



# PROPOSAL FOR MAJOR MODIFICATION OF THE UNDERGRADUATE BScN PROGRAMS

School of Nursing  
Faculty of Health  
York University

2021

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## Major Modifications Proposal

Faculty: Faculty of Health

Department: School of Nursing

Program: Bachelor of Science in Nursing (4-year Direct Entry; 2<sup>nd</sup> Entry; Post-RN Internationally Educated Nurses)

Degree Designation: Specialized Honours

Type of Modification: Change of program location (4-year Direct Entry); change to program requirements to three undergraduate programs (4-year Direct Entry, 2<sup>nd</sup> Entry, and Post-RN IEN BScN)

Location: Keele Campus

Effective Date: Fall 2022

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### 1. General Description of the Proposed Changes to the Programs.

- Change in location of 4-year Collaborative BScN program delivery: The Agreement for the Collaborative BScN program offered with Seneca and Georgian Colleges has been dissolved. The current 4-year Collaborative BScN program will no longer be offered on three sites (Georgian College, Seneca College, York University campus); instead, a revised 4-year Direct Entry program will be offered solely at York campus.
- Revision of course offerings in the 4-year Direct Entry BScN program.
- Revision of course offerings in the 2nd Entry BScN program.
- Revision of course offerings in the Post-RN International Educated Nurses (IEN) BScN program.

### 2. Rationale for the Proposed Changes.

There are several major factors that are driving the proposed changes to the undergraduate programs at the School of Nursing (SON). These are:

- curriculum changes stemming from the 4-year program's location change and face-to-face delivery of the first and second years of the 4-year program, from Georgian and Seneca Colleges to the York campus;
- a need to revise all programs to:
  - respond to external requirements from the College of Nurses of Ontario (CNO) for changes in current registered nurse (RN) practice and new national entry-level competencies that came into effect in September 2020

- improve program graduates' performance in the national registration exam (i.e., NCLEX-RN first-time pass rates)
- align with the SON's revised philosophy, and harmonization of undergraduate programming
- reflect stakeholder feedback regarding professional currency and relevancy of the undergraduate programs, and
- a need to attract quality applicants to the BScN programs in a competitive market.

These rationale for the undergraduate programs' changes will be expanded upon in the following sections.

**a) Location change for 4-Year Direct Entry BScN:** The SON acknowledges the Traditional Territories of York's Keele campus.

For over 20 years, York University SON and Georgian and Seneca Colleges have offered a collaborative BScN degree, where all first- and second-year courses have been offered at each of the Colleges, and all third- and fourth-year courses have been offered at York's Keele campus. Provincial legislative changes as of Dec. 11, 2020 now enable colleges to offer stand-alone nursing degree programs. The dissolution of the agreement to co-offer the 4-year BScN between York and the Colleges means that the current collaborative program *can no longer be delivered*. This necessitates a major modification of the program for York SON. It is planned that all four years of a revised 4-year Direct Entry BScN program will be offered at the York campus, with provincial Ministry, CNO and Ontario Universities Council on Quality Assurance approval for support of this single-site BScN program.

The significant change in the location of the 4-year Direct Entry BScN program and the proposal for offering all four years at York's Keele campus presents an opportunity to refresh the courses, revitalize the curriculum for this program and to differentiate York from the Colleges' degree experiences. It also presents an opportunity for modifying the SON's 2<sup>nd</sup> Entry and IEN BScN programs.

All York-approved Year 1 and 2 Collaborative (4-year) BScN courses that were previously offered by the Colleges are revised. The upper year courses were subsequently updated to align with these revisions. Additionally, new courses are proposed that fill identified gaps in nursing baccalaureate content and position the SON as a unique nursing institution in the Greater Toronto Area (GTA). As a result, changes to the other two compressed BScN programs (2<sup>nd</sup> Entry and IEN), which share courses with the 4-year program, are also proposed.

**b) Need for revision for all BScN programs:** The undergraduate program curricula have not been updated in many years:

- Collaborative: last updated in 2008-2009
- 2<sup>nd</sup> Entry: last updated (revised and harmonized with Collaborative courses) in 2010-2011
- IEN: no significant revisions to the course offerings since its introduction in 2005.

Over the last decade, partial updates and revisions have been made to several of these programs' undergraduate courses to address specific curricular issues based on a continuous cycle of national accreditations, cyclical reviews and a new provincial program approval process. Therefore, proposed changes outlined for this major modification are significant and *while not representing a new program*, do represent necessary revisions to better fit with current nursing practice, updated Ontario nursing practice standards, and new entry-to-practice requirements for baccalaureate nursing education programs in Canada. The changes are forward-thinking and provide flexibility for future adaptations that may be needed.

The changes are also aligned with of the School's recently revised philosophy (last updated over 15 years ago) which brings renewed clarity on its core values of *Excellence, Respect and Relational Practice, Transformation and Leadership, Engagement and Collaboration, and Diversity, Equity, Inclusion and Social Justice*. The SON proposes course revisions and several new courses in a program design that fits with this renewed vision.

Increased student access to courses has been a focus of the SON's programs since 2009, when courses were 'harmonized' between the Collaborative and 2<sup>nd</sup> Entry programs. The principle of harmonization has continued to influence the current proposed changes which enable improved access to required courses across all programs for off-track students, and for today's student who works part-time and is looking to find a good fit between educational and personal goals.

An increased richness in the learning environment (in both classroom and on- and off-campus practicum placements) will result from shared courses taken by the students from both the Collaborative, 2<sup>nd</sup> Entry and IEN BScN programs. Each student group's unique perspectives and lived experiences could offer ways to contribute to positive group dynamics, textured group discussions and therefore, lead to improved opportunities to learn nursing content. The IEN program, which was not previously reviewed for harmonization, has the appearance of significant changes to its curriculum and course offerings. Less program-specific course planning and more cross-utilization and coordination of teaching and learning will ensure effective utilization of resources.

Recent changes in registered nurse (RN) practice and new entry-level requirements, that are established through national consultation and approved through provincial legislation and the regulatory body of the CNO, mean program revisions are needed now. The CNO is requiring all schools in Ontario to demonstrate new entry-to-practice competencies as of September, 2020<sup>1</sup> and so undergraduate program updates that facilitate meeting these new requirements are necessary. Although the SON has integrated the competencies into its current course offerings, this change alone constituted a clear need to fully review, revise and strengthen curricular content. The new content includes Indigenous health, and new legislation and standards affecting

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<sup>1</sup> College of Nurses of Ontario. (2019). Entry-to-practice competencies for registered nurses. <http://www.cno.org/globalassets/docs/reg/41037-entry-to-practice-competencies-2020.pdf>

nursing practice, such as Medical Assistance in Dying (MAiD), dispensing medication and psychotherapy.

Changes to the undergraduate programs are also driven by accreditation results and program reviews.

Recent reports received by the SON from the Canadian Association of Schools of Nursing (CASN) accreditation process, University cyclical program reviews<sup>2</sup>, the CNO program approval process and through the School's ongoing program evaluation data have all suggested that specific issues should be addressed with a comprehensive curriculum review and revision. Issues identified through the CASN and cyclical reviews include: a need for stronger interprofessional and intersectoral collaboration and education (a challenge at a University that does not offer medicine, pharmacy, dentistry, or occupational or physical therapy, which are regulated professions with whom nursing regularly collaborates within healthcare environments); overlap of content between courses (i.e., leadership); course titles that do not reflect course content<sup>2</sup>; access to writing support; and integration of laboratory experiences with course content. All of these issues are addressed by the proposed major modifications.

The 2020 CNO program approval process for all three undergraduate programs was completed and approval was received from the CNO on March 5, 2021, with results posted on the CNO website on March 8, 2021. The next comprehensive review is scheduled for 2027. The specific feedback indicated areas for improvement. If program changes are not initiated now, any required initiatives for addressing program deficits identified through this process will not be implemented in time to show any potential impact or improvement by the next full review.

Other internal and external stakeholder feedback and requirements related to recommendations in the Truth and Reconciliation Commission of Canada's Call to Action (2015) have been specific. The modifications meet the national/institutional requirements and recommendations set by CASN<sup>3</sup>, the CNO<sup>1</sup>, York University<sup>4</sup>, and the Faculty of Health (FoH) in response to this Call to Action, through selected course revisions and new nursing course offerings. Revisions also address current gaps in the curriculum. A review of the proposed courses by an Indigenous faculty consultant from Laurentian University<sup>5</sup> on continued course revision and development supports authentic provision of diverse knowledge. Priorities for the SON include hiring Indigenous tenure-stream faculty.

Recent conversations with the SON's clinical partners (*University Health Network,*

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<sup>2</sup> Wahoush, O., & Cribbie, R. (2017, December 4). *Cyclical program review 2008-2015: Final assessment report and implementation plan executive summary reported to Joint Committee on Quality Assurance.*

<sup>3</sup> Canadian Association of Schools of Nursing. (2020). *Framework for strategies for nursing education to respond to the Calls to Action of Canada's Truth and Reconciliation Commission.* <https://www.casn.ca/wp-content/uploads/2020/11/EN-TRC-RESPONSE-STRATEGIES-FOR-NURSING-EDUCATIONTRC-Discussion-Paper-Revised-date-Final.pdf>

<sup>4</sup> York University. (2017). *The Indigenous framework for York University: A call to action.* <https://indigenous.yorku.ca/files/2017/08/Indigenous-Framework-for-York-University-A-Guide-to-Action.pdf?x29983>

<sup>5</sup> Webkamigad, S. (2021, February). Indigenous knowledge and health in nursing: Review of 2021 proposal for major modification of the undergraduate BScN programs.

*Mackenzie Health, Centre for Addition and Mental Health, etc.)* have reinforced the direction that the SON is proposing with its curriculum revisions. As healthcare employers in the GTA, these partners have recommended that nursing education emphasize depth of learning, adaptability to chaos, social determinants of health, teamwork, interprofessional collaboration, resilience, leadership, time management and other graduate knowledge and attributes. These concepts, and opportunities to apply them, as well as critical thinking and advanced clinical skills, have been considered in this major modification. See # 5 in this proposal for a description of consultations with clinical partners.

Finally, improvement of the programs' outcomes in terms of nursing graduate first-time pass rates on the provincial registration exams (NCLEX-RN) is of paramount importance. In the last several years, York's SON programs – in particular, its 4-year Collaborative and IEN programs – have had among the lowest (if not the lowest) first-time pass rates in the province. *This is a key outcome on which nursing education programs are evaluated by both the regulatory body and the public.* With first-time pass rates for the Collaborative BScN program, for example, that have fluctuated between 73.1% (2016), 63.9% (2017), 68.1% (2018) and most recently 69.7%<sup>6</sup>, various strategies have been employed to increase the results, without significant effect. These strategies have included the integration of structured exam questions in upper-year courses that simulate NCLEX-RN test questions, faculty development, exposure of students to added practice question materials, focused preparation on the NCLEX-RN exam topics, guided studying activities, and the use of external testing tools (graded) in the last term of the program. Now, the proposed revision of all programs and most especially the single-site delivery of the 4-year program at York's Keele campus, is aimed at fully addressing this outcome. The goal is to attain first-time pass rates on the NCLEX-RN of over 80%.

**c) Attracting quality applicants:** Despite overall increases in applications to nursing programs across Ontario, York's SON is experiencing a decline in both the quantity and quality of its nursing applications. When considering the competition between BScN programs in the province, it is important to appreciate that this will now include colleges that have been approved to offer a stand-alone nursing degree program (current approvals include St. Lawrence College and Humber College). Re-building of the SON's reputation and position in Ontario as a lead school is crucial. In this regard, an initial step is the modification to all the undergraduate programs.

In preparation for the revision of its undergraduate programs, consultants for the SON conducted an environmental scan of Ontario schools of nursing<sup>7</sup> in order to understand current program offerings and foci. This review served to ensure that the SON proposed revisions were both in line and competitive in terms of provincial nursing education programs.

The revised, stand-alone 4-year Direct Entry BScN program that is proposed for York

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<sup>6</sup> College of Nurses of Ontario. (2020). *Nursing registration exams report 2019*. <https://www.cno.org/globalassets/2-howweprotectthepublic/statistical-reports/nursing-registration-exams-report-2019.pdf>

<sup>7</sup> Delaviz, Y. (2019, November 15). *Environmental scan of BScN programs*. Faculty of Health.

University will continue to meet the growing demand for nursing graduates and will respond to the impending health human resource shortage in the healthcare systems in Ontario, particularly in the GTA. The RN group is expected to face labour shortage conditions over the period of 2019-2028 at the national level<sup>8</sup>.

Since 2014, Ontario has produced a lower share of Canadian RN graduates than its population share (33.1% vs. 38.5%). Although in 2018 and 2019 the number of new nursing graduates in Ontario in 2018 and 2019 grew by 0.9% and 1.8% respectively<sup>9</sup>, this number is short of targets for addressing the expected critical shortage of nurses provincially, nationally and internationally. This is particularly true in areas of high need such as long-term care. Combined with the shortfall of RN positions, and significant retirements beginning within the next five years, and the effect of COVID-19 on healthcare staffing, there is an even greater importance for RN education and recruitment<sup>10</sup>.

The delivery of all four years of the 4-year nursing program at the York campus means that York will manage the admissions process using the Ontario University Application Centre, rather than collaborating with the Colleges and receiving additional applications through the Ontario College Application System. Although admission requirements are not changing, this process, which will now be based at York, increases the potential for selection of strong applicants to the 4-year Direct Entry program, with a focus on final secondary school averages in the required courses and on overall averages.

Mechanisms for attracting applicants and increasing application rates to York's SON include specific innovations in the proposed curriculum revisions. These innovations include a capstone experience opportunity and a foundation for future undergraduate streams that will be embedded in the curriculum (see #4). Unique in Ontario, this forward-thinking curriculum design will, with appropriate marketing, attract the interest of applicants within and beyond the GTA. Furthermore, the values of diversity and social responsiveness that are intentionally embedded in many of the required courses aim to attract applicants with a vision and commitment to health that aligns with the SON's mission. These values will provide a foundation for graduates to practice in and serve, a broad range of high-risk communities anywhere in the country.

In past years, there has also been increased pressure in York's immediate catchment area (e.g., Jane-Finch) to deliver a complete BScN program at York. There is great interest in the School to finally provide a full single-site 4-year program and to be able to be responsive to the community in which York University is situated. Allowing students to have an option of completing a full 4-year program at the Keele campus would meet the demand for secondary school graduates who currently reside in the GTA and particularly in the Jane-Finch community. Such an offering would provide potential applicants with access to our nursing program without requiring costly travel -

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<sup>8</sup> Government of Canada. (2019). *Canadian Occupational Projection System*. <http://occupations.esdc.gc.ca/sppc-cops/occupationssummarydetail.jsp?&tid=103>

<sup>9</sup> Canadian Institute for Health Information. (2019). *Nursing in Canada*. <https://www.cihi.ca/en/nursing-in-canada-2019>

<sup>10</sup> Registered Nurses Association of Ontario. (2019). *RN/NP workforce backgrounder*. [https://rnao.ca/sites/rnao-ca/files/RNAO\\_RN\\_NP\\_HR\\_Backgrounder.pdf](https://rnao.ca/sites/rnao-ca/files/RNAO_RN_NP_HR_Backgrounder.pdf)

especially those from low-income households or communities.

The SON currently supports placements for students in Dufferin, Wellington, Huron and Bruce counties, and beyond, to gain experience in community healthcare agencies. The SON will continue to place nursing students in such out-of-bounds areas for end-of-program practicum experiences so that they can support community health outside of the GTA. The programs' proposed changes will not lessen the SON's ability to meet these demands.

There is no documented demand or capacity to offer the current York BScN programs in French, and so any revisions to the undergraduate programs will not focus on attempting to meet the needs of Ontario Francophones who seek to become nurses. The SON will continue to monitor demand and evaluate capacity.

### **3. Alignment: Program Changes to Faculty/University Academic Plans**

The proposed revisions of the undergraduate BScN programs relate to the SON's mission for social responsiveness and its renewed philosophy, to the FoH Academic Plan 2015-2020<sup>11</sup>, and to the 2020-2025 University Academic Plan<sup>12</sup> (UAP).

The SON's mission is to foster the development of reflective and socially responsive future leaders in the profession of nursing, with the vision to ensure health for all through nursing excellence. In addition to meeting the requirements of a nursing baccalaureate program, the proposed SON curriculum is therefore centred on social responsiveness (towards health for all), which will provide a unique focus in an undergraduate nursing program in Ontario.

In keeping with the FoH's Health@2020 academic plan<sup>11</sup> and strategic direction for *Promoting a High-Quality Learning Experience* (p. 5), as well as its recently released Integrated Resource Plan 2020-2021<sup>13</sup>, the SON seeks to enhance students' knowledge of resiliency, mental health and wellness, develop global citizens in a changing world and enhance career development. The proposed revisions to the undergraduate programs have incorporated the core concept of resiliency within its professional courses, developed a stand-alone practicum course on mental health nursing, and focused on developing graduates with knowledge that can contribute to healthcare organizational functioning through a capstone course experience.

York's new *21<sup>st</sup> Century Learning* priority and the UAP<sup>12</sup> direction to "pursue inclusive excellence by decolonizing curriculum and ensuring our graduates are known for their global mindset, ethical judgment, and superior ability to integrate diverse ideas and worldviews" (p. 6) has also influenced the program revisions. The revisions focus on 21<sup>st</sup> Century Learning through pedagogical approaches (e.g., transformative teaching-

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<sup>11</sup> Faculty of Health York University. (2015, December 2). *Health @2020: Five-year academic plan 2015-2020*. <https://health.yorku.ca/files/2015/12/Health-@-2020-Five-Year-Academic-Plan-2015-2020.pdf?x38245>

<sup>12</sup> York University. (2020). *York University academic plan 2020-2025: Building a better future*. <https://www.yorku.ca/uap2020-25/>

<sup>13</sup> Faculty of Health York University. (2020, November 25). Integrated resource plan. [https://www.yorku.ca/health/wp-content/uploads/sites/30/2021/01/2020\\_21-Integrated-Resource-Plan-FacultyofHealth.pdf](https://www.yorku.ca/health/wp-content/uploads/sites/30/2021/01/2020_21-Integrated-Resource-Plan-FacultyofHealth.pdf)

learning strategies) and the infusion of interprofessional thinking and collaboration through the nursing capstone course, for example. The revisions also focus on the creation of a global mindset among nursing students, inclusivity and recognition of Indigenous knowledge in healthcare delivery and collaborations (courses related to global and environmental health and social justice, for instance). The proposed changes will guide students to develop an attitude of life-long learning and inquiry, and skills that will enable agility, adaptability and resiliency. The proposed curriculum facilitates students' self-awareness and reflection on the perspectives of others; this is communicated not only through the re-titling of courses but also through specific changes to course learning outcomes.

#### **An innovative focus for a BScN program in Ontario**

In addition, the proposed programs' changes, and its innovations and strengths, align with the UAP<sup>12</sup> priority for *21<sup>st</sup> Century Learning: Diversifying Whom, What and How We Teach* and the specific goal to "continually reinvent our programs to address emerging issues and labour market needs that call for new pedagogical approaches and cross-disciplinary thinking" (p. 6). A new capstone course experience in the 4-year and 2nd Entry BScN programs allows students to synthesize knowledge, collaborate with agencies and to address current practice issues in health care settings (see #4). This capstone experience is not included in the IEN program at this time, in order to maintain competitiveness by keeping the length of this IEN program shorter. Details of the capstone course and other innovative revisions follow in the next section.

#### **4. Detailed Outline of Program Changes and the Associated Learning Outcomes (including how the proposed requirements will support the achievement of program learning outcomes). Programs should have eight to twelve program learning outcomes. Describe how the achievement of the program learning outcomes will be assessed and how that assessment will be documented. (i.e., the mapping of the courses to the program learning outcomes; graduate outcomes).**

**a) Location change:** With regards to the proposed location change for the 4-year Direct Entry program, all four years will be delivered at York campus, with the first intake of students in Fall 2022. This change will be implemented concurrently with the 3-year phase-out of the current 4-year Collaborative BScN program. Enrolment/intake for the Fall 2022 Year 1 and subsequent years has been planned to maintain graduation rate for all three undergraduate programs (see #7 and 10).

**b) Revised undergraduate program outcomes:** The end-of-program outcomes and levelled goals remain the same, with an update to language and terms and to ensure that they continue to reflect the 2020 professional requirements for entry-to-practice for Registered Nurses, approved by the College of Nurses of Ontario<sup>1</sup>. In addition, the outcomes for all BScN programs were aligned. Previously, all programs' outcomes were similar with the exception of an additional outcome related to communication for the compressed 2nd Entry and IEN programs. In fact, professional communication has *always* been a required competency and outcome for all programs and so this was

updated accordingly. Please review the comparison chart in [Appendix A](#) for confirmation of how program outcomes are maintained in this major modification.

While all three BScN programs have the same **nine** program outcomes and learning that leads to registration as an RN in Ontario, each had different pathways that are reflected in different courses. The different course offerings, particularly in the first two terms of the compressed 2<sup>nd</sup> Entry and IEN programs, recognize previous experience with university/degree courses, and with healthcare education respectively. These are important distinctions to recognize and reflect the ethos of the SON and institutional philosophies for diversity and responsiveness. The proposed changes to each of the programs continue to acknowledge and respect differences in the cohorts, and also attempt to streamline and harmonize learning, particularly towards the end of the programs.

The programs' nine outcome statements have been mapped to the broader Undergraduate Degree Level Expectations<sup>14</sup> (UDLEs) for Ontario honours degrees, and to required courses. See [Appendix B](#). It can be noted that the depth and breadth of knowledge necessary to meet undergraduate degree level expectations and programming are apparent in the revisions, as was in the original approved curriculum. Breadth of knowledge is gained through general education degree requirements and the core courses taken by students in the program which have multidisciplinary components (e.g., references to sciences such as anatomy, physiology, psychology), as well as the required nursing elements. For the SON compressed programs, the admission prerequisite science and general education courses are transferred and incorporated in these programs' degree credits in order to meet the expectations of general breadth and depth for an honours baccalaureate.

As described in #2b, the undergraduate programs at York have not been updated for some time, and despite periodic changes, are well overdue for a comprehensive revision. The changes to the programs, described in detail below, while fulsome, *do not constitute such a change that would indicate new programs are being created*. Program outcomes have remained the same. It should be noted that updated content reflects new CNO provincial competencies<sup>1</sup> and continues to meet other national competency guidelines<sup>3,15,16,17,18,19</sup>.

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<sup>14</sup> Ontario Universities Council on Quality Assurance. (2015). *Quality assurance framework*. <https://www.oucqa.ca/wp-content/uploads/2014/01/Quality-Assurance-Framework-and-Guide-Updated-January-2014.pdf>

<sup>15</sup> Canadian Association of Schools of Nursing. (2012). *Nursing informatics: Entry-to-practice competencies for registered nurses*. <https://www.casn.ca/wp-content/uploads/2014/12/Infoway-ETP-comp-FINAL-APPROVED-fixed-SB-copyright-year-added.pdf>

<sup>16</sup> Canadian Association of Schools of Nursing. (2017). *Entry-to-practice gerontological care competencies for baccalaureate programs in nursing*. [https://www.casn.ca/wp-content/uploads/2016/09/FINAL\\_CASN-GERONTOLOGY-COMPETENCIES-FINAL.pdf](https://www.casn.ca/wp-content/uploads/2016/09/FINAL_CASN-GERONTOLOGY-COMPETENCIES-FINAL.pdf)

<sup>17</sup> Canadian Association of Schools of Nursing. (2015). *Entry-to-practice mental health and addiction competencies for undergraduate nursing in Canada*. [https://www.casn.ca/wp-content/uploads/2015/11/Mental-health-Competencies\\_EN\\_FINAL-Jan-18-2017.pdf](https://www.casn.ca/wp-content/uploads/2015/11/Mental-health-Competencies_EN_FINAL-Jan-18-2017.pdf)

<sup>18</sup> Canadian Association of Schools of Nursing. (2017). *Entry-to-practice competencies for nursing care of the childbearing family for baccalaureate programs in nursing*. <https://www.casn.ca/wp-content/uploads/2016/09/FINAL-CHILDBEARING-FAMILY-COMPETENCIES-revised.pdf>

<sup>19</sup> Canadian Association of Schools of Nursing. (2014). *Entry-to-practice public health nursing competencies for undergraduate nursing education*. <https://casn.ca/wp-content/uploads/2014/12/FINALpublichealthcompeENforweb.pdf>

### c) Program content and curriculum: 4-year Direct Entry

The 4-year Direct Entry program continues to provide the same approaches for meeting Specialized Honours requirements and provides the foundation on which the SON's two compressed/accelerated programs are based.

The program design has been reorganized to involve three series of courses. The nursing courses have been regrouped in the *Nurse in Context of Transformation to Professional* series which is designed to create transformative learning experiences which link professional knowledge to intentional and reflective activities aimed at professional development within each term and across years of the program. This reflects the UAP and FoH academic plans. The *Nurse in Context of Health Care Collaborators and Environments* series of regrouped courses further support integrated learning and include science and interprofessional knowledge. A new capstone course structure provides a forum for students' skill development and increasing independence and is supportive of the mission of the School in facilitating students' achievements as leaders of the future. The *Nurse in Context of Client and Population Health* series of regrouped courses are aligned with these transformative courses to support integrated learning opportunities; these courses include diverse practicum opportunities. These three series reflect the SON's undergraduate core concepts of *Health and Well-being, Health Equity and Social Justice, Health Systems and Partnerships, Resilience and Advocacy, Reflection and Professional Nursing Identity, and Nursing Knowledge Development and Integration*.

This 4-year specialized honours program comprised of 120 credits continues to offer students specific courses in introductory nursing theory and skill acquisition, foundational sciences (i.e., human anatomy and physiology, pathophysiology, pharmacology, microbiology), ethics, leadership, research, statistics, global nursing, and clinical courses on family/pediatric, mental health, community, common and acute/complex healthcare. In the revisions, mental health nursing and family/pediatric nursing care each now have dedicated courses, which provides the opportunity to focus on new competencies relating to trauma-informed care, to offer increased clarity for students and to facilitate delivery by faculty.

Nursing major: **78 core credits are required in the major.** The content reflected in the 78 credits includes depth required in the major (through NURS courses) and the professional requirements of a nursing baccalaureate degree in Ontario.

To highlight the nature of the modifications within these 78 core credits, the types of revisions to the current program courses are as follows: 45 credits are existing courses that have been retained and that reflect updates; 21 credits are existing courses that have either been divided or combined to address issues in delivery and in response to stakeholder feedback; and 12 credits reflect new courses and content to fill identified gaps in the curriculum (refer to Table 1).

Required credits in addition to the core: The **18 required credits** outside the core include a new 3-credit nursing capstone course, nursing elective courses (6 credits), and the final integrated practicum experience (9 credits). Intentionally flexible, the

capstone course enables students to self-direct in the selection of a practice-focused topic and to align the topic with their final practicum experience in Term 8 of the 4-year program. The depth of knowledge offered by both the capstone and the practicum course experience, that represents the final integration of knowledge acquired during the program, will occur through students' collaborations with preceptors and clinical agency staff and their contributions to client health needs. This engagement will also strengthen students' networking and employment skills. Depending on the site and the number of students assigned to an agency, team-based projects by pairs/small groups of students could be supported. Student learning will be facilitated by existing faculty with clinical and nursing knowledge, and through clinical agency partnerships with the SON, with sensitivity to workload in the learning environment. Letters of support from major clinical partners are included in this proposal.

The two required 3-credit nursing elective courses are selected by the students and can complement the capstone as per the student's focus. Elective courses already offered by the SON are appropriate and will continue to be available. Additional elective course will be developed in the future to augment the proposed curriculum.

The new capstone course and the electives are important to provide a foundation for building in a future undergraduate stream option. The addition of stream(s) for the 4-year Direct Entry (and 2<sup>nd</sup> Entry) program will be part of a future major modification proposal (planned for after this proposal is accepted and when the streams have been defined and created). A stream (undergraduate) is defined as a "structured set of courses with a particular focus within an Honours undergraduate degree program, to provide additional depth within the Major", and where "normally a stream will require a minimum of 12 credits in addition to the core credits in order to advance the depth of the major within the degree program requirements"<sup>20</sup>. The future option of a *specialized 6-credit capstone course* with particular foci, focused 6-credit practicum experience and designated electives aligned with the foci (totaling 6 credits) will eventually constitute an optional BScN undergraduate stream of 18 credits. Therefore, the capstone, practicum experience and topically aligned elective courses that are outside the core will position the SON for offering a very unique option in GTA nursing education, for preparation and learning in particular areas of nursing practice. Early feedback from clinical agencies has been very supportive of future undergraduate streams. Again, this is a clear fit with the University plans and goals for programs that address emerging issues and labour market needs. This would be a very unique curricular innovation for a BScN program in Ontario and would attract potential applicants who are interested in community involvement, health promotion and in furthering the health agenda in the province. Again, this undergraduate stream option will be proposed in a future submission of a major modification; it is essential, however that the foundations for this innovation are included in the program revision (i.e., a need for the capstone as a new major course, and electives, designated as outside the core).

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<sup>20</sup> York University. (2018). *Academic nomenclature*. <https://secretariat.info.yorku.ca/files/Academic-Nomenclature.2018-Final.pdf?x35834>

Outside nursing major and General Education requirements: In addition to the required and core courses, science courses and general education courses will continue as previous program components. **These total 24 credits.**

For the 4-year program, anatomy and physiology courses (total of 6 credits) that were previously taught as NURS courses in the Colleges for the Collaborative BScN program are now proposed to be delivered by faculty experts outside of nursing but within the FoH (through the School of Kinesiology and Health Sciences). Microbiology (3 credits) will continue to be taught through experts outside of nursing in this science (BIOL in Department of Biology). Statistics (3 credits) will continue to be offered within the FoH through the Department of Psychology. There is support from these departments (see description of consultations in #5).

The SON's 4-year program will continue to list the same 12 credit general education requirements as in its current program offering, with no changes.

Summary: The proposed revisions continue to meet the requirements for a 120 credit Specialized Honours BScN program, comprising 78 core credits in the major, 18 credits taken outside the core, and 24 credits in science and general education. The proposed courses within the revised/modified curriculum are presented in Table 1, in comparison with the current Collaborative program offerings. Additionally, the full mapping of UDLEs to program outcomes to proposed required courses in this 4-year Direct Entry program has been completed and can be found in [Appendix B](#).

Finally, it is important to note that the SON is preparing to complete requirements that meet the CNO's program approval policy for what the CNO defines as a new program (change in location). A March 30, 2021 deadline has been set for the SON to submit an additional 'mapping' exercise, that shows how the revised 4-year Direct Entry BScN program at York (i.e., without a collaboration with Georgian and Seneca Colleges), includes each of the 101 entry-to-practice competencies in the curriculum (including evidence as to where these competencies are taught, applied and evaluated across all four years of the program).

*Table 1. Alignment of Current Collaborative BScN Program Content with Proposed 4-year Direct Entry Program Content (as potential Course Credit Equivalents)*

Current Collaborative Program Courses	Proposed Revision (4-Year Direct Entry course[s] that integrate equivalent nursing content)
<i>Courses that have been revised, or split/combined from existing NURS courses</i>	
NURS 1511 3.00 Professionhood and Knowledge of Nursing I	NURS 1511 3.00 Nursing Theory and Knowledge Development
NURS 1521 Client Centred Care for Individuals in Gerontological and Maternal-Infant (delivered at Georgian & Seneca Colleges)	Integrated into multiple NURS courses including NURS 1542 3.00 Health and Well-Being, NURS 2546 6.00 Health of Families and Social Groups, NURS 4526 6.00 Acute and Complex Health Challenges
NURS 1541 Wellness Across the Lifespan/NURS 1542 Introductory Nursing Skills (delivered at Georgian & Seneca Colleges)	NURS 1542 3.00 Health and Well-Being (with lab)
NURS 1543 3.00 Health Assessment	NURS 1543 3.00 Health Assessment

<b>Current Collaborative Program Courses</b>	<b>Proposed Revision (4-Year Direct Entry course[s] that integrate equivalent nursing content)</b>
NURS 2512 3.00 Professionhood and Knowledge of Nursing II	Integrated into NURS 1510 3.00 Reflection and Relational Practice in Professional Nursing
NURS 2513 3.00 Ethical Ways of Knowing and Caring	NURS 2513 3.00 Ethics and Health Equity in Interprofessional Practice
NURS 2522 Client Centred Care for Individuals with Common Health Challenges	NURS 3511 6.00 Episodic and Common Health Challenges
NURS 2523 Client Centred Care for Individuals with Complex Health Challenges	Integrated into NURS 4526 6.00 Acute and Complex Health Challenges
NURS 2533 3.00 Processes of Human Diseases I	Integrated into NURS 2535, 2536, 3537 Pathophysiology, Pharmacology and Knowledge Integration I, II and III
NURS 2534 3.00 Processes of Human Diseases II	Integrated into NURS 2535, 2536, 3537 Pathophysiology, Pharmacology and Knowledge Integration I, II and III
NURS 2544 3.00 Complex Nursing Skills and Health Assessment	Integrated into each of the clinically focused NURS 6.00 courses
CHEM 2550 Pharmacology for Health Sciences	Integrated into NURS 2535, 2536, 3537 Pathophysiology, Pharmacology and Knowledge Integration I, II and III
NURS 3514 3.00 Nurse as Leader and Agent of Change	NURS 3514 3.00 Leadership, Change and Innovation
NURS 3515 3.00 Research and Inquiry	NURS 3515 3.00 Evidence-informed Practice: Research and Inquiry
NURS 3524 6.00 Client Centred Care for Individuals and Families in Child and Mental Health Settings	Split into NURS 2547 6.00 Mental Health Across the Lifespan and NURS 2546 6.00 Health of Families and Social Groups
NURS 4516 3.00 Advanced Professional Issues	NURS 4516 3.00 Development as a Professional Nurse
NURS 4525 6.00 Community as Partner	NURS 3510* 6.00 Partnering with Communities
NURS 4526 6.00 Client Centred Care of Individuals and Families in Homes and Acute Settings	NURS 4526 6.00 Acute and Complex Health Challenges
NURS 4527 9.00 Integrated Nursing Science Practicum	NURS 4527 9.00 Integrated Practicum
NURS 4528 3.00 Integrated Nursing Science Theory	NURS 4528 3.00 Nursing Knowledge and Transition
NURS 4546 3.00 Global Context of Nursing	NURS 3512* 3.00 Nursing in the Context of Global and Environmental Health
NURS electives	NURS electives
<i>Entirely new NURS courses</i>	
	NURS 1510 3.00 Reflection and Relational Practice in Professional Nursing
	NURS 2514 3.00 Introduction to Social Justice and Advocacy in Nursing Practice
	NURS 3517 3.00 Critical Reflection and Clinical Reasoning in Practice
	NURS 4524 3.00 Trends in Healthcare Delivery
	NURS 4530 3.00 Professional Scholarship: Capstone Project

Current Collaborative Program Courses	Proposed Revision (4-Year Direct Entry course[s] that integrate equivalent nursing content)
<i>Courses offered outside the major/sciences</i>	
PSYC 1010 6.00 Introduction to Psychology (as a General Education credit in the BScN only)	PSYC 1010 6.00 Introduction to Psychology
General Education credits (total 6.00)	General Education credits (total 6.00)
NURS 1531 3.00 Anatomy & Physiology I/NURS 1532 3.00 Anatomy & Physiology II	KINE 1101 3.00 Applied Human Anatomy & Physiology for Health Practitioners I KINE 1102 3.00 Applied Human Anatomy & Physiology for Health Practitioners II (in approval process)
PSYC 2021 3.00 Statistical Methods I	PSYC 2021 3.00 Statistical Methods I
BIOL 2900 3.00 Clinical Microbiology for Nurses	BIOL 2900 3.00 Clinical Microbiology for Nurses

\*Although these courses have been revised from existing courses, the updates to these courses have been documented using the FOH New Course Proposal form. This will enable the SON to offer both current and revised courses during the phasing out of the current curricula, and the phasing in of the revised programs, and to facilitate degree audit management.

#### d) Program content and curriculum: 2nd Entry

The 2<sup>nd</sup> Entry BScN program will continue to be offered as a compressed degree and will maintain the current program credit structure that requires a minimum of 60 credits upon admission, and the completion of 90 credits within six (6) consecutive terms. This program's courses will continue to align with the 4-year program's courses; therefore, changes to the 2<sup>nd</sup> Entry program reflect those 4-year Direct Entry program updates.

In order to recognize unique perspectives and lived experiences of nursing students in the various cohorts, in this case, students who have a full or partial university degree, three unique courses are proposed. A cohort-specific course introducing professional issues and practice which acknowledges prior university learning and non-nursing work experiences is included. A course in the Canadian healthcare system offers a focused exposure to this topic to accommodate for the earlier clinical course experience scheduled in this program when compared to the 4-year program. Finally, introductory nursing skills content is situated within a course on lifespan and a focus on families and integrates laboratory and simulation learning experiences. These courses constitute particular transition support for students' introduction to nursing specific content in this compressed program. This transitional approach has been used in the current 2<sup>nd</sup> Entry program with success.

Key nursing content continues to be offered. As with the 4-year Direct Entry program, courses are proposed through a series (*Transformation to Professional, Health Care Collaborators and Environments, and Client and Population Health*). Non-nursing content is recognized as having been obtained through previous full or partial degree(s), as documented in the admission criteria. The focus of the BScN in the compressed programs is on the acquisition of disciplinary knowledge and practice. Therefore, as in the current 2<sup>nd</sup> Entry BScN program, students carry 60 credits into the

program, earn a total of 90 credits within the program and so acquire 150 credits in total.

**Nursing major: 72 core credits are required in the major.** Similar to the 4-year Direct Entry program, the content reflected in these core credits includes depth (through NURS courses) required in the major and the professional requirements of a nursing baccalaureate degree in Ontario.

**Required credits in addition to the core:** Also similar to the 4-year degree, there are **18 required credits** outside the core that include a new 3-credit capstone course, the 9-credit integrated practicum experience, and nursing elective courses (6 credits). This structure carries the same advantages to students' preparation for practice in the changing Ontario healthcare landscape as described earlier. In the next year, it is anticipated that the 2<sup>nd</sup> Entry program will also undergo the same major modification as the 4-year program to include an undergraduate stream option.

As in the current 2<sup>nd</sup> Entry program, no general education credits or additional science credits are required in this compressed degree, having been recognized as completed upon program admission.

**Summary:** The proposed revisions continue to meet the requirements for a Specialized Honours BScN program. The NURS courses in the major comprise 72 core credits and 18 credits taken outside the core. The proposed courses within the revised/modified curriculum are presented in Table 2, in comparison with the current 2<sup>nd</sup> Entry program offerings. The full mapping of UDLEs to program outcomes to proposed required courses in this 2<sup>nd</sup> Entry program has been completed and can be found in [Appendix B](#).

*Table 2. Alignment of Current 2nd Entry BScN Program Content with Proposed 2nd Entry Program Content (as potential Course Credit Equivalents)*

<b>Current 2<sup>nd</sup> Entry Program Courses</b>	<b>Proposed Revision (2<sup>nd</sup> Entry course[s] that integrate equivalent nursing content)</b>
<i>Courses that have been revised or split/combined from existing NURS courses</i>	
NURS 1900 6.00 Nursing in the Context of Wellness	Integrated into NURS 2543 3.00 Health of Families and Social Groups
NURS 1950 3.00 Thinking, Communicating and Relating	Integrated into NURS 1512 3.00 Reflection and Theory-based Practice in Professional Nursing, and NURS 2547 6.00 Mental Health Across the Lifespan
NURS 1511 3.00 Professionhood and Knowledge of Nursing I	Integrated into NURS 1512 3.00 Reflection and Theory-based Practice in Professional Nursing
NURS 1543 3.00 Health Assessment	NURS 1543 3.00 Health Assessment
NURS 2512 3.00 Professionhood and Knowledge of Nursing II	Integrated into NURS 1512 3.00 Reflection and Theory-based Practice in Professional Nursing, and NURS 3001* 3.00 The Canadian Health Care System
NURS 2513 3.00 Ethical Ways of Knowing and Caring	NURS 2513 3.00 Ethics and Health Equity in Interprofessional Practice
NURS 2522 6.00 Client Centred Care for Individuals with Common Health Challenges	NURS 3511 6.00 Episodic and Common Health Challenges

Current 2 <sup>nd</sup> Entry Program Courses	Proposed Revision (2 <sup>nd</sup> Entry course[s] that integrate equivalent nursing content)
NURS 2523 6.00 Client Centred Care for Individuals with Complex Health Challenges	Integrated into NURS 4526 6.00 Acute and Complex Health Challenges
NURS 2533 3.00 Processes of Human Diseases I	Integrated into NURS 2535, 2536, 3537 Pathophysiology, Pharmacology and Knowledge Integration I, II and III
NURS 2534 3.00 Processes of Human Diseases II	Integrated into NURS 2535, 2536, 3537 Pathophysiology, Pharmacology and Knowledge Integration I, II and III
NURS 2544 3.00 Complex Nursing Skills and Health Assessment	Integrated into each of the clinically focused NURS 6.00 courses
CHEM 2550 3.00 Pharmacology for Health Sciences	Integrated into NURS 2535, 2536, 3537 Pathophysiology, Pharmacology and Knowledge Integration I, II and III
NURS 3514 3.00 Nurse as Leader and Agent of Change	NURS 3514 3.00 Leadership, Change and Innovation
NURS 3515 3.00 Research and Inquiry	NURS 3515 3.00 Evidence-informed Practice: Research and Inquiry
NURS 3524 6.00 Client Centred Care for Individuals and Families in Child and Mental Health Settings	Split into 2547 6.00 Mental Health Across the Lifespan, and NURS 2543 3.00 Health of Families and Social Groups
NURS 4516 3.00 Advanced Professional Issues	NURS 4516 3.00 Development as a Professional Nurse
NURS 4525 6.00 Community as Partner	NURS 3510* 6.00 Partnering with Communities
NURS 4527 9.00 Integrated Nursing Science Practicum	NURS 4527 9.00 Integrated Practicum
NURS 4528 3.00 Integrated Nursing Science Theory	NURS 4528 3.00 Nursing Knowledge and Transition
NURS 4546 3.00 Global Context of Nursing	NURS 3512* 3.00 Nursing in the Context of Global and Environmental Health
NURS Electives	NURS Electives
<i>Entirely new NURS courses</i>	
	NURS 1512 3.00 Reflection and Theory-based Practice in Professional Nursing
	NURS 2514 3.00 Introduction to Social Justice and Advocacy in Nursing Practice
	NURS 3517 3.00 Critical Reflection and Clinical Reasoning in Practice
	NURS 4524 3.00 Trends in Healthcare Delivery
	NURS 4530 3.00 Professional Scholarship: Capstone Project

\*Although these courses have been revised from existing courses, the updates to these courses have been documented using the FOH New Course Proposal form. This will enable the SON to offer both current and revised courses during the phasing out of the current curricula, and the phasing in of the revised programs, and to facilitate degree audit management.

#### e) Program content and curriculum: IEN

The IEN BScN program has not undergone a significant revision of its courses since 2005. Generally, the proposed changes to this curriculum seek to increase the harmonization of courses with the other two programs and further meet the needs of

this unique group of students. With harmonization, IEN students who are off-track will have increased access to courses that they need, and by reorganizing program content, the healthcare education and experiences of these students with nursing backgrounds will be augmented and can be shared with other programs' students in the classroom.

The specific changes feature unique nursing courses, using a similar approach describe for the 2<sup>nd</sup> Entry program, that support transition in and out of the program. As in the current program, the aim is to build on the IEN students' prior diverse nursing practice and education. A new, unique introductory course on developing nursing knowledge and reflective skills recognizes this. A focused course on pharmacology incorporates lab experiences and emphasizes Ontario practice standards while building on the students' international healthcare experiences. A third unique course facilitates the students' transitions near the end of the program to more independent practice and addresses challenges such as culture and intra- and inter-professional interactions in the Ontario workplace.

All other nursing content align with the 4-year Direct Entry and/or the 2<sup>nd</sup> Entry programs. Some courses have been revised to online delivery which would assist students with commuting expenses and scheduling (this responds to the CASN accreditation report<sup>21</sup> finding in 2015, p. 54). To further facilitate course scheduling, it is also proposed that this program's students begin courses in the Fall term. Rather than the current process of admitting students for a Winter intake, a Fall start date would facilitate interactions and orientation activities with other nursing students. Graduation would occur in June. (Overall, the timing of SON graduates would still be staggered, as 2<sup>nd</sup> Entry students would graduate in October.)

Key nursing content continues to be offered. As with the other BScN programs, courses are included from the proposed series (*Transformation to Professional, Health Care Collaborators and Environments*, and *Client and Population Health*).

The length of the program and required credits for degree completion are unchanged. Non-nursing content is recognized as having been obtained through previous nursing education programs, as documented in the admission criteria (the CNO letter of direction). The focus of the BScN in the compressed programs is on the acquisition of disciplinary knowledge and practice. Therefore, as in the current IEN program, students carry 60 credits into the program from previous education, earn a total of 60 credits within the program and so acquire 120 credits.

Nursing major: **60 core credits** are required in the major. Similar to the other programs, the content reflected in these credits includes depth (through NURS courses) required in the major and the professional requirements of a nursing baccalaureate degree in Ontario.

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<sup>21</sup> Canadian Association of Schools of Nursing. (2015, November). *2015 CASN accreditation program report for the York University School of Nursing Educational Unit Path B*.

Students are required to complete a 3-credit statistics course. This will continue to be offered by nursing. *Pending further discussion, should the Department of Psychology be able to offer statistics to this group based on an assessment of the students' prerequisites, nursing will discontinue to offer its current course and the IEN students will enrol with the 4-year Direct Entry students in HH/PSYC 2021 3.00 to acquire this knowledge.*

As in the current IEN program, no general education credits or other additional science credits are required for the compressed degree, having been recognized upon program admission.

Summary: NURS courses in the major comprise 60 core credits. With the 60 credits transferred upon admission, the program's proposed revisions to its 60 credits continue to meet the requirements for a 120 credit Specialized Honours BScN program. The proposed courses within the revised/modified curriculum are presented in Table 3, in comparison with the current IEN program offerings. The full mapping of UDLEs to program outcomes to proposed required courses in the IEN program has been completed and can be found in [Appendix B](#).

*Table 3. Alignment of Current IEN BScN Program Content with Proposed IEN Program Content (as potential Course Credit Equivalents)*

<b>Current IEN Program Courses</b>	<b>Proposed Revision (course[s] that integrate equivalent nursing content) – Draft Course Titles</b>
WRIT 3900 3.00 Professional Writing for Nurses	Integrated in NURS 3513 3.00 Development as a Nurse Through Reflection and Theory-based Practice
NURS 3901 3.00 Pharmacotherapeutics for Nursing in Ontario	NURS 3901 3.00 Pharmacological and Non-Pharmacological Practices
NURS 3902 Providing Culturally Competent Care	Integrated in NURS 3513 3.00 Development as a Nurse Through Reflection and Theory-based Practice, NURS 3512* 3.00 Nursing in the Context of Global and Environmental Health, and NURS 4517 Evolving as a Profession Nurse, etc.
NURS 2731 6.00 Health Assessment	NURS 1543 3.00 Health Assessment
NURS 3010 3.00 Nature of Nursing Knowledge	NURS 3513 3.00 Development as a Nurse Through Reflection and Theory-based Practice
NURS 2513 3.00 Ethical Ways of Knowing and Caring	NURS 2513 3.00 Ethics and Health Equity in Interprofessional Practice
NURS 2300 3.00 Understanding and Interpreting Quantitative Data Analysis in Nursing Research	NURS 2300 3.00 Statistical Methods in Healthcare Research (or equivalent)
NURS 3130 3.00 Promoting Health and Healing with Individuals and Families	NURS 2543 3.00 Health of Families and Social Groups
NURS 4131 6.00 Client Centred Care in the Canadian Context	NURS 4526 6.00 Acute and Complex Health Challenges
NURS 4710 3.00 The Canadian Health Care System	NURS 3001* 3.00 The Canadian Health Care System
NURS 4525 6.00 Community as Partner	NURS 3510* 6.00 Partnering with Communities
NURS 3770 3.00 Leadership Development Part I	NURS 3514 3.00 Leadership, Change and Innovation

Current IEN Program Courses	Proposed Revision (course[s] that integrate equivalent nursing content) – Draft Course Titles
NURS 3515 3.00 Research and Inquiry	NURS 3515 3.00 Evidence-informed Practice: Research and Inquiry
NURS 3750 3.00 Health and Aging	NURS 2547 6.00 Mental Health Across the Lifespan NURS 2543 3.00 Health of Families and Social Groups
NURS 4910 3.00 Child and Mental Health Nursing Care in Canada	NURS 2547 6.00 Mental Health Across the Lifespan NURS 2543 3.00 Health of Families and Social Groups
NURS 4150 6.00 Advanced Nursing Science Practicum	NURS 4529 6.00 Integrated Practicum NURS 4528 3.00 Nursing Knowledge and Transition
<i>Entirely New NURS course</i>	
	NURS 1512 3.00 Reflection and Theory-based Practice in Professional Nursing

\*Although these courses have been revised from existing courses, the updates to these courses have been documented using the FOH New Course Proposal form. This will enable the SON to offer both current and revised courses during the phasing out of the current curricula, and the phasing in of the revised programs, and to facilitate degree audit management.

For all programs, the main program outcomes have been retained, the language in those outcome statements has been simplified to increase clarity for faculty, students, and other stakeholders. Program outcome alignment with CNO entry-to-practice competencies and UDLEs have been confirmed. Mapping of the program outcomes to required courses has been done. All programs continue to meet the minimum requirements for a Specialized Honours BScN and are similar in credit structures and content to the current program offerings.

For a summary of the programs' course sequencing, please refer to [Appendix C](#). For a summary of all proposed brief course descriptions, see [Appendix D](#). For new course proposals, refer to [Appendix E](#). Documentation of the proposed changes to existing courses may be found in [Appendix F](#), and a side-by-side comparison of the changes to existing courses in [Appendix G](#). Library support documentation is included as a requirement for each of the new course proposals.

**5. Consultation Undertaken with Relevant Academic Units (including commentary on the impact of the proposed changes on other programs. Provide individual statements from the relevant program(s) confirming consultation and their support.**

Other units will be affected by the proposed changes to all three of the undergraduate programs. Within the FoH, these affected units are the Department of Psychology, and the School of Kinesiology and Health Sciences. External to the FoH, the units are the Department of Chemistry, the Department of Biology and the Writing Department. Please refer to [Appendix H](#) for letters of support from each of the following departments.

Psychology: It is proposed that this department continue to offer a course on statistics (*HH/PSYC 2021 3.00 Statistical Methods I*) to approximately 234 (max) students in the Winter term (4-year Direct Entry, Term 4). Currently this is offered to over 300

Collaborative BScN students in Year 3. *Note, IEN students may be scheduled to take the equivalent nursing statistics course, pending an assessment by Psychology.*

Additionally, an introductory psychology course (*HH/PSYC 1010 6.00 Introduction to Psychology*) is also proposed to meet the needs of approximately 234 4-year Direct Entry Year 1 students in the Y term.

Kinesiology: It is proposed that *HH/KINE 1101 3.00 Applied Human Anatomy & Physiology for Health Practitioners I* be offered to approximately 234 students in Fall term (4-year Direct Entry, Year 1), followed by *HH/KINE 1102 3.00 Applied Human Anatomy & Physiology for Health Practitioners II* for the same group of students in Winter term. Communications are ongoing with the Department of Kinesiology, who has committed to supporting these courses. The courses have been developed and are undergoing the required approval process.

Biology: It is proposed that this department continue to offer *SC/BIOL 2900 3.00 Clinical Microbiology for Nurses* to approximately 234 students in the Fall term (4-year Direct Entry, Year 2). Currently, this is offered to over 300 Collaborative BScN students in Year 3.

Chemistry: The courses *SC/CHEM 1550 3.00 Introductory Biochemistry for Nurses*, and *SC/CHEM 2550 3.00 Pharmacology for Health Sciences* are discontinued in the proposed revision to the 2<sup>nd</sup> Entry program. Biochemistry as a science has been phased out by many nursing programs, and pharmacology has been integrated into a nursing-taught course on pathophysiology which will now include some application opportunities in the lab setting.

Writing: The IEN BScN course *AP/WRIT 3900 3.00 Professional Writing for Nurses* will be discontinued. This course content will be incorporated into two other courses in the revised Term 1 for this program.

An opportunity has also been created in these revisions for other FoH program students to enroll in a revised nursing course, entitled *NURS 2513 3.00 Ethics and Health Equity in Interprofessional Practice*. This healthcare ethics course will be geared at interprofessional collaboration and provide opportunities for learning about other discipline's perspectives as well as nursing ethical standards. Seats to the students in non-nursing programs would be available. While much of the interprofessional collaborations occur for nursing students in actual healthcare settings, this revision is proposed in an attempt to expand the interprofessional experiences of both nursing students and other FoH students and will serve to enrich the learning environment.

In addition to academic units at the University, the SON must also consult with major healthcare institutions that partner in providing practicum placement opportunities for our students. Ongoing communications have occurred, and input has been sought from key agencies on issues and future collaborations. Support for the proposed curriculum changes to the undergraduate programs is documented in [Appendix I](#).

Other consultations occurred with the Centre for Human Rights, Equity and Inclusion, and with an external reviewer from the nursing school at Laurentian University. Feedback on course content and teaching and learning strategies was received on Feb. 22, 2021 and will be incorporated during the programs' implementation phase.

It should also be noted that the CNO (the program approval and regulatory body for registered nurses' education and provincial registration) has been notified and consulted. The CASN, a national accreditation body, is also aware of the modification of the programs.

**6. Describe Changes to any Admission Requirements and the appropriateness of the revised requirements for the achievement of the program learning outcomes.**

At this time, no changes to the admission requirements for any of the undergraduate BScN programs are proposed.

Although program outcomes have been slightly updated, these outcomes are not new, and so the current admission criteria for each program are still relevant for each program. The 4-year Direct Entry and the 2<sup>nd</sup> Entry admission criteria are in line with other programs in Ontario, and so remain competitive from this perspective. The IEN program is unique; its criteria, which is based on the applicant receiving a letter of direction from the CNO, also remains unchanged and competitive. (A letter of direction from the CNO specifies the areas of content and clinical practice that need to be addressed so that an individual can be eligible to write the registration exam.)

Currently, and for over 20 years, the Collaborative BScN (4-year) program has received and admitted students mostly via the partner colleges (Seneca and Georgian), using the Ontario College Application System. With these modifications, the 4-year Direct Entry program applicants will be assessed and issued letters of offers issued entirely by York University (via the Ontario University Application Center). Student recruitment and retention practices that align with the CASN 2020<sup>3</sup> framework recommendations for responding to the Calls of Action of Canada's Truth and Reconciliation Commission will be included in future activities.

**7. Resource Implications (e.g., addressed through a reallocation of existing resources). If new/additional resources are required, provide a statement from the relevant Dean(s)/Principal confirming resources will be in place to implement the changes.**

Resource implications for revising the proposed curriculum relate to the implementation of the revisions for all 3 programs and simultaneous phase-out of the current programs, particularly the Collaborative BScN program (refer to #10). The overlap in enrolled students from the introduction of the revised 4-year Direct Entry and the current 4-year Collaborative program – one of the largest in the province – will be significant.

Negotiations for the total number of FTEs in the 4-year Direct Entry BScN at York

campus occurred during the agreement on the dissolution plan between York University and Georgian and Seneca Colleges. Refer to Table 4 below. (Currently, the Collaborative program has an intake to Year 3 at York of approximately 350 students who progress to graduate.) In this proposal, because of the requirement for full-time status in the programs and the prescribed structure of course sequencing, from this point forward and to be consistent, FTEs are used as enrolment numbers. Students in the 4-year Direct Entry and 2<sup>nd</sup> Entry BScN programs take full course equivalents of 30 credits.

*Table 4. Anticipated FFTE per Year with 4-Year Direct Entry Program Implementation*

4-Year Direct Entry*						
	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
<b>Year 1</b>	108	160	234	234	234	234
<b>Year 2</b>	0	99	147	216	216	216
<b>Year 3</b>	350	350	95	141	208	208
<b>Year 4</b>	350	350	350	93	134	203
<b>Total</b>	808	959	826	684	792	861

\*Attrition: Year 1 = 10%; Year 2 = 5%; Years 3 and 4 = <5%

The two compressed programs will maintain current intakes.

The 2<sup>nd</sup> Entry BScN currently has a cap of 150 per year, and with the revisions, will continue with this intake. Recently, this program has struggled with reduced admission numbers due to a decrease in qualified application rates; a renewed curriculum and the associated marketing of innovative changes aim, in part, to address this. Refer to Table 5 below.

*Table 5. Anticipated FFTE per Year with Revised 2nd Entry Program Implementation*

2nd Entry*						
	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
<b>Year 1</b>	150	150	150	150	150	150
<b>Year 2</b>	143	143	143	143	143	143
<b>Total</b>	293	293	293	293	293	293

\*Attrition: Year 1 = 5%

Similarly, the IEN BScN program, with its cap of 50 per year, will maintain its current intake. This program has continued to meet its targets, despite also experiencing a slight drop in application rates. Refer to Table 6 below.

*Table 6. Anticipated FFTE per Year with Revised IEN Program Implementation*

IEN*						
	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
<b>Year 1</b>	50	50	50	50	50	50

<b>Year 2</b>	48	48	48	48	48	48
<b>Total</b>	98	98	98	98	98	98

\*Attrition: Year 1 = 5%

Overall, the FFTEs at the SON will steady once the changes to the BScN programs have been fully implemented and after the last of the Collaborative program students graduate in 2025. Graduation rates will change as a result; refer to Table 7 below, calculated from the data in Table 4, Table 5, and Table 6.

Table 7. Anticipated Number of Graduating Students – All Programs Combined

Graduating # based on Tables 4, 5, 6					
2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
541	541	541	284	325	394

Planning documents and a schedule for the transition have been drafted and are summarized in the description in #10. This reflects enrolment numbers that relate to SON and FoH resources.

Recent hiring activities are supportive of the SON's capacity to teach students in the revised curriculum proposal.

**8. Mode(s) of Delivery for the achievement of the program learning outcomes.**

All programs will continue to be offered as full-time programs, with no part-time options. The primary mode of delivery for all three undergraduate programs will be face-to-face. This remains unchanged from current programming and will continue to meet the program and course learning outcomes. Flexibility is offered through some course experiences that have online or blended delivery, flipped classroom structures, and to supplement practicum experiences using screen-based simulation resources, as in the current programs. Faculty have the experience to adapt to various modes of delivery in these instances.

**9. Changes to Assessment of Teaching and Learning within the program. If changing, comment on the appropriateness of the revised forms of assessment to the achievement of the program learning outcomes.**

The assessment of teaching and learning within all three programs *will remain the same*. These will continue to align with the BScN program outcomes, which are essentially unchanged, as described. Nursing programs require not only assessment of content knowledge but of practicum knowledge and professional behaviour. Therefore, assessment in the classroom, and through observation in the laboratory and practicum environments will continue, through ongoing collaboration with the Teaching Commons and using universal designs for learning.

To confirm, required competence in the discipline, and learning that supports a depth and breadth of nursing practice knowledge and health and healthcare for all, is

assessed through specific courses that link to levelled and end-of-program outcomes. Exemplars of assessment activities of proposed coursework, most of which are currently used, are included in Table 8, in relation to the program outcomes.

*Table 8. Alignment of Course Assessments Exemplars with Program Outcomes*

<i>Program Outcomes</i>	<i>Related Assessment Methodologies</i>
Provide competent, ethical and culturally responsive nursing care according to professional nursing standards.	<ul style="list-style-type: none"> <li>• Practicum evaluation of demonstrated nursing care delivery in the healthcare setting (<i>all practicum courses</i>)</li> <li>• Case study analysis of ethical scenario with reference to code of ethics (<i>ethics</i>)</li> </ul>
Integrate knowledge from nursing and other disciplines to enhance health and healing across the lifespan.	<ul style="list-style-type: none"> <li>• Demonstration of content knowledge in science disciplines via exams (<i>microbiology, anatomy, pharmacology, pathophysiology</i>)</li> <li>• Evaluation of demonstrated nursing practice beginning knowledge in pediatric and mat-child simulations (<i>families and social groups</i>)</li> </ul>
Engage in decision-making in nursing practice that incorporates multiple ways of knowing, critical appraisal, and evidence-informed practice.	<ul style="list-style-type: none"> <li>• In-lab testing of demonstrated physical assessment techniques (<i>health assessment</i>)</li> <li>• Grading of critical reflection and analysis of decision-making using clinical judgement model or nursing process (<i>critical reflection and clinical reasoning</i>)</li> </ul>
Communicate and relate effectively with the client* and healthcare teams, using varied strategies to promote safe, compassionate, relational care.	<ul style="list-style-type: none"> <li>• Evaluation of documentation of nursing care and medication administration in lab and healthcare settings (<i>health assessment, clinical courses</i>)</li> <li>• Evaluate outcomes of clear communication during capstone project (<i>capstone</i>)</li> </ul>
Engage in collaborative relationships with clients* and interprofessional health care teams that respects diverse perspectives.	<ul style="list-style-type: none"> <li>• Evaluation of group presentation on ethical issue, and interpretation of interprofessional perspectives (<i>ethics</i>)</li> <li>• Practicum evaluation of interprofessional relationship building in the healthcare setting (<i>all practicum courses</i>)</li> </ul>
Provide leadership for the optimization of client* health care outcomes and advancement of nursing profession.	<ul style="list-style-type: none"> <li>• Student-led change initiative and presentation to peers (<i>leadership</i>)</li> <li>• Evaluation of capstone project by course director with input from peers and healthcare agency staff (<i>capstone</i>)</li> </ul>
Advocate for health equity and social justice in client* care, organizations and public policy in response to changing needs of society.	<ul style="list-style-type: none"> <li>• Short paper or case study of nursing advocacy in a mental health dilemma (<i>mental health</i>)</li> <li>• Nursing advocacy interview assignment, where students conduct a Q&amp;A with a nurse advocate (<i>introduction to social justice</i>)</li> </ul>
Engage in critical reflection for lifelong self-directed learning, and evidence-informed practice.	<ul style="list-style-type: none"> <li>• Self-reflective analysis of professional development throughout 'transformation' series of courses (<i>theory, ethics, professional development, activism</i>)</li> <li>• Discussion and paper on application of research/study to client care and nursing practice (<i>research</i>)</li> <li>• Narrative praxis notes (<i>community</i>)</li> </ul>

<i>Program Outcomes</i>	<i>Related Assessment Methodologies</i>
	<ul style="list-style-type: none"> <li>• Analysis and self-assessment of readiness for national registration exam (<i>transition</i>)</li> </ul>
Empower self, clients* and colleagues using a range of educational strategies, including technology, for achieving optimal health and work-life outcomes.	<ul style="list-style-type: none"> <li>• Community assessment and health initiative project: written report by students (<i>community</i>)</li> <li>• Building of (e)portfolio for evaluation by clinical instructor and self, that reflects plans for learning (<i>transformation series of courses</i>)</li> <li>• Resume and cover letter assignment, specific to an actual job posting (<i>development as professional</i>)</li> <li>• Evaluate interpretations of digital storytelling and simulations relating to social justice and health (<i>introduction to social justice</i>)</li> </ul>

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

## 10. Accommodation of Current Students During Program Changes

It is anticipated that the proposed changes to the three undergraduate programs will be implemented in Fall 2022. This start date would coincide with the introduction of other stand-alone nursing degree programs offered at Ontario competitor colleges, which, as of 2020, are now also able to offer degrees in nursing. It is imperative that York SON continues to offer an innovative nursing education program without a lapse in intake and enrolment. Once approved, there is good capacity to plan and deliver a smooth transition to the revised programs. Refer to [Appendix J](#) that summarize this information and how the general implementation and phase-out will occur.

Communications with the Office of the Registrar have occurred. In cooperation with the SON, support of students' individual needs will be upheld.

An outline of the schedule for accommodating current program students while the revised curriculum is introduced is described below for each BScN program (where each have varying courses requirements, length of program/completion requirements, and graduation points).

**a) Collaborative BScN program:** The last Collaborative program intake at Georgian and Seneca Colleges will occur in Fall 2021. The revised program will be implemented concurrently with the phase-out of the current Collaborative BScN program. For the period of the 2023-2024 academic session, Year 3 and Year 4 Collaborative courses will continue to be offered (course in the current Terms 5-8). For the period of the 2024-2025 academic session, Year 4 Collaborative courses will continue for students in the last Collaborative cohort (courses in Terms 7-8). Most Collaborative BScN students admitted in Fall 2021 will graduate in June 2025. As of Fall 2025, only the revised curriculum will be offered.

Students who are designated as 'off-track', who enter this program in the 2021-2022 academic year and who have a maximum of 6 years to complete the program<sup>22</sup> (i.e., must graduate by August 2027) will continue with the Collaborative BScN program

<sup>22</sup> School of Nursing. (2014). *Policy on the length of completion of York-Seneca-Georgian BScN program*. <https://nursing.info.yorku.ca/student-policies/length-of-completion-of-york-seneca-georgian-bscn-program/>

requirements. Normally, the number of students who continue beyond 5 years in the program are minimal. Therefore, in order to accommodate these students with the requirements of the program that they were admitted to, some revised courses have been designated as equivalent in content to original/current courses and may be taken by 'off-track' students, with permission and on advice of the Undergraduate Program Director, as of Fall 2024. As was broadly illustrated in Table 1, comparable content will continue to be offered in the revised program. Refer to Table 9 for possible comparable courses.

*Table 9. Possible Course Equivalents, or Alternatives to Current Collaborative BScN Courses (as of 2024-2025)*

Current Collaborative BScN Courses (Year 3 and 4)	Potential Equivalent Course Options
NURS 3514 3.00 Nurse as Leader and Agent of Change	NURS 3514 3.00 Leadership, Change and Innovation
NURS 3515 3.00 Research and Inquiry	NURS 3515 3.00 Evidence-informed Practice: Research and Inquiry
NURS 3524 6.00 Client Centred Care for Individuals and Families in Child and Mental Health Settings	NURS 2547 6.00 Mental Health Across the Lifespan or NURS 2546 6.00 Health of Families and Social Groups) or NURS 3800 6.00 Directed Reading
SC/BIOL 2900 3.00 Clinical Microbiology for Nurses	SC/BIOL 2900 3.00 Clinical Microbiology for Nurses
HH/PSYC 2021 3.00 Statistical Methods I	HH/PSYC 2021 3.00 Statistical Methods I
NURS 4516 3.00 Advanced Professional Issues	NURS 4516 3.00 Development as a Professional Nurse
NURS 4525 6.00 Community as Partner	NURS 3510 6.00 Partnering with Communities
NURS 4526 6.00 Client Centred Care of Individuals and Families in Homes and Acute Settings	NURS 4526 6.00 Acute and Complex Health Challenges
NURS 4527 9.00 Integrated Nursing Science Practicum	NURS 4527 9.00 Integrated Practicum
NURS 4528 3.00 Integrated Nursing Science Theory	NURS 4528 3.00 Nursing Knowledge and Transition
NURS 4546 3.00 Global Context of Nursing	NURS 3512 3.00 Nursing in the Context of Global and Environmental Health
NURS Electives	NURS Electives

Students entering the Collaborative BScN program through the Colleges in Fall 2021 (the last intake in this program) would be advised via College coordinators of their continuation in the program at York. The SON would also ensure communications are sent to these same students prior to their entry to Year 3 in Fall 2023. The current Year 4 students would be notified by York SON of the proposed changes, if these are approved, and of the SON policy for length of completion of this program.

Any student who is unable to complete the program after the maximum program length (by August 2027) will be withdrawn from the Collaborative BScN nursing

program on the basis of exceeding the time limitations for program completion. Such students may pursue admission or transfer to another degree program at the University or another healthcare program outside of York, as is the normal advice in such instances, and as per the current policy approach<sup>20</sup>. Students for whom approved leaves of absences have delayed their program will be advised accordingly and assisted on a one-to-one basis so that they can complete the requirements of the degree.

**b) Current 2<sup>nd</sup> Entry BScN program:** The last intake of students under the current 2<sup>nd</sup> Entry program is anticipated in Fall 2021. As of August 2023, most 2<sup>nd</sup> Entry students will complete this two year/6 consecutive term program. As of Fall 2023, only the revised 2<sup>nd</sup> Entry curriculum will be offered.

A similar approach to managing the current 2<sup>nd</sup> Entry students' progression and phase-out, as described for the Collaborative BScN program, is possible. The revised program will be implemented concurrently with the phase-out of the current 2<sup>nd</sup> Entry program. For the period of the 2022-2023 academic session, the current Year 2 courses will continue to be offered (course in the current Terms 4-6).

Students who are designated as 'off-track', who entered the program in Fall 2020 and who have a maximum of 4 years to complete the program according to the SON length of completion policy<sup>23</sup> (i.e., must graduate by August 2025) will need to continue with the original 2<sup>nd</sup> Entry BScN program requirements. Normally, the number of students who continue beyond 3 years in this program are minimal. Therefore, in order to accommodate such students with the requirements of the program that they were admitted to, the revised courses have been designated as equivalent in content to original/current courses and may be taken by 'off-track' students, with permission and on advice of the Undergraduate Program Director, as of Fall 2023. As was broadly illustrated in Table 2, comparable content will continue to be offered in the revised program. Refer to Table 10 below for possible comparable courses.

*Table 10. Possible Course Equivalent, or Alternatives to Current 2nd Entry BScN Courses (as of 2023)*

Current 2 <sup>nd</sup> Entry BScN Courses	Potential Equivalent Course Options
NURS 1900 6.00 Nursing in the Context of Wellness	NURS 2543 3.00 Health of Families and Social Groups Elective option
NURS 1950 3.00 Thinking, Communicating and Relating	Equivalent elective
NURS 1511 3.00 Professionhood and Knowledge of Nursing I	NURS 1511 3.00 Nursing Theory and Knowledge Development
NURS 1543 3.00 Health Assessment	NURS 1543 3.00 Health Assessment
NURS 2512 3.00 Professionhood and Knowledge of Nursing II	NURS 1512 Reflection and Theory-based Practice in Professional Nursing

<sup>23</sup> School of Nursing. (2015). Policy on the length of completion of 2<sup>nd</sup> Entry and Internationally Educated Nurses BScN programs. <https://nursing.info.yorku.ca/policy-on-the-length-of-completion-of-2nd-entry-and-post-rn-internationally-educated-nurses-bscn-programs/>

Current 2 <sup>nd</sup> Entry BScN Courses	Potential Equivalent Course Options
NURS 2513 3.00 Ethical Ways of Knowing and Caring	NURS 2513 3.00 Ethics and Health Equity in Interprofessional Practice
NURS 2522 6.00 Client Centred Care for Individuals with Common Health Challenges	NURS 3511 6.00 Episodic and Common Health Challenges
NURS 2523 6.00 Client Centred Care for Individuals with Complex Health Challenges	NURS 4526 6.00 Acute and Complex Health Challenges
NURS 2533 3.00 Processes of Human Diseases I	NURS 2535 3.00 Pathophysiology and Pharmacological Practices I
NURS 2534 3.00 Processes of Human Diseases II	NURS 2536 3.00 Pathophysiology and Pharmacological Practices II
NURS 2544 3.00 Complex Nursing Skills and Health Assessment	NURS 3517 3.00 Critical Reflection and Clinical Reasoning
CHEM 2550 3.00 Pharmacology for Health Sciences	NURS 3800 3.00 Directed Reading ( <i>or NURS 3537 3.00</i> )
NURS 3514 3.00 Nurse as Leader and Agent of Change	NURS 3514 3.00 Leadership, Change and Innovation
NURS 3515 3.00 Research and Inquiry	NURS 3515 3.00 Evidence-informed Practice: Research and Inquiry
NURS 3524 6.00 Client Centred Care for Individuals and Families in Child and Mental Health Settings	NURS 2547 6.00 Mental Health Across the Lifespan or NURS 2546 6.00 Health of Families and Social Groups) or NURS 3800 6.00 Directed Reading
NURS 4516 3.00 Advanced Professional Issues	NURS 4516 3.00 Development as a Professional Nurse
NURS 4525 6.00 Community as Partner	NURS 3510 6.00 Partnering with Communities
NURS 4527 9.00 Integrated Nursing Science Practicum	NURS 4527 9.00 Integrated Practicum
NURS 4528 3.00 Integrated Nursing Science Theory	NURS 4528 3.00 Nursing Knowledge and Transition
NURS 4546 3.00 Global Context of Nursing	NURS 3512 3.00 Nursing in the Context of Global and Environmental Health
NURS Electives	NURS Electives

All incoming and continuing 2<sup>nd</sup> Entry students at the SON will be advised in Fall 2021 of the revisions and reminded of the length of completion policy.

Any 2<sup>nd</sup> Entry student who is unable to complete the program after the maximum program length (by August 2025) will be withdrawn from the nursing program on the basis of exceeding the time limitations for program completion. Such students may pursue admission or transfer to another degree program at the University, as is the normal advice and as per the policy<sup>21</sup> or may choose to pursue other options outside of York. Students for whom approved leaves of absences have delayed their program will be advised accordingly and assisted on a one-to-one basis so that they can complete the requirements of the degree.

c) **Current IEN BScN program:** The last intake of students under the current IEN program is anticipated for Winter 2022. The current program has a January intake and start date. Therefore, as of August 2023, most IEN students will have completed this five-term program. As of Fall 2023 (considering the proposed change of moving the program intake to Fall from Winter), only the revised IEN curriculum will be offered.

A similar approach to managing the current IEN students' progression and phase-out, as described for the other programs, is possible. The revised program will be implemented concurrently with the phase-out of the current IEN program. The phase-out is simplified in this program because of its length.

Students who are designated as 'off-track', who enter the program in Winter 2022 and who have a maximum of 4 calendar years to complete the program according to the SON length of completion policy<sup>21</sup> (i.e., must graduate by December 2025) will continue with the original IEN BScN program requirements. Normally, the number of students who continue beyond the usual length in this program are minimal. Therefore, in order to accommodate such students with the requirements of the program that they were admitted to, the revised courses have been designated as equivalent in content to original/current courses and may be taken by 'off-track' students, with permission and on advice of the Undergraduate Program Coordinator or designate, as of Fall 2023. As was broadly illustrated in Table 3, comparable content will continue to be offered in the revised program. Refer to Table 11 below for possible comparable courses.

*Table 11. Possible Course Equivalents, or Alternatives to Current IEN BScN Courses (as of 2023)*

Current 2 <sup>nd</sup> Entry BScN Courses	Potential Equivalent Course Options
WRIT 3900 3.00 Professional Writing for Nurses	NURS 3513 3.00 Development as a Nurse Through Reflection and Theory-based Practice NURS 3800 3.00 Directed Reading (consultation with Writing Department)
NURS 3901 3.00 Pharmacotherapeutics for Nursing in Ontario	NURS 3901 3.00 Pharmacological and Non-Pharmacological Practices
NURS 3902 Providing Culturally Competent Care	NURS 3512 Nursing in the Context of Global and Environmental Health
NURS 2731 6.00 Health Assessment	NURS 1543 3.00 Health Assessment
NURS 3010 3.00 Nature of Nursing Knowledge	NURS 3513 3.00 Development as a Nurse through Reflection and Theory-based Practice
NURS 2513 3.00 Ethical Ways of Knowing and Caring	NURS 2513 3.00 Ethics and Health Equity in Interprofessional Practice
NURS 2300 3.00 Understanding and Interpreting Quantitative Data Analysis in Nursing Research	NURS 2300 3.00 Statistical Methods in Healthcare Research (or equivalent)
NURS 3130 3.00 Promoting Health and Healing with Individuals and Families	NURS 2543 3.00 Health of Families and Social Groups
NURS 4131 6.00 Client Centred Care in the Canadian Context	NURS 4526 6.00 Acute and Complex Health Challenges

Current 2 <sup>nd</sup> Entry BScN Courses	Potential Equivalent Course Options
NURS 4710 3.00 The Canadian Health Care System	NURS 3001 3.00 The Canadian Health Care System
NURS 4525 6.00 Community as Partner	NURS 3510 6.00 Partnering with Communities
NURS 3770 3.00 Leadership Development Part I	NURS 3514 3.00 Leadership, Change and Innovation
NURS 3515 3.00 Research and Inquiry	NURS 3515 3.00 Evidence-informed Practice: Research and Inquiry
NURS 3750 3.00 Health and Aging	NURS 2543 3.00 Health of Families and Social Groups
NURS 4910 3.00 Child and Mental Health Nursing Care in Canada	Equivalent elective or NURS 2543 3.00 Health of Families and Social Groups
NURS 4150 6.00 Advanced Nursing Science Practicum	NURS 4529 6.00 Integrated Practicum

All incoming and continuing IEN BScN students at the SON will be advised in Winter 2022 of the revisions and reminded of the length of completion policy.

Any IEN student who is unable to complete the program after the maximum program length (by December 2025) will be withdrawn from the nursing program on the basis of exceeding the time limitations for program completion. Such students may pursue admission or transfer to another degree program at the University, or to healthcare programs outside of York, as is the normal advice and as per the policy<sup>21</sup> direction. Students for whom approved leaves of absences have delayed their program will be advised accordingly and assisted on a one-to-one basis so that they can complete the requirements of the degree.

## 11. Appendices Summaries

The following appendices, cited in the proposal, are listed below and are found in the rest of the proposal:

- Appendix A: Comparison of Current and Proposed Program Outcomes and Summary of Proposed Program Outcomes and Levelled Goals

### ***Program Learning Outcomes (eight to twelve)***

*The program outcomes were slightly revised and simplified; they had not been updated in over 10 years and required a ‘refresh’ and alignment with the new CNO 2020 entry-to-practice competencies<sup>1</sup> for RNs. Refer to Appendix A for a summary of the revised and current outcomes. The outcomes have been positioned side-by-side and major terms have been bolded, to facilitate comparison.*

- Appendix B: Undergraduate Degree Level Expectations (UDLEs) Mapped Against Program Outcomes and Courses in the Undergraduate SON Programs

- Appendix C: Summary of Program Course Sequencing
- Appendix D: Summary of Proposed Brief Course Descriptions
- Appendix E: New Course Proposals
- Appendix F: Changes to Existing Courses
- Appendix G: Comparison of Changes to Existing Courses vs Proposed Courses
- Appendix H: Letters of Support from FOH and Other York Departments
- Appendix I: Letters of Support from External Healthcare Partners
- Appendix J: Summary of Phase-in of Revised Programs and Phase-out of Current Programs
- Appendix K: Side-by-side Calendar Copy for Undergraduate BScN Programs

***Provide as an appendix a side-by-side comparison of the existing and proposed program requirements as they will appear in the Undergraduate or Graduate Calendar.***

## Appendix A: Program Outcomes

### Comparison of Current and Proposed Program Outcomes

GRADUATES OF THE BScN PROGRAMS WILL:

	Current Outcomes Collaborative	Current Outcomes 2 <sup>nd</sup> Entry	Current Outcomes IEN	Revised Outcomes for all BScN Programs
1	Be accountable to the public and practice within the <b>professional standards of nursing</b>	Committing to professional self-regulation and accountability to the public through the provision of competent, safe and ethical nursing practice, which is <b>consistent with professional standards.</b>	Committing to professional self-regulation and accountability to the public through the provision of competent, safe and ethical nursing practice, which is <b>consistent with professional standards.</b>	Provide competent, ethical and <b>culturally responsive</b> nursing care according to <b>professional nursing standards.</b> <i>(aligns with new CNO 2019 Professional role)</i>
2	<b>Enhance health and healing</b> through synthesizing knowledge from <b>nursing and other disciplines</b> in understanding the lived experience of clients	Synthesizing new knowledge from <b>nursing science and other relevant fields</b> with previous learning and combining both with an understanding of the lived experience of individuals, families, groups and communities to <b>enhance health and healing.</b>	Synthesizing new knowledge from <b>nursing science and other relevant fields</b> with previous learning, and combining both with an understanding of the lived experience of individuals, families, groups and communities to <b>enhance health and healing</b>	Integrate knowledge from nursing and other disciplines to <b>enhance health and healing</b> across the lifespan. <i>(aligns with new CNO 2019 Clinician role)</i>
3	Participate in the ongoing transformation and humanization of health care by <b>incorporating multiple ways of knowing, evidence-informed care and critical-reflective practice</b>	<b>Incorporating multiple ways of knowing, evidence-based practice, reflective thinking and critical inquiry</b> to inform clinical decision-making in partnership with clients and interdisciplinary health care team members.	<b>Incorporating multiple ways of knowing, evidence-based practice, reflective thinking and critical inquiry</b> to inform clinical decision-making in partnership with clients and interdisciplinary health care team members.	Engage in decision-making in nursing practice that incorporates <b>multiple ways of knowing, critical appraisal, and evidence-informed practice.</b> <i>(aligns with new CNO 2019 Coordinator role)</i>
4	Commit to excellence in professional practice through <b>lifelong learning</b>	Committing to excellence in professional practice through <b>lifelong learning</b> and service to the public.	Committing to excellence in professional practice through <b>lifelong learning</b> and service to the public.	Engage in critical reflection for <b>lifelong self-directed learning</b> , and evidence-informed practice. <i>(aligns with new CNO 2019 Scholar role)</i>
5	Establish and maintain <b>collaborative relationships</b>	Facilitating <b>collaborative relationships</b> with <b>clients</b> (including	Facilitating <b>collaborative relationships</b> with <b>clients</b> (including	Engage in <b>collaborative relationships</b> with <b>clients*</b> and <b>interprofessional health care</b> teams that respects

	Current Outcomes Collaborative	Current Outcomes 2 <sup>nd</sup> Entry	Current Outcomes IEN	Revised Outcomes for all BScN Programs
	within <b>nursing, the interprofessional team and the community</b>	individuals, families, groups and communities), <b>nursing colleagues and the interdisciplinary health care team.</b>	individuals, families, groups and communities), <b>nursing colleagues and the interdisciplinary health care team.</b>	diverse perspectives. ( <i>aligns with new CNO 2019 Collaborator role</i> )
6	Demonstrate <b>leadership</b> for the <b>advancement of the nursing profession</b> in all domains of practice	Supporting the <b>advancement of the nursing profession</b> in various domains of practice.	Supporting the <b>advancement of the nursing profession</b> in various domains of practice.	Provide <b>leadership</b> for the optimization of client* health care outcomes and <b>advancement of nursing profession.</b> ( <i>aligns with new CNO 2019 Leader role</i> )
7	<b>Advocate for and support healthy organizational and public policy</b> to promote health of individuals, families, groups, communities and global populations	<b>Advocating for and supporting healthy organizational and public policy</b> to promote health of individuals, families, groups, communities and global populations.	<b>Advocating for and supporting healthy organizational and public policy</b> to promote health of individuals, families, groups, communities and global populations	<b>Advocate for health equity and social justice in client* care, organizations and public policy</b> in response to changing needs of society. ( <i>aligns with new CNO 2019 Advocate role</i> )
8	Provide <b>culturally sensitive</b> nursing care that <b>honours human dignity, respects diversity and embraces different ways of being</b>	Providing <b>culturally sensitive</b> nursing care that <b>honours human dignity, respects diversity, and embraces different ways of being.</b>	Providing <b>culturally sensitive</b> nursing care that <b>honours human dignity, respects diversity, and embraces different ways of being</b>	<b>Empower self, clients* and colleagues</b> using a range of educational strategies, including technology, for achieving optimal health and work-life outcomes. ( <i>aligns with new CNO 2019 Educator role</i> ) (see #1 for outcome related to cultural sensitivity)
9	<i>Previously incorporated into #1 as a standard</i>	<b>Communicating effectively with client populations, nursing colleagues and members of the interdisciplinary health care team</b> to provide relationship-centred nursing care.	<b>Communicating effectively with client populations, nursing colleagues and members of the interdisciplinary health care team</b> to provide relationship-centred nursing care.	<b>Communicate and relate effectively with the client* and healthcare teams,</b> using varied strategies to promote safe, compassionate, relational care. ( <i>aligns with new CNO 2019 Communicator role</i> )

\*Clients are described as individuals, families, groups, communities and global populations.

### Summary of Proposed Program Outcomes and Levelled Goals

End-Program Outcomes 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:
	2 <sup>nd</sup> Entry/IEN students completing Year 2 (last term) will be able to:		2 <sup>nd</sup> 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,	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,	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

End-Program Outcomes <b>Graduates of a York University BScN program will:</b>	Levelled Program Goal Year 4 <b>Direct entry students completing Year 4 will be able to:</b>	Levelled Program Goal Year 3 <b>Direct entry students completing Year 3 will be able to:</b>	Levelled Program Goal Year 2 <b>Direct entry students completing Year 2 will be able to:</b>	Levelled Program Goal Year 1 <b>Direct entry students completing Year 1 will be able to:</b>
	<b>2<sup>nd</sup> Entry/IEN students completing Year 2 (last term) will be able to:</b>		<b>2<sup>nd</sup> Entry/IEN students completing Year 1 (half-program) will be able to:</b>	
compassionate, relational care.		compassionate and relational care.		that promotes relational care.
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	Empower self, clients* and colleagues using	Transform self, client and others'	Assess the value of various educational	Explore a variety of assessment

End-Program Outcomes <b>Graduates of a York University BScN program will:</b>	Levelled Program Goal Year 4 <b>Direct entry students completing Year 4 will be able to:</b>	Levelled Program Goal Year 3 <b>Direct entry students completing Year 3 will be able to:</b>	Levelled Program Goal Year 2 <b>Direct entry students completing Year 2 will be able to:</b>	Levelled Program Goal Year 1 <b>Direct entry students completing Year 1 will be able to:</b>
	<b>2<sup>nd</sup> Entry/IEN students completing Year 2 (last term) will be able to:</b>		<b>2<sup>nd</sup> Entry/IEN students completing Year 1 (half-program) will be able to:</b>	
colleagues using a range of educational strategies, including technology, for achieving optimal health and work-life outcomes.	a range of educational strategies, including technology, for achieving optimal health and work-life outcomes.	capacities for achieving health and work-life outcomes using a variety of educational strategies, including technology.	strategies, including the use of technology, when supporting self, clients and colleagues in achieving health and work-life.	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.

## Appendix B: UDLEs Mapping to BScN Programs

### Undergraduate Degree Level Expectations (UDLEs) Mapped Against Program Outcomes and Courses in the Undergraduate SON Programs

(I = Introduced; A = Applied; E = Evaluated/Mastered; 4-year courses; 2<sup>nd</sup> Entry courses; IEN courses; Harmonized courses)

		4-year	4-year	4-year	4-year	4-year	4-year	ALL	ALL	4-year 2 E	4-year 2 E	4-year 2 E	4-year	4-year	4-year 2 E	4-year IEN	IEN	ALL	ALL	IEN	ALL	ALL	ALL	4-year 2 E	4-year 2 E	4-year 2 E	4-year 2 E	ALL	ALL	4-year 2 E	4-year 2 E	2 E	2 E IEN	2 E IEN	IEN	IEN		
<b>Six OCAV-defined Undergraduate Degree Level Expectations</b> (i.e., what students will need to demonstrate when degree is granted)	<b>Defined 9 Program Outcomes of attaining BScN Degree</b> (as they support each of the UDLEs)	NURS 1510 3.00 Reflection and Relational Practice in Professional Nursing	KINE 1101 3.00 Applied Human Anatomy & Physiology for Health Practitioners I	KINE 1102 3.00 Applied Human Anatomy & Physiology for Health Practitioners II	PSYC 1010 Introduction to Psychology	NURS 1542 3.00 Health and Well-Being	NURS 1511 3.00 Nursing Theory and Knowledge Development	NURS 1543 3.00 Health Assessment	NURS 2513 3.00 Ethics and Health Equity in Interprofessional Practice	NURS 2535 Pathophysiology, Pharmacology and Knowledge Integration I	NURS 2536 Pathophysiology, Pharmacology and Knowledge Integration II	NURS 3537 Pathophysiology, Pharmacology and Knowledge Integration III	BIOL 2900 3.00 Clinical Microbiology for Nurses	NURS 2546 6.00 Health of Families and Social Groups	NURS 2514 3.00 Introduction to Social Justice and Advocacy in Nursing Practice	PSYC 2021 3.00 Statistical Methods I	NURS 2300 3.00 Statistical Methods in Healthcare Research (or equivalent)	NURS 2547 6.00 Mental Health across the Lifespan	NURS 3512 3.00 Nursing in the Context of Global and Environmental Health	NURS 3513 3.00 Development as a Nurse Through Reflection and Theory-based Practice	NURS 3514 3.00 Leadership, Change and Innovation	NURS 3515 3.00 Evidence-informed Nursing Practice: Research and Inquiry	NURS 3510 6.00 Partnering with Communities	NURS 4516 3.00 Development as a Professional Nurse	NURS 3517 3.00 Critical Reflection and Clinical Reasoning in Practice	NURS 3511 6.00 Episodic and Common Health Challenges	NURS 4524 3.00 Trends in Healthcare Delivery	NURS 4526 6.00 Acute and Complex Health Challenges	NURS 4528 3.00 Nursing Knowledge and Transition	NURS 4530 3.00 Professional Scholarship: Capstone Project	NURS 4527 9.00 Integrated Practicum	NURS 1512 3.00 Reflection & Theory-Based Practice in Professional Nursing	NURS 3001 3.00 The Canadian Healthcare System	NURS 2543 3.00 Health of Families and Social Groups	NURS 3901 3.00 Pharmacological & Non-Pharm Practices	NURS 4517 3.00 Evolving as a Professional Nurse		
<b>1. Depth and Breadth of Knowledge</b>																																						
a) Developed knowledge and critical understanding of the key concepts, methodologies, current advances, theoretical approaches and assumptions in a discipline overall, as well as in a specialized area of a discipline;	1. Provide competent, ethical and culturally responsive nursing care according to professional nursing standards. 2. Integrate knowledge from nursing and other disciplines to enhance health and healing across the lifespan	I	I	I	I	I	I	I	I	I	I/A	I	A/E	I	I		A/E	I	I/A	I	I	A/E	A	A	A/E	A	A/E	A	A	A	A/E	I	I	A/E	I	I		
b) Developed understanding of many of the major fields in a discipline, including, where appropriate, from an interdisciplinary perspective, and how the fields may intersect with fields in related disciplines;	3. Engage in decision-making in nursing practice that incorporates multiple ways of knowing, critical appraisal, and evidence-informed practice.		I	I	I				I	I	I/A	I	A/E				A/E	I			I	A/E			A/E		A/E			A/E			A/E	I		I		
c) Developed ability to: gather, review, evaluate and interpret information; and compare the merits of alternate hypotheses or creative options, relevant to one or more of the major fields in a discipline;	8. Engage in critical reflection for lifelong self-directed learning, and evidence-informed practice.	I				I	I	I/E	I				A/E	A			A/E	A	I/A	A	I	A/E	I	A	A/E	A	A/E	A	A/E	A/E	A/E	I	I	A/E		I		
d) Developed, detailed knowledge of and experience in research in an area of the discipline;	8. Engage in critical reflection for lifelong self-directed learning, and evidence-informed practice.																				I	A/E			A/E		A/E			A/E								

		4-year	4-year	4-year	4-year	4-year	4-year	ALL	ALL	4-year 2 E	4-year 2 E	4-year 2 E	4-year	4-year	4-year 2 E	4-year IEN	IEN	ALL	ALL	IEN	ALL	ALL	ALL	4-year 2 E	4-year 2 E	4-year 2 E	4-year 2 E	ALL	ALL	4-year 2 E	4-year 2 E	2 E	2 E IEN	2 E IEN	IEN	IEN			
<b>Six OCAV-defined Undergraduate Degree Level Expectations</b> (i.e., what students will need to demonstrate when degree is granted)	<b>Defined 9 Program Outcomes of attaining BScN Degree</b> (as they support each of the UDLEs)	NURS 1510 3.00 Reflection and Relational Practice in Professional Nursing	KINE 1101 3.00 Applied Human Anatomy & Physiology for Health Practitioners I	KINE 1102 3.00 Applied Human Anatomy & Physiology for Health Practitioners II	PSYC 1010 Introduction to Psychology	NURS 1542 3.00 Health and Well-Being	NURS 1511 3.00 Nursing Theory and Knowledge Development	NURS 1543 3.00 Health Assessment	NURS 2513 3.00 Ethics and Health Equity in Interprofessional Practice	NURS 2535 Pathophysiology, Pharmacology and Knowledge Integration I	NURS 2536 Pathophysiology, Pharmacology and Knowledge Integration II	NURS 3537 Pathophysiology, Pharmacology and Knowledge Integration III	BIOL 2900 3.00 Clinical Microbiology for Nurses	NURS 2546 6.00 Health of Families and Social Groups	NURS 2514 3.00 Introduction to Social Justice and Advocacy in Nursing Practice	PSYC 2021 3.00 Statistical Methods I	NURS 2300 3.00 Statistical Methods in Healthcare Research (or equivalent)	NURS 2547 6.00 Mental Health across the Lifespan	NURS 3512 3.00 Nursing in the Context of Global and Environmental Health	NURS 3513 3.00 Development as a Nurse Through Reflection and Theory-based Practice	NURS 3514 3.00 Leadership, Change and Innovation	NURS 3515 3.00 Evidence-informed Nursing Practice: Research and Inquiry	NURS 3510 6.00 Partnering with Communities	NURS 4516 3.00 Development as a Professional Nurse	NURS 3517 3.00 Critical Reflection and Clinical Reasoning in Practice	NURS 3511 6.00 Episodic and Common Health Challenges	NURS 4524 3.00 Trends in Healthcare Delivery	NURS 4526 6.00 Acute and Complex Health Challenges	NURS 4528 3.00 Nursing Knowledge and Transition	NURS 4530 3.00 Professional Scholarship: Capstone Project	NURS 4527 9.00 Integrated Practicum	NURS 1512 3.00 Reflection & Theory-Based Practice in Professional Nursing	NURS 3001 3.00 The Canadian Healthcare System	NURS 2543 3.00 Health of Families and Social Groups	NURS 3901 3.00 Pharmacological & Non-Pharm Practices	NURS 4517 3.00 Evolving as a Professional Nurse			
e) Developed critical thinking and analytical skills inside and outside the discipline; and	3. Engage in decision-making in nursing practice that incorporates multiple ways of knowing, critical appraisal, and evidence-informed practice.				I			I				I/A	A/E					A/E				A/E			A	A/E	A	A/E	A	A/E	A	A/E	A	A/E	I		A/E		I
f) Ability to apply learning from one or more areas outside the discipline.	2. Integrate knowledge from nursing and other disciplines to enhance health and healing across the lifespan.		I	I		I	I		I	I	I	I/A		A/E		I	I	A/E				A/E					A/E		A/E	A/E					A/E				
<b>2. Knowledge of Methodologies: An understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to:</b>																																							
a) evaluate the appropriateness of different approaches to solving problems using well established ideas and;	3. Engage in decision-making in nursing practice that incorporates multiple ways of knowing, critical appraisal, and evidence-informed practice.	I					I		I					A/E	I			A/E		I	I	I	A/E	I	A	A/E	A	A/E	A	A	A	A/E	I	I	A/E		I		
b) devise and sustain arguments or solve problems using these methods; and	8. Engage in critical reflection for lifelong self-directed learning, and evidence-informed practice	I				I	I		I					A/E				A/E		I	I	I	A/E	I	A	A/E	A	A/E	A	A	A	A/E	I	I	A/E		I		
c) describe and comment upon particular aspects of current research or equivalent advanced scholarship	8. Engage in critical reflection for lifelong self-directed learning, and evidence-informed practice	I				I			I					A/E	I			A/E		I	I	I/E	A/E		A/E	A/E		A/E		A/E	I			A/E					
<b>3. Application of Knowledge: i) The ability to review, present and critically evaluate qualitative and quantitative information to:</b>																																							
a) develop lines of argument;	3. Engage in decision-making in nursing practice that incorporates multiple ways of knowing, critical appraisal, and evidence-informed practice					I	I		I					A/E	I			A/E		I/A	I	I	A/E		I/A	A/E		A/E	A	A	A	A/E			A/E				
b) make sound judgments in accordance with the major theories, concepts and methods of the	1. Provide competent, ethical and culturally responsive nursing care according to professional	I				I								A/E	I			A/E	I/A		I	I	A/E			A/E		A/E		A	A	A/E			A/E		I		

		4-year	4-year	4-year	4-year	4-year	4-year	ALL	ALL	4-year 2 E	4-year 2 E	4-year 2 E	4-year	4-year	4-year 2 E	4-year IEN	IEN	ALL	ALL	IEN	ALL	ALL	ALL	4-year 2 E	4-year 2 E	4-year 2 E	4-year 2 E	ALL	ALL	4-year 2 E	4-year 2 E	2 E	2 E IEN	2 E IEN	IEN	IEN		
Six OCAV-defined Undergraduate Degree Level Expectations (i.e., what students will need to demonstrate when degree is granted)	Defined 9 Program Outcomes of attaining BScN Degree (as they support each of the UDLEs)	NURS 1510 3.00 Reflection and Relational Practice in Professional Nursing	KINE 1101 3.00 Applied Human Anatomy & Physiology for Health Practitioners I	KINE 1102 3.00 Applied Human Anatomy & Physiology for Health Practitioners II	PSYC 1010 Introduction to Psychology	NURS 1542 3.00 Health and Well-Being	NURS 1511 3.00 Nursing Theory and Knowledge Development	NURS 1543 3.00 Health Assessment	NURS 2513 3.00 Ethics and Health Equity in Interprofessional Practice	NURS 2535 Pathophysiology, Pharmacology and Knowledge Integration I	NURS 2536 Pathophysiology, Pharmacology and Knowledge Integration II	NURS 3537 Pathophysiology, Pharmacology and Knowledge Integration III	BIOL 2900 3.00 Clinical Microbiology for Nurses	NURS 2546 6.00 Health of Families and Social Groups	NURS 2514 3.00 Introduction to Social Justice and Advocacy in Nursing Practice	PSYC 2021 3.00 Statistical Methods I	NURS 2300 3.00 Statistical Methods in Healthcare Research (or equivalent)	NURS 2547 6.00 Mental Health across the Lifespan	NURS 3512 3.00 Nursing in the Context of Global and Environmental Health	NURS 3513 3.00 Development as a Nurse Through Reflection and Theory-based Practice	NURS 3514 3.00 Leadership, Change and Innovation	NURS 3515 3.00 Evidence-informed Nursing Practice: Research and Inquiry	NURS 3510 6.00 Partnering with Communities	NURS 4516 3.00 Development as a Professional Nurse	NURS 3517 3.00 Critical Reflection and Clinical Reasoning in Practice	NURS 3511 6.00 Episodic and Common Health Challenges	NURS 4524 3.00 Trends in Healthcare Delivery	NURS 4526 6.00 Acute and Complex Health Challenges	NURS 4528 3.00 Nursing Knowledge and Transition	NURS 4530 3.00 Professional Scholarship: Capstone Project	NURS 4527 9.00 Integrated Practicum	NURS 1512 3.00 Reflection & Theory-Based Practice in Professional Nursing	NURS 3001 3.00 The Canadian Healthcare System	NURS 2543 3.00 Health of Families and Social Groups	NURS 3901 3.00 Pharmacological & Non-Pharm Practices	NURS 4517 3.00 Evolving as a Professional Nurse		
Subject(s) of study:	nursing standards.																																					
c) apply underlying concepts, principles, and techniques of analysis, both within and outside the discipline;	2. Integrate knowledge from nursing and other disciplines to enhance health and healing across the lifespan.		I	I		I	I	I	I	I	I	I/A	I	A/E				A/E		I			A/E															
d) where appropriate use this knowledge in the creative process; and	1. Provide competent, ethical and culturally responsive nursing care according to professional nursing standards.													A/E				A/E	I/A	I			A/E		A	A/E		A/E			A	A/E				A/E		
3. Application of Knowledge: ii) The ability to use a range of established techniques to:																																						
a) initiate and undertake critical evaluation of arguments, assumptions, abstract concepts and information; and	2. Integrate knowledge from nursing and other disciplines to enhance health and healing across the lifespan.	I				I	I								A	I	I			I	A	A		A	A		A								A/E		I	
b) propose solutions;	6. Provide leadership for the optimization of client* health care outcomes and advancement of nursing profession. 3. Engage in decision-making in nursing practice that incorporates multiple ways of knowing, critical appraisal, and evidence-informed practice.													A/E				A/E		A			A/E			A/E		A/E										
c) frame appropriate questions for the purpose of solving a problem;	2. Integrate knowledge from nursing and other disciplines to enhance health and healing across the lifespan.	I					I	I	I					A/E	I	I	I	A/E	A	I/A			A/E		A	A/E		A/E			A/E	A/E	I			A/E		
d) solve a problem or create a new work;	6. Provide leadership for the optimization of client* health care outcomes and advancement of													A/E				A/E	A		A		A/E			A/E		A/E										

		4-year	4-year	4-year	4-year	4-year	4-year	ALL	ALL	4-year 2 E	4-year 2 E	4-year 2 E	4-year	4-year	4-year 2 E	4-year IEN	IEN	ALL	ALL	IEN	ALL	ALL	ALL	4-year 2 E	4-year 2 E	4-year 2 E	4-year 2 E	ALL	ALL	4-year 2 E	4-year 2 E	2 E	2 E IEN	2 E IEN	IEN	IEN		
Six OCAV-defined Undergraduate Degree Level Expectations (i.e., what students will need to demonstrate when degree is granted)	Defined 9 Program Outcomes of attaining BScN Degree (as they support each of the UDLEs)	NURS 1510 3.00 Reflection and Relational Practice in Professional Nursing	KINE 1101 3.00 Applied Human Anatomy & Physiology for Health Practitioners I	KINE 1102 3.00 Applied Human Anatomy & Physiology for Health Practitioners II	PSYC 1010 Introduction to Psychology	NURS 1542 3.00 Health and Well-Being	NURS 1511 3.00 Nursing Theory and Knowledge Development	NURS 1543 3.00 Health Assessment	NURS 2513 3.00 Ethics and Health Equity in Interprofessional Practice	NURS 2535 Pathophysiology, Pharmacology and Knowledge Integration I	NURS 2536 Pathophysiology, Pharmacology and Knowledge Integration II	NURS 3537 Pathophysiology, Pharmacology and Knowledge Integration III	BIOL 2900 3.00 Clinical Microbiology for Nurses	NURS 2546 6.00 Health of Families and Social Groups	NURS 2514 3.00 Introduction to Social Justice and Advocacy in Nursing Practice	PSYC 2021 3.00 Statistical Methods I	NURS 2300 3.00 Statistical Methods in Healthcare Research (or equivalent)	NURS 2547 6.00 Mental Health across the Lifespan	NURS 3512 3.00 Nursing in the Context of Global and Environmental Health	NURS 3513 3.00 Development as a Nurse Through Reflection and Theory-based Practice	NURS 3514 3.00 Leadership, Change and Innovation	NURS 3515 3.00 Evidence-informed Nursing Practice: Research and Inquiry	NURS 3510 6.00 Partnering with Communities	NURS 4516 3.00 Development as a Professional Nurse	NURS 3517 3.00 Critical Reflection and Clinical Reasoning in Practice	NURS 3511 6.00 Episodic and Common Health Challenges	NURS 4524 3.00 Trends in Healthcare Delivery	NURS 4526 6.00 Acute and Complex Health Challenges	NURS 4528 3.00 Nursing Knowledge and Transition	NURS 4530 3.00 Professional Scholarship: Capstone Project	NURS 4527 9.00 Integrated Practicum	NURS 1512 3.00 Reflection & Theory-Based Practice in Professional Nursing	NURS 3001 3.00 The Canadian Healthcare System	NURS 2543 3.00 Health of Families and Social Groups	NURS 3901 3.00 Pharmacological & Non-Pharm Practices	NURS 4517 3.00 Evolving as a Professional Nurse		
	nursing profession.																																					
e) make critical use of scholarly reviews and primary sources.	8. Engage in critical reflection for lifelong self-directed learning, and evidence-informed practice.	I				I	I		I					A/E	I/A	I	I	A/E	I/A	I		I/A	A/E		A	A/E	A	A/E	A	A/E	A	A/E	A/E	I		A/E		
4. Communication Skills																																						
The ability to communicate information, arguments, and analyses accurately and reliably, orally and in writing to a range of audiences.	4. Communicate and relate effectively with the client* and healthcare teams, using varied strategies to promote safe, compassionate, relational care.	I				I	I	I/A						A/E			A/E		I			A/E		A	A/E		A/E		A/E	A/E				A/E				
5. Awareness of Limits of Knowledge																																						
An understanding of the limits to their own knowledge and ability, and an appreciation of the uncertainty, ambiguity and limits to knowledge and how this might influence analyses and interpretations.	8. Engage in critical reflection for lifelong self-directed learning, and evidence-informed practice.	I				I	I		I					A/E	I	I/A	I/A	A/E		I	I/A		A/E		I/A	A/E		A/E			A/E			I	A/E		I	
6. Autonomy and Professional Capacity: Qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring:																																						
a) the exercise of initiative, personal responsibility and accountability in both personal and group contexts;	6. Provide leadership for the optimization of client* health care outcomes and advancement of nursing profession.	I				I		A						A/E	A			A/E	A	I	A		A/E	A/E		A/E		A/E			A/E			A/E			I	
b) working effectively with others;	5. Engage in collaborative relationships with clients* and interprofessional health care teams that respects diverse perspectives.	I				I	I	I/A						A/E				A/E		I	A		A/E	A/E		A/E		A/E			A/E			I	A/E		I	
c) decision-making in complex contexts;	3. Engage in decision-making in nursing practice that incorporates multiple ways of knowing, critical						I								I		I/A				I							A/E			A/E			A/E				

		4-year	4-year	4-year	4-year	4-year	4-year	ALL	ALL	4-year 2 E	4-year 2 E	4-year 2 E	4-year	4-year	4-year 2 E	4-year IEN	IEN	ALL	ALL	IEN	ALL	ALL	ALL	4-year 2 E	4-year 2 E	4-year 2 E	4-year 2 E	ALL	ALL	4-year 2 E	4-year 2 E	2 E	2 E IEN	2 E IEN	IEN	IEN	
Six OCAV-defined Undergraduate Degree Level Expectations (i.e., what students will need to demonstrate when degree is granted)	Defined 9 Program Outcomes of attaining BScN Degree (as they support each of the UDLEs)	NURS 1510 3.00 Reflection and Relational Practice in Professional Nursing	KINE 1101 3.00 Applied Human Anatomy & Physiology for Health Practitioners I	KINE 1102 3.00 Applied Human Anatomy & Physiology for Health Practitioners II	PSYC 1010 Introduction to Psychology	NURS 1542 3.00 Health and Well-Being	NURS 1511 3.00 Nursing Theory and Knowledge Development	NURS 1543 3.00 Health Assessment	NURS 2513 3.00 Ethics and Health Equity in Interprofessional Practice	NURS 2535 Pathophysiology, Pharmacology and Knowledge Integration I	NURS 2536 Pathophysiology, Pharmacology and Knowledge Integration II	NURS 3537 Pathophysiology, Pharmacology and Knowledge Integration III	BIOL 2900 3.00 Clinical Microbiology for Nurses	NURS 2546 6.00 Health of Families and Social Groups	NURS 2514 3.00 Introduction to Social Justice and Advocacy in Nursing Practice	PSYC 2021 3.00 Statistical Methods I	NURS 2300 3.00 Statistical Methods in Healthcare Research (or equivalent)	NURS 2547 6.00 Mental Health across the Lifespan	NURS 3512 3.00 Nursing in the Context of Global and Environmental Health	NURS 3513 3.00 Development as a Nurse Through Reflection and Theory-based Practice	NURS 3514 3.00 Leadership, Change and Innovation	NURS 3515 3.00 Evidence-informed Nursing Practice: Research and Inquiry	NURS 3510 6.00 Partnering with Communities	NURS 4516 3.00 Development as a Professional Nurse	NURS 3517 3.00 Critical Reflection and Clinical Reasoning in Practice	NURS 3511 6.00 Episodic and Common Health Challenges	NURS 4524 3.00 Trends in Healthcare Delivery	NURS 4526 6.00 Acute and Complex Health Challenges	NURS 4528 3.00 Nursing Knowledge and Transition	NURS 4530 3.00 Professional Scholarship: Capstone Project	NURS 4527 9.00 Integrated Practicum	NURS 1512 3.00 Reflection & Theory-Based Practice in Professional Nursing	NURS 3001 3.00 The Canadian Healthcare System	NURS 2543 3.00 Health of Families and Social Groups	NURS 3901 3.00 Pharmacological & Non-Pharm Practices	NURS 4517 3.00 Evolving as a Professional Nurse	
	appraisal, and evidence-informed practice.  6. Provide leadership for the optimization of client* health care outcomes and advancement of nursing profession.																																				
d) ability to manage their own learning in changing circumstances, both within and outside the discipline and to select an appropriate program of further study; and	9. Empower self, clients* and colleagues using a range of educational strategies, including technology, for achieving optimal health and work-life outcomes.	I					I							A/E				A/E		I			A/E	A/E		A/E		A/E				A/E			A/E		
e) behaviour consistent with academic integrity and social responsibility.	1. Provide competent, ethical and culturally responsive nursing care according to professional nursing standards.  7. Advocate for health equity and social justice in client* care, organizations and public policy in response to changing needs of society.	I				I	I		A						A				A	I	A/E						A						I				I

## Appendix C: Course Sequencing

### BScN Programs Design and Course Sequencing

#### 4-Year Direct Entry BScN Program (120 credits)

	Year 1 (15 + 15 credits)		Year 2 (15 + 15 credits)		Year 3 (15 + 15 credits)		Year 4 (15 + 15credits)	
	Term 1 (F)	Term 2 (W)	Term 3 (F)	Term 4 (W)	Term 5 (F)	Term 6 (W)	Term 7 (F)	Term 8 (W)
<p><b>Nurse in Context of Transformation to Professional</b>  <i>This series uses transformative strategies to promote discovery learning and knowledge integration across the program; core concepts of Reflection &amp; Professional Identity, and Health Equity and Social Justice are featured.</i></p>	NURS 1510 3.00 <b>Reflection and Relational Practice in Professional Nursing</b>	NURS 1511 3.00 <b>Nursing Theory and Knowledge Development</b>	NURS 2513 3.00 <b>Ethics and Health Equity in Interprofessional Practice</b>	NURS 2514 3.00 <b>Introduction to Social Justice and Advocacy in Nursing Practice 3.0</b>	NURS 3514 3.00 <b>Leadership, Change and Innovation</b>	NURS 3512 3.00 <b>Nursing in the Context of Global and Environmental Health</b>	NURS 4516 3.00 <b>Development as a Professional Nurse</b>	NURS 4528 3.00 <b>Nursing Knowledge and Transition</b>
<p><b>Nurse in Context of Health Care Collaborators and Environments</b>  <i>This series presents sciences and other disciplines for an increased understanding of nursing's unique role within systems; core concepts of Health Systems and Partnerships and Nursing Knowledge Development and Integration are featured.</i></p>	KINE 1101 3.00 <b>Applied Human Anatomy &amp; Physiology for Health Practitioners I</b>	KINE 1102 3.00 <b>Applied Human Anatomy &amp; Physiology for Health Practitioners II</b>	NURS 2535 3.00 <b>Pathophysiology, Pharmacology and Knowledge Integration I</b>	NURS 2536 3.00 <b>Pathophysiology, Pharmacology and Knowledge Integration II</b>	NURS 3537 3.00 <b>Pathophysiology, Pharmacology and Knowledge Integration III</b>	NURS 3517 3.00 <b>Critical Reflection and Clinical Reasoning in Practice</b>	NURS 4524 3.00 <b>Trends in Healthcare Delivery</b>	NURS 4530 3.00 <b>Professional Scholarship: Capstone Project</b>
	PSYC 1010 6.00 <b>Introduction to Psychology</b>		SC/BIOL 2900 3.00 <b>Clinical Microbiology for Nurses</b>	PSYC 2021 3.00 <b>Statistical Methods I</b>	NURS 3515 3.00 <b>Evidence-informed Nursing Practice: Research and Inquiry</b>	Nursing Elective 3.00 (3000 level +)	Nursing Elective 3.00 (3000 level +)	
	Gen Ed Course 3.00	Gen Ed Course 3.00						
<p><b>Nurse in Context of Client and Population Health</b>  <i>This series develops knowledge of nursing care that is centred on resiliency, advocacy and health promotion; integration of acquired knowledge from other series in the program occurs; core concepts of Health and Well-being and Resilience and Advocacy are featured.</i></p>	NURS 1542 3.00 <b>Health and Well-Being</b>	NURS 1543 3.00 <b>Health Assessment</b>	NURS 2546 6.00 <b>Health of Families and Social Groups</b>  Nursing Practice: Health of Families and Social Groups 0.0P	NURS 2547 6.00 <b>Mental Health Across the Lifespan</b>  Nursing Practice: Mental Health Across the Lifespan 0.0P	NURS 3510 6.00 <b>Partnering with Communities</b>  Nursing Practice: Partnering with Communities 0.0P	NURS 3511 6.00 <b>Episodic and Common Health Challenges</b>  Nursing Practice: Episodic and Common Health Challenges 0.0P	NURS 4526 6.00 <b>Acute and Complex Health Challenges</b>  Nursing Practice: Acute and Complex Health Challenges 0.0P	NURS 4527 9.00 <b>Integrated Practicum</b>

**2<sup>nd</sup> Entry BScN Program – 6-term (90 credits, with 60 credits transferred on admission = 150 credits)**

Year 1 (15 + 15 + 15 credits)			Year 2 (15 + 15 + 15)		
Term 1 (F)	Term 2 (W)	Term 3 (S)	Term 4 (F)	Term 5 (W)	Term 6 (S)
NURS 1512 3.00 <b>Reflection and Theory-based Practice in Professional Nursing</b>	NURS 2513 3.00 <b>Ethics and Health Equity in Interprofessional Practice</b>	NURS 3512 3.00 <b>Nursing in the Context of Global and Environmental Health</b>	NURS 4516 3.00 <b>Development as a Professional Nurse</b>	NURS 3517 3.00 <b>Critical Reflection and Clinical Reasoning in Practice</b>	NURS 4528 3.00 <b>Nursing Knowledge and Transition</b>
NURS 3001 3.00 <b>The Canadian Health Care System</b>	NURS 2514 3.00 <b>Introduction to Social Justice and Advocacy in Nursing Practice</b>	NURS 3514 3.00 <b>Leadership, Change and Innovation</b>	<b>Nursing Elective 3.00 (3000 level +)</b>	<b>Nursing Elective 3.00 (3000 level +)</b>	NURS 4530 3.00 <b>Professional Scholarship: Capstone Project</b>
NURS 1543 3.00 <b>Health Assessment</b>	NURS 2535 3.00 <b>Pathophysiology, Pharmacology and Knowledge Integration I</b>	NURS 2536 3.00 <b>Pathophysiology, Pharmacology and Knowledge Integration II</b>	NURS 3537 3.00 <b>Pathophysiology, Pharmacology and Knowledge Integration III</b>	NURS 4524 3.00 <b>Trends in Healthcare Delivery</b>	
NURS 3515 3.00 <b>Evidence-informed Nursing Practice: Research and Inquiry</b>	NURS 3510 6.00 <b>Partnering with Communities</b>	NURS 2547 6.00 <b>Mental Health Across the Lifespan</b>	NURS 3511 6.00 <b>Episodic and Common Health Challenges</b>	NURS 4526 6.00 <b>Acute and Complex Health Challenges</b>	
NURS 2543 3.00 <b>Health of Families and Social Groups 3.0</b>	<b>Nursing Practice: Partnering with Communities 0.0P</b>	<b>Nursing Practice: Mental Health Across the Lifespan 0.0P</b>	<b>Nursing Practice: Episodic and Common Health Challenges 0.0P</b>	<b>Nursing Practice: Acute and Complex Health Challenges 0.0P</b>	NURS 4527 9.00 <b>Integrated Practicum</b>

**Post-RN IEN Program (60 credits, with 60 credits transferred on admission = 120 credits)**

Year 1 (12 + 15 + 12 credits)			Year 2 (12 + 9 credits)	
Term 1 (F)	Term 2 (W)	Term 3 (S)	Term 4 (F)	Term 5 (W)
NURS 3513 3.00 <b>Development as a Nurse through Reflection and Theory-based Practice</b>	NURS 2513 3.00 <b>Ethics and Health Equity in Interprofessional Practice</b>	NURS 3512 3.00 <b>Nursing in the Context of Global and Environmental Health</b>	NURS 4517 3.00 <b>Evolving as a Professional Nurse 3.0</b>	NURS 4528 3.00 <b>Nursing Knowledge and Transition</b>
NURS 1543 3.00 <b>Health Assessment</b>	NURS 3901 3.00 <b>Pharmacological and Non-Pharmacological Practices (lab)</b>	NURS 3515 3.00 <b>Evidence-informed Nursing Practice: Research and Inquiry</b>	NURS 3514 3.00 <b>Leadership, Change and Innovation</b>	NURS 4529 6.00 <b>Integrated Practicum</b>
NURS 3001 3.00 <b>The Canadian Health Care System</b>	NURS 2300 3.00 <b>Statistical Methods in Healthcare Research (or equivalent)</b>	NURS 2547 6.00 <b>Mental Health Across the Lifespan</b>  Nursing Practice: Mental Health Across the Lifespan 0.0P	NURS 4526 6.00 <b>Acute and Complex Health Challenges</b>  Nursing Practice: Acute and Complex Health Challenges 0.0P	
NURS 2543 3.00 <b>Health of Families and Social Groups</b>	NURS 3510 6.00 <b>Partnering with Communities</b>  Nursing Practice: Partnering with Communities 0.0P			

## **Appendix D: Summary of Brief Descriptions**

### **Summary of Proposed Brief Course Descriptions**

#### **4-Year Direct Entry BScN Program Courses (\*harmonized with other programs)**

##### **NURS 1510 3.00 Reflection and Relational Practice in Professional Nursing**

Introduces nursing as a self-regulated health profession that is guided by theory, research and standards of practice. Learners explore professional identity as a nurse, relational practice, reflection, self-awareness, the meaning of health and the nature of collaborative practice in Canada. Use of clinical examples supports the development of information literacy, writing and oral skills for self-reflection and communication in nursing.

