

# Major Modifications Proposal

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**Faculty:** Faculty of Health

**Department:** School of Nursing

**Program:** 4 Year Direct Entry BScN; 2<sup>nd</sup> Entry BScN; Post-RN Internationally Educated Nurses BScN

**Degree Designation:** Honours BScN degree

**Type of Modification:** Addition of a Stream Option – completion of this stream option will show up on the official transcript- **Nursing Leadership and Care of the Older Adult - Stream Option**

**Location** Keele campus

**Effective Date:** September 2025

**Approval Date at Faculty Council:**

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## 1. Overview

**1.1** Provide a brief summary of the proposed changes to the program.

**Currently the undergraduate BScN programs in the School of Nursing have 2 existing stream options – The Acute and Critical Care Adult Stream and the Nursing Practice in Mental Health, Illness and Addictions Care. We are now proposing to add the “Nursing Leadership and Care of the Older Adult”- Stream Option**

**1.2** Provide the rationale for the proposed changes.

**There are several major influences that are driving the proposed additions to the revised 4-year Direct Entry, 2<sup>nd</sup> Entry and Post RN Internatioally Educated Nurses (IEN) BScN undergraduate programs at the School of Nursing (SON). These changes will apply to the newly revised programs. These internal and external influences are needs to:**

- **provide students the opportunity and curricular structure to branch to an area of practice that is of interest to them and that can facilitate their transition to employment, and that aligns with the University definition of an ‘undergraduate stream’;**

- attract applicants to the BScN programs in a competitive market; and
- reflect stakeholders’ feedback and community needs for professional currency and relevancy of the undergraduate programs, and growing areas of practice agency need – leadership and care of an older demographic.

**These rationale for the undergraduate programs’ changes will be expanded on in the following sections.**

**The important changes to the curriculum that were proposed in February 2021 and approved by Senate in May 2021 form a foundation for the addition of an undergraduate streams option. The 4-year Direct Entry and the 2<sup>nd</sup> Entry BScN programs have already included the following revised structures in the required undergraduate courses: two (2) nursing elective courses; a capstone course; and a final integrated practicum course. These components constitute a total of 18 credits. These particular courses facilitate the next step in building stronger, more attractive program offerings.**

**In addition to rationale that outlines the increased appeal of the proposed modifications for applicants to the BScN undergraduate programs at York, there is significant support for an undergraduate streams option from major clinical partner agencies.**

**The care of older adults and long-term care (LTC) have been clearly identified by the Ontario provincial government in recent initiatives<sup>1</sup> as priorities of health in the province, as a consequence of the pandemic, and in response to other challenges that have been highlighted over the last few years. This prioritization would mean an increase in the average amount of direct hands-on care provided by registered nurses and other health care workers in LTC settings, provide support for new nursing graduates, and “scale up traditional education and training streams to create new labour supply in partnership with educational institutions” (p. 6). Therefore, in addition to the areas of interest identified by both students and SON faculty, LTC would be a prudent and sustainable addition when building undergraduate streams.**

**1.3** Comment on the alignment of the program changes with Faculty and/or University academic plans.<sup>2</sup>

**The addition of this this stream aligns with the community partner input, the need in Ontario for more graduates interested in working in leadership nursing position with**

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<sup>1</sup> Ontario Government. (2020). *A better place to live, a better place to work: Ontario’s long-term staffing plan (2021-2025)*. <https://files.ontario.ca/mltc-ontario-long-term-care-staffing-plan-2021-2025-en-2020-12-17.pdf>

<sup>2</sup> This can include the [2020-2025 University Academic Plan](#), the [2023-2028 Strategic Research Plan](#), the [UN Sustainable Development Goals](#) (SDGs), [A Framework and Action Plan on Black Inclusion](#), the [Indigenous Framework for York University](#), and other Faculty plans and frameworks.

**the geriatric population and the continued agency support to place our students in appropriate and relevant clinical placements that School of Nursing has been advised will be provided by the health care agencies which we currently have affiliation agreements and those we are negotiating with to get new affiliation agreements.**

- 1.4** Provide a detailed outline of the changes to the program.  
*Also include an appendix of the side-by-side comparison of the existing and proposed program requirements as they will appear in the Undergraduate or Graduate Academic Calendar. Indicate deletions with strikethrough text and additions with underline in a contrasting colour.*

## **Appendix I**

## Side by Side Comparison of Changes to Calendar Copy for BScN Programs

Existing Calendar Copy (Change From):	Proposed Calendar Copy (Change To):	Proposed Calendar Copy (Change To; New Grading Scheme)
<p>4-Year Direct Entry 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 Faculty of Health general education or humanities categories approved by the Faculty of Liberal Arts &amp; Professional Studies</li> <li>• HH/PSYC 1010 6.0</li> </ul> <p>Note 1: It is required that students complete the general education requirements above within their first 54 credits.</p>	<p>4-Year Direct Entry BScN Program <b><u>(Stream Option)</u></b></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 Faculty of Health general education or humanities categories approved by the Faculty of Liberal Arts &amp; Professional Studies</li> <li>• HH/PSYC 1010 6.0</li> </ul> <p>Note 1: It is required that students complete the general education requirements above within their first 54 credits.</p>	<p>4-Year Direct Entry BScN Program <b><u>(Stream Option)</u></b></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 <b>2.30</b> (C+), including a minimum grade of <b>2.30</b> (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 Faculty of Health general education or humanities categories approved by the Faculty of Liberal Arts &amp; Professional Studies</li> <li>• HH/PSYC 1010 6.0</li> </ul> <p>Note 1: It is required that students complete the general education requirements above within their first 54 credits.</p>

