



School of Nursing
Faculty of Health Sciences

2011 – 2012

ACADEMIC INTEGRITY

“Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility (as articulated by the Centre for Academic Integrity, Duke University; see www.academicintegrity.org), all of which are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the “freedom of inquiry and exchange of ideas” essential to the intellectual life of the University (see <http://www.queensu.ca/secretariat/senate.html>) Queen’s students, faculty, administrators and staff therefore all have ethical responsibilities for supporting and upholding the fundamental values of academic integrity.”

Notice

The University shall not be liable if circumstances beyond its control result in restrictions in the number and range of course or program choices available to students, or in the cancellation of classes during the academic year. Circumstances beyond the University’s control include, without limitation, budget shortfalls, timetable constraints, fire, explosion, natural disaster, power failure, rules or requirements of any government or legal body having jurisdiction, and labour unrest (such as strikes, slow downs, picketing, or boycott). The University reserves the right to limit access to courses or programs, and at its discretion, to withdraw particular programs, options, or courses altogether. In such circumstances, the University undertakes to the best of its ability to enable students registered in affected programs to complete their degree requirements.

The Senate and the Board of Trustees of Queen’s University reserve the right to make changes in courses, programs and regulations described in the *Calendar*, in either its printed or electronic form, at any time without prior notice.

Notification of disclosure to Statistics Canada

Under the Federal *Privacy Act*, individuals can request access to their own, individual information held on federal information banks, including those held by Statistics Canada.

The Federal *Statistics Act* provides the legal authority for Statistics Canada to obtain access to personal information held by educational institutions. The information may be used only for statistical purposes, and the confidentiality provisions of the *Statistics Act* prevent the information from being released in any way that would identify a student.

Students who do not wish to have their information used are able to ask Statistics Canada to remove their identification and contact information from the national database.

Further information on the use of this information can be obtained from Statistics Canada’s web site: <http://www.statcan.gc.ca/> or by writing to the Postsecondary Section, Centre for Education Statistics, 17th Floor, R.H. Coast Building, Tunney’s Pasture, Ottawa, K1A 0T6

School of Nursing Faculty of Health Sciences Calendar 2011-12

Timetable Information

Students are advised to consult the 2011-12 Draft Timetable and the Final Timetable. Not every course listed in this *Calendar* is offered every year. For the most up-to-date information on course offerings in the current year, check SOLUS or consult with the appropriate departmental offices.

Please check the online calendar for updates at <http://www.queensu.ca/calendars/nursing>.

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Sessional Dates 2011-12

**** Refer to the Faculty of Arts and Science calendar at <http://www.queensu.ca/calendars/artsci/> for Sessional Dates for Fall, Winter, Summer and multi-term courses in the Faculty of Arts and Science.**

March 2011

- 4 Last date to drop Winter Term courses
- 15 Last date to apply for admission to the Upper-Year Program at the Bader International Study Centre (Herstmonceux) for Summer Term (May-June Session)

April 2011

- 8 Winter Term classes end
- 9-13 Winter Term pre-exam study period
- 14-30 Final examinations for multi-term and Winter Term courses
- 22 Good Friday
- 30 Last date to apply to graduate in Spring 2011

May 2011

- 2 Summer Term (May-June Session) for B.N.Sc. AST Year 3 and Year 4 begins
- 6 Last date to apply for admission to the Upper-Year Program at the Bader International Study Centre for Summer Term (June-July Session)
- 6 Last date to drop Summer Term courses (May-June Session) without financial penalty
- 23 Victoria Day (classes will not be held)
- 27 Last date to drop Summer Term (May-June Session) courses

June 2011

- NOTE: Spring 2011 Convocation dates: See www.queensu.ca/registrar/grad/index.html to view these dates**
- 1 Last date for Queen's students to apply for admission to a Dual Degree Program in the Faculty of Arts and Science for Fall Term
 - 24 Summer Term (May-June Session) for B.N.Sc. AST Year 3 and Year 4 ends
 - 27 Summer Term (June-September Session) for B.N.Sc. AST Year 4 begins

July 2011

- 1 Canada Day (classes will not be held)
- 8 Last date to drop Summer Term (June-September Session) courses without financial penalty
- 15 First date to apply to graduate in Fall 2011
- 29 Last date to drop Summer Term (June- September Session) courses

August 2011

1 Civic Holiday (classes will not be held)

September 2011

1 Tuition fees due in full for all Fall and Winter Terms
2 Summer Term (June-September) for B.N.Sc. AST Year 4 ends
4 Orientation Week begins (arrival day)
5 Labour Day
6 Welcoming Ceremony for new students
12 Fall Term classes begin
23 Last date to register in Fall Term and multi-term
23 Last date to add Fall Term and multi-term courses
23 Last date to drop Fall Term and multi-term courses without financial penalty
30 Last date to apply to graduate in Fall 2011 (tentative)

October 2011

10 Thanksgiving Day (classes will not be held)
16 University Day

November 2011

4 Last date to drop Fall Term courses
11 Remembrance Day service (classes cancelled 10:30 – 11:30 a.m.)
15 First date to apply to graduate in Spring 2012 (tentative)
Fall Convocation for the Faculty of Health Sciences

December 2011

1 Last date for Queen's students to apply for admission to a Dual Degree Program in the Faculty of Arts and Science for Winter Term
2 Fall Term classes end
3-6 Fall Term pre-exam study period
6 Commemoration Day (academics cancelled)
7-21 Final examinations in Fall Term courses and mid-year tests in multi-term courses

January 2012

9 Last date for students not registered in any other course to register in Winter Term without financial penalty
9 Winter Term classes begin
20 Last date to add Winter Term courses
20 Last date to drop Winter Term without financial penalty
20 Last date to drop multi-term courses

February 2012

- 20 Family Day (classes will not be held)
- 20-24 Mid-term Reading Week

March 2012

- 2 Last date to drop Winter Term courses
- 15 Last date to apply for admission to the Upper-Year Program at the Bader International Study Centre (Herstmonceux) for Summer Term (May-June Session)

April 2012

- 6 Winter Term classes end
- 6 Good Friday (classes will not be held)
- 7-11 Winter Term pre-exam study period
- 12-28 Final examinations in Winter Term and multi-term courses
- 30 Last date to apply to graduate in Spring 2012 (tentative)

May 2012

- 1 Summer Term (May-June Session) for B.N.Sc. AST Year 3 and Year 4 begins (tentative)
- 11 Last date to apply for admission to the Upper-Year program at the Bader International Study Centre (Herstmonceux) for Summer Term (June-July Session)
- 11 Last date to drop Summer Term (May-June Session) courses without financial penalty
- 21 Victoria Day (classes will not be held)

June 2012

NOTE: Spring 2012 Convocation dates will be determined in Fall 2011. See www.queensu.ca/registrar/grad/index.html to view these dates

- 1 Last date for Queen' s students to apply for admission to a Dual Degree Program in the Faculty of Arts and Science for Fall Term
- 22 Summer Term (May-June Session) for B.N.Sc. AST Year 3 and Year 4 ends (tentative)
- 25 Summer Term (June-August Session) for B.N.Sc. AST Year 4 begins (tentative)

July 2012

- 2 Canada Day Holiday (classes will not be held)
- 9 Last date to drop Summer Term (June-August Session) courses without financial penalty
- 15 First date to apply to graduate in Fall 2012 (tentative)
- 30 Last date to drop Summer Term (June-August Session) courses

August 2012

- 6 Civic Holiday (classes will not be held)
- 31 Summer Term (June-August) for B.N.Sc. AST Year 4 ends (tentative)

September 2012

- Orientation week begins (arrival day)
- 2 Labour Day
- 3 Welcoming Ceremony for new students
- 4 Fall Term classes begin

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The School of Nursing

Mission

The Mission of Queen's University School of Nursing is to advance learning and scholarship in the discipline and profession of nursing. Such advancement will be achieved through the educational, scholarly and clinical pursuits of the students, faculty, and alumnae of the school.

Goals

1. Provide excellent undergraduate programs to outstanding students that prepare future nursing leaders.
2. Prepare Baccalaureate students who will start their professional career capable of providing quality nursing practice.
3. Promote innovation and excellence in research and scholarly activity.
4. Support initiatives to sustain and expand quality academic programs and research.
5. Provide a comprehensive graduate program to prepare students for the advancement of the discipline.
6. Integrate education in Patient Centred Care and Collaborative Interprofessional Practice throughout the undergraduate and graduate programs.

Programs Offered

GRADUATE

DOCTOR OF PHILOSOPHY

The Doctor of Philosophy program is a four-year, full-time program.

MASTER OF SCIENCE

The Master of Science in Nursing program is a two-year, full-time program. The program has a research-focused, thesis-based pattern as well as a course-based pattern designed for those interested in Primary Health Care nursing.

POST BACCALAUREATE

PRIMARY HEALTH CARE NURSE PRACTITIONER CERTIFICATE

The PHCNP program is a one year full-time program. It may be taken part-time however, over two years.

UNDERGRADUATE

BACHELOR OF NURSING SCIENCE

The program of study for the undergraduate degree program consists of various tracks:

1 The track of study for secondary school graduates and students with some university education is four years in length. This track of study should be taken full time.

2 The Advanced Standing Track of study is for students with 10 full course credits from a University. One must be an introductory psychology course and one a physiology course. This track of study is two full calendar years (including Summer Session) and students are required to take a full normal course load. A maximum of 27 credit units will be transferred from previous university studies upon admission to the Advanced Standing Track (AST). Students must take 96 credit units while registered as a student in the AST. AST students take the same required courses as those in the B.N.Sc. track of study for secondary school graduates but in a different sequence.

Graduates of these two tracks may apply to the College of Nurses of Ontario to write the registration examination in the province of Ontario in order to secure registration to practice with the title "Registered Nurse."

3 The track of study for Registered Nurses can be completed in 20 months (two academic years), depending on availability and scheduling of courses. Nurses registered with the College of Nurses of Ontario, or nurses eligible for registration in Ontario, may apply to this track. Registered Nurses may take courses on a part-time basis.

4 Students are expected to complete the courses within the track to which they were accepted. In exceptional situations, students may be able to complete a course offered in a different track of study. The decision will be made by the Undergraduate Academic Progress and Graduation Committee.

Bachelor of Nursing Science

Philosophy

The philosophy of Queen's University School of Nursing is consistent with the mission and vision of Queen's University and reflects the nursing faculty belief that exemplary nursing practice is built upon the foundational blocks of the sciences and arts. The purpose of the nursing program is to educate individuals to competently address the health needs of individuals, families, and communities in a variety of environments. Central to the program are the five core concepts of client, health, environment, nursing, and transitions.

Nursing is a dynamic profession requiring critical and reflective thinking based on current scientific rationale, as well as humanistic perspectives. Partnering with individuals, families, and communities, nurses assist their clients through various life transitions, using sound decision-making and therapeutic communication in their interactions. Competent care requires not only an understanding of bio-psychosocial processes, but also the socio-environmental and cultural contexts that affect clients, families, and communities.

We believe these approaches to academic excellence prepare practitioners to make caring connections and allow learners to transition – integrating sciences, humanities, and evidence-based health care – into their professional roles as nurses and life-long learners. We believe students should have the opportunity to learn interprofessionally with, from, and about each other. Students learn best from nursing faculty and nursing role models who foster caring and inquiry into human transitions from theoretical, practice, and research perspectives.

Program Overview

The program of study for the undergraduate degree program consists of three tracks:

- The track of study for secondary school graduates and students with some university education is four years in length. Normally, this track of study should be taken full time.
- The Advanced Standing Track of study is for students with 10 full course credits from a University. See section on Admission Requirements for specific course prerequisites (5b). This track of study is two full calendar years (including Summer Session) and students are required to take a full normal course load. A maximum of 27 credit units will be transferred from previous university studies upon admission to the Advanced Standing Track (AST). Student must take 96 credit units while registered as a student in the AST. AST students take the same required courses as those in the B.N.Sc. track of study for secondary school graduates but in a different sequence.

Graduates of these two tracks may apply to the College of Nurses of Ontario to write the registration examination in the province of Ontario in order to secure registration to practice with the title "Registered Nurse."

- The track of study for Registered Nurses can be completed in 20 months (two academic years), depending on availability and scheduling of courses. Nurses registered with the College of Nurses of Ontario, or nurses eligible for registration in Ontario, may apply to this track. Registered Nurses may take courses on a part-time basis.

Students are expected to complete the courses within the track to which they were accepted. In exceptional situations, students may be able to complete a course offered in a different track of study. The decision will be made by the Undergraduate Academic Progress and Graduation Committee.

Program Goals

Graduates of the B.N.Sc. program will:

- provide competent and culturally sensitive nursing service in response to changing needs of society and according to prevailing legal and ethical standards.
- use critical thinking, problem-solving, and scientific inquiry in the practice of nursing, and in monitoring and ensuring quality of health care practices.
- communicate effectively in relationships with clients and health care professionals.
- use nursing knowledge and skills in partnership with individuals and families and other health care professionals to maintain and promote health and well-being and provide care and support during illness.
- use population-based and intersectoral approaches to assess, protect, and promote the health of communities.
- appreciate how specific environments and socio-political conditions affect health behaviour, professional practice, and public policy.
- apply leadership and managerial abilities and political skills to attain quality care for clients and quality of work-life for co-workers.
- engage in self-directed learning, reflective, and evidence-based practice.

B.N.Sc. Track of Study for Secondary School Graduates

YEAR 1

Fall Courses		Credit Units	Winter Courses		Credit Units
NURS 101	Professional Relationships	3	NURS 100	Nutrition and Health	3
NURS 323	Introduction to Statistics and Data Analysis	3	NURS 108	Introduction to Promoting Decision Making for Health	3
MICR 121	Microbiology for Nursing Students	3	BCHM 102	Introduction to Biochemistry	3
IDIS 150	Introduction to Anatomy and Physiology	-	IDIS 150	Introduction to Anatomy and Physiology (cont'd)	6
PSYC 100	Principles of Psychology	-	PSYC 100	Principles of Psychology (cont'd)	6
Total Year 1					30

YEAR 2

Fall Courses		Credit Units	Winter Courses		Credit Units
PHGY 350	Pathophysiology	3	PHAR 230	Pharmacology for Health Sciences	3
PSYC 251	Developmental Psychology	3	NURS 207	Nursing Care of Acutely Ill Hospitalized Clients	3
NURS 202	Health Assessment	3	NURS 209	Gerontological Nursing	3
NURS 205	Common Health Challenges and Implications for Care I	3	NURS 324	Nursing – Principles and Applications of Nursing Research	3
NURS 206	Introduction to the Nursing Care of Adults/Elderly Adults	3	Elective*		3
Total Year 2					30

YEAR 3

Fall Courses		Credit Units	Winter Courses		Credit Units
NURS 305	Common Health Challenges and Implications for Care II (Fall or Winter)	3	NURS 370	Family-Centred Maternal Child Nursing Care (Fall or Winter)	6
NURS 325	Complex Psychosocial and Mental Health Issues and Advanced Therapeutic Processes (Fall or Winter)	3	NURS 371	Nursing Practicum: Maternal and Child, Family-Centred Nursing Care (Fall or Winter)	6
NURS 345	Nursing Practicum: Nursing of Adults with Acute and Chronic Physiologic and Mental Health Challenges (Fall or Winter)	6			
Elective*		3	Elective*		3
Elective*		3			
Total Year 3					33

Note: All students will take NURS 370, 371 and NURS 305, 325, 345 in either Fall or Winter Term.

YEAR 4

Fall Courses		Credit Units	Winter Courses		Credit Units
NURS 403	Concepts of Acute and Critical Illness	3	NURS 401	Current Issues in Nursing and Health Care	3
NURS 404	Community Health Promotion Theory	3			
NURS 405	Practicum in Community Health Promotion	6			
NURS 414	Management and Leadership in Health Care	3	NURS 492	Integrated Practicum	9
Elective*		3	Total Year 4		30

The total number of required units for B.N.Sc. degree **123**

* Electives may be chosen from any of the courses within Queen's University. SOCY 122 is strongly recommended as one elective choice.

*One elective (3 credit units) must be a Humanities course: Art History, Classics, Drama, English Language and Literature, Film Studies, Fine Art, Gender Studies, History, Jewish Studies, Medieval Studies, Music, Philosophy, Religious Studies.

Note: Courses below the 010 level (for example MATH 006) may not be used for credit in the nursing program.

The B.N.Sc. Advanced Standing Track of Study for Students with 10 Full University Courses

YEAR 3

Fall Courses	Credit Units	Winter Courses	Credit Units
NURS 101 Professional Relationships	3	NURS 108 Introduction to Promoting Decision Making for Health	3
NURS 202 Health Assessment	3	NURS 206 Introduction to the Nursing Care of Adults/Elderly Adults	3
NURS 205 Common Health Challenges and Implications for Care I	3	NURS 305 Common Health Challenges and Implications for Care II	3
PHGY 350 Pathophysiology	3	NURS 370 Family-Centred Maternal Child Nursing Care	6
PSYC 251 Developmental Psychology	3	PHAR 230 Pharmacology for Health Sciences	3
Summer (May-June)			
NURS 207 Nursing Care of Acutely Ill Hospitalized Clients	3	NURS 371 Nursing Practicum: Maternal and Child, Family-Centred Nursing Care (Fall or Winter)	6
Total Year 3			42

YEAR 4

Fall Courses	Credit Units	Winter Courses	Credit Units
NURS 323 Introduction to Statistics and Data Analysis	3	NURS 100 Nutrition and Health	3
NURS 403 Concepts of Acute and Critical Illness	3	NURS 209 Gerontological Nursing	3
NURS 404 Community Health Promotion Theory	3	NURS 324 Nursing – Principles and Applications of Nursing Research	3
NURS 414 Management and Leadership in Health Care	3	NURS 325 Complex Psychosocial and Mental Health Issues and Advanced Therapeutic Processes	3
MICR 121 Microbiology for Nursing Students	3	BCHM 102 Introduction to Biochemistry	3
Summer (May-June)		Summer (July-August)	
NURS 345 Nursing Practicum: Nursing of Adults with Acute and Chronic Physiologic and Mental Health Challenges	6	NURS 401 Current Issues in Nursing and Health Care	3
NURS 405 Practicum in Community Health Promotion	6	NURS 492 Integrated Practicum	9
Total Year 4			54

The total number of required units for B.N.Sc. degree for the Advanced Standing Track of study **96**

B.N.Sc. Track of Study for Registered Nurses

This track of study is for graduates of Colleges of Applied Arts and/or Technology (CAAT). Non-CAAT graduates should seek program counselling. Please note that course counselling is advisable because of timetabling considerations.

Arts and Science		Credit Units
IDIS 150	Introduction to Anatomy and Physiology or Physiology 210/212/214 or equivalent	6
One of:	Sociology, Political Science, Philosophy	3
One of:		
ANAT 100	or Anatomy 101 (only for those students taking Physiology 210/212/214), or	
BCHM 102	Introduction to Biochemistry, or	
MICR 121	Microbiology for Nursing Students, or	3
PHGY 350	Pathophysiology, or	
PHAR 230	Pharmacology for Health Sciences	
Electives	Queen's University Courses Only See Arts and Science Calendar (electives may be 3 or 6 credit unit courses)	15

NOTE: Courses below the 010 level (for example MATH 006) may not be used for credit in the nursing program.

Nursing Science		Credit Units
NURS 100	Nutrition and Health	3
NURS 323	Introduction to Statistics and Data Analysis	3
NURS 324	Principles and Applications of Nursing Research	3
NURS 370	Family-Centred Maternal Child Nursing Care	6
NURS 403	Concepts of Acute and Critical Illness	3
NURS 404	Community Health Promotion Theory	3
NURS 405	Practicum in Community Health Promotion	6
NURS 414	Management and Leadership in Health Care	3
Total number of required units for the track of study for Registered Nurses		57

Admission Requirements

The admission requirements stated in this chapter are minimum requirements. Preference will be given to applicants with the best qualifications. The actual standing required for admission may be higher than the minimum levels stated. Both men and women are considered equally for admission to the nursing program.

Academic Requirements

Applicants must meet academic requirements under one of the following categories:

1 ADMISSION FROM ONTARIO SECONDARY SCHOOLS

Applicants from the Ontario Secondary School system must complete the Ontario Secondary School Diploma (OSSD) and a minimum of four Grade 12 U courses (including ENG4U*, SBI4U, SCH4U, and any 4U MATH) and two additional 4U or 4M courses.

*A minimum grade of 75% (or equivalent) in English is required for admission consideration.

2 ADMISSION FROM NON-ONTARIO SECONDARY SCHOOLS

Admission from other Canadian Provinces and Territories

Applicants from Alberta, British Columbia, Manitoba, New Brunswick, Newfoundland and Labrador, Nova Scotia, Prince Edward Island, Saskatchewan, Yukon, the Northwest Territories, and Nunavut must have university preparatory courses in Grade 12 Biology, Chemistry, English*, and a Mathematics, and must satisfy secondary school graduation requirements. Quebec applicants must have one academic year in CEGEP beyond the Secondary V diploma. Prerequisite courses in Biology, Chemistry, English*, and Mathematics must be at the CEGEP level. Applicants are encouraged to visit <http://www.queensu.ca/admission> for region-specific admission requirements.

*A minimum grade of 75% (or equivalent) in English is required for admission consideration.

Admission from the United States

Candidates who will be graduating from a university preparatory program will be considered for admission. Applicants must provide either S.A.T. I results (a minimum combined score of 1200 points is required with at least 580 in the verbal category and 520 in the mathematical category) or ACT results (a minimum score of 26 is required), rank in class if available, and a profile of their high school. Applicants must have Grade 12 English* (two terms), four (preferably five) full-year courses in Mathematics, and one (preferably two) full-year courses in Biology and Chemistry. Prerequisite courses should be completed at the Junior or Senior level.

