannot leave the exam in the last 15 minutes of the scheduled test/exam.
13. Students will not be permitted to write the examination or test prior to the scheduled date.

Scantron® Forms/Grading
It is the student’s responsibility to ensure answers are entered correctly on their Scantron® form. No changes to grades will be made if the student does not enter answers on the form or enters the incorrect answer on the Scantron® form even if it is answered correctly on the test/examination paper/booklet.

Deferred Testing and Examination Privileges
It is expected that tests and examinations be written when scheduled. If a student is unable to write a test or examination on the scheduled test or examination date, the student may be granted a deferred test or examination privilege. A deferred test or examination privilege may be granted for extenuating (e.g., death in a family, illness, or other circumstances beyond the student's control).
In order for a student to receive deferred test or examination privilege, the student must notify the professor in advance or within 24 hours of the time the test/exam was to be written. The student must provide documentation to support the extenuating circumstances and a BScN Request for Deferred Evaluation Form (see Appendix C) to their professor within one week of missing the test. Deferred test requests will be
processed by the Professor. If deferred privileges are granted, the deferred test will be written in week 8 or week 13 in the Test Centre. Deferred examination requests will be processed by the Academic Coordinator. Deferred examination time/date will be determined during promotion meetings. In situations where deferred privileges are denied, the test or examination that was not completed by the student will be assigned a grade of zero (0).

**Note:** All deferred tests and exams will be different from the test or exam administered during the regular scheduled time and all students from any given class who require a deferred evaluation will write the evaluation at the same time as determined by the Professor.

**Test/Examination Review**

Students should contact professors via e-mail to make an appointment to review tests or final examinations. Students will be provided with an answer key to use when reviewing test/exam results. Requests to review tests should be made **within 2 weeks of receiving test results**. Faculty will be available to review final examinations during Academic Advisement week. Faculty will notify students of availability during Academic Advisement week for final examination review. **Final Exams must be reviewed within 1 month of the date the exam was written.**

**Requesting a Grade Reappraisal**

The only academic work that is eligible for grade reappraisal is a scholarly paper, a video recording or a final examination. Oral or group presentations are not eligible. Non-academic grounds (such as illness or misfortune) are not relevant grounds for grade reappraisals.

3. Students may, with sufficient academic grounds, request that their grade on a scholarly paper or final examination in a course be reappraised.
4. A student must first speak to the course professor regarding the grade within five school days of receiving the evaluation. At this time, the student must also present written evidence to substantiate the petition for a higher grade.
5. The professor may choose to re-evaluate the student’s work, and make the appropriate grade change.
6. If after meeting with the professor the issue is unresolved, the student may request a grade reappraisal by completing a **BScN Grade Reappraisal Request Form** (Appendix D). Grade reappraisal may only be requested after the final course grade is released. The student must submit the following to the Program Coordinator:
   a. **BScN Grade Reappraisal Request Form** including academic rationale for the request within 2 weeks of the release of the final grade.
   b. The original academic work with all comments and feedback.
   c. A blind (name and student number obliterated), unmarked copy of the paper to be evaluated.
   d. Complete information from the course syllabus/outline about the paper, including methods of evaluation, marking guidelines or rubric.
7. The mark given by the reappraiser becomes the final grade of record whether it is higher or lower than the original grade.
8. The Academic Coordinator/Chair informs students of the result of the reappraisal in writing.

Resources Available to Students

Counselling and Accessibility Services
Students requesting academic accommodations are asked to register with Counselling and Accessibility Services at the beginning of the semester in order for supports and services to be put in place in a timely manner. If you require accommodation, contact the Counselling and Accessibility Services at 416-491-5050 ext. 55157 to initiate the process for documenting, assessing and implementing individual accommodation needs.
Requests for academic accommodation made through the School of Health Sciences will be reviewed and given meaningful consideration. However, for course work or evaluations involving the performance of or demonstration of practical skills where there are safety concerns, no extra time can be granted. For additional information on the requisite skills and abilities needed to be registered in Ontario, applicants are encouraged to review the College of Nurses of Ontario website at http://www.cno.org/en/en

Degree and Transfer Credit Office
Courses completed at the university level prior to enrolling in the BScN program will be considered for credit transfer. It is the students' responsibility to review the requirements and information as outlined on the Applying for Transfer Credit webpage: http://www.senecacollege.ca/degreetransfer/applying-for-transfer-credit/
Transfer Credit Request forms can be accessed at: http://www.senecacollege.ca/degreetransfer/applying-for-transfer-credit/Transfer-Credit-Request-Form.pdf
Once students are enrolled in the BScN program, there is no option for students to take professional courses (including all HAP, HDP and NUR courses) at other institutions.

Faculty
All faculty are available for course/curriculum consultation. It is the student's responsibility to raise course and program concerns with the appropriate Professor/Coordinators/Chair. Normally, e-mail and voice mail responses from faculty can be expected within 48 hours (business days only). Students should make appointments in advance and cancel if they cannot attend.

