MScN STUDENT HANDBOOK

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WELCOME TO YORK UNIVERSITY!

Hello, and welcome to York University! If you're new to the University, it can be a difficult task to organize yourself, figure out where everything is, and get the information you need. This Handbook is designed to help. It provides general information about some of the resources and services you may need during your graduate studies at York University, as well as more specific information pertaining to the program. It can help you find out such things as where to apply for funding, how to get an e-mail account, what resources are available, and what you need to graduate.

A Message from the Nursing Graduate Program Director

On behalf of the graduate program faculty of the School of Nursing, I would like to extend a warm welcome to the MScN program. Please feel free to contact me as well as other members of the graduate faculty with your questions and concerns as well as to discuss your scholarly interests. We are here to support and guide you on your learning journey.

Elsabeth Jensen, RN; PhD
Graduate Program Director, Nursing

Note: Every effort has been made to ensure that the information in this Handbook is accurate and up-to-date; however, some information may change over the course of the year. For the latest information, check the program website at http://www.yorku.ca/gradnurs/

CONTACT INFORMATION

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Graduate Program Office

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For a description of faculty research and scholarly interests see program website:
http://www.yorku.ca/gradnurs/faculty.html

OTHER USEFUL CONTACTS

Faculty of Graduate Studies
Room 283, York Lanes
Phone: 416-736-5329
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Website: www.yorku.ca/grads

Office of Student Financial Services
Bennett Centre for Student Services
Phone: 416-872-9675
Website: http://sfs.yorku.ca/

Office of the Registrar,
Graduate & Professional Studies
Bennett Centre for Student Services
Phone: 416-736-5440
Website: www.registrar.yorku.ca

Moodle at York University
CNS Client Services
Phone: 416-736-5800
Email: mailto:helpdesk@yorku.ca
Website**: http://moodle.yorku.ca**

ACADEMIC CONTEXT OF MScN PROGRAM

York University

Founded in 1959, York University is now Canada's third largest university and is world-renowned for attracting students who forge their own unique paths. That's because York offers an outstanding academic experience. Our top-ranked programs set international standards. Our unique, interdisciplinary approach to learning allows students to combine majors in completely different fields. York's faculty expand the horizons of our students, providing them with a broad perspective of the world that opens up new ways of thinking. And our research tackles challenges by taking a uniquely interdisciplinary approach that results in real-world solutions.

York offers full-time and part-time graduate and undergraduate degree programs to about 50,000 students in 10 faculties. York University Libraries are active participants in pilot projects, consortia initiatives and collaborative endeavours to place York University Libraries on the leading edge in supporting our researchers and students.

York University Mission Statement

The mission of York University is the pursuit, preservation, and dissemination of knowledge. We promise excellence in research and teaching in pure, applied, and professional fields. We test the boundaries and structures of knowledge. We cultivate the critical intellect.

York University is part of Toronto: we are dynamic, metropolitan, and multicultural. York University is part of Canada: we encourage bilingual study; we value tolerance and diversity. York University is open to the world: we explore global concerns.

As a community of faculty, students, and staff committed to academic freedom, social justice, accessible education, and collegial self-governance, York University makes innovation its tradition.

The Faculty of Graduate Studies
Website: http://www.yorku.ca/grads/

The Faculty of Graduate Studies is Ontario's second largest graduate school and Canada's eighth largest, offering both traditional and non-traditional interdisciplinary areas of study. Since its inception in 1963, the Faculty has grown from 11 students in a single graduate program to more than 5000 students in 43 programs. York offers not only traditional areas of study, but has also pioneered innovative and unique interdisciplinary programs.

The Faculty of Graduate Studies has developed graduate programs of impressive academic quality in core disciplines and has pioneered the creation of new and particularly interdisciplinary programs at the frontiers of scholarship. The Faculty of Graduate Studies remains committed to further growth and innovation.

Graduates of the Faculty have assumed positions of leadership in universities, schools, research organizations, government, legal professions, business, industry and the performing arts. In turn, York's reputation for excellence in graduate studies has spread throughout Canada and beyond. The attractions here are many: strong faculty, first-class students, innovative programs, good

resources, and the advantages of living and working in one of North America's leading cities. It is, therefore, not surprising that York's Faculty of Graduate Studies has grown to be one of the largest, and finest, in the country.

The Faculty of Graduate Studies is a source of funding for conference presentations and a source of applications for various grants, fellowships, and scholarships.

Faculty of Health
Website: http://www.yorku.ca/health/index.html

Established on July 1, 2006 the Faculty of Health is an innovative and supportive environment for learning, teaching and discovery.

Our vision is to educate future global leaders in redefining and advancing health and human science. Through exceptional education and research, we emphasize effective approaches for keeping people and communities healthy and sustaining our health systems.

Our faculty members include world-renowned educators, researchers, and policy makers who are dedicated to improving health care, prevention and health promotion.

York' s Faculty of Health consists of four integrated units encompassing *Health Policy & Management*, *Kinesiology & Health Science*, *Nursing,* and *Psychology*. The new faculty is proud to have over 30,000 alumni from our previous host faculties.

Our new Faculty comes at an opportune time. Issues such as threats to public safety and access to health care are compelling Canadians to seek effective answers to complex concerns. We are well-positioned as researchers and educators to help address these issues and to advance health care.

The School of Nursing
Website: http://www.yorku.ca/health/nurs/

In 1993, a Department of Nursing was established at what was then Atkinson College. In May, 2000, due to restructuring, it became the School of Nursing in the Atkinson Faculty of Liberal and Professional Studies. Then, in July, 2006, the School of Nursing moved to the newly formed Faculty of Health. Currently, the School of Nursing offers a Post-RN BScN Program and a Collaborative BScN Program, a bridging program for Internationally Educated Nurses (Post-RN, IEN), and a second degree entry BScN program.

The School of Nursing at York University has grown from a complement of four full-time members in 1996-1997, to 42, in 2008/2009. The current faculty have established national and international reputations in their areas of nursing expertise. Scholarly activities have largely been located in the human science paradigm of nursing and inform nursing theory and philosophy.

School of Nursing Mission Statement

Our mission is to create a culture of caring that fosters life-learning and the development of human science-based nursing knowledge, research, and practice. We honour and respect the

unique lived experience of all people and their inner wisdom with regard to the processes of health, healing, and quality of life. The partnerships seek to offer innovative, open, and flexible programs that are responsive to societal needs in diverse communities and to the current and future directions of the nursing profession.

School of Nursing Philosophy

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

Our program is rooted in Nightingale, and builds on Em Bevis and Jean Watson's Caring Curriculum[1] which sees Nursing as the knowledge and practice of human caring. Caring praxis is seen as practice that is informed by an ethos of caring.

This philosophy is lived within all aspects of the curriculum in terms of both process and content. What emerges is a curriculum that embraces individual uniqueness, multiple ways of knowing, creative expressions of nursing scholarship, and global consciousness. This is a distinct departure from conventional nursing curricula where an emphasis is placed, both implicitly and explicitly, on the bio-medical model, differential power relationships between nurses and patients (nurses as experts, patients as the receivers of the expertise) and objective measurable forms of knowledge as the exclusive source of knowing.

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

HUMAN BEINGS AND THEIR WORLD

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

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[1] Bevis, E. M., & Watson, J. (2000). *Toward a caring curriculum: A new pedagogy for nursing.* New York: Jones & Bartlett.

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

NURSING

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

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

Nursing is a self-regulated profession. Nurses are responsible and accountable for providing competent and ethical practice to their clients, the public, their colleagues, and themselves. Nurses have a professional responsibility to continuously seek to improve their practice through critical self-reflection, scholarship, research, and innovation.

Nurses have a professional and ethical responsibility to influence, advocate and support healthy public policy, institutional practices that promote quality of working life and legislation that contributes to the health of nurses and humankind.

TEACHING-LEARNING

Nurses value the limitless possibilities of learning. Learning is a life-long, often mysterious, dynamic process of personal and professional growth. It builds on prior experience, stimulates critical reflection, and fosters the (re)formulation of the meaning of experience through the creativity of imagining. It contributes to self-esteem, self-knowledge and choosing our possibilities. Teachers and learners as co-learners become partners in a collaborative learning process. A community of learners brings valuable knowledge and experience that is respected in the learning environment. Adults are capable of and have the right and responsibility to be

self-directing learners.

Teaching/learning is a dynamic process of discovery through interaction and engagement, which occurs, in both formal and informal contexts that acknowledge multiple ways of knowing. Authentic caring through transpersonal relationships is vital to teaching/learning. Courageous teachers/learners embody the caring curriculum by supporting, encouraging, and valuing learners by believing in them and being truly present with them thereby promoting trust, honesty, creativity, innovation and meaning-making. With this in mind, approaches to teaching/learning include dialogue, modeling, practice, reflective thinking and experiential group process. Formal learning is based on the principles of cooperative, anticipatory-innovative learning. These principles are designed to create a learning community that supports the strengths and learning needs of all learners. Teaching and learning processes enhance learners' ability to think critically and reflectively while finding pathways to new knowledge, freedom and connectedness with each other. This may occur from both intended and unintended learning. A shared learning journey enables each person to find their own voice, nourish their soul and be committed to life-long learning.

THE MASTER OF SCIENCE IN NURSING PROGRAM

The program was launched in May, 2005, and is delivered mainly online. In September, 2007, the Primary Health Care Nurse Practitioner field was added. This field within the MScN program is offered as part of a 10-university consortium under the auspices of the Council of Ontario University Programs in Nursing (COUPN).

As of September, 2008, the normal route to the MScN degree is via a course-based program consisting of 4.5 full course equivalents (27 credits) at the graduate level. In addition, a thesis option is available for academically strong students with an identified Nursing graduate faculty member who is appropriate and available to supervise the student's research project. This option is most suited to students considering doctoral level nursing education or careers that involve participation in research projects. The thesis route to the MScN degree consists of 3.0 full courses (18 credits) at the graduate level, plus a thesis.

Program Goals

The graduate of the program will:

- Be accountable to the public and responsible for practicing within the professional and ethical standards of nursing.
- Seek to understand the health and healing experiences of individuals, families, groups and communities by establishing caring relationships toward enhancing health and quality of life.
- Incorporate multiple ways of knowing in decision making and problem solving, in partnership with clients.
- Be able to think critically and reflectively.
- Be committed to life long learning.
- Facilitate collaborative relationships in nursing, with the community and the interdisciplinary team.
- Demonstrate leadership in nursing practice.