*A minimum grade of 75% (or equivalent) in English is required for admission consideration.

Admission from Other Educational Systems

Specific admission requirements may be viewed on the Undergraduate Admission website at www.queensu.ca/admission.

3 ADVANCED PLACEMENT

A maximum of 18 units may be granted for Advanced Placement examinations passed with a grade of 4 or higher. Official examination results must be forwarded to Undergraduate Admission.

4 INTERNATIONAL BACCALAUREATE SYSTEM

Candidates completing the IB diploma may be considered for admission provided they pass six subjects, with at least three at the Higher Level, and accumulate a minimum total grade of 28, not including bonus points. The six subjects taken must include the prerequisite courses of HL or SL English, Biology, Chemistry, and Mathematics. A minimum predicted/final score of five in English is required. Whether or not the IB diploma has been completed, a maximum of 18 units may be granted for HL courses completed with a score of five or greater.

5 ADMISSION FOR UNIVERSITY STUDENTS

Applicants must present, at either the Senior Secondary School or University level, courses in Cell Biology, Introductory Chemistry, English*, and Mathematics.

*A minimum grade of 75% (or equivalent) in Senior Secondary School English or a 60% in a University English course is required for admission consideration.

Students with previous university education have two options.

a Four-year B.N.Sc. Program

Transfer credits will be granted for comparable courses reducing the course load, but the program remains four years in length.

b Advanced Standing Track (AST)

This program is available to students applying to transfer into nursing from other disciplines with at least 10 full university courses, two of which must be the following: i) a full-year introductory psychology course or, alternately, one half-year introductory psychology course plus a second half-year psychology course, and ii) a full-year human physiology course or, alternately, one half-year course in human physiology plus one half-year course in human anatomy. Final grades for all prerequisite courses must be available by 30 June. The AST is two full calendar years (including Summer Session) during which students are required to take a full normal course load. Admission to the AST is academically competitive; applicants need a minimum B cumulative standing for admission consideration. Successful applicants must seek course counselling from the AST Academic Advisor in the School of Nursing.

Queen's University subscribes to the following General Policy on the Transfer of Course Credits, as adopted by the Council of Ontario Universities:

Acceptance of transfer credits among Ontario Universities shall be based on the recognition that, while learning experiences may differ in a variety of ways, their substance may be essentially equivalent in terms of their content and rigor. Insofar as possible, acceptance of transfer should allow for the maximum recognition of previous learning experiences in university-level courses. The acceptance of course credit is subject to: 1) admission, and 2) degree, grade, and program requirements. Further details regarding transfer credit policies can be obtained by contacting Undergraduate Admission, Office of the University Registrar.

6 ADMISSION TO THE REGISTERED NURSE PROGRAM OF STUDY

Nurses registered with the College of Nurses of Ontario, or nurses eligible for registration in Ontario may apply to the track for Registered Nurses. Students must complete the total number of units required for the B.N.Sc. degree at Queen's University. Normally, full-time students can complete requirements for the B.N.Sc. degree in 20 months (two academic years), depending on availability and scheduling of courses. Admission requirements include an Ontario Community College Nursing Diploma (or equivalent) with a minimum overall B average and registration with the College of Nurses of Ontario (or equivalent).

Registered Nurses who have been admitted to the School of Nursing degree program may complete the requirements on a part-time basis. For part-time students, enrolment in clinical nursing courses is dependent on spaces available. Students enrolled in the degree program and who wish to study on a part-time basis may register for up to 6 units per term (Fall, Winter, or Summer).

Nurses who are contemplating applying for admission to the baccalaureate program for Registered Nurses may wish to seek program counselling from the Post RN advisor at the School of Nursing regarding the track of study, prerequisites, and qualifications.

7 ADMISSION PROCESS FOR ABORIGINAL CANDIDATES

In recognition of the need to encourage participation by members of the Aboriginal community in post-secondary education, Queen's University offers Aboriginal candidates an additional and alternative pathway for admission to the first year of a full-time, first-entry undergraduate degree program.

Aboriginal candidates must apply through the Ontario Universities' Application Centre (OUAC) and should expect to meet the general admission conditions for each program (at minimum the university admission average of 75%) and deadlines for undergraduate admission, including completion of the Personal Statement of Experience (PSE) and any applicable supplementary essays.

Offers of admission will be made to Aboriginal candidates whose total application shows strong evidence of academic preparedness and potential. Students who are admitted under this policy will be encouraged to make use of the academic advising and academic support services available to all students at Queen's University. The Aboriginal Council of Queen's University, the Queen's Native Students Association, and the Four Directions Aboriginal Student Centre are important resources for Aboriginal students. In addition, the students will be introduced to the contacts and services available at the Four Directions Aboriginal Student Centre during the application process, upon admission, and during Orientation Week. Queen's University encourages students to access these services throughout their time at Queen's.

Candidates seeking admission consideration under this policy should submit a separate letter to Undergraduate Admission stating that they wish to be considered under this policy and provide evidence of Aboriginal ancestry. An Aboriginal Person is considered an Indigenous Person of North America (treaty status, non-status, Métis, or Inuit). In addition to the student's Personal Statement of Experience, admission to Queen's University will depend on the assessment of the student's program prerequisites (or equivalences) as well as the student's overall average. The number of students admitted each year under this policy will be determined in the annual enrolment plan upon consultation with the faculties and schools.

If you have questions about applying through this policy please contact Ashley Maracle, the [Queen's Aboriginal Recruitment and Admission Representative](#).

8 RE-ADMISSION TO THE SCHOOL OF NURSING

Students, in good academic standing, who have voluntarily withdrawn must subsequently apply for re-admission as new applicants. Students required to withdraw for academic reasons and/or for safety reasons may apply for re-admission to the School of Nursing during a subsequent academic year. Students who have failed two required clinical courses or the same clinical course twice cannot re-apply to the School of Nursing. **NOTE: Acceptance to the program is not automatic.** Students seeking re-admission to the School of Nursing should apply directly to the Chair of the Undergraduate Student Admissions Committee,

School of Nursing by 1 February. The application shall include a letter outlining the reasons for seeking re-admission, what the candidate has done since withdrawal, and all transcripts of any courses taken since leaving the School of Nursing.

a. Re-admission After Voluntary Withdrawal

Students who have voluntarily withdrawn in good academic standing must subsequently apply for re-admission as new applicants. Admission decisions are made subject to availability of space. Where space is limited, preference will be given to the applicant(s) most competitive academically as determined by the Undergraduate Student Admissions Committee. Students may be required to audit specific courses as a condition of re-admission as determined by the Undergraduate Student Admissions Committee. A student who fails to register by the last date to register for Fall Term and Fall-Winter Session is considered to have voluntarily withdrawn and must apply for re-admission to the program. Refer to University Sessional Dates at www.queensu.ca/registrar/currentstudents/importantdates.html

b. Re-admission After Requirement to Withdraw for Academic Reasons

Students required to withdraw for academic reasons may apply for re-admission to the School of Nursing during a subsequent academic year. The applicant will be considered for re-admission under the following conditions:

- i) The applicant must provide convincing evidence that they are suitable for a professional degree program.
- ii) The applicant provides convincing evidence that they are likely to succeed in completing the degree for which re-admission is sought as demonstrated by the successful completion of at least two full-year courses (or the equivalent in half-year courses) taken at an accredited university after withdrawal from the School of Nursing. A minimum cumulative B standing or equivalent from university courses must be obtained with no further failures. The cumulative B standing applies to courses taken since leaving the School of Nursing. Repeated courses will not be included in meeting this requirement nor in the calculation of the average.
- iii) The re-admission decision is also dependent upon a determination that space exists in the requested program. Where space is limited, preference will be given to the applicant(s) most competitive academically as determined by the Undergraduate Student Admissions Committee.
- iv) Students may be required to audit specific courses as a condition of re-admission as determined by the Undergraduate Student Admissions Committee.

c. Re-admission After Requirement to Withdraw for Safety Reasons

Students required to withdraw for safety reasons may apply for re-admission to the School of Nursing during a subsequent academic year. The applicant will be considered for re-admission under the following conditions:

- i) The applicant must provide convincing evidence that they are suitable for a professional degree program. Consideration for third party safety will be the priority of the Undergraduate Student Admissions Committee when making decisions.
- ii) The applicant provides convincing evidence that they are likely to succeed in completing the degree for which re-admission is sought as demonstrated by the successful completion of at least two full-year courses (or the equivalent in half-year courses) taken at an accredited university after withdrawal from the School of Nursing. A minimum cumulative B standing or equivalent from university courses must be obtained with no further failures. The cumulative B standing applies to courses taken since leaving the School of Nursing. Repeated courses will not be included in meeting this requirement nor in the calculation of the average.
- iii) The re-admission decision is also dependent upon a determination that space exists in the requested program. Where space is limited, preference will be given to the applicant(s) most competitive academically as determined by the Undergraduate Student Admissions Committee.
- iv) Students may be required to repeat specific courses as a condition of re-admission as determined by the Undergraduate Student Admissions Committee.

Denial of Application for Re-admission

A student whose application for re-admission has been denied will be informed of the decision under the signature of the Chair of the Undergraduate Student Admissions Committee including reason(s) for the decision and informing them of the right of appeal. A student who is denied re-admission may apply again for re-admission to the School of Nursing in subsequent years.

Appeal of Denial of Application for Re-admission

A student who is denied re-admission may appeal the decision on procedural grounds only. Appeals must be directed to the Chair, Undergraduate Academic Progress and Graduation Committee, in writing, clearly setting out the grounds on which the appeal is being made. The written appeal must be received no later than **two weeks** after the decision to deny re-admission has been made. Refer to Appeal Process in the Procedure for Review of Student Progress and Appeal Process available at <http://nursing.queensu.ca>. In the event that the decision is upheld by the Undergraduate Academic Progress and Graduation Committee, the student may appeal the decision on procedural grounds to the University Student Appeal Board. Refer to section 21 on Grounds for Appeal in the Queen's University Senate Policy on Student Appeals, Rights and Discipline available at <http://www.queensu.ca/secretariat/senate.html>.

Students have the right to consult the Coordinator of Dispute Resolution Mechanisms or a University Dispute Resolution Advisor or the Rector or to seek independent legal advice. The Coordinator of Dispute Resolution Mechanisms may be contacted by telephone at 613-533-6495 or email at drm@queensu.ca.

Personal Attributes

The selection of students is based upon academic achievement and possession of personal attributes which contribute to success in the study and practice of the profession. These qualities include: the ability to relate to others, initiative and perseverance in academic studies, and strong motivation to pursue the profession of nursing. We will also consider special circumstances that may have affected academic performance. This information must be sent in writing along with supporting documentation to Undergraduate Admission.

English Language Proficiency

English is the language of instruction at Queen's University and candidates must be able to communicate competently in English both orally and in writing. Applicants who have not lived in a country where English is the acknowledged primary language, or who have not attended an educational institution full-time where the medium of instruction is English for the most recent three years prior to beginning their university studies must achieve a satisfactory score on one of the tests of facility in English. Acceptable tests are listed on the Queen's Undergraduate Admission website at <http://www.queensu.ca/admission/>.

Additional Requirements Upon Acceptance

Students accepted into the program should be aware of the following requirements.

College of Nurses of Ontario Requirements

A university degree does not in itself confer the right to practice nursing. In order to practice nursing in Ontario, graduates of the program must write the registration examination in the province of Ontario and may secure registration through the College of Nurses of Ontario. Applicants should be aware that according to the Regulations under the Nursing Act, in order to become registered with the College of Nurses of Ontario, an individual must not:

- have been found guilty of a criminal offence or an offence under the Narcotic Control Act (Canada) or the Food and Drugs Act (Canada).
- have been the subject of a finding of professional misconduct, incompetence, or incapacity in a health profession in Ontario or in another jurisdiction.
- currently be the subject of proceedings for professional misconduct, incompetence, or incapacity in relation to a health profession in Ontario or in another jurisdiction.
- suffer from a physical or mental condition or disorder that makes it desirable in the public interest that he or she not practice nursing.

Police Records Check

All students who accept an offer of admission into the nursing program will provide evidence of a Police Records Check, including Vulnerable Sector Screening, conducted at their expense before they will be permitted to register in the program. Students must repeat a Police Records Check, including Vulnerable Sector Screening, annually and present evidence each September. More frequent documentation may be required by some clinical agencies. All costs associated with Police Records Check will be the responsibility of the student. See section under Fees and Expenses for more detail.

If you have a criminal record, it may negatively affect your ability to complete the Bachelor of Nursing Science program and your eligibility to register with the College of Nurses of Ontario or an equivalent regulatory body.

Immunization Screening Process

Students entering any training program of the Faculty of Health Sciences, Queen's University are required to provide documentation of their 2-step tuberculin skin test status, varicella serological status, and immunization history for measles, mumps, rubella, diphtheria, tetanus, hepatitis B, and influenza.

Students are advised to attend their family physician, Student Health Services, or Public Health agency or in the case of postgraduate trainees, to the KGH Occupational Health Office, to be screened or to enter an immunization schedule. Vaccination occurs at the student's cost.

For students entering their first year of the nursing program, documentation is required on the date of registration in September. It is the responsibility of each student to maintain their health records. For postgraduate students, documentation is required on registration at the University.

For hepatitis B vaccine, documentation of receipt of all three doses by the physician or Public Health Agency as well as laboratory evidence of immunity (i.e. positive serology for antibody to hepatitis B – anti-HBs) is required to be submitted to the School of Nursing.

For postgraduate students, documentation is required on registration at the University.

For students who are anti-HBs positive, no further action is required. Students who are anti-HBs negative must be screened for HBsAg. Students who are negative for anti-HBs despite one hepatitis B vaccine series and who are HBsAg negative are required to have a second series of hepatitis B vaccination and submit the results of a second anti-HBs one month after the completion of the second series of vaccination. Students who continue to be non-immune after a second series of hepatitis B vaccine are considered to be “non-responders” and will be referred for counseling. If the result of any HBsAg test is positive, the student will be referred for counseling by the Director, School of Nursing. They will also need HBeAg, anti-HBe and hepatitis B DNA levels.

For all students, the absence of documentation will result in the student being deemed ineligible for clinical placements. The only exception to this is influenza immunization which is not usually available until October and takes two weeks to become effective. Influenza immunization should be done as soon as the vaccine becomes available. It is understood that hepatitis B immunization may not be complete at registration. **All tests and immunizations must be completed by the first week of September at the latest.**

Standard First Aid and Cardiopulmonary Resuscitation (CPR) Training

St. John’s Ambulance Standard First Aid and Cardiopulmonary Resuscitation (CPR) Training at the **Basic Rescuer CPR Level C** (or equivalent, e.g. Red Cross) must be complete by registration in September. A copy of these certificates must be provided to the School of Nursing. CPR Level C must be renewed every year. First Aid must be renewed every second year. See section under Fees and Expenses for more detail.

Application Procedures

General Applications

All applications are processed through the Ontario Universities’ Application Centre (OUAC), 170 Research Lane, Guelph, ON N1H 5E2, 519-823-1940. A web application is available at www.ouac.on.ca.

OUAC will forward applications to Queen’s Undergraduate Admission. An acknowledgment will be sent by Queen’s to each applicant. All supporting documentation required to complete the application can be viewed using the online self-service system. The link will be sent to you after you apply.

All applicants are required to complete a Personal Statement of Experience form (PSE). The PSE asks questions related to extracurricular activities, work experience, volunteer experience. Information regarding how to submit the PSE can be found at <http://www.queensu.ca/admission/apply.html>.

Please note that as it can take OUAC up to three weeks to process an application, particular attention should be paid to deadline dates. All supporting documentation (including the PSE) must be received at Undergraduate Admission, Queen’s University, Kingston, ON K7L 3N6 by the published deadline dates. The deadline dates are listed on the Undergraduate Admission website www.queensu.ca/admission/.

Internal Transfers

Applicants who are already registered at Queen’s University (i.e., internal transfer students) must apply through the Ontario Universities’ Application Centre (OUAC) using the 105D application form.

Special Non-Degree Nursing Students

Nursing students who want to take course(s) at Queen’s University on a part-time basis for credit at their home university must apply for admission through the Undergraduate Admission before the application deadline dates: 1 June for Fall-Winter Session, 1 December for Winter Term, 1 April for Summer Term (May-June and May-July Sessions), and 1 June for Summer Term (July-August Session). A “Letter of Permission” from the home university stating the Queen’s course(s) they are allowed to take and the session in which they are allowed to register must accompany the completed Application and Registration Form.

Acknowledgment letters are sent once Undergraduate Admission receives applications. More information can be found at <http://www.queensu.ca/admission/apply.html>

Registration

The School of Nursing will pre-register students enrolled in the B.N.Sc. program in their required courses.

Student Responsibility

Students are responsible for ensuring that their course registrations are accurate and complete. Course prerequisites and limitations of enrolment should be noted carefully prior to registration. Students should ensure that the courses in which they register are appropriate to their degree program and will meet the requirements for graduation.

The dates for registration and related activities are given in the Sessional Dates.

Change of Registration

Students wishing to make changes in their academic registration are required to make the change on SOLUS. When the changes involve required courses in the program, authorization from an Undergraduate Academic Advisor of the School of Nursing is required. Students must have the permission of an Undergraduate Academic Advisor of the School of Nursing to add or drop a course after the published deadlines. Permission will be granted only in exceptional circumstances.

Academic Advising

Any student is free to seek advice from a Faculty Member in a particular course. For counseling with regard to academic programs and regulations, students are directed to an Undergraduate Academic Advisor of the School of Nursing.

Fees and Expenses

Fees and the details of fee policy may be found in the Guide to Registration and Fees which is mailed out to all new students, or may be obtained from the website of the University Registrar, Queen's University, Kingston, Ontario K7L 3N6 at <http://www.queensu.ca/registrar/currentstudents/fees.html>. The Guide to Registration and Fees will be available in June.

Any student with an overdue debt with the University will not be permitted to register or to receive examination results, official transcripts, or marks reports until the outstanding account is settled in full or until an acceptable arrangement for settling the account is made by the department(s) concerned. In no case will a diploma be released to a student with an outstanding debt with the University.

For tuition fees, audit fees, Student Assistance Levy, payment deadlines, residence fees, and additional fees, please see The Guide to Registration and Fees or on line at <http://www.queensu.ca/registrar/currentstudents/fees.html>.

Additional Expenses (Approximate)

Cost of books (minimum per year) = \$2,000

Criminal Reference Check (CPIC) – costs vary per region

CPR/First Aid: **St. John's Ambulance** – CPR/First Aid Level C new = \$145; CPR/First Aid Level C renewal = \$90 (required for 3rd year B.N.Sc students); CPR Level C renewal = \$60 (required for 2nd and 4th year B.N.Sc and AST students)

Canadian Red Cross – CPR new = \$70; First Aid Level C new = \$137; CPR renewal = 65; First Aid Level C renewal = \$92 (required for 3rd year B.N.Sc students)

Transportation

It is the responsibility of the student to provide his or her own transportation to required institutional or community clinical experience. Community placements may require access to a car.

Course Expenses (approximate)

YEAR 1

Name Pin	15
†Stethoscope and lab coat (Winter Term)	130
††Mask Fit Charge	35
Watch with second hand	100
Total	\$280

YEAR 2

Two uniforms and shoes	150
Total	\$150

YEAR 3

††Mask Fit Charge	35
Total	\$35

YEAR 3 AST

Name Pin	15
†Stethoscope and lab coat (Winter Term)	130
††Mask Fit Charge	35
Watch with second hand	100
Two uniforms and shoes	150
Total	\$430

YEAR 4

Graduate pin (optional) [\$30 to \$80]	70
College of Nurses of Ontario Exam Fee	467
General Class Registration Fee	185
Total	\$722

YEAR 4 AST

Graduate pin (optional) [\$30 to \$80]	70
College of Nurses of Ontario Exam Fee	467
General Class Registration Fee	185
Total	\$722

† These items may be purchased at the beginning of term from the Nursing Science Society

††Mask fit charges subject to change

Description of B.N.Sc. Courses

Bachelor of Nursing Sciences

NURS 100 Nutrition and Health

Focuses on nutrition as determinant of health through the study of nutrient metabolism, nutrition throughout the life span, nutrition behaviour, and nutrition behaviour change. Students learn about the role of nutrition in promoting health within the context of their professional discipline. Required course for students of nursing science and relevant for students in life science and other health professions. 3 hours lecture per week; 3 credit units course weight.

PREREQUISITE/COREQUISITE: IDIS 150 or equivalent, or by permission of instructor.

EXCLUSION HLTH 131, HLTH 230.

NURS 101 Professional Relationships

Introduces students to the profession of nursing. Professional relationships and therapeutic communication are the focus of this course. Critical thinking and problem-solving in nursing practice are introduced. Legal and ethical concepts are explored. The professional expectation of reflective, evidence-based practice is introduced. Students are exposed to a variety of nursing roles through class presentations. 2 hours lecture, 2 hours Clinical Education Centre per week; 3 credit units course weight.

PREREQUISITE Registration in the B.N.Sc. program or by permission of instructor.

NURS 108 Introduction to Promoting Decision Making for Health

Provides a foundation for critical thinking and decision making approaches used by nurses in health related client situations.

Introduces core community health concepts including health, health promotion, disease prevention, primary health care, and health education. Discusses selected legal and ethical issues and decision making frameworks. 3 hours lecture per week; 3 credit units course weight.

PREREQUISITE Registration in the B.N.Sc. program or by permission of instructor.