##### **NURS 1511 3.00 Nursing Theory and Knowledge Development**

Reviews the history of nursing and development of the scientific and theoretical basis of nursing practice with an emphasis on multiple ways of knowing. The evolution of nursing as a self-regulating and unique profession is explored. The impact of evidence is emphasized. Critical analysis of theory and practice supports familiarization with nursing literature, information literacy and development of scholarly writing.

##### **NURS 1542 3.00 Health and Well-Being**

Introduces nursing therapeutics through concepts of health and wellness for clients across the lifespan. Provides the theoretical and evidence informed basis for basic nursing practices with the opportunity for students to apply knowledge and skills through various experiences in simulation and laboratory settings.

##### **NURS 1543 3.00 Health Assessment\***

Utilizes theory and practice of health assessment and therapeutic communication to support students' demonstration of focused history taking and physical examination skills. Focused assessments skills include physical, psychosocial and other related aspects for clients across the lifespan. Inherent safety considerations, biases and assumptions embedded in traditional client assessments will be discussed and practiced in laboratory settings.

##### **NURS 2513 3.00 Ethics and Health Equity in Interprofessional Practice\***

Focuses on bioethical theories, health equity, and related concepts and current issues relevant to nursing and other health professionals' practice. Reflection on self-beliefs and the meaning of collaboration with various clients and other practitioners occurs in the context of ethical decision making and the application of various ethical frameworks. The impact on client health and autonomy are explored.

##### **NURS 2514 3.00 Introduction to Social Justice and Advocacy in Nursing Practice\***

Introduces the concept of social justice and the practice of advocacy as indispensable components of ethical and competent nursing practice. Related issues of equity, rights, structures, oppression, exclusion, bio-power, neoliberalism, moral courage and the

social determinants of health are explored. Students examine concepts as they reflect on their current and envisioned practice as a nurse and advocate.

**NURS 2535 3.00 Pathophysiology, Pharmacological and Knowledge Integration I\***

Introduces the mechanisms of disease, alterations in function, resultant clinical manifestations and selected treatment interventions required in nursing care of the client. Underlying concepts are examined for the impact on the structure and function of the body. Principles of pharmacokinetics and pharmacodynamics and examples of pharmacological interventions are introduced. Application of pathophysiology and pharmacology to nursing practice will be examined.

**NURS 2536 3.00 Pathophysiology, Pharmacology and Knowledge Integration II\***

Augments introductory concepts from *Pathophysiology, Pharmacology and Knowledge Integration I* by applying the principles of pathophysiology and pharmacology to alterations in body systems. Specific pathologic changes are presented to illustrate the impact of injury and illness on specific body systems. Evidence to further the understanding of pharmacological and therapeutic management is discussed. Experiential opportunities for safe medication practice are included.

**NURS 2546 6.00 Health of Families and Social Groups**

Focuses on communication with, assessment of, and interventions for diverse families and social groups to achieve client-centered optimal health and well-being. Through classroom, laboratory and practicum experiences, students learn about comprehensive theory and evidence-informed nursing care for clients in the context of family and social groups, considering culture, diverse identities, and other perspectives.

**NURS 2547 6.00 Mental Health Across the Lifespan\***

Examines the continuum of mental health, illness and addictions through the lens of theory and research evidence. Students apply knowledge and skills when working with clients experiencing mental health and illness across the lifespan. In classroom, laboratory and practicum experiences, students develop therapeutic communication strategies and engage in therapeutic relationships in a variety of settings.

**NURS 3510 6.00 Partnering with Communities\***

Develops knowledge and skill in the process of partnering with communities to address health inequities. Using knowledge of population health, primary health care, community development, critical health promotion, social determinants of health and the relevant standards, the roles, ethics and approaches related to community health nursing practice are explored in the classroom and applied in a preceptored community-based practicum.

**NURS 3511 6.00 Episodic and Common Health Challenges\***

Incorporates theoretical and practice components of client-centred nursing knowledge for care of clients experiencing episodic and common health challenges. Through classroom, laboratory/simulation and practicum experiences, students expand their knowledge of therapeutic nursing care for clients with predictable, episodic and/or

common health challenges. Students will collaborate with intra- and inter-professional teams to support the achievement of optimal client health outcomes.

**NURS 3512 3.00 Nursing in the Context of Global and Environmental Health\***

Analyzes the influence of upstream political, social and economic forces on health status and health care, including health disparities, inequities and environmental degradation. Focusing on the nursing role, present and future scenarios threatening individual, population and planetary health will be examined to critically and reflectively consider social responsibilities and actions.

**NURS 3514 3.00 Leadership, Change and Innovation\***

Applies leadership and change theories, innovation and evidence informed approaches to client centred care and the practice of nursing. Examines client centered and socio-political influences on the delivery of nursing care, and evaluates the significance of leadership, change and innovative strategies on client health outcomes and healthcare systems. Describes the nursing role in complex client management situations such as local emergency preparedness and disaster and resource management.

**NURS 3515 3.00 Evidence-informed Nursing Practice: Research and Inquiry\***

Introduces students to nursing and health research and evidence informed practice (EIP). Students examine qualitative and quantitative research designs and methods used in nursing and healthcare knowledge development and are introduced to models of EIP. Students learn to critique research in order to determine the applicability and usefulness of research findings to the provision of high-quality nursing and health care.

**NURS 3517 3.00 Critical Reflection and Clinical Reasoning in Practice\***

Analyzes evidence, best practices and standards in the context of case scenarios to develop critical reflection, clinical reasoning and decision-making skills. Using evidence-informed practice, students integrate concepts of anatomy, pathophysiology, pharmacology, psychology and other sciences with relational, therapeutic communication strategies in a case-based approach to learning. Prioritization and interprofessional collaboration are a focus for thinking like a registered nurse.

**NURS 3537 3.0 Pathophysiology, Pharmacology and Knowledge Integration III\***

Integrates knowledge of *Pathophysiology, Pharmacology and Knowledge Integration II* with complex therapeutic processes and interventions needed for achieving holistic client care. Focusing on applying evidence in practice, students will incorporate appropriate use of interventions to promote safe, effective client care across the lifespan for complex, multisystem disorders.

**NURS 4516 3.00 Development as a Professional Nurse\***

Critiques the role of professional nursing and advanced nursing practice in the context of theory and evidence, using analytic and reflective strategies. Students engage in discussions of health policy and delivery models, socio-political and cultural factors that affect professional nursing practice in the navigation of organizational and leadership

practices and transition to the healthcare system workforce. Employment, advancement, work-life and self-care issues are a focus.

**NURS 4524 3.00 Trends in Healthcare Delivery\***

Examines trends and issues within provincial, national and global healthcare systems that impact nursing practice. Epidemiological data and research support the investigation of client care, politics and policy issues. Digital health and relevant technology are discussed for their impact on health, client care and client education. Students identify areas of interest and prepare for capstone project work.

**NURS 4526 6.00 Acute and Complex Health Challenges\***

Integrates theoretical and practicum components of client-centred nursing care with clients experiencing acute and complex health challenges. Through classroom, laboratory/simulation and practicum experiences, students expand their knowledge of the registered nurse role in providing safe, competent and evidence-informed care. Interprofessional collaboration and coordination of care and decision-making are integral when working with clients with unpredictable, complex and multiple health needs.

**NURS 4527 9.00 Integrated Practicum\***

Integrates nursing knowledge and learning acquired from across the program in a concentrated practicum experience in a variety of nursing settings. Students synthesize knowledge to articulate a framework for independent professional practice.

**NURS 4528 3.00 Nursing Knowledge and Transition\* (online)**

Synthesizes knowledge from previous courses for strengthening clinical reasoning skills that support transition to practice. Use of evidence and theory forms the basis for students to prepare for entry to practice and write the national registration exam. Students evaluate their ability to integrate knowledge.

**NURS 4530 3.00 Professional Scholarship: Capstone Project\* (blended)**

Integrates multiple sources of research to identify and meet a healthcare system need. Students undertake a major independent project that is evidenced-informed, supported by a theoretical framework and reflects current or future health care practices within any healthcare setting. Students utilize theoretical knowledge of change, politics, power and leadership to contribute to client care, policy or healthcare systems.

**2<sup>nd</sup> Entry BScN Program – Unique or Shared\*\* with Post-RN IEN BScN Program**

**NURS 1512 3.00 Reflection and Theory-based Practice in Professional Nursing**

Introduces nursing as a self-regulated health profession that is guided by theory, research and standards of practice. Learners explore professional nursing identity through reflection on personal experiences and exposure to the evolution of the profession as a scientific discipline. Critical analysis of theory and research familiarizes learners with nursing literature, information literacy, interprofessional collaboration, and facilitates scholarly writing skills.

**NURS 2543 3.00 Health of Families and Social Groups\*\***

Focuses on communication with, assessment of, and interventions for diverse families and social groups to achieve client-centered optimal health and well-being. Through classroom and laboratory/simulation experiences, students develop foundational skills and learn about evidence-informed nursing care for clients in the context of family and social groups, considering culture, diverse identities, and other perspectives.

**NURS 3001 3.00 The Canadian Health Care System\*\* (online)**

Examines components of the Canadian healthcare system, roles of governments and professional health organizations, contemporary issues of safety, cost control, organization and delivery of health services. Students identify how the relationships among healthcare professionals, and levels of the health system impact the health of Canadians. Expression of ideas through scholarly writing is supported.

**Post-RN IEN BScN Program - Unique****NURS 2300 3.00 Statistical Methods in Healthcare Research**

Introduces the concepts of quantitative data analysis within the context of nursing research. Focuses on understanding and interpreting research results through examination of nursing research. Examines the fit between research purpose and results, and results and implications for nursing practice.

**NURS 3513 3.00 Development as a Nurse through Reflection and Theory-Based Practice**

Introduces nursing as a self-regulated health profession that is guided by theory, research and standards of practice, for learners with nursing care backgrounds. Personal experiences, self-awareness, nursing history, reflective and relational practice, and health are examined. Critical analysis of theory familiarizes learners with nursing literature and develops information literacy and scholarly writing skills. The significance of interprofessional collaboration is emphasized.

**NURS 3901 3.00 Pharmacological and Non-pharmacological Practices**

Emphasizes the professional nursing role in administration and evaluation of therapeutic interventions including pharmacological and non-pharmacological practices in the Canadian healthcare context. A review of drug classes, pharmacokinetics, pharmacodynamics and specific nursing therapeutic regimens, as well as issues of medication safety and health system informatics, are presented. Examines evidence informed standards and policy for safe and competent nursing practice.

**NURS 4517 3.00 Evolving as a Professional Nurse**

Focuses on the transition of students with previous nursing experience to Canadian registered nurse careers and work environments. Integration of knowledge of professional nursing experiences using theoretical, evidence-informed and reflective strategies is emphasized. Students engage in learning that supports adaptation to the healthcare workforce in Canada, and navigation of evolving organizational practices, work-life and self-care issues.

## Appendix E: New Course Proposals



# New Course Proposal Suggested Resource and Support

- For assistance with process, procedure, see OSAS Director/Manager
- For assistance with alignment with academic plans see your UPD/Chair or AD Learning, Teaching, and Academic Programs
- For assistance with course design see the Moodle course “Health Curriculum Toolkit” at <https://moodle.yorku.ca/moodle/course/view.php?id=148738> (requires passport York username and password to access).
- For assistance with course design, teaching and learning activities please contact either of the following:
  - Yasaman Delaviz, Faculty of Health’s Educational/Curricular Developer Specialist by email at [ydelaviz@yorku.ca](mailto:ydelaviz@yorku.ca) or by phone at ext. 44086
  - Lisa Endersby, Educational Developer, by email at [lendersb@yorku.ca](mailto:lendersb@yorku.ca) or by phone at ext. 33047.
- For assistance with designing and developing experiential education activities see either one of the EE Coordinators Anda Petro or Paola Calderon-Valdivia ([eehealth@yorku.ca](mailto:eehealth@yorku.ca))
- For assistance with technology-enhanced learning in the course, please contact the Faculty of Health e-learning specialist Sairam Chinnam at Learning Technology Services ([schinnam@yorku.ca](mailto:schinnam@yorku.ca)).
- For assistance with integrating Indigenous content into your course, please contact the Indigenous Council ([ruthkg@yorku.ca](mailto:ruthkg@yorku.ca) & [shillier@yorku.ca](mailto:shillier@yorku.ca)).
- For assistance with determining responses to questions about resources, please contact the Operations Manager and the Chair/Director in the school/department offering the course.
- For assistance with determining resources for students see the Library and Learning Commons resources:
  - [SPARK \(Student Papers & Academic Research Kit\)](#)
  - [LinkedIn Learning](#)
  - [Academic Research & Resources](#)

### Approval Process

- The Faculty of Health Curriculum Committee will only consider new course proposals that have been approved by the unit responsible for offering the course.
- If the proposed course is to be cross-listed, integrated, listed as a course credit exclusion with another course, or listed as a major/minor course option in an interdisciplinary program, the proposal must be accompanied by a statement from the collaborating unit signaling agreement to the proposal.

### Checklist of activities to be completed:

Click or tap to enter a date.	Date reviewed course proposal draft with Director/Manager of OSAS
Click or tap to enter a date.	Date reviewed course proposal draft with Associate Dean, Learning and Teaching
Choose an item.	Attached draft course outline
Reviewed information provided on the Moodle course “Health Curriculum Toolkit” at <a href="https://moodle.yorku.ca/moodle/course/view.php?id=148738">https://moodle.yorku.ca/moodle/course/view.php?id=148738</a> (requires passport York username and password to access).	

**School/Department:**

**Course Rubric and Number:**

**Credit Weight:**  (e.g. 3.00, 6.00) **Effective Session:**  (e.g. Fall 2021, F/W 2021-22)

**Course Title:** *The official name of the course as it will appear in the Undergraduate Calendar.*

**Short Title:** *Maximum 40 characters, including punctuation and spaces. The short title appears on any documents where space is limited (transcripts and calendar copy).*

**Brief Course Description:** *For editorial consistency, verbs should be in the present tense and begin the description; e.g., "Analyzes the nature and extent of..."*

*This is the official description of the course as it will appear in the Undergraduate Calendar. The course description should be carefully written to convey what the course is about. If applicable, include information regarding the language of instruction if other than English.*

Introduces nursing as a self-regulated health profession that is guided by theory, research and standards of practice. Learners explore professional identity as a nurse, relational practice, reflection, self-awareness, the meaning of health and the nature of collaborative practice in Canada. Use of clinical examples supports the development of writing and oral skills for self-reflection and communication in nursing.

**List course(s) where applicable:**

<b>Prerequisites:</b>	
<b>Corequisites:</b>	HH/NURS 1542 3.00
<b>Cross-listed to:</b>	
<b>Course Credit Exclusions*:</b>	
<b>Integration**:</b>	

\*Course credit exclusion is a formal status accorded to pairs of courses that are recognized as having sufficient overlap in content to warrant specifically excluding students from obtaining credit for both.

\*\*Integrated courses are graduate courses integrated (taught with) 4000-level undergraduate courses

Include the following information only if the course is: limited to a specific group of students; closed to a specific group of students; and if there is any additional information necessary for students to know before enrolling (notes section). If the course includes experiential education, such as whether the students will work with a community partner and/or if it will involve going off-campus, please include this in the notes section.

<b>Open to:</b>	BScN students in the 4-year Direct Entry program only
<b>Not open to:</b>	
<b>Notes:</b>	A minimum grade of 5.00 (C+) is required for this course in the BScN program.

**Science Course:**

Denotes courses in IHST, KINE or PSYC to count as science credit for BSc degree programs	YES	NO
	<input type="checkbox"/>	<input checked="" type="checkbox"/>

**Section A - Course Rationale:**

1. What is the rationale for creating this course (e.g., fills a gap in the curriculum, addresses a trend in the content area)?

The undergraduate BScN programs (4-year Direct Entry, 2<sup>nd</sup> Entry and Post-RN Internationally Educated Nurse) are undergoing a major modification to the curricula. As professional programs, each program's courses require updates to meet current standards and to address current issues in health care in Ontario. The course learning outcomes reflect the College of Nurses of Ontario's terminology and new 2020 entry-to-practice competencies and focus on development of the theoretical and research basis of introduction to nursing practice. This course was created to provide an essential foundation in the 'Transformation to the Professional' series of revised courses, and to provide better integration of theory and practice concepts as students begin the program.

2. Describe how this new course aligns with the School/Dept and/or Faculty and/or University Academic Plans. For more information about these plans, contact your UPD, Department Chair, and/or the Associate Dean, Learning, Teaching, & Academic Programs.

The revisions focus on York's 2020-2025 UAP priority of '21st Century Learning' through creative pedagogical approaches (e.g., transformative teaching-learning strategies) that infuse reflection, interprofessional thinking and collaboration in course activities and outcomes. In keeping with the FoH's Health@2020 academic plan, and strategic direction for *Promoting a High-Quality Learning Experience*, as well as its recently released Integrated Resource Plan 2020-2021, students' knowledge of health, resiliency and graduate attributes are enhanced by this course. This course also aligns directly with the Mission and core values of the School of Nursing (i.e., *Respect and Relational Practice*). The focus on relational practice and development of reflective practitioners is fundamental to nursing practice and is a requirement to meet the Entry to Practice Competencies for the College of Nurses of Ontario.

3. How does this proposed course complement, align, or overlap with existing course offerings, particularly in terms of objectives and/or content? If overlap exists, please indicate the nature and extent of consultation which has taken place. If the course is to be cross-listed, integrated or listed as a course credit exclusion with another course, approval is required from all the relevant Faculties/Units.

This course is the first in a series of transformational core nursing courses that form the basis for the concept of Nurse in Context of Transformation to Professional. This series of courses uses transformative pedagogy to promote discovery learning and knowledge integration across the program; core concepts of Reflection & Professional Identity, and Health Equity are featured. The unique course objectives are structured to provide students with opportunities to explore the beginning practice of nursing through development of communication strategies and understanding of interprofessional roles in healthcare. This course is unique in nursing and there is no overlap with other courses.

4. What is the expected enrolment in the course? If course enrollments are below 50 please explain why.

Enrolments are approximately: Fall 2022 = 108; Fall 2023 = 160; Fall 2024 = 234 (at steady state)

**Section B - Course Structure:**

1. Is this course (Please select one with "X"):

	Fully online
<b>X</b>	Fully face to face
	Blended (i.e., one third of the face to face class time is replaced by online instruction, one third of the class time remains face to face, and the remaining third may be any combination of online and face to face delivery). More information about defining blended learning can be found in the Common Language for eLearning: <a href="http://avptl.info.yorku.ca/files/2017/03/2014-03-26-Common-Language-for-eLearning.pdf">http://avptl.info.yorku.ca/files/2017/03/2014-03-26-Common-Language-for-eLearning.pdf</a>
	Other (please describe):

2. Number of contact hours (defined in terms of hours, weeks, etc.) involved. This information is particularly important to describe for blended and online courses as it indicates whether an effective length of term is being maintained.

36 contact hours; 3 hours per week for 12 weeks.

3. a) If this course is offered in a blended format, what percentage of the course will be taught online? If not blended, go to # 4.

b) In absence of scheduled contact hours (face-to-face or online), please provide an indication of the estimated time students are likely to spend engaged in learning activities online required by the course.

c) In the absence of scheduled contact hours (face-to-face or online), please describe how the course design encourages student engagement and supports students in achieving the learning outcomes.

4. Indicate the planned frequency of offering and number of sections anticipated (every year, alternate years, etc.)

Offered annually in the fall with 2 or more sections, depending on enrolment (see A4)

5. Can you staff this course using current teaching capacity?

YES	NO
X	

If no, explain how this course will be resourced (e.g., additional hires proposed in hiring plan, etc.)

6. Please name the faculty member(s) in the school/dept who have the expertise and are willing to teach this course.

Monica Gola, Kristine Pedernal, Ruth Robbio, Valini Geer, Archana Paul

7. Does the course rely on faculty from other programs to teach this course? If so, specify (proposed instructor(s) name and department and attach a letter of support from the faculty member's home school/department UPD/Chair.

No

## Section C - Course Design Information:

This section provides an opportunity to describe the course, its design, and how delivery of the course content aligns with the learning outcomes, teaching activities, and assessment methods. There is also an opportunity for describing how the course applies principles of experiential education, technology enhanced learning and universal design for learning.

- **Experiential Education** remains a top priority for York University and the Faculty of Health as it offers a range of benefits for students related to academic performance, civic engagement and employability. Note that providing and facilitating opportunities for structured, critical reflection (e.g. using iclicker/REEF polling, exit cards, journal entry) is a key component of experiential education. Course directors are invited to integrate EE into their course where possible, but it is understood that some EE activities may not be feasible in every course. Go to <https://health.yorku.ca/experiential-education/faculty/> to see definitions of course focused, community focused, and work focused EE, information on the benefits of EE for students and course directors, and other details.
- The integration of tools and strategies for **technology enhanced learning** (e.g. online learning management system like Moodle, use of polling technology such as iclicker/REEF and other in class technology e.g., see <https://student.computing.yorku.ca/technology-used-in-courses/> ) may provide useful tools for encouraging in class engagement and facilitating deeper learning. For help with online and blended learning course development go to <https://its.info.yorku.ca/health/>.
- The Faculty of Health is committed to the **universal design for learning** principles, i.e., offering and ensuring a diverse array of opportunities for all learners to engage, learn, and demonstrate their knowledge. More information about Universal Design for Learning, as well as recommendations for accommodations and inclusive teaching, can be found at: [http://udlguidelines.cast.org/binaries/content/assets/udlguidelines/udlg-v2-2/udlg\\_graphicorganizer\\_v2-2\\_numbers-no.pdf](http://udlguidelines.cast.org/binaries/content/assets/udlguidelines/udlg-v2-2/udlg_graphicorganizer_v2-2_numbers-no.pdf) and on the Teaching Commons website. Therefore, when designing a course, be sure to consider
  - multiple means of engagement (How will diverse students access and participate in the learning & teaching activities?)
  - multiple means of representation (How will course content be presented in a variety of different ways to support different learning needs and preferences?)
  - multiple means of action & expression (What diverse ways will students be able to demonstrate their learning?)

### 1. Course Topics/Theories

List the key topic areas taught in this course.

- Relational practice
- Reflective practice
- Critical thinking and clinical reasoning
- Communication (oral, written), referencing and citation, academic integrity
- Ethical practice
- Legal regulations
- Teaching and learning in nursing
- Canadian health care system
- Truth and Reconciliation Commission of Canada: *Calls to Action*
- "Who am I?"
- Relational Care
- Therapeutic relationships
- Client-centred care
- Meaning of health
- Self-awareness
- Partnerships
- Diversity and context
- Equity
- Meaning of caring for others
- Boundary setting
- Trust
- Empathy
- Values

- Professional role
- Professional regulations and standards, QA program of CNO
- Evidence-based practice

	YES	NO
Will the course have substantial Indigenous (Aboriginal)* content?		x
Will the course include Indigenous (Aboriginal)* identity as either a module or field of study?		x
Will the course include component(s) from Aboriginal Peoples' language, history, cultural, heritage, artefacts, or traditional knowledge?		X

If you answered Yes to at least one of the questions above, provide a summary and/or list of the Indigenous (Aboriginal)\* content or components you are proposing to include in your course in the box below.

\*The Constitution Act, 1982, section 35(2) defines Aboriginal Peoples to include all Indigenous people of Canada – Indians (Status, Non-Status or First Nations identified), Métis and Inuit people.

## 2. Course Teaching Objectives

Course teaching objectives are broad goals for the course.

Examples of course teaching objectives:

- Exposes students to the various methods used for investigating the structure and function of the human brain.
- Provides students the opportunity to develop and practice skills in effective communication.

List the teaching objectives for the course below:

- Exposes students to techniques used to develop effective relational practice with clients.
  - Provides students with the opportunity to learn about professional standards of practice for nurses.

Provides students the opportunity for examination of personal beliefs and attributes to assist in becoming reflective future practitioners.

## 3. Course Student Learning Outcomes:

Learning outcomes provide a framework for assessment by stating what the learners will be able to demonstrate after completing the course. A succinct learning outcome specifies the tasks students are expected to be able to perform and the level of competence expected for the tasks. Course Learning Outcomes are observable, measurable goals for students and their learning.

Examples of course learning outcomes:

- Students will be able to correctly identify the brain's major components and gross functional areas.
- Students will be able to accurately describe the factors that impact healthy aging.
- Students will be able to critically analyze an academic journal article to determine the merits and drawbacks of the published research.

To help describe learning outcomes, consider the key questions below:

What essential knowledge, skills, and attitudes etc. should students acquire?

- How sophisticated or complex (memorization, analysis, creation, etc.) is students learning to be?
- What will students be able to do or how will they demonstrate/articulate their level of learning?
- What information is needed to be collected to verify/demonstrate students' attainment of learning outcomes?
- How informative are each of these assessment tasks to understanding the student learning process?
- Are these clearly stated and communicated to students?

More information and additional resources can be found on the [Teaching Commons website](#).

List and number the learning outcomes for the course in the section below:

**Course Learning Outcomes:**

Upon completion of this course, student will be able to:

1. Demonstrate self-reflection and self-awareness of gaps in personal knowledge and skills related to relational practice. (relates to Program Outcomes #2, 4, 8)
2. Describe the role of the nurse within the Canadian health care system. (relates to Program Outcomes #2, 5, 7, 8)
3. Identify structures in the Canadian and provincial healthcare systems that form legal and regulatory foundations of healthcare delivery. (relates to Program Outcomes #2, 6, 7)
4. Explain how professional roles, regulations, boundaries and standards are used to develop the therapeutic nurse-client relationship. (relates to Program Outcomes #1, 4)
5. Assess how individual beliefs, values, culture, and communication relate to support the nurse-client relationship and influence healthcare and health promotion. (relates to Program Outcomes #1, 4, 5, 9)
6. Describe culturally safe, therapeutic relationships among clients, the healthcare team, and the nurse. (relates to Program Outcomes #1, 4, 5 and 9)
7. Utilize written and oral professional communication skills at a beginning level. (relates to Program Outcome #4)
8. Distinguish between the influences of values, power, gender and culture on communication styles within the healthcare team. (relates to Program Outcomes #4, 5, 9)

**Program Outcomes (for reference)**

1. Provide competent, ethical and culturally responsive nursing care according to professional nursing standards.
2. Integrate knowledge from nursing and other disciplines to enhance health and healing across the lifespan.
3. Engage in decision-making in nursing practice that incorporates multiple ways of knowing, critical appraisal, and evidence-informed practice.
4. Communicate and relate effectively with the client\* and healthcare teams, using varied strategies to promote safe, compassionate, relational care.
5. Engage in collaborative relationships with clients\* and interprofessional health care teams that respects diverse perspectives.
6. Provide leadership for the optimization of client\* health care outcomes and advancement of nursing profession.
7. Advocate for health equity and social justice in client\* care, organizations and public policy in response to changing needs of society.
8. Engage in critical reflection for lifelong self-directed learning, and evidence-informed practice.
9. Empower self, clients\* and colleagues using a range of educational strategies, including technology, for achieving optimal health and work-life outcomes.

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

#### 4. Course Teaching Strategies and Learning Activities

What teaching strategies and learning activities (including experiential education) will take place as part of this course? What will students be doing each week in class? How will these activities help support students' learning as defined by the learning outcomes.

To help identify course learning activities that will help students work toward achieving intended learning outcomes, reflect on these key questions:

- How will students receive or gain the information necessary for achieving the course intended learning outcomes?
- What experiential education activities will students engage in?
- What opportunities will or could students be provided to practice the skills they will develop?
- How and when will students engage with each other, with the instructor, and/or with course content?
- If technology-enhanced learning is incorporated into the course, what activities will the students engage in?

Examples:

(This is not an exhaustive list, but rather a summary of the strategies an instructor may use to encourage and facilitate meaningful learning throughout the course)

- In class discussions
- Lecture

- Online discussion forums (e.g. in Moodle)
- Active learning strategies (e.g. think, pair, share; structured debates)
- Wikis (contribute to and curate collaborative content)
- Experiential Education (EE)- Classroom Focused Activities (e.g. guest speakers, role playing, visual media, case studies, simulations, workshops and laboratory, course-based research, etc.)
  - EE- Community Focused EE Activities (e.g. community-based learning; community-based research, community service learning)

List the teaching strategies and learning activities that will be included in this course:

This course utilizes teaching and learning methodologies designed to transform the learner into a registered nurse. Learners are expected to attend face-to-face class regularly, on time and prepared for the interactive approach which draws upon the lived experiences in students' personal and professional worlds. Throughout the course, learners will challenge, affirm and extend knowledge and understanding about the therapeutic nurse-client through **review of evidence, critical reflection, role play/simulation, case studies, dialogue and analyses, individually and in groups**. Students will have the opportunity to learn in **small group discussions**. This course uses a **transformative learning approach** that involves activities such as **pre-class online course presentations and forum discussions, case scenarios, and videos**. The online course site will be used for diverse learning activities, communication, and as a depository for course content and materials. Professional written and oral communication approaches will be embedded in the teaching-learning process.

### Section D - Course Mapping and Constructive Alignment

This section is designed to help you demonstrate the connections between your student learning outcomes, teaching and learning activities, and assessment strategies. For each teaching and learning activity, please i) identify the learning outcome it will help the students achieve and ii) if the activity will include a formal, graded assessment of student learning. For EE activities, also identify iii) how you will engage students in reflection around the activity (i.e. critically examining the experience), and iv) the type of EE strategy the activity corresponds to.

			For EE Activities Only	
Teaching and Learning Activity	Which course learning outcome/s will this activity help student achieve?	Will this activity include a formal, graded assessment of student learning? (Y/N)  <i>A detailed description of assessment and evaluation strategies will be provided in the next section.</i>	How you will engage students in reflection around this activity?	Corresponding EE Strategy  1- Classroom Focused 2- Community Focused 3- Work Focused
<i>Role playing/simulations</i>	Course Learning Outcomes #1, 6 – 8	<b>Reflective Paper (20%):</b> "Why do I want to be a nurse?" Introduces students to self-reflection and reflective writing using APA formatting. A beginning philosophy is formed, that describes nursing as inclusive of other types of knowing, Indigenous knowledge, other cultures, etc.	<i>Dialogue and analysis individually and in groups. Reflective questioning allows student to consider concepts and context during discussion about new ideas presented in the course.</i>	<b>1</b>
<i>Digital storytelling presentation or taped vignette</i>	Course Learning Outcomes #2, 4, 5	<b>Group Presentation (15% + 5%):</b> "What does it mean to self-regulate?" Presentation of aesthetic reflection, oral communication skills (examples: Digital storytelling presentation,	<i>Presentation in co-operative learning design with students circulating to ask questions of the presenters. Reflection is a key component of the activity and assessment.</i>	<b>1</b>

		taped vignette, etc. – with reflection on group process as an individual requirement)		
<i>Development of E-Portfolio</i>	Course Learning Outcomes #1 – 5, 7	<b>Development of E-Portfolio (10%):</b> Students initiate documentation of learning using an e-portfolio; selection of evidence from literature from first term in program that supports knowledge of therapeutic practice and plan for personal development. A foundation for a professional QA process is established.	<i>The e-Portfolio provides an opportunity for students to engage in reflective and self-regulated learning.</i> <i>Development of e-Portfolio components is assessed prior to completion of the portfolio, allowing individual feedback.</i> <i>Guest speakers will attend to discuss searches, and use of e-Portfolio (Libraries, etc.)</i>	<b>1</b>
<i>Case reviews</i>	Course Learning Outcomes #2 – 5 Course Learning Outcomes #2 – 5, 6, 8	<b>Midterm Exam (20%):</b> NCLEX style questions, short answer, etc., may be used. <b>Final Exam (30%):</b> NCLEX style questions, short answer, etc., may be used.	<i>NCLEX practice questions requires the learners to think reflectively and use clinical inquiry to develop clinical reasoning and decision-making skills. This critical thinking exercise requires the learners to have to draw multiple ways of approaching and using knowledge.</i> <i>Further, case studies will be utilized where possible to engage learners in critical thinking, problem solving, and through reflection, learners will transform the experience into knowledge.</i>	<b>1</b>

1. If the course will not include any type of experiential education, please comment below on the rationale for not incorporating experiential education into the course.

N/A

	YES	NO
2. Will the course engage Indigenous (Aboriginal) communities (including reserves, territories, departments, or community organizations, etc) on experiential education?		x

If yes, please comment below on how you will or might engage Indigenous (Aboriginal) communities in experiential education

**Learning/Teaching with Technology:**

3. How are learning or teaching technologies incorporated into the course?

eClass; use of e-portfolio

4. If the course does not include any type of technology enhanced learning, please comment below on the rationale for not incorporating learning or teaching technologies in the course.

N/A

- If the proposed course employs technology-enhanced forms of delivery (e.g., replacing in-class time with online learning activities), please identify how the integrity of the learning evaluation will be maintained (e.g., using online quizzes that randomly selects questions from a test-bank; specified time length of the test, "on-site" examinations will be required, etc.)

**Assessment and Evaluation Strategies:**

- How will student learning be assessed? Please list each graded component of the proposed course including the type and percentage value of each component. Indicate which learning outcome(s) are evaluated by which assessment component.

Assessment Strategy	Percentage (%) of Final Grade	Evaluated Learning Outcome(s)
Reflective Paper	20%	1, 6 – 8
Midterm Exam	20%	2 – 5
Group Assignment: "What does it mean to self-regulate?" Presentation of Aesthetic Reflection	15% + 5%	2, 4, 5
Professional ePortfolio	10%	1 – 5
Final Exam	30%	1 – 5

- Formative feedback is just in time feedback to the students during the course that does not always count toward the final grade. This formative feedback can help the students and instructor progress towards the intended learning outcomes by providing ongoing, low stakes feedback at key points in a lesson or at milestones toward completing a major assignment.

Some examples of formative feedback include:

- a pre-test or quiz that asks students to share what they already know about a topic
- a think-pair-share exercise where students explore and discuss key course concepts individually, in pairs, and as part of a larger in class discussion
- exit cards following a lecture or lesson where students are asked to indicate what they have learned and questions they still have about the topic

List the formative assessment strategies that will be used in this course below.

a) development of e-Portfolio components is assessed prior to completion of the portfolio, allowing individual feedback

b) use of reflective questioning allows student to consider concepts and context during discussion about new ideas presented in the course.

c) group assignment promotes discussion and co-operative learning as the students choose ways to portray self-regulation.

- If the course is to be integrated (i.e., graduate/undergraduate), please list the additional evaluation requirements for graduate students.

**Bibliography:**

4. Please list the required readings for the course (include ebooks, online readings, and open access resources). The reading list must contain complete bibliographical information (full name of author, title, year of publication, etc.).

The following text(s) are required for this course (available at the York University Bookstore, or online):

**Required Texts:**

Malette, C., Yonge, O.J., Arnold, E.C. & Boggs, K.U. (2021). *Interpersonal Relationships: Professional Communication Skills for Canadian Nurses*. (avail Dec 1, 2021)

American Psychological Association (2019). *APA Publication Manual of the American Psychological Association*, 7<sup>th</sup> ed. American Psychological Association Print ISBN: 9781433832154, 1433832151 e-text ISBN: 9781433832185, 1433832186

Other possible text reference: McCleary, L., & McParland, T. (2021). *Ross-Kerr and Wood's Canadian nursing issues and perspectives* (6<sup>th</sup> ed.). Elsevier.

**Required Readings:**

College of Nurses of Ontario. (2020, December 17). Entry to Practice Competencies for Registered Nurses <https://www.cno.org/globalassets/docs/reg/41037-entry-to-practice-competencies-2020.pdf>

College of Nurses of Ontario. (2020, December 17). Practice Standard, Code of Conduct. [https://www.cno.org/globalassets/docs/prac/49040\\_code-of-conduct.pdf](https://www.cno.org/globalassets/docs/prac/49040_code-of-conduct.pdf)

College of Nurses of Ontario. (2020, December 17). Practice Standard, Consent. [https://www.cno.org/globalassets/docs/policy/41020\\_consent.pdf](https://www.cno.org/globalassets/docs/policy/41020_consent.pdf)

College of Nurses of Ontario. (2020, December 17). Practice Standard, Ethics. [https://www.cno.org/globalassets/docs/prac/41034\\_ethics.pdf](https://www.cno.org/globalassets/docs/prac/41034_ethics.pdf)

College of Nurses of Ontario. (2020, December 17). Practice Standard, Professional Standards, Revised 2002. [https://www.cno.org/globalassets/docs/prac/41006\\_profstds.pdf](https://www.cno.org/globalassets/docs/prac/41006_profstds.pdf)

College of Nurses of Ontario. (2020, December 17). Practice Standard, Professional Standards, Revised 2002. [https://www.cno.org/globalassets/docs/prac/41006\\_profstds.pdf](https://www.cno.org/globalassets/docs/prac/41006_profstds.pdf)

College of Nurses of Ontario. (2020, December 17). Practice Standard, Therapeutic Nurse-Patient Relationship, Revised 2006. [https://www.cno.org/globalassets/docs/prac/41033\\_therapeutic.pdf](https://www.cno.org/globalassets/docs/prac/41033_therapeutic.pdf)

College of Nurses of Ontario. (2020, December 17). Nurses Professional Accountability in Reporting. <https://www.cno.org/en/protect-public/employers-nurses/reporting-guide/nurses-professional-accountability-in-reporting/>

College of Nurses of Ontario. (2020, December 17). Professional Boundaries. <https://www.cno.org/en/learn-about-standards-guidelines/educational-tools/sexual-abuse-prevention/professional-boundaries/>

College of Nurse of Ontario. (2021). 2021 QA program. <https://www.cno.org/en/myqa/>

York University. (2021). Indigenous at York University. <https://indigenous.info.yorku.ca>

5. Please list any suggested readings for the course (include ebooks, online readings, and open access resources).

The reading list must contain complete bibliographical information (full name of author, title, year of publication, etc.)

**Supplemental Readings:**

Canadian Interprofessional Health Collaborative (2020, December 17). CIHC National Competency Framework. <http://www.ipcontherun.ca/wp-content/uploads/2014/06/National-Framework.pdf>

Canadian Nurses Association (2020, December 17). Position Statement: Interprofessional Collaboration. [https://www.cna-aiic.ca/-/media/cna/page-content/pdf-en/cna-position-statement\\_interprofessional-collaboration.pdf?la=en&hash=E1177042D65084A8792865A62ED0C78B46F87287](https://www.cna-aiic.ca/-/media/cna/page-content/pdf-en/cna-position-statement_interprofessional-collaboration.pdf?la=en&hash=E1177042D65084A8792865A62ED0C78B46F87287)

Registered Nurses Association of Ontario. (2020, December 17). Clinical Best Practice Guidelines: Person-and Family-Centered Care. [https://rnao.ca/sites/rnao-ca/files/FINAL\\_Web\\_Version\\_0.pdf](https://rnao.ca/sites/rnao-ca/files/FINAL_Web_Version_0.pdf)

Registered Nurses Association of Ontario. (2020, December 17). Clinical Best Practice Guidelines: Establishing Therapeutic Relationships, Revised 2006. [https://rnao.ca/sites/rnao-ca/files/Establishing\\_Therapeutic\\_Relationships.pdf](https://rnao.ca/sites/rnao-ca/files/Establishing_Therapeutic_Relationships.pdf)

Registered Nurses Association of Ontario. (2020, December 17). Clinical Best Practice Guidelines: Developing and Sustaining Interprofessional Health Care: Optimizing patient, organizational and system outcomes. <https://rnao.ca/sites/rnao-ca/files/DevelopingAndSustainingBPG.pdf>

Registered Nurses Association of Ontario. (2020, December 17). Healthy Work Environment Clinical Best Practice Guidelines: Managing and Mitigating Conflict in Health-Care Teams. [https://rnao.ca/sites/rnao-ca/files/Managing-conflict-healthcare-teams\\_hwe\\_bpg.pdf](https://rnao.ca/sites/rnao-ca/files/Managing-conflict-healthcare-teams_hwe_bpg.pdf)

Registered Nurses Association of Ontario. (2020, December 17). Clinical Best Practice Guidelines: Preventing Violence Harassment and Bullying Against Health Care Workers. [https://rnao.ca/sites/rnao-ca/files/bpg/Preventing\\_violence\\_harrassment\\_and\\_bullying\\_against\\_health\\_workers\\_final.pdf](https://rnao.ca/sites/rnao-ca/files/bpg/Preventing_violence_harrassment_and_bullying_against_health_workers_final.pdf)

Registered Nurses Association of Ontario. (2020, December 17). Healthy Work Environment Clinical Best Practice Guidelines: Professionalism in Nursing. [https://rnao.ca/sites/rnao-ca/files/Professionalism\\_in\\_Nursing.pdf](https://rnao.ca/sites/rnao-ca/files/Professionalism_in_Nursing.pdf)

Readings as needed posted on LMS

6. If the course is to be integrated (graduate/undergraduate), a list of the additional readings required of graduate students must be included. If no additional readings are required, a rationale should be provided.

N/A

**Section E - Resources Requirement:**

This section may need to be filled in with the help of your Chair/Director and operations manager:

**1. Computing:**

- Indicate the expected hardware, software and need for student access to computing labs, including the number of student access hours needed (e.g. access to teaching computer lab with SPSS installed; students required to bring their own device). Provide cost of software, where possible. Indicate, what the cost will be for students, if any?

N/A

**2. Classroom:**

- Indicate the expected specialized classroom needs (e.g. moveable table and chairs; audio/visual equipment; WIFI to support students with bringing their own device)

N/A
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### 3. Teaching Support:

<ul style="list-style-type: none"> <li>Does the course require technical support? (e.g. lab technician; UIT support). If yes, specify:</li> </ul>	<b>YES</b>	<b>NO</b> <b>X</b>
<ul style="list-style-type: none"> <li>Does the course require a tutorial or lab in addition to lecture/seminar hours? If yes, specify and provide expected group size:</li> </ul>	<b>YES</b>	<b>NO</b> <b>X</b>
<ul style="list-style-type: none"> <li>Does the course require marker/grader, teaching assistant, lab demonstrator etc. support above those normally allocated by the department/school offering the courses?  If yes, specify why and for what duties/tasks the extra support is needed:</li> </ul>	<b>YES</b>	<b>NO</b> <b>X</b>
<ul style="list-style-type: none"> <li>If the course includes off campus practicums/placements or field experiences, such as students working with a community partner, indicate:             <ul style="list-style-type: none"> <li>Will the instructor need to travel to visit the off-campus community partner(s)?</li> </ul> </li> </ul>	<b>YES</b>	<b>NO</b> <b>X</b>
<ul style="list-style-type: none"> <li>Will the Experiential Education Coordinator be required to support and maintain the experiential education component while the course is being offered? If yes, please specify:</li> </ul>	<b>YES</b>	<b>NO</b> <b>X</b>
<ul style="list-style-type: none"> <li>Is the placement intended to be domestic or international, or both?</li> </ul>	<b>Domestic</b>	
	<b>International</b>	
	<b>Both</b>	
<ul style="list-style-type: none"> <li>If the course is blended or online, indicate whether the support of the eLearning specialist is required?  If yes, please specify the type of eLearning supports you need:</li> </ul>	<b>YES</b>	<b>NO</b> <b>X</b>

### 4. Statements of Support (please attach these to the proposal)

For new course proposals with resource implications please provide a supporting statement from your Chair/Director of your program. The Chair/Director should indicate how resourcing will be addressed e.g., through a reallocation of existing resources, with new/additional resources, etc.

For course proposal with impact on other programs (in the Faculty or out of the Faculty), please provide evidence of consultation and supporting statement from the other program(s).

#### Learning Technology Services (LTS) Statement:

If there is a technology-enhanced component to the course, a statement is required from the Learning Technology Services indicating whether resources are adequate to support the course. Requests for statements can be directed to Rob Finlayson ([rfinlays@yorku.ca](mailto:rfinlays@yorku.ca)). Please note, it will take two weeks to get a statement of support.

#### Library Support Statement:

Proposals for new courses must include a **library support statement** from the Bibliographer responsible for the relevant discipline to indicate whether resources are adequate to support the course. To request a support statement, see the list of subject and liaison librarians at <http://www.library.yorku.ca/web/about-us/contact-us/liaison-librarians/>.

- For assistance with process, procedure, see OSAS Director/Manager
- For assistance with alignment with academic plans see your UPD/Chair or AD Learning, Teaching, and Academic Programs
- For assistance with course design see the Moodle course “Health Curriculum Toolkit” at <https://moodle.yorku.ca/moodle/course/view.php?id=148738> (requires passport York username and password to access).
- For assistance with course design, teaching and learning activities please contact either of the following:
  - Yasaman Delaviz, Faculty of Health’s Educational/Curricular Developer Specialist by email at [ydelaviz@yorku.ca](mailto:ydelaviz@yorku.ca) or by phone at ext. 44086
  - Lisa Endersby, Educational Developer, by email at [lendersb@yorku.ca](mailto:lendersb@yorku.ca) or by phone at ext. 33047.
- For assistance with designing and developing experiential education activities see either one of the EE Coordinators Anda Petro or Paola Calderon-Valdivia ([eehealth@yorku.ca](mailto:eehealth@yorku.ca)).
- For assistance with technology-enhanced learning in the course, please contact the Faculty of Health e-learning specialist Sairam Chinnam at Learning Technology Services ([schinnam@yorku.ca](mailto:schinnam@yorku.ca)).
- For assistance with integrating Indigenous content into your course, please contact the Indigenous Council ([ruthkg@yorku.ca](mailto:ruthkg@yorku.ca) & [shillier@yorku.ca](mailto:shillier@yorku.ca)).
- For assistance with determining responses to questions about resources, please contact the Operations Manager and the Chair/Director in the school/department offering the course.
- For assistance with determining resources for students see the Library and Learning Commons resources:
  - [SPARK \(Student Papers & Academic Research Kit\)](#)
  - [LinkedIn Learning](#)
  - [Academic Research & Resources](#)

### Approval Process

- The Faculty of Health Curriculum Committee will only consider new course proposals that have been approved by the unit responsible for offering the course.
- If the proposed course is to be cross-listed, integrated, listed as a course credit exclusion with another course, or listed as a major/minor course option in an interdisciplinary program, the proposal must be accompanied by a statement from the collaborating unit signaling agreement to the proposal.

### Checklist of activities to be completed:

Click or tap to enter a date.	Date reviewed course proposal draft with Director/Manager of OSAS
Click or tap to enter a date.	Date reviewed course proposal draft with Associate Dean, Learning and Teaching
Choose an item.	Attached draft course outline
Reviewed information provided on the Moodle course “Health Curriculum Toolkit” at <a href="https://moodle.yorku.ca/moodle/course/view.php?id=148738">https://moodle.yorku.ca/moodle/course/view.php?id=148738</a> (requires passport York username and password to access).	

School/Department:

Course Rubric and Number:

Credit Weight:  (e.g. 3.00, 6.00)      Effective Session:  (e.g. Fall 2021, F/W 2021-22)

**Course Title:** *The official name of the course as it will appear in the Undergraduate Calendar.*

**Short Title:** *Maximum 40 characters, including punctuation and spaces. The short title appears on any documents where space is limited (transcripts and calendar copy).*

**Brief Course Description:** *For editorial consistency, verbs should be in the present tense and begin the description; e.g., "Analyzes the nature and extent of..."*

*This is the official description of the course as it will appear in the Undergraduate Calendar. The course description should be carefully written to convey what the course is about. If applicable, include information regarding the language of instruction if other than English.*

Introduces nursing as a self-regulated health profession that is guided by theory, research and standards of practice. Learners explore professional nursing identity through reflection on personal experiences and exposure to the evolution of the profession as a scientific discipline. Critical analysis of theory and research familiarizes learners with nursing literature, information literacy, interprofessional collaboration, and facilitates scholarly writing skills.

**List course(s) where applicable:**

<b>Prerequisites:</b>	
<b>Corequisites:</b>	Co-requisite for 2 <sup>nd</sup> Entry BScN students: HH/NURS 2543 3.00.
<b>Cross-listed to:</b>	
<b>Course Credit Exclusions*:</b>	
<b>Integration**:</b>	

\*Course credit exclusion is a formal status accorded to pairs of courses that are recognized as having sufficient overlap in content to warrant specifically excluding students from obtaining credit for both.

\*\*Integrated courses are graduate courses integrated (taught with) 4000-level undergraduate courses

Include the following information only if the course is: limited to a specific group of students; closed to a specific group of students; and if there is any additional information necessary for students to know before enrolling (notes section). If the course includes experiential education, such as whether the students will work with a community partner and/or if it will involve going off-campus, please include this in the notes section.

<b>Open to:</b>	BScN students in the 2 <sup>nd</sup> Entry program
<b>Not open to:</b>	
<b>Notes:</b>	A minimum grade of 5.00 (C+) is required in this course for the BScN degree.

<b>Science Course:</b>	<b>YES</b>	<b>NO</b>
Denotes courses in IHST, KINE or PSYC to count as science credit for BSc degree programs		x

## Section A - Course Rationale:

1. What is the rationale for creating this course (e.g., fills a gap in the curriculum, addresses a trend in the content area)?

The undergraduate BScN programs (4-year Direct Entry, 2<sup>nd</sup> Entry and Post-RN Internationally Educated Nurse) are undergoing a major modification to the curricula. As professional programs, each program's courses require updates to meet current standards and to address current issues in health care in Ontario. The course learning outcomes also reflect the College of Nurses of Ontario's terminology and new 2020 entry-to-practice competencies and is unique for the 2<sup>nd</sup> Entry program to allow academically prepared students to develop insight into the professional practice of nursing.

2. Describe how this new course aligns with the School/Dept and/or Faculty and/or University Academic Plans. For more information about these plans, contact your UPD, Department Chair, and/or the Associate Dean, Learning, Teaching, & Academic Programs.

The revisions focus on York's 2020-2025 UAP priority of '21st Century Learning' through creative pedagogical approaches (e.g., transformative teaching-learning strategies) that infuse reflection, interprofessional thinking and collaboration in course activities and outcomes. In keeping with the FoH's Health@2020 academic plan, and strategic direction for *Promoting a High-Quality Learning Experience*, as well as its recently released Integrated Resource Plan 2020-2021, students' knowledge of health, resiliency and graduate attributes are enhanced by this course. This course also aligns directly with the Mission and core values of the School of Nursing (i.e., *Respect and Relational Practice*). The focus on relational practice and development of reflective practitioners is fundamental to nursing practice and is a requirement for to meet the Entry to Practice Competencies for the College of Nurses of Ontario.

3. How does this proposed course complement, align, or overlap with existing course offerings, particularly in terms of objectives and/or content? If overlap exists, please indicate the nature and extent of consultation which has taken place. If the course is to be cross-listed, integrated or listed as a course credit exclusion with another course, approval is required from all the relevant Faculties/Units.

This course is the first in a series of transformational core nursing courses that form the basis for the concept of Nurse in Context of Transformation to Professional. This series of courses uses transformative pedagogy to promote discovery learning and knowledge integration across the program; core concepts of Reflection & Professional Identity, and Health Equity are featured. The unique course objectives are structured to provide students with opportunities to explore the beginning practice of nursing through development of communication strategies and understanding of interprofessional roles in healthcare. This course is unique in nursing and there is no overlap with other courses.

4. What is the expected enrolment in the course? If course enrollments are below 50 please explain why.

Enrolments are approximately: 150 for each offering (once per Fall term)

## Section B - Course Structure:

1. Is this course (Please select one with "X"):

	Fully online
<b>X</b>	Fully face to face
	Blended (i.e., one third of the face to face class time is replaced by online instruction, one third of the class time remains face to face, and the remaining third may be any combination of online and face to face delivery). More information about defining blended learning can be found in the Common Language for eLearning: <a href="http://avptl.info.yorku.ca/files/2017/03/2014-03-26-Common-Language-for-eLearning.pdf">http://avptl.info.yorku.ca/files/2017/03/2014-03-26-Common-Language-for-eLearning.pdf</a>
	Other (please describe):

2. Number of contact hours (defined in terms of hours, weeks, etc.) involved. This information is particularly important to describe for blended and online courses as it indicates whether an effective length of term is being maintained.

36 hours; 3 hours per week for 12 weeks

- 3. a) If this course is offered in a blended format, what percentage of the course will be taught online? If not blended, go to # 4.
- b) In absence of scheduled contact hours (face-to-face or online), please provide an indication of the estimated time students are likely to spend engaged in learning activities online required by the course.
- c) In the absence of scheduled contact hours (face-to-face or online), please describe how the course design encourages student engagement and supports students in achieving the learning outcomes.

- 4. Indicate the planned frequency of offering and number of sections anticipated (every year, alternate years, etc.)

Every Fall term; approximately 1-3 sections

- 5. Can you staff this course using current teaching capacity?

YES	NO
x	

If no, explain how this course will be resourced (e.g., additional hires proposed in hiring plan, etc.)

- 6. Please name the faculty member(s) in the school/dept who have the expertise and are willing to teach this course.

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- 7. Does the course rely on faculty from other programs to teach this course? If so, specify (proposed instructor(s) name and department and attach a letter of support from the faculty member's home school/department UPD/Chair.

No

## Section C - Course Design Information:

This section provides an opportunity to describe the course, its design, and how delivery of the course content aligns with the learning outcomes, teaching activities, and assessment methods. There is also an opportunity for describing how the course applies principles of experiential education, technology enhanced learning and universal design for learning.

- **Experiential Education** remains a top priority for York University and the Faculty of Health as it offers a range of benefits for students related to academic performance, civic engagement and employability. Note that providing and facilitating opportunities for structured, critical reflection (e.g. using iclicker/REEF polling, exit cards, journal entry) is a key component of experiential education. Course directors are invited to integrate EE into their course where possible, but it is understood that some EE activities may not be feasible in every course. Go to <https://health.yorku.ca/experiential-education/faculty/> to see definitions of course focused, community focused, and work focused EE, information on the benefits of EE for students and course directors, and other details.
- The integration of tools and strategies for **technology enhanced learning** (e.g. online learning management system like Moodle, use of polling technology such as iclicker/REEF and other in class technology e.g., see <https://student.computing.yorku.ca/technology-used-in-courses/> ) may provide useful tools for encouraging in class engagement and facilitating deeper learning. For help with online and blended learning course development go to <https://its.info.yorku.ca/health/>.
- The Faculty of Health is committed to the **universal design for learning** principles, i.e., offering and ensuring a diverse array of opportunities for all learners to engage, learn, and demonstrate their knowledge. More information about Universal Design for Learning, as well as recommendations for accommodations and inclusive teaching, can be found at: [http://udlguidelines.cast.org/binaries/content/assets/udlguidelines/udlg-v2-2/udlg\\_graphicorganizer\\_v2-2\\_numbers-no.pdf](http://udlguidelines.cast.org/binaries/content/assets/udlguidelines/udlg-v2-2/udlg_graphicorganizer_v2-2_numbers-no.pdf) and on the Teaching Commons website. Therefore, when designing a course, be sure to consider
  - multiple means of engagement (How will diverse students access and participate in the learning & teaching activities?)
  - multiple means of representation (How will course content be presented in a variety of different ways to support different learning needs and preferences?)
  - multiple means of action & expression (What diverse ways will students be able to demonstrate their learning?)

### 1. Course Topics/Theories

List the key topic areas taught in this course.

- Relational practice and care
- Reflection
- Critical thinking and clinical reasoning
- Communication (oral, written)
- Interprofessional collaboration
- Ethical practice
- Legal practice
- Teaching and learning
- Canadian health care system
- Truth and Reconciliation Commission of Canada: *Calls to Action*
- Health and information literacy
- “Who am I?”
- Therapeutic relationships
- Person-centred care
- Meaning of health
- Self-awareness
- Partnerships
- Diversity and context
- Equity
- Care of others
- Boundary Setting
- Trust
- Empathy

- Values
- Professional role
- Professional regulations and standards, QA program at CNO
- Evidence-based practice
- Writing skills, referencing and citation, academic integrity

	YES	NO
Will the course have substantial Indigenous (Aboriginal)* content?		x
Will the course include Indigenous (Aboriginal)* identity as either a module or field of study?		x
Will the course include component(s) from Aboriginal Peoples' language, history, cultural, heritage, artefacts, or traditional knowledge?		x

If you answered Yes to at least one of the questions above, provide a summary and/or list of the Indigenous (Aboriginal)\* content or components you are proposing to include in your course in the box below.

\*The Constitution Act, 1982, section 35(2) defines Aboriginal Peoples to include all Indigenous people of Canada – Indians (Status, Non-Status or First Nations identified), Métis and Inuit people.

## 2. Course Teaching Objectives

Course teaching objectives are broad goals for the course.

Examples of course teaching objectives:

- Exposes students to the various methods used for investigating the structure and function of the human brain.
- Provides students the opportunity to develop and practice skills in effective communication.

List the teaching objectives for the course below:

- Exposes students to techniques used to develop effective relational practice with clients.
  - Provides students with the opportunity to learn about professional standards of practice for nurses, use of theory and interprofessional collaboration.
  - Provides students the opportunity for examination of personal beliefs and attributes to assist with becoming reflective future practitioners.

## 3. Course Student Learning Outcomes:

Learning outcomes provide a framework for assessment by stating what the learners will be able to demonstrate after completing the course. A succinct learning outcome specifies the tasks students are expected to be able to perform and the level of competence expected for the tasks. Course Learning Outcomes are observable, measurable goals for students and their learning.

Examples of course learning outcomes:

- Students will be able to correctly identify the brain's major components and gross functional areas.
- Students will be able to accurately describe the factors that impact healthy aging.
- Students will be able to critically analyze an academic journal article to determine the merits and drawbacks of the published research.

To help describe learning outcomes, consider the key questions below:

What essential knowledge, skills, and attitudes etc. should students acquire?

- How sophisticated or complex (memorization, analysis, creation, etc.) is students learning to be?
- What will students be able to do or how will they demonstrate/articulate their level of learning?
- What information is needed to be collected to verify/demonstrate students' attainment of learning outcomes?

- How informative are each of these assessment tasks to understanding the student learning process?
- Are these clearly stated and communicated to students?

More information and additional resources can be found on the [Teaching Commons website](#).

List and number the learning outcomes for the course in the section below:

### **Course Learning Outcomes**

Upon completion of this course, students will be able to:

1. Examine the influence of nursing history on contemporary healthcare practice. (relates to Program Outcomes #2, 3)
2. Assess how individual beliefs, values, culture, and communication relate to support the nurse-client relationship and influence healthcare and health promotion. (relates to Program Outcomes #1 – 4, 6 – 9)
3. Identify gaps in personal knowledge and skills through self-reflection and self-awareness of relational practice in nursing. (relates to Program Outcomes #2 – 4, 8)
4. Describe how culturally safe, therapeutic relationships among clients, the healthcare team, and the nurse improve client outcomes. (relates to Program Outcomes #1, 3 – 6, 8)
5. Demonstrate professional written and communication skills at a beginning level. (relates to Program Outcome #4)
6. Develop information literacy skills through investigation of the literature, evaluation of credibility of information, and communication using scholarly writing. (relates to Program Outcomes #3, 4, 8, 9)
7. Examine various nursing and related theories that can inform nursing practice. (relates to Program Outcomes #1 – 3)
8. Utilize reflection to formulate a philosophy of nursing that emphasizes nursing professional identity. (relates to Program Outcomes #2, 3, 8)

### **Program Outcomes (for reference)**

1. Provide competent, ethical and culturally responsive nursing care according to professional nursing standards.
2. Integrate knowledge from nursing and other disciplines to enhance health and healing across the lifespan.
3. Engage in decision-making in nursing practice that incorporates multiple ways of knowing, critical appraisal, and evidence-informed practice.
4. Communicate and relate effectively with the client\* and healthcare teams, using varied strategies to promote safe, compassionate, relational care.
5. Engage in collaborative relationships with clients\* and interprofessional health care teams that respects diverse perspectives.
6. Provide leadership for the optimization of client\* health care outcomes and advancement of nursing profession.
7. Advocate for health equity and social justice in client\* care, organizations and public policy in response to changing needs of society.
8. Engage in critical reflection for lifelong self-directed learning, and evidence-informed practice.
9. Empower self, clients\* and colleagues using a range of educational strategies, including technology, for achieving optimal health and work-life outcomes.

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

## **4. Course Teaching Strategies and Learning Activities**

What teaching strategies and learning activities (including experiential education) will take place as part of this course? What will students be doing each week in class? How will these activities help support students' learning as defined by the learning outcomes.

To help identify course learning activities that will help students work toward achieving intended learning outcomes, reflect on these key questions:

- How will students receive or gain the information necessary for achieving the course intended learning outcomes?
- What experiential education activities will students engage in?
- What opportunities will or could students be provided to practice the skills they will develop?
- How and when will students engage with each other, with the instructor, and/or with course content?
- If technology-enhanced learning is incorporated into the course, what activities will the students engage in?

Examples:

(This is not an exhaustive list, but rather a summary of the strategies an instructor may use to encourage and facilitate meaningful learning throughout the course)

- In class discussions
- Lecture
- Online discussion forums (e.g. in Moodle)
- Active learning strategies (e.g. think, pair, share; structured debates)
- Wikis (contribute to and curate collaborative content)
- Experiential Education (EE)- Classroom Focused Activities (e.g. guest speakers, role playing, visual media, case studies, simulations, workshops and laboratory, course-based research, etc.)
- EE- Community Focused EE Activities (e.g. community-based learning; community-based research, community service learning)

List the teaching strategies and learning activities that will be included in this course:

This course utilizes teaching and learning methodologies designed to transform the learner into a registered nurse. Students will interact with course faculty in lecture and **small groups** to investigate the role of the nurse in relation to nursing theory. **Transformational teaching** and learning strategies will be used to have students integrate theoretical constructs into practice applications and determine the importance of this approach to provide consistent client-centred encounters. Different theorists are presented to enable students to consider how different approaches match a variety of situations. Application of resources to explore the use of multiple sources of information is an important aspect of this course. Throughout the course, learners will challenge, affirm and extend knowledge and understanding about the therapeutic nurse-client through **review of evidence, critical reflection, role play, simulation, case studies, dialogue** and **analyses individually and in groups**. **Reflective writing**, as key in developing self-awareness and professional communication skills, will emphasize how past learning experiences can support transition to healthcare and nursing practice. Students will have the opportunity to learn in **small group discussions**.

### Section D - Course Mapping and Constructive Alignment

This section is designed to help you demonstrate the connections between your student learning outcomes, teaching and learning activities, and assessment strategies. For each teaching and learning activity, please i) identify the learning outcome it will help the students achieve and ii) if the activity will include a formal, graded assessment of student learning. For EE activities, also identify iii) how you will engage students in reflection around the activity (i.e. critically examining the experience), and iv) the type of EE strategy the activity corresponds to.

			For EE Activities Only	
Teaching and Learning Activity	Which course learning outcome/s will this activity help student achieve?	Will this activity include a formal, graded assessment of student learning? (Y/N)	How you will engage students in reflection around this activity?	Corresponding EE Strategy
		<i>A detailed description of assessment and evaluation strategies will be provided in the next section.</i>		1- Classroom Focused 2- Community Focused 3- Work Focused
<i>Role playing/Simulation</i>	Course Learning Outcomes #1-3	<b>Reflective Paper (20%):</b> "Why do I want to be a nurse?" Introduces students to self-reflection and reflective writing using APA formatting. A beginning philosophy is formed, that describes nursing as inclusive of other types of knowing, Indigenous knowledge, other cultures, etc.	<i>Dialogue and analyses individually and in groups. Reflective questioning allows student to consider concepts and context during discussion about new ideas presented in the course.</i>	<b>1</b>

<i>Digital storytelling presentation or taped vignette</i>	Course Learning Outcomes #2, 3, 5-8	<b>Group Presentation (15% + 5%):</b> "What does it mean to self-regulate?" Presentation of aesthetic reflection, oral communication skills (examples: Digital storytelling presentation, taped vignette, etc. – with reflection on group process as an individual requirement)	<i>Presentation in co-operative learning design with students circulating to ask questions of the presenters.</i>	1
<i>Development of E-Portfolio</i>	Course Learning Outcomes #1 - 8	<b>Development of E-Portfolio (10%):</b> Students initiate documentation of learning using an e-portfolio; selection of evidence from literature from first term in program that supports knowledge of therapeutic practice and plan for personal development. A foundation for a professional QA process is established.	<i>The e-Portfolio provides an opportunity for students to engage in reflective and self-regulated learning. Development of e-Portfolio components is assessed prior to completion of the portfolio, allowing individual feedback. Faculty-led and self-directed exploratory literature searches. Guest speakers will attend to discuss searches, and use of e-Portfolio (Libraries, etc.)</i>	1
<i>Case reviews</i>	Course Learning Outcomes #1 – 7	<b>Midterm Exam (20%):</b> NCLEX style questions, short answer, etc., may be used. <b>Final Exam (30%):</b> NCLEX style questions, short answer, etc., may be used.	<i>Faculty-led and self-directed exploratory literature searches. Further, case studies will be utilized where possible to engage learners in critical thinking, problem solving and through reflection learners will transform the experience into knowledge. Anticipatory reflective activity – preparation, blueprint of exam. NCLEX practice questions requires the learners to think reflectively and use clinical inquiry to develop clinical reasoning and decision-making skills. This critical thinking exercise requires the learners to have to draw multiple ways of approaching and using knowledge.</i>	1

1. If the course will not include any type of experiential education, please comment below on the rationale for not incorporating experiential education into the course.

N/A

	YES	NO
2. Will the course engage Indigenous (Aboriginal) communities (including reserves, territories, departments, or community organizations, etc) on experiential education?		x

If yes, please comment below on how you will or might engage Indigenous (Aboriginal) communities in experiential education

**Learning/Teaching with Technology:**

3. How are learning or teaching technologies incorporated into the course?

EClass, e-portfolio

4. If the course does not include any type of technology enhanced learning, please comment below on the rationale for not incorporating learning or teaching technologies in the course.

N/A

5. If the proposed course employs technology-enhanced forms of delivery (e.g., replacing in-class time with online learning activities), please identify how the integrity of the learning evaluation will be maintained (e.g., using online quizzes that randomly selects questions from a test-bank; specified time length of the test, “on-site” examinations will be required, etc.)

**Assessment and Evaluation Strategies:**

1. How will student learning be assessed? Please list each graded component of the proposed course including the type and percentage value of each component. Indicate which learning outcome(s) are evaluated by which assessment component.

Assessment Strategy	Percentage (%) of Final Grade	Evaluated Learning Outcome(s)
Reflective Paper – “Why do I want to be a nurse?” Introduces students to self-reflection and writing in APA	20%	1 - 3
Midterm Exam – NCLEX style questions, short answer, etc.	20%	1 – 5
Presentation & Peer Review	15% + 5%	2, 3, 5-8
Professional portfolio or ePortfolio	10%	1 – 8
Final Exam– NCLEX style questions	30%	1 – 7

2. Formative feedback is just in time feedback to the students during the course that does not always count toward the final grade. This formative feedback can help the students and instructor progress towards the intended learning outcomes by providing ongoing, low stakes feedback at key points in a lesson or at milestones toward completing a major assignment.

Some examples of formative feedback include:

- d) a pre-test or quiz that asks students to share what they already know about a topic
- e) a think-pair-share exercise where students explore and discuss key course concepts individually, in pairs, and as part of a larger in class discussion
- f) exit cards following a lecture or lesson where students are asked to indicate what they have learned and questions

they still have about the topic

List the formative assessment strategies that will be used in this course below.

- a) development of e-Portfolio components is assessed prior to completion of the portfolio, allowing individual feedback.
- b) use of reflective questioning allows student to consider concepts and context during discussion about new ideas presented in the course.
- c) group assignment promotes discussion and co-operative learning as the students chose ways to portray self-regulation.

3. If the course is to be integrated (i.e., graduate/undergraduate), please list the additional evaluation requirements for graduate students.

N/A

### Bibliography:

4. Please list the required readings for the course (include ebooks, online readings, and open access resources). The reading list must contain complete bibliographical information (full name of author, title, year of publication, etc.).

The following text(s) are required for this course (available at the York University Bookstore, or online):

**Required Texts:**

Chinn, P.L. Kramer, M.K. 2019. Knowledge Development in Nursing, 10<sup>th</sup> Edition. Mosby, ISBN: 9780323530613

Malette, C., Yonge, O.J., Arnold, E.C. & Boggs, K.U. (2021). *Interpersonal Relationships: Professional Communication Skills for Canadian Nurses Paperback* (avail Dec 1, 2021)

American Psychological Association (2019). *APA Publication Manual of the American Psychological Association*, 7<sup>th</sup> ed. American Psychological Association Print ISBN: 9781433832154, 1433832151 e-text ISBN: 9781433832185, 1433832186

**Required Readings:**

College of Nurses of Ontario. (2020, December 17). Entry to Practice Competencies for Registered Nurses <https://www.cno.org/globalassets/docs/reg/41037-entry-to-practice-competencies-2020.pdf>

College of Nurses of Ontario. (2020, December 17). Practice Standard, Code of Conduct. [https://www.cno.org/globalassets/docs/prac/49040\\_code-of-conduct.pdf](https://www.cno.org/globalassets/docs/prac/49040_code-of-conduct.pdf)

College of Nurses of Ontario. (2020, December 17). Practice Standard, Consent. [https://www.cno.org/globalassets/docs/policy/41020\\_consent.pdf](https://www.cno.org/globalassets/docs/policy/41020_consent.pdf)

College of Nurses of Ontario. (2020, December 17). Practice Standard, Ethics. [https://www.cno.org/globalassets/docs/prac/41034\\_ethics.pdf](https://www.cno.org/globalassets/docs/prac/41034_ethics.pdf)

College of Nurses of Ontario. (2020, December 17). Practice Standard, Professional Standards, Revised 2002. [https://www.cno.org/globalassets/docs/prac/41006\\_profstds.pdf](https://www.cno.org/globalassets/docs/prac/41006_profstds.pdf)

College of Nurses of Ontario. (2020, December 17). Practice Standard, Professional Standards, Revised 2002. [https://www.cno.org/globalassets/docs/prac/41006\\_profstds.pdf](https://www.cno.org/globalassets/docs/prac/41006_profstds.pdf)

College of Nurses of Ontario. (2020, December 17). Practice Standard, Therapeutic Nurse-Patient Relationship, Revised 2006. [https://www.cno.org/globalassets/docs/prac/41033\\_therapeutic.pdf](https://www.cno.org/globalassets/docs/prac/41033_therapeutic.pdf)

College of Nurses of Ontario. (2020, December 17). Nurses Professional Accountability in Reporting. <https://www.cno.org/en/protect-public/employers-nurses/reporting-guide/nurses-professional-accountability-in-reporting/>

College of Nurses of Ontario. (2020, December 17). Professional Boundaries. <https://www.cno.org/en/learn-about-standards-guidelines/educational-tools/sexual-abuse-prevention/professional-boundaries/>

College of Nurse of Ontario. (2021). 2021 QA program. <https://www.cno.org/en/myqa/>

York University. (2021). Indigenous at York University. <https://indigenous.info.yorku.ca>

5. Please list any suggested readings for the course (include ebooks, online readings, and open access resources). The reading list must contain complete bibliographical information (full name of author, title, year of publication, etc.)

Canadian Interprofessional Health Collaborative (2020, December 17). CIHC National Competency Framework. <http://www.ipcontherun.ca/wp-content/uploads/2014/06/National-Framework.pdf>

Canadian Nurses Association (2020, December 17). Position Statement: Interprofessional Collaboration. [https://www.cna-aiic.ca/-/media/cna/page-content/pdf-en/cna-position-statement\\_interprofessional-collaboration.pdf?la=en&hash=E1177042D65084A8792865A62ED0C78B46F87287](https://www.cna-aiic.ca/-/media/cna/page-content/pdf-en/cna-position-statement_interprofessional-collaboration.pdf?la=en&hash=E1177042D65084A8792865A62ED0C78B46F87287)

Registered Nurses Association of Ontario. (2020, December 17). Clinical Best Practice Guidelines: Person-and Family-Centered Care. [https://rnao.ca/sites/rnao-ca/files/FINAL\\_Web\\_Version\\_0.pdf](https://rnao.ca/sites/rnao-ca/files/FINAL_Web_Version_0.pdf)

Registered Nurses Association of Ontario. (2020, December 17). Clinical Best Practice Guidelines: Establishing Therapeutic Relationships, Revised 2006. [https://rnao.ca/sites/rnao-ca/files/Establishing\\_Therapeutic\\_Relationships.pdf](https://rnao.ca/sites/rnao-ca/files/Establishing_Therapeutic_Relationships.pdf)

Registered Nurses Association of Ontario. (2020, December 17). Clinical Best Practice Guidelines: Developing and Sustaining Interprofessional Health Care: Optimizing patient, organizational and system outcomes. <https://rnao.ca/sites/rnao-ca/files/DevelopingAndSustainingBPG.pdf>

Registered Nurses Association of Ontario. (2020, December 17). Healthy Work Environment Clinical Best Practice Guidelines: Managing and Mitigating Conflict in Health-Care Teams. [https://rnao.ca/sites/rnao-ca/files/Managing-conflict-healthcare-teams\\_hwe\\_bpg.pdf](https://rnao.ca/sites/rnao-ca/files/Managing-conflict-healthcare-teams_hwe_bpg.pdf)

Registered Nurses Association of Ontario. (2020, December 17). Clinical Best Practice Guidelines: Preventing Violence Harassment and Bullying Against Health Care Workers. [https://rnao.ca/sites/rnao-ca/files/bpg/Preventing\\_violence\\_harrassment\\_and\\_bullying\\_against\\_health\\_workers\\_final.pdf](https://rnao.ca/sites/rnao-ca/files/bpg/Preventing_violence_harrassment_and_bullying_against_health_workers_final.pdf)

Registered Nurses Association of Ontario. (2020, December 17). Healthy Work Environment Clinical Best Practice Guidelines: Professionalism in Nursing. [https://rnao.ca/sites/rnao-ca/files/Professionalism\\_in\\_Nursing.pdf](https://rnao.ca/sites/rnao-ca/files/Professionalism_in_Nursing.pdf)

Readings as needed posted on LMS

6. If the course is to be integrated (graduate/undergraduate), a list of the additional readings required of graduate students must be included. If no additional readings are required, a rationale should be provided.

N/A

## Section E - Resources Requirement:

This section may need to be filled in with the help of your Chair/Director and operations manager:

### 1. Computing:

- Indicate the expected hardware, software and need for student access to computing labs, including the number of student access hours needed (e.g. access to teaching computer lab with SPSS installed; students required to bring their own device). Provide cost of software, where possible. Indicate, what the cost will be for students, if any?

N/A

### 2. Classroom:

- Indicate the expected specialized classroom needs (e.g. moveable table and chairs; audio/visual equipment; WIFI to support students with bringing their own device)

N/A

### 3. Teaching Support:

<ul style="list-style-type: none"> <li>Does the course require technical support? (e.g. lab technician; UIT support). If yes, specify:</li> </ul>	YES	NO
		x
<ul style="list-style-type: none"> <li>Does the course require a tutorial or lab in addition to lecture/seminar hours? If yes, specify and provide expected group size:</li> </ul>	YES	NO
		x
<ul style="list-style-type: none"> <li>Does the course require marker/grader, teaching assistant, lab demonstrator etc. support above those normally allocated by the department/school offering the courses?</li> </ul>	YES	NO
If yes, specify why and for what duties/tasks the extra support is needed:		x
<ul style="list-style-type: none"> <li>If the course includes off campus practicums/placements or field experiences, such as students working with a community partner, indicate:               <ul style="list-style-type: none"> <li>Will the instructor need to travel to visit the off-campus community partner(s)?</li> </ul> </li> </ul>	YES	NO
		x
<ul style="list-style-type: none"> <li>Will the Experiential Education Coordinator be required to support and maintain the experiential education component while the course is being offered? If yes, please specify:</li> </ul>	YES	NO
		x
<ul style="list-style-type: none"> <li>Is the placement intended to be domestic or international, or both?</li> </ul>	Domestic	
	International	
	Both	
<ul style="list-style-type: none"> <li>If the course is blended or online, indicate whether the support of the eLearning specialist is required?</li> </ul>	YES	NO
If yes, please specify the type of eLearning supports you need:		x

### 4. Statements of Support (please attach these to the proposal)

For new course proposals with resource implications please provide a supporting statement from your Chair/Director of your program. The Chair/Director should indicate how resourcing will be addressed e.g., through a reallocation of existing resources, with new/additional resources, etc.

For course proposal with impact on other programs (in the Faculty or out of the Faculty), please provide evidence of consultation and supporting statement from the other program(s).

**Learning Technology Services (LTS) Statement:**

If there is a technology-enhanced component to the course, a statement is required from the Learning Technology Services indicating whether resources are adequate to support the course. Requests for statements can be directed to Rob Finlayson ([rfinlays@yorku.ca](mailto:rfinlays@yorku.ca)). Please note, it will take two weeks to get a statement of support.

**Library Support Statement:**

Proposals for new courses must include a **library support statement** from the Bibliographer responsible for the relevant discipline to indicate whether resources are adequate to support the course. To request a support statement, see the list of subject and liaison librarians at <http://www.library.yorku.ca/web/about-us/contact-us/liaison-librarians/>.

Revised September 2020

- For assistance with process, procedure, see OSAS Director/Manager
- For assistance with alignment with academic plans see your UPD/Chair or AD Learning, Teaching, and Academic Programs
- For assistance with course design see the Moodle course “Health Curriculum Toolkit” at <https://moodle.yorku.ca/moodle/course/view.php?id=148738> (requires passport York username and password to access).
- For assistance with course design, teaching and learning activities please contact either of the following:
  - Yasaman Delaviz, Faculty of Health’s Educational/Curricular Developer Specialist by email at [ydelaviz@yorku.ca](mailto:ydelaviz@yorku.ca) or by phone at ext. 44086
  - Lisa Endersby, Educational Developer, by email at [lendersb@yorku.ca](mailto:lendersb@yorku.ca) or by phone at ext. 33047.
- For assistance with designing and developing experiential education activities see either one of the EE Coordinators Anda Petro or Paola Calderon-Valdivia ([eehealth@yorku.ca](mailto:eehealth@yorku.ca))
- For assistance with technology-enhanced learning in the course, please contact the Faculty of Health e-learning specialist Sairam Chinnam at Learning Technology Services ([schinnam@yorku.ca](mailto:schinnam@yorku.ca)).
- For assistance with integrating Indigenous content into your course, please contact the Indigenous Council ([ruthkg@yorku.ca](mailto:ruthkg@yorku.ca) & [shillier@yorku.ca](mailto:shillier@yorku.ca)).
- For assistance with determining responses to questions about resources, please contact the Operations Manager and the Chair/Director in the school/department offering the course.
- For assistance with determining resources for students see the Library and Learning Commons resources:
  - [SPARK \(Student Papers & Academic Research Kit\)](#)
  - [LinkedIn Learning](#)
  - [Academic Research & Resources](#)

### Approval Process

- The Faculty of Health Curriculum Committee will only consider new course proposals that have been approved by the unit responsible for offering the course.
- If the proposed course is to be cross-listed, integrated, listed as a course credit exclusion with another course, or listed as a major/minor course option in an interdisciplinary program, the proposal must be accompanied by a statement from the collaborating unit signaling agreement to the proposal.

### Checklist of activities to be completed:

Click or tap to enter a date.	Date reviewed course proposal draft with Director/Manager of OSAS
Click or tap to enter a date.	Date reviewed course proposal draft with Associate Dean, Learning and Teaching
Choose an item.	Attached draft course outline
Reviewed information provided on the Moodle course “Health Curriculum Toolkit” at <a href="https://moodle.yorku.ca/moodle/course/view.php?id=148738">https://moodle.yorku.ca/moodle/course/view.php?id=148738</a> (requires passport York username and password to access).	

**School/Department:**

**Course Rubric and Number:**

**Credit Weight:**  (e.g. 3.00, 6.00) **Effective Session:**  (e.g. Fall 2021, F/W 2021-22)

**Course Title:** *The official name of the course as it will appear in the Undergraduate Calendar.*

**Short Title:** *Maximum 40 characters, including punctuation and spaces. The short title appears on any documents where space is limited (transcripts and calendar copy).*

**Brief Course Description:** *For editorial consistency, verbs should be in the present tense and begin the description; e.g., "Analyzes the nature and extent of..."*

*This is the official description of the course as it will appear in the Undergraduate Calendar. The course description should be carefully written to convey what the course is about. If applicable, include information regarding the language of instruction if other than English.*

Introduces the concept of social justice and the practice of advocacy as indispensable components of ethical and competent nursing practice. Related issues of equity, rights, structures, oppression, exclusion, bio-power, neoliberalism, moral courage and the social determinants of health are explored. Students examine concepts as they reflect on their current and envisioned practice as a nurse and advocate.

**List course(s) where applicable:**

<b>Prerequisites:</b>	Prerequisite for 4-year Direct Entry BScN students: HH/NURS 2513 3.00.
<b>Corequisites:</b>	Co-requisite for 2 <sup>nd</sup> Entry BScN students: HH/NURS 2513 3.00.
<b>Cross-listed to:</b>	
<b>Course Credit Exclusions*:</b>	
<b>Integration**:</b>	

\*Course credit exclusion is a formal status accorded to pairs of courses that are recognized as having sufficient overlap in content to warrant specifically excluding students from obtaining credit for both.

\*\*Integrated courses are graduate courses integrated (taught with) 4000-level undergraduate courses

Include the following information only if the course is: limited to a specific group of students; closed to a specific group of students; and if there is any additional information necessary for students to know before enrolling (notes section). If the course includes experiential education, such as whether the students will work with a community partner and/or if it will involve going off-campus, please include this in the notes section.

<b>Open to:</b>	students in the 4-year Direct Entry and 2 <sup>nd</sup> Entry BScN programs
<b>Not open to:</b>	
<b>Notes:</b>	A minimum grade of 5.00 (C+) is required for this course in the BScN program.

**Science Course:**

Denotes courses in IHST, KINE or PSYC to count as science credit for BSc degree programs	<b>YES</b>	<b>NO</b>
		x

**Section A - Course Rationale:**

1. What is the rationale for creating this course (e.g., fills a gap in the curriculum, addresses a trend in the content area)?

The undergraduate BScN programs (4-year Direct Entry, 2<sup>nd</sup> Entry and Post-RN Internationally Educated Nurse) are undergoing a major modification to the curricula. As professional programs, each program's courses require updates to meet current standards and to address current issues in health care in Ontario. The course learning outcomes also reflect the College of Nurses of Ontario's terminology and new 2020 entry-to-practice competencies. Social justice and advocacy are mandates within the scope of practice for registered nurses and this course is an important aspect of introducing these topics. This course develops concepts of ethical nursing practice.

2. Describe how this new course aligns with the School/Dept and/or Faculty and/or University Academic Plans. For more information about these plans, contact your UPD, Department Chair, and/or the Associate Dean, Learning, Teaching, & Academic Programs.

The revisions focus on York's 2020-2025 UAP priority of '21st Century Learning' through creative pedagogical approaches (e.g., transformative teaching-learning strategies) that infuse an understanding of social responsiveness and ensure our graduates are known for their ethical judgment and ability to integrate diverse ideas and worldviews. In keeping with the FoH's Health@2020 academic plan, and strategic direction for *Promoting a High-Quality Learning Experience*, as well as its recently released Integrated Resource Plan 2020-2021, students' knowledge of health, resiliency and advocacy, as graduate attributes, are enhanced by this course. This course also aligns directly with the Mission and core values of the School of Nursing (i.e., *Respect and Relational Practice*). The focus on relational practice and development of reflective practitioners is fundamental to nursing practice and is a requirement for to meet the Entry to Practice Competencies for the College of Nurses of Ontario.

3. How does this proposed course complement, align, or overlap with existing course offerings, particularly in terms of objectives and/or content? If overlap exists, please indicate the nature and extent of consultation which has taken place. If the course is to be cross-listed, integrated or listed as a course credit exclusion with another course, approval is required from all the relevant Faculties/Units.

This course is one in a series of transformational core nursing courses that form the basis for the concept of Nurse in Context of Transformation to Professional. This series of courses uses transformative pedagogy to promote discovery learning and knowledge integration across the program; core concepts of Reflection & Professional Identity, and Health Equity are featured. The unique course objectives are structured to provide students with opportunities to explore the beginning practice of social justice and advocacy. This course is unique in nursing and there is no overlap with other courses.

4. What is the expected enrolment in the course? If course enrollments are below 50 please explain why.

Enrolment from 4-year Direct Entry and 2<sup>nd</sup> Entry BScN programs approximately: Winter 2023 = 108 + 150; Winter 2024; 160 + 150; Winter 2025 = 234 + 150 (steady state)

**Section B - Course Structure:**

1. Is this course (Please select one with "X"):

	Fully online
<b>X</b>	Fully face to face
	Blended (i.e., one third of the face to face class time is replaced by online instruction, one third of the class time remains face to face, and the remaining third may be any combination of online and face to face delivery). More information about defining blended learning can be found in the Common Language for eLearning: <a href="http://avptl.info.yorku.ca/files/2017/03/2014-03-26-Common-Language-for-eLearning.pdf">http://avptl.info.yorku.ca/files/2017/03/2014-03-26-Common-Language-for-eLearning.pdf</a>
	Other (please describe):

2. Number of contact hours (defined in terms of hours, weeks, etc.) involved. This information is particularly important to describe for blended and online courses as it indicates whether an effective length of term is being maintained.

36 contact hours; 3 hours per week for 12 weeks

3. a) If this course is offered in a blended format, what percentage of the course will be taught online? If not blended, go to # 4.  
b) In absence of scheduled contact hours (face-to-face or online), please provide an indication of the estimated time students are likely to spend engaged in learning activities online required by the course.  
c) In the absence of scheduled contact hours (face-to-face or online), please describe how the course design encourages student engagement and supports students in achieving the learning outcomes.

4. Indicate the planned frequency of offering and number of sections anticipated (every year, alternate years, etc.)

Winter term every year (3-4 sections each Winter term)

5. Can you staff this course using current teaching capacity?

YES	NO
X	

If no, explain how this course will be resourced (e.g., additional hires proposed in hiring plan, etc.)

6. Please name the faculty member(s) in the school/dept who have the expertise and are willing to teach this course.

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7. Does the course rely on faculty from other programs to teach this course? If so, specify (proposed instructor(s) name and department and attach a letter of support from the faculty member's home school/department UPD/Chair.

No

## Section C - Course Design Information:

This section provides an opportunity to describe the course, its design, and how delivery of the course content aligns with the learning outcomes, teaching activities, and assessment methods. There is also an opportunity for describing how the course applies principles of experiential education, technology enhanced learning and universal design for learning.

- **Experiential Education** remains a top priority for York University and the Faculty of Health as it offers a range of benefits for students related to academic performance, civic engagement and employability. Note that providing and facilitating opportunities for structured, critical reflection (e.g. using iclicker/REEF polling, exit cards, journal entry) is a key component of experiential education. Course directors are invited to integrate EE into their course where possible, but it is understood that some EE activities may not be feasible in every course. Go to <https://health.yorku.ca/experiential-education/faculty/> to see definitions of course focused, community focused, and work focused EE, information on the benefits of EE for students and course directors, and other details.
- The integration of tools and strategies for **technology enhanced learning** (e.g. online learning management system like Moodle, use of polling technology such as iclicker/REEF and other in class technology e.g., see <https://student.computing.yorku.ca/technology-used-in-courses/> ) may provide useful tools for encouraging in class engagement and facilitating deeper learning. For help with online and blended learning course development go to <https://its.info.yorku.ca/health/>.
- The Faculty of Health is committed to the **universal design for learning** principles, i.e., offering and ensuring a diverse array of opportunities for all learners to engage, learn, and demonstrate their knowledge. More information about Universal Design for Learning, as well as recommendations for accommodations and inclusive teaching, can be found at: [http://udlguidelines.cast.org/binaries/content/assets/udlguidelines/udlg-v2-2/udlg\\_graphicorganizer\\_v2-2\\_numbers-no.pdf](http://udlguidelines.cast.org/binaries/content/assets/udlguidelines/udlg-v2-2/udlg_graphicorganizer_v2-2_numbers-no.pdf) and on the Teaching Commons website. Therefore, when designing a course, be sure to consider
  - multiple means of engagement (How will diverse students access and participate in the learning & teaching activities?)
  - multiple means of representation (How will course content be presented in a variety of different ways to support different learning needs and preferences?)
  - multiple means of action & expression (What diverse ways will students be able to demonstrate their learning?)

### 1. Course Topics/Theories

List the key topic areas taught in this course.

- Social/Social Justice
- Advocacy
- Advocate
- Client Rights, Human Rights
- Inclusion/Exclusion
- Mentorship
- Moral Courage
- Colonization and Truth and Reconciliation Commission of Canada: Calls to Action
- Equity
- Fairness
- Health Equity
- Power/Privilege, Oppression
- Bio-power
- Systemic/Structure
- Structural competence
- Social Determinants of Health
- Critical Caring
- 'Isms' - racism, sexism, ableism, ageism, heterosexism, cissexism, classism

	YES	NO
Will the course have substantial Indigenous (Aboriginal)* content?		x

Will the course include Indigenous (Aboriginal)* identity as either a module or field of study?		<b>x</b>
Will the course include component(s) from Aboriginal Peoples' language, history, cultural, heritage, artefacts, or traditional knowledge?		<b>x</b>

If you answered Yes to at least one of the questions above, provide a summary and/or list of the Indigenous (Aboriginal)\* content or components you are proposing to include in your course in the box below.

\*The Constitution Act, 1982, section 35(2) defines Aboriginal Peoples to include all Indigenous people of Canada – Indians (Status, Non-Status or First Nations identified), Métis and Inuit people.

## 2. Course Teaching Objectives

Course teaching objectives are broad goals for the course.

Examples of course teaching objectives:

- Exposes students to the various methods used for investigating the structure and function of the human brain.
- Provides students the opportunity to develop and practice skills in effective communication.

List the teaching objectives for the course below:

- Exposes students to the ways in which clients (individuals, families, communities, populations) experience health in the context of their lived experiences within the health care system
  - Provides students with methods for humanize health care planning and delivery
  - Integrates the concepts of ethics, social determinants of health, advocacy and the professional nursing role into how healthcare can be provided.

## 3. Course Student Learning Outcomes:

Learning outcomes provide a framework for assessment by stating what the learners will be able to demonstrate after completing the course. A succinct learning outcome specifies the tasks students are expected to be able to perform and the level of competence expected for the tasks. Course Learning Outcomes are observable, measurable goals for students and their learning.

Examples of course learning outcomes:

- Students will be able to correctly identify the brain's major components and gross functional areas.
- Students will be able to accurately describe the factors that impact healthy aging.
- Students will be able to critically analyze an academic journal article to determine the merits and drawbacks of the published research.

To help describe learning outcomes, consider the key questions below:

What essential knowledge, skills, and attitudes etc. should students acquire?

- How sophisticated or complex (memorization, analysis, creation, etc.) is students learning to be?
- What will students be able to do or how will they demonstrate/articulate their level of learning?
- What information is needed to be collected to verify/demonstrate students' attainment of learning outcomes?
- How informative are each of these assessment tasks to understanding the student learning process?
- Are these clearly stated and communicated to students?

More information and additional resources can be found on the [Teaching Commons website](#).

List and number the learning outcomes for the course in the section below:

## Course Learning Outcomes

Upon completion of this course, students will be able to:

1. Articulate the meaning of social justice and the practice of advocacy as essential components of competent and ethical nursing practice. (relates to Program Outcomes #7, 8)
2. Describe nursing's role in promoting social justice through advocacy, for example, in the context of Indigenous health equity. (relates to Program Outcomes #6, 7)
3. Examine the relationship between the social determinants of health and social justice within the contexts of power, fairness, exclusion and health equity. (relates to Program Outcomes #6, 7)
4. Compare various examples of nursing advocacy for their alignment with required nursing standards, competencies and ethical responsibilities. (relates to Program Outcome #6)
5. Identify the impact of nursing advocacy on achieving safe, competent, compassionate and ethical care for clients. (relates to Program Outcomes #6, 8)
6. Analyze broad structures that influence the social determinants of health and nursing practice as an advocate. (relates to Program Outcomes #2, 3, 7)
7. Critically reflect on one's current and envisioned practice as a nurse and advocate. (relates to Program Outcome #8)

## Program Outcomes (for reference)

1. Provide competent, ethical and culturally responsive nursing care according to professional nursing standards.
2. Integrate knowledge from nursing and other disciplines to enhance health and healing across the lifespan.
3. Engage in decision-making in nursing practice that incorporates multiple ways of knowing, critical appraisal, and evidence-informed practice.
4. Communicate and relate effectively with the client\* and healthcare teams, using varied strategies to promote safe, compassionate, relational care.
5. Engage in collaborative relationships with clients\* and interprofessional health care teams that respects diverse perspectives.
6. Provide leadership for the optimization of client\* health care outcomes and advancement of nursing profession.
7. Advocate for health equity and social justice in client\* care, organizations and public policy in response to changing needs of society.
8. Engage in critical reflection for lifelong self-directed learning, and evidence-informed practice.
9. Empower self, clients\* and colleagues using a range of educational strategies, including technology, for achieving optimal health and work-life outcomes.

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

## 4. Course Teaching Strategies and Learning Activities

What teaching strategies and learning activities (including experiential education) will take place as part of this course? What will students be doing each week in class? How will these activities help support students' learning as defined by the learning outcomes.

To help identify course learning activities that will help students work toward achieving intended learning outcomes, reflect on these key questions:

- How will students receive or gain the information necessary for achieving the course intended learning outcomes?
- What experiential education activities will students engage in?
- What opportunities will or could students be provided to practice the skills they will develop?
- How and when will students engage with each other, with the instructor, and/or with course content?
- If technology-enhanced learning is incorporated into the course, what activities will the students engage in?

Examples:

(This is not an exhaustive list, but rather a summary of the strategies an instructor may use to encourage and facilitate meaningful learning throughout the course)

- In class discussions
- Lecture
- Online discussion forums (e.g. in Moodle)
- Active learning strategies (e.g. think, pair, share; structured debates)
- Wikis (contribute to and curate collaborative content)
- Experiential Education (EE)- Classroom Focused Activities (e.g. guest speakers, role playing, visual media, case

studies, simulations, workshops and laboratory, course-based research, etc.)

- EE- Community Focused EE Activities (e.g. community-based learning; community-based research, community service learning)

List the teaching strategies and learning activities that will be included in this course:

This theory-based course format will include lecture, **small and large group discussion and activities**. The use of **digital stories, films, simulations, check-ins regarding current events, and reflections** stemming from their clinical practicum during the term will enable students to fulsomely engage with peers and faculty, using a dialogical approach. **Transformative and narrative pedagogies** will be drawn upon in order to facilitate applied meaning making and a shared participatory learning environment. At every juncture of the course, student reflection enables deeper meaning making as students transition in their role from nursing student to registered nurse. Students may have the opportunity to explore and reflect upon the social justice perspectives and advocacy experiences of established Registered Nurses (with appropriate course-based ethical approval secured by the course professor/director).

This course utilizes teaching and learning methodologies designed to transform the learner into a registered nurse.

