

# YORK-SENECA- GEORGIAN COLLABORATIVE BScN DEGREE PROGRAM

Seneca College of Applied Arts and  
Technology  
School of Nursing  
BScN Program Handbook  
2021-2022





## **Land Acknowledgement**

Seneca would like to acknowledge the land on which its buildings are housed, and where students, faculty, support staff and members of the public gather. This land is the traditional territory of the Mississaugas of the Credit First Nation. We are guests on this space, and it is our shared obligation to respect, honour and sustain the land.



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<https://www.senecacollege.ca/registrar/contact.html>

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## Introduction

Welcome to the Seneca College School of Nursing. As you begin your journey, it is important for you to become familiar with the information provided in this handbook. This program handbook is meant to provide you with an overview of information that you may require during your studies.

## 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.

| Program Level Goals   | First Year   | Second Year   | Third Year   | Fourth Year  |
|---|--|---|--|--|
| Be accountable to the public and practice within the professional standards of nursing.   | Recognize an awareness of professional values, personal responsibility, and accountability to practice within current legislation and CNO Standards of Practice.   | Demonstrate accountability to the client and responsibility for personal and professional development.  | Demonstrate professional responsibility, accountability, and ethical comportment with others in education and practice settings.   | Demonstrate accountability to the public by practicing 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-centered 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.                          |



## Course Sequence

| Year 1 – Semester 1 |   |
|---------------------|---|
| NUR101              | Health and Healing: Wellness across the Lifespan  |
| NUR102              | Development of Self as Nurse: Introduction to Professionhood and Knowledge of Nursing I |
| NUR110              | Health and Healing: Introductory Nursing Skills   |
| HAP101              | Anatomy and Physiology I  |
| PSY113              | Introduction to Psychology I  |
| LSOXXX              | Liberal Studies Option  |

| Year 1 – Semester 2 |   |
|---------------------|---|
| NUR201/NUR220       | Health and Healing: Client Centred Care for Individuals in Gerontology and Maternal Infant Settings/Practicum |
| NUR203              | Health and Healing: Health Assessment   |
| HAP201              | Anatomy and Physiology II   |
| PSY114              | Introduction to Psychology II   |
| LSOXXX              | Liberal Studies Option  |

| Year 2 – Semester 3 |  |
|---------------------|--|
| NUR301/NUR320       | Health and Healing: Client-Centred Care of Individuals with Common Health Challenges/Practicum |
| NUR304              | Pharmacology   |
| NUR310              | Health and Healing: Complex Nursing Skills and Health Assessment                               |
| HDP301              | Processes of Human Diseases I  |

| Year 2 – Semester 4 |   |
|---------------------|---|
| NUR401/NUR420       | Health and Healing: Client-Centred Care of Individuals with Complex Health Challenges/Practicum |
| NUR402              | Development of Self as Nurse: Professionhood and Knowledge of Nursing II                        |
| NUR403              | Development of Self as Nurse: Ethical Ways of Knowing and Caring in Nursing                     |
| HDP401              | Processes of Human Diseases II  |

- Appendix A outlines the Prerequisites and Corequisites which determines course sequencing.
- For Liberal Studies Option (LSO): Students are required to take 2 LSOs at Seneca College to complete the transfer to York University in Year 3. Students must achieve a 60% (C) for the requirement to be met. Students can take any combination of LSOs but must take a lower LSO before taking an upper LSO.
- For information on Year 3 and 4 Course Sequence, refer to the York University website: <http://nursing.info.yorku.ca/collaborative-bachelor-of-science-in-nursing/>



## 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 through exploration of nursing theory, with emphasis on human science theories and multiple ways of knowing. Students examine aspects of theory and professionhood in relation to nursing/health care.

### **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**

This course builds on NUR102 by expanding application of knowledge of nursing. Introduction of professional organizations, standards and nursing leadership roles and their impact on professional practice and health care today.

**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.

**Program Progression****Fall Intake**

Semester 1: Fall 2021  
Semester 2: Winter 2022  
Semester 3: Fall 2022  
Semester 4: Winter 2023

**Winter Intake**

Semester 1: Winter 2022  
Semester 2: Summer 2022  
Semester 3: Fall 2022  
Semester 4: Winter 2023



## Program Requirements

**York University and Seneca College are committed to ensuring Collaborative Program students can complete their program without disruption. The current “2+2 model” whereby Seneca College delivers year one and year two of the curriculum while York University delivers years three and four of the curriculum will continue until the dissolution date of August 31, 2025.**

Students in the four-year collaborative degree program will select one of the collaborative partner sites (Seneca and Georgian Colleges) for the first two years of their degree followed by years three and four at York University (Keele Campus). Graduates receive a Bachelor of Science in Nursing (BScN) degree from York University. Students in a York University Honours program must maintain a Program 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 courses (NUR220, NUR320, NUR420).
3. A minimum grade of C (60%) for all other courses (PSY/LSO).

