

Alignment of MScN Program Objectives, Program Learning Outcomes & PHCNP Program Learning Outcomes to GDLEs and CASN Master's Nursing Educational Framework Guiding Principles

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

Vision of the SoN: Health for all through nursing excellence. Mission of the SoN: Through the promotion of excellence in nursing education, research, policy and practice, we foster the development of reflective and socially responsive future leaders in the profession of nursing. SoN Core Values: Excellence; Respect and Relational Practice; Transformation and Leadership; Engagement and Collaboration; Diversity, Equity, Inclusion and Social Justice.				
CASN – Master's Nursing Educational Framework – Guiding Principles ¹	Degree Level Expectations ²	Primary Health Care Nurse Practitioners (PHCNP)	Master of Science in Nursing (MScN)	
		Program Learning Outcomes <i>By the end of the program, graduates will be able to:</i>	Program Objectives <i>The program will provide an opportunity for students to:</i>	Program Learning Outcomes <i>By the end of the program, graduates will be able to:</i>
Domain 1 Comprehensive & substantive knowledge; critical awareness of complex problems	Depth and breadth of knowledge	1. Integrate NP practice experience with a Master of Nursing level of theory, diagnostic reasoning, and related knowledge, in collaboration with the client and health care team to meet the primary health care needs of residents in Ontario	Explore different philosophical, theoretical, and empirical foundations of the nursing discipline. Incorporate multiple ways of knowing, thinking and doing in decision-making and problem solving.	1. Critically apply multiple ways of knowing in knowledge generation and creative expressions of scholarship. <i>PLO #3 will also contribute to Domain 1</i>
Domain 2 Contribute to Nursing knowledge through systematic inquiry, knowledge development, translation & scholarship.	Research and scholarship	2. Apply and disseminate knowledge and collaborative research activities to embed evidence into practice	Explore research methodologies, critical inquiry and evidence to create excellence in practice, education and research. Frame practice based issue as a research question. Incorporate knowledge mobilization and sustainability activities in their research and scholarship.	2. Critically engage in knowledge generation through critical appraisal and integration of evidence and utilization of advanced knowledge and skills in advanced nursing practice.

¹ <https://www.casn.ca/wp-content/uploads/2014/12/Framwork-FINAL-SB-Nov-30-20151.pdf>

² <https://cou.ca/wp-content/uploads/2015/05/COU-Ensuring-the-Value-of-University-Degrees-in-Ontario-November-2011.pdf>

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<p>Domain 3: Nursing Practice Fostering best available evidence theories, expertise in Advanced Practice</p>	<p>Application of knowledge Awareness of limits of knowledge</p>	<p>3. Practice safely, ethically, competently and with integrity as an entry level NP within the primary health care area of specialty and within NP-PHC role, scope of practice, competencies, standards, and regulatory framework specific to the College of Nurses of Ontario</p>	<p>Differentiate best available theories and evidence to foster excellence in an advanced nursing practice.</p>	<p>3. Critically appraise supporting philosophies, theories, and policy for integration in multiple contexts within advanced nursing practice.</p>
<p>Domain 4: Using advanced communication, collaboration and consultation to participate & lead in diverse contexts</p>	<p>Communication skills</p>	<p>5. Show effective communication, collaboration and consultation skills with the health care team and clients</p> <p>7. Demonstrate intra- and interprofessional competencies related to practice, teaching and scholarship</p>	<p>Explore how diversity, equity, inclusion & social justice impact communications & collaborations.</p> <p>Articulate scholarly, philosophical, conceptual and evidence-informed positions on health and social issues in oral, written, and artistic forms.</p>	<p>4. Model diversity, equity, inclusivity and social justice practices to enhance health and quality of life.</p> <p>5. Utilize scholarly, philosophical, conceptual and evidence-informed communication with clients and during intra- and interprofessional collaborations.</p>
<p>Domain 5 Professionalism: Initiate and model best practices & own professional growth in advanced nursing role</p>	<p>Professional capacity/ autonomy</p>	<p>8. Enact PHCNP program's philosophy and concepts including advanced nursing practice, primary health care, scholarship sustained practice, relationship-centered practice, and collaborative practice</p>	<p>Explore accountability and responsibility related to professional autonomy within an advanced practice role.</p>	<p>6. Model accountability and professional autonomy within an advanced practice role.</p>
<p>Domain 6 Leadership: Provide leadership, oversight and accountability for practice and outcomes.</p>	<p>Professional capacity/ autonomy</p>	<p>4. Demonstrate advanced nursing leadership competencies such as acting as an agent of change, advocating for primary health care policy and health services changes, resolving conflicts, and acting or addressing professional and client-related ethical issues</p> <p>6. Understand and recognize legislative and political forces that drive health policy in order to manage the interaction between clients, systems of care, and primary health care outcomes.</p>	<p>Examine models in leadership and accountability in nursing practice.</p> <p>Appraise healthy organizational and public policy that promotes health.</p> <p>Critique the social, cultural, and political contexts influencing health and health care.</p>	<p>7. Critically examine institutional practices, challenge systemic values, assumptions and structures that limit human health.</p> <p>8. Formulate a transformative vision of leadership and professional practice.</p> <p>9. Advocate for healthy organizational and public policy.</p>