## Section D - Course Mapping and Constructive Alignment

This section is designed to help you demonstrate the connections between your student learning outcomes, teaching and learning activities, and assessment strategies. For each teaching and learning activity, please i) identify the learning outcome it will help the students achieve and ii) if the activity will include a formal, graded assessment of student learning. For EE activities, also identify iii) how you will engage students in reflection around the activity (i.e. critically examining the experience), and iv) the type of EE strategy the activity corresponds to.

			For EE Activities Only	
Teaching and Learning Activity	Which course learning outcome/s will this activity help student achieve?	Will this activity include a formal, graded assessment of student learning? (Y/N)  <i>A detailed description of assessment and evaluation strategies will be provided in the next section.</i>	How you will engage students in reflection around this activity?	Corresponding EE Strategy  1- Classroom Focused 2- Community Focused 3- Work Focused
<i>Review Digital Stories and online Simulations to reflect upon social justice and the role of advocacy in their envisioned future practice</i>	Course Learning Outcomes #1, 4 – 6	Digital Story (15%) Telling/Simulation Reflective Response Papers	<i>Students are asked to write a 500 word response regarding key questions outlined in class</i>	1
<i>Interview practicing nurse and develop reflective paper Use of narrative and interviewing</i>	Course Learning Outcomes # 1, 4 – 6	Nursing Advocacy Interview Assignment (25%)	<i>Novice nurses see themselves as advocates by experiencing mentorship.</i>	1
<i>Reflective journal linked to practice competencies</i>	Course Learning Outcomes #1, 4 – 6	Advocacy in Practice: E-JOURNAL (35%)	<i>Reflecting on self and relationships to entry-to-practice competencies “where I come from” and “where am I going”</i>	1

1. If the course will not include any type of experiential education, please comment below on the rationale for not incorporating experiential education into the course.

N/A

	YES	NO
2. Will the course engage Indigenous (Aboriginal) communities (including reserves, territories, departments, or community organizations, etc) on experiential education?		x

If yes, please comment below on how you will or might engage Indigenous (Aboriginal) communities in experiential education

### Learning/Teaching with Technology:

3. How are learning or teaching technologies incorporated into the course?

E-Class  
 Digital stories (by nurses for nurses) from <http://www.nurstory.org/stories>  
 Simulations  
 i. [www.Makethemonth.ca](http://www.Makethemonth.ca)  
 ii. Poverty simulator  
 iii. Experiences of Racism, Ableism, Heterosexism simulator  
 iv. others

4. If the course does not include any type of technology enhanced learning, please comment below on the rationale for not incorporating learning or teaching technologies in the course.

N/A

5. If the proposed course employs technology-enhanced forms of delivery (e.g., replacing in-class time with online learning activities), please identify how the integrity of the learning evaluation will be maintained (e.g., using online quizzes that randomly selects questions from a test-bank; specified time length of the test, “on-site” examinations will be required, etc.)

### Assessment and Evaluation Strategies:

1. How will student learning be assessed? Please list each graded component of the proposed course including the type and percentage value of each component. Indicate which learning outcome(s) are evaluated by which assessment component.

Assessment Strategy	Percentage (%) of Final Grade	Evaluated Learning Outcome(s)
Digital Story Telling/Simulation Reflective Response Papers	15%	1, 4 – 6
Nursing Advocacy Interview Assignment	25%	1, 4 – 6
Advocacy in Practice: E-JOURNAL	35%	1, 4 – 6
The Social Justice Issues Project Group project with poster and report	25%	1, 2, 3

2. Formative feedback is just in time feedback to the students during the course that does not always count toward the final grade. This formative feedback can help the students and instructor progress towards the intended learning outcomes by providing ongoing, low stakes feedback at key points in a lesson or at milestones toward completing a major assignment.

Some examples of formative feedback include:

- a) a pre-test or quiz that asks students to share what they already know about a topic
- b) a think-pair-share exercise where students explore and discuss key course concepts individually, in pairs, and as part of a larger in class discussion
- c) exit cards following a lecture or lesson where students are asked to indicate what they have learned and questions they still have about the topic

List the formative assessment strategies that will be used in this course below.

- Experience of listening to the digital stories or participating in the simulation.
- Interviewing
- Reflective Journal
- Group work and reflection on process

3. If the course is to be integrated (i.e., graduate/undergraduate), please list the additional evaluation requirements for graduate students.

### Bibliography:

4. Please list the required readings for the course (include ebooks, online readings, and open access resources). The reading list must contain complete bibliographical information (full name of author, title, year of publication, etc.).

#### Required text:

McGibbon, E. (2021). *Oppression: A Social Determinant of Health*. Columbia University Press.

#### Required readings:

Government of Canada. (2020). *The social determinants of health and health inequalities*. Retrieved from:

<https://www.canada.ca/en/public-health/services/health-promotion/population-health/what-determines-health.html>

Indigenous Determinants of Health (2019). Retrieved from: <https://issuu.com/nccah-ccnsa/docs/rpt-stockstopstay-sdoh-en>

Canadian Nurses Association. (2010). *Social justice: A means to an end, an end in itself*. (2nd ed.). [http://www.cna-aiic.ca/sitecore%20modules/web/~/\\_media/cna/page-content/pdf-fr/social\\_justice\\_2010\\_e.pdf](http://www.cna-aiic.ca/sitecore%20modules/web/~/_media/cna/page-content/pdf-fr/social_justice_2010_e.pdf)

Canadian Nurses Association. (2009) *Social Justice in Practice*. The Canadian Nurses Association Ethics in Practice for Registered Nurses. [https://www.cna-aiic.ca/~/\\_media/cna/page-content/pdf-fr/ethics\\_in\\_practice\\_april\\_2009\\_e.pdf](https://www.cna-aiic.ca/~/_media/cna/page-content/pdf-fr/ethics_in_practice_april_2009_e.pdf)

Canadian Nurses' Association. (2017). *Code of Ethics for Registered Nurses*.

Drevdahl, D. (2018). Culture Shifts: From Cultural to Structural Theorizing. *Nursing Research*, 67(2), pp 146-160. Wolters Kluwer Health.

Truth and Reconciliation Commission of Canada: Calls to Action. (2015). Retrieved from:

[http://trc.ca/assets/pdf/Calls\\_to\\_Action\\_English2.pdf](http://trc.ca/assets/pdf/Calls_to_Action_English2.pdf)

Turpei-Lafond, M.E. (Aki-Kwe) (2020) *In Plain Sight: Addressing Indigenous-Specific Racism in BC Health Care*. Retrieved from: <https://engage.gov.bc.ca/app/uploads/sites/613/2020/11/In-Plain-Sight-Full-Report.pdf>

Whitney Thurman, W. & Pfitzinger-Lippe, M. (2017). . Returning to the Profession's Roots Social Justice in Nursing Education for the 21st Century. *Advances in Nursing Science*, 40(2), pp 184-193. Wolters Kluwer Health.

Yanicki, S., Kaysi, E., Kushnerb, E. and Reutterb, L. (2015). Social inclusion/exclusion as matters of social (in)justice: a call for nursing action. *Nursing Inquiry*, 22(2): 121-133

Cohen BE and L Reutter. (2007). Development of the role of public health nurses in addressing child and family poverty: A framework for action. *Journal of Advanced Nursing*, 60: 96–107.

Falk-Rafael A and C Betker. 2012b. Witnessing social injustice downstream and advocating for health equity upstream: “The trombone slide” of nursing. *Advances in Nursing Science*, 35: 98–112.

Falk-Rafael A. Speaking truth to power: nursing’s legacy and moral imperative. *Advances in Nursing Science*, 2005;28(3):212-223.

Reimer Kirkham S and AJ Browne. 2006. Toward a critical theoretical interpretation of social justice discourses in nursing. *Advances in Nursing Science* 29: 324–39. Reutter L and KE Kushner. 2010. Health equity through action on the social determinants of health: Taking up the challenge in nursing. *Nursing Inquiry*, 17: 269–80.

World Health Organization (WHO). 2008a. Closing the gap in a generation: Health equity through action on the social determinants of health. [Executive Summary, Final Report. Commission on Social Determinants of Health] Geneva: WHO. [http://www.who.int/social\\_determinants/](http://www.who.int/social_determinants/)

Wilmot S. 2012. Social justice and the Canadian Nurses Association: Justifying equity. *Nursing Philosophy*, 13: 15–26.

MacDonnell, J. and Buck-McFayden, E. (2016). How Activism Features in the Career Lives of Four Generations of Canadian Nurses. *Policy, Politics & Nursing Practice*, 17(4), P. 218-230.

Mitchell, P. (2016). Nursing ethics and social justice. *International Nursing Review*, 63(1), p. 1-2.

Terry, L. and Bowman, K. (2019) Outrage and the emotional labour associated with environmental activism among nurses. *Advances in Nursing Science*, (2020). Vol 7(6), pp 867-877.

5. Please list any suggested readings for the course (include ebooks, online readings, and open access resources). The reading list must contain complete bibliographical information (full name of author, title, year of publication, etc.)

6. If the course is to be integrated (graduate/undergraduate), a list of the additional readings required of graduate students must be included. If no additional readings are required, a rationale should be provided.

### **Section E - Resources Requirement:**

**This section may need to be filled in with the help of your Chair/Director and operations manager:**

#### **1. Computing:**

- Indicate the expected hardware, software and need for student access to computing labs, including the number of student access hours needed (e.g. access to teaching computer lab with SPSS installed; students required to bring their own device). Provide cost of software, where possible. Indicate, what the cost will be for students, if any?

#### **2. Classroom:**

- Indicate the expected specialized classroom needs (e.g. moveable table and chairs; audio/visual equipment; WIFI to support students with bringing their own device)

### 3. Teaching Support:

<ul style="list-style-type: none"> <li>Does the course require technical support? (e.g. lab technician; UIT support). If yes, specify:</li> </ul>	YES	NO
		x
<ul style="list-style-type: none"> <li>Does the course require a tutorial or lab in addition to lecture/seminar hours? If yes, specify and provide expected group size:</li> </ul>	YES	NO
		x
<ul style="list-style-type: none"> <li>Does the course require marker/grader, teaching assistant, lab demonstrator etc. support above those normally allocated by the department/school offering the courses?</li> </ul>	YES	NO
		x
If yes, specify why and for what duties/tasks the extra support is needed:		
<ul style="list-style-type: none"> <li>If the course includes off campus practicums/placements or field experiences, such as students working with a community partner, indicate:               <ul style="list-style-type: none"> <li>Will the instructor need to travel to visit the off-campus community partner(s)?</li> </ul> </li> </ul>	YES	NO
		x
<ul style="list-style-type: none"> <li>Will the Experiential Education Coordinator be required to support and maintain the experiential education component while the course is being offered? If yes, please specify:</li> </ul>	YES	NO
		x
<ul style="list-style-type: none"> <li>Is the placement intended to be domestic or international, or both?</li> </ul>	Domestic	
	International	
	Both	
<ul style="list-style-type: none"> <li>If the course is blended or online, indicate whether the support of the eLearning specialist is required?</li> </ul>	YES	NO
		x
If yes, please specify the type of eLearning supports you need:		

### 4. Statements of Support (please attach these to the proposal)

For new course proposals with resource implications please provide a supporting statement from your Chair/Director of your program. The Chair/Director should indicate how resourcing will be addressed e.g., through a reallocation of existing resources, with new/additional resources, etc.

For course proposal with impact on other programs (in the Faculty or out of the Faculty), please provide evidence of consultation and supporting statement from the other program(s).

#### Learning Technology Services (LTS) Statement:

If there is a technology-enhanced component to the course, a statement is required from the Learning Technology Services indicating whether resources are adequate to support the course. Requests for statements can be directed to Rob Finlayson ([rfinlays@yorku.ca](mailto:rfinlays@yorku.ca)). Please note, it will take two weeks to get a statement of support.

#### Library Support Statement:

Proposals for new courses must include a **library support statement** from the Bibliographer responsible for the relevant discipline to indicate whether resources are adequate to support the course. To request a support statement, see the list of subject and liaison librarians at <http://www.library.yorku.ca/web/about-us/contact-us/liaison-librarians/>.

Revised September 2020

- For assistance with process, procedure, see OSAS Director/Manager
- For assistance with alignment with academic plans see your UPD/Chair or AD Learning, Teaching, and Academic Programs
- For assistance with course design see the Moodle course “Health Curriculum Toolkit” at <https://moodle.yorku.ca/moodle/course/view.php?id=148738> (requires passport York username and password to access).
- For assistance with course design, teaching and learning activities please contact either of the following:
  - Yasaman Delaviz, Faculty of Health’s Educational/Curricular Developer Specialist by email at [ydelaviz@yorku.ca](mailto:ydelaviz@yorku.ca) or by phone at ext. 44086
  - Lisa Endersby, Educational Developer, by email at [lendersb@yorku.ca](mailto:lendersb@yorku.ca) or by phone at ext. 33047.
- For assistance with designing and developing experiential education activities see either one of the EE Coordinators Anda Petro or Paola Calderon-Valdivia ([eehealth@yorku.ca](mailto:eehealth@yorku.ca))
- For assistance with technology-enhanced learning in the course, please contact the Faculty of Health e-learning specialist Sairam Chinnam at Learning Technology Services ([schinnam@yorku.ca](mailto:schinnam@yorku.ca)).
- For assistance with integrating Indigenous content into your course, please contact the Indigenous Council ([ruthkg@yorku.ca](mailto:ruthkg@yorku.ca) & [shillier@yorku.ca](mailto:shillier@yorku.ca)).
- For assistance with determining responses to questions about resources, please contact the Operations Manager and the Chair/Director in the school/department offering the course.
- For assistance with determining resources for students see the Library and Learning Commons resources:
  - [SPARK \(Student Papers & Academic Research Kit\)](#)
  - [LinkedIn Learning](#)
  - [Academic Research & Resources](#)

### Approval Process

- The Faculty of Health Curriculum Committee will only consider new course proposals that have been approved by the unit responsible for offering the course.
- If the proposed course is to be cross-listed, integrated, listed as a course credit exclusion with another course, or listed as a major/minor course option in an interdisciplinary program, the proposal must be accompanied by a statement from the collaborating unit signaling agreement to the proposal.

### Checklist of activities to be completed:

Click or tap to enter a date.	Date reviewed course proposal draft with Director/Manager of OSAS
Click or tap to enter a date.	Date reviewed course proposal draft with Associate Dean, Learning and Teaching
Choose an item.	Attached draft course outline
Reviewed information provided on the Moodle course “Health Curriculum Toolkit” at <a href="https://moodle.yorku.ca/moodle/course/view.php?id=148738">https://moodle.yorku.ca/moodle/course/view.php?id=148738</a> (requires passport York username and password to access).	

**School/Department:**

**Course Rubric and Number:**

**Credit Weight:**  (e.g. 3.00, 6.00) **Effective Session:**  (e.g. Fall 2021, F/W 2021-22)

**Course Title:** *The official name of the course as it will appear in the Undergraduate Calendar.*

**Short Title:** *Maximum 40 characters, including punctuation and spaces. The short title appears on any documents where space is limited (transcripts and calendar copy).*

**Brief Course Description:** *For editorial consistency, verbs should be in the present tense and begin the description; e.g., "Analyzes the nature and extent of..."*

*This is the official description of the course as it will appear in the Undergraduate Calendar. The course description should be carefully written to convey what the course is about. If applicable, include information regarding the language of instruction if other than English.*

Introduces the mechanisms of disease, alterations in function, resultant clinical manifestations and selected treatment interventions required in nursing care of the client. Underlying concepts are examined for the impact on the structure and function of the body. Principles of pharmacokinetics and pharmacodynamics and examples of pharmacological interventions are introduced. Application of pathophysiology and pharmacology to nursing practice will be examined.

**List course(s) where applicable:**

<b>Prerequisites:</b>	Prerequisite for 4-year Direct Entry: HH/KINE 1102 3.00
<b>Corequisites:</b>	
<b>Cross-listed to:</b>	
<b>Course Credit Exclusions*:</b>	
<b>Integration**:</b>	

\*Course credit exclusion is a formal status accorded to pairs of courses that are recognized as having sufficient overlap in content to warrant specifically excluding students from obtaining credit for both.

\*\*Integrated courses are graduate courses integrated (taught with) 4000-level undergraduate courses

Include the following information only if the course is: limited to a specific group of students; closed to a specific group of students; and if there is any additional information necessary for students to know before enrolling (notes section). If the course includes experiential education, such as whether the students will work with a community partner and/or if it will involve going off-campus, please include this in the notes section.

<b>Open to:</b>	Students in the 4-year Direct Entry and 2 <sup>nd</sup> Entry BScN Programs
<b>Not open to:</b>	
<b>Notes:</b>	A minimum grade of 5.00 (C+) is required for this course in the BScN program.

<b>Science Course:</b>	<b>YES</b>	<b>NO</b>
Denotes courses in IHST, KINE or PSYC to count as science credit for BSc degree programs		X

**Section A - Course Rationale:**

1. What is the rationale for creating this course (e.g., fills a gap in the curriculum, addresses a trend in the content area)?

The undergraduate BScN programs (4-year Direct Entry, 2<sup>nd</sup> Entry and Post-RN Internationally Educated Nurse) are undergoing a major modification to the curricula. As professional programs, each program’s courses require updates to meet current standards and to address current issues in health care in Ontario. The course learning outcomes also reflect the College of Nurses of Ontario’s terminology and new 2020 entry-to-practice competencies. Understanding the biological basis of nursing practice is a core competency for all BScN graduates.

This course provides core material that allows graduates to practice nursing safely and with insight into the complex interaction of illness and disease and therapeutic interventions. The integration of biological factors includes genetic, lifestyle and cultural influences on health and wellness. This will allow students to support their practice with evidence and understanding. This is the first in a series of three courses that cover the necessary content.

2. Describe how this new course aligns with the School/Dept and/or Faculty and/or University Academic Plans. For more information about these plans, contact your UPD, Department Chair, and/or the Associate Dean, Learning, Teaching, & Academic Programs.

The revisions focus on York’s 2020-2025 UAP priority of ‘21st Century Learning’ through creative pedagogical approaches (e.g., transformative teaching-learning strategies) that support students understanding of pathophysiology and pharmacology in course activities and outcomes. In keeping with the FoH’s Health@2020 academic plan, and strategic direction for Promoting a High-Quality Learning Experience, as well as its recently released Integrated Resource Plan 2020-2021, students are exposed to various disciplines’ knowledge bases, and consider the meaning for how these subjects relate to the human experience. This course also aligns directly with the Mission and core values of the School of Nursing (I.e., Respect and Relational Practice). The focus on sciences is fundamental to nursing practice and is a requirement for to meet the Entry to Practice Competencies for the College of Nurses of Ontario.

3. How does this proposed course complement, align, or overlap with existing course offerings, particularly in terms of objectives and/or content? If overlap exists, please indicate the nature and extent of consultation which has taken place. If the course is to be cross-listed, integrated or listed as a course credit exclusion with another course, approval is required from all the relevant Faculties/Units.

There is no overlap of courses. It replaces existing courses (combines content from 2 topic areas) in the BScN program that will not be offered when the revised curriculum is fully implemented. This course content complements core nursing clinical courses in the program.

4. What is the expected enrolment in the course? If course enrollments are below 50 please explain why.

Enrolment approximately: Winter 2023 = 150; Fall 2023 = 108; Winter 2024 = 150; Fall 2024 = 160; Winter 2025 = 150; Fall 2025 = 234 (steady state)

**Section B - Course Structure:**

1. Is this course (Please select one with “X”):

	Fully online
<b>X</b>	Fully face to face
	Blended (i.e., one third of the face to face class time is replaced by online instruction, one third of the class time remains face to face, and the remaining third may be any combination of online and face to face delivery). More information about defining blended learning can be found in the Common Language for eLearning: <a href="http://avptl.info.yorku.ca/files/2017/03/2014-03-26-Common-Language-for-eLearning.pdf">http://avptl.info.yorku.ca/files/2017/03/2014-03-26-Common-Language-for-eLearning.pdf</a>
	Other (please describe):

2. Number of contact hours (defined in terms of hours, weeks, etc.) involved. This information is particularly important to describe for blended and online courses as it indicates whether an effective length of term is being maintained.

This course involves the equivalent of 3-hour lectures, supplemented by some optional online tutorials that support knowledge integration, and several integrated face to face experiential laboratory components that support foundational medication administration practices.

3. a) If this course is offered in a blended format, what percentage of the course will be taught online? If not blended, go to # 4.

b) In absence of scheduled contact hours (face-to-face or online), please provide an indication of the estimated time students are likely to spend engaged in learning activities online required by the course.

c) In the absence of scheduled contact hours (face-to-face or online), please describe how the course design encourages student engagement and supports students in achieving the learning outcomes.

4. Indicate the planned frequency of offering and number of sections anticipated (every year, alternate years, etc.)

Twice per academic year – once for the 4-year program (Fall – 1-2 sections) and once for the 2<sup>nd</sup> Entry Program (winter – 1 section)

5. Can you staff this course using current teaching capacity?

YES	NO
x	

If no, explain how this course will be resourced (e.g., additional hires proposed in hiring plan, etc.)

6. Please name the faculty member(s) in the school/dept who have the expertise and are willing to teach this course.

Irfan Aslam, Brenda Oraziotti, Kristine Pedernal, Julie Nilsen-Berec, Laura Nicholson

7. Does the course rely on faculty from other programs to teach this course? If so, specify (proposed instructor(s) name and department and attach a letter of support from the faculty member's home school/department UPD/Chair.

No

## Section C - Course Design Information:

This section provides an opportunity to describe the course, its design, and how delivery of the course content aligns with the learning outcomes, teaching activities, and assessment methods. There is also an opportunity for describing how the course applies principles of experiential education, technology enhanced learning and universal design for learning.

- **Experiential Education** remains a top priority for York University and the Faculty of Health as it offers a range of benefits for students related to academic performance, civic engagement and employability. Note that providing and facilitating opportunities for structured, critical reflection (e.g. using iclicker/REEF polling, exit cards, journal entry) is a key component of experiential education. Course directors are invited to integrate EE into their course where possible, but it is understood that some EE activities may not be feasible in every course. Go to <https://health.yorku.ca/experiential-education/faculty/> to see definitions of course focused, community focused, and work focused EE, information on the benefits of EE for students and course directors, and other details.
- The integration of tools and strategies for **technology enhanced learning** (e.g. online learning management system like Moodle, use of polling technology such as iclicker/REEF and other in class technology e.g., see <https://student.computing.yorku.ca/technology-used-in-courses/> ) may provide useful tools for encouraging in class engagement and facilitating deeper learning. For help with online and blended learning course development go to <https://its.info.yorku.ca/health/>.
- The Faculty of Health is committed to the **universal design for learning** principles, i.e., offering and ensuring a diverse array of opportunities for all learners to engage, learn, and demonstrate their knowledge. More information about Universal Design for Learning, as well as recommendations for accommodations and inclusive teaching, can be found at: [http://udlguidelines.cast.org/binaries/content/assets/udlguidelines/udlg-v2-2/udlg\\_graphicorganizer\\_v2-2\\_numbers-no.pdf](http://udlguidelines.cast.org/binaries/content/assets/udlguidelines/udlg-v2-2/udlg_graphicorganizer_v2-2_numbers-no.pdf) and on the Teaching Commons website. Therefore, when designing a course, be sure to consider
  - multiple means of engagement (How will diverse students access and participate in the learning & teaching activities?)
  - multiple means of representation (How will course content be presented in a variety of different ways to support different learning needs and preferences?)
  - multiple means of action & expression (What diverse ways will students be able to demonstrate their learning?)

### 1. Course Topics/Theories

List the key topic areas taught in this course.

- Homeostasis
- Disease processes (oncology, cardiac disease)
- Inflammation
- Immunity
- Infection
- Fluids, electrolytes, acid-base balance/imbalance
- Stress, aging
- Genetics and environmental interactions
- Pain mechanisms (acute vs chronic), theory and physical manifestations
- Pharmacology and pharmacodynamics/related terms
- Drug classifications and exemplars
- Safe medication administration (oral, parenteral, intraocular)
- Medication standards

	YES	NO
Will the course have substantial Indigenous (Aboriginal)* content?		x
Will the course include Indigenous (Aboriginal)* identity as either a module or field of study?		x

Will the course include component(s) from Aboriginal Peoples' language, history, cultural, heritage, artefacts, or traditional knowledge?		<b>x</b>
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If you answered Yes to at least one of the questions above, provide a summary and/or list of the Indigenous (Aboriginal)\* content or components you are proposing to include in your course in the box below.

\*The Constitution Act, 1982, section 35(2) defines Aboriginal Peoples to include all Indigenous people of Canada – Indians (Status, Non-Status or First Nations identified), Métis and Inuit people.

## 2. Course Teaching Objectives

Course teaching objectives are broad goals for the course.

Examples of course teaching objectives:

- Exposes students to the various methods used for investigating the structure and function of the human brain.
- Provides students the opportunity to develop and practice skills in effective communication.

List the teaching objectives for the course below:

- Introduces students to major underlying concepts of pathological changes alter normal anatomy and physiology.
- Provides an opportunity for students to apply the underlying pathological alterations to specific disease process and to look for patterns of disease.
- Introduces students to the fundamental definitions and biological basis for pharmacological interventions.

## 3. Course Student Learning Outcomes:

Learning outcomes provide a framework for assessment by stating what the learners will be able to demonstrate after completing the course. A succinct learning outcome specifies the tasks students are expected to be able to perform and the level of competence expected for the tasks. Course Learning Outcomes are observable, measurable goals for students and their learning.

Examples of course learning outcomes:

- Students will be able to correctly identify the brain's major components and gross functional areas.
- Students will be able to accurately describe the factors that impact healthy aging.
- Students will be able to critically analyze an academic journal article to determine the merits and drawbacks of the published research.

To help describe learning outcomes, consider the key questions below:

What essential knowledge, skills, and attitudes etc. should students acquire?

- How sophisticated or complex (memorization, analysis, creation, etc.) is students learning to be?
- What will students be able to do or how will they demonstrate/articulate their level of learning?
- What information is needed to be collected to verify/demonstrate students' attainment of learning outcomes?
- How informative are each of these assessment tasks to understanding the student learning process?
- Are these clearly stated and communicated to students?

More information and additional resources can be found on the [Teaching Commons website](#).

List and number the learning outcomes for the course in the section below:

### **Course Learning Outcomes:**

Upon completion of this course, students will be able to:

1. Apply knowledge of anatomy and physiology to concepts related to the development and manifestations of disease. (relates to Program Outcomes # 1 – 3)
2. Identify alterations in cellular and metabolic processes that result in pathologic changes. (relates to Program Outcomes # 1 – 3)
3. Compare the impact of environmental and genetic factors on the development of disease. (relates to Program Outcomes # 1 – 3, 8)
4. Explain how pathophysiologic responses manifest in physical findings and laboratory test results used to diagnose disease. (relates to Program Outcomes #1 – 3, 7)
5. Illustrate the use of pharmacokinetics and pharmacodynamics knowledge in nursing interventions and treatment decisions. (relates to Program Outcomes #1 – 3)
6. Summarize the rationale for pharmacological/therapeutic interventions based on current research and/or protocols and underlying pathology. (relates to Program Outcomes #1 – 3)
7. Select the appropriate professional nursing interventions required to support prescribed pharmacological interventions and related client responses. (relates to Program Outcomes #1 – 3)
8. Demonstrate professional standards and safety protocols used in the administration of pharmacological interventions. (relates to Program Outcomes #2, 3, 8)

### **Program Outcomes (for reference)**

1. Provide competent, ethical and culturally responsive nursing care according to professional nursing standards.
2. Integrate knowledge from nursing and other disciplines to enhance health and healing across the lifespan.
3. Engage in decision-making in nursing practice that incorporates multiple ways of knowing, critical appraisal, and evidence-informed practice.
4. Communicate and relate effectively with the client\* and healthcare teams, using varied strategies to promote safe, compassionate, relational care.
5. Engage in collaborative relationships with clients\* and interprofessional health care teams that respects diverse perspectives.
6. Provide leadership for the optimization of client\* health care outcomes and advancement of nursing profession.
7. Advocate for health equity and social justice in client\* care, organizations and public policy in response to changing needs of society.
8. Engage in critical reflection for lifelong self-directed learning, and evidence-informed practice.
9. Empower self, clients\* and colleagues using a range of educational strategies, including technology, for achieving optimal health and work-life outcomes.

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

## **4. Course Teaching Strategies and Learning Activities**

What teaching strategies and learning activities (including experiential education) will take place as part of this course? What will students be doing each week in class? How will these activities help support students' learning as defined by the learning outcomes.

To help identify course learning activities that will help students work toward achieving intended learning outcomes, reflect on these key questions:

- How will students receive or gain the information necessary for achieving the course intended learning outcomes?
- What experiential education activities will students engage in?
- What opportunities will or could students be provided to practice the skills they will develop?
- How and when will students engage with each other, with the instructor, and/or with course content?
- If technology-enhanced learning is incorporated into the course, what activities will the students engage in?

Examples:

(This is not an exhaustive list, but rather a summary of the strategies an instructor may use to encourage and facilitate meaningful learning throughout the course)

- In class discussions
- Lecture
- Online discussion forums (e.g. in Moodle)
- Active learning strategies (e.g. think, pair, share; structured debates)

- Wikis (contribute to and curate collaborative content)
- Experiential Education (EE)- Classroom Focused Activities (e.g. guest speakers, role playing, visual media, case studies, simulations, workshops and laboratory, course-based research, etc.)
- EE- Community Focused EE Activities (e.g. community-based learning; community-based research, community service learning)

List the teaching strategies and learning activities that will be included in this course:

This course utilizes teaching and learning methodologies designed to transform the learner into a registered nurse. A variety of strategies including the integration of **case studies, concept maps, YouTube videos, learning objects, and practice situations** will be used. Clinical reasoning will be applied to individual situations, integrating pathophysiology mechanisms of altered health states across the life span with relevant therapeutic interventions. The integration of pharmacokinetic and pharmacodynamic concepts will be discussed and applied. **Large and small group formats** and allow students to utilize case examples to improve their understanding of alterations in normal physiologic function. **Laboratory practice** will include application of principles of safe nursing practice to therapeutic interventions.

### Section D - Course Mapping and Constructive Alignment

This section is designed to help you demonstrate the connections between your student learning outcomes, teaching and learning activities, and assessment strategies. For each teaching and learning activity, please i) identify the learning outcome it will help the students achieve and ii) if the activity will include a formal, graded assessment of student learning. For EE activities, also identify iii) how you will engage students in reflection around the activity (i.e. critically examining the experience), and iv) the type of EE strategy the activity corresponds to.

Teaching and Learning Activity	Which course learning outcome/s will this activity help student achieve?	Will this activity include a formal, graded assessment of student learning? (Y/N)  <i>A detailed description of assessment and evaluation strategies will be provided in the next section.</i>	For EE Activities Only	
			How you will engage students in reflection around this activity?	Corresponding EE Strategy  1- Classroom Focused 2- Community Focused 3- Work Focused
<b>Case studies:</b> Integrated cases focus on key concept areas; tutorial discussions	Course Learning Outcomes #1 – 4	Case Development 3 cases each worth 5% (15%)	<i>Students focus on sequential case development and integration of key concepts. Through reflection, learners will transform the experience into knowledge.</i>	1
Participate in safe medication administration	Course Learning Outcomes #5 – 8	Medication administration & safety test (20%)  <i>Students are required to complete the safety quiz, demonstration of administration and med quizzes prior to the lab. Online quizzes of medication classes and actions as well as administration and safety.</i>  Demonstration of medication safety (Pass/Fail)	<i>The online portion of the lab experience requires students to sequentially move through material that will be applied in laboratory setting. During the laboratory practice students will have opportunities for questions and answers to improve and retry psychomotor activities. Further integration of learning occurs in structured debriefing where students reflect on the experience</i>	1

			and there are opportunities to repeat difficult concepts.	
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1. If the course will not include any type of experiential education, please comment below on the rationale for not incorporating experiential education into the course.

N/A

	<b>YES</b>	<b>NO</b>
2. Will the course engage Indigenous (Aboriginal) communities (including reserves, territories, departments, or community organizations, etc) on experiential education?		x

If yes, please comment below on how you will or might engage Indigenous (Aboriginal) communities in experiential education

**Learning/Teaching with Technology:**

3. How are learning or teaching technologies incorporated into the course?

eClass  
Online course materials and practice quizzes

4. If the course does not include any type of technology enhanced learning, please comment below on the rationale for not incorporating learning or teaching technologies in the course.

N/A

5. If the proposed course employs technology-enhanced forms of delivery (e.g., replacing in-class time with online learning activities), please identify how the integrity of the learning evaluation will be maintained (e.g., using online quizzes that randomly selects questions from a test-bank; specified time length of the test, “on-site” examinations will be required, etc.)

Online quizzes are from a large databank, randomly selected questions, with timed testing  
Onsite midterm and final examination

**Assessment and Evaluation Strategies:**

1. How will student learning be assessed? Please list each graded component of the proposed course including the type and percentage value of each component. Indicate which learning outcome(s) are evaluated by which assessment component.

Assessment Strategy	Percentage (%) of Final Grade	Evaluated Learning Outcome(s)
Review Quizzes – online	10%	1, 3 – 7
Case Development (3) worth 5% each	15%	1 – 4
Test 1	20%	1 – 8

Medication administration & safety test	20%	5 - 8
Demonstration of medication safety	Pass/Fail	5 – 8
Final Exam	35%	1 – 8

2. Formative feedback is just in time feedback to the students during the course that does not always count toward the final grade. This formative feedback can help the students and instructor progress towards the intended learning outcomes by providing ongoing, low stakes feedback at key points in a lesson or at milestones toward completing a major assignment.

Some examples of formative feedback include:

- a) a pre-test or quiz that asks students to share what they already know about a topic
- b) a think-pair-share exercise where students explore and discuss key course concepts individually, in pairs, and as part of a larger in class discussion
- c) exit cards following a lecture or lesson where students are asked to indicate what they have learned and questions they still have about the topic

List the formative assessment strategies that will be used in this course below.

1. Online course material designed to provide non graded feedback
2. Lab practice available
3. Questions provided with time for students to review material and develop cases answers.

3. If the course is to be integrated (i.e., graduate/undergraduate), please list the additional evaluation requirements for graduate students.

**Bibliography:**

4. Please list the required readings for the course (include ebooks, online readings, and open access resources). The reading list must contain complete bibliographical information (full name of author, title, year of publication, etc.).

**Course Text / Readings**

Huether, S. McCance, K. Power-Kean, K., Zettel, S., and Toufic El-Hussein, M. (2019) Understanding Pathophysiology, Canadian Edition. Elsevier. (*this text includes Evolve resources with case studies and online quizzes and questions*).

Sealock, K, & Seneviratne, C. (2021). Lilley's pharmacology for Canadian health care practice (4<sup>th</sup> ed.). Elsevier.

Killian, T. N. (2021). *Gray Morris's calculate with confidence*. (2<sup>nd</sup> Canadian Ed.). Elsevier.

College of Nurses of Ontario. (2019). Entry to practice competencies for registered nurses. Retrieved from: <https://www.cno.org/globalassets/docs/reg/41037-entry-to-practice-competencies-2020.pdf>

College of Nurses of Ontario. (2019). Medication. Retrieved from: [https://www.cno.org/globalassets/docs/prac/41007\\_medication.pdf](https://www.cno.org/globalassets/docs/prac/41007_medication.pdf)

5. Please list any suggested readings for the course (include ebooks, online readings, and open access resources). The reading list must contain complete bibliographical information (full name of author, title, year of publication, etc.)

6. If the course is to be integrated (graduate/undergraduate), a list of the additional readings required of graduate students must be included. If no additional readings are required, a rationale should be provided.

**Section E - Resources Requirement:**

**This section may need to be filled in with the help of your Chair/Director and operations manager:**

**1. Computing:**

- Indicate the expected hardware, software and need for student access to computing labs, including the number of student access hours needed (e.g. access to teaching computer lab with SPSS installed; students required to bring their own device). Provide cost of software, where possible. Indicate, what the cost will be for students, if any?

N/A

**2. Classroom:**

- Indicate the expected specialized classroom needs (e.g. moveable table and chairs; audio/visual equipment; WIFI to support students with bringing their own device)

N/A

**3. Teaching Support:**

• Does the course require technical support? (e.g. lab technician; UIT support). If yes, specify:	<b>YES</b>	<b>NO</b>
		x
• Does the course require a tutorial or lab in addition to lecture/seminar hours? If yes, specify and provide expected group size:	<b>YES</b>	<b>NO</b>
50 students per lab group	x	
• Does the course require marker/grader, teaching assistant, lab demonstrator etc. support above those normally allocated by the department/school offering the courses?  If yes, specify why and for what duties/tasks the extra support is needed:	<b>YES</b>	<b>NO</b>
		x
• If the course includes off campus practicums/placements or field experiences, such as students working with a community partner, indicate:	<b>YES</b>	<b>NO</b>
	○ Will the instructor need to travel to visit the off-campus community partner(s)?	
○ Will the Experiential Education Coordinator be required to support and maintain the experiential education component while the course is being offered? If yes, please specify:	<b>YES</b>	<b>NO</b>
○ Is the placement intended to be domestic or international, or both?	<b>Domestic</b>	
	<b>International</b>	
	<b>Both</b>	
	<b>YES</b>	<b>NO</b>

<ul style="list-style-type: none"> <li>If the course is blended or online, indicate whether the support of the eLearning specialist is required?</li> </ul> <p>If yes, please specify the type of eLearning supports you need:</p>		<b>x</b>

**4. Statements of Support** (please attach these to the proposal)

For new course proposals with resource implications please provide a supporting statement from your Chair/Director of your program. The Chair/Director should indicate how resourcing will be addressed e.g., through a reallocation of existing resources, with new/additional resources, etc.

For course proposal with impact on other programs (in the Faculty or out of the Faculty), please provide evidence of consultation and supporting statement from the other program(s).

**Learning Technology Services (LTS) Statement:**

If there is a technology-enhanced component to the course, a statement is required from the Learning Technology Services indicating whether resources are adequate to support the course. Requests for statements can directed to Rob Finlayson ([rfinlays@yorku.ca](mailto:rfinlays@yorku.ca)). Please note, it will take two weeks to get a statement of support.

**Library Support Statement:**

Proposals for new courses must include a **library support statement** from the Bibliographer responsible for the relevant discipline to indicate whether resources are adequate to support the course. To request a support statement, see the list of subject and liaison librarians at <http://www.library.yorku.ca/web/about-us/contact-us/liaison-librarians/>.

Revised September 2020

- For assistance with process, procedure, see OSAS Director/Manager
- For assistance with alignment with academic plans see your UPD/Chair or AD Learning, Teaching, and Academic Programs
- For assistance with course design see the Moodle course “Health Curriculum Toolkit” at <https://moodle.yorku.ca/moodle/course/view.php?id=148738> (requires passport York username and password to access).
- For assistance with course design, teaching and learning activities please contact either of the following:
  - Yasaman Delaviz, Faculty of Health’s Educational/Curricular Developer Specialist by email at [ydelaviz@yorku.ca](mailto:ydelaviz@yorku.ca) or by phone at ext. 44086
  - Lisa Endersby, Educational Developer, by email at [lendersb@yorku.ca](mailto:lendersb@yorku.ca) or by phone at ext. 33047.
- For assistance with designing and developing experiential education activities see either one of the EE Coordinators Anda Petro or Paola Calderon-Valdivia ([eehealth@yorku.ca](mailto:eehealth@yorku.ca)).
- For assistance with technology-enhanced learning in the course, please contact the Faculty of Health e-learning specialist Sairam Chinnam at Learning Technology Services ([schinnam@yorku.ca](mailto:schinnam@yorku.ca)).
- For assistance with integrating Indigenous content into your course, please contact the Indigenous Council ([ruthkg@yorku.ca](mailto:ruthkg@yorku.ca) & [shillier@yorku.ca](mailto:shillier@yorku.ca)).
- For assistance with determining responses to questions about resources, please contact the Operations Manager and the Chair/Director in the school/department offering the course.
- For assistance with determining resources for students see the Library and Learning Commons resources:
  - [SPARK \(Student Papers & Academic Research Kit\)](#)
  - [LinkedIn Learning](#)
  - [Academic Research & Resources](#)

### Approval Process

- The Faculty of Health Curriculum Committee will only consider new course proposals that have been approved by the unit responsible for offering the course.
- If the proposed course is to be cross-listed, integrated, listed as a course credit exclusion with another course, or listed as a major/minor course option in an interdisciplinary program, the proposal must be accompanied by a statement from the collaborating unit signaling agreement to the proposal.

### Checklist of activities to be completed:

Click or tap to enter a date.	Date reviewed course proposal draft with Director/Manager of OSAS
Click or tap to enter a date.	Date reviewed course proposal draft with Associate Dean, Learning and Teaching
Choose an item.	Attached draft course outline
Reviewed information provided on the Moodle course “Health Curriculum Toolkit” at <a href="https://moodle.yorku.ca/moodle/course/view.php?id=148738">https://moodle.yorku.ca/moodle/course/view.php?id=148738</a> (requires passport York username and password to access).	

**School/Department:**

**Course Rubric and Number:**

**Credit Weight:**  (e.g. 3.00, 6.00) **Effective Session:**  (e.g. Fall 2021, F/W 2021-22)

**Course Title:** *The official name of the course as it will appear in the Undergraduate Calendar.*

**Short Title:** *Maximum 40 characters, including punctuation and spaces. The short title appears on any documents where space is limited (transcripts and calendar copy).*

**Brief Course Description:** *For editorial consistency, verbs should be in the present tense and begin the description; e.g., "Analyzes the nature and extent of..."*

*This is the official description of the course as it will appear in the Undergraduate Calendar. The course description should be carefully written to convey what the course is about. If applicable, include information regarding the language of instruction if other than English.*

Augments introductory concepts from *Pathophysiology, Pharmacology and Knowledge Integration I* by applying the principles of pathophysiology and pharmacology to alterations in body systems. Specific pathologic changes are presented to illustrate the impact of injury and illness on specific body systems. Evidence to further the understanding of pharmacological and therapeutic management is discussed. Experiential opportunities for safe medication practice are included.

**List course(s) where applicable:**

<b>Prerequisites:</b>	Prerequisite for 4-year Direct Entry and 2 <sup>nd</sup> Entry BScN students: HH/NURS 2535 3.00.
<b>Corequisites:</b>	
<b>Cross-listed to:</b>	
<b>Course Credit Exclusions*:</b>	
<b>Integration**:</b>	

\*Course credit exclusion is a formal status accorded to pairs of courses that are recognized as having sufficient overlap in content to warrant specifically excluding students from obtaining credit for both.

\*\*Integrated courses are graduate courses integrated (taught with) 4000-level undergraduate courses

Include the following information only if the course is: limited to a specific group of students; closed to a specific group of students; and if there is any additional information necessary for students to know before enrolling (notes section). If the course includes experiential education, such as whether the students will work with a community partner and/or if it will involve going off-campus, please include this in the notes section.

<b>Open to:</b>	BScN students in 4-year Direct Entry and 2 <sup>nd</sup> Entry BScN programs
<b>Not open to:</b>	
<b>Notes:</b>	A minimum grade of 5.00 (C+) is required for this course in the BScN program.

<b>Science Course:</b>	<b>YES</b>	<b>NO</b>
Denotes courses in IHST, KINE or PSYC to count as science credit for BSc degree programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>

**Section A - Course Rationale:**

1. What is the rationale for creating this course (e.g., fills a gap in the curriculum, addresses a trend in the content area)?

The undergraduate BScN programs (4-year Direct Entry, 2<sup>nd</sup> Entry and Post-RN Internationally Educated Nurse) are undergoing a major modification to the curricula. As professional programs, each program’s courses require updates to meet current standards and to address current issues in health care in Ontario. The course learning outcomes also reflect the College of Nurses of Ontario’s terminology and new 2020 entry-to-practice competencies. Understanding the biological basis of nursing practice is a core competency for all BScN graduates. This course provides core material that allows graduates to practice nursing safely and with insight into the complex interaction of illness and disease and therapeutic interventions. The integration of biological factors includes genetic, lifestyle and cultural influences on health and wellness. This will allow students to support their practice with evidence and understanding. This is the second in a series of three courses that cover the necessary content.

2. Describe how this new course aligns with the School/Dept and/or Faculty and/or University Academic Plans. For more information about these plans, contact your UPD, Department Chair, and/or the Associate Dean, Learning, Teaching, & Academic Programs.

The revisions focus on York’s 2020-2025 UAP priority of ‘21st Century Learning’ through creative pedagogical approaches (e.g., transformative teaching-learning strategies) that support students understanding of pathophysiology and pharmacology in course activities and outcomes. In keeping with the FoH’s Health@2020 academic plan, and strategic direction for Promoting a High-Quality Learning Experience, as well as its recently released Integrated Resource Plan 2020-2021, students are exposed to various disciplines’ knowledge bases, and consider the meaning for how these subjects relate to the human experience. This course also aligns directly with the Mission and core values of the School of Nursing (I.e., Respect and Relational Practice). The focus on sciences is fundamental to nursing practice and is a requirement for to meet the Entry to Practice Competencies for the College of Nurses of Ontario.

3. How does this proposed course complement, align, or overlap with existing course offerings, particularly in terms of objectives and/or content? If overlap exists, please indicate the nature and extent of consultation which has taken place. If the course is to be cross-listed, integrated or listed as a course credit exclusion with another course, approval is required from all the relevant Faculties/Units.

There is no overlap of courses. It replaces existing courses (combines content from 2 topic areas) in the BScN program that will not be offered when the revised curriculum is fully implemented. This course content complements core nursing clinical courses in the program.

4. What is the expected enrolment in the course? If course enrollments are below 50 please explain why.

Enrolment approximately: Summer 2023 = 150; Winter 2024 = 108; Summer 2024 = 150; Winter 2025 = 160; Summer 2025 = 150; Winter 2026 = 234 (steady state)

**Section B - Course Structure:**

1. Is this course (Please select one with “X”):

	Fully online
<b>X</b>	Fully face to face
	Blended (i.e., one third of the face to face class time is replaced by online instruction, one third of the class time remains face to face, and the remaining third may be any combination of online and face to face delivery). More information about defining blended learning can be found in the Common Language for eLearning: <a href="http://avptl.info.yorku.ca/files/2017/03/2014-03-26-Common-Language-for-eLearning.pdf">http://avptl.info.yorku.ca/files/2017/03/2014-03-26-Common-Language-for-eLearning.pdf</a>
	Other (please describe):

2. Number of contact hours (defined in terms of hours, weeks, etc.) involved. This information is particularly important to describe for blended and online courses as it indicates whether an effective length of term is being maintained.

This course involves the equivalent of 3-hour lectures, supplemented by some optional online tutorials that support knowledge integration, and several integrated face to face experiential laboratory components that support foundational medication administration practices.

3. a) If this course is offered in a blended format, what percentage of the course will be taught online? If not blended, go to # 4.

b) In absence of scheduled contact hours (face-to-face or online), please provide an indication of the estimated time students are likely to spend engaged in learning activities online required by the course.

c) In the absence of scheduled contact hours (face-to-face or online), please describe how the course design encourages student engagement and supports students in achieving the learning outcomes.

4. Indicate the planned frequency of offering and number of sections anticipated (every year, alternate years, etc.)

Twice per year – once for the 4-year program (Winter – 2 sections) and once for the 2<sup>nd</sup> Entry program (Summer – one section)

5. Can you staff this course using current teaching capacity?

YES	NO
x	

If no, explain how this course will be resourced (e.g., additional hires proposed in hiring plan, etc.)

6. Please name the faculty member(s) in the school/dept who have the expertise and are willing to teach this course.

Irfan Aslam, Brenda Oraziotti, Kristine Pedernal, Julie Nilsen-Berec, Laura Nicholson

7. Does the course rely on faculty from other programs to teach this course? If so, specify (proposed instructor(s) name and department and attach a letter of support from the faculty member's home school/department UPD/Chair.

No

## Section C - Course Design Information:

This section provides an opportunity to describe the course, its design, and how delivery of the course content aligns with the learning outcomes, teaching activities, and assessment methods. There is also an opportunity for describing how the course applies principles of experiential education, technology enhanced learning and universal design for learning.

- **Experiential Education** remains a top priority for York University and the Faculty of Health as it offers a range of benefits for students related to academic performance, civic engagement and employability. Note that providing and facilitating opportunities for structured, critical reflection (e.g. using iclicker/REEF polling, exit cards, journal entry) is a key component of experiential education. Course directors are invited to integrate EE into their course where possible, but it is understood that some EE activities may not be feasible in every course. Go to <https://health.yorku.ca/experiential-education/faculty/> to see definitions of course focused, community focused, and work focused EE, information on the benefits of EE for students and course directors, and other details.
- The integration of tools and strategies for **technology enhanced learning** (e.g. online learning management system like Moodle, use of polling technology such as iclicker/REEF and other in class technology e.g., see <https://student.computing.yorku.ca/technology-used-in-courses/> ) may provide useful tools for encouraging in class engagement and facilitating deeper learning. For help with online and blended learning course development go to <https://its.info.yorku.ca/health/>.
- The Faculty of Health is committed to the **universal design for learning** principles, i.e., offering and ensuring a diverse array of opportunities for all learners to engage, learn, and demonstrate their knowledge. More information about Universal Design for Learning, as well as recommendations for accommodations and inclusive teaching, can be found at: [http://udlguidelines.cast.org/binaries/content/assets/udlguidelines/udlg-v2-2/udlg\\_graphicorganizer\\_v2-2\\_numbers-no.pdf](http://udlguidelines.cast.org/binaries/content/assets/udlguidelines/udlg-v2-2/udlg_graphicorganizer_v2-2_numbers-no.pdf) and on the Teaching Commons website. Therefore, when designing a course, be sure to consider
  - multiple means of engagement (How will diverse students access and participate in the learning & teaching activities?)
  - multiple means of representation (How will course content be presented in a variety of different ways to support different learning needs and preferences?)
  - multiple means of action & expression (What diverse ways will students be able to demonstrate their learning?)

### 1. Course Topics/Theories

List the key topic areas taught in this course.

- |   |
|---|
| <ul style="list-style-type: none"> <li>• Common diseases related to specific body systems &amp; related diagnostic tests</li> <li>• Age, gender, genetic, environment related disease alterations</li> <li>• Manifestations of injury on body systems</li> <li>• Physiologic and pathologic adaptations to disease, including chronic disease</li> <li>• Cultural impact on knowledge of disease and treatment options</li> <li>• Bias in diagnoses and treatment of disease in the Canadian healthcare system</li> <li>• Safe medication administration for intravenous central lines</li> <li>• Medication standards and legislation (including errors, near misses)</li> </ul> |
|---|

	YES	NO
Will the course have substantial Indigenous (Aboriginal)* content?		x
Will the course include Indigenous (Aboriginal)* identity as either a module or field of study?		x
Will the course include component(s) from Aboriginal Peoples' language, history, cultural, heritage, artefacts, or traditional knowledge?		x

If you answered Yes to at least one of the questions above, provide a summary and/or list of the Indigenous (Aboriginal)\* content or components you are proposing to include in your course in the box below.

## 2. Course Teaching Objectives

Course teaching objectives are broad goals for the course.

Examples of course teaching objectives:

- Exposes students to the various methods used for investigating the structure and function of the human brain.
- Provides students the opportunity to develop and practice skills in effective communication.

List the teaching objectives for the course below:

- Demonstrates how the major concepts taught previously form the basis for understanding other disease processes.
- Provides students the opportunity to expand understanding of how body systems undergo pathological alterations with specific clinical presentation and changes in function.
- Provides students the opportunity to apply the use of specific pharmacological interventions and analyses of the impact of interventions.

## 3. Course Student Learning Outcomes:

Learning outcomes provide a framework for assessment by stating what the learners will be able to demonstrate after completing the course. A succinct learning outcome specifies the tasks students are expected to be able to perform and the level of competence expected for the tasks. Course Learning Outcomes are observable, measurable goals for students and their learning.

Examples of course learning outcomes:

- Students will be able to correctly identify the brain's major components and gross functional areas.
- Students will be able to accurately describe the factors that impact healthy aging.
- Students will be able to critically analyze an academic journal article to determine the merits and drawbacks of the published research.

To help describe learning outcomes, consider the key questions below:

What essential knowledge, skills, and attitudes etc. should students acquire?

- How sophisticated or complex (memorization, analysis, creation, etc.) is students learning to be?
- What will students be able to do or how will they demonstrate/articulate their level of learning?
- What information is needed to be collected to verify/demonstrate students' attainment of learning outcomes?
- How informative are each of these assessment tasks to understanding the student learning process?
- Are these clearly stated and communicated to students?

More information and additional resources can be found on the [Teaching Commons website](#).

List and number the learning outcomes for the course in the section below:

### Course Learning Outcomes:

Upon completion of this course, students will be able to:

1. Relate the pathophysiological processes to signs and symptoms and clinical manifestations of acute and chronic diseases. (relates to Program Outcome #2, 3)
2. Compare the physiological factors (such as age-related changes, genetic make-up and health status) and non-physiologic factors (such as social determinants of health, culture, inherent health system biases) that impact the development, progression and mitigation of acute and chronic diseases. (relates to Program Outcomes #2, 3, 7)
3. Demonstrate an evidence-informed approach to prescribed pharmacological treatments and symptom management of various disease processes on client outcomes. (relates to Program Outcomes #2, 3)
4. Examine the impact of personal choice in disease management and the legal and ethical rights associated with autonomy. (relates to Program Outcomes #2, 3, 9)
5. Distinguish between normal and adverse drug reactions and interactions in safe medication administration

practices. (relates to Program Outcomes #2, 3, 9)

6. Choose appropriate responses to management of adverse drug effects and reactions. (relates to Program Outcomes #2, 3, 9)
7. Demonstrate professional standards and safety protocols used in the administration of pharmacological interventions and client interactions. (relates to Program Outcomes #2, 3, 8)

#### **Program Outcomes (for reference)**

1. Provide competent, ethical and culturally responsive nursing care according to professional nursing standards.
2. Integrate knowledge from nursing and other disciplines to enhance health and healing across the lifespan.
3. Engage in decision-making in nursing practice that incorporates multiple ways of knowing, critical appraisal, and evidence-informed practice.
4. Communicate and relate effectively with the client\* and healthcare teams, using varied strategies to promote safe, compassionate, relational care.
5. Engage in collaborative relationships with clients\* and interprofessional health care teams that respects diverse perspectives.
6. Provide leadership for the optimization of client\* health care outcomes and advancement of nursing profession.
7. Advocate for health equity and social justice in client\* care, organizations and public policy in response to changing needs of society.
8. Engage in critical reflection for lifelong self-directed learning, and evidence-informed practice.
9. Empower self, clients\* and colleagues using a range of educational strategies, including technology, for achieving optimal health and work-life outcomes.

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

#### **4. Course Teaching Strategies and Learning Activities**

What teaching strategies and learning activities (including experiential education) will take place as part of this course? What will students be doing each week in class? How will these activities help support students' learning as defined by the learning outcomes.

To help identify course learning activities that will help students work toward achieving intended learning outcomes, reflect on these key questions:

- How will students receive or gain the information necessary for achieving the course intended learning outcomes?
- What experiential education activities will students engage in?
- What opportunities will or could students be provided to practice the skills they will develop?
- How and when will students engage with each other, with the instructor, and/or with course content?
- If technology-enhanced learning is incorporated into the course, what activities will the students engage in?

Examples:

(This is not an exhaustive list, but rather a summary of the strategies an instructor may use to encourage and facilitate meaningful learning throughout the course)

- In class discussions
- Lecture
- Online discussion forums (e.g. in Moodle)
- Active learning strategies (e.g. think, pair, share; structured debates)
- Wikis (contribute to and curate collaborative content)
- Experiential Education (EE)- Classroom Focused Activities (e.g. guest speakers, role playing, visual media, case studies, simulations, workshops and laboratory, course-based research, etc.)
- EE- Community Focused EE Activities (e.g. community-based learning; community-based research, community service learning)

List the teaching strategies and learning activities that will be included in this course:

This course utilizes teaching and learning methodologies designed to transform the learner into a registered nurse. A variety of strategies including the integration of **case studies, concept maps, YouTube videos, learning objects, and practice situations** will be used. Clinical reasoning will be applied to individual situations, integrating pathophysiology mechanisms of altered health states across the life span with relevant therapeutic interventions. The integration of pharmacokinetic and pharmacodynamic concepts will be discussed and applied. **Small group tutorials** will augment the teaching and learning presented in **larger group formats** and allow students to utilize case examples to improve their understanding of alterations in normal physiologic function. **Laboratory practice** will include application of principles of safe nursing practice to therapeutic interventions.

### Section D - Course Mapping and Constructive Alignment

This section is designed to help you demonstrate the connections between your student learning outcomes, teaching and learning activities, and assessment strategies. For each teaching and learning activity, please i) identify the learning outcome it will help the students achieve and ii) if the activity will include a formal, graded assessment of student learning. For EE activities, also identify iii) how you will engage students in reflection around the activity (i.e. critically examining the experience), and iv) the type of EE strategy the activity corresponds to.

Teaching and Learning Activity	Which course learning outcome/s will this activity help student achieve?	Will this activity include a formal, graded assessment of student learning? (Y/N)  <i>A detailed description of assessment and evaluation strategies will be provided in the next section.</i>	For EE Activities Only	
			How you will engage students in reflection around this activity?	Corresponding EE Strategy  1- Classroom Focused 2- Community Focused 3- Work Focused
<i>Practice Case Studies</i>	Course Learning Outcomes #1, 3	Case-based Therapeutic Management Assignments (30%)	<i>Case studies will be utilized where possible to engage learners in critical thinking, problem solving and through reflection learners will transform the experience into knowledge.</i>	1
<i>Participate in safe medication administration</i>	Course Learning Outcomes #3, 5 – 8	Practice in lab for medication safety (Pass/Fail) Medication administration & safety test (10%)	<i>During the laboratory practice students will have opportunities for questions and answers to improve and retry psychomotor activities. Further integration of learning occurs in structured debriefing where students reflect on the experience and there are opportunities to repeat difficult concepts.</i>	1

1. If the course will not include any type of experiential education, please comment below on the rationale for not incorporating experiential education into the course.

N/A

	YES	NO
2. Will the course engage Indigenous (Aboriginal) communities (including reserves, territories, departments, or community organizations, etc) on experiential education?		x

If yes, please comment below on how you will or might engage Indigenous (Aboriginal) communities in experiential education

### Learning/Teaching with Technology:

3. How are learning or teaching technologies incorporated into the course?

eClass  
Online course materials and practice quizzes

4. If the course does not include any type of technology enhanced learning, please comment below on the rationale for not incorporating learning or teaching technologies in the course.

N/A

5. If the proposed course employs technology-enhanced forms of delivery (e.g., replacing in-class time with online learning activities), please identify how the integrity of the learning evaluation will be maintained (e.g., using online quizzes that randomly selects questions from a test-bank; specified time length of the test, “on-site” examinations will be required, etc.)

Online quizzes are from a large databank, randomly selected questions, with timed testing  
Onsite midterm and final examination

### Assessment and Evaluation Strategies:

1. How will student learning be assessed? Please list each graded component of the proposed course including the type and percentage value of each component. Indicate which learning outcome(s) are evaluated by which assessment component.

Assessment Strategy	Percentage (%) of Final Grade	Evaluated Learning Outcome(s)
Case-based Therapeutic Management Assignments	10% + 20%	1, 3
Medication administration & safety test	10%	3, 5, 6
Demonstration of medication safety	Pass/Fail	5 – 8
Test 1	25%	1 – 6
Final Exam	35%	1 – 6

2. Formative feedback is just in time feedback to the students during the course that does not always count toward the final grade. This formative feedback can help the students and instructor progress towards the intended learning outcomes by providing ongoing, low stakes feedback at key points in a lesson or at milestones toward completing a major assignment.

Some examples of formative feedback include:

- a) a pre-test or quiz that asks students to share what they already know about a topic
- b) a think-pair-share exercise where students explore and discuss key course concepts individually, in pairs, and as part of a larger in class discussion
- c) exit cards following a lecture or lesson where students are asked to indicate what they have learned and questions they still have about the topic

List the formative assessment strategies that will be used in this course below.

1. Online course material designed to provide non graded feedback
2. Lab practice available
3. Questions provided with time for students to review material and develop cases answers.

3. If the course is to be integrated (i.e., graduate/undergraduate), please list the additional evaluation requirements for graduate students.

### **Bibliography:**

4. Please list the required readings for the course (include ebooks, online readings, and open access resources). The reading list must contain complete bibliographical information (full name of author, title, year of publication, etc.).

#### **Course Text / Readings**

Huether, S. McCance, K. Power-Kean, K., Zettel, S., and Toufic El-Hussein, M. (2019) Understanding Pathophysiology, Canadian Edition. Elsevier. (*this text includes Evolve resources with case studies and online quizzes and questions*)

Sealock, K, & Seneviratne, C. (2021). *Lilley's pharmacology for Canadian health care practice* (4th ed.). Elsevier.

Killian, T. N. (2021). *Gray Morris's calculate with confidence*. (2<sup>nd</sup> Canadian Ed.). Elsevier.

College of Nurses of Ontario. (2019). Entry to practice competencies for registered nurses. Retrieved from:  
<https://www.cno.org/globalassets/docs/reg/41037-entry-to-practice-competencies-2020.pdf>

College of Nurses of Ontario. (2019). Medication. Retrieved from:  
[https://www.cno.org/globalassets/docs/prac/41007\\_medication.pdf](https://www.cno.org/globalassets/docs/prac/41007_medication.pdf)

Registered Nurses of Ontario. (2013). Assessment and management of pain (3<sup>rd</sup> ed.) Retrieved from:  
[https://rnao.ca/sites/rnao-ca/files/AssessAndManagementOfPain\\_15\\_WEB- FINAL\\_DEC\\_2.pdf](https://rnao.ca/sites/rnao-ca/files/AssessAndManagementOfPain_15_WEB- FINAL_DEC_2.pdf)

Registered Nurses of Ontario. (2019). Supporting adults who anticipate or live with an ostomy (2<sup>nd</sup> ed.). Retrieved from:  
[https://rnao.ca/sites/rnao-ca/files/bpg/OSTOMY\\_FINAL\\_WEB\\_Updated\\_July\\_5.pdf](https://rnao.ca/sites/rnao-ca/files/bpg/OSTOMY_FINAL_WEB_Updated_July_5.pdf)

5. Please list any suggested readings for the course (include ebooks, online readings, and open access resources). The reading list must contain complete bibliographical information (full name of author, title, year of publication, etc.)

6. If the course is to be integrated (graduate/undergraduate), a list of the additional readings required of graduate students must be included. If no additional readings are required, a rationale should be provided.

### **Section E - Resources Requirement:**

**This section may need to be filled in with the help of your Chair/Director and operations manager:**

**1. Computing:**

- Indicate the expected hardware, software and need for student access to computing labs, including the number of student access hours needed (e.g. access to teaching computer lab with SPSS installed; students required to bring their own device). Provide cost of software, where possible. Indicate, what the cost will be for students, if any?

N/A

**2. Classroom:**

- Indicate the expected specialized classroom needs (e.g. moveable table and chairs; audio/visual equipment; WIFI to support students with bringing their own device)

N/A

**3. Teaching Support:**

<ul style="list-style-type: none"> <li>Does the course require technical support? (e.g. lab technician; UIT support). If yes, specify:</li> </ul>	<b>YES</b>	<b>NO</b>
		x
<ul style="list-style-type: none"> <li>Does the course require a tutorial or lab in addition to lecture/seminar hours? If yes, specify and provide expected group size:</li> </ul>	<b>YES</b>	<b>NO</b>
50 students per lab group	x	
<ul style="list-style-type: none"> <li>Does the course require marker/grader, teaching assistant, lab demonstrator etc. support above those normally allocated by the department/school offering the courses?</li> </ul>	<b>YES</b>	<b>NO</b>
If yes, specify why and for what duties/tasks the extra support is needed:		x
<ul style="list-style-type: none"> <li>If the course includes off campus practicums/placements or field experiences, such as students working with a community partner, indicate:           <ul style="list-style-type: none"> <li>Will the instructor need to travel to visit the off-campus community partner(s)?</li> </ul> </li> </ul>	<b>YES</b>	<b>NO</b>
		x
<ul style="list-style-type: none"> <li>Will the Experiential Education Coordinator be required to support and maintain the experiential education component while the course is being offered? If yes, please specify:</li> </ul>	<b>YES</b>	<b>NO</b>
		x
<ul style="list-style-type: none"> <li>Is the placement intended to be domestic or international, or both?</li> </ul>	<b>Domestic</b>	
	<b>International</b>	
	<b>Both</b>	
<ul style="list-style-type: none"> <li>If the course is blended or online, indicate whether the support of the eLearning specialist is required?</li> </ul>	<b>YES</b>	<b>NO</b>
If yes, please specify the type of eLearning supports you need:		x

**4. Statements of Support** (please attach these to the proposal)

For new course proposals with resource implications please provide a supporting statement from your Chair/Director of your

program. The Chair/Director should indicate how resourcing will be addressed e.g., through a reallocation of existing resources, with new/additional resources, etc.

For course proposal with impact on other programs (in the Faculty or out of the Faculty), please provide evidence of consultation and supporting statement from the other program(s).

**Learning Technology Services (LTS) Statement:**

If there is a technology-enhanced component to the course, a statement is required from the Learning Technology Services indicating whether resources are adequate to support the course. Requests for statements can directed to Rob Finlayson ([rfinlays@yorku.ca](mailto:rfinlays@yorku.ca)). Please note, it will take two weeks to get a statement of support.

**Library Support Statement:**

Proposals for new courses must include a **library support statement** from the Bibliographer responsible for the relevant discipline to indicate whether resources are adequate to support the course. To request a support statement, see the list of subject and liaison librarians at <http://www.library.yorku.ca/web/about-us/contact-us/liaison-librarians/>.

Revised September 2020

- For assistance with process, procedure, see OSAS Director/Manager
- For assistance with alignment with academic plans see your UPD/Chair or AD Learning, Teaching, and Academic Programs
- For assistance with course design see the Moodle course “Health Curriculum Toolkit” at <https://moodle.yorku.ca/moodle/course/view.php?id=148738> (requires passport York username and password to access).
- For assistance with course design, teaching and learning activities please contact either of the following:
  - Yasaman Delaviz, Faculty of Health’s Educational/Curricular Developer Specialist by email at [ydelaviz@yorku.ca](mailto:ydelaviz@yorku.ca) or by phone at ext. 44086
  - Lisa Endersby, Educational Developer, by email at [lendersb@yorku.ca](mailto:lendersb@yorku.ca) or by phone at ext. 33047.
- For assistance with designing and developing experiential education activities see either one of the EE Coordinators Anda Petro or Paola Calderon-Valdivia ([eehealth@yorku.ca](mailto:eehealth@yorku.ca)).
- For assistance with technology-enhanced learning in the course, please contact the Faculty of Health e-learning specialist Sairam Chinnam at Learning Technology Services ([schinnam@yorku.ca](mailto:schinnam@yorku.ca)).
- For assistance with integrating Indigenous content into your course, please contact the Indigenous Council ([ruthkg@yorku.ca](mailto:ruthkg@yorku.ca) & [shillier@yorku.ca](mailto:shillier@yorku.ca)).
- For assistance with determining responses to questions about resources, please contact the Operations Manager and the Chair/Director in the school/department offering the course.
- For assistance with determining resources for students see the Library and Learning Commons resources:
  - [SPARK \(Student Papers & Academic Research Kit\)](#)
  - [LinkedIn Learning](#)
  - [Academic Research & Resources](#)

### Approval Process

- The Faculty of Health Curriculum Committee will only consider new course proposals that have been approved by the unit responsible for offering the course.
- If the proposed course is to be cross-listed, integrated, listed as a course credit exclusion with another course, or listed as a major/minor course option in an interdisciplinary program, the proposal must be accompanied by a statement from the collaborating unit signaling agreement to the proposal.

### Checklist of activities to be completed:

Click or tap to enter a date.	Date reviewed course proposal draft with Director/Manager of OSAS
Click or tap to enter a date.	Date reviewed course proposal draft with Associate Dean, Learning and Teaching
Choose an item.	Attached draft course outline
Reviewed information provided on the Moodle course “Health Curriculum Toolkit” at <a href="https://moodle.yorku.ca/moodle/course/view.php?id=148738">https://moodle.yorku.ca/moodle/course/view.php?id=148738</a> (requires passport York username and password to access).	

**School/Department:**

**Course Rubric and Number:**

**Credit Weight:**  (e.g. 3.00, 6.00) **Effective Session:**  (e.g. Fall 2021, F/W 2021-22)

**Course Title:** *The official name of the course as it will appear in the Undergraduate Calendar.*

**Short Title:** *Maximum 40 characters, including punctuation and spaces. The short title appears on any documents where space is limited (transcripts and calendar copy).*

**Brief Course Description:** *For editorial consistency, verbs should be in the present tense and begin the description; e.g., "Analyzes the nature and extent of..."*

*This is the official description of the course as it will appear in the Undergraduate Calendar. The course description should be carefully written to convey what the course is about. If applicable, include information regarding the language of instruction if other than English.*

Focuses on communication with, assessment of, and interventions for diverse families and social groups to achieve client-centered optimal health and well-being. Through classroom and laboratory/simulation experiences, students develop foundational skills and learn about evidence-informed nursing care for clients in the context of family and social groups, considering culture, diverse identities, and other perspectives.

**List course(s) where applicable:**

<b>Prerequisites:</b>	
<b>Corequisites:</b>	Co-requisite for 2 <sup>nd</sup> Entry BScN students: HH/NURS 1512 3.00. Co-requisite for Post-RN IEN BScN students: HH/NURS 3513 3.00.
<b>Cross-listed to:</b>	
<b>Course Credit Exclusions*:</b>	
<b>Integration**:</b>	

\*Course credit exclusion is a formal status accorded to pairs of courses that are recognized as having sufficient overlap in content to warrant specifically excluding students from obtaining credit for both.

\*\*Integrated courses are graduate courses integrated (taught with) 4000-level undergraduate courses

Include the following information only if the course is: limited to a specific group of students; closed to a specific group of students; and if there is any additional information necessary for students to know before enrolling (notes section). If the course includes experiential education, such as whether the students will work with a community partner and/or if it will involve going off-campus, please include this in the notes section.

<b>Open to:</b>	2 <sup>nd</sup> Entry and Post-RN IEN BScN students.
<b>Not open to:</b>	
<b>Notes:</b>	A minimum grade of 5.00 (C+) is required in this course for the BScN degree.

<b>Science Course:</b>	<b>YES</b>	<b>NO</b>
Denotes courses in IHST, KINE or PSYC to count as science credit for BSc degree programs		x

**Section A - Course Rationale:**

1. What is the rationale for creating this course (e.g., fills a gap in the curriculum, addresses a trend in the content area)?

The undergraduate BScN programs (4-year Direct Entry, 2<sup>nd</sup> Entry and Post-RN Internationally Educated Nurse) are undergoing a major modification to the curricula. As professional programs, each program's courses require updates to meet current standards and to address current issues in health care in Ontario. The course learning outcomes also reflect the College of Nurses of Ontario's terminology and new 2020 entry-to-practice competencies. This course was created as a result of splitting a single course that covered both pediatric and mental health nursing.

This is a singly focused course on the learning needs of the 2<sup>nd</sup> Entry and IEN students to integrate the concepts of health, family and diversity across the lifespan in theoretical and simulated clinical situations. A focus on carefully selected simulations and case studies provides the required content in these students' first term.

2. Describe how this new course aligns with the School/Dept and/or Faculty and/or University Academic Plans. For more information about these plans, contact your UPD, Department Chair, and/or the Associate Dean, Learning, Teaching, & Academic Programs.

The revisions focus on York's 2020-2025 UAP priority of '21st Century Learning' through creative pedagogical approaches (e.g., transformative teaching-learning strategies) that provide students with disciplinary knowledge in health across the lifespan. In keeping with the FoH's Health@2020 academic plan, and strategic direction for *Promoting a High-Quality Learning Experience*, as well as its recently released Integrated Resource Plan 2020-2021, students' knowledge of health, diversity/culture and experiential learning are enhanced by this course. This course also aligns directly with the Mission and core values of the School of Nursing (i.e., *Respect and Relational Practice* and *Client and Population Health*). The focus on care across the lifespan and family care and diversity is fundamental to nursing practice and contributes to students' ability to meet the Entry to Practice Competencies for the College of Nurses of Ontario.

3. How does this proposed course complement, align, or overlap with existing course offerings, particularly in terms of objectives and/or content? If overlap exists, please indicate the nature and extent of consultation which has taken place. If the course is to be cross-listed, integrated or listed as a course credit exclusion with another course, approval is required from all the relevant Faculties/Units.

This course is situated as an introduction to a series of core clinical nursing courses that form the basis for the concept of Nurse in Context of Client and Population Health. This series of courses promotes resiliency and health promotion and focus on the continuum of well-being. The unique course objectives are structured to provide students with opportunities to explore the beginning practice of nursing through understanding diversity in healthcare and the nurse's role. This course is unique in nursing and there is no overlap with other courses.

4. What is the expected enrolment in the course? If course enrollments are below 50 please explain why.

Enrolment approximately: Fall 2022 = 150 + 50 (steady state)

**Section B - Course Structure:**

1. Is this course (Please select one with "X"):

	Fully online
<b>X</b>	Fully face to face
	Blended (i.e., one third of the face to face class time is replaced by online instruction, one third of the class time remains face to face, and the remaining third may be any combination of online and face to face delivery). More information about defining blended learning can be found in the Common Language for eLearning: <a href="http://avptl.info.yorku.ca/files/2017/03/2014-03-26-Common-Language-for-eLearning.pdf">http://avptl.info.yorku.ca/files/2017/03/2014-03-26-Common-Language-for-eLearning.pdf</a>
	Other (please describe):

2. Number of contact hours (defined in terms of hours, weeks, etc.) involved. This information is particularly important to describe for blended and online courses as it indicates whether an effective length of term is being maintained.

2-hour weekly lecture augmented by weekly 2-hour lab experiences, for 12 weeks

3. a) If this course is offered in a blended format, what percentage of the course will be taught online? If not blended, go to # 4.

b) In absence of scheduled contact hours (face-to-face or online), please provide an indication of the estimated time students are likely to spend engaged in learning activities online required by the course.

c) In the absence of scheduled contact hours (face-to-face or online), please describe how the course design encourages student engagement and supports students in achieving the learning outcomes.

4. Indicate the planned frequency of offering and number of sections anticipated (every year, alternate years, etc.)

Fall term, every year; 2-3 sections depending on enrolment, with multiple lab sections as per lab capacity

5. Can you staff this course using current teaching capacity?

YES	NO
X	

If no, explain how this course will be resourced (e.g., additional hires proposed in hiring plan, etc.)

6. Please name the faculty member(s) in the school/dept who have the expertise and are willing to teach this course.

Anne Crozier, Mavoy Bertram, Sarah Evans, Monica Gola, Celina DaSilva

7. Does the course rely on faculty from other programs to teach this course? If so, specify (proposed instructor(s) name and department and attach a letter of support from the faculty member's home school/department UPD/Chair.

No

## Section C - Course Design Information:

This section provides an opportunity to describe the course, its design, and how delivery of the course content aligns with the learning outcomes, teaching activities, and assessment methods. There is also an opportunity for describing how the course applies principles of experiential education, technology enhanced learning and universal design for learning.

- **Experiential Education** remains a top priority for York University and the Faculty of Health as it offers a range of benefits for students related to academic performance, civic engagement and employability. Note that providing and facilitating opportunities for structured, critical reflection (e.g. using iclicker/REEF polling, exit cards, journal entry) is a key component of experiential education. Course directors are invited to integrate EE into their course where possible, but it is understood that some EE activities may not be feasible in every course. Go to <https://health.yorku.ca/experiential-education/faculty/> to see definitions of course focused, community focused, and work focused EE, information on the benefits of EE for students and course directors, and other details.
- The integration of tools and strategies for **technology enhanced learning** (e.g. online learning management system like Moodle, use of polling technology such as iclicker/REEF and other in class technology e.g., see <https://student.computing.yorku.ca/technology-used-in-courses/> ) may provide useful tools for encouraging in class engagement and facilitating deeper learning. For help with online and blended learning course development go to <https://its.info.yorku.ca/health/>.
- The Faculty of Health is committed to the **universal design for learning** principles, i.e., offering and ensuring a diverse array of opportunities for all learners to engage, learn, and demonstrate their knowledge. More information about Universal Design for Learning, as well as recommendations for accommodations and inclusive teaching, can be found at: [http://udlguidelines.cast.org/binaries/content/assets/udlguidelines/udlg-v2-2/udlg\\_graphicorganizer\\_v2-2\\_numbers-no.pdf](http://udlguidelines.cast.org/binaries/content/assets/udlguidelines/udlg-v2-2/udlg_graphicorganizer_v2-2_numbers-no.pdf) and on the Teaching Commons website. Therefore, when designing a course, be sure to consider
  - multiple means of engagement (How will diverse students access and participate in the learning & teaching activities?)
  - multiple means of representation (How will course content be presented in a variety of different ways to support different learning needs and preferences?)
  - multiple means of action & expression (What diverse ways will students be able to demonstrate their learning?)

### 1. Course Topics/Theories

List the key topic areas taught in this course.

- Family theory and structures
- Milestones of normal growth and development of infants and children
- Pre-conceptional health, nutrition
- Therapeutic nursing considering clients' sexual orientation
- Informed consent
- Individual's interactions with social groups
- Healthy pregnancy, normal fetal development
- Common health issues experienced by childbearing families (e.g., loss of pregnancy, preeclampsia, eclampsia, genetic screening, termination of pregnancy, infant in distress, maternal hypertension/edema and others)
- Common health issues experienced by children (e.g., fever, diarrhea, asthma and others)
- Collaboration with clients and the interprofessional team
- Primary health care
- Health teaching and health promotion to enable people to increase control over, and/or improve their health
- Diversity, equity and inclusivity
- Health literacy
- Social Determinants of Health
- Advocacy
- Safety and related concepts that support medication administration
- Selected nursing assessment skills
- Personal violence assessment/sexual assault
- Child maltreatment, and identification and prevention
- Legal considerations, social services involvement, adoption
- Diagnostics (i.e., ultrasound, x-ray or others)

	YES	NO
Will the course have substantial Indigenous (Aboriginal)* content?		x
Will the course include Indigenous (Aboriginal)* identity as either a module or field of study?		x
Will the course include component(s) from Aboriginal Peoples' language, history, cultural, heritage, artefacts, or traditional knowledge?		x

If you answered Yes to at least one of the questions above, provide a summary and/or list of the Indigenous (Aboriginal)\* content or components you are proposing to include in your course in the box below.

\*The Constitution Act, 1982, section 35(2) defines Aboriginal Peoples to include all Indigenous people of Canada – Indians (Status, Non-Status or First Nations identified), Métis and Inuit people.

## 2. Course Teaching Objectives

Course teaching objectives are broad goals for the course.

Examples of course teaching objectives:

- Exposes students to the various methods used for investigating the structure and function of the human brain.
- Provides students the opportunity to develop and practice skills in effective communication.

List the teaching objectives for the course below:

- Provides students with opportunities to apply knowledge of growth and development to health and well-being situations.
- Provides students with basic methods to complete family and individual assessment of health and well-being across the lifespan.
- Exposes student to applied nursing practice focusing on families, children and women and infants in the prenatal, parturition and postnatal period.

## 3. Course Student Learning Outcomes:

Learning outcomes provide a framework for assessment by stating what the learners will be able to demonstrate after completing the course. A succinct learning outcome specifies the tasks students are expected to be able to perform and the level of competence expected for the tasks. Course Learning Outcomes are observable, measurable goals for students and their learning.

Examples of course learning outcomes:

- Students will be able to correctly identify the brain's major components and gross functional areas.
- Students will be able to accurately describe the factors that impact healthy aging.
- Students will be able to critically analyze an academic journal article to determine the merits and drawbacks of the published research.

To help describe learning outcomes, consider the key questions below:

What essential knowledge, skills, and attitudes etc. should students acquire?

- How sophisticated or complex (memorization, analysis, creation, etc.) is students learning to be?
- What will students be able to do or how will they demonstrate/articulate their level of learning?
- What information is needed to be collected to verify/demonstrate students' attainment of learning outcomes?
- How informative are each of these assessment tasks to understanding the student learning process?
- Are these clearly stated and communicated to students?

More information and additional resources can be found on the [Teaching Commons website](#).

List and number the learning outcomes for the course in the section below:

**Course Learning Outcomes:**

Upon completion of this course, students will be able to:

1. Relate normal growth and development to the assessment of families and maternal/fetal, infant, and paediatric clients. (relates to Program Outcome #2)
2. Describe common health needs and challenges encountered when caring for maternal/fetal, infant, and paediatric clients and families in simulation environments. (relates to Program Outcome #2)
3. Outline how the determinants of health can affect the health and well-being of individuals, families and social groups. (relates to Program Outcomes #2, 7, 9)
4. Examine key theories that support nursing practice associated with care of individuals and families within social groups. (relates to Program Outcomes #2, 3, 7, 9)
5. Outline nursing practices that support safe, evidence- and theory-informed fetal, pediatric, parental and family care. (relates to Program Outcomes #1 – 3)
6. Identify strategies used by nurses and other members of the healthcare team to develop effective therapeutic relationships with individuals and larger social groups. (relates to Program Outcomes #1 – 5)
7. Compare current resources, policies and legal and regulatory requirements for their support of safe environments for parents, children, and families and social groups. (relates to Program Outcomes #4 – 7)
8. Demonstrate beginning skills in foundational care of maternal/fetal, infant, and paediatric clients and families in a laboratory environment. (relates to Program Outcomes #1, 2)

**Program Outcomes (for reference)**

1. Provide competent, ethical and culturally responsive nursing care according to professional nursing standards.
2. Integrate knowledge from nursing and other disciplines to enhance health and healing across the lifespan.
3. Engage in decision-making in nursing practice that incorporates multiple ways of knowing, critical appraisal, and evidence-informed practice.
4. Communicate and relate effectively with the client\* and healthcare teams, using varied strategies to promote safe, compassionate, relational care.
5. Engage in collaborative relationships with clients\* and interprofessional health care teams that respects diverse perspectives.
6. Provide leadership for the optimization of client\* health care outcomes and advancement of nursing profession.
7. Advocate for health equity and social justice in client\* care, organizations and public policy in response to changing needs of society.
8. Engage in critical reflection for lifelong self-directed learning, and evidence-informed practice.
9. Empower self, clients\* and colleagues using a range of educational strategies, including technology, for achieving optimal health and work-life outcomes.

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

**4. Course Teaching Strategies and Learning Activities**

What teaching strategies and learning activities (including experiential education) will take place as part of this course? What will students be doing each week in class? How will these activities help support students' learning as defined by the learning outcomes.

To help identify course learning activities that will help students work toward achieving intended learning outcomes, reflect on these key questions:

- How will students receive or gain the information necessary for achieving the course intended learning outcomes?
- What experiential education activities will students engage in?
- What opportunities will or could students be provided to practice the skills they will develop?
- How and when will students engage with each other, with the instructor, and/or with course content?
- If technology-enhanced learning is incorporated into the course, what activities will the students engage in?

Examples:

(This is not an exhaustive list, but rather a summary of the strategies an instructor may use to encourage and facilitate meaningful learning throughout the course)

- In class discussions
- Lecture
- Online discussion forums (e.g. in Moodle)

- Active learning strategies (e.g. think, pair, share; structured debates)
- Wikis (contribute to and curate collaborative content)
- Experiential Education (EE)- Classroom Focused Activities (e.g. guest speakers, role playing, visual media, case studies, simulations, workshops and laboratory, course-based research, etc.)
  - EE- Community Focused EE Activities (e.g. community-based learning; community-based research, community service learning)

List the teaching strategies and learning activities that will be included in this course:

This course utilizes teaching and learning methodologies designed to transform the learner into a registered nurse. Lectures and **guest speakers**, as well as **integrated laboratory and simulation application** are included in the weekly 2-hour lecture and augmented by weekly 2-hour lab experiences. Students will learn foundational skills and safe approaches to care, with a focus on laboratory practice of family assessments and maternal, infant and pediatric care. **Skills videos** and other preparatory materials are required as review prior to practice in the lab and simulation setting; active, return demonstration of skills and practice will be emphasized rather than passive observation of practice. Students will be required to build a skills checklist and maintain this on an **e-portfolio** for the duration of their program. Opportunities for peer teaching and learning will be embedded, for those students with healthcare experience.

## Section D - Course Mapping and Constructive Alignment

This section is designed to help you demonstrate the connections between your student learning outcomes, teaching and learning activities, and assessment strategies. For each teaching and learning activity, please i) identify the learning outcome it will help the students achieve and ii) if the activity will include a formal, graded assessment of student learning. For EE activities, also identify iii) how you will engage students in reflection around the activity (i.e. critically examining the experience), and iv) the type of EE strategy the activity corresponds to.

			For EE Activities Only	
Teaching and Learning Activity	Which course learning outcome/s will this activity help student achieve?	Will this activity include a formal, graded assessment of student learning? (Y/N)  <i>A detailed description of assessment and evaluation strategies will be provided in the next section.</i>	How you will engage students in reflection around this activity?	Corresponding EE Strategy  1- Classroom Focused 2- Community Focused 3- Work Focused
<i>Interviewing and communication strategies Application of family assessment tools and significance</i>	Course Learning Outcomes #2, 3	Family Assessment (20%)	<i>Review assessments in class setting and reflect on their significance Students share experience in class and reflect on overall impressions</i>	1
<i>Assess simulated clients in the laboratory setting</i>	Course Learning Outcomes #5, 7	Lab Demonstration of Safe Practice (P/F)	<i>During the laboratory practice students will have opportunities to apply nursing care to simulated scenarios with families.</i>	1
<i>Video review of skills</i>	Course Learning Outcomes #5, 7	Lab Demonstration of Safe Practice (P/F)	<i>Independent review of assigned videos followed by in-lab practice of skills. After feedback provided, students reflect on performance and may need to re-demonstrate.</i>	1

1. If the course will not include any type of experiential education, please comment below on the rationale for not incorporating experiential education into the course.

N/A

	YES	NO
2. Will the course engage Indigenous (Aboriginal) communities (including reserves, territories, departments, or community organizations, etc) on experiential education?		x

If yes, please comment below on how you will or might engage Indigenous (Aboriginal) communities in experiential education

### Learning/Teaching with Technology:

3. How are learning or teaching technologies incorporated into the course?

EClass; Virtual simulation material to support simulation and lab learning

4. If the course does not include any type of technology enhanced learning, please comment below on the rationale for not incorporating learning or teaching technologies in the course.

N/A

5. If the proposed course employs technology-enhanced forms of delivery (e.g., replacing in-class time with online learning activities), please identify how the integrity of the learning evaluation will be maintained (e.g., using online quizzes that randomly selects questions from a test-bank; specified time length of the test, "on-site" examinations will be required, etc.)

N/A

### Assessment and Evaluation Strategies:

1. How will student learning be assessed? Please list each graded component of the proposed course including the type and percentage value of each component. Indicate which learning outcome(s) are evaluated by which assessment component.

Assessment Strategy	Percentage (%) of Final Grade	Evaluated Learning Outcome(s)
Family Assessment	20%	2, 3
Mid-Term Exam	30%	1 – 6
Group Project	15%	4, 6
Lab Demonstration of Safe Practice	P/F	5, 7
Final Exam	35%	1 – 6

2. Formative feedback is just in time feedback to the students during the course that does not always count toward the final grade. This formative feedback can help the students and instructor progress towards the intended learning outcomes by providing ongoing, low stakes feedback at key points in a lesson or at milestones toward completing a major assignment.

Some examples of formative feedback include:

- d) a pre-test or quiz that asks students to share what they already know about a topic
- e) a think-pair-share exercise where students explore and discuss key course concepts individually, in pairs, and as part of a larger in class discussion
- f) exit cards following a lecture or lesson where students are asked to indicate what they have learned and questions they still have about the topic

List the formative assessment strategies that will be used in this course below.

- 1. Ongoing student checklist of activities promotes self-directed learning and assessment and faculty provide feedback.
- 2. Group project helps students learn to work in teams and share ideas and solutions; faculty to provide comments and direction for improvement.
- 3. Laboratory simulation practice enables students to ask questions about practice, make errors and redo key skills and competencies related to the experience.

- 3. If the course is to be integrated (i.e., graduate/undergraduate), please list the additional evaluation requirements for graduate students.

**Bibliography:**

- 4. Please list the required readings for the course (include ebooks, online readings, and open access resources). The reading list must contain complete bibliographical information (full name of author, title, year of publication, etc.).

**Course Text / Readings**

The following text(s) are required for this course (available at the York University Bookstore, or online):  
Hockenberry, M., Wilson, D., & Rodgers, C. (2017). *Wong's essentials of pediatric nursing* (10<sup>th</sup> ed.). Elsevier eBook on VitalSource.

Perry, S., Hockenberry, M., Leonard Lowdermilk, D., Wilson, D., Keenan-Lindsay, L., & Sams, C., (2017). *Maternal child nursing care in Canada* (2nd ed.). Elsevier.

or  
Webster, J., Sanders, C., Ricci, S., Kyle, T. & Carmen, S. (2019). *Canadian Maternity and Pediatric Nursing*. Philadelphia: Wolters Kluwer Health, Lippincott Williams & Wilkins.

Additional readings may be assigned or recommended during the course, including: United Nations  
<https://www.un.org/sustainabledevelopment/health/>

Additional readings may be assigned or recommended during the course. This course content was taught in a previous course where this content was combined with mental health nursing care; resources are available.

- 5. Please list any suggested readings for the course (include ebooks, online readings, and open access resources). The reading list must contain complete bibliographical information (full name of author, title, year of publication, etc.)

- 6. If the course is to be integrated (graduate/undergraduate), a list of the additional readings required of graduate students must be included. If no additional readings are required, a rationale should be provided.

**Section E - Resources Requirement:**

This section may need to be filled in with the help of your Chair/Director and operations manager:

**1. Computing:**

- Indicate the expected hardware, software and need for student access to computing labs, including the number of student access hours needed (e.g. access to teaching computer lab with SPSS installed; students required to bring their own device). Provide cost of software, where possible. Indicate, what the cost will be for students, if any?

N/A

**2. Classroom:**

- Indicate the expected specialized classroom needs (e.g. moveable table and chairs; audio/visual equipment; WIFI to support students with bringing their own device)

N/A

**3. Teaching Support:**

<ul style="list-style-type: none"> <li>Does the course require technical support? (e.g. lab technician; UIT support). If yes, specify:</li> </ul>	<b>YES</b>	<b>NO</b>
		x
<ul style="list-style-type: none"> <li>Does the course require a tutorial or lab in addition to lecture/seminar hours? If yes, specify and provide expected group size:</li> </ul>	<b>YES</b>	<b>NO</b>
	x	
Laboratory practice group size of 50 students per lab		
<ul style="list-style-type: none"> <li>Does the course require marker/grader, teaching assistant, lab demonstrator etc. support above those normally allocated by the department/school offering the courses?</li> </ul>	<b>YES</b>	<b>NO</b>
		x
If yes, specify why and for what duties/tasks the extra support is needed:		
<ul style="list-style-type: none"> <li>If the course includes off campus practicums/placements or field experiences, such as students working with a community partner, indicate:</li> </ul>	<b>YES</b>	<b>NO</b>
		x
<ul style="list-style-type: none"> <li>Will the instructor need to travel to visit the off-campus community partner(s)?</li> </ul>	<b>YES</b>	<b>NO</b>
		x
<ul style="list-style-type: none"> <li>Will the Experiential Education Coordinator be required to support and maintain the experiential education component while the course is being offered? If yes, please specify:</li> </ul>	<b>YES</b>	<b>NO</b>
		x
<ul style="list-style-type: none"> <li>Is the placement intended to be domestic or international, or both?</li> </ul>	<b>Domestic</b>	
	<b>International</b>	
	<b>Both</b>	
<ul style="list-style-type: none"> <li>If the course is blended or online, indicate whether the support of the eLearning specialist is required?</li> </ul>	<b>YES</b>	<b>NO</b>
		x
If yes, please specify the type of eLearning supports you need:		

**4. Statements of Support** (please attach these to the proposal)

For new course proposals with resource implications please provide a supporting statement from your Chair/Director of your program. The Chair/Director should indicate how resourcing will be addressed e.g., through a reallocation of existing resources, with new/additional resources, etc.

For course proposal with impact on other programs (in the Faculty or out of the Faculty), please provide evidence of consultation and supporting statement from the other program(s).

**Learning Technology Services (LTS) Statement:**

If there is a technology-enhanced component to the course, a statement is required from the Learning Technology Services indicating whether resources are adequate to support the course. Requests for statements can directed to Rob Finlayson ([rfinlays@yorku.ca](mailto:rfinlays@yorku.ca)). Please note, it will take two weeks to get a statement of support.

**Library Support Statement:**

Proposals for new courses must include a **library support statement** from the Bibliographer responsible for the relevant discipline to indicate whether resources are adequate to support the course. To request a support statement, see the list of subject and liaison librarians at <http://www.library.yorku.ca/web/about-us/contact-us/liaison-librarians/>.

Revised September 2020

- For assistance with process, procedure, see OSAS Director/Manager
- For assistance with alignment with academic plans see your UPD/Chair or AD Learning, Teaching, and Academic Programs
- For assistance with course design see the Moodle course “Health Curriculum Toolkit” at <https://moodle.yorku.ca/moodle/course/view.php?id=148738> (requires passport York username and password to access).
- For assistance with course design, teaching and learning activities please contact either of the following:
  - Yasaman Delaviz, Faculty of Health’s Educational/Curricular Developer Specialist by email at [ydelaviz@yorku.ca](mailto:ydelaviz@yorku.ca) or by phone at ext. 44086
  - Lisa Endersby, Educational Developer, by email at [lendersb@yorku.ca](mailto:lendersb@yorku.ca) or by phone at ext. 33047.
- For assistance with designing and developing experiential education activities see either one of the EE Coordinators Anda Petro or Paola Calderon-Valdivia ([eehealth@yorku.ca](mailto:eehealth@yorku.ca))
- For assistance with technology-enhanced learning in the course, please contact the Faculty of Health e-learning specialist Sairam Chinnam at Learning Technology Services ([schinnam@yorku.ca](mailto:schinnam@yorku.ca)).
- For assistance with integrating Indigenous content into your course, please contact the Indigenous Council ([ruthkg@yorku.ca](mailto:ruthkg@yorku.ca) & [shillier@yorku.ca](mailto:shillier@yorku.ca)).
- For assistance with determining responses to questions about resources, please contact the Operations Manager and the Chair/Director in the school/department offering the course.
- For assistance with determining resources for students see the Library and Learning Commons resources:
  - [SPARK \(Student Papers & Academic Research Kit\)](#)
  - [LinkedIn Learning](#)
  - [Academic Research & Resources](#)

### Approval Process

- The Faculty of Health Curriculum Committee will only consider new course proposals that have been approved by the unit responsible for offering the course.
- If the proposed course is to be cross-listed, integrated, listed as a course credit exclusion with another course, or listed as a major/minor course option in an interdisciplinary program, the proposal must be accompanied by a statement from the collaborating unit signaling agreement to the proposal.

### Checklist of activities to be completed:

Click or tap to enter a date.	Date reviewed course proposal draft with Director/Manager of OSAS
Click or tap to enter a date.	Date reviewed course proposal draft with Associate Dean, Learning and Teaching
Choose an item.	Attached draft course outline
Reviewed information provided on the Moodle course “Health Curriculum Toolkit” at <a href="https://moodle.yorku.ca/moodle/course/view.php?id=148738">https://moodle.yorku.ca/moodle/course/view.php?id=148738</a> (requires passport York username and password to access).	

**School/Department:**

**Course Rubric and Number:**

**Credit Weight:**  (e.g. 3.00, 6.00) **Effective Session:**  (e.g. Fall 2021, F/W 2021-22)

**Course Title:** *The official name of the course as it will appear in the Undergraduate Calendar.*

**Short Title:** *Maximum 40 characters, including punctuation and spaces. The short title appears on any documents where space is limited (transcripts and calendar copy).*

**Brief Course Description:** *For editorial consistency, verbs should be in the present tense and begin the description; e.g., "Analyzes the nature and extent of..."*

*This is the official description of the course as it will appear in the Undergraduate Calendar. The course description should be carefully written to convey what the course is about. If applicable, include information regarding the language of instruction if other than English.*

Focuses on communication with, assessment of, and interventions for diverse families and social groups to achieve client-centered optimal health and well-being. Through classroom, laboratory and practicum experiences, students learn about comprehensive theory and evidence-informed nursing care for clients in the context of family and social groups, considering culture, diverse identities, and other perspectives.

**List course(s) where applicable:**

<b>Prerequisites:</b>	HH/NURS 1511 3.00, HH/KINE 1102 3.00, HH/NURS 1543 3.00
<b>Corequisites:</b>	
<b>Cross-listed to:</b>	
<b>Course Credit Exclusions*:</b>	
<b>Integration**:</b>	

\*Course credit exclusion is a formal status accorded to pairs of courses that are recognized as having sufficient overlap in content to warrant specifically excluding students from obtaining credit for both.

\*\*Integrated courses are graduate courses integrated (taught with) 4000-level undergraduate courses

Include the following information only if the course is: limited to a specific group of students; closed to a specific group of students; and if there is any additional information necessary for students to know before enrolling (notes section). If the course includes experiential education, such as whether the students will work with a community partner and/or if it will involve going off-campus, please include this in the notes section.

<b>Open to:</b>	BScN students in 4-year Direct Entry program
<b>Not open to:</b>	
<b>Notes:</b>	Students need to pass both practicum and classroom components in order to pass the course and are responsible for providing their own transportation to and from the practicum sites. A minimum grade of 5.00 (C+) is required in this course for the BScN degree. Enrolled students who failed to achieve the minimum grade of 5.00 (C+) in course prerequisites will be ineligible to proceed/withdrawn from this course.

<b>Science Course:</b>	<b>YES</b>	<b>NO</b>
Denotes courses in IHST, KINE or PSYC to count as science credit for BSc degree programs		x

**Section A - Course Rationale:**

1. What is the rationale for creating this course (e.g., fills a gap in the curriculum, addresses a trend in the content area)?

The undergraduate BScN programs (4-year Direct Entry, 2<sup>nd</sup> Entry and Post-RN Internationally Educated Nurse) are undergoing a major modification to the curricula. As professional programs, each program's courses require updates to meet current standards and to address current issues in health care in Ontario. The course learning outcomes also reflect the College of Nurses of Ontario's terminology and new 2020 entry-to-practice competencies. This course focuses on the learning needs of 4-year Direct Entry students to integrate the concepts of family and diversity across the lifespan in clinical practicum placements in various area health care agencies.

2. Describe how this new course aligns with the School/Dept and/or Faculty and/or University Academic Plans. For more information about these plans, contact your UPD, Department Chair, and/or the Associate Dean, Learning, Teaching, & Academic Programs.

The revisions focus on York's 2020-2025 UAP priority of '21st Century Learning' through creative pedagogical approaches (e.g., transformative teaching-learning strategies) that provide students with disciplinary knowledge in health across the lifespan. In keeping with the FoH's Health@2020 academic plan, and strategic direction for Promoting a High-Quality Learning Experience, as well as its recently released Integrated Resource Plan 2020-2021, students' knowledge of health, diversity/culture and experiential learning are enhanced by this course. This course also aligns directly with the Mission and core values of the School of Nursing (i.e., Respect and Relational Practice and Client and Population Health). The focus on care across the lifespan and family care and diversity is fundamental to nursing practice and contributes to students' ability to meet the Entry to Practice Competencies for the College of Nurses of Ontario.

3. How does this proposed course complement, align, or overlap with existing course offerings, particularly in terms of objectives and/or content? If overlap exists, please indicate the nature and extent of consultation which has taken place. If the course is to be cross-listed, integrated or listed as a course credit exclusion with another course, approval is required from all the relevant Faculties/Units.

This course is situated in a series of core clinical nursing courses that form the basis for the concept of Nurse in Context of Client and Population Health. This series of courses promotes resiliency and health promotion and focus on the continuum of health and well-being. The course objectives are structured to provide students with opportunities to explore the beginning practice of nursing through understanding diversity in healthcare situations and the nurse's role in family and pediatric care. This 6.00 credit practicum course is unique in nursing and there is no overlap with other courses.

4. What is the expected enrolment in the course? If course enrollments are below 50 please explain why.

Enrolment approximately: Fall 2023 = 108; Fall 2024 = 160; Fall 2025 = 234 (steady state)

**Section B - Course Structure:**

1. Is this course (Please select one with "X"):

	Fully online
<b>X</b>	Fully face to face
	Blended (i.e., one third of the face to face class time is replaced by online instruction, one third of the class time remains face to face, and the remaining third may be any combination of online and face to face delivery). More information about defining blended learning can be found in the Common Language for eLearning: <a href="http://avptl.info.yorku.ca/files/2017/03/2014-03-26-Common-Language-for-eLearning.pdf">http://avptl.info.yorku.ca/files/2017/03/2014-03-26-Common-Language-for-eLearning.pdf</a>
	Other (please describe):

2. Number of contact hours (defined in terms of hours, weeks, etc.) involved. This information is particularly important to describe for blended and online courses as it indicates whether an effective length of term is being maintained.

36 hours; 3 hours per week for 12 weeks  
144 hours of practicum or simulation equivalent (e.g., first week in lab setting in skills review for equivalent of one 12-hour day; 12 hours per week for 11 weeks)

3. a) If this course is offered in a blended format, what percentage of the course will be taught online? If not blended, go to # 4.

b) In absence of scheduled contact hours (face-to-face or online), please provide an indication of the estimated time students are likely to spend engaged in learning activities online required by the course.

c) In the absence of scheduled contact hours (face-to-face or online), please describe how the course design encourages student engagement and supports students in achieving the learning outcomes.

4. Indicate the planned frequency of offering and number of sections anticipated (every year, alternate years, etc.)

Every Fall term (2-3 sections) dependent on enrolment

YES	NO
x	

5. Can you staff this course using current teaching capacity?

If no, explain how this course will be resourced (e.g., additional hires proposed in hiring plan, etc.)

6. Please name the faculty member(s) in the school/dept who have the expertise and are willing to teach this course.

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7. Does the course rely on faculty from other programs to teach this course? If so, specify (proposed instructor(s) name and department and attach a letter of support from the faculty member's home school/department UPD/Chair.

No

## Section C - Course Design Information:

This section provides an opportunity to describe the course, its design, and how delivery of the course content aligns with the learning outcomes, teaching activities, and assessment methods. There is also an opportunity for describing how the course applies principles of experiential education, technology enhanced learning and universal design for learning.

- **Experiential Education** remains a top priority for York University and the Faculty of Health as it offers a range of benefits for students related to academic performance, civic engagement and employability. Note that providing and facilitating opportunities for structured, critical reflection (e.g. using iclicker/REEF polling, exit cards, journal entry) is a key component of experiential education. Course directors are invited to integrate EE into their course where possible, but it is understood that some EE activities may not be feasible in every course. Go to <https://health.yorku.ca/experiential-education/faculty/> to see definitions of course focused, community focused, and work focused EE, information on the benefits of EE for students and course directors, and other details.
- The integration of tools and strategies for **technology enhanced learning** (e.g. online learning management system like Moodle, use of polling technology such as iclicker/REEF and other in class technology e.g., see <https://student.computing.yorku.ca/technology-used-in-courses/> ) may provide useful tools for encouraging in class engagement and facilitating deeper learning. For help with online and blended learning course development go to <https://its.info.yorku.ca/health/>.
- The Faculty of Health is committed to the **universal design for learning** principles, i.e., offering and ensuring a diverse array of opportunities for all learners to engage, learn, and demonstrate their knowledge. More information about Universal Design for Learning, as well as recommendations for accommodations and inclusive teaching, can be found at: [http://udlguidelines.cast.org/binaries/content/assets/udlguidelines/udlg-v2-2/udlg\\_graphicorganizer\\_v2-2\\_numbers-no.pdf](http://udlguidelines.cast.org/binaries/content/assets/udlguidelines/udlg-v2-2/udlg_graphicorganizer_v2-2_numbers-no.pdf) and on the Teaching Commons website. Therefore, when designing a course, be sure to consider
  - multiple means of engagement (How will diverse students access and participate in the learning & teaching activities?)
  - multiple means of representation (How will course content be presented in a variety of different ways to support different learning needs and preferences?)
  - multiple means of action & expression (What diverse ways will students be able to demonstrate their learning?)

### 1. Course Topics/Theories

List the key topic areas taught in this course.

- Family theory and structures
- Milestones of normal growth and development of infants and children
- Pre-conceptional health, nutrition
- Therapeutic nursing considering clients' sexual orientation
- Informed consent
- Individual's interactions with social groups
- Healthy pregnancy, normal fetal development
- Common health issues experienced by childbearing families (e.g., loss of pregnancy, preeclampsia, eclampsia, genetic screening, termination of pregnancy, infant in distress, maternal hypertension/edema and others)
- Common health issues experienced by children (e.g., fever, diarrhea, asthma and others)
- Collaboration with clients and the interprofessional team
- Primary health care
- Health teaching and health promotion to enable people to increase control over, and/or improve their health
- Diversity, equity and inclusivity
- Health literacy
- Social Determinants of Health
- Advocacy
- Safety and related concepts that support medication administration
- Selected nursing assessment skills
- Personal violence assessment/sexual assault
- Child maltreatment, and identification and prevention
- Legal considerations, social services involvement, adoption
- Diagnostics (i.e., ultrasound, x-ray or others)

	YES	NO
Will the course have substantial Indigenous (Aboriginal)* content?		x
Will the course include Indigenous (Aboriginal)* identity as either a module or field of study?		x
Will the course include component(s) from Aboriginal Peoples' language, history, cultural, heritage, artefacts, or traditional knowledge?		x

If you answered Yes to at least one of the questions above, provide a summary and/or list of the Indigenous (Aboriginal)\* content or components you are proposing to include in your course in the box below.

\*The Constitution Act, 1982, section 35(2) defines Aboriginal Peoples to include all Indigenous people of Canada – Indians (Status, Non-Status or First Nations identified), Métis and Inuit people.

## 2. Course Teaching Objectives

Course teaching objectives are broad goals for the course.

Examples of course teaching objectives:

- Exposes students to the various methods used for investigating the structure and function of the human brain.
- Provides students the opportunity to develop and practice skills in effective communication.

List the teaching objectives for the course below:

1. Explain normal physiological processes, including growth and development to changing health situations for clients.
2. Provide students with basic methods to complete family and individual assessment of health and well-being across the lifespan.
3. Expose students to applied nursing practice that focuses on families, children and women and infants in the prenatal, parturition and postnatal period.

## 3. Course Student Learning Outcomes:

Learning outcomes provide a framework for assessment by stating what the learners will be able to demonstrate after completing the course. A succinct learning outcome specifies the tasks students are expected to be able to perform and the level of competence expected for the tasks. Course Learning Outcomes are observable, measurable goals for students and their learning.

