




VARI HALL

School of Nursing
Faculty of Health

Mission, Vision and Philosophy

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Vision

Health for all through nursing excellence.

Mission

Through the promotion of excellence in nursing education, research, policy and practice, we foster the development of reflective and socially responsive future leaders in the profession of nursing.

Core Values

- ❖ Excellence
- ❖ Respect and Relational Practice
- ❖ Transformation and Leadership
- ❖ Engagement and Collaboration
- ❖ Diversity, Equity, Inclusion and Social Justice

Philosophy Statement

We are committed to nursing as a profession that provides leadership in the pursuit of health for all and excellence in health care. We recognize there are multiple social, ecological, political and economic forces influencing health and health care. We also recognize that nursing knowledge and expertise are needed to investigate the conditions that support, and critique those that constrain, the quality of health and health care. As a profession, we are committed to sharing this knowledge to optimize safe health and healing practices, and promote accessible and inclusive healthcare, as we strive with others to forge a strong and healthy future.

As a relational and evidence-informed profession, nursing is grounded in ethical practices, empathy, reflection, and critical inquiry. We are committed to the tenets of equity, integrity, and intra-and interprofessional collaboration in our pursuit of life-long scholarship and research that crosses cultural and disciplinary boundaries. Nurses play a pivotal role in partnerships and advocacy to achieve health for individuals, families, communities and populations, with a focus on sustainable development and social justice now and in the future.

Within the School of Nursing, we strive to foster rich experiential learning environments and utilize transformative teaching strategies to support our undergraduate, graduate, and post-graduate students and faculty members. Graduates from our programs become practice and health system leaders, change agents, policymakers, educators and nurse scientists and join others in advocating for health as a human right.

Teaching and Learning at York University School of Nursing

At the York University School of Nursing, learners are inspired to discover and move beyond conventional ways of thinking. Our learners question assumptions and seek to foster equity, diversity and inclusion in the Canadian and global healthcare systems. Our purpose is to develop nurse leaders who are prepared to advance the profession in healthcare systems, communities, governments, and in research and academic settings. Our values and philosophy support meaningful, person-centered teaching-learning experiences that honour diversity in learners, educators and the people they serve. These further enhance humanistic values such as humility and integrity, respect and person-centeredness that are characterized by excellence, empathy, caring, and stewardship. The teaching-learning process is progressive and accessible, and transforms learners into reflective, participative, ethical and scholarly graduates.

In a research-based profession, learners are guided to gather, interpret and synthesize nursing and other evidence-based information to inform practice areas of clinical care, education, policy, research, and administration. Learners engage with experts in all areas of nursing practice as they learn about, build upon, apply and generate nursing knowledge. A key outcome of our programs is the development of professionals who act as leaders. As such, the transformative teaching and learning process emphasizes:

- ❖ high-level communication skills such as awareness of self and others, empathic listening, and teamwork through utilization of technology and simulation, laboratory and varied practicum experiences, as well as dissemination of research findings.
- ❖ development of mentorship and leadership attributes, professional identity and accountability by promoting self-direction, integrity, global citizenship, life-long learning.
- ❖ rational and reflective discourse, critical thinking and critical analysis through evidence-informed practice and research-driven activities.
- ❖ awareness of the assumptions and perspectives of self and others, regardless of culture, race, gender and socio-economic standing, through reflection, critical interactions and relational practice; and
- ❖ analysis of health and health systems at the micro-, meso- and macro- policy, research and practice levels through examination of theory and engagement with community and agency partners, professional associations and government.

Interprofessional and intersectoral experiences expose students to different ways of thinking, and integration of knowledge from other disciplines. Our curriculum and approaches to teaching and learning are affirmed through ongoing feedback from learners, faculty, program evaluation, community partners, and continual appraisal of changing societal needs.

In these ways, learners cultivate respect, trust, critical intellect and awareness of self and others to explore and act on local and global concerns. Transformative teaching and learning processes develop graduates who are engaged as life-long learners, and equipped with knowledge, skills and values to navigate health for all in the 21st century.