NURS 202 Health Assessment

Introduces students to the concept of health and health assessment across the life span. Learn theories and skills basic to developing therapeutic relationships, interviewing, and physical assessment skills and techniques. Includes both classroom and experiential learning in the Clinical Education Centre. 2 hours lecture, 2 hours Clinical Education Centre or Simulation Laboratory per week; 3 credit units course weight.

PREREQUISITE First year B.N.Sc. required courses or by permission of instructor.

NURS 205 Common Health Challenges and Implications for Care I

Introduces common health challenges and implications for care using the life span as a principal variable. Begin to establish basic nursing knowledge needed to care for clients whose health and independence have been disrupted. Learn to think critically in identifying probable physical and psychosocial responses of individuals and families coping with illness and hospitalization. Emphasizes evidence-based nursing management of clients. Knowledge from related disciplines provides the basis for nursing care. Introduces the concept of critical pathways. Health challenges may include pain, fluid and electrolyte imbalance, the peri-operative experience, infection, common cardiovascular and respiratory problems, and sensory alterations. 3 hours lecture per week; 3 credit units course weight.

PREREQUISITE First year B.N.Sc. required courses or by permission of instructor.

NURS 206 Introduction to the Nursing Care of Adults/Elderly Adults

Introduces nursing practice caring for adults/elderly adults in stable health. This practicum course provides opportunities to apply learning from related nursing science and arts and science courses. Uses a nursing theory framework in practice. Develop relevant skills. Settings include a variety of agencies and nursing laboratories. 8 hours clinical/laboratory per week; 3 credit units course weight.

PREREQUISITE First year B.N.Sc. required courses or by permission of instructor.

NURS 207 Nursing Care of Acutely Ill Hospitalized Clients

Builds on NURS 206. Learn how to care for clients and their families who have an acute episode of illness and whose conditions are, or become, unstable. 12 hours of clinical/laboratory per week; 3 credit units course weight.

PREREQUISITE NURS 202, 205, and 206.

NURS 209 Gerontological Nursing

Introduces students to gerontological nursing and addresses theories and myths of aging, developmental and normal changes with aging, common health risks, and health challenges for the elderly. Focus will be on the major health risks and challenges with aging and discussion of social, legal, and ethical issues in gerontological nursing. 3 hours lecture per week; 3 credit units course weight.

PREREQUISITE First year B.N.Sc. required courses or by permission of instructor.

NURS 305 Common Health Challenges and Implications for Care II

Extends the knowledge acquired in NURS 205. Explore additional clinical problems that challenge the well-being and functioning of clients, using the life span as a principal variable. Evidence-based care and a collaborative approach continue to be emphasized in discussing nursing intervention and responsibility. Health challenges presented may include cancer, musculo-skeletal disorders, impaired integument, diabetes, digestive problems, immune disorders, neurological, and cardiovascular disorders. 3 hours lecture per week; 3 credit units course weight.

PREREQUISITE Second year B.N.Sc. required courses or by permission of instructor.

COREQUISITE NURS 325, NURS 345.

NURS 323 Introduction to Statistics and Data Analysis

Introduces descriptive and inferential statistics and data analysis strategies commonly used in nursing research. Topics include descriptive statistics, statistical inference, correlation and regression, analysis of variance, and selected qualitative strategies. Computers may be used. 3 hours lecture, one hour tutorial per week; 3 credit units course weight.

PREREQUISITE Registration in the B.N.Sc. program or by permission of instructor.

EXCLUSIONS BIOL 243, COMM 162, ECON 250, KNPE 251, POLS 385, PSYC 202, SOCY 211, STAT 263, STAT 268, STAT 269, STAT 351.

NURS 324 Nursing - Principles and Applications of Nursing Research

An overview of the principles and processes of nursing research. By the end of the course, the student will have developed the ability to identify researchable problems. The student will be able to critique and make decisions about the applicability of published nursing research. The student will acquire the knowledge necessary for beginning participation as a junior member of a nursing research project. 3 hours lecture per week; 3 credit units course weight.

PREREQUISITE Registration in the B.N.Sc. program or by permission of instructor.

EXCLUSION HLTH 252, PSYC 203.

NURS 325 Complex Psychosocial and Mental Health Issues and Advanced Therapeutic Processes

This theory course addresses critical psychosocial and mental health issues that impact on the health of individuals, families, and groups in Canadian society. Topics include nursing care of clients with major mental illnesses including mood and thought disorders, addictions, and significant mental health challenges related to children, adolescents, and the older adult. Addresses therapeutic processes used in working with clients with complex psychosocial issues such as suicide, family violence, aggression, end-of-life decisions, and abuse. Advanced communication processes and strategies used by nurses are a major focus of the course. 3 hour lecture per week; 3 credit units course weight.

PREREQUISITE Second year B.N.Sc. required courses or by permission of the instructor.

COREQUISITE NURS 305, NURS 345.

NURS 345 Nursing Practicum: Nursing of Adults with Acute and Chronic Physiologic and Mental Health Challenges

This practice course focuses on the care of adults with complex health challenges and unpredictable outcomes. The course involves 2 six-week rotations that include laboratory and clinical experiences, care of clients with acute physiological problems and/or exacerbations of chronic illnesses, and care of clients with acute or long term mental health problems. Provides an opportunity to enhance assessment, intervention, and organizational skills in laboratory and Clinical Education Centre settings and in direct client care in hospital, community, and ambulatory settings. 16 hours per week, 2 six-week clinical rotations; 6 credit units course weight.

PREREQUISITE Second year B.N.Sc. required courses or by permission of instructor.

COREQUISITES NURS 305, NURS 325.

NURS 370 Family-Centred Maternal Child Nursing Care

This theory course introduces the student to family-centred maternal and child nursing. A systems-based conceptualization of the family and a family conceptual and assessment model is used to examine social, psychological, and cultural influences on the family in contemporary society. This course focuses on nursing care of the family during the normal childbearing cycle and nursing care of the family with children. Discussion includes nursing care of the family during pregnancy, labour, birth and postpartum, as well as prevention and care of selected health alterations in children. 6 hours lecture per week; 6 credit units course weight.

PREREQUISITE Second year B.N.Sc. required courses or by permission of instructor.

COREQUISITE NURS 371.

IDIS 150 Introduction to Anatomy and Physiology

An introduction to basic anatomy and physiological principles with emphasis on the clinical relevance of the structure and function of human body systems. Topics include nerve, sensory, skeleto-muscular, respiratory, cardiovascular, renal, endocrine and digestive systems. Admission restricted to students in the B.N.Sc. program. 2 terms; 3 hours lecture per week, 2 hours tutorial alternate weeks; 6 credit units course weight.

PREREQUISITE 4U Biology (or equivalent).

EXCLUSIONS ANAT 100, ANAT 101; ANAT 215 and ANAT 216, PHGY 210, PHGY 212, PHGY 214.

MICR 121 Microbiology for Nursing Students

This course provides the student with a foundation in the subdisciplines of bacteriology, virology, parasitology, and immunology. The course is designed to examine common infectious diseases through a body-systems approach. Laboratory and tutorial sessions emphasize diagnostic microbiology. 3 hours lecture per week; 3 hours tutorial or laboratory per week; 3 credit units course weight.

PREREQUISITE Grade 12U Chemistry or Biology (or equivalent). This course is restricted to students in the B.N.Sc. program.

EXCLUSION MICR 221.

PHAR 230 Pharmacology for Health Sciences

Lecture series on the following topics: principles of drug action, autonomic pharmacology, cardiovascular-renal pharmacology, neuropsychopharmacology, chemotherapy, drugs acting on the endocrine system, over-the-counter drugs, and therapeutic applications. 3 hour lecture per week, one hour tutorial per week; 3 credit units course weight.

NOTE PHAR 010 and PHAR 100 will not be accepted as credits in the nursing program.

PREREQUISITE OR COREQUISITE IDIS 150 or PHGY 210 or equivalent.

EXCLUSIONS PHAR 340, PHAR 450.

PHGY 350 Pathophysiology

An introductory course in pathophysiology in which the underlying functional changes of cell and cell systems will be discussed in association with a variety of disease processes. 3 hour lecture per week; 3 credit units course weight.

PREREQUISITE IDIS 150 or PHGY 210, PHGY 212, PHGY 214.

Social and Behavioural Sciences and Humanities

PSYC 100 Principles of Psychology

An introductory survey of basic areas of psychology including perception, cognition, learning, and motivation, and their biological substrata. Also reviewed are child development, individual differences, social psychology, and behaviour disorders. Research participation experience is provided for students on an individual voluntary basis. Students are encouraged to participate in up to five hours of research experimentation. 2 terms; 3 hours lecture, one tutorial per week; 6 credit units course weight. Also offered by correspondence. Consult Continuing and Distance Studies.

PREREQUISITE None.

PSYC 251 Developmental Psychology

Introduction to the scientific study of human development, with an emphasis on social, cognitive, and neurobiological processes underlying perceptual, cognitive, and emotional development from infancy to adolescence. 3 hours lecture per week; 3 credit units course weight. Also offered by correspondence. Consult Continuing and Distance Studies.

PREREQUISITE PSYC 100.

EXCLUSION PSYC 250.

Electives

See calendars of other faculties.

NOTE: Courses below the 010 level (for example MATH 006) may not be used for credit in the nursing program.

Degree Requirements

Candidates must meet all course requirements. A cumulative GPA of 1.7 must be attained.

Students who receive exemption for part or all of a required course, based on previous academic or work experience, must ensure that they obtain credit for alternative course work.

Normally those courses which have been successfully completed within the six years immediately preceding the date of graduation shall be acceptable as requirements for the degree.

Students must complete a minimum of 50 percent of the total number of required units for the B.N.Sc. degree plus 3 credits units through Queen's University.

Application for a Degree

Students must formally apply to graduate by filling in the **Application to Graduate** online within a specified time period. Refer to Sessional Dates.

Honours Requirements

All students eligible for the degree of B.N.Sc. are eligible to graduate with honours. The basis for determining honours standing is the weighted average of the grades from all required courses (excluding electives) completed at Queen's. A degree with a standing of first class honours is consistent with a minimum cumulative GPA of 4.0.

Admission to a Dual Degree Program

Dual Degree Students, with the consent of the departments concerned, may be admitted to complete an undergraduate degree in the Faculty of Arts and Science concurrently with an undergraduate degree from a different Faculty or School at Queen's. Candidates must have completed at least one academic year of university study and must be in good academic standing. Applications must be submitted to Undergraduate Admission by the deadline for admission to a Dual Degree Program indicating their desired degree program and concentration (see Sessional Dates). See also *Academic Programs, Dual and Second Degrees* section of the *Arts and Science Calendar*.

B.N.Sc. Academic Regulations

Students are referred to Policies at <http://www.queensu.ca/registrar/aboutus/policies.html> for a complete list of policies approved by the Senate and/or the Board of Trustees of Queen's University.

Academic Regulation 1: B.N.Sc. Degree Requirements

1.1- Degree Requirements

Candidates must meet all course requirements. Students who receive exemption for part or all of a required course, based on previous academic or work experience, must ensure that they obtain credit for alternative course work.

Normally B.N.Sc. Degree requirements are completed within six years.

Students must complete a minimum of 50 percent of the total number of required credits for the B.N.Sc. degree plus 3.0 credits through Queen's University. (Exception to this rule: B.N.Sc. Track of Study for Registered Nurses)

1.2 - Application for a Degree

Students must formally apply to graduate by filling in the 'Application to Graduate' online within a specified time period. Refer to Sessional Dates.

1.3 - Honours Requirements

All students eligible for the B.N.Sc. Degree are eligible to graduate with honours. The basis for determining honours standing is the grade point average (GPA) of all required courses (excluding electives) completed at Queen's. A degree with a standing of first class honours is consistent with a minimum GPA of 3.7.

Academic Regulation 2: Academic Standing

2.1 - Assessment

Academic standing is assessed at the end of each academic term (Fall, Winter, Summer Terms).

2.2 - In Good Academic Standing

Students are described as being in good academic standing unless otherwise notified.

2.3 - Academic Probation

Academic probation signifies unsatisfactory performance which, while not poor enough to require withdrawal from the School of Nursing, places the student's academic future in question. The academic standing "Placed on Academic Probation" shall be placed on the student's transcript. Students placed on academic probation will not be allowed to transfer units from another post-secondary institution for courses taken while on probation.

2.3.1 - Failed Required Course

A student may repeat once a failed required course provided the GPA is 1.7 or better for all the courses studied that year (Fall and Winter Terms), including the failed course. This student will be placed on academic probation. The student will not be eligible for promotion and may not take courses for which the failed course is a prerequisite. To be released from academic probation, the student must successfully complete the failed required course, and maintain a GPA of 1.7 or better and have no further failures throughout the B.N.Sc program. **Students who fail two required clinical courses or the same clinical course twice are required to permanently withdraw from the School of Nursing.**

2.3.2 - Academic Year GPA Below 1.7 During Summer Term

A student who is promoted on the basis of Fall and Winter Term courses will be placed on academic probation if the Academic Year GPA falls below 1.7 when courses studied during the Summer Term are included. To be released from academic probation, the student must attain a GPA of 1.7 or better and have no failures throughout the B.N.Sc Program.

2.3.3 - Required Course Failure During Summer Term

A student who is promoted on the basis of Fall and Winter Term courses and fails a required course during Summer Term will be placed on academic probation. To be released from academic probation, the student must successfully complete the failed required course, maintain a GPA of 1.7 or better and have no further failures throughout the B.N.Sc Program.

2.3.4 - Students in the First Year of the Four Year B.N.Sc. Program

A student at the end of the first year of study in the four year B.N.Sc Program in the School of Nursing who achieves a GPA of 1.3 for the courses studied that year (Fall and Winter Terms) and has no more than two course failures may remain registered in the School of Nursing. This student will be placed on academic probation. The student will not be eligible for promotion and may not take courses for which the failed course(s) is/are a prerequisite. To be released from academic probation, the student must complete the failed course(s), and attain a GPA of 1.7 or better and have no further failures throughout the B.N.Sc Program.

2.3.5 - Review of Academic Probation Status

Academic probation status will be reviewed at the end of each academic term. Students will return to good academic standing at the end of the next academic year provided the requirements of academic probation are met. The academic standing "Released from Academic Probation" shall be placed on the student's transcript. If the student has not met the requirements of academic probation, the student will be required to withdraw from the School of Nursing for a minimum of one year.

2.3.6 - Exceptional Circumstances

In exceptional circumstances, academic probation may be imposed as an alternative to requiring the student to withdraw. The special conditions that the student must meet in such instances will be determined by the Undergraduate Academic Progress and Graduation Committee on an individual basis. Normally, the privilege of being placed on academic probation is allowed only once while registered in the School of Nursing. In exceptional circumstances, the Undergraduate Academic Progress and Graduation Committee may allow academic probation more than once.

2.4 - Appeal of Decisions on Academic Probation

Because decisions related to this regulation are solely dependent on particular levels of academic performance, the academic standing of Academic Probation may not be appealed.

2.5 - Requirement to Withdraw for One Year (RTW1)

A student is required to withdraw from the B.N.Sc. Program for a minimum of one year when the student:

- (i) Achieves a GPA in the courses studied in the Fall and Winter Terms of less than 1.7, or 1.3 for a student at the end of the first year of study of the Four Year B.N.Sc. Program in the School of Nursing; **or**
- (ii) Fails more than one required course during the Fall and/or Winter Term or more than two courses for a student at the end of the first year of study of the Four Year B.N.Sc. Program in the School of Nursing; **or**
- (iii) Fails to meet the conditions of academic probation.

The academic standing "Required to Withdraw for a Minimum of One Year" shall be placed on the student's transcript. Following withdrawal, it is necessary to apply for re-admission in order to resume study in the School of Nursing. Refer to School of Nursing Calendar, Re-admission to the School of Nursing at <http://www.nursing.queensu.ca> . Students who have failed two required clinical courses or the same clinical course twice may not reapply to the School of Nursing.

Academic Regulation 3: Credit for Courses Taken Elsewhere

3.1 - Letters of Permission

A student may be permitted to take undergraduate courses elsewhere for credit toward a B.N.Sc. Degree. The student must obtain a letter of permission from the School of Nursing Undergraduate Academic Advisor *prior* to enrolling in classes at another post-secondary institution. There is a non-refundable application fee for a letter of permission. Any approved course taken from another university transfers as a credit only (TR), not as a grade. In order for credit to be transferred, students must achieve a minimum GPA of 1.7 in the course.

To obtain a letter of permission, a student must be in good academic standing and have completed a minimum of 30.0 units toward a B.N.Sc.

Academic Regulation 4: Policy Regarding Legal Name

As Queen's University is committed to the integrity of its student records, each student is required to provide either on application for admission or on personal data forms required for registration, their complete, legal name. Any requests to change a name, by means of alteration, deletion, substitution, or addition must be accompanied by appropriate supporting documentation.

Academic Regulation 5: Policy Concerning Students with Disabilities

Queen's University is committed to facilitating the integration of students with disabilities into the University community. While all students must satisfy the essential requirements for courses and programs, the administration, faculty, staff, and students at Queen's are expected to provide reasonable accommodation to students with disabilities. Reasonable accommodation may require members of the University community to exercise creativity and flexibility in responding to the needs of students with disabilities while maintaining academic standards. This policy acknowledges that fundamental to the academic and personal success of students is their responsibility both to demonstrate self reliance and to identify needs requiring accommodation.

Academic Regulation 6: Admission to a Dual Degree Program

Students, with the consent of the departments concerned, may be admitted to complete an undergraduate degree in the Faculty of Arts and Science concurrently with a B.N.Sc. Degree. Candidates must have completed at least one academic year of university study and must be in good academic standing. Applications must be submitted to Admission Services by the deadline for admission to a dual degree program indicating their desired degree program and concentration. Students considering a dual degree are advised to seek academic counseling from the Faculty of Arts and Science (see Sessional Dates). Please note that space is limited and based on approval. See also *Academic Programs, Dual and Second Degrees* section of the *Arts and Science Calendar*.

NOTE: After June 2012, the only dual degree concentration available for B.N.Sc. Degree students will be Economics. Prior to June 2012, other concentrations may be available.

Academic Regulation 7: Course Registration

Students will be registered by the School of Nursing in all required courses for the academic year, including Summer Term. If a student wishes to change registration in a required course, the student must have the approval of the Undergraduate Academic Advisor. Students in the B.N.Sc. Track of Study for Registered Nurses will be registered in required courses only after consultation with the Post-RN Academic Advisor. Students will register themselves in elective courses during the pre-registration period and may change elective course registration without approval of the Undergraduate Academic Advisor (refer to Sessional Dates). Students should be aware of requirements for elective courses before adding or dropping an elective course.

Graduates of Colleges of Applied Arts and/or Technology (CAAT) who are admitted to the B.N.Sc. Track of Study for Registered Nurses normally receive 45 credits for courses taken at CAAT. Students in the B.N.Sc. Track of Study for Registered Nurses have already received credit in the following required courses offered at Queen's University and therefore are not allowed to take again, as credit toward the B.N.Sc.:

NURS 101, NURS 108, NURS 202, NURS 205, NURS 206, NURS 207, NURS 209, NURS 305, NURS 325, NURS 345, NURS 371, NURS 401, NURS 492, PSYC 100, PSYC251.

Academic Regulation 8: System of Grading and Transcript Notations

8.1 – Evaluative Grades

The grades for all theory courses taken in the B.N.Sc. Program are:

<u>Letter Grade</u>	<u>Grade Points</u>	<u>Letter Grade</u>	<u>Grade Points</u>
A+	4.3	C+	2.3
A	4.0	C	2.0
A-	3.7	C-	1.7
B+	3.3	D+	1.3
B	3.0	D	1.0
B-	2.7	D-	0.7
		F	0.0

The grade point average (GPA) shall be calculated by multiplying the grade points earned in a course by the unit value of that course, then dividing by the total number of units attempted during the period of time over which the GPA is being determined. If a course is repeated, the higher mark achieved shall be used in the determination of the GPA.

All clinical courses taken in the B.N.Sc. Program are graded on a Pass/Fail basis. A Pass standing (P) denotes a clinical course in which a student successfully completes all the requirements. A course that has been designated Pass standing will not be included in the student's GPA but will be counted for credit towards the B.N.Sc.

The same standards shall apply to part-time students as to full-time.

Grade point averages may be determined over three periods for evaluative purposes:

Cumulative GPA

The cumulative GPA shall be determined using all courses attempted and for which grade points are assigned over the course of a student's registration as an undergraduate at Queen's University. In the case of students who transfer into the School of Nursing from another Faculty or School at Queen's, Dual Degree students and Second Degree students, all courses attempted in other Faculties/Schools and/or towards other degree programs shall be included in the cumulative GPA. Unless otherwise indicated in the academic regulations, when reference is made to a GPA, a cumulative GPA is indicated.

Term GPA

The Term GPA shall be determined using all courses attempted and for which grade points are assigned during a particular academic term.

Academic Year GPA

The Academic Year GPA shall be determined using all courses attempted and for which grade points are assigned during a particular academic year starting on 1 September and ending on the subsequent 31 August.