Examples of course learning outcomes:

- Students will be able to correctly identify the brain's major components and gross functional areas.
- Students will be able to accurately describe the factors that impact healthy aging.
- Students will be able to critically analyze an academic journal article to determine the merits and drawbacks of the published research.

To help describe learning outcomes, consider the key questions below:

What essential knowledge, skills, and attitudes etc. should students acquire?

- How sophisticated or complex (memorization, analysis, creation, etc.) is students learning to be?
- What will students be able to do or how will they demonstrate/articulate their level of learning?
- What information is needed to be collected to verify/demonstrate students' attainment of learning outcomes?
- How informative are each of these assessment tasks to understanding the student learning process?
- Are these clearly stated and communicated to students?

More information and additional resources can be found on the [Teaching Commons website](#).

List and number the learning outcomes for the course in the section below:

### **Course Learning Outcomes**

Upon completion of this course, students will be able to:

1. Relate normal growth and development to the assessment of families and maternal/fetal, infant, and paediatric clients. (relates to Program Outcome #2)
2. Describe common health needs and challenges encountered when caring for maternal/fetal, infant, and paediatric clients and families. (relates to Program Outcome #2)
3. Outline how the social determinants of health can affect the health and well-being of individuals, families and social groups. (relates to Program Outcomes #2, 7, 9)
4. Examine key theories that support nursing practice associated with care of individuals and families within social groups. (relates to Program Outcomes #2, 3, 7, 9)
5. Select nursing practices that support safe, evidence and theory informed fetal, paediatric, parental and family care in a variety of settings. (relates to Program Outcomes #1 – 3)
6. Identify strategies used by nurses and other members of the healthcare team to develop effective therapeutic relationships with individuals and larger social groups. (relates to Program Outcomes #1 – 5)
7. Compare current resources, policies and legal and regulatory requirements that support safe environments for parents, children, and families and social groups. (relates to Program Outcomes #4 – 7)

### **Practicum Competencies (supporting course learning outcomes)**

1. Apply theory-guided, evidence-informed approaches to assessments and interventions for families and social groups. (relates to Course Learning Outcomes #2, 3, 5)
2. Conduct holistic health and physical assessments for women, fetuses, infants and/or children. (relates to Course Learning Outcomes #1, 2, 5)
3. Use the nursing process to plan, implement and evaluate clinical interventions that focus on individual and family health, and health of social groups. (relates to Course Learning Outcomes #4, 5)
4. Perform safe, competent care when working in maternal/infant and pediatric settings, seeking help as needed. (relates to Course Learning Outcomes #4, 5)
5. Show effective verbal and written communication with clients, families and the interprofessional healthcare team that promote safety, and collaborative relationships. (relates to Course Learning Outcomes #4 – 6)
6. Demonstrate foundational principles for health teaching and health promotion. (relates to Course Learning Outcomes #1, 3, 4)
7. Demonstrate consistent professionalism and accountability. (relates to Course Learning Outcome #4)

### **Program Outcomes (for reference)**

1. Provide competent, ethical and culturally responsive nursing care according to professional nursing standards.
2. Integrate knowledge from nursing and other disciplines to enhance health and healing across the lifespan.
3. Engage in decision-making in nursing practice that incorporates multiple ways of knowing, critical appraisal, and evidence-informed practice.
4. Communicate and relate effectively with the client\* and healthcare teams, using varied strategies to promote safe, compassionate, relational care.
5. Engage in collaborative relationships with clients\* and interprofessional health care teams that respects diverse perspectives.
6. Provide leadership for the optimization of client\* health care outcomes and advancement of nursing profession.
7. Advocate for health equity and social justice in client\* care, organizations and public policy in response to changing needs of society.
8. Engage in critical reflection for lifelong self-directed learning, and evidence-informed practice.
9. Empower self, clients\* and colleagues using a range of educational strategies, including technology, for achieving optimal health and work-life outcomes.

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

## **4. Course Teaching Strategies and Learning Activities**

What teaching strategies and learning activities (including experiential education) will take place as part of this course? What will students be doing each week in class? How will these activities help support students' learning as defined by the learning outcomes.

To help identify course learning activities that will help students work toward achieving intended learning outcomes, reflect on these key questions:

- How will students receive or gain the information necessary for achieving the course intended learning outcomes?

- What experiential education activities will students engage in?
- What opportunities will or could students be provided to practice the skills they will develop?
- How and when will students engage with each other, with the instructor, and/or with course content?
- If technology-enhanced learning is incorporated into the course, what activities will the students engage in?

Examples:

(This is not an exhaustive list, but rather a summary of the strategies an instructor may use to encourage and facilitate meaningful learning throughout the course)

- In class discussions
- Lecture
- Online discussion forums (e.g. in Moodle)
- Active learning strategies (e.g. think, pair, share; structured debates)
- Wikis (contribute to and curate collaborative content)
- Experiential Education (EE)- Classroom Focused Activities (e.g. guest speakers, role playing, visual media, case studies, simulations, workshops and laboratory, course-based research, etc.)
- EE- Community Focused EE Activities (e.g. community-based learning; community-based research, community service learning)

List the teaching strategies and learning activities that will be included in this course:

This course utilizes teaching and learning methodologies designed to transform the learner into a registered nurse. Teaching learning strategies involve lectures and **guest speakers**, as well as **integrated laboratory and clinical application**. Students will focus laboratory practice on family assessments and maternal, infant and pediatric care. **Practicum opportunities** will focus on nursing application of practice with families (e.g., maternal, infant and pediatric populations) and other social groups. Simulation experiences will be utilized to augment learning.

## Section D - Course Mapping and Constructive Alignment

This section is designed to help you demonstrate the connections between your student learning outcomes, teaching and learning activities, and assessment strategies. For each teaching and learning activity, please i) identify the learning outcome it will help the students achieve and ii) if the activity will include a formal, graded assessment of student learning. For EE activities, also identify iii) how you will engage students in reflection around the activity (i.e. critically examining the experience), and iv) the type of EE strategy the activity corresponds to.

			For EE Activities Only	
Teaching and Learning Activity	Which course learning outcome/s will this activity help student achieve?	Will this activity include a formal, graded assessment of student learning? (Y/N)  <i>A detailed description of assessment and evaluation strategies will be provided in the next section.</i>	How you will engage students in reflection around this activity?	Corresponding EE Strategy  1- Classroom Focused 2- Community Focused 3- Work Focused
<i>Interviewing and communication strategies Application of family assessment tools and significance</i>	Course Learning Outcomes #2, 3	Family Assessment (20%)	<i>Review assessments in class setting and reflect on their significance Students share experience in class and reflect on overall impressions</i>	1
<i>Demo in lab for administration and safety</i>	Course Learning Outcomes #1, 5, 6 and ALL Practice competencies	Laboratory Practice (Pass/Fail) Medication Calculation Test Pass is 90% (Pass/Fail)	<i>During the laboratory practice students will have opportunities to apply nursing care to simulated</i>	1

			<i>scenarios with families.</i>	
<i>Video review of skills</i>	Course Learning Outcomes #5, 7	Self-Assessment of Skills (Pass/Fail)	<i>Independent review of assigned videos followed by in-lab practice of skills. After feedback provided, students reflect on performance and may need to re-demonstrate.</i>	1
<i>Case examples of how to perform effective self-assessments</i> <i>Examples of feedback</i>	ALL Practice competencies	Self-Assessment of Skills (Pass/Fail)	<i>Pair-share discussion of how to be effective in self-evaluation</i> <i>Use of reflection in self evaluation</i>	1
<i>Discussion of learning plans and goal development</i>	ALL Practice competencies	Learning Plan (Pass/Fail)		
<i>Field practicum</i>	Course Learning Outcomes # 1, 2, 4, 5 and ALL Practice competencies	Midterm Practicum Evaluation (Pass/Fail) Final Practicum Evaluation (Pass/Fail)	<i>Small group discussion of clinical evaluation and key elements</i> <i>Preceptor or clinical course director guidance to student in the provision of client care</i>	3
<i>E-Portfolio</i>	ALL Practice competencies	Cumulative Portfolio (assessed)	<i>Idea exchange for portfolio formatting, creativity encouraged.</i>	1

1. If the course will not include any type of experiential education, please comment below on the rationale for not incorporating experiential education into the course.

N/A

	YES	NO
2. Will the course engage Indigenous (Aboriginal) communities (including reserves, territories, departments, or community organizations, etc) on experiential education?		x

If yes, please comment below on how you will or might engage Indigenous (Aboriginal) communities in experiential education

### Learning/Teaching with Technology:

3. How are learning or teaching technologies incorporated into the course?

EClass; Virtual simulation material to support clinical learning

4. If the course does not include any type of technology enhanced learning, please comment below on the rationale for not incorporating learning or teaching technologies in the course.

N/A

- If the proposed course employs technology-enhanced forms of delivery (e.g., replacing in-class time with online learning activities), please identify how the integrity of the learning evaluation will be maintained (e.g., using online quizzes that randomly selects questions from a test-bank; specified time length of the test, "on-site" examinations will be required, etc.)

N/A

**Assessment and Evaluation Strategies:**

- How will student learning be assessed? Please list each graded component of the proposed course including the type and percentage value of each component. Indicate which learning outcome(s) are evaluated by which assessment component.

Assessment Strategy	Percentage (%) of Final Grade	Evaluated Learning Outcome(s)
Family Assessment	20%	2, 3
Midterm Exam	30%	1 – 6
Group Project	15%	4, 6
Final Exam	35%	1 – 6
Medication Calculation Test (Pass is 90%)	Pass/Fail	6 (and Practice competency #4)
Laboratory Practice	Pass/Fail	1, 5, 6 (and ALL Practice competencies)
Self-Assessment of Skills	Pass/Fail	(ALL Practice competencies)
Learning Plan	Pass/Fail	(ALL Practice competencies)
Midterm Practicum Evaluation	Pass/Fail	1, 2, 4, 5 (and ALL Practice competencies)
Final Practicum Evaluation	Pass/Fail	1, 2, 4, 5 (and ALL Practice competencies)

- Formative feedback is just in time feedback to the students during the course that does not always count toward the final grade. This formative feedback can help the students and instructor progress towards the intended learning outcomes by providing ongoing, low stakes feedback at key points in a lesson or at milestones toward completing a major assignment.

Some examples of formative feedback include:

- a pre-test or quiz that asks students to share what they already know about a topic
- a think-pair-share exercise where students explore and discuss key course concepts individually, in pairs, and as part of a larger in class discussion
- exit cards following a lecture or lesson where students are asked to indicate what they have learned and questions they still have about the topic

List the formative assessment strategies that will be used in this course below.

- Virtual simulation and online course support allow student to investigate complex areas of practice at their own pace and receive feedback
- Ongoing evaluation by preceptors in laboratory and clinical settings provides opportunities for improvement.
- Group work enables feedback and discussion among students
- Interviewing enables students to utilize communication strategies

- If the course is to be integrated (i.e., graduate/undergraduate), please list the additional evaluation requirements for graduate

students.

**Bibliography:**

4. Please list the required readings for the course (include ebooks, online readings, and open access resources). The reading list must contain complete bibliographical information (full name of author, title, year of publication, etc.).

The following text(s) are required for this course (available at the York University Bookstore, or online):

Perry, S., Hockenberry, M., Leonard Lowdermilk, D., Wilson, D., Keenan-Lindsay, L., & Sams, C., (2017). *Maternal child nursing care in Canada* (2nd ed.). Elsevier.

Hockenberry, M., Rodgers, C., & Wilson, D. (2022). *Wong's essentials of pediatric nursing* (11<sup>th</sup> ed.). Elsevier (eBook options on VitalSource).

or

Webster, J., Sanders, C., Ricci, S., Kyle, T. & Carmen, S. (2019). *Canadian Maternity and Pediatric Nursing*. Philadelphia: Wolters Kluwer Health, Lippincott Williams & Wilkins.

Additional readings may be assigned or recommended/referred to during the course:

College of Nurses of Ontario. (2019). Entry-to-practice competencies for registered nurses. <https://www.cno.org/globalassets/docs/reg/41037-entry-to-practice-competencies-2020.pdf>

College of Nurses of Ontario. (2002). Professional standards, revised 2002. [https://www.cno.org/globalassets/docs/prac/41006\\_profstds.pdf](https://www.cno.org/globalassets/docs/prac/41006_profstds.pdf)

College of Nurses of Ontario. (2006). Therapeutic nurse-client relationship, revised 2006. [https://www.cno.org/globalassets/docs/prac/41033\\_therapeutic.pdf](https://www.cno.org/globalassets/docs/prac/41033_therapeutic.pdf)

Hockenberry, M. J., Wilson, D., & Rodgers, C. (2019). *Wong's nursing care of infants and children* (11<sup>th</sup> ed.). Elsevier.

Peterson, E., Morgan, R., & Calhoun, A. (2021). Improving patient- and family-centered communication in pediatrics: A review of simulation-based learning. *Pediatric Annals*, 50(1), e32-e38. doi:<http://dx.doi.org.ezproxy.library.yorku.ca/10.3928/19382359-20201211-02>

Alotaibi, K., Higgins, I., Day, J., & Chan, S. (2018). Paediatric pain management: Knowledge, attitudes, barriers and facilitators among nurses – integrative review. *International Nursing Review*, 65(4), 524-533. doi:<http://dx.doi.org.ezproxy.library.yorku.ca/10.1111/inr.12465>

Adams, H. A., & Feudale, R. M. (2018). Implementation of a structured rounding tool for interprofessional care team rounds to improve communication and collaboration in patient care. *Pediatric Nursing*, 44(5), 229-233,246. Retrieved from <http://ezproxy.library.yorku.ca/login?url=https://www-proquest-com.ezproxy.library.yorku.ca/scholarly-journals/implementation-structured-rounding-tool/docview/2124408910/se-2?accountid=15182>

Other resources are available. This course content was taught in a previous course where this content was combined with mental health nursing care.

5. Please list any suggested readings for the course (include ebooks, online readings, and open access resources). The reading list must contain complete bibliographical information (full name of author, title, year of publication, etc.).

6. If the course is to be integrated (graduate/undergraduate), a list of the additional readings required of graduate students must be included. If no additional readings are required, a rationale should be provided.

**Section E - Resources Requirement:**

This section may need to be filled in with the help of your Chair/Director and operations manager:

**1. Computing:**

- Indicate the expected hardware, software and need for student access to computing labs, including the number of student access hours needed (e.g. access to teaching computer lab with SPSS installed; students required to bring their own device). Provide cost of software, where possible. Indicate, what the cost will be for students, if any?

N/A

**2. Classroom:**

- Indicate the expected specialized classroom needs (e.g. moveable table and chairs; audio/visual equipment; WIFI to support students with bringing their own device)

N/A

**3. Teaching Support:**

<ul style="list-style-type: none"> <li>Does the course require technical support? (e.g. lab technician; UIT support). If yes, specify:</li> </ul>	<b>YES</b>	<b>NO</b>
		x
<ul style="list-style-type: none"> <li>Does the course require a tutorial or lab in addition to lecture/seminar hours? If yes, specify and provide expected group size:</li> </ul>	<b>YES</b>	<b>NO</b>
	x	
Laboratory practice group size of 50 students per lab Clinical group size 4-8 students per clinical instructor, as per clinical agency		
<ul style="list-style-type: none"> <li>Does the course require marker/grader, teaching assistant, lab demonstrator etc. support above those normally allocated by the department/school offering the courses?</li> </ul>	<b>YES</b>	<b>NO</b>
		x
If yes, specify why and for what duties/tasks the extra support is needed:		
<ul style="list-style-type: none"> <li>If the course includes off campus practicums/placements or field experiences, such as students working with a community partner, indicate:</li> </ul>	<b>YES</b>	<b>NO</b>
		x
<ul style="list-style-type: none"> <li>Will the instructor need to travel to visit the off-campus community partner(s)?</li> </ul>	<b>YES</b>	<b>NO</b>
		x
<ul style="list-style-type: none"> <li>Will the Experiential Education Coordinator be required to support and maintain the experiential education component while the course is being offered? If yes, please specify:</li> </ul>	<b>YES</b>	<b>NO</b>
		x
<ul style="list-style-type: none"> <li>Is the placement intended to be domestic or international, or both?</li> </ul>	<b>Domestic</b>	
	<b>International</b>	
	<b>Both</b>	
<ul style="list-style-type: none"> <li>If the course is blended or online, indicate whether the support of the eLearning specialist is required?</li> </ul>	<b>YES</b>	<b>NO</b>
		x
If yes, please specify the type of eLearning supports you need:		

**4. Statements of Support** (please attach these to the proposal)

For new course proposals with resource implications please provide a supporting statement from your Chair/Director of your program. The Chair/Director should indicate how resourcing will be addressed e.g., through a reallocation of existing resources, with new/additional resources, etc.

For course proposal with impact on other programs (in the Faculty or out of the Faculty), please provide evidence of consultation and supporting statement from the other program(s).

**Learning Technology Services (LTS) Statement:**

If there is a technology-enhanced component to the course, a statement is required from the Learning Technology Services indicating whether resources are adequate to support the course. Requests for statements can directed to Rob Finlayson ([rfinlays@yorku.ca](mailto:rfinlays@yorku.ca)). Please note, it will take two weeks to get a statement of support.

**Library Support Statement:**

Proposals for new courses must include a **library support statement** from the Bibliographer responsible for the relevant discipline to indicate whether resources are adequate to support the course. To request a support statement, see the list of subject and liaison librarians at <http://www.library.yorku.ca/web/about-us/contact-us/liaison-librarians/>.

Revised September 2020

- For assistance with process, procedure, see OSAS Director/Manager
- For assistance with alignment with academic plans see your UPD/Chair or AD Learning, Teaching, and Academic Programs
- For assistance with course design see the Moodle course “Health Curriculum Toolkit” at <https://moodle.yorku.ca/moodle/course/view.php?id=148738> (requires passport York username and password to access).
- For assistance with course design, teaching and learning activities please contact either of the following:
  - Yasaman Delaviz, Faculty of Health’s Educational/Curricular Developer Specialist by email at [ydelaviz@yorku.ca](mailto:ydelaviz@yorku.ca) or by phone at ext. 44086
  - Lisa Endersby, Educational Developer, by email at [lendersb@yorku.ca](mailto:lendersb@yorku.ca) or by phone at ext. 33047.
- For assistance with designing and developing experiential education activities see either one of the EE Coordinators Anda Petro or Paola Calderon-Valdivia ([eehealth@yorku.ca](mailto:eehealth@yorku.ca)).
- For assistance with technology-enhanced learning in the course, please contact the Faculty of Health e-learning specialist Sairam Chinnam at Learning Technology Services ([schinnam@yorku.ca](mailto:schinnam@yorku.ca)).
- For assistance with integrating Indigenous content into your course, please contact the Indigenous Council ([ruthkg@yorku.ca](mailto:ruthkg@yorku.ca) & [shillier@yorku.ca](mailto:shillier@yorku.ca)).
- For assistance with determining responses to questions about resources, please contact the Operations Manager and the Chair/Director in the school/department offering the course.
- For assistance with determining resources for students see the Library and Learning Commons resources:
  - [SPARK \(Student Papers & Academic Research Kit\)](#)
  - [LinkedIn Learning](#)
  - [Academic Research & Resources](#)

### Approval Process

- The Faculty of Health Curriculum Committee will only consider new course proposals that have been approved by the unit responsible for offering the course.
- If the proposed course is to be cross-listed, integrated, listed as a course credit exclusion with another course, or listed as a major/minor course option in an interdisciplinary program, the proposal must be accompanied by a statement from the collaborating unit signaling agreement to the proposal.

### Checklist of activities to be completed:

Click or tap to enter a date.	Date reviewed course proposal draft with Director/Manager of OSAS
Click or tap to enter a date.	Date reviewed course proposal draft with Associate Dean, Learning and Teaching
Choose an item.	Attached draft course outline
Reviewed information provided on the Moodle course “Health Curriculum Toolkit” at <a href="https://moodle.yorku.ca/moodle/course/view.php?id=148738">https://moodle.yorku.ca/moodle/course/view.php?id=148738</a> (requires passport York username and password to access).	

**School/Department:**

**Course Rubric and Number:**

**Credit Weight:**  (e.g. 3.00, 6.00) **Effective Session:**  (e.g. Fall 2021, F/W 2021-22)

**Course Title:** *The official name of the course as it will appear in the Undergraduate Calendar.*

**Short Title:** *Maximum 40 characters, including punctuation and spaces. The short title appears on any documents where space is limited (transcripts and calendar copy).*

**Brief Course Description:** *For editorial consistency, verbs should be in the present tense and begin the description; e.g., "Analyzes the nature and extent of..."*

*This is the official description of the course as it will appear in the Undergraduate Calendar. The course description should be carefully written to convey what the course is about. If applicable, include information regarding the language of instruction if other than English.*

Examines the continuum of mental health, illness and addictions through the lens of theory and research evidence. Students apply knowledge and skills when working with clients experiencing mental health and illness across the lifespan. Through classroom, laboratory and practicum experiences, students develop therapeutic communication strategies and engage in therapeutic relationships in a variety of settings.

**List course(s) where applicable:**

<b>Prerequisites:</b>	<b>Prerequisites for 4-year Direct Entry</b> BScN students: HH/NURS 2513 3.00, HH/NURS 2546 3.00. <b>Prerequisites for 2<sup>nd</sup> Entry</b> BScN students: HH/NURS 2513 3.00, HH/NURS 2535 3.00, HH/NURS 3510 6.00. <b>Prerequisite for Post-RN IEN</b> BScN students: HH/NURS 1543 3.00, HH/NURS 2513 3.00, HH/NURS 3510 6.00, HH/NURS 3901 3.00.
<b>Corequisites:</b>	
<b>Cross-listed to:</b>	
<b>Course Credit Exclusions*:</b>	
<b>Integration**:</b>	

\*Course credit exclusion is a formal status accorded to pairs of courses that are recognized as having sufficient overlap in content to warrant specifically excluding students from obtaining credit for both.

\*\*Integrated courses are graduate courses integrated (taught with) 4000-level undergraduate courses

Include the following information only if the course is: limited to a specific group of students; closed to a specific group of students; and if there is any additional information necessary for students to know before enrolling (notes section). If the course includes experiential education, such as whether the students will work with a community partner and/or if it will involve going off-campus, please include this in the notes section.

<b>Open to:</b>	Students in the BScN programs.
<b>Not open to:</b>	
<b>Notes:</b>	Students need to pass both practicum and classroom components in order to pass the course and are responsible for providing their own transportation to and from the practicum sites. A minimum grade of 5.00 (C+) is required for this course in the BScN program. Enrolled students who failed to achieve the minimum grade of 5.00 (C+) in course prerequisites will be ineligible to proceed/withdrawn from this course.

<b>Science Course:</b>	<b>YES</b>	<b>NO</b>
Denotes courses in IHST, KINE or PSYC to count as science credit for BSc degree programs		x

**Section A - Course Rationale:**

1. What is the rationale for creating this course (e.g., fills a gap in the curriculum, addresses a trend in the content area)?

The undergraduate BScN programs (4-year Direct Entry, 2<sup>nd</sup> Entry and Post-RN Internationally Educated Nurse) are undergoing a major modification to the curricula. As professional programs, each program's courses require updates to meet current standards and to address current issues in health care in Ontario. The course learning outcomes also reflect the College of Nurses of Ontario's terminology and new 2020 entry-to-practice competencies. Mental health issues are pervasive in the 21<sup>st</sup> century and program graduates must be well versed in management and expectations related to this population. The previous course was blended with other topics so moving to a course devoted to this important subject is essential for future nursing practice.

2. Describe how this new course aligns with the School/Dept and/or Faculty and/or University Academic Plans. For more information about these plans, contact your UPD, Department Chair, and/or the Associate Dean, Learning, Teaching, & Academic Programs.

The revisions focus on York's 2020-2025 UAP priority of '21st Century Learning' through creative pedagogical approaches (e.g., transformative teaching-learning strategies) that provide students with disciplinary knowledge in health across the lifespan. In keeping with the FoH's Health@2020 academic plan, and strategic direction for Promoting a High-Quality Learning Experience, as well as its recently released Integrated Resource Plan 2020-2021, students' knowledge of health, mental health, resilience and experiential learning are enhanced by this course. This course also aligns directly with the Mission and core values of the School of Nursing (i.e., Respect and Relational Practice and Client and Population Health). The focus on care across the lifespan and mental health care is fundamental to nursing practice and contributes to students' ability to meet the Entry to Practice Competencies for the College of Nurses of Ontario.

3. How does this proposed course complement, align, or overlap with existing course offerings, particularly in terms of objectives and/or content? If overlap exists, please indicate the nature and extent of consultation which has taken place. If the course is to be cross-listed, integrated or listed as a course credit exclusion with another course, approval is required from all the relevant Faculties/Units.

This course is situated in a series of core clinical nursing courses that form the basis for the concept of Nurse in Context of Client and Population Health. This series of courses promotes resiliency and health promotion and focus on the continuum of health and well-being, including mental health across the lifespan. The course objectives are structured to provide students with opportunities to explore this specific aspect of nursing practice that will be experienced in the care of all clients in every clinical course for the rest of the program. This 6.00 credit practicum course is unique in nursing and there is no overlap with other courses.

4. What is the expected enrolment in the course? If course enrollments are below 50 please explain why.

Enrolment approximately: Summer 2023 = 150 + 50; Winter 2024 = 108; Summer 2024 = 150 + 50; Winter 2025 = 160; Summer 2025 = 150+ 50; Winter 2026 = 234 (steady state)

**Section B - Course Structure:**

1. Is this course (Please select one with "X"):

	Fully online
<b>X</b>	Fully face to face
	Blended (i.e., one third of the face to face class time is replaced by online instruction, one third of the class time remains face to face, and the remaining third may be any combination of online and face to face delivery). More information about defining blended learning can be found in the Common Language for eLearning: <a href="http://avptl.info.yorku.ca/files/2017/03/2014-03-26-Common-Language-for-eLearning.pdf">http://avptl.info.yorku.ca/files/2017/03/2014-03-26-Common-Language-for-eLearning.pdf</a>
	Other (please describe):

2. Number of contact hours (defined in terms of hours, weeks, etc.) involved. This information is particularly important to describe for blended and online courses as it indicates whether an effective length of term is being maintained.

36 hours per week class time (3 hours per week for 12 weeks)  
144 hours of practicum or equivalent (first week in lab setting in skills review for equivalent of one 12-hour day; 12 hours per week for 11 weeks)

3. a) If this course is offered in a blended format, what percentage of the course will be taught online? If not blended, go to # 4.

b) In absence of scheduled contact hours (face-to-face or online), please provide an indication of the estimated time students are likely to spend engaged in learning activities online required by the course.

c) In the absence of scheduled contact hours (face-to-face or online), please describe how the course design encourages student engagement and supports students in achieving the learning outcomes.

4. Indicate the planned frequency of offering and number of sections anticipated (every year, alternate years, etc.)

Summer = 2-3 sections; Winter = 1-2 sections (depending on enrolment)

5. Can you staff this course using current teaching capacity?

YES	NO
X	

If no, explain how this course will be resourced (e.g., additional hires proposed in hiring plan, etc.)

6. Please name the faculty member(s) in the school/dept who have the expertise and are willing to teach this course.

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7. Does the course rely on faculty from other programs to teach this course? If so, specify (proposed instructor(s) name and department and attach a letter of support from the faculty member's home school/department UPD/Chair.

No

## Section C - Course Design Information:

This section provides an opportunity to describe the course, its design, and how delivery of the course content aligns with the learning outcomes, teaching activities, and assessment methods. There is also an opportunity for describing how the course applies principles of experiential education, technology enhanced learning and universal design for learning.

- Experiential **Education** remains a top priority for York University and the Faculty of Health as it offers a range of benefits for students related to academic performance, civic engagement and employability. Note that providing and facilitating opportunities for structured, critical reflection (e.g. using iclicker/REEF polling, exit cards, journal entry) is a key component of experiential education. Course directors are invited to integrate EE into their course where possible, but it is understood that some EE activities may not be feasible in every course. Go to <https://health.yorku.ca/experiential-education/faculty/> to see definitions of course focused, community focused, and work focused EE, information on the benefits of EE for students and course directors, and other details.
- The integration of tools and strategies for **technology enhanced learning** (e.g. online learning management system like Moodle, use of polling technology such as iclicker/REEF and other in class technology e.g., see <https://student.computing.yorku.ca/technology-used-in-courses/> ) may provide useful tools for encouraging in class engagement and facilitating deeper learning. For help with online and blended learning course development go to <https://its.info.yorku.ca/health/>.
- The Faculty of Health is committed to the **universal design for learning** principles, i.e., offering and ensuring a diverse array of opportunities for all learners to engage, learn, and demonstrate their knowledge. More information about Universal Design for Learning, as well as recommendations for accommodations and inclusive teaching, can be found at: [http://udlguidelines.cast.org/binaries/content/assets/udlguidelines/udlg-v2-2/udlg\\_graphicorganizer\\_v2-2\\_numbers-no.pdf](http://udlguidelines.cast.org/binaries/content/assets/udlguidelines/udlg-v2-2/udlg_graphicorganizer_v2-2_numbers-no.pdf) and on the Teaching Commons website. Therefore, when designing a course, be sure to consider
  - multiple means of engagement (How will diverse students access and participate in the learning & teaching activities?)
  - multiple means of representation (How will course content be presented in a variety of different ways to support different learning needs and preferences?)
  - multiple means of action & expression (What diverse ways will students be able to demonstrate their learning?)

### 1. Course Topics/Theories

List the key topic areas taught in this course.

- Mental health, illness and addiction continuum
- Formation of healing nurse-client therapeutic relationships within a sociocultural, legal and caring context
- Addiction with emphasis on substance use and concurrent disorders
- Forensic aspects
- Mental Status Assessment
- Delirium, Dementia and Depression
- De-escalation
- Crisis Intervention
- Harm reduction
- Attachment, separation and loss/grief
- Adverse Childhood Experience
- Interpersonal violence:
  - Childhood Trauma
  - Intimate Partner
  - Human Trafficking
- Historical and Intergenerational trauma
- Psychotherapy (newly regulated CNO practice)
- Supporting the medical plan of care
- Perinatal Mood and Anxiety Disorders
- Infant Mental Health
- Psychoeducational groups, didactic groups, process groups, family therapy
- Recovery and recovery-oriented care
- Stigma and Discrimination

- Social Justice, Health Equity, Inclusion related to Mental Health issues
- Truth and Reconciliation in mental health practice
- Consumer/Survivors
- Social Determinants of Health as they impact mental health/addictions
- Integration of mental and physical health
- Medications related to treating mental health challenges/adherence issues
- Disaster and Trauma
- Trauma-informed care, trauma-based care
- Patient and health care provider Safety
- Cultural Safety/congruence
- Suicide Prevention
- Resilience
- Mental illnesses (e.g., anxiety disorder, bipolar affective disorder, eating disorders, schizophrenia, depression and others)

	YES	NO
Will the course have substantial Indigenous (Aboriginal)* content?		x
Will the course include Indigenous (Aboriginal)* identity as either a module or field of study?		x
Will the course include component(s) from Aboriginal Peoples' language, history, cultural, heritage, artefacts, or traditional knowledge?		x

If you answered Yes to at least one of the questions above, provide a summary and/or list of the Indigenous (Aboriginal)\* content or components you are proposing to include in your course in the box below.

\*The Constitution Act, 1982, section 35(2) defines Aboriginal Peoples to include all Indigenous people of Canada – Indians (Status, Non-Status or First Nations identified), Métis and Inuit people.

## 2. Course Teaching Objectives

Course teaching objectives are broad goals for the course.

Examples of course teaching objectives:

- Exposes students to the various methods used for investigating the structure and function of the human brain.
- Provides students the opportunity to develop and practice skills in effective communication.

List the teaching objectives for the course below:

- Provides students with the opportunity to:

  - apply rationale practices and communication strategies taught previously.
  - utilize evidence to learn about management of acute and chronic mental illness and ways to promote mental health.
  - support the implementation of ethical and legal standards of practice to work with this population.
  - integrate knowledge of mental health into nursing actions/practice

## 3. Course Student Learning Outcomes:

Learning outcomes provide a framework for assessment by stating what the learners will be able to demonstrate after completing the course. A succinct learning outcome specifies the tasks students are expected to be able to perform and the level of competence expected for the tasks. Course Learning Outcomes are observable, measurable goals for students and their learning.

Examples of course learning outcomes:

- Students will be able to correctly identify the brain's major components and gross functional areas.
- Students will be able to accurately describe the factors that impact healthy aging.
- Students will be able to critically analyze an academic journal article to determine the merits and drawbacks of the

published research.

To help describe learning outcomes, consider the key questions below:

What essential knowledge, skills, and attitudes etc. should students acquire?

- How sophisticated or complex (memorization, analysis, creation, etc.) is students learning to be?
- What will students be able to do or how will they demonstrate/articulate their level of learning?
- What information is needed to be collected to verify/demonstrate students' attainment of learning outcomes?
- How informative are each of these assessment tasks to understanding the student learning process?
- Are these clearly stated and communicated to students?

More information and additional resources can be found on the [Teaching Commons website](#).

List and number the learning outcomes for the course in the section below:

### **Course Learning Outcomes**

Upon completion of this course, students will be able to:

1. Give examples of appropriate nursing strategies used in the treatment of individuals with mental illness and addictions, with reference to physiology and pathology. (relates to Program outcomes #2, 3, 7)
2. Describe the influences of stigma, social determinants of health, culture, and gender on the experience of living with mental health, illness and addictions. (relates to Program Outcomes #1, 3, 7)
3. Explain how nurses promote agency through collaboration with those living with mental illness and addiction and the interprofessional team to adapt care planning. (relates to Program Outcomes #4, 5)
4. Examine evidence from nursing and other disciplines to support individualized healthcare planning for clients experiencing mental health, illness and addictions. (relates to Program Outcomes #2, 9)
5. Describe the impact of legal and ethical practices on the care of clients with alterations in mental health, illness or addiction. (relates to Program Outcomes #6, 8)
6. Evaluate current provincial and national policies and strategies related to mental health, illness and addictions in Canada. (relates to Program Outcomes #2, 6, 7)

### **Practicum Competencies (supporting course learning outcomes)**

1. Utilize the nursing process when working with clients in the continuum of mental health and illness. (relates to Course Learning Outcomes #1 – 3)
2. Demonstrate the ability to initiate, support and maintain therapeutic relationships with clients, considering sociocultural, age, gender and individual attributes. (relates to Course Learning Outcomes #1 – 4)
3. Apply principles of trauma-informed, trauma-based, recovery-oriented, harm reduction and culturally safe/congruent care to client care. (relates to Course Learning Outcomes #1, 2, 4, 6)
4. Provide effective verbal and written communication of client care. (relates to Course Learning Outcomes #3)
5. Collaborate with interprofessional teams when providing client care, seeking help when needed. (relates to Course Learning Outcome #3)
6. Uphold legal and regulatory requirements when providing nursing care for those with mental illnesses and addiction care. (relates to Course Learning Outcome #5)
7. Demonstrate accountability by practicing safely, competently and ethically. (relates to Course Learning Outcomes #1 – 7)

### **Program Outcomes (for reference)**

1. Provide competent, ethical and culturally responsive nursing care according to professional nursing standards.
2. Integrate knowledge from nursing and other disciplines to enhance health and healing across the lifespan.
3. Engage in decision-making in nursing practice that incorporates multiple ways of knowing, critical appraisal, and evidence-informed practice.
4. Communicate and relate effectively with the client\* and healthcare teams, using varied strategies to promote safe, compassionate, relational care.
5. Engage in collaborative relationships with clients\* and interprofessional health care teams that respects diverse perspectives.
6. Provide leadership for the optimization of client\* health care outcomes and advancement of nursing profession.
7. Advocate for health equity and social justice in client\* care, organizations and public policy in response to changing needs of society.
8. Engage in critical reflection for lifelong self-directed learning, and evidence-informed practice.
9. Empower self, clients\* and colleagues using a range of educational strategies, including technology, for achieving optimal health and work-life outcomes.

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

#### 4. Course Teaching Strategies and Learning Activities

What teaching strategies and learning activities (including experiential education) will take place as part of this course? What will students be doing each week in class? How will these activities help support students' learning as defined by the learning outcomes.

To help identify course learning activities that will help students work toward achieving intended learning outcomes, reflect on these key questions:

- How will students receive or gain the information necessary for achieving the course intended learning outcomes?
- What experiential education activities will students engage in?
- What opportunities will or could students be provided to practice the skills they will develop?
- How and when will students engage with each other, with the instructor, and/or with course content?
- If technology-enhanced learning is incorporated into the course, what activities will the students engage in?

Examples:

(This is not an exhaustive list, but rather a summary of the strategies an instructor may use to encourage and facilitate meaningful learning throughout the course)

- In class discussions
- Lecture
- Online discussion forums (e.g. in Moodle)
- Active learning strategies (e.g. think, pair, share; structured debates)
- Wikis (contribute to and curate collaborative content)
- Experiential Education (EE)- Classroom Focused Activities (e.g. guest speakers, role playing, visual media, case studies, simulations, workshops and laboratory, course-based research, etc.)
- EE- Community Focused EE Activities (e.g. community-based learning; community-based research, community service learning)

List the teaching strategies and learning activities that will be included in this course:

This course utilizes teaching and learning methodologies designed to transform the learner into a registered nurse. Techniques used in this course will stimulate student learning using a combination of approaches involving lectures, **presentations, labs, practica, and invited guest speakers**. Sources of **media** will be used in addition to **a laboratory simulation practice** and a **supervised practicum placement** to provide **direct experiential learning** for students.

This course uses a **transformative and experiential learning approach** that involves activities such as pre-class **online course forum discussions, case scenarios, and videos**. This approach is intended to stimulate and support application-based learning to assist in practice readiness. The experiential learning augments didactic course material in skill development to enrich, clarify, and illustrate crucial course concepts and issues. Additional online course content will be used for diverse learning activities, communication, and as a depository for course content and materials.

#### Section D - Course Mapping and Constructive Alignment

This section is designed to help you demonstrate the connections between your student learning outcomes, teaching and learning activities, and assessment strategies. For each teaching and learning activity, please i) identify the learning outcome it will help the students achieve and ii) if the activity will include a formal, graded assessment of student learning. For EE activities, also identify iii) how you will engage students in reflection around the activity (i.e. critically examining the experience), and iv) the type of EE strategy the activity corresponds to.

			For EE Activities Only	
Teaching and Learning Activity	Which course learning outcome/s will this activity help student achieve?	Will this activity include a formal, graded assessment of student learning? (Y/N)  <i>A detailed description of assessment and evaluation strategies will be provided in the next section.</i>	How you will engage students in reflection around this activity?	Corresponding EE Strategy  1- Classroom Focused 2- Community Focused 3- Work Focused
<i>Interactive group work</i>	Course Learning Outcomes #1 – 3	Glossary Assignment #1, #2, #3 or other mini assignments that support student reading and learning with and from peer (15%)		
<i>Case examples</i>	Course Learning Outcomes #1 – 5  ALL Practice competencies	Reflective Assign- Implications of Ethical and Legal Dilemmas in mental health/addictions nursing Practice – Case scenario or short paper (15%)  Quizzing through purchased software or Case Studies or quizzes on select chapter from required weekly readings (10%)  Oral Practicum Exam (Pass/Fail)  Self-Assessment of Skills (Pass/Fail)	<i>Case studies will be utilized where possible to engage learners in critical thinking, problem solving, and through reflection, learners will transform the experience into knowledge</i>  <i>Pair-share discussion of how to be effective in self-evaluation</i>	<b>1</b>
<i>Watch video examples of MMSE and apply to simulated or real clinical cases.</i>	Course Learning Outcomes # 1, 2, 4, 5 and ALL Practice competencies	Video Recorded Clinical Assignment or Supervised Mental Status Examination (Pass/Fail)  Midterm Practicum Evaluation (Pass/Fail)  Final Practicum Evaluation (Pass/Fail)	<i>Ideas related to development of rapport prior to the assignment are discussed. Practice of Mini Mental Status Exams (MMSE) prior to testing. Students will engage in reflection through their midterm and final clinical evaluations.</i>  <i>Small group discussion of clinical evaluation and key elements</i>  <i>Preceptor-student discussion of how to improve following clinical evaluation</i>	<b>3</b>
<i>Field practicum placement</i>	ALL Course learning outcomes and Practice competencies	Midterm Practicum Evaluation (Pass/Fail)  Final Practicum Evaluation (Pass/Fail)	<i>Small group discussion of clinical evaluation and key elements</i>  <i>Preceptor or clinical course director guidance to student in the provision of client care</i>	<b>3</b>

E-Portfolio	ALL Practice competencies	Cumulative Portfolio (assessed)	Idea exchange for portfolio formatting, creativity encouraged.	1
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1. If the course will not include any type of experiential education, please comment below on the rationale for not incorporating experiential education into the course.

N/A

	YES	NO
2. Will the course engage Indigenous (Aboriginal) communities (including reserves, territories, departments, or community organizations, etc) on experiential education?		x

If yes, please comment below on how you will or might engage Indigenous (Aboriginal) communities in experiential education

**Learning/Teaching with Technology:**

3. How are learning or teaching technologies incorporated into the course?

eClass.  
Use of online educational resources with cases and quizzes appropriate for the topics

4. If the course does not include any type of technology enhanced learning, please comment below on the rationale for not incorporating learning or teaching technologies in the course.

N/A

5. If the proposed course employs technology-enhanced forms of delivery (e.g., replacing in-class time with online learning activities), please identify how the integrity of the learning evaluation will be maintained (e.g., using online quizzes that randomly selects questions from a test-bank; specified time length of the test, “on-site” examinations will be required, etc.)

Use of online quizzes with randomly selected questions, timed responses and limited test length  
Two proctored examinations in classes and during exam period

**Assessment and Evaluation Strategies:**

1. How will student learning be assessed? Please list each graded component of the proposed course including the type and percentage value of each component. Indicate which learning outcome(s) are evaluated by which assessment component.

Assessment Strategy	Percentage (%) of Final Grade	Evaluated Learning Outcome(s)
Glossary Assignment #1, #2, #3 or other mini assignments that support student reading and learning with and from peer	15%	1 – 3

Midterm Test on Week 1-6	30%	1 – 5
Reflective Assign-Implications of Ethical and Legal Dilemmas in mental health/addictions nursing Practice – Case scenario or short paper	15%	4, 5
Quizzing through purchased software or Case Studies or quizzes on select chapter from required weekly readings	10%	1 – 5
Final Exam Invigilated or Proctored	30%	1 – 5
Oral Practicum Exam	Pass/Fail	1, 3
Video Recorded Clinical Assignment or Supervised Mental Status Examination	Pass/Fail	1 (and ALL Practice competencies)
Medication Calculation Test Pass 90%	Pass/Fail	(Practice competency #4)
Self-Assessment of Skills	Pass/Fail	(ALL Practice competencies)
Learning Plan	Pass/Fail	(Practice competencies #1 – 4)
Midterm Practicum Evaluation	Pass/Fail	(ALL Practice competencies)
Final Practicum Evaluation	Pass/Fail	(ALL Practice competencies)

2. Formative feedback is just in time feedback to the students during the course that does not always count toward the final grade. This formative feedback can help the students and instructor progress towards the intended learning outcomes by providing ongoing, low stakes feedback at key points in a lesson or at milestones toward completing a major assignment.

Some examples of formative feedback include:

- a) a pre-test or quiz that asks students to share what they already know about a topic
- b) a think-pair-share exercise where students explore and discuss key course concepts individually, in pairs, and as part of a larger in class discussion
- c) exit cards following a lecture or lesson where students are asked to indicate what they have learned and questions they still have about the topic

List the formative assessment strategies that will be used in this course below.

- |   |
|---|
| <ol style="list-style-type: none"> <li>1. Case studies as examples of communication and therapeutic interactions</li> <li>2. Clinical practicum experience to support experiential learning</li> <li>3. Multiple modes of learning including, individual, group, experiential, self-directed and classroom based</li> </ol> |
|---|

3. If the course is to be integrated (i.e., graduate/undergraduate), please list the additional evaluation requirements for graduate students.

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### Bibliography:

4. Please list the required readings for the course (include ebooks, online readings, and open access resources). The reading list must contain complete bibliographical information (full name of author, title, year of publication, etc.).

The following text(s) are required for this course (available at the York University Bookstore, or online):
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Chambers, M. (2107). <i>Psychiatric and mental health nursing: The craft of caring. (3<sup>rd</sup> ed.)</i> . Routledge.
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Halter, M., Pollard, C., & Jakubec, S. (2019). *Vancouver's Canadian psychiatric mental health nursing: A clinical approach* (2nd ed.). Elsevier

Additional readings may be assigned or recommended during the course. This course content was taught in a previous course and was combined with pediatric care; these mental health resources will remain as references.

5. Please list any suggested readings for the course (include ebooks, online readings, and open access resources). The reading list must contain complete bibliographical information (full name of author, title, year of publication, etc.)

6. If the course is to be integrated (graduate/undergraduate), a list of the additional readings required of graduate students must be included. If no additional readings are required, a rationale should be provided.

**Section E - Resources Requirement:**

**This section may need to be filled in with the help of your Chair/Director and operations manager:**

**1. Computing:**

- Indicate the expected hardware, software and need for student access to computing labs, including the number of student access hours needed (e.g. access to teaching computer lab with SPSS installed; students required to bring their own device). Provide cost of software, where possible. Indicate, what the cost will be for students, if any?

**2. Classroom:**

- Indicate the expected specialized classroom needs (e.g. moveable table and chairs; audio/visual equipment; WIFI to support students with bringing their own device)

**3. Teaching Support:**

<ul style="list-style-type: none"> <li>Does the course require technical support? (e.g. lab technician; UIT support). If yes, specify:</li> </ul>	<b>YES</b>	<b>NO</b> x
<ul style="list-style-type: none"> <li>Does the course require a tutorial or lab in addition to lecture/seminar hours? If yes, specify and provide expected group size:</li> </ul>	<b>YES</b> x	<b>NO</b>
Laboratory practice group size of 50 students per lab Clinical group size 8 students per clinical instructor		
<ul style="list-style-type: none"> <li>Does the course require marker/grader, teaching assistant, lab demonstrator etc. support above those normally allocated by the department/school offering the courses?</li> </ul>	<b>YES</b>	<b>NO</b> x
If yes, specify why and for what duties/tasks the extra support is needed:		
<ul style="list-style-type: none"> <li>If the course includes off campus practicums/placements or field experiences, such as students working with a community partner, indicate:               <ul style="list-style-type: none"> <li>Will the instructor need to travel to visit the off-campus community partner(s)?</li> </ul> </li> </ul>	<b>YES</b>	<b>NO</b>

		<b>x</b>
○ Will the Experiential Education Coordinator be required to support and maintain the experiential education component while the course is being offered? If yes, please specify:	<b>YES</b>	<b>NO</b>
		<b>x</b>
○ Is the placement intended to be domestic or international, or both?	<b>Domestic</b>	
	<b>International</b>	
	<b>Both</b>	
● If the course is blended or online, indicate whether the support of the eLearning specialist is required? If yes, please specify the type of eLearning supports you need:	<b>YES</b>	<b>NO</b>
		<b>x</b>

#### 4. Statements of Support (please attach these to the proposal)

For new course proposals with resource implications please provide a supporting statement from your Chair/Director of your program. The Chair/Director should indicate how resourcing will be addressed e.g., through a reallocation of existing resources, with new/additional resources, etc.

For course proposal with impact on other programs (in the Faculty or out of the Faculty), please provide evidence of consultation and supporting statement from the other program(s).

#### Learning Technology Services (LTS) Statement:

If there is a technology-enhanced component to the course, a statement is required from the Learning Technology Services indicating whether resources are adequate to support the course. Requests for statements can directed to Rob Finlayson ([rfinlays@yorku.ca](mailto:rfinlays@yorku.ca)). Please note, it will take two weeks to get a statement of support.

#### Library Support Statement:

Proposals for new courses must include a **library support statement** from the Bibliographer responsible for the relevant discipline to indicate whether resources are adequate to support the course. To request a support statement, see the list of subject and liaison librarians at <http://www.library.yorku.ca/web/about-us/contact-us/liaison-librarians/>.

Revised September 2020

- For assistance with process, procedure, see OSAS Director/Manager
- For assistance with alignment with academic plans see your UPD/Chair or AD Learning, Teaching, and Academic Programs
- For assistance with course design see the Moodle course “Health Curriculum Toolkit” at <https://moodle.yorku.ca/moodle/course/view.php?id=148738> (requires passport York username and password to access).
- For assistance with course design, teaching and learning activities please contact either of the following:
  - Yasaman Delaviz, Faculty of Health’s Educational/Curricular Developer Specialist by email at [ydelaviz@yorku.ca](mailto:ydelaviz@yorku.ca) or by phone at ext. 44086
  - Lisa Endersby, Educational Developer, by email at [lendersb@yorku.ca](mailto:lendersb@yorku.ca) or by phone at ext. 33047.
- For assistance with designing and developing experiential education activities see either one of the EE Coordinators Anda Petro or Paola Calderon-Valdivia ([eehealth@yorku.ca](mailto:eehealth@yorku.ca)).
- For assistance with technology-enhanced learning in the course, please contact the Faculty of Health e-learning specialist Sairam Chinnam at Learning Technology Services ([schinnam@yorku.ca](mailto:schinnam@yorku.ca)).
- For assistance with integrating Indigenous content into your course, please contact the Indigenous Council ([ruthkg@yorku.ca](mailto:ruthkg@yorku.ca) & [shillier@yorku.ca](mailto:shillier@yorku.ca)).
- For assistance with determining responses to questions about resources, please contact the Operations Manager and the Chair/Director in the school/department offering the course.
- For assistance with determining resources for students see the Library and Learning Commons resources:
  - [SPARK \(Student Papers & Academic Research Kit\)](#)
  - [LinkedIn Learning](#)
  - [Academic Research & Resources](#)

### Approval Process

- The Faculty of Health Curriculum Committee will only consider new course proposals that have been approved by the unit responsible for offering the course.
- If the proposed course is to be cross-listed, integrated, listed as a course credit exclusion with another course, or listed as a major/minor course option in an interdisciplinary program, the proposal must be accompanied by a statement from the collaborating unit signaling agreement to the proposal.

### Checklist of activities to be completed:

Click or tap to enter a date.	Date reviewed course proposal draft with Director/Manager of OSAS
Click or tap to enter a date.	Date reviewed course proposal draft with Associate Dean, Learning and Teaching
Choose an item.	Attached draft course outline
Reviewed information provided on the Moodle course “Health Curriculum Toolkit” at <a href="https://moodle.yorku.ca/moodle/course/view.php?id=148738">https://moodle.yorku.ca/moodle/course/view.php?id=148738</a> (requires passport York username and password to access).	

**School/Department:**

**Course Rubric and Number:**

**Credit Weight:**  (e.g. 3.00, 6.00) **Effective Session:**  (e.g. Fall 2021, F/W 2021-22)

**Course Title:** *The official name of the course as it will appear in the Undergraduate Calendar.*

**Short Title:** *Maximum 40 characters, including punctuation and spaces. The short title appears on any documents where space is limited (transcripts and calendar copy).*

**Brief Course Description:** *For editorial consistency, verbs should be in the present tense and begin the description; e.g., "Analyzes the nature and extent of..."*

*This is the official description of the course as it will appear in the Undergraduate Calendar. The course description should be carefully written to convey what the course is about. If applicable, include information regarding the language of instruction if other than English.*

Examines components of the Canadian healthcare system, roles of governments and professional health organizations, contemporary issues of safety, cost control, organization and delivery of health services. Students identify how the relationships among healthcare professionals, and the levels of the health system impact the health of Canadians. Expression of ideas through scholarly writing is supported.

**List course(s) where applicable:**

<b>Prerequisites:</b>	
<b>Corequisites:</b>	
<b>Cross-listed to:</b>	
<b>Course Credit Exclusions*:</b>	HH/NURS 4710 3.00
<b>Integration**:</b>	

\*Course credit exclusion is a formal status accorded to pairs of courses that are recognized as having sufficient overlap in content to warrant specifically excluding students from obtaining credit for both.

\*\*Integrated courses are graduate courses integrated (taught with) 4000-level undergraduate courses

Include the following information only if the course is: limited to a specific group of students; closed to a specific group of students; and if there is any additional information necessary for students to know before enrolling (notes section). If the course includes experiential education, such as whether the students will work with a community partner and/or if it will involve going off-campus, please include this in the notes section.

<b>Open to:</b>	2 <sup>nd</sup> Entry and Post-RN IEN BScN students
<b>Not open to:</b>	
<b>Notes:</b>	A minimum grade of 5.00 (C+) is required for this course in the BScN program.

<b>Science Course:</b>	<b>YES</b>	<b>NO</b>
Denotes courses in IHST, KINE or PSYC to count as science credit for BSc degree programs		X

**Section A - Course Rationale:**

1. What is the rationale for creating this course (e.g., fills a gap in the curriculum, addresses a trend in the content area)?

The undergraduate BScN programs (4-year Direct Entry, 2<sup>nd</sup> Entry and Post-RN Internationally Educated Nurse) are undergoing a major modification to the curricula. As professional programs, each program's courses require updates to meet current standards and to address current issues in health care in Ontario.

This course's title has been simplified and the brief description's language has been changed to align with changes in other courses within the curricula. Further, the learning outcomes have been updated to reflect the College of Nurses of Ontario's terminology and new 2020 entry-to-practice competencies.

This course is designed to encompass topics to assist these mature learners understand the structures within the Canadian Healthcare System and understand policy development at a local, provincial and national level.

This course is a revision of a current course, and to facilitate degree audit and clarity for students during the implementation phase of the revised curricula, a new course proposal is required (vs. completion of a change to existing course form).

2. Describe how this new course aligns with the School/Dept and/or Faculty and/or University Academic Plans. For more information about these plans, contact your UPD, Department Chair, and/or the Associate Dean, Learning, Teaching, & Academic Programs.

The revisions focus on York's 2020-2025 UAP priority of '21st Century Learning' through creative pedagogical approaches (e.g., transformative teaching-learning strategies) that provide students with disciplinary knowledge in health across the lifespan. In keeping with the FoH's Health@2020 academic plan, and strategic direction for *Promoting a High-Quality Learning Experience*, as well as its recently released Integrated Resource Plan 2020-2021, students' knowledge of health, diversity/culture and experiential learning are enhanced by this course. This course also aligns directly with the Mission and core values of the School of Nursing (i.e., *Respect and Relational Practice* and *Client and Population Health*). The focus on understanding structures that guide and govern healthcare delivery is fundamental to nursing practice and contributes to students' ability to meet the Entry to Practice Competencies for the College of Nurses of Ontario.

3. How does this proposed course complement, align, or overlap with existing course offerings, particularly in terms of objectives and/or content? If overlap exists, please indicate the nature and extent of consultation which has taken place. If the course is to be cross-listed, integrated or listed as a course credit exclusion with another course, approval is required from all the relevant Faculties/Units.

This course is situated as an introduction to a series of core nursing courses that form the basis for the concept of Nurse in Context of Health Care Collaborators and Environments. This series presents sciences and other disciplines for an increased understanding of nursing's unique role within systems; core concepts of Health Systems and Partnerships and Nursing Knowledge Development and Integration are featured.

This course is a revision of a current course (NURS 4710), and to facilitate degree audit and clarity for students during the implementation phase of the revised curricula, a new course proposal is required (vs. completion of a change to existing course form).

4. What is the expected enrolment in the course? If course enrollments are below 50 please explain why.

Enrolment approximately Fall 2022 = 150 + 50 (steady state)

**Section B - Course Structure:**

1. Is this course (Please select one with "X"):

<b>X</b>	Fully online
	Fully face to face

	Blended (i.e., one third of the face to face class time is replaced by online instruction, one third of the class time remains face to face, and the remaining third may be any combination of online and face to face delivery). More information about defining blended learning can be found in the Common Language for eLearning: <a href="http://avptl.info.yorku.ca/files/2017/03/2014-03-26-Common-Language-for-eLearning.pdf">http://avptl.info.yorku.ca/files/2017/03/2014-03-26-Common-Language-for-eLearning.pdf</a>
	Other (please describe):

2. Number of contact hours (defined in terms of hours, weeks, etc.) involved. This information is particularly important to describe for blended and online courses as it indicates whether an effective length of term is being maintained.

Equivalent to 3 hours per week of lectures, for 12 weeks
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3. a) If this course is offered in a blended format, what percentage of the course will be taught online? If not blended, go to # 4.  
 b) In absence of scheduled contact hours (face-to-face or online), please provide an indication of the estimated time students are likely to spend engaged in learning activities online required by the course.  
 c) In the absence of scheduled contact hours (face-to-face or online), please describe how the course design encourages student engagement and supports students in achieving the learning outcomes.

b) it is estimated that online scheduled teaching hours would be 3 hours per week of lectures (synchronous and/or asynchronous)
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4. Indicate the planned frequency of offering and number of sections anticipated (every year, alternate years, etc.)

Fall term, every year, approx. 2-4 sections
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5. Can you staff this course using current teaching capacity?

YES	NO
x	

If no, explain how this course will be resourced (e.g., additional hires proposed in hiring plan, etc.)

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6. Please name the faculty member(s) in the school/dept who have the expertise and are willing to teach this course.

R. Robbio, J. Choiniere, L. Seto Neilson, A. Phillips, S. Moradian
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7. Does the course rely on faculty from other programs to teach this course? If so, specify (proposed instructor(s) name and department and attach a letter of support from the faculty member's home school/department UPD/Chair.

NO
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## Section C - Course Design Information:

This section provides an opportunity to describe the course, its design, and how delivery of the course content aligns with the learning outcomes, teaching activities, and assessment methods. There is also an opportunity for describing how the course applies principles of experiential education, technology enhanced learning and universal design for learning.

- **Experiential Education** remains a top priority for York University and the Faculty of Health as it offers a range of benefits for students related to academic performance, civic engagement and employability. Note that providing and facilitating opportunities for structured, critical reflection (e.g. using iclicker/REEF polling, exit cards, journal entry) is a key component of experiential education. Course directors are invited to integrate EE into their course where possible, but it is understood that some EE activities may not be feasible in every course. Go to <https://health.yorku.ca/experiential-education/faculty/> to see definitions of course focused, community focused, and work focused EE, information on the benefits of EE for students and course directors, and other details.
- The integration of tools and strategies for **technology enhanced learning** (e.g. online learning management system like Moodle, use of polling technology such as iclicker/REEF and other in class technology e.g., see <https://student.computing.yorku.ca/technology-used-in-courses/> ) may provide useful tools for encouraging in class engagement and facilitating deeper learning. For help with online and blended learning course development go to <https://its.info.yorku.ca/health/>.
- The Faculty of Health is committed to the **universal design for learning** principles, i.e., offering and ensuring a diverse array of opportunities for all learners to engage, learn, and demonstrate their knowledge. More information about Universal Design for Learning, as well as recommendations for accommodations and inclusive teaching, can be found at: [http://udlguidelines.cast.org/binaries/content/assets/udlguidelines/udlg-v2-2/udlg\\_graphicorganizer\\_v2-2\\_numbers-no.pdf](http://udlguidelines.cast.org/binaries/content/assets/udlguidelines/udlg-v2-2/udlg_graphicorganizer_v2-2_numbers-no.pdf) and on the Teaching Commons website. Therefore, when designing a course, be sure to consider
  - multiple means of engagement (How will diverse students access and participate in the learning & teaching activities?)
  - multiple means of representation (How will course content be presented in a variety of different ways to support different learning needs and preferences?)
  - multiple means of action & expression (What diverse ways will students be able to demonstrate their learning?)

### 1. Course Topics/Theories

List the key topic areas taught in this course.

- History of the Canadian healthcare system
- Canada Health Act
- Administration and funding of the healthcare system
- Restructuring and reforming the healthcare system
- Local, provincial, federal health system structures
- Organizational culture, policies and procedures that impact client care
- Perspectives on complementary and alternative health care
- Environmentally and fiscally responsible practice
- Role of nursing in Canadian health care
- Nursing and inter-professional collaboration and contributions (Canadian Interprofessional Competencies)
- Epidemiology and how it influences healthcare structures
- Writing skills, referencing and citation, and academic integrity
- Overview of current issues challenging the Canadian healthcare system
  - End-of-life care, medical assistance in dying (MAiD)
  - Use of information and communication technologies (ICTs) i.e., health records and workload measurement systems
  - Health equity
  - Care of older adults in long term care settings
  - Care transitions (levels of care)
  - Mental health and addiction crises
  - Home care services
  - Indigenous health
  - Safety
  - Truth and Reconciliation Commission of Canada

	YES	NO
Will the course have substantial Indigenous (Aboriginal)* content?		x
Will the course include Indigenous (Aboriginal)* identity as either a module or field of study?		x
Will the course include component(s) from Aboriginal Peoples' language, history, cultural, heritage, artefacts, or traditional knowledge?		x

If you answered Yes to at least one of the questions above, provide a summary and/or list of the Indigenous (Aboriginal)\* content or components you are proposing to include in your course in the box below.

\*The Constitution Act, 1982, section 35(2) defines Aboriginal Peoples to include all Indigenous people of Canada – Indians (Status, Non-Status or First Nations identified), Métis and Inuit people.

## 2. Course Teaching Objectives

Course teaching objectives are broad goals for the course.

Examples of course teaching objectives:

- Exposes students to the various methods used for investigating the structure and function of the human brain.
- Provides students the opportunity to develop and practice skills in effective communication.

List the teaching objectives for the course below:

1. Exposes students to the background and development of the Canadian healthcare system for understanding existing structures and issues
2. Provides students opportunities to practice health literacy and written scholarly communication skills.
3. Promotes students' ability to critically examine aspects of healthcare delivery, policy and political influences to assess the impact on nursing practice and patient care outcomes.

## 3. Course Student Learning Outcomes:

Learning outcomes provide a framework for assessment by stating what the learners will be able to demonstrate after completing the course. A succinct learning outcome specifies the tasks students are expected to be able to perform and the level of competence expected for the tasks. Course Learning Outcomes are observable, measurable goals for students and their learning.

Examples of course learning outcomes:

- Students will be able to correctly identify the brain's major components and gross functional areas.
- Students will be able to accurately describe the factors that impact healthy aging.
- Students will be able to critically analyze an academic journal article to determine the merits and drawbacks of the published research.

To help describe learning outcomes, consider the key questions below:

What essential knowledge, skills, and attitudes etc. should students acquire?

- How sophisticated or complex (memorization, analysis, creation, etc.) is students learning to be?
- What will students be able to do or how will they demonstrate/articulate their level of learning?
- What information is needed to be collected to verify/demonstrate students' attainment of learning outcomes?
- How informative are each of these assessment tasks to understanding the student learning process?
- Are these clearly stated and communicated to students?

More information and additional resources can be found on the [Teaching Commons website](#).

List and number the learning outcomes for the course in the section below:

**Course Learning Outcomes:**

Upon completion of this course, students will be able to:

1. Identify key concepts, processes, structures and characteristics of the Canadian health care system. (relates to Program Outcome #7)
2. Compare the founding principles and assumptions in Canadian healthcare, and the current delivery of healthcare in Canada. (relates to Program Outcome #7)
3. Analyze economic, social and political factors that influence reform of the healthcare system. (relates to Program Outcome #7)
4. Recommend evidence-based improvements to the current system for clients and providers, based on evaluated strengths and weaknesses. (relates to Program Outcomes #7, 8)
5. Assess the changing roles and responsibilities of governments, health professionals and consumers in the health system for impact on the health of Canadians. (relates to Program Outcomes #2, 6, 9)
6. Develop information literacy skills through investigation of the literature and communication using scholarly writing. (relates to Program Outcomes #3, 4, 8, 9)

**Program Outcomes (for reference)**

1. Provide competent, ethical and culturally responsive nursing care according to professional nursing standards.
2. Integrate knowledge from nursing and other disciplines to enhance health and healing across the lifespan.
3. Engage in decision-making in nursing practice that incorporates multiple ways of knowing, critical appraisal, and evidence-informed practice.
4. Communicate and relate effectively with the client\* and healthcare teams, using varied strategies to promote safe, compassionate, relational care.
5. Engage in collaborative relationships with clients\* and interprofessional health care teams that respects diverse perspectives.
6. Provide leadership for the optimization of client\* health care outcomes and advancement of nursing profession.
7. Advocate for health equity and social justice in client\* care, organizations and public policy in response to changing needs of society.
8. Engage in critical reflection for lifelong self-directed learning, and evidence-informed practice.
9. Empower self, clients\* and colleagues using a range of educational strategies, including technology, for achieving optimal health and work-life outcomes.

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

#### 4. Course Teaching Strategies and Learning Activities

What teaching strategies and learning activities (including experiential education) will take place as part of this course? What will students be doing each week in class? How will these activities help support students' learning as defined by the learning outcomes.

To help identify course learning activities that will help students work toward achieving intended learning outcomes, reflect on these key questions:

- How will students receive or gain the information necessary for achieving the course intended learning outcomes?
- What experiential education activities will students engage in?
- What opportunities will or could students be provided to practice the skills they will develop?
- How and when will students engage with each other, with the instructor, and/or with course content?
- If technology-enhanced learning is incorporated into the course, what activities will the students engage in?

Examples:

(This is not an exhaustive list, but rather a summary of the strategies an instructor may use to encourage and facilitate meaningful learning throughout the course)

- In class discussions
- Lecture
- Online discussion forums (e.g. in Moodle)
- Active learning strategies (e.g. think, pair, share; structured debates)
- Wikis (contribute to and curate collaborative content)
- Experiential Education (EE)- Classroom Focused Activities (e.g. guest speakers, role playing, visual media, case

studies, simulations, workshops and laboratory, course-based research, etc.)

- EE- Community Focused EE Activities (e.g. community-based learning; community-based research, community service learning)

List the teaching strategies and learning activities that will be included in this course:

This course utilizes teaching and learning methodologies designed to transform the learner into a registered nurse. Approaches to teaching and learning may include, but are not limited to online **lecture and dialogue**, and **group/web-based discussion**. **Lectures** may be supplemented by **guest speakers, and different media** to support teaching and to stimulate learning. Required readings are central to the course. Classes will be based on principles of cooperative and active learning. This course encourages **highly interactive online discussion**, with the goal of fostering critical reflection on Canadian healthcare. Online participation in **large or small groups** in a way that demonstrates individual accountability and respect for each other is required. Sharing, analyzing, developing, and critiquing ideas with peers will expand students' understanding of the Canadian health care system and enhance critical thinking and collaboration skills.

## Section D - Course Mapping and Constructive Alignment

This section is designed to help you demonstrate the connections between your student learning outcomes, teaching and learning activities, and assessment strategies. For each teaching and learning activity, please i) identify the learning outcome it will help the students achieve and ii) if the activity will include a formal, graded assessment of student learning. For EE activities, also identify iii) how you will engage students in reflection around the activity (i.e. critically examining the experience), and iv) the type of EE strategy the activity corresponds to.

			For EE Activities Only	
Teaching and Learning Activity	Which course learning outcome/s will this activity help student achieve?	Will this activity include a formal, graded assessment of student learning? (Y/N)  <i>A detailed description of assessment and evaluation strategies will be provided in the next section.</i>	How you will engage students in reflection around this activity?	Corresponding EE Strategy  1- Classroom Focused 2- Community Focused 3- Work Focused
<i>Guest Speakers</i>	Course Learning Outcomes #4 – 6	Analysis of Health System Issue: Online Presentation (group) (15%)	<i>Follow-up Q&amp;A with the guest speaker and reflection on the content.</i>	1
Cooperative learning strategies and discussion	Course Learning Outcomes #4 – 6	Analysis of Health System Issue: Recommendations for Nursing (individual) (20%)	<i>Information discussed regarding development of an argument; examples of scholarly writing and skills. Students will reflect on “what I know” and “what I can do”.</i>	1

1. If the course will not include any type of experiential education, please comment below on the rationale for not incorporating experiential education into the course.

N/A

	YES	NO
2. Will the course engage Indigenous (Aboriginal) communities (including reserves, territories, departments, or community organizations, etc) on experiential education?		x

If yes, please comment below on how you will or might engage Indigenous (Aboriginal) communities in experiential education

**Learning/Teaching with Technology:**

3. How are learning or teaching technologies incorporated into the course?

eClass

4. If the course does not include any type of technology enhanced learning, please comment below on the rationale for not incorporating learning or teaching technologies in the course.

N/A

5. If the proposed course employs technology-enhanced forms of delivery (e.g., replacing in-class time with online learning activities), please identify how the integrity of the learning evaluation will be maintained (e.g., using online quizzes that randomly selects questions from a test-bank; specified time length of the test, “on-site” examinations will be required, etc.)

N/A

**Assessment and Evaluation Strategies:**

1. How will student learning be assessed? Please list each graded component of the proposed course including the type and percentage value of each component. Indicate which learning outcome(s) are evaluated by which assessment component.

Assessment Strategy	Percentage (%) of Final Grade	Evaluated Learning Outcome(s)
Test	30%	1 – 3
Analysis of Health System Issue: Online Presentation (group)	15%	4 – 6
Analysis of Health System Issue: Recommendations for Nursing (individual)	20%	4 – 6
Final Exam	35%	1 – 6

2. Formative feedback is just in time feedback to the students during the course that does not always count toward the final grade. This formative feedback can help the students and instructor progress towards the intended learning outcomes by providing ongoing, low stakes feedback at key points in a lesson or at milestones toward completing a major assignment.

Some examples of formative feedback include:

- a) a pre-test or quiz that asks students to share what they already know about a topic
- b) a think-pair-share exercise where students explore and discuss key course concepts individually, in pairs, and as part of a larger in class discussion
- c) exit cards following a lecture or lesson where students are asked to indicate what they have learned and questions they still have about the topic

List the formative assessment strategies that will be used in this course below.

1. Ongoing discussion, use of examples and short online written opportunities to illustrate scholarly writing provides students opportunities to practice and faculty to provide feedback.
2. Group project helps students learn to work online/virtually in teams and share ideas and solutions; faculty to provide comments and direction for improvement in public presentation formats and strategies.
3. Throughout the course analysis of healthcare system related literature for multiple sources provides a background for future use of evidence in nursing practice.

3. If the course is to be integrated (i.e., graduate/undergraduate), please list the additional evaluation requirements for graduate students.

N/A

**Bibliography:**

4. Please list the required readings for the course (include ebooks, online readings, and open access resources). The reading list must contain complete bibliographical information (full name of author, title, year of publication, etc.).

**Course Text / Readings**

The following text(s) are required for this course (available at the York University Bookstore, or online):

Canadian Interprofessional Health Collaborative. Available at <http://www.cihc-cpis.com>

Thompson, V. (2020). *Health and health care delivery in Canada* (3rd ed.). Elsevier.

Additional readings may be assigned or recommended during the course.

5. Please list any suggested readings for the course (include ebooks, online readings, and open access resources). The reading list must contain complete bibliographical information (full name of author, title, year of publication, etc.)

6. If the course is to be integrated (graduate/undergraduate), a list of the additional readings required of graduate students must be included. If no additional readings are required, a rationale should be provided.

**Section E - Resources Requirement:**

**This section may need to be filled in with the help of your Chair/Director and operations manager:**

**1. Computing:**

- Indicate the expected hardware, software and need for student access to computing labs, including the number of student access hours needed (e.g. access to teaching computer lab with SPSS installed; students required to bring their own device). Provide cost of software, where possible. Indicate, what the cost will be for students, if any?

N/A

**2. Classroom:**

- Indicate the expected specialized classroom needs (e.g. moveable table and chairs; audio/visual equipment; WIFI to support students with bringing their own device)

N/A

### 3. Teaching Support:

• Does the course require technical support? (e.g. lab technician; UIT support). If yes, specify:	YES	NO
		x
• Does the course require a tutorial or lab in addition to lecture/seminar hours? If yes, specify and provide expected group size:	YES	NO
		x
• Does the course require marker/grader, teaching assistant, lab demonstrator etc. support above those normally allocated by the department/school offering the courses?  If yes, specify why and for what duties/tasks the extra support is needed:	YES	NO
		x
• If the course includes off campus practicums/placements or field experiences, such as students working with a community partner, indicate:	YES	NO
		x
○ Will the instructor need to travel to visit the off-campus community partner(s)?	YES	NO
		x
○ Will the Experiential Education Coordinator be required to support and maintain the experiential education component while the course is being offered? If yes, please specify:	YES	NO
		x
○ Is the placement intended to be domestic or international, or both?	Domestic	
	International	
	Both	
• If the course is blended or online, indicate whether the support of the eLearning specialist is required?  If yes, please specify the type of eLearning supports you need:	YES	NO
		x

### 4. Statements of Support (please attach these to the proposal)

For new course proposals with resource implications please provide a supporting statement from your Chair/Director of your program. The Chair/Director should indicate how resourcing will be addressed e.g., through a reallocation of existing resources, with new/additional resources, etc.

For course proposal with impact on other programs (in the Faculty or out of the Faculty), please provide evidence of consultation and supporting statement from the other program(s).

#### Learning Technology Services (LTS) Statement:

If there is a technology-enhanced component to the course, a statement is required from the Learning Technology Services indicating whether resources are adequate to support the course. Requests for statements can be directed to Rob Finlayson ([rfinlays@yorku.ca](mailto:rfinlays@yorku.ca)). Please note, it will take two weeks to get a statement of support.

#### Library Support Statement:

Proposals for new courses must include a **library support statement** from the Bibliographer responsible for the relevant discipline to indicate whether resources are adequate to support the course. To request a support statement, see the list of subject and liaison librarians at <http://www.library.yorku.ca/web/about-us/contact-us/liaison-librarians/>.

Revised September 2020

- For assistance with process, procedure, see OSAS Director/Manager
- For assistance with alignment with academic plans see your UPD/Chair or AD Learning, Teaching, and Academic Programs
- For assistance with course design see the Moodle course “Health Curriculum Toolkit” at <https://moodle.yorku.ca/moodle/course/view.php?id=148738> (requires passport York username and password to access).
- For assistance with course design, teaching and learning activities please contact either of the following:
  - Yasaman Delaviz, Faculty of Health’s Educational/Curricular Developer Specialist by email at [ydelaviz@yorku.ca](mailto:ydelaviz@yorku.ca) or by phone at ext. 44086
  - Lisa Endersby, Educational Developer, by email at [lendersb@yorku.ca](mailto:lendersb@yorku.ca) or by phone at ext. 33047.
- For assistance with designing and developing experiential education activities see either one of the EE Coordinators Anda Petro or Paola Calderon-Valdivia ([eehealth@yorku.ca](mailto:eehealth@yorku.ca)).
- For assistance with technology-enhanced learning in the course, please contact the Faculty of Health e-learning specialist Sairam Chinnam at Learning Technology Services ([schinnam@yorku.ca](mailto:schinnam@yorku.ca)).
- For assistance with integrating Indigenous content into your course, please contact the Indigenous Council ([ruthkg@yorku.ca](mailto:ruthkg@yorku.ca) & [shillier@yorku.ca](mailto:shillier@yorku.ca)).
- For assistance with determining responses to questions about resources, please contact the Operations Manager and the Chair/Director in the school/department offering the course.
- For assistance with determining resources for students see the Library and Learning Commons resources:
  - [SPARK \(Student Papers & Academic Research Kit\)](#)
  - [LinkedIn Learning](#)
  - [Academic Research & Resources](#)

### Approval Process

- The Faculty of Health Curriculum Committee will only consider new course proposals that have been approved by the unit responsible for offering the course.
- If the proposed course is to be cross-listed, integrated, listed as a course credit exclusion with another course, or listed as a major/minor course option in an interdisciplinary program, the proposal must be accompanied by a statement from the collaborating unit signaling agreement to the proposal.

### Checklist of activities to be completed:

Click or tap to enter a date.	Date reviewed course proposal draft with Director/Manager of OSAS
Click or tap to enter a date.	Date reviewed course proposal draft with Associate Dean, Learning and Teaching
Choose an item.	Attached draft course outline
Reviewed information provided on the Moodle course “Health Curriculum Toolkit” at <a href="https://moodle.yorku.ca/moodle/course/view.php?id=148738">https://moodle.yorku.ca/moodle/course/view.php?id=148738</a> (requires passport York username and password to access).	

**School/Department:**

**Course Rubric and Number:**

**Credit Weight:**  (e.g. 3.00, 6.00)      **Effective Session:**  (e.g. Fall 2021, F/W 2021-22)

**Course Title:** *The official name of the course as it will appear in the Undergraduate Calendar.*

**Short Title:** *Maximum 40 characters, including punctuation and spaces. The short title appears on any documents where space is limited (transcripts and calendar copy).*

**Brief Course Description:** *For editorial consistency, verbs should be in the present tense and begin the description; e.g., "Analyzes the nature and extent of..."*

*This is the official description of the course as it will appear in the Undergraduate Calendar. The course description should be carefully written to convey what the course is about. If applicable, include information regarding the language of instruction if other than English.*

Develops knowledge and skill in the process of partnering with communities to address health inequities. Using knowledge of population health, primary health care, community development, critical health promotion, social determinants of health and CHNC standards of practice, the roles, ethics and approaches related to community health nursing practice are explored in the classroom and applied in a preceptored community-based practicum.

**List course(s) where applicable:**

<b>Prerequisites:</b>	Prerequisite for 4-year Direct Entry BScN students: HH/NURS 2514 3.00, HH/NURS 2547 6.00. Prerequisite for 2nd Entry students: HH/NURS 2543 3.00, HH/NURS 3515 3.00. Prerequisite for Post-RN IEN BScN program students: HH/NURS 2543 3.00
<b>Corequisites:</b>	
<b>Cross-listed to:</b>	
<b>Course Credit Exclusions*:</b>	HH/NURS 4525 6.00, HH/NURS 4120 6.00, AK/NURS 4140 6.00 (prior to Summer 2005)
<b>Integration**:</b>	

\*Course credit exclusion is a formal status accorded to pairs of courses that are recognized as having sufficient overlap in content to warrant specifically excluding students from obtaining credit for both.

\*\*Integrated courses are graduate courses integrated (taught with) 4000-level undergraduate courses

Include the following information only if the course is: limited to a specific group of students; closed to a specific group of students; and if there is any additional information necessary for students to know before enrolling (notes section). If the course includes experiential education, such as whether the students will work with a community partner and/or if it will involve going off-campus, please include this in the notes section.

<b>Open to:</b>	BScN students only
<b>Not open to:</b>	
<b>Notes:</b>	Students need to pass both practicum and classroom components in order to pass the course and are responsible for providing their own transportation to and from the practicum sites. A minimum grade of 5.00 (C+) is required for this course in the BScN program. Enrolled students who failed to achieve the minimum grade of 5.00 (C+) in course prerequisites will be ineligible to proceed/withdrawn from this course.

<b>Science Course:</b>	<b>YES</b>	<b>NO</b>
Denotes courses in IHST, KINE or PSYC to count as science credit for BSc degree programs		x

## Section A - Course Rationale:

1. What is the rationale for creating this course (e.g., fills a gap in the curriculum, addresses a trend in the content area)?

The undergraduate BScN programs (4-year Direct Entry, 2nd Entry and Post-RN Internationally Educated Nurse) are undergoing a major modification to the curricula. As professional programs, each program's courses require updates to meet current standards and to address current issues in health care in Ontario.

This course has not been substantially revised in over 12 years.

This course is a revision of a current course, and to facilitate degree audit and clarity for students during the implementation phase of the revised curricula, a new course proposal is required (vs. completion of a change to existing course form).

This course's title and the brief description's language have been changed to align with changes in other courses within the curricula. Further, the learning outcomes have been updated to reflect the College of Nurses of Ontario's terminology and new 2020 entry-to-practice competencies.

This course is currently offered as a 4000 level course in the BScN program. In the modified curriculum, this course will be offered in Year 3, and so course outcomes will be slightly revised to align with the program level.

This course currently requires students to pass both the classroom and practicum components in order to receive credit for the course. The learning objectives have been revised to ensure that this intention is clear.

2. Describe how this new course aligns with the School/Dept and/or Faculty and/or University Academic Plans. For more information about these plans, contact your UPD, Department Chair, and/or the Associate Dean, Learning, Teaching, & Academic Programs.

This course continues to align with York's 2020 UAP priority of '21<sup>st</sup> Century Learning' through creative pedagogical approaches such as experiential and transformative learning, that infuse an understanding of social responsiveness and community engagement. In keeping with the FoH's Health@2020 academic plan, and strategic direction for Promoting High-Quality Learning Experiences, as well as the recently released Integrated Resource Plan 2020-2021, students understanding of community partnerships, resilience, and social determinants of health are explored. This course also continues to align with the Mission and core values of the School of Nursing (Health and Well-being, and Resilience and Advocacy). Relating to a variety of clients in different settings is a requirement for meeting nursing entry level competencies.

3. How does this proposed course complement, align, or overlap with existing course offerings, particularly in terms of objectives and/or content? If overlap exists, please indicate the nature and extent of consultation which has taken place. If the course is to be cross-listed, integrated or listed as a course credit exclusion with another course, approval is required from all the relevant Faculties/Units.

This course continues to offer required baccalaureate content and is part of the course nursing courses in the series of 'Nurse in Context of Client and Population Health'. The unique course objectives are structured to provide students with opportunities to explore community health nursing. This is an existing course at the school of nursing but, with its changes to title, code, and learning outcomes, is being processed as a new course to facilitate the phase-in and phase-out of the old and revised curricula. This will be a CCE to the current NURS 4525 6.00. All 3 undergraduate programs require this course for degree completion.

4. What is the expected enrolment in the course? If course enrollments are below 50 please explain why.

Enrolment from 2<sup>nd</sup> Entry and IEN BScN programs approx. W23 = 150 + 50 (steady state), etc.; 4-year Direct Entry F24 = 108; F25 = 160; F26 = 234 (steady state)

## Section B - Course Structure:

1. Is this course (Please select one with "X"):

<input type="checkbox"/>	Fully online
<input checked="" type="checkbox"/>	Fully face to face

	Blended (i.e., one third of the face to face class time is replaced by online instruction, one third of the class time remains face to face, and the remaining third may be any combination of online and face to face delivery). More information about defining blended learning can be found in the Common Language for eLearning: <a href="http://avptl.info.yorku.ca/files/2017/03/2014-03-26-Common-Language-for-eLearning.pdf">http://avptl.info.yorku.ca/files/2017/03/2014-03-26-Common-Language-for-eLearning.pdf</a>
	Other (please describe):

2. Number of contact hours (defined in terms of hours, weeks, etc.) involved. This information is particularly important to describe for blended and online courses as it indicates whether an effective length of term is being maintained.

36 contact hours, 3-hour lecture per week for 12 weeks 144 practicum hours or equivalent, approx. 12 hours per week for 12 weeks
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3. a) If this course is offered in a blended format, what percentage of the course will be taught online? If not blended, go to # 4.  
 b) In absence of scheduled contact hours (face-to-face or online), please provide an indication of the estimated time students are likely to spend engaged in learning activities online required by the course.  
 c) In the absence of scheduled contact hours (face-to-face or online), please describe how the course design encourages student engagement and supports students in achieving the learning outcomes.

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4. Indicate the planned frequency of offering and number of sections anticipated (every year, alternate years, etc.)

Every Winter term (2-3 sections), every Fall term (1-2 sections)
--

5. Can you staff this course using current teaching capacity?

YES	NO
x	

If no, explain how this course will be resourced (e.g., additional hires proposed in hiring plan, etc.)

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6. Please name the faculty member(s) in the school/dept who have the expertise and are willing to teach this course.

C. van Daalen Smith, M. Gola, V. Geer, S. Adam, L Juergensen, G. Ross
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7. Does the course rely on faculty from other programs to teach this course? If so, specify (proposed instructor(s) name and department and attach a letter of support from the faculty member's home school/department UPD/Chair.

no
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## Section C - Course Design Information:

This section provides an opportunity to describe the course, its design, and how delivery of the course content aligns with the learning outcomes, teaching activities, and assessment methods. There is also an opportunity for describing how the course applies principles of experiential education, technology enhanced learning and universal design for learning.

- Experiential **Education** remains a top priority for York University and the Faculty of Health as it offers a range of benefits for students related to academic performance, civic engagement and employability. Note that providing and facilitating opportunities for structured, critical reflection (e.g. using iclicker/REEF polling, exit cards, journal entry) is a key component of experiential education. Course directors are invited to integrate EE into their course where possible, but it is understood that some EE activities may not be feasible in every course. Go to <https://health.yorku.ca/experiential-education/faculty/> to see definitions of course focused, community focused, and work focused EE, information on the benefits of EE for students and course directors, and other details.
- The integration of tools and strategies for **technology enhanced learning** (e.g. online learning management system like Moodle, use of polling technology such as iclicker/REEF and other in class technology e.g., see <https://student.computing.yorku.ca/technology-used-in-courses/> ) may provide useful tools for encouraging in class engagement and facilitating deeper learning. For help with online and blended learning course development go to <https://its.info.yorku.ca/health/>.
- The Faculty of Health is committed to the **universal design for learning** principles, i.e., offering and ensuring a diverse array of opportunities for all learners to engage, learn, and demonstrate their knowledge. More information about Universal Design for Learning, as well as recommendations for accommodations and inclusive teaching, can be found at: [http://udlguidelines.cast.org/binaries/content/assets/udlguidelines/udlg-v2-2/udlg\\_graphicorganizer\\_v2-2\\_numbers-no.pdf](http://udlguidelines.cast.org/binaries/content/assets/udlguidelines/udlg-v2-2/udlg_graphicorganizer_v2-2_numbers-no.pdf) and on the Teaching Commons website. Therefore, when designing a course, be sure to consider
  - multiple means of engagement (How will diverse students access and participate in the learning & teaching activities?)
  - multiple means of representation (How will course content be presented in a variety of different ways to support different learning needs and preferences?)
  - multiple means of action & expression (What diverse ways will students be able to demonstrate their learning?)

### 1. Course Topics/Theories

List the key topic areas taught in this course.

- Health
- Community
- Community as Partner
- Community Engagement, Participation, Development & Mobilization
- Collaboration & Consultation
- Equity
- Health Equity
- Levels of Prevention – Primordial, Primary, Secondary, Tertiary, Quaternary
- Health Protection
- Critical Health Promotion
- Primary Health Care
- Population Health Promotion
- Social Determinants of Health
- Indigenous Knowledge and Health
- Upstream Thinking
- Quality of Life
- Neoliberalism & the Ideology of Choice
- Intersectionality, Cultural Safety, Cultural Humility
- Epidemiology, Emergency Preparedness, Disaster Planning
- Strength-seeking, Capacity-Building, Empowerment
- Oppression, Power, Marginalization, Disenfranchisement
- Social Justice
- Intersectoral Collaboration
- Cultural Safety/Humility

	YES	NO
Will the course have substantial Indigenous (Aboriginal)* content?		x
Will the course include Indigenous (Aboriginal)* identity as either a module or field of study?		x
Will the course include component(s) from Aboriginal Peoples' language, history, cultural, heritage, artefacts, or traditional knowledge?		x

If you answered Yes to at least one of the questions above, provide a summary and/or list of the Indigenous (Aboriginal)\* content or components you are proposing to include in your course in the box below.

\*The Constitution Act, 1982, section 35(2) defines Aboriginal Peoples to include all Indigenous people of Canada – Indians (Status, Non-Status or First Nations identified), Métis and Inuit people.

## 2. Course Teaching Objectives

Course teaching objectives are broad goals for the course.

Examples of course teaching objectives:

- Exposes students to the various methods used for investigating the structure and function of the human brain.
- Provides students the opportunity to develop and practice skills in effective communication.

List the teaching objectives for the course below:

1. Introduces students to the role and practice of community health nursing and its related knowledge base, such as population health, primary health care, community development, critical health promotion, social determinants of health and the CHNC Standards of Practice.
  2. Exposes students to various communities and populations experiencing health and health inequity, and the supports and barriers that exist for these groups.
  3. Explains the application of community health related concepts such as upstream thinking, ownership, advocacy, and capacity-building to community partnerships, care and collaboration.

## 3. Course Student Learning Outcomes:

Learning outcomes provide a framework for assessment by stating what the learners will be able to demonstrate after completing the course. A succinct learning outcome specifies the tasks students are expected to be able to perform and the level of competence expected for the tasks. Course Learning Outcomes are observable, measurable goals for students and their learning.

Examples of course learning outcomes:

- Students will be able to correctly identify the brain's major components and gross functional areas.
- Students will be able to accurately describe the factors that impact healthy aging.
- Students will be able to critically analyze an academic journal article to determine the merits and drawbacks of the published research.

To help describe learning outcomes, consider the key questions below:

What essential knowledge, skills, and attitudes etc. should students acquire?

- How sophisticated or complex (memorization, analysis, creation, etc.) is students learning to be?
- What will students be able to do or how will they demonstrate/articulate their level of learning?
- What information is needed to be collected to verify/demonstrate students' attainment of learning outcomes?
- How informative are each of these assessment tasks to understanding the student learning process?
- Are these clearly stated and communicated to students?

More information and additional resources can be found on the [Teaching Commons website](#).

List and number the learning outcomes for the course in the section below:

**Upon completion of the theoretical component of this course, students will be able to:**

1. Explain the history, roles, ethics, values and scopes of practice of Community Health Nurses in Canada. (relates to Program Outcomes #1, 2)
2. Integrate knowledge of population health, primary health care, community development, critical health promotion, social determinants of health and the CHNC Standards of Practice into partnering with communities for health equity. (relates to Program Outcomes #1, 2, 6)
3. Explore the health, quality of life and barriers to health equity of various populations. (relates to Program Outcome #7)
4. Practice beginning competencies in community assessment, community consultation and critical health promotion that address upstream sources of health inequities. (relates to Program Outcomes #5 – 7)
5. Identify opportunities for collaborative partnerships, relationships and advocacy with individuals, families, groups, communities and populations that support community ownership, capacity-building and health equity. (relates to Program Outcomes #4, 5, 9)
6. Describe approaches for supporting community ownership, capacity-building and health equity. (relates to Program Outcomes #1, 6, 7, 9)
7. Examines the role of interprofessional and intersectoral collaboration in population health promotion. (relates to Program Outcome #5)
8. Evaluates actions taken in disaster planning and emergency preparedness. (relates to Program Outcomes #3, 5)

**Practicum Competencies (these each support the main course learning outcomes):**

1. Integrates principles of primary health care and community development in practice with a community aggregate. (relates to Course Learning Outcome #2)
2. Applies effective communication strategies when working with clients, key informants, stakeholders, health professionals and other interprofessional/intersectoral team members. (relates to Course Learning Outcomes # 4, 5)
3. Assesses population and community health, using relevant data sources and consultations, in partnership with community members, key informants and stakeholders. (relates to Course Learning Outcomes #5, 6)
4. Engages collaboratively *with* partners and the community in order to plan, implement and evaluate health promotion strategies that improve the health of the placement's aggregate. (relates to Course Learning Outcome #7)
5. Enacts the (inter)professional role of student CHN within the placement team according to the roles, responsibilities and the scope of practice of self and others. (relates to Course Learning Outcomes #6, 8)
6. Exemplifies professional responsibility and accountability in practicum setting and praxis seminar. (relates to Course Learning Outcome #5)

**Program Outcomes (for reference)**

1. Provide competent, ethical and culturally responsive nursing care according to professional nursing standards.
2. Integrate knowledge from nursing and other disciplines to enhance health and healing across the lifespan.
3. Engage in decision-making in nursing practice that incorporates multiple ways of knowing, critical appraisal, and evidence-informed practice.
4. Communicate and relate effectively with the client\* and healthcare teams, using varied strategies to promote safe, compassionate, relational care.
5. Engage in collaborative relationships with clients\* and interprofessional health care teams that respects diverse perspectives.
6. Provide leadership for the optimization of client\* health care outcomes and advancement of nursing profession.
7. Advocate for health equity and social justice in client\* care, organizations and public policy in response to changing needs of society.
8. Engage in critical reflection for lifelong self-directed learning, and evidence-informed practice.
9. Empower self, clients\* and colleagues using a range of educational strategies, including technology, for achieving optimal health and work-life outcomes.

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

#### 4. Course Teaching Strategies and Learning Activities

What teaching strategies and learning activities (including experiential education) will take place as part of this course? What will students be doing each week in class? How will these activities help support students' learning as defined by the learning outcomes.

To help identify course learning activities that will help students work toward achieving intended learning outcomes, reflect on

these key questions:

- How will students receive or gain the information necessary for achieving the course intended learning outcomes?
- What experiential education activities will students engage in?
- What opportunities will or could students be provided to practice the skills they will develop?
- How and when will students engage with each other, with the instructor, and/or with course content?
- If technology-enhanced learning is incorporated into the course, what activities will the students engage in?

Examples:

(This is not an exhaustive list, but rather a summary of the strategies an instructor may use to encourage and facilitate meaningful learning throughout the course)

- In class discussions
- Lecture
- Online discussion forums (e.g. in Moodle)
- Active learning strategies (e.g. think, pair, share; structured debates)
- Wikis (contribute to and curate collaborative content)
- Experiential Education (EE)- Classroom Focused Activities (e.g. guest speakers, role playing, visual media, case studies, simulations, workshops and laboratory, course-based research, etc.)
- EE- Community Focused EE Activities (e.g. community-based learning; community-based research, community service learning)

List the teaching strategies and learning activities that will be included in this course:

This course utilizes teaching and learning methodologies designed to transform the learner into a registered nurse. This course includes a **theoretical and a practicum component**, connected through the provision of a facilitated 1.5 hour weekly **praxis seminar**. The course includes weekly **lectures, application activities, and small and large group discussion**, including discussion of current events as context for the analysis of population health equity and the role of the CHN. Lectures are supplemented by **films and invited guests** in order to illustrate the various practice settings of community health nurses and to illuminate the barriers to health faced by various diverse community aggregates. **Praxis seminars follow lectures**, where content discussed and studied for a given week are applied to student placement settings and various communities with which students are partnered. Praxis seminars provide an opportunity for students to learn collaboratively and to process their clinical experiences of assessing, consulting and partnering with a community. Students are required to pass both the theoretical and the practicum component of the course in order to pass overall.

## Section D - Course Mapping and Constructive Alignment

This section is designed to help you demonstrate the connections between your student learning outcomes, teaching and learning activities, and assessment strategies. For each teaching and learning activity, please i) identify the learning outcome it will help the students achieve and ii) if the activity will include a formal, graded assessment of student learning. For EE activities, also identify iii) how you will engage students in reflection around the activity (i.e. critically examining the experience), and iv) the type of EE strategy the activity corresponds to.

			For EE Activities Only	
Teaching and Learning Activity	Which course learning outcome/s will this activity help student achieve?	Will this activity include a formal, graded assessment of student learning? (Y/N)	How you will engage students in reflection around this activity?	Corresponding EE Strategy
		<i>A detailed description of assessment and evaluation strategies will be provided in the next section.</i>		1- Classroom Focused 2- Community Focused 3- Work Focused

<i>Discussion of practicum experiences, and dialogue on application of concepts in community practice</i>	Course Learning Outcomes #1-8 (and related practicum competencies)	Narrative Praxis Notes Learning Summary (assessed)	<i>Direct discussion, presentation of experiences, creation of reflective notes</i>	1
<i>Shared examples of mapping, opportunities to review creation of concept map</i>	Course Learning Outcomes #1, 2, 6 and Practice competencies #6, 7	Concept Map (assessed)	<i>Demonstration and in-class practice and review</i>	1
<i>Seminars and Case studies</i>	Course Learning Outcomes #2 – 6) and ALL Practice competencies	Community Assessment, Community Consultation and Health Promotion Initiative: A Written Report (assessed)  Final Examination (assessed)	<i>Ongoing seminars, case studies in class for comparison with own experiences; templates for work</i>  <i>The activity supports interactions with assigned community partner, peers, literature review, dialogue on health promotion in practice, use of evidence</i>	1
<i>Pair share discussions</i>	Practice competencies #6, 7	Draft and Final Learning Plans (assessed)	<i>Pair-share discussion of goals, small group activities to review required elements of learning plans</i>  <i>Discussion on how to create goals (SMART resources)</i>	1
<i>Field practicum placement</i>	ALL Course learning outcomes and Practice competencies	Midterm Self-evaluation (assessed)  Final Self-Evaluation (assessed)	<i>Small group discussion of clinical evaluation and key elements</i>  <i>Preceptor or clinical course director guidance to student in the provision of client care</i>	3
<i>E-Portfolio</i>	ALL Practice competencies	Cumulative Portfolio (assessed)	<i>Idea exchange for portfolio formatting, creativity encouraged.</i>	1

1. If the course will not include any type of experiential education, please comment below on the rationale for not incorporating experiential education into the course.

n/a

	YES	NO
2. Will the course engage Indigenous (Aboriginal) communities (including reserves, territories, departments, or community organizations, etc) on experiential education?		x

If yes, please comment below on how you will or might engage Indigenous (Aboriginal) communities in experiential education

### Learning/Teaching with Technology:

3. How are learning or teaching technologies incorporated into the course?

eClass  
Use of online resources for portfolios, literature reviews, case studies, etc.

4. If the course does not include any type of technology enhanced learning, please comment below on the rationale for not incorporating learning or teaching technologies in the course.

5. If the proposed course employs technology-enhanced forms of delivery (e.g., replacing in-class time with online learning activities), please identify how the integrity of the learning evaluation will be maintained (e.g., using online quizzes that randomly selects questions from a test-bank; specified time length of the test, “on-site” examinations will be required, etc.)

Opportunities for use of community related simulations, may be integrated to augment practicum learning experiences.

**Assessment and Evaluation Strategies:**

1. How will student learning be assessed? Please list each graded component of the proposed course including the type and percentage value of each component. Indicate which learning outcome(s) are evaluated by which assessment component.

Assessment Strategy	Percentage (%) of Final Grade	Evaluated Learning Outcome(s)
Narrative Praxis Notes	10%	ALL Practice competencies
Concept Map	5%	1-2, 6 (and practice competencies 6-7)
Midterm Exam	25%	1-2, 6
Community Assessment, Community Consultation and Health Promotion Initiative: A Written Report (group)	25%	2-6 (and ALL practice competencies)
Final Exam	35%	1-8
Draft/Learning Plan	Pass/Fail	(Practice competencies #6-7)
Midterm Self-evaluation	Pass/Fail	(ALL practice competencies)
Final Self-evaluation	Pass/Fail	(ALL practice competencies)
Cumulative Portfolio	Pass/Fail	(ALL practice competencies)

2. Formative feedback is just in time feedback to the students during the course that does not always count toward the final grade. This formative feedback can help the students and instructor progress towards the intended learning outcomes by providing ongoing, low stakes feedback at key points in a lesson or at milestones toward completing a major assignment.

Some examples of formative feedback include:

- a) a pre-test or quiz that asks students to share what they already know about a topic
- b) a think-pair-share exercise where students explore and discuss key course concepts individually, in pairs, and as part of a larger in class discussion
- c) exit cards following a lecture or lesson where students are asked to indicate what they have learned and questions they still have about the topic

List the formative assessment strategies that will be used in this course below.

Sample concept mapping with feedback from peers and course director

Professional interactions in praxis seminar with feedback from clinical instructor

Case study analysis of community nursing partnerships and experiences with in-class review

3. If the course is to be integrated (i.e., graduate/undergraduate), please list the additional evaluation requirements for graduate students.

n/a

### **Bibliography:**

4. Please list the required readings for the course (include ebooks, online readings, and open access resources). The reading list must contain complete bibliographical information (full name of author, title, year of publication, etc.).

Stamler, L., & Yiu, L. Dosani, A., Etowa, J. & van Daalen-Smith, C. (2020). Community Health Nursing: A Canadian Perspective (5th ed.). Pearson Prentice Hall. OR

Stanhope, M. & Lancaster, J. (2021). Community Health Nursing in Canada. 5th Edition.

Community Health Nurses Association of Canada. (2019). Canadian Community Health Nursing

Standards of Practice. [www.communityhealthnursescanada.org](http://www.communityhealthnursescanada.org)

Canadian Association of Schools of Nursing. (2014). Entry to Practice Public Health Nursing Competencies for Undergraduate Nursing Education. Canadian Association of Schools of Nursing: Ottawa. Retrieved from: <https://casn.ca/wp-content/uploads/2014/12/FINALpublichealthcompeENforweb.pdf>

CHNC. (2019). Canadian Community Health Nursing Professional Practice Model & Standards of Practice.

5. Please list any suggested readings for the course (include ebooks, online readings, and open access resources). The reading list must contain complete bibliographical information (full name of author, title, year of publication, etc.)

6. If the course is to be integrated (graduate/undergraduate), a list of the additional readings required of graduate students must be included. If no additional readings are required, a rationale should be provided.

n/a

### **Section E - Resources Requirement:**

**This section may need to be filled in with the help of your Chair/Director and operations manager:**

#### **1. Computing:**

- Indicate the expected hardware, software and need for student access to computing labs, including the number of student access hours needed (e.g. access to teaching computer lab with SPSS installed; students required to bring their own device). Provide cost of software, where possible. Indicate, what the cost will be for students, if any?

n/a

## 2. Classroom:

- Indicate the expected specialized classroom needs (e.g. moveable table and chairs; audio/visual equipment; WIFI to support students with bringing their own device)

N/A

## 3. Teaching Support:

<ul style="list-style-type: none"> <li>Does the course require technical support? (e.g. lab technician; UIT support). If yes, specify:</li> </ul>	<b>YES</b>	<b>NO</b>
		x
<ul style="list-style-type: none"> <li>Does the course require a tutorial or lab in addition to lecture/seminar hours? If yes, specify and provide expected group size:</li> </ul>	<b>YES</b>	<b>NO</b>
	x	
Praxis seminars between 10-18 students (approximate)		
<ul style="list-style-type: none"> <li>Does the course require marker/grader, teaching assistant, lab demonstrator etc. support above those normally allocated by the department/school offering the courses?</li> </ul>	<b>YES</b>	<b>NO</b>
		x
If yes, specify why and for what duties/tasks the extra support is needed:		
<ul style="list-style-type: none"> <li>If the course includes off campus practicums/placements or field experiences, such as students working with a community partner, indicate:             <ul style="list-style-type: none"> <li>Will the instructor need to travel to visit the off-campus community partner(s)?</li> </ul> </li> </ul>	<b>YES</b>	<b>NO</b>
		x
<ul style="list-style-type: none"> <li>Will the Experiential Education Coordinator be required to support and maintain the experiential education component while the course is being offered? If yes, please specify:</li> </ul>	<b>YES</b>	<b>NO</b>
		x
<ul style="list-style-type: none"> <li>Is the placement intended to be domestic or international, or both?</li> </ul>	<b>Domestic</b>	
	<b>International</b>	
	<b>Both</b>	
<ul style="list-style-type: none"> <li>If the course is blended or online, indicate whether the support of the eLearning specialist is required?</li> </ul>	<b>YES</b>	<b>NO</b>
If yes, please specify the type of eLearning supports you need:		

## 4. Statements of Support (please attach these to the proposal)

For new course proposals with resource implications please provide a supporting statement from your Chair/Director of your program. The Chair/Director should indicate how resourcing will be addressed e.g., through a reallocation of existing resources, with new/additional resources, etc.

For course proposal with impact on other programs (in the Faculty or out of the Faculty), please provide evidence of consultation and supporting statement from the other program(s).

### Learning Technology Services (LTS) Statement:

If there is a technology-enhanced component to the course, a statement is required from the Learning Technology Services indicating whether resources are adequate to support the course. Requests for statements can directed to Rob Finlayson ([rfinlays@yorku.ca](mailto:rfinlays@yorku.ca)). Please note, it will take two weeks to get a statement of support.

### Library Support Statement:

Proposals for new courses must include a **library support statement** from the Bibliographer responsible for the relevant discipline to indicate whether resources are adequate to support the course. To request a support statement, see the list of subject and liaison librarians at <http://www.library.yorku.ca/web/about-us/contact-us/liaison-librarians/>.

Revised September 2020

- For assistance with process, procedure, see OSAS Director/Manager
- For assistance with alignment with academic plans see your UPD/Chair or AD Learning, Teaching, and Academic Programs
- For assistance with course design see the Moodle course “Health Curriculum Toolkit” at <https://moodle.yorku.ca/moodle/course/view.php?id=148738> (requires passport York username and password to access).
- For assistance with course design, teaching and learning activities please contact either of the following:
  - Yasaman Delaviz, Faculty of Health’s Educational/Curricular Developer Specialist by email at [ydelaviz@yorku.ca](mailto:ydelaviz@yorku.ca) or by phone at ext. 44086
  - Lisa Endersby, Educational Developer, by email at [lendersb@yorku.ca](mailto:lendersb@yorku.ca) or by phone at ext. 33047.
- For assistance with designing and developing experiential education activities see either one of the EE Coordinators Anda Petro or Paola Calderon-Valdivia ([eehealth@yorku.ca](mailto:eehealth@yorku.ca)).
- For assistance with technology-enhanced learning in the course, please contact the Faculty of Health e-learning specialist Sairam Chinnam at Learning Technology Services ([schinnam@yorku.ca](mailto:schinnam@yorku.ca)).
- For assistance with integrating Indigenous content into your course, please contact the Indigenous Council ([ruthkg@yorku.ca](mailto:ruthkg@yorku.ca) & [shillier@yorku.ca](mailto:shillier@yorku.ca)).
- For assistance with determining responses to questions about resources, please contact the Operations Manager and the Chair/Director in the school/department offering the course.
- For assistance with determining resources for students see the Library and Learning Commons resources:
  - [SPARK \(Student Papers & Academic Research Kit\)](#)
  - [LinkedIn Learning](#)
  - [Academic Research & Resources](#)

### Approval Process

- The Faculty of Health Curriculum Committee will only consider new course proposals that have been approved by the unit responsible for offering the course.
- If the proposed course is to be cross-listed, integrated, listed as a course credit exclusion with another course, or listed as a major/minor course option in an interdisciplinary program, the proposal must be accompanied by a statement from the collaborating unit signaling agreement to the proposal.

### Checklist of activities to be completed:

Click or tap to enter a date.	Date reviewed course proposal draft with Director/Manager of OSAS
Click or tap to enter a date.	Date reviewed course proposal draft with Associate Dean, Learning and Teaching
Choose an item.	Attached draft course outline
Reviewed information provided on the Moodle course “Health Curriculum Toolkit” at <a href="https://moodle.yorku.ca/moodle/course/view.php?id=148738">https://moodle.yorku.ca/moodle/course/view.php?id=148738</a> (requires passport York username and password to access).	

