

UNIVERSITY COUNCIL

Agenda – January 30, 2025

Location: Convocation Hall (PMB 120)

Time: 2:30 - 4:30pm

Call to Order

1. **Agenda**
 - 1.1. Adoption of the Agenda
 - 1.2. Council Motions
2. **Chair's Opening Remarks-** Dr. Vicki Squires, Council Chair, College of Education
3. **Minutes**
 - 3.1. Approval of Minutes – December 19, 2024
4. **Business Arising**
 - 4.1. CGPS Correspondence with Immigration
 - 4.2. Randomization in NSID's
5. **Academic Programs Committee**
 - 5.1. Request for Decision: CHEM 801.6 and CHEM 802.3 Increase to Minimum Passing Grade
 - 5.2. Request for Decision: Johnson Shoyama Graduate School for Public Policy: New Graduate Certificates and Certificate Terminations
 - 5.3. Request for Decision: Johnson Shoyama Graduate School for Public Policy: Termination of the Public Policy Transfer from Master's to PhD Program
 - 5.4. Request for Decision: Johnson Shoyama Graduate School for Public Policy: Termination of the Graduate Certificate in Science and Innovation Policy
 - 5.5. Request for Decision: Master of Physical Therapy Replacement Program
 - 5.6. Request for Decision: Master of Physical Therapy Admission Qualifications
 - 5.7. Request for Decision: Certificate in Introductory Agriculture
 - 5.8. Request for Decision: Master of Nursing: Nurse Practitioner Replacement Program
 - 5.9. Item for Information: Internationally Educated Teachers Certificate Revisions
 - 5.10. Item for Information: College of Engineering- First Year Program Changes
 - 5.11. Item for Information: College of Engineering- Civil Engineering Upper Year Program Changes
 - 5.12. Item for Information: College of Arts and Science/College of Graduate and Postdoctoral Studies WGST Field of Study Change to GENS
6. **Planning and Priorities Committee**
 - 6.1. Item for Information: Provisional Centre for Bioproduct Development and Commercialization
 - 6.2. Item for Information: ohpahotân | oohpaahotaan: Indigenous Strategy Update

7. Executive Committee

7.1. Item for Information: Results of the Call for Nominations Member at Large Vacancy

8. Research Scholarly and Artistic Works

8.1. Item for Information: Annual Report on Breaches of the Responsible Conduct of Research Policy

9. Reports

- 9.1. President
- 9.2. Acting Provost and Vice-President Academic
- 9.3. Graduate Students Association (GSA)
- 9.4. University of Saskatchewan Student's Union (USSU)

10. Other Business

11. Question Period

In addition to bringing forward questions during the course of a meeting, council members are encouraged to submit questions on agenda items or matters relevant to council in advance of a meeting. These questions can be sent to the Chair of Council directly or via the Governance Office (vicki.squires@usask.ca; governance.office@usask.ca). Whenever possible, the questions will be forwarded to the appropriate individual. Members submitting questions in advance will be invited to pose their questions during the course of the meeting. Questions from the floor are also welcomed and encouraged.

12. Adjournment

Next Council meeting is on March 20, 2025- please send regrets to governance.office@usask.ca

The deadline to submit motions and items to the Executive Committee for the March meeting is February 20, 2025. A full list of submission deadlines can be found [online](#).

Zoom Link:

Join Zoom Meeting:

<https://usask-ca.zoom.us/j/94594343857?pwd=QwQtKqTwbcAFVzaDtjbQzCxxx23zSn.1>

Join by Telephone:

Local Saskatoon Zoom Dial-in Number: (639) 638-7474

Other Zoom Dial-in Numbers: <https://usask-ca.zoom.us/j/94594343857>

Join by Video Conferencing Device (SIP):

94594343857@zoomcrc.com

Meeting ID: 945 9434 3857

Passcode: 45768109

Telephone Passcode: 45768109



University Council Agenda Motions

January 30, 2025

Academic Programs Committee

5.1 Request for Decision: CHEM 801.6 and CHEM 802.3 Increase to Minimum Passing Grade

Motion: It is recommended by the Academic Programs Committee that Council approve the minimum pass score for CHEM 801 and CHEM 802 effective May 2025.

5.2 Request for Decision: Johnson Shoyama Graduate School for Public Policy: New Graduate Certificates and Certificate Terminations

Motion: It is recommended by the Academic Programs Committee that Council approve the new certificates and certificate terminations from the Johnson Shoyama Graduate School for Public Policy as noted below effective May 2025.

5.3 Request for Decision: Johnson Shoyama Graduate School for Public Policy: Termination of the Public Policy Transfer from Master's to PhD Program

Motion: It is recommended by the Academic Programs Committee that Council approve the termination of the Transfer from a Master's to PhD program in Public Policy effective May 2025.

5.4 Request for Decision: Johnson Shoyama Graduate School for Public Policy: Termination of the Graduate Certificate in Science and Innovation Policy

Motion: It is recommended by the Academic Programs Committee that Council approve the termination of the Graduate Certificate in Science and Innovation Policy effective May 2025.

5.5 Request for Decision: Master of Physical Therapy Replacement Program

Motion: It is recommended by the Academic Programs Committee that Council approve the Master of Physical Therapy Replacement Program effective May 2025.

5.6 Request for Decision: Master of Physical Therapy Admission Qualifications

Motion: It is recommended by the Academic Programs Committee that Council approve the additional admission requirements for the Master of Physical Therapy Program effective May 2026.

5.7 Request for Decision: Certificate in Introductory Agriculture

Motion: It is recommended by the Academic Programs Committee that Council approve the Certificate in Introductory Agriculture effective May 2025.

5.8 Request for Decision: Master of Nursing: Nurse Practitioner Replacement Program

Motion: It is recommended by the Academic Programs Committee that Council approve the Master of Nursing: Nurse Practitioner Replacement Program effective May 2026.

USask University Council Meeting Minutes
Thursday December 19, 2024
2:30-4:30pm
Convocation Hall and Zoom

Call to Order

The meeting was called to order at 2:32 pm.

The Chair, Dr. Vicki Squires, began with a Land Acknowledgement.

No members of the media identified themselves.

The Chair reminded members there are no recordings of Council meetings.

1. Tribute

Professor Emeritus Jim Kells from the College of Engineering provided a tribute for Professor Emeritus Mel Hosain.

2. Adoption of the agenda

2.1 Adoption of the Agenda

Motion: (Dutchyn/Walsworth): *That the agenda be approved as circulated.*

CARRIED

3. Chair's Opening Remarks

Chair Squires welcomed everyone to the final Council meeting of 2024. Dr. Squires noted that campus safety was the topic discussed at the President's Executive Committee this month. USask will continue to work on proactive measures to promote safety and to work with our city partners on threat assessment protocols and broader community strategies. This is a 'whole of community' issue and requires a 'whole of community' response.

The Chair brought attention to the end of a year and what lies ahead for 2025. In addition, she reflected on the fact that it has been a quarter century since the beginning of a new millennium, noting various challenges that we have endured.

4. Minutes

Motion: (Jones/Singh): *That the minutes of November 21, 2024 be approved as circulated.*

CARRIED.

5. Business Arising

5.1 Clarification on English Proficiency for Nursing

Information is in the agenda package. There were no questions.

5.2 Clarification on Awards Opt Out for Students

Information is in the agenda package. There were no questions.

6. Academic Programs Committee

Julian Demkiw, University Secretary presented the committee's items as outlined in the agenda package.

6.1 Request for Decision: Certificate in Human Nutrition

Information is in the agenda package. There were no questions.

Motion (Jones/Okoko): *It is recommended by the Academic Programs Committee that Council approve the Certificate in Human Nutrition effective May 2025.*

CARRIED

6.2 Request for Decision: Certificate in Internationally Trained Dietitians

Information is in the agenda package. There were no questions.

Motion (Jones/Okoko): *It is recommended by the Academic Programs Committee that Council approve the Certificate in Internationally Trained Dietitians effective May 2025.*

CARRIED

6.3 Request for Decision: Graduate Certificate in Financial Management

Information is in the agenda package. There were no questions.

Motion (Jones/Okoko): *It is recommended by the Academic Programs Committee that Council approve the Graduate Certificate in Financial Management effective May 2025.*

CARRIED

6.4 Request for Decision: Doctor of Veterinary Medicine (D.V.M.) Major Curricular Revisions

Information is in the agenda package. There were no questions.

Motion (Jones/Okoko): *It is recommended by the Academic Programs Committee that Council approve the major curricular revisions to the Doctor of Veterinary Medicine program (D.V.M) effective May 2025.*

CARRIED

6.5 Request for Decision: M.Sc. Project in Veterinary Pathology and Termination of M.Vet.Sc. in Veterinary Pathology

Information is in the agenda package. There were no questions.

Motion (Jones/Okoko): *It is recommended by the Academic Programs Committee that Council approve the Master of Science Project in Veterinary Pathology and Termination of the Master of Veterinary Science in Veterinary Pathology effective May 2025.*

CARRIED

6.6 Request for Decision: Bachelor of Science in Nursing (B.S.N.) Major Curricular Revisions

Information is in the agenda package. There were no questions.

Motion (Jones/Okoko): *It is recommended by the Academic Programs Committee that Council approve the Bachelor of Science in Nursing (B.S.N) major curricular revisions effective May 2025.*

CARRIED

6.7 Request for Decision: Post-Degree Bachelor of Science in Nursing (PDBSN) Curricular Revisions

Information is in the agenda package. There were no questions.

Motion (Jones/Okoko): *It is recommended by the Academic Programs Committee that Council approve the Post-Degree Bachelor of Science in Nursing (PDBSN) major curricular revisions effective May 2025.*

CARRIED

Abstention online Luimes

6.8 Request for Decision: Bachelor of Science in Nursing (B.S.N.) Admission Qualifications

Information is in the agenda package. There were no questions.

Motion (Jones/Okoko): *It is recommended by the Academic Programs Committee that Council approve the humanities deficiency admission requirement in the pre-professional requirements to the B.S.N. beginning in the 2026-2027 admission intake year.*

CARRIED

Abstention online Luimes

6.9 Item for Information: Certificate in Curation Studies

There were no questions.

6.10 Item for Information: 2025-2026 Academic Calendar

There were no questions.

7. Research, Scholarly and Artistic Work Committee

Dr. Eric Lamb, Chair of the RSAW Committee presented the committee's item as outlined in the agenda package.

7.1 Item for Information: Annual Reports from the Research Ethics Boards

Dr. Lamb explained to Council that anyone who is doing research with humans or animals require ethics approval. These reports are documenting these processes. Dr. Lamb noted that these boards are doing a really great job of reducing processing times for ethics applications over the past year.

A comment was made to pass on this recognition to the Faculty Association. A member from the floor noted they are on the executive and will take this information back.

There were no questions.

8. Reports

8.1 Report of the President

President Stoicheff made mention of the successful year USask had and is 'boasting' in support of all the great work of faculty, staff and students. The President explained that there are a number of things USask can measure, adding these measurables are not the story but are confirmation of what we are doing well. President Stoicheff noted several positive accomplishments including:

- An increase in enrolments.
- Research income has increased over the last years, with the 5 year rolling average higher than ever. This tells us our faculty are superb, USask is competitive, and the research produced has an impact.
- Indigenous relationships have increased over the year, including signing two MOUs.
- Received 2 Rhodes Scholarships, which is extraordinary given that U of T is the only other institution with two and has twice the student body.
- Moving towards the end of the comprehensive campaign (close to 474M).
- Financial challenges are nothing like what other universities are facing. Our financial situation is not defining us rather USask is being careful and responsible.

President Stoicheff mentioned the provincial election noting the polarized results and asked members to ponder what these results may mean in their respective roles on campus. The results ask us to pay attention as we are the University of Saskatchewan not just the University of Saskatoon and need to be cognisant of the needs and views of voters across the province.

The President stated that as we continue to recognize our successes at USask, it is important to keep talking about the impact of our inputs. What is the impact of research funding, and the work aligned with it? It can be challenging to talk about the impact in some areas, but it is possible. The President encouraged members to continue to think about ways to communicate the impact in all areas.

President Stoicheff mentioned the fate of universities south of the border with Trump back in power, noting that many of them are under siege with faculty members feeling anxious and nervous about the levels of supports and autonomy moving forward under Trump leadership. The President was very clear that he is not implying this will creep across the border; however, surveys are saying that the public perception of universities is not as high as it was 10 years ago. The President noted that this all goes back to the importance of communicating the impact USask has. Members are to continue to make the value proposition of the impact across the city, province, and country.

There were no questions.

8.2 Report of the Acting Provost

Acting Provost Bruni-Bossio provided a recap on the IRCC situation where the federal government has implemented a cap for international students. Dr. Bruni-Bossio communicated that USask is being very diligent in how we use the allotted PALs. He noted that USask saw very low numbers accepted last year; for reference USask had 9% UG international students, which has fallen to 7% (approximately 500 less students). Beginning in January international graduate students will also be issued a PAL. Currently 38% of graduate students are international and USask will be closely watching to monitor the impact. Dr. Bruni-Bossio noted that this situation is our reality for the next 3-5 years; however, the province is aware of this impact and is signaling some help may come in MOU 2. Financially, the international decline has had a 7.5-million-dollar impact for the institution. In addition to all the administrative changes, Canada is also being seen as less favourable for international students; as well, there is as a new competitiveness emerging for domestic students where other universities are going to be looking for our students to fill the international gap.

The Acting Provost explained how USask is working on a more targeted approach to international recruitment as well as shifting focus on domestic recruitment and retention. He noted that Colleges will be impacted differently; therefore, each college will be looked at individually for impact. Dr. Bruni-Bossio stressed that international students are part of the student experience and quality of learning and it is about more than just numbers.

Dr. Bruni-Bossio addressed a pre-submitted question regarding faculty complement planning. He noted that the deans are primarily responsible for their own faculty complement planning where each hire is approved by the Provost office. The Acting Provost mentioned the initiative that took place last year to guide faculty complement planning. The task force visited committees of council last year but has not come to Council given the lack of time to put into this work since taking on the Acting Provost role. The work on faculty complement planning is continuing at the university level.

A member from the Linguistics graduate program noted that 9 out of 10 students did not receive VISA's last year. What can CGPS do to respond to immigration emails in a timely manner. What can the university do? CGPS Dean Burshtyn agreed that study permit approvals have decreased and explained that CGPS has a role to play in a specific verification process. CGPS does have resources in this area; however, when it comes to further questions and correspondence with immigration, the College is not involved. Dean Burshtyn will verify this with her team.

Vice- Provost Cranston added that ISSAC has two verified immigration consultants who can help students. These consultants can provide a consulting service but cannot advocate on students' behalf as this connection is directly with the students and IRCC. Dr. Cranston expressed that there is limited help when it is with the immigration office but assured the member USask is doing the best we can.

A member asked for clarification on the shift in recruitment processes.

Vice-Provost Cranston responded that the world has shifted on us and we are currently trying to determine the best markets for our recruitment. He noted that USask is taking a differentiated approach explaining that there is going to be a limited number of admission offers that can be made. Dr. Cranston mentioned that USask is working through all the analytics we have to make more strategic offers, as well as taking advantage of opportunities, such as Vietnam wanting face time with him directly and he is exploring possibilities in Bangladesh.

Dean Burshtyn added that work is taking place with communications to have a collective message in order to repair the damage done to USask's image.

Dr. Bruni-Bossio assured members that this topic is talked about every day and USask monitoring it as much as they can. Council can expect to hear updates as they are known.

A member noted that a faculty appointment was missed on the Provost Report- Dr. Khan Wahid is the Acting Department Head of Computer Science.

8.3 Report of the GSA President

A formal report can be found in the agenda package.

President David Ohene-Amoako provided the reports for the GSA. He expressed gratefulness for Dean Burshtyn and team for their support. He noted that the GSA is collecting toys and clothing donations; as well the GSA will be organizing something to mark Black History month coming in February.

There were no questions.

8.4 Report of the USSU President

The full report is in the agenda package.

President Krunal Chavda gave members an overview of work of the USSU over the last month specifically and over the term more generally, including meetings with national peers in Ottawa to advocate for more funding to support and retain students. President Chavda noted the determination of students to advocate strongly at the annual general meeting.

There were no questions.

9. Other business

There was no other business.

10. Question period

Pre-Submitted Questions:

- 1. Given that withdrawal deadlines were changed to the last day of class in order to manage the impact of Covid, is there any expectation that this deadline would return to its approximately middle-of-term date?**

University Registrar Russ Isinger provided a brief response at Council. Below is the full written response: The change in the date of the withdrawal deadline to the last day of classes in a term (or the last day of classes in an open learning class) was not in response to COVID. This change predates COVID and came about after years of periodic discussion among the colleges at the Academic Deans Group (a monthly

meeting of the Associate Deans and TLSE senior leaders). **Attached is a briefing note** written for the Academic Deans Group dated October 17, 2019, which summarizes the discussion around the withdrawal deadline.

The change was approved by the Academic Programs Committee on December 18, 2019, as part of the 2020-21 Academic Calendar, and it was sent to University Council for information at the March 19, 2020 meeting, around the same time COVID was starting to have its impact. As per the materials submitted to that University Council meeting, “This change allows for students to receive sufficient feedback to make an informed decision about withdrawal and will relieve some stress associated with the current withdrawal deadline. The academic deans of colleges were all informed of the proposed change during consultations and agreed with the rationale.”

Many adjustments were made in dates and deadlines as a response to COVID during that 2020 Winter Term, but those changes would have been separate from this already decided change to the 2020-21 Academic Calendar.

In the years since this was implemented as part of the regular Academic Calendar, the University Registrar’s Office has not received any formal requests to revisit this decision, nor have any of the colleges and schools raised it as a matter of concern at the Academic Deans Group. The question can be raised at the next Academic Deans Group meeting.

2. Are there changes to our ICT infrastructure? Have they been communicated to all affected individuals in a timely and transparent way?

I am aware that ICT has already made some changes to our infrastructure. Less than a month ago [November 12, 2024], ICT culled email aliases at USask without warning, and deleted the primary one I use. ICT could have checked and notified people, simply by sending email notice to each alias they intended to delete. In addition, (and possibly related to the service changes noted above), they also restricted the number of allowable aliases, consuming a significant fraction of that number with mandatory ones and making it impossible for me to reinstate my primary email address. As a result, I woke up on Remembrance Day to a half-dozen emails in my personal @gmail account saying “how come email to you @usask is getting bounced”? If those colleagues hadn’t emailed me, I might not have noticed for some time. This behaviour from ICT appears to violate their “timelines and transparent communications” service-level objective [<https://servicecatalogue.usask.ca/it/sla.php>].

If there are forthcoming changes, I would ask that ICT give timely and transparent communication.

Michael Barr AVP ICT and CIO responded that they do not purge email aliases where individuals can have multiple aliases. Mr. Barr is willing to take this item offline and follow up.

3. My department ITS leader reports that our storage allocations have been changed. Does ICT have documentation of that change and notice to affected users? I can understand the University needing to manage costs by making these kinds of changes. However, I believe that they need to communicate with the university community, and be open to hearing dissenting opinions and understanding academic-mission needs. If they’re not communicating effectively, then under the USask act, section 61.1 to “(o) make recommendations to the president, the board or the senate respecting any matters that the council considers to be in the interests of the university;” we can recommend they improve.

Michael Barr AVP ICT and CIO responded that 5% of all global electricity fuels global centers; therefore, vendors are trying to clamp down on this usage, which translates to less storage space. ICT is working with individuals at the undergraduate level and will work with Graduate programs in 2025. Most people who do research work have space on internal servers.

The member noted that they are feeling less concerned after the answer provided.

Questions from the floor:

- 1. A member noted that a large percentage of individuals on campus do not have random NSID's. When did the randomization start, what is the percentage of random versus not?**

Michael Barr AVP ICT and CIO replied that randomization started four years ago.

11. Adjournment

(Koole): The meeting was properly adjourned at 3:56 pm.

TO | Academic Deans' Group

FROM | Russell Isinger, University Registrar

SUBJECT | Proposed Change to the Withdrawal Deadline.

DATE | October 17, 2019

Dear colleagues,

At a recent meeting of the Academic Deans' Group we had a fulsome discussion about the possibility of moving the withdrawal deadline (also referred to as the academic penalty deadline) for the institution. This is a proposal that has come up from time to time over the years, but it seems like there is more of a consensus on the desire to change this time.

The fundamental question is: Why are we preventing students from withdrawing from a class if they want to, and are thereby (in some cases) forcing them to fail the class by staying in it the class? I would add that students in this situation would forfeit 100% of the tuition for the class, unless they had a basis for a financial appeal due to extenuating circumstances.

Currently, the withdrawal deadline is set by a formula established by the Board of Governors some time ago. It is a universal for all colleges and schools:

- for three credit unit classes in the Fall Term, it is fixed at November 15.
- for three credit unit classes in the Winter Term, it is fixed at March 15.
- for six credit unit classes (whose numbers are diminishing) in the Fall and Winter Terms it is fixed at February 15.
- for all other classes (classes in the Spring and Summer Terms, classes that are built as non-standard/Open Learning, etc.), it is fixed at 75% of the



teaching days for that class as built in the Banner Student Information System.

Due to changes implemented to the *Academic Courses Policy on Class Delivery, Examinations, and Assessment of Student Learning* in 2012, students are unable to withdraw from their classes after the withdrawal deadline for a particular term/class. Prior to this change, students used to receive the grade of Withdrawal Failure (WF) on their transcript if they withdrew in the period after the withdrawal deadline but before the start of the final examination period.

It has been proposed that the University of Saskatchewan shift the withdrawal deadline to either the last day of the term (for classes offered on the standard term schedule) or the last day of classes (for all other classes). The practical effect of this, using the 2019-20 Academic Calendar as an example, would be as follows:

- for three credit unit classes in the Fall Term, it would be fixed on December 5.
- for three credit unit classes in the Winter Term, it would be fixed on April 7.
- for six credit unit classes in the Fall and Winter Terms, it would be fixed on April 7
- for all other classes (classes in the Spring and Summer Terms, classes that are built as non-standard/Open Learning), it would be fixed on the last day of classes for each individual quarter/term/class as built in the Banner Student Information system.

There would, not surprisingly, be exceptions to the above which we would have to deal with on a case-by-case basis, but we actually do this now (such as classes which stretch over more than two terms). Of course the above dates would change from year to year according to end dates of the terms.

At our meetings a number of points were raised related to this proposal for change:

- the current withdrawal deadlines were crafted in an age when the vast majority of the institution's classes were six credit-unit multi-term classes,




with an earlier withdrawal deadline, and not three credit classes with a later withdrawal deadline.

- the current withdrawal deadline for three credit unit classes is very close to the end of term/classes anyway, so moving it to the end of term/class does not represent a dramatic shift.
- for classes built as non-standard/Open Learning that are quite short in duration the withdrawal deadline comes too quickly for timely feedback to have been received and therefore for an informed decision as to whether a student should remain in the class or withdraw to be made.
- even for classes built within a standard Fall and Winter term, there is a concern that some students may not have received sufficient feedback in their class by the current withdrawal deadline to make an informed decision as to whether they should remain in the class or withdraw.
- moving the withdrawal deadline to a later date could have a positive effect on student mental health as it relieves some of the decision-making stress focused on the earlier date (associated as the decision is with the potential for failure in the class) by allowing more time for the decision to be made (hopefully in consultation with advisors, counsellors, parents, etc.). This is a particular concern for students registered in the Access and Equity Services where the stress of attending university is often higher and more time to make decisions about classes would be welcome.
- colleges are receiving an increasing number of time-consuming retroactive withdrawal requests from students, and moving the withdrawal deadline to a later date would eliminate some of these requests.
- colleges and schools which have legitimate concerns about the ramifications of withdrawals for the program completion can use their promotion standards to address the effect that withdrawals could have on progression in the program, including their Requirement to Discontinue regulations.
- some other U15 institutions have academic deadlines either at the end of term or much later in the term than us (for example, the University of Calgary and the University of Alberta).

I do need to remind you that this would need to be a universal change for all colleges and schools. Technically, the Banner Student Information System is not capable of dealing with different withdrawal deadlines for different colleges and schools. More importantly I would say, best practice at this institution and at other





institutions has been to have one universal withdrawal deadline/standard for all students, so as not to cause confusion for a student body where there is a great deal of movement between colleges and schools.

I have consulted with the University Secretary's Office, and have confirmed that, though this was originally part of a Board of Governors' approved formula, this would not now have to go to the Board. This would be considered simply a change to the Academic Calendar and we could proceed with a change for 2020-21 if there was consensus among the colleges and subsequent approval of the Academic Programs Committee and University Council.

I would invite you to continue this discussion within your colleges and schools and to let me know if this is a desired change for the 2020-21 Academic Calendar. As always, if you have any questions or comments, please feel free to get in touch with me.

Yours respectfully,



Russell Isinger
University Registrar



UNIVERSITY COUNCIL
FOR INFORMATION

DATE OF MEETING: January 30, 2025

SUBJECT: CGPS Correspondence with Immigration

SUMMARY:

During the Council meeting held on December 19, 2024, a member asked for more information about the correspondence CGPS has with immigration during the admission process to better assist students. Dean Burshtyn connected with her team following the Council meeting and provided the following response:

In December 2023 the federal government implemented a letter of admission verification process whereby CGPS staff are required to verify all graduate letters of admission submitted as part of a study permit application through the IRCC portal. Letters are verified as students submit their study permit application and IRCC processes them. CGPS has a 10-day turnaround time to verify these letters. Outside of this process, CGPS is not typically contacted by the IRCC for any additional information. In the rare situations where they are contacted for additional information (at most once or twice per year), CGPS provides what they can within a 24-hour period. It's important to remember that there are multiple factors considered by IRCC when reviewing a study permit application and the admission-related pieces are only one part of that review.

**UNIVERSITY COUNCIL
FOR INFORMATION**

DATE OF MEETING: January 30, 2025

SUBJECT: Randomization of NSID's

SUMMARY:

During the Council meeting held on December 19, 2024, a member noted that a large percentage of individuals on campus do not have random NSID's. When did the randomization start, what is the percentage of random versus not? Jon Coller, Chief Information Security Officer, IT Security, Risk and Compliance provided the following response:

Most of the identities at USask would have been assigned based on the older deterministic format using the user's initials. This format has been in place since the late 90s/early 00s but changed to a randomized identifier starting in Spring 2020. As NSIDs are immutable (or at least VERY hard to change), any user associated with the university before that point would have an initial-based NSID.

UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REQUEST FOR DECISION

PRESENTED BY: Carolyn Augusta, Chair, Academic Programs Committee

DATE OF MEETING: January 30, 2025

SUBJECT: CHEM 801 and CHEM 802 Increase to Minimum Passing Grade

MOTION: *It is recommended by the Academic Programs Committee that Council approve the minimum pass score for CHEM 801 and CHEM 802 effective May 2025.*

CONTEXT AND BACKGROUND:

The College of Graduate and Postdoctoral Studies is proposing an increase to the minimum passing grade from 60% to 70% for two courses in the Department of Chemistry, CHEM 801.6 Modern Aspects of Chemistry and CHEM 802.3 Modern Aspects of Chemistry. This change will help to ensure that students in graduate programs in Chemistry have the foundation to succeed in specialized courses later in their programs.

The minimum passing grade for Ph.D. students is already 70%. This proposal would raise the minimum passing grade for M.Sc. students to 70% from 60%, making the academic expectation uniform for all graduate students. The current practice is highly variable: some students are given probationary letters of offer requiring a 75% or higher in CHEM 801.6 or CHEM 802.3; others are not. Students who do poorly in CHEM 801/802 almost invariably do not do well in more specialized courses, significantly dragging out an eventual requirement to discontinue. This proposal aims to set one clear academic expectation that applies equally to all graduate students in chemistry.

CONSULTATION:

On December 18, 2024, the College of Graduate and Postdoctoral Studies brought forward a proposal to the Academic Programs Committee of Council (APC). Members had the opportunity to review the proposal and ask questions. A thorough discussion was had between committee members and the proponents. APC voted in favour of this change.

ATTACHMENTS:

1. CHEM 801 and CHEM 802 Increase to Minimum Passing Grade Proposal



MEMORANDUM

To: Academic Programs Committee of Council
From: Graduate Programs Committee, College of Graduate and Postdoctoral Studies (CGPS)
Date: December 6, 2024
Re: Chemistry minimum passing grade changes and associated degree requirement changes

The College of Graduate and Postdoctoral Studies is recommending the approval an increase to the minimum passing grade from 60% to 70% for two courses in the Department of Chemistry, CHEM 801.6 Modern Aspects of Chemistry and CHEM 802.3 Modern Aspects of Chemistry. This change will help to ensure that students in graduate programs in Chemistry have the foundation to succeed in specialized courses later in their programs. The changes will be effective May 2025.

The College of Graduate and Postdoctoral Studies is recommending associated degree requirement changes to graduate programs in Chemistry. The changes will reflect the minimum passing grade increase, add the requirement to complete CHEM 802.3 or CHEM 801.6, and clarify the requirement to complete CHEM 802.3 or CHEM 801.6 within the first 12 months of study. The changes will be effective May 2025.

The Graduate Programs Committee (GPC) reviewed the proposals in on September 11, 2025. They approved the degree requirement changes and conditionally approved the increase to the minimum passing grade for CHEM 801 and 802, pending submission of a clear policy for when/if students fail the courses. The Department of Chemistry confirmed that students failing either course will be recommended to CGPS to be required to discontinue (RTD) from their program and clarified that CHEM 801 and 802 are only offered in the Fall Term. GPC members expressed concern that an RTD recommendation would only be based on one course in a student's first term of study. Through consultation with the GPC and CGPS, the Department of Chemistry revised their policy to add the option of a supplemental exam for any student who fails CHEM 801.6 or CHEM 802.3, thus providing them with an opportunity to increase their grade to the minimum 70% pass. Conditions were cleared November 28, 2025 by the GPC chair.

Motions:

1. To approve an increase of the minimum passing grade for CHEM 801.6 and CHEM 802.3 conditional on clarification of the consequences of not passing the course with a minimum 70% - **Singh/Martin – CARRIED unanimously**
2. To approve the degree requirement changes proposed to the MSc, PhD non-direct entry, PhD direct entry, and Transfer from Master's to PhD programs - **Heavin/AI-Aneed – CARRIED unanimously**

Attached please find the proposal to increase the minimum passing grade for CHEM 801.6 and CHEM 802.3 and the degree requirements changes for the MSc, PhD non-direct entry, PhD direct entry, and Transfer from Master's to PhD programs in Chemistry.

If you have any questions, please contact the Academic Affairs Specialist at gradprograms.academicaffairs@usask.ca.

Proposal for Changes to Minimum Grades

Title of proposal:	Minimum grade changes for CHEM 801.6 and CHEM 802.3
Degree College:	College of Graduate and Postdoctoral Studies
Contact Persons:	Timothy Kelly, tim.kelly@usask.ca , 306-966-4666 Department of Chemistry
	Jaswant Singh, Jaswant.singh@usask.ca College of Graduate and Postdoctoral Studies
Proposed Date of Implementation:	May 1, 2025

Proposal Document

Proposed Changes to Courses

To set the minimum passing grade for CHEM 801.6 at 70% for both M.Sc. and Ph.D. students.

Rationale for Changes to Courses

Minimum passing grade. This proposal accompanies a revision to both the M.Sc. and Ph.D. program requirements: CHEM 802.3 will become a program requirement for the Ph.D. program, while M.Sc. students have the option of either CHEM 801.6 or CHEM 802.3. In both cases, the course must be completed within the first 12 months of study. All graduate students in chemistry will therefore take one of these two courses in their first year. The material taught in CHEM 801/802 relates to core chemistry concepts (e.g., thermodynamics, chemical reactivity). Without a solid grasp of such core material, students are unlikely to have the foundation with which to succeed in more specialized courses. As a result, we have found that students who achieve < 70% in either course are extremely unlikely to succeed in their graduate program.

The minimum passing grade for Ph.D. students is already 70%. This proposal would raise the minimum passing grade for M.Sc. students to 70% from 60%, making the academic expectation uniform for all graduate students. Current practice is highly variable: some students are given probationary letters of offer requiring a 75% or higher in CHEM 801.6 or CHEM 802.3; others are not, and when they score < 70%, they take additional course after additional course in the hopes of bringing up their average. But those students who do poorly in CHEM 801/802 almost invariably do not do well in more specialized courses, significantly dragging out an eventual requirement to discontinue. This proposal aims to set one clear academic expectation that applies equally to all graduate students in chemistry.

Proposal for Graduate Program Changes in Chemistry

Title of proposal:	CHEM 802.3-related Program Changes to Graduate Programs in Chemistry
Degrees:	M.Sc. and Ph.D.
Fields of study:	Chemistry
Levels of concentration:	N/A
Options:	N/A
Degree College:	College of Graduate and Postdoctoral Studies
Contact Persons:	Timothy Kelly, tim.kelly@usask.ca , 306-966-4666
Proposed Date of Implementation:	September 2025

Proposal Document

Academic Justification

CHEM 801.6 is currently a requirement of the M.Sc. program in chemistry; it is not currently a requirement of the Ph.D. program. In practice, many M.Sc. students end up being granted exemptions to the 801 program requirement based on an enumerated list of exemptions (which are publicly available on the department website). Conversely, many Ph.D. students are required to take CHEM 801.6 (or CHEM 802.3, essentially CHEM 801-lite) in addition to their other course requirements; this is often done on an ad hoc basis by inserting probationary clauses into students' letters of offer. The status quo is extremely confusing for both students and faculty to navigate – CHEM 801.6 is required. Sometimes. Unless it's not. Even worse, since the requirements for Ph.D. students are done on an ad hoc basis, the consequences for a sub-par performance can be varied: situations have arisen where a student with a 74% was required to discontinue, while their classmate with a 73% was allowed to continue in the program. The outcomes are entirely contingent on what was originally written into the student's letter of offer. By formally making CHEM 802.3 a program requirement for both M.Sc. and Ph.D. programs, and setting explicit expectations on academic performance, all students will be subject to the same academic standard.

As part of these changes, we are choosing to make CHEM 802.3 the program requirement rather than CHEM 801.6 (although CHEM 801.6 is retained as an option for M.Sc. students looking to complete 6 cu of coursework in their first term of study). The intense workload of CHEM 801.6 was flagged as an issue by many former students from our program. The calendar description for CHEM 801.6 lists 9 lecture hours per week. In combination with students' TA duties (typically 6 hours of in-lab instruction plus marking per week) and research commitments, students anecdotally reported high levels of stress and anxiety; this was particularly the case for international students, creating a source of inequality with the potential to snowball through a student's program. Using CHEM 802.3 as the program requirement

creates a much more manageable workload in a student's first term of study. For any M.Sc. students opting for CHEM 801.6, a separate course-level change will reduce the lecture hours from 9 hours per week to 6 hours per week, much more in keeping with the usual expectations of a 6 cu course.

A separate course-level change will also set the passing grades for CHEM 801.6 and CHEM 802.3 at 70% for **both** Ph.D. and M.Sc. students (the passing grade for Ph.D. students is already 70%; this simply increases the M.Sc. passing threshold to match). Over the years, we have found that students who achieve < 70% in either course are extremely unlikely to succeed in their graduate program. The material taught in CHEM 801/802 relates to core chemistry concepts (e.g., thermodynamics, chemical reactivity). Without a solid grasp of such core material, students are unlikely to have the foundation on which to succeed in more specialized courses. This will help set a clear academic expectation for all students entering the program.

Admission

Admission requirements for the various graduate programs in chemistry (M.Sc., M.Sc.-to-Ph.D. transfer, Ph.D., and Ph.D.-direct entry) would be unchanged.

Description of the Program

The calendar entries are written such that M.Sc. students have the option of taking *either* CHEM 801.6 or CHEM 802.3. They will require a total of 9 cu of coursework, with the remainder being normal 8XX-level courses approved as part of their program of study.

Ph.D. students would need to complete CHEM 802.3 plus an additional 6 cu of coursework. Students who **complete** their M.Sc. at USask and then go on to enroll in the PhD program would **not** need to take CHEM 802.3 a second time, nor would they need to replace the course with additional coursework. The calendar description is therefore written in such a way that everyone takes CHEM 802.3 + 6 cu; but for those students with a M.Sc. degree from USask, the requirement is still only 6 cu.

This does mean that students with M.Sc. degrees from USask are treated differently than those with M.Sc. degrees from elsewhere. However, we have found that, historically, the vast majority of Ph.D. students arrive with weaker-than-desired skills in core areas of chemistry – the coursework in most M.Sc. programs is geared toward highly specialized electives. Our opinion is that every USask graduate should receive a solid grounding in these core areas of chemistry before proceeding to more specialized topics.

Consultation

The Graduate Affairs Committee (GAC) of the chemistry department developed this proposal during the 2023 – 2024 academic year. One of the voting members of GAC is a representative from the Chemistry Course Council (CCC), the chemistry graduate students society. The CCC also conducted a survey of graduate students regarding CHEM 801, where issues like the high workload and its disproportionate impact on international students were noted. GAC then developed the current proposal, which was formally approved at a department meeting in April.

No other programs use CHEM 801.6 or CHEM 802.3 as program requirements, nor are these courses taken by students outside of the chemistry department. Therefore, no other units were consulted during the development of this proposal.

Budget

CHEM 801.6 and CHEM 802.3 are both offered in Term 1 of each academic year as part of our regular assignment of duties, and this proposal would change neither the number nor frequency of course offerings. This proposal has no budgetary impact.

Chemistry

Master of Science (M.Sc.) - Thesis-based

Degree Requirements

Students must maintain continuous registration in the 994 course.

- [GPS 960.0](#) Introduction to Ethics and Integrity
- [GPS 961.0](#) Ethics and Integrity in Human Research, if research involves human subjects
- [GPS 962.0](#) Ethics and Integrity in Animal Research, if research involves animal subjects

A minimum of 9 credit units, including the following:

- ~~[CHEM 801.6](#) Modern Aspects of Chemistry (Normally required for all students. Alternate coursework may be assigned for students having satisfied the [CHEM 801.6](#) Modern Aspects of Chemistry learning objectives as determined by the department.)~~
- [CHEM 802.3](#) Modern Aspects of Chemistry or [CHEM 801.6](#) Modern Aspects of Chemistry*
- [3 – 6 credits of 800-level courses, as approved by the advisory committee](#)
- [CHEM 990.0](#) Seminar
- [CHEM 991.0](#) Literature Core Course
- [CHEM 994.0](#) Research – Thesis
- oral thesis defense

*Students must complete either CHEM 801.6 or CHEM 802.3 within 12 months of initial registration, with a minimum passing grade of 70%.

Doctor of Philosophy (Ph.D.) - Non-Direct Entry

Degree Requirements

Students must maintain continuous registration in the 996 course.

- [GPS 960.0](#) Introduction to Ethics and Integrity
- [GPS 961.0](#) Ethics and Integrity in Human Research, if research involves human subjects
- [GPS 962.0](#) Ethics and Integrity in Animal Research, if research involves animal subjects

A minimum of 6 credit units, including the following:

- [CHEM 990.0](#) Seminar
- [CHEM 991.0](#) Literature Core Course

- **CHEM 996.0** Research – Dissertation
- a minimum of 6 credit units of 800-level courses, as approved by the advisory committee
- Dissertation defense
- Doctoral candidacy assessment

* Students entering the program without a M.Sc. in Chemistry from the University of Saskatchewan will also be required to complete CHEM 802.3. If CHEM 802.3 is required, students must complete it within 12 months of initial registration, with a minimum passing grade of 70%.

Doctor of Philosophy (Ph.D.) - Direct Entry

Degree Requirements

Students must maintain continuous registration in the CHEM 996 course.

At least 9 credit units of course work at the graduate level must be successfully completed within the first 20 months of the program with a cumulative average of at least 80%.

- **GPS 960.0** Introduction to Ethics and Integrity
- **GPS 961.0** Ethics and Integrity in Human Research, if research involves human subjects
- **GPS 962.0** Ethics and Integrity in Animal Research, if research involves animal subjects

A minimum of 12 credit units, including the following:

- **CHEM 802.3 Modern Aspects of Chemistry or CHEM 801.6 Modern Aspects of Chemistry***
- ~~A minimum of 12 credit units~~
- **6 – 9 credit units of 800-level courses, as approved by the student's advisory committee**
- **CHEM 990.0** Seminar
- **CHEM 991.1** Literature Core Course
- **CHEM 996.0** Research – Dissertation
- doctoral candidacy assessment
- write and successfully defend a dissertation based on original investigation

* Students must complete either CHEM 801.6 or CHEM 802.3 within 12 months of initial registration, with a minimum passing grade of 70%.

Transfer from Master's to Ph.D.

Students must maintain continuous registration in the 996 course.

- **GPS 960.0** Introduction to Ethics and Integrity
- **GPS 961.0** Ethics and Integrity in Human Research, if research involves human subjects
- **GPS 962.0** Ethics and Integrity in Animal Research, if research involves animal subjects

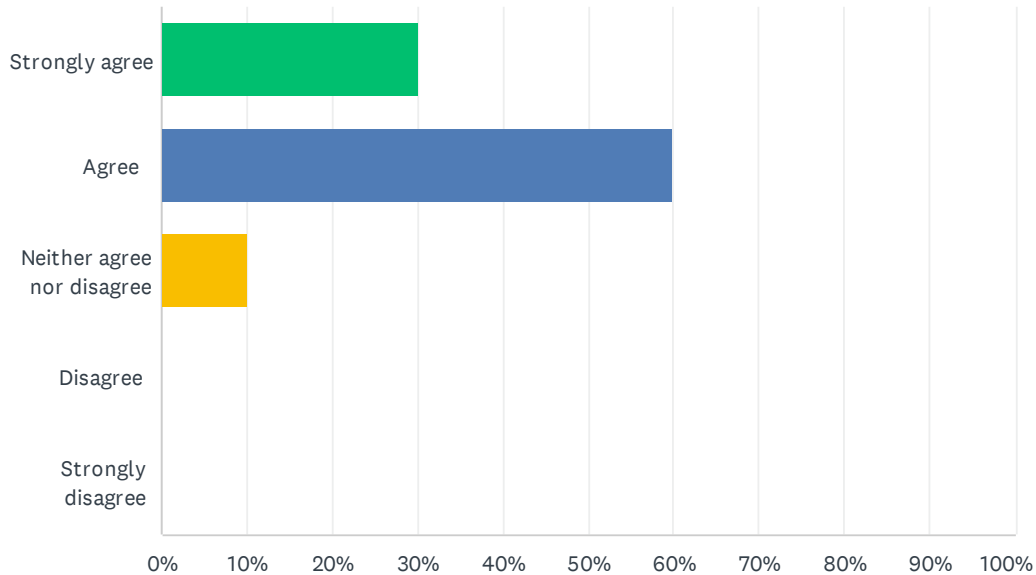
A minimum of 15 credit units, including the following:

- ~~**CHEM 801.6** Modern Aspects of Chemistry (Normally required for all students. Alternate coursework may be assigned for students having satisfied the **CHEM 801.6** Modern Aspects of Chemistry learning objectives as determined by the department.)~~
- **CHEM 802.3 Modern Aspects of Chemistry or CHEM 801.6 Modern Aspects of Chemistry***
- **9 – 12 credit units of 800-level courses, as approved by the student's advisory committee**
- **CHEM 990.0** Seminar
- **CHEM 991.0** Literature Core Course
- **CHEM 996.0** Research – Dissertation
- doctoral candidacy assessment
- dissertation defense

* Students must complete either CHEM 801.6 or CHEM 802.3 within 12 months of initial registration, with a minimum passing grade of 70%.

Q1 Do you agree with the proposal to make CHEM 802.3 a requirement of the PhD program?

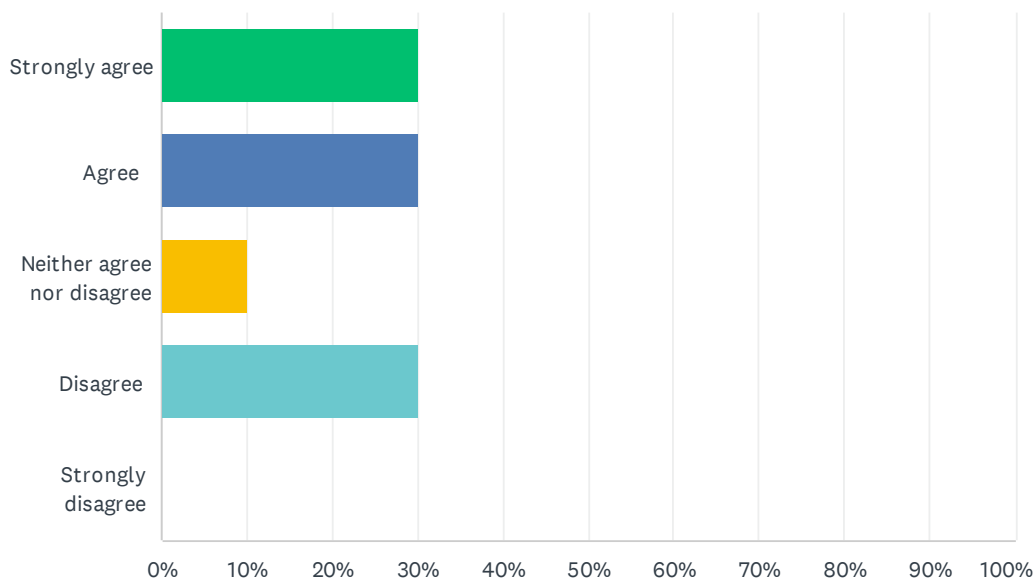
Answered: 10 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	30.00%	3
Agree	60.00%	6
Neither agree nor disagree	10.00%	1
Disagree	0.00%	0
Strongly disagree	0.00%	0
TOTAL		10

Q2 CGPS sets the minimum grades required to pass courses: The passing grade for PhD students is 70%. The passing grade for MSc students is 60% (although students must maintain an overall average > 70%). Do you agree with the proposal to set the passing grade of CHEM 801.6 / CHEM 802.3 as 70% for all students (both MSc and PhD)?

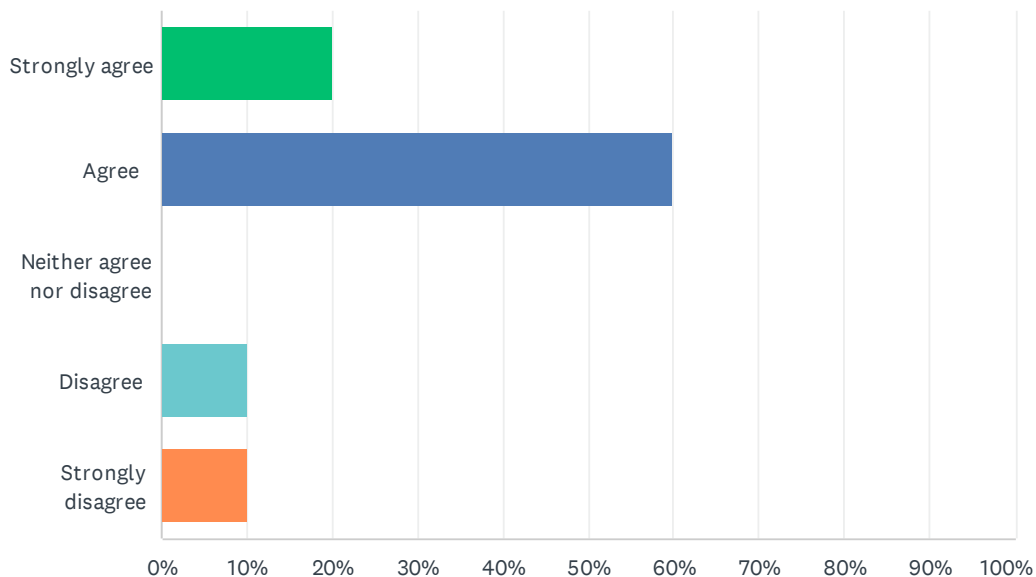
Answered: 10 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	30.00%	3
Agree	30.00%	3
Neither agree nor disagree	10.00%	1
Disagree	30.00%	3
Strongly disagree	0.00%	0
TOTAL		10

Q3 Do you agree with the proposed changes to the course structure of CHEM 801.6 / CHEM 802.3 (e.g., fewer modules, eliminating mini-terms)?

Answered: 10 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	20.00%	2
Agree	60.00%	6
Neither agree nor disagree	0.00%	0
Disagree	10.00%	1
Strongly disagree	10.00%	1
TOTAL		10

Q4 Do you have any other comments on the proposed changes?

Answered: 5 Skipped: 5

#	RESPONSES	DATE
1	The synthetic module should be worth 2 modules instead of the proposed 1 module. The work required to prep for the lab time and the amount of lab time exceeds the time for the lectures.	6/19/2024 4:34 PM
2	None	6/18/2024 3:01 PM
3	The passing scores should be higher than 70 a 80% for Phd. We are talking about a person doctoring the subject and if he cannot get 80% in core chemistry, I don't feel the person is capable to doctor the subject	6/18/2024 2:26 PM
4	The pass grade maybe higher. I think 60% is a better benchmark.	6/18/2024 2:12 PM
5	no comments	6/18/2024 2:09 PM

Consultation with the Registrar (CWR) – Proposal Highlights

Title of Proposal: Graduate Programs in Chemistry – Minor Program Revisions and Change to Pass Score for CHEM 801.6 and CHEM 802.3

General Description: The college proposes that CHEM 802.3 become the required course for the M.Sc. and Ph.D. programs in Chemistry, allowing CHEM 801.6 as an option. These courses are not new and are currently part of these programs. This is a minor program change, normally approved through the APC's University Course Challenge (UCC) process. However, the proposal also seeks to increase to the pass score for both courses from 60% to 70%. This is an exception to USask's Council-approved literal grade descriptors; therefore, it necessitates oversight and approval of the APC. Students must achieve a minimum of 70% in these courses within 12 months of initial registration. Per the *University Catalogue*, students who do not achieve that minimum grade may be required to discontinue.

Degree College: College of Graduate and Postdoctoral Studies

College Approval: Graduate Programs Committee approval on November 28, 2024

Effective Term: May 2025

Course implications

- No new courses or deletions; change pass score from 60% to 70% for CHEM 801.6 and CHEM 802.3

Registration and classes

- N/A

Convocation

- N/A

Financial and Budget

- N/A

Student Mobility

- No unique mobility or external partners/agreements

Consultation with the Registrar Form

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

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

1 Is this a new degree, diploma, or certificate?

Is an existing degree, diploma, or certificate being renamed?

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

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>

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

[60 character maximum for the long description; 30 character maximum for short description; 6 character maximum for code]

3 What is the credential of this new degree, diploma, or certificate? [Example - D.M.D. = Doctor of Dental Medicine]

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

5 Does this new or renamed degree / diploma / certificate require completion of degree level courses or non-degree level courses, thus implying the attainment of either a degree level or non-degree level standard of achievement?

