The Graduate Programs Committee considered changes to the course-based master’s program in Nursing in September and November 2016. In November 2016, the Graduate Programs Committee and the Executive Committee of the College of Graduate Studies and Research accepted the proposed changes.

The proposed changes are as follows:

1. Changing the concentration from Educational Leadership to Professional Practice to better align with graduate training programs nationally.
2. The program will have a 3 cu increase to total requirements. As it is the standard grad course-based tuition, that results in a total tuition increase for the program of $630.30 (based on current domestic rates). [$210.10 per cu X 24 cu current = $5,042.40 versus $210.10 per cu X 27 cu proposed = $5,672.70 for a total increase of $630.30]. The credit unit increase is a result of a comprehensive review of requirements at comparator institutions and the desired learning outcomes for the program.
3. Changes to program requirements to better achieve programmatic learning objectives, including 4 new course proposals.

Please note that Institutional Planning and Assessment has been consulted regarding the overall increase to program tuition. They have indicated that as the credit unit increase is minor, and the tuition rate on the courses will not change, further analysis is not required.

Consistent with the Academic and Curricular Changes Authority Chart, the College of Graduate Studies and Research has approved the changes to the course-based master’s program in Nursing. We are now seeking to have the changes approved by APC.

Attached please find:
- A copy of the memo from the Executive Committee of CGSR recommending the changes
- A copy of the memo from the Graduate Programs Committee of CGSR recommending the changes
- The full proposal including appendices
- The Consultation with the Registrar Form

If you have any questions, please contact Kelly.clement@usask.ca (306-966-2229).

:kc
Memorandum

To: Amanda Storey, Committee Coordinator, Academic Programs Committee of Council

From: Adam Baxter-Jones, Dean, College of Graduate Studies and Research

Date: November 24, 2016

Re: Modification to the course-based Nursing master’s program

Members of the Executive Committee of the College of Graduate Studies and Research met on November 17, 2016, and considered the recommendation from the Graduate Programs Committee to approve the modification to the course-based Nursing master’s program.

Committee members learned that the program had the most demand of the graduate-level nursing programs. The program exists to develop nurse leaders and educators, and the modifications were being requested to align the program requirements and learning objectives with comparator institutions.

While the admission requirements would not be changing, a member questioned the requirements and it was confirmed that they were consistent with CGSR admission requirements.

The standard graduate course-based tuition was questioned, and it was clarified that standard graduate course-based tuition assessed tuition per credit unit of registered coursework each term.

The Executive Committee unanimously supported the modification to the course-based Nursing master’s program.

Kelly Clement will be available to attend the Academic Programs Committee meeting to respond to questions regarding the proposal.

:kc
Memorandum

To: Dr. Adam Baxter-Jones, Chair, Executive Committee of CGSR
CC: Dr. Lorraine Holtslander, College of Nursing
From: Graduate Programs Committee, CGSR
Date: November 14, 2016
Re: Program Modification to the course-based Master of Nursing program (Professional Practice)

The Graduate Programs Committee met on September 6, 2016, and November 10, 2016, and reviewed the proposal to modify the requirements for the course-based Master of Nursing program currently identified with a concentration of “Educational/Leadership”. The program modification was viewed favourably by the Graduate Programs Committee; however, they had requested greater detail on the course syllabi and consultation. The proponents have responded satisfactorily to the committee’s requests. The changes include the following:

- Changing the concentration name from Educational Leadership to Professional Practice.
- Increasing the minimum credit unit requirement from 24 to 27 to better align with U15 comparators.
- Program modifications to remove 12 credit units of identified course requirements; introduce 9 credit units of required courses, and 6 credit units of restricted electives; identify course options to satisfy the requirement for 3 credit units of statistics.
- Introduce 4 new courses.

The Graduate Programs Committee recommends approval of the modification to the course-based Master of Nursing focusing on Professional Practice.

If you have any questions, please contact Kelly Clement at Kelly.clement@usask.ca or 306-966-2229.

:kc
MEMORANDUM

TO: Graduate Programs Committee, CGSR
FROM: Dr. Lorraine Holtslander, Graduate Chair, College of Nursing
DATE: October 26, 2016
RE: Master of Nursing Professional Practice Program Modification

On September 27, 2016, I received a memo from the Graduate Programs Committee, CGSR, in regards to the Master of Nursing Professional Practice Program Modification that was reviewed by the committee on September 6, 2016. The memo stated that it was not clear if the program was to change to a project-based program. The program will not change to a project-based program but will have a 6 credit unit integration exercise as a capstone course.

The main concerns we addressed were regarding the course syllabi, specifically:
- Elements for assessment needed to include more specific details
- Reading lists were incomplete
- Writing requirements seemed insufficient for graduate-level programming
- Statements on student conduct and student services, such as DSS, were missing

We have extensively revised the syllabi for the four courses we are submitting, with these concerns in mind, and are submitting them for your review.

The Graduate Programs Committee also wanted to see a more thorough consultation process for the proposed changes. In the package reviewed by the committee, on September 6, I included documents regarding consultation with Dr. Lalita Bharadwaj, Associate Professor and Graduate Chair, School of Public Health, Dr. Bonnie Janzen, Graduate Chair, Community Health and Epidemiology, and Maha Kumaran, Nursing Library Liaison. I have since consulted with Dr. Jennifer Nicol, Professor, Educational Psychology & Special Education and Dr. Bonnie Janzen, Graduate Chair, Community Health and Epidemiology specifically regarding the four course syllabi we are submitting. Both Jennifer and Bonnie reviewed each syllabus and were satisfied that we had addressed the committee’s concerns. Both recommended providing more details on the assessment elements, which were subsequently added.

If you have any questions or concerns, please contact me at lorraine.holtslander@usask.ca or 306-966-8402.
Proposal Document

Please provide information which covers the following sub topics. The length and detail should reflect the scale or importance of the program or revision. Documents prepared for your college may be used. Please expand this document as needed to embrace all your information.

1. Academic justification:
   a. Describe why the program would be a useful addition to the university, from an academic programming perspective.
   This program is a revision to our current Master of Nursing, Course-based program. The revisions were made to align the program with the needs of the university, the province and the current expectations of the profession of nursing.

   b. Giving consideration to strategic objectives, specify how the new program fits the university signature areas and/or integrated plan areas, and/or the college/school, and/or department plans.
Based on the College of Nursing’s response to the University of Saskatchewan’s Third Integrated Plan, the vision of the College of Nursing is to be a world leader in educating nurses in interprofessional health care, research, practice, innovation, capacity building and policy development. The guiding principles include responsiveness and flexibility for student learning, research intensiveness, and a knowledge economy for Saskatchewan through continuous innovation and enlargement of our graduate student programs. The proposed changes are based on extensive consultation with stakeholders, students, and faculty which was completed in 2014.

c. Is there a particular student demographic this program is targeted towards and, if so, what is that target? (e.g., Aboriginal, mature, international, returning)
Target student demographic is Registered Nurses in practice with a focus on making the program accessible to people living in remote areas. Aboriginal students have been targeted through strategic recruitment of our undergraduate students and scholarships. This program is also a benefit for international students in terms of attracting international health care professionals who will become established in the province. Most of our students are currently mid-career professionals who require flexibility and accessibility to study where they live while they are engaged in clinical practice.

d. What are the most similar competing programs in Saskatchewan, and in Canada? How is this program different?
There are no other similar programs offered in Saskatchewan for Master of Nursing. In Canada, there are many other course-based programs, with a main goal of facilitating advanced nursing practice through leadership, education and research. Please see Appendix A - U15 Nursing Masters Programs Comparison 2016. Offering this program at the University of Saskatchewan will allow us to retain these highly qualified individuals for teaching, research and clinical practice. This program differs from others in Canada in that it is mainly offered asynchronously online, with the addition of a web-based seminar course and an integration exercise completed with a supervisor and committee member. Our revisions also include an additional 3 credit unit course, which brings our proposed total to 27 credit units, to match similar programs offered by U15 universities.

2. Admissions
   a. What are the admissions requirements of this program?
   Same as previous MN Course Based program:
   - Bachelor’s degree in nursing
   - Cumulative weighted average of 70% or better on last 60 credit units of study at the undergraduate level
   - Current licensure as a Registered Nurse or Registered Psychiatric Nurse
   - Equivalent of three credits in both undergraduate statistics and research methods
   - English language proficiency
3. Description of the program

a. What are the curricular objectives, and how are these accomplished?
Based on a consultation with stakeholders, a faculty retreat was held in 2014 where the following overall outcomes recommended for the MN programs were: “Nurses who demonstrate advanced practice, scholarship and leadership for improved health and healthcare.” Graduates of the MN programs with an advanced level of knowledge in nursing will:

- Critically examine and articulate perspectives on nursing and the health care system
- Demonstrate leadership in collaborative environments to influence change towards improved nursing and health
- Develop, implement and evaluate strategies for nursing roles at the client, family, community and system level

These objectives will be accomplished by offering courses that will include critical thinking, leadership, and innovative strategies for improving health and healthcare. Students will have the choice of 3 themes (education, leadership or research), and complete 27 credit units which includes a 6 credit unit integrative exercise.

b. Describe the modes of delivery, experiential learning opportunities, and general teaching philosophy relevant to the programming. Where appropriate, include information about whether this program is being delivered in a distributed format.
This program will be delivered primarily asynchronous online with the opportunity to engage with faculty during the integrative exercise course. Support is provided for the students and students have opportunities to connect with faculty via WebEx, Skype, WebCT, Videoconferencing and remote presence via robotics.
The College of Nursing has dedicated IT staff members to support these technologies in Saskatoon, Regina and Prince Albert. Innovation and flexibility are key goals in the technology approach used by the College of Nursing.

c. Provide an overview of the curriculum mapping.
Please see Appendix B for a mapping of the 3 streams offered over a 2 year period.

d. Identify where the opportunities for synthesis, analysis, application, critical thinking, problem solving are, and other relevant identifiers.
All courses in the program will offer opportunities for synthesis, analysis, critical thinking and problem solving. We have mapped our courses to the National Nursing Education Framework (2016) that addresses national Masters and PhD level competencies identified by the Canadian Association Schools of Nursing. These key domains include: a) knowledge of the discipline, b) research methodologies critical inquiry and evidence, c) nursing practice, d) communication and collaboration, e) professionalism and f) leadership. Appendix C contains a chart mapping the 44 competencies/core indicators under these 6 themes with the curriculum we are proposing.
e. *Explain the comprehensive breadth of the program.*

The program provides three themes: research, education and leadership. A student completing the Course-Based program will be able to:

- articulate perspectives on nursing
- critique, utilize and contribute to theoretical and empirical knowledge bases for nursing
- develop, implement and evaluate strategies for advanced nursing practice at the client and system level; and
- demonstrate leadership skills needed to influence change.

Graduates will be able to assume leadership/advanced practice roles in health care, educator roles in service and educational institution, research roles in terms of generation and utilization of nursing knowledge; and further study at the doctoral level.

The Master of Nursing programs prepare nurses with advanced clinical knowledge and expertise.

f. *Referring to the university “Learning Charter”, explain how the 5 learning goals are addressed, and what degree attributes and skills will be acquired by graduates of the program.*

<table>
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<th>Core Learning Goals</th>
<th>Learning Goals Descriptions</th>
<th>How this program meets the goal</th>
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| **Discovery Goals** | • Apply critical and creative thinking to problems, including analysis, synthesis, and evaluation.  
• Be adept at learning in various ways, including independently, experientially, and in teams.  
• Possess intellectual flexibility, ability to manage change, and a zest for life-long learning. | The program will provide opportunities to engage in discovery through each course and specifically through the integration exercise course. |
| **Knowledge Goals** | • Have a comprehensive knowledge of their subject area, discipline, or profession.  
• Understand how their subject area may intersect with related disciplines.  
• Utilize and apply their knowledge with judgement and prudence. | Students will gain knowledge of nursing in each course. Competencies provided by the Canadian Association of Schools of Nursing have been mapped to the curriculum *(Appendix C)* |
Integrity Goals

- Exercise intellectual integrity and ethical behaviour.
- Recognize and think through moral and ethical issues in a variety of contexts.
- Recognize the limits to their knowledge and act accordingly.

Skills Goals

- Communicate clearly, substantively, and persuasively.
- Be able to locate and use information effectively, ethically, and legally.
- Be technologically literate, and able to apply appropriate skills of research and inquiry.

Citizenship Goals

- Value diversity and the positive contributions this brings to society.
- Share their knowledge and exercise leadership.
- Contribute to society, locally, nationally, or globally.

Ethical integrity courses are required and then reinforced in each course. They will apply these skills in their integrative exercise course.

Students will provide oral presentations and have many opportunities to develop technological skills through their online coursework.

Students will share their knowledge at 990 seminars and through opportunities in courses and in conferences.

Describe how students can enter this program from other programs (program transferability).

Students may apply to transfer to this program from another unit at the University of Saskatchewan. Policy 10.5.1 from the College of Graduate Studies and Research is followed.

10.5.1 Transfer from One Academic Unit to Another

Students admitted to a graduate program in one academic unit may transfer to another program at the same level in another academic unit. It is the student’s responsibility to communicate with both academic units before any change is made. The student may not begin work in the new program until the transfer has been approved by the CGSR, and until the academic unit to which the student wishes to transfer has indicated formal approval and accepted the student.

Students must meet regular admission requirements for the program. Students will be required to take all core courses.
h. Specify the criteria that will be used to evaluate whether the program is a success within a timeframe clearly specified by the proponents in the proposal.
- Student completion in the program within five year framework.
- Low attrition rates.
- Feedback given to Graduate Program Coordinator.
- Employability in advanced nursing practice.
- Student engagement and satisfaction in the program.
- Achievement of program and course objectives as evaluated by faculty, employers and students.

i. If applicable, is accreditation or certification available, and if so how will the program meet professional standard criteria. Specify in the budget below any costs that may be associated.
Accreditation is not available for this program.

4. Consultation
a. Describe how the program relates to existing programs in the department, in the college or school, and with other colleges. Establish where students from other programs may benefit from courses in this program. Does the proposed program lead into other programs offered at the university or elsewhere? This program has some overlapping courses with the Master of Nursing Primary Health Care Nurse Practitioner program and the Master of Nursing Thesis program. This allows for students to transfer between programs, if requested. This program prepares students to be eligible to apply for admission to the PhD program in the College of Nursing. School of Public Health students will be able to take these courses as electives for their programs. As well students from other programs across campus currently take a number of courses in this program. Nurs 893 Qualitative Research, Nurs 892 Research, Nurs 818 Statistics, Nurs 814 Aboriginal Health are popular courses for students across campus to enroll in. New courses included in this proposal, such as Nurs 821 Outcomes Based Research and Nurs 823 Applied Leadership and Management in Clinical Nursing Practice, will be of benefit to students across campus.

b. List units that were consulted formally, and provide a summary of how consultation was conducted and how concerns that were raised in consultations have been addressed. Attach the relevant communication in an appendix.

1. Attached (in Appendix D) an email from Lalita Bharadwaj, Graduate Program Chair in the School of Public Health, with her suggestions based on our proposed changes.
2. Attached (in Appendix E) an email from Bonnie Janzen, Graduate Chair at the Department of Community Health and Epidemiology, voicing her support for the proposed changes.
3. Attached (in Appendix F) find an email from Maha Kumaran, our Nursing Liaison Librarian, with her support for the proposal. Maha is also a member of the College of Nursing Graduate Studies Committee and has provided input at monthly meetings on the proposed changes.

c. List other pertinent consultations and evidence of support, if applicable (e.g., professional associations, accreditation bodies, potential employers, etc.)

An extensive consultation with key stakeholders was completed in 2013 and a faculty retreat held in 2014 to identify the need for an integrative exercise and the continued emphasis on advanced education, leadership and research.

5. Budget

a. How many instructors will participate in teaching, advising and other activities related to core program delivery (not including distribution/breadth requirements or electives)? (estimate the percentage time for each person).

Faculty will be involved in teaching or co-teaching the graduate courses and supervising the capstone course. Almost all faculty are educated at the PhD level so all would be involved. Currently, there is 55 faculty employed at the Saskatoon, Prince Albert and Regina campuses.

b. What courses or programs are being eliminated in order to provide time to teach the additional courses?

This is a revision of the current Master of Nursing Course Based program. The three credit unit Practicum course has been removed and a six credit unit capstone course has been added. This increase in credit units is consistent with credit units in other U15 university graduate nursing programs. The additional 3 credit units is minimal so it will not be difficult to add this into the program.

c. How are the teaching assignments of each unit and instructor affected by this proposal?

In the College of Nursing we try to have almost all of the faculty involved in teaching at the graduate level, if possible. This will not affect individual faculty assignments.

d. Describe budget allocations and how the unit resources are reallocated to accommodate this proposal. (Unit administrative support, space issues, classroom availability, studio/practice rooms laboratory/clinical or other instructional space requirements).

There will be no changes in the needs of unit administrative support, space, classroom availability. The technology is already in place as this is a revision to the current Master of Nursing Course Based program. The additional 3 credit units will be absorbed by the College of Nursing global budget.

e. If this program is to be offered in a distributed context, please describe the costs associated with this approach of delivery and how these costs will be covered. There will be no changes from the existing Master of Nursing Course Based as it is currently being offered distributively.
f. If this is an interdisciplinary program, please indicate whether there is a pool of resources available from other colleges involved in the program. Not applicable.

g. What scholarships will students be able to apply for, and how many? What other provisions are being provided for student financial aid and to promote accessibility of the program?

There will be no changes from the current scholarships, bursaries and awards offered for the students in the current MN Course Based program. There is eight College of Nursing awards, scholarships and bursaries that MN Course Based students may apply for. They are:
- Annie I. Earle Award for Nurses
- Ernest and Isabella Forsman Bursary
- Margaret Inglis Graduate Bursary in Nursing
- Custody and Caring Graduate Student Scholarship in Forensic Nursing
- Muriel E. Kavanagh Memorial Fund
- Mrs. Jane Pinkney and Dr. George H. Peacock Memorial Scholarship in Cancer Care or Research in Nursing
- Lucy D. Willis Scholarship
- Mavis Kyle Evans Nursing Leadership Scholarship

Students of Aboriginal ancestry are automatically considered for the College of Nursing Entrance Scholarship for Aboriginal Graduate Students. This will remain the same after the program is revised.

This program will be offered distributively as the current program is. This makes it more feasible option for students as they are able to study from home and on their own time. This allows students to remain at their current job and work as many hours as they feel they are able.

h. What is the program tuition? Will the program utilize a special tuition model or standard tuition categories? (The approval authority for tuition is the Board of Governors).

The College of Nursing does not utilize a special tuition model. The College of Nursing will follow the College of Graduate Studies and Research standard tuition categories.

i. What are the estimated costs of program delivery, based on the total time commitment estimates provided? (Use TABBS information, as provided by the College/School financial officer)

This program is 3 credit units more than the current Master of Nursing Course Based program. It is expected that additional interprofessional students will enroll in the courses offered in this program.

j. What is the enrolment target for the program? How many years to reach this target? What is the minimum enrolment, below which the program ceases to be feasible? What is the maximum enrolment, given the limitations of the resources allocated to the program?

Minimum enrolment is 10 students. Intake for last three years:
- 2016 - 23 students
- 2015 – 17 students
- 2014 – 17 students
Currently, we do not have a limit on enrolment in this program and all fully qualified students are admitted. We have seen an increase in enrolment from 2015 to 2016 and expect that trend to continue.

k. **What are the total expected revenues at the target enrolment level, separated into core program delivery and distribution/breadth requirements or electives? What portion of this expected revenue can be thought of as incremental (or new) revenue?**
   This program is designed to meet the needs of RNs in Saskatchewan and we expect a slight increase in enrolment based on current trends.

l. **At what enrolment number will this program be independently sustainable? If this enrolment number is higher than the enrolment target, where will the resources come from to sustain the program, and what commitments define the supply of those resources?**
   The program is currently sustainable with a minimum of 10 students per each course offering. We anticipate the revised program would be consistent with this.

m. **Proponents are required to clearly explain the total incremental costs of the program. This is to be expressed as: (i) total cost of resources needed to deliver the program: (ii) existing resources (including in-kind and tagged as such) applied against the total cost: and (iii) a listing of those resource costs that will require additional funding (including new in-kind support).**
   The additional costs of adding 3 credit units are minimal and would be absorbed into the College of Nursing global budget. These courses will be attractive to students across campus and will provide the college with tuition revenue.

n. **List all new funding sources and amounts (including in-kind) and the anticipated contribution of each to offsetting increment program costs. Please identify if any indicated funding is contingent on subsequent approval by a funding authority and/or future conditions. Also indicate under what conditions the program is expected to be cost neutral. The proponents should also indicated any anticipated surpluses/deficits associated with the new program**
   There will not be any new funding sources for this program. We will continue to fund this program as the current Master of Nursing Course Based program is funded.