**School/Department:**

**Course Rubric and Number:**

**Credit Weight:**  (e.g. 3.00, 6.00) **Effective Session:**  (e.g. Fall 2021, F/W 2021-22)

**Course Title:** *The official name of the course as it will appear in the Undergraduate Calendar.*

**Short Title:** *Maximum 40 characters, including punctuation and spaces. The short title appears on any documents where space is limited (transcripts and calendar copy).*

**Brief Course Description:** *For editorial consistency, verbs should be in the present tense and begin the description; e.g., "Analyzes the nature and extent of..."*

*This is the official description of the course as it will appear in the Undergraduate Calendar. The course description should be carefully written to convey what the course is about. If applicable, include information regarding the language of instruction if other than English.*

Analyzes the influence of upstream political, social and economic forces on health status and health care, including health disparities, inequities and environmental degradation. Focusing on the nursing role, present and future scenarios threatening individual, population and planetary health will be examined to critically and reflectively consider social responsibilities and actions.

**List course(s) where applicable:**

<b>Prerequisites:</b>	Prerequisites for 4-year Direct Entry BScN students: HH/NURS 3514 3.00. Prerequisites for 2 <sup>nd</sup> Entry BScN students: HH/NURS 2513 3.00, HH/NURS 2514 3.00. Prerequisites for Post-RN IEN BScN students: HH/NURS 2513 3.00.
<b>Corequisites:</b>	
<b>Cross-listed to:</b>	
<b>Course Credit Exclusions*:</b>	HH/NURS 4546 3.00. Post-RN course credit exclusion: HH/NURS 4100 3.00 (prior to Fall 2012)
<b>Integration**:</b>	

\*Course credit exclusion is a formal status accorded to pairs of courses that are recognized as having sufficient overlap in content to warrant specifically excluding students from obtaining credit for both.

\*\*Integrated courses are graduate courses integrated (taught with) 4000-level undergraduate courses

Include the following information only if the course is: limited to a specific group of students; closed to a specific group of students; and if there is any additional information necessary for students to know before enrolling (notes section). If the course includes experiential education, such as whether the students will work with a community partner and/or if it will involve going off-campus, please include this in the notes section.

<b>Open to:</b>	Students in the BScN programs
<b>Not open to:</b>	
<b>Notes:</b>	A minimum grade of 5.00 (C+) is required for this course in the BScN program.

**Science Course:**

Denotes courses in IHST, KINE or PSYC to count as science credit for BSc degree programs	<b>YES</b>	<b>NO</b>
		x

**Section A - Course Rationale:**

1. What is the rationale for creating this course (e.g., fills a gap in the curriculum, addresses a trend in the content area)?

The undergraduate BScN programs (4-year Direct Entry, 2<sup>nd</sup> Entry and Post-RN Internationally Educated Nurse) are undergoing a major modification to the curricula. As professional programs, each program's courses require updates to meet current standards and to address current issues in health care in Ontario. The course learning outcomes also reflect the College of Nurses of Ontario's terminology and new 2020 entry-to-practice competencies. Offered to the 4-year Direct Entry and 2<sup>nd</sup> Entry program students, this course exposes students to innovations, new practices and evidence to support professional nursing practice as an evolving scientific discipline. This course provides a foundation and focus for students who will be working within a healthcare system that is increasingly concerned with both global and environmental health-related impacts.

This course is a revision of a current course, and to facilitate degree audit and clarity for students during the implementation phase of the revised curricula, a new course proposal is required (vs. completion of a change to existing course form).

2. Describe how this new course aligns with the School/Dept and/or Faculty and/or University Academic Plans. For more information about these plans, contact your UPD, Department Chair, and/or the Associate Dean, Learning, Teaching, & Academic Programs.

The revisions focus on York's 2020-2025 UAP priority of '21st Century Learning' through creative pedagogical approaches (e.g., transformative teaching-learning strategies) that aim to prepare students for working in healthcare environments and using evidence and relevant data and policy to inform care. In keeping with the FoH's Health@2020 academic plan, and strategic direction for Promoting a High-Quality Learning Experience, as well as its recently released Integrated Resource Plan 2020-2021, students' interdisciplinary knowledge and development of graduate attributes such as communication, critical thinking and critical inquiry are enhanced by this course. This course also aligns directly with the Mission and core values of the School of Nursing (i.e., *Nursing Knowledge Development and Integration*). The focus on the student's development as a professional, clinician, collaborator and scholar; these roles are key in meeting the Entry to Practice Competencies for the College of Nurses of Ontario.

3. How does this proposed course complement, align, or overlap with existing course offerings, particularly in terms of objectives and/or content? If overlap exists, please indicate the nature and extent of consultation which has taken place. If the course is to be cross-listed, integrated or listed as a course credit exclusion with another course, approval is required from all the relevant Faculties/Units.

This course is one in a series of core nursing courses that form the basis for the concept of Nurse in Context of Transformation to Professional. This series of courses promotes examination of learning and knowledge integration across the program from nursing and other disciplines. The course objectives are structured to provide these students with skills to consolidate nursing knowledge through the use of technology, policy, epidemiological data and other sources to improve healthcare.

This course is a revision of a current course (NURS 4546), and to facilitate degree audit and clarity for students during the implementation phase of the revised curricula, a new course proposal is required (vs. completion of a change to existing course form).

4. What is the expected enrolment in the course? If course enrollments are below 50 please explain why.

Enrolment for 2<sup>nd</sup> Entry and IEN BScN programs approximately S23 = 150 + 50 (steady state); for 4-year Direct Entry BScN program approximately (not including attrition in year 3) F24 = 108; F25 = 160; F26 = 234 (steady state)

**Section B - Course Structure:**

1. Is this course (Please select one with "X"):

<input type="checkbox"/>	Fully online
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<b>X</b>	Fully face to face
	Blended (i.e., one third of the face to face class time is replaced by online instruction, one third of the class time remains face to face, and the remaining third may be any combination of online and face to face delivery). More information about defining blended learning can be found in the Common Language for eLearning: <a href="http://avptl.info.yorku.ca/files/2017/03/2014-03-26-Common-Language-for-eLearning.pdf">http://avptl.info.yorku.ca/files/2017/03/2014-03-26-Common-Language-for-eLearning.pdf</a>
	Other (please describe):

2. Number of contact hours (defined in terms of hours, weeks, etc.) involved. This information is particularly important to describe for blended and online courses as it indicates whether an effective length of term is being maintained.

36 hours; 3 hours per week for 12 weeks
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3. a) If this course is offered in a blended format, what percentage of the course will be taught online? If not blended, go to # 4.

b) In absence of scheduled contact hours (face-to-face or online), please provide an indication of the estimated time students are likely to spend engaged in learning activities online required by the course.

c) In the absence of scheduled contact hours (face-to-face or online), please describe how the course design encourages student engagement and supports students in achieving the learning outcomes.

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4. Indicate the planned frequency of offering and number of sections anticipated (every year, alternate years, etc.)

Summer and Fall terms; every year Summer 1-2 sections, Fall 1-2 sections
--

5. Can you staff this course using current teaching capacity?

YES	NO
x	

If no, explain how this course will be resourced (e.g., additional hires proposed in hiring plan, etc.)

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6. Please name the faculty member(s) in the school/dept who have the expertise and are willing to teach this course.

J. Choiniere, S. Peniston, S. Premji, R. Rodney, C. van Daalen Smith
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7. Does the course rely on faculty from other programs to teach this course? If so, specify (proposed instructor(s) name and department and attach a letter of support from the faculty member's home school/department UPD/Chair.

No
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## Section C - Course Design Information:

This section provides an opportunity to describe the course, its design, and how delivery of the course content aligns with the learning outcomes, teaching activities, and assessment methods. There is also an opportunity for describing how the course applies principles of experiential education, technology enhanced learning and universal design for learning.

- **Experiential Education** remains a top priority for York University and the Faculty of Health as it offers a range of benefits for students related to academic performance, civic engagement and employability. Note that providing and facilitating opportunities for structured, critical reflection (e.g. using iclicker/REEF polling, exit cards, journal entry) is a key component of experiential education. Course directors are invited to integrate EE into their course where possible, but it is understood that some EE activities may not be feasible in every course. Go to <https://health.yorku.ca/experiential-education/faculty/> to see definitions of course focused, community focused, and work focused EE, information on the benefits of EE for students and course directors, and other details.
- The integration of tools and strategies for **technology enhanced learning** (e.g. online learning management system like Moodle, use of polling technology such as iclicker/REEF and other in class technology e.g., see <https://student.computing.yorku.ca/technology-used-in-courses/> ) may provide useful tools for encouraging in class engagement and facilitating deeper learning. For help with online and blended learning course development go to <https://its.info.yorku.ca/health/>.
- The Faculty of Health is committed to the **universal design for learning** principles, i.e., offering and ensuring a diverse array of opportunities for all learners to engage, learn, and demonstrate their knowledge. More information about Universal Design for Learning, as well as recommendations for accommodations and inclusive teaching, can be found at: [http://udlguidelines.cast.org/binaries/content/assets/udlguidelines/udlg-v2-2/udlg\\_graphicorganizer\\_v2-2\\_numbers-no.pdf](http://udlguidelines.cast.org/binaries/content/assets/udlguidelines/udlg-v2-2/udlg_graphicorganizer_v2-2_numbers-no.pdf) and on the Teaching Commons website. Therefore, when designing a course, be sure to consider
  - multiple means of engagement (How will diverse students access and participate in the learning & teaching activities?)
  - multiple means of representation (How will course content be presented in a variety of different ways to support different learning needs and preferences?)
  - multiple means of action & expression (What diverse ways will students be able to demonstrate their learning?)

### 1. Course Topics/Theories

List the key topic areas taught in this course.

- Global and Planetary health
- Global scale of equity, inclusivity, racism, gender disparities, human rights, indigeneity
- Power and privilege
- Indigenous knowledges
- Determinants of the Social Determinants of Health (global context)
- Environmental sustainability
- Globalization
- Leadership and Activism
- Global citizenship
- Global health priorities and standards (i.e., SDGS)
- One Health
- Neoliberalism and Multinational Corporations
- Economic and socio-political factors
- Emergency Preparedness /Disaster Nursing (global responses to pandemics, etc.)
- Critical inquiry and reflection
- Communication – larger groups
- Determining duty to act

	YES	NO
Will the course have substantial Indigenous (Aboriginal)* content?		x

Will the course include Indigenous (Aboriginal)* identity as either a module or field of study?		<b>x</b>
Will the course include component(s) from Aboriginal Peoples' language, history, cultural, heritage, artefacts, or traditional knowledge?		<b>x</b>

If you answered Yes to at least one of the questions above, provide a summary and/or list of the Indigenous (Aboriginal)\* content or components you are proposing to include in your course in the box below.

\*The Constitution Act, 1982, section 35(2) defines Aboriginal Peoples to include all Indigenous people of Canada – Indians (Status, Non-Status or First Nations identified), Métis and Inuit people.

## 2. Course Teaching Objectives

Course teaching objectives are broad goals for the course.

Examples of course teaching objectives:

- Exposes students to the various methods used for investigating the structure and function of the human brain.
- Provides students the opportunity to develop and practice skills in effective communication.

List the teaching objectives for the course below:

1. Exposes students to various factors affecting global health in the 21<sup>st</sup> century and the impact of environmental health for the future of nursing practice.
2. Provides students with opportunities to consider the significance of health equity and global issues in the context of the nursing role.
3. Demonstrates how the use of data from multiple sources forms the basis for decision making in healthcare and policy.

## 3. Course Student Learning Outcomes:

Learning outcomes provide a framework for assessment by stating what the learners will be able to demonstrate after completing the course. A succinct learning outcome specifies the tasks students are expected to be able to perform and the level of competence expected for the tasks. Course Learning Outcomes are observable, measurable goals for students and their learning.

Examples of course learning outcomes:

- Students will be able to correctly identify the brain's major components and gross functional areas.
- Students will be able to accurately describe the factors that impact healthy aging.
- Students will be able to critically analyze an academic journal article to determine the merits and drawbacks of the published research.

To help describe learning outcomes, consider the key questions below:

What essential knowledge, skills, and attitudes etc. should students acquire?

- How sophisticated or complex (memorization, analysis, creation, etc.) is students learning to be?
- What will students be able to do or how will they demonstrate/articulate their level of learning?
- What information is needed to be collected to verify/demonstrate students' attainment of learning outcomes?
- How informative are each of these assessment tasks to understanding the student learning process?
- Are these clearly stated and communicated to students?

More information and additional resources can be found on the [Teaching Commons website](#).

List and number the learning outcomes for the course in the section below:

### **Course Learning Outcomes**

Upon completion of this course, student will be able to:

1. Describe how political, economic, and social forces influence healthcare systems and policy directions and, in turn, impact individual, community and population health. (relates to Program Outcomes #2 – 4)
2. Critique the social, political, economic and environmental factors that hinder health status on a global scale accounting for race, gender and class. (relates to Program Outcomes # 2, 8)
3. Examine planetary health, global health and selected global health issues (such as climate change, biodiversity loss, Indigenous health disparities, poverty, food insecurity, lack of clean water and sanitation) for their effect on the presence of communicable and non-communicable diseases, mental health, child and woman/reproductive health, and humanitarian disasters. (relates to Program Outcomes #2, 3, 6, 8)
4. Evaluate upstream approaches including policies and programs aimed at reducing global health disparities and promoting global and planetary health. (relates to Program Outcomes #2, 3, 8)
5. Explain how the role of nurses and nursing contributes to planetary and global health, including policy analysis and global disaster management. (relates to Program Outcomes #2, 6 – 8)
6. Identify nursing and related social theories for application to health and the environment. (relates to Program Outcomes #2, 3, 6, 8)
7. Reflect on individual and professional approaches that promote global and planetary health through an expanded worldview. (relates to Program Outcomes #2, 3, 7, 8)

### **Program Outcomes (for reference)**

1. Provide competent, ethical and culturally responsive nursing care according to professional nursing standards.
2. Integrate knowledge from nursing and other disciplines to enhance health and healing across the lifespan.
3. Engage in decision-making in nursing practice that incorporates multiple ways of knowing, critical appraisal, and evidence-informed practice.
4. Communicate and relate effectively with the client\* and healthcare teams, using varied strategies to promote safe, compassionate, relational care.
5. Engage in collaborative relationships with clients\* and interprofessional health care teams that respects diverse perspectives.
6. Provide leadership for the optimization of client\* health care outcomes and advancement of nursing profession.
7. Advocate for health equity and social justice in client\* care, organizations and public policy in response to changing needs of society.
8. Engage in critical reflection for lifelong self-directed learning, and evidence-informed practice.
9. Empower self, clients\* and colleagues using a range of educational strategies, including technology, for achieving optimal health and work-life outcomes.

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

## **4. Course Teaching Strategies and Learning Activities**

What teaching strategies and learning activities (including experiential education) will take place as part of this course? What will students be doing each week in class? How will these activities help support students' learning as defined by the learning outcomes.

To help identify course learning activities that will help students work toward achieving intended learning outcomes, reflect on these key questions:

- How will students receive or gain the information necessary for achieving the course intended learning outcomes?
- What experiential education activities will students engage in?
- What opportunities will or could students be provided to practice the skills they will develop?
- How and when will students engage with each other, with the instructor, and/or with course content?
- If technology-enhanced learning is incorporated into the course, what activities will the students engage in?

Examples:

(This is not an exhaustive list, but rather a summary of the strategies an instructor may use to encourage and facilitate meaningful learning throughout the course)

- In class discussions
- Lecture
- Online discussion forums (e.g. in Moodle)
- Active learning strategies (e.g. think, pair, share; structured debates)

- Wikis (contribute to and curate collaborative content)
- Experiential Education (EE)- Classroom Focused Activities (e.g. guest speakers, role playing, visual media, case studies, simulations, workshops and laboratory, course-based research, etc.)
- EE- Community Focused EE Activities (e.g. community-based learning; community-based research, community service learning)

List the teaching strategies and learning activities that will be included in this course:

This course utilizes teaching and learning methodologies designed to transform the learner into a registered nurse. Weekly **lectures are highly interactive** and experiential in order to foster dialogue and critical reflection. The participatory nature of the class provides ongoing assessments of the student's understanding of the social, political, economic and environmental challenges that are hindering and creating inequities in health on a global scale, and the possibilities for nurses and the nursing profession to address these challenges. The lectures are supplemented by **case studies films, videos** and **invited guests** to illustrate and clarify critical issues from assigned readings. Emphasis is placed on analysis, advocacy and persuasive oral and written communication of global and planetary health issues. The course also emphasizes effective **group processes** to foster both individual accountability (in meeting personal obligations) and interdependence (learning from and with one another).

### Section D - Course Mapping and Constructive Alignment

This section is designed to help you demonstrate the connections between your student learning outcomes, teaching and learning activities, and assessment strategies. For each teaching and learning activity, please i) identify the learning outcome it will help the students achieve and ii) if the activity will include a formal, graded assessment of student learning. For EE activities, also identify iii) how you will engage students in reflection around the activity (i.e. critically examining the experience), and iv) the type of EE strategy the activity corresponds to.

			For EE Activities Only	
Teaching and Learning Activity	Which course learning outcome/s will this activity help student achieve?	Will this activity include a formal, graded assessment of student learning? (Y/N)  <i>A detailed description of assessment and evaluation strategies will be provided in the next section.</i>	How you will engage students in reflection around this activity?	Corresponding EE Strategy  1- Classroom Focused 2- Community Focused 3- Work Focused
<i>Case analysis</i>	Course Learning Outcomes #2, 4, 6	Application of Concepts Weekly Oral Analysis / Short Paper reflection on Presentation (15%)	<i>The impact of assumptions and biases are discussed as they relate to the topics</i>  <i>Feedback on presentations by Course Director and group evaluations and feedback from students.</i>	1
<i>Guest Speaker</i>	Course Learning Outcome #1, 4, 6	Application of Concepts Reflection Paper (30%)	<i>Group in class discussion to promote reflection and analyses</i>  <i>Guest speaks Q&amp;A sessions promote reflection and understanding of issues as they relate to nursing practice</i>	1
<i>Cooperative learning (group work)</i>	Course Learning Outcomes #1–6	Global Health Issue Presentation (20%)		

1. If the course will not include any type of experiential education, please comment below on the rationale for not incorporating experiential education into the course.

N/A

	YES	NO
2. Will the course engage Indigenous (Aboriginal) communities (including reserves, territories, departments, or community organizations, etc) on experiential education?		x

If yes, please comment below on how you will or might engage Indigenous (Aboriginal) communities in experiential education

### Learning/Teaching with Technology:

3. How are learning or teaching technologies incorporated into the course?

eClass

4. If the course does not include any type of technology enhanced learning, please comment below on the rationale for not incorporating learning or teaching technologies in the course.

N/A

5. If the proposed course employs technology-enhanced forms of delivery (e.g., replacing in-class time with online learning activities), please identify how the integrity of the learning evaluation will be maintained (e.g., using online quizzes that randomly selects questions from a test-bank; specified time length of the test, "on-site" examinations will be required, etc.)

N/A

### Assessment and Evaluation Strategies:

1. How will student learning be assessed? Please list each graded component of the proposed course including the type and percentage value of each component. Indicate which learning outcome(s) are evaluated by which assessment component.

Assessment Strategy	Percentage (%) of Final Grade	Evaluated Learning Outcome(s)
<i>Application of Concepts: Weekly Oral Analysis / Short Paper reflection on Presentation</i>	15%	2, 4, 6
<i>Application of Concepts: Reflection Paper</i>	30%	1, 4, 6
Global Health Issue Presentation	20%	1-6
Policy Brief / Advocacy Letter	35%	1-6

2. Formative feedback is just in time feedback to the students during the course that does not always count toward the final grade. This formative feedback can help the students and instructor progress towards the intended learning outcomes by providing ongoing, low stakes feedback at key points in a lesson or at milestones toward completing a major assignment.

Some examples of formative feedback include:

- a) a pre-test or quiz that asks students to share what they already know about a topic
- b) a think-pair-share exercise where students explore and discuss key course concepts individually, in pairs, and as part of a larger in class discussion
- c) exit cards following a lecture or lesson where students are asked to indicate what they have learned and questions they still have about the topic

List the formative assessment strategies that will be used in this course below.

Guest speakers provide insights and analysis of health equity and policy issues that influence global health.  
 Group work enables students to share strategies for evaluating global and environmental health issues  
 Case analysis of the impact of factors influence global and environmental issues.

3. If the course is to be integrated (i.e., graduate/undergraduate), please list the additional evaluation requirements for graduate students.

**Bibliography:**

4. Please list the required readings for the course (include ebooks, online readings, and open access resources). The reading list must contain complete bibliographical information (full name of author, title, year of publication, etc.).

**Required text:**  
 American Psychological Association. (2020). *Publication manual of the American Psychological Association: The official guide to APA style*. (7th ed.). American Psychological Association.

Ali, S., Gugliemini, O., Harber, S., Harrison, A., Houle, L., Ivory, J., Kersten, S., Khan, R., Kim, J., LeBoa, C., Nez-Whitfield, E., O'Marr, J., Rothenberg, E., Segnitz, R. M., Sila, S., Verwillow, A., Vogt, M., Yang, A., & Mordecai, E. A. (2017). Environmental and Social Change Drive the Explosive Emergence of Zika Virus in the Americas. *PLoS Neglected Tropical Diseases*, 11(2).

Allan, B. & Smylie, J. (2015). *First Peoples, second-class treatment: The role of racism in the health and well-being of Indigenous peoples in Canada* Toronto, ON: The Wellesley Institute

Carney, M.A., Krause, K.C. Immigration/migration and healthy publics: the threat of food insecurity. *Palgrave Commun* 6, 93 (2020).

Labonte, R. & Ruckert, A. (2019). *Health Equity in a Globalizing Era: Past Challenges, Future Prospects*. Oxford University Press.

Pempetzoglou, M., & Patergiannaki, Z. (2017). Debt-driven water privatization: The case of Greece. *European Journal of Multidisciplinary Studies*, 2(5), 102-111.

Ronit Ridberg... et al. (Writer & Producer). (2014). *Big Bucks- Big Pharma* (Media Education Foundation;).

Rosa, W. E., & Upvall, M. J. (2019). The case for a paradigm shift: from global to planetary nursing. *Nursing Forum*, 54(2), 165–170.

Timmons, S., Evans, C., Nair, S. (2016). The development of the nursing profession in a globalised context: A qualitative case study in Kerala, India. *Social Science & Medicine*, 166, 41–48.

Unnatural Causes: In Sickness & In Wealth: Is inequality making us sick? (Available via online streaming from York libraries. Kanopy Firm – initially produced by California newsreel – 2008).

VanTyler, S. & Sheilds, L. (2015) *Stories of African HIV+ Women Living in Poverty*, *Health Care for Women International*, 36 (8), 902-916.

Whyte, N., Duncan, S. (2016). Engaging Nursing Voice and Presence During the Federal Election Campaign. *Nursing Leadership.*, 29(4), 19–34.

There are also required articles and films/videos. Course materials used in this course are available from e-resources of York Libraries. Additional readings or videos may be assigned or recommended during the course.

5. Please list any suggested readings for the course (include ebooks, online readings, and open access resources). The reading list must contain complete bibliographical information (full name of author, title, year of publication, etc.)

6. If the course is to be integrated (graduate/undergraduate), a list of the additional readings required of graduate students must be included. If no additional readings are required, a rationale should be provided.

**Section E - Resources Requirement:**

**This section may need to be filled in with the help of your Chair/Director and operations manager:**

**1. Computing:**

- Indicate the expected hardware, software and need for student access to computing labs, including the number of student access hours needed (e.g. access to teaching computer lab with SPSS installed; students required to bring their own device). Provide cost of software, where possible. Indicate, what the cost will be for students, if any?

**2. Classroom:**

- Indicate the expected specialized classroom needs (e.g. moveable table and chairs; audio/visual equipment; WIFI to support students with bringing their own device)

**3. Teaching Support:**

<ul style="list-style-type: none"> <li>Does the course require technical support? (e.g. lab technician; UIT support). If yes, specify:</li> </ul>	<b>YES</b>	<b>NO</b>
		x
<ul style="list-style-type: none"> <li>Does the course require a tutorial or lab in addition to lecture/seminar hours? If yes, specify and provide expected group size:</li> </ul>	<b>YES</b>	<b>NO</b>
		x
<ul style="list-style-type: none"> <li>Does the course require marker/grader, teaching assistant, lab demonstrator etc. support above those normally allocated by the department/school offering the courses?</li> </ul>	<b>YES</b>	<b>NO</b>
		x
If yes, specify why and for what duties/tasks the extra support is needed:		
<ul style="list-style-type: none"> <li>If the course includes off campus practicums/placements or field experiences, such as students working with a community partner, indicate:                             <ul style="list-style-type: none"> <li>Will the instructor need to travel to visit the off-campus community partner(s)?</li> </ul> </li> </ul>	<b>YES</b>	<b>NO</b>
		x
	<b>YES</b>	<b>NO</b>

○ Will the Experiential Education Coordinator be required to support and maintain the experiential education component while the course is being offered? If yes, please specify:		<b>x</b>
○ Is the placement intended to be domestic or international, or both?	<b>Domestic</b>	
	<b>International</b>	
	<b>Both</b>	
● If the course is blended or online, indicate whether the support of the eLearning specialist is required? If yes, please specify the type of eLearning supports you need:	<b>YES</b>	<b>NO</b>
		<b>x</b>

**4. Statements of Support** (please attach these to the proposal)

For new course proposals with resource implications please provide a supporting statement from your Chair/Director of your program. The Chair/Director should indicate how resourcing will be addressed e.g., through a reallocation of existing resources, with new/additional resources, etc.

For course proposal with impact on other programs (in the Faculty or out of the Faculty), please provide evidence of consultation and supporting statement from the other program(s).

**Learning Technology Services (LTS) Statement:**

If there is a technology-enhanced component to the course, a statement is required from the Learning Technology Services indicating whether resources are adequate to support the course. Requests for statements can directed to Rob Finlayson ([rfinlays@yorku.ca](mailto:rfinlays@yorku.ca)). Please note, it will take two weeks to get a statement of support.

**Library Support Statement:**

Proposals for new courses must include a **library support statement** from the Bibliographer responsible for the relevant discipline to indicate whether resources are adequate to support the course. To request a support statement, see the list of subject and liaison librarians at <http://www.library.yorku.ca/web/about-us/contact-us/liaison-librarians/>.

- For assistance with process, procedure, see OSAS Director/Manager
- For assistance with alignment with academic plans see your UPD/Chair or AD Learning, Teaching, and Academic Programs
- For assistance with course design see the Moodle course “Health Curriculum Toolkit” at <https://moodle.yorku.ca/moodle/course/view.php?id=148738> (requires passport York username and password to access).
- For assistance with course design, teaching and learning activities please contact either of the following:
  - Yasaman Delaviz, Faculty of Health’s Educational/Curricular Developer Specialist by email at [ydelaviz@yorku.ca](mailto:ydelaviz@yorku.ca) or by phone at ext. 44086
  - Lisa Endersby, Educational Developer, by email at [lendersb@yorku.ca](mailto:lendersb@yorku.ca) or by phone at ext. 33047.
- For assistance with designing and developing experiential education activities see either one of the EE Coordinators Anda Petro or Paola Calderon-Valdivia ([eehealth@yorku.ca](mailto:eehealth@yorku.ca)).
- For assistance with technology-enhanced learning in the course, please contact the Faculty of Health e-learning specialist Sairam Chinnam at Learning Technology Services ([schinnam@yorku.ca](mailto:schinnam@yorku.ca)).
- For assistance with integrating Indigenous content into your course, please contact the Indigenous Council ([ruthkg@yorku.ca](mailto:ruthkg@yorku.ca) & [shillier@yorku.ca](mailto:shillier@yorku.ca)).
- For assistance with determining responses to questions about resources, please contact the Operations Manager and the Chair/Director in the school/department offering the course.
- For assistance with determining resources for students see the Library and Learning Commons resources:
  - [SPARK \(Student Papers & Academic Research Kit\)](#)
  - [LinkedIn Learning](#)
  - [Academic Research & Resources](#)

### Approval Process

- The Faculty of Health Curriculum Committee will only consider new course proposals that have been approved by the unit responsible for offering the course.
- If the proposed course is to be cross-listed, integrated, listed as a course credit exclusion with another course, or listed as a major/minor course option in an interdisciplinary program, the proposal must be accompanied by a statement from the collaborating unit signaling agreement to the proposal.

### Checklist of activities to be completed:

Click or tap to enter a date.	Date reviewed course proposal draft with Director/Manager of OSAS
Click or tap to enter a date.	Date reviewed course proposal draft with Associate Dean, Learning and Teaching
Choose an item.	Attached draft course outline
Reviewed information provided on the Moodle course “Health Curriculum Toolkit” at <a href="https://moodle.yorku.ca/moodle/course/view.php?id=148738">https://moodle.yorku.ca/moodle/course/view.php?id=148738</a> (requires passport York username and password to access).	

**School/Department:**

**Course Rubric and Number:**

**Credit Weight:**  (e.g. 3.00, 6.00) **Effective Session:**  (e.g. Fall 2021, F/W 2021-22)

**Course Title:** *The official name of the course as it will appear in the Undergraduate Calendar.*

**Short Title:** *Maximum 40 characters, including punctuation and spaces. The short title appears on any documents where space is limited (transcripts and calendar copy).*

**Brief Course Description:** *For editorial consistency, verbs should be in the present tense and begin the description; e.g., "Analyzes the nature and extent of..."*

*This is the official description of the course as it will appear in the Undergraduate Calendar. The course description should be carefully written to convey what the course is about. If applicable, include information regarding the language of instruction if other than English.*

Introduces nursing as a self-regulated health profession that is guided by theory, research and standards of practice, for learners with nursing care backgrounds. Personal experiences, self-awareness, nursing history, reflective and relational practice, and health are examined. Critical analysis of theory familiarizes learners with nursing literature and develops information literacy and scholarly writing skills. The significance of interprofessional collaboration is emphasized.

**List course(s) where applicable:**

<b>Prerequisites:</b>	None
<b>Corequisites:</b>	
<b>Cross-listed to:</b>	
<b>Course Credit Exclusions*:</b>	
<b>Integration**:</b>	

\*Course credit exclusion is a formal status accorded to pairs of courses that are recognized as having sufficient overlap in content to warrant specifically excluding students from obtaining credit for both.

\*\*Integrated courses are graduate courses integrated (taught with) 4000-level undergraduate courses

Include the following information only if the course is: limited to a specific group of students; closed to a specific group of students; and if there is any additional information necessary for students to know before enrolling (notes section). If the course includes experiential education, such as whether the students will work with a community partner and/or if it will involve going off-campus, please include this in the notes section.

<b>Open to:</b>	Post-RN IEN BScN students
<b>Not open to:</b>	
<b>Notes:</b>	A minimum grade of 5.00 (C+) is required in this course for the BScN degree.

**Science Course:**

Denotes courses in IHST, KINE or PSYC to count as science credit for BSc degree programs	<b>YES</b>	<b>NO</b>
		x

**Section A - Course Rationale:**

1. What is the rationale for creating this course (e.g., fills a gap in the curriculum, addresses a trend in the content area)?

The undergraduate BScN programs (4-year Direct Entry, 2<sup>nd</sup> Entry and Post-RN Internationally Educated Nurse) are undergoing a major modification to the curricula. As professional programs, each program's courses require updates to meet current standards and to address current issues in health care in Ontario. The course learning outcomes also reflect the College of Nurses of Ontario's terminology and new 2020 entry-to-practice competencies and is unique for the Post-RN IEN program to allow students with previous nursing practice and education background from other countries to develop insight into the professional practice of nursing in Ontario.

2. Describe how this new course aligns with the School/Dept and/or Faculty and/or University Academic Plans. For more information about these plans, contact your UPD, Department Chair, and/or the Associate Dean, Learning, Teaching, & Academic Programs.

The revisions focus on York's 2020-2025 UAP priority of '21st Century Learning' through creative pedagogical approaches (e.g., transformative teaching-learning strategies) that infuse reflection, interprofessional thinking and collaboration in course activities and outcomes. In keeping with the FoH's Health@2020 academic plan, and strategic direction for *Promoting a High-Quality Learning Experience*, as well as its recently released Integrated Resource Plan 2020-2021, students' knowledge of health, resiliency and graduate attributes are enhanced by this course. This course also aligns directly with the Mission and core values of the School of Nursing (i.e., *Respect and Relational Practice*). The focus on relational practice and development of reflective practitioners is fundamental to nursing practice and is a requirement for to meet the Entry to Practice Competencies for the College of Nurses of Ontario.

3. How does this proposed course complement, align, or overlap with existing course offerings, particularly in terms of objectives and/or content? If overlap exists, please indicate the nature and extent of consultation which has taken place. If the course is to be cross-listed, integrated or listed as a course credit exclusion with another course, approval is required from all the relevant Faculties/Units.

This course is the first in a series of transformational core nursing courses that form the basis for the concept of Nurse in Context of Transformation to Professional. This course uses transformative pedagogy to promote discovery learning and knowledge integration across the program; core concepts of Reflection & Professional Identity, and Health Equity are featured. The unique course objectives are structured to provide students with past nursing experience the opportunities to explore the beginning practice of nursing in Ontario. Development of communication strategies and understanding of interprofessional roles in healthcare is key and complements later coursework. This course is unique in nursing and there is no overlap with other courses.

4. What is the expected enrolment in the course? If course enrollments are below 50 please explain why.

50 per Fall term, every year

**Section B - Course Structure:**

1. Is this course (Please select one with "X"):

	Fully online
<b>X</b>	Fully face to face
	Blended (i.e., one third of the face to face class time is replaced by online instruction, one third of the class time remains face to face, and the remaining third may be any combination of online and face to face delivery). More information about defining blended learning can be found in the Common Language for eLearning: <a href="http://avptl.info.yorku.ca/files/2017/03/2014-03-26-Common-Language-for-eLearning.pdf">http://avptl.info.yorku.ca/files/2017/03/2014-03-26-Common-Language-for-eLearning.pdf</a>
	Other (please describe):

2. Number of contact hours (defined in terms of hours, weeks, etc.) involved. This information is particularly important to describe for blended and online courses as it indicates whether an effective length of term is being maintained.

36 hours face-to-face; 3 hours each week for 12 weeks

3. a) If this course is offered in a blended format, what percentage of the course will be taught online? If not blended, go to # 4.

b) In absence of scheduled contact hours (face-to-face or online), please provide an indication of the estimated time students are likely to spend engaged in learning activities online required by the course.

c) In the absence of scheduled contact hours (face-to-face or online), please describe how the course design encourages student engagement and supports students in achieving the learning outcomes.

n/a

4. Indicate the planned frequency of offering and number of sections anticipated (every year, alternate years, etc.)

One section of 50 students, every Fall term; a required course in the Post-RN IEN program

5. Can you staff this course using current teaching capacity?

YES	NO
x	

If no, explain how this course will be resourced (e.g., additional hires proposed in hiring plan, etc.)

6. Please name the faculty member(s) in the school/dept who have the expertise and are willing to teach this course.

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7. Does the course rely on faculty from other programs to teach this course? If so, specify (proposed instructor(s) name and department and attach a letter of support from the faculty member's home school/department UPD/Chair.

No

## Section C - Course Design Information:

This section provides an opportunity to describe the course, its design, and how delivery of the course content aligns with the learning outcomes, teaching activities, and assessment methods. There is also an opportunity for describing how the course applies principles of experiential education, technology enhanced learning and universal design for learning.

- Experiential **Education** remains a top priority for York University and the Faculty of Health as it offers a range of benefits for students related to academic performance, civic engagement and employability. Note that providing and facilitating opportunities for structured, critical reflection (e.g. using iclicker/REEF polling, exit cards, journal entry) is a key component of experiential education. Course directors are invited to integrate EE into their course where possible, but it is understood that some EE activities may not be feasible in every course. Go to <https://health.yorku.ca/experiential-education/faculty/> to see definitions of course focused, community focused, and work focused EE, information on the benefits of EE for students and course directors, and other details.
- The integration of tools and strategies for **technology enhanced learning** (e.g. online learning management system like Moodle, use of polling technology such as iclicker/REEF and other in class technology e.g., see <https://student.computing.yorku.ca/technology-used-in-courses/> ) may provide useful tools for encouraging in class engagement and facilitating deeper learning. For help with online and blended learning course development go to <https://its.info.yorku.ca/health/>.
- The Faculty of Health is committed to the **universal design for learning** principles, i.e., offering and ensuring a diverse array of opportunities for all learners to engage, learn, and demonstrate their knowledge. More information about Universal Design for Learning, as well as recommendations for accommodations and inclusive teaching, can be found at: [http://udlguidelines.cast.org/binaries/content/assets/udlguidelines/udlg-v2-2/udlg\\_graphicorganizer\\_v2-2\\_numbers-no.pdf](http://udlguidelines.cast.org/binaries/content/assets/udlguidelines/udlg-v2-2/udlg_graphicorganizer_v2-2_numbers-no.pdf) and on the Teaching Commons website. Therefore, when designing a course, be sure to consider
  - multiple means of engagement (How will diverse students access and participate in the learning & teaching activities?)
  - multiple means of representation (How will course content be presented in a variety of different ways to support different learning needs and preferences?)
  - multiple means of action & expression (What diverse ways will students be able to demonstrate their learning?)

### 1. Course Topics/Theories

List the key topic areas taught in this course.

- Relational Practice
- Reflection
- Critical thinking and clinical reasoning
- Theory/nursing theory
- Communication (oral, written)
- Interprofessional collaboration
- Ethical Practice
- Legal Practice
- Teaching and learning
- Canadian health care system
- Truth and Reconciliation Commission of Canada: *Calls to Action*
- Information literacy
- “Who am I?”
- Relational Care
- Therapeutic relationships
- Person-centred care
- Meaning of health
- Self-awareness
- Partnerships
- Diversity and Context

- Equity
- Care of others
- Boundary Setting
- Trust
- Empathy
- Values
- Professional roles
- Professional regulations and standards, QA process of the CNO
- Evidence-based practice
- Writing skills, referencing and citation, academic integrity

	YES	NO
Will the course have substantial Indigenous (Aboriginal)* content?		x
Will the course include Indigenous (Aboriginal)* identity as either a module or field of study?		x
Will the course include component(s) from Aboriginal Peoples' language, history, cultural, heritage, artefacts, or traditional knowledge?		x

If you answered Yes to at least one of the questions above, provide a summary and/or list of the Indigenous (Aboriginal)\* content or components you are proposing to include in your course in the box below.

\*The Constitution Act, 1982, section 35(2) defines Aboriginal Peoples to include all Indigenous people of Canada – Indians (Status, Non-Status or First Nations identified), Métis and Inuit people.

## 2. Course Teaching Objectives

Course teaching objectives are broad goals for the course.

Examples of course teaching objectives:

- Exposes students to the various methods used for investigating the structure and function of the human brain.
- Provides students the opportunity to develop and practice skills in effective communication.

List the teaching objectives for the course below:

- Exposes students to techniques used to develop effective relational practice with clients.
  - Provides students with the opportunity to learn about professional standards of practice for nurses, use of theory, and interprofessional collaboration.
  - Provides students the opportunity for examination of personal beliefs and attributes to assist with becoming reflective future practitioners.

## 3. Course Student Learning Outcomes:

Learning outcomes provide a framework for assessment by stating what the learners will be able to demonstrate after completing the course. A succinct learning outcome specifies the tasks students are expected to be able to perform and the level of competence expected for the tasks. Course Learning Outcomes are observable, measurable goals for students and their learning.

Examples of course learning outcomes:

- Students will be able to correctly identify the brain's major components and gross functional areas.
- Students will be able to accurately describe the factors that impact healthy aging.
- Students will be able to critically analyze an academic journal article to determine the merits and drawbacks of the published research.

To help describe learning outcomes, consider the key questions below:

What essential knowledge, skills, and attitudes etc. should students acquire?

- How sophisticated or complex (memorization, analysis, creation, etc.) is students learning to be?
- What will students be able to do or how will they demonstrate/articulate their level of learning?
- What information is needed to be collected to verify/demonstrate students' attainment of learning outcomes?
- How informative are each of these assessment tasks to understanding the student learning process?
- Are these clearly stated and communicated to students?

More information and additional resources can be found on the [Teaching Commons website](#).

List and number the learning outcomes for the course in the section below:

### **Course Learning Outcomes**

Upon completion of this course, students will be able to:

1. Examine the influence of history of the profession on contemporary nursing practice. (relates to Program Outcomes #2, 3)
2. Critically analyze how individual beliefs, values, culture, and previous nursing experience or education influence the nurse-client relationship, health outcomes and health promotion. (relates to Program Outcomes # 1 – 4, 6 – 9)
3. Demonstrate self-reflection and self-awareness of gaps in current nursing knowledge and practices. (relates to Program Outcomes #2 – 4, 8)
4. Examine nursing and related theories that can inform nursing practice. (relates to Program Outcomes #1 – 3)
5. Explain how culturally safe, therapeutic relationships among clients, the healthcare team, and the nurse enhance outcomes for clients. (relates to Program Outcomes #1, 3 – 6, 8)
6. Demonstrate use of evidence in written and oral communication skills in the professional nursing context. (relates to Program Outcomes #4)
7. Develop information literacy skills through investigation of the literature, evaluation of credibility of information, and communication using scholarly writing. (relates to Program Outcomes #3, 4, 8, 9)
8. Utilize reflection to formulate a philosophy of nursing that emphasizes nursing professional identity. (relates to Program Outcomes #2, 3, 8)

### **Program Outcomes (for reference)**

1. Provide competent, ethical and culturally responsive nursing care according to professional nursing standards.
2. Integrate knowledge from nursing and other disciplines to enhance health and healing across the lifespan.
3. Engage in decision-making in nursing practice that incorporates multiple ways of knowing, critical appraisal, and evidence-informed practice.
4. Communicate and relate effectively with the client\* and healthcare teams, using varied strategies to promote safe, compassionate, relational care.
5. Engage in collaborative relationships with clients\* and interprofessional health care teams that respects diverse perspectives.
6. Provide leadership for the optimization of client\* health care outcomes and advancement of nursing profession.
7. Advocate for health equity and social justice in client\* care, organizations and public policy in response to changing needs of society.
8. Engage in critical reflection for lifelong self-directed learning, and evidence-informed practice.
9. Empower self, clients\* and colleagues using a range of educational strategies, including technology, for achieving optimal health and work-life outcomes.

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

## **4. Course Teaching Strategies and Learning Activities**

What teaching strategies and learning activities (including experiential education) will take place as part of this course? What will students be doing each week in class? How will these activities help support students' learning as defined by the learning outcomes.

To help identify course learning activities that will help students work toward achieving intended learning outcomes, reflect on these key questions:

- How will students receive or gain the information necessary for achieving the course intended learning outcomes?
- What experiential education activities will students engage in?

- What opportunities will or could students be provided to practice the skills they will develop?
- How and when will students engage with each other, with the instructor, and/or with course content?
- If technology-enhanced learning is incorporated into the course, what activities will the students engage in?

Examples:

(This is not an exhaustive list, but rather a summary of the strategies an instructor may use to encourage and facilitate meaningful learning throughout the course)

- In class discussions
- Lecture
- Online discussion forums (e.g. in Moodle)
- Active learning strategies (e.g. think, pair, share; structured debates)
- Wikis (contribute to and curate collaborative content)
- Experiential Education (EE)- Classroom Focused Activities (e.g. guest speakers, role playing, visual media, case studies, simulations, workshops and laboratory, course-based research, etc.)
- EE- Community Focused EE Activities (e.g. community-based learning; community-based research, community service learning)

List the teaching strategies and learning activities that will be included in this course:

This course utilizes teaching and learning methodologies designed to transform the learner into a registered nurse. Approaches to teaching and learning may include, but are not limited to **lecture and dialogue, student presentation, group/web-based discussion**. Lectures may be supplemented by **guest speakers**, and different media to support teaching and to stimulate learning. Required readings are central to the course. Classes will be based on principles of **cooperative and active learning**. This course encourages **highly interactive discussion, with the goal of fostering dialogue and critical reflection**. Participation in **large or small groups** in a way that demonstrates individual accountability and respect for each other is required. Sharing, analyzing, developing, and critiquing ideas with peers will expand students' understanding of collaborative practice and enhance critical thinking and collaboration skills. **Reflective writing** is key for building on past nursing experiences and furthering professional practice and communication skills.

## Section D - Course Mapping and Constructive Alignment

This section is designed to help you demonstrate the connections between your student learning outcomes, teaching and learning activities, and assessment strategies. For each teaching and learning activity, please i) identify the learning outcome it will help the students achieve and ii) if the activity will include a formal, graded assessment of student learning. For EE activities, also identify iii) how you will engage students in reflection around the activity (i.e. critically examining the experience), and iv) the type of EE strategy the activity corresponds to.

			For EE Activities Only	
Teaching and Learning Activity	Which course learning outcome/s will this activity help student achieve?	Will this activity include a formal, graded assessment of student learning? (Y/N)  <i>A detailed description of assessment and evaluation strategies will be provided in the next section.</i>	How you will engage students in reflection around this activity?	Corresponding EE Strategy  1- Classroom Focused 2- Community Focused 3- Work Focused
<i>Reflective questioning</i>	Course Learning Outcomes #1-3, 5, 6, 8	Reflective Paper (20%): "Why do I want to be a nurse?" Introduces students to self-reflection and reflective writing using APA formatting. A beginning philosophy is formed, that describes nursing as	<i>Reflective questioning allows student to consider concepts and context during discussion about new ideas presented in the course.  Students will have the</i>	<b>1</b>

		inclusive of other types of knowing, Indigenous knowledge, other cultures, etc.	<i>opportunity to share experiences in past nursing practice settings; share current work experiences and apply nursing theories.</i>	
<i>Cooperative learning: presentation in co-operative learning design with students circulating to ask questions of the presenters.</i>	Course Learning Outcomes #1-2, 4-7	Presentation and feedback (20%) Interprofessional Collaboration and Scope of Practice		
<i>E-Portfolio development</i>	Course Learning Outcomes # 2, 3, 5, 6, 8	Professional portfolio or e-Portfolio (10%)	<i>Reflect on examples or artifacts from previous studies to create professional portfolios</i>	1
<i>Case studies</i>	Course Learning Outcomes # 1-2, 4-7	Midterm Exam (20%) NCLEX style questions, short answer, etc.  <b>Final Exam</b> (30%): NCLEX style questions, short answer, etc., may be used.	<i>Case studies will be utilized where possible to engage learners in critical thinking, problem solving, and through reflection, learners will transform the experience into knowledge. Further, NCLEX practice questions requires the learners to think reflectively and use clinical inquiry to develop clinical reasoning and decision-making skills. This critical thinking exercise requires the learners to have to draw multiple ways of approaching and using knowledge.</i>	1

1. If the course will not include any type of experiential education, please comment below on the rationale for not incorporating experiential education into the course.

N/A

	YES	NO
2. Will the course engage Indigenous (Aboriginal) communities (including reserves, territories, departments, or community organizations, etc) on experiential education?		x

If yes, please comment below on how you will or might engage Indigenous (Aboriginal) communities in experiential education

### Learning/Teaching with Technology:

3. How are learning or teaching technologies incorporated into the course?

EClass; e-portfolio

4. If the course does not include any type of technology enhanced learning, please comment below on the rationale for not incorporating learning or teaching technologies in the course.

N/A

5. If the proposed course employs technology-enhanced forms of delivery (e.g., replacing in-class time with online learning activities), please identify how the integrity of the learning evaluation will be maintained (e.g., using online quizzes that randomly selects questions from a test-bank; specified time length of the test, “on-site” examinations will be required, etc.)

**Assessment and Evaluation Strategies:**

1. How will student learning be assessed? Please list each graded component of the proposed course including the type and percentage value of each component. Indicate which learning outcome(s) are evaluated by which assessment component.

Assessment Strategy	Percentage (%) of Final Grade	Evaluated Learning Outcome(s)
Reflective Paper – “Why do I want to be a nurse?” Introduces students to self-reflection and writing in APA	20%	1-3, 5, 6, 8
Midterm Exam – NCLEX style questions, short answer, etc.	20%	1 – 2, 4 – 7
Presentation – Interprofessional Collaboration and Scope of Practice	20%	1 – 2, 4 – 7
Professional portfolio or e-Portfolio	10%	2, 3, 5, 6, 8
Final Exam– NCLEX style questions	30%	1 – 2, 4 – 7

2. Formative feedback is just in time feedback to the students during the course that does not always count toward the final grade. This formative feedback can help the students and instructor progress towards the intended learning outcomes by providing ongoing, low stakes feedback at key points in a lesson or at milestones toward completing a major assignment.

Some examples of formative feedback include:

- a) a pre-test or quiz that asks students to share what they already know about a topic
- b) a think-pair-share exercise where students explore and discuss key course concepts individually, in pairs, and as part of a larger in class discussion
- c) exit cards following a lecture or lesson where students are asked to indicate what they have learned and questions they still have about the topic

List the formative assessment strategies that will be used in this course below.

- a) development of e-Portfolio components is assessed prior to completion of the portfolio, allowing individual feedback.
  - b) use of reflective questioning allows student to consider concepts and context during discussion about new ideas presented in the course.
  - c) group assignment/presentation promotes discussion and co-operative learning as the students choose ways to portray self-regulation; communication skills receive feedback

3. If the course is to be integrated (i.e., graduate/undergraduate), please list the additional evaluation requirements for graduate students.

## Bibliography:

4. Please list the required readings for the course (include ebooks, online readings, and open access resources). The reading list must contain complete bibliographical information (full name of author, title, year of publication, etc.).

The following text(s) are required for this course (available at the York University Bookstore, or online):

### Required Texts:

Chinn, P.L. Kramer, M.K. 2019. Knowledge Development in Nursing, 10<sup>th</sup> Edition. Mosby, ISBN: 9780323530613

Malette, C., Yonge, O.J., Arnold, E.C. & Boggs, K.U. (2021). *Interpersonal Relationships: Professional Communication Skills for Canadian Nurses Paperback* (avail Dec 1, 2021)

American Psychological Association (2019). *APA Publication Manual of the American Psychological Association*, 7<sup>th</sup> ed. American Psychological Association Print ISBN: 9781433832154, 1433832151 e-text ISBN: 9781433832185, 1433832186

### Required Readings:

College of Nurses of Ontario. (2020, December 17). Entry to Practice Competencies for Registered Nurses <https://www.cno.org/globalassets/docs/reg/41037-entry-to-practice-competencies-2020.pdf>

College of Nurses of Ontario. (2020, December 17). Practice Standard, Code of Conduct. [https://www.cno.org/globalassets/docs/prac/49040\\_code-of-conduct.pdf](https://www.cno.org/globalassets/docs/prac/49040_code-of-conduct.pdf)

College of Nurses of Ontario. (2020, December 17). Practice Standard, Consent. [https://www.cno.org/globalassets/docs/policy/41020\\_consent.pdf](https://www.cno.org/globalassets/docs/policy/41020_consent.pdf)

College of Nurses of Ontario. (2020, December 17). Practice Standard, Ethics. [https://www.cno.org/globalassets/docs/prac/41034\\_ethics.pdf](https://www.cno.org/globalassets/docs/prac/41034_ethics.pdf)

College of Nurses of Ontario. (2020, December 17). Practice Standard, Professional Standards, Revised 2002. [https://www.cno.org/globalassets/docs/prac/41006\\_profstds.pdf](https://www.cno.org/globalassets/docs/prac/41006_profstds.pdf)

College of Nurses of Ontario. (2020, December 17). Practice Standard, Professional Standards, Revised 2002. [https://www.cno.org/globalassets/docs/prac/41006\\_profstds.pdf](https://www.cno.org/globalassets/docs/prac/41006_profstds.pdf)

College of Nurses of Ontario. (2020, December 17). Practice Standard, Therapeutic Nurse-Patient Relationship, Revised 2006. [https://www.cno.org/globalassets/docs/prac/41033\\_therapeutic.pdf](https://www.cno.org/globalassets/docs/prac/41033_therapeutic.pdf)

College of Nurses of Ontario. (2020, December 17). Nurses Professional Accountability in Reporting. <https://www.cno.org/en/protect-public/employers-nurses/reporting-guide/nurses-professional-accountability-in-reporting/>

College of Nurses of Ontario. (2020, December 17). Professional Boundaries. <https://www.cno.org/en/learn-about-standards-guidelines/educational-tools/sexual-abuse-prevention/professional-boundaries/>

College of Nurse of Ontario. (2021). 2021 QA program. <https://www.cno.org/en/myqa/>

York University. (2021). Indigenous at York University. <https://indigenous.info.yorku.ca>

5. Please list any suggested readings for the course (include ebooks, online readings, and open access resources). The reading list must contain complete bibliographical information (full name of author, title, year of publication, etc.)

Canadian Interprofessional Health Collaborative (2020, December 17). CIHC National Competency Framework. <http://www.ipcontherun.ca/wp-content/uploads/2014/06/National-Framework.pdf>

Canadian Nurses Association (2020, December 17). Position Statement: Interprofessional Collaboration. [https://www.cna-aiic.ca/-/media/cna/page-content/pdf-en/cna-position-statement\\_interprofessional-collaboration.pdf?la=en&hash=E1177042D65084A8792865A62ED0C78B46F87287](https://www.cna-aiic.ca/-/media/cna/page-content/pdf-en/cna-position-statement_interprofessional-collaboration.pdf?la=en&hash=E1177042D65084A8792865A62ED0C78B46F87287)

Registered Nurses Association of Ontario. (2020, December 17). Clinical Best Practice Guidelines: Person-and Family-Centered Care. [https://rnao.ca/sites/rnao-ca/files/FINAL\\_Web\\_Version\\_0.pdf](https://rnao.ca/sites/rnao-ca/files/FINAL_Web_Version_0.pdf)

Registered Nurses Association of Ontario. (2020, December 17). Clinical Best Practice Guidelines: Establishing Therapeutic Relationships, Revised 2006. [https://rnao.ca/sites/rnao-ca/files/Establishing\\_Therapeutic\\_Relationships.pdf](https://rnao.ca/sites/rnao-ca/files/Establishing_Therapeutic_Relationships.pdf)

Registered Nurses Association of Ontario. (2020, December 17). Clinical Best Practice Guidelines: Developing and Sustaining Interprofessional Health Care: Optimizing patient, organizational and system outcomes. <https://rnao.ca/sites/rnao-ca/files/DevelopingAndSustainingBPG.pdf>

Registered Nurses Association of Ontario. (2020, December 17). Healthy Work Environment Clinical Best Practice Guidelines: Managing and Mitigating Conflict in Health-Care Teams. [https://rnao.ca/sites/rnao-ca/files/Managing-conflict-healthcare-teams\\_hwe\\_bpg.pdf](https://rnao.ca/sites/rnao-ca/files/Managing-conflict-healthcare-teams_hwe_bpg.pdf)

Registered Nurses Association of Ontario. (2020, December 17). Clinical Best Practice Guidelines: Preventing Violence Harassment and Bullying Against Health Care Workers. [https://rnao.ca/sites/rnao-ca/files/bpg/Preventing\\_violence\\_harrassment\\_and\\_bullying\\_against\\_health\\_workers\\_final.pdf](https://rnao.ca/sites/rnao-ca/files/bpg/Preventing_violence_harrassment_and_bullying_against_health_workers_final.pdf)

Registered Nurses Association of Ontario. (2020, December 17). Healthy Work Environment Clinical Best Practice Guidelines: Professionalism in Nursing. [https://rnao.ca/sites/rnao-ca/files/Professionalism\\_in\\_Nursing.pdf](https://rnao.ca/sites/rnao-ca/files/Professionalism_in_Nursing.pdf)

Readings as needed posted on LMS

6. If the course is to be integrated (graduate/undergraduate), a list of the additional readings required of graduate students must be included. If no additional readings are required, a rationale should be provided.

**Section E - Resources Requirement:**

**This section may need to be filled in with the help of your Chair/Director and operations manager:**

**1. Computing:**

- Indicate the expected hardware, software and need for student access to computing labs, including the number of student access hours needed (e.g. access to teaching computer lab with SPSS installed; students required to bring their own device). Provide cost of software, where possible. Indicate, what the cost will be for students, if any?

N/A

**2. Classroom:**

- Indicate the expected specialized classroom needs (e.g. moveable table and chairs; audio/visual equipment; WIFI to support students with bringing their own device)

N/A
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### 3. Teaching Support:

<ul style="list-style-type: none"> <li>Does the course require technical support? (e.g. lab technician; UIT support). If yes, specify:</li> </ul>	<b>YES</b>	<b>NO</b>
		x
<ul style="list-style-type: none"> <li>Does the course require a tutorial or lab in addition to lecture/seminar hours? If yes, specify and provide expected group size:</li> </ul>	<b>YES</b>	<b>NO</b>
		x
<ul style="list-style-type: none"> <li>Does the course require marker/grader, teaching assistant, lab demonstrator etc. support above those normally allocated by the department/school offering the courses?</li> </ul> <p>If yes, specify why and for what duties/tasks the extra support is needed:</p>	<b>YES</b>	<b>NO</b>
		x
<ul style="list-style-type: none"> <li>If the course includes off campus practicums/placements or field experiences, such as students working with a community partner, indicate:             <ul style="list-style-type: none"> <li>Will the instructor need to travel to visit the off-campus community partner(s)?</li> </ul> </li> </ul>	<b>YES</b>	<b>NO</b>
		x
<ul style="list-style-type: none"> <li>Will the Experiential Education Coordinator be required to support and maintain the experiential education component while the course is being offered? If yes, please specify:</li> </ul>	<b>YES</b>	<b>NO</b>
		x
<ul style="list-style-type: none"> <li>Is the placement intended to be domestic or international, or both?</li> </ul>	<b>Domestic</b>	
	<b>International</b>	
	<b>Both</b>	
<ul style="list-style-type: none"> <li>If the course is blended or online, indicate whether the support of the eLearning specialist is required?</li> </ul> <p>If yes, please specify the type of eLearning supports you need:</p>	<b>YES</b>	<b>NO</b>
		x

### 4. Statements of Support (please attach these to the proposal)

For new course proposals with resource implications please provide a supporting statement from your Chair/Director of your program. The Chair/Director should indicate how resourcing will be addressed e.g., through a reallocation of existing resources, with new/additional resources, etc.

For course proposal with impact on other programs (in the Faculty or out of the Faculty), please provide evidence of consultation and supporting statement from the other program(s).

#### Learning Technology Services (LTS) Statement:

If there is a technology-enhanced component to the course, a statement is required from the Learning Technology Services indicating whether resources are adequate to support the course. Requests for statements can directed to Rob Finlayson ([rfinlays@yorku.ca](mailto:rfinlays@yorku.ca)). Please note, it will take two weeks to get a statement of support.

#### Library Support Statement:

Proposals for new courses must include a **library support statement** from the Bibliographer responsible for the relevant discipline to indicate whether resources are adequate to support the course. To request a support statement, see the list of subject and liaison librarians at <http://www.library.yorku.ca/web/about-us/contact-us/liaison-librarians/>.

Revised September 2020

- For assistance with process, procedure, see OSAS Director/Manager
- For assistance with alignment with academic plans see your UPD/Chair or AD Learning, Teaching, and Academic Programs
- For assistance with course design see the Moodle course “Health Curriculum Toolkit” at <https://moodle.yorku.ca/moodle/course/view.php?id=148738> (requires passport York username and password to access).
- For assistance with course design, teaching and learning activities please contact either of the following:
  - Yasaman Delaviz, Faculty of Health’s Educational/Curricular Developer Specialist by email at [ydelaviz@yorku.ca](mailto:ydelaviz@yorku.ca) or by phone at ext. 44086
  - Lisa Endersby, Educational Developer, by email at [lendersb@yorku.ca](mailto:lendersb@yorku.ca) or by phone at ext. 33047.
- For assistance with designing and developing experiential education activities see either one of the EE Coordinators Anda Petro or Paola Calderon-Valdivia ([eehealth@yorku.ca](mailto:eehealth@yorku.ca)).
- For assistance with technology-enhanced learning in the course, please contact the Faculty of Health e-learning specialist Sairam Chinnam at Learning Technology Services ([schinnam@yorku.ca](mailto:schinnam@yorku.ca)).
- For assistance with integrating Indigenous content into your course, please contact the Indigenous Council ([ruthkg@yorku.ca](mailto:ruthkg@yorku.ca) & [shillier@yorku.ca](mailto:shillier@yorku.ca)).
- For assistance with determining responses to questions about resources, please contact the Operations Manager and the Chair/Director in the school/department offering the course.
- For assistance with determining resources for students see the Library and Learning Commons resources:
  - [SPARK \(Student Papers & Academic Research Kit\)](#)
  - [LinkedIn Learning](#)
  - [Academic Research & Resources](#)

### Approval Process

- The Faculty of Health Curriculum Committee will only consider new course proposals that have been approved by the unit responsible for offering the course.
- If the proposed course is to be cross-listed, integrated, listed as a course credit exclusion with another course, or listed as a major/minor course option in an interdisciplinary program, the proposal must be accompanied by a statement from the collaborating unit signaling agreement to the proposal.

### Checklist of activities to be completed:

Click or tap to enter a date.	Date reviewed course proposal draft with Director/Manager of OSAS
Click or tap to enter a date.	Date reviewed course proposal draft with Associate Dean, Learning and Teaching
Choose an item.	Attached draft course outline
Reviewed information provided on the Moodle course “Health Curriculum Toolkit” at <a href="https://moodle.yorku.ca/moodle/course/view.php?id=148738">https://moodle.yorku.ca/moodle/course/view.php?id=148738</a> (requires passport York username and password to access).	

**School/Department:**

**Course Rubric and Number:**

**Credit Weight:**  (e.g. 3.00, 6.00) **Effective Session:**  (e.g. Fall 2021, F/W 2021-22)

**Course Title:** *The official name of the course as it will appear in the Undergraduate Calendar.*

**Short Title:** *Maximum 40 characters, including punctuation and spaces. The short title appears on any documents where space is limited (transcripts and calendar copy).*

**Brief Course Description:** *For editorial consistency, verbs should be in the present tense and begin the description; e.g., "Analyzes the nature and extent of..."*

*This is the official description of the course as it will appear in the Undergraduate Calendar. The course description should be carefully written to convey what the course is about. If applicable, include information regarding the language of instruction if other than English.*

Analyzes evidence, best practices and standards in the context of case scenarios to develop critical reflection, clinical reasoning and decision-making skills. Using evidence-informed practice, students integrate concepts of anatomy, pathophysiology, pharmacology, psychology and other sciences with therapeutic communication strategies in a case-based approach to learning. Prioritization and interprofessional collaboration are a focus for thinking like a registered nurse.

**List course(s) where applicable:**

<b>Prerequisites:</b>	Prerequisite for <b>4-year Direct Entry BScN</b> students: HH/NURS 3537 3.00, HH/NURS 3515 3.00.
<b>Corequisites:</b>	
<b>Cross-listed to:</b>	
<b>Course Credit Exclusions*:</b>	
<b>Integration**:</b>	

\*Course credit exclusion is a formal status accorded to pairs of courses that are recognized as having sufficient overlap in content to warrant specifically excluding students from obtaining credit for both.

\*\*Integrated courses are graduate courses integrated (taught with) 4000-level undergraduate courses

Include the following information only if the course is: limited to a specific group of students; closed to a specific group of students; and if there is any additional information necessary for students to know before enrolling (notes section). If the course includes experiential education, such as whether the students will work with a community partner and/or if it will involve going off-campus, please include this in the notes section.

<b>Open to:</b>	BScN students in 4-year Direct Entry and 2nd Entry BScN programs.
<b>Not open to:</b>	
<b>Notes:</b>	A minimum grade of 5.00 (C+) is required for this course in the BScN program.

<b>Science Course:</b>	<b>YES</b>	<b>NO</b>
Denotes courses in IHST, KINE or PSYC to count as science credit for BSc degree programs		x

**Section A - Course Rationale:**

1. What is the rationale for creating this course (e.g., fills a gap in the curriculum, addresses a trend in the content area)?

The undergraduate BScN programs (4-year Direct Entry, 2<sup>nd</sup> Entry and Post-RN Internationally Educated Nurse) are undergoing a major modification to the curricula. As professional programs, each program's courses require updates to meet current standards and to address current issues in health care in Ontario. The course learning outcomes also reflect the College of Nurses of Ontario's terminology and new 2020 entry-to-practice competencies. Focusing on the learning needs of 4-year Direct Entry and 2<sup>nd</sup> Entry students' material in this course will help to develop the critical clinical reasoning required to support professional nursing practice, which is not explicitly been the focus of a course in the program previously.

2. Describe how this new course aligns with the School/Dept and/or Faculty and/or University Academic Plans. For more information about these plans, contact your UPD, Department Chair, and/or the Associate Dean, Learning, Teaching, & Academic Programs.

The revisions focus on York's 2020-2025 UAP priority of '21st Century Learning' through creative pedagogical approaches (e.g., transformative teaching-learning strategies) that infuse reflection, interprofessional thinking and collaboration in course activities and outcomes. In keeping with the FoH's Health@2020 academic plan, and strategic direction for Promoting a High-Quality Learning Experience, as well as its recently released Integrated Resource Plan 2020-2021, students' knowledge of critical thinking, and building graduate attributes such as organizational and time management skills are enhanced by this course. This course also aligns directly with the Mission and core values of the School of Nursing (i.e., *Nursing Knowledge Development and Integration*). The focus on clinical reasoning and prioritization fits with strengthening preparation of students for the work environment and is fundamental to safe nursing practice and achievement of the Entry to Practice Competencies for the College of Nurses of Ontario.

3. How does this proposed course complement, align, or overlap with existing course offerings, particularly in terms of objectives and/or content? If overlap exists, please indicate the nature and extent of consultation which has taken place. If the course is to be cross-listed, integrated or listed as a course credit exclusion with another course, approval is required from all the relevant Faculties/Units.

This course is situated in a series of nursing courses that form the basis for the concept of Nurse in Context of Health Care Collaborators and Environments. This series of courses uses sciences and interprofessional knowledge integration across the program; core concepts of *Health Systems and Partnerships and Nursing Knowledge Development and Integration* are featured. The course objectives are structured to provide students with opportunities to strengthen practice thinking, organize nursing actions, and rationalize and provide evidence for care of clients in healthcare settings. This course draws on past courses and complements all future clinical courses. This course is unique in nursing and there is no overlap with other courses.

4. What is the expected enrolment in the course? If course enrollments are below 50 please explain why.

Enrolment approximately: Winter 2024 = 150; Winter 2025 = 108 + 150; Winter 2026 = 160 + 150; Winter 2027 = 234 + 150 (steady state)

**Section B - Course Structure:**

1. Is this course (Please select one with "X"):

	Fully online
	Fully face to face

<b>X</b>	Blended (i.e., one third of the face to face class time is replaced by online instruction, one third of the class time remains face to face, and the remaining third may be any combination of online and face to face delivery). More information about defining blended learning can be found in the Common Language for eLearning: <a href="http://avptl.info.yorku.ca/files/2017/03/2014-03-26-Common-Language-for-eLearning.pdf">http://avptl.info.yorku.ca/files/2017/03/2014-03-26-Common-Language-for-eLearning.pdf</a>
	Other (please describe):

2. Number of contact hours (defined in terms of hours, weeks, etc.) involved. This information is particularly important to describe for blended and online courses as it indicates whether an effective length of term is being maintained.

36 hours per week; 3 hours per week for 12 weeks
--

3. a) If this course is offered in a blended format, what percentage of the course will be taught online? If not blended, go to # 4.  
 b) In absence of scheduled contact hours (face-to-face or online), please provide an indication of the estimated time students are likely to spend engaged in learning activities online required by the course.  
 c) In the absence of scheduled contact hours (face-to-face or online), please describe how the course design encourages student engagement and supports students in achieving the learning outcomes.

Approx. 18 hours (half) online (asynchronous delivery with recorded lectures and scheduled online activities related to the weekly content/objectives); remainder of contact hours in-class face to face experience using lecture, in-class simulation and role-play to illustrate course concepts
--

4. Indicate the planned frequency of offering and number of sections anticipated (every year, alternate years, etc.)

Every Winter term, every year, approx. 4 sections a steady state
--

5. Can you staff this course using current teaching capacity?

YES	NO
X	

If no, explain how this course will be resourced (e.g., additional hires proposed in hiring plan, etc.)

--

6. Please name the faculty member(s) in the school/dept who have the expertise and are willing to teach this course.

Karin Page-Cutrara, Andria Phillips, Kristine Pedernal, Mavoy Bertram, Julie Nilsen-Berec, Sandra Peniston
--

7. Does the course rely on faculty from other programs to teach this course? If so, specify (proposed instructor(s) name and department and attach a letter of support from the faculty member's home school/department UPD/Chair.

No
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## Section C - Course Design Information:

This section provides an opportunity to describe the course, its design, and how delivery of the course content aligns with the learning outcomes, teaching activities, and assessment methods. There is also an opportunity for describing how the course applies principles of experiential education, technology enhanced learning and universal design for learning.

- **Experiential Education** remains a top priority for York University and the Faculty of Health as it offers a range of benefits for students related to academic performance, civic engagement and employability. Note that providing and facilitating opportunities for structured, critical reflection (e.g. using iclicker/REEF polling, exit cards, journal entry) is a key component of experiential education. Course directors are invited to integrate EE into their course where possible, but it is understood that some EE activities may not be feasible in every course. Go to <https://health.yorku.ca/experiential-education/faculty/> to see definitions of course focused, community focused, and work focused EE, information on the benefits of EE for students and course directors, and other details.
- The integration of tools and strategies for **technology enhanced learning** (e.g. online learning management system like Moodle, use of polling technology such as iclicker/REEF and other in class technology e.g., see <https://student.computing.yorku.ca/technology-used-in-courses/> ) may provide useful tools for encouraging in class engagement and facilitating deeper learning. For help with online and blended learning course development go to <https://lts.info.yorku.ca/health/>.
- The Faculty of Health is committed to the **universal design for learning** principles, i.e., offering and ensuring a diverse array of opportunities for all learners to engage, learn, and demonstrate their knowledge. More information about Universal Design for Learning, as well as recommendations for accommodations and inclusive teaching, can be found at: [http://udlguidelines.cast.org/binaries/content/assets/udlguidelines/udlg-v2-2/udlg\\_graphicorganizer\\_v2-2\\_numbers-no.pdf](http://udlguidelines.cast.org/binaries/content/assets/udlguidelines/udlg-v2-2/udlg_graphicorganizer_v2-2_numbers-no.pdf) and on the Teaching Commons website. Therefore, when designing a course, be sure to consider
  - multiple means of engagement (How will diverse students access and participate in the learning & teaching activities?)
  - multiple means of representation (How will course content be presented in a variety of different ways to support different learning needs and preferences?)
  - multiple means of action & expression (What diverse ways will students be able to demonstrate their learning?)

### 1. Course Topics/Theories

List the key topic areas taught in this course.

- Use of evidence and theoretical knowledge
- Biological, psychological and sociological basis of nursing practice
- Case analysis
- Legal and ethical practice
- Critical reflection, reflection theory
- Prioritization of care
- Deterioration and failure to rescue
- Cognitive, psychomotor and affective domains of learning
- Metacognition
- Mindfulness
- Situation awareness
- Novice to expert theory
- Critical thinking, clinical reasoning, clinical judgment in decision-making
- Clinical judgment model

	YES	NO
Will the course have substantial Indigenous (Aboriginal)* content?		x
Will the course include Indigenous (Aboriginal)* identity as either a module or field of study?		x
Will the course include component(s) from Aboriginal Peoples' language, history, cultural, heritage, artefacts, or traditional knowledge?		x

If you answered Yes to at least one of the questions above, provide a summary and/or list of the Indigenous (Aboriginal)\* content or components you are proposing to include in your course in the box below.

\*The Constitution Act, 1982, section 35(2) defines Aboriginal Peoples to include all Indigenous people of Canada – Indians (Status, Non-Status or First Nations identified), Métis and Inuit people.

## 2. Course Teaching Objectives

Course teaching objectives are broad goals for the course.

Examples of course teaching objectives:

- Exposes students to the various methods used for investigating the structure and function of the human brain.
- Provides students the opportunity to develop and practice skills in effective communication.

List the teaching objectives for the course below:

- Supports development of decision-making skills for students as they learn to apply evidence in practice.
  - Provides assessment and evaluation of clinical reasoning to support future independent practice for graduates.
  - Exposes students to increasingly complex decision making to help them in future practices settings.

## 3. Course Student Learning Outcomes:

Learning outcomes provide a framework for assessment by stating what the learners will be able to demonstrate after completing the course. A succinct learning outcome specifies the tasks students are expected to be able to perform and the level of competence expected for the tasks. Course Learning Outcomes are observable, measurable goals for students and their learning.

Examples of course learning outcomes:

- Students will be able to correctly identify the brain's major components and gross functional areas.
- Students will be able to accurately describe the factors that impact healthy aging.
- Students will be able to critically analyze an academic journal article to determine the merits and drawbacks of the published research.

To help describe learning outcomes, consider the key questions below:

What essential knowledge, skills, and attitudes etc. should students acquire?

- How sophisticated or complex (memorization, analysis, creation, etc.) is students learning to be?
- What will students be able to do or how will they demonstrate/articulate their level of learning?
- What information is needed to be collected to verify/demonstrate students' attainment of learning outcomes?
- How informative are each of these assessment tasks to understanding the student learning process?
- Are these clearly stated and communicated to students?

More information and additional resources can be found on the [Teaching Commons website](#).

List and number the learning outcomes for the course in the section below:

### Course Learning Outcomes:

Upon completion of this course, students will be able to:

1. Explain decision-making processes and reflection in nursing practice. (relates to Program Outcomes #1, 3, 4)
2. Identify how multiple ways of knowing influence person-centred care outcomes in complex situations. (relates to Program Outcome #2)
3. Integrate knowledge of biological and social sciences research, theoretical frameworks and nursing practice standards in complex situations. (relates to Program Outcomes #1 – 3)
4. Demonstrate critical thinking, clinical reasoning and judgment in various clinical scenarios across the lifespan. (relates to Program Outcomes #2, 3)
5. Compare the usefulness of various sources of data when creating and evaluating client care plans. (relates to Program Outcome #3)

6. Examine factors that influence intra- and inter-professional collaborations for resolving complex client care challenges. (relates to Program Outcomes # 5, 6, 8, 9)

**Program Outcomes (for reference)**

1. Provide competent, ethical and culturally responsive nursing care according to professional nursing standards.
2. Integrate knowledge from nursing and other disciplines to enhance health and healing across the lifespan.
3. Engage in decision-making in nursing practice that incorporates multiple ways of knowing, critical appraisal, and evidence-informed practice.
4. Communicate and relate effectively with the client\* and healthcare teams, using varied strategies to promote safe, compassionate, relational care.
5. Engage in collaborative relationships with clients\* and interprofessional health care teams that respects diverse perspectives.
6. Provide leadership for the optimization of client\* health care outcomes and advancement of nursing profession.
7. Advocate for health equity and social justice in client\* care, organizations and public policy in response to changing needs of society.
8. Engage in critical reflection for lifelong self-directed learning, and evidence-informed practice.
9. Empower self, clients\* and colleagues using a range of educational strategies, including technology, for achieving optimal health and work-life outcomes.

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

#### **4. Course Teaching Strategies and Learning Activities**

What teaching strategies and learning activities (including experiential education) will take place as part of this course? What will students be doing each week in class? How will these activities help support students' learning as defined by the learning outcomes.

To help identify course learning activities that will help students work toward achieving intended learning outcomes, reflect on these key questions:

- How will students receive or gain the information necessary for achieving the course intended learning outcomes?
- What experiential education activities will students engage in?
- What opportunities will or could students be provided to practice the skills they will develop?
- How and when will students engage with each other, with the instructor, and/or with course content?
- If technology-enhanced learning is incorporated into the course, what activities will the students engage in?

Examples:

(This is not an exhaustive list, but rather a summary of the strategies an instructor may use to encourage and facilitate meaningful learning throughout the course)

- In class discussions
- Lecture
- Online discussion forums (e.g. in Moodle)
- Active learning strategies (e.g. think, pair, share; structured debates)
- Wikis (contribute to and curate collaborative content)
- Experiential Education (EE)- Classroom Focused Activities (e.g. guest speakers, role playing, visual media, case studies, simulations, workshops and laboratory, course-based research, etc.)
- EE- Community Focused EE Activities (e.g. community-based learning; community-based research, community service learning)

List the teaching strategies and learning activities that will be included in this course:

This course utilizes teaching and learning methodologies designed to transform the learner into a registered nurse. As a **blended course**, it is organized into three modules that relate to: theory and the integration of nursing knowledge (science and art), the analysis and critique of thinking processes in nursing, and the application of the theoretical processes to practice. **Experiential education** is integrated into this course to support analysis and application of thinking processes to **case study-based scenarios** (infant to older adults) that occur in varied settings (mental health and other specialized settings such as oncology, perioperative, dialysis, emergency and maternity units, and complex community environments). Aspects of equity, diversity and inclusion are incorporated into each case study. Other classroom-based experiences may include, but are not limited to, **role-playing, small and larger group discussion, video review and critique, guest lectures, and presentations**. Other innovative approaches that facilitate understanding and demonstration of assessing, planning, prioritizing, consulting, implementing, evaluating, and re-assessing clients' conditions (and contexts) are utilized in teaching. Systematic approaches to registration exam-style questions for which critical reflection and clinical reasoning are required to support clinical judgement outcomes will be reviewed.

## Section D - Course Mapping and Constructive Alignment

This section is designed to help you demonstrate the connections between your student learning outcomes, teaching and learning activities, and assessment strategies. For each teaching and learning activity, please i) identify the learning outcome it will help the students achieve and ii) if the activity will include a formal, graded assessment of student learning. For EE activities, also identify iii) how you will engage students in reflection around the activity (i.e. critically examining the experience), and iv) the type of EE strategy the activity corresponds to.

			For EE Activities Only	
Teaching and Learning Activity	Which course learning outcome/s will this activity help student achieve?	Will this activity include a formal, graded assessment of student learning? (Y/N)  <i>A detailed description of assessment and evaluation strategies will be provided in the next section.</i>	How you will engage students in reflection around this activity?	Corresponding EE Strategy  1- Classroom Focused 2- Community Focused 3- Work Focused
Case studies	Course Learning Outcomes #1, 3 – 6	Concept Map Exercise (week 4) (25%) Creation of Client Care Scenario (week 10) (20%)	<i>In class pairing of students to develop concept maps prior to assignment. Case study discussions will engage learners in critical thinking, problem solving, and through reflection, learners will transform the experience into knowledge. Reflection on how nurses' practice Group feedback provides insight from multiple sources</i>	1
Guest Speakers	Course Learning Outcomes #1 – 3	Critical Reflection Paper (end of course/take home exam) (25%)	<i>Reflection on practice and clinical application Guest lectures in class of how nurses approach cases and analyze care practices, seek evidence to support practice</i>	1

1. If the course will not include any type of experiential education, please comment below on the rationale for not incorporating experiential education into the course.

N/A

	YES	NO
2. Will the course engage Indigenous (Aboriginal) communities (including reserves, territories, departments, or community organizations, etc) on experiential education?		x

If yes, please comment below on how you will or might engage Indigenous (Aboriginal) communities in experiential education

### Learning/Teaching with Technology:

3. How are learning or teaching technologies incorporated into the course?

eClass

4. If the course does not include any type of technology enhanced learning, please comment below on the rationale for not incorporating learning or teaching technologies in the course.

N/A

5. If the proposed course employs technology-enhanced forms of delivery (e.g., replacing in-class time with online learning activities), please identify how the integrity of the learning evaluation will be maintained (e.g., using online quizzes that randomly selects questions from a test-bank; specified time length of the test, "on-site" examinations will be required, etc.)

N/A

### Assessment and Evaluation Strategies:

1. How will student learning be assessed? Please list each graded component of the proposed course including the type and percentage value of each component. Indicate which learning outcome(s) are evaluated by which assessment component.

Assessment Strategy	Percentage (%) of Final Grade	Evaluated Learning Outcome(s)
Concept Map Exercise (week 4)	25%	1, 3, 5
Midterm Test (week 7)	30%	1 – 6
Creation of Client Care Scenario (week 10)	20%	3 – 6
Critical Reflection Paper (end of course/take home exam)	25%	1 – 3

2. Formative feedback is just in time feedback to the students during the course that does not always count toward the final grade. This formative feedback can help the students and instructor progress towards the intended learning outcomes by providing ongoing, low stakes feedback at key points in a lesson or at milestones toward completing a major assignment.

Some examples of formative feedback include:

- a) a pre-test or quiz that asks students to share what they already know about a topic
- b) a think-pair-share exercise where students explore and discuss key course concepts individually, in pairs, and as part

of a larger in class discussion

- c) exit cards following a lecture or lesson where students are asked to indicate what they have learned and questions they still have about the topic

List the formative assess

1. Use examples and video with associated questions and activities throughout the course used to demonstrate and enable students to develop experience planning care.
2. Faculty led discussion of concepts and in-class simulations provide insight into practice, with question-and-answer period
3. Group discussion to help students work together to solve issues presented as cases., with feedback from faculty

3. If the course is to be integrated (i.e., graduate/undergraduate), please list the additional evaluation requirements for graduate students.

### **Bibliography:**

4. Please list the required readings for the course (include ebooks, online readings, and open access resources). The reading list must contain complete bibliographical information (full name of author, title, year of publication, etc.).

The following text(s) are required for this course (available at the York University Bookstore, or online):

Alfaro-LeFevre, R. (2020). Critical Thinking, clinical reasoning, and clinical judgment: A practical approach (7th ed.). Elsevier.

Canadian Nurses Association. (2017). Code of ethics for registered nurses. <https://cna-aiic.ca/~media/cna/page-content/pdf-en/code-of-ethics-2017-edition-secure-interactive.pdf?la=en>

College of Nurses of Ontario. (2019). Entry to practice competencies for registered nurses. <https://www.cno.org/globalassets/docs/reg/41037-entry-to-practice-competencies-2020.pdf>

Various Registered Nurses Association of Ontario best practice guidelines: <https://rnao.ca/bpg/guidelines>

Victor, J., Ruppert, W., & Ballasy, S. (2017). Examining the relationships between clinical judgment, simulation performance, and clinical performance. *Nurse Educator*, 42, 236-239. <https://doi.org/10.1097/NNE.0000000000000359>

Additional readings may be assigned or recommended during the course.

5. Please list any suggested readings for the course (include ebooks, online readings, and open access resources). The reading list must contain complete bibliographical information (full name of author, title, year of publication, etc.)

6. If the course is to be integrated (graduate/undergraduate), a list of the additional readings required of graduate students must be included. If no additional readings are required, a rationale should be provided.

### **Section E - Resources Requirement:**

**This section may need to be filled in with the help of your Chair/Director and operations manager:**

**1. Computing:**

- Indicate the expected hardware, software and need for student access to computing labs, including the number of student access hours needed (e.g. access to teaching computer lab with SPSS installed; students required to bring their own device). Provide cost of software, where possible. Indicate, what the cost will be for students, if any?

N/A
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**2. Classroom:**

- Indicate the expected specialized classroom needs (e.g. moveable table and chairs; audio/visual equipment; WIFI to support students with bringing their own device)

N/A
-----

**3. Teaching Support:**

<ul style="list-style-type: none"> <li>Does the course require technical support? (e.g. lab technician; UIT support). If yes, specify:</li> </ul>	<b>YES</b>	<b>NO</b>
		x
<ul style="list-style-type: none"> <li>Does the course require a tutorial or lab in addition to lecture/seminar hours? If yes, specify and provide expected group size:</li> </ul>	<b>YES</b>	<b>NO</b>
		x
<ul style="list-style-type: none"> <li>Does the course require marker/grader, teaching assistant, lab demonstrator etc. support above those normally allocated by the department/school offering the courses?</li> </ul> <p>If yes, specify why and for what duties/tasks the extra support is needed:</p>	<b>YES</b>	<b>NO</b>
		x
<ul style="list-style-type: none"> <li>If the course includes off campus practicums/placements or field experiences, such as students working with a community partner, indicate:               <ul style="list-style-type: none"> <li>Will the instructor need to travel to visit the off-campus community partner(s)?</li> </ul> </li> </ul>	<b>YES</b>	<b>NO</b>
		x
<ul style="list-style-type: none"> <li>Will the Experiential Education Coordinator be required to support and maintain the experiential education component while the course is being offered? If yes, please specify:</li> </ul>	<b>YES</b>	<b>NO</b>
		x
<ul style="list-style-type: none"> <li>Is the placement intended to be domestic or international, or both?</li> </ul>	<b>Domestic</b>	
	<b>International</b>	
	<b>Both</b>	
<ul style="list-style-type: none"> <li>If the course is blended or online, indicate whether the support of the eLearning specialist is required?</li> </ul> <p>If yes, please specify the type of eLearning supports you need:</p>	<b>YES</b>	<b>NO</b>
		x

**4. Statements of Support** (please attach these to the proposal)

For new course proposals with resource implications please provide a supporting statement from your Chair/Director of your program. The Chair/Director should indicate how resourcing will be addressed e.g., through a reallocation of existing resources, with new/additional resources, etc.

For course proposal with impact on other programs (in the Faculty or out of the Faculty), please provide evidence of consultation and supporting statement from the other program(s).

**Learning Technology Services (LTS) Statement:**

If there is a technology-enhanced component to the course, a statement is required from the Learning Technology Services

indicating whether resources are adequate to support the course. Requests for statements can directed to Rob Finlayson ([rfinlays@yorku.ca](mailto:rfinlays@yorku.ca)). Please note, it will take two weeks to get a statement of support.

**Library Support Statement:**

Proposals for new courses must include a **library support statement** from the Bibliographer responsible for the relevant discipline to indicate whether resources are adequate to support the course. To request a support statement, see the list of subject and liaison librarians at <http://www.library.yorku.ca/web/about-us/contact-us/liaison-librarians/>.

Revised September 2020

- For assistance with process, procedure, see OSAS Director/Manager
- For assistance with alignment with academic plans see your UPD/Chair or AD Learning, Teaching, and Academic Programs
- For assistance with course design see the Moodle course “Health Curriculum Toolkit” at <https://moodle.yorku.ca/moodle/course/view.php?id=148738> (requires passport York username and password to access).
- For assistance with course design, teaching and learning activities please contact either of the following:
  - Yasaman Delaviz, Faculty of Health’s Educational/Curricular Developer Specialist by email at [ydelaviz@yorku.ca](mailto:ydelaviz@yorku.ca) or by phone at ext. 44086
  - Lisa Endersby, Educational Developer, by email at [lendersb@yorku.ca](mailto:lendersb@yorku.ca) or by phone at ext. 33047.
- For assistance with designing and developing experiential education activities see either one of the EE Coordinators Anda Petro or Paola Calderon-Valdivia ([eehealth@yorku.ca](mailto:eehealth@yorku.ca)).
- For assistance with technology-enhanced learning in the course, please contact the Faculty of Health e-learning specialist Sairam Chinnam at Learning Technology Services ([schinnam@yorku.ca](mailto:schinnam@yorku.ca)).
- For assistance with integrating Indigenous content into your course, please contact the Indigenous Council ([ruthkg@yorku.ca](mailto:ruthkg@yorku.ca) & [shillier@yorku.ca](mailto:shillier@yorku.ca)).
- For assistance with determining responses to questions about resources, please contact the Operations Manager and the Chair/Director in the school/department offering the course.
- For assistance with determining resources for students see the Library and Learning Commons resources:
  - [SPARK \(Student Papers & Academic Research Kit\)](#)
  - [LinkedIn Learning](#)
  - [Academic Research & Resources](#)

### Approval Process

- The Faculty of Health Curriculum Committee will only consider new course proposals that have been approved by the unit responsible for offering the course.
- If the proposed course is to be cross-listed, integrated, listed as a course credit exclusion with another course, or listed as a major/minor course option in an interdisciplinary program, the proposal must be accompanied by a statement from the collaborating unit signaling agreement to the proposal.

### Checklist of activities to be completed:

Click or tap to enter a date.	Date reviewed course proposal draft with Director/Manager of OSAS
Click or tap to enter a date.	Date reviewed course proposal draft with Associate Dean, Learning and Teaching
Choose an item.	Attached draft course outline
Reviewed information provided on the Moodle course “Health Curriculum Toolkit” at <a href="https://moodle.yorku.ca/moodle/course/view.php?id=148738">https://moodle.yorku.ca/moodle/course/view.php?id=148738</a> (requires passport York username and password to access).	

**School/Department:**

**Course Rubric and Number:**

**Credit Weight:**  (e.g. 3.00, 6.00) **Effective Session:**  (e.g. Fall 2021, F/W 2021-22)

**Course Title:** *The official name of the course as it will appear in the Undergraduate Calendar.*

**Short Title:** *Maximum 40 characters, including punctuation and spaces. The short title appears on any documents where space is limited (transcripts and calendar copy).*

**Brief Course Description:** *For editorial consistency, verbs should be in the present tense and begin the description; e.g., "Analyzes the nature and extent of..."*

*This is the official description of the course as it will appear in the Undergraduate Calendar. The course description should be carefully written to convey what the course is about. If applicable, include information regarding the language of instruction if other than English.*

Integrates knowledge of *Pathophysiology, Pharmacology and Knowledge Integration II* with complex therapeutic processes and interventions needed for achieving holistic client care. Focusing on applying evidence in practice, students will incorporate appropriate use of interventions to promote safe, effective client care across the lifespan for complex, multisystem disorders.

**List course(s) where applicable:**

<b>Prerequisites:</b>	Prerequisite for 4-year Direct Entry and 2 <sup>nd</sup> Entry BScN students: HH/NURS 2536 3.00.
<b>Corequisites:</b>	
<b>Cross-listed to:</b>	
<b>Course Credit Exclusions*:</b>	
<b>Integration**:</b>	

\*Course credit exclusion is a formal status accorded to pairs of courses that are recognized as having sufficient overlap in content to warrant specifically excluding students from obtaining credit for both.

\*\*Integrated courses are graduate courses integrated (taught with) 4000-level undergraduate courses

Include the following information only if the course is: limited to a specific group of students; closed to a specific group of students; and if there is any additional information necessary for students to know before enrolling (notes section). If the course includes experiential education, such as whether the students will work with a community partner and/or if it will involve going off-campus, please include this in the notes section.

<b>Open to:</b>	BScN students in 4-year Direct Entry and 2nd Entry BScN programs.
<b>Not open to:</b>	
<b>Notes:</b>	A minimum grade of 5.00 (C+) is required for this course in the BScN program.

<b>Science Course:</b>	<b>YES</b>	<b>NO</b>
Denotes courses in IHST, KINE or PSYC to count as science credit for BSc degree programs		x

**Section A - Course Rationale:**

1. What is the rationale for creating this course (e.g., fills a gap in the curriculum, addresses a trend in the content area)?

The undergraduate BScN programs (4-year Direct Entry, 2<sup>nd</sup> Entry and Post-RN Internationally Educated Nurse) are undergoing a major modification to the curricula. As professional programs, each program's courses require updates to meet current standards and to address current issues in health care in Ontario. The course learning outcomes also reflect the College of Nurses of Ontario's terminology and new 2020 entry-to-practice competencies. Understanding the biological basis of nursing practice is a core competency for all BScN graduates. This course provides core material that allows graduates to practice nursing safely and with insight into the complex interaction of illness and disease and therapeutic interventions. The integration of biological factors includes genetic, lifestyle and cultural influences on health and wellness. This will allow students to support their practice with evidence and understanding. This is the third in a series of three courses that cover the necessary content.

2. Describe how this new course aligns with the School/Dept and/or Faculty and/or University Academic Plans. For more information about these plans, contact your UPD, Department Chair, and/or the Associate Dean, Learning, Teaching, & Academic Programs.

The revisions focus on York's 2020-2025 UAP priority of '21st Century Learning' through creative pedagogical approaches (e.g., transformative teaching-learning strategies) that support students understanding of pathophysiology and pharmacology in course activities and outcomes. In keeping with the FoH's Health@2020 academic plan, and strategic direction for Promoting a High-Quality Learning Experience, as well as its recently released Integrated Resource Plan 2020-2021, students are exposed to various disciplines' knowledge bases, and consider the meaning for how these subjects relate to the human experience. This course also aligns directly with the Mission and core values of the School of Nursing (i.e., Respect and Relational Practice). The focus on sciences is fundamental to nursing practice and is a requirement for to meet the Entry to Practice Competencies for the College of Nurses of Ontario.

3. How does this proposed course complement, align, or overlap with existing course offerings, particularly in terms of objectives and/or content? If overlap exists, please indicate the nature and extent of consultation which has taken place. If the course is to be cross-listed, integrated or listed as a course credit exclusion with another course, approval is required from all the relevant Faculties/Units.

There is no overlap of courses. It replaces existing courses (combines content from 2 topic areas) in the BScN program that will not be offered when the revised curriculum is fully implemented. This course content complements core nursing clinical courses in the program.

4. What is the expected enrolment in the course? If course enrollments are below 50 please explain why.

Enrolment every Fall, approximately: Fall 2023 = 150; Fall 2024 = 150 + 108; Fall 2025 = 150 + 160; Fall 2026 = 150 + 234 (steady state)

**Section B - Course Structure:**

1. Is this course (Please select one with "X"):

	Fully online
<b>X</b>	Fully face to face
	Blended (i.e., one third of the face to face class time is replaced by online instruction, one third of the class time remains face to face, and the remaining third may be any combination of online and face to face delivery). More information about defining blended learning can be found in the Common Language for eLearning: <a href="http://avptl.info.yorku.ca/files/2017/03/2014-03-26-Common-Language-for-eLearning.pdf">http://avptl.info.yorku.ca/files/2017/03/2014-03-26-Common-Language-for-eLearning.pdf</a>
	Other (please describe):

2. Number of contact hours (defined in terms of hours, weeks, etc.) involved. This information is particularly important to describe for blended and online courses as it indicates whether an effective length of term is being maintained.

This course involves a 2-hour lecture and a combination of online tutorial and face to face laboratory practice sessions. The lab component will involve both hands-on experiences pertaining to more complex nursing care situations and online simulations.

3. a) If this course is offered in a blended format, what percentage of the course will be taught online? If not blended, go to # 4.

b) In absence of scheduled contact hours (face-to-face or online), please provide an indication of the estimated time students are likely to spend engaged in learning activities online required by the course.

c) In the absence of scheduled contact hours (face-to-face or online), please describe how the course design encourages student engagement and supports students in achieving the learning outcomes.

4. Indicate the planned frequency of offering and number of sections anticipated (every year, alternate years, etc.)

Once per year – for the 4-year program (Fall) and for the 2<sup>nd</sup> Entry Program (Fall); sections of 75-100 – at steady in Fall 2026+ = 4 sections, etc.

YES	NO
x	

5. Can you staff this course using current teaching capacity?

If no, explain how this course will be resourced (e.g., additional hires proposed in hiring plan, etc.)

6. Please name the faculty member(s) in the school/dept who have the expertise and are willing to teach this course.

Irfan Aslam, Brenda Oraziotti, Kristine Pedernal, Julie Nilsen-Berec

7. Does the course rely on faculty from other programs to teach this course? If so, specify (proposed instructor(s) name and department and attach a letter of support from the faculty member's home school/department UPD/Chair.

No

## Section C - Course Design Information:

This section provides an opportunity to describe the course, its design, and how delivery of the course content aligns with the learning outcomes, teaching activities, and assessment methods. There is also an opportunity for describing how the course applies principles of experiential education, technology enhanced learning and universal design for learning.

- **Experiential Education** remains a top priority for York University and the Faculty of Health as it offers a range of benefits for students related to academic performance, civic engagement and employability. Note that providing and facilitating opportunities for structured, critical reflection (e.g. using iclicker/REEF polling, exit cards, journal entry) is a key component of experiential education. Course directors are invited to integrate EE into their course where possible, but it is understood that some EE activities may not be feasible in every course. Go to <https://health.yorku.ca/experiential-education/faculty/> to see definitions of course focused, community focused, and work focused EE, information on the benefits of EE for students and course directors, and other details.
- The integration of tools and strategies for **technology enhanced learning** (e.g. online learning management system like Moodle, use of polling technology such as iclicker/REEF and other in class technology e.g., see <https://student.computing.yorku.ca/technology-used-in-courses/> ) may provide useful tools for encouraging in class engagement and facilitating deeper learning. For help with online and blended learning course development go to <https://its.info.yorku.ca/health/>.
- The Faculty of Health is committed to the **universal design for learning** principles, i.e., offering and ensuring a diverse array of opportunities for all learners to engage, learn, and demonstrate their knowledge. More information about Universal Design for Learning, as well as recommendations for accommodations and inclusive teaching, can be found at: [http://udlguidelines.cast.org/binaries/content/assets/udlguidelines/udlg-v2-2/udlg\\_graphicorganizer\\_v2-2\\_numbers-no.pdf](http://udlguidelines.cast.org/binaries/content/assets/udlguidelines/udlg-v2-2/udlg_graphicorganizer_v2-2_numbers-no.pdf) and on the Teaching Commons website. Therefore, when designing a course, be sure to consider
  - multiple means of engagement (How will diverse students access and participate in the learning & teaching activities?)
  - multiple means of representation (How will course content be presented in a variety of different ways to support different learning needs and preferences?)
  - multiple means of action & expression (What diverse ways will students be able to demonstrate their learning?)

### 1. Course Topics/Theories

List the key topic areas taught in this course.

- Interaction between various pathologic changes, pharmacological interventions and assessments and decisions (continue from previous courses)
- Multi-system, complex diseases and associated pathophysiology
- High risk high acuity illness
- Multi-factorial impact of disease
- Multi-factorial impact of pharmacological management
- Knowledge acquisition and complex analysis of diagnostic interventions
- Interprofessional communication and documentation related to pathological changes and therapeutic interventions
- Evidence-based practice
- Safe medication administration via intrathecal routes and during critical events
- Managing critical medications, high-risk medications

	YES	NO
Will the course have substantial Indigenous (Aboriginal)* content?		x
Will the course include Indigenous (Aboriginal)* identity as either a module or field of study?		x
Will the course include component(s) from Aboriginal Peoples' language, history, cultural, heritage, artefacts, or traditional knowledge?		x

If you answered Yes to at least one of the questions above, provide a summary and/or list of the Indigenous (Aboriginal)\* content or components you are proposing to include in your course in the box below.

\*The Constitution Act, 1982, section 35(2) defines Aboriginal Peoples to include all Indigenous people of Canada – Indians (Status, Non-Status or First Nations identified), Métis and Inuit people.

## 2. Course Teaching Objectives

Course teaching objectives are broad goals for the course.

Examples of course teaching objectives:

- Exposes students to the various methods used for investigating the structure and function of the human brain.
- Provides students the opportunity to develop and practice skills in effective communication.

List the teaching objectives for the course below:

- Provides students the opportunity to apply major pathophysiological concepts to increasingly complex disease and illness to identify common and unique disease processes.
- Exposes students to learning experiences that emphasize how acuity and chronicity impact whole body systems.
- Exposes students to complex pharmacological interventions and analysis of the impact of interventions.

## 3. Course Student Learning Outcomes:

Learning outcomes provide a framework for assessment by stating what the learners will be able to demonstrate after completing the course. A succinct learning outcome specifies the tasks students are expected to be able to perform and the level of competence expected for the tasks. Course Learning Outcomes are observable, measurable goals for students and their learning.

Examples of course learning outcomes:

- Students will be able to correctly identify the brain's major components and gross functional areas.
- Students will be able to accurately describe the factors that impact healthy aging.
- Students will be able to critically analyze an academic journal article to determine the merits and drawbacks of the published research.

To help describe learning outcomes, consider the key questions below:

What essential knowledge, skills, and attitudes etc. should students acquire?

- How sophisticated or complex (memorization, analysis, creation, etc.) is students learning to be?
- What will students be able to do or how will they demonstrate/articulate their level of learning?
- What information is needed to be collected to verify/demonstrate students' attainment of learning outcomes?
- How informative are each of these assessment tasks to understanding the student learning process?
- Are these clearly stated and communicated to students?

More information and additional resources can be found on the [Teaching Commons website](#).

List and number the learning outcomes for the course in the section below:

## Course Learning Outcomes

Upon completion of this course, students will be able to:

1. Apply the concepts of pathophysiology, pharmacology and diagnostics in various high risk high acuity situations and client contexts, using theoretical knowledge and evidence informed decision making. (relates to Program Outcomes #1, 2, 3, 8)
2. Interpret assessment and diagnostic findings that support individualized care. (relates to Program Outcomes #2 – 4)
3. Demonstrate application of complex therapies in a safe and competent manner. (relates to Program Outcomes #1 – 4, 8)
4. Evaluate holistic, culturally and developmentally appropriate care, using knowledge from nursing and other disciplines. (relates to Program Outcomes #1 – 3)
5. Propose systematic approaches to plan, communicate and document information about pathological changes and therapeutic interventions. (relates to Program Outcomes #2, 3, 7, 8)
6. Identify sources of information and evidence to provide safe and effective interventions based on acuity and knowledge of the client's health status. (relates to Program Outcomes #1 – 4, 8)

## Program Outcomes (for reference)

1. Provide competent, ethical and culturally responsive nursing care according to professional nursing standards.
2. Integrate knowledge from nursing and other disciplines to enhance health and healing across the lifespan.
3. Engage in decision-making in nursing practice that incorporates multiple ways of knowing, critical appraisal, and evidence-informed practice.
4. Communicate and relate effectively with the client\* and healthcare teams, using varied strategies to promote safe, compassionate, relational care.
5. Engage in collaborative relationships with clients\* and interprofessional health care teams that respects diverse perspectives.
6. Provide leadership for the optimization of client\* health care outcomes and advancement of nursing profession.
7. Advocate for health equity and social justice in client\* care, organizations and public policy in response to changing needs of society.
8. Engage in critical reflection for lifelong self-directed learning, and evidence-informed practice.
9. Empower self, clients\* and colleagues using a range of educational strategies, including technology, for achieving optimal health and work-life outcomes.

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

## 4. Course Teaching Strategies and Learning Activities

What teaching strategies and learning activities (including experiential education) will take place as part of this course? What will students be doing each week in class? How will these activities help support students' learning as defined by the learning outcomes.

To help identify course learning activities that will help students work toward achieving intended learning outcomes, reflect on these key questions:

- How will students receive or gain the information necessary for achieving the course intended learning outcomes?
- What experiential education activities will students engage in?
- What opportunities will or could students be provided to practice the skills they will develop?
- How and when will students engage with each other, with the instructor, and/or with course content?
- If technology-enhanced learning is incorporated into the course, what activities will the students engage in?

Examples:

(This is not an exhaustive list, but rather a summary of the strategies an instructor may use to encourage and facilitate meaningful learning throughout the course)

- In class discussions
- Lecture
- Online discussion forums (e.g. in Moodle)
- Active learning strategies (e.g. think, pair, share; structured debates)
- Wikis (contribute to and curate collaborative content)
- Experiential Education (EE)- Classroom Focused Activities (e.g. guest speakers, role playing, visual media, case studies, simulations, workshops and laboratory, course-based research, etc.)
  - EE- Community Focused EE Activities (e.g. community-based learning; community-based research, community service

learning)

List the teaching strategies and learning activities that will be included in this course:

This course utilizes teaching and learning methodologies designed to transform the learner into a registered nurse. The course learning methodologies include, but are not limited to, **synchronous and asynchronous lectures, videos, case studies, screen-based simulations, large group discussions, small group work, experiential and active participation**. This course is based on the philosophy that all participants are both teachers and learners with significant contributions through authentic engagement and appropriate preparation. All participants' ideas, experiences, and insights are welcomed and creative questioning augments clinical judgement. Clinical competence is explored through theoretical and practical elements focusing on *synthesis of knowledge*. This is built upon the learning that occurred in previous and concurrent program courses.

### Section D - Course Mapping and Constructive Alignment

This section is designed to help you demonstrate the connections between your student learning outcomes, teaching and learning activities, and assessment strategies. For each teaching and learning activity, please i) identify the learning outcome it will help the students achieve and ii) if the activity will include a formal, graded assessment of student learning. For EE activities, also identify iii) how you will engage students in reflection around the activity (i.e. critically examining the experience), and iv) the type of EE strategy the activity corresponds to.

			For EE Activities Only	
Teaching and Learning Activity	Which course learning outcome/s will this activity help student achieve?	Will this activity include a formal, graded assessment of student learning? (Y/N)  <i>A detailed description of assessment and evaluation strategies will be provided in the next section.</i>	How you will engage students in reflection around this activity?	Corresponding EE Strategy  1- Classroom Focused 2- Community Focused 3- Work Focused
Case studies	Course Learning Outcomes 1 – 6	Integrated Case Examples (35%) NCLEX Style Midterm Examination (20) NCLEX Style Final Exam (30%)	<i>Students focus on sequential case development and integration of key concepts. Case studies will engage learners in critical thinking, problem solving, and through reflection, learners will transform the experience into knowledge. NCLEX practice questions requires the learners to think reflectively and use clinical inquiry to develop clinical reasoning and decision-making skills. This critical thinking exercise requires the learners to have to draw multiple ways of approaching and using knowledge.</i>	1
Participate in safe medication administration	Course Learning Outcomes #1, 3, 5, 6  Course Learning Outcomes #3 - 6	Test: Diagnostics (15%)  Laboratory Practice (Pass/Fail)	<i>The online portion of the lab experience requires students to sequentially move through material that will be applied in laboratory setting. During the</i>	1

			laboratory practice students will have opportunities for questions and answers to improve and retry psychomotor activities. Further integration of learning occurs in structured debriefing where students reflect on the experience and there are opportunities to repeat difficult concepts.	
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1. If the course will not include any type of experiential education, please comment below on the rationale for not incorporating experiential education into the course.

N/A

	<b>YES</b>	<b>NO</b>
2. Will the course engage Indigenous (Aboriginal) communities (including reserves, territories, departments, or community organizations, etc) on experiential education?		x

If yes, please comment below on how you will or might engage Indigenous (Aboriginal) communities in experiential education

**Learning/Teaching with Technology:**

3. How are learning or teaching technologies incorporated into the course?

eClass  
Online course materials and practice quizzes

4. If the course does not include any type of technology enhanced learning, please comment below on the rationale for not incorporating learning or teaching technologies in the course.

N/A

5. If the proposed course employs technology-enhanced forms of delivery (e.g., replacing in-class time with online learning activities), please identify how the integrity of the learning evaluation will be maintained (e.g., using online quizzes that randomly selects questions from a test-bank; specified time length of the test, "on-site" examinations will be required, etc.)

Online quizzes are from a large databank, randomly selected questions, with timed testing  
Onsite midterm and final examination

**Assessment and Evaluation Strategies:**

1. How will student learning be assessed? Please list each graded component of the proposed course including the type and percentage value of each component. Indicate which learning outcome(s) are evaluated by which assessment component.

Assessment Strategy	Percentage (%) of Final Grade	Evaluated Learning Outcome(s)
Integrated Case Examples (15% + 20%)	35%	1 – 4
Midterm Examination	20%	1, 2, 5, 6

Test: Diagnostics	15%	1, 3, 5, 6
Laboratory Practice	Pass/Fail	3 – 6
Final Exam	30%	1, 2, 5, 6

2. Formative feedback is just in time feedback to the students during the course that does not always count toward the final grade. This formative feedback can help the students and instructor progress towards the intended learning outcomes by providing ongoing, low stakes feedback at key points in a lesson or at milestones toward completing a major assignment.