Reference

Baker, L., Wright, S., Mylopoulos, M., Kulasegaram, M., & Ng, S. (2019). Aligning and applying the paradigms and practices of education. Academic Medicine, (epub ahead of print). doi: 10.1097/ACM.0000000000002693

Canadian Nurses Association. (2015). Framework for the Practice of Registered Nurses in Canada. <https://www.cna-aiic.ca/en/nursing-practice/the-practice-of-nursing#sthash.u5LaHsa1.iXFuXV1l.dpuf>

Core Undergraduate Concepts

Health and Well-being

- Includes but is not limited to nursing practice knowledge, health promotion, lifespan and continuum of care, holism, physical and mental health, relational care, therapeutic relationships, person-centred care, meaning of health

Health Equity and Social Justice

- Includes but is not limited to social determinants of health, human rights, social justice, access, equity, diversity, inclusion, local and global/population health, indigenization, culture, gender, power and empowerment

Health Systems and Partnerships

- Includes but is not limited to community engagement and partnership, concepts related to change, knowledge of health systems, legal dimensions, politics, organizational structures

Resilience and Advocacy

- Includes but is not limited to care of self and others, recognition of diversity and support of equity for all persons, strategies to improve health outcomes, determinants of health, cultural humility

Reflection and Professional Nursing Identity

- Includes but is not limited to awareness of self and others, professional values, ethical behaviours, socialization and formation, transformation, accountability, advancement of roles for nursing, interprofessional collaboration, stewardship, leadership, education

Nursing Knowledge Development and Integration

- Includes but is not limited to theory and evidence-informed activities, information literacy, use of technology, scholarship, knowledge generation, development and dissemination in areas of practice, research and policy

Undergraduate Program/Levelled Goals

End-Program Goals Graduates of a York University BScN program will:	Levelled Program Goal Year 4 Direct entry students completing Year 4 will be able to:	Levelled Program Goal Year 3 Direct entry students completing Year 3 will be able to:	Levelled Program Goal Year 2 Direct entry students completing Year 2 will be able to:	Levelled Program Goal Year 1 Direct entry students completing Year 1 will be able to:
	2nd Entry/IEN students completing Year 2 (last term) will be able to:		2nd Entry/IEN students completing Year 1 (half- program) will be able to:	
1. Provide competent, ethical and culturally responsive nursing care according to professional nursing standards.	Provide competent, ethical and culturally responsive nursing care according to professional nursing standards and public accountabilities.	Demonstrate competent, ethical and culturally responsive nursing care of the client* in a variety of complex health care settings.	Interpret professional standards and requirements for competent, ethical and culturally responsive care in the context of two or more stable clients/families.	Demonstrate professional standards, values and personal accountability needed for enacting competent, ethical and culturally responsive nursing care for one or more stable clients.
2. Integrate knowledge from nursing and other disciplines to enhance health and healing across the lifespan.	Integrate knowledge from nursing and other disciplines to enhance health and healing across the lifespan.	Apply integrated interdisciplinary knowledge in nursing practice that enhances health and healing of the client in various health care settings.	Describe the contribution of knowledge from nursing and varied disciplines to health and healing across the client lifespan.	Identify theoretical and practice-based knowledge from nursing and various disciplines for assessment and care of clients across the lifespan.
3. Engage in decision-making in nursing practice that incorporates multiple ways of knowing, critical appraisal, and evidence-informed practice.	Engage in appropriate, complex decision-making in nursing practice that incorporates multiple ways of knowing, critical appraisal, and evidence-informed practice.	Analyze decision-making outcomes of self and others in varied increasingly complex client care contexts, that utilizes multiple ways of knowing, critical appraisal and the incorporation of evidence from nursing and other sources.	Apply various decision-making processes in stable client care contexts, that utilize multiple ways of knowing, critical appraisal and the incorporation of evidence from nursing and other sources.	Demonstrate the process of decision-making in simple nursing practice situations that utilizes multiple ways of knowing, beginning critical appraisal skills and the incorporation of evidence from nursing and other sources.
4. Communicate and relate effectively with the client* and healthcare teams, using varied strategies to promote safe, compassionate, relational care.	Communicate and relate effectively with the client* and healthcare teams, using varied strategies to promote safe, compassionate, relational care.	Apply effective communication strategies with the client and health care teams, in various situations, to foster safe, compassionate and relational care.	Employ appropriate communication strategies with the client and nursing colleagues to provide safe, compassionate and relational care.	Explore various skills and strategies for effectively communicating with others in a safe, professional and therapeutic manner that promotes relational care.