- Advocate and support healthy organizational and public policy that promotes the health of individuals, families, groups and communities.
- Influence the advancement of the nursing profession through excellence in practice, education and research.
- Demonstrate global consciousness, both personally and professionally, through actions that support and promote human and planetary health.

MScN Program Statement

The program statement builds on and extends the philosophy of the School of Nursing by articulating the mission of the MScN program in relation to its three foci: advanced practice, teaching-learning, and leadership.

As a community of teachers and learners, we constantly strive to improve the health and well-being of individuals, families, and communities through excellence in research, education of nurses, and service, acknowledging that nursing is a professional practice discipline. We believe in a diversity of pedagogical approaches that fosters awareness within relationships, personal transformation, and social change. We believe in education that is accessible, progressive, and offered in different formats that are pedagogically sound, provide choices for students and prepare them to achieve professional and scholarly excellence. We value the contributions of students and teachers who bring their experience, knowledge, and skills to the development and practice of nursing. We educate toward professional leadership and innovation, which includes taking risks and following one's beliefs within a moral, legal, and ethical framework.

The School of Nursing's Graduate Program expects the following outcomes from MScN graduates: knowledge generation and creative expressions of scholarship, critical analysis of theory/literature and experience, leadership in advanced nursing practice, reflective and transformative practice, and evaluation of outcomes within a philosophy consistent with human science values. We believe that it is necessary to understand and critique the social, cultural, and political contexts in which individual, group, community, and global health is lived. It is important to challenge systemic values, assumptions, and structures that limit possibilities for human health and healing. Nurses care for whole persons in the human health experience, which is embodied and holistic. Our graduates develop, apply, and critique knowledge. They also advance excellence of caring-healing modalities, as well as holistic and integrative practices, within nursing.

THE MASTER OF SCIENCE IN NURSING DEGREE

Degree Requirements

As of September, 2008, candidates for the Master of Science in Nursing degree must complete either a course-based program or a thesis option. The requirements for each option are as follows:

A. Course-Based Masters

Three full course equivalents at the graduate level, as follows:

1. **Core courses:**
    i)   Nursing 5100 6.0: Theoretical and Philosophical Foundations of Nursing Science
    ii) Nursing 5200 3.0: Qualitative Research Methods in Nursing
    iii) Nursing 5300 3.0: Quantitative Research Methods in Nursing
    iv) Nursing 5400 3.0: Advanced Nursing Practicum
    v)   Nursing 5500 3.0: Nursing Research Development and Knowledge Mobilization

2. **Elective courses:**
    Three half-courses at the graduate level, inside or outside of nursing

B. Thesis Option

Three full course equivalents at the graduate level, plus a thesis, as follows:

1. **Core courses**
    i)   Nursing 5100 6.0: Theoretical and Philosophical Foundations of Nursing Science
    ii) Nursing 5200 3.0: Qualitative Research Methods in Nursing
    iii) Nursing 5300 3.0: Quantitative Research Methods in Nursing
    iv) Nursing 5400 3.0: Advanced Nursing Practicum

2. **Electives**
    One half-course at the graduate level, inside or outside of nursing.

3. **Thesis**
    Nursing 6100 0.0: Thesis

4. **Colloquium**
    The non-credit colloquium course, Nursing 6300 0.0 Expressions of Nursing Scholarship, is compulsory for MScN candidates in the Thesis option and is taken concurrently with Nursing 6100 0.0: Thesis

Course Weighting

The number immediately following the course number (e.g. 3.0/6.0) indicates the credits awarded (course weighting). A full-year course equivalent equals 6 credits, and a half-year course equals 3 credits.

MScN PROGRAM: PRIMARY HEALTH CARE NURSE PRACTITIONER FIELD

Degree Requirements

Candidates for the Primary Health Care Nurse Practitioner field of the Master of Science in Nursing degree must fulfill the following requirements:

1. **Four graduate core courses as follows:**
   i)   NURS 5100 6.0: Theoretical and Philosophical Foundations of Nursing Science
   ii) NURS 5200 3.0: Qualitative Research Methods in Nursing
   iii) NURS 5300 3.0: Quantitative Research Methods in Nursing
   iv) NURS 5880 0.0: Practice-based Research Proposal (PRP)

2. **Seven graduate core NP courses offered through the COUPN consortium:**
   i)   NURS 5810 3.0: Pathophysiology for Nurse Practitioners
   ii) NURS 5820 3.0: PHCNP Roles and Responsibilities
   iii) NURS 5830 3.0: Advanced Health Assessment and Diagnosis I
   iv) NURS 5840 3.0: Advanced Health Assessment and Diagnosis II
   v)   NURS 5850 3.0: Therapeutics in Primary Health Care I
   vi) NURS 5860 3.0: Therapeutics in Primary Health Care II
   vii) NURS 5870 6.0: Integrative Practicum in Primary Health Care

Course Weighting

The number immediately following the course number (e.g. 3.0/6.0) indicates the credits awarded (course weighting). A full-year course equivalent equals 6 credits, and a half-year course equals 3 credits.

COURSE SCHEDULES

Advanced Standing and Transfer Credit

Graduate programs do not normally grant advanced standing/transfer credit for courses completed and already credited toward another graduate or undergraduate program. To request transfer credit assessment, students must submit a formal petition to the Faculty of Graduate studies for consideration. Normally, students must complete all core courses at York. Transfer credits, if granted, would more likely be applied towards electives

Course Description

The following are brief course descriptions for core courses and nursing electives.

Core Courses

NURS 5100 6.0 Theoretical and Philosophical Foundations of Nursing Science
This course focuses on the major paradigms guiding nursing science. Students explore, analyze, and critique selected nursing theories and their own philosophical beliefs and values about the core of nursing, through dialogue, reflection, and aesthetic inquiry.

NURS 5200 3.0 Qualitative Research Methods in Nursing Science
This course focuses on the conceptual, ethical, methodological, and interpretive dimensions of qualitative nursing research. Emphasis is on the ontological-methodological link in the research process. Qualitative nursing research methods are analyzed and critiqued and students develop a research proposal.
Pre/Co-requisites: Nursing 5100 6.0 Theoretical & philosophical foundations of nursing science

NURS 5300 3.0 Quantitative Research Methods in Nursing Science
This course focuses on acquisition and application of fundamental concepts, methods, and procedures of quantitative nursing research required to develop a research proposal including but not limited to: developing researchable questions and designing research selecting appropriate methods and analysis strategies.
Prerequisites: Nursing 5100 6.0 Theoretical & philosophical foundations of nursing science

NURS 5400 3.0 Advanced Nursing Practicum
This course is an opportunity for students to engage in an advanced nursing science-based practicum in the student's selected focus (clinical practice, leadership, or teaching-learning). Practicum sites and evidence of scholarship connected with practicum will be individually determined based on the student's learning focus. (144 hours of practicum plus on-line discussion).
Prerequisites: Nursing 5100 6.0 Theoretical & philosophical foundations of nursing science

NURS 5500 3.0: Nursing Research Development and Knowledge Mobilization
This advanced research course builds on research methodologies and theoretical inquiry to provide students with activities that involve exploration, analysis, synthesis, and discussion of research questions and proposal development. Emphasis is placed on collaborative research planning, funding, ethics, and dissemination.
Prerequisites: Nursing 5100 6.0 Theoretical & philosophical foundations of nursing science, Nursing 5200 3.0 Qualitative research methods in nursing, Nursing 5300 3.0 Quantitative research methods in nursing

NURS 6100 0.0 Thesis
The thesis option provides students with an opportunity to design and conduct field research in collaboration with a faculty advisor. Students present their research and participate in an oral examination. Participation in an *Expressions of Nursing Scholarship* colloquium is required.
Pre-requisites: NURS 5100 6.0, 5200 3.0, 5300 3.0, NURS 5400 3.0
Pre/Co-requisites: elective

NURS 6300 0.0 Expressions of Nursing Scholarship
All MScN candidates taking the thesis option are required to take part in this compulsory non-credit colloquium course which is offered in a hybrid online and classroom format. The course will provide participants with an opportunity to discuss their progress in the Thesis.

Elective Courses

Not all courses are available in any one year. For course offerings in a particular session please consult the Graduate Program Office.
Prerequisite course for all electives: Nursing 5100 6.0 Theoretical/philosophical foundations of nursing science.

NURS 5000 3.0 Directed Reading
An independent directed reading course on a topic approved by the supervisory committee and the Graduate Program Director.

NURS 5110 3.0 Nursing Education Science and Praxis
This course prepares students for advanced research-based teaching-learning nursing praxis. Development of evaluation processes emergent from a science of nursing education is undertaken. Prepares students for an academic career or senior clinical education roles.

NURS 5115 3.0 Advancing Practice through Nursing Education
This course explores the scholarship of teaching in nursing education focusing on the development of core competencies for nurse educators. Emphasis is placed on learning theories, pedagogical approaches and nursing educational research preparing participants for various nursing practice roles.

NURS 5120 3.0 Women's Health and Women's Health Movements: Critical Perspectives
Through a collaborative learning environment, students will critically analyze issues affecting women's health/healthcare, including pathologization, medicalization, women healers, women's mental health, body image, environmental and occupational health, sexuality, violence, diversity, and societal marginalization, gender roles, and women's health research.
Students may not take this course for credit at the graduate level if they have already completed undergraduate course AK/NURS 4620 3.0.

NURS 5130 3.0 Health and Healing in the Global Context
This course focuses on global issues and trends related to present and future scenarios of human and planetary health. Caring, a central concept in nursing, is explored within the global context. Nurses' roles, responsibilities, and actions are examined in relation to the promotion of global health.
Students may not take this course for credit at the graduate level if they have already completed undergraduate course AK/NURS 4100.

NURS 5135 3.0 Promoting Global/Planetary Health
This course examines current and potential threats to global and planetary health. Global politics, policies, and health promotion efforts are analyzed. Nursing's historic, current, and potential role in promoting health at a global level is explored from an ethical and theoretical perspective.

NURS 5140 3.0 Re-membering the Body and its Expressive Presence in Nursing
This week-long intensive studio-classroom based course focuses on the allusive and elusive qualities of the expressive arts that inform an individual and collective exploration of nursing's intimate relationship with the body, co-creating meaning in lived experiences of alienation, suffering, consolation, comfort, and joy.

NURS 5150 3.0 Nurse as Innovator and Change Agent
This course explores multiple theoretical perspectives on change and innovation in health care organizations and within the context of nursing. Emphasis is placed on critiquing and working with various change and innovation modalities to enhance care, promote professionalism, and cultivate supportive organizational environments

NURS 5155 3.0 Women's Mental Health
This hybrid course focuses on women's mental health and well-being. Women's mental health will be considered at international and national (Canada) levels. Focus will be on the intersections of social determinants of health with identity markers influencing women's mental health.