Some examples of formative feedback include:

- a) a pre-test or quiz that asks students to share what they already know about a topic
- b) a think-pair-share exercise where students explore and discuss key course concepts individually, in pairs, and as part of a larger in class discussion
- c) exit cards following a lecture or lesson where students are asked to indicate what they have learned and questions they still have about the topic

List the formative assessment strategies that will be used in this course below.

1. Online course material designed to provide non graded feedback
2. Lab practice available
3. Questions provided with time for students to review material and develop cases answers.

3. If the course is to be integrated (i.e., graduate/undergraduate), please list the additional evaluation requirements for graduate students.

### Bibliography:

4. Please list the required readings for the course (include ebooks, online readings, and open access resources). The reading list must contain complete bibliographical information (full name of author, title, year of publication, etc.).

#### Course Text / Readings

Huether, S. McCance, K. Power-Kean, K., Zettel, S., and Toufic El-Hussein, M. (2019) *Understanding Pathophysiology, Canadian Edition*. Elsevier. (*this text includes Evolve resources with case studies and online quizzes and questions*)

Sealock, K, & Seneviratne, C. (2021). *Lilley's pharmacology for Canadian health care practice* (4th ed.). Elsevier.

Killian, T. N. (2021). *Gray Morris's calculate with confidence*. (2nd Canadian Ed.). Elsevier.

#### College of Nurses of Ontario & Registered Nurses of Ontario Documents

College of Nurses of Ontario. (2018). Entry to practice competencies for registered nurses. Retrieved from: <https://www.cno.org/globalassets/docs/reg/41037-entry-to-practice-competencies-2020.pdf>

College of Nurses of Ontario. (2019). Medication. Retrieved from: [https://www.cno.org/globalassets/docs/prac/41007\\_medication.pdf](https://www.cno.org/globalassets/docs/prac/41007_medication.pdf)

College of Nurses of Ontario. (2020). Directives. Retrieved from: [https://www.cno.org/globalassets/docs/prac/41019\\_medicaldirectives.pdf](https://www.cno.org/globalassets/docs/prac/41019_medicaldirectives.pdf)

College of Nurses of Ontario. (2018). Guidance on nurses' roles in medically assisted dying. Retrieved from: <https://www.cno.org/globalassets/docs/prac/41056-guidance-on-nurses-roles-in-maid.pdf>

Registered Nurses of Ontario. (2020). A Palliative Approach to Care in the Last 12 Months of Life. Retrieved from: <https://rno.ca/bpg/guidelines/palliative-approach-care-last-12-months-life>.

Registered Nurses of Ontario. (2004). Assessment and device selection for vascular access. Retrieved from: [https://rnao.ca/sites/rnao-ca/files/Assessment\\_and\\_Device\\_Selection\\_for\\_Vascular\\_Access.pdf](https://rnao.ca/sites/rnao-ca/files/Assessment_and_Device_Selection_for_Vascular_Access.pdf) (this document is under revision; it may be updated during the course).

Registered Nurses of Ontario. (2005). Care and maintenance to reduce vascular access complications. Retrieved from: [https://rnao.ca/sites/rnaoca/files/Care\\_and\\_Maintenance\\_to\\_Reduce\\_Vascular\\_Access\\_Complications.pdf](https://rnao.ca/sites/rnaoca/files/Care_and_Maintenance_to_Reduce_Vascular_Access_Complications.pdf) (this document is under revision, it may be updated during the course).

Registered Nurses of Ontario. (2011). End-of-life care during the last days and hours. Retrieved from: [https://rnao.ca/sites/rnao-ca/files/End-of-Life\\_Care\\_During\\_the\\_Last\\_Days\\_and\\_Hours\\_0.pdf](https://rnao.ca/sites/rnao-ca/files/End-of-Life_Care_During_the_Last_Days_and_Hours_0.pdf)

Registered Nurses of Ontario. (2015). Person-and family-centred care. Retrieved from: [https://rnao.ca/sites/rnao-ca/files/FINAL\\_Web\\_Version\\_0.pdf](https://rnao.ca/sites/rnao-ca/files/FINAL_Web_Version_0.pdf)

Additional readings may be assigned or recommended during the course.

5. Please list any suggested readings for the course (include ebooks, online readings, and open access resources). The reading list must contain complete bibliographical information (full name of author, title, year of publication, etc.)

6. If the course is to be integrated (graduate/undergraduate), a list of the additional readings required of graduate students must be included. If no additional readings are required, a rationale should be provided.

**Section E - Resources Requirement:**

**This section may need to be filled in with the help of your Chair/Director and operations manager:**

**1. Computing:**

- Indicate the expected hardware, software and need for student access to computing labs, including the number of student access hours needed (e.g. access to teaching computer lab with SPSS installed; students required to bring their own device). Provide cost of software, where possible. Indicate, what the cost will be for students, if any?

N/A

**2. Classroom:**

- Indicate the expected specialized classroom needs (e.g. moveable table and chairs; audio/visual equipment; WIFI to support students with bringing their own device)

N/A

**3. Teaching Support:**

<ul style="list-style-type: none"> <li>Does the course require technical support? (e.g. lab technician; UIT support). If yes, specify:</li> </ul>	<b>YES</b>	<b>NO</b>
		x
<ul style="list-style-type: none"> <li>Does the course require a tutorial or lab in addition to lecture/seminar hours? If yes, specify and provide expected group size:</li> </ul>	<b>YES</b>	<b>NO</b>
20 students per lab group	x	

<ul style="list-style-type: none"> <li>Does the course require marker/grader, teaching assistant, lab demonstrator etc. support above those normally allocated by the department/school offering the courses?</li> </ul>	<b>YES</b>	<b>NO</b>
		x
If yes, specify why and for what duties/tasks the extra support is needed:		
<ul style="list-style-type: none"> <li>If the course includes off campus practicums/placements or field experiences, such as students working with a community partner, indicate: <ul style="list-style-type: none"> <li>Will the instructor need to travel to visit the off-campus community partner(s)?</li> </ul> </li> </ul>	<b>YES</b>	<b>NO</b>
		x
<ul style="list-style-type: none"> <li>Will the Experiential Education Coordinator be required to support and maintain the experiential education component while the course is being offered? If yes, please specify:</li> </ul>	<b>YES</b>	<b>NO</b>
		x
<ul style="list-style-type: none"> <li>Is the placement intended to be domestic or international, or both?</li> </ul>	<b>Domestic</b>	
	<b>International</b>	
	<b>Both</b>	
<ul style="list-style-type: none"> <li>If the course is blended or online, indicate whether the support of the eLearning specialist is required?</li> </ul>	<b>YES</b>	<b>NO</b>
		x
If yes, please specify the type of eLearning supports you need:		

#### 4. Statements of Support (please attach these to the proposal)

For new course proposals with resource implications please provide a supporting statement from your Chair/Director of your program. The Chair/Director should indicate how resourcing will be addressed e.g., through a reallocation of existing resources, with new/additional resources, etc.

For course proposal with impact on other programs (in the Faculty or out of the Faculty), please provide evidence of consultation and supporting statement from the other program(s).

#### Learning Technology Services (LTS) Statement:

If there is a technology-enhanced component to the course, a statement is required from the Learning Technology Services indicating whether resources are adequate to support the course. Requests for statements can directed to Rob Finlayson ([rfinlays@yorku.ca](mailto:rfinlays@yorku.ca)). Please note, it will take two weeks to get a statement of support.

#### Library Support Statement:

Proposals for new courses must include a **library support statement** from the Bibliographer responsible for the relevant discipline to indicate whether resources are adequate to support the course. To request a support statement, see the list of subject and liaison librarians at <http://www.library.yorku.ca/web/about-us/contact-us/liaison-librarians/>.

Revised September 2020

- For assistance with process, procedure, see OSAS Director/Manager
- For assistance with alignment with academic plans see your UPD/Chair or AD Learning, Teaching, and Academic Programs
- For assistance with course design see the Moodle course “Health Curriculum Toolkit” at <https://moodle.yorku.ca/moodle/course/view.php?id=148738> (requires passport York username and password to access).
- For assistance with course design, teaching and learning activities please contact either of the following:
  - Yasaman Delaviz, Faculty of Health’s Educational/Curricular Developer Specialist by email at [ydelaviz@yorku.ca](mailto:ydelaviz@yorku.ca) or by phone at ext. 44086
  - Lisa Endersby, Educational Developer, by email at [lendersb@yorku.ca](mailto:lendersb@yorku.ca) or by phone at ext. 33047.
- For assistance with designing and developing experiential education activities see either one of the EE Coordinators Anda Petro or Paola Calderon-Valdivia ([eehealth@yorku.ca](mailto:eehealth@yorku.ca)).
- For assistance with technology-enhanced learning in the course, please contact the Faculty of Health e-learning specialist Sairam Chinnam at Learning Technology Services ([schinnam@yorku.ca](mailto:schinnam@yorku.ca)).
- For assistance with integrating Indigenous content into your course, please contact the Indigenous Council ([ruthkg@yorku.ca](mailto:ruthkg@yorku.ca) & [shillier@yorku.ca](mailto:shillier@yorku.ca)).
- For assistance with determining responses to questions about resources, please contact the Operations Manager and the Chair/Director in the school/department offering the course.
- For assistance with determining resources for students see the Library and Learning Commons resources:
  - [SPARK \(Student Papers & Academic Research Kit\)](#)
  - [LinkedIn Learning](#)
  - [Academic Research & Resources](#)

### Approval Process

- The Faculty of Health Curriculum Committee will only consider new course proposals that have been approved by the unit responsible for offering the course.
- If the proposed course is to be cross-listed, integrated, listed as a course credit exclusion with another course, or listed as a major/minor course option in an interdisciplinary program, the proposal must be accompanied by a statement from the collaborating unit signaling agreement to the proposal.

### Checklist of activities to be completed:

Click or tap to enter a date.	Date reviewed course proposal draft with Director/Manager of OSAS
Click or tap to enter a date.	Date reviewed course proposal draft with Associate Dean, Learning and Teaching
Choose an item.	Attached draft course outline
Reviewed information provided on the Moodle course “Health Curriculum Toolkit” at <a href="https://moodle.yorku.ca/moodle/course/view.php?id=148738">https://moodle.yorku.ca/moodle/course/view.php?id=148738</a> (requires passport York username and password to access).	

**School/Department:**

**Course Rubric and Number:**

**Credit Weight:**  (e.g. 3.00, 6.00) **Effective Session:**  (e.g. Fall 2021, F/W 2021-22)

**Course Title:** *The official name of the course as it will appear in the Undergraduate Calendar.*

**Short Title:** *Maximum 40 characters, including punctuation and spaces. The short title appears on any documents where space is limited (transcripts and calendar copy).*

**Brief Course Description:** *For editorial consistency, verbs should be in the present tense and begin the description; e.g., "Analyzes the nature and extent of..."*

*This is the official description of the course as it will appear in the Undergraduate Calendar. The course description should be carefully written to convey what the course is about. If applicable, include information regarding the language of instruction if other than English.*

Focuses on the transition of students with previous nursing experience to Canadian registered nurse careers and work environments. Integration of knowledge of professional nursing experiences using theoretical, evidence-informed and reflective strategies is emphasized. Students engage in learning that supports adaptation to the healthcare workforce in Canada, and navigation of evolving organizational practices, work-life and self-care issues.

**List course(s) where applicable:**

<b>Prerequisites:</b>	HH/NURS 3512 3.00.
<b>Corequisites:</b>	
<b>Cross-listed to:</b>	
<b>Course Credit Exclusions*:</b>	
<b>Integration**:</b>	

\*Course credit exclusion is a formal status accorded to pairs of courses that are recognized as having sufficient overlap in content to warrant specifically excluding students from obtaining credit for both.

\*\*Integrated courses are graduate courses integrated (taught with) 4000-level undergraduate courses

Include the following information only if the course is: limited to a specific group of students; closed to a specific group of students; and if there is any additional information necessary for students to know before enrolling (notes section). If the course includes experiential education, such as whether the students will work with a community partner and/or if it will involve going off-campus, please include this in the notes section.

<b>Open to:</b>	Post-RN IEN BScN students.
<b>Not open to:</b>	
<b>Notes:</b>	A minimum grade of 5.00 (C+) is required for this course in the BScN program.

<b>Science Course:</b>	<b>YES</b>	<b>NO</b>
Denotes courses in IHST, KINE or PSYC to count as science credit for BSc degree programs		x

## Section A - Course Rationale:

1. What is the rationale for creating this course (e.g., fills a gap in the curriculum, addresses a trend in the content area)?

The undergraduate BScN programs (4-year Direct Entry, 2<sup>nd</sup> Entry and Post-RN Internationally Educated Nurse) are undergoing a major modification to the curricula. As professional programs, each program's courses require updates to meet current standards and to address current issues in health care in Ontario. The course learning outcomes also reflect the College of Nurses of Ontario's terminology and new 2020 entry-to-practice competencies. This course is designed specifically for students in the Post-RN Internationally Educated Nurse program to allow reflection and transformation utilizing the previous experience as internationally educated nurses. It also supplements professional understanding of nursing roles in social justice, advocacy and activism. It focuses on using transformational teaching and learning strategies to further the students' understanding of working in the Canadian healthcare environment.

2. Describe how this new course aligns with the School/Dept and/or Faculty and/or University Academic Plans. For more information about these plans, contact your UPD, Department Chair, and/or the Associate Dean, Learning, Teaching, & Academic Programs.

The revisions focus on York's 2020-2025 UAP priority of '21st Century Learning' through creative pedagogical approaches (e.g., transformative teaching-learning strategies) that infuse reflection, interprofessional thinking and collaboration in course activities and outcomes. In keeping with the FoH's Health@2020 academic plan, and strategic direction for Promoting a High-Quality Learning Experience, as well as its recently released Integrated Resource Plan 2020-2021, students' interdisciplinary knowledge and development of graduate attributes such as communication, social responsibility, leadership, and critical thinking are enhanced by this course. This course also aligns directly with the Mission and core values of the School of Nursing (i.e., Respect and Relational Practice). The focus on the student's development as a professional and scholar, building on their past experiences, is a requirement to meet the Entry to Practice Competencies for the College of Nurses of Ontario.

3. How does this proposed course complement, align, or overlap with existing course offerings, particularly in terms of objectives and/or content? If overlap exists, please indicate the nature and extent of consultation which has taken place. If the course is to be cross-listed, integrated or listed as a course credit exclusion with another course, approval is required from all the relevant Faculties/Units.

This course is one of the last in a series of transformational core nursing courses that form the basis for the concept of *Nurse in Context of Transformation to Professional*. This series of courses uses transformative pedagogy to promote discovery learning and knowledge integration across the program; core concepts of Reflection & Professional Identity, and Health Equity are featured. The unique course objectives are structured to provide these students who have past nursing experience with opportunities to consolidate nursing knowledge through an awareness of social justice, advocacy, activism, and development of professional collaborative roles in healthcare. This course is unique in nursing and to this specific student program and there is no overlap with other courses.

4. What is the expected enrolment in the course? If course enrollments are below 50 please explain why.

Enrolment approximately: Fall 2023 = 50 (steady state)

## Section B - Course Structure:

1. Is this course (Please select one with "X"):

	Fully online
<b>X</b>	Fully face to face

	Blended (i.e., one third of the face to face class time is replaced by online instruction, one third of the class time remains face to face, and the remaining third may be any combination of online and face to face delivery). More information about defining blended learning can be found in the Common Language for eLearning: <a href="http://avptl.info.yorku.ca/files/2017/03/2014-03-26-Common-Language-for-eLearning.pdf">http://avptl.info.yorku.ca/files/2017/03/2014-03-26-Common-Language-for-eLearning.pdf</a>
	Other (please describe):

2. Number of contact hours (defined in terms of hours, weeks, etc.) involved. This information is particularly important to describe for blended and online courses as it indicates whether an effective length of term is being maintained.

36 contact hours per term; 3 hours per week for 12 weeks
--

3. a) If this course is offered in a blended format, what percentage of the course will be taught online? If not blended, go to # 4.  
 b) In absence of scheduled contact hours (face-to-face or online), please provide an indication of the estimated time students are likely to spend engaged in learning activities online required by the course.  
 c) In the absence of scheduled contact hours (face-to-face or online), please describe how the course design encourages student engagement and supports students in achieving the learning outcomes.

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4. Indicate the planned frequency of offering and number of sections anticipated (every year, alternate years, etc.)

Every Fall term, every year; 1 section
--

5. Can you staff this course using current teaching capacity?

YES	NO
X	

If no, explain how this course will be resourced (e.g., additional hires proposed in hiring plan, etc.)

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6. Please name the faculty member(s) in the school/dept who have the expertise and are willing to teach this course.

Karin Page-Cutrara, Laura Nicholson, Lisa Seto-Nelson, Valini Geer, Claire Mallette
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7. Does the course rely on faculty from other programs to teach this course? If so, specify (proposed instructor(s) name and department and attach a letter of support from the faculty member's home school/department UPD/Chair.

No
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## Section C - Course Design Information:

This section provides an opportunity to describe the course, its design, and how delivery of the course content aligns with the learning outcomes, teaching activities, and assessment methods. There is also an opportunity for describing how the course applies principles of experiential education, technology enhanced learning and universal design for learning.

- **Experiential Education** remains a top priority for York University and the Faculty of Health as it offers a range of benefits for students related to academic performance, civic engagement and employability. Note that providing and facilitating opportunities for structured, critical reflection (e.g. using iclicker/REEF polling, exit cards, journal entry) is a key component of experiential education. Course directors are invited to integrate EE into their course where possible, but it is understood that some EE activities may not be feasible in every course. Go to <https://health.yorku.ca/experiential-education/faculty/> to see definitions of course focused, community focused, and work focused EE, information on the benefits of EE for students and course directors, and other details.
- The integration of tools and strategies for **technology enhanced learning** (e.g. online learning management system like Moodle, use of polling technology such as iclicker/REEF and other in class technology e.g., see <https://student.computing.yorku.ca/technology-used-in-courses/> ) may provide useful tools for encouraging in class engagement and facilitating deeper learning. For help with online and blended learning course development go to <https://its.info.yorku.ca/health/>.
- The Faculty of Health is committed to the **universal design for learning** principles, i.e., offering and ensuring a diverse array of opportunities for all learners to engage, learn, and demonstrate their knowledge. More information about Universal Design for Learning, as well as recommendations for accommodations and inclusive teaching, can be found at: [http://udlguidelines.cast.org/binaries/content/assets/udlguidelines/udlg-v2-2/udlg\\_graphicorganizer\\_v2-2\\_numbers-no.pdf](http://udlguidelines.cast.org/binaries/content/assets/udlguidelines/udlg-v2-2/udlg_graphicorganizer_v2-2_numbers-no.pdf) and on the Teaching Commons website. Therefore, when designing a course, be sure to consider
  - multiple means of engagement (How will diverse students access and participate in the learning & teaching activities?)
  - multiple means of representation (How will course content be presented in a variety of different ways to support different learning needs and preferences?)
  - multiple means of action & expression (What diverse ways will students be able to demonstrate their learning?)

### 1. Course Topics/Theories

List the key topic areas taught in this course.

Health care systems:

- Canada – federal (Indigenous health, armed forces), provincial, Public health, regional, community
- Other countries (UK, US or other)
- Organizational structure (organization structure of hospital (boards), organization of care provision, hospital accreditation
- Range of nursing contexts (health care institutions, penal system, occupational health, community, etc.)

Political, legal, economic, ethical/moral, social and professional influences on nursing:

- legislation (Canada Health Act and Regulated Health Professions Act)
- current issues: e.g., Creation of new job categories - RN(EC), physician assistants
- privatization of health care
- Social justice, advocacy, activism

Preparation for employment:

- job finding strategies
- cover letter/resume writing
- job interview skills
- Quality Assurance program of the CNO

Evidence-informed nursing

Issues influencing professional work-life (e.g., burnout, staff turnover, mentorship, horizontal violence, engagement, etc)

Appreciating and embracing difference (culture and Indigenous knowledge, disability, values, power, gender, etc.), cultural safety, cultural humility

Advanced communication: conflict, difficult conversations, closed-loop communication etc.

	YES	NO
Will the course have substantial Indigenous (Aboriginal)* content?		x
Will the course include Indigenous (Aboriginal)* identity as either a module or field of study?		x
Will the course include component(s) from Aboriginal Peoples' language, history, cultural, heritage, artefacts, or traditional knowledge?		x

If you answered Yes to at least one of the questions above, provide a summary and/or list of the Indigenous (Aboriginal)\* content or components you are proposing to include in your course in the box below.

\*The Constitution Act, 1982, section 35(2) defines Aboriginal Peoples to include all Indigenous people of Canada – Indians (Status, Non-Status or First Nations identified), Métis and Inuit people.

## 2. Course Teaching Objectives

Course teaching objectives are broad goals for the course.

Examples of course teaching objectives:

- Exposes students to the various methods used for investigating the structure and function of the human brain.
- Provides students the opportunity to develop and practice skills in effective communication.

List the teaching objectives for the course below:

- Provides students the opportunity to use previous experiences, evidence and knowledge from courses to discuss future practice in Canada.
  - Facilitates students in applying professional ethical and practice standards including social justice and advocacy to situations that reflect healthcare practice in Canadian.
  - Creates strategies that will assist students in work and manage dynamic interactions and opportunities in healthcare settings.

## 3. Course Student Learning Outcomes:

Learning outcomes provide a framework for assessment by stating what the learners will be able to demonstrate after completing the course. A succinct learning outcome specifies the tasks students are expected to be able to perform and the level of competence expected for the tasks. Course Learning Outcomes are observable, measurable goals for students and their learning.

Examples of course learning outcomes:

- Students will be able to correctly identify the brain's major components and gross functional areas.
- Students will be able to accurately describe the factors that impact healthy aging.
- Students will be able to critically analyze an academic journal article to determine the merits and drawbacks of the published research.

To help describe learning outcomes, consider the key questions below:

What essential knowledge, skills, and attitudes etc. should students acquire?

- How sophisticated or complex (memorization, analysis, creation, etc.) is students learning to be?
- What will students be able to do or how will they demonstrate/articulate their level of learning?
- What information is needed to be collected to verify/demonstrate students' attainment of learning outcomes?
- How informative are each of these assessment tasks to understanding the student learning process?
- Are these clearly stated and communicated to students?

More information and additional resources can be found on the [Teaching Commons website](#).

List and number the learning outcomes for the course in the section below:

**Course Learning Outcomes:**

Upon completion of this course, student will be able to:

1. Compare the Canadian healthcare system structures which influence professional nursing practice to past nursing experiences within other healthcare systems. (relates to Program Outcomes #2, 6, 8)
2. Articulate strategies that support integration to professional practices in accordance with Canadian and provincial regulatory standards and legal requirements. (relates to Program Outcomes #2, 3, 9)
3. Analyze evidence and healthcare policies that impact professional nursing practice and the achievement of optimal health and work-life outcomes. (relates to Program Outcomes #5, 6, 9)
4. Explain how the impact of digital health influences healthcare, health outcomes, rural and remote populations, Indigenous health and nursing practice. (relates to Program Outcomes #3, 7, 9)
5. Create strategies that will support transition to the role of a professional nurse in Canada. (relates to Program Outcomes #1, 4, 6)
6. Distinguish between the influences of values, power, gender and culture on communication styles within the healthcare team. (relates to Program Outcomes #4, 5, 9)
7. Utilize self-reflection and self-evaluation to develop a personal vision that supports strategic career planning and builds on previous nursing expertise. (relates to Program Outcomes #2, 8)

**Program Outcomes (for reference)**

1. Provide competent, ethical and culturally responsive nursing care according to professional nursing standards.
2. Integrate knowledge from nursing and other disciplines to enhance health and healing across the lifespan.
3. Engage in decision-making in nursing practice that incorporates multiple ways of knowing, critical appraisal, and evidence-informed practice.
4. Communicate and relate effectively with the client\* and healthcare teams, using varied strategies to promote safe, compassionate, relational care.
5. Engage in collaborative relationships with clients\* and interprofessional health care teams that respects diverse perspectives.
6. Provide leadership for the optimization of client\* health care outcomes and advancement of nursing profession.
7. Advocate for health equity and social justice in client\* care, organizations and public policy in response to changing needs of society.
8. Engage in critical reflection for lifelong self-directed learning, and evidence-informed practice.
9. Empower self, clients\* and colleagues using a range of educational strategies, including technology, for achieving optimal health and work-life outcomes.

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

**4. Course Teaching Strategies and Learning Activities**

What teaching strategies and learning activities (including experiential education) will take place as part of this course? What will students be doing each week in class? How will these activities help support students' learning as defined by the learning outcomes.

To help identify course learning activities that will help students work toward achieving intended learning outcomes, reflect on these key questions:

- How will students receive or gain the information necessary for achieving the course intended learning outcomes?
- What experiential education activities will students engage in?
- What opportunities will or could students be provided to practice the skills they will develop?
- How and when will students engage with each other, with the instructor, and/or with course content?
- If technology-enhanced learning is incorporated into the course, what activities will the students engage in?

Examples:

(This is not an exhaustive list, but rather a summary of the strategies an instructor may use to encourage and facilitate meaningful learning throughout the course)

- In class discussions
- Lecture
- Online discussion forums (e.g. in Moodle)
- Active learning strategies (e.g. think, pair, share; structured debates)

- Wikis (contribute to and curate collaborative content)
- Experiential Education (EE)- Classroom Focused Activities (e.g. guest speakers, role playing, visual media, case studies, simulations, workshops and laboratory, course-based research, etc.)
- EE- Community Focused EE Activities (e.g. community-based learning; community-based research, community service learning)

List the teaching strategies and learning activities that will be included in this course:

- Lectures, invited guests, case studies, and questions
- Study of media sources, job sites, professional guidelines, and associated in-class debate/discussion
- In-class role-plays such as interviewing for nursing positions
- Three modules – professional collaborations in healthcare settings, advocacy and social justice in professional nursing, and transitioning to professional life in Ontario – help organize and present the content for this course.

## Section D - Course Mapping and Constructive Alignment

This section is designed to help you demonstrate the connections between your student learning outcomes, teaching and learning activities, and assessment strategies. For each teaching and learning activity, please i) identify the learning outcome it will help the students achieve and ii) if the activity will include a formal, graded assessment of student learning. For EE activities, also identify iii) how you will engage students in reflection around the activity (i.e. critically examining the experience), and iv) the type of EE strategy the activity corresponds to.

			For EE Activities Only	
Teaching and Learning Activity	Which course learning outcome/s will this activity help student achieve?	Will this activity include a formal, graded assessment of student learning? (Y/N)	How you will engage students in reflection around this activity?	Corresponding EE Strategy
		<i>A detailed description of assessment and evaluation strategies will be provided in the next section.</i>		1- Classroom Focused 2- Community Focused 3- Work Focused
Independent Fieldwork: <i>Engagement with professional/leadership roles in nursing</i>	Course Learning Outcomes #1, 2	Independent Fieldwork (35%)	<i>Through the independent fieldwork, students will engage with a <b>professional nursing organization</b> or activist activity during the term in which the course is taken. Examples might include participating in RNAO chapter/interest group meetings, shadowing a staff member for the day, attending board meetings, etc.). Students will then need to reflect on their experience.</i>  <i>Group process discussions</i>  <i>Review of the role of organizations that support nursing practice</i>  <i>Discussion in class of experiences at different sites.</i>	<b>1&amp;2</b>

<i>Cooperative learning</i>	Course Learning Outcomes # 1 – 5	Critical Reflection (20%) Op-ed/letter (15%)	<i>Small group discussions</i> <b>Reflection on change management strategies and group process/developing of an argument and support for the argument</b>	1
<i>Guest speaker</i>	Course Learning Outcomes #6, 7	Resume/Cover Letter (10%)	<i>Share cover letters in class with a partner, critique and share resumes</i> <i>Websites to support resume writing</i> <i>Engage in Q&amp;A with guest speaker.</i>	1
<i>Development of E-Portfolio</i>	Course Learning Outcomes #6, 7	Summary Reflection and Philosophy of Nursing and Leadership (Completion of e-Portfolio) (20%)	<i>The e-Portfolio provides an opportunity for students to engage in reflective and self-regulated learning.</i> <i>Feedback on e-Portfolio components is provided prior to completion of the portfolio, allowing individual feedback.</i>	1

1. If the course will not include any type of experiential education, please comment below on the rationale for not incorporating experiential education into the course.

N/A

	YES	NO
2. Will the course engage Indigenous (Aboriginal) communities (including reserves, territories, departments, or community organizations, etc) on experiential education?		x

If yes, please comment below on how you will or might engage Indigenous (Aboriginal) communities in experiential education

### Learning/Teaching with Technology:

1. How are learning or teaching technologies incorporated into the course?

eClass

2. If the course does not include any type of technology enhanced learning, please comment below on the rationale for not incorporating learning or teaching technologies in the course.

N/A

3. If the proposed course employs technology-enhanced forms of delivery (e.g., replacing in-class time with online learning activities), please identify how the integrity of the learning evaluation will be maintained (e.g., using online quizzes that randomly selects questions from a test-bank; specified time length of the test, “on-site” examinations will be required, etc.)

N/A

**Assessment and Evaluation Strategies:**

1. How will student learning be assessed? Please list each graded component of the proposed course including the type and percentage value of each component. Indicate which learning outcome(s) are evaluated by which assessment component.

Assessment Strategy	Percentage (%) of Final Grade	Evaluated Learning Outcome(s)
Independent Fieldwork	35%	1, 2
Critical Reflection	20%	2, 3, 5
Resume/Cover Letter	10%	6, 7
Summary Reflection and Philosophy of Nursing and Leadership (Completion of e-Portfolio)	20%	6, 7
Op-ed/letter	15%	1 – 4

2. Formative feedback is just in time feedback to the students during the course that does not always count toward the final grade. This formative feedback can help the students and instructor progress towards the intended learning outcomes by providing ongoing, low stakes feedback at key points in a lesson or at milestones toward completing a major assignment.

Some examples of formative feedback include:

- a) a pre-test or quiz that asks students to share what they already know about a topic
- b) a think-pair-share exercise where students explore and discuss key course concepts individually, in pairs, and as part of a larger in class discussion
- c) exit cards following a lecture or lesson where students are asked to indicate what they have learned and questions they still have about the topic

List the formative assessment strategies that will be used in this course below.

- 1. Group work to provide reflection and sharing of experiences and knowledge
- 2. Guest speakers to share experiential knowledge from a Canadian context.
- 3. Reflection on how the nursing role is evolving for student who have experience in other countries as practicing nurses.

3. If the course is to be integrated (i.e., graduate/undergraduate), please list the additional evaluation requirements for graduate students.

**Bibliography:**

4. Please list the required readings for the course (include ebooks, online readings, and open access resources). The reading list must contain complete bibliographical information (full name of author, title, year of publication, etc.).

**Course Text / Readings**

The following text(s) are required for this course (available at the York University Bookstore, or online):

Austin, I. (2020, September). Two medical systems, two pandemic responses. *The New York Times*. <https://www.nytimes.com/2020/05/01/world/canada/america-canada-coronavirus-comparison.html?smid=em-share>

Canadian Nurses Association. (2008). *Ethics in practice for registered nurses. Nurses' ethical considerations in a pandemic or other emergency*. [https://cna-aiic.ca/~media/cna/page-content/pdf-en/ethics\\_in\\_practice\\_august\\_2008\\_e.pdf](https://cna-aiic.ca/~media/cna/page-content/pdf-en/ethics_in_practice_august_2008_e.pdf)

Canadian Nurses Association. (2012). *Emergency preparedness and response*. [https://www.cna-aiic.ca/~media/cna/page-content/pdf-fr/ps119\\_emergency\\_preparedness\\_2012\\_e.pdf?la=en&hash=2EFF5DA405352A2E3E684175ADBB7109F77E6701](https://www.cna-aiic.ca/~media/cna/page-content/pdf-fr/ps119_emergency_preparedness_2012_e.pdf?la=en&hash=2EFF5DA405352A2E3E684175ADBB7109F77E6701)

- Canadian Nurses Association. (2017). *Code of ethics for registered nurses*. <https://cna-aiic.ca/~media/cna/page-content/pdf-en/code-of-ethics-2017-edition-secure-interactive.pdf?la=en> (p. 38-40)
- College of Nurses of Ontario (2020). *FAQ: Quality assurance*. Retrieved at <https://www.cno.org/en/myqa/faqs-quality-assurance/>
- College of Nurses of Ontario. (2014). *Legislation and regulation RHPA: Scope of practice, controlled acts model*. [https://www.cno.org/globalassets/docs/policy/41052\\_rhpascope.pdf](https://www.cno.org/globalassets/docs/policy/41052_rhpascope.pdf)
- College of Nurses of Ontario (2013). *Legislation and regulation: An introduction to the Nursing ACT, 1991*. [https://www.cno.org/globalassets/docs/prac/41064\\_fsnursingact.pdf](https://www.cno.org/globalassets/docs/prac/41064_fsnursingact.pdf)
- College of Nurses of Ontario. (2020). *Entry to practice competencies for registered nurses*. <https://www.cno.org/globalassets/docs/reg/41037-entry-to-practice-competencies-2020.pdf>
- College of Nurses of Ontario. (2017). *Practice guideline: Refusing assignments and discontinuing nursing services*. [https://www.cno.org/globalassets/docs/prac/41070\\_refusing.pdf](https://www.cno.org/globalassets/docs/prac/41070_refusing.pdf)
- Dehaas, J. (2013). How to land a good job after graduation: networking, resume and interview tips from a pro. *Maclean's*. Retrieved at <http://www.macleans.ca/work/jobs/how-to-land-a-good-job-after-graduation/>
- Donner, G. J., & Wheeler, M. M., for International Council of Nurses. (2010). *It's your career: Take charge. Career planning and development*. [https://www.icn.ch/sites/default/files/inline-files/2010\\_workbook\\_Career%20planning%20and%20development\\_eng.pdf](https://www.icn.ch/sites/default/files/inline-files/2010_workbook_Career%20planning%20and%20development_eng.pdf)
- Health Force Ontario. (2020). *HFO jobs: Registered nurse (RN)*. <https://hfojobs.healthforceontario.ca/en/map/?p=2&t=32>
- Frontline. (2008). *Five capitalist democracies and how they do it*. <http://www.pbs.org/wgbh/pages/frontline/sickaroundtheworld/countries/> (some of the stats are older, but please focus on the health care structures here)
- Frontline. (2008). *Health care systems – the four basic models*. <http://www.pbs.org/wgbh/pages/frontline/sickaroundtheworld/countries/models.html>
- Government of Canada. (2017). *A common statement of principles on shared health priorities*. [https://www.canada.ca/content/dam/hc-sc/documents/corporate/transparency\\_229055456/health-agreements/principles-shared-health-priorities.pdf](https://www.canada.ca/content/dam/hc-sc/documents/corporate/transparency_229055456/health-agreements/principles-shared-health-priorities.pdf)
- Government of Canada. (2019). *Canada's health care system*. <https://www.canada.ca/en/health-canada/services/health-care-system/reports-publications/health-care-system/canada.html#a1>
- Government of Canada. (2011). *Canada health act-frequently asked questions*. <https://www.canada.ca/en/health-canada/services/health-care-system/canada-health-care-system-medicare/canada-health-act-frequently-asked-questions.html>
- Marcus, B. (2018, May 22) The networking advice no one tells you. *Forbes*. <https://www.forbes.com/sites/bonniemarcus/2018/05/22/the-networking-advice-no-one-tells-you/#61c8802c7772>
- Registered Nurses Association of Ontario. (n.d.). *10 things you need to know about landing a nursing job*. <http://careersinnursing.ca/new-grads-and-job-seekers/career-services/Landing-Nursing-Job>
- Registered Nurses Association of Ontario. (n.d.). *New grads & job seekers*. <http://careersinnursing.ca/new-grads-and-job-seekers>
- Martin, D., Miller, A.P., Quesnel-Vallee, A., Caron, N. R., Vissandjee, B., & Marchildon, P. (2018). Canada's global leadership on health. Canada's universal healthcare system: Achieving its potential. *The Lancet*, 319,(10131), 1718-35. [https://journals-scholarsportal-info.ezproxy.library.yorku.ca/pdf/01406736/v391i10131/1718\\_cuhsaip.xml](https://journals-scholarsportal-info.ezproxy.library.yorku.ca/pdf/01406736/v391i10131/1718_cuhsaip.xml)
- Wheatley, L., Doyle, W., Evans, C., Gosse, C., & Smith, K. (2017). Integrated comprehensive care - A case study in nursing leadership and system transformation. *Nursing Leadership* 30(1), 33-42. <https://doi.org/10.12927/cjn.2017.25107>

Connelly, L. M. (2018). Overview of quality improvement. *Medsurg Nursing*, 27(2), 125-126.

<http://ezproxy.library.yorku.ca/login?url=https://www-proquest-com.ezproxy.library.yorku.ca/docview/2028119143?accountid=15182>

Health Quality Ontario. (2012). *Quality improvement guide*. <https://www.hqontario.ca/portals/0/documents/qi/qi-quality-improve-guide-2012-en.pdf> (pp. 6-9 for case studies and model)

Ryerson University. (2017). *QI methods and tools for nurses - Module 1 Setting the stage to improve care quality and patient safety*. <https://de.ryerson.ca/games/patient-safety/modules.html?m=1>

Ryerson University. (2017). *QI methods and tools for nurses - Module 3 Quality improvement processes: PDSA & DMAIC*. <https://de.ryerson.ca/games/patient-safety/modules.html?m=3>

Vaughn, L., & Slinger, T. (2013). Building a healthy work environment: A nursing resource team perspective. *Nursing Leadership*, 26(special issue), 70-77. <https://doi.org/10.12927/cjnl.2013.23322>

Abdul-Raheem, J. (2018). Cultural humility in nursing education. *Journal of Cultural Diversity*, 25(2), 66-73. <http://www.tuckerpublish.com>

Canadian Nurses Association. (2018). *Position statement: Promoting cultural competence in nursing*. [https://cna-aiic.ca/-/media/cna/page-content/pdf-en/position\\_statement\\_promoting\\_cultural\\_competence\\_in\\_nursing.pdf?la=en&hash=4B394DAE5C2138E7F6134D59E505DCB059754BA9](https://cna-aiic.ca/-/media/cna/page-content/pdf-en/position_statement_promoting_cultural_competence_in_nursing.pdf?la=en&hash=4B394DAE5C2138E7F6134D59E505DCB059754BA9)

Canadian Nurses Protective Society (n.d). Negligence. Retrieved at <http://www.cnps.ca/index.php?page=78>

Choi, J. S., & Kim, J. S. (2018). Effects of cultural education and cultural experiences on the cultural competence among undergraduate nursing students. *Nurse Education in Practice*, 29(2), 159-162. <https://doi.org/10.1016/j.nepr.2018.01.007>

5. Please list any suggested readings for the course (include ebooks, online readings, and open access resources). The reading list must contain complete bibliographical information (full name of author, title, year of publication, etc.)

**Suggested Readings:**

Canadian Association of Schools of Nursing. (2020). *Nursing education during the COVID-19 pandemic*. <https://www.casn.ca/wp-content/uploads/2020/03/COVID-19-POSITION-STATEMENT.pdf>

York University School of Nursing. (2020). *Epidemic and pandemic guidelines for BScN students in practicum settings*. <https://nursing.info.yorku.ca/files/2020/05/YUSON-Epidemic-Pandemic-Guidelines-FinalR2.pdf?x24172>

Additional readings may be assigned or recommended during the course.

6. If the course is to be integrated (graduate/undergraduate), a list of the additional readings required of graduate students must be included. If no additional readings are required, a rationale should be provided.

N/A

**Section E - Resources Requirement:**

This section may need to be filled in with the help of your Chair/Director and operations manager:

**1. Computing:**

- Indicate the expected hardware, software and need for student access to computing labs, including the number of student access hours needed (e.g. access to teaching computer lab with SPSS installed; students required to bring their own device). Provide cost of software, where possible. Indicate, what the cost will be for students, if any?

## 2. Classroom:

- Indicate the expected specialized classroom needs (e.g. moveable table and chairs; audio/visual equipment; WIFI to support students with bringing their own device)

N/A
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## 3. Teaching Support:

<ul style="list-style-type: none"> <li>Does the course require technical support? (e.g. lab technician; UIT support). If yes, specify:</li> </ul>	<b>YES</b>	<b>NO</b>
		x
<ul style="list-style-type: none"> <li>Does the course require a tutorial or lab in addition to lecture/seminar hours? If yes, specify and provide expected group size:</li> </ul>	<b>YES</b>	<b>NO</b>
		x
<ul style="list-style-type: none"> <li>Does the course require marker/grader, teaching assistant, lab demonstrator etc. support above those normally allocated by the department/school offering the courses?</li> </ul>	<b>YES</b>	<b>NO</b>
		x
If yes, specify why and for what duties/tasks the extra support is needed:		
<ul style="list-style-type: none"> <li>If the course includes off campus practicums/placements or field experiences, such as students working with a community partner, indicate:           <ul style="list-style-type: none"> <li>Will the instructor need to travel to visit the off-campus community partner(s)?</li> </ul> </li> </ul>	<b>YES</b>	<b>NO</b>
		x
<ul style="list-style-type: none"> <li>Will the Experiential Education Coordinator be required to support and maintain the experiential education component while the course is being offered? If yes, please specify:</li> </ul>	<b>YES</b>	<b>NO</b>
		x
<ul style="list-style-type: none"> <li>Is the placement intended to be domestic or international, or both?</li> </ul>	<b>Domestic</b>	
	<b>International</b>	
	<b>Both</b>	
<ul style="list-style-type: none"> <li>If the course is blended or online, indicate whether the support of the eLearning specialist is required?</li> </ul>	<b>YES</b>	<b>NO</b>
		x
If yes, please specify the type of eLearning supports you need:		

## 4. Statements of Support (please attach these to the proposal)

For new course proposals with resource implications please provide a supporting statement from your Chair/Director of your program. The Chair/Director should indicate how resourcing will be addressed e.g., through a reallocation of existing resources, with new/additional resources, etc.

For course proposal with impact on other programs (in the Faculty or out of the Faculty), please provide evidence of consultation and supporting statement from the other program(s).

### Learning Technology Services (LTS) Statement:

If there is a technology-enhanced component to the course, a statement is required from the Learning Technology Services indicating whether resources are adequate to support the course. Requests for statements can directed to Rob Finlayson ([rfinlays@yorku.ca](mailto:rfinlays@yorku.ca)). Please note, it will take two weeks to get a statement of support.

### Library Support Statement:

Proposals for new courses must include a **library support statement** from the Bibliographer responsible for the relevant discipline to indicate whether resources are adequate to support the course. To request a support statement, see the list of subject and liaison librarians at <http://www.library.yorku.ca/web/about-us/contact-us/liaison-librarians/>.

- For assistance with process, procedure, see OSAS Director/Manager
- For assistance with alignment with academic plans see your UPD/Chair or AD Learning, Teaching, and Academic Programs
- For assistance with course design see the Moodle course “Health Curriculum Toolkit” at <https://moodle.yorku.ca/moodle/course/view.php?id=148738> (requires passport York username and password to access).
- For assistance with course design, teaching and learning activities please contact either of the following:
  - Yasaman Delaviz, Faculty of Health’s Educational/Curricular Developer Specialist by email at [ydelaviz@yorku.ca](mailto:ydelaviz@yorku.ca) or by phone at ext. 44086
  - Lisa Endersby, Educational Developer, by email at [lendersb@yorku.ca](mailto:lendersb@yorku.ca) or by phone at ext. 33047.
- For assistance with designing and developing experiential education activities see either one of the EE Coordinators Anda Petro or Paola Calderon-Valdivia ([eehealth@yorku.ca](mailto:eehealth@yorku.ca))
- For assistance with technology-enhanced learning in the course, please contact the Faculty of Health e-learning specialist Sairam Chinnam at Learning Technology Services ([schinnam@yorku.ca](mailto:schinnam@yorku.ca)).
- For assistance with integrating Indigenous content into your course, please contact the Indigenous Council ([ruthkg@yorku.ca](mailto:ruthkg@yorku.ca) & [shillier@yorku.ca](mailto:shillier@yorku.ca)).
- For assistance with determining responses to questions about resources, please contact the Operations Manager and the Chair/Director in the school/department offering the course.
- For assistance with determining resources for students see the Library and Learning Commons resources:
  - [SPARK \(Student Papers & Academic Research Kit\)](#)
  - [LinkedIn Learning](#)
  - [Academic Research & Resources](#)

### Approval Process

- The Faculty of Health Curriculum Committee will only consider new course proposals that have been approved by the unit responsible for offering the course.
- If the proposed course is to be cross-listed, integrated, listed as a course credit exclusion with another course, or listed as a major/minor course option in an interdisciplinary program, the proposal must be accompanied by a statement from the collaborating unit signaling agreement to the proposal.

### Checklist of activities to be completed:

Click or tap to enter a date.	Date reviewed course proposal draft with Director/Manager of OSAS
Click or tap to enter a date.	Date reviewed course proposal draft with Associate Dean, Learning and Teaching
Choose an item.	Attached draft course outline
Reviewed information provided on the Moodle course “Health Curriculum Toolkit” at <a href="https://moodle.yorku.ca/moodle/course/view.php?id=148738">https://moodle.yorku.ca/moodle/course/view.php?id=148738</a> (requires passport York username and password to access).	

**School/Department:**

**Course Rubric and Number:**

**Credit Weight:**  (e.g. 3.00, 6.00) **Effective Session:**  (e.g. Fall 2021, F/W 2021-22)

**Course Title:** *The official name of the course as it will appear in the Undergraduate Calendar.*

**Short Title:** *Maximum 40 characters, including punctuation and spaces. The short title appears on any documents where space is limited (transcripts and calendar copy).*

**Brief Course Description:** *For editorial consistency, verbs should be in the present tense and begin the description; e.g., "Analyzes the nature and extent of..."*

*This is the official description of the course as it will appear in the Undergraduate Calendar. The course description should be carefully written to convey what the course is about. If applicable, include information regarding the language of instruction if other than English.*

Examines trends and issues within provincial, national and global healthcare systems that impact nursing practice. Epidemiological data and research support the investigation of client care, politics and policy issues. Digital health and relevant technology are discussed for their impact on health, client care and client education. Students identify areas of interest and prepare for capstone project work.

**List course(s) where applicable:**

<b>Prerequisites:</b>	Prerequisite for <b>4-year Direct Entry</b> BScN students: all completed courses Terms 1 – 6 of the program. Prerequisite for <b>2<sup>nd</sup> Entry</b> BScN students: all completed courses Terms 1 – 4 of the program.
<b>Corequisites:</b>	
<b>Cross-listed to:</b>	
<b>Course Credit Exclusions*:</b>	
<b>Integration**:</b>	

\*Course credit exclusion is a formal status accorded to pairs of courses that are recognized as having sufficient overlap in content to warrant specifically excluding students from obtaining credit for both.

\*\*Integrated courses are graduate courses integrated (taught with) 4000-level undergraduate courses

Include the following information only if the course is: limited to a specific group of students; closed to a specific group of students; and if there is any additional information necessary for students to know before enrolling (notes section). If the course includes experiential education, such as whether the students will work with a community partner and/or if it will involve going off-campus, please include this in the notes section.

<b>Open to:</b>	students in the 4-year Direct Entry and 2nd Entry BScN programs
<b>Not open to:</b>	
<b>Notes:</b>	A minimum grade of 5.00 (C+) is required for this course in the BScN program.

<b>Science Course:</b>	<b>YES</b>	<b>NO</b>
Denotes courses in IHST, KINE or PSYC to count as science credit for BSc degree programs		x

**Section A - Course Rationale:**

1. What is the rationale for creating this course (e.g., fills a gap in the curriculum, addresses a trend in the content area)?

The undergraduate BScN programs (4-year Direct Entry, 2<sup>nd</sup> Entry and Post-RN Internationally Educated Nurse) are undergoing a major modification to the curricula. As professional programs, each program's courses require updates to meet current standards and to address current issues in health care in Ontario. The course learning outcomes also reflect the College of Nurses of Ontario's terminology and new 2020 entry-to-practice competencies. Offered to the 4-year Direct Entry and 2<sup>nd</sup> Entry program students, this course exposes students to innovations, new practices and evidence to support professional nursing practice as an evolving scientific discipline. This course provides a foundation and focus for students who will participate in capstone projects in active healthcare environments.

2. Describe how this new course aligns with the School/Dept and/or Faculty and/or University Academic Plans. For more information about these plans, contact your UPD, Department Chair, and/or the Associate Dean, Learning, Teaching, & Academic Programs.

The revisions focus on York's 2020-2025 UAP priority of '21st Century Learning' through creative pedagogical approaches (e.g., transformative teaching-learning strategies) that aim to prepare students for working in healthcare environments and using evidence and relevant data and policy to inform care. In keeping with the FoH's Health@2020 academic plan, and strategic direction for Promoting a High-Quality Learning Experience, as well as its recently released Integrated Resource Plan 2020-2021, students' interdisciplinary knowledge and development of graduate attributes such as communication, critical thinking and critical inquiry are enhanced by this course. This course also aligns directly with the Mission and core values of the School of Nursing (i.e., *Nursing Knowledge Development and Integration*). The focus on the student's development as a professional, clinician, collaborator and scholar; these roles are key in meeting the Entry to Practice Competencies for the College of Nurses of Ontario.

3. How does this proposed course complement, align, or overlap with existing course offerings, particularly in terms of objectives and/or content? If overlap exists, please indicate the nature and extent of consultation which has taken place. If the course is to be cross-listed, integrated or listed as a course credit exclusion with another course, approval is required from all the relevant Faculties/Units.

This course is one of the last in a series of core nursing courses that form the basis for the concept of Nurse in Context of Health Care Collaborators and Environments. This series of courses promotes examination of learning and knowledge integration across the program from nursing and other disciplines. The course objectives are structured to provide these students with skills to consolidate nursing knowledge through the use of technology, policy, epidemiological data and other sources to improve healthcare. This course is unique in nursing and to this specific student program and there is no overlap with other courses.

4. What is the expected enrolment in the course? If course enrollments are below 50 please explain why.

Enrolment approximately: Winter 2024 = 150; Winter 2025 = 150; Fall 2025 = 108; Winter 2026 = 150; Fall 2026 = 160; Winter 2027 = 150; Fall 2027 = 234 (steady state)

**Section B - Course Structure:**

1. Is this course (Please select one with "X"):

	Fully online
<b>X</b>	Fully face to face
	Blended (i.e., one third of the face to face class time is replaced by online instruction, one third of the class time remains face to face, and the remaining third may be any combination of online and face to face delivery). More information about defining blended learning can be found in the Common Language for eLearning: <a href="http://avptl.info.yorku.ca/files/2017/03/2014-03-26-Common-Language-for-eLearning.pdf">http://avptl.info.yorku.ca/files/2017/03/2014-03-26-Common-Language-for-eLearning.pdf</a>

Other (please describe):

2. Number of contact hours (defined in terms of hours, weeks, etc.) involved. This information is particularly important to describe for blended and online courses as it indicates whether an effective length of term is being maintained.

36 hours; 3 hours per week for 12 weeks

3. a) If this course is offered in a blended format, what percentage of the course will be taught online? If not blended, go to # 4.

b) In absence of scheduled contact hours (face-to-face or online), please provide an indication of the estimated time students are likely to spend engaged in learning activities online required by the course.

c) In the absence of scheduled contact hours (face-to-face or online), please describe how the course design encourages student engagement and supports students in achieving the learning outcomes.

4. Indicate the planned frequency of offering and number of sections anticipated (every year, alternate years, etc.)

Winter (1 section) and Fall (1-2 sections) terms; every year

5. Can you staff this course using current teaching capacity?

YES	NO
X	

If no, explain how this course will be resourced (e.g., additional hires proposed in hiring plan, etc.)

6. Please name the faculty member(s) in the school/dept who have the expertise and are willing to teach this course.

Claire Mallette, Jacqueline Choiniere, Elisabeth Jensen, Christine Kurtz Landy

7. Does the course rely on faculty from other programs to teach this course? If so, specify (proposed instructor(s) name and department and attach a letter of support from the faculty member's home school/department UPD/Chair.

No

## Section C - Course Design Information:

This section provides an opportunity to describe the course, its design, and how delivery of the course content aligns with the learning outcomes, teaching activities, and assessment methods. There is also an opportunity for describing how the course applies principles of experiential education, technology enhanced learning and universal design for learning.

- Experiential **Education** remains a top priority for York University and the Faculty of Health as it offers a range of benefits for students related to academic performance, civic engagement and employability. Note that providing and facilitating opportunities for structured, critical reflection (e.g. using iclicker/REEF polling, exit cards, journal entry) is a key component of experiential education. Course directors are invited to integrate EE into their course where possible, but it is understood that some EE activities may not be feasible in every course. Go to <https://health.yorku.ca/experiential-education/faculty/> to see definitions of course focused, community focused, and work focused EE, information on the benefits of EE for students and course directors, and other details.
- The integration of tools and strategies for **technology enhanced learning** (e.g. online learning management system like Moodle, use of polling technology such as iclicker/REEF and other in class technology e.g., see <https://student.computing.yorku.ca/technology-used-in-courses/> ) may provide useful tools for encouraging in class engagement and facilitating deeper learning. For help with online and blended learning course development go to <https://its.info.yorku.ca/health/>.
- The Faculty of Health is committed to the **universal design for learning** principles, i.e., offering and ensuring a diverse array of opportunities for all learners to engage, learn, and demonstrate their knowledge. More information about Universal Design for Learning, as well as recommendations for accommodations and inclusive teaching, can be found at: [http://udlguidelines.cast.org/binaries/content/assets/udlguidelines/udlg-v2-2/udlg\\_graphicorganizer\\_v2-2\\_numbers-no.pdf](http://udlguidelines.cast.org/binaries/content/assets/udlguidelines/udlg-v2-2/udlg_graphicorganizer_v2-2_numbers-no.pdf) and on the Teaching Commons website. Therefore, when designing a course, be sure to consider
  - multiple means of engagement (How will diverse students access and participate in the learning & teaching activities?)
  - multiple means of representation (How will course content be presented in a variety of different ways to support different learning needs and preferences?)
  - multiple means of action & expression (What diverse ways will students be able to demonstrate their learning?)

### 1. Course Topics/Theories

List the key topic areas taught in this course.

- Knowledge mobilization, information communication technologies, professional use of social media
- Digital health, Internet of Things, Robotics
- Healthcare delivery models
- Social, political, economic, cultural influences on health care delivery and policy development
- Client education and associated trends
- Intra and Interprofessional team relationships
- Quality, efficiency, and effectiveness measurements and the tensions in nursing practice
- Relational care vs innovative client-centred care models
- Epidemiological and evidence-informed databases (Canadian Institute of Health Research, Public Health Agency of Canada, Government of Canada, Statistics Canada, Canadian Patient Safety Institute, Cochrane Library...)
- Critical appraisal of client-centred care focusing on inequities, marginalization, racism in varied health care settings
- Accountability tensions (client, system, profession)
- Healthcare delivery trends

	YES	NO
Will the course have substantial Indigenous (Aboriginal)* content?		x
Will the course include Indigenous (Aboriginal)* identity as either a module or field of study?		x
Will the course include component(s) from Aboriginal Peoples' language, history, cultural, heritage, artefacts, or traditional knowledge?		x

If you answered Yes to at least one of the questions above, provide a summary and/or list of the Indigenous (Aboriginal)\* content or components you are proposing to include in your course in the box below.

\*The Constitution Act, 1982, section 35(2) defines Aboriginal Peoples to include all Indigenous people of Canada – Indians (Status, Non-Status or First Nations identified), Métis and Inuit people.

## 2. Course Teaching Objectives

Course teaching objectives are broad goals for the course.

Examples of course teaching objectives:

- Exposes students to the various methods used for investigating the structure and function of the human brain.
- Provides students the opportunity to develop and practice skills in effective communication.

List the teaching objectives for the course below:

- Exposes students to various digital health and communication technologies to augment delivery of healthcare.
  - Provides students with opportunities to consider the impact of quality and outcomes evaluation in healthcare focusing on nursing practices.
  - Demonstrates how the use of data from multiple sources forms the basis for decision making in healthcare.

## 3. Course Student Learning Outcomes:

Learning outcomes provide a framework for assessment by stating what the learners will be able to demonstrate after completing the course. A succinct learning outcome specifies the tasks students are expected to be able to perform and the level of competence expected for the tasks. Course Learning Outcomes are observable, measurable goals for students and their learning.

Examples of course learning outcomes:

- Students will be able to correctly identify the brain's major components and gross functional areas.
- Students will be able to accurately describe the factors that impact healthy aging.
- Students will be able to critically analyze an academic journal article to determine the merits and drawbacks of the published research.

To help describe learning outcomes, consider the key questions below:

What essential knowledge, skills, and attitudes etc. should students acquire?

- How sophisticated or complex (memorization, analysis, creation, etc.) is students learning to be?
- What will students be able to do or how will they demonstrate/articulate their level of learning?
- What information is needed to be collected to verify/demonstrate students' attainment of learning outcomes?
- How informative are each of these assessment tasks to understanding the student learning process?
- Are these clearly stated and communicated to students?

More information and additional resources can be found on the [Teaching Commons website](#).

List and number the learning outcomes for the course in the section below:

### **Course Learning Outcomes:**

Upon completion of this course, students will be able to:

1. Compare the influences of various upstream forces (sociopolitical, cultural, environmental) on health policy change and trends in healthcare. (relates to Program Outcomes #2, 7, 8)
2. Examine trends in nursing and healthcare practices across health care settings. (relates to Program Outcomes #3, 7, 8)
3. Compare how nursing practice adapts to trends that arise from within and outside of healthcare settings. (relates to Program Outcomes #2, 3, 8, 9)
4. Describe the value of artificial intelligence and digital health technologies in nursing practice and for client outcomes. (relates to Program Outcomes #2, 3, 9)
5. Analyze the implications of information technology, evaluation measures and outcomes on quality of care, client safety and education, nurse accountability, and the nurse-client relationships. (relates to Program Outcomes #3, 6, 9)
6. Identify how trends in healthcare are supported by epidemiological data for use in professional nursing practice. (relates to Program Outcomes #2, 6, 7)
7. Evaluate the literature in a trending practice area for its value and applicability to current practice environments. (relates to Program Outcomes #3, 8)

### **Program Outcomes (for reference)**

1. Provide competent, ethical and culturally responsive nursing care according to professional nursing standards.
2. Integrate knowledge from nursing and other disciplines to enhance health and healing across the lifespan.
3. Engage in decision-making in nursing practice that incorporates multiple ways of knowing, critical appraisal, and evidence-informed practice.
4. Communicate and relate effectively with the client\* and healthcare teams, using varied strategies to promote safe, compassionate, relational care.
5. Engage in collaborative relationships with clients\* and interprofessional health care teams that respects diverse perspectives.
6. Provide leadership for the optimization of client\* health care outcomes and advancement of nursing profession.
7. Advocate for health equity and social justice in client\* care, organizations and public policy in response to changing needs of society.
8. Engage in critical reflection for lifelong self-directed learning, and evidence-informed practice.
9. Empower self, clients\* and colleagues using a range of educational strategies, including technology, for achieving optimal health and work-life outcomes.

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

## **4. Course Teaching Strategies and Learning Activities**

What teaching strategies and learning activities (including experiential education) will take place as part of this course? What will students be doing each week in class? How will these activities help support students' learning as defined by the learning outcomes.

To help identify course learning activities that will help students work toward achieving intended learning outcomes, reflect on these key questions:

- How will students receive or gain the information necessary for achieving the course intended learning outcomes?
- What experiential education activities will students engage in?
- What opportunities will or could students be provided to practice the skills they will develop?
- How and when will students engage with each other, with the instructor, and/or with course content?
- If technology-enhanced learning is incorporated into the course, what activities will the students engage in?

Examples:

(This is not an exhaustive list, but rather a summary of the strategies an instructor may use to encourage and facilitate meaningful learning throughout the course)

- In class discussions
- Lecture
- Online discussion forums (e.g. in Moodle)
- Active learning strategies (e.g. think, pair, share; structured debates)
- Wikis (contribute to and curate collaborative content)

- Experiential Education (EE)- Classroom Focused Activities (e.g. guest speakers, role playing, visual media, case studies, simulations, workshops and laboratory, course-based research, etc.)
- EE- Community Focused EE Activities (e.g. community-based learning; community-based research, community service learning)

List the teaching strategies and learning activities that will be included in this course:

This course utilizes teaching and learning methodologies designed to transform the learner into a registered nurse. A variety of approaches will be used to facilitate self-directed student learning. Strategies will include lecture, dialogue, classroom discussion, debates, online classes, critical thinking, and critical reflection, and will include **web-based discussions**, and **small group work**. The lectures may be supplemented by **guest speakers, short films and videos** to stimulate and support teaching and learning. Classes will be based on principles of **cooperative learning** and **small group process**. The classes will be **interactive, experiential, and draw on the lived experiences** in the students' personal and professional worlds. An essential element in the success of each class is attendance, preparation, participation, and respect. The required readings are central to the course as the lectures and tutorials will serve to enrich, clarify, and illustrate important issues from these assigned readings. Throughout the course, engagement in thoughtful dialogue will challenge, affirm, or extend the students' knowledge of social, political, and economic issues that influence trends in healthcare delivery and nursing practice.

### Section D - Course Mapping and Constructive Alignment

This section is designed to help you demonstrate the connections between your student learning outcomes, teaching and learning activities, and assessment strategies. For each teaching and learning activity, please i) identify the learning outcome it will help the students achieve and ii) if the activity will include a formal, graded assessment of student learning. For EE activities, also identify iii) how you will engage students in reflection around the activity (i.e. critically examining the experience), and iv) the type of EE strategy the activity corresponds to.

			For EE Activities Only	
Teaching and Learning Activity	Which course learning outcome/s will this activity help student achieve?	Will this activity include a formal, graded assessment of student learning? (Y/N)  <i>A detailed description of assessment and evaluation strategies will be provided in the next section.</i>	How you will engage students in reflection around this activity?	Corresponding EE Strategy  1- Classroom Focused 2- Community Focused 3- Work Focused
<i>Case studies</i>	Course Learning Outcomes #1, 2)	Trend Identification: Origins (Part 1) (20%)	<i>Examples and discussion using small groups Have one member bring forward a trend for discussion each week</i>	<b>1</b>
<i>Cooperative learning</i>	Course Learning Outcomes #5, 6, 7	Presentation: Future of Nursing Practice and Policy (evidence and data) (20%)  Literature Review: Trend Analysis and Contribution of the Nurse (Part 2) (30%)	<i>Group discussion and sharing sources of information Online sites to demonstrates ideas of factors that may be included in the final product</i>	<b>1</b>
<i>Guest Speakers</i>	Course Learning Outcomes #1 – 3	Presentation: Future of Nursing Practice and Policy (evidence and data) (20%)	<i>Engage in Q&amp;A with guest speakers.</i>	<b>1</b>

1. If the course will not include any type of experiential education, please comment below on the rationale for not incorporating  
Mar. 31, 2021

experiential education into the course.

N/A

	YES	NO
2. Will the course engage Indigenous (Aboriginal) communities (including reserves, territories, departments, or community organizations, etc) on experiential education?		x

If yes, please comment below on how you will or might engage Indigenous (Aboriginal) communities in experiential education

**Learning/Teaching with Technology:**

3. How are learning or teaching technologies incorporated into the course?

eClass

4. If the course does not include any type of technology enhanced learning, please comment below on the rationale for not incorporating learning or teaching technologies in the course.

N/A

5. If the proposed course employs technology-enhanced forms of delivery (e.g., replacing in-class time with online learning activities), please identify how the integrity of the learning evaluation will be maintained (e.g., using online quizzes that randomly selects questions from a test-bank; specified time length of the test, “on-site” examinations will be required, etc.)

N/A

**Assessment and Evaluation Strategies:**

1. How will student learning be assessed? Please list each graded component of the proposed course including the type and percentage value of each component. Indicate which learning outcome(s) are evaluated by which assessment component.

Assessment Strategy	Percentage (%) of Final Grade	Evaluated Learning Outcome(s)
Trend Identification: Origins (Part 1)	20%	1, 2
Midterm Exam	30%	1 – 5
Presentation: Future of Nursing Practice and Policy (evidence and data)	20%	5, 6
Literature Review: Trend Analysis and Contribution of the Nurse (Part 2)	30%	6, 7

2. Formative feedback is just in time feedback to the students during the course that does not always count toward the final grade. This formative feedback can help the students and instructor progress towards the intended learning outcomes by providing ongoing, low stakes feedback at key points in a lesson or at milestones toward completing a major assignment.

Some examples of formative feedback include:

- a) a pre-test or quiz that asks students to share what they already know about a topic
- b) a think-pair-share exercise where students explore and discuss key course concepts individually, in pairs, and as part of a larger in class discussion
- c) exit cards following a lecture or lesson where students are asked to indicate what they have learned and questions they still have about the topic

List the formative assessment strategies that will be used in this course below.

1. Guest speakers provide insights and analysis of trends
2. Group work enables students to share strategies for evaluating trends
3. Case analysis of the impact of factors influence healthcare are used.

3. If the course is to be integrated (i.e., graduate/undergraduate), please list the additional evaluation requirements for graduate students.

### Bibliography:

4. Please list the required readings for the course (include ebooks, online readings, and open access resources). The reading list must contain complete bibliographical information (full name of author, title, year of publication, etc.).

The following text(s) are required for this course (available at the York University Bookstore, or online):

There are required course readings that are listed weekly in the course outline. Topics relate to trends seen during the year (i.e., telehealth, increased specialization, movement of care to community outpatient settings, new roles/nurse navigator, entrepreneurship, doctoral education, online nurse education and client teaching, nursing shortage and staffing issues, intra- and interprofessional communication, advocacy and action, self-care in nursing, etc.)

Additional readings may be assigned or recommended during the course. Resources for teaching may include:

McCleary, L. & McParland, T. (Eds). Ross-Kerr and Wood's Canadian Nursing Issues & Perspectives (6th Edition). Elsevier.

Canadian Institute for Health Information. (2020). Nursing in Canada 2019: A lens on supply and workforce. <https://www.cihi.ca/sites/default/files/document/nursing-report-2019-en-web.pdf>

Canadian Nurses Association. (2020). Nursing statistics. <https://www.cna-aiic.ca/en/nursing-practice/the-practice-of-nursing/health-human-resources/nursing-statistics>

Ng, R., Lane, N., Tanuseputro, P., Mojaverian, N., Talarico, R., Wodchis, W., Bronskill, S. E., & Hsu, A. T. (2020). Increasing complexity of new nursing home residents in Ontario, Canada: A serial cross-sectional study, 68(6), 1293-1300. <https://doi.org/10.1111/jgs.16394>

Timmins, F. (2019). An overview of 5-year patterns and trends in the Journal of Nursing Management. 28(3), 457-460. <https://doi.org/10.1111/jonm.12866>

Buchanan, C., Wilson, R., & Risling, T. (2020). Nursing in the age of artificial intelligence: Protocol for a scoping review. JMIR Research Protocols, 9(4), e17490. <https://researchprotocols.org/2020/4/e17490/>

Flint, A. J., Bingham, K. S., & Iaboni, A. (2020). Effect of COVID-19 on the mental health care of older people in Canada. International Psychogeriatrics, pp. 1113-1116. <https://doi.org/10.1017/S1041610220000708>

Other materials will be available.

5. Please list any suggested readings for the course (include ebooks, online readings, and open access resources). The reading list must contain complete bibliographical information (full name of author, title, year of publication,

etc.)

6. If the course is to be integrated (graduate/undergraduate), a list of the additional readings required of graduate students must be included. If no additional readings are required, a rationale should be provided.

**Section E - Resources Requirement:**

**This section may need to be filled in with the help of your Chair/Director and operations manager:**

**1. Computing:**

- Indicate the expected hardware, software and need for student access to computing labs, including the number of student access hours needed (e.g. access to teaching computer lab with SPSS installed; students required to bring their own device). Provide cost of software, where possible. Indicate, what the cost will be for students, if any?

N/A

**2. Classroom:**

- Indicate the expected specialized classroom needs (e.g. moveable table and chairs; audio/visual equipment; WIFI to support students with bringing their own device)

N/A

**3. Teaching Support:**

<ul style="list-style-type: none"> <li>Does the course require technical support? (e.g. lab technician; UIT support). If yes, specify:</li> </ul>	<b>YES</b>	<b>NO</b>
		x
<ul style="list-style-type: none"> <li>Does the course require a tutorial or lab in addition to lecture/seminar hours? If yes, specify and provide expected group size:</li> </ul>	<b>YES</b>	<b>NO</b>
		x
<ul style="list-style-type: none"> <li>Does the course require marker/grader, teaching assistant, lab demonstrator etc. support above those normally allocated by the department/school offering the courses?</li> </ul>	<b>YES</b>	<b>NO</b>
If yes, specify why and for what duties/tasks the extra support is needed:		x
<ul style="list-style-type: none"> <li>If the course includes off campus practicums/placements or field experiences, such as students working with a community partner, indicate:             <ul style="list-style-type: none"> <li>Will the instructor need to travel to visit the off-campus community partner(s)?</li> </ul> </li> </ul>	<b>YES</b>	<b>NO</b>
		x
<ul style="list-style-type: none"> <li>Will the Experiential Education Coordinator be required to support and maintain the experiential education component while the course is being offered? If yes, please specify:</li> </ul>	<b>YES</b>	<b>NO</b>
		x
<ul style="list-style-type: none"> <li>Is the placement intended to be domestic or international, or both?</li> </ul>	<b>Domestic</b>	
	<b>International</b>	
	<b>Both</b>	
<ul style="list-style-type: none"> <li>If the course is blended or online, indicate whether the support of the eLearning specialist is required?</li> </ul>	<b>YES</b>	<b>NO</b>
If yes, please specify the type of eLearning supports you need:		x

4. Statements of Support (please attach these to the proposal)

For new course proposals with resource implications please provide a supporting statement from your Chair/Director of your program. The Chair/Director should indicate how resourcing will be addressed e.g., through a reallocation of existing resources, with new/additional resources, etc.

For course proposal with impact on other programs (in the Faculty or out of the Faculty), please provide evidence of consultation and supporting statement from the other program(s).

**Learning Technology Services (LTS) Statement:**

If there is a technology-enhanced component to the course, a statement is required from the Learning Technology Services indicating whether resources are adequate to support the course. Requests for statements can directed to Rob Finlayson ([rfinlays@yorku.ca](mailto:rfinlays@yorku.ca)). Please note, it will take two weeks to get a statement of support.

**Library Support Statement:**

Proposals for new courses must include a **library support statement** from the Bibliographer responsible for the relevant discipline to indicate whether resources are adequate to support the course. To request a support statement, see the list of subject and liaison librarians at <http://www.library.yorku.ca/web/about-us/contact-us/liaison-librarians/>.

Revised September 2020

- For assistance with process, procedure, see OSAS Director/Manager
- For assistance with alignment with academic plans see your UPD/Chair or AD Learning, Teaching, and Academic Programs
- For assistance with course design see the Moodle course “Health Curriculum Toolkit” at <https://moodle.yorku.ca/moodle/course/view.php?id=148738> (requires passport York username and password to access).
- For assistance with course design, teaching and learning activities please contact either of the following:
  - Yasaman Delaviz, Faculty of Health’s Educational/Curricular Developer Specialist by email at [ydelaviz@yorku.ca](mailto:ydelaviz@yorku.ca) or by phone at ext. 44086
  - Lisa Endersby, Educational Developer, by email at [lendersb@yorku.ca](mailto:lendersb@yorku.ca) or by phone at ext. 33047.
- For assistance with designing and developing experiential education activities see either one of the EE Coordinators Anda Petro or Paola Calderon-Valdivia ([eehealth@yorku.ca](mailto:eehealth@yorku.ca)).
- For assistance with technology-enhanced learning in the course, please contact the Faculty of Health e-learning specialist Sairam Chinnam at Learning Technology Services ([schinnam@yorku.ca](mailto:schinnam@yorku.ca)).
- For assistance with integrating Indigenous content into your course, please contact the Indigenous Council ([ruthkg@yorku.ca](mailto:ruthkg@yorku.ca) & [shillier@yorku.ca](mailto:shillier@yorku.ca)).
- For assistance with determining responses to questions about resources, please contact the Operations Manager and the Chair/Director in the school/department offering the course.
- For assistance with determining resources for students see the Library and Learning Commons resources:
  - [SPARK \(Student Papers & Academic Research Kit\)](#)
  - [LinkedIn Learning](#)
  - [Academic Research & Resources](#)

### Approval Process

- The Faculty of Health Curriculum Committee will only consider new course proposals that have been approved by the unit responsible for offering the course.
- If the proposed course is to be cross-listed, integrated, listed as a course credit exclusion with another course, or listed as a major/minor course option in an interdisciplinary program, the proposal must be accompanied by a statement from the collaborating unit signaling agreement to the proposal.

### Checklist of activities to be completed:

Click or tap to enter a date.	Date reviewed course proposal draft with Director/Manager of OSAS
Click or tap to enter a date.	Date reviewed course proposal draft with Associate Dean, Learning and Teaching
Choose an item.	Attached draft course outline
Reviewed information provided on the Moodle course “Health Curriculum Toolkit” at <a href="https://moodle.yorku.ca/moodle/course/view.php?id=148738">https://moodle.yorku.ca/moodle/course/view.php?id=148738</a> (requires passport York username and password to access).	

**School/Department:**

**Course Rubric and Number:**

**Credit Weight:**  **Effective Session:**

(e.g. 3.00, 6.00) (e.g. Fall 2021, F/W 2021-22)

**Course Title:** *The official name of the course as it will appear in the Undergraduate Calendar.*

**Short Title:** *Maximum 40 characters, including punctuation and spaces. The short title appears on any documents where space is limited (transcripts and calendar copy).*

**Brief Course Description:** *For editorial consistency, verbs should be in the present tense and begin the description; e.g., "Analyzes the nature and extent of..."*

*This is the official description of the course as it will appear in the Undergraduate Calendar. The course description should be carefully written to convey what the course is about. If applicable, include information regarding the language of instruction if other than English.*

Integrates multiple sources of research to identify and meet a healthcare system need. Students undertake a major independent project that is evidenced-informed, supported by a theoretical framework and reflects current or future health care practices within any healthcare setting. Students utilize theoretical knowledge of change, politics, power and leadership to contribute to client care, policy or healthcare systems.

**List course(s) where applicable:**

<b>Prerequisites:</b>	Prerequisite for <b>4-year Direct Entry</b> and <b>2<sup>nd</sup> Entry BScN</b> program students: all previous program courses.
<b>Corequisites:</b>	Co-requisite for <b>4-year Direct Entry</b> and <b>2<sup>nd</sup> Entry BScN</b> program students: HH/NURS 4527 9.00
<b>Cross-listed to:</b>	
<b>Course Credit Exclusions*:</b>	HH/NURS 4111 3.00.
<b>Integration**:</b>	

\*Course credit exclusion is a formal status accorded to pairs of courses that are recognized as having sufficient overlap in content to warrant specifically excluding students from obtaining credit for both.

\*\*Integrated courses are graduate courses integrated (taught with) 4000-level undergraduate courses

Include the following information only if the course is: limited to a specific group of students; closed to a specific group of students; and if there is any additional information necessary for students to know before enrolling (notes section). If the course includes experiential education, such as whether the students will work with a community partner and/or if it will involve going off-campus, please include this in the notes section.

<b>Open to:</b>	Students in the 4-Year Direct Entry and 2 <sup>nd</sup> Entry BScN programs
<b>Not open to:</b>	
<b>Notes:</b>	Students must achieve a credit in HH/NURS 4527 9.00 in order to receive a passing grade in this course. Students must successfully complete HH/NURS 4527 3.00 concurrently in order to be recognized with a passing grade or credit in either course. A minimum grade of 5.00 (C+) is required for this course in the BScN program. Enrolled students who failed to achieve the minimum grade of 5.00 (C+) in course prerequisites will be ineligible to proceed/withdrawn from this course.

<b>Science Course:</b>	<b>YES</b>	<b>NO</b>
Denotes courses in IHST, KINE or PSYC to count as science credit for BSc degree programs		x

**Section A - Course Rationale:**

1. What is the rationale for creating this course (e.g., fills a gap in the curriculum, addresses a trend in the content area)?

The undergraduate BScN programs (4-year Direct Entry, 2<sup>nd</sup> Entry and Post-RN Internationally Educated Nurse) are undergoing a major modification to the curricula. As professional programs, each program's courses require updates to meet current standards and to address current issues in health care in Ontario. The course learning outcomes also reflect the College of Nurses of Ontario's terminology and new 2020 entry-to-practice competencies. Offered to the 4-year Direct Entry and 2<sup>nd</sup> Entry program students, this course focuses on the leadership role in nursing as a change agent, and contributions to healthcare settings. Students are supported to develop strategies to implement evidence-based change in assigned practice areas.

2. Describe how this new course aligns with the School/Dept and/or Faculty and/or University Academic Plans. For more information about these plans, contact your UPD, Department Chair, and/or the Associate Dean, Learning, Teaching, & Academic Programs.

The revisions focus on York's 2020-2025 UAP priority of '21st Century Learning' through creative pedagogical approaches (e.g., transformative teaching-learning strategies) that aim to integrate students' course activities into healthcare environments and potential future employers. In keeping with the FoH's Health@2020 academic plan, and strategic direction for Promoting a High-Quality Learning Experience, as well as its recently released Integrated Resource Plan 2020-2021, students' interdisciplinary knowledge and development of graduate attributes such as communication, critical thinking and critical inquiry are enhanced by this course. This course also aligns directly with the Mission and core values of the School of Nursing (i.e., *Nursing Knowledge Development and Integration*). The focus is on the student's development as a contributing member of the healthcare team and a scholar in presenting the final project report to peers and others.

3. How does this proposed course complement, align, or overlap with existing course offerings, particularly in terms of objectives and/or content? If overlap exists, please indicate the nature and extent of consultation which has taken place. If the course is to be cross-listed, integrated or listed as a course credit exclusion with another course, approval is required from all the relevant Faculties/Units.

This course is taken as a co-requisite and concurrently with the students' last integrated practicum course; students develop a project based on the assigned practice area in that concurrent practicum course and so is complementary to the practicum experience. This course is unique to nursing and there is no overlap with other courses.

4. What is the expected enrolment in the course? If course enrollments are below 50 please explain why.

Enrolment approximately: Summer 2024 = 150; Summer 2025 = 150; Winter 2026 = 108; Summer 2026 = 150; Winter 2027 = 160; Summer 2027 = 150; Winter 2028 = 234 (steady state)

**Section B - Course Structure:**

1. Is this course (Please select one with "X"):

	Fully online
	Fully face to face
<b>X</b>	Blended (i.e., one third of the face to face class time is replaced by online instruction, one third of the class time remains face to face, and the remaining third may be any combination of online and face to face delivery). More information about defining blended learning can be found in the Common Language for eLearning: <a href="http://avptl.info.yorku.ca/files/2017/03/2014-03-26-Common-Language-for-eLearning.pdf">http://avptl.info.yorku.ca/files/2017/03/2014-03-26-Common-Language-for-eLearning.pdf</a>
	Other (please describe):

2. Number of contact hours (defined in terms of hours, weeks, etc.) involved. This information is particularly important to

describe for blended and online courses as it indicates whether an effective length of term is being maintained.

Equivalent to 36 contact hours over 12 weeks

- 3. a) If this course is offered in a blended format, what percentage of the course will be taught online? If not blended, go to # 4.
- b) In absence of scheduled contact hours (face-to-face or online), please provide an indication of the estimated time students are likely to spend engaged in learning activities online required by the course.
- c) In the absence of scheduled contact hours (face-to-face or online), please describe how the course design encourages student engagement and supports students in achieving the learning outcomes.

Online resources (short videos or lectures/modules by faculty) will be available for independent study for approx. 8 hours; the estimated time that students will be engaged in the project work at the practicum site with others (faculty, preceptor, agency contacts) is 24 hours; direct preparation and consultation with faculty for the 20-30 minute face to face presentations will be about 4 hours.

The course design which links project work to the students' final practicum placement provides an embedded opportunity to complete the capstone project.

- 4. Indicate the planned frequency of offering and number of sections anticipated (every year, alternate years, etc.)

Winter (2-3 sections) every year; Summer (1-2 sections) every year

- 5. Can you staff this course using current teaching capacity?

YES	NO
X	

If no, explain how this course will be resourced (e.g., additional hires proposed in hiring plan, etc.)

- 6. Please name the faculty member(s) in the school/dept who have the expertise and are willing to teach this course.

Brenda Oraziatti, Laura Nicholson, Catriona Buick, Valini Geer, Sandra Peniston

- 7. Does the course rely on faculty from other programs to teach this course? If so, specify (proposed instructor(s) name and department and attach a letter of support from the faculty member's home school/department UPD/Chair.

No

## Section C - Course Design Information:

This section provides an opportunity to describe the course, its design, and how delivery of the course content aligns with the learning outcomes, teaching activities, and assessment methods. There is also an opportunity for describing how the course applies principles of experiential education, technology enhanced learning and universal design for learning.

- **Experiential Education** remains a top priority for York University and the Faculty of Health as it offers a range of benefits for students related to academic performance, civic engagement and employability. Note that providing and facilitating opportunities for structured, critical reflection (e.g. using iclicker/REEF polling, exit cards, journal entry) is a key component of experiential education. Course directors are invited to integrate EE into their course where possible, but it is understood that some EE activities may not be feasible in every course. Go to <https://health.yorku.ca/experiential-education/faculty/> to see definitions of course focused, community focused, and work focused EE, information on the benefits of EE for students and course directors, and other details.
- The integration of tools and strategies for **technology enhanced learning** (e.g. online learning management system like Moodle, use of polling technology such as iclicker/REEF and other in class technology e.g., see [https:// student.computing.yorku.ca/technology-used-in-courses/](https://student.computing.yorku.ca/technology-used-in-courses/) ) may provide useful tools for encouraging in class engagement and facilitating deeper learning. For help with online and blended learning course development go to <https://its.info.yorku.ca/health/>.
- The Faculty of Health is committed to the **universal design for learning** principles, i.e., offering and ensuring a diverse array of opportunities for all learners to engage, learn, and demonstrate their knowledge. More information about Universal Design for Learning, as well as recommendations for accommodations and inclusive teaching, can be found at: [http://udlguidelines.cast.org/binaries/content/assets/udlguidelines/udlg-v2-2/udlg\\_graphicorganizer\\_v2-2\\_numbers-no.pdf](http://udlguidelines.cast.org/binaries/content/assets/udlguidelines/udlg-v2-2/udlg_graphicorganizer_v2-2_numbers-no.pdf) and on the Teaching Commons website. Therefore, when designing a course, be sure to consider
  - multiple means of engagement (How will diverse students access and participate in the learning & teaching activities?)
  - multiple means of representation (How will course content be presented in a variety of different ways to support different learning needs and preferences?)
  - multiple means of action & expression (What diverse ways will students be able to demonstrate their learning?)

### 1. Course Topics/Theories

List the key topic areas taught in this course.

- |  |
|--|
| <ul style="list-style-type: none"> <li>• Quality improvement, quality indicators, safety indicators, hospital report cards,</li> <li>• Risk assessment and management</li> <li>• Shared decision making</li> <li>• Teaching and learning strategies</li> <li>• Clinical leadership</li> <li>• Multiple ways of knowing (Empirical, Ethic, Personal knowledge, Esthetics, Social political)</li> <li>• Accountability for life-long learning (Learning goals or portfolio)</li> <li>• Communication in the professional environment</li> <li>• Consultation</li> <li>• Critical appraisal</li> <li>• Clinical judgement, Clinical decision making, Critical thinking</li> <li>• Problem Solving</li> <li>• Clinical Reasoning</li> <li>• Inquisitive and systemic thinking</li> <li>• Technology and informatics</li> </ul> |
|--|

	YES	NO
Will the course have substantial Indigenous (Aboriginal)* content?		x

Will the course include Indigenous (Aboriginal)* identity as either a module or field of study?		<b>x</b>
Will the course include component(s) from Aboriginal Peoples' language, history, cultural, heritage, artefacts, or traditional knowledge?		<b>x</b>

If you answered Yes to at least one of the questions above, provide a summary and/or list of the Indigenous (Aboriginal)\* content or components you are proposing to include in your course in the box below.

\*The Constitution Act, 1982, section 35(2) defines Aboriginal Peoples to include all Indigenous people of Canada – Indians (Status, Non-Status or First Nations identified), Métis and Inuit people.

## 2. Course Teaching Objectives

Course teaching objectives are broad goals for the course.

Examples of course teaching objectives:

- Exposes students to the various methods used for investigating the structure and function of the human brain.
- Provides students the opportunity to develop and practice skills in effective communication.

List the teaching objectives for the course below:

- Provides students with support to develop and practice leadership skills in teams, as a change agent and/or to review and present on quality healthcare practices.
  - Exposes students to project management as an important leadership role for nurses.
  - Supports development of analytical and synthesis skills for development of change in healthcare.

## 3. Course Student Learning Outcomes:

Learning outcomes provide a framework for assessment by stating what the learners will be able to demonstrate after completing the course. A succinct learning outcome specifies the tasks students are expected to be able to perform and the level of competence expected for the tasks. Course Learning Outcomes are observable, measurable goals for students and their learning.

Examples of course learning outcomes:

- Students will be able to correctly identify the brain's major components and gross functional areas.
- Students will be able to accurately describe the factors that impact healthy aging.
- Students will be able to critically analyze an academic journal article to determine the merits and drawbacks of the published research.

To help describe learning outcomes, consider the key questions

below: What essential knowledge, skills, and attitudes etc. should

students acquire?

- How sophisticated or complex (memorization, analysis, creation, etc.) is students learning to be?
- What will students be able to do or how will they demonstrate/articulate their level of learning?
- What information is needed to be collected to verify/demonstrate students' attainment of learning outcomes?
- How informative are each of these assessment tasks to understanding the student learning process?
- Are these clearly stated and communicated to students?

More information and additional resources can be found on the [Teaching Commons website](#).

List and number the learning outcomes for the course in the section below:

### **Course Learning Outcomes**

Upon completion of this course, students will be able to:

1. Collaborate with a team to develop a project related to healthcare practice. (relates to Program Outcomes #2, 3, 5, 6)
2. Compile relevant evidence for development of a project plan that includes goals, strategies, methods, evaluation and potential outcomes of the project. (relates to Program Outcomes #2 – 4, 8)
3. Create dissemination and/or implementation tools that relate to the project. (relates to Program Outcomes #6, 9)
4. Utilize leadership and change management strategies to implement the project plan. (relates to Program Outcomes #2, 6)
5. Evaluate the outcome(s) of the project and make recommendations for stakeholders. (relates to Program Outcomes #2 – 6)
6. Explain the results of the project to key stakeholders. (relates to Program Outcomes #2, 4, 6, 7, 9)

### **Program Outcomes (for reference)**

1. Provide competent, ethical and culturally responsive nursing care according to professional nursing standards.
2. Integrate knowledge from nursing and other disciplines to enhance health and healing across the lifespan.
3. Engage in decision-making in nursing practice that incorporates multiple ways of knowing, critical appraisal, and evidence-informed practice.
4. Communicate and relate effectively with the client\* and healthcare teams, using varied strategies to promote safe, compassionate, relational care.
5. Engage in collaborative relationships with clients\* and interprofessional health care teams that respects diverse perspectives.
6. Provide leadership for the optimization of client\* health care outcomes and advancement of nursing profession.
7. Advocate for health equity and social justice in client\* care, organizations and public policy in response to changing needs of society.
8. Engage in critical reflection for lifelong self-directed learning, and evidence-informed practice.
9. Empower self, clients\* and colleagues using a range of educational strategies, including technology, for achieving optimal health and work-life outcomes.

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

## **4. Course Teaching Strategies and Learning Activities**

What teaching strategies and learning activities (including experiential education) will take place as part of this course? What will students be doing each week in class? How will these activities help support students' learning as defined by the learning outcomes.

To help identify course learning activities that will help students work toward achieving intended learning outcomes, reflect on these key questions:

- How will students receive or gain the information necessary for achieving the course intended learning outcomes?
- What experiential education activities will students engage in?
- What opportunities will or could students be provided to practice the skills they will develop?
- How and when will students engage with each other, with the instructor, and/or with course content?
- If technology-enhanced learning is incorporated into the course, what activities will the students engage in?

Examples:

(This is not an exhaustive list, but rather a summary of the strategies an instructor may use to encourage and facilitate meaningful learning throughout the course)

- In class discussions
- Lecture
- Online discussion forums (e.g. in Moodle)
- Active learning strategies (e.g. think, pair, share; structured debates)

- Wikis (contribute to and curate collaborative content)
- Experiential Education (EE)- Classroom Focused Activities (e.g. guest speakers, role playing, visual media, case studies, simulations, workshops and laboratory, course-based research, etc.)
- EE- Community Focused EE Activities (e.g. community-based learning; community-based research, community service learning)

List the teaching strategies and learning activities that will be included in this course:

This course utilizes teaching and learning methodologies designed to transform the learner into a registered nurse. **Independent study** that is supported online\*, students will be expected to complete literature reviews, gather and analyze data, and implement planning as needed for specific project requirements. There will be one orientation for all students. Students will **develop a learning plan** that includes project goals. There will be a final **in-person conference** in which all students will showcase their work.

\*The course director is available for consultation during regularly scheduled online drop-in times and by appointment.

### Section D - Course Mapping and Constructive Alignment

This section is designed to help you demonstrate the connections between your student learning outcomes, teaching and learning activities, and assessment strategies. For each teaching and learning activity, please i) identify the learning outcome it will help the students achieve and ii) if the activity will include a formal, graded assessment of student learning. For EE activities, also identify iii) how you will engage students in reflection around the activity (i.e. critically examining the experience), and iv) the type of EE strategy the activity corresponds to.

Teaching and Learning Activity	Which course learning outcome/s will this activity help student achieve?	Will this activity include a formal, graded assessment of student learning? (Y/N)  <i>A detailed description of assessment and evaluation strategies will be provided in the next section.</i>	For EE Activities Only	
			How you will engage students in reflection around this activity?	Corresponding EE Strategy  1- Classroom Focused 2- Community Focused 3- Work Focused
Cooperative learning	Course Learning Outcomes #1, 2	Project Plan and Goals (20%)	<i>Small group discussion in introductory class to outline project planning Online supports in the eClass site for development of project plans</i>	1
	Course Learning Outcomes #2, 3	Review of Literature, Use of Theoretical Framework, Methodology and Evaluation Plan (30%)	<i>Pairing student to support each other in development of the project Online discussions Open help online times to assist with students during the project</i>	1
Presentations	Course Learning Outcomes #4 – 6	Final Presentation (Poster or oral presentation, with supporting documents) (50%)	<i>Dissemination of project findings.</i>	1

1. If the course will not include any type of experiential education, please comment below on the rationale for not

incorporating experiential education into the course.

N/A

	YES	NO
2. Will the course engage Indigenous (Aboriginal) communities (including reserves, territories, departments, or community organizations, etc) on experiential education?		x

If yes, please comment below on how you will or might engage Indigenous (Aboriginal) communities in experiential education

**Learning/Teaching with Technology:**

3. How are learning or teaching technologies incorporated into the course?

eClass

4. If the course does not include any type of technology enhanced learning, please comment below on the rationale for not incorporating learning or teaching technologies in the course.

N/A

5. If the proposed course employs technology-enhanced forms of delivery (e.g., replacing in-class time with online learning activities), please identify how the integrity of the learning evaluation will be maintained (e.g., using online quizzes that randomly selects questions from a test-bank; specified time length of the test, “on-site” examinations will be required, etc.)

N/A

**Assessment and Evaluation Strategies:**

1. How will student learning be assessed? Please list each graded component of the proposed course including the type and percentage value of each component. Indicate which learning outcome(s) are evaluated by which assessment component.

Assessment Strategy	Percentage (%) of Final Grade	Evaluated Learning Outcome(s)
Project Plan and Goals.	20%	1, 2
Review of Literature, Use of Theoretical Framework, Methodology and Evaluation Plan	30%	2, 3
Final Presentation	50%	4 – 6

2. Formative feedback is just in time feedback to the students during the course that does not always count toward the final grade. This formative feedback can help the students and instructor progress towards the intended learning outcomes by providing ongoing, low stakes feedback at key points in a lesson or at milestones toward completing a major assignment.

Some examples of formative feedback include:

- a) a pre-test or quiz that asks students to share what they already know about a topic
- b) a think-pair-share exercise where students explore and discuss key course concepts individually, in pairs,

- and as part of a larger in class discussion
- c) exit cards following a lecture or lesson where students are asked to indicate what they have learned and questions they still have about the topic

List the formative assessment strategies that will be used in this course below.

1. Examples of project plans and discussion of how to use this tool
2. Online supports for project development
3. Pairing students to provide supports and reflection

3. If the course is to be integrated (i.e., graduate/undergraduate), please list the additional evaluation requirements for graduate students.

**Bibliography:**

4. Please list the required readings for the course (include ebooks, online readings, and open access resources). The reading list must contain complete bibliographical information (full name of author, title, year of publication, etc.).

The following text(s) are required for this course (available at the York University Bookstore, or online):

McCleary, L. & McParland, T. (Eds). Ross-Kerr and Wood's Canadian Nursing Issues & Perspectives (6th Edition). Elsevier.

Resources:

Deering, M. (2021, January 19). *Capstone projects for nursing programs*. Nurse Journals. <https://nursejournal.org/resources/nursing-degree-capstone-projects/>

Gardiner-Webb University. (2021). *Nursing capstone and theses projects*. [https://digitalcommons.gardner-webb.edu/nursing\\_etd/](https://digitalcommons.gardner-webb.edu/nursing_etd/)

5. Please list any suggested readings for the course (include ebooks, online readings, and open access resources). The reading list must contain complete bibliographical information (full name of author, title, year of publication, etc.)

6. If the course is to be integrated (graduate/undergraduate), a list of the additional readings required of graduate students must be included. If no additional readings are required, a rationale should be provided.

**Section E - Resources Requirement:**

**This section may need to be filled in with the help of your Chair/Director and operations manager:**

1. **Computing:**
  - Indicate the expected hardware, software and need for student access to computing labs, including the number of student access hours needed (e.g. access to teaching computer lab with SPSS installed; students required

to bring their own device). Provide cost of software, where possible. Indicate, what the cost will be for students, if any?

N/A

**2. Classroom:**

- Indicate the expected specialized classroom needs (e.g. moveable table and chairs; audio/visual equipment; WIFI to support students with bringing their own device)

N/A

**3. Teaching Support:**

<ul style="list-style-type: none"> <li>• Does the course require technical support? (e.g. lab technician; UIT support). If yes, specify:</li> </ul>	<b>YES</b>	<b>NO</b>
		x
<ul style="list-style-type: none"> <li>• Does the course require a tutorial or lab in addition to lecture/seminar hours? If yes, specify and provide expected group size:</li> </ul>	<b>YES</b>	<b>NO</b>
		x
<ul style="list-style-type: none"> <li>• Does the course require marker/grader, teaching assistant, lab demonstrator etc. support above those normally allocated by the department/school offering the courses?</li> </ul> <p>If yes, specify why and for what duties/tasks the extra support is needed:</p>	<b>YES</b>	<b>NO</b>
		x
<ul style="list-style-type: none"> <li>• If the course includes off campus practicums/placements or field experiences, such as students working with a community partner, indicate: <ul style="list-style-type: none"> <li>○ Will the instructor need to travel to visit the off-campus community partner(s)?</li> </ul> </li> </ul>	<b>YES</b>	<b>NO</b>
		x
<ul style="list-style-type: none"> <li>○ Will the Experiential Education Coordinator be required to support and maintain the experiential education component while the course is being offered? If yes, please specify:</li> </ul>	<b>YES</b>	<b>NO</b>
		x
<ul style="list-style-type: none"> <li>○ Is the placement intended to be domestic or international, or both?</li> </ul>	<b>Domestic</b>	
	<b>International</b>	
	<b>Both</b>	
<ul style="list-style-type: none"> <li>• If the course is blended or online, indicate whether the support of the eLearning specialist is required?</li> </ul> <p>If yes, please specify the type of eLearning supports you need:</p>	<b>YES</b>	<b>NO</b>
		x

**4. Statements of Support** (please attach these to the proposal)

For new course proposals with resource implications please provide a supporting statement from your Chair/Director of your program. The Chair/Director should indicate how resourcing will be addressed e.g., through a reallocation of existing resources, with new/additional resources, etc.

For course proposal with impact on other programs (in the Faculty or out of the Faculty), please provide evidence of

consultation and supporting statement from the other program(s).

**Learning Technology Services (LTS) Statement:**

If there is a technology-enhanced component to the course, a statement is required from the Learning Technology Services indicating whether resources are adequate to support the course. Requests for statements can be directed to Rob Finlayson ([rfinlays@yorku.ca](mailto:rfinlays@yorku.ca)). Please note, it will take two weeks to get a statement of support.

**Library Support Statement:**

Proposals for new courses must include a library support statement from the Bibliographer responsible for the relevant discipline to indicate whether resources are adequate to support the course. To request a support statement, see the list of subject and liaison librarians at <http://www.library.yorku.ca/web/about-us/contact-us/liaison-librarians/>.

Revised September 2020

## Appendix F: Changes to Existing Courses



### Changes to Existing Course Faculty of Health Curriculum Committee

**School/Department:** Nursing

**Course Information:**

**Faculty:**     **Rubric:**  (i.e. HLST)    **Course #:**     **Weight:**  (i.e. 3.00, 6.00 or 0.00)

**Course Title:**

**Effective Session for Change:**    **Term:**  (i.e Fall, Fall/Winter, Winter)    **Year:**  (i.e 2020-21, 2020)

**Type of Change ('x' all that apply):**

<input type="checkbox"/>	in course number/level
<input type="checkbox"/>	in credit value
<input type="checkbox"/>	in cross-listing*
<input checked="" type="checkbox"/>	in course credit exclusion(s) †

<input checked="" type="checkbox"/>	in pre/co-requisite(s)
<input checked="" type="checkbox"/>	in calendar description
<input type="checkbox"/>	retire/expire course

**in short title** (maximum 40 characters)  
**Proposed short title:**

**in full title** (maximum 60 characters)  
**Proposed full title:**

**Other (please specify)**

**Rationale for Change:**

The undergraduate BScN programs (4-year Direct Entry, 2<sup>nd</sup> Entry and Post-RN Internationally Educated Nurse) are undergoing a major modification to the curricula. As professional programs, each program's courses require updates to meet current standards and to address current issues in health care in Ontario.

This course has not been revised in 8 years.

This course's title has been simplified and the brief description's language has been changed to align with changes in other courses within the curricula. Further, the learning outcomes have been updated to reflect the College of Nurses of Ontario's terminology and new 2020 entry-to-practice competencies.

\* Cross-listed courses are offered jointly by two or more teaching units (such as departments or divisions), or teaching units in two or more different Faculties. Regardless of the offering Faculty or discipline identified by the course prefix of a cross-listed course, every offered section of a cross-listed course is substantially the same as every other and all are therefore recognized as instances of the "same" course.

† "Course Exclusion" is a formal status accorded to pairs of courses that are recognized as having sufficient overlap in content to warrant specifically excluding students from obtaining credit for both. Course exclusion status requires the same curricular approval process required for establishing cross-listings. Course exclusions will be recognized by all Faculties and programs.

## Learning Outcomes:

Will there be a change to the learning outcomes?		YES	x	NO	
If yes, please describe the changes in a side by side comparison below. <i>Denote additions in <b><u>bold, underlining</u></b>, and <del>strikethrough</del> for deletions.</i>					
<b>Existing Learning Outcomes (Change From):</b>		<b>Proposed Learning Outcomes (Change To):</b>			
<p>Upon successful completion of this course the student will be able to:</p> <ol style="list-style-type: none"> <li>1. Examine the influence of nursing history on contemporary nursing practice.</li> <li>2. Gain an understanding of the role and function of professional nursing organizations in Ontario.</li> <li>3. Examine various human science theories as the foundation of the interactive process that takes place between persons in all human relationships.</li> <li>4. Critically reflect upon relevance of theoretical foundations and professional practice standards to nursing practice.</li> <li>5. Apply program philosophy and professional standards to professional relationships in the classroom.</li> <li>6. Apply multiple ways of knowing to understanding learning experiences of self and others.</li> <li>7. Develop basic information literacy skills.</li> </ol>		<p>Upon successful completion of this course, the student will be able to:</p> <ol style="list-style-type: none"> <li>1. <b><u>Explain the influence of the history of the profession on contemporary nursing practice.</u></b></li> <li>2. <b><u>Compare the regulation, role and unique function of nursing to other professions in the context of health care in Ontario.</u></b></li> <li>3. <b><u>Examine nursing and related theories as the foundation of the interactive process that forms a basis of nursing practice.</u></b></li> <li>4. <b><u>Critically reflect on the importance of different sources of evidence and knowledge, including the impact of digital health, on nursing practice.</u></b></li> <li>5. <b><u>Utilize reflection to form a philosophy of nursing that emphasizes professional identity.</u></b></li> <li>6. <b><u>Outline multiple ways of knowing and self-reflection to create strategies that support life-long professional learning.</u></b></li> <li>7. <b><u>Apply theoretical and evidence informed approaches, including clinical reasoning and judgement, to health situations.</u></b></li> <li>8. <b><u>Develop information literacy skills through investigation of the literature, evaluation of credibility of information, and communication using scholarly writing.</u></b></li> </ol> <p><del>1. Examine the influence of nursing history on contemporary nursing practice.</del></p> <p><del>2. Gain an understanding of the role and function of professional nursing organizations in Ontario.</del></p> <p><del>3. Examine various human science theories as the foundation of the interactive process that takes place between persons in all human relationships.</del></p> <p><del>4. Critically reflect upon relevance of theoretical foundations and professional practice standards to nursing practice.</del></p> <p><del>5. Apply program philosophy and professional standards to professional relationships in the classroom.</del></p> <p><del>6. Apply multiple ways of knowing to understanding learning experiences of self and others.</del></p> <p><del>7. Develop basic information literacy skills.</del></p>			
Will the change in learning outcomes require additional assessment? If yes, provide any resource implications. If there are no additional assessments, why not?		YES		NO	x
While this course has been updated to reflect the focus of the School's undergraduate programs and new entry to practice competencies as required by the College of Nurses of Ontario (2020), the theoretical, application and evaluation activities for the course will remain focused on nursing theory; delivery and assessment will continue to occur in the context of the classroom.					

## Calendar Copy:

Mar. 31, 2021

The Faculty of Health Curriculum Committee requires that the course description, as listed in the course repository be included below in its entirety.

Please adhere to the format and order below for course description submissions:

- **Course Number** (credit value should be taken to two decimal places (i.e. 6.00 and 3.00))
- **Course Title** (maximum 40 characters)
- **Course Description** (maximum 60 words. For editorial consistency, verbs should be in present tense.)
- **Integrated with** (list the graduate level courses that the course is integrated with. Do not include if the course is not integrated.)
- **Prerequisite** (list of prerequisite courses etc. Only include if there are prerequisites.)
- **Corequisite** (list of corequisite courses etc. Only include if there are corequisites.)
- **Pre/Corequisite** (list of courses etc. which can be taken as pre- or corequisites.)
- **Course Credit Exclusion(s)** (list of exclusions)
- **Open to** (should only be used if this course is limited to a specific group of students)
- **Not open to** (should only be used if the course is closed to a specific group of students)
- **Notes** (includes any other information which is necessary for students to know before enrolling in the course)
- **Previously offered as** (list any other version of the course)

Denote additions in **bold, underlining**, and ~~strike through~~ for deletions.

Existing Calendar Copy (Change From):	Proposed Calendar Copy (Change To):
<p>HH/NURS 1511 3.00 Development of Self as Nurse: Professionhood and Knowledge of Nursing I</p> <p>Socialization into the profession and discipline of nursing through exploration of nursing theory, with emphasis on human science theories and multiple ways of knowing. Students examine aspects of theory and professionhood in relation to nursing/health care. Course Credit Exclusion: HH/NURS 1960 3.00, HH/NURS 3040 3.00, HH/NURS 3010 3.0. Open to: Students in the York-Seneca-Georgian Collaborative and 2<sup>nd</sup> Entry BScN Program. Note: A minimum grade of 5.00 (C+) is required in this course for the BScN degree.</p>	<p><b><u>HH/NURS 1511 3.00 Nursing Theory and Knowledge Development</u></b></p> <p><b><u>Reviews the history of nursing and development of the scientific and theoretical basis of nursing practice with an emphasis on multiple ways of knowing. The evolution of nursing as a self-regulating and unique profession is explored. The impact of evidence is emphasized. Critical analysis of theory and practice supports familiarization with nursing literature, information literacy and development of scholarly writing. Prerequisite: HH/NURS 1510 3.00. Open to: BScN students in 4-year Direct Entry program. Note: A minimum grade of 5.00 (C+) is required for this course in the BScN program.</u></b></p> <p><del>HH/NURS 1511 3.00 Development of Self as Nurse: Professionhood and Knowledge of Nursing I</del></p> <p><del>Socialization into the profession and discipline of nursing through exploration of nursing theory, with emphasis on human science theories and multiple ways of knowing. Students examine aspects of theory and professionhood in relation to nursing/health care. Course Credit Exclusion: HH/NURS 1960 3.00, HH/NURS 3040 3.00, HH/NURS 3010 3.0. Open to: Students in the York-Seneca-Georgian Collaborative and 2<sup>nd</sup> Entry BScN Program. Note: A minimum grade of 5.00 (C+) is required in this course for the BScN degree.</del></p>

**Confirmation of Consultation/Approval:**

If the proposed course is to be cross-listed, integrated, listed as a course credit exclusion with another course, or listed as a major/minor course option in an interdisciplinary program, the proposal must be accompanied by a statement from the collaborating unit signaling agreement to the proposal.

Indicate the consultation, approval, and additional documentation applicable to the proposal:

	YES	NO
<b>Approval by Department/School's Curriculum Committee</b>		
<b>Statement(s) from the collaborating unit</b>		

School/Department: Nursing

**Course Information:**

Faculty:  Rubric:  Course #:  Weight:   
(i.e. HLST) (i.e. 3.00, 6.00 or 0.00)

Course Title:

Effective Session for Change: Term:  Year:   
(i.e Fall, Fall/Winter, Winter) (i.e 2020-21, 2020)

**Type of Change ('x' all that apply):**

<input type="checkbox"/>	in course number/level
<input checked="" type="checkbox"/>	in credit value
<input type="checkbox"/>	in cross-listing*
<input type="checkbox"/>	in course credit exclusion(s) †

<input checked="" type="checkbox"/>	in pre/co-requisite(s)
<input checked="" type="checkbox"/>	in calendar description
<input type="checkbox"/>	retire/expire course

in short title (maximum 40 characters)  
 Proposed short title:

in full title (maximum 60 characters)  
 Proposed full title:

Other (please specify)

**Rationale for Change:**

The undergraduate BScN programs (4-year Direct Entry, 2<sup>nd</sup> Entry and Post-RN Internationally Educated Nurse) are undergoing a major modification to the curricula. As professional programs, each program's courses require updates to meet current standards and to address current issues in health care in Ontario.