End-Program Goals Graduates of a York University BScN program will:	Levelled Program Goal Year 4 Direct entry students completing Year 4 will be able to:	Levelled Program Goal Year 3 Direct entry students completing Year 3 will be able to:	Levelled Program Goal Year 2 Direct entry students completing Year 2 will be able to:	Levelled Program Goal Year 1 Direct entry students completing Year 1 will be able to:
	2nd Entry/IEN students completing Year 2 (last term) will be able to:		2nd Entry/IEN students completing Year 1 (half- program) will be able to:	
5. Engage in collaborative relationships with clients* and interprofessional health care teams that respects diverse perspectives.	Engage in collaborative relationships with clients* and interprofessional health care teams that respects diverse perspectives.	Facilitate sustained interprofessional team relationships in order to provide care that respects others' diverse views in a variety of settings.	Participate in nursing and interprofessional teamwork in the context of culturally diverse, safe client care experiences.	Examine the significance of self in relation to values, beliefs, and assumptions, and in relationship with others' perspectives.
6. Provide leadership for the optimization of client* health care outcomes and advancement of nursing profession.	Provide leadership that contributes to the optimization of client* health care outcomes in various practice domains and within the nursing profession	Demonstrate leadership skills through partnering with clients and the health care team to optimize care.	Promote nurses as leaders through professional care interactions with clients and nursing colleagues.	Identify the role and contribution of nursing leadership in client care, with nursing colleagues and in society.
7. Advocate for health equity and social justice in client* care, organizations and public policy in response to changing needs of society.	Advocate for health equity and social justice in client* care, organizations and public and global policy in response to changing needs of society.	Partner with clients and appropriate organizational contacts to promote health equity and social justice in various health care environments.	Support the health of clients* in the context of their lived experience within the health care system, and the humanization of that system.	Identify situations where client advocacy is indicated and where the social determinants of health affect a client's health and wellness.
8. Engage in critical reflection for lifelong self-directed learning, and evidence-informed practice.	Engage in critical reflection for lifelong self-directed learning, and evidence-informed nursing practice.	Commit to continued self-regulation through critical reflection, learning, research activities and the appropriate application of evidence in client care settings.	Initiate personal and professional growth through self-direction, critical reflection, research knowledge and identification of appropriate evidence-informed sources.	Describe the value of personal and professional learning strategies that support the activities of a self-regulated nurse.
9. Empower self, clients* and colleagues using a range of educational strategies, including technology, for achieving optimal health and work-life outcomes.	Empower self, clients* and colleagues using a range of educational strategies, including technology, for achieving optimal health and work-life outcomes.	Transform self, client and others' capacities for achieving health and work-life outcomes using a variety of educational strategies, including technology.	Assess the value of various educational strategies, including the use of technology, when supporting self, clients and colleagues in achieving health and work-life.	Explore a variety of assessment strategies for enabling self and others to learn about optimal health and work-life outcomes.

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

** The leveled goals serve to guide the course development; the end-program goal must be achieved by all undergraduate program graduates.

Undergraduate Core and Sub-Concepts, with Exemplars

Core concepts:	Health and Well-being	Health Equity and Social Justice	Health Systems and Partnerships	Resilience and Advocacy	Reflection and Professional Nursing Identity	Nursing Knowledge Development and Integration
Sub-concepts include but is not limited to:	<ul style="list-style-type: none"> • Nursing practice knowledge • Health promotion • Lifespan and continuum of care • Holism • Physical and mental health • Relational care • Therapeutic relationships • Person-centred care • Meaning of health 	<ul style="list-style-type: none"> • Social determinants of health • Human rights • Access • Diversity • Inclusion • Local and global/population health • Indigenization • Culture • Gender • Power and empowerment 	<ul style="list-style-type: none"> • Community engagement and partnership • Concepts related to change • Knowledge of health systems • Legal dimensions • Politics • Organizational structures • Intra- and interprofessional teams • Governance • Primary Health Care 	<ul style="list-style-type: none"> • Care of self and others • Recognition of diversity and support of equity for all persons • Strategies to improve health outcomes • Determinants of health • Cultural humility • Trauma informed care • Resource utilization and equity 	<ul style="list-style-type: none"> • Awareness of self and others • Professional values • Ethical behaviours • Socialization and formation • Transformation • Accountability • Advancement of roles for nursing • Interprofessional collaboration • Stewardship • Leadership • Education 	<ul style="list-style-type: none"> • Theory and evidence-informed activities • Information literacy • Use of technology • Scholarship • Knowledge generation • Dissemination in areas of practice, research and policy
Exemplars include but is not limited to:	<ul style="list-style-type: none"> ▪ Functional ability ▪ Family Dynamics ▪ Caregiving ▪ Care Coordination ▪ Caring, empathy, compassion ▪ Right to refuse care ▪ Health and Physical Assessment ▪ Activities of daily living (ADLs) ▪ Palliative Care ▪ Medical assistance in dying ▪ Communication with Clients (standards-based, 	<ul style="list-style-type: none"> ▪ Epidemiology ▪ Public Health ▪ Critical awareness of global and local health issues including vulnerable, marginalized, indigenous/black and other racialized ▪ Impact of health literacy issues for sustainable health (i.e., chronicity, environment) 	<ul style="list-style-type: none"> ▪ Canadian health care system ▪ Change theory ▪ Openness to accept change ▪ Nurses as change agents in organizations and public or global policy ▪ Philosophical and political stances influencing nursing practice and health ▪ National and global health policy issues 	<ul style="list-style-type: none"> ▪ Spirituality ▪ Motivation ▪ Adherence ▪ Personal care ▪ Stress and Coping ▪ Quality of life ▪ Adapting practice in response to cultural differences or diversity (local/global, client/team) ▪ Population health/place of birth 	<ul style="list-style-type: none"> ▪ Patient Education ▪ Teaching and learning strategies ▪ Delegation ▪ Transfer of Accountability ▪ Global-local citizenship ▪ Quality assurance ▪ Clinical Leadership ▪ Leadership theories in nursing practice (transformational leadership) ▪ Collaboration, Partnering 	<ul style="list-style-type: none"> ▪ Evidence-based practice ▪ Evidenced informed care ▪ Evidence informed decisions ▪ Evidence-informed inquiry ▪ Evidence informed practice ▪ Critical Inquiry ▪ Multiple theoretical approaches ▪ Narrative inquiry ▪ Critical appraisal