Students Who Began a Course of Study Before 1 May 2011

Numeric (percentage) grades have been assigned to courses that were offered up to and including the Winter Term of 2011. These numeric grades will continue to appear on the transcript for students who began a course of study before 1 May 2011. However, cumulative percentage averages will not be used for any academic purpose from May 2011 onwards. GPA values will instead be calculated based on the grade points assigned to these numeric grades. For conversion purposes, numeric grades shall be associated with grade points according to the following table:

Numeric Equivalent (prior to 1 May 2011)	<u>Grade Points</u>	Numeric Equivalent (prior to 1 May 2011)	<u>Grade Points</u>
90 – 100%	4.3	67 – 69%	2.3
85 – 89%	4.0	63 – 66%	2.0
80 – 84%	3.7	60 – 63%	1.7
77 – 79%	3.3	57 – 59%	1.3
73 – 76%	3.0	53 – 56%	1.0
70 – 72%	2.7	50 – 52%	0.7
		0 – 49%	0.0

8.2 - Non-Evaluative Grades

Aegrotat Standing AG

A student who, because of illness or other extenuating circumstances beyond his or her control, is unable to complete all the work of a **theory course**, may appeal in writing to the instructor and to the Director, School of Nursing for aegrotat standing. Normally at least 60 per cent of the work to be evaluated in the course (assignments, midterms, laboratories, final examination, as specified in the course outline) must be completed. A medical certificate or other documentation that demonstrates extenuating circumstances should be provided with the letter of appeal. If this request is granted, the instructor involved will provide an estimated final grade. This estimated letter grade will appear on the student's transcript together with a note reading "Aegrotat: Estimated Grade." Aegrotat grades will be included in the student's GPA and can be used as credit earned towards a degree program. Students may appeal for aegrotat standing no later than **14 days** after being assigned a final grade in the course.

Students may be granted aegrotat and/or credit standing for a maximum of 36.0 units during their entire program.

Credit Standing CR

Credit standing (CR) in a **theory course** is reserved for situations in which a student, who has completed and passed all of the work of the course, including the final examination, but because of illness or other extenuating circumstances beyond his or her control, earned a substantially lower grade than might have been expected, normally a grade of C or lower. A course with credit standing will not be included in the student's GPA but can be used as credit earned towards a degree program.

A student seeking credit standing in a course must have the written support of the instructor and must submit a formal appeal to the Director, School of Nursing. If the request is granted, the designation CR will appear on the student's transcript in place of a letter grade.

Students may be granted aegrotat and/or credit standing for a maximum of 36.0 units during their entire program.

Grade Deferred GD

Grade Deferred standing (GD) is a temporary designation reserved for circumstances in which

- (i) a student has submitted all the work in a course, but the final grade is not available (e.g. late assignments not yet marked), or
- (ii) a suspected departure from academic integrity is under investigation or under appeal and a final grade for the course cannot yet be determined.

The instructor shall indicate to the Director, School of Nursing the special circumstances under which the GD is being assigned, and in the case of (i) above, shall provide a timeline for submission of the final grade.

A grade of GD will not be included in the determination of a student's GPA, and any course with a GD designation may not be counted for credit towards a degree program.

To take any course for which the grade deferred course is a prerequisite, the student must successfully complete the grade deferred course, subject to a decision on a pending appeal or hearing.

NOTE: GD differs from the notation IN, which indicates that a student has not submitted all the work assigned and the instructor has agreed to accept the outstanding work.

Incomplete IN

Incomplete standing (IN) is a temporary designation reserved for a course in which a student who, because of extenuating circumstances beyond his or her control, has not completed all term work for a course or requests permission to defer the writing of a final examination.

A student seeking incomplete standing may be requested to provide, at the instructor's discretion, a medical certificate or other documentation that demonstrates extenuating circumstances, and must arrange with the instructor to complete a "Permission for an Incomplete Mark" form available from the School of Nursing website. The "Permission for an Incomplete Mark" form indicates the current letter grade for the course based on the work completed, the specific work yet to be finished and a date by which the outstanding work will be submitted. The date for the work to be completed should be reached by mutual agreement between the instructor and student. Incomplete work can be submitted no later than the end of the subsequent term.

In cases where a student will receive a failing grade if all outstanding work is not completed or the exam is not written, an IN grade will be submitted by the instructor. A grade of IN will not be included in the determination of a student's GPA, and any course with an IN designation may not be counted for credit towards a degree program. If the outstanding work is not submitted by the end of the subsequent term, the IN grade will lapse to an F (Failure) and will be included in the student's GPA.

In cases where a student will pass the course even if the outstanding work is not completed or the exam is not written, the actual earned letter grade will be assigned. The letter grade shall be included in the student's GPA and may be counted for credit towards a degree program. If the outstanding work is not submitted by the end of the subsequent term, the original letter grade shall stand.

Any extensions beyond either the date of the first agreement or the end of the subsequent term must be based on further extenuating circumstances and will require an appeal to the Director, School of Nursing with support from the instructor.

Where an instructor will not grant incomplete standing, the student may appeal the decision to the Director, School of Nursing.

To take any course for which the incomplete course is a prerequisite, the student must successfully complete the incomplete course.

Transfer Credit TR

A transfer credit (TR) designation is reserved for a course in which a student undertakes study at another accredited post-secondary institution. A transcript note will accompany this entry, indicating the University or other academic institution from which the credit was earned, and the degree program to which the transferred course is being credited. For purposes of internal evaluation of course prerequisites, the TR designation shall be deemed equivalent to a grade of C. In the case of transfer credit for International Baccalaureate (IB), Advanced Placement (AP), CEGEP, or A-Level (GCE) courses, grades of A or B may also be deemed equivalent depending on student performance. Under no circumstances shall the grade provided by another post-secondary institution be placed on the Queen's transcript.

Students who wish to use a course in which they have a TR designation as a prerequisite for registering in a further class may need to appeal to the instructor of the class if the prerequisite requirement includes a grade higher than C. The instructor has the authority to waive this prerequisite at their discretion.

Transfer Credit designations will not be included in the student's GPA but may be counted for credit towards a degree program.

Audit AU

The Audit (AU) designation is reserved for courses in which a student officially attends a class as a registered auditor but in which the student does not undertake any work to be marked by the instructor.

Audit designations will not be included in the student's GPA and may not be counted for credit towards a degree program.

Dropped DR

The Dropped (DR) designation indicates a course that is dropped by a student after the deadline to drop without financial penalty and before the deadline to drop without academic penalty, or as the result of a successful appeal.

Dropped designations will not be included in the student's GPA and will not count for credit towards a degree program.

Not Graded NG

The Not Graded (NG) designation indicates the completion of the first half of a full-year course. A student will receive an NG designation at the end of the first term in which the class was in progress. At the end of the second term in which the course is offered, a letter grade or other appropriate designation shall be entered.

Not Graded designations will not be included in the student's GPA and will not be counted for credit towards a degree program. No course with an NG designation may subsequently be counted as partial or full credit towards completion of another course at Queen's University, or as transfer credit.

Academic Regulation 9: Number of Units in a Term and Academic Year

9.1 - External Agencies and Queen's University Athletics

The primary purpose of this regulation is to define the number of units a student may register in during any term. For this purpose, students are designated as having either Full-Time or Part-Time Registration Status. Full-time or part-time registration status defines a student's maximum allowed course load and is based solely on academic criteria. Students should note that many external bodies (e.g. OSAP, Revenue Canada, scholarship agencies, or other academic institutions) and Queen's University Athletics may have different definitions of full-time or part-time course load for the purposes of grant funding, scholarship eligibility or taxation status. If in doubt of your course load status in regards to such agencies, please contact the Office of the University Registrar, or the external agency directly, as appropriate, for advice.

9.2 – Normal Course Loads for Full-Time Students

Full-time status is defined as registration in 60% of a full normal course load. Registration status is assessed per term. Normally, full-time status for the B.N.Sc. Advanced Standing Track student is 100% of a full normal course load. Full-time students in Year 1 and Year 2 of the four-year B.N.Sc. Program normally take a total of 15.0 units in each of the Fall and Winter Terms for a total of 30.0 units over the Fall-Winter period (September 1 to April 30). Full-time students in Year 3 normally take 33.0 units over the Fall-Winter period (15.0 units in one term and 18.0 units in the other). Full-time students in Year 4 normally take 30.0 units over the Fall-Winter period (18 units in one term and 12.0 units in the other). Full-time students may choose, at any time, to register in fewer classes, or to drop classes (before the published deadlines), such that they fall below this course load and retain their right to full-time registration status in a future term. Students should be aware that if they drop a course, space may not be available in a future term.

9.3 - Maximum Course Loads for Full-Time Students

In any Fall-Winter period, full-time students may be registered in no more than 36.0 units, and no more than 18.0 units in either of the Fall or Winter Terms. More than the normal course load for full-time students should not be sought for the purpose of making up a deficiency due to past failure, or if the student's cumulative GPA is less than 1.90. First-year students are not encouraged to attempt more than 30.0 units. A student must obtain written permission from the Undergraduate Academic Advisor in order to take more than 36.0 units in the Fall-Winter period (or more than 18.0 units in any one term). Students who wish to appeal a negative decision to take more than 36.0 units (or 18.0 units in any one term) must appeal to the Chair, Undergraduate Academic Progress and Graduation Committee in writing.

9.4 - Summer Term

Students, with the exception of B.N.Sc. Advanced Standing Track students, normally take no more than two courses (regardless of unit value) at any time during the Summer Term. This is considered equivalent to a normal course load for a full-time student. Students on academic probation, with previous failures or with outstanding work from a previous term should not exceed this course load. Students in good academic standing taking more than two courses should closely monitor their ability to keep up with assigned readings, complete assignments on time and achieve a satisfactory academic standing in all work in each course. Students should be aware of the established deadlines for dropping courses without academic penalty and are expected to drop courses, if necessary, before these deadlines. Taking on more than two courses at any time during the Summer Term does not constitute sufficient grounds for an academic appeal to drop courses after the deadline.

Academic Regulation 10: Courses Spanning More Than One Term

10.1 – Nomenclature

Courses in the Faculty of Arts and Science that span more than one term (full-year courses) shall be divided into separate classes for each term in which they are offered. The class offered in the first term shall be denoted with the suffix “A” and the class offered in the second term shall be denoted with the suffix “B”.

10.2 - Prerequisites and Registration

When the full-year course is a required course, the student will be registered in that course by the School of Nursing.

When the full-year course is an elective course, students must register in the first half prior to registering in the second half of the course. The prerequisite, if any, for the first half of the course shall be that indicated in the Courses and Programs section of the Arts and Science Calendar. The prerequisite for the second half of the course shall be the first half of said course. Note that some such courses may be offered in more than one lecture, tutorial and/or laboratory section. At the discretion of the Department administering the course, students may be required to register in the same said section in both terms, or may be freely able to choose different sections in each term, subject to timetable and enrolment limits. Students must register separately in both halves of the course to be deemed to have registered in the course. Students who have failed to register in both halves of the course shall, following the deadline to add classes, have the section in which they have registered removed from their academic record by the Office of the University Registrar and shall be required to appeal to the Director, School of Nursing for late registration. Refer to Procedures for Review of Student Progress and Appeal Processes (*Academic Regulation 22*).

10.3 - Dropping Full-Year Courses

Students who wish to drop a full-year required course must have the approval of the Undergraduate Academic Advisor.

Students who wish to drop a full-year course must separately drop both halves of the course. Both halves must be dropped on or before the deadline to drop Fall Term courses without academic penalty (see Sessional Dates), otherwise a mid-year grade of NG (not graded) shall be assigned to the first half of the course. If a student wishes to drop a full-year course after the deadline to drop Fall Term courses without academic penalty, but prior to the deadline to drop Winter Term courses without academic penalty, only the second half may be dropped. The chart below shows the impact of dropping full-year courses on the academic transcript.

<u>Timing of Full-Year Course Drop</u>	<u>Grade on Transcript</u>	
	<u>First Half</u>	<u>Second Half</u>
By Fall Term deadline to drop without financial penalty	n/a	n/a
By Fall Term deadline to drop without academic penalty	DR	n/a
By Winter Term deadline to drop without financial penalty	NG	n/a
By Winter Term deadline to drop without academic penalty	NG	DR

10.4 - Credit and Grading

The first half of a full-year course shall earn 0.0 units and may not be used to meet the degree requirements, or any prerequisite, corequisite or exclusion requirement. The earned units for the full-year course shall be placed on the second half of the course. Upon successful completion of a full-year course, the first half of the course shall be assigned a grade of NG (Not Graded). The final grade for the course, including any incomplete (IN) or grade deferred (GD) status shall be assigned to the second half of the course. Note that for the purposes of determining the student’s academic load, half of the units assigned to the full-year course will be applied toward the academic progress units for each term in which the course is offered.

10.5 - Appeals

No part of Academic Regulation 10 may be appealed.

Academic Regulation 11: Auditors

11.1 - Audit Policies

Students must have the consent of the instructor(s) and the Undergraduate Coordinator to audit any nursing course. In giving consent to audit a class, the instructor will discuss with the student to determine the extent of participation in classes, laboratories, clinical practice, etc. Students must register formally as auditors through the School of Nursing Office. A fee will apply.

For audit policies in the Faculty of Arts and Science, refer to the Faculty of Arts and Science Calendar.

11.2 - Appeals

No part of Academic Regulation 11 may be appealed.

Academic Regulation 12: Voluntary Withdrawal

Students who have voluntarily withdrawn from the School of Nursing in good academic standing must subsequently apply for re-admission as new applicants to the Assistant Registrar, Admissions Services. Refer to Admission Requirements, Re-admission After Voluntary Withdrawal.

Academic Regulation 13: Examination Conduct

13.1 - Admission To and Dismissal From the Examination Hall

Students are required to bring their Queen's Photo ID to the examination and to display it at the top corner of the examination table. Any candidate arriving at an examination hall after the beginning of the examination will receive only the remaining time in which to write the examination. The late candidate's paper will be marked only at the discretion of the Faculty. No candidate will be allowed to leave the examination hall within 30 minutes of the distribution of examination papers. Candidates who have not left their examination table prior to the final 15 minutes of the examination will be required to remain at their examination table until dismissed by the Chief Proctor.

13.2 - Restrictions on Articles Taken Into the Examination Hall

No articles such as textbooks, notes, books of tables, data sheets, graphs, paper, written material, calculators, etc., may be taken into the exam hall unless authorized by the instructor in writing at least 3 days before the exam. Food, drinks (except bottled water in a transparent bottle), recording or playback devices, and other electronic communication devices such as a cell phone or smartphone are not permitted in the exam hall. Likewise, handbags, purses, and book bags are not permitted in an exam hall. Students should bring only essential items to the exam. The University assumes no responsibility for personal property lost in or near any examination hall.

13.3 - Examination Regulations

A student is responsible for adhering to all Examination Regulations (see the Examination Regulations online at the University Registrar's website). All examination hall irregularities will be reported in writing by the Chief Proctor to the instructor of the course and to the Associate Dean (Studies). Normally, such irregularities will be dealt with under the regulations pertaining to departures from academic integrity (see Academic Regulation 1).

Students must submit information about illness or other circumstances affecting their work to the relevant course instructor within twenty-four hours of the examination in the course concerned.

Academic Regulation 14: The Use of Calculators in Tests or Examinations

During examinations offered by the School of Nursing, all calculators used by students must be non-programmable and non-communicating. At the present time, only a Casio 991 or another calculator with an Applied Science gold sticker may be used during examinations.

Academic Regulation 15: Final Examinations

15.1 - Supplemental Examinations

There are no supplemental examinations in courses offered in the School of Nursing.

15.2 - Scheduling of Final Examinations and Schedule Conflicts

Final examinations in courses that span more than one term (full-year courses) are held in April. Final examinations in Fall or Winter Term courses are held in December or April respectively. Normally, students are not permitted to take examinations unless they have registered on the prescribed date within the academic year in which they present themselves.

A student discovering a conflict (two examinations at the same hour, three examinations in a 24-hour period or an examination at the same hour as a religious observance) should report the conflict to the University Examinations Office, as soon as possible.

15.3 - Access to Examination Papers

Final examination paper means the final examination question paper in a course and the graded answer paper written by the student which, by Senate policy, must be retained for a period of 12 months. Refer to Queen's University Senate Policy on Student Access to Final Examination Papers at <http://www.queensu.ca/registrar/aboutus/policies.html>. A *test* means the question

paper in a course and the graded answer paper written by the student as part of course evaluation during a course and before the final examination.

The majority of tests and examinations in the School of Nursing are confidential and are not available for reference purposes. Refer to Queen's University Senate Policy on Confidential Exams at <http://www.queensu.ca/registrar/aboutus/policies.html>

Academic Regulation 16: Professional Conduct, Attendance and Course Work

16.1 - Professional Conduct

All students are expected to develop and demonstrate the attributes of a professional nurse. Students are accountable for their actions taken in the course of clinical practice with clients in accordance with the principles as described in the Professional Standards of the College of Nurses of Ontario. These expectations for professional behaviour are consistent with the level of competence of the student nurse. Specifically, students must practice within their level of competence and refrain from misrepresenting their level of competence or from practicing beyond that level without supervision by a faculty member or delegate.

16.2 – Participation and Conduct in Classes

Students must be registered in a class to be eligible to attend or otherwise participate in lectures, clinical practice, seminars, laboratories, tutorials, tests, and examinations associated with the class. Students are expected to be, and at the discretion of the instructor, may be required to be present at all lectures, clinical practice, seminars, laboratories, tutorials, tests, and examinations in their classes and to submit essays, exercises, reports, and other assignments at the prescribed times. Student conduct in lectures, clinical practice, seminars, laboratories, tutorials, tests and examinations must conform to the Code of Conduct. Students whose conduct does not conform to the Code of Conduct may be issued a warning in writing from the course instructor. Subsequent failure to conform to the Code of Conduct may result in a written requirement to withdraw from the class (see Academic Regulation 17).

16.3 – Submission of Course Work

For purposes of evaluation, assignments and other course work must be submitted in a legible form. A student who foresees difficulty meeting this requirement must inform the instructor immediately. An instructor may require, in addition, the submission of the original manuscript and/or written notes.

16.4 - Attendance

Students are expected to be present at all lectures, clinical and laboratory experiences, and seminars, and to submit essays, exercises, reports, and other written work at prescribed times. Students who neglect their class and/or clinical work may be debarred from examination, or required to withdraw, or to repeat the course.

16.5 – Absence and Missed Course Work in a Theory Course

A student who receives medical care, or who claims illness or compassionate grounds as a reason for missing lectures or other work is responsible for informing the course instructor concerned immediately. For absences of more than three days, the student may be asked to present a doctor's certificate to the Director, School of Nursing or the instructor concerned within one week.

If there is a significant effect on attendance or academic performance such that the student may wish to request an incomplete grade, Aegrotat or Credit Standing, the student is responsible for obtaining appropriate documentation at the time of treatment. See Academic Regulation 8 for further information about Aegrotat and Credit Standing. Information about appeals for Aegrotat or Credit Standing may be found in Academic Regulation 22.

16.6 - Compulsory Attendance in a Clinical Course

All clinical, seminar and learning lab experiences are compulsory. Absences prevent students from obtaining the required level of learning experiences needed to meet the objectives of the program. Students are responsible for notifying their instructor and their clinical area prior to the experience (as specifically instructed by the instructor) if they are unable to attend. Students need to complete all clinical/laboratory work in order to complete the course.

A student who has missed clinical practice due to illness or special circumstances may be permitted an opportunity to make up this deficiency provided that

- (i) permission is given by the course coordinator and the Undergraduate Coordinator,
- (ii) arrangements can be made to obtain a Clinical Instructor, and
- (iii) the clinical agency concerned gives its approval.

Students are responsible for financing supplemental clinical experience. The minimum fee for such experience is \$45.00/hour.

16.7 - Transportation

It is the responsibility of the student to provide his or her own transportation to required institutional or community clinical experience. Community placements may require access to a car.

Academic Regulation 17: Code of Conduct

The information below is an extract of the Queen's University Student Code of Conduct. The complete document is available at <http://www.queensu.ca/registrar/aboutus/policies.html>.

Queen's students¹ are valued members of the University community with a valid interest in contributing to, participating in and remaining part of the University community.

The academic and social privileges associated with student membership at Queen's University are conditional upon the fulfillment of the responsibilities such membership entails. Being a member of the Queen's community does not carry any special privilege before civil or criminal codes regulating the behavior of local residents. The University's system of non-academic discipline is a complementary system that may be derived naturally from our existence as a clearly distinguishable community of interests. It should not be regarded as a substitute for the civil or criminal law. Students may be subject to consequences for misconduct both under the University's discipline system and under the criminal law concurrently. In the exercise of its disciplinary authority and responsibility, the University treats students as free to organize their own personal lives, behavior and associations subject¹ to the law and to those University regulations that are necessary to protect the legitimate interests of the University and/or members of the University community.

Terms of Conduct

Students have a duty to familiarize themselves with the rules and regulations of the University that determine what their responsibilities are.

- 1 Students shall abide by the published rules, regulations, and policies of the University or of any authorized rule-making body within the University. This includes, but is not limited to, the Queen's Harassment/Discrimination Policy and Procedure, those established by Residence administration, and this Student Code of Conduct.
- 2 Students shall abide by the provisions of the Criminal Code of Canada while in Canada. Students shall also abide by all the other laws of the land, including but not limited to those regulating the possession, sale, or consumption of alcoholic beverages and contraband substances. While outside Canada, students are expected to abide by the laws of host country. If a student violates those laws, the University may pursue disciplinary action, whether the conduct occurred on or off campus, if the conduct had a real and substantial connection to the legitimate interests of the University and/or the members of the University community.
- 3 Students shall comply, and shall not interfere, with the directions of officials acting within the scope of their authority, including, but not limited to, the Kingston Police, Queen's Campus Security, Queen's Student Constables and Science Constables.
- 4 Students shall not furnish false information to the University or any University official or judicial body authorized by the University, nor forge or possess any forged, altered, or falsified instrument of identification.
- 5 Students shall not interfere, directly, indirectly, or by threat, with the communication or pursuit of a complaint under the Code.
- 6 Students shall refrain from theft, knowingly possessing stolen property, trespassing, vandalism, and willfully or negligently damaging private or University property.
- 7 Student conduct shall respect the lawful rights of others to possess, use, or enjoy private or University property.
- 8 Students shall respect the freedom of individuals to study, teach, work, engage in research and socialize. Students shall refrain from conduct that attempts to limit these freedoms or any other freedoms guaranteed by law. The following conduct is unacceptable and constitutes an offence within the University community: acts of discrimination or harassment based upon, but not limited to, race, religion, gender, ability, ethnicity, national origin or sexual orientation. Students shall comply with the terms of any disciplinary sanction imposed in accordance with the Code or other applicable University policy.