NURS 5160 3.0 Caring-Healing Competencies for Advanced Practice Nursing
This week-long intensive classroom course critiques and explores the theoretical and practical application of multiple caring-healing competencies for advanced practice nursing. Caring-healing processes that will be explored include energy fields, healing touch, therapeutic touch, imagery, meditation, and others.

NURS 5170 3.0 Processes of Knowledge Development in Nursing Science
This hybrid classroom course provides participants with an opportunity to identify phenomena of concern to nursing. Students examine and utilize methods for developing conceptual knowledge and integrate knowledge of concepts with the theoretical basis of nursing.

NURS 5180 3.0 Leadership for Quality and Safety in Health Services Organizations.
Analyzes leadership for quality improvement in health care organizations. Develops knowledge and skills necessary to strategically improve quality and patient safety. Makes connections between individual behaviour and quality improvement initiatives in organizations.

NURS 5190 3.0 Nursing Praxis through Health-Enhancing Policy Development and Advocacy. Examines nursing's role in policy analysis, development, and advocacy from historical, theoretical, and development perspectives. Contemporary factors influencing policy processes are explored. Emphasis is on preparing nurses to provide leadership through engaging in health-enhancing policy development and advocacy.

NURS 5210 3.0 Theoretical Foundations of Nursing Praxis with Marginalized Persons: A Human Science Perspective
This course examines approaches to nursing praxis with clients in marginalized situations, such as poverty and homelessness. It focuses on how nurses live caring from the human science perspective within this context, as they support persons as leaders in development of community and healthcare services.

NURS 5220 3.0 Nursing Leadership: Developing Self-with-Community
This on-line course focuses on the theoretical basis of leadership and how theory informs development of self-with-community. It emphasizes values, ethics, stories, and patterns in complex organizations. Complexity science, relational/nursing/educational theory, and aesthetics inform explorations of leadership in nursing.

NURS 5230 3.0 Advanced Nursing Praxis with Persons Experiencing Loss and Grieving
This course examines theoretical, philosophical, and research-based knowledge that guides nursing praxis with persons experiencing loss and grieving. It focuses on human science-based

nursing praxis, with the goal of promoting personal/family health in the context of loss and grieving.

NURS 5560 3.0 Understanding and Experiencing Suffering: Praxis as Attunement and Engagement. This hybrid (online and classroom) course explores suffering as part of the human condition and the meaning for nurses and other health professionals of experiencing and witnessing suffering. Drawing upon philosophical constructs, theories, autobiographical accounts, and professional narratives, this course explores meaning making and healing relational practices.

Non-Nursing Electives
Please see the FGS Calendar, available at:
http://www.yorku.ca/grads/current_students/important_dates.html
Students are encouraged to discuss the selection of non-nursing electives with their faculty advisor or the Graduate Program Director.

Course Schedules for Program effective Fall, 2008: Full-Time Studies

A. Course-based Program

Year	Term 1	Term 2	Term 3
Year 1	NURS 5100 6.0 Theoretical & Philosophical Foundations of Nursing Science NURS 5300 3.0 Quantitative Methods in Nursing Science	NURS 5200 3.0 Qualitative Methods in Nursing Science Elective 3.0	Elective 3.0 NURS 5400 3.0 Advanced Nursing Practicum
Year 2	**Term 4**		
	NURS 5500 3.0 Nursing Research Development and Knowledge Mobilization Elective 3.0		

B. Thesis Option

Year	Term 1	Term 2	Term 3
Year 1	NURS 5100 6.0 Theoretical & Philosophical Foundations of Nursing Science NURS 5300 3.0 Quantitative Methods in Nursing Science	NURS 5200 3.0 Qualitative Methods in Nursing Science Elective 3.0	NURS 5400 3.0 Advanced Nursing Practicum NURS 6100 0.0 Thesis NURS 6300 Expressions of Nursing Scholarship
Year 2	**Term 4**	**Term 5**	
	NURS 6100 0.0 Thesis	NURS 6100 0.0 Thesis	

Course Schedules for Program effective Fall, 2008: Part-Time Studies

A. Course-based Program

Year	Term 1	Term 2	Term 3
Year 1	NURS 5100 6.0 Theoretical & Philosophical Foundations of Nursing Science	NURS 5300 3.0 Quantitative Methods in Nursing Science	Elective 3.0
Year 2	**Term 4**	**Term 5**	**Term 6**
	NURS 5200 3.0 Qualitative Methods in Nursing Science	Elective 3.0	NURS 5400 3.0 Advanced Nursing Practicum
Year 3	**Term 7**	**Term 8**	
	Elective 3.0	N URS 5500 3.0 Nursing Research Development and Knowledge Mobilization	

REGISTRATION AND COURSE ENROLMENT

How Students Register as Active and Enrol in Courses

Registering as Active and *Enrolling in Courses* are two separate and distinct actions. All graduate students must maintain continuous registration (students must register as active and pay fees every term) and must register **before** the 15th of the first month of the term (i.e. May 15th for the Summer term, September 15th for the Fall term, and January 15th for the Winter term) **or**

they will incur a late fee of $200.00. Once registered, students will be charged the appropriate fees for the term. A monthly statement is prepared for student accounts on the 18th of each month after registration is completed. Students have the option of paying their fees entirely, or in increments. If paid in increments, a monthly interest rate of 1% on the remaining amount will apply.

Registering as Active requires students to use the *Registration and Enrolment Module* (REM) to accept the terms of their contract with the University, which indicates their Fee Status (Domestic or International) and binds them to abide by the regulations of the Faculty of Graduate Studies. Once students have accepted this contract with the university, they are considered *Registered as Active*. Students may choose to *Enrol* into a course at this time, if they wish. Students who are *Registered as Active* for a term are responsible for paying the full fees for that term.

Enrolling in courses involves going one step further than Registering as Active; it involves the student keying in the 6-digit Catalogue Number from the *Faculty of Graduate Studies Lecture Schedule* that corresponds to the course in which the student wishes to enrol.

Once you are registered as a graduate student, you have entered into a program of study and, unlike the case with undergraduate studies, **you must register and pay fees every term**, including the summer term and the terms in which you will complete degree requirements such as your Major Research Paper (for students admitted before Fall, 2008) or Thesis.

There are 3 basic steps to registering and enrolling in courses:
1. Familiarize yourself with the Faculty of Graduate Studies' registration information which includes courses available for the term.
2. Familiarize yourself with the steps to registration and course enrolment (www.registrar.yorku.ca).
3. Connect to the online Registration and Enrolment Module (REM) to register and enrol in courses for the session. Go to: https://tulum.ccs.yorku.ca/mayalogin/login.

Although all three actions are related, they are distinct and separate actions. All graduate students must register for the Summer, Fall, and Winter terms.

When Can I Register?

The Graduate Program Assistant will communicate to students when the access period to register will commence. Please note that the deadline to register is always the 15th of the first month of the term (May 15, September 15, or January 15). After the deadline you can still register, but **you will be charged a late registration fee of $200**.

Please note that the access period dates refer to the period during which a graduate student can access the Web registration and enrolment system to register, enrol in courses, or drop courses. If the first month of the term has passed, graduate students are advised to check with their graduate program office to verify that courses can still be added or dropped. The system will allow graduate students the maximum flexibility to make changes online; however, this does not guarantee that late addition or deletion of courses meets Faculty and/or Program requirements.

Continuous Registration

The Faculty of Graduate Studies does not have an option whereby students can "stop out" for a term and then re-enter their program of study (except for the MBA program). Graduate students are required to register in each term until the completion of their degree as either a full-time or part-time student. A student may petition for the following other permissible categories of registration: Leave of Absence, External Leave of Absence, No Course Available, Maternity/Paternity Leaves of Absence, or Elective Leave.

If a student withdraws, or is withdrawn by the Faculty for failure to maintain continuous registration, the student will be required to petition for reinstatement (if eligible) and may be required to pay fees for the intervening term.

Students who do not have any courses scheduled in a given term need to fill out the "No Course Available" form available from the Graduate Program office and pay a $15 registration fee per term. Also, please see "No course available" section on p.27.

When Can I Enrol?

Once you have registered you may enrol in courses. Unlike registration, enrolment is not a necessary action in every case. For instance, enrolment is unnecessary for students using a term to conduct their thesis or major research paper. Although conducting a thesis or major research paper is an academic activity, there is no course in which to enrol for this activity.

NOTE*: Students are expected to enroll in courses prior to the beginning of each term so they can participate fully in the orientation to the program and courses.*

Enrolling in Non-Nursing Courses at York

Graduate courses are tied to specific graduate programs. In other words, only graduate Economics students can enrol in graduate Economics courses. Any exception to this requires special permission.

Graduate students wishing to take courses in another graduate program must first have permission from their home program (Nursing) and receive permission from the host program (Economics, Philosophy, etc.). Once both parties have given the student permission, as is indicated by the completion of a "Request to take Courses in Another Graduate Program" form, the host Graduate Program Assistant extends permission to the student's record, thereby allowing access to the course. Only then, using the Registration and Enrolment Module, may the student add the requested course.

Taking Non-York Courses

Please contact the MScN Program Assistant at (416) 736-5271 for information on how to take part in the Ontario Visiting Graduate Student (OVGS) program available to York University graduate students.

Tuition Fees

The Office of the Financial Services lists the most up-to-date tuition fees at the following website http://sfs.yorku.ca/

Additional Charges include Registration fees, and Graduate Student Association Health Plan.

Graduate Student Health Plan

This plan is compulsory for all full-time students without comparable coverage, and is optional for those registered part-time (i.e. part-time students can opt-in). Full time students will be automatically charged for dental/drug health plan unless they opt out. To opt out, please visit the Graduate Student Association website: http://www.yugsa.ca and follow instructions to opt out. For more information, the Graduate Student Association can be reached at 416-736-5213.

ADVANCED NURSING PRACTICUM: POLICY AND PROCEDURES

The Advanced Nursing Practicum course (GS/NURS 5400 3.0) is a required course in the MScN program. Students engage in a 144-hour advanced practicum in a chosen area of focus (direct practice, leadership, or teaching–learning). The practicum focuses on the development of theory-guided, knowledge-based nursing practice and provides an opportunity to synthesise and utilise knowledge acquired throughout the program.