6 If this is a new degree level certificate, can a student take it at the same time as pursuing another degree level program?

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
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7 Which College is responsible for the awarding of this degree, diploma, or certificate?

8 Is there more than one program to fulfill the requirements for this degree, diploma, or certificate? If yes, please list these programs.

9 Are there any new majors, minors, or concentrations associated with this new degree / diploma / certificate? Please list the name(s) and whether it is a major, minor, or concentration, along with the sponsoring department.

NOTE: Minors and concentrations are listed on transcripts, but not on parchments (this note also applies to options which are built as concentrations in Banner).

One major is required on all programs [4 characters for code and 30 characters for description]

10 If this is a new graduate degree, is it thesis-based, course-based, or project-based?

Section 2: New / Revised Program for Existing or New Degree / Diploma / Certificate Information - AS PER CURRENT SET-UP OTHER THAN INFORMATION IN "NOTE" BELOW

NOTE: This change is for the following program and major combinations

- Master of Science-Thesis [MSC-T-GP] program and CHEM [Chemistry] major
- Doctor of Philosophy [PHD-GP] program and CHEM [Chemistry] major
- Doctor of Philosophy (Direct) [PHD-DIRECT-GP] program and CHEM [Chemistry] major
- Doctor of Philosophy(Transfer) [PHD-TRANS-GP] program and CHEM [Chemistry] major

NOTE 2: Master of Science (Thesis-Based) Program - Degree Requirements

- remove CHEM 801.6
- include CHEM 802.3 or CHEM 801.6
- include 3-6 credits of 800-level courses, as approved by the advisory committee
- include statement that students must complete either CHEM 801.6 or CHEM 802.3 within 12 months of initial registration, with a minimum passing grade of 70%

NOTE 3: Doctor of Philosophy (Non-Direct Entry) Program - Degree Requirements

- include statement that students entering the program without a MSc from USask will also be required to complete CHEM 802.3. If CHEM 802.3 is required, students must complete it within 12 months of initial registration, with a minimum passing grade of 70%

NOTE 4: Doctor of Philosophy (Direct Entry) Program - Degree Requirements

- add CHEM 802.3 or CHEM 801.6
- remove "A minimum of 12 credit units"
- add "6-9 credit units of 800-level courses, as approved by the student's advisory committee"
- include statement that students must complete either CHEM 801.6 or CHEM 802.3 within 12 months of initial registration, with a minimum passing grade of 70%

NOTE 5: Transfer from Master's to PhD

- remove CHEM 801.6
- add CHEM 802.3 or CHEM 801.6
- add 9-12 credit units of 800-level courses, as approved by the student's advisory committee
- include statement that students must complete either CHEM 801.6 or CHEM 802.3 within 12 months of initial registration, with a minimum passing grade of 70%

1 Is this a new program?

Is an existing program being revised?

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

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>

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

3 What is the name of this new/revised program?

[30 character maximum for description; 12 character maximum for code]

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

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

6 Is this a replacement for a current program?

Yes No

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

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

9 If this is a new non-degree or undergraduate level program, what is the expected completion time?

Section 3: Mobility - AS PER CURRENT SET-UP

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

1 Does the proposed degree, program, major, minor, concentration, or course involve mobility?

Yes No

If yes, choose one of the following?

Domestic Mobility (both jurisdictions are within Canada)

International Mobility (one jurisdiction is outside of Canada)

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

Joint Program

Joint Degree

Dual Degree

Professional Internship Program

Faculty-Led Course Abroad

Term Abroad Program

3 The U of S enters into partnerships or agreements with external partners for the above mobility types in order to allow students collaborative opportunities for research, studies, or activities. Has an agreement been signed?

Yes No

4 Please state the full name of the agreement that the U of S is entering into.

5 What is the name of the external partner?

6 What is the jurisdiction for the external partner?

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

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

Yes No Revised

If you've answered NO, please continue on to the next section.

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

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

4 Which department is the authority for this major, minor, or concentration? If this is a cross-College relationship, please state the Jurisdictional College and the Adopting College.

5

Which current program(s), degree(s), and/or program type(s) is this new / revised major, minor, or concentration attached to?

Section 5: New / Revised Disciplinary Area for Existing Degree Information (Graduate)

1 Is this a new or revised disciplinary area attached to an existing graduate degree program?

Yes No Revised

If you've answered NO, please continue on to the next section.

2 If YES, what is the name of this new / revised disciplinary area?

3 Which Department / School is the authority for this new / revised disciplinary area? (NOTE - if this disciplinary area is being offered by multiple departments see question below.)

4 Which **multiple** Departments / Schools are the authority for this new / revised disciplinary area?

4a Of the **multiple** Departments / Schools who are the authority for this new / revised disciplinary area and what allocation percentage is assigned to each? (Note - must be whole numbers and must equal 100.)

4b

Of the **multiple** Departments / Schools who is the primary department? The primary department specifies which department / school policies will be followed in academic matters (ex. late adds, re-read policies, or academic misconduct). If no department / school is considered the primary, please indicate that. (In normal circumstances, a department / school with a greater percentage of responsibility - see question above - will be designated the primary department.)

5 Which current program(s) and / or degree(s) is this new / revised disciplinary area attached to?

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

1 Is this a new college, school, center, or department?

Is an existing college, school, center, or department being renamed?

Is an existing college, school, center, or department being deleted?

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

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>

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

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

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

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

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

7 Are there any ceremonial consequences for Convocation (ie. New degree hood, adjustment to parchments, etc.)?

Section 7: Course Information - AS PER CURRENT SET-UP

1 Is there a new subject area(s) of course offering proposed for this new degree? If so, what is the subject area(s) and the suggested four (4) character abbreviation(s) to be used in course listings?

2

If there is a new subject area(s) of offerings what College / Department is the academic authority for this new subject area?

3 Have the subject area identifier and course number(s) for new and revised courses been cleared by the Registrar?

4 Does the program timetable use standard class time slots, terms, and sessions?

Yes No

If NO, please describe.

If NO, a class schedule including the start and end dates, contact hours per week, and special requirements of classes, must be included in the submission package. Has a schedule been provided?

Yes No

5 Does this program, due to pedagogical reasons, require any special space or type or rooms?

Yes No

If YES, please describe.

NOTE: Please remember to submit a new "Course Creation Form" for every new course required for this new program / major. Attached completed "Course Creation Forms" to this document would be helpful.

Section 8: Admissions, Recruitment, and Quota Information - AS PER CURRENT SET-UP

1 Which of the following applications do you expect this program to be included on? Choose ONE option only.

Graduate Certificate, Post-Graduate Diploma, Master's or PhD Degree	Yes	<input type="checkbox"/>
Bachelor's Degree, Diploma or Certificate (includes Colleges of Agriculture and Bioresources, Arts and Science, Education, Edwards School of Business, Engineering, Kinesiology, and Certificate in Dental Assisting)	Yes	<input type="checkbox"/>
Undergraduate program that requires previous post-secondary study (includes Colleges of Dentistry, Law, Medicine, Nursing, Nutrition, Pharmacy, and Veterinary Medicine)	Yes	<input type="checkbox"/>
None of the above (this will require the creation of a new application)	Yes	<input type="checkbox"/>

2 What term(s) can students be admitted to?

3 What is the application deadline for each term(s) students can be admitted to?

4 Is this new program a certificate (graduate or undergraduate level) or a non-degree level program?

Yes No

5 In which of the following situations can a student have this program on their record?

As their primary program.	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
As their secondary program.	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

6 For undergraduate programs, will students be admitted to one of the approved majors or an undeclared major?

7 For undergraduate programs, if there's more than one degree proposed (ex. 3Y and 4Y), which program/degree will students be admitted to?

8 Does this impact enrollment?

9 How should Marketing and Student Recruitment handle initial inquiries about this proposal before official approval?

10 Can classes towards this program be taken at the same time as another program?

11 What are the admission qualifications? (IE. High school transcript required, grade 12 standing, minimum average, any required courses, etc.)

12 What is the selection criteria? (IE. If only average then 100% weighting; if other factors such as interview, essay, etc. what is the weighting of each of these in the admission decision.)

13 What are the admission categories and admit types? (IE. High school students and transfer students or one group? Special admission? Aboriginal equity program?)

14 What is the application process? (IE. Online application and supplemental information (required checklist items) through the Admissions Office or sent to the College/Department?)

15 Who makes the admission decision? (IE. Admissions Office or College/Department/Other?)

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

17 Will the standard application fee apply?

18 Will all applicants be charged the fee or will current, active students be exempt?

19 Is there a tuition deposit required?

Yes No

NOTE: Tuition deposits are non-refundable.

If YES, what is the amount?

If YES, has it been approved by the Fee Review Committee?

20 Are international students admissible to this program? If YES, see Section 18 for Tuition and Fees information.

Yes No

NOTE

If YES and the program is an undergraduate program, a non-refundable tuition deposit of \$1,000.00 will be required to accept the offer of admission.

This is part of the new (Jan. 22, 2024) study permit application process which includes a requirement of a Provincial Letter of Attestation (PAL) be included in the application. USask has an institutional quota for PALs.

These programs will impact our PAL allocations and could also be a limiting factor in some programs and our Strategic Enrolment Management (SEM) plans.

Section 9: Government Loan Information - AS PER CURRENT SET-UP

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

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

2 If this is a new program, do you intend that students be eligible for student loans?

Section 10: Convocation Information (only for new degrees) - NOT APPLICABLE

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

2 If YES, has the University Governance Office been notified?

3 When is the first class expected to graduate?

4

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

Section 11: Schedule of Implementation Information

1 What is the start term?

202505 [May 2025]

2 Are students required to do anything prior to the above date (in addition to applying for admission)?

Yes No

If YES, what and by what date?

Section 12: Registration Information - AS PER CURRENT SET-UP

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

(General rule = NA for programs and categories of students not working toward a degree level qualification; undergraduate degree level certificates will use numeric year.)

2 Will students register themselves?

Yes No

If YES, what priority group should they be in?

Section 13: Academic History Information - AS PER CURRENT SET-UP

1 Will instructors submit grades through self-serve?

Yes No

2 Who will approve grades (Department Head, Assistant Dean, etc.)?

Section 14: T2202 Information (tax form) - AS PER CURRENT SET-UP

1 Should classes count towards T2202s?

Yes No

[Internship/Coop CRA Requirements](#)

2 Is this an internship or coop program?

Yes No

If yes, proceed to the following questions.

3 Is the coop a requirement of the student's degree program? If this is a requirement of their degree proceed to the below questions; otherwise, no months are to be provided.

Yes No

4 Is the student required to work 10 hours per week on "work in the program" that is evaluated (i.e. graded) by someone from the University (for full time months) or 12 hours per month (for part-time months)? These hours would typically be over and above the hours worked for the 3rd party employer (see question 5 below).

Yes No

5 Is the "work in the program that is graded by USask" a minimum of 3 consecutive weeks?

Yes No

6

The work hours done in the coop for 3rd party employer typically, would not count unless it was graded by someone hired by USask. If it is graded by someone hired by USask, please explain exactly what is graded and how many hours approximately a student spends each week on these assignments (for full time months) or time spent each month (for part-time months).

Section 15: Awards Information - AS PER CURRENT SET-UP

1 Will terms of reference for existing awards need to be amended?

Yes No

2 If this is a new undergraduate program, will students in this program be eligible for College-specific awards?

Section 16: Government of Saskatchewan Graduate Retention (Tax) Program - AS PER CURRENT SET-UP

1 Will this program qualify for the Government of Saskatchewan graduate retention (tax) program?

Yes No

To qualify the program must meet the following requirements:

- be equivalent to at least 6 months of full-time study, and
- result in a certificate, diploma, or undergraduate degree.

Section 17: Program Termination

1 Is this a program termination? Yes No

If yes, what is the name of the program?

2 What is the effective date of this termination?

3 Will there be any courses closed as a result of this termination? Yes No

If yes, what courses?

4 Are there currently any students enrolled in the program? Yes No

If yes, will they be able to complete the program?

5 If not, what alternate arrangements are being made for these students?

6 When do you expect the last student to complete this program?

7 Is there mobility associated with this program termination? Yes No

If yes, please select one of the following mobility activity types.

Dual Degree Program

Joint Degree Program

Internship Abroad Program

Term Abroad Program

Taught Abroad Course

Student Exchange Program

Partnership agreements, coordinated by the International Office, are signed for these types of mobility activities. Has the International Office been informed of this program termination?

Yes No

Section 18: Proposed Tuition and Student Fees Information - AS PER CURRENT SET-UP

1 How will tuition be assessed?

Standard Undergraduate per credit	<input type="checkbox"/>
Standard Graduate per credit	<input type="checkbox"/>
Standard Graduate per term	<input type="checkbox"/>
Non standard per credit*	<input type="checkbox"/>
Non standard per term*	<input type="checkbox"/>
Other *	<input type="checkbox"/>
Program Based*	<input type="checkbox"/>

* See attached documents for further details

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

3 If program based tuition, how will it be assessed? By credit unit? By term? Elsehow?

4 Does proponent's proposal contain detailed information regarding requested tuition?

Yes No

If NO, please describe.

5 Has the Provost's Office and Strategic Finance Office reviewed the proposed tuition and fees as well as financial sustainability assessment and provided support to move this proposal forward to Academic Programs Committee?

6 Will students outside the program be allowed to take the classes?

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

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

9 Do standard cancellation fee rules apply?

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

11 Are you moving from one tuition code (TC) to another tuition code?

Yes No

If YES, from which tuition code to which tuition code?

12 If international students are admissible to the program, will they pay the international tuition differential? If YES, explain the amount.

Yes No

13

If YES, what is the tuition amount for the first 12 months for a full-time international student? This information is required for the Immigration, Refugees and Citizenship Canada [IRCC] form (this form is for students who need to get a visa to study here).

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

Section 19: TLSE - Information Dissemination (internal for TLSE use only)

1 Has TLSE, Marketing and Student Recruitment, been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
2 Has TLSE, Admissions, been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
3 Has TLSE, Student Finance and Awards, been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
4 Has TLSE, Transfer Credit, been informed about any new / revised courses?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
5 Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
6 Has the Library been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
7 Has ISA been informed of the CIP code for new degree / program / major?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
8 Has Room Scheduling/Scheduling Hub/Senior Coordinator of Scheduling been informed of unique space requirements for the new courses and/or informed of program, course, college, and department changes?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
9 Has the Convocation Coordinator been notified of a new degree?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
10 What is the highest level of financial approval required for this submission? Check all that apply.				
a. None - as it has no financial implications		<input type="checkbox"/>		
<u>OR</u>				
b. Fee Review Committee		<input type="checkbox"/>		
c. Financial Strategy Office (FSA)		<input type="checkbox"/>		
d. Office of the Provost		<input type="checkbox"/>		
e. Board of Governors		<input type="checkbox"/>		
f. Other		<input type="checkbox"/>		

SIGNED

Date:

Registrar (Russell Isinger):

College Representative(s):

IPA Representative(s):

Smith, Chelsea

From: Isinger, Russ
Sent: Friday, December 6, 2024 1:43 PM
To: Warrington, Seanine
Cc: Singh, Jaswant; Doell, Jason; Zagiel, Eileen; Smith, Chelsea; Rudulier, Danielle; Singh, Jaswant; Doell, Jason; Zagiel, Eileen; Smith, Chelsea; Rudulier, Danielle
Subject: Re: Consultation with the Registrar (CWR) - Graduate Programs in Chemistry

Approved.

Russell Isinger, BA, MA

he/him

Associate Vice-Provost and University Registrar
Teaching, Learning, and Student Experience

Professional Affiliate
Department of Political Studies
College of Arts and Science

University of Saskatchewan

Ph: 306-966-6723

Website:

<https://teaching.usask.ca/about/staff/russell-isinger.php>

I acknowledge that I live and work on Treaty 6 Territory and the Homeland of the Métis. We pay our respect to the First Nations and Métis ancestors of this place and reaffirm our relationship with one another.

Confidentiality Notice: This message, including any attachments, is for the sole use of the intended recipient(s) and may contain confidential and privileged information. Any unauthorized review, use, disclosure, or distribution is strictly prohibited. If you are not the intended recipient, please contact the sender by reply email and destroy all copies of the original message.

Sent from Russell Isinger's iPad

On Dec 6, 2024, at 1:40 PM, Warrington, Seanine <seanine.warrington@usask.ca> wrote:

Dr. Singh,

Thanks so much! Russ and Jason, do you authorize this one as well?

Seanine

From: Singh, Jaswant <jaswant.singh@usask.ca>
Sent: Tuesday, December 3, 2024 11:14 AM
To: Warrington, Seanine <seanine.warrington@usask.ca>
Cc: Isinger, Russ <russell.isinger@usask.ca>; Singh, Jaswant <jaswant.singh@usask.ca>; Doell, Jason <jason.doell@usask.ca>; Zagiel, Eileen <eileen.zagiel@usask.ca>; Smith, Chelsea <chelsea.smith@usask.ca>; Rudulier, Danielle <danielle.rudulier@usask.ca>
Subject: Re: Consultation with the Registrar (CWR) - Graduate Programs in Chemistry

Approved.

Thanks

Jaswant Singh B.V.Sc. M.V.Sc. Ph.D.

Associate Dean, Academic Excellence & Innovation

College of Graduate and Postdoctoral Studies
Thorvaldson Bldg. University of Saskatchewan

116-110 Science Place
Saskatoon, SK S7N 5C9
Tel: (306) 966-7410

<image001.jpg>

[Support Be What the World Needs - the Campaign for USask](#)
give.usask.ca

I acknowledge that I live and work on Treaty 6 Territory and the Homeland of the Métis. We pay our respect to the First Nations and Métis ancestors of this place and reaffirm our relationship with one another.

On Dec 3, 2024, at 10:32 AM, Warrington, Seanine
<seanine.warrington@usask.ca> wrote:

Dear Russ and Jaswant,

Please see the attached Consultation with the Registrar (CWR) form outlining some program revisions, including a 70% pass score for CHEM 801 and 802, in the M.Sc. and Ph.D. Chemistry programs. The CWR cover sheet highlights key implementation and operational details associated with the proposal.

After reviewing, please “reply-all” with your confirmation that the detail in the attachments is correct. Your confirmation email will replace a signature of approval.

Thank you,
Seanine

Seanine Warrington, M.A.
she/her
Senior Editor and Coordinator
Catalogue and Academic Programs

University of Saskatchewan
University Registrar’s Office
Ph: 306-966-1874

I acknowledge that I live and work on Treaty 6 Territory and the Homeland of the Métis. I pay respect to the First Nations and Métis ancestors of this place and reaffirm our relationship with one another.

<CWR Cover Sheet - CHEM 801 and 802 70% Pass.docx><CHEM Grad Programs - Consultation with the Registrar Form.xls>

UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REQUEST FOR DECISION

PRESENTED BY: Carolyn Augusta, Chair, Academic Programs Committee

DATE OF MEETING: January 30, 2025

SUBJECT: **Johnson Shoyama Graduate School for Public Policy: New Graduate Certificates and Certificate Terminations**

MOTION: *It is recommended by the Academic Programs Committee that Council approve the new certificates and certificate terminations from the Johnson Shoyama Graduate School for Public Policy as noted below effective May 2025.*

CONTEXT AND BACKGROUND:

The College of Graduate and Postdoctoral Studies is proposing two new Graduate Certificates delivered through the Johnson Shoyama Graduate School for Public Policy (JSGS):

Graduate Certificate in Public Administration
Graduate Certificate in Public Policy Research

CGPS is also recommending the **termination** of three existing Graduate Certificates in JSGS:

Graduate Certificate in Public Management
Graduate Certificate in Economic Analysis for Public Policy
Graduate Certificate in Public Policy Analysis

The intent of the new programs and terminations is to streamline the Graduate Certificate offerings in JSGS and provide students with clear pathways into the professional Master of Public Administration program, the research-focused Master of Public Policy and the PhD in Public Policy programs. Applications to these programs will be reviewed holistically to assess an applicant's skills, personal attributes, background and experiences. The new certificates will utilize existing courses, eliminate redundancies that currently exist within JSGS certificate programming, and create two new distinct programs.

CONSULTATION:

On December 18, 2024, the College of Graduate and Postdoctoral Studies and the Johnson Shoyama Graduate School for Public Policy brought forward a proposal to the Academic Programs Committee of Council (APC). Members had the opportunity to review the proposal and ask questions. A thorough discussion was had between committee members and the proponents. APC voted in favour of these new certificates and terminations.

ATTACHMENTS:

1. Johnson Shoyama Graduate School for Public Policy: New Graduate Certificates and Certificate Terminations Proposal



MEMORANDUM

To: Academic Programs Committee of Council
From: Graduate Programs Committee, College of Graduate and Postdoctoral Studies (CGPS)
Date: December 2, 2024
Re: Johnson Shoyama Graduate School for Public Policy – New grad certificates and certificate terminations

The College of Graduate and Postdoctoral Studies is recommending the approval of two new Graduate Certificates delivered through the Johnson Shoyama Graduate School for Public Policy (JSGS), the Graduate Certificate in Public Administration and the Graduate Certificate in Public Policy Research. CGPS is also recommending the termination of three existing Graduate Certificates in JGSS, the Graduate Certificate in Public Management, the Graduate Certificate in Economic Analysis and Public Policy, and the Graduate Certificate in Public Policy Analysis.

The intent of the new programs and terminations is to streamline the Graduate Certificate offerings in JSGS and provide students with clear pathways into the professional Master of Public Administration program, and the research-focused Master of Public Policy and PhD in Public Policy programs. Applications to these programs will be reviewed holistically to assess and applicant's skills, personal attributes, background and experiences. The new certificates will utilize existing courses, will eliminate redundancies that currently exist within JSGS certificate programming, and create two new distinct programs. The new programs and terminations will be effective May 1, 2025.

The Graduate Programs Committee reviewed the proposals on November 27, 2024, and approved the new graduate certificates and terminations with the following motions:

Motions:

1. To recommend approval of the new Graduate Certificate in Public Administration
Heavin/Singh – CARRIED unanimously
2. To recommend approval of the new Graduate Certificate in Public Policy Research
Yang/Singh – CARRIED unanimously
3. To recommend termination of the Graduate Certificate in Economic Analysis for Public Policy
Martin/Yang – CARRIED unanimously
4. To recommend termination of the Graduate Certificate in Public Management -
Martin/Yang – CARRIED unanimously
5. To recommend termination of the Graduate Certificate in Public Policy Analysis
Yang/Al-Aneed – CARRIED unanimously

Attached please find the proposal for the new Graduate Certificate in Public Administration and the Graduate Certificate in Public Policy Research and terminations of the Graduate Certificate in Public Management, the Graduate Certificate in Economic Analysis and Public Policy, and the Graduate Certificate in Public Policy Analysis.

If you have any questions, please contact the Academic Affairs Specialist at gradprograms.academicaffairs@usask.ca.

November 8, 2024

Graduate Programs Committee
University of Saskatchewan

Dear committee members:

I am pleased to provide this letter confirming the proposals of the Johnson Shoyama Graduate School of Public Policy (JSGS) to terminate the Economic Analysis for Public Policy, Public Management, and Public Policy Analysis certificate programs and to create the Public Administration and the Public Policy Research certificate programs at the School's University of Saskatchewan and University of Regina campuses.

These proposed changes are based on recommendations developed through a comprehensive process led by the JSGS Certificates Working Group, which included programs staff and faculty from both the University of Regina and University of Saskatchewan JSGS campuses. The group conducted thorough discussions and analyses to arrive at the proposed changes.

Based on the work and recommendations of the JSGS Certificates Working Group, the JSGS Joint Faculty Council (JFC) passed the following motions at a meeting held May 3, 2024:

1. *That JSGS discontinue the Economic Analysis for Public Policy certificate at both campuses following 2024-25 admissions.*
2. *That JSGS discontinue the Public Management certificate at both campuses following 2024-25 admissions.*
3. *That JSGS discontinue the Public Policy Analysis certificate at both campuses following 2024-25 admissions.*
4. *That JSGS create a new Public Administration (PA) certificate at both campuses with one required course (JSGS 801: Governance and Administration or another course approved by the graduate chair) and two elective courses (two of: JSGS 802 - Public Finance; JSGS 805 - Economics for Public Policy Analysis; JSGS 806 - Public Policy Analysis; JSGS 807 - Statistics for Public Managers; JSGS 808 - Ethical Leadership and Democracy in Public Service; JSGS 838 - Public Sector Financial Management; JSGS 882 - Strategic Management in the Public Sector).*
5. *That JSGS create a new Public Policy Research (PPR) certificate at both campuses with three elective courses (any three of: JSGS 803 - Quantitative Methods, JSGS 851 - Qualitative Methods, JSGS 865 - Decision Making in Organizations or JSGS 869 - Ideas in Public Policy Analysis).*

The PA certificate (motion 4) can serve as an on-ramp to the Master of Public Administration (MPA) and online MPA (OMPA) programs. This certificate will also be attractive to students as a standalone certificate. This certificate will be offered in two formats – in person (both campuses) and online (USask only) – with course pricing matching the respective MPA program.

There was agreement by the JSGS JFC that nonstandard admissions be permitted and that international students should be accepted only on a case-by-case basis (due to permit/visa issues).

It is proposed that this program be established at each campus for introduction in the 2025-26 academic year.

The PPR certificate (motion 5) is intended to serve as an academic exit for MPP and PhD students who cannot complete their program but would also be available as a standalone certificate.

There was agreement that the program would be available by remote delivery only (both campuses).

It is proposed that this program be established at each campus for introduction in the 2025-26 academic year.

Summary of Issues Discussed

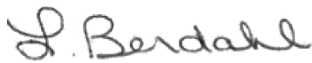
1. On-site (MPA) vs. online (OMPA) tuition:
 - Issue: Significant tuition difference between on-site and online graduate certificate courses, despite students taking the same section.
 - Resolution: Align course pricing with the respective MPA or OMPA program and ensure clarity in communication about tuition differences.

2. Certificate redundancy and off-ramp issues:
 - Issue: Overlapping courses and designations exist among the existing certificates, and there is a lack of guaranteed off-ramps for students in the MPA and OMPA programs.
 - Resolution: Reduce the three core certificates to two (Public Administration and Public Policy) to streamline pathways and ensure all core courses can ladder into the MPA and OMPA.

3. Program structure and accessibility:
 - Issue: Need a streamlined and accessible certificate structure.
 - Resolution: Create flexible, accessible certificate programs that can serve as both standalone qualifications and pathways to advanced degrees.

The proposed deletion of existing certificate and the creation of two new certificates and resolutions are intended to enhance the efficiency, accessibility, and attractiveness of the JSGS certificate programs.

Sincerely,



Loleen Berdahl, PhD
Executive Director

c: Jim Farney, Professor and Director, JSGS-University of Regina
Iryna Khovrenkov, Associate Professor and Graduate Chair, JSGS-University of Regina
Michelle Prytula, Associate Professor and Graduate Chair, JSGS-USask



UNIVERSITY OF
SASKATCHEWAN

Proposal for Academic or Curricular Change

PROPOSAL IDENTIFICATION

Title of proposal: Johnson Shoyama Graduate School of Public Policy – Creation of Graduate Certificate in Public Administration (GCPA) and Graduate Certificate in Public Policy Research (GCPPR)

Degree(s): Graduate Certificate in Public Administration
Graduate Certificate in Public Policy Research

Field(s) of Specialization:

Level(s) of Concentration:

Option(s):

Degree College: College of Graduate and Postdoctoral Studies

Contact person(s) (name, telephone, fax, e-mail):

Michelle Prytula
Graduate Chair and Associate Professor
Johnson Shoyama Graduate School of Public Policy (JSGS)
University of Saskatchewan campus
Telephone: 306-966-2112
Email: michelle.prytula@usask.ca

Amy Hassett
Manager, Graduate Programs (On-Site Delivery)
Johnson Shoyama Graduate School of Public Policy (JSGS)
University of Saskatchewan campus
Email: amy.hassett@usask.ca

Proposed date of implementation: September 2025

Proposal Document

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

1. Academic justification:

- a. *Describe why the program would be a useful addition to the university, from an academic programming perspective.*

The existing Graduate Certificate in Public Management (GCPM), Graduate Certificate in Economic Analysis and Public Policy (GCEAPP), and Graduate Certificate in Public Policy Analysis (GCPPA) programs include courses from the Master of Public Administration (MPA), Master of Public Policy (MPP), and PhD in Public Policy programs. Instead of offering these three separate certificates, the Johnson Shoyama Graduate School of Public Policy (JSGS) proposes to delete and replace them with two new certificates: the Graduate Certificate in Public Administration (GCPA) and the Graduate Certificate in Public Policy Research (GCPPR).

The GCPA will encompass courses from the MPA program, while the GCPPR will include courses from both the MPP and PhD programs. These changes will streamline the certificate offerings, providing a clearer pathway for students to progress into either the professional course-based MPA program or the research-focused MPP and PhD programs.

Each of the three certificates (GCPM, GCEAPP, GCPPA) is available in both in-person and online formats (with a different tuition rate depending on delivery mode), resulting in six different certificate options. The GCPA will be offered in both in-person and online formats, reflecting the same options as the MPA/online MPA. This will allow students in the online GCPA (OGCPA) to access the online MPA (OMPA) courses, which have a different (higher) tuition rate. Students in the in-person GCPA will have access only to in-person courses and will pay the associated (lower) tuition rate. The GCPPR will be available only in a remote format and will follow the in-person (lower) tuition rate.

Regarding the terms used above, online refers to asynchronous online presentation of course materials and modules with optional synchronous Zoom sessions. Remote refers to required synchronous presentation of course materials with students expected to participate during class via the Zoom session.

Additionally, the current structure of the GCEAPP and GCPPA allows students to take the same courses and receive two different certificate designations. For example, courses like JSGS 805, JSGS 806, and JSGS 865 can be taken to complete either the GCEAPP or the GCPPA program. The proposed changes will eliminate this redundancy and create two distinct programs.

- b. Giving consideration to strategic objectives, specify how the new program fits the university signature areas and/or integrated plan areas, and/or the college/school, and/or department plans.*

The GCPA and the GCPPR will build on the existing strengths of JSGS. These strengths include our deep understanding of public sector leadership, the involvement of Executives-in-Residence (former senior public servants), faculty expertise in public administration and public policy, and sessional lecturers with professional backgrounds in the public sector.

These new certificates are designed to be attractive to both public servants and working professionals in other sectors, aligning with the School's strategic goal of providing an evidence-based, whole-career training model. There is a clear need for training public servants to implement strategic political decisions made by elected officials and translate them into actions that positively impact residents' lives. Public sector professionals, through various ministries, departments, divisions, and branches, play a crucial role in developing, delivering, evaluating, and enhancing public programs and services. They conduct research, evaluate opportunities, and provide evidence-based, non-partisan advice to inform policy making.

The same skills and decision-making processes are essential in publicly funded institutions, non-profit organizations, cooperatives, and social economy organizations. Therefore, the GCPA and GCPPR programs directly support the University of Saskatchewan's (USask) strategic objectives to "Seek Solutions" and create "Meaningful Impact."

Furthermore, these certificate programs aim to enhance diversity in graduate education by finding new ways to support and collaborate with our partners in the public service and the not-for-profit sectors in Canada. The certificates will make graduate education and professional development more accessible to a variety of students who are currently unable to commit (at least initially) to a full Master's program. These working professionals bring interdisciplinary perspectives to our programs, elevate class discussions, and help fellow students apply the theories and concepts presented in class to their work experience.

- c. Is there a particular student demographic this program is targeted towards and, if so, what is that target? (e.g., Aboriginal, mature, international, returning)*

The GCPA and the GCPPR are designed for two main demographics:

1. Early- to mid-career professionals in the public sector and working or aspiring public administrators who want to deepen their understanding of the sector responsible for delivering public services.

It is anticipated that many students who enroll in the GCPA will transition into either the MPA or the OMPA program.

Additionally, these certificate programs, which require a 70% entrance average (compared to 75% for the MPA/MPP/PhD programs), provide opportunities for:

- Early- to mid-career professionals;
- Mature students; and
- Under-represented populations, including Indigenous peoples.

These groups can use the certificate programs to establish a track record in graduate studies and strengthen their case for admission to one of MPA, OMPA, or MPP programs, either through the standard admission process or the non-standard admission process.

- a. *What are the most similar competing programs in Saskatchewan, and in Canada? How is this program different?*

Similar Programs in Canada

1. Public Policy and Program Evaluation Diploma at Carleton University - This program is designed to equip students with the skills needed to evaluate public policies and programs effectively (16 Months – Six Courses Online).
 1. <https://graduate.carleton.ca/cu-programs/public-policy-program-evaluation-diploma/>
2. Graduate Diploma in Public Administration at Dalhousie University - This program offers courses in public administration, policy analysis, and public sector management (Seven Courses - 21 Credit Units).
 1. <https://www.dal.ca/study/programs/graduate-professional/public-administration-gdpa.html>
3. Graduate Certificate in Public Sector Management at the University of Victoria - This program targets mid-career professionals looking to advance their knowledge and skills in public sector management (Four Courses - 12 Credit Units).
 1. <https://www.uvic.ca/hsd/publicadmin/professional-undergraduate/professional-specialization-certificates/psc-psm/index.php>

How the GCPA and GCPPR Stand Out

1. **Targeted Demographics:** The GCPA and GCPPR specifically target early- to mid-career professionals and working or aspiring public administrators, making the certificate programs accessible to those who may not be able to commit to a full Master's program, at least initially.
2. **Flexible Learning Options:** The GCPA offers both in-person and online formats, providing flexibility for working professionals. The GCPPR, while available only in a remote format, follows the in-person (lower) tuition structure, making it more accessible.
3. **Pathway to Advanced Degrees:** These certificates are designed to provide a clear pathway to the MPA, OMPA, and MPP programs, allowing students to build a track record in graduate studies and ideally transition into these advanced degrees.

4. **Entrance Requirements:** The GCPA and GCPPR have a lower entrance average requirement (70%) compared to the MPA/MPP/PhD programs (75%), making them more accessible to a broader range of students, including under-represented populations such as Indigenous peoples.
5. **Professional Development Focus:** Both programs emphasize practical, evidence-based training that aligns with the strategic goals of JSJS, aiming to equip public sector professionals with the skills needed to implement strategic decisions and influence public policy effectively.

These unique features make the GCPA and GCPPR stand out among similar programs in Canada.

2. Admissions

a. *What are the admissions requirements of this program?*

Admissions will follow the standard admission process for the current GCPM, GCPPA, and GCEAPP programs, as well as the non-standard admission process that JSJS currently has in place for its two other certificates: Graduate Certificate in Social Economy, Co-operatives, and the Non-Profit Sector and Graduate Certificate in Indigenous Nation Building.

Standard Admission Requirements:

- Language Proficiency Requirements: Proof of English proficiency may be required for applicants to graduate programs. Proof of English proficiency may be demonstrated through:
 - A minimum of three consecutive years of full-time study or completion of a graduate degree at a recognized post-secondary institution, where the exclusive language of instruction and examination of the program and/or institution is English; or
 - Provision of evidence of English language proficiency, using one of the approved tests listed in the English Language Proficiency Policy.
- a four-year degree, or equivalent, from a recognized college or university in an academic discipline relevant to the proposed field of study
- a cumulative weighted average of at least a 70% (U of S grade system equivalent) in the last two years of study (i.e. 60 credit units)
- a current resume that includes background and relevant employment history
- a letter of intent
- three letters of reference

Applications will be reviewed holistically to assess an applicant's skills, personal attributes, background, and experiences. The standard admission requirements may be waived if the following are met:

- Recognized completion of at least one year (18 credit units) of higher education;
- A break of at least five years from formal higher education; and

- At least 10 years of work experience and at least five years of management experience.

3. Description of the program

a. What are the curricular objectives, and how are these accomplished?

GCPA: This certificate should be of interest to individuals currently aspiring to work or currently working in the public sector who do not have a background in administration and who want to improve their analytical and management skills. Students will develop the ability to analyze governing institutions and the processes of modern government along with some of the basic skills and techniques required to effectively manage in the public sector.

The GCPA program consists of one required three credit-unit course ([JSGS 801: Governance and Administration](#) or another course approved by the graduate chair) and two elective courses (six credit units total) from:

- [JSGS 802 - Public Finance](#)
- [JSGS 805 - Economics for Public Policy Analysis](#)
- [JSGS 806 - Public Policy Analysis](#)
- [JSGS 807 - Statistics for Public Managers](#)
- [JSGS 808 - Ethical Leadership and Democracy in Public Service](#)
- [JSGS 838 - Public Sector Financial Management](#)
- [JSGS 882 - Strategic Management in the Public Sector](#).

This certificate can serve as an on-ramp to the MPA and OMPA programs. This certificate will also be attractive to students as a standalone certificate. This certificate will be offered in two formats – in person and online – with course pricing matching the respective MPA program.

Objectives in the certificate are accomplished through course work, regular faculty-student and student-student interactions, and the in-depth analyses of problems in the context of term papers and other assignments for courses.

GCPPR: This certificate will be of interest to those directly involved in policy analysis and development and to those involved in policy decisions who want to increase their understanding of the overall policy process. It will provide students with a basic foundation in public policy analysis, development, and evaluation. Students will develop analytic skills and gain a solid understanding of the basics of public policy implementation and development.

The GCPPR program consists of three courses (nine credit units total) from:

- [JSGS 803 - Quantitative Methods](#)
- [JSGS 851 - Qualitative Methods](#)
- [JSGS 865 - Decision Making in Organizations](#)
- [JSGS 869 - Ideas in Public Policy Analysis](#)

This certificate can serve as an on- or off- ramp to the MPP and PhD programs. However, the intent is to use this certificate on a case-by-case basis, and it will not be open for application

without prior JSGS approval. This certificate may be used as an off-ramp for those in the MPP and PhD programs unable to continue. As well, it may be used as an on-ramp for exceptional circumstances. This certificate will be offered in a remote format with course pricing matching the on-site MPA program.

Objectives in the certificate are accomplished through course work, regular faculty-student and student-student interactions, and the in-depth analyses of problems in the context of term papers and other assignments for courses.

- b. Describe the modes of delivery, experiential learning opportunities, and general teaching philosophy relevant to the programming. Where appropriate, include information about whether this program is being delivered in a distributed format.*

The GCPA will be offered in two formats: 1) in-person delivery; and 2) online delivery.

The GCPPR will be offered in one format: remote delivery.

Students enrolled in the certificate programs will be strongly encouraged to participate in the *Get Connected!* orientation for new students held each fall, the case competition that provides students with an opportunity to participate on a team that analyzes and evaluates a real-world policy scenario, the IPAC Student Essay Competition, the Policy Research Poster Competition, and the many 990 and public seminars offered by JSGS.

JSGS is committed to developing teaching methods and curriculums that are based on adult learning processes and professional expectations to produce exemplary professionals through our programs and teaching. We do this by providing effective academic support for our diverse student body; ensuring our teachers have access to training in various types of adult learning appropriate for both pre-service and in-service students; expanding online and distance-learning opportunities; adopting technologies that support integrated and collaborative learning environments; embracing the effective use of technology to engage, educate, and inform; and supporting experiential learning.

- c. Provide an overview of the curriculum mapping.*

The GCPA program consists of one required three-credit-unit course ([JSGS 801: Governance and Administration](#) or another course approved by the graduate chair) and two elective courses (six credit units total) from:

- [JSGS 802 - Public Finance](#)
- [JSGS 805 - Economics for Public Policy Analysis](#)
- [JSGS 806 - Public Policy Analysis](#)
- [JSGS 807 - Statistics for Public Managers](#)
- [JSGS 808 - Ethical Leadership and Democracy in Public Service](#)
- [JSGS 838 - Public Sector Financial Management](#)
- [JSGS 882 - Strategic Management in the Public Sector](#).

The GCPPR program consists of three courses (nine credit units total) from:

- [JSGS 803 - Quantitative Methods](#)
- [JSGS 851 - Qualitative Methods](#)
- [JSGS 865 - Decision Making in Organizations](#)
- [JSGS 869 - Ideas in Public Policy Analysis](#)

d. Identify where the opportunities for synthesis, analysis, application, critical thinking, problem solving are, and other relevant identifiers.

Problem Solving: This is a key component of the coursework, with students completing in-depth assignments in each course. It is also integral to the problems addressed both in class and through activities like the Case Study Competition, the IPAC Student Essay Competition, and the Policy Research Poster Competition.

Synthesis and Critical Thinking: These skills are developed primarily through the preparation of term papers and final exam questions, where students reflect on and incorporate different perspectives and arguments.

Analysis: Analytical skills are honed throughout the courses via the completion of assignments.

Application: Applying theory and concepts to real-world problems is central to the certificate program and is embedded in all aspects of the courses, including readings, assignments, and term papers.

e. Explain the comprehensive breadth of the program.

The certificate program is designed to meet the needs of aspiring and practicing public sector administrators, policy analysts, and non-profit managers who wish to enhance their conceptual and technical skills in the fields of public administration or public policy.

As the curriculum map above demonstrates, students who earn the certificate designation will be competent in key areas that are vital to success in the roles to which the certificate is targeted.

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

The University of Saskatchewan’s Learning Charter sets out the following five learning goals. The manner in which these goals will be addressed, and the attributes and skills that will be acquired by graduates, are listed under each goal.

Discovery Goals

- Apply critical and creative thinking to problems, including analysis, synthesis, and evaluation.
- Be adept at learning in various ways, including independently, experientially, and in teams.

- Possess intellectual flexibility, ability to manage change, and a zest for life-long learning.

These goals will be achieved through problem-solving exercises embedded in the coursework. Students will work both collaboratively and independently to complete various assignments. The program's problem-based learning approach ensures that students not only understand and develop theories but also apply them to real-world issues.

Knowledge Goals

- Have a comprehensive knowledge of their subject area, discipline, or profession.
- Understand how their subject area may intersect with related disciplines.
- Utilize and apply their knowledge with judgement and prudence.

Students will gain deep knowledge through coursework that connects ideas and concepts across different subjects. They will be held to high academic standards, expected to master their subject area, and extend their understanding beyond it. The applied nature of the program in public policy and administration requires students to understand complex problems, institutional behaviors, and the motivations and interactions of various stakeholders.

Integrity Goals

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

These goals will be addressed by discussing the broader context of public policy and administration, emphasizing the moral and ethical dimensions of issues. Students will be encouraged to consider these aspects in their assignments and presentations.

Skills Goals

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

Students will develop these skills through active participation in presentations, both in the classroom and at events like the poster competition. The program's focus on public policy debate fosters a healthy skepticism and the ability to construct clear, evidence-based arguments.

Citizenship Goals

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

Citizenship goals will be met by constantly showing students that the problems being dealt with in public policy are critical to societal wellbeing and involve the pressing issues of the time – everything from climate change to social policy to health care to natural resource management to immigration. Citizenship goals will also be met by students' interactions with their peers in a diverse student body from all parts of the world and different racial and ethnic groups with a safe place to explore ideas and discuss issues.

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

The certificate is open to students from all disciplines; thus, students could enter from any other graduate program on campus. Realistically, since the certificate is a standalone program, we anticipate that the number of students who would seek to transfer would be very small to none. Students are eligible to apply for entry into the certificate program upon completion of any four-year undergraduate degree with a minimum overall GPA of 70 percent or through the non-standard admission route.

- h. Specify the criteria that will be used to evaluate whether the program is a success within a timeframe clearly specified by the proponents in the proposal.*

Success will be evaluated using the following criteria:

1. **Student Enrolment:** Monitoring the number of students enrolling in the GCPA and GCPPR programs beginning three years from launch
2. **Progression to Advanced Programs:** Tracking the number of students who transition annually from the GCPA to the MPA and OMPA programs.
3. **Student Satisfaction:** Gathering feedback through student evaluations and other qualitative measures to assess satisfaction with the programs.
4. **Administrative Efficiency:** Evaluating the reduction in administrative overhead as a result of consolidating the certificate programs.

These criteria will help determine the overall success and impact of the GCPA and GCPPR programs.

- i. If applicable, is accreditation or certification available, and if so how will the program meet professional standard criteria. Specify in the budget below any costs that may be associated.*

The MPA program is accredited by the Canadian Association of Programs in Public Administration (CAPPA).

4. Consultation

- a. Describe how the program relates to existing programs in the department, in the college or school, and with other colleges. Establish where students from other programs may benefit from courses in this program. Does the proposed program lead into other programs offered at the university or elsewhere?*

The courses comprising the certificate program are currently offered for the MPA, OMPA, MPP, and PhD programs. Students who have successfully completed a GCPA are eligible to ladder into the MPA or OMPA program if they so choose and meet all of the qualifications. Students who have successfully completed a GCPPR are eligible to ladder into the MPP or PhD program if they so choose and meet all of the qualifications for those programs. Because no new course offerings are proposed, it is not anticipated that students from other programs will benefit. In fact, JSGS courses will be more fully subscribed by JSGS students.

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

No new course offerings are being proposed, and no courses are being deleted. In addition, none of these courses are required in programs in other areas of the University. Therefore, it was deemed that consultation with other units was not necessary.

- c. Proposals that involve courses or other resources from colleges outside the sponsoring unit should include evidence of consultation and approval. Please give special consideration to pre- and co-requisite requires when including courses from other colleges.*

Resources from other colleges are not required for the certificate programs, and therefore no consultation was conducted.

- d. Provide evidence of consultation with the University Library to ensure that appropriate library resources are available.*

Because the courses that comprise the certificate program are existing JSGS courses, it is anticipated that demand on library resources will be minimal. Therefore, no consultation was conducted.

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

No other consultation was conducted.

5. Budget

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

The courses that are part of the GCPA and GCPPR programs are currently being offered for the MPA and OMPA programs. Typically, there is one section of each course offered per academic year for each of the MPA and OMPA programs. The GCPPR courses typically have additional room in them. The GCPA courses can be full at times; however, JSGS will manage its intake for the GCPA in alignment with the MPA and OMPA programs, taking into account course capacity factors.

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

Because the courses are existing JSGS offerings, no courses are being deleted. The GCPM, GCPPA, and GCEAPP programs are being eliminated.

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

There will be no effect on teaching assignments, because no new courses (or sections at this time) are being added.

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

Because no new courses are being added, no additional resources are required. Existing courses, both in person and online, will be more fully subscribed, thereby offering an opportunity to better utilize existing resources.

JSGS is not requesting any additional resources to support these programs.

- e. *If this program is to be offered in a distributed context, please describe the costs associated with this approach of delivery and how these costs will be covered.*

Not applicable.

- f. *If this is an interdisciplinary program, please indicate whether there is a pool of resources available from other colleges involved in the program.*

The certificates are interdisciplinary, as are all JSGS programs. The JSGS faculty complement includes individuals from a range of disciplines (such as economics, political studies, and education), thereby providing a pool of resources for students.

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

Students enrolled in these certificate programs are typically not eligible for scholarship funding; however, they can apply for needs-based bursaries, where applicable. Professionals applying as part of a professional development program may have access to funding from their employer or from government programs that offer employers a rebate if they train their workers.

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

There is no change in the tuition rate or structure from the existing certificates. The courses comprising the certificate program are part of JSGS' special tuition programs. We expect these changes will generate the same number of tuition dollars as per the existing certificates.

For the in-person GCPA and GCPPR:

- Effective September 1, 2024, the tuition rate per three-credit-unit course is approximately \$1,725.87 for domestic students and \$3,020.27 for international students. Total program tuition: \$5,177.61 for domestic students and \$9,060.81 for international students.

For the online GCPA program:

- Effective September 1, 2024, the tuition rate per three-credit-unit course is \$2,977.50 for domestic students and approximately \$5,210.62 for international students. Total program tuition: \$8,932.50 for domestic students and \$15,631.86 for international students.

Please note that while the international student rate is provided, JSGS does not recommend graduate certificate programs to international students.

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

There is no change since these courses are already being taught.

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

There are no programmatic or resource changes being made to accommodate the certificate programs; therefore, there is no minimum enrolment target that is essential to achieve. We expect the same level of enrolment in the new certificates as is currently enrolled in the current certificates.

However, the following enrolment targets are used as a guide:

- 2025/2026
 - o OGCPA - 15
 - o GCPA - 0
 - o GCPPR – no target, used for exceptional circumstances
- 2026/2027
 - o OGCPA - 17
 - o GCPA - 4
 - o GCPPR – no target, used for exceptional circumstances
- 2027/2028
 - o OGCPA - 25
 - o GCPA - 4
 - o GCPPR – no target, used for exceptional circumstances

However, enrolment numbers will be reviewed annually and targets adjusted if necessary. Certificate enrolment will be capped to ensure that students in the MPA and OMPA programs can access required courses. If admissions to the MPA and OMPA fall below the target, additional OGCPA and/or GCPA could be admitted.

- k. *What are the total expected revenues at the target enrolment level, separated into core program delivery and distribution/breadth requirements or electives? What portion of this expected revenue can be thought of as incremental (or new) revenue?*

Based on the provided enrolment targets and assuming each student completes three courses over one year, here are the total expected revenues:

2025/2026 Academic Year

- **OGCPA (Online GCPA):** 15 students
 - **GCPA (In-person GCPA):** 0 students
 - **GCPPR:** No target, used for exceptional circumstances
- Assuming all students are domestic and using the September 1, 2024, tuition rate:
- **Tuition rate for OGCPA:** \$2,977.50 per three-credit-unit course
- Calculation:**
- Total revenue for OGCPA = 15 students * \$2,977.50 per course * 3 courses = \$133,987.50

2026/2027 Academic Year

- **OGCPA (Online GCPA):** 17 students
 - **GCPA (In-person GCPA):** 4 students
 - **GCPPR:** No target, used for exceptional circumstances
- Assuming all students are domestic and anticipating 6% tuition increase:
- **Tuition rate for OGCPA:** \$3,156.15 per three-credit-unit course
 - **Tuition rate for GCPA:** \$1,829.42 per three-credit-unit course
- Calculation:**
- Total revenue for OGCPA = 17 students * \$3,156.15 per course * 3 courses = \$160,963.65
 - Total revenue for GCPA = 4 students * \$1,829.42 per course * 3 courses = \$21,953.07
- Total expected revenue:** \$182,916.72

2027/2028 Academic Year

- **OGCPA (Online GCPA):** 25 students
 - **GCPA (In-person GCPA):** 4 students
 - **GCPPR:** No target, used for exceptional circumstances
- Assuming all students are domestic and anticipating 6% tuition increase:
- **Tuition rate for OGCPA:** \$3,345.52 per three-credit-unit course
 - **Tuition rate for GCPA:** \$1,939.19 per three-credit-unit course
- Calculation:**
- Total revenue for OGCPA = 25 students * \$3,345.52 per course * 3 courses = \$250,913.93
 - Total revenue for GCPA = 4 students * \$1,939.19 per course * 3 courses = \$23,270.22
- Total expected revenue:** \$274,184.15

Additional Notes

- GCPA and OGCPA students may ladder into the MPA or OMPA program, generating a significant amount of additional revenue.
 - l. At what enrolment number will this program be independently sustainable? If this enrolment number is higher than the enrolment target, where will the resources come from to sustain the program, and what commitments define the supply of those resources?*

It is not JSGS' intention to make the certificate programs independently sustainable.