¹ For the purposes of this Code, a student, from the time of the first registration at Queen's University, is bound by the Student Code of Conduct at all times as a registered student and this includes the period between sessional dates when the student is not officially registered. He or she will remain bound by the code until such time as he or she has completed the relevant degree requirements. This Code applies to all students studying at Queen's International Study Centre, students registered in a non-degree program, students on exchange at Queen's or abroad, and students registered at another university on a letter of permission. The University, when exercising its right to address misconduct, will give due consideration to its ability to establish a real and substantial connection between the University and the conduct in question.

Violation of the aforementioned terms of conduct is an offence under the Code, subject to disciplinary sanction. The above terms apply with equal force to individual students and student groups or organizations. Being under the influence of alcohol and/or other substances does not diminish or excuse a violation of the Code.

Misconduct under the Code will be deemed aggravated if it results or foreseeably could have resulted in significant injury to persons or damage to property or which otherwise posed a substantial threat to the stability and continuance of normal university or university-sponsored activities

Sanctions

More than one sanction may be ordered for any violation of the Code. The sanctions to be imposed should be commensurate with the offending conduct and/or the harm done. Wherever appropriate, the University encourages fashioning sanctions to include educational and restorative principles.

Factors that may be considered in determining the nature of sanctions to be imposed for Code violation include the intent of the respondent, the effect of the conduct on the victim and the community, presence or absence of past violations of the Student Code on the part of the student, and the appropriateness of sanctions such as community service. A second violation of any section of the Code may be deemed aggravated. Aggravated violations will be subject to harsher penalties than the misconduct itself otherwise may have warranted.

Ordinarily, no sanction shall be put into effect until the student has either exhausted all internal channels of appeal or has allowed the time for appeal to lapse. The relevant decision-maker will maintain a record of the investigation including the student's name, the nature of the violation under the Code, and the sanction imposed.

Academic Regulation 18: Immediate Effect of Orders to Protect Safety

Refer to Section 36, Queen's University Senate Policy on Student Appeals, Rights and Discipline, at <http://www.queensu.ca/registrar/aboutus/policies.html>.

Some academic experiences involve student interaction with third parties and are subject to laws and regulations such as the Regulated Health Professions Act or regulations of the College of Nurses of Ontario. Without excluding other possible circumstances, there are placement requirements in Nursing where the interests of third parties would justify immediate suspension of a student from a course or portion of a program. In courses involving intensive group work, the interests of other students might justify such a suspension. The suspension takes effect immediately and a failing grade will be assigned in the course. This suspension and course failure may be appealed but the suspension remains in effect during the appeal process. Refer to Procedures for Review of Student Progress and Appeal Processes - Academic Regulation 22.

The student who is subject to the suspension under this provision may request that the Chair, Undergraduate Academic Progress and Graduation Committee expedite the hearing of the appeal. The student may appeal directly to the University Student Appeal Board (USAB) without an intermediate level of appeal. Refer to Queen's University Senate Policy on Student Appeals, Rights and Discipline at <http://www.queensu.ca/registrar/aboutus/policies.html>.

Academic Regulation 19: Academic Integrity

The School of Nursing Policy on Academic Integrity Procedures is adapted from the Senate Policy on Academic Integrity Procedures – Requirements of Faculties and Schools. The complete document is available at <http://www.queensu.ca/registrar/aboutus/policies.html>.

19.0 Senate Academic Integrity Policy Statement

Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect, and responsibility (as articulated by the Centre for Academic Integrity, Clemson University, see <http://www.academicintegrity.org/>) all of which are central to the building, nurturing, and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University. Queen's students, faculty, administrators, and staff therefore all have ethical responsibilities for supporting and upholding the fundamental values of academic integrity.

Policies with Respect to Jurisdiction, Offences, and Sanctions

19.1 Jurisdiction

- 19.1.1 The School of Nursing is required to maintain a record of all findings of a departure from academic integrity of which they are informed, for students registered in the School of Nursing. Records will be kept in the office of the Director, School of Nursing. The School of Nursing is required to provide advice and assistance to instructors and students as requested by a person who will not subsequently be in a position to pass judgment on the case or who is biased in any way. Advice and assistance will be provided by the Undergraduate Academic Advisor. When the Director, Undergraduate Coordinator, or Undergraduate Academic Advisor is the instructor (or course coordinator) investigating a departure from academic integrity (i.e., when there is a conflict of interest), the Director, School of Nursing will appoint a replacement.
- 19.1.2 Academic integrity concerns within a course shall be dealt with in the first instance by the instructor (and course coordinator, when the course coordinator is not the instructor) offering the course. The instructor has the responsibility to take action when he or she becomes aware of an academic integrity concern. The instructor also has the responsibility to make a decision as to whether there has been a departure from academic integrity and if there has, the responsibility to make a decision on an appropriate sanction under the guidelines detailed in Section 19.4 of this policy.
- 19.1.3 If the instructor (and course coordinator, when the course coordinator is not the instructor) believes the matter is of a particularly serious or complex nature, he or she must refer it to the Undergraduate Coordinator in the School of Nursing. If there is a previous finding for the student, the instructor must refer the matter, including the finding, for sanctioning to the Undergraduate Coordinator (refer to Section 19.6.5).
- 19.1.4 Academic integrity concerns within a course shall be dealt with under the policies and purview of the School of Nursing until an appeals process is initiated at which time Section 19.1.6 takes effect.
- 19.1.5 If the student is enrolled in a course which does not belong to the School of Nursing, the School of Nursing shall be informed of any finding of departure from academic integrity.
- 19.1.6 Regarding appeals of decisions, in keeping with *Faculty Jurisdiction With Respect to Student Appeals of Academic Decisions*, approved by Senate 3 March 2005:
- (i) The jurisdiction for matters of academic appeal shall, in all instances, reside in the Faculty in which the student is registered. For students registered in the School of Nursing, refer to Procedures for *Review of Student Progress and Appeal Processes* Academic Regulation 22.
 - (ii) While the jurisdiction for matters of academic appeal shall reside in the Faculty in which the student is registered, the Faculty in which the course(s) in question resides shall be consulted as a normal part of the appeals process to ensure that the interest of the Faculty in which the course(s) resides is taken into consideration.
- 19.1.7 Departures from academic integrity other than a course-related issue (e.g., falsifying a transcript) are dealt with by the Faculty/School in which the student is registered.

19.2 Offences

The following list defines the domain of relevant acts without providing an exhaustive list.

Plagiarism

Presenting another's ideas or phrasings as one's own without proper acknowledgement.

Examples: copying and pasting from the internet, a printed source, or other resource without proper acknowledgement, copying from another student, using direct quotations or large sections of paraphrased material in an assignment without appropriate acknowledgement, submitting the same piece of work in more than one course without the permission of the instructor(s).

Use of unauthorized materials

Examples: possessing or using unauthorized study materials or aids during a test, copying from another's test paper, using unauthorized calculator or other aids during a test, unauthorized removal of materials from the library, or deliberate concealment of library materials.

Facilitation

Deliberately enabling another's breach of academic integrity.

Examples: making information available to another student, in the case of a deferred or confidential examination, asking for or providing information about the examination, knowingly allowing one's essay or assignment to be copied by someone else, buying or selling of term papers or assignments and submitting them as one's own for the purpose of plagiarism.

Forgery

Submitting counterfeit documents or statements.

Example: creating a transcript or other official document.

Falsification

Misrepresentation of one's self, one's work, or one's relation to the University.

Examples: altering transcripts or other official documents relating to student records, impersonating someone in an examination or test, submitting a take-home examination written, in whole or in part, by someone else, fabricating or falsifying laboratory or research data.

19.3 Factors to Consider when Assigning a Sanction

Factors that should be considered in assigning a remedy or sanction include:

- Evidence of a deliberate attempt to gain advantage,
- The seriousness of the departure having regard to its actual or potential consequences,
- The extent to which the work or conduct in question forms a significant portion of the final grade and whether the extent of the departure is substantial as demonstrated by the work or conduct in question,
- Injury to another student or to the institution,
- Multiple departures within a single incident or multiple departures over time, rather than an isolated aberration,
- Whether the departure has been committed by a student who ought to be familiar with the expectations for academic integrity in the discipline of nursing and/or in the School of Nursing,
- Conduct that intimidates others or provoked the misconduct by others.

Any sanction should reflect the extent and severity of the departure from academic integrity, and precedents in the School of Nursing, taking into account any mitigating circumstances. The onus is on the student to provide evidence of mitigating circumstances.

19.4 Sanctions

The following are the admissible sanctions that may be applied, in any number and/or combination as deemed necessary, for departure from academic integrity. If the penalty amounts to a failure in the course, the student may not drop the course, regardless of the deadlines to drop a course.

1. Issuing an oral or written warning.
2. Completion of an educational program/workshop.
3. Requiring submission of a revised or new piece of work.
4. Assigning a partial or total loss of marks on the piece of work.
5. Assigning partial or total loss of grades in the course.
6. Requiring withdrawal from the University for a specified period of time.
7. Rescinding of a degree. Refer to Senate Policy on Rescinding Degrees (<http://www.queensu.ca/registrar/aboutus/policies.html>.)

19.4.1 The instructor (and course coordinator, when the course coordinator is not the instructor) may impose Sanctions 1 through 5 without referring the matter to the School of Nursing (apart from checking re previous findings, see Sections 19.3 and 19.6.5). All findings must be reported to the Undergraduate Coordinator and the Director, School of Nursing. The Director, School of Nursing will maintain a record of all cases (see Section 19.6.5). A copy of the finding will be placed on the student's confidential file in the office of the Director, School of Nursing.

If the instructor (and course coordinator, when the course coordinator is not the instructor) believes a more serious penalty is warranted, or there is a previous finding, he or she must refer the matter, including the finding, for sanctioning to the Undergraduate Coordinator (see Section 19.6.5).

19.4.2 The Undergraduate Coordinator may impose Sanctions 1 through 5, as available to instructor (and course coordinator, when the course coordinator is not the instructor), as well as recommending Sanctions 6 or 7 to the Senate Committee on Academic Procedures (SCAP) (see Section 19.10).

19.4.3 Senate (through Senate Committee on Academic Procedures (SCAP), to which it has delegated this responsibility), in accordance with the *Senate Policy on Student Appeals, Rights and Discipline*, may approve the recommendations of the School of Nursing with respect to Sanctions 6 and 7.

19.5 Requirements of the School of Nursing

The School of Nursing is responsible for developing and implementing procedures to deal with academic integrity concerns and to report annually to Senate Committee on Academic Procedures (SCAP). This report will be submitted in September (after the Summer Term) by the Director, School of Nursing.

Procedures to Deal with Academic Integrity Concerns in the School of Nursing

19.6 Instructor Guidelines for Investigation, Decision Making, Referral, and Notification

- 19.6.1 The instructor (and course coordinator, when the course coordinator is not the instructor) has the responsibility to initiate the investigation. If at any point the instructor does not feel he or she is able to proceed as stated in Section 19.1.2, the Undergraduate Coordinator may assume the investigation responsibilities under the guidelines of Section 19.7.

Prior to making an allegation of a departure from academic integrity, the instructor (and course coordinator, when the course coordinator is not the instructor) should assemble all evidence related to the case. Such evidence might include the assignment, the document from which the assignment was allegedly derived, the assignment sheet describing the nature of the work to be done, any email between the instructor and the student relating to the assignment, and any documents used by the instructor and the School of Nursing stating policies on academic integrity.

While collecting the evidence, the instructor (and course coordinator, when the course coordinator is not the instructor) is encouraged to seek guidance from the Undergraduate Academic Advisor on matters of policy relating to departures from academic integrity within the School of Nursing and the University. When discussing any departure from academic integrity, the instructor should ensure that the student's identity remains confidential, pending a finding of a departure from academic integrity and that the student is able to view all of the evidence gathered against him/her.

- 19.6.2. When an instructor (and course coordinator, when the course coordinator is not the instructor) has a basis for alleging a departure from academic integrity, the instructor shall notify the student, in writing, of his/her allegation(s) using the *Allegation of Departure from Academic Integrity* form (Appendix A). The form shall be sent via regular mail and electronic mail as a PDF attachment. The student must be informed of the basis of the allegation(s), including a copy of the work in question, the possible sanctions, and his/her right to respond. The student is informed that he/she cannot withdraw from the course while the investigation is in progress. The instructor will address all matters to the student as alleged or apparent departures from academic integrity. The allegation will include:

- a. the basis of the allegation(s), including a copy of the work in question and/or other evidence,
- b. the possible sanctions,
- c. the student's right to respond to the allegation in person or in writing,
- d. notification that the student may not withdraw from the course while the investigation is in progress, and
- e. the student's right to consult with the Coordinator of Dispute Resolution Mechanisms, a University Dispute Resolution Advisor, the Rector, or to seek independent legal advice. The Coordinator of Dispute Resolution Mechanisms may be contacted by telephone at (613) 533-6495 or email at drm@queensu.ca.

- 19.6.3 An initial meeting should be held between the instructor (and course coordinator, when the course coordinator is not the instructor) and the student to discuss the allegation. If the student does not wish to meet with the instructor, the student can submit a written response to the allegation. If the student does not respond to an invitation for a meeting within **two weeks**, or does not make a written submission within **two weeks of receiving a letter alleging departure from academic integrity**, the process will continue without the student's input. If a meeting is arranged, both the student and the instructor (unless the instructor is accompanied by the course coordinator) have the right to be accompanied by one person for support and/or advice, although the meeting is intended to be exploratory and not a legal proceeding. A Dispute Resolution Advisor may, as of right, also be present at any meeting between the student and any decision-maker. The student shall provide the instructor with the names of any persons who will accompany them at the meeting, identifying legal counsel, at least **48 hours** before the meeting. Failure to do so may result in rescheduling of the meeting. If the student appears with legal counsel, the instructor will reschedule the meeting, notify the Undergraduate Coordinator, and contact the University solicitor for legal support.

The instructor (and course coordinator, when the course coordinator is not the instructor) and student should discuss the allegation and, if possible, come to a mutually acceptable agreement regarding its outcome.

- 19.6.4 Following an investigation and the initial meeting with the student concerned, the instructor (and course coordinator, when the course coordinator is not the instructor) shall decide whether or not there has been a departure from academic integrity, based on the available evidence. Two options are available to the instructor:

- a. A decision that there has been no departure from academic integrity. If this is the case, all documents will be destroyed and the student will be informed of the decision in writing within **two weeks** via regular mail and electronic mail as a PDF attachment.
- b. A decision of a finding that there has been a departure from academic integrity.

19.6.5 If there has been a finding of a departure from academic integrity, the instructor (and course coordinator, when the course coordinator is not the instructor) must contact the Faculty/School where the student is registered to notify them of the outcome of the investigation and to determine whether a previous departure from academic integrity has been recorded. If the student is registered in the School of Nursing, the instructor must contact the Undergraduate Coordinator. If a previous departure from academic integrity has been recorded, the instructor hands the sanctioning process over to the Faculty/School office for completion and notification of the student (to the Undergraduate Coordinator if the student is registered in the School of Nursing). If the student has no previous record, the instructor can proceed with a sanction under the guidelines of Section 2.4 and notify the student in writing within **two weeks** using *Finding of Departure from Academic Integrity* form (Appendix B) via regular mail and electronic mail as a PDF attachment. A copy of the form will be sent to the Faculty/School where the student is registered to notify them of the sanction. If the student is registered in the School of Nursing, a copy of the form will be sent to the Undergraduate Coordinator and Director, School of Nursing. The Director, School of Nursing will maintain a record of all cases. A copy of the finding will be placed on the student's confidential file in the office of the Director, School of Nursing and retained according to the retention schedule.

19.6.6 The Undergraduate Coordinator will use *Academic Integrity Case Summary Form* (Appendix C) to record the final outcome when a case of departure from academic integrity takes place within the School of Nursing and forward the form to the Senate Committee on Academic Procedures (SCAP) for its records.

19.7 School of Nursing Guidelines for Referred Cases Before Instructor Makes a Decision on a Finding

19.7.1 When a case has been referred to the School of Nursing for reasons outlined in *Section 19.1.3*, the Undergraduate Coordinator will take on responsibility for investigating the matter. All documents previously used to investigate the case will be forwarded to the Undergraduate Coordinator. The student must be notified of the referral in writing within **two weeks** via regular mail and electronic mail as a PDF attachment.

19.7.2 A meeting should be held between the Undergraduate Coordinator, the instructor (and course coordinator, when the course coordinator is not the instructor), and the student. If the student does not wish to meet with the Undergraduate Coordinator, the student can submit a written response to the allegation. If the student does not respond to an invitation for a meeting within **two weeks**, or does not make a written submission within **two weeks**, the process will continue without the student's input. If a meeting is arranged, both the student and the instructor have the right to be accompanied for support and/or advice, although the meeting is intended to be exploratory and not a legal proceeding. A Dispute Resolution Advisor may, as of right, also be present at any meeting between the student and any decision-maker. Both the student and the instructor shall provide the Undergraduate Coordinator with the names of any persons who will accompany them at the meeting, identifying legal counsel, at least **48 hours** before the meeting. Failure to do so may result in rescheduling of the meeting. Each party will be given the opportunity to make a statement and have their case heard. If the student appears with legal counsel, the Undergraduate Coordinator will reschedule the meeting, notify the Director, School of Nursing, and contact the University solicitor for legal support.

19.7.3 Following the investigation and initial meeting, the Undergraduate Coordinator shall make a decision. Two options are available to him/her:

- a. A decision that there has been no departure from academic integrity. If this is the case, all documents will be destroyed and the student will be informed of the decision in writing within **two weeks**.
- b. A decision of a finding that there has been a departure from academic integrity.

19.7.4 If there has been a finding of a departure from academic integrity, the Undergraduate Coordinator will decide on a sanction under guidelines of Section 19.4. The student shall be notified in writing of the decision within **two weeks** using *Finding of Departure from Academic Integrity* form (Appendix B) via regular mail and electronic mail as a PDF attachment.

19.7.5 The Undergraduate Coordinator will use *Academic Integrity Case Summary Form* (Appendix C) to record the final outcome when a case of departure from academic integrity takes place within the School of Nursing and forward the form to the Senate Committee on Academic Procedures (SCAP) for its records.

19.8 School of Nursing Guidelines for Dealing with Referral of a Finding by an Instructor

19.8.1 If there is a previous finding of departure from academic integrity on file with the Undergraduate Coordinator in the School of Nursing, or if the finding appears to warrant a sanction more serious than the instructor (and course coordinator, when the course coordinator is not the instructor) may impose, the instructor must refer the case to the Undergraduate Coordinator. The Undergraduate Coordinator may impose sanctions as outlined in Section 19.4.

- 19.8.2 In referring a case of departure from academic integrity to the Undergraduate Coordinator for sanctioning, the instructor (and course coordinator, when the course coordinator is not the instructor) must advise the student of the referral in writing within **two weeks** via regular mail and electronic mail as a PDF attachment.
- 19.8.3 The Undergraduate Coordinator will convene a meeting with the student and the instructor (and course coordinator, when the course coordinator is not the instructor), to conduct a thorough investigation of the available evidence. The student should be provided the opportunity to review in advance evidence that will be considered by the Undergraduate Coordinator. If the student does not wish to meet with the Undergraduate Coordinator, the student can submit a written response to the allegation. If the student does not respond to an invitation for a meeting within **two weeks**, or does not make a written submission within **two weeks**, the process will continue without the student's input. This investigation may involve written submissions and/or oral evidence presented by witnesses pertaining to the possible departure from academic integrity. The student and the instructor must be notified, in writing, when the meeting on the case will be convened, invited to appear at the meeting, and be informed of the right to have an advisor at the meeting.
- Both the student and the instructor shall provide the Undergraduate Coordinator with the names of any persons who will accompany them at the meeting, identifying legal counsel, at least **48 hours** before the meeting. Failure to do so may result in rescheduling of the meeting. Each party will be given the opportunity to make a statement and have their case heard. If the student appears with legal counsel, without 48 hours notice to the Undergraduate Coordinator, the Undergraduate Coordinator will terminate the meeting, notify the Director, School of Nursing, and contact the University solicitor for legal support.
- 19.8.4 If within two weeks of the meeting (19.8.3), after an investigation of the evidence and consideration of the response by the student, the Undergraduate Coordinator determines that there are no grounds for a finding of departure from academic integrity, all documents related to the case will be destroyed and the student will be informed that the investigation has been dropped. If, however, after an investigation of the evidence and consideration of the response by the student, the Undergraduate Coordinator determines that the finding should be upheld, the Undergraduate Coordinator will assess an appropriate sanction or remedy according to the guidelines in Section 19.4.
- 19.8.5 The Undergraduate Coordinator will inform the student and the instructor (and course coordinator, when the course coordinator is not the instructor) in writing of the decision within **two weeks** using *Finding of Departure from Academic Integrity* form (Appendix B) via regular mail and electronic mail as a PDF attachment.
- 19.8.6 The Undergraduate Coordinator will use *Academic Integrity Case Summary Form* (Appendix C) to record the final outcome when a case of departure from academic integrity takes place within the School of Nursing and forward the form to the Senate Committee on Academic Procedures (SCAP) for its records.