<p>Major requirements: a minimum of 96 major credits in nursing as follows:</p> <p>Core credits (78 credits):</p> <p>HH/NURS 1510 3.00  HH/NURS 1511 3.00  HH/NURS 1542 3.00  HH/NURS 1543 3.00  HH/NURS 2513 3.00  HH/NURS 2514 3.00  HH/NURS 2535 3.00  HH/NURS 2536 3.00  HH/NURS 2546 6.00  HH/NURS 2547 6.00  HH/NURS 3510 6.00  HH/NURS 3511 6.00  HH/NURS 3512 3.00  HH/NURS 3514 3.00  HH/NURS 3515 3.00  HH/NURS 3517 3.00  HH/NURS 3537 3.00  HH/NURS 4516 3.00  HH/NURS 4524 3.00  HH/NURS 4526 6.00  HH/NURS 4528 3.00</p> <ul style="list-style-type: none"> <li>18 additional nursing (NURS) credits are required as follows: <del>six nursing (NURS) credits at the 3000 level or higher; HH/NURS 4527 9.00; HH/NURS 4531 3.00</del></li> </ul>	<p>Major requirements: a minimum of 96 major credits in nursing as follows:</p> <p>Core credits (78 credits):</p> <p>HH/NURS 1510 3.00  HH/NURS 1511 3.00  HH/NURS 1542 3.00  HH/NURS 1543 3.00  HH/NURS 2513 3.00  HH/NURS 2514 3.00  HH/NURS 2535 3.00  HH/NURS 2536 3.00  HH/NURS 2546 6.00  HH/NURS 2547 6.00  HH/NURS 3510 6.00  HH/NURS 3511 6.00  HH/NURS 3512 3.00  HH/NURS 3514 3.00  HH/NURS 3515 3.00  HH/NURS 3517 3.00  HH/NURS 3537 3.00  HH/NURS 4516 3.00  HH/NURS 4524 3.00  HH/NURS 4526 6.00  HH/NURS 4528 3.00</p> <ul style="list-style-type: none"> <li>18 additional nursing (NURS) credits are required as follows:</li> </ul> <p><b><u>Nursing Leadership and Care of the Older Adult</u></b></p> <ul style="list-style-type: none"> <li>○ <b><u>HH/NURS 4378 3.00</u></b></li> <li>○ <b><u>HH/NURS 4379 3.00</u></b></li> <li>○ <b><u>HH/NURS 4532 4.00</u></b></li> <li>○ <b><u>HH/NURS 4533 8.00</u></b></li> </ul>	<p>Major requirements: a minimum of 96 major credits in nursing as follows:</p> <p>Core credits (78 credits):</p> <p>HH/NURS 1510 3.00  HH/NURS 1511 3.00  HH/NURS 1542 3.00  HH/NURS 1543 3.00  HH/NURS 2513 3.00  HH/NURS 2514 3.00  HH/NURS 2535 3.00  HH/NURS 2536 3.00  HH/NURS 2546 6.00  HH/NURS 2547 6.00  HH/NURS 3510 6.00  HH/NURS 3511 6.00  HH/NURS 3512 3.00  HH/NURS 3514 3.00  HH/NURS 3515 3.00  HH/NURS 3517 3.00  HH/NURS 3537 3.00  HH/NURS 4516 3.00  HH/NURS 4524 3.00  HH/NURS 4526 6.00  HH/NURS 4528 3.00</p> <ul style="list-style-type: none"> <li>18 additional nursing (NURS) credits are required as follows:</li> </ul> <p><b><u>Nursing Leadership and Care of the Older Adult</u></b></p> <ul style="list-style-type: none"> <li>○ <b><u>HH/NURS 4378 3.00</u></b></li> <li>○ <b><u>HH/NURS 4379 3.00</u></b></li> <li>○ <b><u>HH/NURS 4532 4.00</u></b></li> <li>○ <b><u>HH/NURS 4533 8.00</u></b></li> </ul>
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<p>Students must complete a minimum of 12 credits outside the major as follows:</p> <ul style="list-style-type: none"> <li>• HH/KINE 1101 3.00</li> <li>• HH/KINE 1102 3.00</li> <li>• HH/PSYC 2021 3.00</li> <li>• plus SC/BIOL 2900 3.00.</li> </ul> <p>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.</p> <p>Note: For clinical NURS 6.00 credit courses with a designated practicum component (00.P), 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><del>HH/NURS 4527 9.00 is a practicum course for which all aspects must be completed successfully to earn a "pass" or P in the course. Failure to do so results in "F". Students must successfully complete both HH/NURS 4527 9.00 and HH/NURS 4531 3.00 concurrently in order to be recognized with a passing grade or credit in either course.</del></p>	<p>Students must complete a minimum of 12 credits outside the major as follows:</p> <ul style="list-style-type: none"> <li>• HH/KINE 1101 3.00</li> <li>• HH/KINE 1102 3.00</li> <li>• HH/PSYC 2021 3.00</li> <li>• plus SC/BIOL 2900 3.00.</li> </ul> <p>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.</p> <p>Note: For clinical NURS 6.00 credit courses with a designated practicum component (00.P), 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><u><a href="#">HH/NURS 4533 8.00 is a practicum course for which all aspects must be completed successfully to earn a "pass" or P in the course. Failure to do so results in "F". Students must successfully complete both HH/NURS 4533 8.00 and HH/NURS 4532 4.00 concurrently in order to be recognized with a passing grade or credit in either course.</a></u></p>	<p>Students must complete a minimum of 12 credits outside the major as follows:</p> <ul style="list-style-type: none"> <li>• HH/KINE 1101 3.00</li> <li>• HH/KINE 1102 3.00</li> <li>• HH/PSYC 2021 3.00</li> <li>• plus SC/BIOL 2900 3.00.</li> </ul> <p>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.</p> <p>Note: For clinical NURS 6.00 credit courses with a designated practicum component (00.P), 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><u><a href="#">HH/NURS 4533 8.00 is a practicum course for which all aspects must be completed successfully to earn a "pass" or P in the course. Failure to do so results in "F". Students must successfully complete both HH/NURS 4533 8.00 and HH/NURS 4532 4.00 concurrently in order to be recognized with a passing grade or credit in either course.</a></u></p>
<p>2nd Entry BScN Program</p> <p>This is a concentrated six semester program, requiring students to study in fall, winter and</p>	<p>2nd Entry BScN Program <b><u>(Stream Option)</u></b></p> <p>This is a concentrated six semester program, requiring students to study in fall, winter and summer terms over two years.</p>	<p>2nd Entry BScN Program <b><u>(Stream Option)</u></b></p> <p>This is a concentrated six semester program, requiring students to study in fall, winter and summer terms over two years.</p>

<p>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 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: Students must complete a minimum of 90 credits as follows:</p> <p>Core credits (72 credits):</p> <p>HH/NURS 1512 3.00  HH/NURS 1543 3.00  HH/NURS 2513 3.00  HH/NURS 2514 3.00  HH/NURS 2535 3.00  HH/NURS 2536 3.00  HH/NURS 2543 3.00  HH/NURS 2547 6.00  HH/NURS 3001 3.00  HH/NURS 3510 6.00  HH/NURS 3511 6.00  HH/NURS 3512 3.00  HH/NURS 3514 3.00  HH/NURS 3515 3.00</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 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: Students must complete a minimum of 90 credits as follows:</p> <p>Core credits (72 credits):</p> <p>HH/NURS 1512 3.00  HH/NURS 1543 3.00  HH/NURS 2513 3.00  HH/NURS 2514 3.00  HH/NURS 2535 3.00  HH/NURS 2536 3.00  HH/NURS 2543 3.00  HH/NURS 2547 6.00  HH/NURS 3001 3.00  HH/NURS 3510 6.00  HH/NURS 3511 6.00  HH/NURS 3512 3.00  HH/NURS 3514 3.00  HH/NURS 3515 3.00  HH/NURS 3517 3.00  HH/NURS 3537 3.00</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 150 credits with a minimum overall cumulative grade point average of <b>2.30</b> (C+), including a minimum grade of <b>2.30</b> (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: Students must complete a minimum of 90 credits as follows:</p> <p>Core credits (72 credits):</p> <p>HH/NURS 1512 3.00  HH/NURS 1543 3.00  HH/NURS 2513 3.00  HH/NURS 2514 3.00  HH/NURS 2535 3.00  HH/NURS 2536 3.00  HH/NURS 2543 3.00  HH/NURS 2547 6.00  HH/NURS 3001 3.00  HH/NURS 3510 6.00  HH/NURS 3511 6.00  HH/NURS 3512 3.00  HH/NURS 3514 3.00  HH/NURS 3515 3.00  HH/NURS 3517 3.00  HH/NURS 3537 3.00</p>
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<del>be recognized with a passing grade or credit in either course.</del>	<u>concurrently in order to be recognized with a passing grade or credit in either course.</u>	<u>concurrently in order to be recognized with a passing grade or credit in either course.</u>
<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 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</p>	<p><b>Post-RN IEN BScN Program <u>(Stream Option)</u></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 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</p>	<p><b>Post-RN IEN BScN Program <u>(Stream Option)</u></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 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 <b>2.30</b> (C+), including a minimum grade of <b>2.30</b> (C+) in all nursing</p>

<p>(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 60 major credits as follows:</p> <p><u>Core credits:</u></p> <p>HH/NURS 1543 3.00  HH/NURS 2300 3.00 (or equivalent)  HH/NURS 2513 3.00  HH/NURS 2543 3.00  HH/NURS 2547 6.00  HH/NURS 3001 3.00  HH/NURS 3510 6.00  HH/NURS 3512 3.00  HH/NURS 3513 3.00  HH/NURS 3514 3.00  HH/NURS 3515 3.00  HH/NURS 3901 3.00  HH/NURS 4517 3.00  HH/NURS 4526 6.00  HH/NURS 4528 3.00  <del>HH/NURS 4529 6.00</del></p>	<p>(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 60 major credits as follows:</p> <p><u>Core credits:</u></p> <p>HH/NURS 1543 3.00  HH/NURS 2300 3.00  HH/NURS 2513 3.00  HH/NURS 2543 3.00  HH/NURS 2547 6.00  HH/NURS 3001 3.00  HH/NURS 3510 6.00  HH/NURS 3512 3.00  HH/NURS 3513 3.00  HH/NURS 3514 3.00  HH/NURS 3515 3.00  HH/NURS 3901 3.00  HH/NURS 4517 3.00  HH/NURS 4526 6.00  HH/NURS 4528 3.00</p> <p><b><u>12 additional nursing (NURS) credits in Term 6 are required for the stream option:</u></b></p> <p><b><u>Nursing Leadership and Care of the Older Adult</u></b></p> <ul style="list-style-type: none"> <li>○ <b><u>HH/NURS 4378 3.00</u></b></li> <li>○ <b><u>HH/NURS 4379 3.00</u></b></li> <li>○ <b><u>HH/NURS 4532 4.00</u></b></li> <li>○ <b><u>HH/NURS 4533 8.00*</u></b></li> </ul>	<p>(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 60 major credits as follows:</p> <p><u>Core credits:</u></p> <p>HH/NURS 1543 3.00  HH/NURS 2300 3.00  HH/NURS 2513 3.00  HH/NURS 2543 3.00  HH/NURS 2547 6.00  HH/NURS 3001 3.00  HH/NURS 3510 6.00  HH/NURS 3512 3.00  HH/NURS 3513 3.00  HH/NURS 3514 3.00  HH/NURS 3515 3.00  HH/NURS 3901 3.00  HH/NURS 4517 3.00  HH/NURS 4526 6.00  HH/NURS 4528 3.00</p> <p><b><u>12 additional nursing (NURS) credits in Term 6 are required for the stream option:</u></b></p> <p><b><u>Nursing Leadership and Care of the Older Adult</u></b></p> <ul style="list-style-type: none"> <li>○ <b><u>HH/NURS 4378 3.00</u></b></li> <li>○ <b><u>HH/NURS 4379 3.00</u></b></li> <li>○ <b><u>HH/NURS 4532 4.00</u></b></li> <li>○ <b><u>HH/NURS 4533 8.00*</u></b></li> </ul>
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<p>Upper-level requirement: a minimum of 42 credits must be taken at the 3000 level or 4000 level, including at least 18_credits at the 4000 level.</p> <p>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.</p>	<p><u>* A more extensive (8.00 credit) integrated practicum course in the stream practice area instead of the core HH/NURS 4529 6.00 course for the non-stream option.</u></p> <p>Upper-level requirement: a minimum of 42 credits must be taken at the 3000 level or 4000 level, including at least 18_credits at the 4000 level.</p> <p>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.</p>	<p><u>* A more extensive (8.00 credit) integrated practicum course in the stream practice area instead of the core HH/NURS 4529 6.00 course for the non-stream option.</u></p> <p>Upper-level requirement: a minimum of 42 credits must be taken at the 3000 level or 4000 level, including at least 18_credits at the 4000 level.</p> <p>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.</p>
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**1.5** Describe how students currently enrolled in the program will be accommodated.