- m. Proponents are required to clearly explain the total incremental costs of the program. This is to be expressed as: (i) total cost of resources needed to deliver the program: (ii) existing resources (including in-kind and tagged as such) applied against the total cost: and (iii) a listing of those resource costs that will require additional funding (including new in-kind support).*

Because no new courses are being added, there are no incremental costs anticipated. Existing courses, both in person and online, will be more fully subscribed, thereby offering an opportunity to better utilize existing resources.

- n. List all new funding sources and amounts (including in-kind) and the anticipated contribution of each to offsetting increment program costs. Please identify if any indicated funding is contingent on subsequent approval by a funding authority and/or future conditions. Also indicate under what conditions the program is expected to be cost neutral. The proponents should also indicated any anticipated surpluses/deficits associated with the new program*

Because no new courses are being added, there are no incremental costs anticipated.

College Statement

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

- Recommendation from the College regarding the program
- Description of the College process used to arrive at that recommendation
- Summary of issues that the College discussed and how they were resolved

Related Documentation

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

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

- Memos of consultation

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

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

Required for all submissions:

- Consultation with the Registrar form
- Complete Catalogue entry, if proposing a new program, or excerpt of existing of existing program with proposed changes marked in red

Required for all new courses:

- New Course Proposal forms - NONE
- Calendar-draft list of new and revised courses - NONE

Required if resources needed:

- Information Technology Requirements form – NOT APPLICABLE
- Library Requirements form – NOT APPLICABLE
- Physical Resource Requirements form – NOT APPLICABLE
- Budget Consultation form – NOT APPLICABLE, SINCE NO NEW RESOURCES ARE REQUIRED

Graduate Certificate in Public Administration (GCPA)

This certificate should be of interest to individuals aspiring to work or currently working in the public sector who do not have a background in administration and who want to improve their analytical and management skills. Students will develop the ability to analyze governing institutions and the processes of modern government along with some of the basic skills and techniques required to effectively manage in the public sector.

Admission Requirements

- Language Proficiency Requirements: Proof of English proficiency may be required for applicants to graduate programs. Proof of English proficiency may be demonstrated through:
 - A minimum of three consecutive years of full-time study or completion of a graduate degree at a recognized post-secondary institution, where the exclusive language of instruction and examination of the program and/or institution is English; or
 - Provision of evidence of English language proficiency, using one of the approved tests listed in the English Language Proficiency Policy.
- a four-year degree, or equivalent, from a recognized college or university in an academic discipline relevant to the proposed field of study
- a cumulative weighted average of at least a 70% (U of S grade system equivalent) in the last two years of study (i.e. 60 credit units)
- a current resume that includes background and relevant employment history
- a letter of intent
- three letters of reference

Applications will be reviewed holistically to assess an applicant's skills, personal attributes, background, and experiences. The standard admission requirements may be waived if the following are met:

- Recognized completion of at least one year (18 credit units) of higher education;
- A break of at least five years from formal higher education; and
- At least 10 years of work experience and at least five years of management experience.

Certificate Requirements (9 credit units)

The certificate can be taken as a stand-alone program and the courses can be applied toward the completion of the Master of Public Administration (M.P.A.). Courses completed for one graduate certificate may not be used toward another certificate. This program is offered in both in-person and online formats. Please visit grad.usask.ca for details.

The certificate program consists of one required three-credit-unit course, JSGS 801 Governance and Administration and two electives (six credit units), as follows:

Required Course:

- [JSGS 801.3](#) Governance and Administration (or another course approved by the graduate chair)

6 credit units from the following:

- [JSGS 802.3](#) Public Finance
- [JSGS 805.3](#) Economics for Public Policy Analysis
- [JSGS 806.3](#) Public Policy Analysis
- [JSGS 807.3](#) Statistics for Public Managers
- [JSGS 808.3](#) Ethical Leadership and Democracy in Public Service
- [JSGS 838.3](#) Public Sector Financial Management
- [JSGS 882.3](#) Strategic Management in the Public Sector).

Graduate Certificate in Public Policy Research

This certificate will be of interest to those directly involved in policy analysis and development and to those involved in policy decisions who want to increase their understanding of the overall policy process. It will provide students with a basic foundation in public policy analysis, development, and evaluation. Students will develop analytic skills and gain a solid understanding of the basics of public policy implementation and development.

Admission Requirements

- Language Proficiency Requirements: Proof of English proficiency may be required for applicants to graduate programs. Proof of English proficiency may be demonstrated through:
 - A minimum of three consecutive years of full-time study or completion of a graduate degree at a recognized post-secondary institution, where the exclusive language of instruction and examination of the program and/or institution is English; or
 - Provision of evidence of English language proficiency, using one of the approved tests listed in the English Language Proficiency Policy.
- a four-year degree, or equivalent, from a recognized college or university in an academic discipline relevant to the proposed field of study
- a cumulative weighted average of at least a 70% (U of S grade system equivalent) in the last two years of study (i.e. 60 credit units)
- a current resume that includes background and relevant employment history
- a letter of intent
- three letters of reference

Applications will be reviewed holistically to assess an applicant's skills, personal attributes, background, and experiences. The standard admission requirements may be waived if the following are met:

- Recognized completion of at least one year (18 credit units) of higher education;
- A break of at least five years from formal higher education; and
- At least 10 years of work experience and at least five years of management experience.

Certificate Requirements (9 credit units)

The certificate can be taken as a stand-alone program and the courses can be applied to the completion of the Master of Public Policy (M.P.P.). Courses completed for one graduate certificate may not be used toward another certificate. Please visit grad.usask.ca for details.

The certificate program consists of three electives (nine credit units) from the following options

- **JSGS 803.3** Quantitative Methods
- **JSGS 851.3** Qualitative Methods

- **JSGS 865.3** Decision Making in Organizations
- **JSGS 869.3** Ideas in Public Policy Analysis



UNIVERSITY OF
SASKATCHEWAN

Report Form for Program Termination

Program(s) to be deleted:

- Graduate Certificate in Public Management (GCPM)
- Graduate Certificate in Economic Analysis for Public Policy (GCEAPP)
- Graduate Certificate in Public Policy Analysis (GCPPA)

Effective date of termination: September 2025

1. List reasons for termination and describe the background leading to this decision.

Reasons for Termination

The existing Graduate Certificate in Public Management (GCPM), Graduate Certificate in Economic Analysis and Public Policy (GCEAPP), and Graduate Certificate in Public Policy Analysis (GCPPA) programs include courses from the Master of Public Administration (MPA), Master of Public Policy (MPP), and PhD in Public Policy programs. Instead of offering these three separate certificates, the Johnson Shoyama Graduate School of Public Policy (JSGS) proposes to delete and replace them with two new certificates: the Graduate Certificate in Public Administration (GCPA) and the Graduate Certificate in Public Policy Research (GCPPR). A separate proposal has been submitted for the creation of the new programs.

The GCPA will encompass courses from the MPA program, while the GCPPR will include courses from both the MPP and PhD programs. These changes will streamline the certificate offerings, providing a clearer pathway for students to progress into either the professional course-based MPA program or the research-focused MPP and PhD programs.

Each of the three certificates (GCPM, GCEAPP, GCPPA) is available in both in-person and online formats (with a different tuition rate depending on delivery mode), resulting in six different certificate options. The GCPA will be offered in both in-person and online formats, reflecting the same options as the MPA/online MPA. This will allow students in the online GCPA (OGCPA) to access the online MPA (OMPA) courses, which have a different (higher) tuition rate. Students in the in-person GCPA will have access only to in-person courses and will pay the associated (lower) tuition rate. The GCPPR will be available only in a remote format and will follow the in-person (lower) tuition rate.

Regarding the terms used above, online refers to asynchronous online presentation of course materials and modules with optional synchronous Zoom sessions. Remote refers to required synchronous presentation of course materials with students expected to participate during class via the Zoom session.

Additionally, the current structure of the GCEAPP and GCPPA allows students to take the same courses and receive two different certificate designations. For example, courses like JSGS 805, JSGS 806, and JSGS 865 can be taken to complete either the GCEAPP or the GCPPA program. The proposed changes will eliminate this redundancy and create two distinct programs.

Background Leading to Decision

These proposed changes are based on recommendations developed through a comprehensive process led by the JSGS Certificates Working Group, which included programs staff and faculty from both the University of Regina and University of Saskatchewan JSGS campuses. The group conducted thorough discussions and analyses to arrive at the proposed changes.

2. Technical information.

2.1 Courses offered in the program and faculty resources required for these courses. **The courses in these three certificates are core courses in the MPA, MPP, and PhD programs.**

2.2 Other resources (staff, technology, physical resources, etc) used for this program. **Same as above.**

2.3 Courses to be deleted, if any. **None.**

2.4 Number of students presently enrolled.

As of uView (uQuery Student Enrolment Headcount Detail) Fall Term as of October 7, 2024.

GCPM – 1 student

OGCPM – 1 student

GCEAPP – 0 students

OGCEAPP – 3 students

GCPPA – 3 students

OGCPPA - 4 students

2.5 Number of students enrolled and graduated over the last five years.

As of JSGS internal tracking (includes Fall 2024 Convocation) – subject to error:

GCPM – 13 students

GCEAPP – 8 students

GCPPA – 22 students

3. Impact of the termination.

Internal

3.1 What if any impact will this termination have on undergraduate and graduate students? How will they be advised to complete their programs? **No impact, all courses are still**

offered and most students will likely complete their programs before Fall 2025. The following email message was sent to students on November 14, 2024:

Dear Students,

We hope this message finds you well.

We are writing to inform you of some upcoming proposed changes to our graduate certificate programs at the Johnson Shoyama Graduate School of Public Policy (JSGS). Currently, we offer these graduate certificates:

- *Graduate Certificate in Public Management*
- *Graduate Certificate in Economic Analysis for Public Policy*
- *Graduate Certificate in Public Policy Analysis*

The school is proposing to terminate the above three certificates and create two new ones for 2025/2026:

- *Graduate Certificate in Public Administration*
- *Graduate Certificate in Public Policy Research*

Important Note: *If you are currently enrolled in one of the existing certificate programs, please rest assured that there will be no changes to your program. You will be able to continue and complete your certificate as planned.*

If you have any questions or concerns about these changes, please do not hesitate to reach out to us. We are here to support you.

Thank you for your attention to this matter.

Best regards,

- 3.2 What impact will this termination have on faculty and teaching assignments? **No impact, all courses are still offered.**
- 3.3 Will this termination affect other programs, departments or colleges? **No.**
- 3.4 If courses are also to be deleted, will these deletions affect any other programs? **No.**
- 3.5 Is it likely, or appropriate, that another department or college will develop a program to replace this one? **No – see above, JSGS is developing two new certificates.**
- 3.6 Is it likely, or appropriate, that another department or college will develop courses to replace the ones deleted? **No.**
- 3.7 Describe any impact on research projects. **None.**
- 3.8 Will this deletion affect resource areas such as library resources, physical facilities, and information technology? **No.**
- 3.9 Describe the budgetary implications of this deletion. **None.**

External

- 3.10 Describe any external impact (e.g. university reputation, accreditation, other institutions, high schools, community organizations, professional bodies). **None.**
- 3.11 Is it likely or appropriate that another educational institution will offer this program if it is deleted at the University of Saskatchewan? **No – see above, JSGS is developing two new certificates.**

Other

- 3.12 Are there any other relevant impacts or considerations?
- 3.13 Please provide any statements or opinions received about this termination.
-

(Optional)

4. Additional information. *Programs which have not undergone recent formal reviews should provide additional relevant information about quality, demand, efficiency, unique features, and relevance to the province.*

Consultation with the Registrar (CWR) – Proposal Highlights

Title of Proposal: 2 New Graduate Certificates in Public Administration (GCPA) and Public Policy Research (CGPPR); and Terminations of the existing Graduate Certificates in Economic Analysis for Public Policy; Public Management; and Public Policy Analysis

General Description: The College of Graduate and Postdoctoral Studies proposes 2 new certificates to replace the existing certificates noted above. Students completing the existing certificates will be able to complete the programs according to the Time Limit for Degree Completion rules in the College of Graduate and Postdoctoral Studies. The GCPA will be offered in both in-person and online formats, while the CGPPR will be offered exclusively remote. The new certificates will facilitate students' ability to "ladder" into the Master of Public Administration (M.P.A.) program. Laddering of credentials allows students to progress through successive programs through the practice of double-counting, or "applying credit from one course toward more than one degree requirement," per USask's *Academic and Curricular Nomenclature Guidelines*. Colleges have purview over the practice "double or multiple counting." Students may pursue this certificate on its own or alongside another degree program.

Degree College: College of Graduate and Postdoctoral Studies

College Approval: Graduate Programs Committee approval on November 27, 2024

Effective Term: May 2025

Course implications

- No new courses, course changes, or deletions

Registration and classes

- No change to standard class time slots, terms, and sessions
- Room scheduling needs will be similar to current needs

Convocation

- No new hood

Financial and Budget

- Existing JSJS tuition rate and per credit unit method of assessment
- SFO and Provost's Office approved to proceed with CWR step

Student Mobility

- No unique mobility or external partners/agreements

November 14, 2024: SFO and the Provost's Office have completed our review of these proposals, and we have no further questions for you. We will not be asking you to complete a financial implications worksheet for these proposals. However, we do ask that you specifically identify within the proposals that JSGS is not requesting any additional resources to support this program, that you expect the same level of enrolment in the new certificates as is currently enrolled in the current certificates, and that you expect the changes will generate the same number of tuition dollars.



UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REQUEST FOR DECISION

PRESENTED BY: Carolyn Augusta, Chair, Academic Programs Committee

DATE OF MEETING: January 30, 2025

SUBJECT: **Johnson Shoyama Graduate School for Public Policy: Termination of the Public Policy Transfer from Master's to PhD program**

MOTION: *It is recommended by the Academic Programs Committee that Council approve the termination of the Transfer from a Master's to PhD program in Public Policy effective May 2025.*

CONTEXT AND BACKGROUND:

The College of Graduate and Postdoctoral Studies is proposing the termination of the Public Policy Transfer from Master's to PhD program, offered by the Johnson Shoyama Graduate School for Public Policy.

This transfer program is an outdated program that is no longer being used nor has it been updated properly as updates were made to the PhD in Public Policy program (PhD in Public Policy program moved from 9 credit units up to 12 credit units and course requirements have changed a few times over the years). As such, the course requirements in the current MPP and PhD programs no longer align with those in the Transfer program.

If students would like to consider transferring from a Master's program to the PhD program, there are already processes at the College of Graduate and Postdoctoral Studies which allow USask students to transfer between programs.

CONSULTATION:

On December 18, 2024, the College of Graduate and Postdoctoral Studies and the Johnson Shoyama Graduate School for Public Policy brought forward a proposal to the Academic Programs Committee of Council (APC). Members had the opportunity to review the proposal and ask questions. A thorough discussion was had between committee members and the proponents. APC voted in favour of this termination.

ATTACHMENTS:

1. Johnson Shoyama Graduate School for Public Policy: Termination of the Public Policy Transfer from Master's to PhD program



UNIVERSITY OF SASKATCHEWAN

College of Graduate
and Postdoctoral Studies

GRAD.USASK.CA

116, 110 Science Place
Saskatoon SK S7N 5C9 Canada
Telephone: 306-966-5751
Email: grad.studies@usask.ca

MEMORANDUM

To: Academic Programs Committee of Council
From: Graduate Programs Committee, College of Graduate and Postdoctoral Studies (CGPS)
Date: December 2, 2024
Re: Termination of the Public Policy Transfer from Master's to PhD program

The College of Graduate and Postdoctoral Studies is recommending the termination of the Public Policy Transfer from Master's to PhD program, offered by the Johnson Shoyama Graduate School for Public Policy. The transfer program is no longer in use and no longer aligns with the PhD in Public Policy program. The termination will be effective May 1, 2025.

The Graduate Programs Committee reviewed the report form for program termination on November 27, 2024, and approved the termination with the following motion:

Motion: To recommend termination of the Public Policy Transfer from Master's to PhD program.
Yang/Martin– CARRIED unanimously

Attached please find report form program termination for the Public Policy Transfer from Master's to PhD program.

If you have any questions, please contact the Academic Affairs Specialist at gradprograms.academicaffairs@usask.ca.



UNIVERSITY OF
SASKATCHEWAN

Report Form for Program Termination

Program(s) to be deleted:

Transfer from Master's to PhD program: <https://programs.usask.ca/grad-studies/public-policy/public-policy-transfer.php#DegreeRequirements>

Effective date of termination:

As soon as possible - there is one student in the program currently.

1. List reasons for termination and describe the background leading to this decision.

This transfer program is an outdated program that is no longer being used nor has it been updated properly as updates were made to the PhD in Public Policy program (PhD in Public Policy program moved from 9 credit units up to 12 credit units and course requirements have changed a few times over the years). As such, the course requirements in our current MPP and PhD programs no longer align with those in the Transfer program.

If there are students to be considered from a master's program to the PhD program, there are already processes at the College of Graduate and Postdoctoral Studies that allow USask students to transfer between programs.

This program was approved for termination by the JSGS Joint Faculty Council on February 2, 2023; however, we are waiting for the one student in program to graduate – but we are submitting now to ensure the paperwork gets started.

2. Technical information.

2.1 Courses offered in the program and faculty resources required for these courses. **N/A MPP and PhD in Public Policy programs still be offered.**

2.2 Other resources (staff, technology, physical resources, etc) used for this program. **N/A MPP and PhD in Public Policy programs still be offered.**

2.3 Courses to be deleted, if any. **N/A**

2.4 Number of students presently enrolled.

One – Kevin McLeod (10266652)

2.5 Number of students enrolled and graduated over the last five years.

Two - in 2019 (Danette Starblanket (10197193) and 2021 (Rhiannon Klein (11158804)

3. Impact of the termination.

Internal

- 3.1 What if any impact will this termination have on undergraduate and graduate students? How will they be advised to complete their programs? **None**
- 3.2 What impact will this termination have on faculty and teaching assignments? **None**
- 3.3 Will this termination affect other programs, departments or colleges? **No**
- 3.4 If courses are also to be deleted, will these deletions affect any other programs? **No**
- 3.5 Is it likely, or appropriate, that another department or college will develop a program to replace this one? **No**
- 3.6 Is it likely, or appropriate, that another department or college will develop courses to replace the ones deleted? **No**
- 3.7 Describe any impact on research projects. **None**
- 3.8 Will this deletion affect resource areas such as library resources, physical facilities, and information technology? **No**
- 3.9 Describe the budgetary implications of this deletion. **None**

External

- 3.10 Describe any external impact (e.g. university reputation, accreditation, other institutions, high schools, community organizations, professional bodies). **None**
- 3.11 Is it likely or appropriate that another educational institution will offer this program if it is deleted at the University of Saskatchewan? **No**

Other

- 3.12 Are there any other relevant impacts or considerations? **No**
- 3.13 Please provide any statements or opinions received about this termination. **No**
-

(Optional)

4. Additional information. *Programs which have not undergone recent formal reviews should provide additional relevant information about quality, demand, efficiency, unique features, and relevance to the province.*

Consultation with the Registrar Form

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

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

1 Is this a new degree, diploma, or certificate?

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>

Is an existing degree, diploma, or certificate being renamed?

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

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

[60 character maximum for the long description; 30 character maximum for short description; 6 character maximum for code]

3 What is the credential of this new degree, diploma, or certificate? [Example - D.M.D. = Doctor of Dental Medicine]

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

5 Does this new or renamed degree / diploma / certificate require completion of degree level courses or non-degree level courses, thus implying the attainment of either a degree level or non-degree level standard of achievement?

6 If this is a new degree level certificate, can a student take it at the same time as pursuing another degree level program?

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
-----	--------------------------	----	--------------------------

7 Which College is responsible for the awarding of this degree, diploma, or certificate?

8 Is there more than one program to fulfill the requirements for this degree, diploma, or certificate? If yes, please list these programs.

9 Are there any new majors, minors, or concentrations associated with this new degree / diploma / certificate? Please list the name(s) and whether it is a major, minor, or concentration, along with the sponsoring department.

NOTE: Minors and concentrations are listed on transcripts, but not on parchments (this note also applies to options which are built as concentrations in Banner).

One major is required on all programs [4 characters for code and 30 characters for description]

10 If this is a new graduate degree, is it thesis-based, course-based, or project-based?

Section 2: New / Revised Program for Existing or New Degree / Diploma / Certificate Information

1 Is this a new program?

Yes No

Is an existing program being revised?

Yes No

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

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

3 What is the name of this new/revised program?

[30 character maximum for description; 12 character maximum for code]

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

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

6 Is this a replacement for a current program?

Yes No

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

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

9 If this is a new non-degree or undergraduate level program, what is the expected completion time?

Section 3: Mobility - NOT APPLICABLE

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

1 Does the proposed degree, program, major, minor, concentration, or course involve mobility?

Yes No

If yes, choose one of the following?

Domestic Mobility (both jurisdictions are within Canada)

International Mobility (one jurisdiction is outside of Canada)

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

Joint Program

Joint Degree

Dual Degree

Professional Internship Program

Faculty-Led Course Abroad

Term Abroad Program

3 The U of S enters into partnerships or agreements with external partners for the above mobility types in order to allow students collaborative opportunities for research, studies, or activities. Has an agreement been signed?

Yes No

4 Please state the full name of the agreement that the U of S is entering into.

5 What is the name of the external partner?

6 What is the jurisdiction for the external partner?

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

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

Yes No Revised

If you've answered NO, please continue on to the next section.

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

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

4 Which department is the authority for this major, minor, or concentration? If this is a cross-College relationship, please state the Jurisdictional College and the Adopting College.

5 Which current program(s), degree(s), and/or program type(s) is this new / revised major, minor, or concentration attached to?

Section 5: New / Revised Disciplinary Area for Existing Degree Information (Graduate)

1 Is this a new or revised disciplinary area attached to an existing graduate degree program?

Yes No Revised

If you've answered NO, please continue on to the next section.

2 If YES, what is the name of this new / revised disciplinary area?

3 Which Department / School is the authority for this new / revised disciplinary area? (NOTE - if this disciplinary area is being offered by multiple departments see question below.)

4 Which **multiple** Departments / Schools are the authority for this new / revised disciplinary area?

4a Of the **multiple** Departments / Schools who are the authority for this new / revised disciplinary area and what allocation percentage is assigned to each? (Note - must be whole numbers and must equal 100.)

4b Of the **multiple** Departments / Schools who is the primary department? The primary department specifies which department / school policies will be followed in academic matters (ex. late adds, re-read policies, or academic misconduct). If no department / school is considered the primary, please indicate that. (In normal circumstances, a department / school with a greater percentage of responsibility - see question above - will be designated the primary department.)

5 Which current program(s) and / or degree(s) is this new / revised disciplinary area attached to?

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

1 Is this a new college, school, center, or department?

Is an existing college, school, center, or department being renamed?

Is an existing college, school, center, or department being deleted?

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

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>

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

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

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

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

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

7 Are there any ceremonial consequences for Convocation (ie. New degree hood, adjustment to parchments, etc.)?

Section 7: Course Information - NOT APPLICABLE

1 Is there a new subject area(s) of course offering proposed for this new degree? If so, what is the subject area(s) and the suggested four (4) character abbreviation(s) to be used in course listings?

2 If there is a new subject area(s) of offerings what College / Department is the academic authority for this new subject area?

3 Have the subject area identifier and course number(s) for new and revised courses been cleared by the Registrar?

4 Does the program timetable use standard class time slots, terms, and sessions? Yes No

If NO, please describe.

If NO, a class schedule including the start and end dates, contact hours per week, and special requirements of classes, must be included in the submission package. Has a schedule been provided?

Yes No

5 Does this program, due to pedagogical reasons, require any special space or type or rooms? Yes No

If YES, please describe.

NOTE: Please remember to submit a new "Course Creation Form" for every new course required for this new program / major. Attached completed "Course Creation Forms" to this document would be helpful.

Section 8: Admissions, Recruitment, and Quota Information - NOT APPLICABLE

1 Which of the following applications do you expect this program to be included on? Choose ONE option only.

Graduate Certificate, Post-Graduate Diploma, Master's or PhD Degree	Yes	<input type="checkbox"/>
Bachelor's Degree, Diploma or Certificate (includes Colleges of Agriculture and Bioresources, Arts and Science, Education, Edwards School of Business, Engineering, Kinesiology, and Certificate in Dental Assisting)	Yes	<input type="checkbox"/>
Undergraduate program that requires previous post-secondary study (includes Colleges of Dentistry, Law, Medicine, Nursing, Nutrition, Pharmacy, and Veterinary Medicine)	Yes	<input type="checkbox"/>
None of the above (this will require the creation of a new application)	Yes	<input type="checkbox"/>

2 What term(s) can students be admitted to?

3 What is the application deadline for each term(s) students can be admitted to?

4 Is this new program a certificate (graduate or undergraduate level) or a non-degree level program?

Yes No

5 In which of the following situations can a student have this program on their record?

As their primary program.	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
As their secondary program.	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

6 For undergraduate programs, will students be admitted to one of the approved majors or an undeclared major?

7 For undergraduate programs, if there's more than one degree proposed (ex. 3Y and 4Y), which program/degree will students be admitted to?

8 Does this impact enrollment?

9 How should Marketing and Student Recruitment handle initial inquiries about this proposal before official approval?

10 Can classes towards this program be taken at the same time as another program?

11 What are the admission qualifications? (IE. High school transcript required, grade 12 standing, minimum average, any required courses, etc.)

12 What is the selection criteria? (IE. If only average then 100% weighting; if other factors such as interview, essay, etc. what is the weighting of each of these in the admission decision.)

13 What are the admission categories and admit types? (IE. High school students and transfer students or one group? Special admission? Aboriginal equity program?)

14 What is the application process? (IE. Online application and supplemental information (required checklist items) through the Admissions Office or sent to the College/Department?)

15 Who makes the admission decision? (IE. Admissions Office or College/Department/Other?)

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

17 Will the standard application fee apply?

18 Will all applicants be charged the fee or will current, active students be exempt?

19 Is there a tuition deposit required?

Yes No

NOTE: Tuition deposits are non-refundable.

If YES, what is the amount?

If YES, has it been approved by the Fee Review Committee?

20 Are international students admissible to this program? If YES, see Section 18 for Tuition and Fees information.

Yes No

NOTE

If YES and the program is an undergraduate program, a non-refundable tuition deposit of \$1,000.00 will be required to accept the offer of admission.

This is part of the new (Jan. 22, 2024) study permit application process which includes a requirement of a Provincial Letter of Attestation (PAL) be included in the application. USask has an institutional quota for PALs.

These programs will impact our PAL allocations and could also be a limiting factor in some programs and our Strategic Enrolment Management (SEM) plans.

Section 9: Government Loan Information - NOT APPLICABLE

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

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

2 If this is a new program, do you intend that students be eligible for student loans?

Section 10: Convocation Information (only for new degrees) - NOT APPLICABLE

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

2 If YES, has the University Governance Office been notified?

3 When is the first class expected to graduate?

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

Section 11: Schedule of Implementation Information - NOT APPLICABLE

1 What is the start term?

2 Are students required to do anything prior to the above date (in addition to applying for admission)?

Yes No

If YES, what and by what date?

Section 12: Registration Information - NOT APPLICABLE

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

(General rule = NA for programs and categories of students not working toward a degree level qualification; undergraduate degree level certificates will use numeric year.)

2 Will students register themselves?

Yes No

If YES, what priority group should they be in?

Section 13: Academic History Information - NOT APPLICABLE

1 Will instructors submit grades through self-serve?

Yes No

2 Who will approve grades (Department Head, Assistant Dean, etc.)?

Section 14: T2202 Information (tax form) - NOT APPLICABLE

1 Should classes count towards T2202s?

Yes No

Internship/Coop CRA Requirements

2 Is this an internship or coop program?

Yes No

If yes, proceed to the following questions.

3 Is the coop a requirement of the student's degree program? If this is a requirement of their degree proceed to the below questions; otherwise, no months are to be provided.

Yes No

4 Is the student required to work 10 hours per week on "work in the program" that is evaluated (i.e. graded) by someone from the University (for full time months) or 12 hours per month (for part-time months)? These hours would typically be over and above the hours worked for the 3rd party employer (see question 5 below).

Yes No

5 Is the "work in the program that is graded by USask" a minimum of 3 consecutive weeks?

Yes No

6

The work hours done in the coop for 3rd party employer typically, would not count unless it was graded by someone hired by USask. If it is graded by someone hired by USask, please explain exactly what is graded and how many hours approximately a student spends each week on these assignments (for full time months) or time spent each month (for part-time months).

Section 15: Awards Information - NOT APPLICABLE

1 Will terms of reference for existing awards need to be amended?

Yes No

2 If this is a new undergraduate program, will students in this program be eligible for College-specific awards?

Section 16: Government of Saskatchewan Graduate Retention (Tax) Program - NOT APPLICABLE

1 Will this program qualify for the Government of Saskatchewan graduate retention (tax) program?

Yes No

To qualify the program must meet the following requirements:

- be equivalent to at least 6 months of full-time study, and
- result in a certificate, diploma, or undergraduate degree.

Section 17: Program Termination

1 Is this a program termination? Yes No

If yes, what is the name of the program?

Public Policy Major [PUBP] in the Doctor of Philosophy (Transfer) [PHD-TRANS-GP] Program

2 What is the effective date of this termination?

202505 [May 2025]

3 Will there be any courses closed as a result of this termination? Yes No

If yes, what courses?

4 Are there currently any students enrolled in the program? Yes No

If yes, will they be able to complete the program?

A search in Degree Works for active students returns 1
Student will be allowed to complete the program

5 If not, what alternate arrangements are being made for these students?

N/A

6 When do you expect the last student to complete this program?

N/A

7 Is there mobility associated with this program termination? Yes No

If yes, please select one of the following mobility activity types.

- Dual Degree Program
- Joint Degree Program
- Internship Abroad Program
- Term Abroad Program
- Taught Abroad Course
- Student Exchange Program

Partnership agreements, coordinated by the International Office, are signed for these types of mobility activities. Has the International Office been informed of this program termination?

Yes No

Section 18: Proposed Tuition and Student Fees Information - NOT APPLICABLE

1 How will tuition be assessed?

Standard Undergraduate per credit	<input type="checkbox"/>
Standard Graduate per credit	<input type="checkbox"/>
Standard Graduate per term	<input type="checkbox"/>
Non standard per credit*	<input type="checkbox"/>
Non standard per term*	<input type="checkbox"/>
Other *	<input type="checkbox"/>
Program Based*	<input type="checkbox"/>

* See attached documents for further details

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

3 If program based tuition, how will it be assessed? By credit unit? By term? Elsehow?

4 Does proponent's proposal contain detailed information regarding requested tuition?

Yes No

If NO, please describe.

5 Has the Provost's Office and Strategic Finance Office reviewed the proposed tuition and fees as well as financial sustainability assessment and provided support to move this proposal forward to Academic Programs Committee?

6 Will students outside the program be allowed to take the classes?

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

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

9 Do standard cancellation fee rules apply?

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

11 Are you moving from one tuition code (TC) to another tuition code?

Yes No

If YES, from which tuition code to which tuition code?

12 If international students are admissible to the program, will they pay the international tuition differential? If YES, explain the amount.

Yes No

13

If YES, what is the tuition amount for the first 12 months for a full-time international student? This information is required for the Immigration, Refugees and Citizenship Canada [IRCC] form (this form is for students who need to get a visa to study here).

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

Section 19: TLSE - Information Dissemination (internal for TLSE use only)

- 1 Has TLSE, Marketing and Student Recruitment, been informed about this new / revised program? Yes No
- 2 Has TLSE, Admissions, been informed about this new / revised program? Yes No
- 3 Has TLSE, Student Finance and Awards, been informed about this new / revised program? Yes No
- 4 Has TLSE, Transfer Credit, been informed about any new / revised courses? Yes No
- 5 Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration? Yes No
- 6 Has the Library been informed about this new / revised program? Yes No
- 7 Has ISA been informed of the CIP code for new degree / program / major? Yes No
- 8 Has Room Scheduling/Scheduling Hub/Senior Coordinator of Scheduling been informed of unique space requirements for the new courses and/or informed of program, course, college, and department changes? Yes No
- 9 Has the Convocation Coordinator been notified of a new degree? Yes No
- 10 What is the highest level of financial approval required for this submission? Check all that apply.
 - a. None - as it has no financial implications
 - OR
 - b. Fee Review Committee
 - c. Financial Strategy Office (FSA)
 - d. Office of the Provost
 - e. Board of Governors
 - f. Other

SIGNED

Date:

Registrar (Russell Isinger):

College Representative(s):

IPA Representative(s):

Smith, Chelsea

From: Isinger, Russ
Sent: Saturday, November 30, 2024 8:49 AM
To: Singh, Jaswant
Cc: Warrington, Seanine; Smith, Chelsea; Zagiel, Eileen; Doell, Jason; Rudulier, Danielle; Shea, Kyla
Subject: Re: Consultation with the Registrar - Termination of 2 Programs (JSGS)

Approved

Russell Isinger, BA, MA
he/him

Associate Vice-Provost
and University Registrar
Teaching, Learning, and Student Experience

Professional Affiliate
Department of Political Studies
College of Arts and Science

University of Saskatchewan

Ph: 306-966-6723

Website:

<https://teaching.usask.ca/about/staff/russell-isinger.php>

I acknowledge that I live and work on Treaty 6 Territory and the Homeland of the Métis. We pay our respect to the First Nations and Métis ancestors of this place and reaffirm our relationship with one another.

Confidentiality Notice: This message, including any attachments, is for the sole use of the intended recipient(s) and may contain confidential and privileged information. Any unauthorized review, use, disclosure, or distribution is strictly prohibited. If you are not the intended recipient, please contact the sender by reply email and destroy all copies of the original message.

Sent from Russell Isinger's iPhone

On Nov 29, 2024, at 8:45 PM, Singh, Jaswant <jaswant.singh@usask.ca> wrote:

Approved

Jaswant Singh B.V.Sc. M.V.Sc. Ph.D.
Associate Dean, Academic Excellence & Innovation
College of Graduate and Postdoctoral Studies
Thorvaldson Bldg. University of Saskatchewan

116-110 Science Place
Saskatoon, SK S7N 5C9
Tel: (306) 966-7410

<clip_image002.jpg>

[Support Be What the World Needs - the Campaign for USask
give.usask.ca](https://give.usask.ca)

I acknowledge that I live and work on Treaty 6 Territory and the Homeland of the Métis. We pay our respect to the First Nations and Métis ancestors of this place and reaffirm our relationship with one another.

On Nov 29, 2024, at 3:39 PM, Warrington, Seanine
<seanine.warrington@usask.ca> wrote:

Dear Russ and Jaswant,

Please see the attached Consultation with the Registrar (CWR) forms outlining the termination of the Transfer from Master's to Ph.D. Program in Public Policy and the Graduate Certificate in Science and Innovation Policy. One student is currently in-progress toward completion of the Transfer from Master's to Ph.D. Program in Public Policy. This student will be able to complete the program according to the college's time completion rules. Pending the required approvals, these programs will be terminated effective May 2025.

After reviewing, please "reply-all" with your confirmation that the detail in the attachments is correct. Your confirmation email will replace a signature of approval.

Thank you,
Seanine

Seanine Warrington, M.A.
she/her
Senior Editor and Coordinator
Catalogue and Academic Programs

**University of Saskatchewan
University Registrar's Office
Ph: 306-966-1874**

I acknowledge that I live and work on Treaty 6 Territory and the Homeland of the Métis. I pay respect to the First Nations and Métis ancestors of this place and reaffirm our relationship with one another.

<Pub Pol Major - PhD Transfer - Termination - Consultation with the Registrar Form.xls><Grad Cert Sci & Innov - Termination - Consultation with the Registrar Form.xls>

UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REQUEST FOR DECISION

PRESENTED BY: Carolyn Augusta, Chair, Academic Programs Committee

DATE OF MEETING: January 30, 2025

SUBJECT: **Johnson Shoyama Graduate School for Public Policy: Termination of the Graduate Certificate in Science and Innovation Policy**

MOTION: *It is recommended by the Academic Programs Committee that Council approve the termination of the Graduate Certificate in Science and Innovation Policy effective May 2025.*

CONTEXT AND BACKGROUND:

The College of Graduate and Postdoctoral Studies is proposing the termination of the Graduate Certificate in Science and Innovation Policy, offered by the Johnson Shoyama Graduate School for Public Policy. The termination is being proposed given the certificate has had only one student in the program and a faculty member teaching a core course in the program has formally retired.

CONSULTATION:

On December 18, 2024, the College of Graduate and Postdoctoral Studies and the Johnson Shoyama Graduate School for Public Policy brought forward a proposal to the Academic Programs Committee of Council (APC). Members had the opportunity to review the proposal and ask questions. APC voted in favour of this termination.

ATTACHMENTS:

1. Johnson Shoyama Graduate School for Public Policy: Termination of the Graduate Certificate in Science and Innovation Policy



UNIVERSITY OF SASKATCHEWAN

College of Graduate
and Postdoctoral Studies

GRAD.USASK.CA

116, 110 Science Place
Saskatoon SK S7N 5C9 Canada
Telephone: 306-966-5751
Email: grad.studies@usask.ca

MEMORANDUM

To: Academic Programs Committee of Council
From: Graduate Programs Committee, College of Graduate and Postdoctoral Studies (CGPS)
Date: December 2, 2024
Re: Termination of the Graduate Certificate in Science and Innovation Policy

The College of Graduate and Postdoctoral Studies is recommending the termination of the Graduate Certificate in Science and Innovation Policy, offered by the Johnson Shoyama Graduate School for Public Policy. The termination is being proposed as the certificate has only had one student in the program and the faculty teaching a core course in the program has formally retired. The termination will be effective May 1, 2025.

The Graduate Programs Committee reviewed the report form for program termination on November 27, 2024, and approved the termination with the following motion:

Motion: To recommend termination of the Graduate Certificate in Science and Innovation Policy.
Martin/Heavin – CARRIED unanimously

Attached please find report form for program termination for the Graduate Certificate in Science and Innovation Policy.

If you have any questions, please contact the Academic Affairs Specialist at gradprograms.academicaffairs@usask.ca.



Program(s) to be deleted: Graduate Certificate in Science and Innovation Policy (GCSIP)

Effective date of termination: As soon as possible.

1. List reasons for termination and describe the background leading to this decision.

The GCSIP has only ever had one student in the program. As well, the faculty teaching one of the core courses in the program – JSGS 859 - has formally retired. While we will keep JSGS 859 on the catalogue and it may be offered in the future as an elective for students in the Master of Public Administration (MPA) program, it is not a regularly offered course.

The GCSIP was approved for termination at the JSGS Joint Faculty Council on May 3, 2024.

2. Technical information.

2.1 Courses offered in the program and faculty resources required for these courses.

REQUIRED

JSGS 806 – core MPA course

JSGS 859 – as per above, may be used in future as an elective for the MPA but not offered regularly

ELECTIVE (ONE OF)

JSGS 801 – core MPA course

JSGS 808 – core MPA course

JSGS 880 – elective option for MPA (not regular offering)

JSGS 882 – core MPA course

NORD 847 – GENI course

2.2 Other resources (staff, technology, physical resources, etc) used for this program.

Graduate Program Manager

2.3 Courses to be deleted, if any. **None.**

2.4 Number of students presently enrolled.

None

2.5 Number of students enrolled and graduated over the last five years.

I believe only one student ever enrolled and graduated.

3. Impact of the termination.

Internal

- 3.1 What if any impact will this termination have on undergraduate and graduate students? How will they be advised to complete their programs? **No impact.**
- 3.2 What impact will this termination have on faculty and teaching assignments? **No impact.**
- 3.3 Will this termination affect other programs, departments or colleges? **No.**
- 3.4 If courses are also to be deleted, will these deletions affect any other programs? **No.**
- 3.5 Is it likely, or appropriate, that another department or college will develop a program to replace this one? **No.**
- 3.6 Is it likely, or appropriate, that another department or college will develop courses to replace the ones deleted? **No.**
- 3.7 Describe any impact on research projects. **None.**
- 3.8 Will this deletion affect resource areas such as library resources, physical facilities, and information technology? **No.**
- 3.9 Describe the budgetary implications of this deletion. **None**

External

- 3.10 Describe any external impact (e.g. university reputation, accreditation, other institutions, high schools, community organizations, professional bodies). **None.**
- 3.11 Is it likely or appropriate that another educational institution will offer this program if it is deleted at the University of Saskatchewan? **No.**

Other

- 3.12 Are there any other relevant impacts or considerations? No.
- 3.13 Please provide any statements or opinions received about this termination.
-
-

(Optional)

4. Additional information. *Programs which have not undergone recent formal reviews should provide additional relevant information about quality, demand, efficiency, unique features, and relevance to the province.*

Consultation with the Registrar Form

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

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

1 Is this a new degree, diploma, or certificate?

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>

Is an existing degree, diploma, or certificate being renamed?

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

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

[60 character maximum for the long description; 30 character maximum for short description; 6 character maximum for code]

3 What is the credential of this new degree, diploma, or certificate? [Example - D.M.D. = Doctor of Dental Medicine]

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

5 Does this new or renamed degree / diploma / certificate require completion of degree level courses or non-degree level courses, thus implying the attainment of either a degree level or non-degree level standard of achievement?

6 If this is a new degree level certificate, can a student take it at the same time as pursuing another degree level program?

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
-----	--------------------------	----	--------------------------

7 Which College is responsible for the awarding of this degree, diploma, or certificate?

8 Is there more than one program to fulfill the requirements for this degree, diploma, or certificate? If yes, please list these programs.

9 Are there any new majors, minors, or concentrations associated with this new degree / diploma / certificate? Please list the name(s) and whether it is a major, minor, or concentration, along with the sponsoring department.

NOTE: Minors and concentrations are listed on transcripts, but not on parchments (this note also applies to options which are built as concentrations in Banner).

One major is required on all programs [4 characters for code and 30 characters for description]

10 If this is a new graduate degree, is it thesis-based, course-based, or project-based?

Section 2: New / Revised Program for Existing or New Degree / Diploma / Certificate Information

1 Is this a new program?

Yes No

Is an existing program being revised?

Yes No

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

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

3 What is the name of this new/revised program?

[30 character maximum for description; 12 character maximum for code]

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

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

6 Is this a replacement for a current program?

Yes No

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

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

9 If this is a new non-degree or undergraduate level program, what is the expected completion time?

Section 3: Mobility - NOT APPLICABLE

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

1 Does the proposed degree, program, major, minor, concentration, or course involve mobility?

Yes No

If yes, choose one of the following?

Domestic Mobility (both jurisdictions are within Canada)

International Mobility (one jurisdiction is outside of Canada)

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

Joint Program

Joint Degree

Dual Degree

Professional Internship Program

Faculty-Led Course Abroad

Term Abroad Program

3 The U of S enters into partnerships or agreements with external partners for the above mobility types in order to allow students collaborative opportunities for research, studies, or activities. Has an agreement been signed?

Yes No

4 Please state the full name of the agreement that the U of S is entering into.

5 What is the name of the external partner?

6 What is the jurisdiction for the external partner?

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

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

Yes No Revised

If you've answered NO, please continue on to the next section.

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

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

4 Which department is the authority for this major, minor, or concentration? If this is a cross-College relationship, please state the Jurisdictional College and the Adopting College.

5 Which current program(s), degree(s), and/or program type(s) is this new / revised major, minor, or concentration attached to?

Section 5: New / Revised Disciplinary Area for Existing Degree Information (Graduate)

1 Is this a new or revised disciplinary area attached to an existing graduate degree program?

Yes No Revised

If you've answered NO, please continue on to the next section.

2 If YES, what is the name of this new / revised disciplinary area?

3 Which Department / School is the authority for this new / revised disciplinary area? (NOTE - if this disciplinary area is being offered by multiple departments see question below.)

4 Which **multiple** Departments / Schools are the authority for this new / revised disciplinary area?

4a Of the **multiple** Departments / Schools who are the authority for this new / revised disciplinary area and what allocation percentage is assigned to each? (Note - must be whole numbers and must equal 100.)

4b Of the **multiple** Departments / Schools who is the primary department? The primary department specifies which department / school policies will be followed in academic matters (ex. late adds, re-read policies, or academic misconduct). If no department / school is considered the primary, please indicate that. (In normal circumstances, a department / school with a greater percentage of responsibility - see question above - will be designated the primary department.)

5 Which current program(s) and / or degree(s) is this new / revised disciplinary area attached to?

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

1 Is this a new college, school, center, or department?

Is an existing college, school, center, or department being renamed?

Is an existing college, school, center, or department being deleted?

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

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>

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

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

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

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

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

7 Are there any ceremonial consequences for Convocation (ie. New degree hood, adjustment to parchments, etc.)?

Section 7: Course Information - NOT APPLICABLE

1 Is there a new subject area(s) of course offering proposed for this new degree? If so, what is the subject area(s) and the suggested four (4) character abbreviation(s) to be used in course listings?

2 If there is a new subject area(s) of offerings what College / Department is the academic authority for this new subject area?

3 Have the subject area identifier and course number(s) for new and revised courses been cleared by the Registrar?

4 Does the program timetable use standard class time slots, terms, and sessions?

Yes No

If NO, please describe.

If NO, a class schedule including the start and end dates, contact hours per week, and special requirements of classes, must be included in the submission package. Has a schedule been provided?

Yes No

5 Does this program, due to pedagogical reasons, require any special space or type or rooms?

Yes No

If YES, please describe.

NOTE: Please remember to submit a new "Course Creation Form" for every new course required for this new program / major. Attached completed "Course Creation Forms" to this document would be helpful.

Section 8: Admissions, Recruitment, and Quota Information - NOT APPLICABLE

1 Which of the following applications do you expect this program to be included on? Choose ONE option only.

Graduate Certificate, Post-Graduate Diploma, Master's or PhD Degree	Yes	<input type="checkbox"/>
Bachelor's Degree, Diploma or Certificate (includes Colleges of Agriculture and Bioresources, Arts and Science, Education, Edwards School of Business, Engineering, Kinesiology, and Certificate in Dental Assisting)	Yes	<input type="checkbox"/>
Undergraduate program that requires previous post-secondary study (includes Colleges of Dentistry, Law, Medicine, Nursing, Nutrition, Pharmacy, and Veterinary Medicine)	Yes	<input type="checkbox"/>
None of the above (this will require the creation of a new application)	Yes	<input type="checkbox"/>

2 What term(s) can students be admitted to?

3 What is the application deadline for each term(s) students can be admitted to?

4 Is this new program a certificate (graduate or undergraduate level) or a non-degree level program?

Yes No

5 In which of the following situations can a student have this program on their record?

As their primary program.	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
As their secondary program.	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

6 For undergraduate programs, will students be admitted to one of the approved majors or an undeclared major?

7 For undergraduate programs, if there's more than one degree proposed (ex. 3Y and 4Y), which program/degree will students be admitted to?

8 Does this impact enrollment?

9 How should Marketing and Student Recruitment handle initial inquiries about this proposal before official approval?

10 Can classes towards this program be taken at the same time as another program?

11 What are the admission qualifications? (IE. High school transcript required, grade 12 standing, minimum average, any required courses, etc.)

12 What is the selection criteria? (IE. If only average then 100% weighting; if other factors such as interview, essay, etc. what is the weighting of each of these in the admission decision.)

13 What are the admission categories and admit types? (IE. High school students and transfer students or one group? Special admission? Aboriginal equity program?)

14 What is the application process? (IE. Online application and supplemental information (required checklist items) through the Admissions Office or sent to the College/Department?)

15 Who makes the admission decision? (IE. Admissions Office or College/Department/Other?)

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

17 Will the standard application fee apply?

18 Will all applicants be charged the fee or will current, active students be exempt?

19 Is there a tuition deposit required?

Yes No

NOTE: Tuition deposits are non-refundable.

If YES, what is the amount?

If YES, has it been approved by the Fee Review Committee?

20 Are international students admissible to this program? If YES, see Section 18 for Tuition and Fees information.

Yes No

NOTE

If YES and the program is an undergraduate program, a non-refundable tuition deposit of \$1,000.00 will be required to accept the offer of admission.

This is part of the new (Jan. 22, 2024) study permit application process which includes a requirement of a Provincial Letter of Attestation (PAL) be included in the application. USask has an institutional quota for PALs.

These programs will impact our PAL allocations and could also be a limiting factor in some programs and our Strategic Enrolment Management (SEM) plans.

Section 9: Government Loan Information - NOT APPLICABLE

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

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

2 If this is a new program, do you intend that students be eligible for student loans?

Section 10: Convocation Information (only for new degrees) - NOT APPLICABLE

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

2 If YES, has the University Governance Office been notified?

3 When is the first class expected to graduate?

4

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

Section 11: Schedule of Implementation Information - NOT APPLICABLE

1 What is the start term?

2 Are students required to do anything prior to the above date (in addition to applying for admission)?

Yes No

If YES, what and by what date?

Section 12: Registration Information - NOT APPLICABLE

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

(General rule = NA for programs and categories of students not working toward a degree level qualification; undergraduate degree level certificates will use numeric year.)

2 Will students register themselves?

Yes No

If YES, what priority group should they be in?

Section 13: Academic History Information - NOT APPLICABLE

1 Will instructors submit grades through self-serve?

Yes No

2 Who will approve grades (Department Head, Assistant Dean, etc.)?

Section 14: T2202 Information (tax form) - NOT APPLICABLE

1 Should classes count towards T2202s?

Yes No

Internship/Coop CRA Requirements

2 Is this an internship or coop program?

Yes No

If yes, proceed to the following questions.

3 Is the coop a requirement of the student's degree program? If this is a requirement of their degree proceed to the below questions; otherwise, no months are to be provided.

Yes No

4 Is the student required to work 10 hours per week on "work in the program" that is evaluated (i.e. graded) by someone from the University (for full time months) or 12 hours per month (for part-time months)? These hours would typically be over and above the hours worked for the 3rd party employer (see question 5 below).

Yes No

5 Is the "work in the program that is graded by USask" a minimum of 3 consecutive weeks?

Yes No

6

The work hours done in the coop for 3rd party employer typically, would not count unless it was graded by someone hired by USask. If it is graded by someone hired by USask, please explain exactly what is graded and how many hours approximately a student spends each week on these assignments (for full time months) or time spent each month (for part-time months).

