



Queen's University
Faculty of Health Sciences

School of Nursing Academic Calendar

2021-2022



SCHOOL OF NURSING

Queen's University Faculty of Health Sciences

School of Nursing Academic Calendar 2021-2022

Students follow the Academic Calendar from the year they were admitted and Academic Regulations from their current year of study. To view previous calendars see <https://www.queensu.ca/academics/academiccalendars> (<https://www.queensu.ca/academics/academiccalendars/>).

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SESSIONAL DATES 2021-2022

Sessional Dates 2021-2022

Refer to the Faculty of Arts and Science website (<https://www.queensu.ca/artsci/>) for Sessional Dates for Fall, Winter, Summer and multi-term courses in the Faculty of Arts and Science.

Refer to Faith Dates when scheduling events. A Multifaith Calendar is available at <https://www.queensu.ca/humanrights/multifaith-calendar> (<https://www.queensu.ca/humanrights/multifaith-calendar/>) by selecting the Check out the Queens Multifaith Calendar link.

It is the responsibility of the student to ensure that all deadline dates are adhered to.

May 2021

Date	Event
1	Summer Term begins.
1	Tuition fees due in full for all Summer Term classes (May-June and May-July sessions). Exception: OSAP students.
3	Summer Term classes begin (May-June and May-July sessions).
7	Students unable to register in Summer Term (May-June and May-July Sessions) by this date must appeal in writing to the Chair of the Undergraduate Academic Progress & Graduation Committee. If the appeal to register late is granted, students must pay tuition fees in full.
7	Last date to add Summer Term classes (May-June and May-July Sessions).
7	Last date to apply for admission to the Upper-Year Program at the Bader International Study Centre for Summer Term (August Session).
14	Last date to drop Summer Term classes (May-July Session) without financial penalty.

21	Last day of NURS 207 clinical for AST year 3 students (TENTATIVE).
24	Victoria Day (classes will not be held in Arts & Science courses).
28	Last date to drop Summer Term classes (May-June Session) without academic penalty.

June 2021

Date	Event
1	Last date to apply to the University for admission as a part-time student for Fall Term.
1	Last date for Queen's students to apply to a Dual Degree program for Fall Term.
6	Last date to apply for accommodation for an official examination conflict for the June, July and August examination sessions.
14	Summer Term classes end (May-June Session).
17-18	Summer Term examinations in May-June Session classes (TENTATIVE).
18	Last date of NURS 345 Clinical for AST year 4 students (TENTATIVE).
25	Last date to drop Summer Term classes (May-July Session) without academic penalty
30	Last date of NURS 371 Clinical for AST year 3 students (TENTATIVE).

July 2021

Date	Event
1	Tuition fees due in full for Summer Term classes (July-August session).
1	Canada Day Holiday (classes will not be held).



5	Summer Term classes begin (July-August session).
9	Students unable to register in Summer Term (July-August Session) by this date must appeal in writing to the Chair of the Undergraduate Academic Progress & Graduation Committee. If the appeal to register late is granted, students must pay tuition fees in full.
9	Last date to add Summer Term classes (July-August Session).
9	Last date to drop Summer Term classes (July-August Session) without financial penalty.
15	First date to apply to graduate in SOLUS in Fall 2021 (TENTATIVE).
26-30	Registration period for Fall and Winter Term classes (TENTATIVE).
30	Last date to drop Summer Term classes (July-August Session) without academic penalty.
30	Summer Term classes end (May-July Session).

August 2021

Date	Event
2	Civic Holiday (classes will not be held).
3	Summer Term classes end (July-August Session).
3-10	Summer Term examinations in May-July Session classes (TENTATIVE).
16-18	Summer Term examinations in July-August Session classes (TENTATIVE).
24	Time period to add and drop classes (open enrollment period) begins (TENTATIVE).
31	Summer Term ends.

September 2021

Date	Event
1	Fall Term begins.
1	Tuition fees due in full for Fall Term. Exception: OSAP students.
3	Last date of NURS 492/ NURS 401 for Year 4 AST students (TENTATIVE).
4	Residence move-in day.
4	Welcome Ceremony for new students.
6	Labour Day.
7	Fall Term classes begin.
20	Students unable to register in Fall Term by this date must appeal in writing to the Chair of the Undergraduate Academic Progress & Graduation Committee. If the appeal to register late is granted, students must pay tuition fees in full.
20	Last date to add Fall Term and multi-term classes.
20	Last date to drop Fall Term and multi-term classes without financial penalty.
30	Residence, UHIP and Student Activity fees due in full.

October 2021

Date	Event
11	Thanksgiving Day (classes will not be held).
12-15	Fall mid-term break (all classes cancelled).
15	Last date to apply in SOLUS to graduate in fall 2021 (TENTATIVE).
16	University Day.

November 2021

Note: Fall 2020 Convocation: Dates will be published by the Office of the University Registrar by June 2020. Please refer to <http://queensu.ca/registrar/convocation> (<http://queensu.ca/registrar/convocation/>) to view these dates.

Date	Event
1	Last date to drop Fall Term classes without academic penalty.
7	Last date to apply for accommodation for an official examination conflict for the December examination period.
11	Remembrance Day service (classes cancelled 10:30–11:30 a.m.).

December 2021

Date	Event
1	Last date for Queen's students to apply for admissions to a Dual or Second Degree Program for Winter Term.
1	First date to apply in SOLUS to graduate in Spring 2022 (TENTATIVE).
3	Fall Term classes end.
4-7	Fall Term pre-examination study period.
6	Commemoration Day (examinations will not be held).
7	NURS 206 Clinical make-up day (TENTATIVE).
8-22	Final examinations in Fall Term classes and mid-year tests in multi-term classes.
31	Fall Term ends.

January 2022

Date	Event
1	Winter Term begins.
1	New Year's Day (University closed; classes will not be held).
10	Winter Term classes begin.
10	Tuition fees due in full for Winter Term classes. Exception: OSAP students.

21	Students unable to register in Winter Term by this date must appeal in writing to the Chair of the Undergraduate Academic Progress & Graduation Committee. If the appeal to register late is granted, students must pay tuition fee in full.
21	Last date to add Winter Term classes.
21	Last date to drop Winter Term classes without financial penalty.

February 2022

Date	Event
21	Family Day (classes will not be held).
22-25	Winter mid-term Reading Week (all classes cancelled).

March 2022

Date	Event
4	Last date to drop Winter Term and multi-term classes without academic penalty.
7	Last date to apply for accommodation for an official examination conflict for the April examination session.
31	Last date to apply for admission to the Upper-Year Program at the Bader International Study Centre for Summer Term (May-June Session).

April 2022

Date	Event
1	Last date for Queen's students to apply to a Dual Degree program for Summer Term.
8	Winter Term classes end.
9-13	Winter Term pre-examination study period.
13	NURS 206 & NURS 207 Clinical make-up day (TENTATIVE).



14-30	Final examinations in Winter Term and multi-term classes.
15	Good Friday (University closed. Exams will not be held).
15	Last date to apply in SOLUS to graduate in spring 2022 (TENTATIVE).
30	Winter term ends.

May 2022

Date	Event
1	Summer Term begins.
2	Tuition fees due in full for all Summer Term classes (May-June and May-July Sessions). Exception: OSAP students.
2	First date of clinical for AST Years 3 and 4 (TENTATIVE).
9	Summer Term classes begin (May-June and May-July Sessions).
13	Students unable to register in Summer Term (May-June and May-July Sessions) by this date must appeal in writing to the Chair of the Undergraduate Academic Progress & Graduation Committee. If the appeal to register late is granted, students must pay tuition fees in full.
13	Last date to add Summer Term classes (May-June and May-July Sessions).
13	Last date to drop Summer Term classes (May-June Session) without financial penalty.
20	Last date to drop Summer Term classes (May-July Session) without financial penalty.
23	Victoria Day (classes will not be held in Arts & Science courses).
27	Last day of NURS 207 clinical for AST year 3 students (TENTATIVE).

June 2022

Note: Spring 2021 Convocation: Dates will be determined in November 2020. Please refer to <http://queensu.ca/registrar/convocation> (<http://queensu.ca/registrar/convocation/>) to review these dates.

Date	Event
3	Last date to drop Summer Term classes (May-June Session) without academic penalty.
7	Last date to apply for accommodation for an official examination conflict for the June, July and August examination sessions.
17	Summer Term classes end (May-June Session) for Arts & Science Courses.
20-22	Summer Term examinations in May-June Session classes (TENTATIVE).
24	Last date of NURS 345 Clinical for AST year 4 students (TENTATIVE).
30	Last date of NURS 371 Clinical for AST year 3 students (TENTATIVE).

July 2022

Date	Event
1	Last date to drop Summer Term classes (May-July Session) without academic penalty.
1	Canada Day holiday (classes will not be held).
4	Summer Term classes begin (July-August Session).
8	Students unable to register in Summer Term (July-August Sessions) by this date must appeal in writing to the Chair of the Undergraduate Academic Progress & Graduation Committee. If the appeal to register late is granted, students must pay tuition fees in full.

8	Last date to add Summer Term classes (July-August Session).
8	Last date to drop Summer Term classes (July-August Session) without financial penalty.
15	First date to apply to graduate in SOLUS in Fall 2022 (TENTATIVE).
25-29	Registration period for Fall and Winter Term classes (TENTATIVE).
29	Summer Term classes end (May-July Session).
29	Last date to drop Summer Term classes (July-August Session) without academic penalty.

August 2022

Date	Event
1	Civic Holiday (classes will not be held).
2-10	Summer Term examinations in May-July Session classes (TENTATIVE).
12	Summer Term classes end (July-August Session).
12	Time period to add and drop classes (open enrollment period) begins
15-17	Summer Term examinations in July-August Session classes (TENTATIVE).
31	Summer Term ends.



MISSION AND GOALS

Mission

The Mission of Queen's University School of Nursing is to advance scholarship and excellent care that is person centered, innovative and high quality.

Goals

1. Ensure equitable and inclusive policies, processes and curricula.
2. Enhance research prominence and engagement.
3. Support innovation and creativity.
4. Provide excellent education and clinical practice opportunities.
5. Nurture a healthy and inclusive community.

UNDERGRADUATE PROGRAM

Bachelor of Nursing Science

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

1. The Four-Year Track of study is for secondary school graduates and students with some university education. The Four-Year Track of study is four years in length.
2. The Accelerated Standing Track of study is for students with 10 full course credits and with certain prerequisites from a university (minimum two years of full-time post-secondary education). It is two calendar years in length (including Summer term) and students are required to take a full normal course load. Courses must be taken at Queen's University. A maximum of 33 units will be transferred from previous university studies upon admission to the Accelerated Standing Track (AST).

Graduates of these two tracks may apply to the regulatory body of the province in which they plan to work in order to secure registration to practice with the title "Registered Nurse."

Students are expected to complete the courses within the track to which they were accepted.

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 health, populations with complex conditions, health care quality, transitions, and practice environments.

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 the people who are in their care 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-informed 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 Goals

Graduates of the BNSc program will:

1. Provide competent, professional, and culturally sensitive nursing care in response to changing needs of society and according to prevailing legal and ethical standards.
2. Use critical thinking, problem-solving and scientific inquiry in the practice of nursing, and in monitoring and ensuring quality of health care practices.
3. Effectively communicates and collaborates in relationships with clients* and health care professionals.
4. Use nursing knowledge and skills in partnership with clients* and health care professionals to maintain and promote health and well-being and provide care and support during illness.
5. Use population-based and intersectoral approaches to assess, protect and promote the health of communities.
6. Demonstrate understanding and responsiveness to how specific environments and socio-political conditions affect health behaviour and influence professional practice and public policy.
7. Apply leadership and managerial abilities and political skills to attain quality care for clients* and quality of work-life for themselves and their co-workers.
8. Engage in self-directed learning, reflective, and evidence-informed practice.

* Clients are defined as individuals, families, communities, and populations.