**Students interested in the taking the Nursing Leadership and Care of the Older Adult - Stream Option will express interest in Term #2 for those students who are enrolled in the 2nd Entry BScN program and those students enrolled in the 4-Year Direct Entry BScN program will express interest in the 4th Term of their undergraduate program. Students who meet the stream's admission requirements of a B+ overall GPA and no failed courses or practicums will be added to this stream option in the following term (i.e., the 4th Term of the 2nd Entry BScN program and the 6th Term of the 4-Year Direct Entry BScN program).**

**This stream option is also available to those students in the Post-RN IEN BScN program. For those students, expression of interest is needed in Term # 2 – with the stream option going into effect in the 3rd Term of the program. For this program option, students will be made aware of, advised, and must approve of an additional term to be added to their study plan to facilitate the requirements of this stream option. Students also need to be aware that there will be additional fees with extending the program by one term which they need to be approve to prior to entering the stream option. Students in this program will start the Stream option in the 4th term of their new study plan consisting of 6 terms.**

**The stream option is not available to those students in the Collaborative BScN program as this program is being phased out by 2027 and we will not have any students eligible to take the stream option in the Fall 2025 term.**

**The existing stream options and now this new proposed stream option in the undergraduate BScN programs (except the Post RN BScN IEN program) can be accommodated in the existing study plan and do not add any academic burden or changes to the other programs. Students in the IEN program will receive special advising and a revised study plan, should they choos this stream option.**

**However, if the stream option being offered does not enrol sufficient numbers of students into the specific electives that are required by the stream, then that particular stream may need to be deferred or not offered for that academic year. Students will be advised in advance. This information will be made available through townhalls and via other written material and email messages that will be circulated. Students will then be given the opportunity to take another elective and not enrol into the stream option without jeopardizing any part of their study plan.**

## 2. Learning Outcomes and Program Requirements

**2.1** List the current and/or updated Program Learning Outcomes for the proposed modified program.<sup>3</sup>

**There are no revisions proposed to the overall Program Learning Outcomes with this Stream Option added to our undergraduate BScN programs.**

**2.2** If applicable, describe and/or map how your Program Learning Outcomes map onto Ontario's [Degree Level Expectations](#).  
*A suggested template for mapping can be found as an attached [appendix](#).*

n/a

**2.3** If applicable, describe and/or map how courses map onto to the Program Learning Outcomes.  
*A suggested template for curriculum mapping can be found as an attached [appendix](#).*

n/a

**2.4** If applicable, describe how the proposed modifications will support the achievement of Program Learning Outcomes.

End-Program Outcomes Graduates of a York University BScN program will:	Leadership and Care of Older Adults
	<b>NURS 4378 3.00</b> <b>NURS 4379 3.00</b>
1. Provide competent, ethical and culturally responsive nursing care according to professional nursing standards.	(NURS 4378) Outline how professional nursing standards and legislation informs care planning for older adults living in the community.
2. Integrate knowledge from nursing and other disciplines to enhance health and healing across the lifespan.	(NURS 4378) Apply intra- and inter- disciplinary concepts and theories that contribute to enhancing the quality of life and well-being of older adults living in the community (NURS 4379) Explore the key factors affecting transitions of care for older adults across acute, community, and long-term care settings.
3. Engage in decision-making in nursing practice that incorporates multiple ways of knowing, critical appraisal, and evidence-informed practice.	(NURS 4379) Synthesize the nurse leader's role in developing plans of care that address the holistic needs of older adults, including physical, psychological, and social well-being.
4. Communicate and relate effectively with the client* and healthcare	(NURS 4378) Evaluate the collaborative care required to support the client living in the community

<sup>3</sup> Ideally, a program would have 8-12 [Program Learning Outcomes \(PLOs\)](#) that reflect the program and demonstrate how the program meets Ontario's [Degree Level Expectations](#). Support for visioning, defining, and mapping your PLOs can be found in the [Office of the Vice Provost Academic](#).

End-Program Outcomes <b>Graduates of a York University BScN program will:</b>	<b>Leadership and Care of Older Adults</b> <b>NURS 4378 3.00</b> <b>NURS 4379 3.00</b>
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.	(NURS 4379) Identify effective communication strategies for collaboration with inter- and intra- professional teams to ensure continuity of care.
6. Provide leadership for the optimization of client* health care outcomes and advancement of nursing profession.	(NURS 4378) Critically examine the nurse's leadership role in addressing factors that impact the well-being and quality of life of the older adult living in the community.
7. Advocate for health equity and social justice in client* care, organizations and public policy in response to changing needs of society.	(NURS 4378) Examine the health care system impacts on care of the older adult living in the community.
8. Engage in critical reflection for lifelong self-directed learning, and evidence-informed practice.	(NURS 4379) Analyze evidence-informed practices to manage common conditions and experiences of older adults during care transitions
9. Empower self, clients* and colleagues using a range of educational strategies, including technology, for achieving optimal health and work-life outcomes.	(NURS 4379) Explore the key factors affecting transitions of care for older adults across acute, community, and long-term care settings.

\*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.

**2.5** If applicable, describe how the achievement of the Program Learning Outcomes will be assessed and how that assessment of the Program Learning Outcomes will be documented.

**PLO will continue to be assessed in the program in the same ways; no changes.**

**2.6** If applicable, describe changes to any admission requirements and the appropriateness of the revised requirements for the achievement of the Program Learning Outcomes.

**There are no changes to the admission requirements**

### 3. Teaching and Learning

- 3.1** If the proposed changes include a revision to mode(s) of delivery, comment on the appropriateness of the revised mode(s) of delivery for the achievement of the Program Learning Outcomes.

*Note that when changing the mode of delivery for a program or a significant portion of a program from in person to online, the proposal should demonstrate the consideration of the program objectives<sup>4</sup> and Program Learning Outcomes, as well as the adequacy of the technological platform and tools, sufficiency of the support services and training for teaching staff, sufficiency and type of support for students in the new learning environment, and access for students in the successful completion of their degree.*

- 3.2** If applicable, describe changes to program level assessment and the appropriateness of the revised forms of assessment as related to 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 online, and through observation in the laboratory (as applies) and in practicum environments will continue.**

**To confirm, required competence in the discipline and learning that supports a depth and breadth of nursing practice knowledge, 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 below, in relation to the program outcomes.**

### 4. Resources

- 4.1** Describe any resource implications the proposed change may have and how they will be addressed. Attention should be paid to whether the proposed changes will be supported by a reallocation of existing resources or if new/additional resources will be required. 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.