	<p>includes those with hearing, vision, cognition challenges)</p> <ul style="list-style-type: none"> ▪ Relational Practice ▪ Relational Inquiry ▪ Conflict Resolution, De-escalation ▪ Safety <ul style="list-style-type: none"> - Touch - Trust - Reporting Standards - Error prevention ▪ Roles in nursing ▪ Direct client care (foundational nursing skills) ▪ Multidisciplinary knowledge (Human anatomy and physiology; Homeostasis and regulation; Mood & cognition; Maladaptive behaviour; Pain; Protection and movement; Pharmacology; etc.) 	<ul style="list-style-type: none"> ▪ Global responsibility of nursing leaders ▪ Global citizenship ▪ Impact of globalization ▪ Positional power/bias ▪ Action on oppression power and empowerment ▪ Cultural self-awareness and assessment in relation to others ▪ Reflection on personal and clients' human or legal rights and obligations of nursing in society ▪ Human rights informed perspectives and policy 	<ul style="list-style-type: none"> ▪ Personal vs World health organization vs disease processes ▪ Economics ▪ Legal and regulatory considerations and responsibilities ▪ Client rights ▪ Consent ▪ Client choice (ethical dilemmas) ▪ Regulated Health Profession Act, 1991 (RHPA) ▪ Scope of Practice ▪ Privacy ▪ Confidentiality ▪ Social media ▪ Environmental safety ▪ Collaboration (Intersectoral, intra- and Interprofessional, interorganizational) 	<ul style="list-style-type: none"> ▪ Local to global sustainability planning ▪ Self-directed advocate for health equity for all clients (complex, diverse, vulnerable populations) ▪ Advocacy for public policy reflective of client diversity ▪ Nurses' role in social, economic, environmental advocacy ▪ Negotiation ▪ Risk assessment and management ▪ Advanced directives ▪ Power of Attorney ▪ Substitute decision maker ▪ Shared decision making 	<ul style="list-style-type: none"> ▪ Active leadership at organizational, national, global levels ▪ Communicating and relating as a leader ▪ Experience in leadership roles ▪ Leadership and politics in health care ▪ Multiple Ways of knowing (Empirical, Ethic, Personal knowledge, Esthetics, Social political) ▪ Accountability for life-long learning (Learning goals or portfolio) ▪ Communication in the professional environment (Interprofessional, reflective, analytical, adaptive/flexible, inclusive, arts-based, empathic listening, etc.) ▪ Consultation 	<ul style="list-style-type: none"> - Critical appraisal of education practice - Critical appraisal of research and practice ▪ Clinical judgement ▪ Clinical decision making <ul style="list-style-type: none"> - Critical Thinking - Problem Solving - Clinical Reasoning - Inquisitive and systemic thinking ▪ Technology and informatics <ul style="list-style-type: none"> - Use in acute care settings or complex settings - Related to research - Supporting nursing care - To enhance communication ▪ Academic Honesty ▪ Research and research design (multiple methodological approaches) ▪ Applied statistics [nursing]
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