BNSC FOUR-YEAR TRACK OF STUDY FOR SECONDARY SCHOOL GRADUATES

Course	Title	Units
Year 1		
Fall		
NURS 101	Professional Relationships	3.00
NURS 103	Philosophy and Healthcare	3.00
NURS 323	Introduction to Statistics	3.00
BCHM 102	Introduction to Biochemistry	3.00
PSYC 100	Principles of Psychology	0.00

Units 12.00

Winter		
NURS 100	Nutrition And Health	3.00
NURS 202	Health Assessment	3.00
ANAT 101	Introductory Human Anatomy	3.00
MICR 121	Microbiology for Nursing Students	3.00
PSYC 100	Principles of Psychology	6.00

Units 18.00

Year 2		
Fall		
NURS 205	Medical-Surgical Nursing I	3.00
NURS 206	Nursing Practicum: Care of Chronic and/or Acutely Ill Adults I	3.00
PHAR 230	Pharmacology for the Health Sciences	3.00
PHGY 215	Principles of Mammalian Physiology I	3.00
PSYC 251	Developmental Psychology	3.00

Units 15.00

Winter		
NURS 207	Nursing Practicum: Care of Chronic and/or Acutely Ill Adults II	3.00
NURS 209	Gerontological Nursing	3.00
NURS 324	Nursing Research	3.00
PHGY 216	Principles of Mammalian Physiology II	3.00
Elective		3.00

Units 15.00

Year 3		
NURS 305	Medical-Surgical Nursing II ¹	3.00
NURS 345	Nursing Practicum: Medical-Surgical and Psychiatric Mental Health Nursing ¹	6.00
NURS 325	Psychiatric Mental Health Nursing ¹	3.00

NURS 372	Family-Centred Maternal and Newborn Nursing Care ²	3.00
NURS 373	Family-Centred Pediatric Nursing Care ²	3.00
NURS 371	Nursing Practicum: Maternal and Child, Family-Centred Care ²	6.00
Elective ³		3.00
Elective ³		3.00
Elective ³		3.00

Units 33.00

Year 4		
Fall		
NURS 403	Concepts of Acute and Critical Illness	3.00
NURS 404	Community Health Promotion Theory	3.00
NURS 405	Practicum in Community Health Promotion	6.00
NURS 414	Management and Leadership in Health Care	3.00
Elective		3.00

Units 18.00

Winter		
NURS 401	Current Issues in Nursing and Health Care	3.00
NURS 492	Integrated Practicum	9.00

Units 12.00

Total Units 123.00

- ¹ These 3 courses will be taken during the same term, either in Fall or Winter.
 - ² These 3 courses will be taken during the same term, either in Fall or Winter.
 - ³ These 3 electives will be divided between Fall and Winter terms.
- Students must successfully complete each year of the program, excluding electives, prior to progressing to any nursing course in the next year.
 - To fulfill elective requirements, students may choose any available elective courses within Queen's University, with the exception of courses below P10 level, which may not be used for credit in the nursing program.



- Students in the Four-Year Track must complete a minimum of 50 percent of the total number of required units for the BNSc degree plus 3 units through Queen's University.
- Please note that to be eligible for the Dean's Honour List and the Graduation Honours List, students must have completed a minimum of 27 Queen's units in each academic year. See Academic Regulation 23.

BNSC ACCELERATED STANDING TRACK OF STUDY (AST) FOR STUDENTS WITH 10 FULL UNIVERSITY COURSES

Course	Title	Units	Course	Title	Units
Year 3			NURS 405	Practicum in Community Health Promotion	6.00
Fall			MICR 121	Microbiology for Nursing Students	3.00
NURS 101	Professional Relationships	3.00	Units 18.00		
NURS 103	Philosophy and Healthcare	3.00	Summer		
NURS 205	Medical-Surgical Nursing I	3.00	NURS 345	Nursing Practicum: Medical-Surgical and Psychiatric Mental Health Nursing	6.00
PHAR 230	Pharmacology for the Health Sciences	3.00	NURS 401	Current Issues in Nursing and Health Care	3.00
PSYC 251	Developmental Psychology	3.00	NURS 492	Integrated Practicum	9.00
Units		15.00	Units 18.00		
Winter			Total Units 90.00		
NURS 202	Health Assessment	3.00	Total number of transfer units from previous University - 33.00		
NURS 206	Nursing Practicum: Care of Chronic and/or Acutely Ill Adults I	3.00	Total number of units completed at Queen's University in Year 3 and Year 4 BNSc degree AST Track - 90.00		
NURS 305	Medical-Surgical Nursing II	3.00	Total number of units required for BNSc degree - 123.00		
NURS 372	Family-Centred Maternal and Newborn Nursing Care	3.00	<ul style="list-style-type: none"> • Students must successfully complete both Fall and Winter term courses, excluding electives, prior to progressing to Spring term clinical courses. • Students must successfully complete each year of the program, excluding electives, prior to progressing to any nursing course in the next year. • Students in the Accelerated Standing Track must complete all courses at Queen's University. 		
NURS 373	Family-Centred Pediatric Nursing Care	3.00			
Units		15.00			
Summer					
NURS 207	Nursing Practicum: Care of Chronic and/or Acutely Ill Adults II	3.00			
NURS 371	Nursing Practicum: Maternal and Child, Family-Centred Care	6.00			
Units		9.00			
Year 4					
Fall					
NURS 325	Psychiatric Mental Health Nursing	3.00			
NURS 403	Concepts of Acute and Critical Illness	3.00			
NURS 404	Community Health Promotion Theory	3.00			
NURS 414	Management and Leadership in Health Care	3.00			
BCHM 102	Introduction to Biochemistry	3.00			
Units		15.00			
Winter					
NURS 100	Nutrition And Health	3.00			
NURS 209	Gerontological Nursing	3.00			
NURS 324	Nursing Research	3.00			

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.

All applicants should note that the Queen's University Senate Policy on Student Appeals, Rights and Discipline states that applicants seeking admission to the University or a Program at Queen's may not appeal a decision regarding an individual application, whether or not the applicant is, or has been, a student in another Program at Queen's. By extension, applicants may not appeal any regulation stated in the Admission chapter of the School of Nursing *Calendar*.

Applicants should also review requirements for practicing as a nurse (for example: College of Nurses of Ontario, Requisite Skills and Abilities necessary for Nursing Practice in Ontario <https://www.cno.org/globalassets/docs/reg/41078-skillabilities-4pager-final.pdf>.)

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 <https://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

12th Grade graduation with a minimum GPA of B- on four academic courses from an accredited high school. If prerequisite courses are AP, they are acceptable from any year. Otherwise, prerequisite courses must be completed in the Junior or Senior year. The submission of a School Profile is recommended. AP courses are considered excellent preparation for university courses and may be eligible for degree credit. Queen's is Test-optional. SAT and/or ACT results will be accepted if submitted, but they are not required. (College Board Code 0949. ACT Code 5236). Grade 12 English (two terms), four full-year courses in Mathematics. One, preferably two, full-year courses in each of Biology and Chemistry. Biology and Chemistry to be completed in Junior or Senior year. Minimum English final grade of 75% or equivalent.

Admission from Other Educational Systems

Specific admission requirements may be viewed on the Undergraduate Admission website at <https://www.queensu.ca/admission/>. Please note, applicants must have an acceptable level of an English Literature course (not English Language).

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 by August 1 of the year of entry.

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 four 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 Literature (not English Language) or a 60% in a University English Literature course is required for admission consideration.

Students with previous university education have two options:

a. Four-Year BNSc Program

Transfer credits will be granted for comparable courses reducing the course load, but the program remains four years in length. Completion of the Supplementary Essay (SE) is optional.

b. Two-Year BNSc Program (AST)

This program is available to students applying to transfer into nursing from other disciplines with at least 10 full university courses, four of which must be the following:

- i. a full year introductory psychology course equivalent to Queen's PSYC 100 (6.0), or alternately, one transferrable half year introductory psychology course plus a second transferrable half year psychology course;
- ii. a full year human physiology course equivalent to Queen's PHGY 215/216 (6.0);
- iii. one half year (one term) human anatomy course equivalent to ANAT 101 (3.0); and,
- iv. a half year (one term) statistics course equivalent to NURS 323 (3.0).

All prerequisite courses must be equal or greater to a minimum GPA of 1.7. Final grades for all prerequisite courses must be available by 15 June. Proof of enrollment in prerequisite courses must be submitted by February 15th. The AST Program 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. Completion of the Supplementary Essay is mandatory.

Successful applicants must seek course counselling from the 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. Indigenous Students Pathway

Please refer to this link (<https://www.queensu.ca/admission/pathways-and-policies/indigenous/>) for more information. Candidates seeking admission consideration under this policy should email the Indigenous Community Outreach Coordinator at fd.recruiter@queensu.ca for more information. Admission to Queen's University will depend on the assessment of the student's program pre-requisites (or equivalencies) as well as the assessment of any required supplementary information. 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.

7. First Generation Pathway

Please refer to this link (<https://www.queensu.ca/admission/pathways-and-policies/first-generation/>) for more information. For more information, please contact 1gen@queensu.ca to get in touch with our First-Generation Recruitment Representative, Richard Mitchell.

8. Equity Admission Self-Identification

Please refer to this link (<https://www.queensu.ca/admission/equity-admission-self-identification/>) for more information.

9. Admission After Withdrawal from the School of Nursing

Students who have voluntarily withdrawn, in good academic standing, must subsequently apply for admission as new applicants. Students required to withdraw for academic reasons may apply for admission to the School as a new applicant during a subsequent academic year. Students who are required to withdraw from the BNSc program for safety reasons cannot reapply to the School of Nursing.

NOTE: Acceptance to the program is not automatic. Students seeking 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 admission, what the candidate has done since withdrawal, and all transcripts of courses taken since leaving the School of Nursing. If admission is offered, students are subject to the degree program requirements in effect at the time of their return. Note that any student who has been required to withdraw and is re-admitted is automatically placed on academic probation.

a. Admission After Voluntary Withdrawal

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 admission as determined by the Undergraduate Student Admissions Committee. Refer to University Sessional Dates at <http://www.queensu.ca/registrar/resources/sessional-dates> (<http://www.queensu.ca/registrar/resources/sessional-dates/>).

b. Admission After Requirement to Withdraw for Academic Reasons

Students required to withdraw for academic reasons may apply for admission to the School of Nursing during a subsequent academic year (see Academic Regulations Section 2).

The applicant will be considered for 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 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. One of the courses must be at the 200 level or above. 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 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 admission as determined by the Undergraduate Student Admissions Committee.

Denial of Application for Admission

A student whose application for 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.

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 <https://www.queensu.ca/admission/>.

APPLICATION PROCEDURES

General Applications

All applications are processed through:

The Ontario Universities' Application Centre (OUAC)
170 Research Lane
Guelph, ON N1H 5E2
519-823-1063

A web application is available at <https://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.

Accelerated Standing Track (AST) applicants are required to complete a Supplementary Essay (SE). The SE asks questions about extracurricular activities, work experience, and volunteer experience. The SE is not mandatory for BNSc Four-Year Track students, however it is recommended. Information for the SE can be found at <https://www.queensu.ca/admission/admission/about-applying/supplementary-information> (<https://www.queensu.ca/admission/admission/about-applying/supplementary-information/>).

All supporting documentation (including the SE) must be received at Undergraduate Admission and Recruitment, Queen's University, Gordon Hall, 74 Union Street, Kingston, ON K7L 3N6, by the published deadline dates. The deadline dates are listed on the Undergraduate Admission website <https://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. More

information can be found at <https://www.queensu.ca/admission/>.

REGISTRATION

The School of Nursing will register students enrolled in the BNSc program in their required courses. A student who fails to complete registration by the last date to register for Fall Term and Fall-Winter Session is considered to have voluntarily withdrawn and must apply for admission to the program.

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 wishing to drop or add a course after the published deadlines, must appeal to the Chair, Undergraduate Academic Progress and Graduation Committee.

Academic Advising

Any student is free to seek advice from a Faculty Member in a particular course. For counseling about academic programs and regulations, students are directed to an Undergraduate Academic Advisor (<https://nursing.queensu.ca/undergraduate/academic-advising/>) of the School of Nursing.

ADDITIONAL REQUIREMENTS UPON ACCEPTANCE

Students accepted into the program should be aware of the following. A university degree does not in itself confer the right to practice nursing. In order to practice nursing, graduates of the program must apply for registration through a nursing regulatory body (e.g. College of Nurses of Ontario). Applicants should be aware that each regulatory body has registration requirements, for example the College of Nurses of Ontario (CNO) <https://www.cno.org/en/become-a-nurse/registration-requirements/>.

Criminal Record Check

All students who accept an offer of admission into the nursing program will provide evidence of a Criminal Record Check, including Vulnerable Sector Screening, conducted at their expense before they will be permitted to register in the program. Students must attest to a clear Criminal Record Check, including Vulnerable Sector Screening, each September. Students entering fourth year will be required to get a new Criminal Record Check prior to entering their fourth year practicums (NURS 405 Practicum in Community Health Promotion and NURS 492 Integrated Practicum). Students must be prepared to repeat the Criminal Record Check more frequently, if required by an agency. Students must keep their original documentation in case they are required to present it. All costs associated with Criminal Record Check will be the responsibility of the student.