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<sup>4</sup> See Quality Council's [definition of "objectives"](#) on their website.

**No additional new resources are required for this BScN Stream Option – The York University Library has provided support for the 2 specific courses attached to this Stream Option- Please see attached Appendix A and Appendix B**

## **5. Consultation**

- 5.1** Summarize consultation undertaken with relevant academic units. Include in this summary a commentary on how the proposed changes could impact other programs. Provide individual statements from the relevant program(s) confirming consultation and support as [appendices](#).
- 5.2** Summarize the consultation of the proposed modifications undertaken with current students and/or recent graduates.

**The SON’s current policy and approach for providing students with an option to experience a final integrated practicum placement in focused nursing practice areas (such as critical care, emergency, etc.) is not fully marketed as a unique program feature; indeed, many baccalaureate nursing programs across Ontario and Canada offer similar placement types towards the end of their programs. In preparation for the revision of its undergraduate programs, consultants for the SON conducted an environmental scan of Ontario schools of nursing which showed that few BScN programs offer a formal curricular structure, such as an undergraduate stream, that is recognized by the program and the university as meeting learning outcomes specific to these areas. A proposed undergraduate stream option would be documented on the participating students’ transcripts as having successfully completed focused nursing requirements. Created in partnership and consultation with clinical agencies, this proposal for streams would be a unique and attractive offering for students who seek to begin a nursing career after graduating from an Ontario university and would be competitive with college institutions with stand-alone baccalaureate programs.**

**Surveys were sent out to students enrolled in the last two terms of their programs. Most respondents indicated an interest in the availability of an undergraduate streams option. During the recent needs assessment surveys, focus groups were also conducted for undergraduate students on their receptivity to streams; although numbers in the focus groups were small, the results indicated that there was support for the introduction of undergraduate streams, and that this would be attractive to potential students. It was also indicated that the ‘option’ was important; focus group participants stated that some students may not select this activity for a variety of reasons (prefer a broader course and/or final clinical experience, or unable or unwilling to identify a particular area of interest midway through the program).**



**Areas of student interest were confirmed across the assessment process: emergency, pediatric, adult critical/intensive, medical-surgical, mental health, perioperative and community health care were most strongly preferred. These areas of nursing practice and opportunities to care for clients with related health needs would be attractive to potential applicants looking for a BScN program.**

- 5.3** Summarize any other internal and/or external consultation that demonstrate alignment of proposed program modifications with best practices and current needs (e.g. consultation with the [Office of Institutional Planning and Analysis](#) (OIPA), [Office of the Vice Provost Teaching and Learning](#), industry groups, accrediting bodies, etc.). Include as [appendices](#) statements/letters of support from the relevant units/groups confirming consultation and support.

**The care of older adults and long-term care (LTC) have been clearly identified by the Ontario provincial government in recent initiatives as priorities of health in the province, as a consequence of the pandemic, and in response to other challenges that have been highlighted over the last few years. This prioritization would mean an increase in the average amount of direct hands-on care provided by registered nurses and other health care workers in LTC settings, provide support for new nursing graduates, and “scale up traditional education and training streams to create new labour supply in partnership with educational institutions”. Therefore, in addition to the areas of interest identified by both students and SON faculty, LTC would be a prudent and sustainable addition when building undergraduate streams.**

**In March 2023, as part of the staffing plan, the government announced an investment of up to \$1.25 billion in 2023–24 to help hire and retain nurses, PSWs, and AHPs in Ontario long-term care homes and increase direct care time and the achievement of the system-level average targets for 2021–22 of three hours by RNs, RPNs and PSWs, and 33 minutes by AHPs. This investment built off the \$270 million investment made in 2021–22 and the \$673 million investment in 2022–23. An investment of \$1.82 billion has been committed for staffing increases in 2024–25. These historic investments fund several ongoing programs. Through these various programs the Ontario government is helping to train, educate, hire, retain, and support thousands of healthcare workers in the long-term care sector.**

**Conversations with the SON’s existing clinical partners (including the *Baycrest Health Sciences, Mackenzie Health, Centre for Addiction and Mental Health, etc.*) have reinforced the direction that the SON is taking with this proposal for undergraduate streams. As healthcare employers in the Greater Toronto Area (GTA), these partners have recommended that nursing education emphasize depth of learning in areas of high need and where there are gaps in nursing staffing. Concentrated learning and an opportunity to become more deeply embedded in nursing practice in these areas would further help students as they adapt to chaos**

**and complexity, work as a team, collaborate with interprofessional groups, take a lead, and acquire other knowledge and attributes needed as they enter the healthcare workforce. These concepts, and opportunities to apply them, as well as critical thinking and advanced clinical skills, have been considered with this BScN Stream Option.**

Ontario Government. (2025). Published plans and annual reports 2023-2024: Ministry of Long-Term Care <https://www.ontario.ca/page/published-plans-and-annual-reports-2023-2024-ministry-long-term-care>

**On December 12, 2024, the Dean of the Faculty of Health provided the School of Nursing approval of the BScN Stream Option titled Leadership and Care of the Older Adult – please see attached appendix C**

**On February 10, 2025, the School of Nursing has received approval for the new Stream from the Vice-Provost Academic, titled Leadership and Care of the Older Adult-please see attached appendix D**

## APPENDICES<sup>5</sup>

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### Appendix: Side-by-Side Academic Calendar Copy Comparison ([1.4](#))

Ensure that deletions are indicated with strikethrough text and additions are made in a contrasting colour.

### Appendix: PLOs to Ontario's [Degree Level Expectations](#) ([2.2](#))

### Appendix: PLOs to Program Courses – Curriculum Map ([2.3](#))

### Appendix: Consultation and Support Letters ([5.1](#))

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<sup>5</sup> Add more appendices as required. Curriculum mapping may be presented in a different way than demonstrated here; however, content still need to be covered.

- For assistance with process and procedure for new course approval, please contact the [Faculty of Health Governance Team](#).
- 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 eClass site "[Health Curriculum Toolkit](#)" (requires passport York username and password to access).
- For assistance with course design, and teaching and learning activities, please contact Lisa Endersby, Educational Developer, by [lendersb@yorku.ca](mailto:lendersb@yorku.ca).
- For assistance with designing and developing experiential education activities, contact the EE Coordinator ([eehealth@yorku.ca](mailto:eehealth@yorku.ca))
- For assistance with the application of technology-enhanced learning, please contact the Faculty of Health e-learning specialist at [Learning Technology Services](#).
- For assistance with integrating Indigenous content, please contact the Indigenous Council Ruth Koleszar-Green ([ruthkg@yorku.ca](mailto:ruthkg@yorku.ca)) or Sean Hillier ([shillier@yorku.ca](mailto:shillier@yorku.ca)).
- For assistance with questions about resources, please contact the Operations Manager and the Chair/Director in the school/department offering the course.
- For assistance with determining student resources, refer to 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 Manager of OSAS
Click or tap to enter a date.	Date reviewed course proposal draft with Associate Dean, Learning, Teaching & Academic Programs
Reviewed information provided on the eClass course at <a href="#">Health Curriculum Toolkit</a>	

**School/Department:** School of Nursing

**Course Rubric and Number:** NURS 4378  
433478

**Credit Weight:** 3.0 (e.g. 3.00, 6.00) **Effective Session:** Fall 2025 (e.g. Fall 2021, F/W 2024-25)

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

Care of the older adult in the community

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

Older Adult in the Community

**Brief Course Description:** *For editorial consistency, start the description with an active verb in the present tense, 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. Maximum 60 words.*

Critically examines how the nurse's role impacts the well-being and quality of life of the older adult living in the community. Culturally responsive care of the client and a collaborative support system of an intra- and inter-professional health care team guides an analysis of the nurse's role as a leader. Assessment of the current health care system's impact on care of the older adult in the community informs the foundation for advocacy related to innovative, evidence-informed, client-centered care models.

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

<b>Prerequisites:</b>	NURSE 2543, NURS 1542, NURS 1543
<b>Corequisites:</b>	N/A
<b>Cross-listed to:</b>	N/A
<b>Course Credit Exclusions*:</b>	NURS 3000, NURS 3600
<b>Integration**:</b>	N/A

\*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>	All BScN students
<b>Not open to:</b>	
<b>Notes:</b>	

<b>Science Course:</b>	YES	NO
Denotes courses in GH, 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)?