19.9 Appealing a Decision – Chair, Undergraduate Academic Progress and Graduation Committee, Faculty of Health Sciences, University Student Appeal Board

Students may appeal a decision. Appeals will be heard in the Faculty/School where the student is registered, in accordance with the *Senate Policy on Faculty Jurisdiction with Respect to Student Appeals of Academic Decisions* (<http://www.queensu.ca/registrar/aboutus/policies.html>).

For students registered in the School of Nursing, the decision of an instructor (and course coordinator, when the course coordinator is not the instructor) or Undergraduate Coordinator may be appealed to the Chair, Undergraduate Academic Progress and Graduation Committee. Ultimately, the student may appeal to the University Student Appeal Board (USAB), as outlined in the Senate policy on *Senate Policy on Student Appeals, Rights and Discipline* (<http://www.queensu.ca/registrar/aboutus/policies.html>).

19.10 Guidelines for Matters Referred to the Senate Committee on Academic Procedures (SCAP)

The procedures that Senate Committee on Academic Procedures (SCAP) will follow are outlined in Section 10 of the *Senate Policy on Student Appeals, Rights and Discipline*. This includes the requirement that Faculties/Schools must consult with Senate Committee on Academic Procedures (SCAP) before deciding what sanctions to recommend to ensure consistency in penalties across the University.

19.11 Departures from Academic Integrity Other than Within a Course

Where possible departures from academic integrity other than those within a course are identified, the Undergraduate Coordinator may initiate an investigation. The student must be notified in writing within **two weeks** via regular mail and electronic mail as a PDF attachment. Further steps are as outlined in Section 19.2 for course-related issues.

19.12 Timing Requirements

All parties must have sufficient time to prepare cases and make responses. The timelines stipulated in Section 19.6 may not be appropriate near the end of or following the end of a term. However, procedural fairness indicates that the process moves expeditiously. Any party, which may include the instructor and course coordinator, when the course coordinator is not the instructor, the student, or the Undergraduate Coordinator may request an extension in timelines provided such a request is made in writing and all parties are encouraged to accommodate the request provided a satisfactory reason is provided.

Academic Regulation 20: Computer User Code of Ethics

The information below is an extract of the Queen's University **Computer User Code of Ethics**. Students are responsible for making themselves fully aware of the complete policy, which is available at the following web address: <http://www.queensu.ca/registrar/aboutus/policies.html>. Users should:

- . maintain secure passwords for all accounts assigned to them
- . take precautions against others obtaining unauthorized access to their computing resources. This obligation applies particularly to users who are responsible for confidential information
- . not willingly divulge passwords and other access control information for their personal accounts to any other person
- . not use or attempt to use computing facilities or accounts to which they have not been granted explicit access by an appropriate system administrator
- . use computing facilities and services only for the purposes for which they were authorized
- . respect all copyrights and licenses associated with university computing facilities
- . not attempt to interfere with the normal operation of a shared system
- . not attempt to encroach on others' use of computing facilities or to deprive others of resources
- . not attempt to subvert the restrictions associated with their computing accounts
- . not use computing facilities to send obscene, vulgar, or harassing messages
- . not attempt unauthorized access to computing installations outside of Queen's using Queen's computers or communications facilities.

Alleged violations of the Code shall be dealt with as outlined in the document Procedures for Cases of Computer Abuse. Individuals or groups who feel that there has been a violation of the Code are directed to the document Procedures for Lodging a Complaint of Computer Abuse at <http://www.queensu.ca/registrar/aboutus/policies.html>.

Academic Regulation 21: Assessment of Performance, Academic Progress and Promotion

21.1 – Determination of the Final Grade for a Course

At the beginning of the year or term, a clear statement of the term work expected for each course and the weight to be assigned to it in the final grade will be provided. The choice of the elements to be used in determining the final grade for a course and the weighting of these elements are decided by the instructor(s). When courses are required for the B.N.Sc. Program of Study, the setting of standards is done in consultation with the Curriculum Committee of the School of Nursing. The following elements may be used: the work of the term, including, where appropriate, essays and exercises, class tests, reports, clinical practice, seminar participation and laboratory work, a final examination.

In arriving at the final grade, only work completed by the day of the examination in the course concerned will be considered. Exemptions from this are allowed only by prior permission from the course instructor involved. The instructor reserves the right to retain term papers, examinations, and other written materials following grading.

Students are expected to complete all course requirements. Students who do not complete requirements for a course in which they are registered shall be considered to have failed the course.

Students who feel their final examination or final grade has not been accurately assessed may request a review of their work (see Academic Regulation 22).

21.2 – Scheduling of Class Elements

Before the end of the second week of the term in which a class starts, instructors must provide a written outline of the basic features of the class. At a minimum, the class outline should include a description of the class objectives and a clear statement of

the basis on which final marks are assigned. Instructors should specify the term work expected and weight, if any, that it will contribute to the final mark.

Subject to Regulation 21.3, tests in regular class periods may be held by instructors at any time. An instructor may not schedule a test or examination outside of the scheduled class time if doing so creates a conflict with a student's other officially scheduled class time.

21.3 – Restrictions on Assessment

Major tests and *de facto* examinations are strictly prohibited in the last two weeks of classes and in the study period designated by Senate prior to the examination period. A test or quiz is deemed to be major if it

- (i) takes place outside of a regular course time,
- (ii) covers more than the work of the preceding six weeks, and
- (iii) counts for more than 10 percent of the final grade in an 6.0 unit course or 20 percent of the final grade in a 3.0 unit course.

De facto examinations are essentially replacements for final examinations or end-of-term tests for which the Senate provides a schedule. A take-home examination that conforms to (ii) and (iii) above may not be due between the beginning of the 11th week of classes and seven days after the beginning of the examination period. A major term essay - one that conforms to (iii) above - should be assigned in the first half of the term if it is due anytime between the beginning of the 11th week of classes and the end of the examination period. A seminar presentation that conforms to (i), (ii), or (iii) above should be assigned in the first half of the term if it is to be held in the last two weeks of term. Examinations and assessments in clinical courses should be assigned in the first half of the term if they are to occur anytime between the beginning of the 11th week of classes and seven days after the beginning of the examination period.

Exceptions must be approved by the Director, School of Nursing. (Exceptions to the above guidelines might include laboratory examinations requiring the hands-on use of apparatus or materials.)

21.4 - Assessment of Performance in a Clinical Course

All clinical nursing courses are graded on a pass/fail basis. At the beginning of each course, the expected course performance standards and evaluation criteria are provided in the course syllabus.

It is incumbent upon the student to know the criteria for passing a clinical course. Such criteria may include but are not limited to written assignments, pen and paper tests, Objective Structured Clinical Examinations (OSCEs), and patient/client care.

- 21.4.1 If, during a clinical nursing course, an instructor concludes that a student may be compromising patient safety, the Undergraduate Coordinator and the Director, School of Nursing will be notified immediately by the instructor.

Some academic experiences involve student interaction with third parties and may be subject to laws and regulations such as those governing professions such as the Regulated Health Professions Act or regulations of the College of Nurses of Ontario. For example, and without limiting other possible circumstances, There are mandated clinical placements in Nursing where the interests of third parties would justify immediate suspension of a student from a course or the Nursing program. In courses involving intensive group work, the interests of other students might justify such a suspension.

The suspension from a course takes effect immediately and a failing grade will be assigned in the course. The suspension from the Nursing program takes effect immediately and the student will be required to withdraw from the School of Nursing for a minimum of one year. The suspension and course failure, or requirement to withdraw may be appealed to the Chair, Undergraduate Academic Progress and Graduation Committee (see Academic Regulation 22) but the suspension remains in effect during the appeal process.

The student who is subject to the suspension under this provision may request that the Chair, Undergraduate Academic Progress and Graduation Committee expedite the hearing of the appeal (see Academic Regulation 22, Section 22. 5). The student may appeal directly to the University Student Appeal Board (USAB) without an intermediate level of appeal (see Academic Regulation 22, Section 22.6). Refer to *Queen's* University Senate Policy on Student Appeals, Rights and Discipline, at http://www.queensu.ca/registrar/aboutus/policies.html/SARD_Policy.pdf.

Refer to: Immediate Effect of Orders to Protect Safety (Academic Regulation 18).

- 21.4.2 The student and instructor will meet at appropriate intervals during the clinical course to evaluate the student's progress in relation to course objectives and expected performance standards.

- 21.4.3 Any student's failure to progress satisfactorily will normally be discussed by the instructor with the teaching team. The instructor and the teaching team review with special care the progress of any student whose performance is unsatisfactory.
- 21.4.4 If at any time the instructor assesses the student is having difficulty in meeting course objectives, the instructor will inform the student as soon as possible. A clear statement of the student's status will be communicated and a learning plan will be initiated. This learning plan should be written, dated, and signed by both the student and instructor, and a copy placed in the student's file and one provided to the student. The Undergraduate Coordinator will be notified in writing of the student's status by the instructor or the course coordinator within **one week**.
- 21.4.5 The instructor will maintain written records of all communication related to the learning plan, clinical progress, and evaluations along with copies of written assignments.
- 21.4.6 If the above procedures do not result in the student meeting the course objectives, a meeting of the student and instructor will be arranged by either the student or instructor. The course coordinator may be invited to attend. When the instructor is the course coordinator, another member of the teaching team may be asked to attend. The student will be informed of the failure by the instructor orally and on the written Evaluation of Performance Form as soon as marking is completed, which normally would be no later than two weeks after completion of the course.
- The written Evaluation of Performance Form should be read and signed by the student as an indication that it has been read. The student has the right to record comments on the form.
- The Undergraduate Coordinator and the Chair, Undergraduate Academic Progress and Graduation Committee will be informed in writing of the student's failure.
- 21.4.7 The Chair, Undergraduate Academic Progress and Graduation Committee will acknowledge the student's academic status in writing and inform the student of the right to appeal the failure on procedural grounds or on the basis of extenuating circumstances and to consult with the Coordinator of Dispute Resolution Mechanisms or a University Dispute Resolution Advisor or the Rector or to seek independent legal advice.

21.5 – Academic Progress and Promotion

Student academic progress is reviewed at the end of each academic term and decisions made regarding promotion, probation, and withdrawal. Students lacking the prerequisites for a course in which they are registered will be withdrawn from that course by the School of Nursing.

For promotion, students must achieve 1.7 GPA in all required courses studied each academic year. All required courses must be successfully completed prior to promotion to the next year.

Academic Regulation 22: Procedures for Review of Student Progress and Appeal Processes.

22.0 Introduction

Procedures for Review of Student Progress and Appeal Processes are i) designed to ensure that students receive fair treatment and are aware of their rights and responsibilities, and ii) establish a fair, efficient method of resolving academic discipline matters. School of Nursing policies and procedures are guided by Queen's University Senate Policies including Senate Policy on Student Appeals, Rights and Discipline, and Senate Policy on Academic Integrity Procedures – Requirements of Faculties and Schools. Refer to <http://www.queensu.ca/registrar/aboutus/policies.html/> for a complete list of Senate policies.

School of Nursing policies and procedures are also guided by documents specific to health professionals. These documents are briefly outlined in Appendix D.

The Undergraduate Academic Progress and Graduation Committee will act as the delegated authority of Academic Council of the School of Nursing as approved by the Faculty Board of Faculty of Health Sciences to review academic progress and hear appeals of academic decisions of all students in the School of Nursing. Committee membership comprises three School of Nursing faculty members and one student member. When student academic progress is discussed or appeals are heard, Committee meetings are held in camera (confidential) and minutes are not circulated. The student member of the Committee will not attend meetings when student academic progress is discussed but may attend meetings when student appeals are heard. The presenting student has the option of including or excluding the student member of the Committee during discussion and decision-making of the student's appeal (refer to Academic Regulation 22).

The Academic Regulations contained in the School of Nursing Calendar (<http://www.queensu.ca/calendars/nursing/>) are designed to ensure that academic standards are upheld and that all students are treated fairly and equitably. The School does, however, understand that there are occasions in which extenuating circumstances, that is circumstances beyond a student's control, adversely affect a student's performance at Queen's University. The appeal process is available to reconsider an academic result in light of new information brought forward by the student concerning such extenuating circumstances. The appeal process is also available to reconsider a finding of departure from academic integrity and an academic result when policies and procedures of the School of Nursing or Queen's University have not been followed.

In general, with the exception of appeals related to final examinations, final grades, or non-academic discipline where other criteria will apply, appeals are only granted where there are significantly extenuating circumstances, beyond the student's control, which would merit the waiving of a particular Faculty regulation or decision. Extenuating circumstances normally involve a significant physical or psychological event that is beyond a student's control and debilitating to his or her academic performance. These kinds of extraordinary situations should be supported by official documentation from an appropriate professional.

Official documentation does not need to outline the specifics of the particular condition or matter affecting the student, but should clearly indicate ways in which the extenuating circumstances directly affected the student's performance, and should verify that these effects were substantial enough to cause the academic problem. Information on the start, duration and present state of the extenuating condition is critical to helping the instructor, Associate Dean (Studies) or Board of Studies to make an informed decision. Further, a clear statement on whether the condition or circumstances have either improved or are being managed so that they will not have a significant detrimental effect on future academic performance is also essential.

The appeals process does not compensate for extenuating circumstances that the student is unable to resolve, or for which the student is unwilling to actively seek accommodation. In addition, the appeals process does not compensate for extenuating circumstances that are actively being accommodated, for example where a student's permanent disabilities are being accommodated through the university's Disability Services Office. Multiple appeals citing the same extenuating circumstances will be reviewed very closely. This review may include, with the permission of the student, consultation with the appropriate professionals involved to obtain more detailed information. In order for such an appeal to succeed, there must be convincing evidence that the circumstances that affected the student's academic performance will be resolved within a reasonable timeline, or will be appropriately managed on an ongoing basis.

Students have the right to consult with the Coordinator of Dispute Resolution Mechanisms or a University Dispute Resolution Advisor or the Rector or to seek independent legal advice. The Coordinator of Dispute Resolution Mechanisms may be contacted by telephone at (613) 533-6495 or email at drm@queensu.ca.

There are three levels of appeal for students in the School of Nursing.

1. **Appeal to the Chair, Undergraduate Academic Progress and Graduation Committee.** Appeals must be in writing and received by the stated deadline. Supporting documentation must be provided with the letter of appeal along with the consideration that is requested (refer to *Section 22.4*). The appeal will be heard by the Undergraduate Academic Progress and Graduation Committee.

In the event that the decision is upheld by the Undergraduate Academic Progress and Graduation Committee and/or the student does not accept the structured solution (if offered), the student may appeal the decision to the Dean, Faculty of Health Sciences.

2. **Appeal to the Faculty of Health Sciences.** Appeals to the Faculty of Health Sciences relate only to the process by which the previous decision was rendered or extenuating circumstances that were not considered and do not deal with the merits of the decision itself. Appeals must be in writing and received by the stated deadline. Supporting documentation must be provided with the letter of appeal. The appeal will be heard by a committee established under the Faculty of Health Sciences Faculty Board.

In the event that the decision is upheld by the committee established under the Faculty of Health Sciences Faculty Board, the student may appeal the decision on procedural grounds to the University Student Appeal Board.

3. **Appeal to the University Student Appeal Board.** Appeals to the University Student Appeal Board relate only to the process by which the previous decisions were rendered and do not deal with the merits of the decision itself. Refer to the Senate policy on Senate Policy on Student Appeals, Rights and Discipline (<http://www.queensu.ca/registrar/aboutus/policies.html/>).

Note: The steps involved in the appeal process are time sensitive. For that reason, it is incumbent upon the student to ensure that the Registrar's Office has an up-to-date local and permanent address.

22.1 Academic Standards and The Student's Responsibilities

The setting of academic standards in courses is the prerogative of the university instructor. When courses are required for B.N.Sc. Program of Study, the setting of standards is done in consultation with the Curriculum Committee of the School of Nursing. It is incumbent upon the student to keep abreast of his/her progress throughout each course. The student should be proactive and communicate with the instructor any extenuating circumstances which, in the opinion of the student, may influence adversely his/her performance in an assignment, examination, or clinical practice prior to the assignment, examination, or clinical practice rather than waiting until the end of the term. It is the responsibility of the student to retain all assignments, papers, evaluations, and other documents related to course evaluation.

22.2 Review of Assignments and Final Grades

22.2.2 Informal Review of Final Grade

22.2.2.1 Students may request an informal review of a final grade by the instructor concerned. Confidential examinations may be reviewed by the student under supervision but may not be removed. Access to the final examination paper may not be granted before the final marks are released.

Students are encouraged to initiate the informal review process early when an adverse outcome to the course is anticipated.

22.2.2.2 The request for an informal review should be made no later than **two weeks** after the final mark has been released by the Registrar's Office. The instructor will provide a reconsidered grade within **two weeks** of receipt of the request and any further information being submitted by the student. Students should be aware that the remarking may result in a lower grade than their initial grade.

If the request for an informal review is delayed or denied or if the student is not satisfied with the instructor's decision following the informal review, the student may submit a request for formal review, in writing, to the Chair, Undergraduate Academic Progress and Graduation Committee. A request for a formal review may be made only after the course is complete and the final grade has been released by the Registrar's Office.

22.3.2 Formal Review of Assignments and Final Grades

22.3.3.1 Students may request a formal review of final grade by submitting a request to the Chair, Undergraduate Academic Progress and Graduation Committee, School of Nursing. It is the responsibility of the student to preserve all assignments, papers, reports, and other graded material for the course and to submit a file of all relevant documents with the application. As part of the process of formal review, and on request, the student may obtain access to the final examination paper as well as all other material submitted by, but not returned to the student and for which a mark has been assigned. This may be limited to supervised access or a copy of the graded material may be provided. The written request must be received no later than **two weeks** after receiving the instructor's decision if an informal review was requested (see Section 22.2.2) or no later than **two weeks** after final marks have been released by the Registrar's Office if an informal review was not requested. A fee of \$50.00 (subject to change) paid to the School of Nursing must accompany the written request. Students should be aware that the remarking may result in a lower grade than their initial grade.

22.3.3.2 The review shall be conducted by two examiners appointed by the Chair, Undergraduate Academic Progress and Graduation Committee, School of Nursing. One examiner shall be the original instructor, if possible. The review shall involve rereading all course examinations and assignments. The Director will inform the student of the steps taken and the outcome of the formal review within **two weeks**. The result of such a rereading and review is a final academic decision and can be appealed only on procedural grounds.

22.4 Appeals

An appeal fee of \$50.00 applies to each appeal.

Students must complete and include the School of Nursing Appeals Form (Appendix E) when submitting all supporting documents/evidence related to the appeal.

22.4.1 Appeal of the Formal Review of Assignments and Final Grades

A student may appeal the outcome of the formal review of assignments and final grades (see Section 22.3.2) on procedural grounds to the Chair, Undergraduate Academic Progress and Graduation Committee, School of Nursing. The student shall set out in writing the grounds on which the appeal is being made, the consideration that is requested, and include all relevant supporting documents/evidence. The written appeal must be received no later than **two weeks** after receiving the results of the formal review.

22.4.1 Appeal of Course Failure

22.4.1.1 Informal Appeal of Course Failure

As a first step, students who believe their academic performance in a course was affected by extenuating circumstances or procedural errors should request an informal review with the instructor concerned. This is to ensure that the instructor who made the decision is aware of all the facts that the student believes are pertinent to the decision. This request should be made within **two weeks** of the final grade being released by the Registrar's Office. Usually the instructor will provide a reconsidered grade within **two weeks** of the receipt of the request and any further information submitted by the student.

If the request for an informal review is delayed or denied or if the student is not satisfied with the instructor's decision following the informal review, the student may appeal the course failure within **two weeks** of receiving the instructor's decision to the Chair of the Undergraduate Academic Progress and Graduation Committee. Refer to Section 22.4.

22.4.1.2 Formal Appeal of Course Failure

Students who believe their academic performance in a course was affected by extenuating circumstances or procedural errors may appeal the course failure. Appeals must be submitted to the Chair of the Undergraduate Academic Progress and Graduation Committee, in writing, clearly setting out the grounds on which the appeal is being made and the consideration that is requested, and include all relevant supporting documents/evidence. The written appeal must be received no later than **two weeks** after receiving the instructor's decision if an informal review was requested (*see Section 22.2*) or no later than **two weeks** after final marks have been released by the Registrar's Office if an informal review was not requested. Refer to *Section 22.4*.

22.4.2 Appeal to Add or Drop a Course After the Last Date

- 22.4.2.1 If a student wishes to add or drop a **required course** on or before the last date published by The Office of the University Registrar (refer to sessional dates at <http://www.queensu.ca/registrar/sessional/>), the student must have the approval and signature of the Undergraduate Academic Advisor on the Academic Change form.
- 22.4.2.2 If a student wishes to add or drop an **elective course**, the student may do so on Solus on or before the last date published by The Office of the University Registrar (refer to sessional dates at <http://www.queensu.ca/registrar/sessional/>).
- 22.4.2.3 A student registered in a clinical course in the School of Nursing may not drop the course after the first clinical rotation has been completed on academic grounds.
- 22.4.2.4 If a student wishes to add or drop any course, required or elective, **after the last date** published by The Office of the University Registrar (refer to sessional dates at <http://www.queensu.ca/registrar/sessional/>) without penalty, the student must have the approval of the Undergraduate Academic Advisor. The student shall provide the Undergraduate Academic Advisor with a letter stating the reasons for the request. The Undergraduate Academic Advisor will respond in writing within **two weeks** of receipt of the student's letter stating the decision and reasons.
- 22.4.2.5 Students who are denied their request to add or drop a course after the published last date without penalty may appeal the decision to the Chair, Undergraduate Academic Progress and Graduation Committee, School of Nursing outlining the extenuating circumstances or procedural grounds for this request. The written appeal must be received no later than

two weeks after receiving the decision of the Undergraduate Academic Advisor and include all relevant supporting documents/evidence and the consideration that is requested. Refer to Section 22.4

22.4.3 Appeal of Requirement to Withdraw

Students who believe their academic performance was affected by extenuating circumstances or procedural reasons may appeal that the requirement to withdraw be waived or rescinded. Appeals must be directed to the Chair of the Undergraduate Academic Progress and Graduation Committee in writing, clearly setting out the grounds on which the appeal is being made. The written appeal must be received no later than **two weeks** after the requirement to withdraw has been imposed and include all relevant supporting documents/evidence and the consideration that is requested. Refer to Section 22.4.