If you have a positive criminal record, please discuss with the Associate Director, Undergraduate Nursing Programs, as it may 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, Standard First Aid and CPR Training

All first year documentation must be submitted online to the School of Nursing Undergraduate Nursing Portal before the beginning of classes. Upper year classes are required to submit their annual documentation as directed by the Associate Director, Undergraduate Nursing Programs. These requirements are mandatory in clinical agencies, and as such students may not attend clinical practice without the appropriate documentation.

Immunization

The policy on Immunization Screening Process, Standard First Aid and CPR Training can be found at [https://nursing.queensu.ca/undergraduate/clinical-placement-](https://nursing.queensu.ca/undergraduate/clinical-placement-requirements/)

[requirements](https://nursing.queensu.ca/undergraduate/clinical-placement-requirements/) (<https://nursing.queensu.ca/undergraduate/clinical-placement-requirements/>).

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

Students are advised to attend their Family Physician, Student Health Services, or Public Health agency to be screened or to enter an immunization schedule. Vaccination occurs at the student's cost. The School of Nursing does not keep the original immunization records. Students are expected to retain documentation of their immunization history and be prepared to show their documentation to agencies upon request.

Novel Coronavirus Disease 2019 (COVID-19) vaccination is required for BNSc students. Due to health care agency policies, students who choose not to have COVID-19 vaccination may be unable to complete clinical placements which are a program requirement.

Standard First Aid and Cardiopulmonary Resuscitation (CPR) Training

All students must complete Standard First Aid with AED training (Canadian Red Cross or equivalent) prior to the start of classes in their first year. CPR – BLS or Level HCP (Health Care Provider) must be completed prior to the start of classes and then annually. Courses must be taken in-person (we do not acknowledge online certification courses). We will accept blended, and in-person classes. The certificates must be submitted online to the School of Nursing Undergraduate Nursing Portal at a designated time. The School of Nursing does not keep the original CPR and First Aid certificates. Students must have this certification on their person and be prepared to show their documentation upon request at any agency.

FEES AND EXPENSES (APPROXIMATE)

Please see The Guide to Registration and Fees or online at <http://www.queensu.ca/registrar/financials/tuition-fees> (<http://www.queensu.ca/registrar/financials/tuition-fees/>).

Any student with an overdue debt with the University will not be permitted to register or receive official transcripts, until the outstanding account is settled in full or until an acceptable arrangement for settling the account is made. In no case will a diploma be released to a student with an outstanding debt with the University. If you wish to register, but cannot pay the outstanding debt in full, please submit an appeal to register with debt. For details, see <http://www.queensu.ca/registrar/students/financials/fee-policies> (<http://www.queensu.ca/registrar/students/financials/fee-policies/>).

Additional Expenses (Approximate)

Fee	Cost
Cost of resources (approximate per year)	\$1,600
Criminal Record Check (CRC)	costs vary by region
CPR Level HCP/First Aid	costs vary by region

Transportation

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

Year 1 and Year 3 AST

Fee	Cost
Name Pin	\$15
Stethoscope and Case (Winter Term) ¹	\$130
Lab Coat (Winter Term) ¹	\$20
Non-Violent Crisis Intervention Training (NVCI) ²	\$50
Mask Fit ²	\$40
Watch with second hand	\$50
Two uniforms and shoes	\$150
Blood Pressure Cuffs (Optional) ¹	\$20

¹ These items may be purchased at the beginning of term from the Nursing Science Society.

² Charges subject to change.

Year 3

Fee	Cost
Mask Fit ¹	\$40

¹ Charges subject to change.

Year 4 and Year 4 AST

Fee	Cost
Graduate Pin (optional)	(\$30 - \$70 \$80)

Application fees to become a RN - see regulatory body website (i.e., CNO <https://www.cno.org/en/become-a-nurse/application-membership-fees/>).

Year 4

Fee	Cost
Non-Violent Crisis Intervention Training (NVCI) ¹	\$50

NVCI Re-Certification required after two years if going into ER or Mental Health placement.

¹ Charges subject to change.

Additional Expenses

Fee	Cost
Program Completion Document Fees (Visa Screen) ¹	
Basic - documents requiring a signature and/or seal	\$50
Detailed - documents including course breakdown of hours	\$200
Letter of Permission ¹	\$50

¹ Charges subject to change.

BACHELOR OF NURSING SCIENCE COURSE DESCRIPTIONS

NURS 100 Nutrition And Health Units: 3.00

This course is about nutrition as a determinant of health through the study of nutrient metabolism, nutrition throughout the life span, nutrition behaviour, and nutritional considerations for select health conditions. Students will learn about the role of nutrition in promoting health within the context of their professional discipline. A required course for students of nursing science and relevant for students in life science and other health professions. 3 hours lecture per week. Recommended 12U Chemistry or Biology, or by permission of the instructor.

Requirements: in BNSc and Exclusion: HLTH 230

Course Equivalencies: HSCI230; NURS100

Offering Faculty: Faculty of Health Sciences

NURS 101 Professional Relationships Units: 3.00

This course is about introducing 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. The role of nursing organizations and legal concepts are explored. The professional expectation of reflective, evidence-informed practice is introduced. Students are exposed to a variety of nursing roles through class presentations. 2 hours lecture and 2 hours Clinical Education Centre per week.

Requirements: BNSC students only

Offering Faculty: Faculty of Health Sciences

NURS 103 Philosophy and Healthcare Units: 3.00

This course is about the application of works concerning central philosophical issues, including the nature of knowledge, existence, self, ethics, morality, justice and the mind- body relationship in the practice of nursing. Students will study classical and contemporary philosophical works and focus on the philosophy of science, scientific progress, and critical thinking. Clinical cases and examples will be used to stimulate discussions regarding the difference between belief and attitude, the objective and subjective, and truth and validity. 3 hours lecture per week.

Requirements: BNSC students only

Offering Faculty: Faculty of Health Sciences

NURS 202 Health Assessment Units: 3.00

This course is about the concept of health and health assessment across the life span. Students will expand their learning regarding theories and skills in developing therapeutic relationships, interviewing and physical assessment skills and techniques.

This course includes both classroom and experiential learning using simulation

and peer assessment. 2 hours lecture, 2 hours Clinical Education Centre or Simulation Lab per week.

Requirements: BNSC students only

Offering Faculty: Faculty of Health Sciences

NURS 205 Medical-Surgical Nursing I Units: 3.00

This course is about introducing students to the common health challenges experienced by adults and the associated implications for nursing care. Using the nursing process, students acquire basic nursing knowledge needed to care for clients whose health and independence have been disrupted. The emphasis of this course is on evidence- informed nursing management of clients, incorporating knowledge from related disciplines. 3 hours lecture per week.

Requirements: BNSC students only

Offering Faculty: Faculty of Health Sciences

NURS 206 Nursing Practicum: Care of Chronic and/or Acutely Ill Adults I Units: 3.00

This introductory practice course is about caring for adults with chronic and/or acute health conditions. Students will apply a nursing framework, and evidence-informed knowledge in providing care for these clients. Students will begin to apply assessment, intervention, and organizational skills in laboratory and direct client care in hospital settings. 120 hours per term.

Requirements: BNSC students only

Offering Faculty: Faculty of Health Sciences

NURS 207 Nursing Practicum: Care of Chronic and/or Acutely Ill Adults II Units: 3.00

In this practice course, students will advance their learning about how to care for adults with chronic and/or acute health conditions. This course is about enhancing students' critical thinking skills and students will begin to practice independently. Students will continue to apply assessment, intervention, and organizational skills in laboratory and direct client care in hospital settings. 120 hours per term.

Requirements: BNSC students only

Offering Faculty: Faculty of Health Sciences

**NURS 209 Gerontological Nursing Units: 3.00**

This course is about the principles of gerontology and geriatric nursing. Discussion will focus on the developmental changes with aging, theoretical framework of geriatric care, and the special considerations and unique needs encountered in clinical practice with older adults. Attention is placed on applying and integrating the best evidence to promote healthy aging and guide the management of complex chronic disease and disabilities in older adults. 3 hours lecture per week.

Requirements: BNSC students only

Offering Faculty: Faculty of Health Sciences

NURS 305 Medical-Surgical Nursing II Units: 3.00

This course is about extending the knowledge acquired in Nursing 205. Students will explore additional clinical problems that challenge the well-being and functioning of adults with complex health challenges and unpredictable client outcomes. Evidence-informed care and a collaborative approach continue to be emphasized in discussing nursing interventions and responsibilities. 3 hours lecture per week.

Requirements: BNSC students only

Offering Faculty: Faculty of Health Sciences

NURS 323 Introduction to Statistics Units: 3.00

An introduction to the analysis of data from real life situations. The course covers sampling methods, descriptive and inferential statistics. Topics include probability, t-tests, regression, Chi-square tests, analysis of variance, and study design. Emphasis is placed on the foundation of statistical inference and the practical application of statistical methods using statistical software. 1 hour lecture and 1.5 tutorial per week

Requirements: BNSC students only

Offering Faculty: Faculty of Health Sciences

NURS 324 Nursing Research Units: 3.00

This course is about the basic principles and processes of conducting nursing research, and how to practice using an evidence-informed approach. The student will learn how to identify researchable problems, how to search for evidence, and how to critique and make decisions about the quality and applicability of published research, as well as how to design and implement a research study. The student will acquire the knowledge necessary to critically use research in clinical practice and for beginning participation as a junior member of a nursing research study. 3 hours lecture per week.

Requirements: Exclusions: HLTH252. Registration in BNSC

Offering Faculty: Faculty of Health Sciences

NURS 325 Psychiatric Mental Health Nursing Units: 3.00

This course is about critical psychosocial and mental health issues that impact individuals, families, and groups in Canadian society. The nursing care of clients with mental illnesses, including mood and thought disorders, addictions, and significant mental health challenges across the lifespan are addressed. Advanced communication processes, nursing strategies, and therapeutic processes used in working with clients with complex psychosocial issues, such as suicide, family violence, aggression, end-of-life decisions and abuse, are explored. 3 hours lecture per week.

Requirements: BNSC students only

Offering Faculty: Faculty of Health Sciences

NURS 345 Nursing Practicum: Medical-Surgical and Psychiatric Mental Health Nursing Units: 6.00

This practice course is about the care of adults with complex health challenges and unpredictable outcomes. Students apply theoretical frameworks, evidence-informed knowledge and skills in providing 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. The course involves one medical/surgical and one mental health rotation that include laboratory and clinical experiences. This course enhances assessment, intervention and organizational skills, in laboratory and Clinical Education Centre settings and in direct client care in hospital and community settings. 192 hours per term.

Requirements: BNSC students only

Offering Faculty: Faculty of Health Sciences

NURS 371 Nursing Practicum: Maternal and Child, Family-Centred Care Units: 6.00

This practice course is about maternal, child and family-centred nursing care where students apply theoretical frameworks, and evidence-informed knowledge and skills in providing care during health, acute illness, chronic illness and transitions. The course involves one rotation in maternal/child family health (i.e. pregnancy, labour, pre/postpartum) and a rotation in the care of children and their families from infancy through adolescence. The course enhances assessment, intervention and organizational skills in laboratory and clinical simulation settings and in direct client care in hospital and community settings. 192 hours per term.

Requirements: BNSC students only

Offering Faculty: Faculty of Health Sciences

NURS 372 Family-Centred Maternal and Newborn Nursing Care Units: 3.00

This course provides an introduction to maternal and newborn nursing care using a family-centred approach. Perinatal nursing focuses on care provided throughout the childbearing continuum from preconception, pregnancy, labour, birth, and postpartum period. Newborn nursing focuses on care of the infant during the normal transition to extrauterine life in the first 28 days. Health promotion and health challenges that present during the maternal and newborn period will be explored. Using a family-centred approach, a systems-based conceptualization is used to examine social, psychological and cultural influences on the family. Evidence-informed care and a collaborative approach continue to be emphasized in discussing nursing interventions and responsibilities. 3 hours lecture per week. Prerequisite/Corequisite: Registration in the BNSc program.

Offering Faculty: Faculty of Health Sciences

NURS 373 Family-Centred Pediatric Nursing Care Units: 3.00

This course is about the principles of pediatric nursing. Nursing care provided to children between birth and eighteen years of age will be addressed. Emphasis is placed on understanding growth and development, and its application to common and complex childhood illnesses and acute and chronic alterations in health. Students integrate core concepts of health promotion, injury prevention and wellness into care planning for the pediatric population. Using a family-centred approach, a systems-based conceptualization is used to examine social, psychological and cultural influences on the family. Evidence-informed care and a collaborative approach continue to be emphasized in discussing nursing interventions and responsibilities. 3 hour lecture per week.