Students in degree programs will be eligible to graduate when they have obtained an average of C+ (2.5 GPA) in courses in the main field of study, and an average of C (2.0 GPA) in all other courses.

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. Students can access their **unofficial advising transcript** on Student Home at the end of the semester. This document will provide the student with information on their current academic standing.

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 courses to remain in the program. No option to drop any professional courses.
- **Academically Withdrawn:** Does not meet program progression requirements. Failed two or more professional courses. For students seeking guidance on being academically withdrawn, please consult with the student adviser or academic coordinator.

## Transfer Credits

Courses completed **at the university level prior to enrolling in the BScN program** will be considered for transfer credit. <https://www.senecacollege.ca/registrar/transfer-credit.html>



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.

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

*Approved by York University Senate January 23, 2014 (applies to all students who commence the program on or after September 2014) **Students entering the program in 2021, will have 6 years to finish the program and after that the current collaborative program will no longer exist.***

### **1. Length of completion of program**

**1.1.** The Collaborative BScN program is a four-year full-time program (eleven terms). The first two years of the program are completed at one of the College partners, and the last two years are completed at the School of Nursing at York University. Students normally must complete this program within six (6) calendar years (18 terms) from the time of admission.

**1.2.** 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, will be advised by the relevant 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, the Colleges shall notify the School of Nursing at York University of any such students.

### **2. Unsuccessful completion of program requirements within the designated timeframe**

**2.1.** Students who are unsuccessful in completing the program requirements within the designated timeframe, notwithstanding approved leaves, 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".

**2.2.** 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.

**2.3.** Students who are withdrawn from the Collaborative BScN nursing program on the basis of exceeding the time limitations for program completion may pursue admission or transfer to another degree program at the University.

For more information: <http://nurs.info.yorku.ca/student-policies/length-of-completion-of-york-seneca-georgian-bscn-program/>

## **Leave of Absence from the Program**

A student who wishes to take a semester off from a full-time day program is required to complete and submit the [Leave of Absence Request: Full-time Program form](#).

New students in their first term/semester of study are not eligible to request a leave of absence. Please contact the [admissions office](#) for information.



Leave of absences must be received by the tenth day of classes in order to receive a refund for that term. Students who apply for a leave of absence after the tenth day of classes are not entitled to a refund and are required to pay any balance of fees outstanding for the term.

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 granted on the basis of a serious health problem, requires the student to submit medical documentation indicating that the student is able to resume studies.

All students who have been absent from the program must meet with the both the Academic and Clinical Coordinator before re-entering into the program. To better ensure client safety and student success, any student who has been out of the clinical setting for more than 12 months **will** be required to repeat clinical and/or theory courses. The repeat course grade(s) will stand as the final grade(s). It is the student's responsibility to demonstrate eligibility to return to clinical course activity, in consultation with the 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.

## Withdrawing from Courses

The Collaborative BScN Program is a **4-year full-time program**. There is **no part-time option**. Students having trouble in nursing courses should make an appointment with the professor and the Academic Coordinator, to discuss options. Students who choose to withdraw from a course without advisement, may jeopardize their progression in the program.

- Students enrolled in NUR220, NUR320 and NUR420 **MAY NOT** withdraw from the course without the approval of the Clinical Coordinator.
- Students can only withdraw from one practicum course.
- Students can only withdraw from the same professional nursing course once.
- Students on academic probation cannot drop any professional courses (NUR/HAP/HDP)
- Not attending class does NOT qualify as a withdrawal.
- Students are considered to have withdrawn from a course only when the course is dropped through Student Home.
- **Before Day 10** - Courses dropped by this date will not appear on the transcript. This can be done independently on Student Home or by an academic advisor.
- **Final withdrawal date** - Courses dropped by this date will receive a grade designation of "DNC" (Did Not Complete). This grade designation does not affect grade point average (GPA).
- **Withdrawal after the Final withdrawal date will result in the appropriate grade designation of "F".**



- Course availability and space considerations will preclude the possibility of repeating a course.
- Students must take individual courses at their home institution only; there is no reciprocity between sites.