This course has been created as one of two electives required for the Nursing Leadership and Care of Older Adults stream. This course addresses the increased needs of nurses to care for an aging population and the specialization of care for older adults living in the community

2. Describe how this new course aligns with the School/Dept and/or Faculty and/or University Academic Plans, and the United Nations (UN) Sustainable Development Goals, as applies. For more information about these plans and the SDGs, contact your UPD, Department Chair, available online resources (i.e., SDGs, at <https://www.yorku.ca/unsdgs/>), and/or the Associate Dean, Learning, Teaching, & Academic Programs.

<i>Alignment with Unit and/or Faculty Plan</i>	This is one of two elective courses required for the Nursing Leadership and Care of Older Adults stream that was approved as part of the major modification to the BScN programs in 2021.
<i>Alignment with University Academic Plan</i>	Aligns with all 6 priorities: advancing global engagement, from access to success, knowledge for the future, working in partnership, 21 <sup>st</sup> century learning, living well together
<i>Alignment with SDG(s) (only as applies)</i>	SGD's 3 (good health and well being), 4 (quality education), 16 (peace, justice and strong institutions), 17 (partnerships for the goals)

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 builds on foundational knowledge and skills incorporated in the core BScN curriculum to address the role of the RN as leader in providing specialized care needs of older adults in the community.

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

50

## Section B - Course Structure:

1. **Mode of Delivery:** Is this course (Please select one with "X"):

	<b>LECT (fully face to face)</b>
<b>X</b>	<b>BLEN (blended)</b> – combination of virtual, asynchronous with scheduled, in-person components (instructor will define whether virtual components are synchronous or asynchronous). Note: a blended format course is usually a restructuring of class contact hours with the goal to enhance engagement and to extend access to internet-based learning opportunities" (Garrison, Vaughn, 2008).
	<b>ONLN (online)</b> – virtual and normally asynchronous, may include some synchronous components (instructor will define any synchronous components). Note: The Office of the Registrar supplemented this definition on Feb 1 2022 by informing staff that ONLN means "no in-person component, exams and testing will be online".
	<b>HYFX (hyflex)</b> – concurrent in both in-person and virtual synchronous
	<b>Other</b> (please describe):
	Indicate if this course is designed to include <b>Community-focused</b> or <b>Work-focused experiential education</b> .

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

3 hours per week for 12 weeks (1 term)

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.

66% (8 weeks) of the course will be fully online  
33% (4 weeks) of the course will be face-to-face in person

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

Once per academic year or more often based on demand

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.

Nancy Sangiuliano, Brenda Oraziotti, Robin Coatsworth-Puspoky, Sarah Evans, Mary Fox, Andria Phillips

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 requires descriptions of the course, its design, constructive alignment, teaching activities, assessment methods, and any experiential education opportunities, technology enhanced learning and universal design for learning.

- **Experiential Education (EE)** remains a top priority for York University and the Faculty of Health and facilitates opportunities for structured, critical reflection (e.g. using polling, exit card, journal entry). Course directors can integrate EE into their course where possible, but some EE activities may not be feasible in every course. Go to <https://health.yorku.ca/experiential-education/faculty/> and [https://www.yorku.ca/yuexperience/wp-content/uploads/sites/42/2020/01/200110-YorkAVP\\_TL-EE\\_Booklet-r3.pdf](https://www.yorku.ca/yuexperience/wp-content/uploads/sites/42/2020/01/200110-YorkAVP_TL-EE_Booklet-r3.pdf) 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 eClass, use of polling and other in class technology e.g., see <https://www.yorku.ca/uit/student-services/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/>.
- Incorporating the **UN SDGs** facilitates inclusive and equitable quality education and promotes lifelong learning opportunities for all. Go to <https://www.yorku.ca/unsdgs/toolkit/> for options to embed any of the 17 goals in course design.
- **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, can be found at: [https://www.yorku.ca/teachingcommons/wp-content/uploads/sites/38/2023/01/Food\\_for\\_Thought-03-Universal-Design-for-Learning.pdf](https://www.yorku.ca/teachingcommons/wp-content/uploads/sites/38/2023/01/Food_for_Thought-03-Universal-Design-for-Learning.pdf) and on the Teaching Commons website.

### 1. Course Topics/Theories

List the key topic areas taught in this course.

#### Topics include but are not limited to:

- Influence of ageism, stigma, myths, and stereotypes of older adults
- Aging and the Social Determinants of Health
- Losses and gains, restrictions and freedoms of later life
- Theories of Aging
- Nursing praxis with older adults
- Physical age-related changes
  - Cardiovascular
  - Respiratory
  - Visual changes
  - Auditory changes
  - Rest and Sleep
  - Mobility
  - Bone and Joint Health i.e. osteoporosis and arthritis
  - Nutrition
  - Pain and Comfort
  - Healthy Skin and Feet
- Sexuality
- Chronic Illness
- Mental health
- Therapeutic communication
- Cultural humility
- Collaboration and delegation
- Education
- Advocacy
- Legal matters i.e. abuse



- Economic considerations i.e. CPP, OAS, etc.
- Equity/vulnerability
- Conflict resolution
- Current issues in practice

**Themes:**

NOTE: These themes will be applied as they relate to care of the older adults in the community.

- DELEGATION
  - PSWS, RPNS, FAMILY MEMBERS/CAREGIVERS/OTHER SUPPORTS
- PROFESSIONALISM
  - ADHERING TO BEST PRACTICES, CNO STANDARDS/COMPETENCIES
- ADVOCACY
  - VULNERABLE POPULATIONS, SUPPORTING AN ENVIRONMENT THAT IS SAFE AND SUPPORTIVE FOR ALL
- POLICY AND LEGAL IMPLICATIONS
  - KNOWLEDGE OF AND CRITICAL (THINKING, JUDGING) APPLICATION TO VARIOUS SETTINGS
- CONFLICT RESOLUTION
  - INTER AND INTRA PROFESSIONAL CONFLICT MANAGEMENT/RESOLUTION, FAMILY/SUPPORT SYSTEM, OTHER DYNAMICS
- EQUITY
  - FAIRNESS, CULTURALLY SENSITIVE CARE
- COMMUNICATION
  - COLLABORATION, RELATIONAL PRACTICE (active listening, therapeutic relationship)

**2. Indigenous Knowledge**

	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	
<ul style="list-style-type: none"> <li>● If Yes to at least <i>one of the questions above</i>, provide a summary and/or list of the Indigenous (Aboriginal)* content or components you are proposing to include in your course:  case scenario about Indigenous older adults living in the community</li> </ul>		
Will the course engage Indigenous (Aboriginal) communities (including reserves, territories, departments, or community organizations, etc) on experiential education? If Yes, please comment below on how you will or might engage Indigenous (Aboriginal) communities in experiential education:		x

\*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.

**3. Course 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 with single, measurable, active verbs (do not use 'understand', 'appreciate', 'acquire knowledge of', etc.):

Students will be able to:

- correctly **identify** the brain's major components and gross functional areas.
- accurately **describe** the factors that impact healthy aging.
- critically **analyze** an academic journal article for 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 course learning outcomes in the section below (for a 3.00 credit course, for instance, there should be 4-6; for a 6.00 credit course, 8-12 [but less than 8 may be appropriate for some courses]):

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

1. Examine the health care system impacts on care of the older adult living in the community.
2. Outline how professional nursing standards and legislation inform care planning for older adults living in the community.
3. Critically examine the nurse's leadership role in addressing factors that impact the well-being and quality of life of the older adult living in the community.
4. Apply intra- and inter- disciplinary concepts and theories that contribute to enhancing the quality of life and well-being of older adults living in the community.
5. Evaluate the collaborative care required to support the client living in the community.

#### **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 identify course learning activities that will help students achieve intended learning outcomes, consider:

- 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 eClass)
- Active learning strategies (e.g. think, pair, share; structured debates)
- Wikis (contribute to and curate collaborative content)
- 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:

1. Students will have opportunity to complete online modules, participate in case studies, online Forum discussion threads and virtual simulations.
2. Students will participate in in-class discussions and lectures
3. Students will have the opportunity to work in teams for group presentations

## 5. Assessment and Evaluation Strategies:

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

Assessment/Evaluation Strategy	Percentage (%) of Final Grade	Evaluated Course Learning Outcome(s)
<b>Application activities</b> (i.e. eLearning modules, case studies, simulations, online forum discussions)	20 %	3, 4 & 5
<b>Test</b>	25%	1, 2 & 4
<b>Final paper</b> Part A: Paper draft/outline	15%	1, 3 & 5
Part B: Final paper	20%	1, 3 & 5
<b>Group presentation:</b> Organizations that advocate for older adults in the community	20%	1 & 5

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

## 6. Formative Feedback

Feedback to students during the course is not always graded. Formative feedback helps the students and instructor identify progress towards the course learning outcomes by providing ongoing, low stakes evaluation 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 (not graded) 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.