**College Statement**
Please provide here or attach to the online portal, a statement from the College which contains the following:

- **Recommendation from the College regarding the program**
  A motion to adopt the changes outlined in this document were passed at the College of Nursing Faculty Council on June 8, 2016.

- **Description of the College process used to arrive at that recommendation**
  A subcommittee of the Graduate Studies Committee of the College of Nursing was developed to put together a program plan which is presented to the Graduate Studies Committee along with a motion to adopt. When the motion is passed it is presented to Faculty Council of the College of Nursing. When that motion is passed it is presented to the College of Graduate Studies and Research.
• Summary of issues that the College discussed and how they were resolved – On September 17, 2015 a proposal to revise our current MN Course based program was presented to the Graduate Studies Committee of the College of Nursing. The proposal was based on previous proposals (leadership and education streams) and feedback from the Dean of the College to develop a financially feasible program (based on required courses offered from within the college). A proposal was presented and a motion made to move forward with the proposal as presented with the addition of an outcomes-based research course, statistics course and an open elective. Work continued on this proposal with sub-committees of faculty developing the proposal and 4 new courses, the integration exercise course, outcomes-based research course, advanced leadership and advanced teaching.

Related Documentation
At the online portal, attach any related documentation which is relevant to this proposal to the online portal, such as:

• Excerpts from the College Plan and Planning Parameters
• SPR recommendations
• Relevant sections of the College plan
• Accreditation review recommendations
• Letters of support
• Memos of consultation

It is particularly important for Council committees to know if a curriculum changes are being made in response to College Plans and Planning Parameters, review recommendations or accreditation recommendations.

Consultation Forms At the online portal, attach the following forms, as required

Required for all submissions:
• Consultation with the Registrar form
• Complete Catalogue entry, if proposing a new program, or excerpt of existing of existing program with proposed changes marked in red (Appendix G)

Required for all new courses:
• New Course Proposal forms
• Calendar-draft list of new and revised courses

Required if resources needed:
• Information Technology Requirements form
• Library Requirements form
• Physical Resource Requirements form
• Budget Consultation form
<table>
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<tr>
<th>University</th>
<th>Total Credit Units for Program</th>
<th>Core Courses</th>
<th>List of Electives</th>
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<tbody>
<tr>
<td>Dalhousie</td>
<td>78 credit hours practice based program Full time can expect to complete in four years</td>
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<td></td>
<td>Courses Titles</td>
<td>Year 1</td>
<td>Year 2</td>
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<tr>
<td>Dalhousie</td>
<td>NURS 5000 - Intermediate Statistics for Health Services</td>
<td>Fall</td>
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<td>NURS 5050 Nursing Philosophy, Knowledge and Theory</td>
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<tr>
<td>Dalhousie</td>
<td>NURS 5060 Research and Evidence Based Practice in Nursing</td>
<td>N5060</td>
<td>N8000</td>
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<td>Dalhousie</td>
<td>NURS 5120 Quantitative Research Methods</td>
<td>N54X5</td>
<td>Elective</td>
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<tr>
<td>Dalhousie</td>
<td>NURS 5200 Health Care System Policy Analysis</td>
<td>Elective</td>
<td>N5895, Introduction to Epidemiology Methods in Nursing Practice</td>
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<td>Dalhousie</td>
<td>NURS 54X5/6 Clinical theory/practice I/II</td>
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<td>Electives - 9 c.u.'s from</td>
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<tr>
<td>Dalhousie</td>
<td>NURS 5893 Health Program Planning and Evaluation</td>
<td>Winter</td>
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<td>NURS 6000 Nursing Administration and Leadership</td>
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<td>NURS 8000 Policy Practicum</td>
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<td>Elective</td>
<td>MNG-6016 The Manager and the HR challenges</td>
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<td>MNG-6157 Human Behavior and Organization</td>
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<td>PHI 7900 Ethics and Health</td>
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<td>PPG-7012 Service Training elicitation of the action</td>
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<td>SAC-6008 socio-cultural and political aspects of health</td>
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<td>SAC-7001 Health Promotion: the individual</td>
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<td>SAC-7002 Health Promotion: the environment</td>
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<td>SAC-7034 Measurement and Health: theoretical principles and applications</td>
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<td>SIN 6015 Qualitative methods</td>
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<td>SIN-6035 administration Nursing Outlook</td>
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<td>SIN-6200 Nursing Practice from the patient in the context of cardiac arrhythmias</td>
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<td>SIN-7005 development, implementation and targeted health intervention assessment</td>
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<td>SIN-7021 Seminar on policies related to nursing administration</td>
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<td>SIN-7028 Nursing Practice and end of life</td>
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<td>SIN-7031 Health Experience - illness and recovery</td>
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<td>SIN-7034 Advanced Practice Nurse in elderly care</td>
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<td>TEN-7001 Systems approach and needs analysis</td>
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<td>Dalhousie</td>
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<td>TEN-7006 Design of educational and training systems</td>
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| Laval | | | |
| Laval | 8 courses | | |
| Laval | SIN 6000 - Nursing science and knowledge: theoretical perspectives | | |
| Laval | SIN-6005 internship Project | | |
| Laval | SIN-6010 Test | | |
| Laval | SIN-6016 Quantitative Methods and Statistics | | |
| Laval | SIN-6017 Systematic reviews and clinical practice guidelines | | |
| Laval | SIN-6020 Stages | | |
| Laval | SIN-7002 Continuous Quality Improvement in Nursing | | |
| Laval | SIN-7009 Education for Health: Research and Intervention | | |
| Laval | SIN-7013 Family and advanced nursing practice | | |
| Laval | Electives - 9 c.u.'s from | | |
| Laval | FIS-7000 Interprofessional Psychosocial Oncology | | |
| Laval | MNG-6003 Evaluation research | | |
| Laval | MNG-6004 Organization of health services: the basics | | |
| Laval | MNG-6016 The Manager and the HR challenges | | |
| Laval | MNG-6157 Human Behavior and Organization | | |
| Laval | PHI 7900 Ethics and Health | | |
| Laval | PPG-7012 Service Training elicitation of the action | | |
| Laval | SAC-6008 socio-cultural and political aspects of health | | |
| Laval | SAC-7001 Health Promotion: the individual | | |
| Laval | SAC-7002 Health Promotion: the environment | | |
| Laval | SAC-7034 Measurement and Health: theoretical principles and applications | | |
| Laval | SIN 6015 Qualitative methods | | |
| Laval | SIN-6035 administration Nursing Outlook | | |
| Laval | SIN-6200 Nursing Practice from the patient in the context of cardiac arrhythmias | | |
| Laval | SIN-7005 development, implementation and targeted health intervention assessment | | |
| Laval | SIN-7021 Seminar on policies related to nursing administration | | |
| Laval | SIN-7028 Nursing Practice and end of life | | |
| Laval | SIN-7031 Health Experience - illness and recovery | | |
| Laval | SIN-7034 Advanced Practice Nurse in elderly care | | |
| Laval | TEN-7001 Systems approach and needs analysis | | |
| Laval | TEN-7006 Design of educational and training systems | | |
**McMaster**

**ENTRY QUALIFICATIONS**

Baccalaureate

**REQUIRED COURSES**

Seven half courses (21 cu plus 9 in electives, total 30):

- NUR 701, NUR 745, HRM 721, NUR 711, and Three additional approved half courses which may include up to two 600-level half courses,
- Graduate Seminar, SGS 101 and SGS 201

**OTHER REQUIREMENTS**

Nursing 714, 15-20 page scholarly paper on a health care topic.

Requirements for Degree Completion

Each student will have an Advisor assigned by the Assistant Dean. The Advisor will be a member of graduate faculty in Nursing. Students will be expected to complete Master’s requirements within two calendar years of entering the program. The maximum allowable time for completing the M.Sc. will be three calendar years. All students will be registered full-time.

Complete, with at least a B- standing, a minimum of 7 graduate half courses which must include NUR 701, NUR 745, HRM 721, NUR 711, and three additional half courses selected by the student in conjunction with his/her faculty advisor. Other Requirements: NUR 714 (Scholarly Paper) must be completed with a minimum of at least a B-. Seminar is completed in the winter term of their final year.

**Graduate Seminar**

All students in Masters and PhD Programs are expected to participate in the Nursing Graduate Seminars. The seminars occur every Tuesday from 12:30 – 2:15pm in the Fall Term. The seminars are designed to enrich the graduate school experience and open up the possibilities of nursing research and career growth. It is the one setting where all the students can engaging with peers (building a community of learners, and social support).

**McGill**

- Master of Science, Applied (M.Sc.A.); Nursing (Non-Thesis) — Clinical Nurse Specialist (48 credits)

**Required Courses (42 credits)**

- NUR 515 Applied Statistics for Nursing (3 credits)
- NUR 611D1 Seminar in Nursing (3 credits)
- NUR 611D2 Seminar in Nursing (3 credits)
- NUR 612 Research Methods in Nursing 1 (3 credits)
- NUR 614D1 Clinical Laboratory - Nursing 1 (3 credits)
- NUR 614D2 Clinical Laboratory - Nursing 1 (3 credits)
- NUR 624 Clinical Laboratory in Nursing 2 (4 credits)
- NUR 626 Professional Issues in Nursing (3 credits)
- NUR 630 Clinical Project 1 (3 credits)
- NUR 631 Clinical Project 2 (3 credits)
- NUR 632 Clinical Project 3 (2 credits)
- NUR 640 Clinical Reasoning 1 (3 credits)
- NUR 641 Clinical Reasoning 2 (3 credits)
- NUR 642 Ethics in Advanced Practice (3 credits)

**Complementary Courses (6 credits)**

Any 500-level course or higher in consultation with the Adviser for this concentration.

**Queen’s**

Only has thesis program and NP programs
### Administration, Clinical, and Education Streams

The Master of Nursing program at the University of Manitoba prepares nurses for advanced practice and leadership roles. The program builds on experiential knowledge and fosters critical enquiry. Graduate nursing education develops upon undergraduate education through the integration of theory, research and practice. Our graduates leave prepared as leaders in advanced nursing practice. They influence the domains of education, research, administration, practice, and nursing knowledge and outcomes.

#### The Education Stream

This stream in the MN Program prepares graduates for careers in education. A nurse educator has in-depth knowledge of teaching and learning related to education, either in nursing practice or nursing education. The theories of teaching and learning are explored in relation to student learning and teaching practices. Areas of focus within this stream are generally directed towards improving educational outcomes.

#### Administration Stream

This stream in the MN Program prepares graduates for careers in nursing management and administration. The nurse administrator provides leadership in a variety of settings, including practice, education, or government. Understanding the theories relevant to nursing leadership and other organizational practices enables the nurse administrator to provide leadership and strategic thinking in his/her practice arena. Areas of focus within this stream are generally directed towards improving organizational and process outcomes.

#### The Clinical Stream

This stream in the MN Program prepares graduates for clinical career opportunities including Clinical Nurse Specialist (CNS), as well as other roles within the institution or community setting. Areas of focus within this stream are generally directed towards improving patient or client outcomes.

### Administration, Clinical and Education Streams

These streams consist of 21 credit hours and a thesis, or 27 credit hours and comprehensive examination.

- NURS 7090 Science and Theory in Nursing (3)
- NURS 7210 Qualitative Research Methods in Nursing (3)
- NURS 7220 Quantitative Research Methods in Nursing (3)
- NURS 7340 Evidence Informed Practice (3)
- NURS 7350 Role Development in Advanced Nursing Practice (3)
- NURS 7360 Integrative Focus (6)

Choose one:
- GRAD 7000 Master’s Thesis
- GRAD 7010 Master’s Comprehensive Examination

### Regina

Only NP program – can’t find information about a course based program
### Alberta

**Master's Program Description**
The MN Advanced practice program was revised in 2007 to meet the current needs of students and healthcare facilities. It is an intense program intended to challenge students and prepare them as leaders in the current dynamic health care environment.

**MN Course-based**
Course-based students complete a capping exercise, which is a guided scholarly project. The capping exercise is individually designed and is congruent with the student’s area of study and may address topics such as clinical outcomes, evidence-based practice, total quality improvement, or knowledge translation. Course-based students should complete at least three courses per year. Course-based students take 11 courses (including one elective in their area of interest) and complete the capping exercise (NURS 900). All part-time course-based graduate students must register in a minimum of 3 units (3 credits) in course-work or in M REG 800 each September to August period to maintain their student status.

**Core Courses**
- NURS 502 Nature of Nursing Knowledge
- NURS 503 Research Foundations
- NURS 504 Statistics in Nursing Research
- NURS 505 Transforming Practice
- NURS 506 Program Planning or NURS 508 Health Technology and Innovation or NURS 604 Fundamentals of Aging

**Course based: total of 11 courses of graduate course work + NURS 900 capping exercise (33 cu plus capping).**

### Calgary

**Applications**
Applicants must indicate their intended stream of study on the online application form. Options are as follows:
- Direct Clinical Practice – Advanced Practice Nurse Role
- Education – Advanced Nurse Educator, including education of students or staff
- Advanced Health Policy/System Organization – Systems/organization leadership

**Courses and Their Weighting (11 courses total, 33 cu)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing 605</td>
<td>Philosophical Foundations for Advanced Nursing Practice</td>
<td>H(3S-0) Offered in both Fall or Winter</td>
</tr>
<tr>
<td>Nursing 609</td>
<td>Applied Statistics for Nursing Research</td>
<td>H(3-1) Offered in Spring only</td>
</tr>
<tr>
<td>Nursing 611</td>
<td>Theoretical Knowledge and Advanced Nursing Practice</td>
<td>H(3-0) Offered in both Fall or Winter</td>
</tr>
<tr>
<td>Nursing 621</td>
<td>Quantitative Designs and Analysis</td>
<td>H(3-0) Offered in both Fall or Winter</td>
</tr>
<tr>
<td>Nursing 627</td>
<td>Academic Scholarly Writing</td>
<td>Q(18 hours) Offered in both Fall or Winter, taught over 2 Saturdays</td>
</tr>
<tr>
<td>Nursing 629</td>
<td>Evidence-Based Nursing</td>
<td>Q(18 hours) Offered in both Fall or Winter, taught in Block Week</td>
</tr>
<tr>
<td>Nursing 633</td>
<td>Leadership in Advanced Nursing Practice and Practicum I</td>
<td>H(25-17)8 Offered in Winter only. This course must immediately precede NURS 634.</td>
</tr>
<tr>
<td>Nursing 634</td>
<td>Advanced Nursing Practice: Practicum II</td>
<td>F(25-8) Full course offered over 2 consecutive terms. Commencing in Fall and finishing in Winter.</td>
</tr>
<tr>
<td>Nursing 683</td>
<td>Qualitative Designs and Analysis</td>
<td>H(35-0) Offered in both Fall or Winter</td>
</tr>
</tbody>
</table>

Course-based students must also complete two elective courses H(3S-0)
<table>
<thead>
<tr>
<th>British Columbia Professional Programs</th>
<th>FALL TERM – September to December:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masters of Health Leadership and Policy (11 courses, 33 cu)</td>
<td>NURS 576: Topics in Social &amp; Environmental Planning to Foster Health of Populations</td>
</tr>
<tr>
<td></td>
<td>This course will examine the characteristics of social and built environments that are developmentally appropriate for seniors with a range of abilities and consider the impact of these environments on seniors’ health.</td>
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<tr>
<td></td>
<td>NURS 560: The Politics of Health Policy</td>
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<tr>
<td></td>
<td>This course will engage students in the critical analysis of policies related to seniors care.</td>
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<tr>
<td></td>
<td>APPP 502: Sustainability &amp; Leadership</td>
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<td></td>
<td>This course helps students build skills to lead change that influences the triple bottom line and explores concepts related to sustainability, change agency systems thinking, awareness and perspective for engagement and communication, adaptive leadership, and change dynamics. It also incorporates case studies in organizational and social change. This course is collaboratively delivered with the Faculty of Commerce and Business Administration.</td>
</tr>
<tr>
<td></td>
<td>Sauder Business Elective</td>
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<tr>
<td></td>
<td>Students can choose a Sauder business elective to gain greater exposure to a particular area of interest.</td>
</tr>
</tbody>
</table>

| | WINTER TERM – January to April: |
| | NURS 542: Social Epidemiology: Special Populations |
| | This course examines the trends and social and institutional policies and practices that influence the health and illness profiles of particular population groups, with a particular focus on seniors; it also explores trends in the social organization of service delivery and their impact on the health of seniors. |
| | NURS 585: Special Topics in Nursing |
| | Enacting philosophies of care: This course examines the interface between aging and health and examines how different philosophies to care are enacted in a range of practice settings and considers indicators of their impact on seniors’ health. The course includes field work and site visits. |
| | APPP 501: Project Management & Leadership |
| | Develop skills for leading complex multidisciplinary projects by using management processes that include project management frameworks; standards; planning, scheduling and estimating; communication; and risk management. Case studies in industry-relevant project management will be incorporated into the course. This course is collaboratively delivered with the Faculty of Commerce and Business Administration. |
| | APPP 503: Organizational Leadership |
| | Understand the behaviour of people and groups and how this applies to management and leadership within professional organizations. This course explores motivation, group dynamics, organizational structure, leadership styles and tools for assessing organizational effectiveness. The course is collaboratively delivered with the Faculty of Commerce and Business Administration. |

| | SUMMER TERM – May to August: |
| | NURS 504: Research & Evidence-Based Practice – April & May |
| | This course will help students critically appraise and evaluate evidence related to seniors care and consider strategies for fostering uptake of evidence in organizational policies and practice. The course is delivered in the summer term in a condensed intensive fashion. This hybrid course includes both face-to-face classes and online classes; in-person classes are typically scheduled at the beginning and end of the term. |
| | NURS 586: Specialized Domains of Nursing Practice – May & June |
| | This course is specifically designed for the MHLP in Seniors Care and focuses on the organizational considerations for fostering health and managing health threats for seniors. This course is offered in an intensive format and immediately follows NURS 504 over a six-week period. |
| | APPP 504 Business Acumen for Technical Leaders – August Bootcamp |
| | An asset to the aspiring technical leader, business acumen is knowing how business works and applying that knowledge with the goal of business improvement. This Bootcamp offers an elevated perspective of how technical skills contribute to building value in a business. The course immerses aspiring technical leaders in the practical application of core business skills and the development of six core business competencies, which are presented as modules: Managerial Accounting; Strategy and Performance; Market Evaluation; Operations Management; Negotiations and Contract Management; and Business-Case Building and Valuation. This course is collaboratively delivered with the Faculty of Commerce and Business Administration. |
Development Of Nursing Practices – 2 years 13 c.u plus 21 cu.
This program is designed to enable nurses to optimize their professional practice by deepening an issue of their choice through the realization of a personal project. The courses in this firmware correspond to basic courses for all control options, except Option specialized care.

Infection Prevention and Control – 3 years 30 c.u.
The program aims to develop skills in prevention and control of infections in hospital and community context. The program also aims to develop an innovative practice based on the use of audit results and research in the field

Leadership and Management of Nursing Services 2 years – 15 c.u.
This program aims to develop leadership in the management of nursing services marked by many challenges related to quality of care, patient safety and quality of care environments for existing staff. It aims to develop innovative practices related to the organization of nursing services, nursing resources management and managed care environments.