## **Policies**

Seneca's policies have been developed to ensure the health, safety and security of all students, faculty and staff, and Seneca's successful operation as a postsecondary academic institution and employer.

<http://www.senecacollege.ca/about/policies.html>

### **Academic Integrity Policy**

<https://www.senecacollege.ca/about/policies/academic-integrity-policy.html>

### **Discrimination and Harassment Policy**

<https://www.senecacollege.ca/about/policies/discrimination-and-harassment-policy.html>

### **Student Code of Conduct**

<https://www.senecacollege.ca/about/policies/student-code-of-conduct.html>

## **Assignment and Evaluation Guidelines**

### **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, 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:

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

Exceptions to the lateness penalty for valid reasons such as incapacitating illness and/or death may be entertained by the professor but will require supporting documentation (e.g. attending physician's statement or death certificate) and the *BScN Late Assignment Submission Form* (Appendix B).



Generally, 24-hour notice for extension requests is required. ***Assignments submitted later than five calendar days without negotiation will not be accepted.***

### **Request for Deferred Evaluation: Tests and Exams**

Students are expected to take their evaluations at their scheduled time and are strongly discouraged from missing an evaluation.

Students may request a deferred evaluation for the following reasons:

- Incapacitating illness (An illness or injury in which a student is hospitalized, under medical care for a short-term condition, or otherwise sufficiently debilitated as to be unable to perform basic academic tasks)
- Death in the family
- Religious, Indigenous or Spiritual observance by the student
- Legal proceedings
- Varsity athlete

**The process to apply for deferred evaluation privileges is as follows:**

1. **Notify professor and the BScN academic coordinator** by Seneca email within **48 hours** of the missed evaluation.
2. Complete the **Request for Deferred Evaluation Form (Appendix C)** and submit required documentation **within one week of the missed evaluation.**
3. **Failure to do so during the timeframe, will result in a grade of zero (0).**

### **Required Documentation:**

**Incapacitating illness:** Students are required to submit a note on the healthcare provider's practice letterhead and must include:

- Date(s) of illness
- The date(s) and time(s), the student was examined by a physician or a nurse practitioner
- Physician signature with CPSO number or Nurse Practitioner signature with CNO registration number

**Death in the family:** Students are required to submit a death certificate.

**Religious, Aboriginal or Spiritual observance by the student:** Not required.

**Legal proceedings:** Students are required to submit a copy of the summon(s) with date(s).

**Varsity athlete:** Students are required to submit documentation from the Athletic Therapy Coordinator.

### **Final Decisions:**



If the request for deferred evaluation is denied, the evaluation will be given a grade of zero (0).

If the request for deferred evaluation is approved, the deferred evaluation will be written in **Week 12**. The professor will notify the student of the alternate date, time and location of the evaluation.

The format of the deferred evaluation may differ from the missed evaluation.

Students should not expect special assistance from the professor in preparation for a deferred evaluation.

**An evaluation can only be deferred once.** If not written, the evaluation cannot be deferred a second time and the evaluation will be given a grade of zero (0).

### **Request for Grade Reappraisal**

Students may, with sufficient academic grounds, request that a grade on a tangible work be reappraised. Tangible work may include written or video recording formats, but not oral work such as individual or group presentations. Non-academic grounds (such as illness or misfortune) are not relevant grounds for grade reappraisals. Students are normally expected to first contact the professor to discuss the grade received and to request that their tangible work be reviewed.

If the student is still not satisfied with the grade received, the student may request for a grade reappraisal to the Academic Coordinator. The Academic Coordinator will be responsible for ensuring that the work is reappraised by an appropriate faculty member, ensuring anonymity of both the student and the reappraiser, and for communicating the result of the reappraisal to the student and professor. The deadline for submitting grade reappraisals is 10 days from the release of final grades on Student Center.

Students need to be aware that a request for a grade reappraisal may result in the original grade being raised, lowered or confirmed. More information on grade reappraisal can be found in Appendix D.



## **Guidelines for Practicum Experience**

### **Practicum Experience in the Nursing Program**

The practicum experience is designed to give students the opportunity to integrate classroom theory with practice. 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 Greater Toronto Area and York Region. Placements will depend on available contracts negotiated by the College with the clinical agencies. Practicum may be provided as a virtual course depending on availability of hospital placements and extenuating circumstances.