Test your knowledge quiz questions for each week leading up to the quiz  
The final paper outline submitted earlier in the course provides an opportunity for students to obtain feedback and guidance on their paper written in class during class 12.

## Section D - Constructive Alignment and Learning Supports

This section shows the connections between course learning outcomes (C3), teaching and learning activities (C4), and

assessment/evaluation strategies (C5) that have been identified.

In the **summary table below**, for each teaching and learning activity, please i) identify the course learning outcome it will help the students achieve and ii) if it will be formally graded. 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 the student achieve?	Will this activity be formally graded? (Y/N)  <i>A detailed description of assessment and evaluation strategies will be provided in the next section.</i>	How will students reflect on this activity?	Corresponding EE Strategy  1- Classroom Focused 2- Community Focused 3- Work Focused
Case scenarios/eLearning modules	3, 4 & 5	Y	Debriefing (not graded) Online discussion forums (graded) Content evaluated on tests/exams (graded)	1
Guest Speaker(s)	1, 3 & 5	Y	Online discussion forum and 1- minute paper	1
Screen-based simulations	3, 4 & 5	Y	Debriefing (not graded) Online discussion forums (graded)	1
Online lectures	1-5	Y	N/A	

**1. EE Integration**

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.

**2. Learning/Teaching with Technology:**

a) How are learning or teaching technologies incorporated into the course?

Screen-based simulations  
eClass  
eLearning modules

- b) 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.

- c) 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.)

On-site tests/exams will be required  
Individually written critical analysis required

### 3. Bibliography:

- a) 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.).

Boscart, V., McCleary, L., Sheiban Taucar, L., Touhy, T. & Jett, K. (2023). Ebersole and Hess' Gerontological Nursing and Health Aging Canadian Edition, 3rd edition. Elsevier. ISBN # 0323778747

LIPHA learning modules (Baycrest)

University of Alberta eLearning modules

- b) 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.)

National Film of Board of Canada, (2004). National Film Board of Canada. Retrieved from: <https://www.nfb.ca/film/house-calls/>

- c) 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, provide a rationale.

**Section E - Resource Requirements:**

This section may require consultation with the unit 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.

NA
----

**2. Classroom Space:**

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

NA
----

**3. Teaching Support:**

a) Does the course delivery require enhanced technical support? (e.g. lab technician; UIT support). If yes, specify:	<b>YES</b>	<b>NO</b>
		x

b) 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>
		x

c) Does the course require marker/grader, teaching assistant, lab demonstrator etc. support <i>above those normally allocated by the department/school</i> offering the courses? If yes, specify why and for what duties/tasks the <i>extra</i> support is needed:	<b>YES</b>	<b>NO</b>
		x

d) If the course includes off campus practicums/placements or field experiences, such as students working with a community partner, indicate:		
o Will the instructor need to travel to visit the off-campus community partner(s)?	<b>YES</b>	<b>NO</b>
		x
o 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>
		x
o Is the placement intended to be domestic or international, or both?		
▪ Domestic <input type="checkbox"/>		
▪ International <input type="checkbox"/>		
▪ Both <input type="checkbox"/>		

e) If the course is blended or online, indicate whether the support of the eLearning specialist is	<b>YES</b>	<b>NO</b>
--	------------	-----------

required? If yes, please specify the type of eLearning supports you need:		<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)) or Helen Brennagh ([brennagh@yorku.ca](mailto:brennagh@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 for Health, at <http://www.library.yorku.ca/web/about-us/contact-us/liaison-librarians/>.

Revised August 2024



**YORK UNIVERSITY  
LIBRARIES**

310G Scott Library  
4700 Keele St.  
Toronto ON  
Canada M3J 1P3  
Tel 416 736 2100  
Ext. 20073  
www.library.yorku.ca/

## Memo

**To:** Professor Sarah Evans, School of Nursing, Faculty of Health  
**From:** Thumeka Mgwigwi, Teaching and Learning Librarian, Scott Library  
**Date:** 5 February 2025  
**Subject:** Library Statement for **Care of the older adult in the community**

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### Summary

York University Libraries are well positioned to support the proposed course *Care of the older adult in the community*. Faculty and students can make use of an array of library resources and services to meet their research and learning needs. This course will further be supported by resources already in place for other programs within the Faculty of Health.

### Collections

The Libraries' collections echo the curricular and research priorities of students and faculty. Care is given to select materials that reflect new courses taught at York, as well as research and publishing trends. For instance, library personnel review reading lists supplied for proposed courses to address any potential gaps. As well, tailored purchasing profiles ensure new materials are regularly purchased. A quick search in OMNI revealed a wide array of material covering subject areas such as: elder care as it relates to Social Determinants of Health; culturally responsive care for a diverse elder population; mental health; community nursing; to name a few. These materials include both books and journals available online and in print.

With the online discovery system (OMNI), researchers have access to a wide range of resources through a single interface - including books, book chapters, articles, dissertations, streaming media, etc. For example, the recently launched Automated Fulfillment Network (AFN) allows users to request materials from OMNI partner libraries. Users also have the option to browse specific online platforms directly. A selection of electronic collections of particular interest are highlighted below.

### eBook Platforms:

- De Gruyter eBooks





## APPENDIX A

- Elgar Online
- Oxford Scholarship Online
- Cambridge Core
- Taylor & Francis eBooks
- ProQuest eBook Central
- Scholars Portal Books

### Subject Databases:

- Cumulative Index to Nursing & Allied Health (CINAHL)
- Nursing and Allied Health Source
- Medline
- Web of Science
- PsycInfo
- Scopus
- Scholars Portal Journals

### Services

#### Library Instruction

Librarians and archivists help students build research skills and digital fluencies through workshops, online research guides, and individual research assistance. Instructors can arrange a research skills workshop (or seminar) geared to a specific assignment, course or competency. Librarians are increasingly offering more specialized workshops on evidence-based research and knowledge synthesis. These are skills that students will need in their workplace professional practice.

#### Research Guides:

<https://researchguides.library.yorku.ca/nursing> (Nursing)

<https://researchguides.library.yorku.ca/neuroscience> (Neuroscience)

<https://researchguides.library.yorku.ca/health> (Health Studies and Global Health)

<https://researchguides.library.yorku.ca/c.php?g=733388> (Systematic & Scoping Review Guide)

#### Library Class Request Form:

<https://www.library.yorku.ca/web/ask-services/facultyinstructor-support/book-a-library-class/>

#### Library Workshops:

<https://www.library.yorku.ca/web/research-learn/instructional-workshops/>

### Research Help

Online research assistance is available in both French and English via chat, text, and email. In addition, students and faculty can book one-hour research consultations with a specialist librarian or use the virtual drop-in service.

### Accessibility Services

Located on the first floor of the Scott Library (Keele Campus), Library Accessibility Services (LAS) provides alternative content formats, as well as adaptive technologies and spaces. With a referral,

## APPENDIX A

York University faculty and students can request transcription services or reserve an accessibility lab workstation.

Library Accessibility Services:

<https://www.library.yorku.ca/web/ask-services/accessibility-services/>

- For assistance with process and procedure for new course approval, please contact the [Faculty of Health Governance Team](#).
- 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 eClass site "[Health Curriculum Toolkit](#)" (requires passport York username and password to access).
- For assistance with course design, and teaching and learning activities, please contact Lisa Endersby, Educational Developer, by [lendersb@yorku.ca](mailto:lendersb@yorku.ca).
- For assistance with designing and developing experiential education activities, contact the EE Coordinator ([eehealth@yorku.ca](mailto:eehealth@yorku.ca))
- For assistance with the application of technology-enhanced learning, please contact the Faculty of Health e-learning specialist at [Learning Technology Services](#).
- For assistance with integrating Indigenous content, please contact the Indigenous Council Ruth Koleszar-Green ([ruthkg@yorku.ca](mailto:ruthkg@yorku.ca)) or Sean Hillier ([shillier@yorku.ca](mailto:shillier@yorku.ca)).
- For assistance with questions about resources, please contact the Operations Manager and the Chair/Director in the school/department offering the course.
- For assistance with determining student resources, refer to 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 Manager of OSAS
Click or tap to enter a date.	Date reviewed course proposal draft with Associate Dean, Learning, Teaching & Academic Programs
Reviewed information provided on the eClass course at <a href="#">Health Curriculum Toolkit</a>	

**School/Department:**

**Course Rubric and Number:**

**Credit Weight:**   
(e.g. 3.00, 6.00)

**Effective Session:**   
(e.g. Fall 2021, F/W 2024-25)

**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, start the description with an active verb in the present tense, 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. Maximum 60 words.*

Critically examines principles and practices of nursing care for older adults as they journey through various stages of wellness/illness, and transition between selected care settings. Students explore the unique challenges and needs of aging populations through these transitions, including the physical, emotional, and psychosocial aspects of care. The registered nurse's role as leader in enhancing continuity of care and improving client outcomes is discussed.