End of Life
This program aims to develop skills to provide quality palliative care in an interdisciplinary approach based bio-psycho-social needs of people in later life as well as the needs of their loved ones.

Development of Nursing Practices
SOI 6102 Research and Practice Nurse - 3 c.u.
SOI 6177 Project Management - new practices - 3 c.u.
SOI 6202 Ethics in Health and Nursing Practice - 3 c.u.
SOI 6237 disciplinary Assizes and Advanced Nursing Practice - 3 c.u.
SOI 6243 study project seminar – 1 c.u.

Infection Prevention and Control
The program consists of 30 compulsory credits, including 21 nursing and epidemiology 9 (MSO).

Block 70A Mandatory General Courses - 9 credits.
MSO 6353 Field Epidemiology - 3 c.u.
SOI 6102 Research and Practice Nurse - 3 c.u.
SOI 6177 Project Management - new practices - 3 c.u.

Block 70B Mandatory Specialized courses - 12 credits.
MSO 6023 Epidemiology of infections - 3 c.u.
MSO 6150 Outbreak Investigation - 3 c.u.
SOI 6215 Concepts in Infection 3 - 3 c.u.
SOI 6216 Environment and Infection - 3 c.u.

Block 70C Courts intervention in the middle Mandatory - 9 credits.
SOI 6219, Nursing Practice infection control – 9 c.u.

Leadership and Management of Nursing Services
Block 70A Mandatory - 12 credits.
SOI 6177 Project Management - new practices 3 Winter
SOI 6900 Organization of nursing services 3 Fall
SOI 6910 Human Resources nurses 3 Winter
SOI 6920 Knowledge Transfer: 3 Fall integration

Block 70B Option - 3 credits
ASA 6701 Analysis 1 3 Fall Health System
SOI 6230 Quality of nursing and security 3 Summer

End of Life
All the firmware credits are required. (core courses in development of nursing practices)
Block 70A Mandatory - 15 credits.
ASI 6004 Bioethics and approaching death 3 Fall
PAL 6111 Multidimensional Approach of mourning 3
The goal of the master’s program is to educate registered nurses for an advanced practice role and/or doctoral studies. Graduates of the program are prepared to assume leadership roles in improving the quality of nursing care in various health care settings. The program provides rigorous academic preparation based on theory and research to address health-related phenomena experienced by individuals, families, groups, aggregates and communities.

The master’s program is offered in English and French with a thesis option or a clinical option (course based) and on a full-time or part-time basis.

The courses from the master’s program can be offered by distance modalities. The courses from the Diploma PHCNP are offered using a combination of face-to-face and distance modalities. Francophones from minority communities on the Canadian west and east coasts and in the Territories benefit from additional privileges thanks to the Consortium national de formation en santé (CNFS). CNFS is a nationally-represented organization that comprises ten university- and college-level academic institutions offering French-language education in various health-related fields.

The department offers a collaborative program in Women’s studies at the MA level. For more information on this program, see ‘Admission’.

MSc with Clinical Option  [30 credit units total]

Five compulsory courses (21 credits):
- NSG5130 Development of knowledge and theory in nursing as a discipline (3cr.)
- NSG5140 Research methods in nursing (3cr.)
- NSG5192 Statistical analysis in nursing (3cr.)
- NSG5210 Advanced nursing practice in primary health care (6cr.)
- NSG5220 Advanced nursing practice in tertiary health care (6cr.)

NSG6401 CLINICAL PROJECT IN ADVANCED NURSING PRACTICE (6cr.)

Three elective courses (9 credits):

Subject to approval from the program director, appropriate electives may be chosen from other graduate programs offered at the University of Ottawa or at other universities.

The Master of Nursing program prepares advanced practice nurses to be professional leaders in their chosen advanced practice field. The objectives for the program are to prepare graduates who:

- Demonstrate translational expertise using evidence from nursing research, related academic and clinical disciplines and professional institutions as a basis for advanced nursing practice (administration and leadership)
- Participate in research activities and undertake practice projects consistent with their professional preparation
- Demonstrate the ability to continually assess and acquire new skills to manage health issues in individuals, defined populations and care systems, and evaluate the effectiveness of these advanced nursing practices
- Mentor others effectively in professional settings
- Are well informed and deeply committed to standards of ethical practice
- Demonstrate through completion of courses and related scholarly papers and projects, knowledge about theoretical foundations, professional structures, standards, and practices relevant to their identified field of nursing administration
- Develop and utilize leadership strategies from experience and academic learning, to foster improvement of health and health care at the individual, system, organizational and community level.

There are 3 fields of study in the Master of Nursing program – students can only enroll in one of the fields of study:
- Health Systems Leadership and Administration
- Clinical Nursing
- Nurse Practitioner (Adult, Paediatric, or Primary Health Care-Global Health).

Health Systems Leadership and Administration Program  [6 full course equivalents 730 cu]

The MN – Health Systems Leadership and Administration program is designed to prepare nurses for formal leadership roles in healthcare systems in Canada and internationally. Graduates are prepared for careers in health care administration, health policy, professional practice leadership, and other related roles.

The MN (HSLA Field of Study) program requires 5.0 full-course equivalents (FCEs) including:

Four foundational courses (NUR1016H, NUR1017H, NUR1027Y, NUR1034H);
- Three field of study courses (NUR1151H, NUR1152H and NUR1161H); and
- A 1.0 FCE practicum-based course (NUR1072Y), which should be taken alone in the final session and only after completion of all other coursework and program requirements.

Note: Y denotes 1.0 FCE and H denotes 0.5 FCE

This field of study is offered in a hybrid learning format including online and required on-campus, in-class learning. There are two required on-campus learning periods: one embedded in NUR1151H in Year 1 and the second embedded in NUR1072Y in Year 2. Courses are prescribed and normally students’ progress through the program within a defined student cohort. Normally, successful completion of Year 1 courses is required for students to enter Year 2 of their program.

Year 1 course sequencing:
- Fall—NUR1017H and NUR1027Y
- Winter—NUR1027Y and NUR1151H*
- Summer—NUR1152H*

Year 2 course sequencing:
- Fall—NUR1016H and NUR1034H
- Winter—NUR1161H
- Summer—NUR1072Y*
The MN program is designed to provide students with knowledge, skills and competencies required for advanced practice nurses. The program provides opportunities to effectively implement a broad range of theoretical and research evidence in practice, a learning environment that reflects this research-intensive university, and an education that is responsive to a breadth of ideas and the complexities of caring for highly diverse populations within a variety of settings.

The program combines development of scholarly knowledge and professional expertise. Students are engaged in course work, seminars, simulation (Nurse Practitioner field of study), online learning, and advanced nursing practice.

MN students must enroll on a full-time basis. The MN program is normally completed in two years over six consecutive semesters. The learning format for each field of study is unique. The Clinical Nursing field of study program is offered on campus and in-class only. The Nurse Practitioner field is offered primarily online but requires some on-campus residency periods. The Health Systems Leadership and Administration field is also offered primarily online but requires some on-campus residency periods.

**Clinical Nursing**

The Master of Nursing Clinical Nursing field of study program is designed to prepare nurses for clinical leadership roles in healthcare organizations in Canada and internationally. Graduates are prepared for advanced practice clinical roles such as clinical nurse specialists, nurse educators, professional practice leaders, and other related roles.

**Program Requirements**

- The MN Clinical Nursing field of study program requires 5.0 full-course equivalents (FCEs) as follows:
  - Four foundational courses (NUR1017H, NUR1022H, NUR1028H, NUR1034H)
  - One of the relational courses (NUR1012H, NUR1016H, NUR1021H, NUR1032H, or NUR1043H)
  - Three courses chosen from the core course clinical field list, two of which must be Faculty of Nursing courses; one core course may be taken outside the Faculty of Nursing
  - A 1.0 FCE practicum-based course (NUR1072Y), which should be taken alone in the final session and only after completion of all other coursework and program requirements

**Course-Based Option**

Students are required to complete 18.0 units of study of which 12 units are at the 500 level. Students consult with the Graduate Adviser in the School of Nursing to select courses aimed at meeting the students' particular academic needs.

**Advanced Practice Leadership**

- **Course-Based Option (18.0 units):**
  - Required Core APL courses (4.5 units)
    - NURS 506 (1.5) Philosophical Knowledge and Advanced Practice Nursing
    - NURS 507 (1.5) Theoretical Knowledge and Advanced Practice Nursing
    - NURS 508 (1.5) Methodological Knowledge and Advanced Practice Nursing
  - Required APL concentration courses (13.5 units)
    - NURA 516 (1.5) APL Praxis II
    - NURA 518 (1.5) APL Praxis II
    - NURA 519 (1.5) Nursing Leadership II (Health Systems and Policy Spheres)
    - NURS 500 (1.5) Scholarly Writing for Advanced Practice Nursing
    - NURS 509 (1.5) Evaluation of Health Care
    - NURA 594 (1.5) Scholarly Inquiry: Integrating Knowledge and Practice
    - NURA 596 (3.0) Nursing Scholarship: Integration and Dissemination

**Master of Nursing, Advanced Practice Nursing: Nurse Educator Option - by Distributed Learning**

- **Course-Based Option:**
  - Required Core APN courses (4.5 units)
    - NURS 506 (1.5) Philosophical Knowledge and Advanced Practice Nursing
    - NURS 507 (1.5) Theoretical Knowledge and Advanced Practice Nursing
    - NURS 508 (1.5) Methodological Knowledge and Advanced Practice Nursing
  - Required NUED concentration courses (13.5 units)
    - NUED 570 (1.5) Engaging with Pedagogy: Teaching and Learning in Nursing Education
    - NUED 571 (1.5) Critical Pedagogy in Nursing Education and Evaluation
    - NUED 572 (1.5) Intersectoral Course and Curriculum Design in Nursing Education
    - NUED 573 (1.5) Nurse Educator Practice I
    - NUED 574 (1.5) Nurse Educator Practice II

**Required NUED concentration courses (13.5 units):**

- NUED 573 (1.5) Nurse Educator Practice I
- NUED 574 (1.5) Nurse Educator Practice II

**Placement Practicum Requirements**

**Victoria**

**Master of Nursing, Advanced Practice Nursing: Advanced Practice Leadership Option by Distributed Learning (Course-Based Masters)**

- The Master of Nursing degree in the Advanced Practice Nursing, Advanced Practice Leadership (APL) option, offered by the University of Victoria School of Nursing, is a practice oriented and theory-based degree intended to prepare nurses for a wide variety of advanced practice roles.
- Graduates of the program will be leaders in four spheres of influence: the interprofessional/intersectoral health spheres, the patient/client sphere, the nurses/nursing sphere, and the health systems/organization sphere. They will practice as Advanced Practice Nurses in a wide range of settings, including acute care, community, long-term care and primary health care.

**Master of Nursing, Advanced Practice Nursing: Nurse Educator Option - by Distributed Learning (Course-Based Option):**

- The Master of Nursing degree in the Advanced Practice Nursing, Nurse Educator (NUED) option, offered by the University of Victoria, School of Nursing, is a practice oriented; theory-based degree intended to prepare nurses for advanced nurse educator roles in multi sectoral settings.
- Graduates of the program will have enriched capacity to work across the health care delivery sector and academic settings with the skills to influence nursing practice at the health facility level and the nursing education level.

**Required NUED concentration courses (13.5 units):**

- NUED 573 (1.5) Nurse Educator Practice I
- NUED 574 (1.5) Nurse Educator Practice II

**Placement Practicum Requirements**

**Note:** Y denotes 1.0 FCE and H denotes 0.5 FCE
The Master of Nursing and Master of Science in Health Informatics (Double Degree) option offered by the University of Victoria, School of Nursing, and School of Health Information Science is a practice-oriented, theory-based degree intended to prepare nurses who are interested in health information technology to develop graduate level competencies in both Nursing and Health Informatics. The option is intended to prepare nursing leaders with a background essential for working in the rapidly expanding field of nursing and health informatics. Graduates will be prepared to take leadership roles in informatics, telehealth, implementation of electronic health care records and other areas of emerging health technology.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>NURS 500 (1.5) Scholarly Writing for Advanced Practice Nursing</td>
<td></td>
</tr>
<tr>
<td>NURS 594 (1.5) Scholarly Inquiry: Integrating Knowledge and Practice</td>
<td></td>
</tr>
<tr>
<td>NURS 596 (3.0) Nursing Scholarship: Integration and Dissemination</td>
<td></td>
</tr>
<tr>
<td>NURS 506 (1.5) Philosophical Knowledge and Advanced Practice Nursing</td>
<td></td>
</tr>
<tr>
<td>NURS 507 (1.5) Theoretical Knowledge and Advanced Practice Nursing</td>
<td></td>
</tr>
<tr>
<td>NURS 508 (1.5) Methodological Knowledge and Advanced Practice Nursing</td>
<td></td>
</tr>
<tr>
<td>NURS 568 (1.5) Trends and Issues in Advanced Practice Nursing</td>
<td></td>
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</tbody>
</table>

Required core APN courses (6.0 units)

<table>
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<th>Course</th>
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<tr>
<td>NURS 506 (1.5) Philosophical Knowledge and Advanced Practice Nursing</td>
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<td></td>
</tr>
<tr>
<td>NURS 568 (1.5) Trends and Issues in Advanced Practice Nursing</td>
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</tr>
</tbody>
</table>

Required core HINF courses (6.0 units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HINF 501 (1.5) Database Design</td>
<td></td>
</tr>
<tr>
<td>HINF 503 (1.5) Research Methods in Health Informatics</td>
<td></td>
</tr>
<tr>
<td>HINF 530 (1.5) Health Information Systems Design</td>
<td></td>
</tr>
<tr>
<td>HINF 572 (1.5) Health Informatics: An Overview</td>
<td></td>
</tr>
<tr>
<td>HINF Electives (3.0)</td>
<td></td>
</tr>
<tr>
<td>Electives are chosen in consultation with the supervisors. HINF electives include, but are not limited to:</td>
<td></td>
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<tr>
<td>HINF 510 (1.5) Information Management and Technology</td>
<td></td>
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<tr>
<td>HINF 511 (1.5) Clinical Decision Support Systems</td>
<td></td>
</tr>
<tr>
<td>HINF 531 (1.5) Ethical and Legal Aspects of Health Informatics</td>
<td></td>
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<td>HINF 551 (1.5) Electronic Health Record</td>
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<tr>
<td>HINF 560 (1.5) Health Care Quality Improvement</td>
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<tr>
<td>HINF 561 (1.5) Project Management in Health Informatics</td>
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<tr>
<td>HINF 562 (1.5) Procurement in Health Informatics</td>
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<tr>
<td>HINF 573 (1.5) Applied Biostatistics</td>
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<tr>
<td>HINF 575 (1.5) Human Factors in Healthcare</td>
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</tr>
</tbody>
</table>

Required Co-operative experience (6.0 units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COOP (NURS) (3.0) Co-operative Experience Requirement</td>
<td></td>
</tr>
<tr>
<td>COOP (HINF) (3.0) Co-operative Experience Requirement</td>
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</tr>
</tbody>
</table>

Required Thesis (7.5 units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 593 (1.5) Thesis Seminar</td>
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</tr>
<tr>
<td>HINF 580 (1.5) Thesis Seminar</td>
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</tr>
<tr>
<td>NUHI 599 (6.0) Thesis</td>
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</tr>
</tbody>
</table>

Waterloo

No nursing program
The Master of Nursing (Advanced Nursing Practice) program (MN-ANP) provides the basis for leadership in advanced nursing roles within nursing education, health services or health promotion. This program is offered for both full- and part-time students.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Fall Term</th>
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<tbody>
<tr>
<td></td>
<td>Nursing 9661 - Foundations of Nursing Science</td>
</tr>
<tr>
<td></td>
<td>Nursing 9611 - Statistical Analysis &amp; Application</td>
</tr>
<tr>
<td></td>
<td>One field elective from:</td>
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<tr>
<td></td>
<td>Nursing 9674 - Theoretical Foundations of Nursing in Education</td>
</tr>
<tr>
<td></td>
<td>Nursing 9676 - Leadership in Nursing and Health Services</td>
</tr>
<tr>
<td></td>
<td>Nursing 9678 - Theoretical Foundations of Health Promotion in Nursing</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Winter Term</th>
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</thead>
<tbody>
<tr>
<td>Nursing 9662 - Post-Positivist Research Methodology</td>
</tr>
<tr>
<td>Nursing 9663 - Interpretive and Critical Research Methodologies</td>
</tr>
<tr>
<td>Elective of student’s choice (two electives must be taken in program)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summer Term</th>
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</thead>
<tbody>
<tr>
<td>Nursing 9664 - Research Practicum</td>
</tr>
<tr>
<td>Elective of student’s choice (two electives must be taken in program)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 2</th>
<th>Fall Term</th>
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<tbody>
<tr>
<td></td>
<td>Nursing 9693 - Knowledge Synthesis</td>
</tr>
</tbody>
</table>

### Practicum Site Requirements

Students taking courses (N9615, N9664, N9693) that involve research/practicum at off-campus sites should be aware that they may be required to complete site-specific requirements prior to beginning their practicum. These requirements may include proof of immunization, police record check with vulnerable sector screening, mask fit testing, orientation, etc. Students will work with the School of Nursing’s Placement Coordinator, Requirements & Information to ensure that all requirements are met prior to beginning the practicum.
## Appendix B

### MN Course Based Recommended Timetables

#### Education Focus

<table>
<thead>
<tr>
<th>Year 1, Term 1</th>
<th>Year 1, Term 2</th>
<th>Year 1, Term 3</th>
</tr>
</thead>
</table>
| Nurs 891.3 Concept Clarification in Advanced Nursing Practice  
Nurs 812.3 Leadership in Nursing | Nurs 818.3 Statistical Methodology in Nursing  
Nurs 821.3 Outcomes Based Research | Nurs 813.3 Teaching in Nursing (Restricted elective) |
| Nurs 822.3 Advanced Issues in Nursing Education (Restricted Elective)  
Open Elective | Nurs 824.6 Advanced Nursing Integration | |

#### Research Focus

<table>
<thead>
<tr>
<th>Year 1, Term 1</th>
<th>Year 1, Term 2</th>
<th>Year 1, Term 3</th>
</tr>
</thead>
</table>
| Nurs 891.3 Concept Clarification in Advanced Nursing Practice  
Nurs 812.3 Leadership in Nursing | Nurs 818.3 Statistical Methodology in Nursing  
Nurs 821.3 Outcomes Based Research | Nurs 892.3 Research Methods (Restricted elective) |
| Nurs 893.3 Qualitative Research (Restricted Elective)  
Open Elective | Nurs 824.6 Advanced Nursing Integration | |

#### Leadership Focus

<table>
<thead>
<tr>
<th>Year 1, Term 1</th>
<th>Year 1, Term 2</th>
<th>Year 1, Term 3</th>
</tr>
</thead>
</table>
| Nurs 891.3 Concept Clarification in Advanced Nursing Practice  
Nurs 812.3 Leadership in Nursing | Nurs 818.3 Statistical Methodology in Nursing  
Nurs 821.3 Outcomes Based Research | Nurs 892.3 Research Methods (Restricted elective) OR  
Nurs 813.3 Teaching in Nursing (Restricted Elective) OR  
Open Elective |
| Nurs 823.3 Applied Leadership and Management in Clinical Nursing Practice (Restricted Elective)  
Open Elective | Nurs 824.6 Advanced Nursing Integration | |

Options for restricted electives: Nurs 892.3 (Term 2 or term 3), Nurs 893.3 (Term 1), Nurs 813.3 (Term 3)

Nursing courses that could be taken as an open elective for all focuses: Nurs 813.3  
Teaching (Term3)  
Nurs 814.3 Aboriginal Health (Term3)  
Nurs 815.3 Forensics (Term2)  
Nurs 892.3 Research (Term 2, Term 3)  
Nurs 893.3 Qualitative Research (Term 1)  
Nurs XXX.3 Advanced Teaching (Term 1)  
Nurs 823.3 Applied Leadership and Management in Clinical NursingPractice (Term 1)
### Appendix C: Mapping Proposed Master of Nursing Project Program Option Curricula to CASN Competency Statements and Core Indicators.