Prerequisite/Corequisite: Registration in the BNSc program.

Requirements: BNSC students only

Offering Faculty: Faculty of Health Sciences

NURS 401 Current Issues in Nursing and Health Care Units: 3.00

This course is about current issues affecting nursing practice and health care delivery that are particularly relevant to graduating nurses entering the workforce. Topics include legal, ethical and quality-of-work issues, as well as considerations relevant to advocacy, diversity and inclusion. Career planning will also be reviewed. This is an on-line course, except for the final week which occurs on campus. This course is concurrent with the Integrated Practicum in the final year of the program.

Requirements: BNSC students only

Offering Faculty: Faculty of Health Sciences

NURS 403 Concepts of Acute and Critical Illness Units: 3.00

This course is about assessing, monitoring and managing the care of adult clients, with major life-threatening illnesses. Illnesses may include sudden catastrophic events, acute exacerbation of a chronic illness, unexpected deterioration in illness trajectory and sudden irreversible deterioration in health or illness pattern. Ethical, legal, societal and current health service delivery issues are incorporated. 3 hours lecture per week.

Requirements: BNSC students only

Offering Faculty: Faculty of Health Sciences

NURS 404 Community Health Promotion Theory Units: 3.00

This course is about examining the role of the nurse in community health promotion. Students learn the history and mission of community health nursing, foundational epidemiological concepts, predominant theories underlying community health practices, and strategies to build community capacity for change. Topics and theory are reviewed for their relevance to three common health promotion approaches: the medical approach, the behavioural approach, and the socioenvironmental approach. 3 hours lecture per week.

Requirements: BNSC students only

Offering Faculty: Faculty of Health Sciences

NURS 405 Practicum in Community Health Promotion Units: 6.00

This course is about the practice of health promotion with population groups. Students will learn how to work with a planning model to assess, develop and evaluate health promotion needs and interventions for a target population. Students will work with a community-based agency in an independent team-based learning practicum where they will acquire the knowledge necessary to conduct health promotion projects. 192 hours clinical fieldwork.

Requirements: BNSC students only

Offering Faculty: Faculty of Health Sciences



NURS 414 Management and Leadership in Health

Care Units: 3.00

This course is about introducing students to key leadership and management theories and practices in the context of complex, constantly changing health care environments. Students examine the concept of leadership as it relates to the role of the nurse, the profession, and the health care system. An overview of organizational and care delivery structures, and the management of financial and human resources is provided. It is intended that the course will enhance students' leadership potential and prepare them as an emerging leader in various practice environments. 3 hours lecture per week.

Requirements: BNSC students only

Offering Faculty: Faculty of Health Sciences

NURS 492 Integrated Practicum Units: 9.00

This preceptored practice course allows students to further their development in critical thinking, the nursing process, workload organization, priority-setting for self and others, and collaboration with the health team, including family and un-regulated health care providers. Emphasis is on advancing professional identity and accountability and strengthening evidence-informed and reflective practice. The practicum includes a leadership/management experience, the form and timing of which is determined by the setting. The practice setting will vary for students and include public health, community agencies and hospital experiences. 400 hours over 10 weeks.

Requirements: in BNSc and Coreq NURS 401

Offering Faculty: Faculty of Health Sciences

NURSING ELECTIVES

The following courses are not offered each year. Please email the School of Nursing at nursing@queensu.ca for further information on when they will be offered.

NURS 304 Nursing Practicum: Hospice Palliative Care Nursing Units: 3.00

This theory and clinical course is about hospice palliative care of persons with cancer and non-cancer end-stage diseases. Students will examine the history, philosophies, and role of nursing in hospice palliative care, as well as pain and symptom management; advance care planning; and caring for self. This course includes clinical placements in settings where palliative care is provided. 2 hours lecture per week and 64 clinical hours.

Requirements: Prereq NURS 206 and NURS 207 and in BNSc

Offering Faculty: Faculty of Health Sciences

NURS 347 Fundamentals of Healthcare Quality, Risk, and Safety Units: 3.00

This course will introduce the principles of quality, risk, and safety (QRS) in healthcare. The historical, current, and future states of QRS in various healthcare settings will be explored with the goal of creating a system that advances health and protects patients from harm, while enhancing the quality of healthcare delivered. The principles of healthcare improvement will be actively discovered by applying healthcare quality frameworks and approaches to real world situations. Concepts will be evaluated that highlight quality improvement theory, methodology and tools, economic considerations, risk and risk management, safety, organizational culture, leadership, systems thinking, person-centered care, communication and interprofessional teamwork, human factors and technology advancement. Further, exploration of implementing a change to practice will be examined through change management, ethics, policy, and law. 3 hours lecture per week. Completion of year 2 university or permission of the instructor.

Requirements: >or= to 3rd yr

Offering Faculty: Faculty of Health Sciences

NURS 425 Managing for Success Units: 3.00

This course focuses on three key skills that a successful manager possesses; an understanding of financial management, negotiation and influence. In the three components of the course learners will examine, among other things, basic ideas of finance and accounting and how health care is funded in various jurisdictions; styles of negotiation and bargaining for an agreement; how people are influenced and how to exert influence to achieve personal and organizational goals. 3 hours lecture per week

Requirements: >or= to 4th yr

Offering Faculty: Faculty of Health Sciences

NURS 490 Independent Studies In Nursing Units: 3.00

The purpose of this nursing theory course is the enrichment of a student's overall program of study. Designed by the interested student or group of students and agreed upon by faculty involved and approved by the Undergraduate Curriculum Committee. A similar course must not be offered elsewhere at Queen's or have a remedial intent. There is a limit of one independent studies course for credit. Workload is commensurate with a half-credit course

Requirements: BNSC students only

Offering Faculty: Faculty of Health Sciences

BIOLOGICAL AND PHYSICAL SCIENCES

For the most current course descriptions, see Faculty of Arts and Science Academic E-Calendar (<https://www.queensu.ca/academics/academiccalendars/>).

ANAT 101 Introductory Human Anatomy Units: 3.00

A basic anatomy course with an emphasis on clinical relevance of structure and function of human body systems. RECOMMENDATION 4U Biology.

Requirements: Exclusion ANAT 101/3.0; IDIS 150/6.0 One-Way Exclusion May not be taken with or after: ANAT 215/3.0; ANAT 216/3.0; ANAT 312/3.0; ANAT 315/3.0; ANAT 316/3.0

Offering Faculty: Faculty of Health Sciences

BCHM 102 Introduction to Biochemistry Units: 3.00

Chemical principles as applied to biochemistry, human and clinical biochemistry.

NOTE Primarily intended for students in Nursing. Arts and Science students require permission of the Department.

LEARNING HOURS 118 (24L;16T;6G;36O;36P)

RECOMMENDATION 4U Chemistry.

Requirements: BCHM102 Exclusion

Offering Faculty: Faculty of Health Sciences

MICR 121 Microbiology for Nursing Students Units: 3.00

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.

Requirements: BCHM010 OR BCHM102

Offering Faculty: Faculty of Health Sciences

PHAR 230 Pharmacology for the Health Sciences Units: 3.00

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.

LEARNING HOURS 122 (36L;8G;78P)

Requirements: Co PHGY21# Exclusion

Offering Faculty: Faculty of Health Sciences

PHGY 215 Principles of Mammalian Physiology I Units: 3.00

The focus of this course is on the central and peripheral nervous systems, muscle physiology, the heart, and the vascular system.

NOTE This course may be paired with PHGY 216/3.0 to achieve an introductory physiology full course (6.0 units).

NOTE Although it is recommended to take PHGY 215/3.0 first, this course can be taken before, after, or concurrently with PHGY 216/3.0.

NOTE Also offered online. Consult the Bachelor of Health Sciences program office. Learning Hours may vary.

Requirements: Minimum 2nd year (Level 2) standing.

Exclusion (KNPE 125/3.0; KNPE 225/3.0); [PHGY 210/6.0; PHGY 214/6.0; (PHGY 215/3.0 and PHGY 216/3.0)].

Offering Faculty: Faculty of Health Sciences

PHGY 216 Principles of Mammalian Physiology II Units: 3.00

The focus of this course is the physiology of the respiratory, renal, gastrointestinal, endocrine, and reproductive system.

NOTE This course may be paired with PHGY 215/3.0 to achieve an introductory physiology full course (6.0 units).

NOTE Although it is recommended to take PHGY 215/3.0 first, PHGY 216/3.0 can also be taken before or concurrently with PHGY 215/3.0.

NOTE Also offered online. Consult the Bachelor of Health Sciences program office.

Learning hour may vary.

Requirements: Minimum 2nd year (Level 2) standing.

Exclusion (KNPE 125/3.0;KNPE 225/3.0); [PHGY 210/6.0;PHGY 214/6.0;(PHGY 215/3.0 PHGY 216/3.0)]. Note it is recommended to take PHGY 215/3.0 first, PHGY 216/3.0 can be taken before or concurrently with PHGY 215/3.0.

Offering Faculty: Faculty of Health Sciences

SOCIAL AND BEHAVIOURAL SCIENCES AND HUMANITIES

For the most current course descriptions please refer to the Faculty of Arts and Science Academic Calendar.

PSYC 100 Principles of Psychology Units: 6.00

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 abnormal psychology. 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. The course is based on a blended model where on-line learning is supplemented with a weekly lecture and small-group learning lab.

NOTE Also offered online. Consult Arts and Science Online. Learning Hours may vary.

NOTE Also offered at the Bader International Studies Centre, Herstmonceux. Learning Hours may vary.

LEARNING HOURS 221 (24L;22Lb;100O;75P).

Requirements: Prerequisite None. Exclusion PSYC 101; PSYC 102; PSYC 103.

Course Equivalencies: PSYC100; PSYC100B

Offering Faculty: Faculty of Arts and Science

PSYC 251 Developmental Psychology Units: 3.00

Introduction to the scientific study of human development, as well as the fundamental theories, methods and applications in the field of developmental psychology. A major focus of this course is the social, cognitive, and neurobiological processes that underlie perceptual, cognitive, and emotional development from conception to adolescence.

NOTE Also offered online. Consult Arts and Science Online. Learning Hours may vary.

LEARNING HOURS 120 (12L;18T;36O;48P).

Requirements: Prerequisite PSYC 100.

Offering Faculty: Faculty of Arts and Science

ELECTIVES

Please refer to the calendar of other faculties for information on their courses.

Note: Courses below the 010 level (P10 level) may not be used for credit in the nursing program.

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

Academic Regulation 1: BNSc Degree Requirements

1.1 - Degree Requirements

Candidates must meet all course requirements. Students must achieve a GPA of 1.7 (60%) or greater in all courses.

BNSc Degree requirements are completed within 4 years for a student registered in the Four Year BNSc Program and 2 years for students registered in the Accelerated Standing BNSc Program. The Associate Director (Undergraduate Nursing Programs) may grant a Leave of Absence (LOA) for documented health issues and extenuating circumstances. A LOA may be granted for a maximum of one year.

Any student who does not successfully complete a course in any given term or misses an academic term for any reason will be on an altered plan of study. The student will be required to complete a mandatory clinical preparation module (clinical practice days) prior to returning to the next clinical course. All students who are on an altered plan of study will normally extend the length of their program by a minimum of one year.

Any student who has not been enrolled and participated in a clinical course for over 1 calendar year, will be required to audit a previous clinical course, before progressing in clinical courses.

Students in the 4 year track must complete a minimum of 50 percent of the total number of required credits for the BNSc degree plus 3.0 credits through Queen's University. Students in the Accelerated Standing Track must complete all courses at Queen's University.

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 BNSc Degree are eligible to graduate with honours. Please see Academic Regulation 23.

Academic Regulation 2: Academic Standing and Promotion

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 or better in all required courses studied each academic year. All required courses must be successfully completed prior to promotion to the next year.

2.1 - Assessment

Academic standing is assessed three times per year at the end of the Fall, Winter and Summer term. The Requirement to Withdraw will be imposed at the end of either the Winter or Summer Term (whichever comes first).

2.2 - In Good Academic Standing

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

2.3 - Academic Probation

Academic Probation is only allowed once while a student is registered in the School of Nursing. Academic probation signifies unsatisfactory performance that, 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 Course

A student may only repeat a failed course once. The 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 course and have no further failures at the time of the next academic assessment. While a

student may be released from Academic probation the student should note they cannot have any further failures throughout the BNSc Program.