This course has not been revised in 9 years.

This course's title has been broadened to focus student learning on the purpose of skill acquisition, and the brief description has been revised to reflect the theory related to health and well-being. Further, the learning outcomes have been updated to reflect the College of Nurses of Ontario's terminology and new 2020 entry-to-practice competencies.

Previously, this course was exclusively offered at Georgian and Seneca Colleges in the Collaborative BScN program. The 2.00 credit weighting reflected their college credit system.

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† "Course Exclusion" is a formal status accorded to pairs of courses that are recognized as having sufficient overlap in content to warrant specifically

excluding students from obtaining credit for both. Course exclusion status requires the same curricular approval process required for establishing cross-listings. Course exclusions will be recognized by all Faculties and programs.

**Learning Outcomes:**

Will there be a change to the learning outcomes?		YES	x	NO	
<p>If yes, please describe the changes in a side by side comparison below.</p> <p style="text-align: center;"><i>Denote additions in <b><u>bold, underlining</u></b>, and <del>strikethrough</del> for deletions.</i></p>					
<b>Existing Learning Outcomes (Change From):</b>		<b>Proposed Learning Outcomes (Change To):</b>			
<p>Upon completion of this course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Apply the theory which is the basis for performance of basic nursing skills.</li> <li>2. Use appropriate equipment and demonstrate basic nursing skills in a safe and competent manner.</li> <li>3. Follow the standards of practice concerning client privacy and confidentiality.</li> <li>4. Apply knowledge from other disciplines in the practice of basic clinical skills.</li> <li>5. Demonstrate a basic knowledge of beginnings skills for documentation (eg. Flow sheets).</li> <li>6. Understand the principles of infection control and the role of the nurse in preventing infection</li> </ol>		<p>Upon completion of this course, students will be able to:</p> <ol style="list-style-type: none"> <li><b><u>1. Explain the meaning of health and well-being in the context of the self and others across the lifespan.</u></b></li> <li><b><u>2. Demonstrate fundamental nursing skills and the use of relevant equipment in a safe and competent manner for clients of different ages.</u></b></li> <li><b><u>3. Select evidence from nursing and other health sciences to inform practice of fundamental nursing skills.</u></b></li> <li><b><u>4. Develop fundamental skills in verbal and written communication for clients across the lifespan.</u></b></li> <li><b><u>5. Choose evidence-informed practices that support infection prevention and control in nursing care.</u></b></li> <li><b><u>6. Explain how principles of health teaching and promotion are used across the lifespan to support client safety and well-being.</u></b></li> <li><b><u>7. Demonstrate professionalism consistently in all interactions.</u></b></li> </ol> <p><del>1. Apply the theory which is the basis for performance of basic nursing skills.</del></p> <p><del>2. Use appropriate equipment and demonstrate basic nursing skills in a safe and competent manner.</del></p> <p><del>3. Follow the standards of practice concerning client privacy and confidentiality.</del></p> <p><del>4. Apply knowledge from other disciplines in the practice of basic clinical skills.</del></p> <p><del>5. Demonstrate a basic knowledge of beginnings skills for documentation (eg. Flow sheets).</del></p> <p><del>6. Understand the principles of infection control and the role of the nurse in preventing infection</del></p>			
Will the change in learning outcomes require additional assessment?		YES		NO	x
<p>If yes, provide any resource implications. If there are no additional assessments, why not?</p> <p>While this course has been updated to reflect delivery at York campus, the focus of the School's undergraduate programs and new entry to practice competencies as required by the College of Nurses of Ontario (2020), the theoretical, application and evaluation activities for the course will remain focused on introductory nursing skills, health and well-being across the lifespan of the client. Course delivery and assessment remains in the context of the classroom and Nursing Simulation Centre.</p>					

**Calendar Copy:**

The Faculty of Health Curriculum Committee requires that the course description, as listed in the course repository be included below in its entirety.

Please adhere to the format and order below for course description submissions:

- **Course Number** (credit value should be taken to two decimal places (i.e. 6.00 and 3.00))
- **Course Title** (maximum 40 characters)
- **Course Description** (maximum 60 words. For editorial consistency, verbs should be in present tense.)
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- **Pre/Corequisite** (list of courses etc. which can be taken as pre- or corequisites.)
- **Course Credit Exclusion(s)** (list of exclusions)
- **Open to** (should only be used if this course is limited to a specific group of students)
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- **Notes** (includes any other information which is necessary for students to know before enrolling in the course)
- **Previously offered as** (list any other version of the course)

Denote additions in **bold, underlining**, and ~~strike through~~ for deletions.

Existing Calendar Copy (Change From):	Proposed Calendar Copy (Change To):
<p>HH/NURS 1542 2.00 Health and Healing: Introductory Nursing Skills</p> <p>Provides the theoretical basis for basic nursing skills, as well as instruction in their performance and the opportunity to practice in a supervised setting.</p>	<p><b><u>HH/NURS 1542 3.00 Health and Well-Being</u></b></p> <p><b><u>Introduces nursing therapeutics through concepts of health and wellness for clients across the lifespan. Provides the theoretical and evidence informed basis for basic nursing practices with the opportunity for students to apply knowledge and skills through various experiences in simulation and laboratory settings.</u></b></p> <p><b><u>Co-requisite(s): HH/NURS 1510 3.00. Open to: BScN students in the 4-year Direct Entry program. Note: A minimum grade of 5.00 (C+) is required for this course in the BScN program.</u></b></p> <p><del>HH/NURS 1542 2.00 Health and Healing: Introductory Nursing Skills</del></p> <p><del>Provides the theoretical basis for basic nursing skills, as well as instruction in their performance and the opportunity to practice in a supervised setting.</del></p>

**Confirmation of Consultation/Approval:**

If the proposed course is to be cross-listed, integrated, listed as a course credit exclusion with another course, or listed as a major/minor course option in an interdisciplinary program, the proposal must be accompanied by a statement from the collaborating unit signaling agreement to the proposal.

Indicate the consultation, approval, and additional documentation applicable to the proposal:	YES	NO
<b>Approval by Department/School's Curriculum Committee</b>		
<b>Statement(s) from the collaborating unit</b>		

School/Department: Nursing

**Course Information:**

Faculty:  Rubric:  Course #:  Weight:   
(i.e. HLST) (i.e. 3.00, 6.00 or 0.00)

Course Title:

Effective Session for Change: Term:  Year:   
(i.e Fall, Fall/Winter, Winter) (i.e 2020-21, 2020)

**Type of Change ('x' all that apply):**

<input type="checkbox"/>	in course number/level
<input type="checkbox"/>	in credit value
<input type="checkbox"/>	in cross-listing*
<input type="checkbox"/>	in course credit exclusion(s) †

<input checked="" type="checkbox"/>	in pre/co-requisite(s)
<input checked="" type="checkbox"/>	in calendar description
<input type="checkbox"/>	retire/expire course

in short title (maximum 40 characters)  
 Proposed short title:

in full title (maximum 60 characters)  
 Proposed full title:

Other (please specify)

**Rationale for Change:**

The undergraduate BScN programs (4-year Direct Entry, 2<sup>nd</sup> Entry and Post-RN Internationally Educated Nurse) are undergoing a major modification to the curricula. As professional programs, each program's courses require updates to meet current standards and to address current issues in health care in Ontario.

This course's title has been simplified and the brief description's language has been changed to align with changes in other courses within the curricula. Further, the learning outcomes have been updated to reflect the College of Nurses of Ontario's terminology and new 2020 entry-to-practice competencies.

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**Learning Outcomes:**

Will there be a change to the learning outcomes?	YES	<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>
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If yes, please describe the changes in a side by side comparison below.

Denote additions in **bold, underlining**, and ~~strike through~~ for deletions.

Existing Learning Outcomes (Change From):	Proposed Learning Outcomes (Change To):			
<p>Upon successful completion of this course, the student will have reliably demonstrated the ability to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate basic skill in physical assessment of an individual</li> <li>2. Describe normal findings and variations across the life span.</li> <li>3. Interpret findings of holistic health assessment integrating knowledge from nursing and other disciplines.</li> <li>4. Demonstrate understanding of therapeutic communication skills.</li> <li>5. Demonstrate competence in selected CNO Entry to Practice competencies</li> <li>6. Practice in a simulated, supervised setting, according to CNO professional nursing standards.</li> </ol>	<p><b><u>Upon completion of this course, students will be able to:</u></b></p> <ol style="list-style-type: none"> <li>1. <b><u>Apply therapeutic communication skills during a comprehensive nursing assessment.</u></b></li> <li>2. <b><u>Make use of assessments of the client’s emotional, cultural, cognitive, nutritional, and developmental stage when conducting a physical examination.</u></b></li> <li>3. <b><u>Communicate accurate assessment findings in verbal and written formats.</u></b></li> <li>4. <b><u>Demonstrate appropriate psychomotor skills when performing a basic client health assessment.</u></b></li> <li>5. <b><u>Identify expected and select unexpected assessment findings and variations across the life span.</u></b></li> <li>6. <b><u>Utilize health teaching and health promotion strategies that support and respect individual preferences, values, and beliefs.</u></b></li> <li>7. <b><u>Demonstrate consistent professionalism and accountability.</u></b></li> </ol> <p><del>Upon successful completion of this course, the student will have reliably demonstrated the ability to:</del></p> <ol style="list-style-type: none"> <li><del>1. Demonstrate basic skill in physical assessment of an individual</del></li> <li><del>2. Describe normal findings and variations across the life span.</del></li> <li><del>3. Interpret findings of holistic health assessment integrating knowledge from nursing and other disciplines.</del></li> <li><del>4. Demonstrate understanding of therapeutic communication skills.</del></li> <li><del>5. Demonstrate competence in selected CNO Entry to Practice competencies</del></li> <li><del>6. Practice in a simulated, supervised setting, according to CNO professional nursing standards.</del></li> </ol>			
<p>Will the change in learning outcomes require additional assessment? If yes, provide any resource implications. If there are no additional assessments, why not?</p>	<p>YES</p>		<p>NO</p>	<p>x</p>

**Calendar Copy:**

The Faculty of Health Curriculum Committee requires that the course description, as listed in the course repository be included below in its entirety.

Please adhere to the format and order below for course description submissions:

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- **Course Title** (maximum 40 characters)
- **Course Description** (maximum 60 words. For editorial consistency, verbs should be in present tense.)
- **Integrated with** (list the graduate level courses that the course is integrated with. Do not include if the course is not integrated.)
- **Prerequisite** (list of prerequisite courses etc. Only include if there are prerequisites.)
- **Corequisite** (list of corequisite courses etc. Only include if there are corequisites.)
- **Pre/Corequisite** (list of courses etc. which can be taken as pre- or corequisites.)
- **Course Credit Exclusion(s)** (list of exclusions)
- **Open to** (should only be used if this course is limited to a specific group of students)
- **Not open to** (should only be used if the course is closed to a specific group of students)
- **Notes** (includes any other information which is necessary for students to know before enrolling in the course)
- **Previously offered as** (list any other version of the course)

Denote additions in **bold, underlining**, and ~~strike through~~ for deletions.

Existing Calendar Copy (Change From):	Proposed Calendar Copy (Change To):
<p>HH/NURS 1543 3.00 Health and Healing: Health Assessment</p> <p>Provides an overview of the theory and instruction in the skills of health assessment using therapeutic communication skills. Students will develop focused assessment skills related to the physical, psychosocial and spiritual aspects of the healthy individual across the lifespan.</p> <p>Prerequisite: HH/NURS 1542 2.00. Corequisite: HH/NURS 1521 3.00. Pre/Corequisite: HH/NURS 1532 3.00. Open to: Students in the York-Seneca-Georgian Collaborative and 2<sup>nd</sup> Entry BScN Programs. Note: A minimum grade of 5.00 (C+) is required in this course for the BScN degree.</p>	<p><b><u>HH/NURS 1543 3.00 Health Assessment</u></b></p> <p><b><u>Utilizes theory and practice of health assessment and therapeutic communication to support students' demonstration of focused history-taking and physical examination skills. Focused assessments skills include physical, psychosocial and other related aspects for clients across the lifespan. Inherent safety considerations, biases and assumptions embedded in traditional client assessments will be discussed and practiced in laboratory settings.</u></b></p> <p><b><u>Prerequisite: Prerequisites for 4-year Direct Entry BScN students: HH/NURS 1542 3.00, HH/KINE 1101 3.00. Open to: students in the BScN programs. Note: A minimum grade of 5.00 (C+) is required in this course in the BScN program.</u></b></p> <p><del>HH/NURS 1543 3.00 Health and Healing: Health Assessment</del></p> <p><del>Provides an overview of the theory and instruction in the skills of health assessment using therapeutic communication skills. Students will develop focused assessment skills related to the physical, psychosocial and spiritual aspects of the healthy individual across the lifespan.</del></p> <p><del>Prerequisite: HH/NURS 1542 2.00. Corequisite: HH/NURS 1521 3.00. Pre/Corequisite: HH/NURS 1532 3.00. Open to: Students in the York-Seneca-Georgian Collaborative and 2<sup>nd</sup> Entry BScN Programs. Note: A minimum grade of 5.00 (C+) is required in this course for the BScN degree.</del></p>

**Confirmation of Consultation/Approval:**

If the proposed course is to be cross-listed, integrated, listed as a course credit exclusion with another course, or listed as a major/minor course option in an interdisciplinary program, the proposal must be accompanied by a statement from the collaborating unit signaling agreement to the proposal.

Indicate the consultation, approval, and additional documentation applicable to the proposal:

	YES	NO
<b>Approval by Department/School's Curriculum Committee</b>		
<b>Statement(s) from the collaborating unit</b>		

School/Department: Nursing

**Course Information:**

Faculty:  Rubric:  Course #:  Weight:   
(i.e. HLST) (i.e. 3.00, 6.00 or 0.00)

Course Title:

Effective Session for Change: Term:  Year:   
(i.e Fall, Fall/Winter, Winter) (i.e 2020-21, 2020)

**Type of Change ('x' all that apply):**

<input type="checkbox"/>	in course number/level
<input type="checkbox"/>	in credit value
<input type="checkbox"/>	in cross-listing*
<input type="checkbox"/>	in course credit exclusion(s) †

<input type="checkbox"/>	in pre/co-requisite(s)
<input type="checkbox"/>	in calendar description
<input type="checkbox"/>	retire/expire course

in short title (maximum 40 characters)  
 Proposed short title:

in full title (maximum 60 characters)  
 Proposed full title:

Other (please specify)

**Rationale for Change:**

This course offered exclusively in the Post-RN Internationally Educated Nurses BScN program has not been updated in over 15 years. The title is cumbersome and does not align with the breadth of research in healthcare that nurses engage in. The change is in the title only. With the current revisions to the program, this course may continue to be offered as a required course. Learning outcomes were correctly formatted.

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**Learning Outcomes:**

Will there be a change to the learning outcomes?	YES	X	NO	
If yes, please describe the changes in a side by side comparison below. <small>Denote additions in <b>bold, underlining</b>, and <del>strikethrough</del> for deletions.</small>				

Existing Learning Outcomes (Change From):	Proposed Learning Outcomes (Change To):			
<ol style="list-style-type: none"> <li>1. Organize and display data in order to describe and understand the varied approaches in data presentation.</li> <li>2. Understand the practical and statistical significance of results and the implications for nursing practice.</li> <li>3. Define descriptive and inferential statistics and their role in nursing research.</li> <li>4. Understand appropriate uses of parametric and non-parametric statistical techniques in nursing research.</li> <li>5. Understand and interpret results in published reports of nursing research.</li> <li>6. Link research findings to the study purpose and/or hypotheses/questions posed.</li> </ol>	<p><b>Upon completion of this course, students will be able to:</b></p> <ol style="list-style-type: none"> <li>1. Organize <del>and display</del> data in order to describe and understand the varied approaches in data presentation.</li> <li>2. <del>Understand</del> <b>Describe</b> the practical and statistical significance of results and the implications for nursing practice.</li> <li>3. Define descriptive and inferential statistics and their role in nursing research.</li> <li>4. <del>Understand</del> <b>Identify</b> appropriate uses of parametric and non-parametric statistical techniques in nursing research.</li> <li>5. <del>Understand and</del> <b>Interpret</b> results in published reports of nursing research.</li> <li>6. Link research findings to the study purpose and/or hypotheses/questions posed.</li> </ol>			
Will the change in learning outcomes require additional assessment? If yes, provide any resource implications. If there are no additional assessments, why not?	YES		NO	x
The updates were to more measurable verbs – the verb ‘understand’ was replaced. Current assessments remain appropriate based on this minor update.				

### Calendar Copy:

<p>The Faculty of Health Curriculum Committee requires that the course description, as listed in the course repository be included below in its entirety.</p> <p>Please adhere to the format and order below for course description submissions:</p> <ul style="list-style-type: none"> <li>• <b>Course Number</b> (credit value should be taken to two decimal places (i.e. 6.00 and 3.00))</li> <li>• <b>Course Title</b> (maximum 40 characters)</li> <li>• <b>Course Description</b> (maximum 60 words. For editorial consistency, verbs should be in present tense.)</li> <li>• <b>Integrated with</b> (list the graduate level courses that the course is integrated with. Do not include if the course is not integrated.)</li> <li>• <b>Prerequisite</b> (list of prerequisite courses etc. Only include if there are prerequisites.)</li> <li>• <b>Corequisite</b> (list of corequisite courses etc. Only include if there are corequisites.)</li> <li>• <b>Pre/Corequisite</b> (list of courses etc. which can be taken as pre- or corequisites.)</li> <li>• <b>Course Credit Exclusion(s)</b> (list of exclusions)</li> <li>• <b>Open to</b> (should only be used if this course is limited to a specific group of students)</li> <li>• <b>Not open to</b> (should only be used if the course is closed to a specific group of students)</li> <li>• <b>Notes</b> (includes any other information which is necessary for students to know before enrolling in the course)</li> <li>• <b>Previously offered as</b> (list any other version of the course)</li> </ul> <p style="text-align: center;"><i>Denote additions in <b>bold</b>, <u>underlining</u>, and <del>strikethrough</del> for deletions.</i></p>	
Existing Calendar Copy (Change From):	Proposed Calendar Copy (Change To):

### Confirmation of Consultation/Approval:

If the proposed course is to be cross-listed, integrated, listed as a course credit exclusion with another course, or listed as a major/minor course option in an interdisciplinary program, the proposal must be accompanied by a statement from the collaborating unit signaling agreement to the proposal.

Indicate the consultation, approval, and additional documentation applicable to the proposal:	YES	NO
<b>Approval by Department/School’s Curriculum Committee</b>		
<b>Statement(s) from the collaborating unit</b>		

School/Department: Nursing

**Course Information:**

Faculty:  Rubric:  Course #:  Weight:   
(i.e. HLST) (i.e. 3.00, 6.00 or 0.00)

Course Title:

Effective Session for Change: Term:  Year:   
(i.e. Fall, Fall/Winter, Winter) (i.e. 2020-21, 2020)

**Type of Change ('x' all that apply):**

<input type="checkbox"/>	in course number/level
<input type="checkbox"/>	in credit value
<input type="checkbox"/>	in cross-listing*
<input type="checkbox"/>	in course credit exclusion(s) †

<input checked="" type="checkbox"/>	in pre/co-requisite(s)
<input checked="" type="checkbox"/>	in calendar description
<input type="checkbox"/>	retire/expire course

in short title (maximum 40 characters)  
 Proposed short title:

in full title (maximum 60 characters)  
 Proposed full title:

Other (please specify)

**Rationale for Change:**

The undergraduate BScN programs (4-year Direct Entry, 2<sup>nd</sup> Entry and Post-RN Internationally Educated Nurse) are undergoing a major modification to the curricula. As professional programs, each program's courses require updates to meet current standards and to address current issues in health care in Ontario.

This course has not been revised in 9 years.

This course's title has been simplified and the brief description's language has been changed to align with changes in other courses within the curricula. Further, the learning outcomes have been updated to reflect the College of Nurses of Ontario's terminology and new 2020 entry-to-practice competencies.

\* Cross-listed courses are offered jointly by two or more teaching units (such as departments or divisions), or teaching units in two or more different Faculties. Regardless of the offering Faculty or discipline identified by the course prefix of a cross-listed course, every offered section of a cross-listed course is substantially the same as every other and all are therefore recognized as instances of the "same" course.

† "Course Exclusion" is a formal status accorded to pairs of courses that are recognized as having sufficient overlap in content to warrant specifically excluding students from obtaining credit for both. Course exclusion status requires the same curricular approval process required for establishing cross-listings. Course exclusions will be recognized by all Faculties and programs.

**Learning Outcomes:**

Will there be a change to the learning outcomes?	YES	<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>
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If yes, please describe the changes in a side by side comparison below.

Denote additions in **bold, underlining**, and ~~strikethrough~~ for deletions.

Existing Learning Outcomes (Change From):	Proposed Learning Outcomes (Change To):				
<p>Upon successful completion of the course, students will be able to:</p> <ol style="list-style-type: none"> <li>Critically reflect on own values and beliefs related to nursing practice.</li> <li>Apply ethical theories, principles and concepts to nursing practice situations</li> <li>Examine from an ethical perspective current issues in health care in terms of culture, context, politics, law, economics and societal expectations.</li> <li>Develop an understanding of nurses' ethical, professional and legal obligations according to professional standards and legislation.</li> <li>Demonstrate an appreciation for ways nurses can work for social justice locally and globally.</li> <li>Identify ways to work collaboratively with health care professionals when responding to ethical issues.</li> <li>Explore ways to develop and sustain a moral/ethical community for nurses.</li> </ol>	<p>Upon <del>successful</del> completion of the course, students will be able to:</p> <ol style="list-style-type: none"> <li><b><u>Describe the role of the ethical practitioner in the context of issues of equity, diversity and justice in healthcare.</u></b></li> <li><b><u>Apply ethical frameworks, theoretical principles and concepts to diverse health care situations that support client-centred outcomes.</u></b></li> <li><b><u>Identify ways to advocate and work collaboratively with clients, family and intra/interprofessional healthcare when responding to ethical issues.</u></b></li> <li><b><u>Examine, from a theoretical and philosophical ethical perspective, current issues in health care in terms of health equity and Indigenous health disparities, culture, law, health resources and societal expectations.</u></b></li> <li><b><u>Differentiate between ethical obligations, professional boundaries and legal requirements according to professional standards and legislation.</u></b></li> <li><b><u>Critically reflect on own values and beliefs, including professional position and perceived power, in relation to the provision of ethical health care.</u></b></li> </ol> <p><del>1. Critically reflect on own values and beliefs related to nursing practice.</del></p> <p><del>2. Apply ethical theories, principles and concepts to nursing practice situations</del></p> <p><del>3. Examine from an ethical perspective current issues in health care in terms of culture, context, politics, law, economics and societal expectations.</del></p> <p><del>4. Develop an understanding of nurses' ethical, professional and legal obligations according to professional standards and legislation.</del></p> <p><del>5. Demonstrate an appreciation for ways nurses can work for social justice locally and globally.</del></p> <p><del>6. Identify ways to work collaboratively with health care professionals when responding to ethical issues.</del></p> <p><del>7. Explore ways to develop and sustain a moral/ethical community for nurses.</del></p>				
<p>Will the change in learning outcomes require additional assessment? If yes, provide any resource implications. If there are no additional assessments, why not?</p>	<table border="1"> <tr> <td data-bbox="1242 1430 1325 1503">YES</td> <td data-bbox="1325 1430 1396 1503"></td> <td data-bbox="1396 1430 1479 1503">NO</td> <td data-bbox="1479 1430 1537 1503">x</td> </tr> </table>	YES		NO	x
YES		NO	x		
<p>While this course has been updated to reflect the focus of the School's undergraduate programs and new entry to practice competencies as required by the College of Nurses of Ontario (2020), the theoretical, application and evaluation activities for the course will remain focused on aspects of health care ethics and on nursing and interprofessional interactions that support ethical and safe practice (includes biomedical ethics, Code of Ethics for Nurses); delivery and general assessments will not change.</p>					

**Calendar Copy:**

The Faculty of Health Curriculum Committee requires that the course description, as listed in the course repository be included below in its entirety.

Please adhere to the format and order below for course description submissions:

- **Course Number** (credit value should be taken to two decimal places (i.e. 6.00 and 3.00))
- **Course Title** (maximum 40 characters)
- **Course Description** (maximum 60 words. For editorial consistency, verbs should be in present tense.)
- **Integrated with** (list the graduate level courses that the course is integrated with. Do not include if the course is not integrated.)
- **Prerequisite** (list of prerequisite courses etc. Only include if there are prerequisites.)
- **Corequisite** (list of corequisite courses etc. Only include if there are corequisites.)
- **Pre/Corequisite** (list of courses etc. which can be taken as pre- or corequisites.)
- **Course Credit Exclusion(s)** (list of exclusions)
- **Open to** (should only be used if this course is limited to a specific group of students)
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- **Notes** (includes any other information which is necessary for students to know before enrolling in the course)
- **Previously offered as** (list any other version of the course)

Denote additions in **bold, underlining**, and ~~strikethrough~~ for deletions.

Existing Calendar Copy (Change From):	Proposed Calendar Copy (Change To):
<p>HH/NURS 2513 3.00 Development of Self as Nurse: Ethical Ways of Knowing and Caring</p> <p>Focuses on ethical theories, concepts and issues relevant to nursing practice. Ethical decision making and nursing practice are explored. Ethical aspects of caring/human sciences are explored within the context of the CNO Ethics Practice Standard and CNA Code of Ethics.</p> <p>Prerequisite: HH/NURS 1511 3.00 or equivalent. Pre/Corequisite: HH/NURS 2512 3.00. Course Credit Exclusion(s): HH/NURS 3400 3.00. Open to: Students in the BScN programs. Note: A minimum grade of 5.00 (C+) is required in this course for the BScN degree.</p>	<p><b><u>HH/NURS 2513 3.00 Health Equity and Ethics in Interprofessional Practice</u></b></p> <p><b><u>Focuses on bioethical theories, health equity, and related concepts and current issues relevant to nursing and other health professionals' practice. Reflection on self-beliefs and the meaning of collaboration with various clients and other practitioners occurs in the context of ethical decision making and the application of various ethical frameworks. The impact on client health and autonomy are explored.</u></b></p> <p><b><u>Prerequisites: Prerequisites for 4-year Direct Entry BScN students: HH/NURS 1511 3.00. Prerequisites for 2<sup>nd</sup> Entry BScN students: HH/NURS 1512 3.00. Course Credit Exclusion(s): HH/NURS 3400 3.00. Open to: Students in the BScN programs, and by permission to Faculty of Health students. Note: A minimum grade of 5.00 (C+) is required for this course for in the BScN program.</u></b></p> <p><del>HH/NURS 2513 3.00 Development of Self as Nurse: Ethical Ways of Knowing and Caring</del></p> <p><del>Focuses on ethical theories, concepts and issues relevant to nursing practice. Ethical decision making and nursing practice are explored. Ethical aspects of caring/human sciences are explored within the context of the CNO Ethics Practice Standard and CNA Code of Ethics.</del></p> <p><del>Prerequisite: HH/NURS 1511 3.00 or equivalent. Pre/Corequisite: HH/NURS 2512 3.00. Course Credit Exclusion(s): HH/NURS 3400 3.00. Open to: Students in the BScN programs. Note: A minimum grade of 5.00 (C+) is required in this course for the BScN degree.</del></p>

**Confirmation of Consultation/Approval:**

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Indicate the consultation, approval, and additional documentation applicable to the proposal:

	YES	NO
<b>Approval by Department/School's Curriculum Committee</b>		
<b>Statement(s) from the collaborating unit</b>		

School/Department: Nursing

**Course Information:**

Faculty:  Rubric:  Course #:  Weight:   
(i.e. HLST) (i.e. 3.00, 6.00 or 0.00)

Course Title:

Effective Session for Change: Term:  Year:   
(i.e Fall, Fall/Winter, Winter) (i.e 2020-21, 2020)

**Type of Change ('x' all that apply):**

<input checked="" type="checkbox"/>	in course number/level
<input type="checkbox"/>	in credit value
<input type="checkbox"/>	in cross-listing*
<input type="checkbox"/>	in course credit exclusion(s) †

<input checked="" type="checkbox"/>	in pre/co-requisite(s)
<input checked="" type="checkbox"/>	in calendar description
<input type="checkbox"/>	retire/expire course

in short title (maximum 40 characters)  
**Proposed short title:**

in full title (maximum 60 characters)  
**Proposed full title:**

**Other (please specify)**

**Rationale for Change:**

The undergraduate BScN programs (4-year Direct Entry, 2<sup>nd</sup> Entry) are undergoing a major modification to the curricula. As professional programs, each program's courses require updates to meet current standards and to address current issues in health care in Ontario.

This course has not been substantially revised in 10 years.

This course's title and the brief description's language have been changed to align with changes in other courses within the curricula. Further, the learning outcomes have been updated to reflect the College of Nurses of Ontario's terminology and new 2020 entry-to-practice competencies.

This course is currently offered in Year 2 of the BScN program. In the modified curriculum, this course will be offered in Year 3, and so course outcomes will be slightly revised to align with the program level.

This course currently requires students to pass both the classroom and practicum components in order to receive credit for the course. The learning objectives have been revised to ensure that this intention is clear.

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excluding students from obtaining credit for both. Course exclusion status requires the same curricular approval process required for establishing cross-listings. Course exclusions will be recognized by all Faculties and programs.

### Learning Outcomes:

Will there be a change to the learning outcomes?		YES	x	NO	
If yes, please describe the changes in a side by side comparison below. <i>Denote additions in <b><u>bold, underlining</u></b>, and <del>strikethrough</del> for deletions.</i>					
<b>Existing Learning Outcomes (Change From):</b>		<b>Proposed Learning Outcomes (Change To):</b>			
<p>Upon completion of this course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Establish caring-healing relationships with culturally diverse clients and their families.</li> <li>2. Provide client-centred care for individuals with common health conditions, demonstrating clinical decision-making and critical thinking informed by current evidence and nursing theory.</li> <li>3. Demonstrate professional responsibility &amp; accountability in classroom and practicum settings.</li> <li>4. Differentiate the nurse's role from other health care professional roles through nursing theoretical knowledge.</li> <li>5. Demonstrate skillful application of simple nursing therapeutics that meet the current CNO Entry to Practice Competencies</li> </ol>		<p><b><u>Upon completion of this course, students will be able to:</u></b></p> <ol style="list-style-type: none"> <li>1. <b><u>Explain nursing practices that result in optimal client-centred care for individuals with episodic and common health conditions.</u></b></li> <li>2. <b><u>Incorporate clinical decision-making frameworks to provide evidence-informed care for individuals with episodic and common health conditions.</u></b></li> <li>3. <b><u>Collaborate with other health care team members to support coordination of client-centred care.</u></b></li> <li>4. <b><u>Choose nursing therapeutics that provide safe and competent care.</u></b></li> <li>5. <b><u>Use health teaching and health promotion strategies that support and respect individual preferences, values and beliefs in planning nursing interventions with clients.</u></b></li> <li>6. <b><u>Demonstrate professional responsibility and accountability in all interactions.</u></b></li> </ol> <p><del>Upon completion of this course, students will be able to:</del></p> <ol style="list-style-type: none"> <li>1. <del>Establish caring-healing relationships with culturally diverse clients and their families.</del></li> <li>2. <del>Provide client-centred care for individuals with common health conditions, demonstrating clinical decision-making and critical thinking informed by current evidence and nursing theory.</del></li> <li>3. <del>Demonstrate professional responsibility &amp; accountability in classroom and practicum settings.</del></li> <li>4. <del>Differentiate the nurse's role from other health care professional roles through nursing theoretical knowledge.</del></li> <li>5. <del>Demonstrate skillful application of simple nursing therapeutics that meet the current CNO Entry to Practice Competencies</del></li> </ol>			
Will the change in learning outcomes require additional assessment?		YES		NO	x
If yes, provide any resource implications. If there are no additional assessments, why not?					
While this course has been updated to reflect the focus of the School's undergraduate programs and new entry to practice competencies as required by the College of Nurses of Ontario (2020), the theoretical, application and evaluation activities for the course will remain focused on aspects of clients' common health challenges seen in nursing practice; delivery will not change and will continue to be offered and assessed in the classroom and the practicum settings.					

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Denote additions in **bold, underlining**, and ~~strikethrough~~ for deletions.

Existing Calendar Copy (Change From):	Proposed Calendar Copy (Change To):
<p><b>HH/NURS 2522 6.00 Health and Healing: Client-Centred Care of Individuals with Common Health Challenges</b></p> <p>Integrates the theoretical and practice components of client-centred nursing in the context of common health challenges. Through classroom and practicum experiences, students expand their knowledge of the therapeutic role of nursing and nursing praxis in situations of these health challenges.</p> <p>Prerequisite for Collaborative students: HH/NURS 1521 4.00, HH/NURS1543 2.00. Prerequisite or Corequisite for Collaborative students: HH/NURS 2533 3.00, HH/NURS 2534 3.00, HH/NURS 2544 3.00. Prerequisites for second Entry students: HH/NURS 1543 3.00, HH/NURS 1900 6.00. Corequisite for second Entry students: HH/NURS 2533 3.00. Students who failed to achieve the minimum grade of 5.00 (C+) in course prerequisites will be ineligible to proceed/withdrawn from this course. PRIOR TO WINTER 2012: course credit exclusion: HH/NURS 2900 6.00. Open to: Students in the York-Seneca-Georgian Collaborative and 2nd Entry BScN Programs. Notes: Students need to pass both the classroom and practical components in order to pass the course. Students must provide their own transportation to practice placements. A minimum grade of 5.00 (C+) is required in this course for the BScN degree.</p>	<p><b><u>HH/NURS 3511 6.00 Episodic and Common Health Challenges</u></b></p> <p><b><u>Incorporates theoretical and practice components of client-centred nursing knowledge for care of clients experiencing episodic and common health challenges. Through classroom, laboratory/simulation and practicum experiences, students expand their knowledge of therapeutic nursing care for clients with predictable, episodic and/or common health challenges. Students collaborate with intra- and inter-professional teams to support the achievement of optimal client health outcomes.</u></b></p> <p><b><u>Prerequisite: Prerequisite for 4-year Direct Entry BScN students: HH/NURS 3510 6.00, HH/NURS 3515 3.00, HH/NURS 3537 3.00. Prerequisite for 2nd Entry BScN students: HH/NURS 2547 6.00. Course Credit Exclusion: HH/NURS 2900 6.00 (prior to Winter 2012), HH/NURS 2522 6.00. Open to students in the 4-year Direct Entry and 2nd Entry BScN programs only.</u></b></p> <p><b><u>Notes: Students need to pass both practicum and classroom components in order to pass the course and are responsible for providing their own transportation to and from the practicum sites. A minimum grade of 5.00 (C+) is required for this course in the BScN program. Enrolled students who failed to achieve the minimum grade of 5.00 (C+) in course prerequisites will be ineligible to proceed/withdrawn from this course.</u></b></p> <p><del>HH/NURS 2522 6.00 Health and Healing: Client-Centred Care of Individuals with Common Health Challenges</del></p> <p><del>Integrates the theoretical and practice components of client-centred nursing in the context of common health challenges. Through classroom and practicum experiences, students expand their knowledge of the</del></p>

therapeutic role of nursing and nursing praxis in situations of these health challenges. Prerequisite for Collaborative students: HH/NURS 1521 4.00, HH/NURS1543 2.00. Prerequisite or Corequisite for Collaborative students: HH/NURS 2533 3.00, HH/NURS 2534 3.00, HH/NURS 2544 3.00. Prerequisites for second Entry students: HH/NURS 1543 3.00, HH/NURS 1900 6.00. Corequisite for second Entry students: HH/NURS 2533 3.00. Students who failed to achieve the minimum grade of 5.00 (C+) in course prerequisites will be ineligible to proceed/withdrawn from this course. PRIOR TO WINTER 2012: course credit exclusion: HH/NURS 2900 6.00. Open to: Students in the York-Seneca-Georgian Collaborative and 2nd Entry BScN Programs. Notes: Students need to pass both the classroom and practical components in order to pass the course. Students must provide their own transportation to practice placements. A minimum grade of 5.00 (C+) is required in this course for the BScN degree.

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Indicate the consultation, approval, and additional documentation applicable to the proposal:

	YES	NO
<b>Approval by Department/School's Curriculum Committee</b>		
<b>Statement(s) from the collaborating unit</b>		

School/Department: Nursing

**Course Information:**

Faculty:  Rubric:  Course #:  Weight:   
(i.e. HLST) (i.e. 3.00, 6.00 or 0.00)

Course Title:

Effective Session for Change: Term:  Year:   
(i.e. Fall, Fall/Winter, Winter) (i.e. 2020-21, 2020)

**Type of Change ('x' all that apply):**

<input type="checkbox"/>	in course number/level
<input type="checkbox"/>	in credit value
<input type="checkbox"/>	in cross-listing*
<input checked="" type="checkbox"/>	in course credit exclusion(s) †

<input checked="" type="checkbox"/>	in pre/co-requisite(s)
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<input type="checkbox"/>	retire/expire course

in short title (maximum 40 characters)  
**Proposed short title:**

in full title (maximum 60 characters)  
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**Other (please specify)**

**Rationale for Change:**

The undergraduate BScN programs (4-year Direct Entry, 2<sup>nd</sup> Entry and Post-RN Internationally Educated Nurse) are undergoing a major modification to the curricula. As professional programs, each program's courses require updates to meet current standards and to address current issues in health care in Ontario.

This course has not been revised in 9 years.

This course's title has been simplified and the brief description's language has been changed to align with changes in other courses within the curricula. Further, the learning outcomes have been updated to reflect the College of Nurses of Ontario's terminology and new 2020 entry-to-practice competencies.

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**Learning Outcomes:**

Will there be a change to the learning outcomes?		YES	x	NO	
If yes, please describe the changes in a side by side comparison below. <i>Denote additions in <b><u>bold, underlining</u></b>, and <del>strikethrough</del> for deletions.</i>					
<b>Existing Learning Outcomes (Change From):</b>		<b>Proposed Learning Outcomes (Change To):</b>			
<p>Upon successful completion of the course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Interpret the concepts of leadership and management as they apply to a variety of players in the work setting and the profession</li> <li>2. Differentiate leadership, management and organization in terms of a variety of supporting theories and frameworks.</li> <li>3. Examine the associated concepts of communication, motivation, resistance, conflict, power and negotiation.</li> <li>4. Examine factors in nursing work environments which facilitate or impede change.</li> <li>5. Examine opportunities for nursing leadership in entrepreneurial/intrapreneurial activities as well as in influencing healthy public policy.</li> <li>6. Engage in learning activities with colleagues that will promote critical thinking and learning.</li> </ol>		<p><b><u>Upon completion of this course, students will be able to:</u></b></p> <ol style="list-style-type: none"> <li>1. <b><u>Apply the concepts of leadership, change and innovation to client centered care and health care settings.</u></b></li> <li>2. <b><u>Design opportunities for leadership, change and intra- and inter-professional coordination and collaboration to promote client care outcomes, cultural safety, client education, healthy work environments, and health systems.</u></b></li> <li>3. <b><u>Identify current and future innovative approaches to client care and workplace models that promote quality improvement and safety indicators, effectiveness and efficiency, and evaluate the appropriate use of resources.</u></b></li> <li>4. <b><u>Evaluate how strategies related to emotional intelligence, communication and feedback, teamwork, motivation, organizational culture, conflict and conflict resolution, power, politics and negotiation influence the ability to lead and effect change in healthcare environments.</u></b></li> <li>5. <b><u>Examine the nursing role in developing, coordinating and executing complex care planning, including local emergency preparedness and disaster management in a variety of healthcare settings.</u></b></li> <li>6. <b><u>Devise a personal philosophy of leadership that can be used to guide future practice.</u></b></li> </ol> <p><del>Upon successful completion of the course, students will be able to:</del></p> <ol style="list-style-type: none"> <li><del>1. Interpret the concepts of leadership and management as they apply to a variety of players in the work setting and the profession</del></li> <li><del>2. Differentiate leadership, management and organization in terms of a variety of supporting theories and frameworks.</del></li> <li><del>3. Examine the associated concepts of communication, motivation, resistance, conflict, power and negotiation.</del></li> <li><del>4. Examine factors in nursing work environments which facilitate or impede change.</del></li> <li><del>5. Examine opportunities for nursing leadership in entrepreneurial/intrapreneurial activities as well as in influencing healthy public policy.</del></li> <li><del>6. Engage in learning activities with colleagues that will promote critical thinking and learning.</del></li> </ol>			

Will the change in learning outcomes require additional assessment? If yes, provide any resource implications. If there are no additional assessments, why not?	YES		NO	x
While this course has been updated to reflect the focus of the School's undergraduate programs and new entry to practice competencies as required by the College of Nurses of Ontario (2020), the theoretical, application and evaluation activities for the course will remain focused on aspects of nursing leadership; delivery will not change.				

### Calendar Copy:

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- **Pre/Corequisite** (list of courses etc. which can be taken as pre- or corequisites.)
- **Course Credit Exclusion(s)** (list of exclusions)
- **Open to** (should only be used if this course is limited to a specific group of students)
- **Not open to** (should only be used if the course is closed to a specific group of students)
- **Notes** (includes any other information which is necessary for students to know before enrolling in the course)
- **Previously offered as** (list any other version of the course)

Denote additions in **bold, underlining**, and ~~strike through~~ for deletions.

Existing Calendar Copy (Change From):	Proposed Calendar Copy (Change To):
<p>HH/NURS 3514 3.00 Development of Self as Nurse: Nurse as Leader and Agent of Change</p> <p>Explores leadership and change theories and applies related concepts and processes to the practice of nursing. Develops understanding of the socio-political context for change, analyzes leadership and change strategies to enhance professional practice and health care. Prerequisite: HH/NURS 2512 3.00. Course Credit Exclusion(s): HH/NURS 3050 3.00, HH/NURS 4000 3.00. Open to: Students in the York-Seneca-Georgian Collaborative and 2nd Entry BScN Programs. ). Note: A minimum grade of 5.00 (C+) is required in this course for the BScN degree.</p>	<p><b><u>HH/NURS 3514 3.00 Leadership, Change and Innovation</u></b></p> <p><b><u>Applies leadership and change theories, innovation and evidence informed approaches to client centred care and the practice of nursing. Examines client centered and socio-political influences on the delivery of nursing care, and evaluates the significance of leadership, change and innovative strategies on client health outcomes and healthcare systems. Describes the nursing role in complex client management situations such as local emergency preparedness and disaster and resource management.</u></b></p> <p><b><u>Prerequisites: Prerequisite for 4-year Direct Entry: HH/NURS 2514 3.00. Prerequisite for 2<sup>nd</sup> Entry BScN students: HH/NURS 2513 3.00, HH/NURS 2514 3.00. Prerequisite for Post-RN IEN BScN students: HH/NURS 2513 3.00. Course Credit Exclusion(s): HH/NURS 3050 3.00 (prior to Winter 2012), HH/NURS 4000 3.00. Open to students in the BScN programs. Note: A minimum grade of 5.00 (C+) is required for this course in the BScN program.</u></b></p> <p><del>HH/NURS 3514 3.00 Development of Self as Nurse: Nurse as Leader and Agent of Change</del></p>

	<p>Explores leadership and change theories and applies related concepts and processes to the practice of nursing. Develops understanding of the socio-political context for change, analyzes leadership and change strategies to enhance professional practice and health care.</p> <p>Prerequisite: HH/NURS 2512 3.00. Course Credit Exclusion(s): HH/NURS 3050 3.00, HH/NURS 4000 3.00. Open to: Students in the York-Seneca-Georgian Collaborative and 2nd Entry BScN Programs. ). Note: A minimum grade of 5.00 (C+) is required in this course for the BScN degree.</p>
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**Confirmation of Consultation/Approval:**

If the proposed course is to be cross-listed, integrated, listed as a course credit exclusion with another course, or listed as a major/minor course option in an interdisciplinary program, the proposal must be accompanied by a statement from the collaborating unit signaling agreement to the proposal.

Indicate the consultation, approval, and additional documentation applicable to the proposal:

	YES	NO
<b>Approval by Department/School's Curriculum Committee</b>		
<b>Statement(s) from the collaborating unit</b>		

School/Department: Nursing

**Course Information:**

Faculty:  Rubric:  Course #:  Weight:   
(i.e. HLST) (i.e. 3.00, 6.00 or 0.00)

Course Title:

Effective Session for Change: Term:  Year:   
(i.e Fall, Fall/Winter, Winter) (i.e 2020-21, 2020)

**Type of Change ('x' all that apply):**

<input type="checkbox"/>	in course number/level	<input checked="" type="checkbox"/>	in pre/co-requisite(s)
<input type="checkbox"/>	in credit value	<input checked="" type="checkbox"/>	in calendar description
<input type="checkbox"/>	in cross-listing*	<input type="checkbox"/>	retire/expire course
<input type="checkbox"/>	in course credit exclusion(s) †		

in short title (maximum 40 characters)  
**Proposed short title:**

in full title (maximum 60 characters)  
**Proposed full title:**

**Other (please specify)**

**Rationale for Change:**

The undergraduate BScN programs (4-year Direct Entry, 2<sup>nd</sup> Entry and Post-RN Internationally Educated Nurse) are undergoing a major modification to the curricula. As professional programs, each program's courses require updates to meet current standards and to address current issues in health care in Ontario.

This course has not been revised in 12 years.

This course's title and the brief description's language have been changed to align with changes in other courses within the curricula. Further, the learning outcomes have been updated to reflect the College of Nurses of Ontario's terminology and new 2020 entry-to-practice competencies.

\* Cross-listed courses are offered jointly by two or more teaching units (such as departments or divisions), or teaching units in two or more different Faculties. Regardless of the offering Faculty or discipline identified by the course prefix of a cross-listed course, every offered section of a cross-listed course is substantially the same as every other and all are therefore recognized as instances of the "same" course.

† "Course Exclusion" is a formal status accorded to pairs of courses that are recognized as having sufficient overlap in content to warrant specifically excluding students from obtaining credit for both. Course exclusion status requires the same curricular approval process required for establishing cross-listings. Course exclusions will be recognized by all Faculties and programs.

**Learning Outcomes:**

Will there be a change to the learning outcomes?		YES	x	NO	
<p>If yes, please describe the changes in a side by side comparison below.</p> <p style="text-align: center;"><i>Denote additions in <b><u>bold, underlining</u></b>, and <del>strikethrough</del> for deletions.</i></p>					
<b>Existing Learning Outcomes (Change From):</b>		<b>Proposed Learning Outcomes (Change To):</b>			
<p>Upon successful completion of this course, students will be able to:</p> <ol style="list-style-type: none"> <li>Express an understanding and appreciation of the research process.</li> <li>Describe qualitative and quantitative approaches to research including their uses, strengths, and limitations.</li> <li>Discuss common methods of analyses appropriate to quantitative and/or qualitative research.</li> <li>Explore the ethical dimensions of nursing and health-related research.</li> <li>Critique nursing and health-related research as reported in professional publications.</li> <li>Identify opportunities for research as they arise in practice.</li> <li>Explore the means by which research findings may be applied in practice.</li> </ol>		<p><u>Upon completion of this course, students will be able to:</u></p> <ol style="list-style-type: none"> <li><u>Explain the philosophical underpinnings of quantitative and qualitative research designs.</u></li> <li><u>Summarize the process/methods used in quantitative and qualitative studies, from development of research objectives and questions/hypotheses to dissemination of results and knowledge translation.</u></li> <li><u>Identify the most appropriate research designs to answer different types of research questions.</u></li> <li><u>Evaluate research studies to determine their applicability to nursing practice.</u></li> <li><u>Organize the steps required to refine, develop or adopt evidence-informed practice.</u></li> <li><u>Examine the ethical dimensions of nursing and health-related research.</u></li> <li><u>Assess the importance of research in nursing decision making/practice and of nurses' contributions in generating knowledge through research as outlined by professional standards.</u></li> </ol> <p><del>Upon successful completion of this course, students will be able to:</del></p> <ol style="list-style-type: none"> <li><del>Express an understanding and appreciation of the research process.</del></li> <li><del>Describe qualitative and quantitative approaches to research including their uses, strengths, and limitations.</del></li> <li><del>Discuss common methods of analyses appropriate to quantitative and/or qualitative research.</del></li> <li><del>Explore the ethical dimensions of nursing and health-related research.</del></li> <li><del>Critique nursing and health-related research as reported in professional publications.</del></li> <li><del>Identify opportunities for research as they arise in practice.</del></li> <li><del>Explore the means by which research findings may be applied in practice.</del></li> </ol>			
Will the change in learning outcomes require additional assessment? If yes, provide any resource implications. If there are no additional assessments, why not?		YES		NO	x
<p>While this course has been updated to reflect the focus of the School's undergraduate programs and new entry to practice competencies as required by the College of Nurses of Ontario (2020), the theoretical, application and evaluation activities for the course will remain focused on nursing research; delivery and assessment will continue to occur in the context of the classroom.</p>					

**Calendar Copy:**

The Faculty of Health Curriculum Committee requires that the course description, as listed in the course repository be included below in its entirety.

Please adhere to the format and order below for course description submissions:

- **Course Number** (credit value should be taken to two decimal places (i.e. 6.00 and 3.00))
- **Course Title** (maximum 40 characters)
- **Course Description** (maximum 60 words. For editorial consistency, verbs should be in present tense.)
- **Integrated with** (list the graduate level courses that the course is integrated with. Do not include if the course is not integrated.)
- **Prerequisite** (list of prerequisite courses etc. Only include if there are prerequisites.)
- **Corequisite** (list of corequisite courses etc. Only include if there are corequisites.)
- **Pre/Corequisite** (list of courses etc. which can be taken as pre- or corequisites.)
- **Course Credit Exclusion(s)** (list of exclusions)
- **Open to** (should only be used if this course is limited to a specific group of students)
- **Not open to** (should only be used if the course is closed to a specific group of students)
- **Notes** (includes any other information which is necessary for students to know before enrolling in the course)
- **Previously offered as** (list any other version of the course)

Denote additions in **bold**, underlining, and ~~strike through~~ for deletions.

Existing Calendar Copy (Change From):	Proposed Calendar Copy (Change To):
<p>HH/NURS 3515 3.00 Development of Self as Nurse: Research and Inquiry</p> <p>Explores the research basis of nursing practice. Research methods, including qualitative and quantitative approaches, are examined along with methods of analysis. Students develop the ability to critique nursing research and to use research in practice.</p> <p>Course Credit Exclusion: HH/NURS 3300 3.00, AP/ADMS 2300 6.00. Note: A minimum grade of 5.00 (C+) is required in this course for the BScN degree.</p>	<p><b><u>NURS 3515 3.00 Evidence-informed Nursing Practice: Research and Inquiry</u></b></p> <p><b><u>Introduces students to nursing and health research and evidence informed practice (EIP). Students examine qualitative and quantitative research designs and methods used in nursing and healthcare knowledge development and are introduced to models of EIP. Students learn to critique research in order to determine the applicability and usefulness of research findings to the provision of high-quality nursing and health care.</u></b></p> <p><b><u>Prerequisite: Prerequisites for 4-year Direct Entry and 2<sup>nd</sup> Entry BScN students: HH/PSYC 2021 3.00. Prerequisite for Post-RN IEN BScN students: HH/NURS 2300 3.00. Course Credit Exclusion: HH/NURS 3300 3.00, AP/ADMS 2300 6.00. Open to students in the BScN programs. Note: A minimum grade of 5.00 (C+) is required for this course in the BScN program.</u></b></p> <p><del>HH/NURS 3515 3.00 Development of Self as Nurse: Research and Inquiry</del></p> <p><del>Explores the research basis of nursing practice. Research methods, including qualitative and quantitative approaches, are examined along with methods of analysis. Students develop the ability to critique nursing research and to use research in practice.</del></p> <p><del>Course Credit Exclusion: HH/NURS 3300 3.00, AP/ADMS 2300 6.00. Note: A minimum grade of 5.00 (C+) is required in this course for the BScN degree.</del></p>

**Confirmation of Consultation/Approval:**

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If the proposed course is to be cross-listed, integrated, listed as a course credit exclusion with another course, or listed as a major/minor course option in an interdisciplinary program, the proposal must be accompanied by a statement from the collaborating unit signaling agreement to the proposal.

Indicate the consultation, approval, and additional documentation applicable to the proposal:

	YES	NO
<b>Approval by Department/School's Curriculum Committee</b>		
<b>Statement(s) from the collaborating unit</b>		

School/Department: Nursing

**Course Information:**

Faculty:  Rubric:  Course #:  Weight:   
(i.e. HLST) (i.e. 3.00, 6.00 or 0.00)

Course Title:

Effective Session for Change: Term:  Year:   
(i.e. Fall, Fall/Winter, Winter) (i.e. 2020-21, 2020)

**Type of Change ('x' all that apply):**

<input type="checkbox"/>	in course number/level
<input type="checkbox"/>	in credit value
<input type="checkbox"/>	in cross-listing*
<input type="checkbox"/>	in course credit exclusion(s) †

<input type="checkbox"/>	in pre/co-requisite(s)
<input checked="" type="checkbox"/>	in calendar description
<input type="checkbox"/>	retire/expire course

in short title (maximum 40 characters)  
**Proposed short title:**

in full title (maximum 60 characters)  
**Proposed full title:**

**Other (please specify)**

**Rationale for Change:**

The undergraduate BScN programs (4-year Direct Entry, 2<sup>nd</sup> Entry and Post-RN Internationally Educated Nurse) are undergoing a major modification to the curricula. As professional programs, each program's courses require updates to meet current standards and to address current issues in health care in Ontario.

This course's title has been simplified and the brief description's language has been changed to align with changes in other courses within the curricula. Further, the learning outcomes have been updated to reflect the College of Nurses of Ontario's terminology and new 2020 entry-to-practice competencies.

\* Cross-listed courses are offered jointly by two or more teaching units (such as departments or divisions), or teaching units in two or more different Faculties. Regardless of the offering Faculty or discipline identified by the course prefix of a cross-listed course, every offered section of a cross-listed course is substantially the same as every other and all are therefore recognized as instances of the "same" course.

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## Learning Outcomes:

Will there be a change to the learning outcomes?		YES		NO	
<p>If yes, please describe the changes in a side by side comparison below.</p> <p style="text-align: center;"><i>Denote additions in <b><u>bold, underlining</u></b>, and <del>strikethrough</del> for deletions.</i></p>					
<b>Existing Learning Outcomes (Change From):</b>		<b>Proposed Learning Outcomes (Change To):</b>			
<p>1. Demonstrate competence in the performance of a variety of nursing skills and assessments using simulated contexts</p> <p>2. Synthesize nursing knowledge and skills with knowledge from associated health disciplines</p> <p>3. Support and evaluate their nursing practice through critical, reflective engagement with current nursing literature, through commitment to the Standards of Nursing Practice (College of Nurses of Ontario), and through responsiveness to peer/faculty collaborative feedback</p>		<p><b><u>Upon completion of this course, students will be able to:</u></b></p> <ol style="list-style-type: none"> <li>1. <b><u>Examine how physiological factors, such as age-related changes, genetic make-up and health status influence selection and effectiveness of pharmacological and nonpharmacological interventions.</u></b></li> <li>2. <b><u>Apply an evidence-informed approach to treatment and symptom management of various disease processes to improve client health outcomes.</u></b></li> <li>3. <b><u>Demonstrate competence in safe medication administration practices including appropriate responses to management of side effects and adverse reactions.</u></b></li> <li>4. <b><u>Explain the role of informatics, communication and nursing practice in the delivery of safe therapeutic interventions.</u></b></li> <li>5. <b><u>Analyze the impact of personal choice in therapeutic management and legal and ethical rights associated with autonomy.</u></b></li> <li>6. <b><u>Identify professional standards and safety protocols used in the administration of pharmacological interventions.</u></b></li> </ol> <p><del>1. Demonstrate competence in the performance of a variety of nursing skills and assessments using simulated contexts</del></p> <p><del>2. Synthesize nursing knowledge and skills with knowledge from associated health disciplines</del></p> <p><del>3. Support and evaluate their nursing practice through critical, reflective engagement with current nursing literature, through commitment to the Standards of Nursing Practice (College of Nurses of Ontario), and through responsiveness to peer/faculty collaborative feedback</del></p>			
Will the change in learning outcomes require additional assessment? If yes, provide any resource implications. If there are no additional assessments, why not?		YES		NO	

## Calendar Copy:

The Faculty of Health Curriculum Committee requires that the course description, as listed in the course repository be included below in its entirety.

Please adhere to the format and order below for course description submissions:

- **Course Number** (credit value should be taken to two decimal places (i.e. 6.00 and 3.00))
- **Course Title** (maximum 40 characters)
- **Course Description** (maximum 60 words. For editorial consistency, verbs should be in present tense.)
- **Integrated with** (list the graduate level courses that the course is integrated with. Do not include if the course is not integrated.)
- **Prerequisite** (list of prerequisite courses etc. Only include if there are prerequisites.)
- **Corequisite** (list of corequisite courses etc. Only include if there are corequisites.)
- **Pre/Corequisite** (list of courses etc. which can be taken as pre- or corequisites.)
- **Course Credit Exclusion(s)** (list of exclusions)
- **Open to** (should only be used if this course is limited to a specific group of students)
- **Not open to** (should only be used if the course is closed to a specific group of students)
- **Notes** (includes any other information which is necessary for students to know before enrolling in the course)
- **Previously offered as** (list any other version of the course)

Denote additions in **bold, underlining**, and ~~strike through~~ for deletions.

Existing Calendar Copy (Change From):	Proposed Calendar Copy (Change To):
<p>HH/NURS 3901 3.00 Pharmacotherapeutics for Nursing in Ontario</p> <p>Emphasizes the particulars of therapeutics used in the Canadian health care context. Focuses on pharmacology and specific nursing therapeutic regimens. Examines essential clinical content necessary for safe and competent nursing practice.</p> <p>Course credit exclusion: None. Open to: students admitted to the qualifying pre-session of the Post RN IEN BScN program only. Note: A minimum grade of 5.00 (C+) is required in this course for the BScN degree.</p>	<p><b><u>NURS 3901 3.00 Pharmacological and Non-pharmacological Practices</u></b></p> <p><b><u>Emphasizes the professional nursing role in administration and evaluation of therapeutic interventions including pharmacological and non-pharmacological practices in the Canadian healthcare context. A review of drug classes, pharmacokinetics, pharmacodynamics and specific nursing therapeutic regimens, as well as issues of medication safety and health system informatics, are presented. Examines evidence informed standards and policy for safe and competent nursing practice.</u></b></p> <p><b><u>Prerequisite / Co-requisite(s): None. Open to Post-RN IEN BScN students. Note: A minimum grade of 5.00 (C+) is required for this course in the BScN program.</u></b></p> <p><del>HH/NURS 3901 3.00 Pharmacotherapeutics for Nursing in Ontario</del></p> <p><del>Emphasizes the particulars of therapeutics used in the Canadian health care context. Focuses on pharmacology and specific nursing therapeutic regimens. Examines essential clinical content necessary for safe and competent nursing practice.</del></p> <p><del>Course credit exclusion: None. Open to: students admitted to the qualifying pre-session of the Post RN IEN BScN program only. Note: A minimum grade of 5.00 (C+) is required in this course for the BScN degree.</del></p>

**Confirmation of Consultation/Approval:**

If the proposed course is to be cross-listed, integrated, listed as a course credit exclusion with another course, or listed as a major/minor course option in an interdisciplinary program, the proposal must be accompanied by a statement from the collaborating unit signaling agreement to the proposal.

Indicate the consultation, approval, and additional documentation applicable to the proposal:

	YES	NO
<b>Approval by Department/School's Curriculum Committee</b>		
<b>Statement(s) from the collaborating unit</b>		

School/Department: Nursing

**Course Information:**

Faculty:  Rubric:  Course #:  Weight:   
(i.e. HLST) (i.e. 3.00, 6.00 or 0.00)

Course Title:

Effective Session for Change: Term:  Year:   
(i.e. Fall, Fall/Winter, Winter) (i.e. 2020-21, 2020)

**Type of Change ('x' all that apply):**

<input type="checkbox"/>	in course number/level	<input checked="" type="checkbox"/>	in pre/co-requisite(s)
<input type="checkbox"/>	in credit value	<input checked="" type="checkbox"/>	in calendar description
<input type="checkbox"/>	in cross-listing*	<input type="checkbox"/>	retire/expire course
<input type="checkbox"/>	in course credit exclusion(s) †		

in short title (maximum 40 characters)  
**Proposed short title:**

in full title (maximum 60 characters)  
**Proposed full title:**

**Other (please specify)**

**Rationale for Change:**

The undergraduate BScN programs (4-year Direct Entry, 2<sup>nd</sup> Entry and Post-RN Internationally Educated Nurse) are undergoing a major modification to the curricula. As professional programs, each program's courses require updates to meet current standards and to address current issues in health care in Ontario.

This course has not been substantially revised since 2005.

This course's title has been simplified and the brief description's language has been changed to align with changes in other courses within the curricula. Further, the learning outcomes have been updated to reflect the College of Nurses of Ontario's terminology and new 2020 entry-to-practice competencies.

This course will continue to be a practicum course in the IEN program. The course learning outcomes are the same as the program outcomes.

This course is 6.00 credits and so will require an equivalent of 288 direct-care practicum hours. This differs from the NURS 4527 9.00 in direct-care practicum hours only.

\* Cross-listed courses are offered jointly by two or more teaching units (such as departments or divisions), or teaching units in two or more different Faculties. Regardless of the offering Faculty or discipline identified by the course prefix of a cross-listed course, every offered section of a cross-listed course is substantially the same as every other and all are therefore recognized as instances of the "same" course.

† "Course Exclusion" is a formal status accorded to pairs of courses that are recognized as having sufficient overlap in content to warrant specifically excluding students from obtaining credit for both. Course exclusion status requires the same curricular approval process required for establishing cross-listings. Course exclusions will be recognized by all Faculties and programs.

## Learning Outcomes:

Will there be a change to the learning outcomes?		YES	x	NO	
<p>If yes, please describe the changes in a side by side comparison below.</p> <p style="text-align: center;"><i>Denote additions in <b><u>bold, underlining</u></b>, and <del>strikethrough</del> for deletions.</i></p>					
<b>Existing Learning Outcomes (Change From):</b>		<b>Proposed Learning Outcomes (Change To):</b>			
<p>Upon successful completion of this course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate accountability for practicing in accordance with professional practice standards and ethical guidelines, demonstrating critical thinking and reflective practice</li> <li>2. Demonstrate theory-guided, evidence-based practice, incorporating multiple ways of knowing in practice decision-making and problem solving</li> <li>3. Demonstrate responsibility for own professional growth and development, developing and meeting learning goals which incorporate learning throughout the program and are appropriate to the practice situation</li> <li>4. Demonstrate leadership in nursing practice, including establishment and maintenance of collaborative inter-and intra- disciplinary relationships</li> </ol>		<p><u>Upon completion of this course, students will be able to:</u></p> <ol style="list-style-type: none"> <li>1. <u>Provide safe, competent, ethical, compassionate and culturally responsive nursing care.</u></li> <li>2. <u>Integrate knowledge from nursing and other disciplines to enhance health and healing for diverse clients.</u></li> <li>3. <u>Engage in appropriate, complex decision-making in nursing practice that incorporates multiple ways of knowing, critical appraisal, and evidence-informed practice to adapt, execute and evaluation plans of care to meet and prioritize clients' needs.</u></li> <li>4. <u>Communicate using effective verbal and written strategies with the client and healthcare teams, to promote safe, compassionate, relational care respecting diverse perspectives.</u></li> <li>5. <u>Collaborate professionally with clients and other healthcare team members when providing care to promote health.</u></li> <li>6. <u>Provide leadership that contributes to the optimization of client health care outcomes in various practice domains and within the nursing profession.</u></li> <li>7. <u>Apply strategies to advocate for client-centred care.</u></li> <li>8. <u>Engage in critical reflection for lifelong self-directed learning, and evidence-informed nursing practice.</u></li> <li>9. <u>Empower self, clients and colleagues using a range of educational strategies, including technology, for achieving optimal health and work-life outcomes.</u></li> </ol> <p><del>Upon successful completion of this course, students will be able to:</del></p> <ol style="list-style-type: none"> <li><del>1. Differentiate the nurse's role from other healthcare professional roles through nursing theoretical knowledge.</del></li> <li><del>2. Describe, implement and evaluate increasingly complex, holistic healing and caring actions for a diverse client population from a variety of cultures, based on evidence. Clients include individuals, families, groups and/or communities.</del></li> <li><del>3. Promote health and healing for clients in complex situations where predictability of outcomes tends to be uncertain, using knowledge of nursing theory.</del></li> <li><del>4. Integrate ways of knowing to deepen understanding of the lived experience of clients.</del></li> <li><del>5. Apply a selected nursing theory to practice.</del></li> <li><del>6. Function effectively in the nurses' unique role as a member of multidisciplinary teams</del></li> </ol>			

Will the change in learning outcomes require additional assessment? If yes, provide any resource implications. If there are no additional assessments, why not?	YES		NO	x
While this course has been updated to reflect the focus of the School's undergraduate programs and new entry to practice competencies as required by the College of Nurses of Ontario (2020), the theoretical, application and evaluation activities for the course will remain focused on the process of transformation to a professional nurse, and the required scholarship and professional activities that are associated with this; delivery will not change and will continue to be offered and assessed online.				

### Calendar Copy:

<p>The Faculty of Health Curriculum Committee requires that the course description, as listed in the course repository be included below in its entirety. Please adhere to the format and order below for course description submissions:</p> <ul style="list-style-type: none"> <li>• <b>Course Number</b> (credit value should be taken to two decimal places (i.e. 6.00 and 3.00))</li> <li>• <b>Course Title</b> (maximum 40 characters)</li> <li>• <b>Course Description</b> (maximum 60 words. For editorial consistency, verbs should be in present tense.)</li> <li>• <b>Integrated with</b> (list the graduate level courses that the course is integrated with. Do not include if the course is not integrated.)</li> <li>• <b>Prerequisite</b> (list of prerequisite courses etc. Only include if there are prerequisites.)</li> <li>• <b>Corequisite</b> (list of corequisite courses etc. Only include if there are corequisites.)</li> <li>• <b>Pre/Corequisite</b> (list of courses etc. which can be taken as pre- or corequisites.)</li> <li>• <b>Course Credit Exclusion(s)</b> (list of exclusions)</li> <li>• <b>Open to</b> (should only be used if this course is limited to a specific group of students)</li> <li>• <b>Not open to</b> (should only be used if the course is closed to a specific group of students)</li> <li>• <b>Notes</b> (includes any other information which is necessary for students to know before enrolling in the course)</li> <li>• <b>Previously offered as</b> (list any other version of the course)</li> </ul> <p style="text-align: center;"><i>Denote additions in <b><u>bold, underlining</u></b>, and <del>strikethrough</del> for deletions.</i></p>
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Existing Calendar Copy (Change From):	Proposed Calendar Copy (Change To):
<p>HH/ NURS 4150 Advanced Nursing Science Practicum 6.00</p> <p>The synthesis of practice, theory, insights and experiences from all other courses in the program. The primary learning outcome is nursing praxis which is the interrelationship and integration of theory and practice. Prerequisite for Post RN IEN BScN students: Successful completion of all program requirements, except for Corequisites HH/NURS 4910 3.00, HH/NURS 3740 3.00. Prerequisite for Post RN BScN program students: Successful completion of all other program requirements. Post RN BScN students must directly contact the course coordinator 60 days prior to the start of the course to arrange the practicum. Open to: Students in the Post-RN and Post RN IEN BScN programs. Note 1: This is a one term course with a clinical practicum equivalent to 18 hours per week for 12 weeks. Note 2: A minimum grade of 5.00 (C+) is required in this course for the BScN degree.</p>	<p>HH/ NURS <del>4150</del> <b>4529</b> <del>Advanced Nursing Science Practicum</del> <b>Integrated Practicum</b> 6.00</p> <p>The <del>synthesis</del> <b>Synthesizes</b> of practice, theory, insights and experiences from all other courses in the program. The primary learning outcome is nursing praxis which is the interrelationship and integration of theory and practice. Prerequisite for Post RN IEN BScN students: Successful completion of all program requirements, except for Corequisites HH/NURS 4910 <b>4528</b> 3.00, <del>HH/NURS 3740 3.00</del>. Prerequisite for Post RN BScN program students: Successful completion of all other program requirements. <del>Post RN BScN students must directly contact the course coordinator 60 days prior to the start of the course to arrange the practicum.</del> Open to: Students in the <del>Post-RN and Post RN IEN BScN programs.</del> Note 1: This is a <del>one term course with a clinical practicum equivalent to 18 hours per week for 12 weeks.</del> <b>Students are responsible for their own transportation to and from practicum sites.</b> Note 2: A minimum grade of 5.00 (C+) is required in this course for the BScN degree.</p>

### Confirmation of Consultation/Approval:

If the proposed course is to be cross-listed, integrated, listed as a course credit exclusion with another course, or listed as a major/minor course option in an interdisciplinary program, the proposal must be accompanied by a statement from the collaborating unit signaling agreement to the proposal.

Indicate the consultation, approval, and additional documentation applicable to the proposal:	YES	NO
Approval by Department/School's Curriculum Committee		
Statement(s) from the collaborating unit		

School/Department: Nursing

**Course Information:**

Faculty:  Rubric:  Course #:  Weight:   
(i.e. HLST) (i.e. 3.00, 6.00 or 0.00)

Course Title:

Effective Session for Change: Term:  Year:   
(i.e Fall, Fall/Winter, Winter) (i.e 2020-21, 2020)

**Type of Change ('x' all that apply):**

<input type="checkbox"/>	in course number/level	<input checked="" type="checkbox"/>	in pre/co-requisite(s)
<input type="checkbox"/>	in credit value	<input checked="" type="checkbox"/>	in calendar description
<input type="checkbox"/>	in cross-listing*	<input type="checkbox"/>	retire/expire course
<input checked="" type="checkbox"/>	in course credit exclusion(s) †		

in short title (maximum 40 characters)  
**Proposed short title:**

in full title (maximum 60 characters)  
**Proposed full title:**

**Other (please specify)**

**Rationale for Change:**

The undergraduate BScN programs (4-year Direct Entry, 2<sup>nd</sup> Entry and Post-RN Internationally Educated Nurse) are undergoing a major modification to the curricula. As professional programs, each program's courses require updates to meet current standards and to address current issues in health care in Ontario.

This course has not been substantially revised in over 9 years. This course's title has been simplified and the brief description's language has been changed to align with changes in other courses within the curricula. Further, the learning outcomes have been updated to reflect the College of Nurses of Ontario's terminology and new 2020 entry-to-practice competencies.

\* Cross-listed courses are offered jointly by two or more teaching units (such as departments or divisions), or teaching units in two or more different Faculties. Regardless of the offering Faculty or discipline identified by the course prefix of a cross-listed course, every offered section of a cross-listed course is substantially the same as every other and all are therefore recognized as instances of the "same" course.

† "Course Exclusion" is a formal status accorded to pairs of courses that are recognized as having sufficient overlap in content to warrant specifically excluding students from obtaining credit for both. Course exclusion status requires the same curricular approval process required for establishing cross-listings. Course exclusions will be recognized by all Faculties and programs.

**Learning Outcomes:**

Will there be a change to the learning outcomes?	YES	x	NO
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If yes, please describe the changes in a side by side comparison below.

Denote additions in **bold, underlining**, and ~~strikethrough~~ for deletions.

Existing Learning Outcomes (Change From):	Proposed Learning Outcomes (Change To):
<p>Upon successful completion of this course, student will be able to:</p> <ol style="list-style-type: none"> <li>1. Analyze the structure and function of the Canadian health care system in comparison with alternative models.</li> <li>2. Articulate an understanding of the responsibilities of federal, provincial and regional and community levels of governance in the delivery of health care in Canada.</li> <li>3. Explore political, economic, social and professional influences on nursing.</li> <li>4. Explore the diverse career opportunities open to new graduates.</li> <li>5. Develop skills for entering the workforce.</li> <li>6. Critically analyze current issues influencing professional nursing practice in Canadian society.</li> <li>7. Develop strategies for enhancing nursing influence on the evolving health care system.</li> <li>8. Articulate a personal vision of nursing practice as a novice within the nursing workplace.</li> </ol>	<p><u>Upon completion of this course, student will be able to:</u></p> <ol style="list-style-type: none"> <li>1. <b><u>Critically analyze the value and contributions of professional and advanced nursing practice to healthcare, with reference to evidence and theory.</u></b></li> <li>2. <b><u>Critique the structure and function of the Canadian health care system in comparison with alternative health delivery models to identify more effective, efficient and innovative health delivery approaches.</u></b></li> <li>3. <b><u>Examine socio-political factors that influence advancement of professional nursing at the local, national, and global level.</u></b></li> <li>4. <b><u>Advocate for health equity, cultural safety, and/or social justice issues in organizations and public policy, including Indigenous health issues.</u></b></li> <li>5. <b><u>Apply leadership skills that support transition to employment; focusing on networking; mentorship; effective use of communication and technology; addressing legal and ethical practice issues; and working independently and within intra- and inter-professional teams.</u></b></li> <li>6. <b><u>Utilize self-care skills and strategies for managing critical conversations, balancing mental health, and navigating complex organizational environments based on resilience, critical reflection and self-assessment of strengths and areas for improvement.</u></b></li> <li>7. <b><u>Build a personal professional nursing vision that supports strategic career planning and scholarship.</u></b></li> </ol> <p><del>Upon successful completion of this course, student will be able to:</del></p> <ol style="list-style-type: none"> <li><del>1. Analyze the structure and function of the Canadian health care system in comparison with alternative models.</del></li> <li><del>2. Articulate an understanding of the responsibilities of federal, provincial and regional and community levels of governance in the delivery of health care in Canada.</del></li> <li><del>3. Explore political, economic, social and professional influences on nursing.</del></li> <li><del>4. Explore the diverse career opportunities open to new graduates.</del></li> <li><del>5. Develop skills for entering the workforce.</del></li> <li><del>6. Critically analyze current issues influencing professional nursing practice in Canadian society.</del></li> <li><del>7. Develop strategies for enhancing nursing influence on the evolving health care system.</del></li> <li><del>8. Articulate a personal vision of nursing practice as a novice within the nursing workplace.</del></li> </ol>

Will the change in learning outcomes require additional assessment? If yes, provide any resource implications. If there are no additional assessments, why not?	YES		NO	x
While this course has been updated to reflect the focus of the School's undergraduate programs and new entry to practice competencies as required by the College of Nurses of Ontario (2020), the theoretical, application and evaluation activities for the course will remain focused on aspects of preparation for independent professional nursing practice in Canada; delivery will not change and will continue to be offered and assessed in the classroom.				

### Calendar Copy:

The Faculty of Health Curriculum Committee requires that the course description, as listed in the course repository be included below in its entirety.

Please adhere to the format and order below for course description submissions:

- **Course Number** (credit value should be taken to two decimal places (i.e. 6.00 and 3.00))
- **Course Title** (maximum 40 characters)
- **Course Description** (maximum 60 words. For editorial consistency, verbs should be in present tense.)
- **Integrated with** (list the graduate level courses that the course is integrated with. Do not include if the course is not integrated.)
- **Prerequisite** (list of prerequisite courses etc. Only include if there are prerequisites.)
- **Corequisite** (list of corequisite courses etc. Only include if there are corequisites.)
- **Pre/Corequisite** (list of courses etc. which can be taken as pre- or corequisites.)
- **Course Credit Exclusion(s)** (list of exclusions)
- **Open to** (should only be used if this course is limited to a specific group of students)
- **Not open to** (should only be used if the course is closed to a specific group of students)
- **Notes** (includes any other information which is necessary for students to know before enrolling in the course)
- **Previously offered as** (list any other version of the course)

Denote additions in **bold, underlining**, and ~~strikethrough~~ for deletions.

Existing Calendar Copy (Change From):	Proposed Calendar Copy (Change To):
<p>HH/NURS 4516 3.00 Development of Self as Nurse: Advanced Professional Issues</p> <p>Prepares students for transitioning into the workforce by examining the context of nursing practice within the Canadian health care system, analyzing current workplace and professional issues which influence nurses' roles in health care, and developing skills related to seeking employment.</p> <p>Prerequisite: HH/NURS 3514 3.00. Prerequisite or corequisite for Collaborative students: HH/NURS 4525 6.00, HH/NURS 4526 6.00. Prerequisites or corequisites for second Entry students: HH/NURS 4525 6.00, HH/NURS 3524 6.00. Note: A minimum grade of 5.00 (C+) is required in this course for the BScN degree.</p>	<p><b><u>HH/ NURS 4516 3.00 Development as a Professional Nurse</u></b></p> <p><b><u>Critiques the role of professional nursing and advanced nursing practice in the context of theory and evidence, using analytic and reflective strategies. Students engage in discussions of health policy and delivery models, socio-political and cultural factors that affect professional nursing practice in the navigation of organizational and leadership practices and transition to the healthcare system workforce. Employment, advancement, work-life and self-care issues are a focus.</u></b></p> <p><b><u>Prerequisites: Prerequisite for 4-year Direct Entry: HH/NURS 3512 3.00. Prerequisite for 2<sup>nd</sup> Entry BScN Students: HH/NURS 3512 3.00, HH/NURS 3514 3.00. Course Credit Exclusion: HH/NURS 4516 3.00. Open to 4-year Direct Entry and 2<sup>nd</sup> Entry BScN students. Note: A minimum grade of 5.00 (C+) is required for this course in the BScN program.</u></b></p> <p>HH/NURS 4516 3.00 Development of Self as Nurse: Advanced Professional Issues</p> <p>Prepares students for transitioning into the workforce by examining the context of nursing practice within the Canadian health care system, analyzing current workplace</p>

and professional issues which influence nurses' roles in health care, and developing skills related to seeking employment.

Prerequisite: HH/NURS 3514 3.00. Prerequisite or corequisite for Collaborative students: HH/NURS 4525 6.00, HH/NURS 4526 6.00. Prerequisites or corequisites for second Entry students: HH/NURS 4525 6.00, HH/NURS 3524 6.00. Note: A minimum grade of 5.00 (C+) is required in this course for the BScN degree.

**Confirmation of Consultation/Approval:**

If the proposed course is to be cross-listed, integrated, listed as a course credit exclusion with another course, or listed as a major/minor course option in an interdisciplinary program, the proposal must be accompanied by a statement from the collaborating unit signaling agreement to the proposal.

Indicate the consultation, approval, and additional documentation applicable to the proposal:

	YES	NO
<b>Approval by Department/School's Curriculum Committee</b>		
<b>Statement(s) from the collaborating unit</b>		

School/Department: Nursing

**Course Information:**

Faculty:  Rubric:  Course #:  Weight:   
(i.e. HLST) (i.e. 3.00, 6.00 or 0.00)

Course Title:

Effective Session for Change: Term:  Year:   
(i.e. Fall, Fall/Winter, Winter) (i.e. 2020-21, 2020)

**Type of Change ('x' all that apply):**

<input type="checkbox"/>	in course number/level
<input type="checkbox"/>	in credit value
<input type="checkbox"/>	in cross-listing*
<input type="checkbox"/>	in course credit exclusion(s) †

<input checked="" type="checkbox"/>	in pre/co-requisite(s)
<input checked="" type="checkbox"/>	in calendar description
<input type="checkbox"/>	retire/expire course

in short title (maximum 40 characters)  
**Proposed short title:**

in full title (maximum 60 characters)  
**Proposed full title:**

**Other (please specify)**

**Rationale for Change:**

The undergraduate BScN programs (4-year Direct Entry, 2<sup>nd</sup> Entry) are undergoing a major modification to the curricula. As professional programs, each program's courses require updates to meet current standards and to address current issues in health care in Ontario.

This course has not been substantially revised in over 8 years.

This course's title and the brief description's language have been changed to align with changes in other courses within the curricula. Further, the learning outcomes have been updated to reflect the College of Nurses of Ontario's terminology and new 2020 entry-to-practice competencies.

This course currently requires students to pass both the classroom and practicum components in order to receive credit for the course. The learning objectives have been revised to ensure that this intention is clear.

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† "Course Exclusion" is a formal status accorded to pairs of courses that are recognized as having sufficient overlap in content to warrant specifically excluding students from obtaining credit for both. Course exclusion status requires the same curricular approval process required for establishing cross-listings. Course exclusions will be recognized by all Faculties and programs.

## Learning Outcomes:

Will there be a change to the learning outcomes?		YES	x	NO	
<p>If yes, please describe the changes in a side by side comparison below.</p> <p style="text-align: center;"><i>Denote additions in <b><u>bold, underlining</u></b>, and <del>strikethrough</del> for deletions.</i></p>					
<b>Existing Learning Outcomes (Change From):</b>		<b>Proposed Learning Outcomes (Change To):</b>			
<p>Upon completion of this course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate accountability to the public by practicing in accordance with professional standards of nursing practice and the current entry-level competencies for Registered Nurses of the College of Nurses of Ontario.</li> <li>2. Enhance health and healing in individuals, families, groups and/or communities/populations in a variety of traditional and non-traditional settings through synthesizing knowledge from nursing and other disciplines to guide assessments, care and health promotion.</li> <li>3. Demonstrate praxis, in incorporating multiple ways of knowing, evidence- informed care, and critical- respective practice in the humanization of health care.</li> <li>4. Exemplify personal and professional growth through application of skills for lifelong learning.</li> <li>5. Establish and maintain collaborative relationships with nursing colleagues, inter- professional team members, and clients/communities.</li> <li>6. Demonstrate leadership for the advancement of the nursing professional areas of practice.</li> <li>7. Advocate for and support healthy organizational and public policy to promote health of individuals, families, groups, communities and/or global populations.</li> <li>8. Provide culturally sensitive nursing care that honours human dignity, diversity, and different ways of being.</li> </ol>		<p><b><u>Upon completion of this course, students will be able to:</u></b></p> <ol style="list-style-type: none"> <li>1. <b><u>Provide safe, competent, ethical, compassionate and culturally responsive nursing care.</u></b></li> <li>2. <b><u>Integrate knowledge from nursing and other disciplines to enhance health and healing for diverse clients.</u></b></li> <li>3. <b><u>Engage in appropriate, complex decision-making in nursing practice that incorporates multiple ways of knowing, critical appraisal, and evidence-informed practice to adapt, execute and evaluation plans of care to meet and prioritize clients' needs.</u></b></li> <li>4. <b><u>Communicate using effective verbal and written strategies with the client and healthcare teams, to promote safe, compassionate, relational care respecting diverse perspectives.</u></b></li> <li>5. <b><u>Collaborate professionally with clients and other healthcare team members when providing care to promote health.</u></b></li> <li>6. <b><u>Provide leadership that contributes to the optimization of client health care outcomes in various practice domains and within the nursing profession.</u></b></li> <li>7. <b><u>Apply strategies to advocate for client-centred care.</u></b></li> <li>8. <b><u>Engage in critical reflection for lifelong self-directed learning, and evidence-informed nursing practice.</u></b></li> <li>9. <b><u>Empower self, clients and colleagues using a range of educational strategies, including technology, for achieving optimal health and work-life outcomes.</u></b></li> </ol> <p><del>Upon completion of this course, students will be able to:</del></p> <ol style="list-style-type: none"> <li>1. <del>Demonstrate accountability to the public by practicing in accordance with professional standards of nursing practice and the current entry-level competencies for Registered Nurses of the College of Nurses of Ontario.</del></li> <li>2. <del>Enhance health and healing in individuals, families, groups and/or communities/populations in a variety of traditional and non-traditional settings through synthesizing knowledge from nursing and other disciplines to guide assessments, care and health promotion.</del></li> <li>3. <del>Demonstrate praxis, in incorporating multiple ways of knowing, evidence- informed care, and critical- respective practice in the humanization of health care.</del></li> <li>4. <del>Exemplify personal and professional growth through application of skills for lifelong learning.</del></li> <li>5. <del>Establish and maintain collaborative relationships with nursing colleagues, inter- professional team members, and clients/communities.</del></li> </ol>			

	<p>6. <del>Demonstrate leadership for the advancement of the nursing professional areas of practice.</del></p> <p>7. <del>Advocate for and support healthy organizational and public policy to promote health of individuals, families, groups, communities and/or global populations.</del></p> <p>8. <del>Provide culturally sensitive nursing care that honours human dignity, diversity, and different ways of being.</del></p>								
<p>Will the change in learning outcomes require additional assessment? If yes, provide any resource implications. If there are no additional assessments, why not?</p>	<table border="1"> <tr> <td data-bbox="1242 310 1325 384">YES</td> <td data-bbox="1325 310 1396 384"></td> <td data-bbox="1396 310 1479 384">NO</td> <td data-bbox="1479 310 1546 384"></td> </tr> <tr> <td></td> <td></td> <td align="center" data-bbox="1396 384 1479 575">x</td> <td></td> </tr> </table>	YES		NO				x	
YES		NO							
		x							
<p>While this course has been updated to reflect the focus of the School's undergraduate programs and new entry to practice competencies as required by the College of Nurses of Ontario (2020), the theoretical, application and evaluation activities for the course will remain focused on aspects of clients' complex health challenges seen in nursing practice; delivery will not change and will continue to be offered and assessed in the practicum settings in relation to the end-of-program outcomes and in terms of the CNO standards.</p>									

**Calendar Copy:**

<p>The Faculty of Health Curriculum Committee requires that the course description, as listed in the course repository be included below in its entirety.</p> <p>Please adhere to the format and order below for course description submissions:</p> <ul style="list-style-type: none"> <li>• <b>Course Number</b> (credit value should be taken to two decimal places (i.e. 6.00 and 3.00))</li> <li>• <b>Course Title</b> (maximum 40 characters)</li> <li>• <b>Course Description</b> (maximum 60 words. For editorial consistency, verbs should be in present tense.)</li> <li>• <b>Integrated with</b> (list the graduate level courses that the course is integrated with. Do not include if the course is not integrated.)</li> <li>• <b>Prerequisite</b> (list of prerequisite courses etc. Only include if there are prerequisites.)</li> <li>• <b>Corequisite</b> (list of corequisite courses etc. Only include if there are corequisites.)</li> <li>• <b>Pre/Corequisite</b> (list of courses etc. which can be taken as pre- or corequisites.)</li> <li>• <b>Course Credit Exclusion(s)</b> (list of exclusions)</li> <li>• <b>Open to</b> (should only be used if this course is limited to a specific group of students)</li> <li>• <b>Not open to</b> (should only be used if the course is closed to a specific group of students)</li> <li>• <b>Notes</b> (includes any other information which is necessary for students to know before enrolling in the course)</li> <li>• <b>Previously offered as</b> (list any other version of the course)</li> </ul> <p align="center"><i>Denote additions in <b><u>bold, underlining</u></b>, and <del>strikethrough</del> for deletions.</i></p>
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<b>Existing Calendar Copy (Change From):</b>	<b>Proposed Calendar Copy (Change To):</b>
<p>HH/NURS 4527 9.00 Health and Healing: Integrated Nursing Science Practicum</p> <p>Intensive practice experience in a variety of traditional and non-traditional nursing settings. Synthesizes previous knowledge to help students articulate a framework for professional and clinical practice. This course totals 432 practicum experience hours.</p> <p>Prerequisites: Successfully earned (completed) all prior BScN program courses. Corequisite: HH/NURS 4528 3.00. Students who failed to achieve the minimum grade of 5.00 (C+) in course prerequisites will be ineligible to proceed/withdrawn from this course. Course credit exclusions: HH/NURS 4110 9.00, HH/NURS 4900 9.00. Only open to: Collaborative and second Entry BScN students. Notes: Students must successfully complete both HH/NURS 4527 9.00 and HH/NURS 4528 3.00 concurrently in order to be</p>	<p><b><u>HH/ NURS 4527 9.00 Integrated Practicum</u></b></p> <p><b><u>Integrates nursing knowledge and learning acquired across the program in a concentrated practicum experience in a variety of nursing settings. Students synthesize knowledge to articulate a framework for independent professional practice.</u></b></p> <p><b><u>Prerequisites: Successfully earned (completed) all prior BScN program courses. Corequisites: HH/NURS 4528 3.00, HH/NURS 4530 3.00. Course Credit Exclusions: HH/NURS 4110 9.00, HH/NURS 4900 9.00. Open to 4-year Direct Entry and 2<sup>nd</sup> Entry BScN students. Notes: Students must successfully complete both HH/NURS 4530 3.00 Professional Scholarship: Capstone Project concurrently in order to be recognized with a passing grade or credit in either course. Students are responsible for their own transportation to and from practicum sites. A minimum</u></b></p>

recognized with a passing grade or credit in either course. Students are responsible for their own transportation to and from practicum sites.

**grade of 5.00 (C+) is required for this course in the BScN program. Enrolled students who failed to achieve the minimum grade of 5.00 (C+) in course prerequisites will be ineligible to proceed/withdrawn from this course.**

HH/NURS 4527 9.00 Health and Healing: Integrated Nursing Science Practicum

Intensive practice experience in a variety of traditional and non-traditional nursing settings. Synthesizes previous knowledge to help students articulate a framework for professional and clinical practice. This course totals 432 practicum experience hours.

Prerequisites: Successfully earned (completed) all prior BScN program courses. Corequisite: HH/NURS 4528 3.00. Students who failed to achieve the minimum grade of 5.00 (C+) in course prerequisites will be ineligible to proceed/withdrawn from this course. Course credit exclusions: HH/NURS 4110 9.00, HH/NURS 4900 9.00. Only open to Collaborative and second Entry BScN students. Notes: Students must successfully complete both HH/NURS 4527 9.00 and HH/NURS 4528 3.00 concurrently in order to be recognized with a passing grade or credit in either course. Students are responsible for their own transportation to and from practicum sites.

**Confirmation of Consultation/Approval:**

If the proposed course is to be cross-listed, integrated, listed as a course credit exclusion with another course, or listed as a major/minor course option in an interdisciplinary program, the proposal must be accompanied by a statement from the collaborating unit signaling agreement to the proposal.

Indicate the consultation, approval, and additional documentation applicable to the proposal:

	YES	NO
<b>Approval by Department/School's Curriculum Committee</b>		
<b>Statement(s) from the collaborating unit</b>		

School/Department: Nursing

**Course Information:**

Faculty:  Rubric:  Course #:  Weight:   
(i.e. HLST) (i.e. 3.00, 6.00 or 0.00)

Course Title:

Effective Session for Change: Term:  Year:   
(i.e Fall, Fall/Winter, Winter) (i.e 2020-21, 2020)

**Type of Change ('x' all that apply):**

<input type="checkbox"/>	in course number/level	<input checked="" type="checkbox"/>	in pre/co-requisite(s)
<input type="checkbox"/>	in credit value	<input checked="" type="checkbox"/>	in calendar description
<input type="checkbox"/>	in cross-listing*	<input type="checkbox"/>	retire/expire course
<input type="checkbox"/>	in course credit exclusion(s) †		

in short title (maximum 40 characters)  
**Proposed short title:**

in full title (maximum 60 characters)  
**Proposed full title:**

**Other (please specify)**

**Rationale for Change:**

The undergraduate BScN programs (4-year Direct Entry, 2<sup>nd</sup> Entry and Post-RN Internationally Educated Nurse) are undergoing a major modification to the curricula. As professional programs, each program's courses require updates to meet current standards and to address current issues in health care in Ontario.

This course has not been substantially revised in over 9 years.

This course's title has been simplified and the brief description's language has been changed to align with changes in other courses within the curricula. Further, the learning outcomes have been updated to reflect the College of Nurses of Ontario's terminology and new 2020 entry-to-practice competencies.  
 This course will continue to be offered online.

\* Cross-listed courses are offered jointly by two or more teaching units (such as departments or divisions), or teaching units in two or more different Faculties. Regardless of the offering Faculty or discipline identified by the course prefix of a cross-listed course, every offered section of a cross-listed course is substantially the same as every other and all are therefore recognized as instances of the "same" course.

† "Course Exclusion" is a formal status accorded to pairs of courses that are recognized as having sufficient overlap in content to warrant specifically excluding students from obtaining credit for both. Course exclusion status requires the same curricular approval process required for establishing cross-listings. Course exclusions will be recognized by all Faculties and programs.

## Learning Outcomes:

Will there be a change to the learning outcomes?		YES	x	NO	
<p>If yes, please describe the changes in a side by side comparison below.</p> <p style="text-align: center;"><i>Denote additions in <b><u>bold, underlining</u></b>, and <del>strikethrough</del> for deletions.</i></p>					
<b>Existing Learning Outcomes (Change From):</b>		<b>Proposed Learning Outcomes (Change To):</b>			
<p>Upon successful completion of this course, students will be able to:</p> <ol style="list-style-type: none"> <li>Differentiate the nurse's role from other healthcare professional roles through nursing theoretical knowledge.</li> <li>Describe, implement and evaluate increasingly complex, holistic healing and caring actions for a diverse client population from a variety of cultures, based on evidence. Clients include individuals, families, groups and/or communities.</li> <li>Promote health and healing for clients in complex situations where predictability of outcomes tends to be uncertain, using knowledge of nursing theory.</li> <li>Integrate ways of knowing to deepen understanding of the lived experience of clients.</li> <li>Apply a selected nursing theory to practice.</li> <li>Function effectively in the nurses' unique role as a member of multidisciplinary teams.</li> </ol>		<p><b><u>Upon completion of this course, students will be able to:</u></b></p> <ol style="list-style-type: none"> <li><b><u>Determine safe, competent practice before choosing therapeutic interventions for a range of client conditions.</u></b></li> <li><b><u>Incorporate relational practice knowledge into client and healthcare team interactions.</u></b></li> <li><b><u>Justify choices for nursing actions through knowledge of evidence, practice standards and support for client autonomy.</u></b></li> <li><b><u>Utilize clinical reasoning skills and problem-solving strategies to plan and implement care for clients in various healthcare settings and situations.</u></b></li> <li><b><u>Identify effective communication strategies to support client care and healthcare change.</u></b></li> <li><b><u>Build a realistic personal plan for national registration exam preparation.</u></b></li> </ol> <p>Upon successful completion of this course, students will be able to:</p> <ol style="list-style-type: none"> <li><del>Differentiate the nurse's role from other healthcare professional roles through nursing theoretical knowledge.</del></li> <li><del>Describe, implement and evaluate increasingly complex, holistic healing and caring actions for a diverse client population from a variety of cultures, based on evidence. Clients include individuals, families, groups and/or communities.</del></li> <li><del>Promote health and healing for clients in complex situations where predictability of outcomes tends to be uncertain, using knowledge of nursing theory.</del></li> <li><del>Integrate ways of knowing to deepen understanding of the lived experience of clients.</del></li> <li><del>Apply a selected nursing theory to practice.</del></li> <li><del>Function effectively in the nurses' unique role as a member of multidisciplinary teams.</del></li> </ol>			
Will the change in learning outcomes require additional assessment? If yes, provide any resource implications. If there are no additional assessments, why not?		YES		NO	x
<p>While this course has been updated to reflect the focus of the School's undergraduate programs and new entry to practice competencies as required by the College of Nurses of Ontario (2020), the theoretical, application and evaluation activities for the course will remain focused on the process of transformation to a professional nurse, and the required scholarship and professional activities that are associated with this; delivery will not change and will continue to be offered and assessed online.</p>					

## Calendar Copy:

The Faculty of Health Curriculum Committee requires that the course description, as listed in the course repository be included below in its entirety.

Please adhere to the format and order below for course description submissions:

- **Course Number** (credit value should be taken to two decimal places (i.e. 6.00 and 3.00))
- **Course Title** (maximum 40 characters)
- **Course Description** (maximum 60 words. For editorial consistency, verbs should be in present tense.)
- **Integrated with** (list the graduate level courses that the course is integrated with. Do not include if the course is not integrated.)
- **Prerequisite** (list of prerequisite courses etc. Only include if there are prerequisites.)
- **Corequisite** (list of corequisite courses etc. Only include if there are corequisites.)
- **Pre/Corequisite** (list of courses etc. which can be taken as pre- or corequisites.)
- **Course Credit Exclusion(s)** (list of exclusions)
- **Open to** (should only be used if this course is limited to a specific group of students)
- **Not open to** (should only be used if the course is closed to a specific group of students)
- **Notes** (includes any other information which is necessary for students to know before enrolling in the course)
- **Previously offered as** (list any other version of the course)

Denote additions in **bold, underlining**, and ~~strikethrough~~ for deletions.

Existing Calendar Copy (Change From):	Proposed Calendar Copy (Change To):
<p>HH/NURS 4528 3.00 Health and Healing: Integrated Science Theory</p> <p>Synthesizes previous knowledge to help students articulate a framework for professional and clinical practice and apply to an intensive practice experience in a variety of traditional and non-traditional nursing settings. This course is equivalent to 36 classroom contact hours.</p> <p>Prerequisites: Successfully earned (completed) all prior BScN program courses. Corequisite: HH/NURS 4527 9.00. Course credit exclusions: HH/NURS 4111 3.00, HH/NURS 4901 3.00. Only open to: Collaborative and 2nd Entry BScN students. Note 1: Students must successfully complete both HH/NURS 4527 9.00 and HH/NURS 4528 3.00 concurrently in order to be recognized with a passing grade or credit in either course. Note 2: Students are responsible for their own transportation to and from practicum sites. Note 3: A minimum grade of 5.00 (C+) is required in this course for the BScN degree.</p>	<p><b><u>HH/NURS 4528 3.00 Nursing Knowledge and Transition</u></b></p> <p><b><u>Synthesizes knowledge from previous courses for strengthening clinical reasoning skills that support transition to practice. Use of evidence and theory forms the basis for students to prepare for entry to practice and write the national registration exam. Students evaluate their ability to integrate knowledge.</u></b></p> <p><b><u>Prerequisites: Prerequisite for 4-year Direct Entry BScN students: all previous courses (Terms 1 – 7) of the program. Prerequisite for 2<sup>nd</sup> Entry BScN students: all previous courses (Terms 1 – 5) of the program. Prerequisite for Post-RN IEN BScN students: all previous program courses (Terms 1 – 4). Co-requisites: Co-requisite for 4-year Direct Entry and 2<sup>nd</sup> Entry BScN students: HH/NURS 4530 3.00, HH/NURS 4527 9.00. Co-requisites for Post-RN IEN BScN students: HH/NURS 4529 6.00. Open to students in the BScN programs. Note: A minimum grade of 5.00 (C+) is required for this course in the BScN program.</u></b></p> <p><del>HH/NURS 4528 3.00 Health and Healing: Integrated Science Theory</del></p> <p><del>Synthesizes previous knowledge to help students articulate a framework for professional and clinical practice and apply to an intensive practice experience in a variety of traditional and non-traditional nursing settings. This course is equivalent to 36 classroom contact hours.</del></p> <p><del>Prerequisites: Successfully earned (completed) all prior BScN program courses. Corequisite: HH/NURS 4527 9.00. Course credit exclusions: HH/NURS 4111 3.00, HH/NURS 4901 3.00. Only open to: Collaborative and 2nd Entry BScN students. Note 1: Students must successfully complete both HH/NURS 4527 9.00 and HH/NURS 4528</del></p>

~~3.00 concurrently in order to be recognized with a passing grade or credit in either course. Note 2: Students are responsible for their own transportation to and from practicum sites. Note 3: A minimum grade of 5.00 (C+) is required in this course for the BScN degree.~~

**Confirmation of Consultation/Approval:**

If the proposed course is to be cross-listed, integrated, listed as a course credit exclusion with another course, or listed as a major/minor course option in an interdisciplinary program, the proposal must be accompanied by a statement from the collaborating unit signaling agreement to the proposal.

Indicate the consultation, approval, and additional documentation applicable to the proposal:

	YES	NO
<b>Approval by Department/School's Curriculum Committee</b>		
<b>Statement(s) from the collaborating unit</b>		

## Appendix G: Comparison of Changes to Learning Outcomes

### Comparison of Changes to Existing Courses vs Proposed Courses

This section summarizes the alignment of the proposed course learning outcomes to the original outcomes, as well as to the Program Learning Outcomes (*for revised courses only*).