The 144-hour practicum includes time spent working in the practicum setting, research and preparation, and engagement in online discussion. As a rule of thumb, it is expected that student spend, on average, 9 hours per week in the practicum setting and 3 hours per week in the online component of the course.

Individual learning experiences and outcomes are established by the student in consultation with the Course Director and preceptor. Practicum sites and evidence of scholarship connected with practicum are individually determined, based on the student's learning focus (e.g., clinical practice, teaching-learning, leadership)**.**

Credential Requirement for Taking the Course
Students must be currently registered in the jurisdiction in which the practicum will occur. Students who have any restriction on their license registration to practice must notify the Graduate Program Director in the term prior to taking NURS 5400, in order to determine what effect, if any, this restriction will have on their ability to complete the practicum course.

Advance Planning and Preparation

Planning and preparation are crucial to obtaining a placement that will match your interests, experience, and learning focus. A practicum site should be identified in the term before taking NURS 5400. To this end, students are to complete a *Practicum Proposal* in consultation with the Course Director (CD). The purpose of this proposal is to briefly (e.g., 2 pages) outline the student's preliminary learning goals. The proposal should indicate the desired placement site, if known. It should be accompanied by a draft cover letter and a résumé which the student will provide to the agency's Education officer or preceptor, as appropriate. For a practicum in the Winter term, the Practicum Proposal must be presented to the CD by the end of October, and the CD will indicate whether the proposal is approved by the end of November. For a practicum in the Summer term, the Practicum Proposal must be submitted by the end of February, and the CD will indicate approval by the end of March.

If the desired practicum will be in an acute care facility, it should have an Affiliation Agreement with York University. Students can verify this by enquiring with the School's Nursing Practicum Coordination Office (NPCO), or with agency personnel responsible for clinical practicum placements (usually, a clinical education manager or director). Placements in non-clinical agencies usually do not require an Affiliation Agreement.

The practicum placement is ordinarily arranged by the student. If assistance is required, it is essential that the student communicates with the Course Director as early as possible, so that an appropriate practicum placement can be secured in time for the course. Where necessary, the NPCO can assist with obtaining a clinical placement, but only in York's catchment area.

Early in the term before NURS 5400 is scheduled, students whose practicum placement will be in an agency that requires a police check or other specific preparations must complete a Clinical Preparedness Permit, available on the program website:
http://www.yorku.ca/gradnurs/mscn/guidelines.html
The Clinical Preparedness Permit records information about: immunization, CPR, respirator mask size and type, and vulnerable person police reference check. It is the student's responsibility to complete all elements as required by the placement agency. Completing this documentation will take some time; hence, it is critical to attend to this in the term before you are planning to take the course.

During the first week of the course, students will develop a learning plan, in consultation with the Course Director and preceptor. The first draft of the learning plan is due in Week 2. The final draft is due by Week 4 and will become part of the student's learning portfolio. Students' learning plans must be congruent with the course learning outcomes, indicated in the course outline, available online at the following location
http://www.yorku.ca/gradnurs/mscn/courses_outlines.html

Negotiation of Placement

- It is preferred that the practicum is completed outside the student's employment setting (i.e., department or unit). However, if it is to be completed in the student's employment setting, it is assumed that the practicum does not include the student's usual duties.

- It is the student's responsibility to negotiate the placement, keep the Course Director informed about negotiations and whether assistance is needed. Once a placement is agreed upon by the parties, students must complete the appropriate **Practicum Placement Agreement Form** (Version A or B) and return it to the NPCO (due one month before the start of the practicum).

- For a practicum placement outside of the student's normal work setting: complete **Version A** of the Practicum Placement Agreement Form.

- For a practicum placement in the same unit/department where the student is employed: complete and submit **Version B** of the Practicum Placement Agreement Form. Version B stipulates that "*learning activities undertaken by the student in fulfilment of the requirements of the course are in addition to, and will extend beyond, her/ his normal duties.*" If an employer wants to support an employee's education by offering to pay for all or part of the practicum time, this arrangement will be negotiated between the employer, student, and Course Director in accordance with the above principle.

- The Course Director, with assistance from NPCO, will send preceptors a standardized letter (customized as desired) containing the course description, learning outcomes, and expectations of preceptors prior to placement start date.

Preceptors

The preceptor must be a Registered Nurse prepared at the master's level, normally, in Nursing

Problems with Placements

If problems arise with the placement, students must first contact their Course Director. If the CD is unavailable, the student should contact the professor designated to cover for the CD (if applicable) or the Graduate Program Director.

Site visits

A site visit by the Course Director may occur at any time during the term. For this reason, the following information must be provided to the Course Director by the first week of the practicum:
- name of preceptor
- name of the facility and unit or department
- address of the site
- telephone number where student or the preceptor may be reached at the practicum site
- student's tentative schedule

Advanced Nursing Science Practicum Placement Agreement Forms: *(appended)*
- <u>Version A</u>: For students who negotiate their own placement
- <u>Version B</u>: For students planning to complete practicum in their normal work setting

In addition, students need to fill out the *clinical preparedness permit form* and a *police check* – both documents available on the following web site.
http://www.yorku.ca/gradnurs/mscn/guidelines.html

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Advanced Nursing Science Practicum* Placement Agreement

(Version A: For students who negotiate a placement outside their normal work setting)
> ***GS/NURS 5400 3.0 Advanced Nursing Science Practicum is a core course in the MScN program, School of Nursing, York University.**

The purpose of this form is to document agreement between the placement organisation/ agency and York University regarding the below–named student's practicum placement, on the following terms, namely:

That the designated unit/ department manager and preceptor will support and facilitate the student in fulfilling her/ his learning plan for this course.

- Student (full name, credentials, mailing address, phone, and email address):

_____

_____

- Practicum Site (Name of organisation/ agency; department/ unit):

_____

- Practicum Site Contact # 1 – Clinical Education Manager or Academic Administrator**
  (Print full name, credentials, and title):

_____

** This individual has signing authority for the practicum placement contract on behalf of the organisation, and is accountable for ensuring that the terms of the contract are adhered to.

- Practicum Site Contact # 2 – Unit/Department Manager***
  (Print full name, credentials, and title):

_____

*** This individual is administrator in charge of the placement unit/ department.

- Practicum Site Contact # 3 – Preceptor (Print full name, credentials, and title):

_____

We, the above named, provide our signatures to acknowledge that we have read and agree to the terms of the above-named student's practicum placement.

_____ _____
(Clinical Education Manager   (Unit/Department Manager)
or Academic Administrator)

_____ _____
            (Student)   (Preceptor)

Student is responsible for ensuring that the completed form is returned to the Nursing Practicum Coordination Office by the first week of December/April. In addition, the student must call the NPCO Manager (416-736-2100 ext. 21024) with the following information: agency name; address, including postal code; preceptor; and preceptor telephone, fax and e-mail.

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Advanced Nursing Science Practicum* Placement Agreement
(Version B: For students planning to complete practicum in their normal work setting)
*GS/NURS 5400 3.0 Advanced Nursing Science Practicum is a core course in the MScN program, School of Nursing, York University.

The purpose of this form is to document agreement between the placement organisation/agency and York University regarding the below-named student's practicum placement, on the following terms, namely:

Whereas it is acknowledged that the student is an employee of the placement organisation/ agency and normally works on the unit where the placement for this Advanced Nursing Practicum course will occur, notwithstanding, it is agreed that the learning activities undertaken by the student in fulfilment of the requirements of the course are in addition to, and will extend beyond, her/ his normal duties. Furthermore, the undersigned manager and preceptor agree that the student will be supported and facilitated to fulfil her/ his learning plan for this course.

- Student (full name, credentials, mailing address, phone, and email address):
_____

_____

- Practicum Site (Name of organisation/ agency; department/unit):
_____

- Practicum Site Contact # 1 – Clinical Education Manager or Academic Administrator**
(Print full name, credentials, and title):

_____

** This individual has signing authority for the practicum placement contract on behalf of the organisation, and is accountable for ensuring that the terms of the contract are adhered to.

- Practicum Site Contact # 2 – Unit/Department Manager***
(Print full name, credentials, and title):
_____

*** This individual is administrator in charge of the placement unit/department.

Practicum Site Contact # 3 – Preceptor (Print full name, credentials, and title):

_____

We, the above-named, provide our signatures to acknowledge that we have read and agree to the terms of the above-named student's practicum placement.

_____   _____
(Clinical Education Manager   Unit/Department Manager)
    or Academic Administrator)

_____   _____
(Student)   (Preceptor)

Student is responsible for ensuring that the completed form is returned to the Nursing Practicum Coordination Office by the first week of December/April. In addition, the student must call the NPCO Manager (416-736-2100 ext. 21024) with the following information: agency name; address, including postal code; preceptor; and preceptor telephone, fax and e-mail.

INTERNATIONAL PRACTICUM PLACEMENT POLICY

Students in **GS/NURS 5400 3.0 Advanced Nursing Practicum** complete a 144-hour practicum (which includes regular participation in online discussion) in their chosen area of focus (clinical practice, leadership, or teaching-learning). An international placement enables students who so elect, or who reside outside of Canada, to achieve course learning outcomes in an international setting. While an international placement presents rich opportunities for learning, it may also involve challenges; hence, students requesting an international placement must demonstrate academic and clinical strengths and must also provide evidence that the necessary supports are in place.

The following expectations regarding practicum placement requests are **in addition to** those outlined in **NURS 5400 3.0 - Advanced Nursing Practicum: Policy and Procedures**. Expectations of students who reside in Canada and want to complete their practicum in another country are similar to those for students who reside outside of Canada and want to complete the practicum where they live/reside.

Policy Overview:

1. The student must have successfully completed all of the prerequisites (*NURS 5100 6.0, 5200 3.0, 5300 3.0)* and at least one pre/co-requisites (two electives, inside or outside Nursing) and must have a B+ average overall in the MScN program.

2. No requests for international placements will be considered after the deadline dates indicated below, under "Process." Eligibility for consideration of an international placement will be jeopardized if the process is not followed as outlined.

3. The student must complete a Practicum Proposal (see section that follows) for the international placement that provides additional information beyond what is ordinarily required. Completing and submitting a Practicum Proposal requesting an international placement does not guarantee the requested placement.

4. The student is responsible for demonstrating evidence of meeting all requirements of the placement agency and any regulatory and legal requirements (e.g. work permits, licensure/registration requirements, immunizations, police checks, CPR Basic Rescuer for Health Care Professionals certification, etc.). In addition, the student is responsible for all financial obligations arising from the international placement (for example, teleconference and internet access costs, travel). **Note**: Given that completion of the requirements may take more time than anticipated, it is important to begin the process very early, in order to ensure that it is completed prior to starting the course/placement.