Section 15: Awards Information - NOT APPLICABLE

1 Will terms of reference for existing awards need to be amended?

Yes No

2 If this is a new undergraduate program, will students in this program be eligible for College-specific awards?

Section 16: Government of Saskatchewan Graduate Retention (Tax) Program - NOT APPLICABLE

1 Will this program qualify for the Government of Saskatchewan graduate retention (tax) program?

Yes No

To qualify the program must meet the following requirements:

- be equivalent to at least 6 months of full-time study, and
- result in a certificate, diploma, or undergraduate degree.

Section 17: Program Termination

1 Is this a program termination? Yes No

If yes, what is the name of the program?

Graduate Certificate in Science and Innovation Policy [GCSIP-GP]

2 What is the effective date of this termination?

202505 [May 2025]

3 Will there be any courses closed as a result of this termination? Yes No

If yes, what courses?

4 Are there currently any students enrolled in the program? Yes No

If yes, will they be able to complete the program?

A search in Degree Works for active students returns 0

5 If not, what alternate arrangements are being made for these students?

N/A

6 When do you expect the last student to complete this program?

N/A

7 Is there mobility associated with this program termination? Yes No

If yes, please select one of the following mobility activity types.

Dual Degree Program

Joint Degree Program

Internship Abroad Program

Term Abroad Program

Taught Abroad Course

Student Exchange Program

Partnership agreements, coordinated by the International Office, are signed for these types of mobility activities. Has the International Office been informed of this program termination?

Yes No

Section 18: Proposed Tuition and Student Fees Information - NOT APPLICABLE

1 How will tuition be assessed?

Standard Undergraduate per credit	<input type="checkbox"/>
Standard Graduate per credit	<input type="checkbox"/>
Standard Graduate per term	<input type="checkbox"/>
Non standard per credit*	<input type="checkbox"/>
Non standard per term*	<input type="checkbox"/>
Other *	<input type="checkbox"/>
Program Based*	<input type="checkbox"/>

* See attached documents for further details

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

3 If program based tuition, how will it be assessed? By credit unit? By term? Elsehow?

4 Does proponent's proposal contain detailed information regarding requested tuition?

Yes No

If NO, please describe.

5 Has the Provost's Office and Strategic Finance Office reviewed the proposed tuition and fees as well as financial sustainability assessment and provided support to move this proposal forward to Academic Programs Committee?

6 Will students outside the program be allowed to take the classes?

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

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

9 Do standard cancellation fee rules apply?

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

11 Are you moving from one tuition code (TC) to another tuition code?

Yes No

If YES, from which tuition code to which tuition code?

12 If international students are admissible to the program, will they pay the international tuition differential? If YES, explain the amount.

Yes No

13

If YES, what is the tuition amount for the first 12 months for a full-time international student? This information is required for the Immigration, Refugees and Citizenship Canada [IRCC] form (this form is for students who need to get a visa to study here).

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

Section 19: TLSE - Information Dissemination (internal for TLSE use only)

1	Has TLSE, Marketing and Student Recruitment, been informed about this new / revised program?	Yes		No	
2	Has TLSE, Admissions, been informed about this new / revised program?	Yes		No	
3	Has TLSE, Student Finance and Awards, been informed about this new / revised program?	Yes		No	
4	Has TLSE, Transfer Credit, been informed about any new / revised courses?	Yes		No	
5	Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration?	Yes		No	
6	Has the Library been informed about this new / revised program?	Yes		No	
7	Has ISA been informed of the CIP code for new degree / program / major?	Yes		No	
8	Has Room Scheduling/Scheduling Hub/Senior Coordinator of Scheduling been informed of unique space requirements for the new courses and/or informed of program, course, college, and department changes?	Yes		No	
9	Has the Convocation Coordinator been notified of a new degree?	Yes		No	
10	What is the highest level of financial approval required for this submission? Check all that apply.				
	a. None - as it has no financial implications				
	<u>OR</u>				
	b. Fee Review Committee				
	c. Financial Strategy Office (FSA)				
	d. Office of the Provost				
	e. Board of Governors				
	f. Other				

SIGNED

Date:

Registrar (Russell Isinger):

College Representative(s):

IPA Representative(s):

Smith, Chelsea

From: Isinger, Russ
Sent: Saturday, November 30, 2024 8:49 AM
To: Singh, Jaswant
Cc: Warrington, Seanine; Smith, Chelsea; Zagiel, Eileen; Doell, Jason; Rudulier, Danielle; Shea, Kyla
Subject: Re: Consultation with the Registrar - Termination of 2 Programs (JSGS)

Approved

Russell Isinger, BA, MA
he/him

Associate Vice-Provost
and University Registrar
Teaching, Learning, and Student Experience

Professional Affiliate
Department of Political Studies
College of Arts and Science

University of Saskatchewan

Ph: 306-966-6723

Website:

<https://teaching.usask.ca/about/staff/russell-isinger.php>

I acknowledge that I live and work on Treaty 6 Territory and the Homeland of the Métis. We pay our respect to the First Nations and Métis ancestors of this place and reaffirm our relationship with one another.

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Sent from Russell Isinger's iPhone

On Nov 29, 2024, at 8:45 PM, Singh, Jaswant <jaswant.singh@usask.ca> wrote:

Approved

Jaswant Singh B.V.Sc. M.V.Sc. Ph.D.
Associate Dean, Academic Excellence & Innovation
College of Graduate and Postdoctoral Studies
Thorvaldson Bldg. University of Saskatchewan

116-110 Science Place
Saskatoon, SK S7N 5C9
Tel: (306) 966-7410

<clip_image002.jpg>

[Support Be What the World Needs - the Campaign for USask
give.usask.ca](https://give.usask.ca)

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On Nov 29, 2024, at 3:39 PM, Warrington, Seanine
<seanine.warrington@usask.ca> wrote:

Dear Russ and Jaswant,

Please see the attached Consultation with the Registrar (CWR) forms outlining the termination of the Transfer from Master's to Ph.D. Program in Public Policy and the Graduate Certificate in Science and Innovation Policy. One student is currently in-progress toward completion of the Transfer from Master's to Ph.D. Program in Public Policy. This student will be able to complete the program according to the college's time completion rules. Pending the required approvals, these programs will be terminated effective May 2025.

After reviewing, please "reply-all" with your confirmation that the detail in the attachments is correct. Your confirmation email will replace a signature of approval.

Thank you,
Seanine

Seanine Warrington, M.A.
she/her
Senior Editor and Coordinator
Catalogue and Academic Programs

**University of Saskatchewan
University Registrar's Office
Ph: 306-966-1874**

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<Pub Pol Major - PhD Transfer - Termination - Consultation with the Registrar Form.xls><Grad Cert Sci & Innov - Termination - Consultation with the Registrar Form.xls>

UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REQUEST FOR DECISION

PRESENTED BY: Carolyn Augusta, Chair, Academic Programs Committee

DATE OF MEETING: January 30, 2025

SUBJECT: **Master of Physical Therapy Replacement Program**

MOTIONS: *It is recommended by the Academic Programs Committee that Council approve the Master of Physical Therapy Replacement Program effective May 2025.*

It is recommended by the Academic Programs Committee that Council approve the additional admission requirements for the Master of Physical Therapy Program effective May 2026.

CONTEXT AND BACKGROUND:

The College of Graduate and Postdoctoral Studies is proposing a replacement program for the Master of Physical Therapy program, offered through the School of Rehabilitation Science. The proposed revisions are to more closely align the program with the standard USask academic calendar, increase the integration of course materials, and improve the wellbeing of students, faculty and staff by adding in more scheduled breaks.

In addition to the program changes, the College of Graduate and Postdoctoral Studies is proposing admission requirement changes for the Master of Physical Therapy program, to add additional prerequisite courses from the Social Sciences and Humanities, Psychology, and Indigenous Studies. The current pre-requisite courses include Anatomy (3 credit units), Physiology (6 credit units) and Statistics (3 credit units). The USask MPT program pre-requisite requirements are the fewest compared to all other accredited Canadian Physical Therapy education programs.

CONSULTATION:

On December 18, 2024, the College of Graduate and Postdoctoral Studies and the School of Rehabilitation Science brought forward a proposal to the Academic Programs Committee of Council (APC). Members had the opportunity to review the proposal, ask questions and participate in a thorough discussion. APC voted in favour of this replacement program and admission requirement.

NEXT STEPS:

University Council has the authority to approve changes to admissions qualifications. Senate confirmation of the decision is required before the changes can take effect.

The additional admission requirements for the Master of Physical Therapy Program are proposed for the 2026-2027 admission intake.

ATTACHMENTS:

1. Master of Physical Therapy Replacement Program Proposal



MEMORANDUM

To: Academic Programs Committee of Council

From: Graduate Programs Committee, CGPS

Date: December 9, 2024

Re: Master of Physical Therapy replacement program

The College of Graduate and Postdoctoral Studies is recommending approval of a replacement program for the Master of Physical Therapy program, offered through the School of Rehabilitation Science. The revisions are being proposed to more closely align the program with the standard USask academic calendar, increase the integration of course materials, and improve the wellbeing of students, faculty and staff by adding in more scheduled breaks. The proposed changes will be effective for students starting the program in September 2025.

The College of Graduate and Postdoctoral Studies is also recommending admission requirement changes for the Master of Physical Therapy program, to add additional prerequisite courses from the Social Sciences and Humanities, Psychology, and Indigenous Studies. These changes will be effective for admission to the September 2026 intake.

The Graduate Programs Committee reviewed the replacement program at its meeting on November 27, 2024. The committee discussed the proposal with the proponent and suggested revisions to the admission changes to clarify prerequisite equivalency and to clarify existing selection processes. The committee discussed each replacement course separately and requested minor editorial changes to the course syllabi. The proposal was approved with the following motions:

Motions:

1. To recommend approval of the admission prerequisite changes to the MPT program, pending minor revisions/clarification to the proposal – **Yang/Martin – CARRIED unanimously** (*conditions cleared December 9, 2024*)
2. To approve PTH 811.6 - Foundations 1 - **Martin/Singh – CARRIED unanimously**
3. To approve PTH 812.17 - Foundations 2 - **Martin/Al-Aneed – CARRIED unanimously**
4. To approve PTH 813.22 – Foundations 3, conditional on clarification of from MPT (to be cleared by chair) – **Yang/Heavin – CARRIED unanimously** (*conditions cleared December 9, 2024*)
5. To approve PTH 814.3 – Bridging Clinical Foundations - **Singh/Yant – CARRIED unanimously**
6. To approve PTH 881.11 Clinical Skills 1 - **Yang/Martin – CARRIED unanimously**
7. To approve PTH 882.10 Clinical Skills 2 – **Martin/Yang – CARRIED unanimously**
8. To approve PTH 883.10 Clinical Skills 3 – **Martin/Yang – CARRIED unanimously**
9. To approve PTH 884.10 Clinical Skills 4 – **Yang/Al-Aneed – CARRIED unanimously**
10. To approve PTH 885.22 Clinical Skills 5 – **Martin/Yang – CARRIED unanimously**
11. To approve PTH 901.1 Clinical Practicum 1 - **Martin/Singh – CARRIED unanimously**

12. To approve PTH 902.5 Clinical Practicum 2 – **Martin/Yang – CARRIED unanimously**
13. To approve PTH 903.6 Clinical Practicum 3 – **Marting/Al-Aneed – CARRIED unanimously**
14. To approve PTH 904.6 Clinical Practicum 4 – **Yang/Singh - CARRIED unanimously**
15. To approve PTH 905.6 Clinical Practicum 5 – **Martin/Yang - CARRIED unanimously**
16. To approve PTH 906.6 Clinical Practicum 5 – **Martin/Al-Aneed -CARRIED unanimously**

Attached please find the proposal for the Master of Physical Therapy replacement program.

If you have any questions, please contact the Academic Affairs Specialist at gradprograms.academicaffairs@usask.ca.



PROPOSAL IDENTIFICATION

Title of proposal: MPT Program Curriculum Renewal

Degree(s): Master of Physical Therapy (MPT)

Field(s) of Study: Physical Therapy

Level(s) of Concentration:

Option(s):

Degree College: CGPS, College of Medicine, School of Rehabilitation Science

Contact person(s) (name, telephone, fax, e-mail): Robyn Morhart, 306-966-1402
robyn.morhart@usask.ca

Jaswant Singh, Associate Dean, CGPS – jaswant.singh@usask.ca

Proposed date of implementation: Fall 2025

Proposal Document

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

Academic Justification:

- a. *Describe why the program would be a valuable addition to the university from an academic programming perspective.*
 - a. This is a curriculum redesign of an already existing program. The program is undergoing revision to address some aspects that we have identified as being necessary moving forward:
 - i. Slightly increase the length of the program to increase breaks (currently the MPT does not have a November break, and summer break is 4-5 weeks long. This will have an impact on the wellbeing of students, faculty, and staff.

- ii. After having to edit our curriculum when Covid-19 occurred, we have been held in a repeating pattern of some of those changes. A new refresh was necessary to overcome some current struggles with timing of courses.
 - iii. The upset of our curriculum due to the pandemic had one benefit in our program: we realized that integrating material was better for learners and could decrease repetition in the program. Although we were already just beginning the path of curriculum renewal before Covid-19 occurred, we realized we had even more reason to continue with renewal after the pandemic. A curriculum renewal was necessary for planning of more integration.
 - iv. From an administrative lens, having courses that more closely resembled the normal academic calendar would be advantageous for faculty and staff assignment of duties.

- b. *Considering strategic objectives, specify how the new program fits the university signature areas and/or institutional plans and/or the college/school and/or department plans.*
 - a. We will be maintaining an important graduate level clinical program. No addition to current programs.
 - b. The health and wellbeing of our students, staff, and faculty will be enhanced.
 - c. This renewal also informs other therapies programs being developed.

- c. *Is there a particular student demographic this program targets, and if so, what is that target? (e.g., Indigenous, mature, international, returning)*
 - a. Our current demographic has not changed: Saskatchewan residents pursuing a graduate level degree in physical therapy (which is the entry to practice level of degree). We have been targeting Indigenous students, and the program maintains 8 Education Equity seats specifically for Indigenous students who do not qualify in the general pool. Indigenous applicants are first assessed in the general applicant pool. If they are unsuccessful in the general pool, they are then considered for the 8 Education Equity seats.

- d. *What are the most similar competing programs in Saskatchewan and Canada? How is this program different?*

- a. There is no other competing program in Saskatchewan. Other programs across Canada deliver national curriculum competencies and material in their own way. Some like ours, some slightly different. But the material is not different since the curriculum is recognized (and accredited) nationally. More programs have been updating their curriculums to be more integrated as well.

Admissions:

The [Admission Framework](#) document must be reviewed to determine how an applicant will be considered for admission. There are several factors to consider when creating a new program. The Manager, Admissions and Transfer Credit, can assist in the development of the criteria. Information determined here should then be used to inform the completion of an Admission Template as found on <https://programs.usask.ca/programs/admission-requirements.php>

- ***What are the admissions requirements of this program – high school subjects, secondary or post-secondary standing, minimum averages, English proficiency, and minimum scores on standardized tests?***

Admission requirements will remain the same, with the exception of two new prerequisites:

- **Social sciences or humanities (3 credit units)** - [ENG – 100-Level](#), [200-Level](#), [300-Level](#), [400-Level](#), or higher, [HIST – 100-Level](#), [200-Level](#), [300-Level](#), [400-Level](#), [PHIL - 100-Level](#), [200-Level](#), [300-Level](#), [400-Level](#), or equivalent.
- **Psychology (3 credit units)** - [PSY – 200-Level](#), [300-Level](#), [400-Level](#), or equivalent.

AND

- **Completion of an Indigenous studies course (3 credit units) or non-credit certificate**
 - Examples of approved courses: [ANTH 202.3](#) Anthropological Approaches to Indigenous Peoples in Canada, [ANTH 480.3](#) Indigenous Peoples and Mental Health Anthropological and Related Perspectives, [CHEP 819](#) Colonization and its Impact on Indigenous Health and Healing, [HIST 195.3](#) History Matters Indigenous Perspectives on Canadian History, [HIST 266.3](#) History Wars Issues in Native Newcomer Relations, [INDG 107.3](#) Introduction to Canadian Indigenous Studies, [LING 253.3](#) Indigenous Languages of Canada, [PLAN 445.3](#) Planning with Indigenous Communities, [POLS 222.3](#) Indigenous Governance and Politics, [KIN 306.3](#) Introduction to Indigenous Wellness, [INDG — 200-Level](#), [300-Level](#),

[400-Level, SOC 341](#) Institutional Racism and Indigenous People, [Indigenous Canada MOOC](#), or equivalent.

See current admission requirements, including residency requirements, academic requirements and English proficiency requirements here: <https://programs.usask.ca/grad-studies/physical-therapy/index.php>

- **What are the selection criteria** – *how will you rank and select applicants? For example, ranking by admission average, admission test scores, interview scores, departmental recommendations, auditions, portfolios, letters of reference, admission essays, and definition of essential abilities for professional practice?*

- a. Selection for admission is based upon academic assessment (i.e. admission average) and non-academic assessment (i.e. CASPer®/personal statement). The minimum admission average that will be accepted is 75%. The admission average is a weighted average calculated using a minimum of 60 credit units. The most recent credit units at the time of application are used (up to and including 1 term if currently studying).

For the purpose of calculating the admission average, all courses in a given term will be used.

The non-academic assessment score (CASPer®/ Personal Statement) is weighted 40% and the academic assessment (admission average) is weighted 60%. The two scores (non-academic assessment and academic assessment) are added for the final admissions score.

- b. The top 55 applicants will be offered admission (47 top-ranked applicants from the general pool and the 8 top-ranked applicants for the Indigenous seats.)
- c. Indigenous applicants are first considered in the general pool.

- **What are admission categories** – *regular admission, special admission, and Indigenous equity admission?*

General pool admissions and Education Equity Program for Indigenous students admissions

- **What are the admission models** – *direct entry, non-direct entry, ranked competitive or cut-off average? Is a confirmation of admission required?*

- a. Ranked competitive entry
- **Intake** - how many seats are required to be filled – for first year and transfer students, reserved for Indigenous, Saskatchewan, out-of-province, and international students?
 - a. 55 students are accepted, 8 of which are admitted through the Education Equity Program for Indigenous Students.
- *What are the application process and timelines – September or January intakes, online application, application and document deadlines, and scholarship deadlines to consider?*
 - a. Applications open September 30 and are due December 15.
 - b. Applicants are informed mid-April of their acceptance status (accepted, denied, wait listed)
 - c. Verification of Indigenous Membership/Citizenship with documentation is a condition of acceptance for the Education Equity program. Verification of Indigenous Membership/Citizenship at the University of Saskatchewan is led and determined by the [deybwewin | taapwaywin | tapwewin: Indigenous Truth policy](#) and Standing Committee in accordance with the processes developed to enact the policy.
- *Which office will manage the admission process – TLSE, college, department, or a combination?*
 - a. School of Rehabilitation Science and College of Graduate and Post-doctoral studies.
- *Marketing and Promotion of New Program – consideration needs to be given to a communications plan and marketing of the new program.*
 - a. This new curriculum will be updated on our website. Students have already been made aware through the website that the program that they are applying for will most likely have some changes as of fall 2025. We already participate in outreach and recruitment activities. Our brochures will be updated to reflect the new curriculum. The admissions criteria will not change.
- *Admissions Appeal – what will this process be.*

**School of Rehabilitation Science
University of Saskatchewan**

Appeal of Admission Status

Category: Admission

Number:

Responsibility: Admissions Committee

Authorization: Faculty Council, School of Physical Therapy

Purpose:

To ensure accountability of the admission process for the MPT, an appeal process will be provided.

Policy:

Grounds for an appeal of an admission decision shall be limited to (1) unit procedural errors, or (2) evidence that the information used in the decision was wrong or incomplete. Failure by the applicant to provide accurate and complete information in accordance with the admission policy is not grounds for an appeal.

Implementation Guidelines/Procedures:

Any appeal related to admission status should be forwarded, in writing, to the College of Graduate and Postdoctoral Studies.

Contact:

College of Graduate and Postdoctoral Studies

Phone: 306-966-5751

Mailing address:

University of Saskatchewan

Room 116 Thorvaldson Building

110 Science Place

Saskatoon, SK

S7N 5C9 Canada

- *Transfer Credit – when will this be assessed and by which office?*
 - a. We do not accept transfer credit for our program

Description of the program:

- a. *What are the curricular objectives, and how are these accomplished?*

- a. As an accredited clinical program, we are required to deliver the national curriculum and evaluate students to ensure that those objectives have been met. The PEAC national curriculum guidelines drives our curriculum, and our objectives and material are currently being mapped in a new software system we have acquired (ONE45). We must send our new curriculum update to PEAC since it is a major change. We are also set to undergo another accreditation cycle within the next 3 years where our curriculum and programming will be scrutinized. We deliver the same curriculum, we have simply redesigned its delivery to update our teaching practices and enhance student, faculty, and staff wellness.
- b. *Describe the modes of delivery, experiential learning opportunities, and general teaching philosophy relevant to the programming. Where appropriate, include information about whether this program is being delivered in a distributed format.*
- a. Currently, this program is not being delivered in a distributed format, but we are open to discussions with Usask and the Government of Saskatchewan to continually update our programming to meet the needs of students and Saskatchewan residents.
- b. Our students will be taught in a more integrated format which will enhance learning and better reflect the clinical environment.
- c. Our students are required to complete clinical practicum hours to practice assessment, treatment, and clinical reasoning skills. This will not change.
- c. *Provide an overview of the curriculum mapping.*

Course Name	Credit Units	Calendar Description	Course Summary - narrative
GPS 960.0 Introduction to Ethics and Integrity	0	N/A	N/A
GPS 961.0 Ethics and Integrity in Human Research	0	N/A	N/A
PTH 990.0 Physical Therapy Professional Development	0	N/A	This is an academic placeholder that was introduced a few years ago to maintain constant registration in our program for student loan purposes, as well as have our students registered when they are having to remediate material, etc. It is a course that is in every term

			throughout the calendar year for the length of the program.
PTH811 Foundations 1	6	This course covers essential knowledge related to human anatomy and its connection to physical therapy practice. The course involves systematic study of the body emphasizing the skeletal, muscular, nervous, respiratory and cardiovascular systems.	FALL TERM FIRST YEAR: Anatomy emphasizing the musculoskeletal system. Not much change from the updates that have been made the last 4 years.
PTH812 Foundations 2	17	This course covers foundational concepts and skills related to physical therapy practice. Learners gain an introductory level competency in professionalism, communication, and physiotherapy expertise. Emphasis is on frameworks and theories that inform physiotherapy practice, clinical decision making, problem solving and an introduction to holistic and responsive care.	FALL TERM FIRST YEAR: Frameworks and theories used throughout physical therapy program. Beginner professional practice and communication skills Introduction to Subjective Assessment and Objective Assessment Development over the lifespan Beginner physical skills: vital signs, PROM, transfers / lifts / repositioning, body mechanics, facilitation techniques, breaking down common movement patterns and teaching them. How to find and evaluate evidence. Introduction to Kinetics and Kinematics Introduction to Clinical Practice There is not much change to this course in the last 4 years. Some movement of basic material from later to here in order to facilitate better scaffolding of information.
NOVEMBER BREAK			
PTh 901 Clinical Practicum I	1	A full-time course that introduces students to clinical education in physical therapy. This course is designed to provide the opportunity to apply professional practice theory to prepare students	FALL TERM FIRST YEAR (ONE WEEK BREAK FROM FOUNDATIONS I AND II) This course includes site visits to offer context for academic learning, as well as preparing students for longer clinical practicums in the future.

		for clinical learning in health facilities.	This course also stresses professional practice, ethics, documentation, and use of the ACP2.0 evaluation tool.
PTTh 813 Foundations 3	22	This integrated course builds on competencies developed in PTH 812. Learners are further exposed to foundational concepts and skills. Competencies in professionalism, communication, physiotherapy expertise, cultural humility and holistic care practices are further developed by learners. Emphasis is on the development of screening, assessment and physiotherapy management skills. Common indicator conditions are used to facilitate problem solving and critical thinking.	<p>WINTER TERM FIRST YEAR:</p> <p>Manual Muscle Testing</p> <p>ROM of all joints with goniometer</p> <p>Link Scan exam to current learning objectives</p> <p>Exercise Physiology</p> <p>Prescribing exercise for easy, common conditions related to decreased ROM or muscle weakness as tested with MMT (evidence based)</p> <p>Build on communication skills from 1st term</p> <p>Challenge biases (cultural, spiritual, etc) and link to ethics.</p> <p>Putting together Subjective and Objective findings – cases</p> <p>Setting goals with patients</p> <p>Educating patients</p> <p>Advanced level gait aids and training</p> <p>Not too much is being changed here in terms of major topics being taught. This course was integrated 4 or 5 years ago to improve student learning and has informed our curriculum renewal. Scan exam is being used more here to scaffold into next academic course.</p>
FEBRUARY BREAK OCCURS IN ABOVE TERM			
PTH 902 Clinical Practicum 2	5	A full-time course of clinical education in Saskatchewan facilities. This course is designed to advance clinical skills application as a progression from previous clinical course(s) and to specifically apply theory from academic courses. Students are expected to progress from Beginner to Advanced Beginner in clinical skills.	<p>JUST BEFORE SPRING TERM FIRST YEAR</p> <p>This placement falls in approximately the same place as previously in our program. Part of our package to clinical instructors is an outline of what our students have learned so far in the program and what the expectations are. This has always been our practice in our program and is not changing. Communication with our clinical community is key to our</p>

			success in finding excellent learning opportunities for our students.
PTH881 Clinical Skills 1	11	<p>This course integrates and builds on foundations skills from PTH 812 and 813. Learners practice and demonstrate evidence-based, client-centered assessment and management for different clinical populations. Emphasis is on the further development of screening, assessment, physiotherapy management skills and safe application treatments.</p>	<p>“SPRING TERM” FIRST YEAR Upper and Lower Quadrant Scan exams Red Flags Simple pathologies used to help teach diagnostic process / critical thinking starting with subjective history and scan exam Basics of manual therapy building upon teaching of osteokinematics and arthrokinematics from previous 2 terms Radiology Electrophysical Agents Continuing to scaffold learning regarding communication and consent now related to specific exams and treatment. This course pulls out the basics from our current MSK courses to help students to build their learning from a solid base. The timing is based on years of evaluation and feedback of clinical instructors and students. Having this information before their first large clinical placement is very helpful.</p>
SUMMER BREAK			
PTH 814 Bridging Clinical Foundations	3	<p>This course is a primarily independent learning module with guided learning activities meant to solidify previous concepts and prepare students for evidence-based physiotherapy practice.</p>	<p>SUMMER TERM FIRST YEAR: INDEPENDENT LEARNING MODULE (ASYNCHRONOUS TO BE COMPLETED BEFORE START OF FALL TERM) Basics of neuroanatomy We have learned that our previous neuroanatomy course was too far away from our neurology course. Much of the neuroanatomy had to be repeated in the neurology course to be useful. By moving some of this material here right</p>

			before neurology, it becomes information that can be applied immediately to the fall neurology course. The rest of neuroanatomy will be embedded into the neurology course in the fall to be applied immediately.
PTH 882 Clinical Skills 2	10	This course integrates and builds on foundational skills and develops the learners' competencies in evidence-based, client centered assessment and management of cardiorespiratory conditions. Learners will also gain an understanding of the leadership, management and advocacy roles of physiotherapists within diverse contexts of practice.	<p>FALL TERM SECOND YEAR: <i>These 3 fall courses are the basic silo categories of physical therapy. Although it would be difficult to integrate these courses into one large course like foundational courses, there are linkages that will be made to decrease repetition of information (ie a combined class with all three instructors to talk about spinal cord injury, and then separate labs to teach skills, then cases to combine learned skills from each point of view into one treatment).</i></p> <p>Cardiorespiratory physical therapy Oxygen transport CR assessment CR treatment Consent in critical care, confusion / delerium, etc. Still continuing to scaffold professional practice and evidence-based practice.</p>
PTH 883 Clinical Skills 3	10	This course integrates and builds on foundational skills and develops the learners' competencies in evidence-based, client centered assessment and management of neurological conditions. Learners will also gain an understanding of the leadership, management and advocacy roles of physiotherapists within diverse contexts of practice.	<p>FALL TERM SECOND YEAR: <i>see above explanation about Clinical Skills 2, 3, and 4</i></p> <p>Neurology Physical Therapy Neuro Assessment Neuro Treatment Relevant neuroanatomy topics not covered in Bridging Clinical Foundations</p>

PTH 884 Clinical Skills 4	10	This course integrates and builds on foundational skills and develops the learners' competencies in evidence-based, client centred assessment and management of musculoskeletal conditions. Learners will also gain an understanding of the leadership, management and advocacy roles of physiotherapists within diverse contexts of practice.	FALL TERM SECOND YEAR: <i>see above explanation about Clinical Skills 2, 3, and 4</i> MSK Physical Therapy MSK Assessment MSK Treatment This course scaffolds from Clinical Skills 1. Specific regional / joint assessment is the focus of this course.
NOVEMBER BREAK OCCURS IN ABOVE TERM			
PTH 903 Clinical Practicum 3	6	A full-time course of clinical education in Saskatchewan facilities. There may be opportunity to complete this course in another Canadian province. This course is designed to provide diversity of experience and advance clinical skills with a more complex caseload relevant to the content from previous clinical and academic courses. Students are expected to progress from Advanced Beginner to Intermediate.	WINTER TERM SECOND YEAR: The second long term placement (6 weeks) of the program. See previous explanation of clinical practicums under Clinical Practicum 2
FEBRUARY BREAK			
PTH 904 Clinical Practicum 4	6	A full-time course of clinical education in Saskatchewan facilities. There may be opportunity to complete this course in another Canadian province. This course is designed to provide diversity of experience and advance clinical skills with a more complex caseload relevant to the content from previous clinical and academic courses. Students are expected to progress from Advanced	WINTER TERM SECOND YEAR: The third long term placement (6 weeks) of the program. See previous explanation of clinical practicums under Clinical Practicum 2

		Beginner to Intermediate in a different practice setting than Clinical Practicum 3.	
PTH 885 Clinical Skills 5	22	<p>This course focuses on assessment and management of complex conditions at an advanced level. Students will systematically assess and use evidence-based practice in the context of complex care settings, as well as explore, at an advanced level, the concepts of systemic racism, discrimination, cultural humility and cultural safety. Competencies in collaboration, management and leadership are further refined.</p>	<p>STARTS JUST BEFORE USASK SPRING TERM AND CONTINUES INTO SPRING TERM (12 WEEKS)</p> <p>This is a highly integrated course meant to solidify concepts by working through complex cases and topics.</p> <p>Sport: on field assessment, first aid</p> <p>Advocacy, professional responsibilities, licensure, professional associations, legal issues.</p> <p>Insurance coverage and responsibilities to insurers</p> <p>Community groups (site visits)</p> <p>Types of practice</p> <p>Chronic disease and group treatment (site visits)</p> <p>Communication and safety</p> <p>Health policy</p> <p>The continuation of reflection of biases and social responsibility</p> <p>Lifelong learning</p> <p>Respect in clinical care and research in Indigenous communities</p> <p>Grand Rounds presentations will continue to develop and reinforce critical thinking skills</p>
PTH 905 Clinical Practicum 5	6	<p>A full-time course of clinical education in Saskatchewan facilities. There may be opportunity to complete this course in another Canadian province. This course is designed to provide diversity of experience and advance clinical skills with a more complex caseload relevant to the content from previous clinical and academic courses. Students are expected to</p>	<p>FALL TERM THIRD YEAR: The fourth long term placement (6 weeks) of the program. See previous explanation of clinical practicums under Clinical Practicum 2</p>

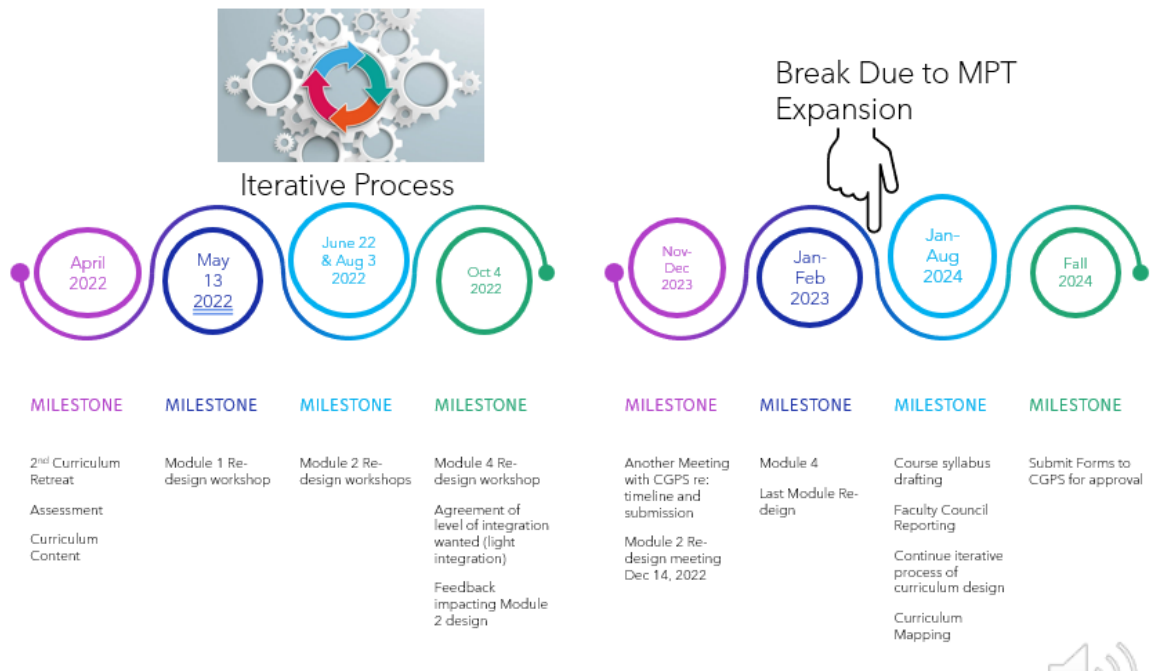
		progress from Intermediate to Advanced Intermediate.	
PTH 906 Clinical Practicum 6	6	A full-time course of clinical education in Saskatchewan facilities. There may be opportunity to complete this course in another Canadian province. This course is designed to provide diversity of experience and advance clinical skills with a more complex caseload relevant to the content from previous clinical and academic courses. Students are expected to progress from Advanced Intermediate to Entry Level.	FALL TERM THIRD YEAR: The fifth long term placement (6 weeks) of the program. See previous explanation of clinical practicums under Clinical Practicum 2
TOTAL CREDIT UNITS	141		

Our process:

MPT CURRICULUM RENEWAL ROADMAP



MPT CURRICULUM RENEWAL ROADMAP



MPT CURRICULUM RENEWAL ROADMAP



- d. *Identify where the opportunities for synthesis, analysis, application, critical thinking, problem-solving are, and other relevant identifiers.*
- Since our program is clinical in nature, even the most foundational information and skills are taught and then immediately used in case studies, applied to standardized patients, and are conveyed in an evidence-based format identifying the recent literature that drives the application of our therapy.
 - Our program also moves forward from easier and more foundational skills at the beginning of the program to intermediate learning of skills midway through the program and then to more advanced critical thinking and application of clinical reasoning, health policy examination, and critical thinking in the last academic module.
- e. *Explain the comprehensive breadth of the program.*

- a. We teach students to become entry level physical therapists using the national curriculum guidelines.
- f. Referring to the university “Learning Charter”, explain how the learning pursuits are addressed and what degree attributes and skills will be acquired by graduates of the program.
- a. The pursuit of truth and understanding:
 - i. Our program is already concerned with educational principles of moving students to a higher level of understanding and critical thinking throughout the program. We make thoughtful decisions around our objectives, learning activities, and assessments to ensure that our students are applying and creating with their knowledge.
 - b. The pursuit of knowledges:
 - i. Our program has hired an Indigenous Initiatives Coordinator to assist us to see different ways of learning, knowing, and doing. She is also someone who is a resource for our students and teaches them as well.
 - ii. Others on our faculty are doing research with Indigenous communities and their learning from their research team also informs their teaching.
 - iii. We also actively search for interdisciplinary activities for our students to do with students in other health science colleges. We are looking forward to planning activities and learning with the other therapies once they begin their programs.
 - c. The pursuit of integrity and respect:
 - i. Our professional practice stream that threads throughout the program is concerned with these points listed on the USask website. Socioeconomic factors, cultural differences (including but not limited to Indigenous ways of knowing and traditions), respect of individuals and cultures, ethics, advocacy, professional responsibility, etc.
 - d. The pursuit of skills and practices:

- i. Our students have the opportunity to join research projects, present at research day (or attend and listen to their classmates present), or travel for conferences if they have research to present.
 - ii. We have some students that do clinical placements in Northern communities where our faculty have relationships.
 - iii. Our program is a skills-based program since it is clinical in nature.
 - e. Individual and community pursuits:
 - i. We teach our students about lifelong learning and recognizing bias through our professional practice stream threaded throughout our program. The first step is recognizing our own bias and beginning to understand that there may be other views that are valid.
 - ii. Students have a record of their own learning path in reconciliation through reflection activities throughout the program.
- g. *Describe how students can enter this program from other programs (program transferability).*
 - a. n/a
- h. *Specify the criteria that will be used to evaluate whether the program is a success within a specified timeframe*
 - a. We currently track our students' ability to pass the national licensing examination.
 - b. We also conduct evaluations of our program:
 - i. from graduating students
 - ii. from students who have been graduated for one year
 - iii. from employers who hire our students after graduation (employer survey conducted every 3 years).
 - iv. Our Executive Curriculum Committee also reviews SLEQ evaluations of courses to determine if there are any curriculum issues that require intervention.
 - v. All of this is reviewed three times per year at our Faculty Council.

- i. If applicable, is accreditation or certification available, and if so, how will the program meet professional standard criteria? Specify in the budget below any costs that may be associated.*
 - a. Please see letter regarding accreditation decision. We have continued to meet accreditation standards over the years that this program has been in place. Whether we were redesigning curriculum now or not, we still would have had our next accreditation cycle within the next 3 years, as indicated in the letter.

Consultation:

- a. Describe how the program relates to existing programs in the department, in the college or school, and with other colleges. Establish where students from other programs may benefit from courses in this program. Does the proposed program lead into other programs offered at the university or elsewhere?*
 - a. This program does not relate academically to other programs. Students cannot transfer from another program to this program. Students in other colleges are not eligible to take courses in this program.
 - b. Masters and PhD students are supervised by our faculty, we are working with our OT and SLP colleagues to see where we can teach our students together once those programs have begun. As they create their programs, there may be the opportunity to save money and time by combining some teaching. Enhancing these interprofessional experiences is important to us. We anticipate being able to redesign all three of our curriculums in another 10-15 years once we learn where we can overlap effectively.
- b. List units that were consulted formally and provide a summary of how consultation was conducted and how concerns that were raised in consultations have been addressed. Attach the relevant communication in an appendix.*
 - a. Other academic units were not consulted since there is not a substantial change to our material.
 - b. We have consulted with CGPS to learn more about administrative details.
 - c. We consulted with Gwenna Moss Centre for Teaching and Learning for their expertise in curriculum, curriculum renewal, conducting focus groups, and understanding process.

- c. *Proposals that involve courses or other resources from colleges outside the sponsoring unit should include evidence of consultation and approval. Please give special consideration to pre- and co-requisite requirements when including courses from other colleges.*
- a. Our pre-requisites for admission will not change.
 - b. We currently have a partnership with anatomy for teaching anatomy. We have included the instructor in conversations as we would whenever we were anticipating encountering any changes or ideas. No large changes are needed.
- d. *List other pertinent consultations and evidence of support, if applicable (e.g., professional associations, accreditation bodies, potential employers, etc.).*
- a. No need, just renewal of curriculum.

Budget:

The [Financial Implications Form](#) must be completed to determine the cost impact of the proposed program. **Information about budget and financial implications appears in that form.**

There are no additional resources required to support this curricular change. The Strategic Finance Office and the Provost's Office completed a review of this proposal and confirmed that a financial implications worksheet is not required.

College Statement

Please provide here a statement from the College which contains the following: No need. Program is only undergoing renewal. National curriculum has not changed, and program will not be different in content. This is not a new program.

- Recommendation from the College regarding the program
- Description of the College process used to arrive at that recommendation.
- Summary of issues that the College discussed and how they were resolved.

Related Documentation

In the submission, please attach any related documentation which is relevant to this proposal, such as:

- Relevant sections of the College's/School's plan
- Accreditation review recommendations
- Letters of support - if courses from colleges outside the sponsoring unit are required, please include letters of support for each.
- Memos of consultation
- External Agreements – if the new program or major revision is dependent upon an external partnership or agreement, this must be completed and included.

Consultation Forms Attach the following forms, as required.

Required for all submissions:

- Consultation with the Registrar form (Note: this form will be completed by SIS during the Consultation with the Registrar meeting. Completion is based upon the proposal and the meeting discussion; no preliminary work from the college is required).
- Budget forms, including tuition.
- Complete Catalogue entry, if proposing a new program, or excerpt of existing program with proposed changes **marked in red**
 - Please include admission requirements, complete program of study, and all new, deleted or changed courses in the entry.
- Entry for marketing website: admissions.usask.ca/programs/find-a-program OR gradprograms.usask.ca as appropriate.
- Entry for the Tuition website: students.usask.ca/money/tuition

Required for all new courses:

- New Course Proposal Form

Required if resources needed: Please consult the attached checklist below for a list of necessary forms to be completed and included in the application package.

Submission of Form:

Please submit all completed Proposal for Curricular Changes and other required forms to this email address: academic_programs@usask.ca

Academic Programs Approval Process
Checklist of forms and consultations to be completed before submission of a *Proposal for Curricular Change* to Academic Programs Committee of Council

	Required Consultation/Office	Required Form (as applicable)	Date completed (if not required, briefly explain why)	Who did you meet with
1	Consultation with other colleges re: impact or similar programs	N/A		
2	Financial Sustainability/Tuition Review	<i>Budgetary and Financial Implications Worksheet</i>		
3	Consultation with Manager, Admissions and Transfer Credit	<i>Admissions Template</i>		
4	Budget Consultation with Institutional Planning and Assessment	<i>Budgetary and Financial Implications Worksheet</i>		
5	Provost sign-off on Budgetary and Financial Implications Worksheet	<i>Budgetary and Financial Implications Worksheet</i>		
6	Secure College Faculty Council Approval	<ul style="list-style-type: none"> • <i>Proposal for Academic or Curricular Change Form</i> • <i>Completion of Physical Resource and Space Requirement Form</i> • <i>Completion of Library Requirement Form</i> 		

		<ul style="list-style-type: none"> • Completion of <i>ICT Requirement Form</i> • Completion of <i>New Course Creation Form</i> • Completion of <i>Catalogue Entry</i> 		
7	(For graduate programs) Secure College of Graduate and Postdoctoral Studies Approval	(As above)		
8	Consultation with Registrar	<i>Consultation with the Registrar Form</i>		

June 21, 2021

Dr. Preston Smith
Dean, College of Medicine
University of Saskatchewan
107 Wiggins Road
Saskatoon, SK S7N 5E5

Dear Dr. Smith:

Physiotherapy Education Accreditation Canada (PEAC) is an incorporated body under the Canada Corporations Act and operates as the accrediting agency for physiotherapy education programs in Canada.

The most recent Accreditation Committee meeting took place June 17, 2021 during which the Accreditation Review of the Master of Physical Therapy program at the University of Saskatchewan, which took place in early April, was considered. After comprehensive review, the Accreditation Committee made the following motion:

That the Master of Physical Therapy program at the University of Saskatchewan be granted Accreditation – Fully Compliant until October 15, 2027.

No progress reports are expected prior to this date. PEAC congratulates the program on this result.

In mid-2026, the program should plan to submit a Letter of Intent to initiate the next full accreditation review process.

Note that the level of accreditation status (Fully Compliant) can change throughout the six-year accreditation cycle should the program not demonstrate continuing compliance with the accreditation standards.

Acknowledgement form

You will find attached an acknowledgement form. Please copy the acknowledgement form on institutional letterhead, and return a signed copy electronically to PEAC by July 15, 2021.

Maintenance of Accreditation Status

It is the responsibility of the education program to maintain compliance with the accreditation standards. Evidence of continuing compliance includes:

1. submission of an annual report (survey link will be provided to each program annually by PEAC)

2. payment of the annual accreditation fee (invoiced annually) (*GUIDE-10 Fee Schedule*)
3. reporting of any substantive change in an education program (*ACC-04 Substantive Change*)
4. publication of accreditation status using required text—see below (*ACC-02 Disclosure*)

General Comments

The Master of Physical Therapy program at the University of Saskatchewan is commended for its strong leadership, the engagement of all faculty, staff, and students and the quality of the program graduates, as described by all stakeholders, in particular by their employers. The program has built strong relationships with employers and clinical instructors which has benefits for all. Many additional strengths of the program and suggestions for consideration were shared in Final Report from the Peer Review Team which was provided to the program on April 16, 2021 including:

- suggestion to schedule MPT Curriculum Advisory Committee meetings more frequently than every 5-7 years given the pace of change in practice
- development of a curriculum map aligning the MPT Program course objectives to the Essential Competency Profile (2017) and/or National Curriculum Guidelines (2019) may provide clarity for review and ensure coverage and leveling of curricular content
- the program's evaluation plan is robust and comprehensive, and is described in several complementary documents. Integrating all of the evaluative elements of the plan/cycle into one document may help to better summarize/describe the evaluation process.
- the five changes included as evidence of compliance with criterion 2.6 were very well described in the context of their importance to the quality of the program
- the need for ongoing development of opportunities in interprofessional education was acknowledged by the program
- the program has acknowledged that students would appreciate more feedback about their performance on the final OSCE, and that the students expressed concern that the bursary previously available to assist with accommodation and travel to clinical placement experiences outside of Saskatoon was no longer accessible.

Statement of Disclosure

It is required for the Master of Physical Therapy program at the University of Saskatchewan to publish its accreditation status as part of its responsibility to maintain compliance with the accreditation standards. This information must be easily accessible for prospective and current students and other stakeholders/partners in the education program. Please update the necessary webpages, publications and documents by July 15, 2021. The PEAC website will also be updated to reflect this award.

The required text for programs holding Accreditation – Fully Compliant when publishing their information is:

The Master of Physical Therapy program at the University of Saskatchewan has completed the accreditation review process administered by Physiotherapy Education Accreditation Canada (PEAC). PEAC is an incorporated body under the Canada Not-for-profit Corporations Act and operates as the accrediting agency for physiotherapy education programs in Canada. The status of Accreditation – Fully Compliant was awarded for the period until October 15, 2027. A description of Accreditation – Fully Compliant follows.

More details regarding the definitions of the levels of accreditation are available at <http://www.peac-aepc.ca/english/accreditation/levels-of-accreditation.php> or by contacting Physiotherapy Education Accreditation Canada, Suite 26, 509 Commissioners Road West, London, Ontario, N6J 1Y5, (226) 636-0632, www.peac-aepc.ca

Accreditation – Fully Compliant

- A program is in compliance with 100% of the accreditation criteria within the Accreditation Standards.
- There are no criteria in non-compliance.
- There could be identified concerns that the program must improve upon and report back about in Progress Reports.
- If progress is not made, the program’s accreditation status could be changed to partially compliant or probationary at any time in the six year accreditation cycle.

STUDENTS–IMPORTANT TO NOTE

- If a program loses its accreditation status, its students may not be considered graduates of an accredited physiotherapy education program.
- Students must be considered graduates from an accredited physiotherapy education program in Canada in order to be eligible to write the Physiotherapy Competency Exam and be licensed to practice physiotherapy in Canada.
- The program’s accreditation status is important to graduating students with regards to becoming licensed to practice physiotherapy in Canada. It is recommended that students contact the Canadian Alliance of Physiotherapy Regulators (alliancept.org) for information regarding the process to become licensed as a physiotherapist in Canada following graduation.

When and wherever an education program makes public disclosure of its accreditation status, it must include the full name, address and contact information for PEAC as: Physiotherapy Education Accreditation Canada, Suite 26, 509 Commissioners Road West, London, Ontario, N6J 1Y5, (226) 636-0632, www.peac-aepc.ca

Should the program choose to make public the contents of its accreditation reports, including this Accreditation Review and Status Report, the reports must be published in full.

If you have any questions about this letter or the next steps required by the program, please don't hesitate to contact Kathy Davidson, PEAC Executive Director or myself.