2.3.2 - Students in the First Year of the Four Year BNSc Program

A student at the end of the first year of study in the Four Year BNSc Program who has no more than two course failures for the courses studied that year (Fall, Winter and Summer Terms) may remain registered in the School of Nursing. The 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 have no further failures at the time of the next academic assessment. While a student may be released from Academic probation the student should note they cannot have any further failures throughout the BNSc Program.

2.3.3 - Review of Academic Probation Status

Academic probation status is assessed three times a year at the end of the Fall, Winter and Summer terms. Students will return to good academic standing at the time of assessment 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.

2.4 - 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) for students in the First Year of the Four Year BNSc Program

A student in the first year of the Four Year BNSc Program is required to withdraw from the BNSc Program for a minimum of one year when the student:

- i) Fails more than two courses at the end of the first year of study.

2.6 - Requirement to Withdraw for One Year (RTW1) for all other students in the BNSc Program

- i) Fails more than one course during the academic year; **or**
- ii) Fails more than 1 course during their program; or

- iii) Fails to meet the conditions of academic probation as outlined in Academic Regulation 2.3.

2.7 - Requirement to Withdraw for Three Years (RTW3)

- i) Fails two or more clinical courses OR

- ii) Fails the same course twice.

In both 2.5, 2.6 and 2.7, the academic standing "Required to Withdraw for a Minimum of One Year", or "Requirement to Withdraw for 3 Years" shall be placed on the student's transcript. Following withdrawal, it is necessary to apply for **admission** in order to resume study in the School of Nursing. Refer to School of Nursing Calendar, Admission to the School of Nursing on the School of Nursing Website.

Please note: Students who are required to withdraw from the BNSc program for safety reasons cannot re-apply 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 BNSc Degree. Please note: Courses taken at another university will not contribute to Yearly or Graduation Honours (Please see Academic Regulation 23). 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 a credit to be transferred, students must achieve a minimum GPA of 1.7 in the course and submit their official

transcript to the Academic Advisor at the School of Nursing within one month of completion of the approved 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 their BNSc Program.

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.

<https://www.queensu.ca/registrar/resources/policies/student-names>

<https://www.queensu.ca/registrar/resources/policies/student-names/definitions>

Academic Regulation 5: Policy Concerning Students with Disabilities

Queen's University is committed to fostering a welcoming culture that facilitates the inclusion and integration of students with disabilities into the University community.

Policy: <https://www.queensu.ca/secretariat/academic-accommodations-students-disabilities>

Procedure: <https://www.queensu.ca/secretariat/academic-accommodations-students-disabilities-procedure>

Academic Regulation 6: Admission to a Dual Degree Program

The Dual Degree Program consists of a primary degree program and a secondary degree, which allows Queen's students to concurrently complete degree requirements for programs in two different faculties or schools at Queen's University.

Please see: <https://www.queensu.ca/admission/dual-degree>

Academic Regulation 7: Course Registration

Students will be registered by the School of Nursing in all required courses. If a student wishes to change registration in a required course, the student must have the approval of the Undergraduate 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.

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 <https://www.queensu.ca/registrar/resources/sessional-dates>), the student must have the approval and signature of the Undergraduate Academic Advisor.

Academic Regulation 8: System of Grading and Transcript Notations

8.1 - Evaluative Grades

The grades for all theory courses taken in the BNSc Program are:

Letter Grade	Grade Point	Percentage
A+	4.3	90-100%
A	4.0	85-89%
A-	3.7	80-84%
B+	3.3	77-79%
B	3.0	73-76%
B-	2.7	70-72%
C+	2.3	67-69%
C	2.0	63-66%
C-	1.7	60-63%
D+	1.3	57-59%
D	1.0	53-56%
D-	0.7	50-52%
F	0.0	0-49%

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

Cumulative GPA

The cumulative GPA is determined using all courses attempted and for which grade points are assigned over the time of a student's registration as an undergraduate at Queen's University. If a student has repeated a course the higher grade point achieved is used in the cumulative GPA calculation. 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.

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.

8.2 – Non-Evaluative Grades

Grade Deferred *GD*

Grade Deferred standing (GD) is a temporary designation reserved for circumstances in which a student has submitted all the work in a course, but the final grade is not available (i.e., late assignments not yet marked), or a suspected departure from academic integrity or suspected finding from the professional

behaviour policy is under investigation or under appeal and a final grade for the course cannot yet be determined.

The instructor shall indicate to the Chair, Undergraduate Academic Progress and Graduation Committee, School of Nursing (UAPGG), 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 /I

Incomplete standing (IN) is a temporary designation reserved for a course in which a student who, because of extenuating circumstances beyond their 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. 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 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.

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 Chair, UAPGC, School of Nursing with support from the instructor.

Where an instructor will not grant incomplete standing, the student may appeal the decision to the Chair, UAPGC, 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. In order to receive the TR credit, the student must obtain a GPA of 1.7 or higher in the course studied. 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*

Permission to audit a course must be given by the Associate Director (Undergraduate Nursing Programs) and the Course Instructor. Audit designations

will not be included in the student's GPA and may not be counted for credit towards a degree program. See Academic Regulation 11.

Dropped *DR*

The dropped designation indicates a course that is dropped after the last deadline to drop a course without academic penalty.

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 a 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. 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. 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).

9.4 - Summer Term

Students may be registered in no more than 12 units over the Summer Term (with the exception of the AST students who will be registered in the required courses). A student must obtain permission from the Undergraduate Academic Advisor in order to take more than 12.0 units in the summer term.

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.

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.

Timing of Multi-Term Course	Drop Grade on Transcript: A Suffix	Drop Grade on Transcript: B Suffix
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, being 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 Associate Director (Undergraduate Nursing Programs) 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, assignments 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: Examinations

The scheduling and organization of examination sessions is coordinated by the Office of the University Registrar through its Exams Office. Please visit the Office of the University Registrar Website for all information concerning Examinations.

<https://www.queensu.ca/registrar/exams>

Academic Regulation 13: 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. Calculators

acceptable for use during quizzes, tests and examinations are intended to support the basic calculating functions required. For this purpose, the use of the Casio 991 series calculator is permitted and is the only approved calculator for Arts and Science students. This calculator sells for around \$25 at the Queen's Campus Bookstore, Staples and other popular suppliers of school and office supplies. <https://www.queensu.ca/artsci/help>

Academic Regulation 14: Final Examinations

14.1- Supplemental Examinations

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

14.2- 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.

14.3- 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 <https://www.queensu.ca/secretariat/policies>. 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 <https://www.queensu.ca/secretariat/policies>.

Academic Regulation 15: Code of Conduct

All students are expected to adhere to the Queen's University Student Code of Conduct. The complete policy is available at:

<https://www.queensu.ca/secretariat/student-policy-index>

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. Please see the [School of Nursing Professional Behaviour Policy](#) (April 2014). 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 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 (Academic Regulation 15). Students whose conduct does not conform to the Code of Conduct (Academic Regulation 15) may be issued a warning in writing from the course instructor. Subsequent failure to conform to the Code of Conduct (Academic Regulation 15) may result in a written requirement to withdraw from the class.

16.3- Absence and Missed Course Work in a Theory Course

A student who receives medical care, who is ill or has compassionate grounds as a reason for missing lectures or other work is responsible for informing the course instructor as soon as possible. The student will be asked to present appropriate documentation to the Associate Director (Undergraduate Nursing Programs), School of Nursing or the instructor concerned.

If there is a significant effect on attendance or academic performance such that the student may wish to request an incomplete grade, the student is responsible for obtaining appropriate documentation at the time of treatment.

16.4- 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 to receive a grade in the course. A student who has missed clinical practice due to illness or special/extenuating circumstances may be permitted an opportunity to make up this deficiency if permission is given by the course coordinator and the Associate Director (Undergraduate Nursing Programs), arrangements can be made to obtain a Clinical Instructor, and the clinical agency concerned gives its approval.

The student will be asked to present appropriate documentation to the Associate Director (Undergraduate Nursing Programs), School of Nursing or the instructor concerned.

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

16.5- Transportation

It is the responsibility of the student to provide their own transportation to required institutional or community clinical experience. Community placements may require access to suitable transportation.

Academic Regulation 17: Immediate Effect of Orders to Protect Patient Safety

Refer to Queen's University Senate Policy on [Student Academic Appeals](#).

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 requirements in Nursing where the interests of third parties would justify immediate removal of a student from a situation, course or portion of a program. If a student is removed from a situation, course or, portion of a program, an investigation will be conducted. The student may not return to the clinical setting during the investigation. Based on the outcome of the investigation one or more of the following sanctions may be applied:

1. Initiation or continuation of a Learning Plan (continue on in the program with close supervision)
2. A failing grade in the course
3. Requirement to withdraw from the School of Nursing
- 4.

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. The course failure and requirement to withdraw may be appealed but the student may not return to the course during the appeal process. Refer to Procedures for Review of Student Progress and Appeal Processes-Academic Regulation 22.

The student may request that the Chair, UAPGC 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 Academic Appeals](#).

Should you be removed from a course for safety reasons, you must meet with the Associate Director (Undergraduate Nursing Programs) to develop a remedial plan PRIOR to enrolling in any further courses.

Academic Regulation 18: Immediate Effect of Orders to Protect Safety

Refer to Queen's University Senate Policy on [Student Academic Appeals](#).

Academic Regulation 19: Academic Integrity for Undergraduate Nursing Students

19.1– Introduction

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 <https://www.queensu.ca/secretariat/policies/senate/academic-integrity-procedures-requirements-faculties-schools>. Students are responsible for familiarizing themselves with and adhering to the regulations concerning [academic integrity](#).

19.1.1 Jurisdiction

Academic Integrity (AI) concerns within a course shall be first dealt with by the instructor offering the course. If the instructor and/or Course Coordinator (hereby referred to as ‘instructor’) believes the matter is of particularly serious or complex nature, they will refer it to the Associate Director (Undergraduate Nursing Programs), hereby referred to as AD. If the student has a previous finding of AI, the instructor will refer the case to the AD for determination of a sanction.

If a student is enrolled in a course which does not belong to their home school (Nursing), the instructor in the course will complete the investigation. They will keep the AD informed of the case. The instructor will check with the AD before determining a sanction. If there is a previous finding, the case will be referred to the AD to issue the sanction. A copy of the finding and/or sanction will be sent to the School of Nursing.

Departures from AI, other than a course-related issue (ex: falsifying a transcript), are normally dealt with by the AD.

Appeals related to the finding and/or sanction of AI, are under the purview of the SON Undergraduate Academic Progress and Graduation Committee, hereby referred to as UGAPGC.

19.1.2 Core Values

Academic integrity (AI) is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility (see <https://academicintegrity.org/resources/fundamental->

[values?highlight=WyjmdW5kYW1lbnRhbCIsIdmdW5kYW1lbnRhbCIsInZhbHVlcylsInZhbHVlcyciLCJmdW5kYW1lbnRhbCB2YWx1ZXMiXQ==\)](#) and by the quality of courage. These values and qualities 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.

The following statements from "The Fundamental Values of Academic Integrity" (2nd edition), developed by the International Center for Academic Integrity (ICAI), contextualize these values and qualities:

1. **Honesty** Academic communities of integrity advance the quest for truth and knowledge through intellectual and personal honesty in learning, teaching, research, and service.
2. **Trust** Academic communities of integrity both foster and rely upon climates of mutual trust. Climates of trust encourage and support the free exchange of ideas which in turn allows scholarly inquiry to reach its fullest potential.
3. **Fairness** Academic communities of integrity establish clear and transparent expectations, standards, and practices to support fairness in the interactions of students, faculty, and administrators.
4. **Respect** Academic communities of integrity value the interactive, cooperative, participatory nature of learning. They honor, value, and consider diverse opinions and ideas.
5. **Responsibility** Academic communities of integrity rest upon foundations of personal accountability coupled with the willingness of individuals and groups to lead by example, uphold mutually agreed-upon standards, and take action when they encounter wrongdoing.
6. **Courage** To develop and sustain communities of integrity, it takes more than simply believing in the fundamental values. Translating the values from talking points into action--standing up for them in the face of pressure and adversity—requires determination, commitment, and courage.

19.1.3– Integrity in Action

The School of Nursing at Queen's is dedicated to creating a scholarly community free to explore a range of ideas, to build and advance knowledge and to share the ideas and knowledge that emerges from a range of intellectual pursuits. Each value gives rise to and supports the next.