22.4.4 Appeal of a Finding of Departure from Academic Integrity

Students may appeal the instructor's finding or sanction or both to the Chair of the Undergraduate Academic Progress and Graduation Committee after receiving the official finding in writing.

22.4.4.1 Students must complete the School of Nursing Appeal Form (Appendix E) stating whether they are appealing the finding, the sanction or both aspects of the departure.

22.5 Appeal Process

The Undergraduate Academic Progress and Graduation Committee has the mandate to explore extenuating circumstances or procedural grounds presented by the student, and if reasonably substantiated, to determine if the circumstances have significantly contributed to an adverse outcome for the student. The Committee does not have the authority to overturn a grade assigned by an instructor.

Where there is agreement within the Undergraduate Academic Progress and Graduation Committee about the merit of an appeal, the Committee has the authority to structure a solution that allows the student to demonstrate course and academic integrity expectations without compromising academic standards. After careful consideration, the Committee may render a decision that modifies the original request by the student to one that is congruent with program and University expectations.

If any member of the Undergraduate Academic Progress and Graduation Committee is the instructor or course coordinator or member of the teaching team of the student or conducted a rereading of an examination or found a departure from academic integrity, the Director, School of Nursing will appoint a replacement to consider the appeal.

22.5.1 The student should include the following material as part of the appeal submission to the Chair of the Undergraduate Academic Progress and Graduation Committee. Documents for the appeal may be submitted personally, or by mail, fax, or email.

School of Nursing Appeal Form – (Appendix E)

Letter of explanation detailing the **extenuating circumstances** that were beyond the student's control and also that the circumstances will not continue to affect the student's performance in the future. The information should be specific about the timing in relation to what happened in the incident, course, or program. The student should also provide an academic plan for future success (e.g., proposed course load, specific courses, etc.) along with the consideration that is requested.

Supporting documents to confirm extenuating circumstances, such as a letter from a medical doctor, psychiatrist, psychologist, counsellor, lawyer, or an item from a newspaper, etc. One example of an extenuating circumstances might be if the student had been very sick. The student should provide medical documentation to confirm the illness and its symptoms, how the illness interfered with academic progress. The documentation should be specific about the onset and duration of the illness and substantiate that the student is well enough to carry on with academic studies should the appeal be granted.

Or

Letter of explanation detailing the **policies and procedures** of the School of Nursing or Queen's University that were not followed along with the consideration that is requested.

Supporting documents to confirm that the policies and procedures of the School of Nursing or Queen's University were not followed, such as a course syllabus, School of Nursing calendar, Queen's University Senate document, or a record of correspondence.

Or

Letter of explanation detailing why a finding of **departure from academic integrity** should be reviewed along with the consideration that is requested.

Supporting documents that confirm that the principles of natural justice and procedural fairness were not upheld in consideration of a finding of departure from academic integrity.

- 22.5.2 The Undergraduate Academic Progress and Graduation Committee may decide not to consider the appeal if : i) the documents/evidence submitted are substantially incomplete, defective, or inaccurate, ii) the documents/evidence are received after the deadline for commencing the appeal has passed and no request for an extension of time has been received, or iii) there is some other substantial technical defect in the proceeding as filed.
The Chair, Undergraduate Academic Progress and Graduation Committee shall notify the student of the Committee's decision not to consider the appeal and shall set out in the notice the reasons for the decision and the requirements for re-advancing the proceeding. The student must rectify the defect or deficiency in the appeal within **two weeks** from the date of receipt of the notice.
- 22.5.3 The respondent in the appeal is normally the instructor who assigned the failing grade or the instructors who reread the examination or found a departure from academic integrity. The respondent shall be provided with a copy of all appeal documents submitted by the student and shall have **two weeks** from the date of receipt to file a response. Copies of all relevant documents in possession or control of the respondent shall accompany the response.
- 22.5.4 Each party (the student and the respondent) is entitled to receive every document that the Undergraduate Academic Progress and Graduation Committee received from the other party in the proceeding.
- 22.5.5 Unless the time limits for pursuing an appeal are adhered to by the student, the student shall be precluded from pursuing the matter further. If the respondent fails to file documents according to time limits, the Committee may convene a hearing without receiving such documents. The Undergraduate Academic Progress and Graduation Committee may extend any time limit if, upon written application by the requesting party (the student or the respondent), a satisfactory reason is provided for the delay and there is no prejudice to the other party. Normally time limits will be extended, upon request, during exam or holiday periods.
- 22.5.6 The student shall provide the Chair, Undergraduate Academic Progress and Graduation Committee with a full residential and mailing address, an email address, and a home telephone number. The student shall ensure that the information provided is current and accurate at all times until the appeal is finally disposed of. The student shall immediately notify the Chair in writing of any change in this information.
- 22.5.7 The Undergraduate Academic Progress and Graduation Committee may dismiss an appeal after a review of the documents filed and without hearing from the parties (the student or the respondent) if the Committee does not have jurisdiction or the Committee determines that the appeal is clearly without merit or commenced in bad faith, or the student within **two weeks** from the date of receipt of notice, has not rectified the defect or deficiency in the documents submitted for the appeal. The Chair shall inform the parties in writing of the decision.
- 22.5.8 The Chair, Undergraduate Academic Progress and Graduation Committee shall call a meeting of the Undergraduate Academic Progress and Graduation Committee to review the appeal. Normally the meeting would be called within **two weeks** after receipt of documents from the student and the respondent.
- 22.5.9 The student whose appeal is being heard may request that the student member of the Undergraduate Academic Progress and Graduation Committee not attend the hearing. No student replacement for the student member will be appointed. If exclusion of the student member of the Committee means quorum for the hearing is not achieved, the Chair will ask the Director, School of Nursing to appoint a faculty member to replace the student. A quorum comprises at least three of the four committee members (or their designates), and includes the Chair.
- 22.5.10 The student and the respondent have the right to attend the meeting and be heard when the appeal is reviewed. The student may wish to be accompanied at the meeting by a University Dispute Resolution Advisor or the Rector. If the student is accompanied by legal counsel, the Committee and the respondent may be accompanied by legal counsel. Only the student and the respondents are permitted to present their case and respond to questions. Both parties (the student and the respondents) shall provide the Chair with the names of any other persons who will accompany them at the hearing and the reason for their attendance at least **one week** before the hearing. Failure to do so may result in cancellation of the hearing. The list of attendees needs to be approved by the Chair of the Undergraduate Academic Progress and Graduation Committee.

- 22.5.11 Both parties (only the student and only the respondents) are expected to present their case. During the hearing, only the student and only the respondent will be invited to present evidence relevant to the appeal. The Committee may hear all evidence relevant to the subject matter of the appeal. If it considers it to be credible and trustworthy, the Committee shall determine its weight in relation to the other evidence admitted.

Where the Committee is satisfied as to the authenticity of a copy of a document or other thing, it may be admitted as evidence at a hearing.

The Chair may exclude evidence on the grounds that it is unduly repetitious, irrelevant, or otherwise inadmissible, for example because of confidentiality or privacy concerns.

- 22.5.12 Both parties (only the student and only the respondents) may present evidence and submissions required for a full and fair disclosure of all matters relevant to the issues in the proceeding. The Chair may reasonably limit examination when satisfied that the examination has been sufficient to disclose fully and fairly all matters relevant to the appeal, or that the questioning is irrelevant or abusive.
- 22.5.13 If during the course of any hearing, the Committee decides that additional information is required in order to resolve the matter, the Chair may adjourn the hearing to permit the parties (the student or the respondent) to bring forward such additional information or facts or to permit the Committee to obtain such additional information. The Committee may decide to adjourn the hearing at the request of a party when it is satisfied that an injustice would occur if the hearing were to proceed.
- 22.5.14 If the party (only the student or only the respondents) does not attend the meeting, the Committee may proceed in the party's absence.
- 22.5.15 If one member of the Committee who has participated in a hearing becomes unable, for any reason, to complete the hearing or to participate in the decision, the remaining members may complete the hearing and give a decision provided that a quorum exists. A quorum comprises at least three of the four committee members (or their designates), and includes the Chair. If two or fewer members are present for a hearing, then the appeal cannot be heard at that time. The appeal will be heard when the Committee can be re-established.
- 22.5.16 On completion of the above procedure, the student and other nonmembers of the Undergraduate Academic Progress and Graduation Committee (excluding the Departmental Coordinator) will withdraw while consideration is given to recommendations. If possible, the Committee will render a unanimous decision. However, if members of the Committee are unable to agree upon a disposition, a majority vote of the Committee may resolve the proceeding, and the dissenting or abstaining member is entitled to write a dissent. When all reasonable efforts to resolve a tie vote are exhausted, the appeal shall be dismissed and the student advised of his/her right to take the appeal to the Faculty of Health Sciences Student Appeal and Discipline Board. Refer to Section 7.0.
- 22.5.17 The decision and the reasons for the decision of the Undergraduate Academic Progress and Graduation Committee will be communicated to the student in writing by the Chair normally within **one week**. The student shall be advised of his/her right to appeal to the Dean, Health Sciences on procedural grounds within **two weeks** if he/she is not satisfied with the process by which the decision was made (refer to Section 7.0). The student will also be referred to the Coordinator of Dispute Resolution Mechanisms or a University Dispute Resolution Advisor or the Rector or to independent legal counsel for information and advice.

If the decision results in a change in the student's academic status, a letter to that effect will be placed in the student's academic file. This letter will note the change in academic status as a result of an appeal but will not provide reasons for the decision.

The outcome of the agreed upon solution is final.

- 22.5.18 No penalty or requirement to withdraw shall be put into effect until the student affected has either exhausted all channels of appeal or has allowed the time for appeal to lapse except when the interests or safety of other students or members of the public would be endangered by the student's continuing in a course or the nursing program. Refer to *Immediate Effect of Orders to Protect Safety (Academic Regulation 18)*.
- 22.5.19 All copies of all written documents from the appeal will be treated confidentially and stored in the office of the Director, School of Nursing, separate from the student's academic file.

22.6 Faculty of Health Sciences Student Appeal and Discipline Board

Letters of appeal to the Faculty of Health Sciences should be directed to the Dean, Faculty of Health Sciences within **two weeks** of a decision by the Undergraduate Academic Progress and Graduation Committee. Appeals to the Faculty of Health Sciences relate only to the process by which the previous decision was rendered and do not deal with the merits of the decision itself. Appeals must be in writing and received by the stated deadline. Supporting documentation verifying the procedural grounds must be provided with the letter of appeal. The appeal will be heard by a committee established under the Faculty of Health Sciences Faculty Board. Information about the Faculty of Health Sciences Student Appeal Board may be found on page 33 of the following document: Queen's University Faculty of Health Sciences Authority, Rules and Procedure of Faculty Board Committees and Delegations of Faculty Board available at <http://meds.queensu.ca/facultyboard/assets/handbookcurrent.pdf>.

In the event that the decision is upheld by the committee established under the Faculty of Health Sciences Faculty Board, the student may appeal the decision on procedural grounds to the University Student Appeal Board. Refer to the Senate policy on Senate Policy on Student Appeals, Rights and Discipline (<http://www.queensu.ca/registrar/aboutus/policies.html/>).

Academic Regulation 23: Dean's or Directors Honour Lists

Academic Regulation: Dean's Honour List, Faculty of Health Sciences

This academic regulation only applies to School of Nursing baccalaureate undergraduate students in the four-year program, the advanced standing track program, and the baccalaureate program for registered nurses.

23.1 – Dean's Honour List

Students on a Degree Program who have obtained an Academic Year GPA of at least 3.50, but less than 3.90 at the end of the Winter Term will be placed on the Dean's Honour List and will have this honour noted on their transcript. To be eligible for the Dean's Honour List the following conditions must be met:

- (i) Students must have completed a minimum of 30.0 graded units in the academic year.
- (ii) There may be no failures and no repeated course registrations in the previous Summer-Fall-Winter academic year.
- (iii) There may be no outstanding IN or GD grades. All final grades and changes of grade must be submitted by end of Winter Term, the final date for determination of an Academic Year GPA.

23.2 – Dean's Honour List with Distinction

Students on a degree program who have obtained an Academic Year GPA of at least 3.90 at the end of the Winter Term will be placed on the Dean's Honour List with Distinction and will have this honour noted on their transcript. To be eligible for the Dean's Honour List with Distinction the same conditions as for the Dean's Honour List as noted in 23.1 above must be met.

23.3 – Decisions on Dean's Honour Lists

Because decisions related to this regulation are solely dependent on particular levels of academic performance, no part of Academic Regulation 23 may be appealed.

APPENDIX A (School of Nursing Letterhead)

**Queen's University School of Nursing
Allegation of a Departure from Academic Integrity**

Student Name: _____

Student Number: _____

From: _____

Course: _____

Date: _____

This notice is to inform you of an alleged offence of the Senate and School of Nursing Policy on Academic Integrity. For students registered in the School of Nursing, refer to School of Nursing Policy on Academic Integrity Procedures (http://nursing.queensu.ca/cu_main.php). For students registered in other faculties or schools, refer to policies of your home faculty.

The particulars of the suspected departure from academic integrity and the evidence on which this allegation is based are as follows (attach documents as required):

I (we) would like to meet with you to discuss the allegation and, if possible, come to a mutually acceptable agreement regarding its outcome. If you do not wish to meet with me (us), you can submit a written response to the allegation. If you do not respond to this invitation for a meeting within **two weeks**, or do not make a written submission within **two weeks**, the process will continue without your input. If a meeting is arranged, you have the right to be accompanied by one person for support and/or advice, although the meeting is intended to be exploratory and not a legal proceeding. A Dispute Resolution Advisor may, as of right, also be present. Please let me know the name of the person who will accompany you at the meeting, indicating legal counsel, at least **48 hours** before the meeting. Failure to do so may result in rescheduling of the meeting.

The following are the admissible sanctions that may be applied, in any number and/or combination as deemed necessary, for departure from academic integrity:

1. Issuing an oral or written warning.
2. Completion of an educational program/workshop.
3. Requiring submission of a revised or new piece of work.
4. Assigning a partial or total loss of marks on the piece of work.
5. Assigning partial or total loss of grades in the course.
6. Requiring withdrawal from the University for a specified period of time.
7. Rescinding of a degree.

You may not withdraw from this course while the investigation is in progress. If the alleged departure from academic integrity cannot be resolved prior to the grade submission deadline, I (we) will assign a Grade Deferred (GD) to hold the final grade back until the adjudication process has been concluded. Once concluded, I (we) will submit a change of grade.

You have the right to consult with the Coordinator of Dispute Resolution Mechanisms, a University Dispute Resolution Advisor, the Rector, or to seek independent legal advice. The Coordinator of Dispute Resolution Mechanisms may be contact by telephone at (613) 533-6495 or email at drm@queensu.ca.

I (we) suggest you contact me (us) as follows:

Signature

APPENDIX B (School of Nursing Letterhead)

Queen's University School of Nursing
Finding of a Departure from Academic Integrity

Student Number: _____

Course: _____

Date: _____

I (we) have concluded that the following constitutes an instance of departure from academic integrity under Senate and School of Nursing Policy on Academic Integrity (http://nursing.queensu.ca/cu_main.php) (attach documents as required).

This finding is the outcome of our meeting on (date). In attendance at the meeting were (names).

I (we) have decided to impose the following sanction:

I (we) am (are) advising you of the opportunity to appeal this decision to the Director, School of Nursing within **two weeks** of receiving this finding. Refer to the *School of Nursing Procedures for Review of Student Progress and Appeal Processes* (<http://nursing.queensu.ca/>). A decision made by the Undergraduate Coordinator may be appealed through a committee established under the Faculty of Health Sciences Faculty Board. Ultimately, you may appeal to the University Student Appeal Board (USAB), as outlined in the Senate policy on *Senate Policy on Student Appeals, Rights and Discipline* (<http://www.queensu.ca/registrar/aboutus/policies.html>)

You have the right to consult with the Coordinator of Dispute Resolution Mechanisms, a University Dispute Resolution Advisor, the Rector, or to seek independent legal advice. The Coordinator of Dispute Resolution Mechanisms may be contact by telephone at (613) 533-6495 or email at drm@queensu.ca.

I (we) have decided to refer this matter to the Undergraduate Coordinator, School of Nursing for sanction.

Signature

cc. Undergraduate Coordinator
Director, School of Nursing
Student's confidential file

APPENDIX C
Queen's University School of Nursing
Academic Integrity Case Summary Form

Date of Summary Submission: _____ *Form Submitted By:* _____ *Faculty/School where case originated:* _____

Start Date of Case: _____ *End Date of Case:* _____

Biographical

Gender: Male Female

Student Status: Domestic International

Faculty/ School: _____
 Program of study/Primary Concentration: _____

Student Enrolment: Undergraduate Graduate

If International: Exchange Student Degree Student

Year of Study: (select one)
 Undergraduate: _____
 Graduate: _____

Finding

This finding was made by: _____ *Type of finding (indicate final decision after any appeals):*

Instructor Faculty/School designate Other (provide details)

Plagiarism Facilitation Use of unauthorized materials Unappropriate Collaboration

Forgery Falsification Other (provide details)

Sanctions

Was this a first academic integrity offence for this student? Yes No

If yes, did this impact the sanction? Yes (provide details): _____ No

Indicate which initial sanctions were imposed (or recommended) with the initial finding (check all that apply):

Oral warning or written warning Partial or total loss of marks for the course in which the departure of academic integrity took place

Submission of a revised or new piece of work and/or other remedial action Requirement to withdraw from the Faculty for a specified minimum period (amount of time)

Partial or total loss of marks for the assignment / examination Revocation or rescinding of a degree Other (provide details): _____

Appeals

Did the student appeal? Yes No

If student appealed, indicate to which level(s) they appealed:

Instructor to Faculty/School designate Faculty/School designate to Faculty/School appeal committee Faculty/School appeal committee to University Student Appeals Board (USAB)

On appeal, was the sanction modified? Yes No

If yes, please provide details of the final sanction: _____

APPENDIX D

POLICIES AND GUIDELINES THAT GUIDE SCHOOL OF NURSING PROCEDURES FOR REVIEW OF STUDENT PROGRESS AND APPEAL PROCESSES

SENATE POLICIES RELATED TO ACADEMIC AND NON-ACADEMIC DISCIPLINE

Refer to Index of Policies at <http://www.queensu.ca/registrar/aboutus/policies.html/>

POLICIES AND GUIDELINES SPECIFIC TO HEALTH PROFESSIONALS

The Regulated Health Professions Act (RHPA) is part of the legal framework for nursing as a self-regulating profession. The RHPA includes regulations concerning professional misconduct, the client relations program, the quality assurance program, and definition of scope of practice and controlled acts.

College of Nurses of Ontario. (2009). *Legislation and regulation RHPA: Scope of practice controlled acts model*. Retrieved August 28, 2009 http://www.cno.org/docs/policy/41052_RHPAscope.pdf

**APPENDIX E
SCHOOL OF NURSING APPEAL FORM**

PART A: Identification

Name: _____ Student # _____

Year of Study: _____ E-Mail Address: _____

A one-time administrative fee of \$50.00 applies to each appeal.

PART B: Indicate the nature of your appeal (please complete section 1 or 2)

Section 1

- I want to appeal the Formal Review of my Assignments and Final Grades (on procedural grounds only).
- I want to appeal my Course Failure.
- I want to appeal to Add or Drop a Course after the Last Date.
- I want to appeal my Requirement to Withdraw.

I will be appealing based on:

- Procedural Grounds
- Extenuating Circumstances

Section 2

- I want to appeal my Finding of Departure from Academic Integrity.

I will be appealing the:

- Sanction
- Finding and sanction

PART C: Appeal to the Chair, Undergraduate Academic Progress and Graduation Committee.

You may appeal to the Chair, Undergraduate Academic Progress and Graduation Committee. See Academic Regulation 22, Procedures for Review of Student Progress and Appeal Processes.

Date documents supplied: _____

Date submitted: _____

Student's Signature: _____

Date: _____

The personal information collected on this form is collected under the legal authority of the Royal Charter of 1841, as amended. The information collected will be used to make a decision regarding your appeal and to provide a response. This information will be retained for a minimum of five years in accordance with the Queen's Records Management Policy, 2003. If you have any questions or concerns about the information collected or how it will be used, please contact the School of Nursing at (613) 533-2668.

Primary Health Care Nurse Practitioner Certificate Program

Program Overview

This program is for students with baccalaureate preparation in nursing as well as those who have a Master's degree in nursing in another field. The program may be taken full-time over 12 months or part-time over two academic years. Applicants who do not have a Master's degree in Nursing are encouraged to consider taking this program in conjunction with the M.Sc. primary health care nursing field, as the global trend is for all nurses in an advanced practice role to have a Master's degree in nursing. If you wish to take the M.Sc., you should apply via the School of Graduate Studies website as well as to the PHCNP certificate program. (See M.Sc. primary health care nursing field for further information.)