Mapping of MScN Courses to Program Learning Outcomes

Master of Science in Nursing (MScN)	
Program Learning Outcomes	Means for Developing and Assessing the Outcome³
<p>1. Critically apply multiple ways of knowing in knowledge generation and creative expressions of scholarship.</p>	<p>Students develop and demonstrate their ability to critically apply multiple ways of knowing in their core courses (Nurs 5100, 5200, 5300, 5500, 5880) and elective courses (5110, 5111, 5115⁴) depending on their selection.</p> <ul style="list-style-type: none"> • In 5100 students articulate their understanding of philosophical foundations of Nursing/differences/similarities in schools of thought and underlying assumptions through discussion of and reflection on concepts. Students demonstrate proficiency in the application through their scholarly papers. • In 5200, 5300, 5500 & 5880 students demonstrate understanding of critical and inclusive research methods for diverse situations (using qualitative analysis in 5200 and quantitative analysis in 5300, using both qual and quant analysis in 5500 focused on knowledge translation and in 5880 focused on clinical issues) through ongoing participation and reflection on concepts, and mastery of the outcome through their proposal development. • In 5400 students critically incorporate multiple ways of knowing to develop skills in advanced nursing practice in their advanced nursing practicum in selected areas of nursing such as leadership, education, advanced clinical practice and research. <p>Students in the thesis option further demonstrate mastery of the outcome in their thesis dissertation and oral examination (NURS 6100).</p>
<p>2. Critically engage in knowledge generation through critical appraisal and integration of evidence, and utilization of advanced knowledge and skills in advanced nursing practice.</p>	<p>Students develop this outcome in their core courses (Nurs 5100, 5200, 5300) and elective courses (5110, 5111, 5115) depending on their selection. Students also demonstrate mastery of this outcome in Nurs 5500, 5700, 5750 and 5880.</p> <ul style="list-style-type: none"> • In 5100 students develop an understanding of how different philosophical perspectives inform research and practice through discussions and their scholarly paper. • In 5200, 5300, 5500 & 5880 students link theoretical frameworks to methodologies in their research proposals. • In 5400 students critically appraise and integrate evidence in their advanced nursing practicum, tailored to their practicum setting. For example they may develop/adapt evidence based Best Practice Guidelines (BPGs) for specific nursing care in the practicum agency. • In 5500 & 5880 students critically appraise evidence to inform practice, knowledge translation and mobilization, sustainability and implementation science through the development of a knowledge mobilization research proposal in 5500 and a clinical practice research proposal in 5880. • In 5700 students demonstrate solid mastery of quantitative data analyses methods, including multiple regression and various types of ANOVA through their assignments. In 5750 students demonstrate solid mastery of qualitative analysis methods.

³ This table conveys the minimum outcomes achieved from each course. It is important to note the broader learnings achieved over time via overlap among courses and the consequent deepening of learning outcomes.

⁴ Please note that in taking electives, students are able to delve more deeply into achieving specified outcomes.

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	<p>Students in the thesis option (6100) demonstrate mastery of this outcome by designing and conducting original research.</p>
<p>3. Critically appraise supporting philosophies, theories, and policy for integration in multiple contexts within advanced nursing practice.</p>	<p>The following courses contribute to students development and mastery of this outcome.</p> <ul style="list-style-type: none"> • In 5200, 5300, 5500 & 5880 students identify complex clinical, education, policy based problems based on stakeholder or community needs and link the findings to relevant research through their research proposals & weekly discussions. • In 5400 students develop and implement individualized advance practice learning plan in the practice setting. They integrate supporting philosophies and theories to underpin their advanced practice practicum activities/projects. They identify complex clinical, education, policy based problems based on ideological, stakeholder or community needs and discuss findings with their preceptors, in class discussion and in their practicum assignments. • In 5500 students develop a <u>knowledge mobilization</u> research proposal. • In 5700 students demonstrate their understanding and ability to link logic of descriptive and inferential statistics to research question(s) through assignments and discussions. • In 5750 students demonstrate their mastery in processes of data analysis across different theoretical paradigms while also considering the politics of interpretation and data analysis through assignments and weekly discussions. • In 5880 students identify practice-based issue and develop research proposal to successfully address the clinical issues. • Students demonstrate mastery of this outcome in the elective courses (5135, 5145, 5180, 5190, 5210, 5240) depending on their selection <p>Students in the thesis option (6100) demonstrate mastery of this outcome by designing and conducting original research.</p>
<p>4. Model diversity, equity, inclusivity and social justice practices to enhance health and quality of life.</p>	<ul style="list-style-type: none"> • In 5200 – demonstrate understanding in ways ethical issues are relevant in nursing practice (persons and groups), as a leader, researcher, and educator. • In 5200 and 5300 students develop an understanding of critical and inclusive research methods for diverse situations. • In 5400, students examine how organizational and sociopolitical contexts influence nursing and health care in their diverse practicum placements. • 5200, 5300, 5500 & 5880 – demonstrate mastery in articulating/applying ethical processes & procedures for research. • Students demonstrate mastery of this outcome in the elective courses (5120, 5155, 5175, 5180, 5210, 5220, 5570) depending on their selection
<p>5. Utilize scholarly, philosophical, conceptual and evidence-informed communication with clients and during intra- and interprofessional collaborations.</p>	<ul style="list-style-type: none"> • 5400, students demonstrate mastery of advanced nursing practice communication skills with clients and the intra and interprofessional teams in their chosen advanced practice practicum, and in class discussions. Students demonstrate their use of theory and evidence-informed practice in their oral communication with practicum preceptors, in their professional projects completed in the practicum setting, in class room discussions and in their final paper.