Learning Centre
The Learning Centre located within the library provides tutoring for students in English, mathematics and selected introductory and gateway subjects specific to programs
offered at the College such as anatomy. The Learning Centre provides various approaches to tutoring, including one-on-one sessions, group tutoring, workshops and supplemental instruction by appointment on our web-based appointment booking system and drop-ins. For more information, visit the website at: https://inside.senecacollege.ca/learningcentres

Library

Seneca’s Libraries provide students with resources and services both online and on-site to enhance academic pursuits. They offer print, audio visual and electronic resources including books, magazines, journals, videos, DVDs, slides, recordings and a variety of topical databases.
Seneca’s Libraries host a comprehensive website tailored to program-specific offerings. The Nursing subject guide highlights relevant library resources specific to the Nursing and Health Sciences fields. There are also several course pages in the Nursing subject guide which contain supplementary readings, and recommended resources for specific assignments.
You can visit the nursing website at: http://seneca.libguides.com/nursing

OneCard

The OneCard is the official Seneca College identification (ID) card. It is also a chip-enabled convenience card with a number of features. It can be used to pay for parking plans, meals, photocopying and printing. It is also needed to use the campus bus service and at Seneca libraries. The OneCard is password (PIN) protected, making it financially secure for students to use when purchasing services on campus.
Information on how to get your OneCard can be found at: http://www.senecacollege.ca/onecard/

Student Services

Student Services has the resources and support systems to help students succeed at Seneca. Student Services offers a variety of services such as success strategies, opportunities for student leadership, information regarding housing, parking and lockers.
For further information, please visit the Student Services website at www.senecacollege.ca/student/
Nursing Organizations

Canadian Nursing Students’ Association (CNSA)
The Canadian Nursing Students' Association is the national voice of Canadian nursing students.

Canadian Nursing Students' Association
1145 Hunt Club Road Unit 450
Ottawa, ON
K1V 0Y3
Tel: (613) 235-3150
Website: http://cnsa.ca/

Canadian Association of Schools of Nursing (CASN)
The Canadian Association of Schools of Nursing is the national voice for nursing education and nursing research and represents nursing programs in Canada.

Canadian Association of Schools of Nursing
1145 Hunt Club Road Unit 450
Ottawa, ON
K1V 0Y3
Tel: (613) 235-3150 Fax: (613) 235-4476
Website: http://www.casn.ca/

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

College of Nurses of Ontario
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 is the professional association representing registered nurses in Ontario.

Registered Nurses' Association of Ontario
158 Pearl St. Toronto, Ont. M5H-1L3
Tel: (416) 599-1925 or toll free 1-800-268-7199
Fax: (416) 599-1926
Website: http://rnao.ca/
Appendix A: BScN Prerequisites and Corequisites (Years 1 and 2)

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* Prerequisites are courses that must be successfully completed before another course can be taken.
Appendix B : BScN Late Assignment Submission Form

Student's Name:  

Student Number:  

Course Code/ 
Title:  

Year and Term:  

Reason for late submission: 

Negotiated extension: 

Rationale for extension: 

__________________________________________  ____________________________
Signature of Student  
E-Mail  

__________________________________________  ____________________________
Signature of Faculty  
E-Mail  

Notation (contract met/not met):
Appendix C : BScN Request for Deferred Evaluation Form

**Student Portion**

Student Name: ____________________________________________________________

Course: _________________________________________________________________

Course Professor: _______________________________________________________

Evaluation Missed: _______________________________________________________

Date of Originally Scheduled Evaluation: _________________________________

Date of Notification: ____________________________________________________

Mode of Notification:
  □ In Person
  □ By Phone
  □ By Seneca Email

**Extenuating circumstances resulting in missed evaluation:**

[Blank space for text]

Supporting documentation provided: ________________________________

**Faculty Portion**

DECISION: Deferred
  □ Granted
  □ Not Granted

If Granted
  • *Time/Date: _________________________________________________________
  • Place: _________________________________________________________________________
  • Type of Evaluation: ___________________________________________________________

*Deferred Evaluations will be scheduled in week 8 or 13 in the Test Centre.*

Completed documentation to be forwarded by the professor to the Nursing Program Assistant.
Appendix D : BScN Grade Reappraisal Request Form

Student Name: ____________  Student Number: __
Course Code: ____________

I am requesting to have my scholarly paper reappraised. I have spoken with my course professor regarding the grade and feel that the issue is unresolved. I am aware that a request for a grade reappraisal may result in the original grade being raised, lowered or confirmed.

Student Signature: ____________  Date: __

Guidelines for Reappraisal Requests

The reappraiser will be selected by the Academic Coordinator or Chair.

The reappraiser will be a faculty member who has taught the course for which the paper was assigned in the last 2 years.

The reappraiser will be unaware of the professor who originally assigned the grade.

The reappraiser will be unaware of the assigned grade.

The reappraiser will be aware of all details posted regarding the assignment in terms of topics given, grading rubrics, learning outcomes for the assignment etc.

The professor who originally assigned the grade will not be aware of the identity of the reappraiser.

The professor who originally assigned the grade will be notified of the reappraised grade and will utilize this grade to determine the final course grade.

Prior to release of final grades, re-appraisal will only be facilitated with the permission of the professor who originally assigned the grade.
Appendix E : Student Policies

Academic Policy
http://www.senecacollege.ca/academic-policy/.

Office of the Registrar – Forms
http://www.senecacollege.ca/registrar/forms/index.html

Deferred Examinations – Academic Policy – Section 8.6
http://www.senecacollege.ca/academic-policy/acpol-08.html

Academic Honesty – Academic Policy – Section 9
http://www.senecacollege.ca/academic-policy/acpol-09.html

Academic Appeals – Academic Policy – Section 13

Examination Procedures – Academic Policy – Appendix G
http://www.senecacollege.ca/academic-policy/appg.html

Accommodation for Students
http://www.senecacollege.ca/students/counselling/accommodations/

Students’ Rights and Responsibilities
http://www.senecac.on.ca/tesl/eli321/rights.html

Discrimination and Harassment Policy
http://www.senecacollege.ca/policies/dh.html