### **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 Nursing 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-Students and Clinical Supervisors in the Practicum settings:**

Students are expected to review the College of Nurses of Ontario (CNO) Professional Standards with regards to accountability, continuing competence, ethics, knowledge, knowledge application, leadership, relationships and professional relationships.  
<http://cno.org/en/learn-about-standards-guidelines/standards-and-guidelines>

- Identifies them self by name and explaining their role in the clinical setting with clients and staff.



- Seeks assistance appropriately and in a timely manner and maintaining standards of practice.
- Reflects positive engagement in clinical learning opportunities.
- Demonstrates critical thinking in decision making utilizing theoretical and/or evidence-informed practice
- Collaborates with the health care team and clients in clinical practice utilizing effective communication.
- Maintains strict compliance with client confidentiality policies and guidelines.
- Adheres to the Professions Code of Conduct and standards of practice.
- Demonstrates clinical practice that uses skills, judgement and attitude to ensure 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 their own actions
- Abides by uniform guidelines (see information below).
- Abides by Seneca College guidelines for electronic communication- use of Seneca College email only and no use of cell phones in the clinical setting.
- Uses official Seneca College email for all communication. Acknowledges and responds to email communication in a professional timely manner.
- Abides by common rules of courtesy and punctuality. Follow the notification guidelines for absences/late arrival to the unit
- Students are prohibited from contacting clinical agencies. The Seneca Clinical Placement Office is responsible for arranging the contractual agreements between the agency and Seneca College. Students are **NOT** to contact the Clinical agency directly, without expressed consent from Seneca College. Should a student require information regarding a clinical placement, please contact your Clinical Coordinator or the Clinical Placement office.
- Students assigned to a Clinical Agency are to remain on site during their Clinical Hours. They are NOT to leave the agency during these assigned hours. Please make arrangements to bring a lunch/snack with you for any agency placement that does not have cafeteria services.

### **Absenteeism from Clinical Activities**

- Clinical attendance is **mandatory**. This includes attendance at all clinical agency placement/orientation days.
- A student who is absent for 1 day will receive a written warning on the Missed Practicum Hours form found in the Practicum Course Outlines (NUR220/320/420).



- If the student misses a second clinical day, they will receive a Memo of Concern and will need to develop a Collaborative Success plan with their Clinical Supervisor.
- A student who is absent for three clinical days will receive a grade of Unsatisfactory as they are unable to meet the conditions of the collaborative success plan.
- While it is not possible to make up clinical hours, students may be assigned extra make-up activities for the missed clinical hours as arranged by the Clinical Supervisor, in collaboration with the Clinical Coordinator.
- All students must meet the Learning Outcomes. A student who is unable to meet the Learning Outcomes as a result of absenteeism will be given an Unsatisfactory grade, regardless of the situation.
- An absence of two weeks due to an incomplete Clinical Preparedness Permit will require consultation 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 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 Centre 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. Uniforms must be changed into/out of at the hospital and never worn in public places. Uniforms must be clean and odour free (perfumes/smoke). Further information is found at

<http://inside.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 Nursing is committed to the safety and well-being of students and the clients. 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 – BLS Provider certificate, respiratory fit testing and Police Record Check with Vulnerable Sector Screen (VSS), 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 semester. All required documents for CPP must be valid and may not expire at any time 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 –BLS Provider.
3. Standard First Aid (once upon entry to the program) and then every 3 years
4. Worker Health and Safety Awareness Certificate (Ministry of Labour).
5. WHMIS Certificate
6. Respirator Mask Fit Test
7. Immunizations and Titres
8. Flu vaccination
9. COVID-19 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.

| <p>Students are required to:</p> <ol style="list-style-type: none"> <li>1. Read the guideline document that accompanies the CPP permit carefully for details related to all of the components of the clinical preparedness permit.</li> <li>2. Have an authorized health care provider sign-off and provide the appropriate lab report(s) to support the immunization record.</li> <li>3. Present this permit and original documents for verification stamping each term. The student will not enter clinical placement unless the permit is stamped.</li> <li>4. Bring the stamped permit on the first day of the clinical placement site.</li> <li>5. Make sure the permit or copy is available to present if requested at the clinical placement site.</li> <li>6. It is the responsibility of the student to keep this form and associated documents current and up</li> </ol> | Requirement  | Upon Entry | Annually | Every 2 Years |
|--|--|------------|----------|---------------|
|  | Vulnerable Sector Police   | X          | X        |               |
|  | CPR-Basic Life Support Provider                                      | X          | X        |               |
|  | Standard First Aid   | X          |          |               |
|  | Respirator Mask Fit  | X          |          | X             |
|  | Worker Health and Safety Awareness Certificate and WHMIS Certificate | X          |          |               |
|  | Base-line Two Step OR One-Step Mantoux Skin Test                     | X          |          |               |
|  | One Step Mantoux Skin Test   |            | X        |               |
|  | Immunizations & Titres   | X          |          |               |
|  | Flu Vaccination (In October/November)                                |            | X        |               |
|  | Covid-19 Vaccination   |            |          |               |
|  |  |            |          |               |