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	<ul style="list-style-type: none"> • 5500 & 5880 demonstrate mastery in the processes of evidence informed nursing including identification of best evidence, identifying the resources/expertise available and including the client and their preferences in all health care decisions, knowledge dissemination/uptake in practice setting through knowledge mobilization research proposal (implementation research); mastery of clear concise communication strategies for interprofessional practice settings. • 5700 – demonstrate mastery in interpreting and communicating descriptive/inferential statistics • 5750 – mastering interpretation in analysis and knowledge development, language/discourse, and trans-disciplinary practices – in preparation of eventual role leading diverse teams to improve outcomes/initiate/support policy changes • Students demonstrate mastery of this outcome in the elective courses (5110, 5111, 5115, 5145, 5150, 5160, 5190, 5210, 5240) depending on their selection
<p>6. Model accountability and professional autonomy within an advanced practice role.</p>	<ul style="list-style-type: none"> • 5400 –develop/negotiate/successfully implement individualized advance practice learning plan in the practice setting. Demonstrate accountability by successfully completing advanced practice projects/teaching/clinical care negotiated in the advanced practicum • Students demonstrate mastery of this outcome through electives (5111, 5115, 5190, 5230, 5570,) depending on their selection. Students in the thesis option demonstrate this outcome through the completion of their thesis and successful oral defense
<p>7. Critically examine institutional practices, challenge systemic values, assumptions and structures that limit human health.</p>	<ul style="list-style-type: none"> • 5100 demonstrate understanding of practice implications of differing ontological schools of thought • In 5400 students critically examine socio-political factors that influence the setting in which they do their practicum. Their class presentations and final papers examine these factors and how the factors impact, both positively and negatively, nursing practice and human health in their practicum setting and beyond. • In 5500 & 5880 students identify the research evidence that is available on specific health issues and also the gaps in evidence and why these gaps exist including the sociopolitical factors that determine what kinds of research are needed and should be funded by public funders. • In 5500 students examine KT models that identify institutional and other barriers that hinder uptake of best practice that can improve health outcomes. The students address these barriers in their knowledge mobilization research proposals. Identify evidence based best practice guidelines (BPG), critical appraisal of evidence based BPG/research evidence for use in nursing practice • Students demonstrate mastery of this outcome through electives (5120, 5135, 5145, 5150 5155, 5175, 5180, 5190) depending on their selection.
<p>8. Formulate a transformative vision of leadership and professional practice.</p>	<ul style="list-style-type: none"> • 5100 - demonstrate mastery of institutional practices, challenges to systemic values, assumptions and structures that limit human health. • In 5400 students develop leadership in professional practice in this advanced practicum course through synthesis of their learning from their previous courses, their professional practice and interests, maximizing the use of in-depth nursing knowledge and skill in their

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	<p>area of focus.</p> <ul style="list-style-type: none"> • 5500 & 5880 students develop leadership and professional practice by mastering the synthesis and application of learning from their completed course work, their professional practice/interests/nursing practice issues that can be addressed with high quality evidence, through comprehensive searching for and critical evaluation of evidence, determination of clinical importance of evidence, and tailoring evidence to the practice setting. • In 5500 students identify and test knowledge mobilization and uptake strategies to effectively lead improvement in nursing practice and thus patient outcomes. Students presentations and final KM research proposal reflect this learning. • Students demonstrate mastery of this outcome through electives (5135, 5150, 5145, 5155, 5160, 5180, 5190) depending on their selection.
<p>9. Advocate for healthy organizational and public policy.</p>	<ul style="list-style-type: none"> • 5100 – demonstrate mastery of institutional practices, challenges to systemic values, assumptions and structures that limit human health. • In 5400, students critically examine socio-political factors that influence the organizations/nursing, health and health care. Some students complete their practicum in policy environments such as professional organizations, government and hospital administration where they are involved in advocacy and development of policy. • In 5500, strategies for knowledge mobilization are explored that are need to advocate for uptake of best practices. • In 5500 & 5880, students demonstrate research-based solutions to clinical problems, thus advocating for healthy organizational policy. • Students demonstrate mastery of this outcome through electives (5120, 5135, 5145, 5220, 5230, 5180, 5190) depending on their selection.⁵

⁵ See IQAP report for CNO Mapping of clinical NP courses