Sincerely,

Karen Sauve
Chair, Accreditation Committee

cc: Dr. Teresa Paslawski, Associate Dean, School of Rehabilitation Science
Dr. Brenna Bath, Acting Director, School of Rehabilitation Science

YEAR 1

YEAR 2

YEAR 3

Fall

Winter

Spring

Summer

Fall

Winter

Spring

Fall

Foundations 1 & 2

Clinical Practicum 1

Foundations 3

Clinical Skills 1

Clinical Practicum 2

Bridging Clinical Foundations

Clinical Skills 2, 3, & 4

Clinical Practicum 3

Clinical Practicum 4

Clinical Skills 5

Clinical Practicum 5

Clinical Practicum 6

- Foundations 1**
- Anatomy basics
- Foundations 2**
- Motor control/learning theories, models, and principles
 - Motor dev't with Peds dev't
 - Vitals, BP, hypo/hypertension, syncope, Ab/normal: HR, BP, O2sat, temperature
 - Postural alignment (normal/abnormal), bony landmarks
 - General inspection and observation of client
 - Exam: beginner spinal/peripheral joints A/PROM
 - Exam: mobility, transfers, and (beginner) wheelchair management
 - Exam: subjective history – basic (framework), developing problem lists
 - Exam: neuromotor development, sensory development, primitive reflexes
 - PROM
 - Muscle & bone structure/physiology across lifespan
 - Muscle contractions
 - Tissue mechanics
 - Arthrokinematics (Kinematics/Kinetics)
 - Ergonomic principles, "TLR"
 - Ergonomics & mobility: posture (incl general exercise), gait (basics and WB status), balance control, ADLs, gait aids
 - Balance: static, dynamic, functional, postural reflexes
 - Balance: lifespan (incl intro to cognitive changes and falls – basic)
 - Indications/contraindications, implications, principles, strategies, and approaches for movement interventions
 - Basics of infection control (donning/doffing)
 - Safe client handling/principles
 - Assessment/clinical reasoning/intervention approaches used in PT – clinical flags system
 - Positioning, stabilizing, and draping a client
 - Physiological effects of deconditioning and bedrest/immobility
 - Therapeutic exercise – relaxation training
 - Therapeutic exercise – ROM, stretching
 - Therapeutic exercise – bed mobility, transfers, age-appropriate skills, ADL
 - Therapeutic exercise: basic motor planning / control, postural control exercises
 - Principles of aerobic/anaerobic metabolism
 - Concentric, eccentric, dynamic/isometric, isokinetic, isometric
 - Legal and ethical frameworks
 - Privacy, confidentiality, health records
 - Supporting organizational excellence (ethics and regulatory)
 - Patient goals
 - Written communication
 - Use of verbal communication, adapt communication, therapeutic relationship, sensitive practice, culturally responsive care, advocacy, across lifespan
 - Use of virtual care, electronic charting
 - Clinical reasoning at beginner level
 - Reflective practice at beginner level
 - Supervise others starting here: provide feedback to peers
 - Professionalism, contribute to leadership in profession
 - Social determinants of health
 - Boundaries, personal wellness
 - Effective teamwork and conflict resolution: values as determinants, complex conversations
 - Family centered care/communication
 - Palliative Care and MAID: introduces students to pushing own biases aside
 - Pharmacy basics
 - Pain – to progress across curriculum
 - EBP – to continue across mod 2, then use clinical reasoning across curriculum
 - Balint groups: introduced and then continued across clinical practicums

- Foundations 3**
- Bony landmarks
 - Limb length, limb girth, body composition
 - Tissue mechanics
 - P/AROM
 - Exam: MMT, goniometry, dynamometry
 - Exam: Muscle length / flexibility
 - Exam: aids, splints, supports
 - Exam: GAIT: step length, speed, characteristics of gait, abnormal gait patterns, analytical approaches, weightbearing
 - Exam: SKIN: color, temp, integrity, mobility, hair/nail growth, wounds, signs of pressure and risk, lesions/moles
 - Wound care: basic skin hygiene, wound healing / barriers to healing, prevention, pressure assessment / offloading, positioning, foot care, exercise
 - Edema / lymphedema
 - Compression therapies: garments, taping, bandaging, vasopneumatic devices
 - Arthrokinematics
 - Effects of injury, illness, disease, genetics, environmental factors, pharmacological agents on biomechanics, kinematics, and kinetics
 - Beginner MSK: abnormal movement patterns / tone?
 - Stretching, including connective tissue stiffness (geriatrics and peds dx)
 - Massage: therapeutic, connective tissue
 - Indications/contraindications, implications, principles, strategies/approaches for soft tissue techniques
 - Heat and cold modalities (and potential negative effects)
 - Risk factor screening
 - Therapeutic exercise: balance, proprioception, coordination, agility training, neuromotor developmental activities
 - Therapeutic exercise: strength / power training
 - Therapeutic exercise: gait training
 - Therapeutic exercise: aerobic capacity, interval, endurance training
 - Therapeutic exercise: aquatic exercise
 - Aerobic and anaerobic conditioning, tolerance, and capacity
 - Active assistive, active resistive, aerobic / endurance training
 - Principles of strength, power, and endurance training
 - Exercise assessment, prescription, and progression principles and methodology
 - Exercise prescription factors/guidelines for healthy populations, fitness, high performance, age, gender, (pregnancy)
 - Exercise and physical activity parameters, measurement, and monitoring
 - Energy systems / production
 - Regional exercises prescription (basics)
 - Determine need for assistance / employment of equipment in all client handling situations
 - Subjective History – focused questions
 - Inflammation – process and signs, stages of healing
 - Infection – bacterial, viral, local/systemic, sepsis
 - Functional mobility / stability, manipulation tasks, dual tasking
 - Employ client centered approach (scaffolded from foundations 2)
 - Ensure physical and emotional safety – implicit bias
 - 5 stages of patient management
 - Scaffold of patient goals from foundations 2
 - Program evaluation and community-based care basics
 - Communication: Body language, consent, rapport
 - Cultural humility, anti-racism, cultural safety, inequities
 - Reflective practice
 - Supervise others: continued peer assessment and feedback
 - Embrace social responsibility as a health professional
 - Learner and teaching characteristics
 - Communication and relationship building continues from Foundations 2
 - Conflict resolution – self reflection
 - Cognition – arousal, attention, orientation, emotion, processing, and registration of information
 - Cognitive changes – dementia / delirium / reactive
 - Falls – scaffolded from basics in Foundations 2
 - PT safety related to cognitive changes, violence
 - Child / Elder abuse
 - Nutrition and the role of PT

- Clinical Skills 1**
- Subjective Hx – MSK specific
 - Scan exam
 - Exam: myotomes, dermatomes, deep tendon reflexes, cranial nerve integrity
 - Exam: selective tissue tension nerve/vascular structures
 - Exam: spinal and peripheral joints P/AROM
 - Exam: light touch, sharp/dull, temp (and relation to EPA)
 - Exam: peripheral nerve integrity testing, neural tension
 - Exam: muscle endurance
 - Apply regional exercises and conditioning (continued from Foundations 3)
 - Therapeutic exercise: MSK pathologies with soft tissue healing concepts
 - Indications/precautions/contraindications, implications, principles, strategies and approaches for all EPA
 - Potential negatives of EPA
 - Ultrasound
 - Neuromuscular electrical stimulation
 - TENS
 - Principles of calibration and routine maintenance for EPA equipment
 - Contrast baths
 - Paraffin wax
 - Biofeedback
 - Laser
 - IFC
 - Wheelchair skills training
 - Infection control practices, universal precautions
 - Initiate / perform emergency protocols/procedures as needed (incl first aid and CPR)
 - Endocrine and renal physiology/structures
 - Apply cases
 - Is there the opportunity to have real clients / SPs to consolidate skills in clinical settings?

- Bridging Clinical Foundations**
- Cerebral and peripheral circulation physiology
 - Neuro-physiological development
 - CNS/PNS, cranial nerves function
 - Effects of injury, illness, disease, genetics, environmental factors, pharmacological agents on sensorimotor control
 - Fluid electrolyte balance and hormonal control
 - Blood glucose regulation
 - Immune responses
 - Red blood cell formation
 - Effects of practice, feedback and cognition on sensorimotor control
 - Perception, decision making
 - Retention, memory, recall
 - Cases online: like a "choose your own adventure"

- Clinical Skills 2 (CR)**
- Mechanical function of heart, coronary circulation
 - Cardiovascular structures and function
 - Electrical activity of heart
 - Respiratory structures and function, defense mechanisms, mechanics of respiration
 - Pulmonary circulation, gas transport/exchange, control of ventilation
 - Oxygen titration and delivery systems
 - Clot/thrombosis
 - PEP, inhalers, nebulizers, cough assist machine
 - Percussions, vibrations, suction
 - Heart sounds
 - Subjective history CR specific
 - Exam: IPPA
 - Exam peripheral circulation / pulses
 - Positioning for: breathing, postural drainage, maximizing ventilation and perfusion
 - Invasive vs non-invasive ventilation
 - Fluid balance / venous stasis
 - Breathing strategies (ACBT, huff/cough, assisted cough/huff, pursed lip breathing, max inspiratory hold, breath stacking)
 - Acid-base balance / blood gases
 - Airway management
 - Burns
 - Cardiovascular / Resp pathophysiology / conditions
 - Hemodynamics / fluid dynamics
 - Normal / abnormal breath sounds, breathing patterns, lung volumes, O2 saturation, hypoxia / hypercapnia
 - Hypo / hyperthermia
 - Cardiac rehabilitation
 - Pulmonary rehabilitation
 - EBP and Pain still threaded (pleuritic pain)
- INTEGRATION: conditions (SCI, ALS, ABI, burns etc) population specific standardized patient, gait training specific populations, energy conservation, create cases**

- Clinical Skills 3 (Neuro)**
- Advanced neuroanatomy
 - Nervous system responses to injury / aging including repair, neuroplasticity
 - Exam: Cognition: arousal, attention, orientation, perception, processing, retention, recall, language
 - Exam: Motor planning and control, sensorimotor integration, coordination, dexterity, agility
 - Exam: deep pressure, localization, proprioception, vibration, stereognosis, graphesthesia
 - Exam (advanced): mobility, transfers, wheelchairs
 - Exam: abnormal movement patterns/ tone
 - Subjective history: Neuro specific
 - Neuroplasticity: injury and practice induced, positive / negative side effects on recovery
 - Neurotransmission, muscle tone, motor function, sensory/normal processing, sensorimotor integration, nerve conduction testing
 - Communication / language
 - Functional electrical stim
 - Standing frames, tilt table
 - Advanced wheelchairs / seating
 - Sensory retraining: integration / desensitization
 - Therapeutic exercise: motor control / motor planning
 - Therapeutic exercise balance, proprioception for neuro
- INTEGRATION: conditions (SCI, ALS, ABI, burns etc) population specific standardized patient, gait training specific populations, energy conservation, create cases**

- Clinical Skills 4 (MSK)**
- Biomechanical measurement
 - Exam: Joint accessory movement
 - Exam: Ligament integrity / laxity
 - Manipulation peripheral joints
 - Neurodynamic technique: mobilization, nerve gliding / flossing exercises
 - Manual traction
 - Burns
- INTEGRATION: conditions (SCI, ALS, ABI, burns etc) population specific standardized patient, gait training specific populations, energy conservation, create cases**

Pain, Evidence Based Practice, Clinical Reasoning

12 academic weeks

12 academic weeks

6 weeks

5 weeks

4 weeks

Pain, Evidence Based Practice, Clinical Reasoning

12 academic weeks

6 weeks

6 weeks

Pain, Evidence Based Practice, Clinical Reasoning

12 academic weeks

6 weeks

6 weeks

High Integration

Light Integration

High Integration

Physical Therapy

Master of Physical Therapy (M.P.T.) - Course-based

The Master of Physical Therapy at the University of Saskatchewan is a full-time program over ~~two years and six weeks~~, **two and a half years** and consists of ~~ten modules~~ that includes academic course work and 30 weeks of clinical practicum experiences. The program has been designed to offer students a high quality educational experience that is consistent with national accreditation standards. Students will graduate with the entry-level requirements to obtain a license to practice physical therapy in Saskatchewan and Canada. Initial work expectations of graduates will be, primarily, the provision of direct client care, rather than advanced research and/or administration.

For more information, see the [School of Rehabilitation Science](#) website.

Attendance

Students are required to regularly attend all lectures and laboratory periods. Failure to meet these expectations may result in a student being Required to Discontinue the program.

License to Practice

Students are reminded that a Master of Physical Therapy degree does not confer the right to practice physical therapy. The license to practice physical therapy is granted by the licensing body of the province in which one intends to practice.

The national licensing examination is conducted by an external organization, the Canadian Alliance of Physiotherapy Regulators. The licensing examination is available to physical therapy students graduating from Canadian universities. In most provinces, successful completion of this examination is required to meet licensing requirements.

Courses

School of Rehabilitation Science courses for the M.P.T. are listed in the Course Descriptions section of the Course & Program Catalogue under Physical Therapy (PTH).

Students who have not been accepted into the School of Rehabilitation Science require approval from the course instructor to register in any PTH courses.

Admission

Meeting the admission qualifications does not guarantee admission to the M.P.T. program.

Applicants to the School of Rehabilitation Science must satisfy the following residency qualifications:

1. Applicants applying ~~through the Education Equity Program for Aboriginal students~~ **for a seat designated for an Indigenous student** must be Canadian citizens. ~~Proof of aboriginal ancestry is required.~~
2. Other applicants must be Canadian citizens or landed immigrants AND be **residents of the Province of Saskatchewan or of the Yukon, Northwest or Nunavut Territories.** ~~For~~

information regarding residency requirements, please visit the School of Rehabilitation Science's website or contact the Academic Program Assistant.

3. For the purpose of determining qualifications for admission to the School of Physical Therapy, an applicant normally is considered to be a "resident" under item (2) if one of the following conditions applies:
 - a) The applicant has established their primary place of residence in Saskatchewan or one of the Yukon, Northwest or Nunavut Territories, at least one calendar year immediately prior to September 1 in the year of proposed admission.
 - b) Irrespective of the current place of residence of the applicant, the applicant's family home (the home of parents, legal guardians, foster parents or spouse), is in Saskatchewan, or one of the Yukon, Northwest or Nunavut Territories.
 - c) The applicant is a graduate of the University of Saskatchewan, Saskatoon, the University of Regina or other degree-granting college in Saskatchewan.
 - d) The applicant is currently serving, or is a member of a family unit in which the parents, legal guardians or spouse are serving in the Armed Forces or R.C.M.P., and the family unit has been transferred to Saskatchewan or one of the Yukon, Northwest or Nunavut Territories.

The deadline for receipt of applications and all supporting documents is December 15.

Students must first complete the online MPT application form available on the School of Rehabilitation Science's website to ensure that they meet residency and admission requirements before applying through the College of Graduate and Postdoctoral Studies. Students from any universities other than the University of Saskatchewan must arrange to have their transcripts forwarded directly to the school. Two copies of an official transcript of final marks for second term courses, which will confirm the awarding of the baccalaureate degree, must be received by May 31 in the year in which application is being made.

Any applicant who may require disability accommodations for the admissions process should be registered with Access and Equity Services and all requested accommodations must be received by the deadline for application (December 15).

Selection for admission is based upon academic assessment (i.e. admission average) and non-academic assessment (ie: CASPer®/personal statement). The minimum admission average that will be accepted is 75%. The admission average is a weighted average calculated using a minimum of 60 credit units. The most recent credit units at the time of application are used.

For the purpose of calculating the admission average, all courses in a given term will be used. The non-academic assessment score (CASPer®/ Personal Statement) is weighted 40% and the academic assessment (admission average) is weighted 60%. The two scores (non-academic assessment and academic assessment) are added for the final admissions score.

Applicants admitted to first year of the Physical Therapy program are required to obtain Cardiopulmonary Resuscitation (C.P.R.) prior to the start of classes in August unless they have obtained such certification within the previous twelve months. The Heart and Stroke Foundation of

Canada's Basic Life Support Health Care Providers (C) designation, or equivalent certification, is required. Students must present evidence of successful completion, and the date of certification of the C.P.R. requirements. This certification must be updated annually.

Students enrolled in the School of Rehabilitation Science must provide evidence of the required immunization status on entry into the program. It is the student's responsibility to maintain a current immunization status according to the guidelines and requirements of the School of Rehabilitation Science.

The Master of Physical Therapy program requires that the students spend time in clinical facilities within the first week of the program. It is imperative that the immunization be up-to-date and that immunization records be filled out and submitted on the first day of classes. Students may be required to obtain additional immunizations, during the student's time in the M.P.T. program, consistent with specific requirements of individual clinical facilities and/or health regions where the student is assigned for a clinical placement. Additional vaccination requirements may include seasonal flu immunization. Students must also be Respirator Fit Mask tested while in the program.

Students are required to complete a specific police/criminal record and vulnerable sector check prior to starting the program, before being accepted for clinical placements in many clinical facilities.

Additional common requirements as preparation for many clinical placements include: additional health, disability and dismemberment insurance, orientation to 'Workplace Hazardous Materials Information System', signed Worker's Compensation Board Work-based Learning Consent and Agreement forms and signed confidentiality agreements.

Education Equity Program

~~The purpose of this program is to encourage enrolment by applicants of Aboriginal ancestry. The program is open to all Canadian citizens regardless of Saskatchewan residency status.~~

~~Each year, 8 positions for admission to the School of Rehabilitation Science are designated for applicants of Aboriginal ancestry who meet admission requirements. To be considered for the Education Equity Program for Aboriginal students, applicants of First Nations, Metis or Inuit ancestry must indicate this status when completing the School of Rehabilitation Science application. Self identification of Aboriginal ancestry does not exclude applicants from being considered in the general applicant pool.~~

The University and the School of Rehabilitation Science are committed to decolonization, Indigenization, reconciliation and equity, diversity and inclusion, and are proud to support academic opportunities for Indigenous students. We continue to grow our relationships and engaged partnerships among Indigenous community members, thought leaders, Knowledge Keepers, and cultural service providers. We recognize, value, and affirm our responsibility and commitment to actively engaging Indigenous learners to co-create a culture of inclusivity, respect, and social accountability in all our teaching and learning spaces.

The Master of Physical Therapy (MPT) academic program **maintains 8 Education Equity seats for Indigenous students**. Applicants choosing to apply for the Education Equity pathway into the MPT program must indicate such on the online application and must also meet all usual entry requirements. Verification of Indigenous Membership/Citizenship at the University of Saskatchewan is led and determined by the [deybwewin | taapwaywin | tapwewin: Indigenous Truth Policy](#) and Standing Committee in accordance with the processes developed to enact the policy. [Verification of Indigenous Membership/Citizenship with documentation](#) is a condition of acceptance for this program.

Please visit: <https://indigenous.usask.ca/indigenous-initiatives/deybwewin-taapwaywin-tapwewin.php> to proceed through the verification system as soon as possible. If you have any questions or require additional information about deybwewin | taapwaywin | tapwewin please contact: indigenoustruthpolicy@usask.ca.

Essential Skills and Abilities Required for the Study of Physical Therapy

To be successful in this intensive program, students must be in good physical and mental health. Any applicant with concerns regarding the essential skills and abilities required should consult with the Director to discuss the physical and cognitive demands required to successfully complete the program and accommodations that are available to students with disabilities.

Admission Requirements

- Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English. Acceptable test scores are as follows:
 - TOEFL: a minimum of 22 out of 30 in each component with a combined minimum total score of 100
 - IELTS: a minimum score of 7.5 out of 9 in each area and overall
 - Cantest: a minimum of 5 in each area and overall
- must meet Saskatchewan residency requirements unless applying under the Education Equity Program (see above)
- four year baccalaureate degree (in any discipline) from a college or university of acceptable standing
- Minimum 75% average normally calculated using the most recent minimum 60 credit units of university course work
- A minimum grade of 70% on each pre-requisite course with a combined pre-requisite average of 75%. Completion of pre-requisite coursework, as follows:
 - Human Physiology (6 credit units) – [CPPS 302.3](#) Human Physiology Transport Systems (formerly PHPY 302.3) and one of [NEUR 301.3](#) Fundamental Neuroscience

Intercellular Communication, [CPPS 303.3](#) Human Physiology Reproduction Growth and Energy Homeostasis (formerly PHPY 303.3), or [NEUR 350.3](#) Fundamental Neuroscience or equivalent; or [BMSC 207.3](#) Human Body Systems I and [BMSC 208.3](#) Human Body Systems II (formerly PHPY 208.6) or equivalent

- Statistics (3 credit units) – [STAT 245.3](#) Introduction to Statistical Methods or [PLSC 214.3](#) Statistical Methods or equivalent
- Basic Human Anatomy (3 credit units) – [CPPS 310.3](#) Basic Human Anatomy (formerly ACB 310.3) or equivalent
- Social sciences or humanities (3 credit units) - [ENG – 100-Level, 200-Level, 300-Level, 400-Level, or higher, HIST – 100-Level, 200-Level, 300-Level, 400-Level, PHIL - 100-Level, 200-Level, 300-Level, 400-Level, or equivalent.](#)
- Psychology (3 credit units) - [PSY – 200-Level, 300-Level, 400-Level, or equivalent.](#)
- Completion of an Indigenous studies course (3 credit units) or non-credit certificate - [ANTH 202.3](#) Anthropological Approaches to Indigenous Peoples in Canada, [ANTH 480.3](#) Indigenous Peoples and Mental Health Anthropological and Related Perspectives, [CHEP 819](#) Colonization and its Impact on Indigenous Health and Healing, [HIST 195.3](#) History Matters Indigenous Perspectives on Canadian History, [HIST 266.3](#) History Wars Issues in Native Newcomer Relations, [INDG 107.3](#) Introduction to Canadian Indigenous Studies, [LING 253.3](#) Indigenous Languages of Canada, [PLAN 445.3](#) Planning with Indigenous Communities, [POLS 222.3](#) Indigenous Governance and Politics, [KIN 306.3](#) Introduction to Indigenous Wellness, [INDG — 200-Level, 300-Level, 400-Level, SOC 341](#) Institutional Racism and Indigenous People, or [Indigenous Canada MOOC](#)
- The CASPer test and a Personal Statement.
- Applicants should check the list of Approved Prerequisite Courses for the MPT available on the School of Rehabilitation Science's website. If course equivalencies are not listed, applicants must seek and receive approval for equivalent pre-requisite courses from the Admissions Committee well in advance of application. For further information, students should consult the Academic Program Assistant at the School of Rehabilitation Science. Applicants should supplement in-person or telephone admission enquiries with written/email enquiries. Only written/email responses to enquiries will be accepted as evidence of the official advice given by the School of Rehabilitation Science.
- Students should check the School of Rehabilitation Science's website regularly for updates to the Admissions process.

Degree Requirements

A minimum total of **141** credit units are required to complete this program.

- [PTH 990.0](#) Physical Therapy Professional Development supports independent and guided learning experiences to support professional development and growth throughout the duration of the program.
- [GPS 960.0](#) Introduction to Ethics and Integrity
- [GPS 961.0](#) Ethics and Integrity in Human Research

- [PTH 811.6](#) Foundations 1
- [PTH 812.17](#) Foundations 2
- [PTH 813.22](#) Foundations 3
- [PTH 814.3](#) Bridging Clinical Foundations
- [PTH 881.11](#) Clinical Skills 1
- [PTH 882.10](#) Clinical Skills 2
- [PTH 883.10](#) Clinical Skills 3
- [PTH 884.10](#) Clinical Skills 4
- [PTH 885.22](#) Clinical Skills 5
- [PTH 901.1](#) Clinical Practicum 1
- [PTH 902.5](#) Clinical Practicum 2
- [PTH 903.6](#) Clinical Practicum 3
- [PTH 904.6](#) Clinical Practicum 4
- [PTH 905.6](#) Clinical Practicum 5
- [PTH 906.6](#) Clinical Practicum 6

Residency Requirements

Residency is expected for the duration of the graduate program.

PTH 811.6 - Foundations 1

Catalogue Description: This course covers essential knowledge related to human anatomy and its connection to physical therapy practice. The course involves systematic study of the body emphasizing the skeletal, muscular, nervous, respiratory and cardiovascular systems.

Equivalencies: PTH 870

Restrictions: For MPT students only

PTH 812.17 – Foundations 2

Prerequisite(s): PTH 811

Catalogue Description: This course covers foundational concepts and skills related to physical therapy practice. Learners gain an introductory level competency in professionalism, communication, and physiotherapy expertise. Emphasis is on frameworks and theories that inform physiotherapy practice, clinical decision making, problem solving and an introduction to holistic and responsive care.

Restrictions: For MPT students only

PTH 813.22 – Foundations 3

Prerequisite(s): PTH 812

Catalogue Description: This integrated course builds on competencies developed in PTH 812. Learners are further exposed to foundational concepts and skills. Competencies in professionalism, communication, physiotherapy expertise, cultural humility and holistic care practices are further developed by learners. Emphasis is on the development of screening, assessment and physiotherapy management skills. Common indicator conditions are used to facilitate problem solving and critical thinking.

Restrictions: For MPT students only

PTH 814.3 – Bridging Clinical Foundations

Prerequisite(s): PTH 881

Catalogue Description: This course is a primarily independent learning module with guided learning activities meant to solidify previous concepts and prepare students for evidence-based physiotherapy practice.

Restrictions: For MPT students only

PTH 881.11 Clinical Skills 1

Prerequisite(s): PTH 813

Catalogue Description: This course is a primarily independent learning module with guided learning activities meant to solidify previous concepts and prepare students for evidence-based physiotherapy practice.

Restrictions: For MPT students only

PTH 882.10 Clinical Skills 2**Prerequisite(s):** PTH 881**Catalogue Description:** This course integrates and builds on foundational skills and develops the learners' competencies in evidence-based, client-centered assessment and management of cardiorespiratory conditions. Learners will also gain an understanding of the leadership, management and advocacy roles of physiotherapists within diverse contexts of practice.**Restrictions:** For MPT students only**PTH 883.10 Clinical Skills 3****Prerequisite(s):** PTH 882**Catalogue Description:** This course integrates and builds on foundational skills and develops the learners' competencies in evidence-based, client-centered assessment and management of neurological conditions. Learners will also gain an understanding of the leadership, management and advocacy roles of physiotherapists within diverse contexts of practice.**Restrictions:** For MPT students only**PTH 884.10 Clinical Skills 4****Prerequisite(s):** PTH 883**Catalogue Description:** This course integrates and builds on foundational skills and develops the learners' competencies in evidence-based, client-centered assessment and management of musculoskeletal conditions. Learners will also gain an understanding of the leadership, management and advocacy roles of physiotherapists within diverse contexts of practice.**Restrictions:** For MPT students only**PTH 885.22 Clinical Skills 5****Prerequisite(s):** PTH 884**Catalogue Description:** This course focuses on assessment and management of complex conditions at an advanced level. Students will systematically assess and use evidence-based practice in the context of complex care settings, as well as explore, at an advanced level, the concepts of systemic racism, discrimination, cultural humility and cultural safety. Competencies in collaboration, management and leadership are further refined.**Restrictions:** For MPT students only**PTH 901.1 Clinical Practicum 1****Catalogue Description:** A full-time course that introduces students to clinical education in physical therapy. This course is designed to provide the opportunity to apply professional practice theory to prepare students for clinical learning in health facilities.**Restrictions:** For MPT students only

PTH 902.5 Clinical Practicum 2

Prerequisite(s): PTH 901

Catalogue Description: A full-time course of clinical education in Saskatchewan facilities. This course is designed to advance clinical skills application as a progression from previous clinical course(s) and to specifically apply theory from academic courses. Students are expected to progress from Beginner to Advanced Beginner in clinical skills.

Restrictions: For MPT students only

PTH 903.6 Clinical Practicum 3

Prerequisite(s): PTH 902

Catalogue Description: A full-time course of clinical education in Saskatchewan facilities. There may be opportunity to complete this course in another Canadian province. This course is designed to provide diversity of experience and advance clinical skills with a more complex caseload relevant to the content from previous clinical and academic courses. Students are expected to progress from Advanced Beginner to Intermediate.

Restrictions: For MPT students only

PTH 904.6 Clinical Practicum 4

Prerequisite(s): PTH 903

Catalogue Description: A full-time course of clinical education in Saskatchewan facilities. There may be opportunity to complete this course in another Canadian province. This course is designed to provide diversity of experience and advance clinical skills with a more complex caseload relevant to the content from previous clinical and academic courses. Students are expected to progress from Advanced Beginner to Intermediate in a different practice setting than Clinical Practicum 3.

Restrictions: For MPT students only

PTH 905.6 Clinical Practicum 5

Prerequisite(s): PTH 904

Catalogue Description: A full-time course of clinical education in Saskatchewan facilities. There may be opportunity to complete this course in another Canadian province. This course is designed to provide diversity of experience and advance clinical skills with a more complex caseload relevant to the content from previous clinical and academic courses. Students are expected to progress from Intermediate to Advanced Intermediate.

Restrictions: For MPT students only

PTH 906.6 Clinical Practicum 6

Prerequisite(s): PTH 905

Catalogue Description: A full-time course of clinical education in Saskatchewan facilities. There may be opportunity to complete this course in another Canadian province. This course is designed to provide diversity of experience and advance clinical skills with a more complex caseload relevant to the content from previous clinical and academic courses. Students are expected to progress from Advanced Intermediate to Entry Level.

Restrictions: For MPT students only



1. Approval by Department Head or Dean

- 1.1 College or School with academic authority: #8PS
- 1.2 Department with academic authority: School of Rehabilitation Science
- 1.3 Term from which the course is effective: Fall 2025

2. Information required for the Catalogue

- 2.1 Label & Number of course: PTH 811
- 2.2 Academic credit units: 6
- 2.3 Course Long Title (maximum 100 characters): Foundations 1
Course Short Title (maximum 30 characters): Foundations 1
- 2.4 Total Hours: Lecture 60 Seminar Lab 24 Tutorial Other
- 2.5 Weekly Hours: Lecture 5 Seminar Lab 2 Tutorial Other
- 2.6 Term in which it will be offered: T1 T2 T1 or T2 T1 and T2
- 2.7 Prerequisite: None. For MPT students only

If there is a prerequisite waiver, who is responsible for signing it? No

- D – Instructor/Dept Approval
- H – Department Approval
- I – Instructor Approval

2.8 Catalogue description (150 words or less):
This course covers essential knowledge related to human anatomy and its connection to physical therapy practice. The course involves systematic study of the body emphasizing the skeletal, muscular, nervous, respiratory and cardiovascular systems.

2.9 Do you allow this course to be repeated for credit? No

3. Please list rationale for introducing this course: Curriculum redesign

4. Please list the learning objectives for this course:

- 1. Describe anatomical that link gross anatomical structures to their functions in the human body.
- 2. Apply general histology knowledge to explain clinically significant structure-function relationships of gross anatomical structures/systems and appreciate the role of histology in physical therapy practice.

3. Identify the viscera and the human body systems by noting location and organization.

4. Locate and differentiate bones and bony landmarks of the body noting their functional/clinical significance.

5. Identify and describe the origins(s), insertions(s), innervation(s), blood supply, and action(s) of major muscles in the human body as well as noting the functional/clinical significance of structures.

6. Identify and describe the structure, articulating bones, associated ligaments, tendons, cartilages, bursae and possible movements of the major joints.

7. Apply knowledge of the anatomical principles and gross anatomy to hypothesize and explain dysfunction and symptoms that are commonly presented in physical therapy practice.

8. Demonstrate physical therapy professionalism values by respecting the human donors in the anatomy cadaveric laboratory, complying with legal and regulatory requirements of the anatomy laboratory and acting with professional integrity in interactions involving deceased donors (cadavers), peers, instructors, technical staff and members of the community.

5. **Impact of this course**

Are the programs of other departments or Colleges affected by this course? **No. Anatomy already teaches it. Only very slight changes.**

If so, were these departments consulted? (Include correspondence) **No**

Were any other departments asked to review or comment on the proposal? **No, only slight changes to course. Offered at the same time as previous, and now has new name and number**

6. **Other courses or program affected** (please list course titles as well as numbers)

6.1 Courses to be deleted? **PTH 870**

6.2 Courses for which this course will be a prerequisite? **Courses cannot be taken outside of program order. Does not apply.**

6.3 Is this course to be required by your majors, or by majors in another program? **No**

7. **Course outline**

(Weekly outline of lectures or include a draft of the course information sheet.) **See syllabus**

8. **Enrolment**

8.1 What is the maximum enrolment number for this course? And from which colleges? **School of Rehabilitation Science only. Admission is 55, but re-entering students will increase this number. Estimate 55-60 students each fall.**

8.2 For room bookings, please indicate the maximum estimated room size required for this course: **We use our own lab/lecture spaces in SRS. Usask Room Booking not required.**

10-50

50-90

90-130

130+

9. Student evaluation

Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

9.1 How should this course be graded?

C – Completed Requirements

(Grade options for instructor: Completed Requirements, Fail, IP In Progress)

N – Numeric/Percentage

(Grade options for instructor: grade of 0% to 100%, IP in Progress)

P – Pass/Fail

(Grade options for instructor: Pass, Fail, In Progress)

S – Special

(Grade options for instructor: NA – Grade Not Applicable) If other, please specify:

9.2 Is the course exempt from the final examination? **No. But we plan our own exam timetable**

10. Required text

Include a bibliography for the course. **See Syllabus**

11. Resources

11.1 Proposed instructor: **Dr Kevin Chuang/Dr John Verrall**

11.2 How does the department plan to handle the additional teaching or administrative workload? **Not additional, they currently teach our anatomy course. This course is a replacement.**

11.3 Are sufficient library or other research resources available for this course? **Yes, only renewal of curriculum, nothing additional required.**

11.4 Are any additional resources required (library, audio-visual, technology, etc.)? **Use of anatomy lab, which we are already using. No change from previous.**

12. Tuition

12.1 Will this course attract tuition charges? If so, how much? (use tuition category) **Program already handles tuition via program tuition, rather than per course/credit unit. No change**

12.2 Does this course require non-standard fees, such as materials or excursion fees? If so, please include an approved "Application for New Fee or Fee Change Form"

<http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees> **No.**

Detailed Course Information

1. Schedule Types

Please choose the Schedule Types that can be used for sections that fall under this course:

Code	Description	Code	Description
CL	Clinical	PRB	Problem Session
COO	Coop Class	RDG	Reading Class
FLD	Field Trip	RES	Research

ICR	Internet Chat Relay	ROS	Roster (Dent Only)
IHP	Internet Help	SEM	Seminar
IN1	Internship - Education	SSI	Supervised Self Instruction
IN2	Internship - CMPT & EPIP	STU	Studio
IN3	Internship - General	SUP	Teacher Supervision
LAB	Laboratory	TUT	Tutorial
LC	Lecture/Clinical (Dent Only)	WEB	Web Based Class
LEC	Lecture	XCH	Exchange Program
LL	Lecture/Laboratory	XGN	Ghost Schedule Type Not Applicable
MM	Multimode	XHS	High School Class
PCL	Pre-Clinical (Dent Only)	XNA	Schedule Type Not Applicable
PRA	Practicum	XNC	No Academic Credit

2. Course Attributes

Please highlight the attributes that should be attached to the course (they will apply to all sections):

2.1 NOAC No Academic Credit

0 Credit Unit courses that possess "deemed" CUs (Called Operational Credit Units). NOAC causes the system to roll 0 academic credit units to academic history.

2.2 For the College of Arts and Science only: To which program type does this course belong?

- FNAR Fine Arts
- HUM Humanities
- SCIE Science
- SOCS Social Science
- ARNP No Program Type (Arts and Science)

Does this course satisfy one of the official college requirements:

- ELWR – English Language Writing Requirement
- ILRQ – Indigenous Learning Requirement
- QRRQ – Quantitative Reasoning Requirement

3. Registration Information (Note: multi-term courses cannot be automated as corequisites)

3.1 Permission Required:

3.2 Restriction(s): course only open to students in a specific college, program/degree, major, year in program

- 3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course
- 3.4 Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course
- 3.5 Corequisite(s): course(s) that must be taken at the same time as this course
- 3.6 Notes: recommended courses, repeat restrictions/content overlap, other additional information

4. List Equivalent Course(s) here:

An equivalent course can be used in place of the course for which this form is being completed, specifically for the purposes of prerequisite and degree audit checking. Credit will be given for only one of the equivalent courses. **PTH 870 is equivalent to this course**

4.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be equivalent:

***Please note:** If the equivalent courses carry an UNEQUAL number of credit units, DegreeWorks will automatically enforce the following, unless otherwise stated:

- If a 3 credit unit course is considered to be equivalent to a 6 credit unit course, it will fulfill the 6 credit unit requirement and the student will not have to complete another 3 credit units toward the overall number of required credit units for the program.
- If a 6 credit unit course is considered to be equivalent to a 3 credit unit course, ALL 6 of the credit units may be used to fulfill the 3 credit unit requirement.

5. List Mutually-Exclusive Course(s) here:

Mutually exclusive courses have similar content such that students cannot receive credit for both.

5.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be mutually exclusive: **PTH 870**

***Please note:** SiRIUS cannot enforce a situation where the exclusion goes only one way.

6. Additional Notes:

Updated 2022



SCHOOL OF REHABILITATION SCIENCE
COURSE SYLLABUS

COURSE TITLE:	Foundations 1		
COURSE CODE:	PTH 811.6	TERM:	Fall 2025
COURSE CREDITS:	6	DELIVERY:	In-person
CLASS SECTION:	N/A	START DATE:	September 2, 2025
CLASS LOCATION:	See Timetable	LAB LOCATION:	See Timetable
CLASS TIME:	See Timetable	LAB TIME:	See Timetable
WEBSITE:			

Land Acknowledgement

We acknowledge that the Saskatoon campus of the University of Saskatchewan is located on **Treaty Six Territory** and the **Homeland of the Métis**. We pay our respect to the First Nation and Métis ancestors of this place and reaffirm our relationship with one another. We recognize that in the course of your studies you will spend time learning in other traditional territories and Métis homelands. We wish you safe, productive and respectful encounters in these places.

Course Description

This course covers essential knowledge related to human anatomy and its connection to physical therapy practice. The course involves systematic study of the body emphasizing the skeletal, muscular, nervous, respiratory and cardiovascular systems.

Instructor and Contact Information

Course Coordinator

Name: Dr Mu-Sen Kevin Chuang

Email: kevin.chuang@usask.ca

Telephone: (306) 966-6610

Office: Health Sciences Building, 107 Wiggins Ave., B-wing, Ground Floor: GB39

**Please note that I check my email twice daily, once in the morning and once in the afternoon.*

For urgent matters, please call me using the contact number provided. I will not be reachable on weekends, so please plan the completion of assignments during normal working hours if you require assistance.

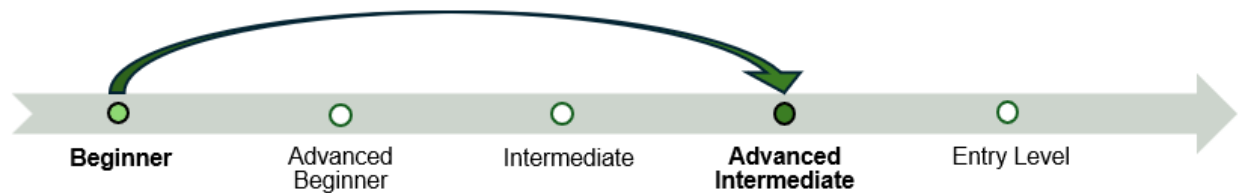
Instructor

Name: Dr John Verrall

Email: jrv126@mail.usask.ca

Office: Health Sciences Building, 107 Wiggins Ave., B-wing, Ground Floor: GB41

Course Objectives/Learning Outcomes



By the completion of this course, students will be expected to have an Advanced Intermediate level of competence in:

- Describe anatomical principles that link gross anatomical structures to their functions in the human body.
- Apply general histology knowledge to explain clinically significant structure-function relationships of gross anatomical structures/systems and appreciate the role of histology in physical therapy practice.
- Identify the viscera and the human body systems by noting location and organization.
- Locate and differentiate bones and bony landmarks of the body noting their functional/clinical significance.
- Identify and describe the origins(s), insertions(s), innervation(s), blood supply, and action(s) of major muscles in the human body as well as noting the functional/clinical significance of structures.
- Identify and describe the structure, articulating bones, associated ligaments, tendons, cartilages, bursae and possible movements of the major joints.
- Apply knowledge of the anatomical principles and gross anatomy to hypothesize and explain dysfunction and symptoms that are commonly presented in physical therapy practice.
- Demonstrate physical therapy professionalism values by respecting the human donors in the anatomy cadaveric laboratory, complying with legal and regulatory requirements of the anatomy laboratory and acting with professional integrity in interactions involving deceased donors (cadavers), peers, instructors, technical staff and members of the community.

Information on literal descriptors for grading at the University of Saskatchewan can be found at: <https://students.usask.ca/academics/grading/grading-system.php#GradingSystem> Please note: There are different literal descriptors for undergraduate and graduate students.

More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at: <http://policies.usask.ca/policies/academic-affairs/academic-courses.php>

The University of Saskatchewan Learning Charter is intended to define aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at: <https://teaching.usask.ca/documents/vptl/LearningCharter.pdf>

Course Overview and Schedule

Week	Topics / Module	Learning Activities Including Homework	Assessments Due Date
1	Histology & Anatomical Principles of Integumentary and MSK Systems	Problem Set 1	
2	Anatomical Principles of Nervous and Visceral Systems	Problem Set 2	
3	Spinal Cord and MSK Anatomy of the Trunk	Problem Set 3	
4	Head and Neck	Problem Set 4	
5	Upper Limb Overview to Brachial Plexus	Problem Set 5	
6	Content to date	Midterm Lab Exam	TBD
6	Content to date	Written Midterm Exam	TBD
7	Pectoral Girdle to Elbow	Problem Set 6	
8	Upper Limb Elbow to Hand	Problem Set 7	
9	Lower Limb Overview to Gluteal Region	Problem Set 8	
10	Lower Limb Thigh and Knee	Problem Set 9	
Break	Nov 10-14 th , 2025		
11	Leg, Ankle and Foot	Problem Set 10	
12	Regional Anatomy of the Thorax, Thoracoabdominal and Pelvis	Problem Set 11	
12	Lab Content to date	Final Lab Exam	TBD
	All Content to date	Final Written Exam	TBD

Types of Learning Activities

Weekly activities will involve group work, providing opportunities for review and informal feedback from peers and instructors. To formally assess your progress, there will be regular problem sets (with multiple attempts allowed) and several progress tests covering each region of the body. These assessments will occur throughout the semester, culminating in final comprehensive exams at the end of the term.

Midterm and Final Assessment Scheduling

Midterm and final assessments must be written on the date scheduled. Final assessments may be scheduled at any time during the examination period December 8-19, 2025; students should therefore avoid making prior travel, employment, or other commitments for this period. If a student is unable to write an exam through no fault of his or her own for medical or other valid reasons, documentation must be provided and an opportunity to write the missed exam may be given. Students are encouraged to review all School of Rehabilitation Science examination policies and procedures:

<https://medicine.usask.ca/policies/school-of-physical-therapy-examination-regulations.php>

Activities Outside of Class Time or Usual Location

Students will be assigned readings and preparatory content that is to be completed outside of class time to prepare for class content and/or discussions. Required readings will be posted on Canvas. Students are expected to review lab materials prior to the scheduled lab. Students are expected to complete the assigned problem sets as per the class schedule posted on Canvas.

Required and Recommended Resources (Textbooks/Electronic Resources/Other):

Readings/Textbooks

You will need a textbook that you can consult. Textbooks are available from the University of Saskatchewan Bookstore: <http://www.usask.ca/bookstore/>. If you already have one, that should be sufficient, otherwise below are some recommendations:

1. **Clinically Oriented Anatomy** by Moore, K.L., Dalley, A.F., and Agur A.M.
 - This textbook provides a practical, clinically relevant approach to anatomy. It's like having an experienced mentor guide you through the intricacies of the human body.
2. **Human Anatomy** by Martini, F.H., M.J. Timmons, and R.B. Tallitsch.
 - Martini's work offers a comprehensive exploration of human anatomy. It's a classic choice that covers the essentials.
3. **Functional Anatomy for Physical Therapists** by Hochschild J.
 - Given that you are in physical therapy, you will very likely appreciate how this book focuses on functional aspects. It bridges the gap between theory and practice. A physical copy will be difficult to track down but you can always purchase a digital edition.

Physical Anatomy Atlases

We highly recommend that you obtain a physical anatomy atlas for use during the laboratory sessions as personal electronic devices are presently still not permitted inside the laboratory environment. If you are trying to save some money, you may wish to coordinate with friends so that you share a copy.

1. **Grant's Atlas of Anatomy** by Agur, A.M.R. and Dalley, A.F.
 - Grant's atlas is a trusted companion for dissecting the mysteries of anatomy. Its detailed illustrations and clear labeling make it indispensable.
2. **Atlas of Human Anatomy** by Netter, F.
 - Netter's artwork is iconic. This atlas combines artistic beauty with scientific accuracy. It's like having a gallery of anatomical masterpieces at your fingertips.

Electronic and Computer Resources / Applications

You will need a laptop or an electronic device with internet access to log on to the Canvas platform and university resources.

There are some outstanding electronic resources available to you which facilitates anatomy. Below are a few resources (some cost money and others are free) that you should look into:

1. **Complete Anatomy** by 3D4Medical (published by Elsevier).
 - This application provides 3D models, interactive views, and clinical insights. It's like having an anatomy lab in your pocket.
2. Alternatively, explore **Primal TV**, available for **FREE through the USask Library**.
 - It's powered by Primal Pictures, and it is like having a VIP ticket to a virtual cadaver lab or an anatomy buddy who's always up for a deep dive into the human form.
3. **(FREE!) UBC Clinical Anatomy**
 - This website is an interdisciplinary, student-oriented treasure trove! This is an open education resource (OER) created at UBC, and it caters to learners across multiple faculties. Whether you're in health professions, science, or kinesiology, it's got your back (and your spine, and your femur...you get the idea).
4. **(FREE!) University of Michigan Medical School BlueLink**
 - Unlocking Anatomy's Secrets, discover a virtual cadaver lab like no other! UMich BlueLink—crafted by Dr. B. Kathleen Alsup and Dr. Glenn M. Fox—takes you on an anatomical adventure. From cervical vertebrae to the superior mediastinum, explore the human blueprint with high-quality visuals (**including labelled and unlabelled cadaveric images**) and interactive modules.

Other Required Materials

- Lab coat and disposable gloves for use in the cadaveric labs (these may be purchased at the USask Campus Bookstores)
- **NO ELECTRONIC DEVICES PERMITTED IN THE ANATOMY LABS:** you and your group will need at least one physical copy of an anatomy atlas recommended above as well as the lab activity guide for that session

Assessment Details - Grading Scheme

Module Problem Sets	20%
Midterm Written Exam	25%
Midterm Lab Exam	15%
Final Lab Exam	15%
Final Written Exam	25%
Total	100%

Evaluation Components

Assignment 1: Module Problem Sets (12 Total and Due Weekly)

Value: 20% of final grade (each is about 1.67%); keep top score of three attempts

Due Date: See Course Schedule-usually 1 week after the content related lab session

Length: no time limit; submit when you are satisfied and ready (you may wish to set your own timer to practice for other assessments)

Type: Each problem set is designed to draw from a bank of questions that cover the learning objectives of the video topics. They are aimed to encourage continuous engagement with the online video content and to help learners review and consolidate the materials learnt and covered. They are part of the 'learning' process, hence allowing multiple attempts, and not in the 'performance' zone of the course.

Description: Each problem set will survey the material covered on a weekly basis allowing time for revisiting and open discussion with peers. You should be attempting to complete the quiz as much from your memory as possible. By remembering and knowing the facts, you are freeing up invaluable cognitive resources so that you can think more deeply and grapple with harder clinical problems/scenarios in other courses and later on as you get into clinical practice and observations. If you absolutely must, then you can consult your resources after the test, but remember for other assessments you will be completing them independently so it would be wise to start practicing here. The type of questions may vary from problems set to problem set. Often, the questions will involve labelling a figure or image or matching items in one list (such as a list of anatomical structures) to items in another list (such as brief descriptions of the structures). The most common formats will be matching items or multiple choice.

Additional Note on how you should be using these:

The problem sets are designed to encourage you to engage with the content early on and most importantly to learn through errors and reflection. You are encouraged to first attempt the problem set independently so you can get a sense of how well you have retained the content based on your own study strategies. The score is not so important but you should definitely look back on the question and answer the following:

1. *What topics did you do well in? And, which learning objectives do they cover?*
2. *Which topics or learning objectives are in need of work and further studies?*
3. *What did you specifically do OR already know that led to the positive and negative scores?*
4. *What do you need to maintain to keep doing well in areas that you are excelling in? Finally*
5. *What do you need to do differently to improve on the areas that need improvements?*

The problem sets are meant to encourage a combination of independent and peer study process that allows for reflection. So, if you have questions that you cannot quite figure out you should definitely be working with your friends and peers to see if collectively you can work out an answer.

The multiple attempts and the qualitative feedback that you will receive (described earlier in the Grading Scheme) are meant to encourage and reward the learning and reflection process and reflection.

Assignment #2: Midterm Written Exam:

- Value:** 25% of final grade
- Date:** TBD; scheduled lecture time (see Canvas for details)
- Length:** 2 hours (see Canvas for details)
- Type:** It will be an invigilated computer based on-line exam, probably entirely multiple choice or matching lists.
- Description:** The midterm written exam will cover material in Modules 1 & 2.

Assignment #3: Midterm Lab Exam:

- Value:** 15% of final grade
- Date:** TBD, scheduled lab time (see Canvas for details)
- Length:** 1 hour (see Canvas for details)
- Type:** It will be an invigilated 'bell-ringer' type exam where you will have limited time to look at labelled pictures, specimens, and provide your responses.
- Description:** The midterm practical exam will cover material in Modules 1 & 2 with an emphasis on the content and skills covered in the practical sessions. The questions are not strictly limited to identification of structures. You may be asked questions about functions, clinical applications or significance of the labelled structures, etc. (see Canvas for details and examples).

Assignment #4: Final Lab Exam:

- Value:** 15% of final grade
- Date:** During final examination period; date and time to be announced on Canvas
- Length:** 1 hour (see Canvas for details)
- Type:** It will be an invigilated 'bell-ringer' type exam where you will have limited time to look at labelled pictures, specimens, and provide your response
- Description:** The final practical exam will cover material in Modules 3-5 with an emphasis on the content and skills covered in the practical sessions. The questions are not strictly limited to identification of structures. You may be asked questions about functions, clinical applications or significance of the labelled structures, etc. (see Canvas for details and examples).

Assignment #5: Final Written Exam:

- Value:** 25% of final grade
- Date:** During final examination period; date and time to be announced on Canvas
- Length:** 3 hours (see Canvas for details)
- Type:** This will be an invigilated paper based written exam.

Description: The final written exam will cover material in Modules 3-5 and consist of various types of multiple choice questions that range from the traditional style to complex scenario based questions.

Midterm and Final Examination Scheduling

Midterm and final assessments must be written on the date scheduled. Final assessments may be scheduled at any time during the examination period (December 8, 2025 to December 19, 2025); students should therefore avoid making prior travel, employment, or other commitments for this period. If a student is unable to write an exam through no fault of his or her own for medical or other valid reasons, documentation must be provided and an opportunity to write the missed exam may be given. Students are encouraged to review all School of Rehabilitation Science examination policies and procedures:

<https://medicine.usask.ca/policies/school-of-physical-therapy-examination-regulations.php>

Submitting Assignments

All of the problem sets are on Canvas and untimed, so, you will complete them online and, when satisfied with your work, you can submit the problem set electronically on Canvas. There will be a deadline for submission of each problem set, usually the second Friday following the last practical associated with the module.

Problem sets are intended to encourage you to review the material covered in the preceding weeks, so that you stay current. This course is very cumulative in the sense that what you learn this week will be assumed to be mastered for the next week. Falling behind will compromise your understanding of the material as the course progresses.

Problem sets are open book, open colleague, open notes, etc. The point of the problem set is that you review the material and master it at the level of the questions in the problem set. Working with others is encouraged, but make sure that you understand the answers and the material, because the exams are not open book, and you will not be able to consult others.

Late Assignments

For the problem sets, late problem sets will be accepted (again they are there to encourage you to stay on top of the content), but the Problem Sets 1-6, which cover the Module 1 & 2 content assessed on the midterm, will not be accepted after the midterm.