|   |  |
|---|--|
| <p>to date for placement purposes.</p> <p><b>7. Students should retain a photocopy of the permit after each update and store in a safe place.</b></p> |  |
|---|--|

## **Non-Medical Requirements**

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

Police record 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 clients 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://inside.senecacollege.ca/notices/bscn>

### **Cardiopulmonary Resuscitation Certificate (CPR) Basic Life Support (BLS) Provider**

CPR – BLS Provider is required yearly, regardless of the expiry date on the card. On-line CPR courses are not acceptable although hybrid courses are acceptable.

### **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>



## **WHMIS (Worker Health and Safety Information System)**

The WHMIS module is available through this link:

<http://portal.mycampus.ca/mycampusfiles/dc/fieldplacement/WHMIS/story.html>.

Students require a minimum grade of 80% to pass. Please print your certificate following completion of the module remembering to select Seneca College so it appears on the certificate.

## **International Work Permits**

Students studying as international students require, in addition to a complete clinical preparedness permit, a valid Canadian work permit to attend practicum. This is to be submitted to Concise Health with the CPP documents for validation and approval. For more information about these requirements, please contact the International Student Department. The student will require a letter to obtain this work permit, and this letter can be obtained from the clinical placement office. It can take 3-4 months to obtain this visa, so the process should be started early.

## **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 and several companies offer this service. 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://inside.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 available each October/November. The School of Nursing strongly recommends 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. In the event of an outbreak, non-vaccinated students may be removed from the clinical setting. This missed clinical time will impact the successful completion of the clinical course. 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 GH1110.

## COVID-19 Vaccine

Students are strongly advised to get a COVID-19 vaccine. Some hospitals will be requesting this of all students and lack of the vaccine may impact student's ability to get some hospital placements. Students who have a medical waiver for the vaccine will be exempt from this. In the event of an outbreak, non-vaccinated students may be removed from the clinical setting. This missed clinical time will impact the successful completion of the clinical course.



## **Resources Available to Students**

### **Student Services and Support**

Student Services has the resources and support systems to help students succeed at Seneca. Students should visit the website for more information.

<https://www.senecacollege.ca/student-services-and-support.html>

### **Counselling and Accessibility Services**

The College supports the Ontario Human Rights Code in that the needs of students with disabilities must be accommodated to ensure equal access to educational services. Students in need of support or services 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. Students requiring accommodation, should contact the Counselling and Accessibility Services at 416-491-5050 ext. 55157 to initiate the process for documenting, assessing and implementing individual accommodation needs.

<http://www.senecacollege.ca/students/counselling/accommodations/>

Requests for academic accommodation made through the School of Nursing 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. The provision of client care in the clinical setting is time sensitive and any delay may cause safety concerns. As such there will be no accommodation for extra time provided for students involving the performance, or demonstration, of practical skills, including documentation of client care, in the clinical setting. 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:

<http://www.cno.org/globalassets/docs/reg/41078-skillabilities-4pager-final.pdf>

### **Faculty Availability**

All professors will make office hours available to their students. Students are encouraged to make appointments in advance and communicate with professors using the Seneca College email system. Students can expect to receive a response within 48



hours (business days only). It is the student's responsibility to meet with their professors to address any questions and/or concerns.

### **Learning Centre**

The Learning Centre located within the library provides peer tutoring, study sessions and workshops. For more information, visit the learning centre website:

<https://inside.senecacollege.ca/learningcentres>

### **Library**

Seneca's Libraries provide students with resources and services both online and on-site to enhance academic pursuits. It showcases articles, documents, websites and other resources of interest to the program.

The Nursing Subject Guide includes peer reviewed and news articles, government documents, credible websites, health databases, and many more specially curated resources. <http://seneca.libguides.com/nursing>

### **Seneca OneCard**

The OneCard is the official Seneca College identification card. Students can use the OneCard to access the campus shuttle bus and Seneca Libraries services. If you have a physical OneCard, you can use funds on your OneCard for purchases from Seneca Dining Services, campus bookstores, meal plan and printing services.