- Honesty appears in presenting one's own work, whether in the context of an examination, written assignment, laboratory or seminar presentation. It is in researching one's own work for course assignments. Further, present in acknowledging dependence on the ideas or words of another and in distinguishing one's own ideas and thoughts from other sources.
- Trust exists in an environment where one's own ideas can be expressed without fear of ridicule or fear that someone else will take credit for them.
- Fairness appears in the proper and full acknowledgement of contributions of collaborators in group projects and in the full participation of partners in collaborative projects.
- Respect, in a general sense, is part of an intellectual community which recognizes the participatory nature of the learning process and honours and respects a wide range of opinions and ideas. However, "respect" appears in a very particular sense when students attend class, pay attention, contribute to discussion and turn papers in on time; instructors "show respect by taking students' ideas seriously.... providing full and honest feedback on their work...." ("The Fundamental Values of Academic Integrity", p. 25).
- Ultimately, "responsibility" is both personal and collective and draws students, faculty administrators and staff into creating and maintaining a learning environment supported by and supporting academic integrity.
- Courage is demonstrated by questioning when values appear to be violated.

19.2 - Departures from Academic Integrity

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

19.2.1 – Types of Departures

i. Plagiarism (presenting another's ideas or phrasings as one's own without proper acknowledgement)

Examples: copying and pasting from any source 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).

ii. 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.

iii. Facilitation (enabling another's breach of academic integrity)

Examples: making information available to another student; 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.

iv. Forgery(submitting counterfeit documents or statements)

Example: creating a transcript or other official document.

v. 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.

vi. Intellectual Property(use of intellectual property of others for sale or profit or distribution for unfair academic, personal or professional advantage without the authorization of the owner of the material)

Example: student uploading course materials to note sharing websites without instructor's permission; student providing course materials to commercial study prep services that have not been sanctioned by the University.

vii. Breach of Privacy/Confidentiality(sharing a person's confidential information)

Examples: speaking about a patient after a course is completed, forwarding an email/attachment from a professor to another student (or on social media) without permission.

19.3 - Factors to Consider when Assigning a Sanction

Factors to consider in assigning a remedy or sanction include:

1. Evidence of a deliberate attempt to gain advantage;
2. The seriousness of the departure having regard to its actual or potential consequences;

3. 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;
4. Injury to another student or to the institution;
5. Multiple departures within a single incident or multiple departures discovered at one time, rather than an isolated aberration;
6. Whether the departure has been committed by a student who ought to be familiar with the expectations for academic integrity;
7. Conduct that intimidates others or provoked the misconduct by others.

Mitigating circumstances do not exonerate or excuse from the finding of a departure from academic integrity, but these factors may be taken into account to ensure that the imposed sanction is fair, reasonable and proportionate to the gravity of the departure found. The decision must outline the evidence supporting reliance on the mitigating circumstances. The onus is on the student to give evidence of mitigating circumstances, which may include:

1. documented evidence from an appropriate health professional of factors directly compromising the student's capacity to adhere to the standards of academic integrity at the relevant time;
2. prompt admission to the departure from academic integrity by the student and expression of contrition and willingness to undertake educative remedies; or
3. evidence that reasonable steps were not taken in the circumstances to bring the standards and expectations regarding academic integrity to the attention of the student at the relevant time.

In summary, any sanction should reflect the extent and severity of the departure from academic integrity, and precedents in the academic unit and Faculty, taking into account any mitigating circumstances.

19.4 - Remedies or Sanctions for Departures from Academic Integrity

The following are the admissible sanctions that may be applied, in any number and/or combination as deemed necessary, for departures 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.
8. Making notations on the Internal Academic Record or Official Transcript in keeping with current policies in this regard.

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. Instructors may impose Sanctions 1 through 5, without referring the matter to the AD. If the instructor believes a more serious penalty is warranted, or there is a previous finding, they must refer the matter, including their finding, for sanctioning to the AD.
2. The AD may impose Sanctions 1 through 5, as available to instructors, as well as: recommending Sanctions 6, 7, or 8 to the Senate Committee on Academic Procedures (SCAP).
3. Senate (through SCAP, to which it has delegated this responsibility), in accordance with the *Senate Policy on Student Academic Appeals*, may impose Sanctions 6, 7, and 8.

19.4.1 – Categorizing the Finding

In preparing the finding and corresponding sanction, a “minor” (Level I) and “major” (Level II) departures must be determined.

In preparing the finding, the guidelines below should be used to categorize the departure as being either Level I or Level II. Because instructors are generally the most familiar with the case and the surrounding circumstances, they are expected to use informed judgment and reasonable discretion in deciding on a Level I versus a Level II departure. They may also seek general advice on categorizing the remedy or sanction from the AD. A finding categorized as Level I will remain in a separate file in the Office of the Director to be accessed only if there is a future finding. A finding categorized as Level II will be placed in the student’s main file.

19.4.1.1 – Level I Departures

In Level I there is an attempt to find a balance between remediation and sanction. Whereas sanctions are necessary where there are findings of departures from academic integrity, this policy avoids treating students punitively in all cases and allows for remedies which seek to educate students about matters related to

academic integrity. Level I materials are destroyed as of the date of the student's graduation.

A Level I departure will be assessed under the following conditions:

1. the extent or severity of the departure is limited;
2. the departure is on an assignment where the sanction is less than 50 per cent of the course grade and the sanction will NOT necessarily result in a failure in a course;
3. the student is at an early stage of their academic career;
4. there is no direct evidence of a deliberate attempt to gain advantage; or
5. there is no direct effect on other student(s) or the institution.

19.4.1.2 – Level II Departures

A level II departure will be assessed under the following conditions (only one factor need apply):

1. the extent and severity of the departure is significant (e.g., in the case of plagiarism, the departure involves significant and unacknowledged use of one or more sources);
2. the sanction WILL result in a failure in a course;
3. the departure is by an upper-year student;
4. there are previous departures from academic integrity (the case should therefore be referred to the AD);
5. there is evidence of additional misconduct involving forgery, facilitation, etc.;
or
6. there is a direct negative effect on other students (e.g. stealing another students' paper, assignment, laboratory work) or the institution.

Because instructors are generally the most familiar with the case and the surrounding circumstances, they are expected to use informed judgment and reasonable discretion in deciding on a Level II departure.

Under current practices in the School of Nursing, one Level I departure results in no further action; two Level I findings result in a review of the cases by the AD; and three instances of a Level I finding result in an investigation to determine if a requirement to withdraw should be recommended to the Senate Committee on Academic Procedures (SCAP). These current practices may vary depending on the seriousness of each individual departure.

In rare cases, some institutions (such as American Law Schools, Medical Schools and Police Academies) request references from the AD. In these cases, materials in the student file are consulted to answer specific questions about the student's academic history, including departures from AI.

19.5– Process for Investigation of Departures from Academic Integrity

19.5.1– Investigation by an Instructor of Suspected Departures from Academic Integrity in a Course

19.5.1.1– Collection of Initial Information and Notification of Investigation

When an instructor has a basis for alleging a departure from academic integrity, they shall notify the student, in writing, of their allegations. The student is informed that they cannot withdraw from the course while the investigation is in progress. When investigating a possible departure from AI, the instructor should assemble all documents related to the case. Such documents might include:

1. the work submitted by the student for academic credit;
2. the source(s) from which the work submitted by the student is apparently derived;
3. the instructions describing the nature of the work to be done;
4. any e-mail between the instructor and the student relating to the work;
5. any other materials related to the departure; or
6. any documents used by the instructor or their department stating policies on departures from academic integrity.

The Notice of Investigation and additional relevant materials will be sent to the student in an email password protected and carbon copied to the AD. The student must acknowledge receipt of this email within 48h. The additional relevant materials may include:

1. the evidence on which the investigation is based; the possible remedies or sanctions;
2. the student's right to respond to the investigation; and
3. the student's right to consult the services provided by the University Ombudsperson's Office

While the case is under investigation, the instructor should address all matters to the student as “possible” or “apparent” departures from academic integrity.

19.5.1.2– Delivery and Receipt of Documentation

Within 10 calendar days of receiving the notice of investigation, the student must make an initial response to the instructor, either to schedule a meeting or to indicate that they do not wish to meet and will provide a written response. If the student does not respond to an invitation for a meeting, or does make a written submission, 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 by one person for support and/or advice, although the meeting is intended to be exploratory and not a legal proceeding. Both parties must notify the other 48h in advance if bringing someone to the meeting.

19.5.1.3– Final Grade and Graduation

A grade in the course will not be given until the investigation is resolved. No student who is the subject of an ongoing academic integrity investigation may graduate, even if academic credit for the course(s) under investigation is not required to complete a degree. The SON will make all reasonable attempts to expedite the investigation process before the expected convocation date.

19.5.2– Investigation and Meeting

19.5.2.1– Convening the Meeting

In most instances, the instructor will convene a meeting with the student, where appropriate, to conduct a thorough review of the evidence.

19.5.2.2– Student’s Alternative to Attending a Meeting

If, for any reason, the student does not wish to meet in person, they may submit a detailed, written explanation to the instructor and any other relevant documentation. This written submission must be provided to the instructor within 10 calendar days of receipt of the Notice of Investigation.

19.5.3– Deciding on a Finding

19.5.3.1– No Grounds Found for a Finding

Following an investigation and the initial meeting with the student concerned, the instructor shall decide whether there has been a departure from academic integrity, based on the available evidence. Two options are available to the instructor:

- 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.
- A decision of a finding that there has been a departure from academic integrity.

19.5.3.2- Grounds Found for a Finding

If, after an investigation of the evidence and consideration of the response by the student, the instructor determines there is sufficient and persuasive evidence on which to make a finding of departure from academic integrity, the instructor must then proceed to establish an appropriate remedy.

19.5.4– Assessing a Sanction after a Finding is Determined

19.5.4.1– Contacting the School Office

After making a finding, the instructor should then contact the AD. If a previous finding is on record, the instructor will refer the case to the AD, who will set an appropriate sanction. A record of a previous departure from academic integrity is only relevant when assessing an appropriate sanction or remedy; it should have no bearing on the determination of a finding.

19.5.4.2– Referral to the Associate Director

If the finding appears to warrant a sanction more serious than the instructor may impose, the case shall be referred to the AD.

19.5.4.3– Sanction and Level Determined by the Instructor

If there is no previous finding on record or if the instructor decides that one of the penalties outlined is appropriate, then they will determine a remedy or sanction appropriate to the extent or severity of the offence and will consult with the AD for guidance.

The instructor should also determine whether the finding should be categorized as a Level I or Level II departure.

19.5.4.4 – Notification of Decision

The instructor must inform the student in writing of the decision. The student will be provided the following details:

1. the details of the finding of departure from academic integrity, including the reasons for the finding;
2. the remedy or sanction;
3. the type of departure (Level I or Level II)
4. the student's right to appeal the finding and/or the remedy or sanction to the Chair, UGAPGC;
5. the deadline for appealing to the Chair, UGAPGC (14 days);
6. a copy of the finding will be kept on the student file.

19.5.5– Assessment of Sanction by the Associate Director Upon Referral from an Instructor

If the finding made by the instructor appears to warrant a sanction more serious than the instructor may impose or if there is a previous finding of departure from academic integrity on file, the instructor must refer the case to the AD, who will impose an appropriate sanction.

19.5.5.1– Notification of Referral

In referring the sanction for a finding of a departure from academic integrity to the AD, the instructor must advise the student in writing. The information will include:

1. the details of the finding of departure from academic integrity, including the reasons for the finding as supported by the evidence;
2. that the case is being referred to the AD for assessment of an appropriate sanction;
3. the student's right to appeal the finding and/or the remedy or sanction to the Chair, UGAPGC.

Within 10 calendar days of receiving the notice of referral, the student must make an initial response to the AD either to schedule a meeting or to indicate that they do not wish to meet and will provide a written response.

19.5.5.2– Investigation and Meeting

19.5.5.2.1– Convening the Meeting

In most instances, the AD will convene a meeting with the student and the instructor, to conduct a thorough review of the evidence as it relates to assessing an appropriate sanction. This review will allow the AD to weigh the mitigating and circumstances to arrive at an appropriate sanction. If a meeting is arranged, both the student and the instructor 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. Both parties must notify the other 48h in advance if bringing someone to the meeting. In preparation for the meeting, the AD may request additional relevant materials.

19.5.5.2.2– Student’s Alternative to Attending a Meeting

If, for any reason, the student does not wish to meet in person, they may submit a detailed, written explanation to the AD along with any relevant documentation within 10 days.

19.5.5.2.3– Student’s Right to Review Documentation

Prior to the meeting, the student has the right to see any new material considered by the AD.