The problem sets are for your benefit. Use them to consolidate and demonstrate your learning, however, if you choose to not do one or more, or if you are unable to submit one or more, there is about a rough 1.67% loss from the final grade for each problem set. Generally, I do not require you to explain a late or missing submission, so, you do not have to worry about getting permission for either of those actions. **However**, if there is a general problem that is preventing you from submitting problem sets that relates to understanding the material, or a technical problem related to Canvas then I definitely want to know and expect to hear from you, so that I may be able to help before the problems become overwhelming.

Criteria to Pass

There are no minimum hurdle requirements to be met for any individual evaluation component. Students must achieve an overall final grade of 60% or greater to pass the course as set out by the University of Saskatchewan Grading System (for graduate courses).

Attendance Expectations

Students are required to regularly attend all lectures and laboratory periods. If unable to attend a mandatory lecture, lab, tutorial or IPE experience due to medical, compassionate or other reasons as described in our attendance policy at <https://medicine.usask.ca/policies/school-of-physical-therapy-regulations-on-attendance-lectures,-labs,-tutorials.php>, prior notification to the School of Rehabilitation general office or the instructor directly must be made. Failure to meet these expectations may result in a student being required to discontinue the program.

Student Feedback

Students will be asked to complete course and instructor evaluations on-line. This is a professional expectation.

Copyright Information

Course material created by your professors and instructors is their intellectual property and **cannot be shared without written permission**. This includes exams, PowerPoint/PDF lecture slides and other course notes. If materials are designated as open education resources (with a creative commons license) you can share and/or use them in alignment with the [CC license](#). Other copyright-protected materials created by textbook publishers and authors may be provided to you based on license terms and educational exceptions in the [Canadian Copyright Act](#).

You are responsible for ensuring that any copying or distribution of materials that you engage in is permitted by the University's "Use of Materials Protected By Copyright" Policy. For example, posting others' copyright-protected materials on the open internet is not permitted by this policy unless you have copyright permission or a license to do so. For more copyright information, please visit <https://library.usask.ca/copyright/students/index.php> or contact the University Copyright Coordinator at copyright.coordinator@usask.ca or 306-966-8817.

Academic Integrity

The University of Saskatchewan is committed to the highest standards of academic integrity. <https://academic-integrity.usask.ca/>

Students are urged to read the [Regulations on Academic Misconduct](#) and to avoid any behaviours that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence.

For help developing the skills for meeting academic integrity expectations, see: <https://academic-integrity.usask.ca/students.php>

Students are encouraged to ask their instructors for clarification on academic integrity requirements.

Students may use generative artificial intelligence tools (e.g., ChatGPT, Gemini, Claude, etc.) for learning and practicing the concepts in this course, but these tools may **NOT** be used for completing assignments in this course.

The use of generative artificial intelligence tools or apps for assignments in this course, including tools like ChatGPT, Gemini, Claude, Microsoft Copilot and other AI writing or coding assistants, is prohibited.

Access and Equity Services (AES)

Access and Equity Services (AES) is available to provide support to students who require accommodations due to disability, family status, and religious observances. Please contact the Office of Student Affairs to begin the process of registering with AES. The Office of Student Affairs can be reached via this email - srs.studentaffairs@usask.ca.

Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to contact [OSA](#) and also register with [Access and Equity Services \(AES\)](#) if they have not already done so.

Students who suspect they may have disabilities should contact OSA for advice and referrals at any time. Those students who are registered with AES with mental health disabilities and who anticipate that they may have responses to certain course materials or topics, should discuss course content with their instructors.

Students who require accommodations for pregnancy or substantial parental/family duties should contact OSA to discuss their situations and potentially register with the access and equity office.

Students who require accommodation due to religious practices that prohibit the writing of exams on religious holidays should contact OSA and AES to self-declare and determine which accommodations are appropriate. In general, students who are unable to write an exam due to a religious conflict do not register with AES but instead submit an exam conflict form through their PAWS account to arrange accommodations.

Student Supports

Academic Help – University Library

Visit the [University Library](#) and [Learning Hub](#) to find supports for undergraduate and graduate students with first-year experience, study skills, learning strategies, research, writing, math and statistics. Students can attend [workshops](#), access [online resources and research guides](#), book [1-1 appointments](#) or hire a [subject tutor](#) through the [USask Tutoring Network](#)

Connect with library staff through the [AskUs](#) chat service or visit various [library locations](#) on campus.

Enrolled in an online course? Explore the [Online Learning Readiness Tutorial](#).

Teaching, Learning and Student Experience

Teaching, Learning and Student Experience (TLSE) provides developmental and support services and programs to students and the university community. For more information, see the students' website <http://students.usask.ca>.

Student and Enrolment Services Division

The Student and Enrolment Services Division (SESD) focuses on providing developmental and support services and programs to students and the university community. For more information, see the students' web site <http://students.usask.ca>.

Financial Support

Any student who faces unexpected challenges securing their food or housing and believes this may affect their performance in the course is urged to contact Student Central <https://students.usask.ca/student-central.php>.

Gordon Oakes Red Bear Student Centre

The Gordon Oakes Red Bear Student Centre) is dedicated to supporting Indigenous student academic and personal success. The Centre offers personal, social, cultural and some academic supports to Métis, First Nations, and Inuit students. The Centre is an intercultural gathering space that brings Indigenous and non-Indigenous students together to learn from, with and about one another in a respectful, inclusive, and safe environment. Visit <https://students.usask.ca/indigenous/index.php> or students are encouraged to visit the ASC's website <https://students.usask.ca/indigenous/qorbsc.php>



1. Approval by Department Head or Dean

- 1.1 College or School with academic authority: **CGPS**
- 1.2 Department with academic authority: **School of Rehabilitation Science**
- 1.3 Term from which the course is effective: **Fall 2025**

2. Information required for the Catalogue

- 2.1 Label & Number of course: **PTH 812**
- 2.2 Academic credit units: **17**
- 2.3 Course Long Title (maximum 100 characters): **Foundations 2**
Course Short Title (maximum 30 characters): **Foundations 2**
- 2.4 Total Hours: Lecture **120** Seminar Lab **84** Tutorial Other
- 2.5 Weekly Hours: Lecture **10** Seminar Lab **7** Tutorial Other
- 2.6 Term in which it will be offered: **T1** T2 T1 or T2 T1 and T2
- 2.7 Prerequisite: **PTH 811**

If there is a prerequisite waiver, who is responsible for signing it? **No**

- D – Instructor/Dept Approval
- H – Department Approval
- I – Instructor Approval

2.8 Catalogue description (150 words or less):
This course covers foundational concepts and skills related to physical therapy practice. Learners gain an introductory level competency in professionalism, communication, and physiotherapy expertise. Emphasis is on frameworks and theories that inform physiotherapy practice, clinical decision making, problem solving and an introduction to holistic and responsive care.

2.9 Do you allow this course to be repeated for credit? **No**

3. Please list rationale for introducing this course: **Curriculum redesign**

4. Please list the learning objectives for this course:

- 1. Explain various frameworks, theories, and knowledge that underpin current physiotherapy practice to enhance understanding of clinical decision-making processes.**

2. Demonstrate beginner physiotherapy assessment and treatment techniques and skills, focusing on person-centered care, safety, and principles of sensitive and culturally responsive practice.
 3. Recognize and apply ethical, legal, and cultural competence frameworks, ensuring informed consent, confidentiality, cultural humility, and sensitive practice across diverse populations.
 4. Develop introductory level physical therapy management plans incorporating lifestyle considerations and cultural needs at different developmental stages from birth to older adulthood.
 5. Demonstrate communication techniques and strategies through self-reflection that are tailored to diverse patient needs, healthcare scenarios and enhance therapeutic relationships.
 6. Discuss and demonstrate concise patient documentation that adheres to professional and legal standards and guidelines to promote effective and compliant patient care.
 7. Locate and critically review research studies related to healthcare to enhance evidence-based practice skills.
5. **Impact of this course**
Are the programs of other departments or Colleges affected by this course? **No**
If so, were these departments consulted? (Include correspondence)
Were any other departments asked to review or comment on the proposal? **No**
6. **Other courses or program affected** (please list course titles as well as numbers)
6.1 Courses to be deleted? **PTH 800.6, PTH 808.3, PTH 801.3**
6.2 Courses for which this course will be a prerequisite? **Courses cannot be taken outside of program order. Does not apply.**
6.3 Is this course to be required by your majors, or by majors in another program? **No**
7. **Course outline**
(Weekly outline of lectures or include a draft of the course information sheet.) **See Syllabus**
8. **Enrolment**
8.1 What is the maximum enrolment number for this course? And from which colleges? **School of Rehabilitation Science only. Admission is 55, but re-entering students will increase this number. Estimate 55-60 students each fall.**
- 8.2 For room bookings, please indicate the maximum estimated room size required for this course: **We use our own lab/lecture spaces in SRS. Usask Room Booking not required.**
- 10-50
 50-90
 90-130
 130+
9. **Student evaluation**
Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)
- 9.1 How should this course be graded?
C – Completed Requirements

(Grade options for instructor: Completed Requirements, Fail, IP In Progress)

N – Numeric/Percentage

(Grade options for instructor: grade of 0% to 100%, IP in Progress)

P – Pass/Fail

(Grade options for instructor: Pass, Fail, In Progress)

S – Special

(Grade options for instructor: NA – Grade Not Applicable) If other, please specify:

- 9.2 Is the course exempt from the final examination? **No. But we plan our own exam timetable**
10. **Required text**
Include a bibliography for the course. **See Syllabus**
11. **Resources**
- 11.1 Proposed instructor: **Multiple instructors in our department – integrated course**
- 11.2 How does the department plan to handle the additional teaching or administrative workload? **No additional resources required. We have experience with integrated courses.**
- 11.3 Are sufficient library or other research resources available for this course? **Yes, only renewal of curriculum, nothing additional required.**
- 11.4 Are any additional resources required (library, audio-visual, technology, etc.)? **No**
12. **Tuition**
- 12.1 Will this course attract tuition charges? If so, how much? (use tuition category) **Program already handles tuition via program tuition, rather than per course/credit unit. No change**
- 12.2 Does this course require non-standard fees, such as materials or excursion fees? If so, please include an approved "Application for New Fee or Fee Change Form"
<http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees> **No**
-

Detailed Course Information

1. Schedule Types

Please choose the Schedule Types that can be used for sections that fall under this course:

Code	Description	Code	Description
CL	Clinical	PRB	Problem Session
COO	Coop Class	RDG	Reading Class
FLD	Field Trip	RES	Research
ICR	Internet Chat Relay	ROS	Roster (Dent Only)
IHP	Internet Help	SEM	Seminar
IN1	Internship - Education	SSI	Supervised Self Instruction
IN2	Internship - CMPT & EPIP	STU	Studio
IN3	Internship - General	SUP	Teacher Supervision
LAB	Laboratory	TUT	Tutorial
LC	Lecture/Clinical (Dent Only)	WEB	Web Based Class
LEC	Lecture	XCH	Exchange Program
LL	Lecture/Laboratory	XGN	Ghost Schedule Type Not Applicable

MM	Multimode	XHS	High School Class
PCL	Pre-Clinical (Dent Only)	XNA	Schedule Type Not Applicable
PRA	Practicum	XNC	No Academic Credit

2. Course Attributes

Please highlight the attributes that should be attached to the course (they will apply to all sections):

2.1 NOAC No Academic Credit
0 Credit Unit courses that possess "deemed" CUs (Called Operational Credit Units). NOAC causes the system to roll 0 academic credit units to academic history.

2.2 For the College of Arts and Science only: To which program type does this course belong?

- FNAR Fine Arts
- HUM Humanities
- SCIE Science
- SOCS Social Science
- ARNP No Program Type (Arts and Science)

Does this course satisfy one of the official college requirements:

- ELWR – English Language Writing Requirement
- ILRQ – Indigenous Learning Requirement
- QRRQ – Quantitative Reasoning Requirement

3. Registration Information (Note: multi-term courses cannot be automated as corequisites)

3.1 Permission Required:

3.2 Restriction(s): course only open to students in a specific college, program/degree, major, year in program

- 3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course
- 3.4 Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course
- 3.5 Corequisite(s): course(s) that must be taken at the same time as this course
- 3.6 Notes: recommended courses, repeat restrictions/content overlap, other additional information

4. List Equivalent Course(s) here:

An equivalent course can be used in place of the course for which this form is being completed, specifically for the purposes of prerequisite and degree audit checking. Credit will be given for only one of the equivalent courses.

- 4.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be equivalent:

***Please note:** If the equivalent courses carry an UNEQUAL number of credit units, DegreeWorks will automatically enforce the following, unless otherwise stated:

- If a 3 credit unit course is considered to be equivalent to a 6 credit unit course, it will fulfill the 6 credit unit requirement and the student will not have to complete another 3 credit units toward the overall number of required credit units for the program.
- If a 6 credit unit course is considered to be equivalent to a 3 credit unit course, ALL 6 of the credit units may be used to fulfill the 3 credit unit requirement.

5. List Mutually-Exclusive Course(s) here:

Mutually exclusive courses have similar content such that students cannot receive credit for both.

- 5.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be mutually exclusive:

***Please note:** SiRIUS cannot enforce a situation where the exclusion goes only one way.

6. Additional Notes:

Updated 2022



SCHOOL OF REHABILITATION SCIENCE
COURSE SYLLABUS

COURSE TITLE:	Foundations 2		
COURSE CODE:	PTH 812.17	TERM:	Fall 2025
COURSE CREDITS:	17	DELIVERY:	In-person
CLASS SECTION:	N/A	START DATE:	September 1, 2025
CLASS LOCATION:	School of Rehabilitation Science See Timetable	LAB LOCATION:	See Timetable
CLASS TIME:	See Timetable	LAB TIME:	See Timetable
WEBSITE:			

Land Acknowledgement

We acknowledge that the Saskatoon campus of the University of Saskatchewan is located on **Treaty Six Territory** and the **Homeland of the Métis**. We pay our respect to the First Nation and Métis ancestors of this place and reaffirm our relationship with one another. We recognize that in the course of your studies you will spend time learning in other traditional territories and Métis homelands. We wish you safe, productive and respectful encounters in these places.

Course Description

This course covers foundational concepts and skills related to physical therapy practice. Learners gain an introductory level competency in professionalism, communication, and physiotherapy expertise. Emphasis is on frameworks and theories that inform physiotherapy practice, clinical decision making, problem solving and an introduction to holistic and responsive care.

Instructor and Contact Information

Robyn Morhart, BA, BScPT, MSc (robyn.morhart@usask.ca)

Other Lecturers

Katie Crockett, BSc, MPT, PhD (katie.crockett@usask.ca)

Carrie Stavness, HSc (KIN), M.Sc.(OT) (carrie.stavness@usask.ca)

Rhonda Loepky, BA, BScPT, Dip. Adv. Man. & Manip. Therapy; FCAMT
(rhonda.loepky@usask.ca)

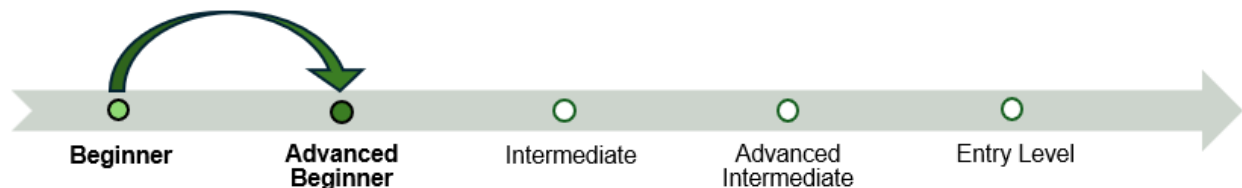
Audrey Zucker-Levin, PhD, MSPT, MBA, GCS Emeritus (audrey.zuckerlevin@usask.ca)

Bruce Craven, B.SC(PT), M.SC, DIP SPORT (PT), BSPE, CSCS
Susan Tupper, BScPT, PhD, Strategy Consultant; Pain Quality Improvement

Lab Assistants

Lacey Nairn-Pederson
Anissa Van Dusen
Melanie Krause
Michelle Riendeau
Brianna Davidson
Melanie Weimer
Shona Nickel
Juliegh Clarke
Jonathan O'Leary

Course Objectives/Learning Outcomes



By the completion of this course, students will be expected to have an advanced beginner level of competency in:

1. Explain various frameworks, theories, and knowledge that underpin current physiotherapy practice to enhance understanding of clinical decision-making processes.
2. Demonstrate beginner physiotherapy assessment and treatment techniques and skills, focusing on person-centered care, safety, and principles of sensitive and culturally responsive practice.
3. Recognize and apply ethical, legal, and cultural competence frameworks, ensuring informed consent, confidentiality, cultural humility, and sensitive practice across diverse populations.
4. Develop introductory level physical therapy management plans incorporating lifestyle considerations and cultural needs at different developmental stages from birth to older adulthood.
5. Demonstrate communication techniques and strategies through self-reflection that are tailored to diverse patient needs, healthcare scenarios and enhance therapeutic relationships.
6. Discuss and demonstrate concise patient documentation that adheres to professional and legal standards and guidelines to promote effective and compliant patient care.
7. Locate and critically review research studies related to healthcare to enhance evidence-based practice skills.

Information on literal descriptors for grading at the University of Saskatchewan can be found at: <https://students.usask.ca/academics/grading/grading-system.php#GradingSystem> Please note: There are different literal descriptors for undergraduate and graduate students.

More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at:

<http://policies.usask.ca/policies/academic-affairs/academic-courses.php>

The University of Saskatchewan Learning Charter is intended to define aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at: <https://teaching.usask.ca/documents/vptl/LearningCharter.pdf>

Course Overview and Schedule

Week	Topics / Module	Learning Activities Including Homework	Assessments Due Date
1	Intro to course Disability Awareness Intro to Movement Terminology, Movement Observation and Analysis	W/C Excursion Lab 1: Movement Terminology and Analysis Intro to Movement Analysis Assignment given	TBD
2	Bedrest and Immobility Introduction to Biomechanics and Lifting Values as Determinants of Behaviour Reflective Practice The PT Assessment Pain	Lab 2: Biomechanics and Lifting	
3	Gross Motor Function Motor Control Postural Control Relationship Based Practice: communication International Classification of Functioning (ICF) Application of the ICF	Lab 3: Palpation	
4	Socioeconomic Determinants of Health Application of Motor Control Theory ICF Activity Motor Learning Connective Tissue Loading	Lab 4: Positioning and Moving Clients in an Acute Care Setting	
4		Intro to Movement Analysis Assignment due	TBD
5	Content to Date	Midterm #1	TBD
5	Introduction to Kinematics and Kinetics	Lab 5: PROM in an acute care setting, hand placements (Theory and Lab) SPLIT LAB: Lab 6: Bed mobility and Transfers SP Experience (Group A)	

		Lab 8: Sit to Stand Transfers (Group B)	
6	Pain	Lab 7: Postural Control Assessment Lab 10: Gait Aids Lab 11: Facilitating and Teaching a Functional Activities - Rolling SPLIT LAB: Lab 6: Bed mobility and Transfers SP Experience (Group B) Lab 8: Sit to Stand Transfers (Group A)	
7	Gait Subjective Assessment Cases Review Content to Date	Lab 12: FLEX LAB: Checklists, review gait aids Lab 9: Gait Aids and Facilitation of Gait	
8	Content to Date	Midterm #2	TBD
8	Impairment in Muscle Performance	Lab 13: Palpation, Vital Signs (Pulse, BP, RR) Lab 14: Kinematic Analysis and Muscle Performance Lab 15: Applying Kinematic Analysis with Muscle Performance	
9	Impairment in Muscle Performance ICF Activity Soft Tissue Healing	Lab 16: Movement from Floor to Sitting	
10	Introduction to Health Systems (Primary, Secondary and Tertiary Health Care Programming) Legal and Ethical Aspects of PT Practice Privacy Legislation Professional Ethics Informed Consent Privacy and Confidentiality within SHA Clin Ed Team: Health Records, Health Records Cases, Professionalism (Competency Profile), Prep for CP1		
11	CP1	See CP1 syllabus	TBD
12	Checklist and Intro to Subjective History Task	SPLIT LAB: Tues: Lab 17: Part 1 - Muscle Performance/Exercise Prescription (Group A)	

	Stretching	Part 2 – Recorded Relaxation and Hydrotherapy Lectures (Canvas) (Group B) Thurs: Lab 17: Part 1 - Muscle Performance/Exercise Prescription (Group B) Part 2 – Recorded Relaxation and Hydrotherapy Lectures (Canvas) (Group A)	
12	Online Subjective History Task Oral Assessment: Standardized Patient Assessment Experience (Subjective History Task)		TBD TBD
13	Stretching review PNF Theory ICF Activity	Lab 18: Stretching Lab 19: PNF Lab 20: Review Lab/Prep for practice OSCE/Checklists Lab 21: Review Lab/Practice for OSCE (CLRC)/ Practice Cases	
14	Theory Review Course Evaluations	Lab 22: Practice Cases and Checklists Lab 23: Checklists and Review Lab 24: PNF Checklist Day	
	Content to Date	Final Written Exam Final Practical Exam (OSCE)	TBD TBD

Types of Learning Activities

In class lecture and lab.

Midterm and Final Assessment Scheduling

Midterm and final assessments must be written on the date scheduled. Final assessments may be scheduled at any time during the examination period (December 8, 2025 to December 19, 2025); students should therefore avoid making prior travel, employment, or other commitments for this period. If a student is unable to write an exam through no fault of his or her own for medical or other valid reasons, documentation must be provided and an opportunity to write the missed exam may be given. Students are encouraged to review all School of Rehabilitation Science examination policies and procedures:

<https://medicine.usask.ca/policies/school-of-physical-therapy-examination-regulations.php>

Activities Outside of Class Time or Usual Location

Students will be assigned readings and preparatory content that is to be completed outside of class time to prepare for class content and/or discussions. Required readings are posted on

Canvas. Students are expected to review lab materials (lab and pre-recorded videos) prior to the scheduled lab. A digital copy of the lab manual is posted on Canvas. Pre-recorded videos are posted on Canvas.

Required and Recommended Resources (Textbooks/Electronic Resources/Other):

Textbooks are available from the University of Saskatchewan Bookstore:
<http://www.usask.ca/bookstore/>

*Shumway-Cook, A & Woolacott, M. Motor Control: Translating Research into Clinical Practice. Baltimore: Williams & Wilkins; 2022 or 2012 version.

**This is a textbook that is of great value throughout your MPT program and it is strongly recommended that you have a copy or have regular access to a copy.*

Brody, L & Hall, C. Therapeutic Exercise: Moving Toward Function. Philadelphia: Lippincott & Williams; 2017.

**Reese, Nancy Berryman, Bandy, William D. Joint Range of Motion and Muscle Length Testing ISBN-10: 1455758825, ISBN-13: 978-1-4557-5882-1, 3rd Edition, 2016, Elsevier Canada.

**Reese, Nancy Berryman. Muscle and Sensory Testing, ISBN: 978-0-323-5962, 4th Edition, 2020, Elsevier Canada.

** Levangie, P., and Norkin, Joint Structure and Function; A Comprehensive Analysis, ISBN 978-0-8036-5878-3 6th Edition, 2019, F.A. Davis

***The three above texts are required for Module 2 (Advanced Foundations) and you may find them of interest for Module 1.*

National Physiotherapy Advisory Group NPAG. Competency Profile for Physiotherapists in Canada; 2017. (on CPA website)

World Health Organization. ICF - International Classification of Functioning, Disability and Health; Geneva, 2001. Available online at the following website:
<http://www.who.int/classifications/icf/en/>

Course Assessment Overview

Movement Analysis Assignment	10%
Online Subjective Assessment	5%
Standardized Patient Subjective Experience	20%
Written Midterm #1	10%
Written Midterm #2	10%
Checklists	5%
Final Written	20%
Final OSCE	20%

Total	100%
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Evaluation Components

Assignment 1: Movement Analysis Assignment

Value: 10% of final grade

Due Date: TBD

Type: Group Assignment

Description: Students will videotape and analyze individuals performing an assigned functional task or daily activity. This assignment will consist of two parts. Part 1: Students will work in a small group to analyze the movements and put them into a table that identifies the start position, how the movement was initiated, the movement components and the finish/end position. Part 2: Student will create a synopsis of the groups observations and analysis. This should include if an individual had difficulty completing the task, describing similarities and differences between individuals and identifying if there is a most efficient or “best practice” method to perform this activity. Part 1 should be no more than 4 pages and is worth 15 points. Part 2 should be no more than 2 pages and is worth 10 points.

Assignment 2: Online Subjective Assessment

Value: 5% of final grade

Date: TBD

Type: Individual Assignment. Subjective assessment of an AI “patient”

Description: Students will interact with an AI “patient” (link and information on Canvas) to complete a subjective assessment. Students will copy and paste the transcript into a Word document, complete a reflection of this assignment, and then submit it on Canvas.

Oral Assessment: Standardized Patient Assessment Experience (Subjective History Task)

Value: 20% of final grade

Date: TBD

Type: Interview with a standardized patient in pairs

Description: Pairs of students will complete a subjective assessment of a standardized patient in the CLRC. This encounter will be video and audio recorded for evaluation.

Written Midterm Exams:

Value: 20% of final grade (10% each)

Dates: TBD

Length: 1.5 hours each

Type: Closed book; in-person

Description: Multiple Choice, fill in the blanks, matching, short answer

Checklists:

Value: 5% of final grade

Date: To be completed throughout the course timeline. Must be submitted by December 5, 2025 4:00pm

Type: Digital checklists provided on Canvas

Description: See checklists on Canvas. 3 of the 11 items to be assessed must be assessed by the instructor or TA. Checklist #1 and #5 must be assessed by the instructor or TA, and the third can be on your choosing. Other checklist items will be assessed by peers to gain experience in providing constructive feedback.

Written Final Exam:

Value: 20% of final grade

Date: TBD

Length: 3 hours

Type: Closed book; in-person

Description: Multiple choice, fill in the blanks, short answer, comprehensive of all material.

Practical OSCE Final Exam:

Value: 20% of final grade

Date: TBD

Length: Schedule with groups and times will be posted on Canvas

Type: Students will be asked to demonstrate skills and answer question in detail.

Description: Each station must be passed with a 60% to pass this component.

Submitting Assignments

All assignments are to be submitted electronically via Canvas.

Late Assignments

Late assignments will not be accepted unless arrangements have been made with the instructor PRIOR to the deadline.

Criteria to Pass

All components of the course must be submitted and/or successfully completed in order to be considered for a passing grade.

Successful completion of the course requires:

- An overall summative grade of 60% or greater
- Successful completion of the course requires that students attain a grade of 60% or higher on **EACH** assignment and examination including:
 - Midterms (Overall 60% average); you do not need to pass both, however you must achieve a 60% overall.
 - Final Written Examination
 - Final Objective Structured Clinical Examination (OSCE)
(Note: Students must pass each station with a 60% or higher on the OSCE exam)
- Students must be fully engaged in all in-class activities, must contribute to all assessable activities.

Attendance Expectations

Students are required to regularly attend all lectures and laboratory periods. If unable to attend a mandatory lecture, lab, tutorial or IPE experience due to medical, compassionate or other reasons as described in our attendance policy at <https://medicine.usask.ca/policies/school-of-physical-therapy-regulations-on-attendance-lectures,-labs,-tutorials.php>, prior notification to the

School of Rehabilitation general office or the instructor directly must be made. Failure to meet these expectations may result in a student being required to discontinue the program.

Student Feedback

Students will be asked to complete course and instructor evaluations on-line. This is a professional expectation.

Copyright Information

Course material created by your professors and instructors is their intellectual property and **cannot be shared without written permission**. This includes exams, PowerPoint/PDF lecture slides and other course notes. If materials are designated as open education resources (with a creative commons license) you can share and/or use them in alignment with the [CC license](#). Other copyright-protected materials created by textbook publishers and authors may be provided to you based on license terms and educational exceptions in the [Canadian Copyright Act](#).

You are responsible for ensuring that any copying or distribution of materials that you engage in is permitted by the University's "[Use of Materials Protected By Copyright](#)" Policy. For example, posting others' copyright-protected materials on the open internet is not permitted by this policy unless you have copyright permission or a license to do so. For more copyright information, please visit <https://library.usask.ca/copyright/students/index.php> or contact the University Copyright Coordinator at copyright.coordinator@usask.ca or 306-966-8817.

Academic Integrity

The University of Saskatchewan is committed to the highest standards of academic integrity. <https://academic-integrity.usask.ca/>

Students are urged to read the [Regulations on Academic Misconduct](#) and to avoid any behaviours that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence.

For help developing the skills for meeting academic integrity expectations, see: <https://academic-integrity.usask.ca/students.php>

Students are encouraged to ask their instructors for clarification on academic integrity requirements.

Students may use generative artificial intelligence tools (e.g., ChatGPT, Gemini, Claude, etc.) for learning and practicing the concepts in this course, but these tools may **NOT** be used for completing assignments in this course.

The use of generative artificial intelligence tools or apps for assignments in this course, including tools like ChatGPT, Gemini, Claude, Microsoft Copilot and other AI writing or coding assistants, is prohibited.

Access and Equity Services (AES)

Access and Equity Services (AES) is available to provide support to students who require accommodations due to disability, family status, and religious observances. Please contact the Office of Student Affairs to begin the process of registering with AES. The Office of Student Affairs can be reached via this email - srs.studentaffairs@usask.ca.

Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to contact [OSA](#) and also register with [Access and Equity Services \(AES\)](#) if they have not already done so.

Students who suspect they may have disabilities should contact OSA for advice and referrals at any time. Those students who are registered with AES with mental health disabilities and who anticipate that they may have responses to certain course materials or topics, should discuss course content with their instructors.

Students who require accommodations for pregnancy or substantial parental/family duties should contact OSA to discuss their situations and potentially register with the access and equity office.

Students who require accommodation due to religious practices that prohibit the writing of exams on religious holidays should contact OSA and AES to self-declare and determine which accommodations are appropriate. In general, students who are unable to write an exam due to a religious conflict do not register with AES but instead submit an exam conflict form through their PAWS account to arrange accommodations.

Student Supports

Academic Help – University Library

Visit the [University Library](#) and [Learning Hub](#) to find supports for undergraduate and graduate students with first-year experience, study skills, learning strategies, research, writing, math and statistics. Students can attend [workshops](#), access [online resources and research guides](#), book [1-1 appointments](#) or hire a [subject tutor](#) through the [USask Tutoring Network](#)

Connect with library staff through the [AskUs](#) chat service or visit various [library locations](#) on campus.

Enrolled in an online course? Explore the [Online Learning Readiness Tutorial](#).

Teaching, Learning and Student Experience

Teaching, Learning and Student Experience (TLSE) provides developmental and support services and programs to students and the university community. For more information, see the students' website <http://students.usask.ca>.

Student and Enrolment Services Division

The Student and Enrolment Services Division (SESD) focuses on providing developmental and support services and programs to students and the university community. For more information, see the students' web site <http://students.usask.ca>.

Financial Support

Any student who faces unexpected challenges securing their food or housing and believes this may affect their performance in the course is urged to contact Student Central

<https://students.usask.ca/student-central.php>.

Gordon Oakes Red Bear Student Centre

The Gordon Oakes Red Bear Student Centre) is dedicated to supporting Indigenous student academic and personal success. The Centre offers personal, social, cultural and some academic supports to Métis, First Nations, and Inuit students. The Centre is an intercultural gathering space that brings Indigenous and non-Indigenous students together to learn from, with and about one another in a respectful, inclusive, and safe environment. Visit

<https://students.usask.ca/indigenous/index.php> or students are encouraged to visit the ASC's website <https://students.usask.ca/indigenous/gorbosc.php>



1. Approval by Department Head or Dean

- 1.1 College or School with academic authority: **CGPS**
- 1.2 Department with academic authority: **School of Rehabilitation Science**
- 1.3 Term from which the course is effective: **Winter 2026**

2. Information required for the Catalogue

- 2.1 Label & Number of course: **PTH 813**
- 2.2 Academic credit units: **22**
- 2.3 Course Long Title (maximum 100 characters): **Foundations 3**
Course Short Title (maximum 30 characters): **Foundations 3**
- 2.4 Total Hours: Lecture **180** Seminar Lab **120** Tutorial Other
- 2.5 Weekly Hours: Lecture **15** Seminar Lab **10** Tutorial Other
- 2.6 Term in which it will be offered: T1 **T2** T1 or T2 T1 and T2
- 2.7 Prerequisite: **PTH 812**

If there is a prerequisite waiver, who is responsible for signing it? **No**

- D – Instructor/Dept Approval
- H – Department Approval
- I – Instructor Approval

2.8 Catalogue description (150 words or less):
This integrated course builds on competencies developed in PTH 812. Learners are further exposed to foundational concepts and skills. Competencies in professionalism, communication, physiotherapy expertise, cultural humility and holistic care practices are further developed by learners. Emphasis is on the development of screening, assessment and physiotherapy management skills. Common indicator conditions are used to facilitate problem solving and critical thinking.

2.9 Do you allow this course to be repeated for credit? **No**

- 3. Please list rationale for introducing this course: **Curriculum redesign**
- 4. Please list the learning objectives for this course:

1. Demonstrate beginner to intermediate level physiotherapy assessment and treatment techniques and skills, focusing on neuromuscular and biomechanical principles, stages of tissue healing, observational skills, and exercise physiology.
2. Analyze and interpret results from physiotherapy examinations, including components of a detailed subjective and objective exam to problem solve and develop treatment plans for client cases with common indicator conditions.
3. Analyze and interpret results from physiotherapy examinations, including components of a detailed subjective and objective exam to problem solve and develop treatment plans for client cases with common indicator conditions.
4. Explain, identify, and implement safe evidence-based practice in knowledge of: modalities; body positioning, alignment and stability; arthrokinematics and tissue mechanics to correct abnormal movement patterns, manage muscle tone, and treat pain.
5. Demonstrate intermediate communication skills tailored to effectively educate, engage, and enhance interactions with healthcare professionals and clients, their families and communities, fostering professional relationships and improving understanding of physiotherapy outcomes, with a sensitivity to cultural diversity, social and emotional needs, especially in Indigenous health contexts.
6. Analyze and discuss the role of rehabilitation professionals within interprofessional teams and develop collaborative strategies to effectively integrate rehabilitation plans with overall health care objectives, enhancing theoretical understanding and preparation for person-centered care
7. At an intermediate level, critically review and synthesize research literature related to rehabilitation practice to enhance evidence-based practice skills and support clinical decision making.
8. Examine the ethical, professional, and legal implications of physiotherapy practices to ensure compliance with national standards and promote the highest level of person-centered care.
9. Analyze, discuss and promote the importance of respecting cultural, age-related and ethical considerations in healthcare delivery, with an emphasis on Indigenous health, cultural safety, social and emotional care across the lifespan with diverse client populations and different world views in order to offer responsive, equitable and holistic care.

5. **Impact of this course**

Are the programs of other departments or Colleges affected by this course? **No**

If so, were these departments consulted? (Include correspondence)

Were any other departments asked to review or comment on the proposal? **No**

6. **Other courses or program affected** (please list course titles as well as numbers)

6.1 Courses to be deleted? **PTH 802.13, PTH 862.2, PTH 829.3**

6.2 Courses for which this course will be a prerequisite? **Courses cannot be taken outside of program order. Does not apply.**

6.3 Is this course to be required by your majors, or by majors in another program? **No**

7. **Course outline**

(Weekly outline of lectures or include a draft of the course information sheet.) **See Syllabus**

8. **Enrolment**

8.1 What is the maximum enrolment number for this course? And from which colleges? **School of Rehabilitation Science only. Admission is 55, but re-entering students will increase this number. Estimate 55-60 students each fall.**

8.2 For room bookings, please indicate the maximum estimated room size required for this course: **We use our own lab/lecture spaces in SRS. Usask Room Booking not required.**

10-50

50-90

90-130

130+

9. Student evaluation

Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

9.1 How should this course be graded?

C – Completed Requirements

(Grade options for instructor: Completed Requirements, Fail, IP In Progress)

N – Numeric/Percentage

(Grade options for instructor: grade of 0% to 100%, IP in Progress)

P – Pass/Fail

(Grade options for instructor: Pass, Fail, In Progress)

S – Special

(Grade options for instructor: NA – Grade Not Applicable) If other, please specify:

9.2 Is the course exempt from the final examination? **No. But we plan our own exam timetable**

10. Required text

Include a bibliography for the course. **See Syllabus**

11. Resources

11.1 Proposed instructor: **Multiple instructors in our department – integrated course**

11.2 How does the department plan to handle the additional teaching or administrative workload? **No additional resources required. We have experience with integrated courses.**

11.3 Are sufficient library or other research resources available for this course? **Yes, only renewal of curriculum, nothing additional required.**

11.4 Are any additional resources required (library, audio-visual, technology, etc.)? **No**

12. Tuition

12.1 Will this course attract tuition charges? If so, how much? (use tuition category) **Program already handles tuition via program tuition, rather than per course/credit unit. No change**

12.2 Does this course require non-standard fees, such as materials or excursion fees? If so, please include an approved "Application for New Fee or Fee Change Form"
<http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees> **No**

Detailed Course Information

1. Schedule Types

Please choose the Schedule Types that can be used for sections that fall under this course:

Code	Description	Code	Description
CL	Clinical	PRB	Problem Session
COO	Coop Class	RDG	Reading Class
FLD	Field Trip	RES	Research
ICR	Internet Chat Relay	ROS	Roster (Dent Only)
IHP	Internet Help	SEM	Seminar
IN1	Internship - Education	SSI	Supervised Self Instruction
IN2	Internship - CMPT & EPIP	STU	Studio
IN3	Internship - General	SUP	Teacher Supervision
LAB	Laboratory	TUT	Tutorial
LC	Lecture/Clinical (Dent Only)	WEB	Web Based Class
LEC	Lecture	XCH	Exchange Program
LL	Lecture/Laboratory	XGN	Ghost Schedule Type Not Applicable
MM	Multimode	XHS	High School Class
PCL	Pre-Clinical (Dent Only)	XNA	Schedule Type Not Applicable
PRA	Practicum	XNC	No Academic Credit

2. Course Attributes

Please highlight the attributes that should be attached to the course (they will apply to all sections):

2.1 NOAC No Academic Credit

0 Credit Unit courses that possess "deemed" CUs (Called Operational Credit Units). NOAC causes the system to roll 0 academic credit units to academic history.

2.2 For the College of Arts and Science only: To which program type does this course belong?

- FNAR Fine Arts
- HUM Humanities
- SCIE Science
- SOCS Social Science
- ARNP No Program Type (Arts and Science)

Does this course satisfy one of the official college requirements:

- ELWR – English Language Writing Requirement
- ILRQ – Indigenous Learning Requirement
- QRRQ – Quantitative Reasoning Requirement

3. Registration Information (Note: multi-term courses cannot be automated as corequisites)

3.1 Permission Required:

3.2 Restriction(s): course only open to students in a specific college, program/degree, major, year in program

- 3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course
- 3.4 Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course
- 3.5 Corequisite(s): course(s) that must be taken at the same time as this course

3.6 Notes: recommended courses, repeat restrictions/content overlap, other additional information

4. List Equivalent Course(s) here:

An equivalent course can be used in place of the course for which this form is being completed, specifically for the purposes of prerequisite and degree audit checking. Credit will be given for only one of the equivalent courses.

4.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be equivalent:

***Please note:** If the equivalent courses carry an UNEQUAL number of credit units, DegreeWorks will automatically enforce the following, unless otherwise stated:

- If a 3 credit unit course is considered to be equivalent to a 6 credit unit course, it will fulfill the 6 credit unit requirement and the student will not have to complete another 3 credit units toward the overall number of required credit units for the program.
- If a 6 credit unit course is considered to be equivalent to a 3 credit unit course, ALL 6 of the credit units may be used to fulfill the 3 credit unit requirement.

5. List Mutually-Exclusive Course(s) here:

Mutually exclusive courses have similar content such that students cannot receive credit for both.

5.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be mutually exclusive:

***Please note:** SiRIUS cannot enforce a situation where the exclusion goes only one way.

6. Additional Notes:

SCHOOL OF REHABILITATION SCIENCE

COURSE SYLLABUS

COURSE TITLE:	Foundations 3		
COURSE CODE:	813.22	TERM:	Winter 2026
COURSE CREDITS:	22	DELIVERY:	In-person/Remote
CLASS SECTION:	N/A	START DATE:	January 5, 2026
CLASS LOCATION:	3430/3460	LAB LOCATION:	3430/3460
CLASS TIME:	See Timetable	LAB TIME:	See Timetable
WEBSITE:			

Land Acknowledgement

We acknowledge that the Saskatoon campus of the University of Saskatchewan is located on **Treaty Six Territory** and the **Homeland of the Métis**. We pay our respect to the First Nation and Métis ancestors of this place and reaffirm our relationship with one another. We recognize that in the course of your studies you will spend time learning in other traditional territories and Métis homelands. We wish you safe, productive and respectful encounters in these places.

Course Description

This integrated course builds on competencies developed in PTH 812. Learners are further exposed to foundational concepts and skills. Competencies in professionalism, communication, physiotherapy expertise, cultural humility and holistic care practices are further developed by learners. Emphasis is on the development of screening, assessment and physiotherapy management skills. Common indicator conditions are used to facilitate problem solving and critical thinking.

Instructor and Contact Information

Course Coordinator

Marina Forester, BSc (Hon), MPT, CGIMS (marina.forester@usask.ca)

Course Instructors

Rhonda Loeppky, BA, BScPT, Dip. Adv. Man. & Manip. Therapy; FCAMT
(rhonda.loeppky@usask.ca)

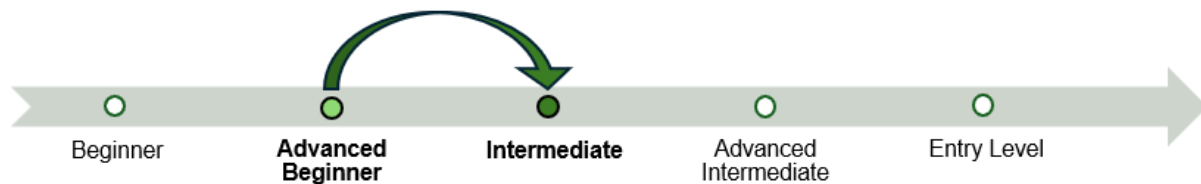
Audrey Zucker-Levin, PhD, MSPT, MBA, GCS Emeritus; Professor
(audrey.zuckerlevin@usask.ca)

Valerie Caron, BSc, MPT, PhD(c) (valerie.caron@usask.ca)

Charlene Storey, BscPT CAFCI Cert Sport (PT) CGIMS

Carrie Stavness, HBSc (KIN), M.Sc.(OT) (carrie.stavness@usask.ca)

Course Objectives/Learning Outcomes



By the completion of this course, students will be expected to have an intermediate level of competency in:

1. Demonstrate beginner to intermediate level physiotherapy assessment and treatment techniques and skills, focusing on neuromuscular and biomechanical principles, stages of tissue healing, observational skills, and exercise physiology.
2. Analyze and interpret results from physiotherapy examinations, including components of a detailed subjective and objective exam to problem solve and develop treatment plans for client cases with common indicator conditions.
3. Analyze and interpret results from physiotherapy examinations, including components of a detailed subjective and objective exam to problem solve and develop treatment plans for client cases with common indicator conditions.
4. Explain, identify, and implement safe evidence-based practice in knowledge of: modalities; body positioning, alignment and stability; arthrokinematics and tissue mechanics to correct abnormal movement patterns, manage muscle tone, and treat pain.
5. Demonstrate intermediate communication skills tailored to effectively educate, engage, and enhance interactions with healthcare professionals and clients, their families and communities, fostering professional relationships and improving understanding of physiotherapy outcomes, with a sensitivity to cultural diversity, social and emotional needs, especially in Indigenous health contexts.
6. Analyze and discuss the role of rehabilitation professionals within interprofessional teams and develop collaborative strategies to effectively integrate rehabilitation plans with overall health care objectives, enhancing theoretical understanding and preparation for person-centered care
7. At an intermediate level, critically review and synthesize research literature related to rehabilitation practice to enhance evidence-based practice skills and support clinical decision making.
8. Examine the ethical, professional, and legal implications of physiotherapy practices to ensure compliance with national standards and promote the highest level of person-centered care.

9. Analyze, discuss and promote the importance of respecting cultural, age-related and ethical considerations in healthcare delivery, with an emphasis on Indigenous health, cultural safety, social and emotional care across the lifespan with diverse client populations and different world views in order to offer responsive, equitable and holistic care.

Information on literal descriptors for grading at the University of Saskatchewan can be found at: <https://students.usask.ca/academics/grading/grading-system.php#GradingSystem> Please note: There are different literal descriptors for undergraduate and graduate students.

More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at:

<http://policies.usask.ca/policies/academic-affairs/academic-courses.php>

The University of Saskatchewan Learning Charter is intended to define aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at: <https://teaching.usask.ca/documents/vptl/LearningCharter.pdf>

Course Overview and Schedule

Week	Topics / Module	Learning Activities Including Homework	Assessments Due Date
1	<ul style="list-style-type: none"> • Introduction to course and expectations • How to prepare for labs, using Professional Practice Checklists; IPE introduction • Introduction to Therapeutic Exercise and Energy Systems • Introduction to Modality Labs • Cryotherapy • Giving & receiving feedback; IPE check-in • Communication Skills 	Lab 1: Cryotherapy	
2	<ul style="list-style-type: none"> • Therapeutic Exercise Applications: Energy Systems • Thermotherapy • Communication Check in • Surface anatomy and palpation for upper extremity • Introduction to ROM/MMT Assessment; Goniometer/Inclinometer; Muscle Grades • Upper Extremity: Elbow, wrist & hand • Therapeutic Exercise for the 	Lab 2: Therapeutic Exercise Applications: Energy Systems Lab 3: Thermotherapy Lab 4: Surface anatomy for upper extremity and ROM/MMT for Elbow Seminar: Review surface anatomy and palpation of upper extremity IPE Event Site 2.2 Clara's Case (Week 1)	

	<p>elbow, wrist and hand</p> <ul style="list-style-type: none"> • Teaching Styles: IPE check-in 	<p>Communication Checklist</p>	
3	<ul style="list-style-type: none"> • Upper Extremity: Elbow; Wrist; Hand • Therapeutic exercise for the elbow, wrist and hand • Ergometry and Exercise testing • Teaching Styles Check-in • Upper Extremity: Shoulder • Therapeutic exercise for the shoulder • Lymphedema and compression management • Flex and Respond • Critical Reasoning; IPE check-in 	<p>Lab 5: ROM/MMT and therapeutic exercise prescription for elbow, wrist and hand</p> <p>Lab 6: Ergometry and exercise testing lab</p> <p>Lab 7: ROM/MMT and therapeutic exercise prescription for shoulder</p> <p>Lab 8: Compression</p> <p>Seminar: Review topic TBD</p> <p>IPE Event Site 2.2 Clara's Case (Week 2)</p> <p>Teaching Styles Checklist</p>	
4	<ul style="list-style-type: none"> • Upper Extremity: Shoulder • Therapeutic Exercise: Energy Systems, Outcome Measures vs Exercise Testing, Therapeutic Exercise for the Upper Extremity • Upper Extremity: Shoulder Review • Therapeutic Exercise Applications: Exercise Selection, Isolation-based exercise and review • Critical Reasoning Check in • Lymphedema and compression management • Reflective Practice 	<p>Lab 9: Therapeutic exercise for the upper extremity</p> <p>Seminar: Review topic TBD</p> <p>IPE Event Site 2.2 Clara's Case (Week 3)</p> <p>Critical Reasoning Checklist</p>	
5	<ul style="list-style-type: none"> • It's Not Just An Elbow Integrated lab • Reflective Practice Check in • Ther Ex Applications: Exercise Selection; Isolation-based exercise • Midterm Exam review 	<p>Integrated Lab: It's Not Just an Elbow</p> <p>Lab 10: Therapeutic Exercise and movement patterns</p> <p>Lab 11: ROM/MMT for thorax, axial skeleton and TMJ</p> <p>Lab 12: Laser</p>	

		<p>Seminar: Review for Midterm exam</p> <p>Midterm Exam #1 (15%)</p> <p>Reflective Practice Checklist</p>	TBD
6	<ul style="list-style-type: none"> • Surface anatomy, ROM/MMT for: Thorax/Chest Wall, Axial Skeleton and TMJ • Therapeutic exercise for thorax, axial skeleton and TMJ • Wound Management • Footcare, Footwear and Orthotics • Personal Protective Equipment (PPE) • Reflective Practice Check in 	<p>Lab 13: Therapeutic exercise for thorax, axial skeleton and TMJ</p> <p>Lab 14: Wound management and footcare</p> <p>Lab 15: Donning and doffing PPE</p> <p>Seminar: Review surface anatomy and palpation of thorax, chest and axial skeleton</p> <p>Reflective Practice Checklist</p> <p>IPE Self Assessment</p>	
7	Family Week		
8	<ul style="list-style-type: none"> • Hip and Spine • Therapeutic exercise for hip and spine • Flex and respond or checklists • Lower Extremity: Knee • Therapeutic exercises for knee • Ultrasound • Documentation Check in 	<p>Lab 16: ROM/MMT for hip and spine</p> <p>Lab 17: ROM/MMT for knee and therapeutic for spine and lower extremity</p> <p>Lab 18: Ultrasound</p> <p>Seminar: Review surface anatomy and palpation of hip, knee and spine</p> <p>Documentation Checklist</p>	
9	<ul style="list-style-type: none"> • Competency Checklists –laser and ultrasound practice • Lower Extremity: Knee • Therapeutic Exercise: Aerobic, Anaerobic and Clinical testing • Learning Characteristics Check in 	<p>Lab 19: Ultrasound and laser review and competency checklists</p> <p>Seminar: PPE checklists; Laser and ultrasound competency checklists</p>	

	<ul style="list-style-type: none"> • Competency Checklists for laser and US and PPE checklist • Taping & Bandaging • Midterm Exam Review #2 Review 	<p>Lab 20: Bandaging</p> <p>Lab 21: Taping</p> <p>Competency Checklists: Laser and ultrasound practice</p> <p>Midterm Exam #2 (15%)</p>	<p>TBD</p>
<p>10</p>	<ul style="list-style-type: none"> • Therapeutic Exercise Applications: Neuromuscular System • Therapeutic Exercise: Principles of Training and Programming • Learning Characteristics Check In • Review of surface anatomy; palpation for lower extremity • Wheelchair Assessment and Prescription • Indigenous Health 	<p>Lab 22: Aerobic and anaerobic clinical testing</p> <p>Lab 23: Principles of training and programming</p> <p>Lab 24: Wheelchair Assessment lab</p> <p>Learning characteristics Checklist</p>	
<p>11</p>	<ul style="list-style-type: none"> • Lower Extremity: Ankle/Foot • Therapeutic Exercise for the foot and ankle • Checklist review • Therapeutic Exercise case studies • Taping/Bandaging Checklists • Flex and Respond 	<p>Lab 25: Surface anatomy and ROM/MMT of ankle and foot</p> <p>Lab 25: Therapeutic exercise prescription for foot and ankle</p> <p>Lab 27: Taping and bandaging competency checklists</p> <p>Indigenous Health Reflection</p>	
<p>12</p>	<ul style="list-style-type: none"> • Gait • Lower Extremity: Ankle/Foot • Therapeutic Exercise: Gait training exercises • Integrated Labs: It's Not Just A Knee & It's Not Just An Ankle • ROM/MMT checklists • SOAP notes/SMART goals <ul style="list-style-type: none"> ○ Revise It's Not Just an Ankle/Knee SOAP note • Checklist reflection due 	<p>Lab 28: Gait</p> <p>Lab 29: Gait training exercises</p> <p>Seminar: Therapeutic exercise TBD</p> <p>Lab 30: ROM/MMT checklists</p> <p>Integrated Labs:</p> <ul style="list-style-type: none"> • It's Not Just a Knee • It's Not Just an Ankle <p>Checklist Reflection</p>	

13	<ul style="list-style-type: none"> ● Introduction to Massage ● Special Considerations ● Clinical Education ● Exam review ● Massage ● Wrap up/Review 	<p>Lab 31: Massage</p> <p>Seminar: Final Exam Review</p>	
14	<p>Final Written – Not comprehensive</p> <ul style="list-style-type: none"> ● Knee, Ankle, Foot ● Gait ● Wheelchair prescription ● Massage ● Special Considerations ● Taping & Bandaging ● Therapeutic Exercise <p>Applications: Neuromuscular System</p> <ul style="list-style-type: none"> ● Principles of Training and Programming ● Practical Exam Practice Session 	<p>Open Lab: Review for practice exam</p> <p>Final Written Exam (20%)</p> <p>Final OSCE (20%)</p>	<p>TBD</p> <p>TBD</p>

Types of Learning Activities

In class lecture and lab.