   It is understood that requirements of students who reside in Canada and hold Canadian registration may be different than those for international students who reside in the country in which they are requesting practicum placement. Although international students may meet requirements of the practicum site, approval of the practicum site ultimately rests with York University.

5. Students must meet all NURS 5400 course requirements. In an international placement, this will require negotiation with the Course Director and additional effort by the student.

6. If issues arise that cannot be resolved, whether related to student performance or site complexities, the placement may be terminated, which may mean that the course must be repeated.

Student/Course Director Relationship

Communications between the Course Director (CD) and the student in an international placement will be primarily via the course website and yorku email accounts. Telephone conferences can also be arranged, as necessary, between the CD, student, and preceptor. The student will bear the cost of these teleconferences.

Process:

1. Students shall submit the Practicum Proposal along with additional required documentation (appended) to the Graduate Course Director by the end of September, for a practicum in the Winter term; or, by the end of January, for a practicum in the Summer term.

2. Students shall complete the Annual Progress Report in consultation with their faculty advisor and submit this to the Graduate Program Office by the end of November, for a practicum in the Winter term; or, by the end of March, for a practicum in the Summer term. Final approval of the practicum is conditional upon satisfactory progress in the program.

3. The Course Director, in consultation with the Graduate Program Director, will indicate whether the practicum proposal is approved in principle by the second week of October, for a practicum in the Winter term; or, by the second week of February, for a practicum in the Summer term.

4. Once a placement is agreed upon by the parties involved (student, Course Director, preceptor, and placement agency), the student will complete the **Practicum Placement Agreement Form** (Version A) (See *Advanced Nursing Practicum: Policy and Procedures*) and return a copy to both the NPCO and the Course Director by the first week of December/April (according to the scheduling of the practicum). In addition, the student is expected to either fax or email the NPCO with the following information: agency name; address, including postal code; preceptor; and preceptor telephone, fax and e-mail.

5. The student will develop a draft learning plan in consultation with the preceptor and Course Director and submit it to the Course Director in Week 2 of the course. The final draft is due by Week 4 and it will become part of the student's learning portfolio.

Practicum Proposal for an International Placement

In addition to the information ordinarily required in the Practicum Proposal for NURS 5400 (See *Advanced Nursing Practicum: Policy and Procedures*), proposals requesting an international placement must include:

☐ A rationale for requesting the international placement.

☐ An explanation of how the student-preceptor relationship will be conducted.

☐ Documentation indicating that internet access will be available.

☐ Evidence of meeting all requirements of the placement agency and any regulatory and legal requirements (e.g. work permits, licensure/registration requirements, etc.); this

includes ensuring that all requirements are provided in writing by the agency in which the practicum is to be completed.

☐ A statement indicating acceptance of financial obligations arising from the international placement (for example, teleconference and internet access costs).

☐ A letter of support from the student's preceptor. This individual must be an RN prepared at the Master's level, preferably in Nursing; however, s/he need not be employed in the placement agency.

☐ A completed Annual Progress Report (to be submitted to the Graduate Program Office)

☐ Waiver form

PROGRESSION AND GRADUATION

Graduate Program Grading Standards

Grades will be awarded for every course in which a student is enrolled in accordance with the following system:

A+	Exceptional
A	Excellent
A-	High
B+	Highly Satisfactory
B	Satisfactory
C	Conditional
F	Failure
I	Incomplete

The Faculty of Graduate Studies may change a grade if the program director concerned reports a clerical error, or if an appeal to the program results in a change of grade.

The grades for a course are considered official following approval by the home graduate program of the course.

Course directors must announce in writing in each course within the first two weeks of classes the nature and weighting of course assignments and their due dates, in keeping with the reporting dates and Regulation 49.

Information on Advising for MScN Students

Introduction

Given that students in the online MScN program are not regularly on campus, alternative mechanisms have been developed to provide the guidance that students require in order to successfully progress through the program. This section explains the kinds of advising that is available and who provides it.

Note that each student, upon admission, is assigned to a faculty advisor. It is assumed that advising responsibilities will be transferred to the Thesis supervisor, once established.

Goals of Advisement

The goals of student advisement are to:
1. Ensure student's progress is on track according to the full-time or part-time program schedule
2. Assist students with selection of electives, as necessary
3. Assist students to negotiate university systems
4. Assist students to access funding opportunities
5. Assist students to connect with appropriate faculty for supervision of the Major Research Project or Thesis.

The "Who does What" of Student Advising

1. Ensuring Students' Progress is on Track

    The responsibility for ensuring that students successfully progress through the program is shared between the Graduate Program Director (GPD), Graduate Program Assistant (GPA), and faculty advisors/supervisors (responsibilities will transfer from the faculty advisor to the MRP or Thesis supervisor, once established).

    a) Graduate Program Director

       The GPD or delegate contacts each student once acceptance to the program has been confirmed. At this time, students' preliminary questions will be answered and the necessary information will be shared. The GPD will ensure the student knows who to contact if s/he has any questions throughout the program (i.e., faculty advisor, GPD, or Program Assistant).

       The GPD organizes an Orientation, in which general information is provided, including an overview of the courses required and course sequencing.

    b) Graduate Program Assistant

       The GPA's responsibilities include:
       - updating the electronic Study Plan for each student as necessary with courses completed and grades obtained
       - sending information to students that might be helpful in course work, such as the announcement of workshops or conferences
       - ensuring that students nearing end of program confirm their graduation status with the graduate program office

    c) Faculty Advisor

       The faculty advisor's responsibilities include:
       - periodically contacting students to check how the term is going and to discuss plans for the next term (this role would be taken over by MRP/Thesis supervisor once that person is confirmed)
       - advising on selection of electives (see item 2, below)
       - helping students to identify potential MRP or Thesis supervisors, based on student's interests
       - initiating annual progress review with students
       - when student has only one term before starting MRP or Thesis, contact student to ensure s/he is planning ahead for this. (This responsibility will automatically transfer to the supervisor, once identified.)

2. Assistance with Selection of Electives

    As of Fall, 2008, requirements for the course-based MScN degree include three half courses at the graduate level, inside or outside of Nursing. The faculty advisor will assist students with selecting electives to support their focus, as necessary. Note that for outside Nursing electives, the GPD must also be involved (see below).

a) Inside Nursing Electives

This information will be available from the Graduate Program Assistant, and will also be posted on the program website on the "Current MScN Students" page.

b) Outside Nursing Electives

Students may want to take an outside-nursing elective that supports their area of focus (practice, leadership, or teaching-learning). In order to do so, the student must obtain approval to take the course from the GPD, who must then obtain permission from the GPD of the program offering the course.

3. Assistance with Negotiating University Systems

The Orientation provides students with a basic understanding of the program and University systems. The student handbook (copy supplied at Orientation and available in PDF format on program website) provides more complete information.

The GPA is the first place to go for assistance. In addition, the GPD and faculty advisors are available to assist students.

- In addition, the program website information and links to other sources of information: http://www.yorku.ca/gradnurs/

4. Assistance with Accessing Funding Opportunities

The GPD and GPA are primarily responsible for assisting students to locate funding opportunities, but faculty advisors can also direct students to sources of information. Information about funding opportunities will be posted on the program website and periodically updated by the GPA. Other sources of information are the FGS office and website (http://www.yorku.ca/grads/hand/) and the RNAO website (http://www.rnao.org/).

5. Assistance with Selecting Thesis Supervisor

Students admitted prior to Fall, 2008, need to select an Thesis supervisor at least one term before enrolling in NURS 6200 0.0 *Major Research Project* and the concurrent colloquium, NURS 6300 0.0. As of Fall, 2008, students electing to take the thesis option need to identify a supervisor by the end of the second term if studying full time, or the fifth term, with part-time studies. Opportunities for students to connect with prospective faculty supervisors begin at Orientation, with the reception for new students and faculty.

In addition, during the research courses (NURS 5200 3.0 and NURS 5300 3.0), students are expected to investigate the research and scholarly interests of faculty members.

The Research Day sponsored by the School of Nursing is another opportunity for students to learn about faculty research. Students are encouraged to get to know faculty and to initiate contact with those whom they are considering for Thesis supervision.

Students can also ask their faculty advisor to assist them with selecting their MRP or Thesis supervisor. In addition, the faculty profiles on the program website should be of assistance with finding a student-faculty match.

GRADUATE PROGRAM POLICIES AND GUIDELINES

You are responsible for being aware of and following York University's Senate Policy on Academic Honesty, as well as that of the Faculty of Graduate Studies (see below). The policy applies to both students and faculty members.

Introduction

Students in the Faculty of Graduate Studies are expected to conform to strict standards of academic honesty as specified in the Senate Policy, Guidelines and Procedures on Academic Honesty. Conduct that violates the ethical or legal standards of the University community is a serious matter. In particular, any breach of academic honesty is a most serious offence to both the University community and the academic enterprise. Therefore, any breach of academic honesty is important, and, as such, requires any faculty member to treat a suspected breach of academic honesty, no matter how small the suspected breach may appear, as a most serious matter requiring thorough investigation. While the pressures of graduate school may be such that a student may feel pressured to breach academic honesty, students must resist such pressures. Students who are unsure of what may constitute a breach of academic honesty should consult with the Senate Policy, Guidelines and Procedures on Academic Honesty, or with the office of the Dean of Graduate Studies. The Faculty of Graduate Studies has established complementary procedures specific to the investigation and resolution of alleged violations of the Senate Policy on Academic Honesty for students in the Faculty of Graduate Studies.

*The full policy statement and procedures for the investigation and resolution of cases of alleged violations of the *Senate Policy on Academic Honesty* are available at:
http://www.registrar.yorku.ca/calendars/2011-2012/policies/honesty/

York Senate Policy on Academic Honesty

Website: http://www.yorku.ca/secretariat/policies/index-policies.html

The Policy on Academic Honesty is an affirmation and clarification for members of the University of the general obligation to maintain the highest standards of academic honesty.   As a clear sense of academic honesty and responsibility is fundamental to good scholarship, the policy recognizes the general responsibility of all faculty members to foster acceptable standards of academic conduct and of the student to be mindful of and abide by such standards.

Academic honesty requires that persons do not falsely claim credit for the ideas, writing or other intellectual property of others, either by presenting such works as their own or through impersonation.   Similarly, academic honesty requires that persons do not cheat (attempt to gain an improper advantage in an academic evaluation), nor attempt or actually alter, suppress, falsify or fabricate any research data or results, official academic record, application or document.