19.5.5.3– Assessing a Sanction

After a review of the evidence and consideration of the response by the student, the AD will inform the student of the appropriate sanction or remedy, categorize the sanction as Level I or Level II, and inform the student and the instructor in writing of the following:

1. the remedies or the sanctions and reason for them;
2. the type of departure (Level I or Level II);
3. the student’s right to appeal the finding and/or the remedy or sanction to the UAPGC;
4. the deadline for appealing to the Chair, UAPGC (14 days);
5. the services provided by the University Ombudsperson’s Office.

19.6– Investigation of Suspected Departures from Academic Integrity by the Associate Director

The AD will follow the same process outlined in 19.5 – Process for Investigation of Departures from Academic Integrity. This includes the following sections:

- 19.5.1- Investigation by an Instructor of Suspected Departures from Academic Integrity in a Course
 - 19.5.1.1-Collection of Initial Information and Notification of Investigation
 - 19.5.1.2-Delivery and Receipt of Documentation
- 19.5.2- Investigation and Meeting
 - 19.5.2.1 – Convening the Meeting
 - 19.5.2.2-Student’s Alternative to Attending a Meeting
- 19.5.3-Deciding on a Finding
 - 19.5.3.1- No Grounds for a Finding
 - 19.5.3.2- Grounds for a Finding
- 19.5.4- Assessing a Sanction after a Finding is Determined
 - 19.5.4.4-Notification of Decision

Where possible departures from academic integrity are identified that involve more than one course, multiple instances, or the possibility of forgery or falsification, the AD may initiate an investigation. In addition, an instructor may request (in writing) that the AD conduct an investigation on their behalf when such serious departures are suspected. The AD may also undertake an investigation of a departure from academic integrity in academic matters unrelated to performance in a course.

Academic Regulation 20: Computer User Code of Ethics

The information below is an extract of the Queen's University Information Security Policy Framework (replaced Computer User Code of Ethics June 2014). Students are responsible for making themselves fully aware of the complete policy, which is available at the following web

address: <https://www.queensu.ca/secretariat/policies/senate/electronic-information-security-policy-framework/electronic-information-security>

Academic Regulation 21: Assessment of Performance

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 BNSc 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 been unsuccessful in the course.

Students who feel their final grade has not been accurately assessed or who believe their academic performance was affected by factors beyond their control may request an appeal of the final grade.

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:

1. takes place outside of a regular course time,
2. covers more than the work of the preceding six weeks, and
3. counts for more than 10 percent of the final grade in a 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 (2) and (3) 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 (3) 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 (1), (2), or (3) 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

For a clinical course that has two separate rotations: A student registered in a clinical course in the School of Nursing may not drop the course on academic grounds after 80% of the clinical hours for a rotation has been completed. Students must also be aware of sessional dates specifically the last sessional date to drop a course without academic penalty.

All clinical nursing courses are graded on a pass/fail basis. At the beginning of each course, the Learning Outcomes 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, medication test/lab quizzes, 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 Associate Director (Undergraduate Nursing Programs) and the Director, School of Nursing will be notified immediately by the instructor.

The process, as outlined in Academic Regulation 18 will be followed.

21.4.2

The student and instructor will both contribute to the clinical evaluation throughout the term. Feedback will be provided in verbal and written format. If a student feels they are not receiving adequate feedback, they should discuss this with their instructor. Students are expected to consistently meet the LO.

21.4.3

Any student's failure to progress satisfactorily will be discussed by the instructor with the Course Coordinator.

21.4.4

The Instructor will meet with the student in person (zoom/phone or in person) to explain how the student is not meeting Course LO. A LP may be initiated with the student to give the student direction of how to progress towards meeting the course LO. If concerns are identified late in the clinical rotation, time may preclude this.

21.4.5

If the student does not meet the LO, a meeting of the student and instructor will be arranged. 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 verbally 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 Associate Director (Undergraduate Nursing Programs) and the Chair, UAPGC will be informed in writing of the student's failure.

21.4.6

The Chair, UAPGC 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 see the ombudsperson website for available resources.

Academic Regulation 22: Procedure for Appeal Process

Introduction

The procedure for Appeal Process 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 Academic Appeals and Senate Policy on Academic Integrity Procedures – Requirements of Faculties and Schools. Refer to <https://www.queensu.ca/secretariat/university-wide-policy-library> for a complete list of Senate policies.

The student must submit the appeal to their home school. School of Nursing policies and procedures are guided by documents specific to health professionals. These documents are briefly outlined in Appendix C. The student must submit the appeal to their home school.

The UAPGC 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 of three to four School of Nursing faculty members and one student member. 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 (refers to Academic Regulation 22). No replacement for the student member will be appointed.

The Chair, UAPGC will appoint a replacement to consider the appeal if any member of the UAPGC was:

- a) The instructor or course coordinator for the course that is the subject matter of the appeal; OR
- b) Conducted a rereading of academic work that is the subject matter of the appeal ('academic work' includes assignments, tests or exams, etc.); OR
- c) Made a finding that the student engaged in a departure from Academic Integrity.

The Academic Regulations 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 consider an academic result brought forward by the student concerning extenuating circumstances. The appeal process is also available to consider a procedural error, that is when policies and procedures of the School of Nursing or Queen's University have not been followed.

Extenuating circumstances normally involve a significant physical or psychological event that is beyond a student's control and debilitating to their 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. A statement on whether the condition or circumstances have either improved or are being currently managed is required.

The appeal 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 disabilities are being accommodated through Queen's Student Wellness Centre (Accessibility Services). 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 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 University Ombudsperson or the Rector. The University Ombudsperson may be contacted by telephone at (613) 533-6495 or email at ombuds@queensu.ca. The Rector may be contacted at (613) 533-2733. There are three levels of appeal for students in the School of Nursing.

1. **Appeal to the Chair, UAPGC.** 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. The appeal will be heard by the UAPGC. If the decision is upheld by the UAPGC and/or the student does not accept the structured solution (if offered), the student may appeal on procedural grounds to the Dean, Faculty of Health Sciences.
2. **Appeal to the Faculty of Health Sciences.** Appeals to the Faculty of Health Sciences must be in writing and received by the stated deadline. <https://healthsci.queensu.ca/sites/default/files/inline-files/2020-07-01%20FHSSAB%20Terms%20of%20Reference%20%20Procedures.pdf>
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 Academic Appeals](#).

22.1 - Academic Standards and the Student's Responsibilities

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 - Appeals

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

22.2.1 Appeal of a Final Grade (Theory Course)

Students who believe their academic performance in a course was affected by extenuating circumstances or procedural errors may appeal the final grade.

Appeals must be submitted to the Chair of the UAPGC, in writing, clearly setting out the grounds on which the appeal is being made, the consideration that is requested and include all relevant supporting documents/evidence. 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 appeal.

Students should be aware that the remarking of documents may result in a lower grade than their initial grade. The written appeal must be received no later than **two weeks** after final marks have been released by the Registrar's Office.

22.2.2 Appeal of a Final Grade (Clinical Course)

Students who believe their academic performance in a course was affected by extenuating circumstances or procedural errors may appeal the final grade.

Appeals must be submitted to the Chair of the UAPGC, in writing, clearly setting out the grounds on which the appeal is being made, the consideration that is requested and include all relevant supporting documents/evidence. 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 appeal. The written appeal must be received no later than **one week** after receiving the grade from the instructor. The student may not go into the next clinical course until the appeal has been resolved.

22.2.3 Appeal to Add or Drop a Course after the Last Date

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/resources/sessional-dates>) without academic penalty, the student must appeal the decision to the Chair, UAPGC, 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 final marks have been released by the Registrar's Office and include all relevant supporting documents/evidence and the consideration that is requested.

22.2.4 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 UAPGC 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.

22.2.5 Appeal of a Finding of Departure from Academic Integrity

Students may appeal the finding or sanction or both to the Chair of the UAPGC no later than **two weeks** after receiving the official finding in writing.

22.2.6 Appeal of a Decision from the Professional Behaviour Policy

Students may appeal the decision or finding to the Chair of the UAPGC no later than **two weeks** after receiving the official finding in writing.

22.3 - Appeal Process

The UAPGC 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 UAPGC 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.

22.3.1

The student should include the following material as part of the appeal submission to the Chair of the UAPGC.

1. School of Nursing Appeal Form – ([Appendix D](#))
2. Letter of Explanation related to:
 - a. Extenuating Circumstances
 - b. Policy and Procedures not followed
 - c. Finding of Academic Integrity
 - d. Finding of Professional Behaviour

3. Supporting Documents

a. Extenuating Circumstances

- i. letter from a medical doctor, nurse practitioner, psychiatrist, psychologist, counsellor, lawyer, or an item from a newspaper (i.e. obituary, motor vehicle collision) etc. One example of an extenuating circumstance 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.

b. Policy and Procedures not followed

- i. such as a course syllabus, School of Nursing calendar, Queen's University Senate document, or a record of correspondence.

c. Finding of Academic Integrity

- i. 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.

d. Finding of Professional Behaviour

22.3.2

The UAPGC may decide not to consider the appeal if:

1. the documents/evidence submitted are substantially incomplete, defective, or inaccurate,
2. the documents/evidence are received after the deadline for commencing the appeal and no request for an extension of time has been received, or
3. there is some other substantial technical defect in the proceeding as filed.

The Chair, UAPGC 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.

22.3.3

The respondent in the appeal is normally the Instructor and Course Coordinator who assigned the failing grade or the Instructors/Course Coordinator who reread

the examination or found a departure from academic integrity or assigned a decision from the professional behaviour policy. In the event of an appeal relating to the Requirement to Withdraw or Add or Late Drop of a Course, the respondent is normally the Associate Director (Undergraduate Nursing Programs). The respondent shall be provided with a copy of all appeal documents submitted by the student and shall have **one week** 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.

22.3.4

Each party (the student and the respondent) is entitled to receive every document that the UAPGC received from the other party in the proceeding. The student file is present at every appeal hearing and may be referenced at any time during the appeal proceedings.

22.3.5

If the respondent fails to file documents according to time limits, the Committee may convene a hearing without receiving such documents. The UAPGC 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.

22.3.6

The student shall ensure their contact information (email, address and phone number) is current.

22.3.7

The UAPGC 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.

22.3.8

The Chair, UAPGC shall call a meeting of the UAPGC to review the appeal. Normally the meeting would be called as soon as possible after receipt of documents from the student and the respondent.

22.3.9

A quorum comprises 50% of the committee members +1 (or their designate) and includes the Chair. The Chair will appoint replacement members as required due to numbers or conflict of interest (as identified by the committee or student).

22.3.10

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 an Advisor appointed by the University Ombudsperson or the Rector. If the student is accompanied by legal counsel, the Committee and the respondent may be accompanied by legal counsel. The student's legal advisor cannot answer questions on the student's behalf. Both parties (the student and the respondents) shall provide the Chair with the names of any 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 Chair has the authority to limit the number of attendees.

22.3.11

Both parties (the student and the respondents) may present evidence and submissions required for a full and fair disclosure of all matters relevant to the issues in the proceeding. No new information should be presented at the time of the hearing. 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. If new information is presented, the case will be referred back to the Instructor and Course Coordinator. 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.

22.3.12

If during the course of any hearing, new information is presented or 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 respond to the new information or 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.

22.3.13

If the student and/or the respondents do not attend the hearing, the Committee may proceed in their absence.

22.3.14

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. The appeal will be heard when the Committee can be re-established.

22.3.15

On completion of the hearing, the student, respondents and attendees will withdraw. The committee will give consideration to all the evidence. A decision will be rendered by majority vote of the committee. 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.

22.3.16

The decision and the reasons for the decision of the UAPGC will be communicated to the student in writing by the Chair normally within **one week**. The student shall be advised of their right to appeal to the Dean, Faculty of Health Sciences. <https://healthsci.queensu.ca/faculty-staff/faculty-board/authority-rules-procedures-handbook#studentappeal>

The student will also be referred to the University Ombudsperson or the Rector. A copy of this letter will be placed on the student's academic file.

22.3.17

No sanction, 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, with the exception of appealing a clinical course. If an academic unit determines that the interests of third parties may be prejudiced by the continued enrolment of a student in a course or program, the unit may decide that, pending an appeal from an adverse academic decision, the student should not be permitted to continue in their course or program or should be precluded from progressing to the next academic stage. A student who is subject to an immediate sanction under this paragraph may request that the Chair of the appellate body with jurisdiction over the matter expedite the appeal. This request may result in a direction abridging the time for filing of documents, or other interim or preliminary directions. Refer to *Immediate Effect of Orders to Protect Safety* (Academic Regulation 18).