<table>
<thead>
<tr>
<th>Competencies / Core Indicators</th>
<th>NURS 891 Concept Clarification</th>
<th>NURS 821 Outcomes Based Research</th>
<th>NURS 812 Leadership in Nursing</th>
<th>NURS 818 or equivalent Statistics</th>
<th>NURS 992 Project</th>
<th>NURS 990 Seminar</th>
<th>GSR 980</th>
<th>Comments / Optional Opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge. Demonstrates a comprehensive and substantive understanding of nursing knowledge and a critical awareness of complex problems and/or new insights, some of which are at the forefront of the discipline of nursing or area of professional practice.</td>
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</tr>
<tr>
<td>1. Builds on the knowledge of a Baccalaureate Nurse to demonstrate advanced knowledge in a focused area of graduate study.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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</tr>
<tr>
<td>2. Demonstrates integration of breadth and depth of knowledge across the six competency domains to effect quality nursing and health-care outcomes.</td>
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<tr>
<td>3. Demonstrates advanced knowledge of nursing related disciplines and interprofessional knowledge in preparation for an advanced professional role.</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>Electives are intended to advance knowledge and interprofessional understanding.</td>
</tr>
<tr>
<td>4. Demonstrates advanced knowledge of complex health systems, policy environments and changing contexts of nursing and healthcare.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td>Advanced Teaching and Management electives will also meet this requirement.</td>
</tr>
<tr>
<td>5. Demonstrates knowledge and skills to access, appraise, critically examine, synthesize and judiciously use theory and empirical evidence from a variety of sources.</td>
<td></td>
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<td>X</td>
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<tr>
<td>6. Integrates knowledge of recipients, advanced disciplinary knowledge, experiential knowledge and knowledge of self in professional role.</td>
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<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td>Open elective would address this.</td>
</tr>
<tr>
<td>Nursing Practice. Uses best available evidence, theories and expertiseto plan, conduct and evaluate a focused area of care to improve health.</td>
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<tr>
<td>7. Conducts comprehensive and systematic assessments integrating theory, evidence, research and interprofessional perspectives as a foundation for either advanced reasoning and/or decision-making.</td>
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<tr>
<td>8. Analyzes current and emerging trends in nursing practice and health-care delivery, and synthesizes the available evidence in order to create strategies at both the unit and organizational level to anticipate and provide health care to individuals, groups and populations.</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
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</tr>
<tr>
<td>Competencies / Core Indicators</td>
<td>NURS 891 Concept Clarification</td>
<td>NURS 821 Outcomes Based Research</td>
<td>NURS 812 Leadership in Nursing</td>
<td>NURS 818 or equivalent Statistics</td>
<td>NURS 992 Project</td>
<td>NURS 990 Seminar</td>
<td>GSR 960 Ethics</td>
<td>Comments / Optional Opportunities</td>
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<tr>
<td>9. Integrates emotional intelligence in professional relationships to influence outcomes.</td>
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</tr>
<tr>
<td>10. a. In the absence of complete data, is able to make sound and justifiable decisions.</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Management and Advanced Teaching electives will cover this.</td>
</tr>
<tr>
<td>b. Deals with complex issues both systematically and creatively. Communicates conclusions to professional and lay audiences.</td>
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<tr>
<td>11. Models exemplary, collaborative and respectful approaches in professional care environments.</td>
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<td></td>
<td>Management and Advanced Teaching electives will cover this.</td>
</tr>
<tr>
<td>12. Conducts comprehensive assessments of the professional practice environment to improve unit (program) and organizational outcomes.</td>
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<tr>
<td>13. Creates and sustains practice environments that support patient, family and community engagement.</td>
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<tr>
<td>Leadership. Demonstrates leadership in the provision of culturally responsive, high-quality nursing practice, healthcare team coordination and the oversight and accountability for nursing practice delivery and outcomes.</td>
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</tr>
<tr>
<td>14. Integrates theories and evidence-informed knowledge in leading, as appropriate, the healthcare team to design, coordinate, implement and evaluate the delivery of care, and innovations.</td>
<td>X</td>
<td>X</td>
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<td>Management elective will cover this as well.</td>
</tr>
<tr>
<td>15. Provides leadership in creating and sustaining environments that support professional nursing practice and healthy workplaces</td>
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<td>Management elective will cover this as well.</td>
</tr>
<tr>
<td>16. Considers business and economic principles and practices to guide nursing practice.</td>
<td>X</td>
<td>X</td>
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<td></td>
<td>Management elective will cover this as well.</td>
</tr>
<tr>
<td>17. Promotes quality improvement and patient safety using informatics, healthcare technologies and high quality evidence to optimize standards of care.</td>
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<td>Management elective will cover this as well.</td>
</tr>
<tr>
<td>18. Evaluates current and emerging technologies to optimize safety, cost-effectiveness and health outcomes.</td>
<td>X</td>
<td>X</td>
<td></td>
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<td></td>
<td>Management elective will cover this as well.</td>
</tr>
<tr>
<td>19. Participates in the design and implementation of new models of nursing and healthcare delivery.</td>
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<td></td>
<td>Management elective will cover this as well.</td>
</tr>
<tr>
<td>Management elective will cover this as well.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Competencies / Core Indicators</td>
<td>NURS 891 Concept Clarification</td>
<td>NURS 821 Outcomes Based Research</td>
<td>NURS 812 Leadership in Nursing</td>
<td>NURS 818 or equivalent Statistics</td>
<td>NURS 992 Project</td>
<td>NURS 990 Seminar</td>
<td>GSR 950 Ethics</td>
<td>Comments / Optional Opportunities</td>
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</tr>
<tr>
<td>21. Implements safety and quality improvement initiatives within the context of the team using effective communication (scholarly writing, speaking, and group interaction) skills.</td>
<td>X</td>
<td></td>
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<td>Management elective will cover this as well.</td>
</tr>
<tr>
<td>22. Leads and guides teams to promote optimum standards of care.</td>
<td>X</td>
<td>X</td>
<td></td>
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<td></td>
<td>Management elective will cover this as well.</td>
</tr>
<tr>
<td>23. Participates in the development and implementation of institutional, local, provincial and national policy.</td>
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<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td>Management elective will cover this as well.</td>
</tr>
<tr>
<td>24. Promotes lifelong learning that incorporates professional nursing standards and accountability for practice.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td>Management elective will cover this as well.</td>
</tr>
<tr>
<td>25. Advocates effectively for clients and/or for innovative improvements in health care and delivery outcomes.</td>
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<td>X</td>
<td></td>
<td></td>
<td>Management elective will cover this as well.</td>
</tr>
<tr>
<td>Research and Scholarship. Contributes to nursing knowledge in a practice area by critically appraising analyzing the existing knowledge or evidence from nursing and other disciplines; formulating research questions; conducting systematic inquiry; and evaluating the impact of evidence-based</td>
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<td>Qualitative and Research courses will cover this as well.</td>
</tr>
<tr>
<td>26. Applies knowledge and theory of core research methods to collaborate in research and quality assurance related initiatives.</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td>Qualitative and Research courses will cover this as well.</td>
</tr>
<tr>
<td>27. Using critical appraisal, identifies gaps in nursing-relevant knowledge to inform future research and practice.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Qualitative and Research courses will cover this as well.</td>
</tr>
<tr>
<td>28. Uses a systematic approach to:</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>Qualitative and Research courses will cover this as well.</td>
</tr>
<tr>
<td>a. Identify and substantiate the existence of strengths and challenges in practice by gathering evidence.</td>
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<td>Qualitative and Research courses will cover this as well.</td>
</tr>
<tr>
<td>b. Synthesize and interpret knowledge related to addressing practice strengths and/or challenges.</td>
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<td>Qualitative and Research courses will cover this as well.</td>
</tr>
<tr>
<td>c. Implement evidence informed solutions to enable strengths and resolve challenges in practice.</td>
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<td></td>
<td>Qualitative and Research courses will cover this as well.</td>
</tr>
<tr>
<td>d. Evaluate interventions for nursing practice and health-care outcomes</td>
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<td></td>
<td>Qualitative and Research courses will cover this as well.</td>
</tr>
<tr>
<td>29. Formulates a research question that can be addressed through systematic inquiry or research.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td>Qualitative and Research courses will cover this as well.</td>
</tr>
<tr>
<td>30. Understands the use of various methods of inquiry</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
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<td>X</td>
<td></td>
<td>Qualitative and Research courses will cover this as well.</td>
</tr>
<tr>
<td>Competencies / Core Indicators</td>
<td>NURS 891 Concept Clarification</td>
<td>NURS 821 Outcomes Based Research</td>
<td>NURS 812 Leadership in Nursing</td>
<td>NURS 818 or equivalent</td>
<td>Statistics</td>
<td>NURS 992 Project</td>
<td>NURS 990 Seminar</td>
<td>GSR 960 Ethics</td>
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</tr>
<tr>
<td>31. Contributes to continuous quality improvement to enhance patient outcomes and improve health care.</td>
<td>X</td>
<td>X</td>
<td>X</td>
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</tr>
<tr>
<td>32. Analyzes facilitators and barriers to knowledge uptake and uses evidence based strategies for knowledge translation.</td>
<td>X</td>
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</tr>
<tr>
<td>33. Engages in written and oral scholarly activities.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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</tr>
<tr>
<td>Communication, Collaboration and Consultation. Uses advanced communication, collaboration and consultation to participate and lead in diverse contexts.</td>
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</tr>
<tr>
<td>34. Integrates information and communication technologies, resources, and effective principles of communication into a focused area of practice.</td>
<td>X</td>
<td>X</td>
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</tr>
<tr>
<td>35. Articulates verbally, and in writing, to a variety of audiences the evidence for nursing decisions, including the credibility of sources of information and the relevance to the situation.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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</tr>
<tr>
<td>36. Demonstrates advanced knowledge, skills, attitudes and values that influence intra- and interprofessional collaborative practice.</td>
<td>X</td>
<td>X</td>
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</tr>
<tr>
<td>37. Participates, or leads diverse teams to improve outcomes and to support and/or initiate policy changes through knowledge generation, knowledge dissemination, planning, implementation and evaluation.</td>
<td>X</td>
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</tr>
<tr>
<td>38. Articulates an advanced nursing perspective when working with colleagues in order to optimize health-care.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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</tr>
<tr>
<td>Professional Autonomy/Identity. Initiates and models best practices in nursing, promotes the personal and professional growth of oneself and others.</td>
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</tr>
<tr>
<td>39. Understands and articulates the contributions of nursing practice at basic and advanced levels, to recipients of care, health care providers and to various stakeholders in healthcare.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>40. Demonstrates innovation, autonomy, sound judgement, adaptability and responsibility.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Competencies / Core Indicators</td>
<td>NURS 891 Concept Clarification</td>
<td>NURS 821 Outcomes Based Research</td>
<td>NURS 812 Leadership in Nursing</td>
<td>NURS 818 or equivalent Statistics</td>
<td>NURS 992 Project</td>
<td>NURS 990 Seminar</td>
<td>GSR 960 Ethics</td>
<td>Comments / Optional Opportunities</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>41. Exercises initiative, professional responsibility and accountability in addressing complex issues at the individual, population and system levels.</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>42. Demonstrates accountability in decision-making related to own advanced professional role.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>43. Continues advanced knowledge and practice development and specialisation in a self-directed or autonomous manner.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>44. Promotes a professional and ethical environment of accountability and respectful communication, including in potentially difficult or conflictual situations.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lorraine

I am glad my comments were helpful. All the best to you and colleagues as you move forward with your revisions.

Cheers,
Lalita

From: "Holtslander, Lorraine"<lorraine.holtslander@usask.ca>
Date: Thursday, June 16, 2016 at 4:19 PM
To: Lalita Bharadwaj<lalita.bharadwaj@usask.ca>
Subject: Re: Revisions to our Course-Based Master of Nursing program

Dear Lalita,
Thanks so much for offering these important consideraUons for our proposal. Some of the key points that you bring forward speak to the needs in the current course-based MN, where the foci are not clear. While offering flexibility, this new proposal will offer students the opportunity to take 3 courses in their focus area as well as complete an integraUve nursing exercise with a supervisor.
Your comments about disUnguishing between all of our graduate programs are very Umely! Just today at the Graduate Studies Commi^ee meeUng we formed a sub-commi^ee to develop a program curriculum model or conceptual framework to explain the “why’s” and to differenUate between our various program opUons including Nurse PracUoner and other areas of advanced pracUce and research. Most of our graduates will conUne to work in our very complex health care system or in nursing educaUon. Their learning needs and skills will be fairly unique to each student, while also meshing with the pracUce and research experUse offered by faculty.
We look forward to a conUned relaUonship with the School of Public Health and very much appreciate your experUse and support.
Yours,
Lorraine

Lorraine Holtslander, RN, PhD, CHPCN(c)
Graduate Programs Chair
Associate Professor
College of Nursing, University of Saskatchewan
4216 E Wing Health Science Bldg
104 Clinic Place, Saskatoon SK S7N 2Z4
Phone: 306-966-8402
Email: lorraine.holtslander@usask.ca

Honorary Associate Professor
University of the Witwatersrand
Johannesburg, South Africa

Research Website

Co-Chair Education Committee of IFNA
On Jun 8, 2016, at 2:51 PM, Bharadwaj, Lalita <lalita.bharadwaj@usask.ca> wrote:

Hi Lorraine

I have attached a few comments to the program document. These comments may be some things you have thought of already. I hope you find them helpful. If you require any clarification please do not hesitate to contact me. The sequencing of programming seems very logical. In the streams (foci) perhaps consider targeting the specific programs to advance theoretical, clinical, applied skill development in the foci areas such that there is a clear difference between the 3 streams (i.e. What are the advanced training needs for the students within these streams and how do these streams differ to make them separate foci within the overall MN program).

All the best,

Lalita

---

Lalita Bharadwaj, Ph.D.
Interim Director, MPH Program
Associate Professor
Toxicologist
School of Public Health
University of Saskatchewan
Room 3326, E-Wing Health Sciences Building
104 Clinic Place
Saskatoon, SK
S7N 5E5
Phone: 966-5553
cm: lalita.bharadwaj@usask.ca

From: "Holtslander, Lorraine" <lorraine.holtslander@usask.ca>
Date: Tuesday, June 7, 2016 at 2:04 PM
To: Lalita Bharadwaj <lalita.bharadwaj@usask.ca>
Subject: Re: Revisions to our Course-Based Master of Nursing program

Hello Lalita,
I forwarded my original message, let me know if it came through alright!
Thanks!!
On Jun 7, 2016, at 1:56 PM, Bharadwaj, Lalita <lalita.bharadwaj@usask.ca> wrote:

Hello Lorraine,

The text of your message for some reason has disappeared. I would be happy to comment on your proposed revisions to your MN program.

If you could please resend your original message I will provide you some feedback tomorrow.

All the best,
Lalita
Appendix E

From: Janzen, Bonnie  bonnie.janzen@usask.ca
Subject: Re: Proposed revisions to our Master of Nursing Course-based program
Date: June 7, 2016 at 3:54 PM
To: Holtslander, Lorraine lorraine.holtslander@usask.ca

Dear Lorraine,

Thank-you for providing me the opportunity to provide input into proposed revisions to your course based Master of Nursing program.

I am in support of your proposal and have no suggested revisions. I am happy to see that several of your courses that our graduate students in CH&E oDen benefit from, will remain available.

Regards, Bonnie

Bonnie Janzen, PhD
Associate Professor
Graduate Program Chair
Department of Community Health & Epidemiology College of Medicine University of Saskatchewan
Saskatoon, SK Canada
ph: (306) 966-7841
e Mail: bonnie.janzen@usask.ca

From: Holtslander, Lorraine
Sent: Tuesday, June 7, 2016 2:30 PM
To: Janzen, Bonnie
Subject: Proposed revisions to our Master of Nursing Course-based program

Hi Bonnie,

I was wondering if you had a chance to look at the revisions we are planning to make to our Master of Nursing course based program (per my email from June 1)?

Here are the basic changes:

1. The MN Course-based degree will be titled: "Professional Practice" and will have 3 options for students to focus on either leadership, research or education.

2. The total credit units have increased to 27 from 24

3. We have removed the Practicum course and the Publishable Paper course and added a 6 credit unit “Advanced Nursing Integration Course” which will require a supervisor and one committee member

4. We have added "Outcomes Based Research" as a required course, and are continuing to offer the courses that some CH&E students have taken as electives (NURS 893)
Qualitative Methods, NURS 814 Aboriginal Health)

5. We are adding “Advanced Issues in Nursing Education” and “Advanced Leadership and Management” courses as restricted electives

We will still offer an MN Thesis program as approved earlier this year.

Thanks so much for giving us some input on these changes. Please let me know if you have any questions or would like more information.

Sincerely,
Lorraine
Lorraine Holtslander, RN, PhD, CHPCN(c)
Graduate Chair
Associate Professor
College of Nursing, University of Saskatchewan
4216 E Wing Health Science Bldg
104 Clinic Place, Saskatoon SK S7N 2Z4
Phone: 306-966-8402
Email: lorraine.holtslander@usask.ca

Honorary Associate Professor
University of the Witwatersrand
Johannesburg, South Africa

Research Website

Co-Chair Education Committee of IFNA
From: "Kumaran, Maha" <maha.kumaran@usask.ca>
Subject: RE: MN Course based proposed changes
Date: June 1, 2016 at 4:40:38 PM CST
To: "Holtslander, Lorraine"
<lorraine.holtslander@usask.ca>

Hi Lorraine,
Thank you for sharing this with me. If anything is needed in the areas of forensic nursing and Aboriginal health please let me know. I will keep an eye out for resources in these areas too. I think we are good for other courses.

Best,
Maha.

Maha Kumaran
Liaison Librarian
University Library, University of Saskatchewan
Tel: (306) 966-7779     Fax: (306) 966-5918     http://orcid.org/0000-0003-4643-865X

From: Holtslander, Lorraine     Sent: June-01-16 3:14 PM     To: Kumaran, Maha <maha.kumaran@usask.ca>     Subject: MN Course based proposed changes

Hi Maha,

I know you have some awareness of these changes, but I do need to formally “consult” with you as our Nursing Liaison Librarian so that you are aware of the proposed changes and can offer us support, feedback or recommended changes.
Appendix G

Master of Nursing (M.N.) (Course-Based - Educational/Leadership)

Admission Requirements

Degree Requirements

Students must maintain continuous registration, either in a credit course or a tuition bearing maintenance of status.

- GSR 960.0
- GSR 961.0 if research involves human subjects
- GSR 962.0 if research involves animal subjects
- 24-27 credit units, including the following:
  - NURS 812.3
  - NURS 813.3
  - NURS 882.3
  - NURS 891.3
  - NURS 892.3
  - NURS 990.0
  - NURS 993.3
  - NURS 821.3 Outcomes Based Research
  - 3 credit unit 800-level Open Elective
  - 3 cu of NURS 818, PUBH 805, ERES 840, KIN 808, CHEP 805, CHEP 806, STAT 845, OR PSY 805
  - 6 credit units Restricted Electives:
    - NURS 813.3 Teaching in Nursing
    - NURS 822.3 Advanced Issues in Nursing Education
    - NURS 892.3 Research Methods
    - NURS 893.3 Qualitative Research
    - NURS 823.3 Applied Leadership and Management in Clinical Nursing Practice
    - NURS 814.3 Aboriginal Health Issues
    - NURS 815.3 Advanced Forensic Mental Health
    - NURS 816.3 Community within the Context of Diversity and Vulnerability
  - NURS 824.6 Advanced Nursing Integration
Dear Lorraine

Thank you for the opportunity to meet on Monday October 24 2016 to discuss the Master of Nursing Professional Practice graduate program and four of its courses: Advanced Issues in Nursing Education; Applied Leadership and Management in Clinical Nursing Practice; Outcomes based Research; and Advanced Integrative Exercise. I also appreciated receiving hard copies of the materials to review after our meeting.