Information on how to get your Seneca OneCard can be found at:

<http://www.senecacollege.ca/onecard/>

### **Seneca email**

Students' Seneca email is automatically generated once the application to the College is received. Students must check their Seneca email daily as all email communication between faculty and students will be through the Seneca email system **ONLY**. Students requiring information regarding Technology should refer to the following website.

<https://inside.senecacollege.ca/its/support/newstudent.html>

### **Email etiquette**

[https://www.youtube.com/watch?v=IC\\_b57-4eh0](https://www.youtube.com/watch?v=IC_b57-4eh0)

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## **NCLEX-RN® Licensure Exam Undergraduate Nursing Student Information**

### **Introduction**



The National Council Licensure Examination (NCLEX-RN) is an international examination for the licensing of registered nurses in the United States, Canada and Australia since 1982, 2015 and 2020 respectively. All students graduating with a BScN from the York-Seneca-Georgian Collaborative program must successfully pass the NCLEX in order to be registered by the College of Nurses of Ontario.

<https://www.cno.org/en/become-a-nurse/entry-to-practice-examinations/nclex-rn/exam-writers/>

Successful completion of BScN degree does not guarantee of NCLEX success.

Continuous, systematic preparation over all four years of the program is recommended. This preparation needs to occur parallel to the regular academic courses. The American National Council of State Boards of Nursing (NCSBN) is the body that develops the NCLEX exam. Every three years, they publish a test plan, which describes in detail the content categories on the exam. Students should review the test plan carefully and regularly to aid in success on the NCLEX exam. Future changes to the NCLEX test plan will occur in 2023.

The test plan and many other resources can be found on the NCSBN website:

<https://www.ncsbn.org/nclex.htm>

#### **Features of a Successful NCLEX Writer:**

- *First-time writers are more successful than those who write more than one time; subsequent test writing success drops significantly with each attempt*
- *Test writing experience in advance promotes success. Successful first time NCLEX writers will have completed a minimum of sample practice of 10 000 test questions.*
- *Writing as soon after graduation enhances your ability to be successful (ideally within 8 weeks of completing your degree).*
- *Test success is strongly associated with academic grades (i.e. B or higher) in nursing 'predictor courses' (eg. Anatomy, pharmacology, pathophysiology, research, health and healing) and passing all clinical courses*
- *If necessary, students who self-identify the need for additional support if at academic risk\* and take remedial action to increase academic grades are more successful*
- *Develops and follows a long term, self-directed, focused preparation plan over four years*

\*grades below B 72% average of nursing predictor courses and/or difficult passing clinical courses

#### **NCLEX Preparation Timeframe**

Preparation for NCLEX success depends on following a self-directed progressive learning plan and actions. The following specific learning activities are recommended for each academic year. Students should always be encouraged to reach out to faculty, course directors, coordinators and campus supports for guidance and assistance. We want you to succeed!

##### **Year 1**



- Take workshops in post-secondary level test taking and studying strategies
- Improving ability to manage testing stress and anxiety
- Achieve excellent grades in Anatomy & Physiology courses (minimum B or 72%)
- Self- identify learning styles and learning methods that work for you e.g. visual, audio, experiential, to improve learning success
- Explore resources on campus to improve success (advisors, student supports)
- Purchase and explore NCLEX support products beyond course requirements (e.g. HESI case study product)
- Focus on mastery of key NCLEX content (e.g. nursing process, safety and infection control, basic care and comfort, caring, communication)

## **Year 2**

- Explore NCLEX support products beyond course requirements (e.g. HESI case study product)
- Obtain NCLEX review/resource textbook and practice questions related to course content and concepts
- Explore third party resources (such as paid access question banks, NCLEX support products not used in courses) to achieve minimum question thresholds (e.g. 2500/year)
- Complete program progression portfolio if off schedule for degree completion
- Review NCLEX test plan and current nursing courses to determine areas of focus for Year 2 (e.g. management of care, health promotion, physiological integrity, pharmacological and parental therapies, and physiological adaptation).
- Achieve excellent grades in Pharmacology, Pathophysiology and Health and Healing (3 & 4) courses (minimum B or 72%)
- Take sample comprehensive test in resource text/third party resource and identify areas of strength and areas for improvement; dedicating time and attention to improving results.