<https://healthsci.queensu.ca/faculty-staff/faculty-board/authority-rules-procedures-handbook#studentappeal>

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 [Student Academic Appeals](#).

Academic Regulation 23: Dean's Honour List

This academic regulation only applies to School of Nursing baccalaureate undergraduate students in the four-year program and the accelerated standing track program. The Academic Year is defined as September to August of each year.

23.1 - Dean's Honour List

Students who have obtained an Academic Year GPA of at least 3.70, but less than 3.90 at the end of the Summer 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:

- Students must have completed a minimum of 27.0 Queen's units.
- There may be no failures and no repeated course registrations.
- There may be no outstanding IN or GD grades.
- All final grades and changes of grade must be submitted by end of summer term, the final date for determination of an Academic Year GPA.

23.2 - Dean's Honour List with Distinction

Students who have obtained an Academic Year GPA of at least 3.90 at the end of the Summer 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 - Graduation Honours List

Students who have obtained an overall GPA (of all required courses studied for a Bachelor of Nursing Science Degree) of at least 3.70, at the end of their course of study will graduate with Honours. To be eligible for Graduation Honours the following conditions must be met:

- Students in the Four Year BNSc Program must have completed a minimum of 108 Queen's units throughout the Bachelor of Nursing Science Program.
- There may be no failures throughout the Bachelor of Nursing Science Program.
- Students in the 2-year Accelerated Standing BNSc Program must have completed a minimum of 90 Queen's units throughout the Bachelor of Nursing Science Program.
- There may be no failures throughout the Bachelor of Nursing Science Program.

23.4 - Decisions on Dean's Honour List

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

GRADUATE PROGRAMS OFFERED

Doctor of Philosophy (PhD) - Nursing: Hybrid Online

The PhD in is a four-year program focused on developing the skills required to expand knowledge related to clinical, theoretical and health system issues. The program consists of course work, a comprehensive examination, and a thesis. Students attend three mandatory, in-person, one-week intensive sessions in year one. The remainder of the program is conducted using a combination of synchronous and asynchronous study using interactive online videoconferencing.

Master of Nursing Science (MNSc) - Two Patterns

MNSc Thesis-Based

The MNSc (thesis) is a two-year program of coursework and a thesis that is focused on developing the critical appraisal skills needed for developing the scientific basis for nursing practice, and the knowledge and skills to conduct small research projects. Areas of research include populations with complex health conditions, practice environments and health care quality.

MNSc Course-Based

The MNSc (course-based) is a two-year program of coursework with a clinical project that is focused on the scientific basis for nursing practice and preparing nurses for advanced practice. Students will develop capabilities in the advanced nursing practice domains of research, education, clinical practice, consultation, and leadership.

Master of Nursing - Primary Health Care Nurse Practitioner (MN-PHCNP)

The MN-PHCNP is a two-year program of coursework and clinical placements focused on developing the knowledge and skills to provide advanced nursing care to individuals and families in primary care settings. Students will also learn to conduct small research projects and will gain the critical appraisal skills needed for developing the scientific basis for practice. Successful completion of the program allows you to apply to complete the Canadian family/all-ages nurse practitioner licensure examination.

Primary Health Care Nurse Practitioner Diploma (PHCNP Diploma)

The PHCNP Diploma program is a one-year, full-time or two-year, part-time course of study for nurses who already have a master's degree and wish to develop advanced skills and knowledge for advanced practice in primary care settings. Successful completion of the program allows you to apply

to complete the Canadian family/all-ages nurse practitioner licensure examination.

Master of Science in Healthcare Quality (MScHQ): Hybrid Online

The Master of Science in Healthcare Quality (MScHQ) degree will prepare professionals with the knowledge and tools to research, advocate and implement strategies for risk reduction, quality improvement and safety promotion within the healthcare systems. This two year interdisciplinary course-based program consists of eight courses, including a supervised group project. Participants will have two mandatory, in-person, one-week intensive sessions each year in July or August; the remainder of the program will be a combination of synchronous and asynchronous study using interactive online videoconferencing.

Doctor of Philosophy in Health Quality (PhDHQ): Hybrid Online

The PhD in Health Quality (PhDHQ) will prepare experts who will improve the delivery of healthcare through teaching, developing new methodologies and theoretical frameworks, as well as testing innovation in the field of health quality. The PhDHQ program is a four year, interdisciplinary program that consists of course work, a comprehensive examination, and a thesis. The program also includes a health quality internship in Spring/summer Year one. Students attend two mandatory, in-person, one-week intensive sessions in year one. The remainder of the program is conducted using a combination of synchronous and asynchronous study using interactive online videoconferencing.

Graduate Program Contact Information

The official calendars for the Ph.D. and Masters programs can be found online at <https://www.queensu.ca/sgs/graduate-calendar/programs-study/nursing> (<https://www.queensu.ca/sgs/graduate-calendar/programs-study/nursing/>) and should be consulted for the most up-to-date information on the programs.

The School of Nursing website provides general information on the programs at <https://nursing.queensu.ca/graduate> (<https://nursing.queensu.ca/graduate/>).

The following Graduate programs are offered through Queen's School of Nursing:

- PhD Nursing (Online) - <https://nursing.queensu.ca/graduate/online-phd-nursing> (<https://nursing.queensu.ca/graduate/online-phd-nursing/>)



- Master of Nursing Science (thesis and course based streams) - <https://nursing.queensu.ca/graduate/master-nursing-science> (<https://nursing.queensu.ca/graduate/master-nursing-science/>)
- Master of Nursing Primary Health Care Nurse Practitioner - <https://nursing.queensu.ca/graduate/master-nursing-mnphcnp> (<https://nursing.queensu.ca/graduate/master-nursing-mnphcnp/>)
- Primary Health Care Nurse Practitioner Diploma (post Master of Nursing degree) - <https://nursing.queensu.ca/graduate/phcnp-diploma> (<https://nursing.queensu.ca/graduate/phcnp-diploma/>)

For further information, contact:
School of Nursing
Email: grad.nursing@queensu.ca

Mailing address:
92 Barrie Street
Kingston, Ontario K7L 3N6
Telephone: 613-533-2668
Fax: 613-533-6770

Health Quality Program Contact Information

Health Quality Programs offer a Master of Science in Healthcare Quality (MSchQ) and a Doctor of Philosophy in Health Quality (PhDHQ). Specializing in linking theory and practice in health quality, risk, and safety, Health Quality Programs offer interdisciplinary courses, led by leaders in their fields, valuable international experience and convenient distance learning. Join us on the forefront of improving health quality, risk, and safety in Canada and worldwide.

The following Health Quality programs are offered through Queen's School of Nursing:

- PhD Health Quality (Online) - <https://www.healthsci.queensu.ca/hqprograms/programs/doctor-philosophy-health-quality> (<https://www.healthsci.queensu.ca/hqprograms/programs/doctor-philosophy-health-quality/>)
- Master of Science in Healthcare Quality (Online) - <https://www.healthsci.queensu.ca/hqprograms/programs/master-science-healthcare-quality> (<https://www.healthsci.queensu.ca/hqprograms/programs/master-science-healthcare-quality/>)

For further information, contact:
Health Quality Programs
Email: HQPrograms@queensu.ca

Mailing address:
92 Barrie Street
Kingston, Ontario K7L 3N6

Telephone: 613-533-6000 ext: 75370
Fax: 613-533-6770

HOSPITALS, AMBULATORY CARE SETTINGS, AND COMMUNITY HEALTH AGENCIES USED FOR CLINICAL FIELDWORK

Primary clinical resources used by students for educational experiences:

- Corrections Canada
- Faculty of Health Sciences Patient Simulation Laboratory
- Frontenac Community Mental Health Services
- Glaxo Wellcome Clinical Education Centre
- Kingston Frontenac and Lennox & Addington Public Health
- Kingston Health Sciences Centre:
 - Kingston General Hospital
 - Hotel Dieu Hospital
- Lennox & Addington County General Hospital
- Providence Care Hospital

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

- Alzheimer Society of Kingston Autism Kingston
- Brockville General Hospital
- Canadian Forces Base Kingston
- Canadian Mental Health Association
- Canadian Hearing Society
- Child Birth Kingston
- Community Living Kingston
- Community Midwives of Kingston
- Community Advocacy and Legal Centre – Belleville site
Childbirth Kingston
- City of Kingston Programs
- Developmental Disabilities Consulting Program
- Epilepsy and Seizure Disorder Resource Centre of
Southeastern Ontario
- Elizabeth Fry Society of Kingston
- Fairmount Nursing Home
- Generations Midwives in Brockville
- H'art School of Smiles
- Hastings and Prince Edward Counties Public Health
- Healthy U at Queen's University
- HIV/AIDS Regional Services
- Hydrathletics
- Kingston & Frontenac Housing Corporation
- Kingston Community Health Centres

- Kingston Family Health Teams
- Kingston Interval House
- Kingston Military Family Resource Centre
- Kingston Pregnancy Centre
- Kingston Rural PCN
- Kingston Youth Shelter
- Leeds, Grenville & Lanark District Health Unit
- Learning Disabilities Association
- Limestone District Board of Education
- Limestone Community Education
- Loyola Community Learning Centre
- Maple Family Health Teams
- Mulberry Waldorf School
- Occupational Health Departments
- Ongwanada Resource Centre
- Partners in Mission Food Bank
- Pathways
- Peace in Minds
- Providence Care - Providence Manor
- Queen's University Day Care
- Queen's University Family Medicine
- Queen's University Health, Counselling and Disability
Services
- Queen's University School of Business
- Queen's University Legal Aid
- Quinte Detention Centre
- Quinte Health Care
- Quinte Midwives
- Regional Geriatric Program (Southeastern Ontario)
- Rideaucrest Home
- Salvation Army
- Harbour Light Residential Treatment Centre
- Sienna Senior Living – Kingston Seniors' Association
- Kingston Region Sexual Assault Centre
- St. Elizabeth Health Care
- Upper Canada Family Health Teams



SCHOLARSHIPS, BURSARIES, AND FINANCIAL ASSISTANCE

Student Financial Assistance

The Office of the University Registrar - Student Awards plays a key role in supporting the University's strategic objectives. 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 are available.

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 academic achievement (and may also include other criteria such as extra-curricular involvement). Need-based funding (i.e., bursaries, awards, eligibility for Work Study employment), is granted to students on the basis of demonstrated financial need.

Student Awards also administers programs for students attending Queen's University, including: Government Student Assistance programs for domestic students, U.S. Loan programs for residents of the United States, as well as the RBC/Queen's Student Line of Credit.

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 (<https://www.queensu.ca/studentawards/>), or the Queen's Nursing Awards website (<https://nursing.queensu.ca/undergraduate/undergraduate-awards-bursaries/>), or contact the office.

Student Awards, Office of the University Registrar
Room 125, Gordon Hall

Tel: 613-533-2216

Email: awards@queensu.ca

Website: <https://www.queensu.ca/studentawards/>



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THE NURSING SCIENCE SOCIETY – STUDENT GOVERNMENT AT THE SCHOOL OF NURSING

The Nursing Science Society (NSS) represents all undergraduate Queen's Nursing students to the School of Nursing, the Alma Mater Society (AMS), the University, and the Kingston community. The NSS consists of elected and hired student leaders who meet on a bi-weekly basis to discuss issues concerning students, and to maintain communication between all six nursing classes. All general meetings are open to Queen's Nursing students.

The NSS strives to help provide Queen's nursing student with unique opportunities that foster their professional development, strengthen their health and well-being, ignite their ability to give back to worthy causes, and encourage their growth as undergraduate students. The NSS also works to give back to the Kingston community by organizing several charitable events that benefit local organizations. A focus of the NSS is to develop students' professional careers by organizing career workshops, skill-building study sessions, student-run conferences, and maintaining communication with the Canadian Nursing Students' Association. The NSS represents nursing students' voices through on the Alma Mater Society, the Nursing Orientation Committee, the School of Nursing Academic Council, the Faculty of Health Sciences Faculty Board Executive, and more. We work to advocate for the best interests of students and ensure that your Queen's experience is at the forefront of every decision being made!

There are many opportunities to get involved with the NSS through first year internship, class council, mentorship program, NSS executive assembly, orientation committee, annual nursing conference, and the numerous initiatives put on throughout the academic year. For more information on the NSS, please visit our website at www.QueensNSS.com (<https://www.queensnss.com/>), like us on Facebook: *Nursing Science Society of Queen's University*, follow us on Instagram: @QueensNSS or email president@nss.queensu.ca.