The applied field of nursing and my field of counselling psychology share common features; so, it was very interesting to see how the College of Nursing has designed a program that is both academically rigorous and pertinent to a practice-based profession. The Outcomes Based Research course and the capstone Advanced Integrative Exercise course stood out as substantive courses that will foster strong knowledge and skills associated with advancing nursing research scholarship. Advanced Issues in Nursing Education will equip students with important content (e.g., trends in nursing education and innovative pedagogy and curriculum both locally, nationally and globally) and skills (critical thinking, synthesis, evaluation, design); and the Applied Leadership and Management in Clinical Nursing Practice will prepare students to be informed and ethical leaders and managers, able to positively impact health care delivery and patient outcomes. These strike me as four potent courses!

The syllabi themselves are informative and complete, appearing to meet the university's recommendations for course syllabi. The reading lists and assignment appear appropriate to graduate-level programming; there is clarity about the assignments and their evaluation; and inclusion of draft schedules and timelines as well as materials on student conduct and students services. Congratulations and best wishes in modifying and going forward with the program!

Sincerely,

-Jennifer

Dr JNicol (RDPsych, MTA)
Professor, EPSE
University of Saskatchewan
Dear Lorraine,

I have had an opportunity to review the revisions you have made to the Master of Nursing Professional Program proposal based on suggestions from the Graduate Programs Committee. The revised syllabi now include: 1) greater detail regarding student assessment; 2) statements pertaining to student conduct and services; 3) a more comprehensive reading list; and 4) graduate-level writing requirements.

Thank-you again for inviting me to part of this process. In addition to your own students, graduate students in CH&E will certainly benefit from these new course offerings, particularly Outcomes Based Research.

Regards,

Bonnie

Bonnie Janzen, PhD
Associate Professor
Graduate Program Chair
Department of Community Health & Epidemiology College of Medicine University of Saskatchewan
Saskatoon, SK Canada
ph: (306) 966-7841
e-mail: bonnie.janzen@usask.ca
NURS 825.6 Advanced Integrative Exercise

COURSE SYLLABUS

COURSE TITLE: Advanced Integrative Exercise

COURSE CODE: NURS 825.6
TERM: 1 or 2 or 3

COURSE CREDITS: 6
DELIVERY: Asynchronous Online

SECTION 01
START DATE N/A

LOCATION N/A
CLASS TIME N/A

TOTAL HOURS 78 hours

INSTRUCTORS:
Dr. Lorraine Holtslander
Dr. Gerri Lasiuk
Dr. Pammla Petrucka
Dr. Helen Vandenberg

Course Description
The MN Advanced Integrative Exercise provides students with an opportunity to interpret, analyze, synthesize, apply, and communicate knowledge gained throughout their Master’s program. Working across the domains of research, practice, education, communication, policy, and leadership students will contribute to disciplinary knowledge in their area of expertise or emerging interest. The form of the Advanced Integrative Exercise is negotiated with a Faculty Supervisor and will vary depending on a students’ expertise, program focus, and career plans (e.g., synthesis/integrative review; secondary data analysis; concept mapping exercise; arts-based project etc.

Prerequisites
All core courses and electives (21 credit units)

Learning Outcomes
By the completion of this course, students will be expected to:

1. Identify opportunities to improve the effectiveness of nursing practice by critically appraising and synthesizing existing nursing knowledge

2. Analyze current and emerging trends in health care systems, nursing education, leadership or practice to identify and address an issue, problem, or gap in the literature

3. Synthesize and interpret knowledge to improve nursing or health outcomes through innovative approaches to solving complex health care system needs

4. Demonstrate advanced knowledge, including reflective self-awareness, in a focused area of
graduate study through strong written and oral communication

5. Contribute to the development of new, validating, or alternative knowledge products through an integrative exercise such as a secondary data analysis; an integrative, systematic or scoping review; or a program evaluation etc.

Prerequisites: All core courses and electives (21 credit units)

Course Overview

2-3 months before registering

1. Meet and talk with faculty members who have expertise in your practice, content or methodological area of interest about their willingness to supervise integrative exercise.
2. Once you and a supervisor have agreed to work together, the two of you will identify another faculty member who agrees to serve as a committee member.
3. Meet with your supervisor and committee member to identify the focus for your integrative exercise; clarify your roles and responsibilities; and establish timelines for the project.
4. Develop your proposal in consultation with your supervisor and committee member (see description of the proposal format below).
5. The Advanced Integrative Exercise must be completed in a single 13-week term and typically will not involve collection of new data or ethics approval.

1 month before registering

6. Submit completed proposal and a signed Integrative Exercise Proposal Approval Form (Appendix 1) to the Graduate Chair, College of Nursing for review at least one month before the term you wish to register for NURS 825.6.
7. The Graduate Chair will notify the student and committee when the proposal is approved, at which time the Graduate Program Coordinator will enter a permit to allow the student to register in NURS 825.6.

During the course

8. The student and committee meet regularly throughout the term to discuss progress and review drafts.
9. When the Advanced Integrative Exercise is complete and approved by the your supervisor and committee member, submit (a) the completed integrative exercise; (b) a signed Acceptance Form (Appendix 2); and (c) a signed Copyright Release Form* (Appendix 3)
10. The Graduate Chair, College of Nursing will assign credit earned in the Report of Completion for Course-Based Masters form, review the student’s transcript to ensure that all other course work is completed, and confirm the student for convocation.
* Signing the Copyright Release Form is optional. By signing and submitting the form, students are giving permission for a copy of their Advanced Integrated Exercise to be stored in a central repository in the College of Nursing, Graduate Office and shared with other students in a ‘read only’ format.

Advanced Integrative Exercise: Proposal Format

- The body of the proposal (excluding title page, references, and appendices) is to be maximum length **5 double-spaced pages**.
- The proposal must include the following elements:
  - Title page (Appendix 4)
  - Introduction
  - Background
  - Purpose
  - Method
  - Expected Outcomes
  - Significance to Nursing
  - Timeline (use table or grid to indicate interim deadlines and date of completion) – timelines should include at least biweekly meetings with the supervisor
  - References: 10 or fewer
  - Advanced Integrative Exercise Approval Form

- After your supervisor and committee member have approved your proposal, submit it electronically to the Graduate Chair, College of Nursing for approval.

Advanced Integrative Exercise Elements:

1. Title page (Appendix 4)
2. Table of Contents
3. Acceptance of Integration Exercise (signed)
4. Copyright page
5. Abstract (150-200 words, double spaced, block paragraph)
6. List of Tables (if any)
7. List of Figures or illustrations (if any)
8. Body of integrative exercise
9. References
10. Appendices

Readings/Textbooks


**Grading Scheme**

<table>
<thead>
<tr>
<th>Grading Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Integrative Exercise Proposal</td>
<td>25%</td>
</tr>
<tr>
<td>Draft #1 of Advanced Integrative Exercise*</td>
<td>30%</td>
</tr>
<tr>
<td>Final Advanced Integrative Exercise*</td>
<td>45%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

*See Rubric for Evaluating the Advanced Integrative Exercise (Appendix 5) and Relationship between Literal Descriptor and Percentage Score for Courses in the College of Graduate Studies and Research (Appendix 6)*

**Integrity Defined (from the Office of the University Secretary)**

The University of Saskatchewan is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Student Conduct & Appeals section of the University Secretary Website and avoid any behavior that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.


For more information on what academic integrity means for students see the Student Conduct & Appeals section of the University Secretary Website at: [http://www.usask.ca/secretariat/student-conduct-appeals/index.php](http://www.usask.ca/secretariat/student-conduct-appeals/index.php)
This course will conform to the academic requirements and standards for graduate courses, including the rules of *Student Appeals in Academic Matters* (see [http://www.usask.ca/secretariat/student-conduct-appeals/appeals-in-academic-matters.php](http://www.usask.ca/secretariat/student-conduct-appeals/appeals-in-academic-matters.php)). Please ensure that you have read and understand this information by week two of the course.

**Disability Services for Students (DSS)**

Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to register with Disability Services for Students (DSS) if they have not already done so. Students who suspect they may have disabilities should contact DSS for advice and referrals. In order to access DSS programs and supports, students must follow DSS policy and procedures. For more information, check [http://www.students.usask.ca/disability/](http://www.students.usask.ca/disability/), or contact DSS at 966-7273 or dss@usask.ca.

Students registered with DSS may request alternative arrangements for mid-term and final examinations. Students must arrange such accommodations through DSS by the stated deadlines. Instructors shall provide the examinations for students who are being accommodated by the deadlines established by DSS.

**Acknowledgements**

Course Contributor(s)
Dr. Lorraine Holtslander
Dr. Gerri Lasiuk
Dr. Pammla Petrucka
Dr. Helen Vandenber
Appendix 1

Advance Integrative Exercise Proposal Approval

The undersigned certify that they have read, and approve the INTEGRATION EXERCISE PROPOSAL entitled: [insert title] submitted by: [INSERT STUDENT NAME] in partial fulfilment of the requirements for the degree of Master of Nursing.

________________________________                    ______________________________
[Print student name & sign above]                       [Print supervisor name & sign above]

_______________________________________
[Print committee member name & sign above]

_______________________________________
[Print Graduate Chair Name & sign above]

_____________________________________
Date of approval (mm/dd/yyyy)
Appendix 2

Acceptance of Advanced Integrative Exercise

The undersigned certify that they have read, and recommend to the College of Nursing for acceptance, an exercise entitled [INSERT TITLE OF INTEGRATION EXERCISE] submitted by [INSERT STUDENT NAME] in partial fulfilment of the requirements for the degree of Master of Nursing.

_________________________________
[Print supervisor name & sign above]

_________________________________
[Print committee member name & sign above]

_________________________________
[Print Graduate Chair name & sign above]

Date of approval [dd/mm/yyyy]
Appendix 3

Advanced Integrative Exercise

Assignment of Copyright Form

Author:
Title:
Degree:
Date:

Permission is hereby granted to the University of Saskatchewan, College of Nursing to make available a ‘read only’ copy of the above named document to students enrolled in NURS 825.6 Advanced Nursing.

The author reserves all other publication and other rights in association with the copyright in the integrative exercise, and except as herein before provided, neither the integrative exercise nor any substantial portion thereof may be printed or otherwise reproduced in any material form whatsoever without the author's prior written permission.

_________________________________
[Type author name & sign above]

_________________________________
Date [dd/mm/yyyy]
Appendix 4
Integrative Exercise Title Page

University of Saskatchewan

[Type title of Advanced Integrative Exercise]

By

[Type student’s full name]

An Advanced Integrative Exercise submitted to the College of Nursing
in partial fulfilment of the requirements for the degree of

Master of Nursing

© [Type student’s full name]

[Type convocation and year - e.g., Spring 2018]

(city, province)
Appendix 5
Rubric for Evaluating the Advanced Integrative Exercise

<table>
<thead>
<tr>
<th>Area</th>
<th>Exceptional (90-00)</th>
<th>Excellent (80-90)</th>
<th>Good (70-79)</th>
<th>Satisfactory (60-70)</th>
<th>Minimal Pass (50-60)</th>
<th>Fail &lt;50</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction &amp; Background (20)</td>
<td>Topic is clear &amp; focused. Author provides exceptional context &amp; the topic’s importance &amp; relevance. Terms are clearly defined/explained</td>
<td>Topic is clear &amp; focused. Author provides very good context &amp; the topic’s importance &amp; relevance to nursing is evident; some minor information may be missing. Terms are defined/explained</td>
<td>Topic is evident but not well focused. Author provides some context &amp; topic’s importance &amp; relevance to nursing is somewhat evident; important information is missing. Some terms are defined/explained</td>
<td>Topic is unclear, confusing, &amp;/or unfocused. Author provides limited context &amp; the topic’s importance &amp; relevance to nursing is not established; key information is missing. Terms are poorly defined/explained or reliance on dictionary definitions</td>
<td>Topic is unclear, confusing, or unfocused. Author provide insufficient context &amp; the topic’s importance &amp; relevance to nursing is not established; key information is missing. Terms are not defined/explained</td>
<td>Paper is not submitted or does not fulfil assignment requirements</td>
</tr>
<tr>
<td>Purpose (5)</td>
<td>Purpose is clear, specific &amp; thorough. Novel, insightful &amp; sophisticated. Plausible &amp; persuasive. Elegantly stated.</td>
<td>Purpose is clear, specific &amp; thorough. Insightful, plausible, &amp; persuasive. Very well stated.</td>
<td>Purpose is identifiable but imprecise and/or lacks key information or development. Somewhat plausible &amp; persuasive.</td>
<td>Purpose Thesis is unclear and/or presented in general terms; relies on platitudes or clichés. Lacks plausibility &amp; persuasiveness.</td>
<td>Purpose is unclear or difficult to identify. Thesis may be too vague or obvious to be developed effectively.</td>
<td>No purpose statement evident</td>
</tr>
<tr>
<td>Organization &amp; Coherence (10)</td>
<td>Organization is logical and coherent &amp; appropriate to the paper’s topic, purpose, &amp; audience. Paragraphs contain strong topic sentences that are exceptionally well developed. Sophisticated transitions effectively guide through the argument/discussion</td>
<td>Organization is logical &amp; coherent &amp; appropriate to the paper’s topic, purpose, &amp; audience. Paragraphs contain strong topic sentences that were very well developed. Transitions guide readers through argument/discussion</td>
<td>For the most part, organization is logical &amp; appropriate to the paper’s topic, purpose, &amp; audience. Paragraphs are definable but some lack topic sentences; some are underdeveloped. Weak or absent transitions.</td>
<td>The paper lacks organization &amp;/or coherence. Many paragraphs lack topic sentences; there may be &gt; 1 idea per paragraph; &amp;/or ideas are underdeveloped. Very weak or absent transitions.</td>
<td>Overall, the paper lacks coherence. Most paragraphs lack topic sentences; there may be &gt; 1 idea per paragraph; &amp;/or ideas are underdeveloped. Very weak or absent transitions.</td>
<td>Discussion is incoherent &amp; disorganized. Transitions are weak or absent. Lack of planning and revision clearly evident</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Use of Evidence (20)</th>
<th>Exceptional (90-00)</th>
<th>Excellent (80-90)</th>
<th>Good (70-79)</th>
<th>Satisfactory (60-70)</th>
<th>Minimal Pass (50-60)</th>
<th>Fail &lt;50</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceptional familiarity with key concepts, research, &amp; relevant literature. Predominate use of recent, credible, &amp; primary sources to support discussion. Uses precise &amp; appropriate language/terminology.</td>
<td>Excellent familiarity with key concepts, research, &amp; relevant literature. Predominate use of recent, credible, &amp; primary sources &amp; a few secondary sources to support discussion. Uses precise &amp; appropriate language/terminology.</td>
<td>Good familiarity with key concepts, research, &amp; relevant literature. Uses some primary sources &amp; some secondary sources to support discussion; some references are dated. At times, language is imprecise/inappropriate.</td>
<td>Some familiarity with key concepts, research, &amp; relevant literature. Predominate use of secondary sources to support discussion; some references are dated. Overall language is imprecise/inappropriate.</td>
<td>Little evidence of familiarity with key concepts, research, &amp; relevant literature. Predominate use of secondary sources to support discussion; many references are dated. Language is imprecise/inappropriate.</td>
<td>Insufficient evidence of basic familiarity with key concepts, research, &amp; relevant literature. Discussion is inadequately supported. Language is imprecise/inappropriate.</td>
<td></td>
</tr>
</tbody>
</table>

| Evidence of a comprehensive & incisive grasp of the subject matter. Ability to make insightful critical evaluation of the material. An exceptional capacity for original, creative and/or logical thinking; to organize, analyze, synthesize, & to integrate ideas. Convincingly addresses opposing evidence. | A comprehensive grasp of the subject matter. An ability to make sound critical evaluation of the material. A very good capacity for original, creative and/or logical thinking; to organize, analyze, synthesize, & to integrate ideas. Addresses opposing evidence. | A substantial knowledge of the subject matter. A good understanding of the relevant issues & a good familiarity with the relevant literature. Some capacity for original, creative &/or logical thinking; good ability to organize, analyze, & to examine the subject material in a critical & constructive manner. Acknowledges opposing evidence. | Satisfactory knowledge of the subject matter. A fair understanding of the relevant issues & general familiarity with the relevant literature. Limited ability to develop solutions to moderately difficult problems related to the subject material & to examine the material in a critical & analytical manner. Does not acknowledge opposing evidence. | A barely acceptable performance with evidence of little familiarity with the subject material, relevant issues, & relevant literature. Attempts to solve moderately difficult problems related to the subject material & to examine the material in a critical & analytical manner are only partially successful. Does not acknowledge opposing evidence. | An unacceptable performance |


<table>
<thead>
<tr>
<th>Exceptional (90-00)</th>
<th>Excellent (80-90)</th>
<th>Good (70-79)</th>
<th>Satisfactory (60-70)</th>
<th>Minimal Pass (50-60)</th>
<th>Fail &lt;50</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceptional familiarity with key concepts, research, &amp; relevant literature. Predominate use of recent, credible, &amp; primary sources to support discussion. Uses precise &amp; appropriate language/terminology.</td>
<td>Excellent familiarity with key concepts, research, &amp; relevant literature. Predominate use of recent, credible, &amp; primary sources &amp; a few secondary sources to support discussion. Uses precise &amp; appropriate language/terminology.</td>
<td>Good familiarity with key concepts, research, &amp; relevant literature. Uses some primary sources &amp; some secondary sources to support discussion; some references are dated. At times, language is imprecise/inappropriate.</td>
<td>Some familiarity with key concepts, research, &amp; relevant literature. Predominate use of secondary sources to support discussion; some references are dated. Overall language is imprecise/inappropriate.</td>
<td>Little evidence of familiarity with key concepts, research, &amp; relevant literature. Predominate use of secondary sources to support discussion; many references are dated. Language is imprecise/inappropriate.</td>
<td>Insufficient evidence of basic familiarity with key concepts, research, &amp; relevant literature. Discussion is inadequately supported. Language is imprecise/inappropriate.</td>
</tr>
</tbody>
</table>

| Evidence of a comprehensive & incisive grasp of the subject matter. Ability to make insightful critical evaluation of the material. An exceptional capacity for original, creative and/or logical thinking; to organize, analyze, synthesize, & to integrate ideas. Convincingly addresses opposing evidence. | A comprehensive grasp of the subject matter. An ability to make sound critical evaluation of the material. A very good capacity for original, creative and/or logical thinking; to organize, analyze, synthesize, & to integrate ideas. Addresses opposing evidence. | A substantial knowledge of the subject matter. A good understanding of the relevant issues & a good familiarity with the relevant literature. Some capacity for original, creative and/or logical thinking; good ability to organize, analyze, & to examine the subject material in a critical and constructive manner. Acknowledges opposing evidence. | Satisfactory knowledge of the subject matter. A fair understanding of the relevant issues & general familiarity with the relevant literature. Limited ability to develop solutions to moderately difficult problems related to the subject material & to examine the material in a critical & analytical manner. Does not acknowledge opposing evidence. | A barely acceptable performance with evidence of little familiarity with the subject material, relevant issues, & relevant literature. Attempts to solve moderately difficult problems related to the subject material & to examine the material in a critical & analytical manner are only partially successful. Does not acknowledge opposing evidence. | An unacceptable performance |

Appendix 6
Relationship between Literal Descriptor and Percentage Score for Courses in the College of Graduate Studies and Research

(See below for some important program requirements)*

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Literal Descriptor</th>
<th>Description</th>
</tr>
</thead>
</table>
| 90-100     | Exceptional       | A superior performance with consistent strong evidence of:
|            |                   | - a comprehensive, incisive grasp of subject matter; |
|            |                   | - an ability to make insightful critical evaluation of information; |
|            |                   | - an exceptional capacity for original, creative and/or logical thinking; |
|            |                   | - an exceptional ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently; |
|            |                   | - an exceptional ability to analyze and solve difficult problems related to subject matter |
| 80-89      | Very Good to Excellent - a comprehensive grasp of subject matter; | A very good to excellent performance with strong evidence of:
|            |                   | - an ability to make sound critical evaluation of information; |
|            |                   | - a very good to excellent capacity for original, creative and/or logical thinking; |
|            |                   | - a very good to excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently; |
|            |                   | - a very good to excellent ability to analyze and solve difficult problems related to subject matter |
| 70-79      | Satisfactory to Good | A satisfactory to good performance with evidence of:
|            |                   | - a substantial knowledge of subject matter; |
|            |                   | - a satisfactory to good understanding of the relevant issues and satisfactory to good familiarity with the relevant literature and technology; |
|            |                   | - a satisfactory to good capacity for logical thinking; |
|            |                   | - some capacity for original and creative thinking |
|            |                   | - a satisfactory to good ability to organize, to analyze, and to examine the subject matter in a critical and constructive manner; |
|            |                   | - a satisfactory to good ability to analyze and solve moderately difficult problems related to the subject matter |
| 60-69      | POOR              | A generally weak performance, but with some evidence of:
|            |                   | - a basic grasp of the subject matter; |
|            |                   | - some understanding of the basic issues; |
|            |                   | - some familiarity with the relevant literature & techniques; |
|            |                   | - some ability to develop solutions to moderately difficult problems related to the subject matter; |
|            |                   | - some ability to examine the material in a critical & analytical manner |
| <60        | FAILURE           | An unacceptable performance |

*SOME IMPORTANT PROGRAM REQUIREMENTS

a) Percentage Scores of at least 70% are required for a minimal pass performance in undergraduate courses taken by graduate students.
b) Percentage Scores of at least 70% are required for a minimal pass performance for each course which is included in a Ph.D. program.
c) Graduate courses for which students receive grades of 60-69% are minimally acceptable in a Master’s program, provided the GPA is at least 70%.
d) Graduate courses for which students receive grades of 60-64% are minimally acceptable in a Postgraduate Diploma program, provided the GPA is at least 65%.
e) Students should seek information on other program requirements in the Calendar and in academic unit publications. (June 1996)
NURS 822.3

COURSE SYLLABUS

COURSE TITLE: Advanced Issues in Nursing Education

COURSE CODE: NURS 822.3

TERM: 1

DELIVERY: Blackboard

COURSE CREDITS: 3

SECTION 01

START DATE N/A

LOCATION N/A

CLASS TIME N/A

TOTAL HOURS 39

INSTRUCTORS

Dr. Linda Ferguson
Dr. Carol Bullin
Dr. Tracie Risling
Dr. Sandra Bassendowski
Dr. Lee Murray

Course Description

Building on knowledge of the teaching and learning relationship obtained in NURS 813, this course will focus on advanced issues in nursing education including environmental scans and curriculum development, program and policy development, distance learning, technology, simulation, indigenization, internationalization and global strategies, innovative teaching strategies, supervision of clinical practicum, program evaluation, approval and accreditation and interprofessional teaching. Students will integrate leadership principles in key areas such as faculty development and program evaluation.