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

<b>Prerequisites:</b>	NURS 2543, NURS 1542, NURS 1543
<b>Corequisites:</b>	NA
<b>Cross-listed to:</b>	NA
<b>Course Credit Exclusions*:</b>	NURS 3000, NURS 3600
<b>Integration**:</b>	NA

\*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>	All BScN students
<b>Not open to:</b>	NA
<b>Notes:</b>	

**Science Course:**

Denotes courses in GH, 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)?

This course has been created as one of two electives required for the Nursing Leadership and Care of Older Adults stream. This course addresses the increased needs of nurses to care for an aging population and the specialization of care for older adults with changing care needs and the relevant transitions in care environments.

2. Describe how this new course aligns with the School/Dept and/or Faculty and/or University Academic Plans, and the United Nations (UN) Sustainable Development Goals, as applies. For more information about these plans and the SDGs, contact your UPD, Department Chair, available online resources (i.e., SDGs, at <https://www.yorku.ca/unsdgs/>), and/or the Associate Dean, Learning, Teaching, & Academic Programs.

<i>Alignment with Unit and/or Faculty Plan</i>	This is one of two elective courses required for the Nursing Leadership and Care of Older Adults stream that was approved as part of the major modification to the BScN programs in 2021
<i>Alignment with University Academic Plan</i>	Aligns with all 6 priorities: advancing global engagement, from access to success, knowledge for the future, working in partnership, 21 <sup>st</sup> century learning, living well together
<i>Alignment with SDG(s) (only as applies)</i>	SGD's 3 (good health and well being), 4 (quality education), 16 (peace, justice and strong institutions), 17 (partnerships for the goals)

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 builds on foundational knowledge and skills incorporated in the core BScN curriculum to address the role of the RN as leader in providing specialized care needs of older adults with changing care needs

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

50

## Section B - Course Structure:

1. **Mode of Delivery:** Is this course (Please select one with "X"):

	<b>LECT (fully face to face)</b>
<b>X</b>	<b>BLEN (blended)</b> – combination of virtual, asynchronous with scheduled, in-person components (instructor will define whether virtual components are synchronous or asynchronous). Note: a blended format course is usually a restructuring of class contact hours with the goal to enhance engagement and to extend access to internet-based learning opportunities" (Garrison, Vaughn, 2008).
	<b>ONLN (online)</b> – virtual and normally asynchronous, may include some synchronous components (instructor will define any synchronous components). Note: The Office of the Registrar supplemented this definition on Feb 1 2022 by informing staff that ONLN means "no in-person component, exams and testing will be online".
	<b>HYFX (hyflex)</b> – concurrent in both in-person and virtual synchronous
	<b>Other</b> (please describe):
	Indicate if this course is designed to include <b>Community-focused</b> or <b>Work-focused experiential education</b> .

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

3 hours per week for 12 weeks, 1 term

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.

66% (8 weeks) of the course will be fully online

33% (4 weeks) of the course will be face-to-face in person

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

Once per academic year or more often based on demand

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.

Andria Phillips, Nancy Sangiuliano, Brenda Oraziatti, Robin Coatsworth-Puspoky, Sarah Evans, Mary Fox

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 requires descriptions of the course, its design, constructive alignment, teaching activities, assessment methods, and any experiential education opportunities, technology enhanced learning and universal design for learning.

- **Experiential Education (EE)** remains a top priority for York University and the Faculty of Health and facilitates opportunities for structured, critical reflection (e.g. using polling, exit card, journal entry). Course directors can integrate EE into their course where possible, but some EE activities may not be feasible in every course. Go to <https://health.yorku.ca/experiential-education/faculty/> and [https://www.yorku.ca/yuexperience/wp-content/uploads/sites/42/2020/01/200110-YorkAVP\\_TL-EE\\_Booklet-r3.pdf](https://www.yorku.ca/yuexperience/wp-content/uploads/sites/42/2020/01/200110-YorkAVP_TL-EE_Booklet-r3.pdf) 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 eClass, use of polling and other in class technology e.g., see <https://www.yorku.ca/uit/student-services/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/>.
- Incorporating the **UN SDGs** facilitates inclusive and equitable quality education and promotes lifelong learning opportunities for all. Go to <https://www.yorku.ca/unsdgs/toolkit/> for options to embed any of the 17 goals in course design.
- **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, can be found at: [https://www.yorku.ca/teachingcommons/wp-content/uploads/sites/38/2023/01/Food\\_for\\_Thought-03-Universal-Design-for-Learning.pdf](https://www.yorku.ca/teachingcommons/wp-content/uploads/sites/38/2023/01/Food_for_Thought-03-Universal-Design-for-Learning.pdf) and on the Teaching Commons website.

### 1. Course Topics/Theories

List the key topic areas taught in this course.

- Care coordination
- Documentation
- Transfer of accountability
- Discharge planning
- Acute care needs
- Exacerbation and remission of chronic illness
- Iatrogenic illnesses
- Hydration
- Continence
- Fractures and falls
- Neurological disorders i.e. delirium, depression, dementia (responsive behaviours), etc.
- Chronic neuromuscular disorders continuum
- Polypharmacy and issues with medication
- Loss, death, hospice and palliative care, end-of-life care, MAID
- Mentorship
- Role modeling
- Caregivers
- Advocacy
- Conflict resolution
- Equity/Vulnerability
- Funding i.e. RUGs-III 34, case mix index (CMI), RAI-MDS, ALC
- Policy
- Legal matters i.e. power of attorney, substitute decision-makers

- Elder abuse
- Current issues in practice

**Themes:**

NOTE: These themes will be applied as they relate to care of the older adults in changing care needs.

- DELEGATION
  - PSWS, RPNS, FAMILY MEMBERS/CAREGIVERS/OTHER SUPPORTS
- MENTORSHIP AND ROLE MODELING
  - STAFF AND STUDENTS
- PROFESSIONALISM
  - ADHERING TO BEST PRACTICES, CNO STANDARDS/COMPETENCIES
- ADVOCACY
  - VULNERABLE POPULATIONS, SUPPORTING AN ENVIRONMENT THAT IS SAFE AND SUPPORTIVE FOR ALL
- POLICY AND LEGAL
  - KNOWLEDGE OF AND CRITICAL (THINKING, JUDGING) APPLICATION TO VARIOUS SETTINGS
- CONFLICT RESOLUTION
  - INTER AND INTRA PROFESSIONAL CONFLICT MANAGEMENT/RESOLUTION, FAMILY/SUPPORT SYSTEM, OTHER DYNAMICS
- EQUITY
  - FAIRNESS, CULTURALLY SENSITIVE CARE
- COMMUNICATION
  - RELATIONAL PRACTICE (active listening, therapeutic relationship)
- COORDINATION
  - CARE MANAGEMENT

**2. Indigenous Knowledge**

	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	
<ul style="list-style-type: none"> <li>● If Yes to at least <i>one of the questions above</i>, provide a summary and/or list of the Indigenous (Aboriginal)* content or components you are proposing to include in your course:</li> </ul> <p>A case study will be used</p>		
Will the course engage Indigenous (Aboriginal) communities (including reserves, territories, departments, or community organizations, etc) on experiential education? If Yes, please comment below on how you will or might engage Indigenous (Aboriginal) communities in experiential education:		x

\*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.