Primary Health Care Nurse Practitioners are generalists who offer comprehensive and continuous care to clients across the health continuum and throughout the client's life span. The client is defined as individual, family, and community. Nurse Practitioners diagnose and manage human responses to actual and potential health problems in collaboration with the client. They also diagnose and manage diseases commonly seen in health care in collaboration with the client and directly or indirectly with the physician and other members of the health team. Emphasis is placed on holistic care, health promotion, and disease prevention, taking into account the health care needs, abilities, and resources of the whole person.

Program Goals

The PHCNP consortium-delivered courses are built on the belief that learning is a lifelong, continuous process. The courses build on existing knowledge and experience of learners who bring diverse experiences and capabilities to the learning environment. Evidence-based practice is an integral part of the courses as well as problem solving, critical thinking, reflective practice, and self-directed learning. Graduates of the program will be able to:

1. Synthesize complex health information using advanced diagnostic reasoning and critical thinking skills
2. Critically appraise current evidence to support best practices
3. Provide comprehensive evidence-based primary health care to clients and families across the life span applying clinical, theoretical, and research knowledge
4. Evaluate existing community level primary health care programs and develop new programs to meet the primary health care needs of the community
5. Evaluate and influence policies affecting the health of communities
6. Practice autonomously within a collaborative, inter-professional model to promote client health
7. Deliver primary health care utilizing the sub roles (researcher, educator, leader, collaborator, change agent) recognized as advanced nursing practice

Primary Health Care Nurse Practitioner Certificate Program

Required Program of Study

		Units	
NURS 850	Pathophysiology for Nurse Practitioners	3	September to April
NURS 856	Advanced Health Assessment And Diagnosis I	4.5	September to December
NURS 857	Advanced Health Assessment And Diagnosis II	4.5	January to April
NURS 858	Therapeutics in Primary Health Care I	4.5	September to December
NURS 859	Therapeutics in Primary Health Care II	4.5	January to April
NURS 853	Primary Health Care Nurse Practitioner Roles and Responsibilities	3	September to April
NURS 854	Integrative Practicum	12	May to August
TOTAL		36	

Primary Health Care Nurse Practitioner Courses

NURS 850 Pathophysiology for Nurse Practitioners

To examine the concepts of pathophysiology which guide the practice of advanced nursing practice. To study pathophysiological changes in individuals in a primary health care setting by taking into account their age, acuity, chronicity, and evolution of the conditions. Three credit course, delivered every second week over two terms.

NOTE: This course normally involves a virtual classroom session every two weeks over the Fall and Winter terms at a fixed evening time. A computer, internet connection, and headphone with microphone required.

NURS 853 Primary Health Care Nurse Practitioner Roles and Responsibilities

Compare and contrast advanced practice nursing and related frameworks to develop, integrate, sustain, and evaluate the role of the nurse practitioner within primary health care. Critically analyze and develop strategies to implement advanced practice nursing competencies with a focus on the community. Three credit course, but delivered over two terms.

NOTE: This seminar course normally involves a virtual classroom session every two weeks over the Fall and Winter terms at a fixed evening time. A computer, internet connection, and headphone with microphone required.

NURS 856 Advanced Health Assessment and Diagnosis I

Analyze and critique concepts and frameworks essential to advanced health assessment and diagnosis using clinical reasoning skills. Apply clinical, theoretical, and research knowledge in comprehensive and focused health assessment for the individual client's diagnostic plan of care. Pre-/corequisite: Pathophysiology for Nurse Practitioners. Fall course with 3-hour on-campus tutorials per week; clinical – 6 hours per week.

NURS 857 Advanced Health Assessment and Diagnosis II

Integrate knowledge and apply conceptual frameworks integral to advanced health assessment and diagnosis in advanced nursing practice. Demonstrate initiative, responsibility, and accountability in complex decision making for individuals, groups, and/or families within the nurse practitioner scope of practice based on current research findings. Prerequisite: Advanced Health Assessment and Diagnosis I. Winter course with 3-hour on-campus tutorials per week; clinical – 6 hours per week.

NURS 858 Therapeutics in Primary Health Care I

Critically appraise and interpret concepts and frameworks integral to pharmacotherapy, advanced counselling, and complementary therapies for common conditions across the life span. Develop, initiate, manage, and evaluate therapeutic plans of care that incorporate client values and acceptability, goals of therapy, analysis of different approaches, pharmacotherapeutic principles. Pre-/corequisite: Advanced Health Assessment and Diagnosis I. Fall course with 3-hour on-campus tutorials per week; clinical – 6 hours per week.

NURS 859 Therapeutics in Primary Health Care II

Integrate conceptual frameworks and evidence underlying the study of pharmacotherapy, advanced counselling, and complementary therapies for complex client situations. Demonstrate substantive initiative, responsibility, and accountability in complex decision-making. Prerequisite: Therapeutics in Primary Health Care I and Co-requisite: Advanced Health Assessment and Diagnosis II. Winter course with 3-hour on-campus tutorials per week; clinical – 6 hours per week.

NURS 854 Integrative Practicum

Synthesize the competencies essential to advanced nursing practice to provide primary health care for clients across the life span. Demonstrate autonomy, decision-making, and critical analysis of organizational and system issues that influence scope of practice, professional accountability, and outcomes. Prerequisite: All PHCNP courses; total course hours: 455; seminar: 6 hours every two weeks for a total of 39 seminar hours; clinical 35 hours per week for 13 weeks for a total of 416 hours.

NOTE: The Integrative Practicum is to be taken no more than one year after the six core courses are completed. Under extenuating circumstances, if the time lapse is more than a year, the learner will need to demonstrate his/her competency and will need to pay for any assessment required.

Note that once the PHCNP courses have begun, the learner has two calendar years or as defined by the individual university calendars to complete the program. Under extenuating circumstances, the learner may complete the program in three years.

Admission Requirements

Admission requirements are:

- 1 Baccalaureate degree in nursing with a minimum 2.7 Cumulative GPA (70% average). All students will have recent baccalaureate level knowledge in health promotion, health assessment, pharmacology, anatomy and physiology, nursing and health-related theory, life span development, family theory, and clinical research.
- 2 Applicants must hold a current College of Nurses of Ontario annual registration payment card. Professional registration must not be under suspension or withdrawn. It is up to the learner to disclose whether they are under review. Each university reserves the right to remove any learner from a clinical setting if there is a question of clinical competence.
- 3 Applicants must present evidence of the equivalent of two years of full-time nursing practice within the past five years.
- 4 Satisfactory references are required. Both an academic and clinical reference are required.
- 5 A personal questionnaire must be completed and those accepted into the program must carry liability insurance for the clinical portion of their program.

Preference is given to:

Ontario residents

Work experience in nursing that has been continuous

Current experience in any setting that demonstrates critical thinking, potential to work with clients in a collaborative, holistic family centred practice, or advancement of evidence-based practice.

Police Records Check

All students who accept an offer of admission into the Nursing program will provide evidence of a Police Records Check, including Vulnerable Sector Screening, conducted at their expense before they will be permitted to register in the program. Students must repeat a Police Records Check, including Vulnerable Sector Screening, annually and present evidence each September. More frequent documentation may be required by some clinical agencies. All costs associated with Police Records Check will be the responsibility of the student. See section under Fees and Expenses for more detail.

Immunization Screening Process

Students entering any training program of the Faculty of Health Sciences, Queen's University are required to provide documentation of their 2-step tuberculin skin test status, varicella serological status, and immunization history for measles, mumps, rubella, diphtheria, tetanus, hepatitis B, and influenza.

Students are advised to attend their Family Physician, Student Health Services, or Public Health Agency or in the case of postgraduate trainees, to the Kingston General Hospital Occupational Health Office, to be screened or to enter an immunization schedule. Vaccination occurs at the student's cost (unless covered by the PAIRO/OCOTH agreement).

For postgraduate students, documentation is required on registration at the University.

For hepatitis B vaccine, documentation of receipt of all three doses by the physician or Public Health Agency as well as laboratory evidence of immunity (i.e. positive serology for antibody to hepatitis B – anti-HBs) is required to be submitted to the School of Nursing.

For students, who are anti-HBs positive, no further action is required. Students who are anti-HBs negative must be screened for HBsAg. Students who are negative for anti-HBs despite one hepatitis B vaccine series and who are HBsAg negative are required to have a second series of hepatitis B vaccination and submit the results of a second anti-HBs one month after the completion of the second series of vaccination. Students who continue to be non-immune after a second series of hepatitis B vaccine are considered to be “non-responders” and will be referred for counseling. If the result of any HBsAg test is positive, the student will be referred for counseling by the Director, School of Nursing. They will also need HBeAg, anti-HBe and hepatitis B DNA levels.

For all students the absence of documentation will result in the student being deemed ineligible for clinical placements. The only exception is influenza immunization which is not usually available until October and takes two weeks to become effective. Flu immunizations should be done as soon as the vaccine becomes available. It is understood that hepatitis B immunization may not be complete at registration. **All tests and immunizations must be completed by the first week of September at the latest.**

Standard First Aid and Cardiopulmonary Resuscitation (CPR) Training

St. John's Ambulance Standard First Aid and Cardiopulmonary Resuscitation (CPR) Training at the **Basic Rescuer CPR Level C** (or equivalent, e.g. Red Cross) must be complete by registration in September. A copy of these certificates must be provided to the School of Nursing. CPR Level C must be renewed every year. First Aid must be renewed every second year. See section under Fees and Expenses for more detail.

Fees and Expenses

For information on fees and expenses, students are referred to the Queen's University Guide to Registration and Fees at <http://www.queensu.ca/registrar/currentstudents/fees.html/>

Cost of books (minimum per year) = \$2,000

Criminal Reference Check (CPIC) – costs vary per region

CPR/First Aid: *St. John's Ambulance* – CPR/First Aid Level C new = \$145; CPR/First Aid Level C renewal = \$90; CPR Level C renewal = \$60

Canadian Red Cross – CPR new = \$70; First Aid Level C new = \$137; CPR renewal = 65; First Aid Level C renewal = \$92

Transportation

It is the responsibility of the student to provide his or her own transportation to required institutional or community clinical experience. Community placements require access to a car.

Academic Regulations

See B.N.Sc. Academic Regulations, all of which apply to the PHCNP Certificate Program except the regulations on promotion.

Scholastic Progress

Learners must achieve a minimum final grade of B- (70%) in all courses. Learners must achieve a "satisfactory" in all final clinical components of courses, including tutorial participation. Learners must pass both the theoretical and clinical components of clinical courses (AHAD, Therapeutics, IP). If a learner fails either the theoretical or clinical components of a course, both must be repeated. Unless prior arrangements have been made with the course professor or tutor (whoever is grading the assignment), late assignments will be penalized by 5% per late day. If learners are questioning a grade or a process, the first step is to approach the course professor or the tutor for clinical courses. The Director of the School of Nursing may, at any time, either during the term or after the close of the term, require any student to withdraw whose attendance, work, professional conduct, or progress and/or clinical practice is deemed unsatisfactory. Appeals and rereads will be processed following the policies of the university. Mid-term and final tutorial and clinical evaluations must be written and signed by both the tutor and the learner (and preceptor where appropriate) in each of three 13-week terms per academic year, where applicable. The contact person for appeals is the Graduate Coordinator.

Mandatory Withdrawal from the Program

Only one PHCNP course may be repeated once before mandatory withdrawal from the Certificate Program. If a learner fails two courses or one course twice, she/he must withdraw from the program. If a learner has a mandatory withdrawal from the PHCNP program, reapplication will be considered after one year.

Deferrals, Voluntary Withdrawals

Change of status (full-time to part-time), medical deferral, leave of absence, or voluntary withdrawal will all be processed according to the policy of the university. Note that once PHCNP courses have begun, the learner has up to two calendar years to complete the program. Under extenuating circumstances, the student may complete the program in three years.

Attendance/Schedules

Attendance at tutorials and clinical placements is mandatory. If a learner misses tutorials without prior negotiation, the course professor, tutor, and learner must determine the need to make up the missed time. The learner must meet all clinical hour commitments. Clinical placements must occur within the specified course terms and hours.

Clinical Placements

Clinical placements must be initiated, coordinated, and approved through the home university.

Exams

The writing of exams occurs at each of the PHCNP consortium universities. Date and time of exams are firm and published well in advance. The learner is expected to write at these times. Under exceptional circumstances, the writing of exams may occur at a university approved site with an approved invigilator. These requests need to be made at the beginning of the term to the program advisor. Learners are asked not to make comments or to discuss exam questions in discussion groups on the internet. A confidentiality exam agreement must be signed before writing exams.

Academic Integrity

There is a "zero tolerance" for academic dishonesty in any form. Any academic integrity, including plagiarism, will be investigated to the fullest extent, following the policies of the departure from the university. All clinical assignments must be based on actual clients. When there is evidence that this has not occurred, Academic Integrity Policies of the learner's university will be followed. Please see the website at <http://www.queensu.ca/registrar/aboutus/policies.html>

Queens University Senate Policies

Queen's University Senate policies regarding academic integrity, appeals, computer code of ethics, professional conduct, and the code of conduct will apply to students of this program. For specific information, refer to the relevant information in the School of Nursing Bachelor of Nursing Science section of this calendar.

For further information contact:
Helen Campbell
Departmental Coordinator
School of Nursing, 92 Barrie Street
Kingston, Ontario K7L 3N6
Telephone 613-533-6000 ext 77746
Fax 613-533-6770
Email nursing@queensu.ca

Doctor of Philosophy Program

The official calendar for the Ph.D. Program may be found online at www.queensu.ca/sgs and should be consulted for the most up-to-date information on the program.

The School of Nursing website provides general information on the program at <http://nursing.queensu.ca>.

If you have further questions, contact:

Helen Campbell
Departmental Coordinator
School of Nursing, 92 Barrie Street
Kingston, Ontario K7L 3N6
Telephone 613-533-6000 ext 77746
Fax 613-533-6770
Email nursing@queensu.ca

Master of Science Program

The official calendar for the M.Sc. program may be found online at www.queensu.ca/sgs and should be consulted for the most up-to-date information on the program.

The School of Nursing website provides general information on the program at <http://nursing.queensu.ca>.

If you have further questions, contact:

Helen Campbell
Departmental Coordinator
School of Nursing, 92 Barrie Street
Kingston, Ontario K7L 3N6
Telephone 613-533-6000 ext 77746
Fax 613-533-6770
Email nursing@queensu.ca

Hospitals, Ambulatory Care Settings, and Community Health Agencies used for Clinical Fieldwork

Primary clinical resources used by students for educational experiences:

Belleville General Hospital
Brockville General Hospital
Faculty of Health Sciences Patient Simulation Laboratory
Frontenac Community Mental Health Services
Glaxo Wellcome Clinical Education Centre
Hotel Dieu Hospital
Kingston, Frontenac and Lennox and Addington Public Health
The Kingston General Hospital
Lennox and Addington County General Hospital
Providence Care - Mental Health Services
Providence Care - St. Mary's of the Lake Hospital
Weeneebayko General Hospital

Examples of other clinical resources which may be used for educational experiences:

Alzheimer Society of Kingston
Canadian Forces Base Kingston
Canadian Mental Health Association
Community Midwives of Kingston
Developmental Disabilities Consulting Program
H'art School of Smiles
Healthy U at Queen's University
HIV/AIDS Regional Services
KFL&A Community Care Access Centre
Kingston Community Health Centres
Kingston Interval House
Kingston Military Family Resource Centre
Kingston Youth Shelter
Leeds, Grenville & Lanark District Health Unit
Limestone District Board of Education
Loyola Community Learning Centre
Occupational Health Departments
Ongwanada Resource Centre
Partners in Mission Food Bank
Providence Care - Providence Manor
Queen's University Family Medicine
Queen's University Health, Counselling and Disability Services
Queen's University School of Business
Regional Geriatric Program (Southeastern Ontario)
Rideaucrest Home
Salvation Army Harbour Light Residential Treatment Centre
Seniors' Association Kingston Region

Scholarships, Bursaries and Financial Assistance

Student Financial Assistance

The Student Awards section of the Registrar's Office plays a key role in supporting the University's mission. The goal is to ensure that all students have the opportunity to attend Queen's, regardless of their personal financial circumstances. To achieve this goal, a variety of funding sources may be required.

The Student Awards office is responsible for administering all merit-based undergraduate funding and all need-based funding for both undergraduate and graduate students. Merit-based (scholarship) funding recognizes and rewards students for their achievement, both academic and extra-curricular. Need-based funding (bursaries, awards, work study, loan, and grants) is disbursed to students on the basis of demonstrated financial need.

Student Awards administers the Ontario Student Assistance Program for Ontario residents attending Queen's University and the RBC/Queen's Line of Credit.

Student Awards, as part of the Office of the University Registrar, plays a key role in supporting the University's mission. Our goal is to ensure that all students have the opportunity to attend Queen's, regardless of their personal financial circumstances. To achieve this goal, a variety of funding sources may be required.

The Student Awards office is responsible for administering all merit-based undergraduate funding and all need-based funding for both undergraduate and graduate students. Merit-based (scholarship) funding recognizes and rewards students for their achievement, both academic and extra-curricular. Need-based funding (bursaries, awards, work study, loan, and grants) is disbursed to students on the basis of demonstrated financial need. Listed directly below is general information as it pertains to the various student financial assistance programs administered by the Student Awards Office. For more detailed information, please refer to either the Student Awards website or contact the office.

Awards Officers are available throughout the year to provide financial advising on budgeting and the various options available to assist students with financing their Queen's education.

Current Undergraduate Student Nursing Scholarships

For detailed information please refer to either the Student Awards website or contact the office..

Student Awards
Office of the University Registrar
Room 225, Gordon Hall
Tel 613-533-2216
Fax 613-533-6409
E-mail awards@queensu.ca
Website queensu.ca/registrar/awards

The School of Nursing Academic Council

The School of Nursing Academic Council governs the academic affairs of the School of Nursing under such regulations as the Faculty Board, Faculty of Health Sciences, University Senate, and the Board of Trustees may prescribe.

The Nursing Science Society

The Nursing Science Society (N.S.S.) represents all undergraduate Queen's Nursing students to the School of Nursing, the University at large, and the greater Kingston area. Executive members are elected annually from the student population and meet bi-weekly throughout the year to discuss issues of concern to the student body, plan both Nursing-specific and campus-wide events, and maintain communication between all years of Nursing students.

As a society, the N.S.S. aims to facilitate both academic and social interaction among Nursing students, with other disciplines, and between students and faculty members. The N.S.S. also takes an active role in supporting community charity organizations, by running events that benefit charities throughout the year such as the Nursing Fashion Show, which supports Almost Home and the Inside Ride in support of children and families against childhood cancer.

Professionally, the N.S.S. directly interacts with the Registered Nurses Association of Ontario Interest Group and the Canadian Nursing Students' Association. The N.S.S. also has representatives on the National Health Sciences Students' Association and local chapter, the Queen's Health Sciences Students' Association. At the university level, N.S.S. representatives sit on a variety of governing bodies and committees including the Alma Mater Society executive, the Nursing Orientation Committee, the School of Nursing Academic Council, Senate and the Faculty of Health Sciences Faculty Board.

There are many opportunities on the Nursing Science Society through class council, NSS Executive Board and many volunteer opportunities throughout the year.

For more information on the N.S.S., please visit our website at www.nursingsociety.ca or contact one of our Executive members.

Academic and Administrative Staff

Faculty Administrators

Medves, Jennifer
R.N., B.N. (Manitoba), M.N., Ph.D. (Alberta)
Professor
Director, School of Nursing and Vice-Dean (Health Sciences)

Peterson, Jo-Anne
R.N., B.A., M.Sc. (Queen's)
Lecturer
Undergraduate Coordinator

Edge, Dana
R.N., B.S.N. (Iowa), M.S.N. (Chapel Hill, North Carolina), Ph.D. (Toronto)
Associate Professor
Graduate and Nurse Practitioner Coordinator

Reznick, Richard
M.D., M.Ed., F.R.C.S.C., F.A.C.S
Dean, Faculty of Health Sciences and
Director, School of Medicine

Professors Emeritus

Baker, Cynthia
R.N., M.N. (Dalhousie), Ph.D. (Texas at Austin)
Professor Emeritus

Baumgart, Alice J.
R.N., B.S.N. (British Columbia), M.Sc. (A) (McGill), Ph.D. (Toronto)
Professor Emeritus

Burke, Sharon
R.N., B.S. (Loma Linda), M.N. (Washington), M.A., Ph.D. (Toronto)
Professor Emeritus

Academic Staff

Almost, Joan
R.N., B.Sc.N., M.Sc.N./ACNP (Western), Ph.D. (Toronto)
Assistant Professor

Brown, Ann
R.N., B.N. (McGill), M.Ed., M.Sc., Ph.D. (Queen's)
Associate Professor

Buchanan, Diane
R.N., B.Sc.N. (Manitoba), M.Sc.N. (Vanderbilt), Ph.D. (Rush)
Associate Professor

DeWolfe, Judith A.
R.D., B.Sc. (Acadia), M.S. (Cornell), Ph.D. (Pennsylvania State)
Assistant Professor

Gedcke-Kerr, Laurie
R.N., B.N.Sc., M.Sc. (Queen's)
Lecturer
Academic Advisor (Post R.N. Program)

Godfrey, Christina
R.N., B.N.Sc., M.Sc., Ph.D. (Queen's)
Assistant Professor

Harrison, Margaret
R.N., B.N. (Dalhousie), M.H.A. (Ottawa), Ph.D. (McMaster)
Professor

Kisilevsky, Barbara
R.N., B.S.N., M.N. (Pittsburg), M.A., Ph.D. (Queen's)
Professor

Lamb, Marianne
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