Prerequisites

Nurs 813.3

Learning Outcomes

By the completion of this course, students will be expected to:

1. Critically examine current issues in nursing education at the local, national and global levels.
2. Explore current trends in nursing education, including technology, distance learning, simulation, innovative self-directed learning approaches, indigenization and internationalization.
4. Designing learning strategies and curricular design with a learning centered focus.
5. Facilitate the integration of pedagogical strategies into curricular innovation.
6. Integrate principles of interprofessional teaching and learning in order to facilitate collaborative professional practice.
7. Analyze policies and participate in policy development at program, institutional, provincial and national levels.
8. Integrate leadership principles in curricular, programmatic and faculty development.
9. Critically appraise research as evidence for pedagogical and curricular innovations and inform future research.
10. Exploring criteria and standards for the evaluation of curricula and programs.

Class Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Module</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Issues of relevance of the curriculum to the health needs of Canadians</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Changing student/population demographics</td>
<td></td>
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<tr>
<td></td>
<td>- Increasing access to education</td>
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<tr>
<td></td>
<td>- Limited clinical resources</td>
<td></td>
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<tr>
<td></td>
<td>- Faculty resources in light of RN shortages</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Research for evidence based nursing education</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Current models and issues of curricular design in higher education</td>
<td>Iwasiw, C., &amp; Goldenberg, D. (2014). Chapter 1: Creation of an evidence-informed, context-</td>
</tr>
</tbody>
</table>
### Program models in nursing education

- Societal trends affecting curriculum development

- Curricular models
  - Behavioural/Biomedical model
  - Competency based model
  - Problem based learning models
  - Concept based models

- Program delivery models

### Societal trends affecting curriculum development

Chapter 8: Gathering date for an Evidence-informed, context-relevant, unified curriculum.

Chapter 9: Analyzing and interpreting contextual data for an Evidence-informed, context-relevant, unified curriculum.


### Curricular models

- Behavioural/Biomedical model
- Competency based model
- Problem based learning models
- Concept based models

### Program delivery models

Integration of nursing philosophical frameworks into curricula, course syllabi and classroom and clinical teaching

- Philosophical frameworks
  - Relational nursing
  - Strengths based nursing
  - Theory informed nursing
  - Evidence based practice
  - Learning centered teaching
  - Indigenous health models
  - Ethical models
  - Phenomenology/humanism
  - Apprenticeship
  - Collaborative inquiry
  - Critical feminism
  - Corresponding curricular and course designs


Chapter 12: Designing an Evidence-Informed, Context-Relevant, Unified Curriculum

Chapter 13: Courses for an Evidence-Informed, Context-Relevant, Unified Curriculum.

### Evaluation and accreditation of educational curricula and programs

- Standards for program approval
- Accreditation of nursing education programs
- Methods of program evaluation
- Evaluation of BSN graduate competencies
- Curricular revision processes


Chapter 12: Designing an Evidence-Informed, Context-Relevant, Unified Curriculum

Chapter 15: Planning curricular evaluation.
|------|-------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| 5    | • Innovative teaching strategies  
      • Distance learning technologies  
      • Simulation learning technologies  
      • Integration of technology in clinical practice  
        o Appropriate infrastructure supports  
        o Faculty development  
        o Dedicated IT supports  
        o Financial implications and resources |                                                                                                         |
| 6    | The role of administrators in ethical, governance, discipline, and legal issues                                                              | Iwasiw, C., & Goldenberg, D. (2014). Chapter 14: Ensuring Readiness for curriculum implementation            |
|      | • Institutional governance and policies  
      • Nursing programs administration  
      • Ethical approaches to nursing education  
      • Critical dialogue and self-reflective thinking  
      • Legal issues including confidentiality  
      • Policy advocacy at program, institutional, and national levels  
      • Disciplinary approaches in a relational context |                                                                                                         |
| 7    | Educational policy development within program, provincially and nationally                                                                     | Canadian Association of Schools of Nursing. Position statements documenting policy positions advocated at the national level, and accreditation standards. Available at [http://www.casn.ca/education/education-home/](http://www.casn.ca/education/education-home/)  
<table>
<thead>
<tr>
<th>8</th>
<th>Issues related to entry to practice standards including regulatory bodies, transition to practice and internships/residencies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Regulatory body standards for entry to practice</td>
</tr>
<tr>
<td></td>
<td>- “the practice ready nurse”</td>
</tr>
<tr>
<td></td>
<td>- Transition to practice- education and practice partnerships and responsibilities</td>
</tr>
<tr>
<td></td>
<td>o Transition to practice supports</td>
</tr>
<tr>
<td></td>
<td>o Education preparation</td>
</tr>
<tr>
<td></td>
<td>o Preceptorships</td>
</tr>
<tr>
<td></td>
<td>o Nurse residencies</td>
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<tr>
<td></td>
<td>o Mentorship programs</td>
</tr>
<tr>
<td></td>
<td>o Internships</td>
</tr>
<tr>
<td></td>
<td>o Apprenticeships</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>9</th>
<th>Creating learning environments for interprofessional learning experiences utilizing the Interprofessional Competency Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Synergies of educational partnerships</td>
</tr>
<tr>
<td></td>
<td>- Education/practice partnerships</td>
</tr>
<tr>
<td></td>
<td>- Interprofessional educational activities</td>
</tr>
<tr>
<td></td>
<td>- The culture of interprofessionalism</td>
</tr>
<tr>
<td></td>
<td>- Competencies of Interprofessional collaboration</td>
</tr>
</tbody>
</table>


Chapter 12: Designing an Evidence-Informed, Context-Relevant, Unified curriculum


<table>
<thead>
<tr>
<th>10</th>
<th>Facilitating clinical learning experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Laboratory and simulation experiences</td>
</tr>
<tr>
<td></td>
<td>- Clinical practice</td>
</tr>
<tr>
<td></td>
<td>- Faculty led groups</td>
</tr>
<tr>
<td></td>
<td>o International/study abroad experiences</td>
</tr>
<tr>
<td></td>
<td>o Preceptorships</td>
</tr>
</tbody>
</table>

| 11 | Community-based independent experiences  
|    | • Practice-specific evaluative components  
|    | • Evaluating clinical practice |

| 11 | Indigenization of the curricula  
|    | • Institutional policies and supports  
|    | • Indigenous ways of knowing  
|    |   o Understanding and respect for indigenous knowledge  
|    |   o Incorporating indigenous cultural and spiritual practices  
|    |   o Accessing indigenous knowledge  
|    |   o Partnerships for indigenous education  
|    |   o Holistic approaches to care  
|    |   o Medicine wheel  
|    |   o Traditional practices |

| 12 | Faculty development for leadership in teaching and learning  
|    | • Support for innovative teaching approaches  
|    | • Feedback for development of teaching  
|    |   o Peer evaluation  
|    |   o Student evaluation of teaching  
|    |   o Course evaluations  
|    |   o Mentorship and mentoring programs  
|    |   o Roles of administrative personnel  
|    |   o Assessing faculty learning needs  
|    |   o Assessing needs for resources and support |

Canadian Association of Schools of Nursing. (2013). Educating nurses to address socio-cultural, historical, and contextual determinants of health among Aboriginal Peoples. Available at:  


Chapter 2: Faculty development for curriculum work and change.  
Chapter 5: Determining the Need and Gaining Faculty and Stakeholder Support for Curriculum Development  
Chapter 6: Deciding on the Curriculum Leader and Leading Curriculum Development  
Chapter 14: Ensuring Readiness for curriculum implementation
### Readings/Textbooks

#### Required Textbooks


#### Additional Required materials


**Recommended Textbooks**


**Other Recommended Materials**


Websites

The Carnegie Foundation for the Advancement of Teaching website. [https://www.carnegiefoundation.org/](https://www.carnegiefoundation.org/)

Canadian Association of Schools of Nursing. [http://www.casn.ca/](http://www.casn.ca/)

Gwenna Moss Centre for Teaching Effectiveness. [http://www.usask.ca/gmcte/](http://www.usask.ca/gmcte/)

**Grading Scheme**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical analysis of nursing education research report</td>
<td>15%</td>
</tr>
<tr>
<td>Exploration of an issue in nursing education - paper</td>
<td>20%</td>
</tr>
<tr>
<td>Group presentation</td>
<td>15%</td>
</tr>
<tr>
<td>Discussion Forum</td>
<td>20%</td>
</tr>
<tr>
<td>Curriculum development paper</td>
<td>30%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

1. Research critique

Type: Critique a research-based, peer-reviewed nursing education paper selected by the student.

Value: 15%

Description: Provide an overview of the article, followed by the stated purpose and research questions of the study. Critique the research methodology and procedures, conceptual framework, participant selection and sample, data collection method, and method of analysis. Describe the reliability and validity of research instruments, or credibility and trustworthiness of the qualitative findings. Substantiate the validity or trustworthiness of the findings and conclusions of the research article, based on your critique of the aforementioned aspects. Offer a critique of the importance of this research to nursing education. What would you suggest to improve this research? How could the findings be applied.
in nursing education programming, or conversely, why are the findings not applicable to nursing education? This paper will not exceed ten pages in length, excluding title page and references.

2. Paper exploring a current issue in nursing education

Type: Paper

Value: 20%

Description: In this paper, students will explore a current issue of relevance to nurse educators in Canada. Students will be expected to clearly describe the issue, describe the components and context of the issue, present evidence of the prevalence of the issue in North America (if available), and explore guidelines or approaches that may have been used to address the issue. Strategies from international contexts may be used to address approaches to this issue but in all cases, the strategies should focus on Registered Nurse education at the baccalaureate level. Where applicable, students are expected to address evidence-informed strategies to address the issue. This paper will not exceed 10 pages, excluding title page and references.

3. Group PowerPoint presentation of a specific nursing education challenge

This PowerPoint will be posted to the discussion forum to be available to all students.

Value: 15%

Type: Group work and presentation

Description: For this assignment, students in the course will be divided into groups of three. They are required to research a nursing education program challenge and present it to their student colleagues using narrated PowerPoint. Students should include an overview of the issue, using current evidence as available from the North American context, and describe approaches that have been or could be used to address the issue. Ideally, the groups will be able to present research evidence to demonstrate the effectiveness of the strategies suggested. If strategies are new and untested, the presenters should suggest possible ways to conduct research to demonstrate the efficacy of the proposed strategy. The issue addressed must be a new issue for the group members and not one addressed in a member’s previous assignment. References should be included as a Word document along with the presentation. Confirm the presentation topic with the professor to ensure that only one presentation on a specific topic is presented. The presentations will be posted in the discussion section of the course to allow other students to view the presentation and make comments and ask questions. All students are expected to participate in the research for and development of the PowerPoint and will receive the same grade on the assignment.

4. Participation and Discussion throughout the Semester

DUE: Each week from Monday to Sunday with initial posting done before Wednesday midnight
Value: 20%

Type: Online discussion board participation

Description: Active participation in the discussion forum is expected of learners in this online course. Such participation requires participants to reflect upon the readings, consider their personal perspectives and opinions on the issues, formulate a position on the issues, effectively enunciate that position in writing, and substantiate that position with evidence from the literature. As well, participants are expected to engage in respectful discussion with other participants on the discussion board. As active participants, learners create the learning community, and in doing so, stimulate discussion through their postings, participate in the discussions, and critically reflect on both the literature and the perspectives of other learners. Half of the marks will be assigned at midterm and the other half after the final module. Feedback will be provided at midterm to assist learners to provide comments at a critical level of analysis.

5. Final Paper

Value: 30%

Type: Paper in lieu of final exam

Description: Each student will submit a paper that focuses on a specific nursing education curricular issue or approach. The paper should not address an issue that you have addressed in any other assignment in this course or NURS 813.3. The paper will be a maximum of 10 pages double-spaced, not including references or title page. An abstract is not required. Marking considerations will include the currency of the literature review, relevance of the references, the clarity of the description of the strategy or issue, critical analysis of the literature, construction of the argument supporting the curricular strategy or approach, and the general application to nursing education.
Relationship between Literal Descriptor and Percentage Score for Courses in the College of Graduate Studies and Research
(See below for some important program requirements)*

<table>
<thead>
<tr>
<th>Percentage</th>
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| 80-89      | Very Good to Excellent | A very good to excellent performance with strong evidence of:  
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|            |                   | - a very good to excellent ability to analyze and solve difficult problems related to subject matter |
| 70-79      | Satisfactory to Good | A satisfactory to good performance with evidence of:  
|            |                   | - a substantial knowledge of subject matter;  
|            |                   | - a satisfactory to good understanding of the relevant issues and satisfactory to good familiarity with the relevant literature and technology;  
|            |                   | - a satisfactory to good capacity for logical thinking;  
|            |                   | - some capacity for original and creative thinking  
|            |                   | - a satisfactory to good ability to organize, to analyze, and to examine the subject matter in a critical and constructive manner;  
|            |                   | - a satisfactory to good ability to analyze and solve moderately difficult problems related to the subject matter |
| 60-69      | POOR              | A generally weak performance, but with some evidence of:  
|            |                   | - a basic grasp of the subject matter;  
|            |                   | - some understanding of the basic issues;  
|            |                   | - some familiarity with the relevant literature & techniques;  
|            |                   | - some ability to develop solutions to moderately difficult problems related to the subject matter;  
|            |                   | - some ability to examine the material in a critical & analytical manner |
| <60        | FAILURE           | An unacceptable performance |

*SOME IMPORTANT PROGRAM REQUIREMENTS

a) Percentage Scores of at least 70% are required for a minimal pass performance in undergraduate courses taken by graduate students.
b) Percentage Scores of at least 70% are required for a minimal pass performance for each course which is included in a Ph.D. program.

c) Graduate courses for which students receive grades of 60-69% are minimally acceptable in a Master’s program, provided the GPA is at least 70%.

d) Graduate courses for which students receive grades of 60-64% are minimally acceptable in a Postgraduate Diploma program, provided the GPA is at least 65%.

e) Students should seek information on other program requirements in the Calendar and in academic unit publications. (June 1996)

Integrity Defined (from the Office of the University Secretary)

The University of Saskatchewan is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Student Conduct & Appeals section of the University Secretary Website and avoid any behavior that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

All students should read and be familiar with the Regulations on Academic Student Misconduct (http://www.usask.ca/secretariat/student-conduct-appeals/academic-misconduct.php) as well as the Standard of Student Conduct in Non-Academic Matters and Procedures for Resolution of Complaints and Appeals (http://www.usask.ca/secretariat/student-conduct-appeals/StudentNon-AcademicMisconduct.pdf)

For more information on what academic integrity means for students see the Student Conduct & Appeals section of the University Secretary Website at: http://www.usask.ca/secretariat/student-conduct-appeals/index.php

This course will conform to the academic requirements and standards for graduate courses, including the rules of Student Appeals in Academic Matters (see http://www.usask.ca/secretariat/student-conduct-appeals/appeals-in-academic-matters.php). Please ensure that you have read and understand this information by week two of the course.

Disability Services for Students (DSS)
Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to register with Disability Services for Students (DSS) if they have not already done so. Students who suspect they may have disabilities should contact DSS for advice and referrals. In order to access DSS programs and supports, students must follow DSS policy and procedures. For more information, check http://www.students.usask.ca/disability/, or contact DSS at 966-7273 or dss@usask.ca.
Students registered with DSS may request alternative arrangements for mid-term and final examinations. Students must arrange such accommodations through DSS by the stated deadlines. Instructors shall provide the examinations for students who are being accommodated by the deadlines established by DSS.

**Acknowledgements**

**Course Contributor(s)**
Dr. Linda Ferguson
Dr. Lorraine Holtslander
Dr. Carol Bullin
Dr. Jill Bally
Carmen Dell, MN student
NURS 823.3

COURSE SYLLABUS

COURSE TITLE: Applied Leadership and Management in Clinical Nursing Practice

COURSE CODE: NURS

TERM: 1

COURSE CREDITS: 823.3

DELIVERY: Asynchronous Online

SECTION 01

START DATE N/A

LOCATION N/A

CLASS TIME N/A

TOTAL HOURS 39

INSTRUCTORS
Dr. Sonia Udod
Dr. June Anonson
Dr. Linda Ferguson
Dr. Joyce Davison
Dr. Hope Bilinski
Dr. Shelley Spurr
Dr. Anne Springer

Course Description

This course will focus on application of nursing leadership in complex health care settings. The course also focuses on synthesizing organizational, leadership and management theories in relation to evidence-informed leadership and administrative practice. Students extend their expertise by examining leadership in complex contexts, advancement of quality and patient safety, skills in change management and innovation, and the ethics of administrative decision-making through exploration of relevant theoretical and empirical literature and guided application in practice settings. Students also explore novel and emerging topics and approaches to leadership in contemporary environments.

Prerequisites
Nurs 812.3
Learning Outcomes

By the completion of this course, students will be expected to:

1. Address complex issues in nursing leadership and management in contemporary health care environments.
2. Exercise initiative, accountability and responsibility processes that impact health care delivery and improve patient outcomes.
3. Examine the ethics of administrative decision making based on high quality evidence.
4. Demonstrate leadership values based on professional, moral, ethical, and legal aspects of nursing that influence organizational effectiveness.
5. Integrate advanced leadership knowledge, skills, attitudes and values that influence collaborative practice in a complex, rapidly changing interprofessional context.
6. Collaborate with and lead diverse interdisciplinary teams to coordinate care, improve safety and quality patient outcomes, nursing and health resources outcomes and organizational outcomes.
8. Demonstrate advanced knowledge and skills to lead change and facilitate conflict resolution.