## **Year 3**

- Continue to use NCLEX support products within and outside course requirements to complete a target of 5000-7500 questions by end of year 3.
- Take sample comprehensive test in resource text/third party resource and identify areas of strength and areas for improvement; dedicating time and attention to improving results.
- Review NCLEX test plan and current nursing courses to determine areas of focus for Year 3 (e.g. teaching and learning, culture and spirituality, health promotion and maintenance, psychosocial integrity).
- Achieve excellent grades in Research & Inquiry, Microbiology, and Health and Healing (5 & 6) courses (minimum B or 72%)

## **Year 4**



- Continue to use NCLEX support products within and outside course requirements to complete a target 10 000 questions by end of year 4.
- Take several sample comprehensive tests (in addition to course based sample tests) in resource text/third-party resource and identify areas of strength and areas for improvement; dedicating time and attention to improving results.
- Create and follow detailed year-long self-study plan with SMART goals, specific strategies and relevant timelines.
- Take refresher course for NCLEX as necessary
- Explore live review and NCLEX prep courses offered by third party vendors.
- Purchase and use current NCLEX prep-textbook (if using older copy)
- Complete all documents for CNO during last term/semester to aid in timely access to exam bookings.
- Review NCLEX test plan and current nursing courses to determine areas of focus for Year 4 (e.g. all areas of the test plan). Ensure you review the test plan that is current for the exam year you will write in.
- Achieve excellent grades in Health and Healing courses (minimum B or 72%).
- Create and follow a post-degree completion study plan; avoid working full time, commit to daily study and practice in the weeks leading up to your writing.
- Be well rested, focused and prepared the day of the exam. Check out the exam location in advance, plan for parking, commute time, and day of exam jitters.

## Resources

Please note, none of the resources below are officially endorsed by the School of Nursing. These are resources that previous students have found helpful.

### Textbook Resource

Saunders Canadian Comprehensive Review for the NCLEX-RN Examination:

<https://evolve.elsevier.com/cs/product/9781771720601?role=student>

### Web Based Resource

Canadian Nurses Association NCLEX-RN Exam Resources Page: <https://cna-aiic.ca/en/nursing-practice/the-practice-of-nursing/regulation-of-rns/rn-exam/nclex-rn-exam-resources>

Includes both paid and free resources from a variety of providers and formats, including NCSBN.

## Nursing Organizations

### Canadian Nursing Students' Association (CNSA)

The Canadian Nursing Students' Association is the national voice of Canadian nursing students.



Website: <http://cnsa.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.

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, nurse practitioners and nursing students in Ontario.

Website: <http://rnao.ca/>



### BScN Prerequisites and Corequisites (Years 1 and 2)

| Semester 1  |   |   |   |
|-------------|---|---|---|
| Course Code | Prerequisite<br>(Course must be completed before taking the course) | Corequisites<br>(Course must be taken at the same time as, or prior to, another course) | If this Course is dropped, these course(s) must also be dropped |
| HAP 101     | None  | None  |   |
| NUR 101     | None  | None  |   |
| NUR 102     | None  | None  |   |
| NUR 110     | None  | None  |   |
| Semester 2  |   |   |   |
| HAP 201     | HAP101  | NUR201/NUR220<br>NUR203   | NUR201/NUR220<br>NUR203   |
| NUR 201     | NUR101<br>NUR102<br>NUR110  | NUR220<br>NUR203<br>HAP201  | NUR220<br>NUR203<br>HAP201                                      |
| NUR220      | NUR101<br>NUR102<br>NUR110  | NUR201<br>NUR203<br>HAP201  | NUR201<br>NUR203<br>HAP201                                      |
| NUR 203     | HAP101<br>NUR101<br>NUR102<br>NUR110                                | NUR201/NUR220<br>HAP201   | NUR201/NUR220<br>HAP201   |
| Semester 3  |   |   |   |
| HDP 301     | HAP201  | NUR301/NUR320<br>NUR304<br>NUR310   | NUR301/NUR320<br>NUR304<br>NUR310                               |
| NUR 301     | HAP201<br>NUR201<br>NUR220<br>NUR203                                | HDP301<br>NUR320<br>NUR304<br>NUR310  | HDP301<br>NUR320<br>NUR304<br>NUR310                            |
| NUR320      | HAP201<br>NUR201<br>NUR220<br>NUR203                                | HDP301<br>NUR301<br>NUR304<br>NUR310  | HDP301<br>NUR301<br>NUR304<br>NUR310                            |
| NUR 304     | HAP201<br>NUR201  | HDP301<br>NUR301/NUR320<br>NUR310   | HDP301<br>NUR301/NUR320<br>NUR310                               |
| NUR 310     | HAP201<br>NUR201<br>NUR203  | HDP301<br>NUR301/NUR320<br>NUR304   | HDP301<br>NUR301/NUR320<br>NUR304                               |
| Semester 4  |   |   |   |
| HDP 401     | HDP301  | NUR401/NUR420<br>NUR402<br>NUR403   | NUR401/NUR420<br>NUR402<br>NUR403                               |
| NUR 401     | HDP301<br>NUR301<br>NUR320<br>NUR304<br>NUR310                      | HDP401<br>NUR420<br>NUR402<br>NUR403  | HDP401<br>NUR420<br>NUR402<br>NUR403                            |
| NUR420      | HDP301<br>NUR301<br>NUR320<br>NUR304<br>NUR310                      | HDP401<br>NUR401<br>NUR402<br>NUR403  | HDP401<br>NUR401<br>NUR402<br>NUR403                            |
| NUR 402     | NUR102<br>NUR301<br>NUR320  | HDP401<br>NUR401/NUR420<br>NUR403   | NUR403<br>NUR401/NUR420<br>HDP401                               |
| NUR 403     | NUR102<br>NUR320  | HDP401<br>NUR401/NUR420<br>NUR402   | HDP401<br>NUR401/NUR420<br>NUR402                               |