Course	Original Course Learning Outcomes	Proposed Course Learning Outcomes
<b>NURS 1511 3.00 Nursing Theory and Knowledge Development</b>	1. Examine the influence of nursing history on contemporary nursing practice.	1. Explain the influence of the history of the profession on contemporary nursing practice. (relates to Program Outcomes #2, 3)
	2. Gain an understanding of the role and function of professional nursing organizations in Ontario.	2. Compare the regulation, role and unique function of nursing to other professions in the context of health care in Ontario. (relates to Program Outcomes # 2, 3)
	3. Examine various human science theories as the foundation of the interactive process that takes place between persons in all human relationships.	3. Examine various nursing and related theories as the foundation of the interactive process that forms a basis of nursing practice. (relates to Program Outcomes # 1, 2, 3)
	4. Critically reflect upon relevance of theoretical foundations and professional practice standards to nursing practice.	4. Critically reflect on the importance of different sources of evidence and knowledge, including the impact of digital health, on nursing practice. (relates to Program Outcomes # 1, 2, 3, 9)
	5. Apply program philosophy and professional standards to professional relationships in the classroom.	5. Utilize reflection to form a philosophy of nursing that emphasizes professional identity. (relates to Program Outcomes # 2, 3, 8)
	6. Apply multiple ways of knowing to understanding learning experiences of self and others.	6. Outline multiple ways of knowing and self-reflection to create strategies to support life-long professional learning. (relates to Program Outcomes # 2, 3, 8) 7. Apply theoretical and evidence informed approaches, including clinical reasoning and judgement, to health situations. (relates to Program Outcomes # 1, 3, 7)
	7. Develop basic information literacy skills.	8. Develop information literacy skills through investigation of the literature, evaluation of credibility of information, and communication using scholarly writing. (relates to Program Outcomes # 3, 4, 8, 9)
<b>NURS 1542 3.00 Health and Well-Being</b>	1. Apply the theory which is the basis for performance of basic nursing skills.	1. Explain the meaning of health and well-being in the context of the self and others across the lifespan. (relates to Program Outcomes #1, 5, 7, 9) 6. Explain how principles of health teaching and promotion are used across the lifespan to support client safety and well-being. (relates to Program Outcomes #1, 4, 7, 9)
	2. Use appropriate equipment and demonstrate basic nursing skills in a safe and competent manner.	2. Demonstrate fundamental nursing skills and the use of relevant equipment in a safe and competent manner for clients of different ages. (relates to Program Outcomes #2 – 4, 9)
	3. Follow the standards of practice concerning client privacy and confidentiality.	7. Demonstrate professionalism consistently in all interactions. (relates to Program Outcomes #1, 4, 8, 9)

<b>Course</b>	<b>Original Course Learning Outcomes</b>	<b>Proposed Course Learning Outcomes</b>
	4. Apply knowledge from other disciplines in the practice of basic clinical skills.	3. Select evidence from nursing and other health sciences to inform practice of fundamental nursing skills. (relates to Program Outcomes #2 – 4)
	5. Demonstrate a basic knowledge of beginnings skills for documentation (eg. Flow sheets).	4. Develop fundamental skills in verbal and written communication for clients across the lifespan. (relates to Program Outcomes #1, 4)
	6. Understand the principles of infection control and the role of the nurse in preventing infection	5. Choose evidence-informed practices to support infection prevention and control in nursing care. (relates to Program Outcomes #1 – 3)
NURS 1543 3.00 <b>Health Assessment</b>	1. Demonstrate basic skill in physical assessment of an individual. 5. Demonstrate competence in selected CNO Entry to Practice competencies. 6. Practice in a simulated, supervised setting, according to CNO professional nursing standards.	4. Demonstrate appropriate psychomotor skills when performing a basic client health assessment. (relates to Program Outcome #2) 6. Utilize health teaching and health promotion strategies that support and respect individual preferences, values, and beliefs. (relates to Program Outcomes #2 – 5, 9) 7. Demonstrate consistent professionalism and accountability. (relates to Program Outcomes #1, 4, 8)
	2. Describe normal findings and variations across the life span. 4. Demonstrate understanding of therapeutic communication skills.	1. Apply therapeutic communication skills during a comprehensive nursing assessment. (relates to Program Outcomes #1, 4, 5, 9) 3. Communicate accurate assessment findings in verbal and written format. (relates to Program Outcomes #1, 4, 5) 5. Identify expected and select unexpected assessment findings and variations across the life span. (relates to Program Outcomes #2, 3, 9)
	3. Interpret findings of holistic health assessment integrating knowledge from nursing and other disciplines.	2. Make use of assessments of the client's emotional, cultural, cognitive, nutritional, and developmental stage when conducting a physical examination. (relates to Program Outcomes #1, 5, 7)
NURS 2300 3.00 <b>Statistical Methods in Healthcare Research</b>	1. Organize and display data in order to describe and understand the varied approaches in data presentation.	1. Organize data in order to describe and understand the varied approaches in data presentation. (relates to Program Outcomes #2, 3)
	2. Understand the practical and statistical significance of results and the implications for nursing practice.	2. Describe the practical and statistical significance of results and the implications for nursing practice. (relates to Program Outcomes #3, 8)
	3. Define descriptive and inferential statistics and their role in nursing research.	3. Define descriptive and inferential statistics and their role in nursing research. (relates to Program Outcomes #1, 2, 3)
	4. Understand appropriate uses of parametric and non-parametric statistical techniques in nursing research.	4. Identify appropriate uses of parametric and non-parametric statistical techniques in nursing research. (relates to Program Outcomes #2, 3)
	5. Understand and interpret results in published reports of nursing research.	5. Interpret results in published reports of nursing research. (relates to Program Outcomes #1, 2, 3, 4)
	6. Link research findings to the study purpose and/or hypotheses/questions posed.	6. Link research findings to the study purpose and/or hypotheses/questions posed. (relates to Program Outcomes #1, 2, 3, 8)

<b>Course</b>	<b>Original Course Learning Outcomes</b>	<b>Proposed Course Learning Outcomes</b>
<b>NURS 2513 3.00 Ethics and Health Equity in Interprofessional Practice</b>	1. Critically reflect on own values and beliefs related to nursing practice.	6. Critically reflect on own values and beliefs, including professional position and perceived power, in relation to the provision of ethical health care. (relates to Program Outcomes #3, 7, 8)
	2. Apply ethical theories, principles and concepts to nursing practice situations	2. Apply ethical frameworks, theoretical principles and concepts to diverse health care situations that support client-centred outcomes. (relates to Program Outcomes #2, 5, 9)
	3. Examine from an ethical perspective current issues in health care in terms of culture, context, politics, law, economics and societal expectations.	4. Examine, from a theoretical and philosophical ethical perspective, current issues in health care in terms of health equity and Indigenous health disparities, culture, law, health resources and societal expectations. (relates to Program Outcomes #2, 7)
	4. Develop an understanding of nurses' ethical, professional and legal obligations according to professional standards and legislation. 5. Demonstrate an appreciation for ways nurses can work for social justice locally and globally.	1. Describe the role of the ethical practitioner in the context of issues of equity, diversity and justice in healthcare. (relates to Program Outcomes #1, 9) 5. Differentiate between ethical obligations, professional boundaries and legal requirements according to professional standards and legislation. (relates to Program Outcomes #3, 8)
	6. Identify ways to work collaboratively with health care professionals when responding to ethical issues. 7. Explore ways to develop and sustain a moral/ethical community for nurses.	3. Identify ways to advocate and work collaboratively with clients, family and intra/interprofessional healthcare when responding to ethical issues. (relates to Program Outcomes #2, 3, 7)
<b>NURS 3001 3.00 The Canadian Health Care System</b> (note: documented as new course, solely for the purposes of phase-in/phase-out scheduling and degree audit)	1. Identify and describe key concepts, processes, structures and characteristics of the Canadian health system.	1. Identify key concepts, processes, structures and characteristics of the Canadian health care system. (relates to Program Outcome #7)
	2. Discuss the principles, assumptions and relationships, which have shaped the Canadian health care system in the past.	2. Compare the founding principles and assumptions in Canadian healthcare, and the current delivery of healthcare in Canada. (relates to Program Outcome #7)
	3. Discuss economic, social and political factors, which contribute to continued reform of the system.	3. Analyze economic, social and political factors that influence reform of the healthcare system. (relates to Program Outcome #7)
	4. Discuss the major strengths and weaknesses of the current system, with recommendations for improvement.	4. Recommend evidence-based improvements to the current system, based on evaluated strengths and weaknesses. (relates to Program Outcomes #7, 8)
	5. Assess the changing roles and responsibilities of governments, health professionals and consumers in the health system. 6. Critically examine the implications of changes to the system for consumers, providers and governments.	5. Assess the changing roles and responsibilities of governments, health professionals and consumers in the health system for impact on the health of Canadians. (relates to Program Outcomes #2, 6, 9)
		6. Develop information literacy skills through investigation of the literature and communication using scholarly writing. (relates to Program Outcome #3, 4, 8, 9)

Course	Original Course Learning Outcomes	Proposed Course Learning Outcomes
<p><b>NURS 3510 6.00</b> Partnering with Communities</p> <p>(note: documented as new course, solely for the purposes of phase-in/phase-out scheduling and degree audit)</p>	<p>1. Exemplify professional responsibility and accountability in the classroom and in practicum settings.</p>	<p><b>Practicum competency 6:</b> Exemplifies professional responsibility and accountability in practicum setting and praxis seminar. (relates to Course Learning Outcome #5)</p>
	<p>2. Demonstrate the understanding of philosophical and historical basis of community health nursing including primary health care and community development.</p>	<p>1. Explain the history, roles, ethics, values and scopes of practice of Community Health Nurses in Canada. (relates to Program Outcomes #1, 2)</p> <p>3. Explore the health, quality of life and barriers to health equity of various populations. (relates to Program Outcome #7)</p>
	<p>3. Integrate knowledge from nursing health promotion and other disciplines in community practice.</p>	<p>2. Integrate knowledge of population health, primary health care, community development, critical health promotion, social determinants of health and the CHNC Standards of Practice into partnering with communities for health equity. (relates to Program Outcomes #1, 2, 6)</p> <p><b>Practicum competency 1:</b> Integrates principles of primary health care and community development in practice with a community aggregate. (relates to Course Learning Outcome #2)</p>
	<p>4. Analyze ethical/legal issues and professional trends in community health nursing.</p>	<p>7. Examines the role of interprofessional and intersectoral collaboration in population health promotion. (relates to Program Outcome #5)</p> <p><b>Practicum competency 4:</b> Engages collaboratively with partners and the community in order to plan, implement and evaluate health promotion strategies that improve the health of the placement's aggregate. (relates to Course Learning Outcome #7)</p>
	<p>5. Demonstrate knowledge in the philosophy and the skills in the process of partnership with the community.</p>	<p>4. Practice beginning competencies in community assessment, community consultation and critical health promotion that address upstream sources of health inequities. (relates to Program Outcomes #5 – 7)</p> <p><b>Practicum competency 2:</b> Applies effective communication strategies when working with clients, key informants, stakeholders, health professionals and other interprofessional/intersectoral team members. (relates to Course Learning Outcomes # 4, 5)</p>
	<p>6. Develop community assessment, consultation and health promotion skills.</p>	<p>5. Identify opportunities for collaborative partnerships, relationships and advocacy with individuals, families, groups, communities and populations that support community ownership, capacity-building and health equity. (relates to Program Outcomes #4, 5, 9)</p> <p><b>Practicum competency 6:</b> Exemplifies professional responsibility and accountability in practicum setting and praxis seminar. (relates to Course Learning Outcome #5)</p> <p><b>Practicum competency 3:</b> Assesses population and community health, using relevant data sources and consultations, in partnership with community members, key informants and stakeholders. (relates to Course Learning Outcomes #5, 6)</p>

Course	Original Course Learning Outcomes	Proposed Course Learning Outcomes
		<p><b>6.</b> Describe approaches for supporting community ownership, capacity-building and health equity. (relates to Program Outcomes #1, 6, 7, 9)</p> <p><b>8.</b> Evaluates actions taken in disaster planning and emergency preparedness. (relates to Program Outcomes #3, 5)</p> <p><b>Practicum competency 5:</b> Enacts the (inter)professional role of student CHN within the placement team according to the roles, responsibilities and the scope of practice of self and others. (relates to Course Learning Outcomes #6, 8)</p>
<p>NURS 3511 6.00 <b>Episodic and Common Health Challenges</b></p>	<p><b>1.</b> Establish caring-healing relationships with culturally diverse clients and their families.</p>	<p><b>5.</b> Use health teaching and health promotion strategies that support and respect individual preferences, values and beliefs in planning nursing interventions with clients. (relates to Program outcomes #2, 4, 7, 9)</p> <p><b>Practicum competency 6:</b> Implement a client teaching plan that recognizes various needs and barriers for learning about health issues. (relates to Course Learning Outcome #5)</p>
	<p><b>2.</b> Provide client-centred care for individuals with common health conditions, demonstrating clinical decision-making and critical thinking informed by current evidence and nursing theory.</p> <p><b>4.</b> Differentiate the nurse's role from other health care professional roles through nursing theoretical knowledge.</p>	<p><b>1.</b> Explain nursing practices that result in optimal client-centred care for individuals with episodic and common health conditions. (relates to Program Outcomes #1, 4)</p> <p><b>2.</b> Incorporate clinical decision-making frameworks to provide evidence-informed care for individuals with episodic and common health conditions. (relates to Program Outcomes #2, 3)</p> <p><b>4.</b> Choose nursing therapeutics that providing safe and competent care. (relates to Program Outcomes #2, 3 and 4)</p> <p><b>Practicum competency 1:</b> Provide competent, ethical compassionate, theory and evidence informed care based on identified client needs. (relates to Course Learning Outcomes #1, 4 – 6)</p> <p><b>Practicum competency 2:</b> Demonstrate appropriate therapeutic and pharmacological practices to provide safe, competent nursing care. (relates to Course Learning Outcomes #2, 4, 5)</p> <p><b>Practicum competency 3:</b> Evaluate information and client data to provide accurate and timely verbal and written documentation of client care. (relates to Course Learning Outcomes #3, 4, 6)</p> <p><b>Practicum competency 4:</b> Apply the nursing process, relational practice and evidence in the planning, assessment and implementation of client care for a range of clients across all ages. (relates to Course Learning Outcomes # 1 – 4)</p>
	<p><b>3.</b> Demonstrate professional responsibility &amp; accountability in classroom and practicum settings.</p>	<p><b>3.</b> Collaborate with other health care team members to support coordination of client-centred care. (relates to Program Outcomes #4 – 6, 9)</p>

Course	Original Course Learning Outcomes	Proposed Course Learning Outcomes
	<p>5. Demonstrate skillful application of simple nursing therapeutics that meet the current CNO Entry to Practice Competencies</p>	<p><b>Practicum competency 5:</b> Collaborates with interprofessional team members to contribute to optimal client care. (relates to Course Learning Outcomes #3, 6)</p> <p>6. Demonstrate professional responsibility and accountability in all interactions. (relates to Program Outcomes #1, 4, 5, 8)</p> <p><b>Practicum competency 7:</b> Demonstrate professional accountability through development of evidence-informed, collaborative plans of care. (relates to Course Learning Outcomes #2, 6)</p> <p><b>Practicum competency 8:</b> Assess the impact of the social determinants of health on the health outcomes of clients experiencing episodic health challenges, using available evidence. (relates to Course Learning Outcome #2)</p>
<p>NURS 3512 3.00 <b>Nursing in the Context of Global and Environmental Health</b> (note: documented as new course, solely for the purposes of phase-in/phase-out scheduling and degree audit)</p>	<p>1. Understand the social, political, economic and environmental challenges that hinder improved health status on a global scale;</p>	<p>1. Describe how political, economic, and social forces influence healthcare systems and policy directions and, in turn, impact individual, community and population health. (relates to Program Outcomes #2 – 4)</p> <p>2. Critique the social, political, economic and environmental factors that hinder health status on a global scale accounting for race, gender and class. (relates to Program Outcomes # 2, 8)</p>
	<p>2. Analyze selected international health issues such as communicable and non-communicable diseases/mental health; child and woman/reproductive health; nutrition, water and sanitation; unintentional injuries; and, complex humanitarian disasters;</p>	<p>3. Examine planetary health, global health and selected global health issues (such as climate change, biodiversity loss, Indigenous health disparities, poverty, food insecurity, lack of clean water and sanitation) for their effect on the presence of communicable and non-communicable diseases, mental health, child and woman/reproductive health, and humanitarian disasters. (relates to Program Outcomes #2, 3, 6, 8)</p>
	<p>3. Gain an appreciation of upstream approaches including policies and programs aimed at reducing global health disparities and promoting global health;</p>	<p>4. Evaluate upstream approaches including policies and programs aimed at reducing global health disparities and promoting global and planetary health. (relates to Program Outcomes #2, 3, 8)</p>
	<p>4. Critically evaluate the role of nurses and nursing in contributing to global health;</p>	<p>5. Explain how the role of nurses and nursing for contributions to planetary and global health, including through policy analysis and global disaster management. (relates to Program Outcomes #2, 6 – 8)</p>

<b>Course</b>	<b>Original Course Learning Outcomes</b>	<b>Proposed Course Learning Outcomes</b>
	5. Critique extant nursing theories for their ability to address and provide guidance in relation to expanded concepts of health and well-being	6. Identify nursing and related social theories for application to health and environment. (relates to Program Outcomes #2, 3, 6, 8)
	6. Develop individual and professional strategies and/or actions that may be taken to promote global health.	7. Reflect on individual and professional approaches that promote global and planetary health through an expanded worldview. (relates to Program Outcomes #2, 3, 7, 8)
<b>NURS 3514 3.0 Leadership, Change and Innovation</b>	1. Interpret the concepts of leadership and management as they apply to a variety of players in the work setting and the profession	1. Apply the concepts of leadership, change and innovation to client centered care and health care settings. (relates to Program Outcomes #2, 3, 5, 8, 9)
	2. Differentiate leadership, management and organization in terms of a variety of supporting theories and frameworks.	2. Design opportunities for leadership, change and intra- and inter-professional coordination and collaboration to promote client care outcomes, cultural safety, client education, healthy work environments, and health systems. (relates to Program Outcomes #1, 3, 5 – 9)
	3. Examine the associated concepts of communication, motivation, resistance, conflict, power and negotiation. 4. Examine factors in nursing work environments which facilitate or impede change.	4. Evaluate how strategies related to emotional intelligence, communication and feedback, teamwork, motivation, organizational culture, conflict and conflict resolution, power, politics and negotiation influence the ability to lead and effect change in healthcare environments. (relates to Program Outcomes #3, 4, 6, 8, 9) 5. Examine the nursing role in developing, coordinating and executing complex care planning, including local emergency preparedness and disaster management in a variety of healthcare settings. (relates to Program Outcomes #3, 6, 9)
	5. Examine opportunities for nursing leadership in entrepreneurial/intrapreneurial activities as well as in influencing healthy public policy.	3. Identify current and future innovative approaches to client care and workplace models that promote quality improvement and safety indicators, effectiveness and efficiency, and evaluate the appropriate use of resources. (relates to Program Outcomes #1, 3, 9)
	6. Engage in learning activities with colleagues that will promote critical thinking and learning.	6. Devise a personal philosophy of leadership can be used to guide future practice. (relates to Program Outcomes #2, 3, 6, 8)
<b>NURS 3515 3.00 Evidence- informed Nursing Practice: Research and Inquiry</b>	1. Express an understanding and appreciation of the research process. 6. Identify opportunities for research as they arise in practice.	1. Explain the philosophical underpinnings of quantitative and qualitative research designs. (relates to Program Outcomes #2, 3) 6. Describe the importance of research in nursing decision making/practice and nurses' contributions in generating knowledge through research as outlined in College of Nurses of Ontario Standards of Practice. (relates to Program Outcomes #3, 8)
	2. Describe qualitative and quantitative approaches to research including their uses, strengths, and limitations.	2. Summarize the process/methods used in quantitative and qualitative studies, from development of research objectives and

Course	Original Course Learning Outcomes	Proposed Course Learning Outcomes
		<p>questions/hypotheses to dissemination of results and knowledge translation. (relates to Program Outcomes #2 – 4)</p> <p>4. Evaluate research studies to determine their applicability to nursing practice. (relates to Program Outcomes # 2 – 3)</p> <p>3. Identify the most appropriate research designs to answer different types of research questions. (relates to Program Outcomes #2, 3, 8)</p> <p>6. Examine the ethical dimensions of nursing and health-related research. (relates to Program Outcomes #1, 2, 5)</p> <p>5. Organize the steps required to refine, develop or adopt evidence-informed practice. (relates to Program Outcomes #1 – 4, 6)</p> <p>7. Assess the importance of research in nursing decision making/practice and of nurses' contributions in generating knowledge through research as outlined by professional standards. (relates to Program Outcomes #3, 8)</p>
<p>NURS 3901 3.00 <b>Pharmacological and Non-pharmacological Practices</b></p>	<p>1. Demonstrate competence in the performance of a variety of nursing skills and assessments using simulated contexts</p> <p>2. Synthesize nursing knowledge and skills with knowledge from associated health disciplines</p> <p>3. Support and evaluate their nursing practice through critical, reflective engagement with current nursing literature, through commitment to the Standards of Nursing Practice (College of Nurses of Ontario), and through responsiveness to peer/faculty collaborative feedback</p>	<p>1. Examine how physiological factors, such as age-related changes, genetic make-up and health status influence selection and effectiveness of pharmacological and nonpharmacological interventions. (relates to Program Outcomes #2, 3, 7)</p> <p>2. Apply an evidence-informed approach to treatment and symptom management of various disease processes to improve client health outcomes. (relates to Program Outcomes #2, 3)</p> <p>3. Demonstrate competence in safe medication administration practices including appropriate responses to management of side effects and adverse reactions. (relates to Program Outcomes #2, 3, 9)</p> <p>4. Explain the role of informatics, communication and nursing practice in the delivery of safe therapeutic interventions. (relates to Program Outcomes #2, 3, 6, 8)</p> <p>5. Analyze the impact of personal choice in therapeutic management and legal and ethical rights associated with autonomy. (relates to Program Outcomes #2, 3, 9)</p> <p>6. Identify professional standards and safety protocols used in the administration of pharmacological interventions. (relates to Program Outcomes #2, 3, 8)</p>
<p>NURS 4516 3.00 <b>Development as a Professional Nurse</b></p>	<p>1. Analyze the structure and function of the Canadian health care system in comparison with alternative models.</p> <p>2. Articulate an understanding of the responsibilities of federal, provincial and regional and community levels of governance in the delivery of health care in Canada.</p>	<p>1. Critically analyze the value and contributions of professional and advanced nursing practice to healthcare, with reference to evidence and theory. (relates to Program Outcomes #6, 8, 9)</p> <p>2. Critique the structure and function of the Canadian health care system in comparison with alternative health delivery models to identify</p>

Course	Original Course Learning Outcomes	Proposed Course Learning Outcomes
		more effective, efficient and innovative health delivery models and nursing roles. (relates to Program Outcomes #2, 6)
	3. Explore political, economic, social and professional influences on nursing. 6. Critically analyze current issues influencing professional nursing practice in Canadian society.	3. Examine socio-political factors that influence advancement of professional nursing at the local, national, and global level. (relates to Program Outcomes #7, 8)
	4. Explore the diverse career opportunities open to new graduates.	4. Advocate for health equity, cultural safety, and/or social justice issues in organizations and public policy, including Indigenous health issues. (relates to Program Outcomes #3, 5 – 7)
	5. Develop skills for entering the workforce. 7. Develop strategies for enhancing nursing influence on the evolving health care system.	5. Apply leadership skills that support transition to employment; focusing on networking; mentorship; effective use of communication and technology; addressing legal and ethical practice issues; and working independently and within intra- and inter-professional teams. (relates to Program Outcomes #6, 9) 6. Utilize self-care skills and strategies for managing critical conversations, balancing mental health, and navigating complex organizational environments based on resilience, critical reflection and self-assessment of strengths and areas for improvement. (relates to Program Outcomes #8, 9)
	8. Articulate a personal vision of nursing practice as a novice within the nursing workplace.	7. Create a personal professional nursing vision that supports strategic career planning and scholarship. (relates to Program Outcomes #8, 9)
NURS 4526 6.00 <b>Acute and Complex Health Challenges</b>	1. Enhance health and healing in individuals and families through synthesizing knowledge from nursing and other disciplines while acknowledging the lived experiences of self and others to guide nursing care.	1. Examine knowledge from nursing and other disciplines to guide nursing care of clients with complex health challenges. (relates to Program Outcome #2)
	2. Provide family/client-centred care to individuals and families in home and acute settings, incorporating multiple ways of knowing, evidence-informed care, and critical-reflective practice.	2. Adapt therapeutic communication and critical-reflective practices to support care for various clients in acute settings. (relates to Program Outcome #4) <b>Practice competency 1:</b> Utilize the nursing process for the safe, effective, competent, ethical, compassionate theory and evidence-informed care based on multiple clients' individual needs. (relates to Course Learning Outcomes #1, 2, 4 – 6) <b>Practice competency 3:</b> Use effective verbal and written communication strategies to convey accurate and timely client assessments and information about the care provided. (relates to Course Learning Outcomes #1 – 3, 6)
	3. Establish and maintain collaborative relationships within nursing, the interprofessional team, and community agencies.	3. Compare effective interprofessional practices used within the health care team to support improved client outcomes. (relates to Program Outcomes #5, 6)

Course	Original Course Learning Outcomes	Proposed Course Learning Outcomes
	<p>4. Advocate for and support healthy organizational and public policy to promote health of individuals and families.</p> <p>5. Provide culturally sensitive nursing care that honours human dignity, respects diversity, and embraces different ways of being.</p> <p>6. Demonstrate accountability to the public by practicing safely, competently, and ethically in accordance with CNO professional standards of nursing practice.</p>	<p>4. Utilize evidence to inform decision-making and prioritization during management of complex client care situations. (relates to Program outcomes #1, 3, 8)</p> <p>7. Identify appropriate client education and health promotion that addresses complex health needs across the lifespan. (relates to Program Outcomes #7, 9)  <b>Practice competency 2:</b> Prioritize multiple clients' needs and supports adapting a plan of care for complex health challenges. (relates to Course Learning Outcomes # 4 – 7)</p> <p>5. Develop ways in which culturally relevant nursing care that honours human dignity and respects diversity is incorporated into planning care with clients. (relates to Program Outcome #1)</p> <p>6. Evaluate approaches for the safe and efficient nursing management of clients with increasingly complex health issues. (relates to Program Outcomes #3, 8)  <b>Practice competency 4:</b> Analyze and interpret best evidence and appropriate data to continually inform plans of care. (relates to Course Learning Outcomes #1, 4, 6, 7)  <b>Practice competency 5:</b> Demonstrate consistent professional accountability and behaviours in providing safe, equitable care for diverse clients. (relates to Course Learning Outcomes #1 – 7)</p>
NURS 4527 9.00 <b>Integrated Practicum</b>	<p>1. Demonstrate accountability to the public by practicing in accordance with professional standards of nursing practice and the current entry-level competencies for Registered Nurses of the College of Nurses of Ontario.</p> <p>2. Enhance health and healing in individuals, families, groups and/or communities/populations in a variety of traditional and non-traditional settings through synthesizing knowledge from nursing and other disciplines to guide assessments, care and health promotion.</p> <p>3. Demonstrate praxis, in incorporating multiple ways of knowing, evidence- informed care, and critical-respective practice in the humanization of health care.</p> <p>8. Provide culturally sensitive nursing care that honours human dignity, diversity, and different ways of being.</p> <p>4. Exemplify personal and professional growth through application of skills for lifelong learning.</p>	<p>1. Provide safe, competent, ethical, compassionate and culturally responsive nursing care. (relates to Program Outcome #1)</p> <p>2. Integrate knowledge from nursing and other disciplines to enhance health and healing for diverse clients. (relates to Program Outcome #2)</p> <p>3. Engage in appropriate, complex decision-making in nursing practice that incorporates multiple ways of knowing, critical appraisal, and evidence-informed practice to adapt, execute and evaluation plans of care to meet and prioritize clients' needs. (relates to Program Outcome #3)  9. Empower self, clients and colleagues using a range of educational strategies, including technology, for achieving optimal health and work-life outcomes. (relates to Program Outcome #9)</p> <p>8. Engage in critical reflection for lifelong self-directed learning, and evidence-informed nursing practice. (relates to Program Outcome #8)</p>

<b>Course</b>	<b>Original Course Learning Outcomes</b>	<b>Proposed Course Learning Outcomes</b>
	<p>5. Establish and maintain collaborative relationships with nursing colleagues, inter- professional team members, and clients/communities.</p>	<p>4. Communicate using effective verbal and written strategies with the client and healthcare teams, to promote safe, compassionate, relational care respecting diverse perspectives. (relates to Program Outcome #4)</p> <p>5. Collaborate professionally with clients and other healthcare team members when providing care to promote health. (relates to Program Outcome #5)</p>
	<p>6. Demonstrate leadership for the advancement of the nursing professional areas of practice.</p>	<p>6. Provide leadership that contributes to the optimization of client health care outcomes in various practice domains and within the nursing profession. (relates to Program Outcome #6)</p>
	<p>7. Advocate for and support healthy organizational and public policy to promote health of individuals, families, groups, communities and/or global populations.</p>	<p>7. Apply strategies to advocate for client-centred care. (relates to Program Outcome #7)</p>
<p>NURS 4528 3.00 <b>Nursing Knowledge and Transition</b></p>	<p>1. Differentiate the nurse's role from other healthcare professional roles through nursing theoretical knowledge.</p>	
	<p>2. Describe, implement and evaluate increasingly complex, holistic healing and caring actions for a diverse client population from a variety of cultures, based on evidence. Clients include individuals, families, groups and/or communities.</p>	<p>3. Justify choices for nursing actions through knowledge of evidence, practice standards and support for client autonomy. (relates to Program Outcomes #2, 3, 6, 7)</p>
	<p>3. Promote health and healing for clients in complex situations where predictability of outcomes tends to be uncertain, using knowledge of nursing theory.</p>	<p>4. Utilize clinical reasoning skills and problem-solving strategies to plan and implement care for clients in various healthcare settings and situations. (relates to Program Outcome #3)</p>
	<p>4. Integrate ways of knowing to deepen understanding of the lived experience of clients.</p>	<p>5. Identify effective communication strategies to support client care and healthcare change. (relates to Program Outcome #6, 9)</p>
	<p>5. Apply a selected nursing theory to practice.</p>	<p>1. Determine safe, competent practice before choosing therapeutic interventions for a range of client conditions. (relates to Program Outcomes #1, 3)</p>
	<p>6. Function effectively in the nurses' unique role as a member of multidisciplinary teams.</p>	<p>2. Incorporate relational practice knowledge into client and healthcare team interactions. (relates to Program Outcomes #4, 5)</p>
		<p>6. Build a realistic personal plan for national registration exam preparation. (relates to Program Outcomes #8, 9)</p>

## Appendix H: Letters of Support from FOH and York Departments

### Decanal Letter of Support



#### FACULTY OF HEALTH

#### Office of the Dean

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Canada M3J 1P3  
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March 11, 2021

Dr. Shahirose Premji  
Director, School of Nursing

Dear colleagues:

I am delighted to provide this letter supporting the major modifications being proposed by the School of Nursing with respect to our three undergraduate nursing programs.

Multiple people with the School worked diligently for more than a year to substantially renew and reinvigorate our three undergraduate programs (direct entry, second entry, Internationally Educated Nurses). Their efforts included reviews of relevant literature, consultations with other leading nursing programs, consultations with the College of Nurses of Ontario, and major employers of our nursing graduates in the GTA. The School contracted the services of a senior nursing academic with extensive experience in the development of nursing curriculums. The team made significant efforts to obtain input and feedback from their colleagues within the School. They consulted extensively with the Associate Dean for Learning and Teaching, the Curriculum Consultant in the Faculty of Health, and the Teaching Commons. Helpful feedback and guidance was also provided by the Provost's office and the Senate Secretariat.

The proposed modifications will contribute to several priorities within the York University UAP including enhancing 21<sup>st</sup> century learning, student success, global engagement, and community partnerships. The changes will also enhance students' ability to impact various UN Sustainable Development Goals, especially good health and wellbeing. The broad perspective taken by the program related to multiple determinants of health will also enable students to better understand and contribute to other SDG goals such as reduced inequalities, reducing hunger and poverty, peace and justice.

The proposed modifications will improve our ability to meet the current and future needs of employers and the profession of nursing in several ways. It will contribute to the growing need for more Registered Nurses in the GTA, across Canada and the more than one million additional nurses required around the world over the next twenty years. The renewed programs have been specifically designed to improve access and support for a more diverse group of students. They will fill the need for a more culturally diverse workforce. The proposed changes will significantly enhance cultural safety and competence among our graduates. The renewed programs will continue to enhance students' ability to find, interpret and use research. It continues to ensure students have the opportunity to learn from instructors who have backgrounds in both research and healthcare practice. The renewed programs will enhance our ability to provide experiential learning opportunities within world class healthcare agencies. Like all nursing programs in Ontario, and in accordance with professional requirements specified by the Ontario College of Nurses, the renewed programs are primarily designed to train nursing generalists. However, the proposed modifications will also enable students to cluster courses and micro-credentials for more specific advanced areas of practice or undertake graduate level training.

An important change in our direct entry program is that students will no longer take their first two years of their BScN at either Seneca or Georgian College and their final two years at York's Keele campus. The proposed changes will enable all students to complete all four years of their program at York University, resulting in greater continuity program progression and travel.



The proposed modifications will create greater synergy and shared courses between the direct entry, second entry and Internationally Educated nursing programs. This will not only facilitate student interaction across programs but enhance our ability to ensure more equitable experiences and learning outcomes for students. Improved alignment of course offerings and requirements across programs will produce greater cost efficiencies allowing us to make reinvestments in areas such as student support, learning tools and equipment. These efficiencies will help provide the temporary resources we require to temporarily offer both the existing collaborative direct entry program while it winds down and ramp up the new four years direct entry program at York. During this transition period I expect it may be necessary to draw upon the Faculty of Health's accumulated surplus to temporarily invest a few additional resources into the School of Nursing. However, once the existing curriculum comes to an end, the renewed programs can be effectively implemented without the need for resources beyond our current level. Finally, I am pleased to note that academic units outside of the School of Nursing have kindly agreed to accommodate nursing students in existing courses in areas such as introductory psychology, and human physiology and anatomy. We are grateful to our colleagues in Science for willing to continue to provide a basic biology course to our nursing students.

In closing, I'd like to reiterate my strong support for the proposed modifications. I'd like to once again thank our nursing colleagues, as well as those who provided support and expertise from across the Faculty of Health and the University for all their hard work, perseverance and creativity to further advance and renew our undergraduate nursing programs. Such a step is a significant part of enabling the School of Nursing to attain a new level of excellence, impact, student accessibility, and distinctiveness.

Sincerely,



Paul McDonald, PhD., FCAHS, FRSPH  
Professor and Dean

Cc: Susan Murtha, Associate Dean Learning & Teaching  
Karin Page-Cutrara, School of Nursing  
Laura Nicholson, School of Nursing

## Department of Chemistry

RE: School of Nursing - modification to curriculum and impact

← ↶ →



Shahirose Premji <premjis@yorku.ca>

Wednesday, January 13, 2021 at 8:03 AM

To: Rene Andre Fournier; Cc: Pierre G Potvin; chemups; Lillie L. Q. Lum

Dear Dr. Fournier,

Thank you for your wishes. You are most kind.  
None of our students will require CHEM 1550 and 2550.  
Again, thank you for supporting the School of Nursing.  
I hope that we will have opportunities in the future to collaborate.

Shahirose (she/her/hers)

**Dr. Shahirose Sadrudin Premji, RN, BSc, BScN, MScN, PhD, FAAN | Director and Professor  
School of Nursing | Faculty of Health | York University**



York University is on the traditional territory of many Indigenous Nations. The area known as Tkaronto has been taken care of by the Anishinabek Nation, the Haudenosaunee Confederacy, the Wendat, and the Métis. It is now home to many Indigenous peoples. We acknowledge the current treaty holders and the Mississaugas of the Credit First Nation. This territory is subject of the Dish With One Spoon Wampum Belt Covenant, an agreement to peaceably share and care for the Great Lakes region.

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**From:** Rene Andre Fournier

**Sent:** January 12, 2021 5:13 PM

**To:** Shahirose Premji <premjis@yorku.ca>

**Cc:** Pierre G Potvin <pgpotvin@yorku.ca>; chemups <chemups@yorku.ca>; Lillie L. Q. Lum <lum@yorku.ca>

**Subject:** Re: School of Nursing - modification to curriculum and impact

Dear Dr. Premji,

Best wishes to you as well for a healthy and safe 2021!

Thank you for your email informing us of the changes to your programs.

Will your direct entry 4-year program students still require CHEM 1550 and 2550?  
If so, do you have an estimate of the impact on enrolments in CHEM 1550 and 2550  
of no longer requiring these courses in your 2nd entry program? Or will **none** of your students require CHEM 1550 and 2550?

Thank you,

Rene Fournier  
Professor & Chair  
Department of Chemistry  
Faculty of Science  
York University

## Writing Department

---

**From:** LAPS Writing Chair  
**Sent:** January 29, 2021 9:33 AM  
**To:** Shahirose Premji <[premjis@yorku.ca](mailto:premjis@yorku.ca)>  
**Cc:** Lillie L. Q. Lum <[lum@yorku.ca](mailto:lum@yorku.ca)>; LAPS Writing UPD <[writupd@yorku.ca](mailto:writupd@yorku.ca)>; Barbara K A Smyth <[barb@yorku.ca](mailto:barb@yorku.ca)>  
**Subject:** Re: School of Nursing: Major Modification impact on AP/WRIT 3.00

Dear Professor Premji,

Thank you for informing us of the planned major modifications to the School of Nursing's curricula, and of the likely effect of those modifications on the Writing Department.

AP/WRIT 3900 3.0 has never been very closely aligned with our department's other offerings—the course's regular instructor does no other work for us. It is, however, useful to learn that we will not need to mount the course after the W22 academic session.

I do, however, have a curiosity question.

AP/WRIT 3900 was a required course only for students in the Post-RN Internationally Educated Nurses program. Does the vanishing of 3900 mean that that program is being discontinued; or that in the eyes of the School students enrolled in the program are no longer in need of a writing course; or that the School will be undertaking to achieve 3900's learning outcomes by other means? (I ask because we are doing some hard thinking in WRIT about how our course programming and our Writing Centre might more effectively serve the writing needs of students on the Health and STEM sides of the university. Learning what the School of Nursing is thinking about its students and their writing needs would be a help.)

If you will be requiring a more formal note from WRIT attesting to consultation before the proposals make their way through the various approval processes, please let me know and I will provide.

All best wishes, kim

Kim Michasiw  
(he/him/his)  
Associate Professor, Writing & English  
Chair, Writing  
[writchr@yorku.ca](mailto:writchr@yorku.ca)  
416-736-2100 x33997

## Department of Biology

**From:** Biology Chair  
**Sent:** January 8, 2021 8:09 PM  
**To:** Shahirose Premji <premjis@yorku.ca>  
**Cc:** updbiol <updbiol@yorku.ca>; Lillie L. Q. Lum <lum@yorku.ca>  
**Subject:** Re: School of Nursing - modification to curriculum

Hello Shahirose,

Happy new year. Thank you for informing me of the proposed curriculum changes to the School of Nursing program.

This is to confirm with you and your colleagues the Department of Biology will continue to offer SC/BIO2900 (Clinical Microbiology for Nurses) to support your program. We have no issues with offering only the one section starting in Fall 2023. I do not feel I need to meet with you, Lillie, Karin, and Laura as the information you provided to me is very clear.

Best regards,  
Robert Tsushima

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**Robert G. Tsushima, PhD | Chair and Associate Professor**  
Department of Biology | York University  
4700 Keele Street | 351C Farquharson Building | Toronto ON | M3J 1P3  
✉ [biochair@yorku.ca](mailto:biochair@yorku.ca) | ☎ 416.736.2100 ext. 20996  
Web: <https://bioloey.yorku.ca/>

---

**From:** Shahirose Premji <premjis@yorku.ca>  
**Date:** Friday, January 8, 2021 at 7:05 PM  
**To:** Biology Chair <biochair@yorku.ca>  
**Cc:** UPD Biology <updbiol@yorku.ca>, "Lillie L. Q. Lum" <lum@yorku.ca>, Shahirose Premji <premjis@yorku.ca>  
**Subject:** School of Nursing - modification to curriculum

Dear Dr. Tsushima,

Happy New Year!! Wishing you and your loved ones all the best in 2021.

I am the Director of the School of Nursing in the Faculty of Health. The School of Nursing is currently engaging in major modifications to its three undergraduate BScN programs. As of Fall 2022, the 4-year Collaborative BScN program that is offered in collaboration with Georgian and Seneca Colleges (Year 1 and 2 at Colleges and Year 3 and 4 at York) will no longer continue. The final cohort will enter the program in 2021. Instead, the School will be offering a 4-year direct entry program with all 4 years based on the York campus; therefore, the School of Nursing will begin offering Years 1 and 2 of the BScN program, in addition to Years 3 and 4. The two compressed BScN programs (2<sup>nd</sup> Entry and Post-RN Internationally Educated Nurses) are also undergoing substantial revisions.

In our revisions we are proposing that the Department of Biology:

- Continue to offer SC/BIO2 2900 3.00 Clinical Microbiology for Nurses (200+ students in the Fall term for Year 2 students in the 4-year direct entry program).

With the proposed changes in our program, this will mean a decrease in the number of students that will be enrolled in your course; thus we anticipate there will be only one section for this course. If you can please confirm, Thanks!

The 4-year direct entry program with all four years at York will be introduced in 2022 and this course will continue to be offered in Year 2, Term 3 (Fall). The first new cohort (with decreased number of students) will take the course in Fall 2023.

We (Director, the Associate Director of Undergraduate Programs (Dr. Lillie Lum), and/or the co-Chairs of the School's Ad Hoc Curriculum Revision Committee (Karin Page-Cuttrara and Laura Nicholson) are available to meet with you, if you would like further information on the proposed modifications. We hope that the Department of Biology will continue to support the School of Nursing (even with the reduced number of students). We look forward to hearing from you.

Shahirose (she/her/hers)

**Dr. Shahirose Sadrudin Premji, RN, BSc, BScN, MScN, PhD, FAAN | Director and Professor**  
School of Nursing | Faculty of Health | York University  
Office 313 HNES Building, 4700 Keele Street, Toronto, Ontario, M3J 1P3  
☎ (416) 736 2100 Ext. 66616 | ✉ [premjis@yorku.ca](mailto:premjis@yorku.ca) | Twitter: @PremjiShahirose



## Department of Psychology

RE: Support School of Nursing - major modification BScN programs

← ↶ →



Jennifer A Connolly <connolly@yorku.ca>

Yesterday at 6:25 PM

To: Shahirose Premji; Cc: Karin Page-Cutrara; Laura L. Nicholson; Karen D Fergus; Jennifer Malisani

Dear Shahirose

Thank you for letting me know about the modifications you are making to all of your BScN programs. Psychology has been very happy to support students in the School of Nursing by providing them with Psych 2021 and Psych 1010. I can confirm that Psychology will continue to provide these courses within your revised programs.

Warm regards

Jennifer

---

**From:** Shahirose Premji <premjis@yorku.ca>

**Sent:** January 13, 2021 8:56 AM

**To:** Jennifer A Connolly <connolly@yorku.ca>

**Cc:** Karin Page-Cutrara <kcutrara@yorku.ca>; Laura L. Nicholson <nicholsl@yorku.ca>; Karen D Fergus <kfergus@yorku.ca>; Jennifer Malisani <jmalisan@yorku.ca>

**Subject:** Support School of Nursing - major modification BScN programs

Dear Jennifer,

Happy New Year!! I hope you had a wonderful holiday seasons.

As you are aware, we are making modification to all our BScN programs (Collaborative BScN, 2<sup>nd</sup> Entry, and Post-RN Internationally Educated Nurses); prompted in part by the dissolution of the partnership with Georgian and Seneca Colleges. In the Fall of 2021, we will admit the final cohort of the 4-year Collaborative BScN program that is offered in collaboration with Georgian and Seneca Colleges (Year 1 and 2 at Colleges and Year 3 and 4 at York). In the Fall of 2022 (following approve), we hope to introduce our 4-year direct entry program with all 4 years based on the York campus. The two compressed BScN programs (2<sup>nd</sup> Entry and Post-RN Internationally Educated Nurses (IEN)) are also undergoing substantial revisions.

In our revisions we are proposing that the Department of Psychology:

- a. Continue to offer HH/PSYC 2021 3.00 Statistical Methods I to approximately 250 students in the Winter term (200 4-year direct entry students and 50 IEN students). This will mean a decrease in enrolment as the course is currently offered to over 300 collaborative BScN students in Year 3.
- b. Offer HH/PSYC 1010 6 Introduction to Psychology to our 200+ students from the 4-year direct entry program (in Year 1)

Please note that initially, the intake of students in the 4-year direct entry program will be lower than described, and would increase once our current 'legacy' program (i.e., Collaborative BScN program) students complete the courses and those are phased out.

I am reaching out to seek your support of the above revisions. I look forward to hearing from you.

Shahirose (she/her/hers)

**Dr. Shahirose Sadrudin Premji, RN, BSc, BScN, MScN, PhD, FAAN | Director and Professor**

**School of Nursing | Faculty of Health | York University**

Office 313 HNES Building, 4700 Keele Street, Toronto, Ontario, M3J 1P3

☎ (416) 736 2100 Ext. 66616 | ✉ [premjis@yorku.ca](mailto:premjis@yorku.ca) | Twitter: @PremjiShahirose



York University is on the traditional territory of many Indigenous Nations. The area known as Tkaronto has been taken care of by the Anishinabek Nation, the Haudenosaunee Confederacy, the Wendat, and the Métis. It is now home to many Indigenous peoples. We acknowledge the current treaty holders and the Mississaugas of the Credit First Nation. This territory is subject of the Dish With One Spoon Wampum Belt Covenant, an agreement to peaceably share and care for the Great Lakes region.

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## School of Kinesiology and Health Science



January 20<sup>th</sup>, 2021

FACULTY OF HEALTH  
School of Kinesiology and  
Health Science

Dr. Shahirose Sadrudin Premji, Director and Professor  
School of Nursing | Faculty of Health  
York University

333 NORMAN BETHUNE  
COLLEGE  
4700 KEELE ST.  
TORONTO ON  
CANADA M3J 1P3  
T 416 736 5403

Dear Dr. Premji:

Thank you for the information regarding the modification to the BScN programs (Collaborative BScN, 2<sup>nd</sup> Entry, and Post-RN Internationally Educated Nurses). It is exciting to hear of the curricular developments to be introduced by the School of Nursing in the Fall of 2022 (following approval) for the new BScN 4-year direct entry program with the courses based on the York University campus.

As you continue planning for the revised curriculum, the School of Kinesiology and Health Science would be pleased to assist the School of Nursing by offering six credits of Human Anatomy and Physiology for Health at the Year 1 level, as described below:

- XXXX 3.00 Human Anatomy and Physiology for Health I (to be offered to approximately 200+ students in Fall term (4-year direct entry program students in Year 1)),
- XXXX 3.00 Human Anatomy and Physiology for Health II (for the same group of students in Winter term).

Looking forward to supporting the School of Nursing's BScN program development. Should you require assistance in preparing documentation for the proposed revisions regarding Human Anatomy and Physiology, please let me know.

Sincerely,

A handwritten signature in black ink that reads "A Belcastro".

Angelo Belcastro, PhD, F-CSEP  
Professor and Chair



## Office of the Registrar



**DIVISION OF STUDENTS**

February 10, 2021

**Office of the University Registrar**

To: Academic Standards, Curriculum and Pedagogy Committee

**Darran A. Fernandez**  
University Registrar

RE: Proposal for Major Modifications to the Bachelor of Science in Nursing Degree Programs

Bennett Centre for Student Services  
4700 KEELE ST.  
TORONTO ON  
CANADA M3J 1P3  
T 416 736 2100  
darran@yorku.ca

The proposal for the major modifications to the Bachelor of Science in Nursing Degree Programs has been reviewed by the Office of the University Registrar.

We support the proposed changes to the Bachelor of Science in Nursing programs and look forward to working collaboratively with the Faculty of Health on the implementation details in support of their requirements.

Sincerely,

A handwritten signature in black ink that reads "Darran A. Fernandez".

Darran A. Fernandez, M.Ed.  
University Registrar  
York University



## Library Statements for New Course Proposals

February 16, 2021

### **NURS1510 3.00 Reflection and Relational Practice in Professional Nursing**

#### **Required and Recommended Reading List:**

Our collection includes the item highlighted in green. Please note the textbook by Malette et al. will not be available until December 2021 of this year and the book by Ross-Kerr has been put on order and will be available by the time the course runs. Should access to print-only items still be restricted by the time this course is offered, we can explore options for digital access.

#### **Electronic Resources and Databases:**

The primary databases and indexes of relevance include CINAHL, Nursing and Allied Health Source (Proquest), MEDLINE(Ovid), PubMed, Joanna Briggs Institute EBP Database(Ovid), Embase(Ovid), EBM Reviews(Ovid), Web of Science, SCOPUS, Ulrich's International Periodicals Directory, and other specialized electronic resources are available.

Numerous electronic book packages such as Books@OVID, Canadian Electronic Collection – Health Research, and others are also available.

#### **Style guides:**

American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.). Washington, DC: American Psychological Association.

Iverson, C., & American Medical Association. (2007). AMA manual of style: A guide for authors and editors (10th ed. / Cheryl Iverson (chair) ... [et al.]). Oxford; New York: Oxford University Press.

#### **Interlibrary Loans, Copyright and Reserves:**

Should there be a need for articles not available in our holdings, interlibrary loan and document delivery options are available through RACER for any additional information needs that may come up.

<https://www.library.yorku.ca/web/ask-services/borrow-renew-return/racer-interlibrary-loan/>. Articles ordered this way should arrive to the requester's e-mail in a few days. If you wish to post it in your e-class then approach the Copyright office <https://copyright.info.yorku.ca/> to get permissions to post the article. There is no limit to the number of articles that a student or faculty member may order through RACER per year, and these are delivered to the desktop, free of charge. Books can also be requested through this system free of charge.

Should course instructors want to place any required readings on reserve for student use at Steacie Library, please see the following <http://www.library.yorku.ca/cms/faculty/reserves/> for information about what materials can be posted, Fair Dealing Guidelines, etc. Items to be posted can be requested by filling out the form at: <http://www.library.yorku.ca/cms/faculty/reserve-request-steacie/>

#### **Library Research and Information Literacy Support:**

The American Council of Research Libraries Information Literacy Competency Standards for Nursing include outcomes "written specifically to support nursing resources, language, and the value of evidence-based practice." <http://crln.acrl.org/content/75/1/34.full.pdf+html>

Please note that librarians provide research skills workshops to students and faculty on request, including but not limited to:

- Designing research strategies from asking a research question to searching the library catalogue, government sources, and databases such as CINAHL, Medline, ProQUEST Nursing and Allied Health Source, Joanna Briggs Institute EBP Database, EBM Reviews, Web of Science, SCOPUS, etc. using controlled vocabulary and/or keywords where applicable
- Managing references using bibliographic management software such as Mendeley and EndNote
- Finding the evidence for evidence-informed practice
- Conducting systematic reviews

**Research Guides:**

A Nursing Research Guide and Research Guides in other health fields have been created and are maintained by subject librarians to bring together online and print resources that may be useful to students and faculty in Nursing. Resources and links will be added upon request.

<http://researchguides.library.yorku.ca/nursing>

<http://researchguides.library.yorku.ca/?b=s>

[Please note too that research guides for Data and Statistics, Government Documents, and specialized tools such as Psychological Tests are available for use.](#)

**Conclusion:**

The holdings in our library currently support undergraduate and graduate-level courses in related Nursing and other Health Studies programs. Collection development in the library is ongoing and is based on a commitment to developing library resources that are in alignment with the University's curricular and research activities. Books in this field will be added to the library collection as they are published.

Please forward any requests for purchase to the Nursing Subject Librarian: [ilo@yorku.ca](mailto:ilo@yorku.ca) or submit your purchase request by using the form at <http://www.library.yorku.ca/online/purchase.php>

In summary, I would state that we are well positioned to support this course.

Sincerely,

Ilo-Katryn Maimets, Science Librarian  
 102K Steacie Science and Engineering Library  
 Ext: x33927  
 E-mail: [ilo@yorku.ca](mailto:ilo@yorku.ca)

February 16, 2021

Mar. 31, 2021

## **NURS1512 3.00 Reflection and Theory-based Practice in Professional Nursing**

### **Required and Recommended Reading List:**

Our collection includes the 2 items highlighted in green. Please note the textbook by Malette et al. will not be available until December 2021 of this year. Should access to print- only items still be restricted by the time this course is offered, we can explore options for digital access.

### **Electronic Resources and Databases:**

The primary databases and indexes of relevance include CINAHL, Nursing and Allied Health Source (Proquest), MEDLINE(Ovid), PubMed, Joanna Briggs Institute EBP Database(Ovid), Embase(Ovid), EBM Reviews(Ovid), Web of Science, SCOPUS, Ulrich's International Periodicals Directory, and other specialized electronic resources are available.

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<https://www.library.yorku.ca/web/ask-services/borrow-renew-return/racer-interlibrary-loan/>. Articles ordered this way should arrive to the requester's e-mail in a few days. If you wish to post it in your e-class then approach the Copyright office <https://copyright.info.yorku.ca/> to get permissions to post the article. There is no limit to the number of articles that a student or faculty member may order through RACER per year, and these are delivered to the desktop, free of charge. Books can also be requested through this system free of charge.

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February 16, 2021

### **NURS2514 3.00 Introduction to Social Justice and Advocacy in Nursing Practice**

#### **Required and Recommended Reading List:**

Our collection includes all the items highlighted in green (please note the correction to a journal title in this list). The new edition of the textbook by McGibbon will not be available until December 2021 of this year and it has been put on order. Should access to print- only items still be restricted by the time this course is offered, we can explore options for digital access.

#### **Electronic Resources and Databases:**

The primary databases and indexes of relevance include CINAHL, Nursing and Allied Health Source (Proquest), MEDLINE(Ovid), PubMed, Joanna Briggs Institute EBP Database(Ovid), Embase(Ovid), EBM Reviews(Ovid), Web of Science, SCOPUS, Ulrich's International Periodicals Directory, and other specialized electronic resources are available.

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<https://www.library.yorku.ca/web/ask-services/borrow-renew-return/racer-interlibrary-loan/>. Articles ordered this way should arrive to the requester's e-mail in a few days. If you wish to post it in your e-class then approach the Copyright office <https://copyright.info.yorku.ca/> to get permissions to post the article. There is no limit to the number of articles that a student or faculty member may order through RACER per year, and these are delivered to the desktop, free of charge. Books can also be requested through this system free of charge.

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- Designing research strategies from asking a research question to searching the library catalogue, government sources, and databases such as CINAHL, Medline, ProQUEST Nursing and Allied Health

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Source, Joanna Briggs Institute EBP Database, EBM Reviews, Web of Science, SCOPUS, etc. using controlled vocabulary and/or keywords where applicable

- Managing references using bibliographic management software such as Mendeley and EndNote
- Finding the evidence for evidence-informed practice
- Conducting systematic reviews

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<http://researchguides.library.yorku.ca/?b=s>

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In summary, I would state that we are well positioned to support this course.

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February 16, 2021

### **NURS2535 3.00 Pathophysiology, Pharmacological and Knowledge Integration I**

#### **Required and Recommended Reading List:**

Our collection does not yet include current editions of the 3 required course texts. However, they have been put on order and should be available by the time the course is scheduled to run.

#### **Electronic Resources and Databases:**

The primary databases and indexes of relevance include CINAHL, Nursing and Allied Health Source (Proquest), MEDLINE(Ovid), PubMed, Joanna Briggs Institute EBP Database(Ovid), Embase(Ovid), EBM Reviews(Ovid), Web of Science, SCOPUS, Ulrich's International Periodicals Directory, and other specialized electronic resources are available.

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<https://www.library.yorku.ca/web/ask-services/borrow-renew-return/racer-interlibrary-loan/>. Articles ordered this way should arrive to the requester's e-mail in a few days. If you wish to post it in your e-class then approach the Copyright office <https://copyright.info.yorku.ca/> to get permissions to post the article. There is no limit to the number of articles that a student or faculty member may order through RACER per year, and these are delivered to the desktop, free of charge. Books can also be requested through this system free of charge.

Should course instructors want to place any required readings on reserve for student use at Steacie Library, please see the following <http://www.library.yorku.ca/cms/faculty/reserves/> for information about what materials can be posted, Fair Dealing Guidelines, etc. Items to be posted can be requested by filling out the form at: <http://www.library.yorku.ca/cms/faculty/reserve-request-steacie/>

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- Managing references using bibliographic management software such as Mendeley and EndNote
- Finding the evidence for evidence-informed practice
- Conducting systematic reviews

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<http://researchguides.library.yorku.ca/nursing>

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In summary, I would state that we are well positioned to support this course.

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102K Steacie Science and Engineering Library  
Ext: x33927  
E-mail: [ilo@yorku.ca](mailto:ilo@yorku.ca)

February 16, 2021

### **NURS2536 3.00 Pathophysiology, Pharmacology and Knowledge Integration II**

#### **Required and Recommended Reading List:**

Our collection does not yet include current editions of the 3 required course texts. However, they have been put on order and should be available by the time the course is scheduled to run.

#### **Electronic Resources and Databases:**

The primary databases and indexes of relevance include CINAHL, Nursing and Allied Health Source (Proquest), MEDLINE(Ovid), PubMed, Joanna Briggs Institute EBP Database(Ovid), Embase(Ovid), EBM Reviews(Ovid), Web of Science, SCOPUS, Ulrich's International Periodicals Directory, and other specialized electronic resources are available.

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#### **Style guides:**

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<https://www.library.yorku.ca/web/ask-services/borrow-renew-return/racer-interlibrary-loan/>. Articles ordered this way should arrive to the requester's e-mail in a few days. If you wish to post it in your e-class then approach the Copyright office <https://copyright.info.yorku.ca/> to get permissions to post the article. There is no limit to the number of articles that a student or faculty member may order through RACER per year, and these are delivered to the desktop, free of charge. Books can also be requested through this system free of charge.

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- Managing references using bibliographic management software such as Mendeley and EndNote
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**Conclusion:**

The holdings in our library currently support undergraduate and graduate-level courses in related Nursing and other Health Studies programs. Collection development in the library is ongoing and is based on a commitment to developing library resources that are in alignment with the University's curricular and research activities. Books in this field will be added to the library collection as they are published.

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In summary, I would state that we are well positioned to support this course.

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E-mail: [ilo@yorku.ca](mailto:ilo@yorku.ca)

February 16, 2021

### **NURS2543 3.00 Health of Families and Social Groups**

#### **Required and Recommended Reading List:**

Our collection includes the item highlighted in green, but does not yet include current editions of the 2 required course texts highlighted in red. However, they have been put on order and should be available by the time the course is scheduled to run.

#### **Electronic Resources and Databases:**

The primary databases and indexes of relevance include CINAHL, Nursing and Allied Health Source (Proquest), MEDLINE(Ovid), PubMed, Joanna Briggs Institute EBP Database(Ovid), Embase(Ovid), EBM Reviews(Ovid), Web of Science, SCOPUS, Ulrich's International Periodicals Directory, and other specialized electronic resources are available.

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<https://www.library.yorku.ca/web/ask-services/borrow-renew-return/racer-interlibrary-loan/>. Articles ordered this way should arrive to the requester's e-mail in a few days. If you wish to post it in your e-class then approach the Copyright office <https://copyright.info.yorku.ca/> to get permissions to post the article. There is no limit to the number of articles that a student or faculty member may order through RACER per year, and these are delivered to the desktop, free of charge. Books can also be requested through this system free of charge.

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Mar. 31, 2021

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Source, Joanna Briggs Institute EBP Database, EBM Reviews, Web of Science, SCOPUS, etc. using controlled vocabulary and/or keywords where applicable

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February 16, 2021

### **NURS2546 6.00 Health of Families and Social Groups**

#### **Required and Recommended Reading List:**

Our collection does not yet include current editions of the 3 required course texts. However, they have been put on order and should be available by the time the course is scheduled to run.

#### **Electronic Resources and Databases:**

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Please forward any requests for purchase to the Nursing Subject Librarian: [ilo@yorku.ca](mailto:ilo@yorku.ca) or submit your purchase request by using the form at <http://www.library.yorku.ca/online/purchase.php>

In summary, I would state that we are well positioned to support this course.

Sincerely,

Ilo-Katryn Maimets, Science Librarian  
102K Steacie Science and Engineering Library  
Ext: x33927  
E-mail: [ilo@yorku.ca](mailto:ilo@yorku.ca)

February 16, 2021

## **NURS2547 6.00 Mental Health Across the Lifespan**

### **Required and Recommended Reading List:**

Our collection includes the item highlighted in green, but does not yet include a current edition of the second required course text highlighted in red. However, it has been put on order and should be available by the time the course is scheduled to run.

### **Electronic Resources and Databases:**

The primary databases and indexes of relevance include CINAHL, Nursing and Allied Health Source (Proquest), MEDLINE(Ovid), PubMed, Joanna Briggs Institute EBP Database(Ovid), Embase(Ovid), EBM Reviews(Ovid), Web of Science, SCOPUS, Ulrich's International Periodicals Directory, and other specialized electronic resources are available.

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### **Style guides:**

American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.). Washington, DC: American Psychological Association.

Iverson, C., & American Medical Association. (2007). AMA manual of style: A guide for authors and editors (10th ed. / Cheryl Iverson (chair) ... [et al.]). Oxford; New York: Oxford University Press.

### **Interlibrary Loans, Copyright and Reserves:**

Should there be a need for articles not available in our holdings, interlibrary loan and document delivery options are available through RACER for any additional information needs that may come up.

<https://www.library.yorku.ca/web/ask-services/borrow-renew-return/racer-interlibrary-loan/>. Articles ordered this way should arrive to the requester's e-mail in a few days. If you wish to post it in your e-class then approach the Copyright office <https://copyright.info.yorku.ca/> to get permissions to post the article. There is no limit to the number of articles that a student or faculty member may order through RACER per year, and these are delivered to the desktop, free of charge. Books can also be requested through this system free of charge.

Should course instructors want to place any required readings on reserve for student use at Steacie Library, please see the following <http://www.library.yorku.ca/cms/faculty/reserves/> for information about what materials can be posted, Fair Dealing Guidelines, etc. Items to be posted can be requested by filling out the form at: <http://www.library.yorku.ca/cms/faculty/reserve-request-steacie/>

### **Library Research and Information Literacy Support:**

The American Council of Research Libraries Information Literacy Competency Standards for Nursing include outcomes "written specifically to support nursing resources, language, and the value of evidence-based practice." <http://crln.acrl.org/content/75/1/34.full.pdf+html>

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- Designing research strategies from asking a research question to searching the library catalogue, government sources, and databases such as CINAHL, Medline, ProQUEST Nursing and Allied Health

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Source, Joanna Briggs Institute EBP Database, EBM Reviews, Web of Science, SCOPUS, etc. using controlled vocabulary and/or keywords where applicable

- Managing references using bibliographic management software such as Mendeley and EndNote
- Finding the evidence for evidence-informed practice
- Conducting systematic reviews

**Research Guides:**

A Nursing Research Guide and Research Guides in other health fields have been created and are maintained by subject librarians to bring together online and print resources that may be useful to students and faculty in Nursing. Resources and links will be added upon request.

<http://researchguides.library.yorku.ca/nursing>

<http://researchguides.library.yorku.ca/?b=s>

Please note too that research guides for Data and Statistics, Government Documents, and specialized tools such as Psychological Tests are available for use.

**Conclusion:**

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February 18, 2021

### **NURS3001 3.00 The Canadian Healthcare System**

#### **Required and Recommended Reading List:**

Our collection does not yet include a current edition of the required course text highlighted in red. However, it has been put on order and should be available by the time the course is scheduled to run.

#### **Electronic Resources and Databases:**

The primary databases and indexes of relevance include CINAHL, Nursing and Allied Health Source (Proquest), MEDLINE(Ovid), PubMed, Joanna Briggs Institute EBP Database(Ovid), Embase(Ovid), EBM Reviews(Ovid), Web of Science, SCOPUS, Ulrich's International Periodicals Directory, and other specialized electronic resources are available.

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<https://www.library.yorku.ca/web/ask-services/borrow-renew-return/racer-interlibrary-loan/>. Articles ordered this way should arrive to the requester's e-mail in a few days. If you wish to post it in your e-class then approach the Copyright office <https://copyright.info.yorku.ca/> to get permissions to post the article. There is no limit to the number of articles that a student or faculty member may order through RACER per year, and these are delivered to the desktop, free of charge. Books can also be requested through this system free of charge.

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<http://researchguides.library.yorku.ca/nursing>

<http://researchguides.library.yorku.ca/?b=s>

[Please note too that research guides for Data and Statistics, Government Documents, and specialized tools such as Psychological Tests are available for use.](#)

**Conclusion:**

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February 18, 2021

## **NURS3510 6.00 Partnering With Communities**

### **Required and Recommended Reading List:**

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### **Electronic Resources and Databases:**

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Iverson, C., & American Medical Association. (2007). AMA manual of style: A guide for authors and editors (10th ed. / Cheryl Iverson (chair) ... [et al.]). Oxford; New York: Oxford University Press.

### **Interlibrary Loans, Copyright and Reserves:**

Should there be a need for articles not available in our holdings, interlibrary loan and document delivery options are available through RACER for any additional information needs that may come up.

<https://www.library.yorku.ca/web/ask-services/borrow-renew-return/racer-interlibrary-loan/>. Articles ordered this way should arrive to the requester's e-mail in a few days. If you wish to post it in your e-class then approach the Copyright office <https://copyright.info.yorku.ca/> to get permissions to post the article. There is no limit to the number of articles that a student or faculty member may order through RACER per year, and these are delivered to the desktop, free of charge. Books can also be requested through this system free of charge.

Should course instructors want to place any required readings on reserve for student use at Steacie Library, please see the following <http://www.library.yorku.ca/cms/faculty/reserves/> for information about what materials can be posted, Fair Dealing Guidelines, etc. Items to be posted can be requested by filling out the form at: <http://www.library.yorku.ca/cms/faculty/reserve-request-steacie/>

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Source, Joanna Briggs Institute EBP Database, EBM Reviews, Web of Science, SCOPUS, etc. using controlled vocabulary and/or keywords where applicable

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- Finding the evidence for evidence-informed practice
- Conducting systematic reviews

**Research Guides:**

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<http://researchguides.library.yorku.ca/nursing>

<http://researchguides.library.yorku.ca/?b=s>

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In summary, I would state that we are well positioned to support this course.

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February 18, 2021

### **NURS3512 3.00 Nursing in the Context of Global and Environmental Health**

#### **Required and Recommended Reading List:**

Our collection includes all items highlighted in green, but does not include the journal that contains the articles highlighted in red. However, please see the section on Interlibrary Loans, Copyright and Reserves for more details about posting articles obtained through RACER on reserve or in your e-class course site.

#### **Electronic Resources and Databases:**

The primary databases and indexes of relevance include CINAHL, Nursing and Allied Health Source (Proquest), MEDLINE(Ovid), PubMed, Joanna Briggs Institute EBP Database(Ovid), Embase(Ovid), EBM Reviews(Ovid), Web of Science, SCOPUS, Ulrich's International Periodicals Directory, and other specialized electronic resources are available.

Numerous electronic book packages such as Books@OVID, Canadian Electronic Collection – Health Research, and others are also available.

#### **Style guides:**

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Iverson, C., & American Medical Association. (2007). AMA manual of style: A guide for authors and editors (10th ed. / Cheryl Iverson (chair) ... [et al.]). Oxford; New York: Oxford University Press.

#### **Interlibrary Loans, Copyright and Reserves:**

Should there be a need for articles not available in our holdings, interlibrary loan and document delivery options are available through RACER for any additional information needs that may come up.

<https://www.library.yorku.ca/web/ask-services/borrow-renew-return/racer-interlibrary-loan/>. Articles ordered this way should arrive to the requester's e-mail in a few days. If you wish to post it in your e-class then approach the Copyright office <https://copyright.info.yorku.ca/> to get permissions to post the article. There is no limit to the number of articles that a student or faculty member may order through RACER per year, and these are delivered to the desktop, free of charge. Books can also be requested through this system free of charge.

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February 18, 2021

### **NURS3513 3.00 Development of Self as a Nurse Through Reflection and Theory-based Practice**

#### **Required and Recommended Reading List:**

Our collection includes the items highlighted in green, but does not include the required course text highlighted in red. However, it has been put on order and should be available by the time the course is scheduled to run.

#### **Electronic Resources and Databases:**

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#### **Style guides:**

American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.). Washington, DC: American Psychological Association.

Iverson, C., & American Medical Association. (2007). AMA manual of style: A guide for authors and editors (10th ed. / Cheryl Iverson (chair) ... [et al.]). Oxford; New York: Oxford University Press.

#### **Interlibrary Loans, Copyright and Reserves:**

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<https://www.library.yorku.ca/web/ask-services/borrow-renew-return/racer-interlibrary-loan/>. Articles ordered this way should arrive to the requester's e-mail in a few days. If you wish to post it in your e-class then approach the Copyright office <https://copyright.info.yorku.ca/> to get permissions to post the article. There is no limit to the number of articles that a student or faculty member may order through RACER per year, and these are delivered to the desktop, free of charge. Books can also be requested through this system free of charge.

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Mar. 31, 2021

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- Managing references using bibliographic management software such as Mendeley and EndNote
- Finding the evidence for evidence-informed practice
- Conducting systematic reviews

**Research Guides:**

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<http://researchguides.library.yorku.ca/nursing>

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February 18, 2021

### **NURS3517 3.00 Critical Reflection and Clinical Reasoning in Practice**

#### **Required and Recommended Reading List:**

Our collection includes the required readings for this course.

#### **Electronic Resources and Databases:**

The primary databases and indexes of relevance include CINAHL, Nursing and Allied Health Source (Proquest), MEDLINE(Ovid), PubMed, Joanna Briggs Institute EBP Database(Ovid), Embase(Ovid), EBM Reviews(Ovid), Web of Science, SCOPUS, Ulrich's International Periodicals Directory, and other specialized electronic resources are available.

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Iverson, C., & American Medical Association. (2007). AMA manual of style: A guide for authors and editors (10th ed. / Cheryl Iverson (chair) ... [et al.]). Oxford; New York: Oxford University Press.

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<https://www.library.yorku.ca/web/ask-services/borrow-renew-return/racer-interlibrary-loan/>. Articles ordered this way should arrive to the requester's e-mail in a few days. If you wish to post it in your e-class then approach the Copyright office <https://copyright.info.yorku.ca/> to get permissions to post the article. There is no limit to the number of articles that a student or faculty member may order through RACER per year, and these are delivered to the desktop, free of charge. Books can also be requested through this system free of charge.

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Mar. 31, 2021

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- Finding the evidence for evidence-informed practice
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<http://researchguides.library.yorku.ca/nursing>

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February 16, 2021

### **NURS3537 3.00 Pathophysiology, Pharmacology and Knowledge Integration II**

#### **Required and Recommended Reading List:**

Our collection does not yet include current editions of the 3 required course texts. However, they have been put on order and should be available by the time the course is scheduled to run.

#### **Electronic Resources and Databases:**

The primary databases and indexes of relevance include CINAHL, Nursing and Allied Health Source (Proquest), MEDLINE(Ovid), PubMed, Joanna Briggs Institute EBP Database(Ovid), Embase(Ovid), EBM Reviews(Ovid), Web of Science, SCOPUS, Ulrich's International Periodicals Directory, and other specialized electronic resources are available.

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Iverson, C., & American Medical Association. (2007). AMA manual of style: A guide for authors and editors (10th ed. / Cheryl Iverson (chair) ... [et al.]). Oxford; New York: Oxford University Press.

#### **Interlibrary Loans, Copyright and Reserves:**

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<https://www.library.yorku.ca/web/ask-services/borrow-renew-return/racer-interlibrary-loan/>. Articles ordered this way should arrive to the requester's e-mail in a few days. If you wish to post it in your e-class then approach the Copyright office <https://copyright.info.yorku.ca/> to get permissions to post the article. There is no limit to the number of articles that a student or faculty member may order through RACER per year, and these are delivered to the desktop, free of charge. Books can also be requested through this system free of charge.

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Mar. 31, 2021

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**Research Guides:**

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<http://researchguides.library.yorku.ca/?b=s>

[Please note too that research guides for Data and Statistics, Government Documents, and specialized tools such as Psychological Tests are available for use.](#)

**Conclusion:**

The holdings in our library currently support undergraduate and graduate-level courses in related Nursing and other Health Studies programs. Collection development in the library is ongoing and is based on a commitment to developing library resources that are in alignment with the University's curricular and research activities. Books in this field will be added to the library collection as they are published.

Please forward any requests for purchase to the Nursing Subject Librarian: [ilo@yorku.ca](mailto:ilo@yorku.ca) or submit your purchase request by using the form at <http://www.library.yorku.ca/online/purchase.php>

In summary, I would state that we are well positioned to support this course.

Sincerely,

Ilo-Katryn Maimets, Science Librarian  
102K Steacie Science and Engineering Library  
Ext: x33927  
E-mail: [ilo@yorku.ca](mailto:ilo@yorku.ca)

February 18, 2021

### **NURS4517 3.00 Evolving as a Professional Nurse**

#### **Required and Recommended Reading List:**

Our collection includes the items highlighted in green. Please note the items highlighted in yellow may not be available permanently.

#### **Electronic Resources and Databases:**

The primary databases and indexes of relevance include CINAHL, Nursing and Allied Health Source (Proquest), MEDLINE(Ovid), PubMed, Joanna Briggs Institute EBP Database(Ovid), Embase(Ovid), EBM Reviews(Ovid), Web of Science, SCOPUS, Ulrich's International Periodicals Directory, and other specialized electronic resources are available.

Numerous electronic book packages such as Books@OVID, Canadian Electronic Collection – Health Research, and others are also available.

#### **Style guides:**

American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.). Washington, DC: American Psychological Association.

Iverson, C., & American Medical Association. (2007). AMA manual of style: A guide for authors and editors (10th ed. / Cheryl Iverson (chair) ... [et al.]). Oxford; New York: Oxford University Press.

#### **Interlibrary Loans, Copyright and Reserves:**

Should there be a need for articles not available in our holdings, interlibrary loan and document delivery options are available through RACER for any additional information needs that may come up.

<https://www.library.yorku.ca/web/ask-services/borrow-renew-return/racer-interlibrary-loan/>. Articles ordered this way should arrive to the requester's e-mail in a few days. If you wish to post it in your e-class then approach the Copyright office <https://copyright.info.yorku.ca/> to get permissions to post the article. There is no limit to the number of articles that a student or faculty member may order through RACER per year, and these are delivered to the desktop, free of charge. Books can also be requested through this system free of charge.

Should course instructors want to place any required readings on reserve for student use at Steacie Library, please see the following <http://www.library.yorku.ca/cms/faculty/reserves/> for information about what materials can be posted, Fair Dealing Guidelines, etc. Items to be posted can be requested by filling out the form at: <http://www.library.yorku.ca/cms/faculty/reserve-request-steacie/>

#### **Library Research and Information Literacy Support:**

The American Council of Research Libraries Information Literacy Competency Standards for Nursing include outcomes "written specifically to support nursing resources, language, and the value of evidence-based practice." <http://crln.acrl.org/content/75/1/34.full.pdf+html>

Please note that librarians provide research skills workshops to students and faculty on request, including but not limited to:

- Designing research strategies from asking a research question to searching the library catalogue, government sources, and databases such as CINAHL, Medline, ProQUEST Nursing and Allied Health Source, Joanna Briggs Institute EBP Database, EBM Reviews, Web of Science, SCOPUS, etc. using controlled vocabulary and/or keywords where applicable
- Managing references using bibliographic management software such as Mendeley and EndNote

Mar. 31, 2021

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- Finding the evidence for evidence-informed practice
- Conducting systematic reviews

**Research Guides:**

A Nursing Research Guide and Research Guides in other health fields have been created and are maintained by subject librarians to bring together online and print resources that may be useful to students and faculty in Nursing. Resources and links will be added upon request.

<http://researchguides.library.yorku.ca/nursing>

<http://researchguides.library.yorku.ca/?b=s>

Please note too that research guides for Data and Statistics, Government Documents, and specialized tools such as Psychological Tests are available for use.

**Conclusion:**

The holdings in our library currently support undergraduate and graduate-level courses in related Nursing and other Health Studies programs. Collection development in the library is ongoing and is based on a commitment to developing library resources that are in alignment with the University's curricular and research activities. Books in this field will be added to the library collection as they are published.

Please forward any requests for purchase to the Nursing Subject Librarian: [ilo@yorku.ca](mailto:ilo@yorku.ca) or submit your purchase request by using the form at <http://www.library.yorku.ca/online/purchase.php>

In summary, I would state that we are well positioned to support this course.

Sincerely,

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102K Steacie Science and Engineering Library  
Ext: x33927  
E-mail: [ilo@yorku.ca](mailto:ilo@yorku.ca)

February 18, 2021

### **NURS4524 3.00 Trends in Healthcare Delivery**

#### **Required and Recommended Reading List:**

Our collection includes the items highlighted in green, but does not include a current edition of the required course text highlighted in red. However, it has been put on order and should be available by the time the course is scheduled to run.

#### **Electronic Resources and Databases:**

The primary databases and indexes of relevance include CINAHL, Nursing and Allied Health Source (Proquest), MEDLINE(Ovid), PubMed, Joanna Briggs Institute EBP Database(Ovid), Embase(Ovid), EBM Reviews(Ovid), Web of Science, SCOPUS, Ulrich's International Periodicals Directory, and other specialized electronic resources are available.

Numerous electronic book packages such as Books@OVID, Canadian Electronic Collection – Health Research, and others are also available.

#### **Style guides:**

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Iverson, C., & American Medical Association. (2007). AMA manual of style: A guide for authors and editors (10th ed. / Cheryl Iverson (chair) ... [et al.]). Oxford; New York: Oxford University Press.

#### **Interlibrary Loans, Copyright and Reserves:**

Should there be a need for articles not available in our holdings, interlibrary loan and document delivery options are available through RACER for any additional information needs that may come up.

<https://www.library.yorku.ca/web/ask-services/borrow-renew-return/racer-interlibrary-loan/>. Articles ordered this way should arrive to the requester's e-mail in a few days. If you wish to post it in your e-class then approach the Copyright office <https://copyright.info.yorku.ca/> to get permissions to post the article. There is no limit to the number of articles that a student or faculty member may order through RACER per year, and these are delivered to the desktop, free of charge. Books can also be requested through this system free of charge.

Should course instructors want to place any required readings on reserve for student use at Steacie Library, please see the following <http://www.library.yorku.ca/cms/faculty/reserves/> for information about what materials can be posted, Fair Dealing Guidelines, etc. Items to be posted can be requested by filling out the form at: <http://www.library.yorku.ca/cms/faculty/reserve-request-steacie/>

#### **Library Research and Information Literacy Support:**

The American Council of Research Libraries Information Literacy Competency Standards for Nursing include outcomes "written specifically to support nursing resources, language, and the value of evidence-based practice." <http://crln.acrl.org/content/75/1/34.full.pdf+html>

Please note that librarians provide research skills workshops to students and faculty on request, including but not limited to:

- Designing research strategies from asking a research question to searching the library catalogue, government sources, and databases such as CINAHL, Medline, ProQUEST Nursing and Allied Health Source, Joanna Briggs Institute EBP Database, EBM Reviews, Web of Science, SCOPUS, etc. using controlled vocabulary and/or keywords where applicable

Mar. 31, 2021

358

- Managing references using bibliographic management software such as Mendeley and EndNote
- Finding the evidence for evidence-informed practice
- Conducting systematic reviews

**Research Guides:**

A Nursing Research Guide and Research Guides in other health fields have been created and are maintained by subject librarians to bring together online and print resources that may be useful to students and faculty in Nursing. Resources and links will be added upon request.

<http://researchguides.library.yorku.ca/nursing>

<http://researchguides.library.yorku.ca/?b=s>

[Please note too that research guides for Data and Statistics, Government Documents, and specialized tools such as Psychological Tests are available for use.](#)

**Conclusion:**

The holdings in our library currently support undergraduate and graduate-level courses in related Nursing and other Health Studies programs. Collection development in the library is ongoing and is based on a commitment to developing library resources that are in alignment with the University's curricular and research activities. Books in this field will be added to the library collection as they are published.

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In summary, I would state that we are well positioned to support this course.

Sincerely,

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102K Steacie Science and Engineering Library  
Ext: x33927  
E-mail: [ilo@yorku.ca](mailto:ilo@yorku.ca)

February 18, 2021

### **NURS4530 3.00 Professional Scholarship: Capstone Project**

#### **Required and Recommended Reading List:**

Our collection includes the items highlighted in green, but does not include a current edition of the required course text highlighted in red. However, it has been put on order and should be available by the time the course is scheduled to run.

#### **Electronic Resources and Databases:**

The primary databases and indexes of relevance include CINAHL, Nursing and Allied Health Source (Proquest), MEDLINE(Ovid), PubMed, Joanna Briggs Institute EBP Database(Ovid), Embase(Ovid), EBM Reviews(Ovid), Web of Science, SCOPUS, Ulrich's International Periodicals Directory, and other specialized electronic resources are available.

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<https://www.library.yorku.ca/web/ask-services/borrow-renew-return/racer-interlibrary-loan/>. Articles ordered this way should arrive to the requester's e-mail in a few days. If you wish to post it in your e-class then approach the Copyright office <https://copyright.info.yorku.ca/> to get permissions to post the article. There is no limit to the number of articles that a student or faculty member may order through RACER per year, and these are delivered to the desktop, free of charge. Books can also be requested through this system free of charge.

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#### **Library Research and Information Literacy Support:**

The American Council of Research Libraries Information Literacy Competency Standards for Nursing include outcomes "written specifically to support nursing resources, language, and the value of evidence-based practice." <http://crln.acrl.org/content/75/1/34.full.pdf+html>

Please note that librarians provide research skills workshops to students and faculty on request, including but not limited to:

- Designing research strategies from asking a research question to searching the library catalogue, government sources, and databases such as CINAHL, Medline, ProQUEST Nursing and Allied Health Source, Joanna Briggs Institute EBP Database, EBM Reviews, Web of Science, SCOPUS, etc. using controlled vocabulary and/or keywords where applicable

Mar. 31, 2021

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- Managing references using bibliographic management software such as Mendeley and EndNote
- Finding the evidence for evidence-informed practice
- Conducting systematic reviews

**Research Guides:**

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<http://researchguides.library.yorku.ca/nursing>

<http://researchguides.library.yorku.ca/?b=s>

[Please note too that research guides for Data and Statistics, Government Documents, and specialized tools such as Psychological Tests are available for use.](#)

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Please forward any requests for purchase to the Nursing Subject Librarian: [ilo@yorku.ca](mailto:ilo@yorku.ca) or submit your purchase request by using the form at <http://www.library.yorku.ca/online/purchase.php>

In summary, I would state that we are well positioned to support this course.

Sincerely,

Ilo-Katryn Maimets, Science Librarian  
102K Steacie Science and Engineering Library  
Ext: x33927  
E-mail: [ilo@yorku.ca](mailto:ilo@yorku.ca)

# Appendix I: Letters of Support from External Healthcare Partners

## Centre for Addiction & Mental Health

camh.ca

December 16, 2020

Dr. Shahirose Sadrudin Premji  
Director and Professor School of Nursing  
Faculty of Health, York University  
4700 Keele St.  
Toronto, ON M3J 1P3

**Re: Letter of support for a new 4-year direct entry program and major modification of BScN Curriculum**

Dear Shahirose,

We are writing to convey our strong support for the proposed major revision to the undergraduate curriculum for the Bachelor of Science in Nursing program at York University. The revised curriculum will result in a new 4-year Direct Entry BScN program as well as revisions to the Second-degree Entry and Post-RN Internally Educated Nurses BScN programs. We are delighted with the proposed changes and look forward to continuing to partner with the School of Nursing in the preparation of new RNs.

The proposed revisions respond to the current pressures in our sector in the following ways:

- More opportunities for service learning projects and non-traditional placements congruent with emerging changes in healthcare delivery
- Opportunities for specialty electives and experience within a generalist curriculum to address nursing staff shortages (i.e., streams such as mental health)
- Final term consolidation experience that can support smoother transition to practice
- Preparation of graduates for RN practice in an evolving and increasingly diverse community
- Greater opportunities for effective partnerships between education and practice.

The proposed changes to the York BScN curriculum respond to concerns commonly discussed at the area practice leadership meetings and we are excited to be part of the planning for nursing education in the Greater Toronto Area. We understand that the university and provincial review processes are a key part of the change and we are pleased to communicate our strong support for this necessary and positive change to the undergraduate nursing curriculum.

Sincerely,



Gillian Strudwick RN, PhD, FAMI  
CNE (Interim) and Independent Scientist



Rola Moghabghab RN(EC) PhD GNC(C)  
Director, Interprofessional Practice

Queen St. Site  
1001 Queen St. W  
Toronto, ON  
M6J 1H4

Russell St. Site  
33 Russell St.  
Toronto, ON  
M5S 2S1

College St. Site  
250 College St.  
Toronto, ON  
M5T 1R8





December 12, 2020

Dr. Shahirose Sadrudin Premji  
Director and Professor School of Nursing  
Faculty of Health  
York University  
4700 Keele Street  
Toronto, ON M3J 1P3

Dear Dr. Premji,

**Re:** Letter of support for a new 4-year Direct Entry BScN Program and modified (major) Second-Degree Entry and Post-RN Internationally Educated Nurses (IEN) BScN Programs

The University Health Network and York University School of Nursing have previously collaborated in a York-UHN Nursing Academy and have always supported York University School of Nursing learners from the undergraduate and graduate programs.

The proposed program modifications intend to balance generalist training with opportunities for students to become more independent practitioners (e.g., nursing capstone and future streams of specialization). We are excited to provide advice on these opportunities through our membership on the School's Program Advisory Committee.

We also are happy to explore possibilities of future collaborations with York University School of Nursing. The Collaborative Academic Practice portfolio which brings together professions including nursing to advance the strategic priorities of UHN may provide opportunities for York learners (undergraduate and graduate) to participate in interdisciplinary projects. These projects can advance nursing students knowledge of clinical operations, enable them to make stronger connections between evidence and practice, and learn strategies to build network of relationships to transform practice.

In the interim, UHN will continue to support clinical placement of learners from York University School of Nursing. We offer our strong support for the new 4-year Direct Entry BScN Program and the major modification of BScN curriculum of the Second-Degree Entry BScN Program and IEN BScN Program.

Sincerely,

A handwritten signature in blue ink that reads 'Joy Richards'.

Joy Richards, PhD, RN, FAAN  
Vice President Patient Experience & Chief of Health Professions  
University Health Network



10 Trench Street  
Richmond Hill, ON  
Canada L4C 4Z3

T: (905) 883-1212  
F: (905) 883-2455  
www.mackenziehealth.ca

December 16, 2020

Dr. Shahirose Sadrudin Premji  
Director and Professor School of Nursing  
Faculty of Health  
York University  
4700 Keele St.  
Toronto, ON M3J 1P3

Via email

Dear Dr. Premji,

**Re: Letter of support for a new 4-year Direct Entry BScN Program and major modification of Second-Degree Entry and Post-RN Internationally Educated Nurses (IEN) BScN Programs**

As you are aware, Mackenzie Health and York University School of Nursing have a long history of working together. Mackenzie is committed to giving York University priority for its students requiring clinical placements. We have recently drafted a Memorandum of Understanding to deepen our relationship related to clinical placements and supervision of nursing students, the sharing of educational resources and opportunities, academic appointments of Mackenzie health staff to the School of Nursing and Faculty of Health, as well as joint research projects to improve nursing practice and care. Mackenzie Health, York University, the City of Vaughan and VentureLab are currently exploring the feasibility of creating a healthcare precinct immediately adjacent to the new Cortellucci Vaughan Hospital which could include state of the art facilities for nursing education and research.

To ensure that graduates of the new direct entry BScN program meet the future demands and needs of healthcare providers, Mackenzie Health has agreed to provide advice on the design of the new program's curriculum and serve as a member on the School's Program Advisory Committee. Graduates from all York University graduate and undergraduate nursing programs will continue to be an importance source of nursing capacity for the hospital for the foreseeable future. The enormous diversity of the School of Nursing's graduates will play an important role in ensuring hospitals in the GTA, like Mackenzie Health, fulfill our need for a diverse, equitable and inclusive workforce. Because of their close proximity, the School provides a source of professional nurses who come from and are embedded within the same catchment area as the people who use the services of Mackenzie Health.

I am very pleased to offer this letter of support for the new 4-year Direct Entry BScN Program and the major modification of BScN curriculum of the Second-Degree Entry BScN Program and IEN BScN Program.

Sincerely,

Mary-Agnes Wilson  
Executive Vice President, Chief Operating Officer, Chief Nursing Executive

Copy: Linda Gravel, Director Professional Practice, Education & Risk



Ari Zaretsky, MD, FRCP(C)  
CHIEF, DEPARTMENT OF PSYCHIATRY  
VICE PRESIDENT, EDUCATION  
SUNNYBROOK HEALTH SCIENCES CENTRE  
PROFESSOR, DEPARTMENT OF PSYCHIATRY  
UNIVERSITY OF TORONTO

C118 2075 Bayview Avenue  
Toronto, ON Canada M4N 3M5  
t: 416.480. 5655  
f: 416.480.4950  
ari.zaretsky@sunnybrook.ca

January 22, 2021

Dr. Shahirose Sadrudin Premji  
Director and Professor School of Nursing  
Faculty of Health, York University  
4700 Keele St.  
Toronto, ON M3J 1P3

Dear Dr. Premji,

**Re: Letter of support for York University Undergraduate Programs (new 4-year Direct Entry BScN Program and major modification Second-Degree Entry and Post-RN Internationally Educated Nurses (IEN) BScN Programs)**

Sunnybrook Health Sciences Centre (or Sunnybrook) is an academic health science centre with international repute and a fully affiliated teaching hospital. Sunnybrook is a Level 1 trauma centre (largest in Canada and one of two trauma centres in Toronto), and includes specialties such as cancer, heart and vascular, high risk maternal and newborn, image guided brain therapies. Thus, we provide York University School of Nursing students unique learning opportunities.

Our 2,300 nurses who provide specialty care in our areas of focus teach nursing theory and practice to students and health-care professionals and contribute to knowledge transfer. Our nurses currently support York nursing students during their integrated practicum, and support group learning of students placed in our clinical environments with York clinical instructors. We will continue to provide York University School of Nursing students unique learning opportunities as it implements the new and modified BScN programs.

We offer our strong support for the new 4-year Direct Entry BScN Program and the major modification of BScN curriculum of the Second-Degree Entry BScN Program and IEN BScN Program.

Sincerely,

A handwritten signature in black ink that reads "Ari Zaretsky".

Ari Zaretsky MD FRCP(C)  
Chief, Department of Psychiatry  
Vice President, Education, Sunnybrook Health Sciences Centre  
Professor, Department of Psychiatry  
University of Toronto

## Appendix J: Phase-in and Phase-out Schedule Summary

### Summary of Phase-in of Revised Programs and Phase-out of Current Programs

General Approach to Implementing the Revised Curriculum at York Campus – Implementation Fall 2022\*

\*(assuming the last intake by the Colleges is Fall 2021 to the Collaborative BScN)

Programs	Fall 22	Winter 23	Summer 23	Fall 23	Winter 24	Summer 24	Fall 24	Winter 25	Summer 25	Fall 25	Winter 26
4-year York (started Year 1 - Fall 2023)				Revised: Term 1 courses	Revised: Term 2 courses		Revised: Term 3 courses	Revised: Term 4 courses		Revised: Term 5 courses	Revised: Term 6 courses
4-Year York (started Year 1 - Fall 2022)	Revised: Term 1 courses	Revised: Term 2 courses		Revised: Term 3 courses	Revised: Term 4 courses		Revised: Term 5 courses	Revised: Term 6 courses		Revised: Term 7 courses	Revised: Term 8 courses
Collaborative (started Year 1 - Fall 2021*)	<i>At Colleges in Terms 3 and 4</i>			Old: Term 5 courses at York (350)	Old: Term 6 courses at York (350)		Old: Term 7 courses at York (350)	Old: Term 8 courses at York (350)			
Collaborative (started Year 1 - Fall 2020)	Old: Term 5 courses at York (350)	Old: Term 6 courses at York (350)		Old: Term 7 courses at York (350)	Old: Term 8 courses at York (350)						
Collaborative (started Year 1 - Fall 2019)	Old: Term 7 courses at York (350)	Old: Term 8 courses at York (350)									
2 <sup>nd</sup> Entry (started Year 1 - Fall 2023)							Revised: Term 1 courses	Revised: Term 2 courses	Revised: Term 3 courses	Revised: Term 4 courses	Revised: Term 5 courses
2 <sup>nd</sup> Entry (started Year 1 - Fall 2022)				Revised: Term 1 courses	Revised: Term 2 courses	Revised: Term 3 courses	Revised: Term 4 courses	Revised: Term 5 courses	Revised: Term 6 courses	Etc.	

Programs	Fall 22	Winter 23	Summer 23	Fall 23	Winter 24	Summer 24	Fall 24	Winter 25	Summer 25	Fall 25	Winter 26
2 <sup>nd</sup> Entry (started Year 1 - Fall 2021)	Revised: Term 1 courses	Revised: Term 2 courses	Revised: Term 3 courses	Revised: Term 4 courses	Revised: Term 5 courses	Revised: Term 6 courses	Etc.				
2 <sup>nd</sup> Entry started Year 1 - Fall 2020)	Old: Term 4 courses	Old: Term 5 courses	Old: Term 6 courses								
IEN (starting Term 1 - Fall 2023)				Revised: Term 1 courses	Revised: Term 2 courses	Revised: Term 3 courses	Revised: Term 4 courses	Revised: Term 5 courses		Etc.	
IEN (starting Term 1 – Fall 2022)	Revised: Term 1 courses	Revised: Term 2 courses	Revised: Term 3 courses	Revised: Term 4 courses	Revised: Term 5 courses		Etc.				
IEN (starting Term 1 - Winter 2022)	Old: Term 3 courses	Old: Term 4 courses	Old: Term 5 courses								

## Appendix K: Changes to Calendar Copy

### Side by Side Comparison of Changes to Calendar Copy for BScN Programs

<p><del>York-Seneca-Georgian-Collaborative-BScN Program</del>  <del>Students in the four-year Collaborative BScN program select one of two collaborative partner sites (Seneca College or Georgian College) for Years 1 and 2 of their degree followed by Years 3 and 4 at York University.</del></p> <p>Residency requirement: a minimum of 30 course credits and at least half (50 per cent) of the course credits required in the major must be taken at York University.</p> <p>Graduation: all graduates must complete a total of at least 120 credits with a minimum overall cumulative grade point average of 5.00 (C+), including a minimum grade of 5.00 (C+) in all nursing (NURS) courses.</p> <p>120 credits including:</p> <ul style="list-style-type: none"> <li>● <del>60 credits for successful completion of the first two years of the program at an approved collaborative program partner College of Applied Arts and Technology.</del></li> </ul> <p>General education requirements: a minimum of 12 credits as follows:</p> <ul style="list-style-type: none"> <li>● six credits at the 1000 or 2000 level in approved <del>degree-level humanities or liberal studies categories, or equivalent</del></li> <li>● <del>six credits at the 1000 level in approved degree-level psychology course</del></li> </ul> <p><del>Note 1: Students who have been granted 60 credits for successful completion of the first two years of the program at an approved collaborative program partner College of Applied Arts and Technology will be deemed to have fulfilled the following general education requirements for the Collaborative BScN program.</del></p> <p><del>Note 2: It is required that students complete the general education requirements above within their first 54 credits.</del></p> <p><del>Year 3 and 4 (Completed at York University)</del>  <del>60 credits, including:</del></p>	<p><b><u>4-Year Direct Entry</u></b> BScN Program</p> <p>Residency requirement: a minimum of 30 course credits and at least half (50 per cent) of the course credits required in the major must be taken at York University.</p> <p>Graduation: all graduates must complete a total of at least 120 credits with a minimum overall cumulative grade point average of 5.00 (C+), including a minimum grade of 5.00 (C+) in all nursing (NURS) courses.</p> <p>120 credits including:</p> <p>General education requirements: a minimum of 12 credits as follows:</p> <ul style="list-style-type: none"> <li>● six credits at the 1000 or 2000 level in approved <b><u>Faculty of Health general education or humanities categories approved by the Faculty of Liberal Arts &amp; Professional Studies</u></b></li> <li>● <b><u>HH/PSYC 1010 6.0</u></b></li> </ul> <p>Note <b>1</b>: It is required that students complete the general education requirements above within their first 54 credits.</p> <p>Major requirements: a minimum of <b><u>78</u></b> major credits in nursing as follows:</p> <p><b>Core credits:</b></p> <ul style="list-style-type: none"> <li>● <b><u>HH/NURS 1510 3.00</u></b></li> <li>● <b><u>HH/NURS 1511 3.00</u></b></li> <li>● <b><u>HH/NURS 1542 3.00</u></b></li> <li>● <b><u>HH/NURS 1543 3.00</u></b></li> <li>● <b><u>HH/NURS 2513 3.00</u></b></li> <li>● <b><u>HH/NURS 2514 3.00</u></b></li> <li>● <b><u>HH/NURS 2535 3.00</u></b></li> <li>● <b><u>HH/NURS 2536 3.00</u></b></li> <li>● <b><u>HH/NURS 2546 6.00</u></b></li> <li>● <b><u>HH/NURS 2547 6.00</u></b></li> <li>● <b><u>HH/NURS 3510 6.00</u></b></li> <li>● <b><u>HH/NURS 3511 6.00</u></b></li> <li>● <b><u>HH/NURS 3512 3.00</u></b></li> <li>● HH/NURS 3514 3.00</li> <li>● HH/NURS 3515 3.00</li> <li>● <b><u>HH/NURS 3517 3.00</u></b></li> </ul>
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<p>Major requirements: a minimum of <del>48</del> major credits in nursing as follows:</p> <ul style="list-style-type: none"> <li>• HH/NURS 3514 3.00</li> <li>• HH/NURS 3515 3.00</li> <li>• <del>HH/NURS 3524 6.00</del></li> <li>• HH/NURS 4516 3.00</li> <li>• <del>HH/NURS 4525 6.00</del></li> <li>• HH/NURS 4526 6.00</li> <li>• <del>HH/NURS 4527 9.00</del></li> <li>• HH/NURS 4528 3.00</li> <li>• <del>HH/NURS 4546 3.00</del></li> <li>• <del>and six nursing (NURS) credits at the 3000 level or higher.</del></li> </ul> <p>In <del>addition</del>, students must complete a minimum of <del>six</del> credits as follows:</p> <ul style="list-style-type: none"> <li>• <del>Either HH/PSYC 2021 3.00 or HH/KINE 2050 3.00</del></li> <li>• plus SC/BIOL 2900 3.00.</li> </ul> <p>Note: <del>HH/NURS 3524 6.00, HH/NURS 4525 6.00 and HH/NURS 4526 6.00</del> have a practicum component. Students need to pass both the classroom and practical components in order to pass the course. If the grade for the practicum component is "fail" then the overall final course grade will be "F".</p> <p>HH/NURS 4527 9.00 is a practicum course for which all aspects must be completed successfully to earn a "credit" in the course. Failure to do so results in "no credit".</p> <p><del>Required courses outside the major: a minimum of six credits outside nursing at the 3000 level or higher.</del></p> <p>Upper-level requirement: a minimum of <del>54</del> credits must be taken at the 3000 level or above, including at least <del>30</del> credits at the 4000 level.</p>	<ul style="list-style-type: none"> <li>• <b><u>HH/NURS 3537 3.00</u></b></li> <li>• HH/NURS 4516 3.00</li> <li>• <b><u>HH/NURS 4524 3.00</u></b></li> <li>• HH/NURS 4526 6.00</li> <li>• HH/NURS 4528 3.00</li> </ul> <p><b><u>In addition to the core credits, students must complete a minimum of 18 credits as follows:</u></b></p> <ul style="list-style-type: none"> <li>• <b><u>six nursing (NURS) credits at the 3000 level or higher</u></b></li> <li>• <b><u>HH/NURS 4527 9.00</u></b></li> <li>• <b><u>HH/NURS 4530 3.00</u></b></li> </ul> <p><b><u>Students must complete a minimum of six 12 credits outside the major as follows:</u></b></p> <ul style="list-style-type: none"> <li>• <b><u>HH/KINE 1101 3.00</u></b></li> <li>• <b><u>HH/KINE 1102 3.00</u></b></li> <li>• HH/PSYC 2021 3.00</li> <li>• plus SC/BIOL 2900 3.00.</li> </ul> <p><b><u>Required courses outside the major: a minimum of six credits outside nursing at the 3000 level or higher.</u></b></p> <p><b><u>Upper-level requirement: a minimum of 60 credits must be taken at the 3000 level or above, including at least 27 credits at the 4000 level.</u></b></p> <p><b><u>Note: <del>HH/NURS 3524 6.00, HH/NURS 4525 6.00 and HH/NURS 4526 6.00</del> have <b>For clinical NURS 6.00 credit courses with a designated (00.P)</b>. Students need to pass both the classroom and practical components in order to pass the course. If the grade for the practicum component is "fail" then the overall final course grade will be F.</u></b></p> <p>HH/NURS 4527 9.00 is a practicum course for which all aspects must be completed successfully to earn a "credit <b>pass</b>" or <b>P</b> in the course. Failure to do so results in "no credit" <b>F</b>. <b><u>Students must successfully complete both HH/NURS 4527 9.00 and HH/NURS 4530 3.00 concurrently in order to be recognized with a passing grade or credit in either course.</u></b></p>
<p>2nd Entry BScN Program</p> <p>This is a concentrated six semester program, requiring students to study in fall, winter and summer terms over two years.</p> <p>Residency requirement: a minimum of 30 course credits and at least half (50 per cent) of the course credits required in each</p>	<p>2nd Entry BScN Program</p> <p>This is a concentrated six semester program, requiring students to study in fall, winter and summer terms over two years.</p> <p>Residency requirement: a minimum of 30 course credits and at least half (50 per cent) of the course credits required in each</p>

<p>undergraduate degree program major/minor must be taken at York University.</p> <p>Graduation requirement: all graduates must complete a total of at least 150 credits with a minimum overall cumulative grade point average of 5.00 (C+), including a minimum grade of 5.00 (C+) in all nursing (NURS) courses.</p> <p>150 credits including:</p> <p>60 credits completed at a recognized university prior to admission.</p> <p>Major credits:</p> <p>Students must complete a minimum of <del>90</del> credits as follows:</p> <p>HH/NURS 1511 3.00  HH/NURS 1543 3.00  HH/NURS 1900 6.00  HH/NURS 1950 3.00  HH/NURS 2512 3.00  HH/NURS 2513 3.00  HH/NURS 2522 6.00  HH/NURS 2523 6.00  HH/NURS 2533 3.00  HH/NURS 2534 3.00  HH/NURS 2544 3.00  HH/NURS 3514 3.00  HH/NURS 3515 3.00  HH/NURS 3524 6.00  HH/NURS 4516 3.00  HH/NURS 4525 6.00  HH/NURS 4527 9.00  HH/NURS 4528 3.00  HH/NURS 4546 3.00  and six additional nursing (NURS) credits at the 3000 level or higher.</p> <p><del>Required major courses outside of nursing: SC/CHEM 1550 3.00 and SC/CHEM 2550 3.00.</del></p> <p>Upper-level requirement: a minimum of 42 credits must be taken at the 3000 level or 4000 level, including at least 24 credits at</p>	<p>undergraduate degree program major/minor must be taken at York University.</p> <p>Graduation requirement: all graduates must complete a total of at least 150 credits with a minimum overall cumulative grade point average of 5.00 (C+), including a minimum grade of 5.00 (C+) in all nursing (NURS) courses.</p> <p>150 credits including:</p> <p>60 credits completed at a recognized university prior to admission.</p> <p>Major credits:</p> <p>Students must complete a minimum of <b><u>72</u></b> credits as follows:</p> <p><b><u>Core credits:</u></b>  <b><u>HH/NURS 1512 3.00</u></b>  HH/NURS 1543 3.00  HH/NURS 2513 3.00  <b><u>HH/NURS 2514 3.00</u></b>  <b><u>HH/NURS 2535 3.00</u></b>  <b><u>HH/NURS 2536 3.00</u></b>  <b><u>HH/NURS 2543 3.00</u></b>  <b><u>HH/NURS 2547 6.00</u></b>  <b><u>HH/NURS 3001 3.00</u></b>  <b><u>HH/NURS 3510 6.00</u></b>  <b><u>HH/NURS 3511 6.00</u></b>  <b><u>HH/NURS 3512 3.00</u></b>  HH/NURS 3514 3.00  HH/NURS 3515 3.00  <del>HH/NURS 3524 6.00</del>  <b><u>HH/NURS 3517 3.00</u></b>  <b><u>HH/NURS 3537 3.00</u></b>  HH/NURS 4516 3.00  <b><u>HH/NURS 4524 3.00</u></b>  <del>HH/NURS 4525 6.00</del>  <b><u>HH/NURS 4526 6.00</u></b>  HH/NURS 4528 3.00</p> <p><b><u>In addition to the core credits, students must complete a minimum of 18 credits as follows:</u></b></p> <ul style="list-style-type: none"> <li>• <b><u>six nursing (NURS) credits at the 3000 level or higher</u></b></li> <li>• <b><u>HH/NURS 4527 9.00</u></b></li> <li>• <b><u>HH/NURS 4530 3.00</u></b></li> </ul>
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<p>the 4000 level.</p> <p>Note: <del>HH/NURS 1900 6.00, HH/NURS 2522 6.00, HH/NURS 2523 6.00, HH/NURS 3524 6.00 and HH/NURS 4525 6.00 have a practicum component.</del> Students need to pass both the classroom and practical components in order to pass the course. If the grade for the practicum component is "fail" then the overall final course grade will be "F". HH/NURS 4527 9.00 is a practicum course for which all aspects must be completed successfully to earn a "credit" in the course. Failure to do so results in "no credit".</p>	<p>Upper-level requirement: a minimum of 42 <b>60</b> credits must be taken at the 3000 level or 4000 level, including at least 24 <b>27</b> credits at the 4000 level.</p> <p>Note: <b><u>For clinical NURS 6.00 credit courses with a designated</u></b> practicum component (<b>0.00P</b>), students need to pass both the classroom and practical components in order to pass the course. If the grade for the practicum component is "fail" then the overall final course grade will be "F".</p> <p>HH/NURS 4527 9.00 is a practicum course for which all aspects must be completed successfully to earn a "<b>pass</b>" or <b>P</b> in the course. Failure to do so results in <b>F</b>. <b><u>Students must successfully complete both HH/NURS 4527 9.00 and HH/NURS 4530 3.00 concurrently in order to be recognized with a passing grade or credit in either course.</u></b></p>
<p><b>Post-RN IEN BScN Program</b></p> <p>These requirements are for students in the Internationally Educated Nurses (IEN) program.</p> <p>Admission requirements: entry procedures include the following academic and professional criteria:</p> <p>International education assessed by the College of Nurses of Ontario as "diploma equivalent".</p> <p>Minimum overall average of C+ in previous nursing studies.</p> <p>Proof of language proficiency for applicants who do not meet one of the following criteria:</p> <p>their first language is English;</p> <p>or</p>	<p><b>Post-RN IEN BScN Program</b></p> <p>These requirements are for students in the Internationally Educated Nurses (IEN) program.</p> <p>Admission requirements: entry procedures include the following academic and professional criteria:</p> <p>International education assessed by the College of Nurses of Ontario as "diploma equivalent".</p> <p>Minimum overall average of C+ in previous nursing studies.</p> <p>Proof of language proficiency for applicants who do not meet one of the following criteria:</p> <p>their first language is English;</p> <p>or</p> <p>they have completed at least one year of full-time study at an accredited university in</p>

<p>they have completed at least one year of full-time study at an accredited university in a country (or institution) where English is the official language of instruction. Proficiency in English is demonstrated by a minimum TOEFL score of computer: 230, paper: 573, iBT: 88 or equivalent.</p> <p><del>Qualifying period: once admitted, the students will enter a conditional qualifying period comprised of the following York University degree level courses:</del></p> <p><del>AP/WRIT 3900 3.00 - three credits University 3000-level course - Essentials of Professional Writing;</del></p> <p><del>HH/NURS 3902 3.00 - three credits University 3000-level course - Providing Culturally Competent Care;</del></p> <p><del>HH/NURS 3901 3.00 - three credits University 3000-level course - Pharmacotherapeutics.</del></p> <p><del>Successful completion of the qualifying period requires a minimum overall average of 5.00 (C+) at the end of each session to be eligible to continue in the Post-RN IEN BScN program.</del></p> <p>Residency requirement: a minimum of 30 course credits and at least half (50 per cent) of the course credits required in each undergraduate degree program major/minor must be taken at York University.</p> <p>Graduation requirement: all graduates must complete a total of at least 120 credits with a minimum overall cumulative grade point average of 5.00 (C+), including a minimum grade of 5.00 (C+) in all nursing (NURS) courses.</p> <p>120 credits including:</p> <p>60 transfer credits for recognition of diploma equivalent education <del>and successful completion of nine credits from</del></p>	<p>a country (or institution) where English is the official language of instruction. Proficiency in English is demonstrated by a minimum TOEFL score of computer: 230, paper: 573, iBT: 88 or equivalent.</p> <p>Residency requirement: a minimum of 30 course credits and at least half (50 per cent) of the course credits required in each undergraduate degree program major/minor must be taken at York University.</p> <p>Graduation requirement: all graduates must complete a total of at least 120 credits with a minimum overall cumulative grade point average of 5.00 (C+), including a minimum grade of 5.00 (C+) in all nursing (NURS) courses.</p> <p>120 credits including:</p> <p>60 transfer credits for recognition of diploma equivalent education.</p> <p>Major credits: students must complete a minimum of <b>60</b> major credits as follows:</p> <p><b><u>Core credits:</u></b>  <b><u>HH/NURS 1543 3.00</u></b>  HH/NURS 2300 3.00 (or equivalent)  HH/NURS 2513 3.00  <b><u>HH/NURS 2543 3.00</u></b>  <b><u>HH/NURS 2547 6.00</u></b>  <b><u>HH/NURS 3001 3.00</u></b>  <b><u>HH/NURS 3510 6.00</u></b>  <b><u>HH/NURS 3512 3.00</u></b>  <b><u>HH/NURS 3513 3.00</u></b>  <b><u>HH/NURS 3514 3.00</u></b>  <b><u>HH/NURS 3515 3.00</u></b>  <b><u>HH/NURS 3901 3.00</u></b>  <b><u>HH/NURS 4517 3.00</u></b>  <b><u>HH/NURS 4526 6.00</u></b>  <b><u>HH/NURS 4528 3.00</u></b>  <b><u>HH/NURS 4529 6.00</u></b></p> <p>Upper-level requirement: a minimum of <b>42</b> credits must be taken at the 3000 level or 4000 level, including at least <b>18</b> credits at the 4000 level.</p>
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~~the pre-qualifying session.~~

Major credits: students must complete a minimum of ~~54~~ major credits as follows:

HH/NURS 2300 3.00  
HH/NURS 2513 3.00  
~~HH/NURS 2731 6.00~~  
HH/NURS 3010 3.00  
HH/NURS 3130 3.00  
HH/NURS 3300 3.00  
HH/NURS 3750 3.00  
HH/NURS 3770 3.00  
HH/NURS 4120 6.00  
HH/NURS 4131 6.00  
HH/NURS 4150 6.00  
HH/NURS 4710 3.00  
HH/NURS 4910 3.00

Upper-level requirement: a minimum of 48 credits must be taken at the 3000 level or 4000 level, including at least ~~24~~ credits at the 4000 level.

Note: ~~HH/NURS 2731 6.00, HH/NURS 4120 6.00 and HH/NURS 4131 6.00 have practicum components.~~ If the grade for the practicum component is "fail" then the overall final course grade will be "F". Successful completion of the practicum course is a requirement in the BScN program. ~~HH/NURS 4150P 0.00 is the practicum for HH/NURS 4150 6.00. If the grade for HH/NURS 4150P 0.00 is "fail" then the overall grade for HH/NURS 4150 6.00 will be F.~~

Note: **For clinical NURS 6.00 credit courses with a designated practicum component (0.00P), students need to pass both the classroom and practical components in order to pass the course.** If the grade for the practicum component is "fail" then the overall final course grade will be "F". Successful completion of the practicum course is a requirement in the BScN program.