Midterm and Final Assessment Scheduling

Midterm and final assessments must be written on the date scheduled. Final assessments may be scheduled at any time during the examination period April 6-10, 2026; students should therefore avoid making prior travel, employment, or other commitments for this period. If a student is unable to write an exam through no fault of his or her own for medical or other valid reasons, documentation must be provided and an opportunity to write the missed exam may be given. Students are encouraged to review all School of Rehabilitation Science examination policies and procedures:

<https://medicine.usask.ca/policies/school-of-physical-therapy-examination-regulations.php>

Activities Outside of Class Time or Usual Location

Students will be assigned readings and preparatory content that is to be completed outside of class time to prepare for class content and/or discussions. Required readings are posted on Canvas. Students are expected to review lab materials (lab and pre-recorded videos) prior to the scheduled lab. Pre-recorded videos are posted on Canvas.

Required and Recommended Resources (Textbooks/Electronic Resources/Other):

To maximize your learning opportunities the following resources are required:

- Reese, Nancy Berryman, Bandy, William D. Joint Range of Motion and Muscle Length Testing ISBN-10: 1455758825, ISBN-13: 978-1-4557-5882-1, 3rd Edition, 2016, Elsevier Canada.
- Reese, Nancy Berryman. Muscle and Sensory Testing, ISBN: 978-0-323-5962, 4th Edition, 2020, Elsevier Canada.
- Levangie, P., and Norkin, Joint Structure and Function; A Comprehensive Analysis, ISBN 978-0-8036-5878-3 6th Edition, 2019, F.A. Davis
- Watson, T. and Nussbaum, E. Electrophysical Agents: Evidence-Based Practice, ISBN: 978-0- 7020-5151-7, 13th Edition, 2021, Elsevier. (You should have this textbook already)

The following resources are recommended:

- Shumway-Cook, A., Woolacott, M., Motor Control: Translating Research into Clinical Practice, ISBN 978-1-4963-0263-2, 5th Edition 2016, Wolters Kluwer Health
- Margaret Plack & Maryanne Driscoll, Teaching and Learning in Physical Therapy. From Classroom to Clinic, 2nd Edition, ISBN: 978-1-63091-068-6, Slack Incorporated
- Deborah Lake, Krista Baerg, Teresa Paslawski, Teamwork, Leadership and Communication. Collaboration Basics for Health Professionals, ISBN: 978-1-55059-640-3 (paperback); 978-1-55059-641-0 (pdf); 978-1-55059-641-4 (epub), Brush Education Inc.

Textbooks are available from the University of Saskatchewan Bookstore:

<https://shop.usask.ca/CourseSearch/?course%5b%5d=UOFS,202401,RSC,PTH802,02>

Course Assessment Overview - Grading Scheme

Assessment Component	Date/Deadline	Weighting in Final Mark
Midterm #1 Written Exam	TBD	15%
Midterm #2 Written Exam	TBD	15%
Physical Therapy Competencies	TBD	30%
Final Written Exam	TBD	20%
Final OSCE	TBD	20%
Total =		100%

Evaluation Components

Physiotherapy Competencies:

Value: 30% of final grade

Date: To be completed throughout the course timeline

Type: Completion of skill based and professional practice checklists; reflective practice; Interprofessional Education (IPE)

Description:

- a) Students will need to complete 6 checklists that will be graded as pass/fail on the following professional practice areas: communication, teaching styles, critical reasoning, reflective practice, documentation, and learner characteristics. These can be submitted until they reach a passing grade.
- b) There will be 4 skills-based checklists related to professional protective equipment, laser/ultrasound, taping/bandaging and range of motion/manual muscle testing. Testing will be conducted with an instructor on a set date. Students can repeat testing until they achieve a passing grade.
- c) Students will complete a learning journey/checklist reflection that is worth 10% of their final grade. This assignment will require students to self-reflect on their professional practice development over time. A critical thinking rubric and rubric for assessing a reflective journal will be used to evaluate this assignment. Students can resubmit the assignment until they achieve a passing grade of 60% or higher.
- d) Students can resubmit the assignment until they achieve a passing grade.
- e) Students will complete an Indigenous Health Reflection that is worth 15% of their final grade after they participate in an experiential learning activity. Students are required to provide a reflection summarizing their key learning points and current learning needs related to Indigenous health and create a professional action plan that outlines how they will address their learning needs. A critical thinking rubric and rubric for assessing a reflective journal will be used to evaluate this assignment. Students can resubmit the assignment until they achieve a passing grade of 60% or higher.

Midterm Written Exams:

Value: 15% each (30 % total)

Date: TBD

Length: 2 hours each

Type: Closed book; In-person

Description: Short answer, multiple choice questions, fill in the blanks and matching

Final Written Exam:

Value: 20 % total

Date: TBD

Length: 3 hours

Type: Closed book; In-person

Description: Short answer, multiple choice questions, fill in the blanks and matching

Final OSCE Exam:

Value: 20 % total

Date: TBD

Type: Standardized Patient Assessment Experience (OSCE)

Description: Students will demonstrate core competencies that will be applied in clinical settings. They will be asked to demonstrate skills and answer questions in detail. Given that the practical/oral examination for all students takes place over the morning, confidentiality of exam content is important. The professional expectation is that students will not discuss lab exam content with classmates who have not yet completed the exam. Further details to be discussed in class and a practical/oral exam schedule will be posted on Canvas prior to the end of the course.

Submitting Assignments

All assignments are to be submitted electronically via Canvas.

Late Assignments

Late assignments will not be accepted unless pre-arrangements have been made with the instructors.

Criteria to Pass

All components of the course must be submitted and/or successfully completed to be considered for a passing grade. Successful completion of the course requires students to attain an overall final grade of 60% or higher.

Successful completion of the course requires:

- An overall summative grade of 60% or greater.
- Successful completion of the course requires that students attain a grade of 60% or higher on **EACH** assignment and examination including:
 - Assignments and Presentations
 - Midterm
 - Final Written Examination
 - Final Objective Structured Clinical Examination (OSCE)(Note: Students must pass all stations with a 60% or higher on the OSCE exam)

Attendance Expectations

Students are required to regularly attend all lectures and laboratory periods. If unable to attend a mandatory lecture, lab, tutorial or IPE experience due to medical, compassionate or other reasons as described in our attendance policy at <https://medicine.usask.ca/policies/school-of-physical-therapy-regulations-on-attendance-lectures,-labs,-tutorials.php>, prior notification to the School of Rehabilitation general office or the instructor directly must be made. Failure to meet these expectations may result in a student being required to discontinue the program.

Student Feedback

Students will be asked to complete course and instructor evaluations on-line. This is a professional expectation.

Copyright Information

Course material created by your professors and instructors is their intellectual property and **cannot be shared without written permission**. This includes exams, PowerPoint/PDF lecture slides and other course notes. If materials are designated as open education resources (with a creative commons license) you can share and/or use them in alignment with the [CC license](#). Other copyright-protected materials created by textbook publishers and authors may be provided to you based on license terms and educational exceptions in the [Canadian Copyright Act](#).

You are responsible for ensuring that any copying or distribution of materials that you engage in is permitted by the University's "[Use of Materials Protected By Copyright](#)" Policy. For example, posting others' copyright-protected materials on the open internet is not permitted by this policy unless you have copyright permission or a license to do so. For more copyright information, please visit <https://library.usask.ca/copyright/students/index.php> or contact the University Copyright Coordinator at copyright.coordinator@usask.ca or 306-966-8817.

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1. Approval by Department Head or Dean

- 1.1 College or School with academic authority: #SPS
- 1.2 Department with academic authority: School of Rehabilitation Science
- 1.3 Term from which the course is effective: Summer 2026

2. Information required for the Catalogue

- 2.1 Label & Number of course: PTH 814.3
- 2.2 Academic credit units: 3
- 2.3 Course Long Title (maximum 100 characters): Bridging Clinical Foundations
Course Short Title (maximum 30 characters): Bridging Clinical Foundations
- 2.4 Total Hours: Lecture 48 Seminar Lab Tutorial Other
- 2.5 Weekly Hours: Lecture 12 Seminar Lab Tutorial Other
- 2.6 Term in which it will be offered: T1 T2 T1 or T2 T1 and T2 Summer
- 2.7 Prerequisite: PTH 881

If there is a prerequisite waiver, who is responsible for signing it? No

D – Instructor/Dept Approval

H – Department Approval

I – Instructor Approval

2.8 Catalogue description (150 words or less):

This course is a primarily independent learning module with guided learning activities meant to solidify previous concepts and prepare students for evidence-based physiotherapy practice.

2.9 Do you allow this course to be repeated for credit? No

3. Please list rationale for introducing this course: Curriculum redesign

4. Please list the learning objectives for this course:

1. Analyze body systems, including the neuroanatomical, in preparation for applying this knowledge to physiotherapy courses in the next term.

5. Impact of this course

Are the programs of other departments or Colleges affected by this course? **No**

If so, were these departments consulted? (Include correspondence)

Were any other departments asked to review or comment on the proposal? **No**

6. **Other courses or program affected** (please list course titles as well as numbers)

6.1 Courses to be deleted? **PTH 820.3**

6.2 Courses for which this course will be a prerequisite? **Courses cannot be taken outside of program order. Does not apply.**

6.3 Is this course to be required by your majors, or by majors in another program? **No**

7. **Course outline**

(Weekly outline of lectures or include a draft of the course information sheet.) **See Syllabus**

8. **Enrolment**

8.1 What is the maximum enrolment number for this course? And from which colleges? **School of Rehabilitation Science only. Admission is 55, but re-entering students will increase this number. Estimate 55-60 students each fall.**

8.2 For room bookings, please indicate the maximum estimated room size required for this course: **We use our own lab/lecture spaces in SRS. Usask Room Booking not required.**

10-50

50-90

90-130

130+

9. **Student evaluation**

Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

9.1 How should this course be graded?

C – Completed Requirements

(Grade options for instructor: Completed Requirements, Fail, IP In Progress)

N – Numeric/Percentage

(Grade options for instructor: grade of 0% to 100%, IP in Progress)

P – Pass/Fail

(Grade options for instructor: Pass, Fail, In Progress)

S – Special

(Grade options for instructor: NA – Grade Not Applicable) If other, please specify:

9.2 Is the course exempt from the final examination? **No. But we plan our own exam timetable**

10. **Required text**

Include a bibliography for the course. **See Syllabus**

11. **Resources**

11.1 Proposed instructor: **Will be designed by multiple instructors and will run online as a self-study module.**

11.2 How does the department plan to handle the additional teaching or administrative workload? **Initial set-up will be completed by those individuals already teaching this**

material. Any supervision of this module will be minimal: Assignment of duties will be much less and will shift to this time period from winter and spring term where this material currently resides.

- 11.3 Are sufficient library or other research resources available for this course? **Yes, only renewal of curriculum, nothing additional required.**
- 11.4 Are any additional resources required (library, audio-visual, technology, etc.)? **No**

12. Tuition

- 12.1 Will this course attract tuition charges? If so, how much? (use tuition category) **Program already handles tuition via program tuition, rather than per course/credit unit. No change**
- 12.2 Does this course require non-standard fees, such as materials or excursion fees? If so, please include an approved "Application for New Fee or Fee Change Form"
<http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees> **No**

Detailed Course Information

1. Schedule Types

Please choose the Schedule Types that can be used for sections that fall under this course:

Code	Description	Code	Description
CL	Clinical	PRB	Problem Session
COO	Coop Class	RDG	Reading Class
FLD	Field Trip	RES	Research
ICR	Internet Chat Relay	ROS	Roster (Dent Only)
IHP	Internet Help	SEM	Seminar
IN1	Internship - Education	SSI	Supervised Self Instruction
IN2	Internship - CMPT & EPIP	STU	Studio
IN3	Internship - General	SUP	Teacher Supervision
LAB	Laboratory	TUT	Tutorial
LC	Lecture/Clinical (Dent Only)	WEB	Web Based Class
LEC	Lecture	XCH	Exchange Program
LL	Lecture/Laboratory	XGN	Ghost Schedule Type Not Applicable
MM	Multimode	XHS	High School Class
PCL	Pre-Clinical (Dent Only)	XNA	Schedule Type Not Applicable
PRA	Practicum	XNC	No Academic Credit

2. Course Attributes

Please highlight the attributes that should be attached to the course (they will apply to all sections):

2.1 NOAC No Academic Credit
 0 Credit Unit courses that possess "deemed" CUs (Called Operational Credit Units). NOAC causes the system to roll 0 academic credit units to academic history.

2.2 For the College of Arts and Science only: To which program type does this course belong?
 FNAR Fine Arts

HUM	Humanities
SCIE	Science
SOCS	Social Science
ARNP	No Program Type (Arts and Science)

Does this course satisfy one of the official college requirements:

ELWR – English Language Writing Requirement

ILRQ – Indigenous Learning Requirement

QRQ – Quantitative Reasoning Requirement

3. Registration Information (Note: multi-term courses cannot be automated as corequisites)

3.1 Permission Required:

3.2 Restriction(s): course only open to students in a specific college, program/degree, major, year in program

3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course

3.4 Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course

3.5 Corequisite(s): course(s) that must be taken at the same time as this course

3.6 Notes: recommended courses, repeat restrictions/content overlap, other additional information

4. List Equivalent Course(s) here:

An equivalent course can be used in place of the course for which this form is being completed, specifically for the purposes of prerequisite and degree audit checking. Credit will be given for only one of the equivalent courses.

4.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be equivalent:

***Please note:** If the equivalent courses carry an UNEQUAL number of credit units, DegreeWorks will automatically enforce the following, unless otherwise stated:

- If a 3 credit unit course is considered to be equivalent to a 6 credit unit course, it will fulfill the 6 credit unit requirement and the student will not have to complete another 3 credit units toward the overall number of required credit units for the program.
- If a 6 credit unit course is considered to be equivalent to a 3 credit unit course, ALL 6 of the credit units may be used to fulfill the 3 credit unit requirement.

5. List Mutually-Exclusive Course(s) here:

Mutually exclusive courses have similar content such that students cannot receive credit for both.

5.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be mutually exclusive:

***Please note:** SiRIUS cannot enforce a situation where the exclusion goes only one way.

6. Additional Notes:

SCHOOL OF REHABILITATION SCIENCE

COURSE SYLLABUS

COURSE TITLE:	Bridging Clinical Foundations		
COURSE CODE:	814	TERM:	Summer 2026
COURSE CREDITS:	3	DELIVERY:	Online, asynchronous
CLASS SECTION:	N/A	START DATE:	N/A
CLASS LOCATION:	Online, asynchronous	LAB LOCATION:	N/A
CLASS TIME:	N/A	LAB TIME:	N/A
WEBSITE:			

Land Acknowledgement

We acknowledge that the Saskatoon campus of the University of Saskatchewan is located on **Treaty Six Territory** and the **Homeland of the Métis**. We pay our respect to the First Nation and Métis ancestors of this place and reaffirm our relationship with one another. We recognize that in the course of your studies you will spend time learning in other traditional territories and Métis homelands. We wish you safe, productive and respectful encounters in these places.

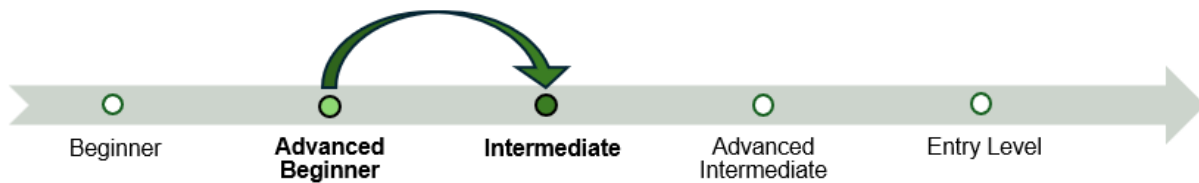
Course Description

This course is a primarily independent learning module with guided learning activities meant to solidify previous concepts and prepare students for evidence-based physiotherapy practice.

Instructor and Contact Information

Dr. Mu-Sen Kevin Chuang kevin.chuang@usask.ca

Course Objectives/Learning Outcomes



By the completion of this course, students will be expected to have an Advanced Intermediate level of competency in:

1. Analyze body systems, including the neuroanatomical, in preparation for applying this knowledge to physiotherapy courses in the next term.

Information on literal descriptors for grading at the University of Saskatchewan can be found at: <https://students.usask.ca/academics/grading/grading-system.php#GradingSystem> Please note: There are different literal descriptors for undergraduate and graduate students.

More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at: <http://policies.usask.ca/policies/academic-affairs/academic-courses.php>

The University of Saskatchewan Learning Charter is intended to define aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at: <https://teaching.usask.ca/documents/vptl/LearningCharter.pdf>

Course Overview and Schedule

Week	Topics / Module	Learning Activities Including Homework	Assessments Due Date
1	Anatomical Principles & Gross Anatomy of the Nervous System <ul style="list-style-type: none"> • Anatomy, function and histology of the NS • Physiology of Neurons • Anatomy and function of Spinal Cord, Brainstem and Cerebellum • Anatomy and function of key areas of the brain • Support Tissues and Systems of CNS 	Problem Set #1	Before start of fall term
2	Levels of the Nervous System <ul style="list-style-type: none"> • Sensory Physiology of the NS and relevance to PT 	Problem Set #2	Before start of fall term

	<ul style="list-style-type: none"> Spinal Cord: Ascending and Descending Tracts and relevance to PT Neural Networks (sensation, reflexes, pattern generators, voluntary movement) 		
2	All Material to Date	Online Midterm	Before start of fall term
3	Levels of the Nervous System <ul style="list-style-type: none"> Brainstem (Nuclei, CN functions/dysfunctions – relevance to PT) Thalamus and Cerebral Cortex – relevance to PT Functional Systems of the Nervous System – relevance to PT <ul style="list-style-type: none"> Visual system Auditory system Vestibular and Oculomotor Systems 	Problem Set #3	Before start of fall term
4	Functional Systems of the Nervous System – relevance to PT <ul style="list-style-type: none"> Somatosensory and Somatomotor Systems Cerebellum and Basal Ganglia Hypothalamus and Limbic System Higher Cortical Functions, Pain and Neuroplasticity 	Problem Set #4	Before start of fall term
4	All Material to Date	Online Final Exam	Before start of fall term

Types of Learning Activities

Online course includes asynchronous lectures, readings, videos, images, and interactive material.

Midterm and Final Assessment Scheduling

Midterm and Final Assessments are to be completed on Canvas. This is an asynchronous course and assessments may be taken at whatever time is convenient for the student. However, the course must be completed before the start of the fall term.

Required and Recommended Resources (Textbooks/Electronic Resources/Other):

Neuroanatomy texts (one from below):

- Blumenfeld, H. (2022). **Neuroanatomy through clinical cases (Third ed.)**
- Haines, D. E., In Mihailoff, G.A., Cunningham, W. K., Schenk, M.P., Armstrong, G.W., & Runyan, C.P. (2018). **Fundamental neuroscience for basic and clinical applications.**

A Neuroanatomy atlas

- Haines, D.E., Willis, M.A., & Lambert, H.W. (2019). **Neuroanatomy atlas in clinical context: Structures, sections, systems and syndromes.**

A Gross Anatomy textbook that you can consult. If you already have one, that should be sufficient, otherwise recommend EITHER of the ones below:

- **Clinically Oriented Anatomy**, Moore, K.L. Dalley, A.F. and Agur A.M.
- **Human Anatomy**, Martini, F.H., MJ. Timmons, and R.B. Tallitsch

A good anatomy atlas (one atlas from below; no necessary but may be helpful)

- **Grant's Atlas of Anatomy**, Agur, A.M.R. and Dally,, A.R.
- **Atlas of Human Anatomy**, Netter, F.

Textbooks are available from the University of Saskatchewan Library for loan or for purchase at the University of Saskatchewan Bookstore: <http://www.usask.ca/bookstore/>

Assessment Details - Grading Scheme

Type of Assessment	Value
Problem Sets	40%
Midterm Exam	30%
Final exam	30%
Total	100%

Evaluation Components

Problem Sets:

Value: 10% each (40% total)

Due Date: Before start of fall term

Type: Online

Description: Open book, open colleague, open notes etc. The point of the problem sets is that you review the material and master it at the level of the questions in the problem set. Working with others is encouraged, but you must understand the answers and the material because exams are not open book, and you will not be able to consult with others. All of the problem sets are on-line and allow multiple attempts (up to 6), so you will complete them on-line and when satisfied with your work you submit it electronically.

Midterm Exam:

Value: 30%

Due Date: Before start of fall term

Length: 1 ½ hours

Type: Online - Delivered via Canvas. Closed book.

Description: The midterm exam will cover the material covered in the first ½ of the course. It will consist of multiple choice, true/false and matching lists. See full details on Canvas.

Final Exam:

Value: 30%

Date: Before start of fall term

Length: 3 hours

Type: Online – Delivered via Canvas

Description: The final exam will be comprehensive but will be focused more heavily on the second ½ of the course. It will consist of multiple choice, true/false, and matching lists. See full details on Canvas.

Submitting Assignments

All problem sets are to be submitted electronically via Canvas.

Late Assignments

All course components must be completed before fall term. If extenuating circumstances arise, please contact the MPT program chair. Situations will be assessed on a case-by-case basis.

Criteria to Pass

60% or greater on each exam as well as at least 60% final mark is required to pass this course.

Student Feedback

Students will be asked to complete course evaluations on-line. This is a professional expectation.

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1. Approval by Department Head or Dean

- 1.1 College or School with academic authority: **CGPS**
- 1.2 Department with academic authority: **School of Rehabilitation Science**
- 1.3 Term from which the course is effective: **Winter 2026**

2. Information required for the Catalogue

- 2.1 Label & Number of course: **PTH 881**
- 2.2 Academic credit units: **11**
- 2.3 Course Long Title (maximum 100 characters): **Clinical Skills 1**
Course Short Title (maximum 30 characters): **Clinical Skills 1**
- 2.4 Total Hours: Lecture **78** Seminar Lab **72** Tutorial Other
- 2.5 Weekly Hours: Lecture **13** Seminar Lab **12** Tutorial Other
- 2.6 Term in which it will be offered: T1 T2 T1 or T2 T1 and T2 **End of T2 into Spring**
- 2.7 Prerequisite: **None. For MPT students only**

If there is a prerequisite waiver, who is responsible for signing it? **No**

D – Instructor/Dept Approval

H – Department Approval

I – Instructor Approval

2.8 Catalogue description (150 words or less):

This course integrates and builds on foundations skills from PTH 812 and PTH 813. Learners practice and demonstrate evidence-based, client-centered assessment and management for different clinical populations. Emphasis is on the further development of screening, assessment, physiotherapy management skills and safe application of treatments.

2.9 Do you allow this course to be repeated for credit? **No**

3. Please list rationale for introducing this course: **Curriculum redesign**

4. Please list the learning objectives for this course:

1. Demonstrate proficiency in completing upper quadrant and lower quadrant scan assessments and determining appropriate physiotherapy diagnoses in disorders and pathologies across the lifespan, focusing on evidence-based and person-centered practices.
2. Explain the principles of physiotherapy interventions including: the theoretical frameworks and knowledge of manual therapy, exercise prescription, and electrophysical modalities.
3. Develop and execute appropriate, evidence-based and safe person-centered physiotherapy treatment plans and interventions (for each region studied) for diverse populations across the lifespan.
4. Explain and apply an understanding of the fundamental principles of radiology and imaging techniques, stages of healing, common skeletal disorders and the pathology of musculoskeletal conditions across the lifespan.
5. Communicate effectively with clients and healthcare professionals regarding client consent, assessment findings and treatment outcomes using appropriate terminology and clear explanations to convey treatment plans and client progress in client records and interprofessional communications.
6. Critique and revise personal practice approaches based on collaboration with peers and instructors, and actively provide constructive feedback to peers, aiming for continuous improvement in skills and knowledge while contributing to the collective learning environment.
7. Demonstrate professional behavior consistent with ethical and legal standards in physiotherapy practice by complying with legal and regulatory requirements, behaving ethically, acting with integrity and embracing social responsibility and reflective practice. This includes respecting client confidentiality, advocating for client rights and maintaining personal wellness to ensure comprehensive and responsible care delivery.

5. **Impact of this course**

Are the programs of other departments or Colleges affected by this course? **No**
 If so, were these departments consulted? (Include correspondence)
 Were any other departments asked to review or comment on the proposal? **No**

6. **Other courses or program affected** (please list course titles as well as numbers)

- 6.1 Courses to be deleted? **PTH 803.8, PTH 874.3**
- 6.2 Courses for which this course will be a prerequisite? **Courses cannot be taken outside of program order. Does not apply.**
- 6.3 Is this course to be required by your majors, or by majors in another program? **No**

7. **Course outline**

(Weekly outline of lectures or include a draft of the course information sheet.) **See Syllabus**

8. **Enrolment**

8.1 What is the maximum enrolment number for this course? And from which colleges? **School of Rehabilitation Science only. Admission is 55, but re-entering students will increase this number. Estimate 55-60 students each fall.**

8.2 For room bookings, please indicate the maximum estimated room size required for this course: **We use our own lab/lecture spaces in SRS. Usask Room Booking not required.**

10-50

50-90

- 90-130
- 130+

9. **Student evaluation**

Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

9.1 How should this course be graded?

C – Completed Requirements

(Grade options for instructor: Completed Requirements, Fail, IP In Progress)

N – Numeric/Percentage

(Grade options for instructor: grade of 0% to 100%, IP in Progress)

P – Pass/Fail

(Grade options for instructor: Pass, Fail, In Progress)

S – Special

(Grade options for instructor: NA – Grade Not Applicable) If other, please specify:

9.2 Is the course exempt from the final examination? **No. But we plan our own exam timetable**

10. **Required text**

Include a bibliography for the course. **See Syllabus**

11. **Resources**

11.1 Proposed instructor: **Dr. Soo Kim.**

11.2 How does the department plan to handle the additional teaching or administrative workload? **No additional resources required. This replaces a different course taught in this time period.**

11.3 Are sufficient library or other research resources available for this course? **Yes, only renewal of curriculum, nothing additional required.**

11.4 Are any additional resources required (library, audio-visual, technology, etc.)? **No**

12. **Tuition**

12.1 Will this course attract tuition charges? If so, how much? (use tuition category) **Program already handles tuition via program tuition, rather than per course/credit unit. No change**

12.2 Does this course require non-standard fees, such as materials or excursion fees? If so, please include an approved "Application for New Fee or Fee Change Form"
<http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees> **No**

Detailed Course Information

1. Schedule Types

Please choose the Schedule Types that can be used for sections that fall under this course:

Code	Description	Code	Description
CL	Clinical	PRB	Problem Session
COO	Coop Class	RDG	Reading Class

FLD	Field Trip	RES	Research
ICR	Internet Chat Relay	ROS	Roster (Dent Only)
IHP	Internet Help	SEM	Seminar
IN1	Internship - Education	SSI	Supervised Self Instruction
IN2	Internship - CMPT & EPIP	STU	Studio
IN3	Internship - General	SUP	Teacher Supervision
LAB	Laboratory	TUT	Tutorial
LC	Lecture/Clinical (Dent Only)	WEB	Web Based Class
LEC	Lecture	XCH	Exchange Program
LL	Lecture/Laboratory	XGN	Ghost Schedule Type Not Applicable
MM	Multimode	XHS	High School Class
PCL	Pre-Clinical (Dent Only)	XNA	Schedule Type Not Applicable
PRA	Practicum	XNC	No Academic Credit

2. Course Attributes

Please highlight the attributes that should be attached to the course (they will apply to all sections):

2.1 NOAC No Academic Credit

0 Credit Unit courses that possess "deemed" CUs (Called Operational Credit Units). NOAC causes the system to roll 0 academic credit units to academic history.

2.2 For the College of Arts and Science only: To which program type does this course belong?

FNAR	Fine Arts
HUM	Humanities
SCIE	Science
SOCS	Social Science
ARNP	No Program Type (Arts and Science)

Does this course satisfy one of the official college requirements:

ELWR	English Language Writing Requirement
ILRQ	Indigenous Learning Requirement
QRQ	Quantitative Reasoning Requirement

3. Registration Information (Note: multi-term courses cannot be automated as corequisites)

3.1 Permission Required:

3.2 Restriction(s): course only open to students in a specific college, program/degree, major, year in program

- 3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course
- 3.4 Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course
- 3.5 Corequisite(s): course(s) that must be taken at the same time as this course
- 3.6 Notes: recommended courses, repeat restrictions/content overlap, other additional information

4. List Equivalent Course(s) here:

An equivalent course can be used in place of the course for which this form is being completed, specifically for the purposes of prerequisite and degree audit checking. Credit will be given for only one of the equivalent courses.

4.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be equivalent:

***Please note:** If the equivalent courses carry an UNEQUAL number of credit units, DegreeWorks will automatically enforce the following, unless otherwise stated:

- If a 3 credit unit course is considered to be equivalent to a 6 credit unit course, it will fulfill the 6 credit unit requirement and the student will not have to complete another 3 credit units toward the overall number of required credit units for the program.
- If a 6 credit unit course is considered to be equivalent to a 3 credit unit course, ALL 6 of the credit units may be used to fulfill the 3 credit unit requirement.

5. List Mutually-Exclusive Course(s) here:

Mutually exclusive courses have similar content such that students cannot receive credit for both.

5.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be mutually exclusive:

***Please note:** SiRIUS cannot enforce a situation where the exclusion goes only one way.

6. Additional Notes:



SCHOOL OF REHABILITATION SCIENCE
COURSE SYLLABUS

COURSE TITLE:	Clinical Skills 1		
COURSE CODE:	881.11	TERM:	Spring 2026
COURSE CREDITS:	11	DELIVERY:	In-person
CLASS SECTION:	N/A	START DATE:	April 13, 2026
CLASS LOCATION:	School of Rehabilitation Science 3460/3430	LAB LOCATION:	Health Science Room 3430/3460/CLRC
CLASS TIME:	See Timetable	LAB TIME:	See Timetable
WEBSITE:			

Land Acknowledgement

We acknowledge that the Saskatoon campus of the University of Saskatchewan is located on **Treaty Six Territory** and the **Homeland of the Métis**. We pay our respect to the First Nation and Métis ancestors of this place and reaffirm our relationship with one another. We recognize that in the course of your studies you will spend time learning in other traditional territories and Métis homelands. We wish you safe, productive and respectful encounters in these places.

Course Description

This course integrates and builds on foundations skills from PTH 812 and 813. Learners practice and demonstrate evidence-based, client-centered assessment and management for different clinical populations. Emphasis is on the further development of screening, assessment, physiotherapy management skills and safe application treatments.

Instructor and Contact Information

Course Coordinator:

Marina Forester, BSc (Hon), MPT (marina.forester@usask.ca)

Instructors:

Soo Kim, BScPT, PhD (soo.kim@usask.ca)

Katie Crockett BSc (kin), MPT, PhD (katie.crockett@usask.ca)

Kendra Usunier, BMR(PT), MCISc, FCAMPT (kendra.usunier@usask.ca)

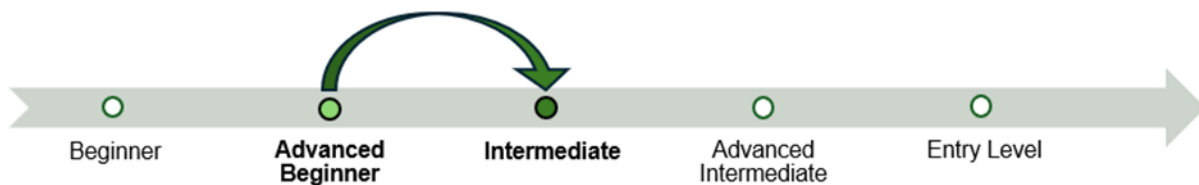
Rhonda Loeppky, BA, BSc.PT, FCAMPT (rhonda.loeppky@usask.ca)

Amber Rollack, B.Sc.PT, M.Cl.Sc., Cert.Med.Acup., C.G.I.M.S., FCAMPT (arollack@bourassarehab.com)

Lab Assistants:

Marina Forester
Jonathan Fohse
Nathan Dickson
Valerie Caron
Tyson Friedrich
Amanda Paterson
Shona Nickel
Lacey Nairn-Pederson

Course Objectives/Learning Outcomes



By the completion of this course, students will be expected to have an Intermediate level of competency in:

1. Demonstrate proficiency in completing upper quadrant and lower quadrant scan assessments and determining appropriate physiotherapy diagnoses in disorders and pathologies across the lifespan, focusing on evidence-based and person-centered practices.
2. Explain the principles of physiotherapy interventions including: the theoretical frameworks and knowledge of manual therapy, exercise prescription, and electrophysical modalities.
3. Develop and execute appropriate, evidence-based and safe person-centered physiotherapy treatment plans and interventions (for each region studied) for diverse populations across the lifespan.
4. Explain and apply an understanding of the fundamental principles of radiology and imaging techniques, stages of healing, common skeletal disorders and the pathology of musculoskeletal conditions across the lifespan.
5. Communicate effectively with clients and healthcare professionals regarding client consent, assessment findings and treatment outcomes using appropriate terminology and clear explanations to convey treatment plans and client progress in client records and interprofessional communications.
6. Critique and revise personal practice approaches based on collaboration with peers and instructors, and actively provide constructive feedback to peers, aiming for continuous improvement in skills and knowledge while contributing to the collective learning environment.
7. Demonstrate professional behavior consistent with ethical and legal standards in physiotherapy practice by complying with legal and regulatory requirements, behaving ethically, acting with integrity and embracing social responsibility and reflective practice. This includes respecting client confidentiality, advocating for client rights and maintaining personal wellness to ensure comprehensive and responsible care delivery.

Information on literal descriptors for grading at the University of Saskatchewan can be found at: <https://students.usask.ca/academics/grading/grading-system.php#GradingSystem> Please note: There are different literal descriptors for undergraduate and graduate students.

More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at: <http://policies.usask.ca/policies/academic-affairs/academic-courses.php>

The University of Saskatchewan Learning Charter is intended to define aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at: <https://teaching.usask.ca/documents/vptl/LearningCharter.pdf>

Course Overview and Schedule

Week	Topics / Module	Learning Activities Including Homework	Assessments Due Date
1	<ul style="list-style-type: none"> • Introduction to Course • Pathophysiology of Bone Healing • Pathophysiology of Peripheral Nerve Injury & Healing • Pathophysiology of Degenerative Joint Disease & Inflammatory Joint Disease • Overview of Medical Imaging • Purpose of Scan Exam • Humeral Fractures • Forearm/ Scaphoid Fractures • Scan Exam (Upper Quadrant) 	Read Scan Manual & View Scan Exam Videos Lab: Upper Quadrant Scan Exam Lab: Upper Quadrant Scan Exam (continued) Virtual Reality	
2	<ul style="list-style-type: none"> • Subluxations/Dislocations & Management • Scan Exam (Lower Quadrant) • Rotator Cuff Injuries & Management • Adhesive Capsulitis & Management • Purpose of Biomechanical Exam • Osteo & Arthrokinematics of Shoulder 	Lab: Lower Quadrant Scan Exam Lab: Lower Quadrant Scan Exam (continued) Virtual Reality Read Shoulder Exam Manual & View Shoulder Videos Competency Checklist: Upper and Lower Quadrant Scan	
3	<ul style="list-style-type: none"> • Biomechanical exam of Shoulder 	Lab: Shoulder biomechanical exam Lab: Shoulder biomechanical exam (continued)	

		Virtual Reality Competency Checklist: Shoulder	
3	Content to date	Midterm	TBD
4	<ul style="list-style-type: none"> • Scan Exam Practice OSCE & Feedback • Spinal Fractures & Management • Whiplash Associate Disorders • Rheumatoid Arthritis • Ankylosing Spondylitis • Knee Injuries • Osteo & Arthrokinematics of Hand • Overuse injuries & Management • Biomechanical exam of Wrist & Hand 	Lab: Scan Exam Practice OSCE & Feedback Cervical Spine Arthrokinematics Quiz (5%) Read Wrist and Hand Manual & View Videos Lab: Wrist & Hand Biomechanical exam Lab: Wrist & Hand Biomechanical exam (continued) SOFT TISSUE INJURY ASSIGNMENT DUE (20%) Competency Checklist: Wrist and Hand	
5	<ul style="list-style-type: none"> • Pharmacology • Other Rheumatic Diseases (pre-recorded) • Fibromyalgia • Juvenile Idiopathic Arthritis • Biomechanical exam of Wrist & hand (continued) • Scoliosis, Torticollis/ Other Pediatric MSK Conditions/ Salter Harris fractures • Biomechanical exam of Cervical Spine 	Spot check: Shoulder, Wrist and Hand Skills (10%) Read C-spine Exam Manual & View C-spine Videos Lab: Cervical Spine Biomechanical Exam	
6	<ul style="list-style-type: none"> • Biomechanical exam of Cervical Spine (continued) • Joint Replacements • Osteo & Arthrokinematics of Elbow • Integrated Post Surgical Lab • Biomechanical Exam of Elbow • Elbow manipulations 	Lab: Cervical Spine Biomechanical Exam Lab: Integrated Post Surgical Lab (CR & MSK) in CLRC	

	<ul style="list-style-type: none"> • Lab practice time and exam review 	Lab: Cervical Spine Biomechanical Exam (continued) Lab: Practice time. Lab: Elbow Biomechanical Exam Lab: Practice time and exam review Competency Checklist: Cervical Spine	
7	<ul style="list-style-type: none"> • Final exam week 	Final Written Exam Final OSCE	TBD TBD

Types of Learning Activities

In class lecture and lab.

Midterm and Final Assessment Scheduling

Midterm and final assessments must be written on the date scheduled. Final assessments may be scheduled at any time during the examination period (June 22-June 26, 2026); students should therefore avoid making prior travel, employment, or other commitments for this period. If a student is unable to write an exam through no fault of his or her own for medical or other valid reasons, documentation must be provided and an opportunity to write the missed exam may be given. Students are encouraged to review all School of Rehabilitation Science examination policies and procedures:

<https://medicine.usask.ca/policies/school-of-physical-therapy-examination-regulations.php>

Required and Recommended Resources (Textbooks/Electronic Resources/Other):

Required Resources:

- Magee, D., Orthopedic Physical Assessment, 7th Edition. W.B. Saunders
- Kisner C, Colby LA (2017) Therapeutic Exercise, Foundations and Techniques. 7th edition, F.A. Davis

Recommended Resources:

- Association of Rheumatology Health Professionals. (2006). Clinical Care in the Rheumatic Diseases, 3rd Edition, Editors: Bartlett SJ, Bingham CO, Maricic MJ, Daly Iverson M, Ruffing V. Association of Rheumatology Health Professionals: Atlanta GA 2006. (ISBN-10: 0-9654316-2-2)

- Maxey L, Magnusson J (2007) Rehabilitation for the Postsurgical Orthopedic Patient, 3rd edition, Mosby.
- McKinnis LN (2005) Fundamentals of Musculoskeletal Imaging, 3rd edition, F.A. Davis. ISBN 978-0-8036-1946-3
- Magee DJ, Zachazewski JE, Quillen WS (2007) Scientific Foundations and Principles of Practice in Musculoskeletal Rehabilitation Saunders/Elsevier.
- Magee DJ, Zachazewski JE, Quillen WS (2009) Pathology and Intervention in Musculoskeletal Rehabilitation Sauders/Elsevier

Assessment Details - Grading Scheme

Assignment – Soft Injury	10%
Quiz (Arthrokinematics)	5%
Spot Checks	15%
Midterm Written	20%
Final Written	20%
Final OSCE	30%
Total	100%

Evaluation Components

Assignment 1: Soft Tissue Injury Assignment

Value: 10%

Due Date: TBD

Type: Group Assignment

Description: Provide common evidence-based treatments (including modalities and exercise) for common soft tissue injuries (groups will be assigned one) based on phases of tissue healing. See description on Canvas.

Cx-Spine Arthrokinematics Quiz:

Value: 5%

Date: TBD

Length: 30 minutes

Type: Including all content from Cx Spine preparation materials

Description: Multiple choice & short answer questions

Spot Checks:

Value: 15%

Due Date: TBD

Length: 10 minutes per body region (schedule will be shared)

Type: OSCE style

Description: Students will be asked to read a brief case and will be asked to perform certain clinical skills and answer follow up questions that assess clinical reasoning.

Students will be evaluated on technique, including body mechanics, safe conduct, and knowledge.

Midterm Exam (written):

Value: 20%
Date: TBD
Length: 1.5 hours
Type: Including all lecture content to date
Description: Multiple choice and short answer

Final Exam Written:

Value: 20%
Date: TBD
Length: 3 hours
Type: Comprehensive but emphasis on the material after the midterm
Description: Multiple choice and short answer

Final Exam OSCE:

Value: 30%
Date: TBD
Length: 3 MSK stations (cervical spine, elbow, scan exam)
Type: OSCE
Description: Students will be asked to demonstrate assessment and/or treatment skills on their partner and will be asked to answer questions orally to the examiner. Students will be evaluated on technique, including body mechanics, safe conduct, and knowledge. They must achieve a grade of at least 60% in each station to pass.

Competency Checklists:

Value: Pass/fail
Date: Upper/lower quadrant, Shoulder, Wrist & Hand, Cervical Spine,
Length: N/A
Type: Practical skills
Description: Each student must complete regional specific competency checklists on various partners. They can perform these competency checklists until they achieve a passing grade.

Submitting Assignments

All assignments are to be submitted electronically via Canvas.

Late Assignments

Late assignments will not be accepted unless pre-arrangements have been made with the instructors.

Criteria to Pass

All components of the course must be submitted and/or successfully completed to be considered for a passing grade. Successful completion of the course requires students to attain an overall final grade of 60% or higher.

Successful completion of the course requires:

- An overall summative grade of 60% or greater **in each content area**
- Successful completion of the course requires that students attain a grade of 60% or higher on **EACH** assignment and examination including:
 - Assignments and Presentations
 - Midterm
 - Final Written Examination
 - Final Objective Structured Clinical Examination (OSCE)
(Note: Students must pass all stations with a 60% or higher on the OSCE exam)
- Students must be fully engaged in all in-class activities, must contribute to all assessable activities.

Attendance Expectations

Students are required to regularly attend all lectures and laboratory periods. If unable to attend a mandatory lecture, lab, tutorial or IPE experience due to medical, compassionate or other reasons as described in our attendance policy at <https://medicine.usask.ca/policies/school-of-physical-therapy-regulations-on-attendance-lectures,-labs,-tutorials.php>, prior notification to the School of Rehabilitation general office or the instructor directly must be made. Failure to meet these expectations may result in a student being required to discontinue the program.

Student Feedback

Students will be asked to complete course and instructor evaluations on-line. This is a professional expectation.

Copyright Information

Course material created by your professors and instructors is their intellectual property and **cannot be shared without written permission**. This includes exams, PowerPoint/PDF lecture slides and other course notes. If materials are designated as open education resources (with a creative commons license) you can share and/or use them in alignment with the [CC license](#). Other copyright-protected materials created by textbook publishers and authors may be provided to you based on license terms and educational exceptions in the [Canadian Copyright Act](#).

You are responsible for ensuring that any copying or distribution of materials that you engage in is permitted by the University's "[Use of Materials Protected By Copyright](#)" Policy. For example, posting others' copyright-protected materials on the open internet is not permitted by this policy unless you have copyright permission or a license to do so. For more copyright information, please visit <https://library.usask.ca/copyright/students/index.php> or contact the University Copyright Coordinator at copyright.coordinator@usask.ca or 306-966-8817.

Academic Integrity

The University of Saskatchewan is committed to the highest standards of academic integrity. <https://academic-integrity.usask.ca/>

Students are urged to read the [Regulations on Academic Misconduct](#) and to avoid any behaviours that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence.

For help developing the skills for meeting academic integrity expectations, see: <https://academic-integrity.usask.ca/students.php>

Students are encouraged to ask their instructors for clarification on academic integrity requirements.

Students may use generative artificial intelligence tools (e.g., ChatGPT, Gemini, Claude, etc.) for learning and practicing the concepts in this course, but these tools may **NOT** be used for completing assignments in this course.

The use of generative artificial intelligence tools or apps for assignments in this course, including tools like ChatGPT, Gemini, Claude, Microsoft Copilot and other AI writing or coding assistants, is prohibited.

Access and Equity Services (AES)

Access and Equity Services (AES) is available to provide support to students who require accommodations due to disability, family status, and religious observances. Please contact the Office of Student Affairs to begin the process of registering with AES. The Office of Student Affairs can be reached via this email - srs.studentaffairs@usask.ca.

Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to contact [OSA](#) and also register with [Access and Equity Services \(AES\)](#) if they have not already done so.

Students who suspect they may have disabilities should contact OSA for advice and referrals at any time. Those students who are registered with AES with mental health disabilities and who anticipate that they may have responses to certain course materials or topics, should discuss course content with their instructors.

Students who require accommodations for pregnancy or substantial parental/family duties should contact OSA to discuss their situations and potentially register with the access and equity office.

Students who require accommodation due to religious practices that prohibit the writing of exams on religious holidays should contact OSA and AES to self-declare and determine which accommodations are appropriate. In general, students who are unable to write an exam due to a religious conflict do not register with AES but instead submit an exam conflict form through their PAWS account to arrange accommodations.

Student Supports

Academic Help – University Library

Visit the [University Library](#) and [Learning Hub](#) to find supports for undergraduate and graduate students with first-year experience, study skills, learning strategies, research, writing, math and statistics. Students can attend [workshops](#), access [online resources and research guides](#), book [1-1 appointments](#) or hire a [subject tutor](#) through the [USask Tutoring Network](#)

Connect with library staff through the [AskUs](#) chat service or visit various [library locations](#) on campus.

Enrolled in an online course? Explore the [Online Learning Readiness Tutorial](#).

Teaching, Learning and Student Experience

Teaching, Learning and Student Experience (TLSE) provides developmental and support services and programs to students and the university community. For more information, see the students' website <http://students.usask.ca>.

Student and Enrolment Services Division

The Student and Enrolment Services Division (SESD) focuses on providing developmental and support services and programs to students and the university community. For more information, see the students' web site <http://students.usask.ca>.

Financial Support

Any student who faces unexpected challenges securing their food or housing and believes this may affect their performance in the course is urged to contact Student Central <https://students.usask.ca/student-central.php>.

Gordon Oakes Red Bear Student Centre

The Gordon Oakes Red Bear Student Centre) is dedicated to supporting Indigenous student academic and personal success. The Centre offers personal, social, cultural and some academic supports to Métis, First Nations, and Inuit students. The Centre is an intercultural gathering space that brings Indigenous and non-Indigenous students together to learn from, with and about one another in a respectful, inclusive, and safe environment. Visit <https://students.usask.ca/indigenous/index.php> or students are encouraged to visit the ASC's website <https://students.usask.ca/indigenous/gorbosc.php>



1. Approval by Department Head or Dean

- 1.1 College or School with academic authority: **CGPS**
1.2 Department with academic authority: **School of Rehabilitation Science** 1.3
Term from which the course is effective: **Fall 2026**

2. Information required for the Catalogue

- 2.1 Label & Number of course: **PTH 882**
2.2 Academic credit units: **10**
2.3 Course Long Title (maximum 100 characters): **Clinical Skills 2**
Course Short Title (maximum 30 characters): **Clinical Skills 2**
2.4 Total Hours: Lecture **60** Seminar Lab **60** Tutorial Other
2.5 Weekly Hours: Lecture **5** Seminar Lab **5** Tutorial Other
2.6 Term in which it will be offered: **T1** T2 T1 or T2 T1 and T2
2.7 Prerequisite: **PTH 881**

If there is a prerequisite waiver, who is responsible for signing it? **No**

- D – Instructor/Dept Approval
H – Department Approval
I – Instructor Approval

2.8 Catalogue description (150 words or less):

This course integrates and builds on foundational skills and develops the learners' competencies in evidence-based, client-centered assessment and management of cardiorespiratory conditions. Learners will also gain an understanding of the leadership, management and advocacy roles of physiotherapists within diverse contexts of practice.