### BScN Late Assignment Submission Form

|                 |  |
|-----------------|--|
| Student Name:   |  |
| Student Number: |  |
| Student email:  |  |
| Course Code:    |  |

|                                     |       |
|-------------------------------------|-------|
| Requested new date for submission:  |       |
| State reason for extension request: |       |
| Student Signature:                  | Date: |
| Professor Signature:                | Date: |



### Request for Deferred Evaluation

Students must notify the professor and the academic coordinator by Seneca email within **48 hours** of the missed evaluation.  
Students must submit this form and the required documentation within **one week** of the missed evaluation.

#### Student Information

Student Name: \_\_\_\_\_ Student ID: \_\_\_\_\_

Email Address: \_\_\_\_\_

#### Course Information

Term:  
(Please circle) Fall Winter Spring

Course Code and Section: \_\_\_\_\_

Course Professor: \_\_\_\_\_

Missed evaluation: \_\_\_\_\_

Date and time of scheduled evaluation: \_\_\_\_\_

Date and time of professor notification: \_\_\_\_\_

#### Reason for deferred request

- ☐ Incapacitating illness
- ☐ Death in the family
- ☐ Religious, Indigenous or Spiritual observance by the student
- ☐ Legal proceedings
- ☐ Varsity athlete

☐ Supporting documentation provided

Comments: \_\_\_\_\_

☐ I understand that, if granted, my deferred evaluation must be written on the assigned date and cannot be deferred again.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

#### Professor/Academic Coordinator Information

- ☐ Request for deferred evaluation denied. Grade for evaluation will be zero (0).
- ☐ Request for deferred evaluation approved.

Deferral Date and Time: \_\_\_\_\_ Location: \_\_\_\_\_

Professor Signature: \_\_\_\_\_ Date: \_\_\_\_\_



| BScN Grade Reappraisal Request Form |  |
|-------------------------------------|--|
| Student Name:                       |  |
| Student Number:                     |  |
| Student email:                      |  |
| Course Code:                        |  |

I am requesting to have my tangible work reappraised. I have spoken with my 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 student must submit the following to the Academic Coordinator **within ten (10) days of the release of final grades on Student Center:**

|  |  |
|--|--|
|  | BScN Grade Reappraisal Request Form  |
|  | A blind (name and student number removed), clean copy of the original tangible work for reappraisal. |
|  | Original tangible work with comments and/or feedback   |
|  | Marking outline/grading rubric for the tangible work.  |
|  | Instructions regarding the tangible work for reappraisal.  |

### To be completed by the Chair or Academic Coordinator

|                                       |                        |                           |
|---------------------------------------|------------------------|---------------------------|
| All documents have been received.     | <b>YES</b>             | <b>NO</b>                 |
| The reappraisal will be completed by: |                        |                           |
| Result of the reappraisal is:         | <b>original grade:</b> | <b>reappraised grade:</b> |
| Overall grade in course               | <b>original grade:</b> | <b>reappraised grade:</b> |
| <b>Student notified</b>               |                        |                           |