Suspected breaches of academic honesty will be investigated and charges shall be laid if reasonable and probable grounds exist. A student who is charged with a breach of academic honesty shall be presumed innocent until, based upon clear and compelling evidence, a committee determines the student has violated the academic honesty standards of the university.   A finding of academic misconduct will lead to the range of penalties described in the guidelines which accompany this policy. In some cases the University regulations on non-academic discipline may apply. A lack of familiarity with the Senate Policy and Guidelines on Academic Honesty on the part of a student does not constitute a defence against their application.   Some academic offences constitute offences under the Criminal Code of Canada; a student charged under University regulations may also be subject to criminal charges.   Charges may also be laid against York University students for matters which arise at other educational institutions.

Serious Offences against the Standards of Academic Honesty: These include cheating, impersonation, plagiarism and other misappropriation of the work of another, improper research practices, dishonesty in publication, premature oral or written dissemination of information, abuse of confidentiality, falsification or unauthorized modification of an academic record, obstruction of the academic activities of another, aiding or abetting academic misconduct. For definitions and examples of these offences, see the *Senate Policy on Academic Honesty*.

Some academic offences constitute offences under the Criminal Code of Canada; a student charged under University regulations may also be subject to criminal charges. Charges may also be laid against York University students for matters which arise at other educational institutions.

Faculty of Graduate Studies' Policy on Academic Honesty*

> *Excerpt from the Faculty of Graduate Studies Calendar 2004-06*

> ***45. Academic Honesty***
> *Students in the Faculty of Graduate Studies are expected to conform to strict standards of academic honesty as specified by Senate. (The "Senate Policy on Academic Honesty" is available from the Graduate Program Offices, the University Secretariat, and the Faculty of Graduate Studies' Dean's Office.) Failure to observe these standards will lead to sanctions which range from the failure of a piece of work up to withdrawal from the University, or rescinding of a degree. Full details of the Faculty's regulations and procedures are available below and in the offices of the Faculty of Graduate Studies, or the program director concerned. A lack of familiarity with these regulations on the part of a student does not constitute a defence against their application to him or her.*

Graduate Program Statement on Academic Honesty

In the MScN program, we believe that academic honesty is a reflection of professionalism. As nurses, we are held in high esteem by the public who usually consider nurses as the most trustworthy of all professionals. Further, the CNO professional standards require us to maintain a high level of personal and professional integrity. Therefore, anyone in the MScN program (faculty and students) who does not uphold the York standards of academic honesty is also deemed to be demonstrating inappropriate professional behaviour. Any suspected breeches of academic honesty will be investigated according to university procedures. It is important for you to understand that consequences of failing to meet the standards of academic honesty may be personally and professionally devastating. You should also remember that penalties exist to

reassure students who are honest that their efforts are valued and respected. Only students who engage in academic dishonesty are at risk of substantial punishment.

A clear sense of academic honesty and responsibility is central to good scholarship. Academic honesty shall be considered in courses as well as research settings. Every student has a responsibility to abide by these standards and, when in doubt, to consult with faculty members in order to determine a proper course of action.

Note: In the School of Nursing, submission of the same paper for more than one course is not permitted. However, a topic, idea, or example used in one course may be appropriate to use in a second course if the idea/example is re-framed to fit the assignment for the second course. At a minimum, re-framing should require both reworking of the topic to fit the new assignment and the use of new, current, and relevant literature. See information about cheating below and talk to your Course Director for further guidance.

Research Involving Human Participants   ** Under Review*

Graduate Program Policy

The School of Nursing endorses the general guidelines set out by the Office of Research Services governing research involving the use of human subjects. All funded and non-funded student research must abide by these general guidelines. Funded research, either by York or by persons or agencies external to the University, must be formally approved by the Office of Research Administration's Ethics Committee. Applications for approval may be obtained from the Office of Research Services.

Ethical approval of non-funded student research can be obtained within the School of Nursing. Students are required to complete a form, in conjunction with their supervisors, and return it to the Graduate Program Office for approval by the Ethics Committee.

Office of Research Services Policy

The responsibility for research ethics at York resides in the Office of Research Services (ORS). The ORS website http://www.yorku.ca/research/ provides information that will be useful to faculty and students conducting research with human or animal subjects, or with biohazards.

York University is committed to the highest standards of integrity in research. All projects involving the use of Human Subjects, Animals, and/or Biohazardous Materials are subject to review by the appropriate University committee. York University has formulated policies for the conduct of research involving all three of these areas.

Research Involving Human Participants*
*see: http://www.yorku.ca/research/support/ethics/index.html

The Senate of York University affirms that researchers must respect the safety, welfare, and dignity of human participants in their research and treat them equally and fairly.   The University values the academic freedom of its researchers, and the ethics review process should not be used unfairly to censor researchers who support unorthodox views. However, academic freedom is complemented by the requirement to respect the rights of human participants.

York University acknowledges the need for continuing interpretation and refinement of applicable policies to account for changes in research methods, contexts, and cultures.   It is imperative for researchers to strive for ethical conduct, and the ethical guidelines need to be refined and revised as necessary.   Thus, continued awareness and debate of the topic in the research community is essential. The University's principal reference is the *Tri-Council (SSHRC, NSERC, CIHR) Policy Statement (TCPS): Ethical Conduct For Research Involving Humans.*

York University has formulated policies for conduct of research involving human participants. This policy is intended to serve as joint protection for the researcher, the study participant and the University in order to ensure attention to various rights and responsibilities of the respective parties to the research endeavour. The Human Participants Review Committee (HPRC) is responsible for ensuring that research involving human participants is consistent with the guidelines set by the University.

> ***"It is the policy of the University that researchers intending to use human subjects must obtain approval of their research protocol by the HPRC before a grant application may be endorsed by the University. "***

The following documents can be downloaded from the ORS website
http://research.yorku.ca/securehome

- Senate Policy for the Ethics Review Process for Research Involving Human Participants*
- Human Participants Protocol Form*
- Tri-Council (SSHRC, NSERC, CIHR) Policy Statement (TCPS): Ethical Conduct for Research Involving Humans.
- Human Participants Review Committee – Frequently Asked Questions*
- Checklist – Informed Consent Form*
- Informed Consent Form Template*
- Request for Approval of an Amendment
- Request for Renewal of Approval

   * Copy available in Graduate Program Office RESEARCH ETHICS BINDER

APA Guidelines for Written Work

Students are expected to write formal papers in the MScN program and professors hold expectations about how those papers should be written - not simply that you have the comma in the right place, but also, that you present a coherent and logical point of view. The guidelines of the American Psychological Association outline the format typically used within the nursing literature. You are encouraged to obtain a copy of the APA text:

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.

School of Nursing Graduate Program Policy on Acceptable Use of Editorial Services

Written communication is critical in a professional graduate degree and, therefore, it is incumbent on the School to have a formal mechanism for assessing a student's writing skills and abilities. Written assignments (including theses) are one way of testing the ability of graduate students in the School of Nursing to use written words for communicating ideas and arguments. Some students have expressed a desire to use editorial services to improve their final product, but editorial services cover a wide range of possibilities, only some of which are acceptable within the School of Nursing Graduate Program. Editors can be a valuable resource for students as long as written materials are edited in an ethical way - a way in which the work that students submit is their own, only more polished. The purpose of this document is to outline acceptable editorial practices and procedures for students within the School of Nursing Graduate Program.

Points to Note

a) Editorial services are restricted to the culminating work of a student's program, such as a scholarly inquiry (Major Research Project) or thesis.
b) Editorial services are not permitted for within-course assignments, except for the circumstances described in (c) below.
c) Editorial services that are approved by the Course Director are permitted for a) the major project (culminating work), whether individual or group, in GS/NURS 5500 which is the final course of the course-based MScN program and b) the practice-based research proposal (culminating work) in GS/NURS 5580 for MScN students who also are completing the Ontario Primary Health Care Nurse Practitioner Program.
d) Details of acceptable editorial services must be discussed with the Course Director/Supervisor prior to using such services and written approval must be given by the Course Director/Supervisor before editorial services are initiated (see Appendix A for required permission form).

The following sets of guidelines are based on the Editors' Association of Canada (EAC, 2006) guidelines for editing theses which were intended for the ethical editing of written, English language academic materials.

Guidelines for Contracting for Editorial Services

1. The graduate student must obtain written permission from the Course Director or Supervisor as appropriate for professional editing. This written permission should specify what the editor is allowed to do. The editor must be assured that s/he, the Course Director/Supervisor, and the student understand the limits of the work permitted. Appendix A of this document gives simple explanations of various types of editing and must be fully completed and signed by the student, the editor, and the Course Director/Supervisor prior to initiation of editorial services.

The student, the editor, and the Course Director/Supervisor must all retain a signed copy of Appendix A:

- Original signatures are required, so all participants must sign each of three (3) copies of Appendix A and the student must arrange for each signatory to receive a fully-signed and completed agreement with original signatures for his/her own records.
- The Course Director/Supervisor also must submit a photocopy of the fully-signed and completed agreement to the School of Nursing Graduate Program office for inclusion in the student's file.

2. The editor should restrict his or her work to the tasks set out in EAC's (1999) standards for professional editing under:
- Proof reading standards C1–C2 and C5–C7. Other C standards, such as C14, may be followed if they are pertinent in a particular instance.
- Copy editing standards B1–B8, including the breakouts.
- Stylistic editing standards A8–A17, omitting the kind of negotiation called for in A16.

3. The agreed limits should be the basis of the editor's contract with the student.

4. The contract should require acknowledgement of the editor in the written product.

5. Until the final written product has been accepted, the editor should keep a copy that shows the editing - i.e., a photocopy of hard-copy editing or a tracked-changes copy of electronic editing. Note that the student must also submit such a copy as well as the original unedited version when submitting his/her written work to the Course Director/Supervisor. The editor should also keep copies of query sheets, correspondence, and other pertinent material.

6. If the work is a research project and the student's research falls under an institution's ethics protocol (that is, if human and/or animal subjects are involved in the research and ethics approval has been obtained) the editor must be made aware of the requirements of the study's ethics protocol. S/he should be provided with a copy of the ethics approval and of any amendments to the protocol that are subsequently requested and/or approved by the student and by any researchers working on the same project.