Class Schedule:

<table>
<thead>
<tr>
<th>Week</th>
<th>Module</th>
<th>Readings</th>
</tr>
</thead>
</table>
| 1    | Overview of the management and leadership role in nursing – ethical and legal issues  
• Integrating leadership roles and management functions  
• Contemporary leadership: Interactional and relational  
• Contemporary leadership in complex work situations  
• Chapter 1: Leadership and management principles  
• Chapter 4 Critical thinking and decision making skills  
• Chapter 5: Managing time and stress  
• Chapter 6: Ethical and legal issues  
Yukl (2013). Ch 1 Nature of leadership |
| 2    | Leadership theories  
• Historical development of leadership theory  
• Leadership theories  
• Chapter 16: Evidence-based practice strategies for nurse leaders  
• Chapter 19 Strategic management |
|   | Interactional leadership theories | Yukl (2013). Ch 3 Effective leadership behavior  
|   | Transformative leadership theories  
|   | Current issues and trends  
|   | Implications for practice  
|   |   | Ch 12 Charismatic and transformational leadership  
|   |   | Ch 13 Ethical, servant, spiritual, and authentic leadership.  
|   |   | Ch 14 Cross-cultural leadership and diversity  
| 3 | Management theories and principles  
|   | Contemporary management theories  
|   |   | Systems theory  
|   |   | Complexity theory  
|   |   | Chaos theory  
|   |   | Contingency theory  
|   | Creating the learning workplace  
|   | Mintzberg and the nature of managerial work  
|   | Chapter 1: Leadership and management  
|   | Chapter 16: Evidence-based practice: Strategies for nurse leaders  
|   | Yukl (2013). Ch 2 Nature of managerial work  
| 4 | Organizational structures and organizational theories  
|   | Canadian and provincial organizations health care organizations  
|   | Organizational theories  
|   | Decentralized and shared governance  
|   | Organizational culture  
|   | Chapter 3: Organizational climate and culture  
|   | Chapter 13: Organizational structure  
|   | Chapter 14 Decentralization and shared governance  
| 5 | Change theory and innovation  
|   | Change theories  
|   |   | Lewin’s Change process  
|   |   | InnovationTheory (Rogers)  
|   | The process of change  
|   |   | Planned change  
|   |   | Emergent change  
|   |   | Organizational change  
|   | Huber, D.L. (2014). Chapter 2: Change and innovation  
|   | Yukl (2013). Ch 4 Leading change and innovation  

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<tr>
<td>6</td>
<td>Change management</td>
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<td>Professional practice models</td>
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<td></td>
<td>Build on professional clinical leadership skills</td>
<td>Huber, D.L. (2014). Chapter 20: Confronting the nursing shortage</td>
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<tr>
<td></td>
<td>Developing others</td>
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<td></td>
<td>Managing workplace diversity</td>
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<td></td>
<td>Kanter’s Structural theory of organizational empowerment</td>
<td>Chapter 22: Budgeting, productivity, and costing out nursing</td>
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<td>Relational practice</td>
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<td>Delegation within scopes of practice</td>
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<td>Team building</td>
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<td>The Budget process</td>
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<td>Capital and Operational budget development</td>
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<td>Monitoring budgets</td>
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<td>Measures of productivity</td>
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<td>9</td>
<td>Models for budget efficiencies</td>
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<tr>
<td>• Measuring outcomes</td>
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<td>• Data collection and information management</td>
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<td>• Quality organizational outcomes</td>
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<td>• Nurse outcomes</td>
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<td>• Patient outcomes</td>
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<td>• Improvement strategies</td>
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<td>o Provincial and national benchmarks and priorities</td>
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<td>• Risk management</td>
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<th>Conflict Resolution and workplace violence</th>
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<td>• Authority and influence</td>
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<td>• Sources of Power</td>
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<td>• Power and Leadership</td>
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<td>• Conflict</td>
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<td>o Bullying and disruptive behavior in the workplace</td>
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<td>o Organizational conflict</td>
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<td>o Competition for resources</td>
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<tr>
<td>• Types of Conflict</td>
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<td>• Conflict Resolution strategies</td>
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<td>• Workplace violence</td>
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<tr>
<th>11</th>
<th>Managing relationships in unionized Environments</th>
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<tbody>
<tr>
<td>Strategic management in unionized environments</td>
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<tr>
<td>Conflict within a legal framework</td>
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<td>Negotiations and contract</td>
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###实施

<table>
<thead>
<tr>
<th>序号</th>
<th>内容</th>
<th>参考资料</th>
</tr>
</thead>
</table>
| 12   | 创建和管理跨专业团队和工作环境  
- 章节 8: 团队建设与有效团队合作 |
|      | 未来组织问题  
- 研究组织问题  
- 创建领导和管理决策的证据 | Yukl (2013). 领导团队和决策小组 |
| 13   |  | To be assigned |

###必读教材


###推荐教材


**Current weekly readings to be added by instructor.**

###评分方案

<table>
<thead>
<tr>
<th>评分项</th>
<th>分数</th>
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<tbody>
<tr>
<td>批评一份研究论文，涉及管理或领导问题</td>
<td>20%</td>
</tr>
<tr>
<td>综合性论文，涉及管理领导问题</td>
<td>20%</td>
</tr>
<tr>
<td>每周讨论论坛的参与</td>
<td>20%</td>
</tr>
<tr>
<td>最终论文，涉及管理与领导话题</td>
<td>40%</td>
</tr>
</tbody>
</table>
1. Critique of a research paper addressing a management or leadership issue

Value: 20%

Type: Critique a research-based, peer-reviewed paper selected by the instructor.

Description: Provide an overview of the article (500 words) and then provide the stated purpose, research questions and offer a critique of the importance of this research to nursing leadership and management. Describe the methods and procedures used and evaluate them. Describe the sample, the reliability and validity of the instruments and the type of research. How was the data analyzed? What are the major findings? What would you suggest to improve this research? How could this be applied in clinical health care settings?

2. Integrative review paper on a management leadership issue

Value: 20%

Type: Integrative review paper

Description: Select a management or leadership issue, identifying the most key references, and synthesize the results in order to inform clinical practice based on scientific knowledge. Provide a critical analysis of the studies you have included using a table which includes the findings, rigor, and relevance of the results. An integrative review on a relevant clinical topic can have a direct impact on quality patient care. Describe how your review can inform the development of policy or clinical practice guidelines.

3. Participation in weekly discussion forum

Value: 20%

Type: Online weekly discussion forums

Description: This essential aspect of this asynchronous online course is to enhance your understanding and learning as you share your ideas, perspectives and professional experiences with the class. These weekly discussion forums will consist of questions, activities, and group work which will develop and refine your insights as you work through the complex course materials. You will be evaluated for your relevant and substantive comments, citing additional materials and extending meaningful discussions that build a collaborative learning community. Students will be required to provide peer feedback on each other’s integrative review findings and will join a group focused on a specific management issue and post a summary of key literature for the rest of the class.
4. Final paper addressing a management and leadership topic in a health care setting

Value: 40%

Type: Final summative paper

Description: Each student will submit a paper that focuses on a specific nursing leadership or management issue arising from clinical healthcare practice. The topic of the paper should be different from the integrative review assignment. Marking considerations will include the accuracy and completeness of the literature review, the level of analysis and synthesis of the literature, and ability to apply theory to clinical practice using innovative approaches.
Relationship between Literal Descriptor and Percentage Score for Courses in the College of Graduate Studies and Research
(See below for some important program requirements)*

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Literal Descriptor</th>
<th>Description</th>
</tr>
</thead>
</table>
| 90-100     | Exceptional       | A superior performance with consistent strong evidence of:  
- a comprehensive, incisive grasp of subject matter;  
- an ability to make insightful critical evaluation of information;  
- an exceptional capacity for original, creative and/or logical thinking;  
- an exceptional ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently;  
- an exceptional ability to analyze and solve difficult problems related to subject matter |
| 80-89      | Very Good to Excellent | A very good to excellent performance with strong evidence of:  
- a comprehensive grasp of subject matter;  
- an ability to make sound critical evaluation of information;  
- a very good to excellent capacity for original, creative and/or logical thinking;  
- a very good to excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently;  
- a very good to excellent ability to analyze and solve difficult problems related to subject matter |
| 70-79      | Satisfactory to Good | A satisfactory to good performance with evidence of:  
- a substantial knowledge of subject matter;  
- a satisfactory to good understanding of the relevant issues and satisfactory to good familiarity with the relevant literature and technology;  
- a satisfactory to good capacity for logical thinking;  
- some capacity for original and creative thinking  
- a satisfactory to good ability to organize, to analyze, and to examine the subject matter in a critical and constructive manner;  
- a satisfactory to good ability to analyze and solve moderately difficult problems related to the subject matter |
| 60-69      | POOR              | A generally weak performance, but with some evidence of:  
- a basic grasp of the subject matter;  
- some understanding of the basic issues;  
- some familiarity with the relevant literature & techniques;  
- some ability to develop solutions to moderately difficult problems related to the subject matter;  
- some ability to examine the material in a critical & analytical manner |
| <60        | FAILURE           | An unacceptable performance |

*SOME IMPORTANT PROGRAM REQUIREMENTS
a) Percentage Scores of at least 70% are required for a minimal pass performance in undergraduate courses taken by graduate students.
b) Percentage Scores of at least 70% are required for a minimal pass performance for each course which is included in a Ph.D. program.

c) Graduate courses for which students receive grades of 60-69% are minimally acceptable in a Master's program, provided the GPA is at least 70%.

d) Graduate courses for which students receive grades of 60-64% are minimally acceptable in a Postgraduate Diploma program, provided the GPA is at least 65%.

e) Students should seek information on other program requirements in the Calendar and in academic unit publications. (June 1996)

Integrity Defined (from the Office of the University Secretary)

The University of Saskatchewan is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Student Conduct & Appeals section of the University Secretary Website and avoid any behavior that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.


For more information on what academic integrity means for students see the Student Conduct & Appeals section of the University Secretary Website at: http://www.usask.ca/secretariat/student-conduct-appeals/index.php

This course will conform to the academic requirements and standards for graduate courses, including the rules of Student Appeals in Academic Matters (see http://www.usask.ca/secretariat/student-conduct-appeals/appeals-in-academic-matters.php). Please ensure that you have read and understand this information by week two of the course.

Disability Services for Students (DSS)

Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to register with Disability Services for Students (DSS) if they have not already done so. Students who suspect they may have disabilities should contact DSS for advice and referrals. In order to access DSS programs and supports, students must follow DSS policy and procedures. For more information, check http://www.students.usask.ca/disability/, or contact DSS at 966-7273 or dss@usask.ca.
Students registered with DSS may request alternative arrangements for mid-term and final examinations. Students must arrange such accommodations through DSS by the stated deadlines. Instructors shall provide the examinations for students who are being accommodated by the deadlines established by DSS.

**Acknowledgements**

**Course Contributor(s)**

Dr. Joyce Davison  
Dr. Linda Ferguson  
Dr. Lorraine Holtslander  
Dr. Sonia Udod  
Dr. June Anonson
# NURS 821.3

## COURSE SYLLABUS

<table>
<thead>
<tr>
<th>COURSE TITLE:</th>
<th>Outcomes Based</th>
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<tbody>
<tr>
<td>COURSE CODE:</td>
<td>Research NURS 821.3</td>
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<tr>
<td>TERM:</td>
<td>1</td>
</tr>
<tr>
<td>DELIVERY:</td>
<td>Asynchronous Online</td>
</tr>
<tr>
<td>COURSE CREDITS:</td>
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<tr>
<td>SECTION:</td>
<td>01</td>
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<tr>
<td>START DATE:</td>
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<tr>
<td>LOCATION:</td>
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<tr>
<td>CLASS TIME:</td>
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</tr>
<tr>
<td>TOTAL HOURS:</td>
<td>39 hours</td>
</tr>
<tr>
<td>INSTRUCTOR:</td>
<td>Dr. Joyce Davison</td>
</tr>
<tr>
<td></td>
<td>Dr. Shelley Peacock</td>
</tr>
<tr>
<td></td>
<td>Dr. Angela Bowen</td>
</tr>
<tr>
<td></td>
<td>Dr. Wanda Martin</td>
</tr>
</tbody>
</table>

## Course Description

This research course will focus on developing research skills related to quality improvement, evidence based practice and outcomes based research. Students will demonstrate evidence based leadership in collaborative environments that will influence change towards improved nursing and patient-centered healthcare. This course will focus on the application of research principles in clinical practice. This course is designed to facilitate research scholarship that will guide research policy and nursing practice.

## Prerequisites

This course is open to all University of Saskatchewan graduate students.

## Learning Outcomes

By the completion of this course, students will be expected to:

1. Apply knowledge of core research methods to improve health care of individuals, groups and populations.
2. Use critical appraisal to identify gaps in nursing knowledge in order to inform future research and practice.
3. Identify key components in the ethical conduct of research.

4. Apply principles of quality improvement, evidence based practice and outcomes based research to improve patient safety, health outcomes and health systems.

5. Evaluate credibility of sources of evidence.

6. Understand the process of influencing health care policies.

**Class Schedule**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
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</thead>
</table>
| 1    | Evidence Based Practice, Outcomes Research in Nursing  
      Overview of Qualitative and Quantitative Research  
      - History of evidence based practice  
      - Definition of nursing research  
      - Definition of evidence based practice  
      - Understanding best research evidence for practice  
      - Overview of quantitative or qualitative research designs | Readings from textbook:  
      Introduction to Nursing Research,  
      Chapter 1, pages 1-19  
      Introduction to Quantitative Research,  
      Chapter 2, pages 32-38, 49-55  
      Introduction to Qualitative Research,  
      Chapter 3, pages 66-81  
      Other readings:  
      The History of Evidence-Based Practice in Nursing Education and Practice. *Journal of Professional Nursing*.  
| 2    | Stating the Problem and Asking Researchable Questions  
      - Identifying problems and purpose in outcome studies  
      - Determine the significance and examining the feasibility of the research problem  
      - PICO | Readings from textbook:  
      Research Problems, Purposes and Hypothesis, Chapter 5, pages 129-161  
      Guest Speaker Health Sciences Librarian  
      Videotaped Lecture Part 1: Identifying the Research Question |
### Theoretical Frameworks, Conceptual and Operational Definitions

- Critique middle range theories as frameworks for study
- Understanding study variables and research concepts

**Readings from textbook:**
- Understanding Theory and Research Frameworks, Chapter 7, pages 189-209
- Outcomes Research, Chapter 14, pages 468-469
- Research Problems, Purposes and Hypothesis, Chapter 5, pages 153-157

**Other readings:**

### Searching and Critically Appraising Evidence

- Conducting a Scoping Review
- Quality of life

**Readings from textbook:**
- Chapter 6: Understanding Critically Appraising the Literature Review, pages 162-187
- Chapter 12: Critical Appraisals of Quantitative and Qualitative Research for Nursing Practice, pages 361-413

**Other Readings:**

**Guest Speaker:** Health Sciences Librarian
<table>
<thead>
<tr>
<th>Chapter</th>
<th>Topic</th>
<th>Textbook readings</th>
<th>Other readings</th>
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<tbody>
<tr>
<td>6</td>
<td>Designs for Evidence Based Practice and Outcomes: Quantitative Methodologies</td>
<td>RCT, Quasi – experimental, Non-experimental, Rigor and validity</td>
<td>Textbook readings: Clarifying Quantitative Research Designs, Chapter 8, pages 210-243 Introduction to Quantitative Research Chapter 2, pages 38-49</td>
</tr>
<tr>
<td>8</td>
<td>Measuring Outcomes- the Example of Quality of Life Scales</td>
<td>Developing measurement tools, Reliability and validity of tools</td>
<td>Textbook readings: Clarifying Measurement and Data Collection, Chapter 10, pages 281-316</td>
</tr>
<tr>
<td>9</td>
<td>Ethics and Clinically Based Research</td>
<td>Historical events influencing the development of ethical codes, Helsinki accord, Vulnerable populations, Informed consent, Benefit risk ratio of the study</td>
<td>Textbook readings: Examining Ethics in Nursing Research, Chapter 4, Pages 93-128 Other readings: Panel on Research Ethics: TCPS 2 (2014)— the latest edition of Tri-Council</td>
</tr>
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</table>
### Understanding institution review

- Policy Statement: Ethical Conduct for Research Involving Humans
  

- Guest speaker from the Ethics Review Board

### Applying and Updating Clinical Practice Guidelines

- Levels of evidence from qualitative and quantitative designs
- Guideline team membership roles
- Guideline development and reassessment

- Textbook readings:
  - Building an Evidence Based Nursing Practice, Chapter 13, pages 453-465

- Other readings:


- RNAO Best Practice Guidelines Program:
  - [http://rnao.ca/bpg/guidelines/clinical](http://rnao.ca/bpg/guidelines/clinical)

- Guest Speaker TBA

### Presentations of Group Scoping Reviews

- Textbook readings:
  - Building an Evidence Based Nursing Practice, Chapter 13, pages 414-453

- Other readings:


- Guest Speaker from Johnson Shoyama Graduate School of Public Policy
Required Resources

Textbooks


Other Recommended Textbooks


Health Sciences Library resources for literature reviews. [http://libguides.usask.ca/reviews](http://libguides.usask.ca/reviews)

Additional readings in course outline and are to be sought out by the student on course related research methods/topics and presented at seminars.

Grading Scheme

<table>
<thead>
<tr>
<th>Component Title</th>
<th>Grade Weight</th>
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<tbody>
<tr>
<td>Paper 1 (critique of a research paper)</td>
<td>15%</td>
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<tr>
<td>2 content quizzes</td>
<td>10%</td>
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<tr>
<td>Scoping review OR Poster Presentation (Group)</td>
<td>45%</td>
</tr>
<tr>
<td>Policy Brief</td>
<td>30%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
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</tbody>
</table>
Evaluation Components

Paper 1: Critique of a Research Paper

Value: 15%
Type: Evaluate research evidence from a peer-reviewed research paper selected by the instructor.
Description: Provide a summary of the article (500 words) and then describe the research problem, research questions and provide a critique of the importance of the research. Provide a summary table as an appendix. Describe the methods and procedures used and evaluate them. Describe the sample, the reliability and validity of the instruments and the type of research. How was the data analyzed? What are the major findings? What would you suggest to improve this research? What is the level of evidence?
Read Chapter 12, pages 371-375.

Content Quizzes

Value: 10%
Length: 2 quizzes online
The first online exam will cover content from the first 7 classes and the second online exam will cover the last half of the course
Type: Specific content will be included in open book, multiple choice exams.
Description: Multiple choice exam questions, open book, calculators may be used.

Paper 2: Scoping Review (Group Project)

Value: 45%
Length: 10 pages
Type: Scoping Review completed by a group of students
Description: Scoping reviews are exploratory projects that systematically map the literature available on a topic, identifying the key concepts, theories, sources of evidence, and gaps in the research. They are often preliminary to full syntheses, undertaken when feasibility is a concern -- either because the potentially relevant literature is thought to be especially vast and diverse (varying by method, theoretical orientation or discipline) or there is suspicion that not enough literature exists. These entail the systematic selection, collection and summarization of existing knowledge in a broad thematic area for the purpose of identifying where there is sufficient evidence to conduct a full synthesis or where insufficient evidence exists and further primary research is necessary. The purpose of this assignment is to give you experience in synthesizing knowledge in a particular content area in the health care field from the standpoint of methodology. Many times, we may read a study to learn its results without paying sufficient attention to how the findings were obtained. It is hoped the paper will make you think critically, as well as provide a review of the 'state of the art' in the topic area you have selected.