**3. Course 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 with single, measurable, active verbs (do not use 'understand', 'appreciate', 'acquire knowledge of', etc.):

Students will be able to:

- correctly **identify** the brain's major components and gross functional areas.
- accurately **describe** the factors that impact healthy aging.
- critically **analyze** an academic journal article for 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 course learning outcomes in the section below (for a 3.00 credit course, for instance, there should be 4-6; for a 6.00 credit course, 8-12 [but less than 8 may be appropriate for some courses]):

1. Explore the key factors affecting transitions of care for older adults across acute, community, and long-term care settings.
2. Analyze evidence-informed practices to manage common conditions and experiences of older adults during care transitions.
3. Synthesize the nurse leader's role in developing plans of care that address the holistic needs of older adults, including physical, psychological, and social well-being.
4. Identify effective communication strategies for collaboration with inter- and intra- professional teams to ensure continuity of care.
5. Analyze the roles of caregivers, families, and healthcare providers in supporting older adults through care transitions.

#### 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 identify course learning activities that will help students achieve intended learning outcomes, consider:

- 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 eClass)
- Active learning strategies (e.g. think, pair, share; structured debates)
- Wikis (contribute to and curate collaborative content)
- 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:

1. Students will have opportunity to complete on-line modules, participate in case studies, online Forum discussion threads, and virtual simulations.
2. Students will participate in in-class discussions and lectures.
3. Students will have the opportunity to work in teams for group presentations.

**5. Assessment and Evaluation Strategies:**

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

Assessment/Evaluation Strategy	Percentage (%) of Final Grade	Evaluated Course Learning Outcome(s)
<b>Application activities:</b> eLearning module, screen-based simulations, discussion forum	20%	1, 2 & 4
<b>Group presentation:</b> examining the nurse's role as leader in coordinating care for a client experiencing a transition in care	20%	1, 4 & 5
<b>Paper:</b> examining evidence about a topic of interest from the list of themes in relation to older adult care needs in various settings  Part A: Outline of plan Part B: Final submission	15% 20%	2 & 5
<b>Test</b>	25%	1, 2 & 3

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

**6. Formative Feedback**

Feedback to students during the course is not always graded. Formative feedback helps the students and instructor identify progress towards the course learning outcomes by providing ongoing, low stakes evaluation 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 (not graded) 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.

Test your knowledge quiz questions for each week leading up to the quiz  
 The paper outline provides an opportunity for students to obtain feedback and guidance on their paper written in class during class 10.

## Section D - Constructive Alignment and Learning Supports

This section shows the connections between course learning outcomes (C3), teaching and learning activities (C4), and assessment/evaluation strategies (C5) that have been identified.

In the **summary table below**, for each teaching and learning activity, please i) identify the course learning outcome it will help the students achieve and ii) if it will be formally graded. 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 the student achieve?	Will this activity be formally graded? (Y/N)  <i>A detailed description of assessment and evaluation strategies will be provided in the next section.</i>	For EE Activities Only	
			How will students reflect on this activity?	Corresponding EE Strategy  1- Classroom Focused 2- Community Focused 3- Work Focused
Case scenarios/eLearning modules	1,2 & 4	Y	Debriefing (not graded) Online discussion forums (graded) Content evaluated on tests/exams (graded)	1
Guest Speaker(s)	3 & 5	Y	Online discussion forum and 1- minute paper	1
Screen-based simulations	1,2 & 4	Y	Debriefing (not graded) Online discussion forums (graded)	1

### 1. EE Integration

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

### 2. Learning/Teaching with Technology:

a) How are learning or teaching technologies incorporated into the course?

Screen-based simulations  
eClass  
eLearning modules

- b) 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

- c) 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.)

On-site tests/exams will be required  
Individually written critical analysis required

### 3. Bibliography:

- a) 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.).

Boscart, V., McCleary, L., Sheiban Taucar, L., Touhy, T. & Jett, K. (2023). Ebersole and Hess' Gerontological Nursing and Health Aging Canadian Edition, 3rd edition. Elsevier. ISBN # 0323778747

LIPHA learning modules (Baycrest)

University of Alberta eLearning modules

- b) 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.)

- c) 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, provide a rationale.

**Section E - Resource Requirements:**

**This section may require consultation with the unit 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 Space:**

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:**

a) Does the course delivery require enhanced technical support? (e.g. lab technician; UIT support). If yes, specify:	<b>YES</b>	<b>NO</b>
		x

b) 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>
		x

c) Does the course require marker/grader, teaching assistant, lab demonstrator etc. support <i>above those normally allocated by the department/school</i> offering the courses? If yes, specify why and for what duties/tasks the <i>extra</i> support is needed:	<b>YES</b>	<b>NO</b>
		x

d) If the course includes off campus practicums/placements or field experiences, such as students working with a community partner, indicate:		
o Will the instructor need to travel to visit the off-campus community partner(s)?	<b>YES</b>	<b>NO</b>
		x
o 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>
		x

<ul style="list-style-type: none"> <li>○ Is the placement intended to be domestic or international, or both? <ul style="list-style-type: none"> <li>▪ Domestic <input type="checkbox"/></li> <li>▪ International <input type="checkbox"/></li> <li>▪ Both <input type="checkbox"/></li> </ul> </li> </ul>
---

e) 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)) or Helen Brennagh ([brennagh@yorku.ca](mailto:brennagh@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 for Health, at <http://www.library.yorku.ca/web/about-us/contact-us/liaison-librarians/>.



**YORK UNIVERSITY  
LIBRARIES**

310G Scott Library  
4700 Keele St.  
Toronto ON  
Canada M3J 1P3  
Tel 416 736 2100  
Ext. 20073  
www.library.yorku.ca/

## Memo

**To:** Professor Sarah Evans, School of Nursing, Faculty of Health  
**From:** Thumeka Mgwigwi, Teaching and Learning Librarian, Scott Library  
**Date:** 5 February 2025  
**Subject:** Library Statement for **Care of the older adult: changing care needs**

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### Summary

York University Libraries are well positioned to support the proposed course *Care of the older adult: changing care needs*. Faculty and students can make use of an array of library resources and services to meet their research and learning needs. This course will further be supported by resources already in place for other programs within the Faculty of Health.

### Collections

The Libraries' collections echo the curricular and research priorities of students and faculty. Care is given to select materials that reflect new courses taught at York, as well as research and publishing trends. For instance, library personnel review reading lists supplied for proposed courses to address any potential gaps. As well, tailored purchasing profiles ensure new materials are regularly purchased. A quick search in OMNI revealed a wide array of material covering subject areas such as: geriatric care; care for elders with disabilities; acute care; care; chronic illness care; older adult mental health care. These materials include both books and journal available online and in print.

With the online discovery system (OMNI), researchers have access to a wide range of resources through a single interface - including books, book chapters, articles, dissertations, streaming media, etc. For example, the recently launched Automated Fulfillment Network (AFN) allows users to request materials from OMNI partner libraries. Users also have the option to browse specific online platforms directly. A selection of electronic collections of particular interest are highlighted below.

### eBook Platforms:

- De Gruyter eBooks
- Elgar Online



## APPENDIX B

- Oxford Scholarship Online
- Cambridge Core
- Taylor & Francis eBooks
- ProQuest eBook Central
- Scholars Portal Books

### Subject Databases:

- Cumulative Index to Nursing & Allied Health (CINAHL)
- Nursing and Allied Health Source
- Medline
- Web of Science
- PsycInfo
- Scopus
- Scholars Portal Journals

### Services

#### Library Instruction

Librarians and archivists help students build research skills and digital fluencies through workshops, online research guides, and individual research assistance. Instructors can arrange a research skills workshop (or seminar) geared to a specific assignment, course or competency.

#### Research Guides:

<https://researchguides.library.yorku.ca/nursing> (Nursing)

<https://researchguides.library.yorku.ca/neuroscience> (Neuroscience)

<https://researchguides.library.yorku.ca/health> (Health Studies and Global Health)

#### Library Class Request Form:

<https://www.library.yorku.ca/web/ask-services/facultyinstructor-support/book-a-library-class/>

#### Library Workshops:

<https://www.library.yorku.ca/web/research-learn/instructional-workshops/>

### Research Help

Online research assistance is available in both French and English via chat, text, and email. In addition, students and faculty can book one-hour research consultations with a specialist librarian or use the virtual drop-in service.

### Accessibility Services

Located on the first floor of the Scott Library (Keele Campus), Library Accessibility Services (LAS) provides alternative content formats, as well as adaptive technologies and spaces. With a referral, York University faculty and students can request transcription services or reserve an accessibility lab workstation.

#### Library Accessibility Services:

<https://www.library.yorku.ca/web/ask-services/accessibility-services/>



## APPENDIX B