Guidelines for Acceptable Editing Services

Students, Course directors, and Supervisors may not be familiar with the various types of editing or with editorial terms (e.g., they may think that copy editing and proofreading are identical).Their primary concern is content, not what they call spelling and grammar and editors call copy editing. The term stylistic editing may be especially confusing. Some Course Directors, Supervisors, and students may think that it refers to formatting, and others that it means substantive editing. Rather, editing for style falls between substantive editing (for content and structure) and copy editing. Many people do not realize this step exists, yet it is the way in which an editor can have an acceptable role. The editor's job is to ensure that a final written product flows; it is not to produce a defensible piece of work. Thus, most editorial contracts will focus on the B and C standards (Appendix A), though individual Course Directors/Supervisors may also authorize any or all of the A8-17 standards (Appendix A) on an individual basis.

1. The editing must never affect the content or structure of the student's written product. Consequently, the editor should not specify changes that go beyond simple correction of grammar, idiom, punctuation, spelling, and mechanics and should be particularly careful in applying the stylistic editing standards A8-A17 and the copy editing standards B1bii, B1biii,

and the portions of B1c that do not pertain to grammar. Rather than drafting alterations under these standards, the editor should depend on queries to the author phrased to put the onus on the student (e.g., "Please clarify this sentence," not "Do you mean X = Y?"). If the editor must rewrite a sentence to show a problem, s/he should keep to the student's own words as much as possible.

2. Standard A10 requires an editor to "recognize and eliminate jargon that is inappropriate for the intended audience." The intended audience of a graduate student's work is experts in a particular field of study, so an editor should be familiar with that field's specialized terminology and query its use with special caution.

3. The styling of citations needs particular care. In the School of Nursing, students are expected to use the American Psychological Association (APA) style (currently APA, 2001). A student's ability to competently use this style is part of what is being tested. Therefore, an editor cannot correct errors. If the student has made errors, especially consistent ones, an editor may use queries to draw them to the student's attention, but must not correct them. The same approach must be taken for failure to give citations where they would be expected.

4. Standards A14, A15, and B3 require an editor to check logic and the accuracy of facts, including mathematics. When editing a student's written work, an editor should not question the student's statements of fact or conclusions drawn from them in the argument. An editor should watch for the silly errors, often in incidental comments, that creep into almost everyone's writing: e.g., "Edmonton is about 5000 kilometres east of Halifax"; "the 500-kilometre drive from Edmonton to Halifix"; "the police estimated the audience at 600, divided between 300 protestors and 200 supporters."

5. Students whose first language is not English should not expect lenience. A student seeking a degree from an anglophone university should be able to present and defend his or her ideas in comprehensible English. However, few Course Directors/Supervisors object to corrections of errors in spelling, grammar, or idiom. For example, "The cat sitted near the fire" and "The cat sat on the fire" are clear errors in, respectively, grammar and idiom. Correcting them is a matter of mechanical copyediting (Standards B1b and B1c).The tricky problems tend to arise with editing for style and diction and are best dealt with by queries. "The cat roared by the fire" is probably an error in diction but could be exactly what the student intended. Rather than changing it to "The cat roamed by the fire," an editor should query along the lines of "? Please check 'roared' in your dictionary."

References

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.

Editors' Association of Canada/Association canadienne des reviseurs. (1999). *Professional editorial standards* (2nd ed.). Author: Toronto, ON. Available from, http://www.editors.ca/files/Professional_Editorial_Standards-Web-FINAL.pdf

Editors' Association of Canada/Association canadienne des reviseurs. (2006). *Guidelines for editing theses*. Author: Toronto, ON. Available from, http://www.editors.ca/files/Guidelines_Editing%20_Theses_2006-06-29_APPROVED.pdf

Late Assignments Policy

All written assignments are due on the date noted in the course materials - date includes time of day by which written assignments must be submitted and how/where students should submit the written assignment.

It is in students' best interest to turn in assignments on time so that final grades are reported to the Registrar's Office by the faculty deadline. Unreported or **incomplete** grades are converted into failing grades by the Registrar's Office if final grades are not submitted within 2 months for a half course and 4 months for a full course.

Negotiated Extensions

Faculty members in the School of Nursing understand that extenuating circumstances arise in students' lives. However, students are expected to negotiate extensions for written assignments with the Course Director prior to the date that the written assignment is due. This responsibility is part of professional behaviour. Only under unforeseen and extreme conditions can an extension be negotiated without penalty on the day that a written assignment is due.

Penalty for Non-negotiated Late Submissions

Students who need an extension to complete their assignment or exam due to extenuating circumstances need to send **a written request to both the course director and the Program Director** prior to the due date for the assignment or exam.

Assignments that are received after the due date without an approved extension will have a penalty applied as follows based on a grading scale for the FGS. **All assignment due dates must be presented to the students in writing at the beginning of the course.**

If an assignment is received **after a period of three weeks** of the formal due date, the Course Director has no obligation to accept and grade that paper. A grade of "0" will be assigned unless a written approval is signed by the Course and Program Directors.

Overdue	Penalty	Original Grade	Final Grade after applying grade penalty
> one week	**one grade**	A+	A
		A	A-
		A-	B+
		B+	B
		B	C
		C	F
> two weeks	**two grades**	A+	A-
		A	B+
		A-	B
		B+	C
		B	F
		C	F
> three weeks	**three grades**	A+	B+
		A	B
		A-	C
		B+	F
		B	F
		C	F

MScN Program Policy on Enrolment in Nursing Electives (Effective May, 2006)

It is the students' responsibility to consult, as necessary, with their faculty advisors about selection of appropriate electives to support their practicum and/or MRP focus. Each spring, the program will announce the electives to be offered over the next academic year and will provide expanded course descriptions, course goals, learning outcomes, and a description of the nature of assignments. Each academic term, students will be asked to indicate their choice of electives from a list of proposed offerings at least one month prior to the commencement the term. Normally, only those electives with a minimum of five students enrolled will be offered. Students who have enrolled in an elective that has less than five enrolments one month prior to the commencement of the term will be required to choose another one. Ideally, enrolment in electives will be 8 – 12; enrolment will be capped at 12 [rationale: to ensure distribution of students across electives], until such a time as overall enrolments support setting the cap at 15, as in core courses.

Students who have enrolled in a particular elective are asked not to change their selection without first consulting with the Graduate Program Assistant, since their decision may require the cancellation of that elective, in the case that it has only five enrolments. If that is so, a change in enrolment will only be permitted in extenuating circumstances and with permission of the Graduate Program Director.

MScN Program Guideline for Communications between Professors and Students

Preamble

Given that the York University MScN program is an online program, communication and shared accountability between students and faculty are particularly important. Attention to shared responsibilities to be accountable to one another and to maintain professional communications is an expectation of all program faculty and students. Responsibility and accountability between professors and students is reciprocal: It is expected that students will have timely access to Course Directors and Major Research Project (MRP) supervisors, and that students will initiate and maintain ongoing communication with each other, Course Directors, and MRP supervisors. Reciprocal responsibilities and accountabilities for the MRP are specified in the MRP proposal development guidelines and course description (documents available on the program website), while course-related responsibilities and accountabilities are detailed below.

Professors

At the beginning of each course, professors will communicate in the course syllabus their preference for being contacted, and what students can expect regarding the time frame for responses to messages and for receiving feedback on assignments. If professors are expecting to be unavailable for a period of time (e.g., four or more business days), they will communicate this to students.

Students

It is expected that students maintain regular communication with the MScN program in general and, more specifically, with their professors. As well, students are expected to maintain regular

participation in the courses in which they are enrolled. Students who anticipate being unavailable for a period of time (e.g., four or more business days) are expected to communicate this information in advance to group members (if any) and the course professor. In addition, students are expected to respond to messages from their professors in a timely and professional manner (normally, within four business days, or as otherwise specified by the professor).

Petitions

Appeal of Grade

Students may, with sufficient academic grounds, request that a grade in a course be reappraised. Non-academic grounds are not relevant for grade reappraisals; in such cases, students are advised to petition to the Faculty of Graduate Studies (FGS) through the graduate program office.

Students are expected first to contact the course director to discuss the grade received and to request that their tangible work be reviewed... Students need to be aware that a request for a grade reappraisal may result in the original grade being raised, lowered or confirmed". (p.41, FGS calendar)

In the event that the student is still not satisfied with the grade or the course director is not available to review the work, the students may write to the Graduate Program Director outlining the basis of their appeal and fill out the "Grade Reappraisal Request" form available from the Graduate Office. The deadline for submitting grade reappraisals is within three weeks of the release of final grade for a course.

In case of a reappraisal of an assignment, students need to provide the Program Director with the original assignment graded by his/her professor as well as a clear copy of the same assignment and any instructions given in relation to completing the assignment. The Graduate Program Director will then seek a second opinion of another faculty member. The Graduate Program Director will resolve the appeal and advise the student and instructor of his/her opinion in writing. If there is a grade change resulting from the reevaluation, the new grade will be forwarded by the Graduate Program Assistant to the Registrar's Office.

Removal of an "F" Grade

The regular deadline for removal of an "Incomplete" grade is 2 months for a half course and 4 months for a full course after the date the original grades were submitted. After these time limits, the "Incomplete" will be converted to an "F" by the Registrar's Office. An "F" grade must be petitioned in order to be removed or replaced by the new grade. Students must provide satisfactory supporting documentation.

Incomplete Grade Extension

When a student's course work is not completed and evaluated by the appropriate grade reporting dates, the award of 'I' may be approved by the program director. A grade of 'I' must be removed within two months of the reporting date for a half-course or within four months of the reporting date for a full-course. Extension of this time is possible only upon successful petition to the Dean through the program director, in accordance with Regulation 1. If the grade of 'I' is not removed by the end of the specified period, it will become a grade of 'F'.

Note: students who carry Incompletes are not normally eligible for a Leave of Absence. Information required: It is important to include an indication that the Course Director supports the extension and the agreed date by which the work will be completed.

Extensions for Degree Completion

Time extensions are generally approved only on a part-time basis. A letter explaining the circumstances, a medical certificate (if appropriate) and a supporting letter from the supervisor must be attached. The supervisor's letter should provide an academic rationale for the extension and the anticipated completion schedule. In requests for extension of full-time status, the academic circumstances that require full-time status should be outlined.

> Part-time extensions: Candidates who have reached the maximum of 12 terms.

> Full-time extensions: Candidates who have completed the maximum of 6 terms full-time may, under very exceptional circumstances, petition for an extension of their full-time status. Please note that Master's candidates are allowed a further 6 terms part-time before they reach their time limit, for a total of 12 terms.