Organization of the Paper:
1. Topic
The more refined your research question the more specific your literature search can be. The aim will be to choose an area that is sufficiently well defined for you to perform a comprehensive literature search. To do this it will be necessary to define your timeframe and journals on which you will focus your attention.
You will need to be precise about your subject area. In the first part of your paper, explain how your area was defined. Keep a journal of the keywords and the combination of keywords you utilized in your search. Use these keywords in one or more databases. List the databases which were searched. Include the keywords and lists of databases searched in your paper.

2. Review of Studies
Next, you will critique the 10-20 studies. For each, the following points should be covered (as appropriate):
  a) reference your source [author(s), year] – follow APA style for citation of published sources
  b) research problem/purpose of study
  c) type of research design d) setting
  e) sample – sampling frame, inclusion/exclusion criteria (gender, age, etc.), sample size
  f) ethics (review, consent)
  g) conceptual/theoretical framework, variables (research, independent, dependent)
  h) data collection (include measurement techniques, instrumentation)
  i) data analysis
  j) findings - general conclusions (point form overview)
  k) methodological strengths and limitations (including ethics, if applicable)
  l) implications, windows of opportunity, gaps in the research
You may use additional appraisal criteria as appropriate to the types of studies you are reviewing. This section may take the form of a chart, annotated bibliography etc., with a point form as opposed to a narrative style. Use a summary table utilizing the information above or refer to the reference by Pinch (1995).

3. Integration and Synthesis
Synthesize the papers:
• Indicate the gaps in knowledge or “windows of opportunity” from the literature review.
• Ask yourself the following:
  o What is known in the content area?
  o What are the key findings?
  o What are the consistent findings?
  o What are the inconsistencies?
  o What are possible explanations for inconsistencies?
  o Which associations have been supported, which not?
  o What does the previous research not tell us?
  o What do we most need to know in this field of research?
  o Have some groups been left out of the research?

YOUR PAPER SHOULD CONTAIN THE FOLLOWING HEADINGS:
1. Research Question
2. Defining the Research Question
3. Keywords in the literature search
4. List of Databases searched
5. Review of the studies (as described in 2. above).

Synthesize the papers using the information from the summary tables. This synthesis should provide an overview of the literature, the different research designs and settings which have been studied, the types of frameworks, differences in data collection methods, the major findings. What are the methodological strengths and weaknesses of the papers and where are the gaps in knowledge and/or areas of opportunity?

Marking Guide for Knowledge Synthesis Assignment
8 Clarity, flow, and style.
2 Were comprehensive search methods used to locate relevant studies?
2 Were explicit methods used to determine which articles to include in the review?
15 Was the assessment of the primary studies accurate and thorough?
8 Was variation in the findings of the relevant studies analyzed?
5 Were the findings of the primary studies combined appropriately?
5 Were the reviewer’s conclusions supported by the data cited?

(x/60 = y/45)

Source: Adapted from: Oxman, A. D., & Guyatt, G. H. (1988). Guidelines for reading literature reviews. CMAJ, 138, April 15, 1988. with credit to Dr. Donna Goodridge, College of Medicine for her contributions to this assignment format


Paper: Health Policy Issue Brief
Value: 30%
Length: 10 pages
Type: Individual paper
Description: Research findings are used by policymakers at different levels of government to generate health policy which in turn, can have an impact on how health care is delivered by nurses and received by consumers. Identify an issue related to your clinical practice and design a health policy issue brief,
where the issue is clearly stated, the research evidence is presented, graphics to highlight key points, and recommendations for policy and clinical practice are clearly outlines. The brief should be designed to assist policy makers in understanding the evidence so that change can be made based on science and research. Identify the intended audience of the brief. The brief should be no more than 1500 words not including references (4 to 8 pages double spaced). Please note: for the appearance of the brief, a numbered reference list could be used in the text and referencing list.


<table>
<thead>
<tr>
<th>Marking Guide for Health Policy Brief</th>
<th>Clarity, flow, and style. Reflects needs of target audience. Appearance (design choices)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Executive Summary</td>
</tr>
<tr>
<td></td>
<td>· Is the summary complete;</td>
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<tr>
<td></td>
<td>· How well does it describe what the brief is about?</td>
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<tr>
<td>10</td>
<td>Background and Significance</td>
</tr>
<tr>
<td></td>
<td>· Urgency of issue is described</td>
</tr>
<tr>
<td></td>
<td>· Rationale provided</td>
</tr>
<tr>
<td></td>
<td>· Scholarly and peer reviewed literature included?</td>
</tr>
<tr>
<td>10</td>
<td>Position Statement Directing Policy</td>
</tr>
<tr>
<td></td>
<td>· Recommendation statements are balanced and defensible; feasible</td>
</tr>
<tr>
<td></td>
<td>· Position is clear, concise</td>
</tr>
<tr>
<td></td>
<td>· Appropriate language is used; clarity</td>
</tr>
<tr>
<td>4</td>
<td>Reference list</td>
</tr>
<tr>
<td></td>
<td>· Key articles annotated</td>
</tr>
</tbody>
</table>
## Relationship between Literal Descriptor and Percentage Score for Courses in the College of Graduate Studies and Research

*(See below for some important program requirements)*

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Literal Descriptor</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>Exceptional</td>
<td>A superior performance with consistent strong evidence of: - a comprehensive, incisive grasp of subject matter; - an ability to make insightful critical evaluation of information; - an exceptional capacity for original, creative and/or logical thinking; - an exceptional ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently; - an exceptional ability to analyze and solve difficult problems related to subject matter</td>
</tr>
<tr>
<td>80-89</td>
<td>Very Good to Excellent</td>
<td>A very good to excellent performance with strong evidence of: - a comprehensive grasp of subject matter; - an ability to make sound critical evaluation of information; - a very good to excellent capacity for original, creative and/or logical thinking; - a very good to excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently; - a very good to excellent ability to analyze and solve difficult problems related to subject matter</td>
</tr>
<tr>
<td>70-79</td>
<td>Satisfactory to Good</td>
<td>A satisfactory to good performance with evidence of: - a substantial knowledge of subject matter; - a satisfactory to good understanding of the relevant issues and satisfactory to good familiarity with the relevant literature and technology; - a satisfactory to good capacity for logical thinking; - some capacity for original and creative thinking - a satisfactory to good ability to organize, to analyze, and to examine the subject matter in a critical and constructive manner; - a satisfactory to good ability to analyze and solve moderately difficult problems related to the subject matter</td>
</tr>
<tr>
<td>60-69</td>
<td>POOR</td>
<td>A generally weak performance, but with some evidence of: - a basic grasp of the subject matter; - some understanding of the basic issues; - some familiarity with the relevant literature &amp; techniques; - some ability to develop solutions to moderately difficult problems related to the subject matter; - some ability to examine the material in a critical &amp; analytical manner</td>
</tr>
<tr>
<td>&lt;60</td>
<td>FAILURE</td>
<td>An unacceptable performance</td>
</tr>
</tbody>
</table>

*SOME IMPORTANT PROGRAM REQUIREMENTS*

a) Percentage Scores of at least 70% are required for a minimal pass performance in undergraduate courses taken by graduate students.
b) Percentage Scores of at least 70% are required for a minimal pass performance for each course which is included in a Ph.D. program.
c) Graduate courses for which students receive grades of 60-69% are minimally acceptable in a Master’s program, provided the GPA is at least 70%.
d) Graduate courses for which students receive grades of 60-64% are minimally acceptable in a Postgraduate Diploma program, provided the GPA is at least 65%.
e) Students should seek information on other program requirements in the Calendar and in academic unit publications.  (June 1996)

**Integrity Defined (from the Office of the University Secretary)**

The University of Saskatchewan is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Student Conduct & Appeals section of the University Secretary Website and avoid any behavior that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.


For more information on what academic integrity means for students see the Student Conduct & Appeals section of the University Secretary Website at: [http://www.usask.ca/secretariat/student-conduct-appeals/index.php](http://www.usask.ca/secretariat/student-conduct-appeals/index.php)

This course will conform to the academic requirements and standards for graduate courses, including the rules of Student Appeals in Academic Matters ([http://www.usask.ca/secretariat/student-conduct-appeals/appeals-in-academic-matters.php](http://www.usask.ca/secretariat/student-conduct-appeals/appeals-in-academic-matters.php)). Please ensure that you have read and understand this information by week two of the course.

**Disability Services for Students (DSS)**

Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to register with Disability Services for Students (DSS) if they have not already done so. Students who suspect they may have disabilities should contact DSS for advice and referrals. In order to access DSS programs and supports, students must follow DSS policy and procedures. For more information, check [http://www.students.usask.ca/disability/](http://www.students.usask.ca/disability/), or contact DSS at 966-7273 or dss@usask.ca.
Students registered with DSS may request alternative arrangements for mid-term and final examinations. Students must arrange such accommodations through DSS by the stated deadlines. Instructors shall provide the examinations for students who are being accommodated by the deadlines established by DSS.

**Acknowledgements**

**Course Contributor(s)**

Dr. Lorraine Holtslander  
Dr. Donna Rennie  
Dr. Angela Bowen  
Dr. Mary Ellen Andrews  
Dr. Helen Vandenberg
Consultation with the Registrar Form
(New Programs and New Majors / Minors / Concentrations)

Title: Program Modifications to the Master of Nursing Course-Based [MN-C] Program

The Following changes are included:
- concentration name change from Educational Leadership [EDLD] to Professional Practice
- increasing minimum credit unit requirement from 24 to 27
- remove 12 credit units of identified course requirements; introduce 9 credit units of required courses, and 6 credit units of restricted electives; identify course options to satisfy the requirement for 3 credit units in statistics
- introduce 4 new courses

This form is to be completed by the Registrar (or his/her designate) during an in-person consultation with the faculty member responsible for the proposal. Please consider the questions on this form prior to the meeting.

Section 1: New Degree / Diploma / Certificate Information or Renaming of Existing

1 Is this a new degree, diploma, or certificate?  Yes ☐ No ☐ X

Is an existing degree, diploma, or certificate being renamed?  Yes ☐ No ☐ X

If you've answered NO to each of the previous two questions, please continue on to the next section.

2 What is the name of the new degree, diploma, or certificate?

3 If you have renamed an existing degree, diploma, or certificate, what is the current name?

4 Does this new or renamed degree / diploma / certificate require completion of degree level courses or non-degree level courses, thus implying the attainment of either a degree level or non-degree level standard of achievement?  Yes ☐ No ☐

5 If this is a new degree level certificate, can a student take it at the same time as pursuing another degree level program?  Yes ☐ No ☐

6 If YES, a student attribute will be created and used to track students who are in this certificate alongside another program. The attribute code will be: ________.

7 What is your suggested credential abbreviation for this new or renamed degree, diploma, or certificate (please consult with Academic Services)? What is the Banner code for this new or renamed degree, diploma, or certificate?

8 Which College is responsible for the awarding of this degree, diploma, or certificate?
11. This is a new graduate degree, is thesis-based, course-based, or project-based?

12. One major is required in all programs [4 characters for code and 30 characters for description].

Name(s) and whether it is a major, minor, or concentration along with the sponsoring department:

13. Are there any new majors, minors, or concentrations associated with this new degree/ diploma/certificate? Please list these programs.

9. Is there more than one program to fulfill the requirements for this degree/diploma/certificate? If yes, please list these.
Section 2: New Program for Existing or New Degree / Diploma / Certificate Information

1 Is this a new program?  
Yes [ ] No [X]

Is an existing program being revised?  
Yes [ ] No [X]

If you've answered NO to each of the previous two questions, please continue or to the next section.

2 If YES, what degree, diploma, or certificate does this new/revised program meet requirements for?

3 What is the name of this new program?

4 What other program(s) currently exist that will also meet the requirements for this same degree(s)?

5 What College/Department is the academic authority for this program?

6 Is this a replacement for a current program?  
Yes [ ] No [ ]

7 If YES, will students in the current program complete that program or be grandfathered?

8 If this is a new graduate program, is it thesis-based, course-based, or project-based?

Section 3: Mobility

Mobility is the ability to move freely from one jurisdiction to another and to gain entry into an academic institution or to participate in a learning experience without undue obstacles or hindrances.

1 Does the proposed degree, program, major, minor, concentration, or course involve mobility?  
Yes [ ] No [X]

If yes, choose one of the following:

- Domestic Mobility (both jurisdictions are within Canada)
- International Mobility (one jurisdiction is outside of Canada)

2 Please indicate the mobility type (refer to Nomenclature for definitions).

- Joint Degree
- Dual Degree
- Professional Internship Program
- Faculty-Led Course Abroad
- Term Abroad Program

3 The U of S enters into partnerships or agreements with external partners for the above mobility types in order to allow students collaborative opportunities for research, studies, or activities. Has an agreement been signed?  
Yes [ ] No [ ]

4 Please state the full name of the agreement that the U of S is entering into.
Which current program(s), degree(s), and/or program type(s) is the new / reversed major, minor, or concentration attached to?

Which department is the authority for this major, minor, or concentration if this is a cross-department relationship? Please state the department.

What is the name of this new / reversed major, minor, or concentration?

If 'YES,' please specify whether it is a major, minor, or concentration. If it is more than one, please fill out a separate form for each.

Is this a new or reversed major, minor, or concentration attached to an existing degree program?

Section 4: New / Reversed Major, Minor, or Concentration for Existing Degree Information (Undergraduate)

What is the jurisdiction for the external partner?

What is the name of the external partner?
Section 5: New / Revised Disciplinary Area for Existing Degree Information (Graduate)

1. Is this a new or revised disciplinary area attached to an existing graduate degree program?  
   Yes [X]  No [ ]  Revised [ ]  
   If you've answered NO, please continue on to the next section.

2. If YES, what is the name of this new / revised disciplinary area?  
   [New Concentration of Professional Practice [PRPR - suggested Banner code]]  
   [Current Concentration of Educational/Leadership [EDLD] will be terminated once all students have completed]

3. Which Department / School is the authority for this new / revised disciplinary area?  
   Nursing (Dean's Office) [NU] - current set-up

4. Which current program(s) and / or degree(s) is this new / revised disciplinary area attached to?  
   [MN-C]

   NOTE: Students in the Educational Leadership concentration will complete this concentration and new students will be admitted to the Professional Practice concentration.

Section 6: New College / School / Center / Department or Renaming of Existing

1. Is this a new college, school, center, or department?  
   Yes [X]  No [ ]

2. Is an existing college, school, center, or department being renamed?  
   Yes [X]  No [ ]

3. Is an existing college, school, center, or department being deleted?  
   Yes [X]  No [ ]

   If you've answered NO to each of the previous two questions, please continue on to the next section.

   2. What is the name of the new (or renamed) college, school, center, or department?  

   3. If you have renamed an existing college, school, center, or department, what is the current name?  

   4. What is the effective term of this new (renamed) college, school, center, or department?  

   5. Will any programs be created, changed, or moved to a new authority, removed, relabelled?  

   6. Will any courses be created, changed, or moved to a new authority, removed, relabelled?  

   7. Are there any ceremonial consequences for Convocation (ie. New degree hood, adjustment to parchments, etc.)?
<table>
<thead>
<tr>
<th>Section 8: Admissions, Recruitment, and Outreach Information - as per current set-up</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attached completed Course Creation Forms to this document would be helpful. Please remember to submit a new &quot;Course Creation Form&quot; for every new course required for this new program / major.</td>
</tr>
<tr>
<td>NOTE: If NO, please describe.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section 7: Course Information - as per current set-up</th>
</tr>
</thead>
<tbody>
<tr>
<td>suggested four (4) character abbreviations to be used in course listings</td>
</tr>
<tr>
<td>Is there a new subject area(s) of content offering proposed for this new degree? If so, what is the subject area(s) and the</td>
</tr>
<tr>
<td>requirements?</td>
</tr>
</tbody>
</table>
10 What is the application process (i.e., Online application and supplemental information required, checklist, items, etc.) through the admission office or sent to the college/department?

11 Who makes the admission decision? (i.e., Admissions Office, College/Department, etc.)

12 Letter of acceptance - are there any special requirements for communication to newly admitted students?

13 Will the standard application fee apply?

14 Will all applicants be charged the fee or will current, active students be exempt?
**Section 9: Proposed Tuition and Student Fees Information - as per current set-up**

1. How will tuition be assessed?

   | Standard Undergraduate per credit |
   | Standard Graduate per credit |
   | Standard Graduate per term |
   | Non standard per credit* |
   | Non standard per term* |
   | Other* |
   | Program Based* |
   
   * See attached documents for further details

2. If fees are per credit, do they conform to existing categories for per credit tuition? If YES, what category or rate?

3. Will students outside the program be allowed to take the classes?

4. If YES, what should they be assessed? (This is especially important for program based.)

5. Do standard student fee assessment criteria apply (full-time, part-time, on-campus versus off-campus)?

6. Do standard cancellation fee rules apply?

7. Are there any additional fees (e.g. materials, excursion)? If yes, see NOTE below.

8. Has IPA Been Consulted?

**NOTE:** Please remember to submit a completed "Application for New Fee or Fee Change Form" for every new course with additional fees.

**Section 10: Government Loan Information - as per current set-up**

**NOTE:** Federal / provincial government loan programs require students to be full-time in order to be eligible for funding. The University of Saskatchewan defines full-time as enrollment in a minimum of 9 credit units (operational) in the fall and/or winter term(s) depending on the length of the loan.

1. If this is a change to an existing program, will the program change have any impact on student loan eligibility?

2. If this is a new program, do you intend that students be eligible for student loans?
Section 11: Convocation Information (only for new degrees)

1 Are there any 'ceremonial consequences' of this proposal (ie. New degree hood, special convocation, etc.)? 

2 If YES, has the Office of the University Secretary been notified?

3 When is the first class expected to graduate?

4 What is the maximum number of students you anticipate/project will graduate per year (please consider the next 5-10 years)?

Section 12: Schedule of Implementation Information

1 What is the start term?
201709 [September 2017] - change will only be made on the MN-C-GP program (program that has the College of GP [Graduate and Postdoc Studies]) attached

2 Are students required to do anything prior to the above date? Yes ☐ No ☒
If YES, what and by what date?

Section 13: Registration Information - as per current set-up

1 What year in program is appropriate for this program (NA or a numeric year)?

2 Will students register themselves? Yes ☐ No ☐
If YES, what priority group should they be in?

Section 14: Academic History Information - as per current set-up

1 Will instructors submit grades through self-serve? Yes ☐ No ☐

2 Who will approve grades (Department Head, Assistant Dean, etc.)?
Section 15: T2202 Information (tax form) - as per current set-up

1 Should classes count towards T2202s? Yes □ No □

Section 16: Awards Information - as per current set-up

1 Will terms of reference for existing awards need to be amended? Yes □ No □
2 If this is a new undergraduate program, will students in this program be eligible for College-specific awards? □

Section 17: Program Termination

1 Is this a program termination? Yes □ No X □
   If yes, what is the name of the program? □
2 What is the effective date of this termination? □
3 Will there be any courses closed as a result of this termination? Yes □ No □
   If yes, what courses? □
4 Are there currently any students enrolled in the program? Yes □ No □
   If yes, will they be able to complete the program? □
5 If not, what alternate arrangements are being made for these students? □
6 When do you expect the last student to complete this program? □

Section 18: SESD - Information Dissemination (internal for SESD use only)

1 Has SESD, Marketing and Student Recruitment, been informed about this new / revised program? Yes □ No □
2 Has SESD, Admissions, been informed about this new / revised program? Yes □ No □
3 Has CGSR been informed about this new / revised program? Yes □ No □
4 Has SESD, Transfer Credit, been informed about any new / revised courses? Yes □ No □
5 Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration? Yes □ No □
6 Has the Library been informed about this new / revised program? Yes □ No □
7 Has ISA been informed of the CIP code for new degree / program / major? Yes □ No □
8 What is the highest level of financial approval required for this submission? Check all that apply.
a. None - as it has no financial implications
b. Fee Review Committee
c. Institutional Planning and Assessment (IPA)
d. Provost's Committee on Integrated Planning (PCIP)
e. Board of Governors
f. Other

SIGNED

Date: 18 Nov 2016

For Registrar (Russell Isinger):

College / Department Representative(s): Martha Smith-Nevis