No Course Available

Program Directors may approve the *No Course Available* designation if students have not yet completed their course work, if no suitable course is being offered for the term, the student is unable to pursue research activities (i.e. initial preparation for research project), the student is not carrying any grades of "Incomplete", and does not owe any fees. Students need to fill out the "No course available" form available from the Graduate Program office and pay $15 registration fee per term.

Leave of Absence

> Students may petition for a *Leave of Absence* on personal or compassionate grounds for up to a maximum of three terms. Ordinarily, students who are carrying grades of "Incomplete" will not be granted leaves. "The fee to be registered as inactive is [currently] $169.49 plus $15 registration fee. This includes maternal/parental leave, elective leave, external leave, and leave on compassionate or medical grounds." (FGS calendar, p.46)
> Time limits are "frozen" during all leaves.

> Maternity Leave

> This form of leave may also be petitioned in addition to the three terms allowed under an ordinary Leave of Absence (LOA). A Maternity LOA is regarded as an inactive term and is not included in the calculation of time limits.

> Parental Leave

> A one-term Parental Leave is available to students who are providing care to members of their families; this is additional to maternity leave. A Parental LOA is regarded as an inactive term and is not included in the calculation of time limits.

<u>Elective Leave of Absence</u>

The Faculty of Graduate Studies allows students to take an Elective Leave of Absence. Although students may decide when and if they would like to take this leave, there are conditions as well as effects of taking this leave, of which students should be aware.

CONDITIONS:
After prior consultation with the Graduate Program Director, a part-time or full-time student may elect to take a one-time-only elective leave of absence:

- After enrolment in at least two consecutive terms
- Except those in Master's programs where all degree requirements are expected to be completed by a full-time student in the first three terms of the program
- Except those students who have incomplete grades.

EFFECTS:
If a student is on an elective leave of absence, or any type of leave, s/he is registered as "inactive" and therefore MAY NOT:

- Hold an external or internal scholarship
- Receive an FGS bursary
- Hold an RA/GA/TA contract
- Receive a sessional validation card
- Receive supervisory support
- Receive any of the provisions normally associated with an actively registered student.

HOW DO STUDENTS INDICATE THEIR WISH TO GO ON AN ELECTIVE LEAVE?
Students are not required to fill in the FGS petition form, but rather a permission form is available from the Graduate Program Assistant or the Faculty of Graduate Studies. It will still require FGS approval, although it may be an administrative overview rather than decanal.

Reinstatement to the Program

Students who withdrew in good standing or were withdrawn for reasons other than academic, may petition for reinstatement.

Releasing Information about Students

According to York Policy, the Director, Program Directors, Practicum Coordinators and Staff of the School of Nursing can provide the following information to those who inquire:

1. Whether an individual is or is not registered, or was or was not registered, in the MScN Program, in a particular session;
2. Whether an individual has or has not successfully graduated or completed an MScN on a particular date;
3. Whether an individual has or has not received particular academic or other University honours and distinctions.

Any other information about students or graduates of the MScN Program can be provided by faculty and staff of the School of Nursing ONLY with a signed release of information form (see Appendix 'B'). This information includes, but is not limited to information about students standing in theory and practicum courses, and provision of letter of support and references. Students may choose to complete a generic release of information form so that faculty have permission to provide references for you either during your program or once you graduate (typically to potential employers). Please complete this form and submit it to the School of Nursing Program Office to be place in your file. If this completed form is not in your file, faculty members will require you to complete a specific form to indicate the nature of your request before providing the reference. Please contact the person you wish to provide a reference (or other information) prior to giving their name as a reference so that the appropriate release can be completed.

Name and/or Address Change

A form is available in the Graduate Program Office, as well as in the FGS Lecture Schedule, on which students may indicate a change of name and/or address. This form should first be submitted to the Graduate Program Office so that we may change our records here. The Graduate Program Assistant will then forward this form on to the Registrar's Office, on behalf of the student, where the main student record system will be updated.

RESEARCH

Libraries

The libraries with holdings most relevant to nursing are:
- Steacie Science and Engineering Library
- Scott Library

There is a Library link on the School of Nursing and the Graduate Program websites.

Research Centres

There are more than a dozen independent research institutes and programs established at York University. Many of these facilities maintain specialized libraries and other resources. For more information on the following centres, as well as others, please visit:
http://www.yorku.ca/research/index.html

- Centre for Feminist Research
- Centre for International and Security Studies
- Centre for International and Security Studies
- Centre for Practical Ethics
- Centre for Refugee Studies
- Institute for Research on Learning Technologies
- York Institute for Health Research

MONEY MATTERS

Nursing Education Initiative

Students are encouraged to apply for funding from the Nursing Education Initiative through the Registered Nurses Association of Ontario. To apply, visit www.rnao.org.

For further information about educational grants, bursaries, and scholarships available to nurses in Ontario, please see the *Pathways Education Guide* (free to RNAO members).

Ontario Graduate Scholarships (OGS)

Applicants who achieved an "A" in the last two years of their undergraduate program are eligible to apply for an Ontario Graduate Scholarship. Those who are eligible must apply prior for the OGS prior to admission. The application is available at http://osap.gov.on.ca/eng/not_secure/OGS. The School of Nursing's internal deadline for OGS applications is November 1st.

York Funding Opportunities

- Graduate Students Association Emergency Loan
- Funding For Conferences
- Graduate Development Fund – fund available through the FGS, it is meant to cover partial transportation costs to events where students will be presenting work
- Research Cost Fund – available to full-time students only, fund available through the FGS, it is meant to cover costs associated with MRP research, such as accessing of archived information from another institution.

MScN Program Awards and Prizes

☐ **Marcia Byrne Nursing Practicum Award**
The award of $625 is intended to support MScN students enrolled in NURS 5400 3.0 - Advanced Nursing Practicum. Recipients will be students whose practicum proposal best demonstrates high potential for advancing the School of Nursing's focus on patient-centred care. Recipients must be Canadian citizens, permanent residents or protected persons, an Ontario resident, and demonstrate financial need.

☐ **Academic Excellence Award**
Awarded to a graduate student in the School of Nursing for outstanding academic achievement for the highest cumulative grade point average in the graduating class

☐ **Rosalind Curtis Nursing Award**
Bloorview Childrens Hospital Foundation offers an annual Rosalind Curtis Nursing Award of $1,500 to a full-time student who is entering the final year of a Masters of Nursing Program or a part-time student who has completed at least 50% of the program requirements.

STUDENT RESOURCES AND SUPPORT SERVICES

Graduate Students' Association at York (GSA)

The York University Graduate Students' Association is the fully autonomous student body that represents the more than 4,400 full- and part-time graduate students registered at York. One of the GSA's primary goals is to promote communication between grad students and the University administration, as well as the various departments.

>325 Student Centre
>416-736-5865
>Email: mailto:info@yugsa.ca
>To find out more, visit: www.yugsa.ca

Career Services

Career Services, located in Suite 202, McLaughlin College, offer a wide variety of opportunities ranging from learning the basics of job search techniques to conducting computerized occupation/job searches on the Internet. They offer workshops year-round that prepare students to write effective resumes, ace interviews and much more. They can be reached at Tel: 416-736-5351 email: career@yorku.ca Website: http://www.yorku.ca/careers/index.asp

Counselling & Development Centre

This Centre offers personal counselling and workshops on a wide range of topics, and provides community mental health consultation. It also has a specialized learning disabilities program, social groups and workshops, a self-help program, a learning skills program. Confidential counselling services are available free of charge to all York students. The Centre is located in N110 Bennett Centre for Student Services Tel: 416-736-5297 Website: http://www.yorku.ca/cdc/

Computing & Network Services

Computing and Network Services (CNS) comprises three primary areas of service: Computing, Telecom York / Telecommunications, and Instructional Technology Centre (ITC).
For more information please visit: http://www.yorku.ca/computing/students/

CNS Client Support Services is a prominent computing support facility. Contact Client Support Services by telephone, email, or in person;

>Phone   416-736-5800 or Ext. 55800 (on-campus)
>E-mail   mailto:helpdesk@yorku.ca
>Location   Computing Commons, William Small Centre

LINKS TO OTHER STUDENT RESOURCES AND SUPPORT SERVICES

Centre for Academic Writing (www.arts.yorku.ca/caw)
Centre for the Support of Teaching (CST) (www.yorku.ca/cst)
Office of the Ombudsperson & Centre for Human Rights (http://www.yorku.ca/ombuds)
Community and Legal Aid Services Program (http://www.osgoode.yorku.ca/clasp)
Sport and Recreation (www.yorku.ca/sprtyork)
On-Campus Housing (www.yorku.ca/stuhouse/yorkapts)

APPENDIX "A": Important Dates for 2012

2012

Monday, 3 September*   Labour Day
Monday, 8 October*   Thanks Giving
Saturday, December 22-January 1 Christmas and New Year's Break
Monday, 18 February   Family Day
Friday,   29 March*   Good Friday
Sunday, 31 March*   Easter Sunday
Wednesday, 15 April†   Passover
Thursday, 16 April †   Passover
Friday, 15 May   Summer Term registration deadline: Students who register after this date
                               will incur a $200.00 late registration fee.
Monday, 20 May*   Victoria Day

University offices and buildings are closed on these days.
*** No classes or examinations will be scheduled on the evenings prior to, nor during the day of, these religious holy days. However, university offices will be open normal hours.*
† No examinations will be scheduled on the evenings prior to, nor during the day of, these religious holy days. However, classes will be held and university offices will be open normal hours.
Some of these dates are subject to change.

Please also consult the FGS Calendar for the list of other important dates.
http://www.yorku.ca/grads/current_students/important_dates.html#f2012

Please consult the FGS web site for Religious Observance and Statutory Dates for 2012.
http://www.registrar.yorku.ca/enrol/dates/religious.htm

APPENDIX 'B': RELEASE OF INFORMATION FORM

York University
Faculty of Health
School of Nursing

Release of Information

I,_____, hereby provide my permission to the School of Nursing at York University to release information about my academic ability and performance in practicum as requested by me to persons or organizations designated by me.

My signature on this general release of information form provides faculty members with my approval to answer questions and provide information about my academic work and education experiences to complete forms and communicate information verbally (e.g. reference). I understand that it is my responsibility to contact faculty members regarding provision of references and other information to the persons or organizations that I designate. I also understand that it is my responsibility to provide faculty members with the appropriate forms to complete, if appropriate, and to provide this information as early as possible prior to when it is required.

Signature: _____   Date: _____

Please Print:

Name of Student/Graduate: _____   Student Number: _____

Address:
_____

_____

Home Phone Number: _____   E-mail address: _____