2.9 Do you allow this course to be repeated for credit? **No**

3. Please list rationale for introducing this course: **Curriculum redesign**

4. Please list the learning objectives for this course:

1. Demonstrate proficiency in completing a thorough cardiovascular and respiratory assessment using evidence-based, person-centered practices to determine appropriate physiotherapy diagnoses in cardio-respiratory disorders and pathologies across the lifespan.
2. Implement the principles of physiotherapy interventions including: theoretical frameworks, investigative procedures, medical/surgical management, exercise prescription, and interventional tools.
3. Using assessment findings develop and execute appropriate, effective, and safe person-centered physiotherapy treatment plans and interventions for diverse populations across the lifespan while applying evidence-based, theoretical, anatomical, and physiological knowledge.
4. Explain and apply an in-depth understanding of: normal anatomy and physiology of the cardiovascular and pulmonary systems as well as the etiology, epidemiology, pathophysiology, clinical presentation, radiology, pharmacology, and typical management of cardiovascular and respiratory conditions across the lifespan.
5. Communicate effectively with clients and healthcare professionals and document client consent, assessment findings and treatment outcomes using appropriate terminology and clear explanations to convey treatment plans and client progress in client records and interprofessional communications.
6. Critique and revise personal practice approaches based on collaboration with peers and instructors, and actively provide constructive feedback to peers, aiming for continuous improvement in skills and knowledge while contributing to the collective learning environment.
7. Demonstrate professional behavior consistent with ethical and legal standards in physiotherapy practice by complying with legal and regulatory requirements, behaving ethically, acting with integrity and embracing social responsibility and reflective practice. This includes respecting client confidentiality, advocating for client rights and maintaining personal wellness to ensure comprehensive and responsible care delivery.
8. Analyze, discuss and promote the importance of respecting cultural, age-related and ethical considerations in healthcare delivery, with an emphasis on Indigenous health, cultural safety, social and emotional care, and sensitive care across the lifespan with diverse client populations and different world views in order to offer responsive, equitable and holistic care.

5. **Impact of this course**

Are the programs of other departments or Colleges affected by this course? **No**

If so, were these departments consulted? (Include correspondence)

Were any other departments asked to review or comment on the proposal? **No**

6. **Other courses or program affected** (please list course titles as well as numbers)

6.1 Courses to be deleted? **PTH 804.8, PTH 865.2, PTH 877.2, PTH 829.3, PTH 839.4**

6.2 Courses for which this course will be a prerequisite? **Courses cannot be taken outside of program order. Does not apply.**

6.3 Is this course to be required by your majors, or by majors in another program? **No**

7. **Course outline**

(Weekly outline of lectures or include a draft of the course information sheet.) **See Syllabus**

8. **Enrolment**

8.1 What is the maximum enrolment number for this course? And from which colleges? **School of Rehabilitation Science only. Admission is 55, but re-entering students will increase this number. Estimate 55-60 students each fall.**

8.2 For room bookings, please indicate the maximum estimated room size required for this course: **We use our own lab/lecture spaces in SRS. Usask Room Booking not required.**

10-50

50-90

90-130

130+

9. Student evaluation

Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

9.1 How should this course be graded?

C – Completed Requirements

(Grade options for instructor: Completed Requirements, Fail, IP In Progress)

N – Numeric/Percentage

(Grade options for instructor: grade of 0% to 100%, IP in Progress)

P – Pass/Fail

(Grade options for instructor: Pass, Fail, In Progress)

S – Special

(Grade options for instructor: NA – Grade Not Applicable) If other, please specify:

9.2 Is the course exempt from the final examination? **No. But we plan our own exam timetable**

10. Required text

Include a bibliography for the course. **See Syllabus**

11. Resources

11.1 Proposed instructor: **Robyn Morhart**

11.2 How does the department plan to handle the additional teaching or administrative workload? **No additional resources required. This replaces a different course taught in this time period.**

11.3 Are sufficient library or other research resources available for this course? **Yes, only renewal of curriculum, nothing additional required.**

11.4 Are any additional resources required (library, audio-visual, technology, etc.)? **No**

12. Tuition

12.1 Will this course attract tuition charges? If so, how much? (use tuition category) **Program already handles tuition via program tuition, rather than per course/credit unit. No change**

12.2 Does this course require non-standard fees, such as materials or excursion fees? If so, please include an approved "Application for New Fee or Fee Change Form"
<http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees> **No**

Detailed Course Information

1. Schedule Types

Please choose the Schedule Types that can be used for sections that fall under this course:

Code	Description	Code	Description
CL	Clinical	PRB	Problem Session
COO	Coop Class	RDG	Reading Class
FLD	Field Trip	RES	Research
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IHP	Internet Help	SEM	Seminar
IN1	Internship - Education	SSI	Supervised Self Instruction
IN2	Internship - CMPT & EPIP	STU	Studio
IN3	Internship - General	SUP	Teacher Supervision
LAB	Laboratory	TUT	Tutorial
LC	Lecture/Clinical (Dent Only)	WEB	Web Based Class
LEC	Lecture	XCH	Exchange Program
LL	Lecture/Laboratory	XGN	Ghost Schedule Type Not Applicable
MM	Multimode	XHS	High School Class
PCL	Pre-Clinical (Dent Only)	XNA	Schedule Type Not Applicable
PRA	Practicum	XNC	No Academic Credit

2. Course Attributes

Please highlight the attributes that should be attached to the course (they will apply to all sections):

2.1 NOAC No Academic Credit

0 Credit Unit courses that possess "deemed" CUs (Called Operational Credit Units). NOAC causes the system to roll 0 academic credit units to academic history.

2.2 For the College of Arts and Science only: To which program type does this course belong?

- FNAR Fine Arts
- HUM Humanities
- SCIE Science
- SOCS Social Science
- ARNP No Program Type (Arts and Science)

Does this course satisfy one of the official college requirements:

- ELWR – English Language Writing Requirement
- ILRQ – Indigenous Learning Requirement
- QRRQ – Quantitative Reasoning Requirement

3. Registration Information (Note: multi-term courses cannot be automated as corequisites)

3.1 Permission Required:

3.2 Restriction(s): course only open to students in a specific college, program/degree, major, year in program

3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course

3.4 Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course

- 3.5 Corequisite(s): course(s) that must be taken at the same time as this course
- 3.6 Notes: recommended courses, repeat restrictions/content overlap, other additional information

4. List Equivalent Course(s) here:

An equivalent course can be used in place of the course for which this form is being completed, specifically for the purposes of prerequisite and degree audit checking. Credit will be given for only one of the equivalent courses.

- 4.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be equivalent:

***Please note:** If the equivalent courses carry an UNEQUAL number of credit units, DegreeWorks will automatically enforce the following, unless otherwise stated:

- If a 3 credit unit course is considered to be equivalent to a 6 credit unit course, it will fulfill the 6 credit unit requirement and the student will not have to complete another 3 credit units toward the overall number of required credit units for the program.
- If a 6 credit unit course is considered to be equivalent to a 3 credit unit course, ALL 6 of the credit units may be used to fulfill the 3 credit unit requirement.

5. List Mutually-Exclusive Course(s) here:

Mutually exclusive courses have similar content such that students cannot receive credit for both.

- 5.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be mutually exclusive:

***Please note:** SiRIUS cannot enforce a situation where the exclusion goes only one way.

6. Additional Notes:

SCHOOL OF REHABILITATION SCIENCE

COURSE SYLLABUS

COURSE TITLE:	Clinical Skills 2		
COURSE CODE:	882	TERM:	Fall 2026
COURSE CREDITS:	10	DELIVERY:	In Person
CLASS SECTION:	N/A	START DATE:	September 1, 2026
CLASS LOCATION:	3430/3460	LAB LOCATION:	3430/3460
CLASS TIME:	See Timetable	LAB TIME:	See Timetable
WEBSITE:			

Land Acknowledgement

We acknowledge that the Saskatoon campus of the University of Saskatchewan is located on **Treaty Six Territory** and the **Homeland of the Métis**. We pay our respect to the First Nation and Métis ancestors of this place and reaffirm our relationship with one another. We recognize that in the course of your studies you will spend time learning in other traditional territories and Métis homelands. We wish you safe, productive and respectful encounters in these places.

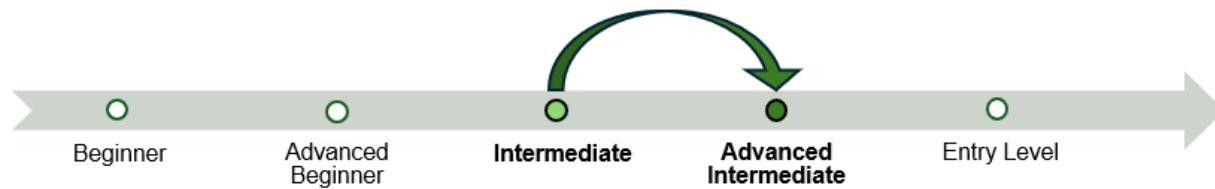
Course Description

This course integrates and builds on foundational skills and develops the learners' competencies in evidence-based, client centered assessment and management of cardiorespiratory conditions. Learners will also gain an understanding of the leadership, management and advocacy roles of physiotherapists within diverse contexts of practice.

Instructor and Contact Information

Robyn Morhart – BA, BScPT, MSc	robyn.morhart@usask.ca
Kevin Chuang – PhD, MSc, BSc	kevin.chuang@usask.ca
John Verral – MD, MSc, BSc, FRCPC	jrv126@mail.usask.ca
Valerie Caron – PhD(c), MPT, BSc	valerie.caron@usask.ca
Lacey Nairn-Pederson – MPT	lnc786@mail.usask.ca
Jonathan O'Leary – MPT, BSc	Jonathan.O'Leary@saskhealthauthority.ca
Ben Mah – MPT	ben.mah@saskhealthauthority.ca
Juliegh Clarke – MPT	Juliegh.clarke@saskhealthauthority.ca

Course Objectives/Learning Outcomes



By the completion of this course, students will be expected to have an Advanced Intermediate level of competence in:

1. Demonstrate proficiency in completing a thorough cardiovascular and respiratory assessment using evidence-based, person-centered practices to determine appropriate physiotherapy diagnoses in cardio-respiratory disorders and pathologies across the lifespan.
2. Implement the principles of physiotherapy interventions including: theoretical frameworks, investigative procedures, medical/surgical management, exercise prescription, and interventional tools.
3. Using assessment findings develop and execute appropriate, effective, and safe person-centered physiotherapy treatment plans and interventions for diverse populations across the lifespan while applying evidence-based, theoretical, anatomical, and physiological knowledge.
4. Explain and apply an in-depth understanding of: normal anatomy and physiology of the cardiovascular and pulmonary systems as well as the etiology, epidemiology, pathophysiology, clinical presentation, radiology, pharmacology, and typical management of cardiovascular and respiratory conditions across the lifespan.
5. Communicate effectively with clients and healthcare professionals and document client consent, assessment findings and treatment outcomes using appropriate terminology and clear explanations to convey treatment plans and client progress in client records and interprofessional communications.
6. Critique and revise personal practice approaches based on collaboration with peers and instructors, and actively provide constructive feedback to peers, aiming for continuous improvement in skills and knowledge while contributing to the collective learning environment.
7. Demonstrate professional behavior consistent with ethical and legal standards in physiotherapy practice by complying with legal and regulatory requirements, behaving ethically, acting with integrity and embracing social responsibility and reflective practice. This includes respecting client confidentiality, advocating for client rights and maintaining personal wellness to ensure comprehensive and responsible care delivery.
8. Analyze, discuss and promote the importance of respecting cultural, age-related and ethical considerations in healthcare delivery, with an emphasis on Indigenous health, cultural safety, social and emotional care, and sensitive care across the lifespan with diverse client populations and different world views in order to offer responsive, equitable and holistic care.

Information on literal descriptors for grading at the University of Saskatchewan can be found at: <https://students.usask.ca/academics/grading/grading-system.php#GradingSystem> Please note: There are different literal descriptors for undergraduate and graduate students.

More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at:

<http://policies.usask.ca/policies/academic-affairs/academic-courses.php>

The University of Saskatchewan Learning Charter is intended to define aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at: <https://teaching.usask.ca/documents/vptl/LearningCharter.pdf>

Course Overview and Schedule

Week	Topics / Module	Learning Activities Including Homework	Assessments Due Date
1	Intro to Course, O ₂ Transport (Steps 1-5), Chest wall anatomy & breathing mechanics, Respiratory Pathophysiology, Restrictive vs Obstructive Lung Diseases, Spirometry, Diffusion and Perfusion	Reading: F&D - Chap 2, 3, 7; West - Respiratory Physiology. Lab 1: Surface Anatomy	
2	O ₂ Transport (Steps 6-9), Peripheral Circulation, O ₂ Extraction and Venous Return, CR Assessment and Inspection, Auscultation, Intro to O ₂ Delivery, Charting	Reading: F&D Chap 13 Lab 2: Inspection, Palpation Lab 3: Percussion & Auscultation	
3	Principles of Treatment & Planning a Treatment Program, Acute Medicine (incl pneumonia/ Post-op care), Cough Assist, Lung Volume Recruitment, Spirometry	Reading: F&D Chap 38, 15, 26 Lab 4: Assess Patients Brown and Scarlett Lab 5: Breathing Exercises, Revisit Brown and Scarlett	
4	Best Practice: Brown and Scarlett, O ₂ Titration, COPD and Asthma, ABG's (remote ABG Worksheet – up to 90 minutes)	Reading: F&D Chapters 20, 38, 8 Lab 6: (split lab) Airway Clearance Techniques (CLRC) Lab 7: Assess and Treat Green and Puffer	
5	Best Practice Green and Puffer, Airway Clearance Devices, Lung Fibrosis, Lung CA (incl surgical care),	ABG Quiz Reading: F&D Chap 20, 26, 27 Lab 8: Clinical Exercise Testing Lab 9: Mentorship: Clinical Skills Checklist	
6	Review ABG Quiz, Cardiac Risk Factors and Heart Diseases (including surgical treatment), Difference between Pulmonary Edema, Pleural Effusion, Pneumonia. Debrief Scarlett and White. Buffer/Review for Midterm.	Reading: F&D Chap 26, 27 Lab 10: Treat Scarlett; Assess White Lab 11: Review	

6	Midterm Written	All content to date	TBD
7	Visit Green and Puffer, Cardiac and Respiratory Medications, Inhaled Medication Delivery Devices, Start ECGs and Cardiac Auscultation,	Reading: F&D Chap 10, 27, 39 Lab 13: Suctioning Lab 14: Mentorship Clinical Skills Checklists	
8	ECG and Acute care treatment, Lab results, Treat Scarlett and White and Debrief, Obstructive Sleep Apnea, Invasive and non-invasive ventilation. Case Study: Mr. Osa	Reading: F&D 10, 27, 39 Lab 15: Assess and Treat Strong Lab 16: Assess and treat: Bach Quiz: ECG's	
9	Chest X-rays, Intensive Care Assessment and Treatment, Major Trauma (SCI, Burns, TBI), Inspiratory Muscle training. Treat patients: Bach, Strong debrief,	Reading: F&D: 29, 30, 31, 28 Lab 16: Inspiratory Muscle Training Lab 17: Mobilizing Critically Ill Patients Quiz: Lab Results	
10	Thoracic deformities, AS, scoliosis, Outcome Measures, Smoking Cessation, Home O2 and Community. Acute Pediatric Conditions	Lab 18: Peds Lab Lab 19: Assess and Treat Miss Tiny	
	(Break Week – Nov 9 th -13 th , 2026)		
11	Discharging Patients, Vascular Disease, Covid 19,	Lab 20/21: CLRC TKA joint lab (split lab)	
12	Review	Lab 22: Review Lab 23: Clinical Checklist Day (suctioning)	
	Final Written Exam and Final OSCE	ALL content to date	TBD

Types of Learning Activities

In class lecture and lab.

Midterm and Final Assessment Scheduling

Midterm and final assessments must be written on the date scheduled. Final assessments may be scheduled at any time during the examination period (TBD); students should therefore avoid making prior travel, employment, or other commitments for this period. If a student is unable to write an exam through no fault of his or her own for medical or other valid reasons, documentation must be provided and an opportunity to write the missed exam may be given. Students are encouraged to review all School of Rehabilitation Science examination policies and procedures:

<https://medicine.usask.ca/policies/school-of-physical-therapy-examination-regulations.php>

Activities Outside of Class Time or Usual Location

Students are expected to review the canvas page for each class/lab ahead of time since there may be readings or videos that are necessary to be reviewed before class.

Required and Recommended Resources (Textbooks/Electronic Resources/Other):

Required: Frownfelter D & Dean E. Cardiovascular and Pulmonary Physical Therapy: Evidence and Practice. 6th ed. St. Louis: Mosby Elsevier; 2021

Recommended: West JB. Respiratory Physiology the Essentials. 11th Edition, 2020. Philadelphia: Lippincott, Williams & Wilkins

Textbooks are available from the University of Saskatchewan Bookstore:

<http://www.usask.ca/bookstore/>

Assessment Details - Grading Scheme

Clinical Skills Checklist	10%
Quizes (3)	15%
Midterm (written)	15%
Final Written Exam	30%
Final Practical Exam (OSCE)	30%
Total	100%

Evaluation Components

Quizes:

Value: 15%

Dates:

Description: 15 minutes quiz in class online (closed book)

Clinical Skills Checklist:

Value: 10%

Due Date:

Description: Posted on Canvas as a 'quiz'. Instructors/TAs to mark competency. Submit the quiz. It can be taken over and over again until all skills are done. Skills will disappear once complete. Marks are based on number of skills completed and NOT the number of times it takes to complete a skill. Mentorship is the priority of this assignment.

Midterm Written Exam:

Value: 15%

Date: TBD

Description: Written exam. In person, closed book.

Final WrittenExam:

Value: 30%

Date: TBD

Description: In-person, closed book. Multiple choice and short answer.

Final Practical Exam:

Value: 30%

Date: TBD

Description: Students will complete skills and answer questions based on the case presented. All stations must be passed with at least 60%. Details to be discussed in class and posted on Canvas.

Submitting Assignments

All assignments are to be submitted electronically via Canvas.

Late Assignments

Late assignments will not be accepted without prior approval from the instructor.

Criteria to Pass

All components of the course must be submitted and/or successfully completed to be considered for a passing grade. Successful completion of the course requires students to attain an overall final grade of 60% or higher.

Successful completion of the course requires:

- An overall summative grade of 60% or greater.
- Successful completion of the course requires that students attain a grade of 60% or higher on **EACH** assignment and examination including:
 - Assignments
 - Final Written Examination
 - Final Objective Structured Clinical Examination (OSCE)
(Note: Students must pass all stations with a 60% or higher on the OSCE exam)

Attendance Expectations

Students are required to regularly attend all lectures and laboratory periods. If unable to attend a mandatory lecture, lab, tutorial or IPE experience due to medical, compassionate or other reasons as described in our attendance policy at <https://medicine.usask.ca/policies/school-of-physical-therapy-regulations-on-attendance-lectures,-labs,-tutorials.php>, prior notification to the School of Rehabilitation general office or the instructor directly must be made. Failure to meet these expectations may result in a student being required to discontinue the program.

Student Feedback

Students will be asked to complete course and instructor evaluations on-line. This is a professional expectation.

Copyright Information

Course material created by your professors and instructors is their intellectual property and **cannot be shared without written permission**. This includes exams, PowerPoint/PDF lecture slides and other course notes. If materials are designated as open education resources (with a creative commons license) you can share and/or use them in alignment with the [CC license](#). Other copyright-protected materials created by textbook publishers and authors may be

provided to you based on license terms and educational exceptions in the [Canadian Copyright Act](#).

You are responsible for ensuring that any copying or distribution of materials that you engage in is permitted by the University's "[Use of Materials Protected By Copyright](#)" Policy. For example, posting others' copyright-protected materials on the open internet is not permitted by this policy unless you have copyright permission or a license to do so. For more copyright information, please visit <https://library.usask.ca/copyright/students/index.php> or contact the University Copyright Coordinator at copyright.coordinator@usask.ca or 306-966-8817.

Academic Integrity

The University of Saskatchewan is committed to the highest standards of academic integrity. <https://academic-integrity.usask.ca/>

Students are urged to read the [Regulations on Academic Misconduct](#) and to avoid any behaviours that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence.

For help developing the skills for meeting academic integrity expectations, see: <https://academic-integrity.usask.ca/students.php>

Students are encouraged to ask their instructors for clarification on academic integrity requirements.

Students may use generative artificial intelligence tools (e.g., ChatGPT, Gemini, Claude, etc.) for learning and practicing the concepts in this course, but these tools may **NOT** be used for completing assignments in this course.

The use of generative artificial intelligence tools or apps for assignments in this course, including tools like ChatGPT, Gemini, Claude, Microsoft Copilot and other AI writing or coding assistants, is prohibited.

Access and Equity Services (AES)

Access and Equity Services (AES) is available to provide support to students who require accommodations due to disability, family status, and religious observances. Please contact the Office of Student Affairs to begin the process of registering with AES. The Office of Student Affairs can be reached via this email - srs.studentaffairs@usask.ca.

Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to contact [OSA](#) and also register with [Access and Equity Services \(AES\)](#) if they have not already done so.

Students who suspect they may have disabilities should contact OSA for advice and referrals at any time. Those students who are registered with AES with mental health disabilities and who anticipate that they may have responses to certain course materials or topics, should discuss course content with their instructors.

Students who require accommodations for pregnancy or substantial parental/family duties should contact OSA to discuss their situations and potentially register with the access and equity office.

Students who require accommodation due to religious practices that prohibit the writing of exams on religious holidays should contact OSA and AES to self-declare and determine which accommodations are appropriate. In general, students who are unable to write an exam due to a religious conflict do not register with AES but instead submit an exam conflict form through their PAWS account to arrange accommodations.

Student Supports

Academic Help – University Library

Visit the [University Library](#) and [Learning Hub](#) to find supports for undergraduate and graduate students with first-year experience, study skills, learning strategies, research, writing, math and statistics. Students can attend [workshops](#), access [online resources and research guides](#), book [1-1 appointments](#) or hire a [subject tutor](#) through the [USask Tutoring Network](#)

Connect with library staff through the [AskUs](#) chat service or visit various [library locations](#) on campus.

Enrolled in an online course? Explore the [Online Learning Readiness Tutorial](#).

Teaching, Learning and Student Experience

Teaching, Learning and Student Experience (TLSE) provides developmental and support services and programs to students and the university community. For more information, see the students' website <http://students.usask.ca>.

Student and Enrolment Services Division

The Student and Enrolment Services Division (SESD) focuses on providing developmental and support services and programs to students and the university community. For more information, see the students' web site <http://students.usask.ca>.

Financial Support

Any student who faces unexpected challenges securing their food or housing and believes this may affect their performance in the course is urged to contact Student Central <https://students.usask.ca/student-central.php>.

Gordon Oakes Red Bear Student Centre

The Gordon Oakes Red Bear Student Centre) is dedicated to supporting Indigenous student academic and personal success. The Centre offers personal, social, cultural and some academic supports to Métis, First Nations, and Inuit students. The Centre is an intercultural gathering space that brings Indigenous and non-Indigenous students together to learn from, with and about one another in a respectful, inclusive, and safe environment. Visit <https://students.usask.ca/indigenous/index.php> or students are encouraged to visit the ASC's website <https://students.usask.ca/indigenous/gorbosc.php>



1. Approval by Department Head or Dean

- 1.1 College or School with academic authority: **CGPS**
- 1.2 Department with academic authority: **School of Rehabilitation Science**
- 1.3 Term from which the course is effective: **Fall 2026**

2. Information required for the Catalogue

- 2.1 Label & Number of course: **PTH 883**
- 2.2 Academic credit units: **10**
- 2.3 Course Long Title (maximum 100 characters): **Clinical Skills 3**
Course Short Title (maximum 30 characters): **Clinical Skills 3**
- 2.4 Total Hours: Lecture **60** Seminar Lab **60** Tutorial Other
- 2.5 Weekly Hours: Lecture **5** Seminar Lab **5** Tutorial Other
- 2.6 Term in which it will be offered: **T1** T2 T1 or T2 T1 and T2
- 2.7 Prerequisite: **PTH 882**

If there is a prerequisite waiver, who is responsible for signing it? **No**

- D – Instructor/Dept Approval
- H – Department Approval
- I – Instructor Approval

2.8 Catalogue description (150 words or less):

This course integrates and builds on foundational skills and develops the learners' competencies in evidence-based, client-centered assessment and management of neurological conditions. Learners will also gain an understanding of the leadership, management and advocacy roles of physiotherapists within diverse contexts of practice.

2.9 Do you allow this course to be repeated for credit? **No**

3. Please list rationale for introducing this course: **Curriculum redesign**

4. Please list the learning objectives for this course:

1. Demonstrate proficiency in completing a thorough neurological assessment using evidence-based, person-centered practices to determine appropriate physiotherapy diagnoses in neurological disorders and pathologies across the lifespan.
2. Implement the principles of physiotherapy interventions including: theoretical frameworks, therapeutic handling, functional activities, neuroplasticity, and exercise prescription at impairment and functional levels.
3. Using assessment findings develop and execute appropriate, effective, and safe person-centered physiotherapy treatment plans and interventions for diverse populations across the lifespan while applying evidence-based, theoretical, anatomical, and physiological knowledge.
4. Explain and apply an in-depth understanding of: motor control and learning theories, neuroanatomy, neurophysiology and neuroplasticity as well as the etiology, epidemiology, pathophysiology, clinical presentation, radiology, pharmacology and typical management of neurological conditions across the lifespan.
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8. Analyze, discuss and promote the importance of respecting cultural, age-related and ethical considerations in healthcare delivery, with an emphasis on Indigenous health, cultural safety, social and emotional care, and sensitive care across the lifespan with diverse client populations and different world views in order to offer responsive, equitable and holistic care.

5. **Impact of this course**

Are the programs of other departments or Colleges affected by this course? **No**

If so, were these departments consulted? (Include correspondence)

Were any other departments asked to review or comment on the proposal? **No**

6. **Other courses or program affected** (please list course titles as well as numbers)

6.1 Courses to be deleted? **PTH 806.8, PTH 865.2, PTH 877.2, PTH 829.3, PTH 839.4**

6.2 Courses for which this course will be a prerequisite? **Courses cannot be taken outside of program order. Does not apply.**

6.3 Is this course to be required by your majors, or by majors in another program? **No**

7. **Course outline**

(Weekly outline of lectures or include a draft of the course information sheet.) **See Syllabus**

8. **Enrolment**

8.1 What is the maximum enrolment number for this course? And from which colleges? **School of Rehabilitation Science only. Admission is 55, but re-entering students will increase this number. Estimate 55-60 students each fall.**

8.2 For room bookings, please indicate the maximum estimated room size required for this course: **We use our own lab/lecture spaces in SRS. Usask Room Booking not required.**

10-50

50-90

90-130

130+

9. Student evaluation

Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

9.1 How should this course be graded?

C – Completed Requirements

(Grade options for instructor: Completed Requirements, Fail, IP In Progress)

N – Numeric/Percentage

(Grade options for instructor: grade of 0% to 100%, IP in Progress)

P – Pass/Fail

(Grade options for instructor: Pass, Fail, In Progress)

S – Special

(Grade options for instructor: NA – Grade Not Applicable) If other, please specify:

9.2 Is the course exempt from the final examination? **No. But we plan our own exam timetable**

10. Required text

Include a bibliography for the course. **See Syllabus**

11. Resources

11.1 Proposed instructor: **Dr. Sarah Donkers**

11.2 How does the department plan to handle the additional teaching or administrative workload? **No additional resources required. This replaces a different course taught in this time period.**

11.3 Are sufficient library or other research resources available for this course? **Yes, only renewal of curriculum, nothing additional required.**

11.4 Are any additional resources required (library, audio-visual, technology, etc.)? **No**

12. Tuition

12.1 Will this course attract tuition charges? If so, how much? (use tuition category) **Program already handles tuition via program tuition, rather than per course/credit unit. No change**

12.2 Does this course require non-standard fees, such as materials or excursion fees? If so, please include an approved "Application for New Fee or Fee Change Form"
<http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees> **No**

Detailed Course Information

1. Schedule Types

Please choose the Schedule Types that can be used for sections that fall under this course:

Code	Description	Code	Description
CL	Clinical	PRB	Problem Session
COO	Coop Class	RDG	Reading Class
FLD	Field Trip	RES	Research
ICR	Internet Chat Relay	ROS	Roster (Dent Only)
IHP	Internet Help	SEM	Seminar
IN1	Internship - Education	SSI	Supervised Self Instruction
IN2	Internship - CMPT & EPIP	STU	Studio
IN3	Internship - General	SUP	Teacher Supervision
LAB	Laboratory	TUT	Tutorial
LC	Lecture/Clinical (Dent Only)	WEB	Web Based Class
LEC	Lecture	XCH	Exchange Program
LL	Lecture/Laboratory	XGN	Ghost Schedule Type Not Applicable
MM	Multimode	XHS	High School Class
PCL	Pre-Clinical (Dent Only)	XNA	Schedule Type Not Applicable
PRA	Practicum	XNC	No Academic Credit

2. Course Attributes

Please highlight the attributes that should be attached to the course (they will apply to all sections):

2.1 NOAC No Academic Credit

0 Credit Unit courses that possess "deemed" CUs (Called Operational Credit Units). NOAC causes the system to roll 0 academic credit units to academic history.

2.2 For the College of Arts and Science only: To which program type does this course belong?

- FNAR Fine Arts
- HUM Humanities
- SCIE Science
- SOCS Social Science
- ARNP No Program Type (Arts and Science)

Does this course satisfy one of the official college requirements:

- ELWR – English Language Writing Requirement
- ILRQ – Indigenous Learning Requirement
- QRRQ – Quantitative Reasoning Requirement

3. Registration Information (Note: multi-term courses cannot be automated as corequisites)

3.1 Permission Required:

3.2 Restriction(s): course only open to students in a specific college, program/degree, major, year in program

3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course

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SCHOOL OF REHABILITATION SCIENCE

COURSE SYLLABUS

COURSE TITLE:	Clinical Skills 3		
COURSE CODE:	883	TERM:	Fall 2026
COURSE CREDITS:	10	DELIVERY:	
CLASS SECTION:	N/A	START DATE:	September 1, 2026
CLASS LOCATION:	3430/3460	LAB LOCATION:	3430/3460
CLASS TIME:	See Timetable	LAB TIME:	See Timetable
WEBSITE:			

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Course Description

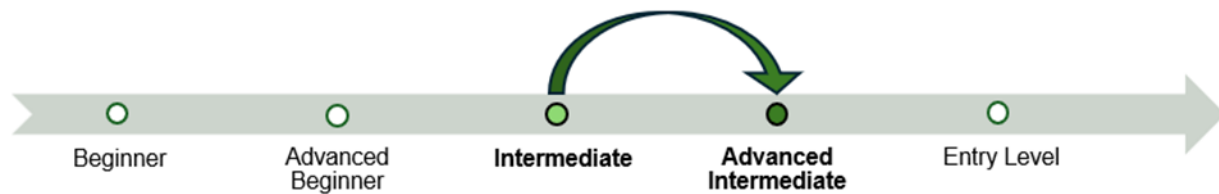
This course integrates and builds on foundational skills and develops the learners' competencies in evidence-based, client centered assessment and management of neurological conditions. Learners will also gain an understanding of the leadership, management and advocacy roles of physiotherapists within diverse contexts of practice.

Instructor and Contact Information

Sarah Donkers BSc, MPT, MSc, PhD

Melanie Krause BScKin, MPT

Course Objectives/Learning Outcomes



By the completion of this course, students will be expected to have an **Advanced Intermediate** level of competence in:

1. Demonstrate proficiency in completing a thorough neurological assessment using evidence-based, person-centered practices to determine appropriate physiotherapy diagnoses in neurological disorders and pathologies across the lifespan.
2. Implement the principles of physiotherapy interventions including: theoretical frameworks, therapeutic handling, functional activities, neuroplasticity, and exercise prescription at impairment and functional levels.
3. Using assessment findings develop and execute appropriate, effective, and safe person-centered physiotherapy treatment plans and interventions for diverse populations across the lifespan while applying evidence-based, theoretical, anatomical, and physiological knowledge.
4. Explain and apply an in-depth understanding of: motor control and learning theories, neuroanatomy, neurophysiology and neuroplasticity as well as the etiology, epidemiology, pathophysiology, clinical presentation, radiology, pharmacology and typical management of neurological conditions across the lifespan.
5. Communicate effectively with clients and healthcare professionals and document client consent, assessment findings and treatment outcomes using appropriate terminology and clear explanations to convey treatment plans and client progress in client records and interprofessional communications.
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8. Analyze, discuss and promote the importance of respecting cultural, age-related and ethical considerations in healthcare delivery, with an emphasis on Indigenous health, cultural safety, social and emotional care, and sensitive care across the lifespan with diverse client populations and different world views in order to offer responsive, equitable and holistic care.

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More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at: <http://policies.usask.ca/policies/academic-affairs/academic-courses.php>

The University of Saskatchewan Learning Charter is intended to define aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at: <https://teaching.usask.ca/documents/vptl/LearningCharter.pdf>

Course Overview and Schedule

Week	Topics / Module	Learning Activities Including Homework	Assessments Due Date
1	Intro, Neurorehab Theory, Neuro terminology, Voluntary Movement Impairments and assessment		
2	Neuroplasticity, Neurorehab Treatment Concepts, CVA, Pusher Syndrome	Lab: 1. Assessing Tone and Ataxia Lab 2. Chedoke Assessment	
3	Sensation & Perception, Hemi Shoulder,	Lab 3: Treatment at Impairment Level Lab 4: Assessing Sensation, Perception and the hemi shoulder	
3	Review Spot Check Skills List	Spot Check Skills List	
4	Journey Post CVA (Guest Lecture), Postural Control/Non-Optimal Postural Control, Assessment/Treatment of Postural Control	Lab 5: Bed Mobility and Transfers Lab 6: Assessment and Treatment of Postural Control	
5	Para Sports/Dystonia (Guest Lecture), Neuro Assessment Information/Charting, Parkinson's Disease, Motor Learning & PD	Lab 7: PD Open Lab time to practice for Spot Check	
6	Content to Date	Midterm Written Exam	TBD
6	Content to Date	Spot Check – Midterm Lab Exam	TBD
7	Multiple Sclerosis (MS), Fatigue Management in MS, Pharmacological Management of MS, Living with MS (Guest Lecture)	Lab 7: Real Patient Experience Lab 8: Real Patient Experience	
8	Traumatic Brain Injury	Lab 9: TBI Acute 1 Lab 10: TBI Acute 2	
9	SCI	Lab 11: SCI 1 Lab 12: SCI 2 Lab 13: SCI 3	
9	Assignment		
10	Gait & Abnormal Gait	Lab 14: Gait 1 (Stance) Lab 15: Gait 2 (Swing)	
11	Tilt Table, Standardized Outcome Measures	Lab 16: Tilt Table Lab 17: Standardized Outcome Measures	
12	Review	Open Labs/Review Labs	

	Content to Date	Final Written Exam	TBD
	Content to Date	Final Practical (OSCE) Exam	TBD

Types of Learning Activities

In class lecture and lab.

Midterm and Final Assessment Scheduling

Midterm and final assessments must be written on the date scheduled. Final assessments may be scheduled at any time during the examination period (TBD); students should therefore avoid making prior travel, employment, or other commitments for this period. If a student is unable to write an exam through no fault of his or her own for medical or other valid reasons, documentation must be provided and an opportunity to write the missed exam may be given. Students are encouraged to review all School of Rehabilitation Science examination policies and procedures:

<https://medicine.usask.ca/policies/school-of-physical-therapy-examination-regulations.php>

Activities Outside of Class Time or Usual Location

Please consult Canvas for readings and lab material to be reviewed before the relevant lectures and labs.

Required and Recommended Resources (Textbooks/Electronic Resources/Other):

Shumway-Cook, A & Woolacott, M. Motor Control: Translating Research into Clinical Practice. Baltimore: Williams & Wilkins; 2022 or 2012 version.

Assessment Details - Grading Scheme

Assignment	10%
Spot Check (mini lab exam)	10%
Midterm (written)	20%
Final Written Exam	30%
Final Practical Exam (OSCE)	30%
Total	100%

Evaluation Components

Assignment:

Value: 10%

Date:

Length: 2-3 pages

Type: Independent

Description: Complete charting write-up, clinical reasoning, problem list and treatment plan from real patient experience.

Spot Check (mini lab exam):

Value: 10%

Date:

Length: 15 minutes

Type: Single station OSCE, paired with another student

Description: These are short practical skills demonstrated by students to examiner. More details to be provided in class and on Canvas.

Midterm Written Exam:

Value: 20%

Date: TBD

Length: 2 hours

Type: Closed book, In-person

Description: Multiple choice, fill in the blanks, short answer, and case-based questions

Final Written Exam:

Value: 30%

Date: TBD

Length: 3 hours

Type: Closed book, In-person

Description: Multiple choice, fill in the blanks, short answer, and case-based questions

Final Practical Exam (OSCE):

Value: 30%

Date: TBD

Length: 25 minutes – schedule with groups and times will be posted on Canvas

Type: Students will be asked to demonstrate skills and answer questions in detail in case-based format

Description: A description of the requirements for this assessment will be found on Canvas.

Submitting Assignments

All assignments are to be submitted electronically via Canvas.

Late Assignments

Late assignments will not be accepted unless pre-arrangements have been made with the instructors.

Criteria to Pass

All components of the course must be submitted and/or successfully completed to be considered for a passing grade. Successful completion of the course requires students to attain an overall final grade of 60% or higher.

Successful completion of the course requires:

- An overall summative grade of 60% or greater **in each content area**
- Successful completion of the course requires that students attain a grade of 60% or higher on **EACH** assignment and examination including:
 - Assignments and Presentations
 - Midterm
 - Final Written Examination
 - Final Objective Structured Clinical Examination (OSCE)
(Note: Students must pass all stations with a 60% or higher on the OSCE exam and achieve a 60% overall)

- Students must be fully engaged in all in-class activities, must contribute to all assessable activities.

Attendance Expectations

Students are required to regularly attend all lectures and laboratory periods. If unable to attend a mandatory lecture, lab, tutorial or IPE experience due to medical, compassionate or other reasons as described in our attendance policy at <https://medicine.usask.ca/policies/school-of-physical-therapy-regulations-on-attendance-lectures,-labs,-tutorials.php>, prior notification to the School of Rehabilitation general office or the instructor directly must be made. Failure to meet these expectations may result in a student being required to discontinue the program.

Student Feedback

Students will be asked to complete course and instructor evaluations on-line. This is a professional expectation.

Copyright Information

Course material created by your professors and instructors is their intellectual property and **cannot be shared without written permission**. This includes exams, PowerPoint/PDF lecture slides and other course notes. If materials are designated as open education resources (with a creative commons license) you can share and/or use them in alignment with the [CC license](#). Other copyright-protected materials created by textbook publishers and authors may be provided to you based on license terms and educational exceptions in the [Canadian Copyright Act](#).

You are responsible for ensuring that any copying or distribution of materials that you engage in is permitted by the University's "[Use of Materials Protected By Copyright](#)" Policy. For example, posting others' copyright-protected materials on the open internet is not permitted by this policy unless you have copyright permission or a license to do so. For more copyright information, please visit <https://library.usask.ca/copyright/students/index.php> or contact the University Copyright Coordinator at copyright.coordinator@usask.ca or 306-966-8817.

Academic Integrity

The University of Saskatchewan is committed to the highest standards of academic integrity. <https://academic-integrity.usask.ca/>

Students are urged to read the [Regulations on Academic Misconduct](#) and to avoid any behaviours that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence.

For help developing the skills for meeting academic integrity expectations, see: <https://academic-integrity.usask.ca/students.php>

Students are encouraged to ask their instructors for clarification on academic integrity requirements.

Students may use generative artificial intelligence tools (e.g., ChatGPT, Gemini, Claude, etc.) for learning and practicing the concepts in this course, but these tools may **NOT** be used for completing assignments in this course.

The use of generative artificial intelligence tools or apps for assignments in this course, including tools like ChatGPT, Gemini, Claude, Microsoft Copilot and other AI writing or coding assistants, is prohibited.

Access and Equity Services (AES)

Access and Equity Services (AES) is available to provide support to students who require accommodations due to disability, family status, and religious observances. Please contact the Office of Student Affairs to begin the process of registering with AES. The Office of Student Affairs can be reached via this email - srs.studentaffairs@usask.ca.

Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to contact [OSA](#) and also register with [Access and Equity Services \(AES\)](#) if they have not already done so.

Students who suspect they may have disabilities should contact OSA for advice and referrals at any time. Those students who are registered with AES with mental health disabilities and who anticipate that they may have responses to certain course materials or topics, should discuss course content with their instructors.

Students who require accommodations for pregnancy or substantial parental/family duties should contact OSA to discuss their situations and potentially register with the access and equity office.

Students who require accommodation due to religious practices that prohibit the writing of exams on religious holidays should contact OSA and AES to self-declare and determine which accommodations are appropriate. In general, students who are unable to write an exam due to a religious conflict do not register with AES but instead submit an exam conflict form through their PAWS account to arrange accommodations.

Student Supports

Academic Help – University Library

Visit the [University Library](#) and [Learning Hub](#) to find supports for undergraduate and graduate students with first-year experience, study skills, learning strategies, research, writing, math and statistics. Students can attend [workshops](#), access [online resources and research guides](#), book [1-1 appointments](#) or hire a [subject tutor](#) through the [USask Tutoring Network](#)

Connect with library staff through the [AskUs](#) chat service or visit various [library locations](#) on campus.

Enrolled in an online course? Explore the [Online Learning Readiness Tutorial](#).

Teaching, Learning and Student Experience

Teaching, Learning and Student Experience (TLSE) provides developmental and support services and programs to students and the university community. For more information, see the students' website <http://students.usask.ca>.

Student and Enrolment Services Division

The Student and Enrolment Services Division (SESD) focuses on providing developmental and support services and programs to students and the university community. For more information, see the students' web site <http://students.usask.ca>.

Financial Support

Any student who faces unexpected challenges securing their food or housing and believes this may affect their performance in the course is urged to contact Student Central <https://students.usask.ca/student-central.php>.

Gordon Oakes Red Bear Student Centre

The Gordon Oakes Red Bear Student Centre) is dedicated to supporting Indigenous student academic and personal success. The Centre offers personal, social, cultural and some academic supports to Métis, First Nations, and Inuit students. The Centre is an intercultural gathering space that brings Indigenous and non-Indigenous students together to learn from, with and about one another in a respectful, inclusive, and safe environment. Visit <https://students.usask.ca/indigenous/index.php> or students are encouraged to visit the ASC's website <https://students.usask.ca/indigenous/gorbosc.php>



1. Approval by Department Head or Dean

- 1.1 College or School with academic authority: **CGPS**
- 1.2 Department with academic authority: **School of Rehabilitation Science**
- 1.3 Term from which the course is effective: **Fall 2026**

2. Information required for the Catalogue

- 2.1 Label & Number of course: **PTH 884**
- 2.2 Academic credit units: **10**
- 2.3 Course Long Title (maximum 100 characters): **Clinical Skills 4**
Course Short Title (maximum 30 characters): **Clinical Skills 4**
- 2.4 Total Hours: Lecture **60** Seminar Lab **60** Tutorial Other
- 2.5 Weekly Hours: Lecture **5** Seminar Lab **5** Tutorial Other
- 2.6 Term in which it will be offered: **T1** T2 T1 or T2 T1 and T2
- 2.7 Prerequisite: **PTH 883**

If there is a prerequisite waiver, who is responsible for signing it? **No**

- D – Instructor/Dept Approval
- H – Department Approval
- I – Instructor Approval

2.8 Catalogue description (150 words or less):

This course integrates and builds on foundational skills and develops the learners' competencies in evidence-based, client-centered assessment and management of musculoskeletal conditions. Learners will also gain an understanding of the leadership, management and advocacy roles of physiotherapists within diverse contexts of practice.

2.9 Do you allow this course to be repeated for credit? **No**

3. Please list rationale for introducing this course: **Curriculum redesign**

4. Please list the learning objectives for this course:

1. Demonstrate proficiency in completing a thorough upper extremity, lower extremity, and spinal assessment using evidence-based, person-centered practices to determine appropriate physiotherapy diagnoses in musculoskeletal disorders and pathologies across the lifespan.
2. Implement the principles and evidence of physiotherapy interventions including: theoretical frameworks, knowledge of manual therapy, exercise prescription, and electrophysical modalities.
3. Using assessment findings develop and execute appropriate, effective, and safe person-centered physiotherapy treatment plans and interventions for diverse populations across the lifespan while applying evidence-based, theoretical, anatomical, and physiological knowledge.
4. Explain and apply an understanding of the fundamental principles of radiology and imaging techniques, stages of healing, common skeletal disorders and the pathology of musculoskeletal conditions across the lifespan.
5. Communicate effectively with clients and healthcare professionals and document client consent, assessment findings and treatment outcomes using appropriate terminology and clear explanations to convey treatment plans and client progress in client records and interprofessional communications.
6. Critique and revise personal practice approaches based on collaboration with peers and instructors, and actively provide constructive feedback to peers, aiming for continuous improvement in skills and knowledge while contributing to the collective learning environment.
7. Demonstrate professional behavior consistent with ethical and legal standards in physiotherapy practice by complying with legal and regulatory requirements, behaving ethically, acting with integrity and embracing social responsibility and reflective practice. This includes respecting client confidentiality, advocating for client rights and maintaining personal wellness to ensure comprehensive and responsible care delivery.
8. Analyze, discuss and promote the importance of respecting cultural, age-related and ethical considerations in healthcare delivery, with an emphasis on Indigenous health, cultural safety, social and emotional care, and sensitive care across the lifespan with diverse client populations and different world views in order to offer responsive, equitable and holistic care.

5. **Impact of this course**

Are the programs of other departments or Colleges affected by this course? **No**

If so, were these departments consulted? (Include correspondence)

Were any other departments asked to review or comment on the proposal? **No**

6. **Other courses or program affected** (please list course titles as well as numbers)

6.1 Courses to be deleted? **PTH 806.8, PTH 871.6, PTH 865.2, PTH 877.2, PTH 829.3, PTH 839.4**

6.2 Courses for which this course will be a prerequisite? **Courses cannot be taken outside of program order. Does not apply.**

6.3 Is this course to be required by your majors, or by majors in another program? **No**

7. **Course outline**

(Weekly outline of lectures or include a draft of the course information sheet.) **See Syllabus**

8. **Enrolment**

8.1 What is the maximum enrolment number for this course? And from which colleges? **School of Rehabilitation Science only. Admission is 55, but re-entering students will increase this number. Estimate 55-60 students each fall.**

8.2 For room bookings, please indicate the maximum estimated room size required for this course: **We use our own lab/lecture spaces in SRS. Usask Room Booking not required.**

10-50

50-90

90-130

130+

9. Student evaluation

Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

9.1 How should this course be graded?

C – Completed Requirements

(Grade options for instructor: Completed Requirements, Fail, IP In Progress)

N – Numeric/Percentage

(Grade options for instructor: grade of 0% to 100%, IP in Progress)

P – Pass/Fail

(Grade options for instructor: Pass, Fail, In Progress)

S – Special

(Grade options for instructor: NA – Grade Not Applicable) If other, please specify:

9.2 Is the course exempt from the final examination? **No. But we plan our own exam timetable**

10. Required text

Include a bibliography for the course. **See Syllabus**

11. Resources

11.1 Proposed instructor: **Dr. Soo Kim, Kendra Usunier, Rhonda Loeppky**

11.2 How does the department plan to handle the additional teaching or administrative workload? **No additional resources required. This replaces a different course taught in this time period.**

11.3 Are sufficient library or other research resources available for this course? **Yes, only renewal of curriculum, nothing additional required.**

11.4 Are any additional resources required (library, audio-visual, technology, etc.)? **No**

12. Tuition

12.1 Will this course attract tuition charges? If so, how much? (use tuition category) **Program already handles tuition via program tuition, rather than per course/credit unit. No change**

12.2 Does this course require non-standard fees, such as materials or excursion fees? If so, please include an approved "Application for New Fee or Fee Change Form"
<http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees> **No**

Detailed Course Information

1. Schedule Types

Please choose the Schedule Types that can be used for sections that fall under this course:

Code	Description	Code	Description
CL	Clinical	PRB	Problem Session
COO	Coop Class	RDG	Reading Class
FLD	Field Trip	RES	Research
ICR	Internet Chat Relay	ROS	Roster (Dent Only)
IHP	Internet Help	SEM	Seminar
IN1	Internship - Education	SSI	Supervised Self Instruction
IN2	Internship - CMPT & EPIP	STU	Studio
IN3	Internship - General	SUP	Teacher Supervision
LAB	Laboratory	TUT	Tutorial
LC	Lecture/Clinical (Dent Only)	WEB	Web Based Class
LEC	Lecture	XCH	Exchange Program
LL	Lecture/Laboratory	XGN	Ghost Schedule Type Not Applicable
MM	Multimode	XHS	High School Class
PCL	Pre-Clinical (Dent Only)	XNA	Schedule Type Not Applicable
PRA	Practicum	XNC	No Academic Credit

2. Course Attributes

Please highlight the attributes that should be attached to the course (they will apply to all sections):

2.1 NOAC No Academic Credit

0 Credit Unit courses that possess "deemed" CUs (Called Operational Credit Units). NOAC causes the system to roll 0 academic credit units to academic history.

2.2 For the College of Arts and Science only: To which program type does this course belong?

- FNAR Fine Arts
- HUM Humanities
- SCIE Science
- SOCS Social Science
- ARNP No Program Type (Arts and Science)

Does this course satisfy one of the official college requirements:

- ELWR – English Language Writing Requirement
- ILRQ – Indigenous Learning Requirement
- QRRQ – Quantitative Reasoning Requirement

3. Registration Information (Note: multi-term courses cannot be automated as corequisites)

3.1 Permission Required:

3.2 Restriction(s): course only open to students in a specific college, program/degree, major, year in program

3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course

3.4 Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course

- 3.5 Corequisite(s): course(s) that must be taken at the same time as this course
- 3.6 Notes: recommended courses, repeat restrictions/content overlap, other additional information

4. List Equivalent Course(s) here:

An equivalent course can be used in place of the course for which this form is being completed, specifically for the purposes of prerequisite and degree audit checking. Credit will be given for only one of the equivalent courses.

- 4.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be equivalent:

***Please note:** If the equivalent courses carry an UNEQUAL number of credit units, DegreeWorks will automatically enforce the following, unless otherwise stated:

- If a 3 credit unit course is considered to be equivalent to a 6 credit unit course, it will fulfill the 6 credit unit requirement and the student will not have to complete another 3 credit units toward the overall number of required credit units for the program.
- If a 6 credit unit course is considered to be equivalent to a 3 credit unit course, ALL 6 of the credit units may be used to fulfill the 3 credit unit requirement.

5. List Mutually-Exclusive Course(s) here:

Mutually exclusive courses have similar content such that students cannot receive credit for both.

- 5.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be mutually exclusive:

***Please note:** SiRIUS cannot enforce a situation where the exclusion goes only one way.

6. Additional Notes:

SCHOOL OF REHABILITATION SCIENCE

COURSE SYLLABUS

COURSE TITLE:	Clinical Skills 4		
COURSE CODE:	884	TERM:	Fall 2026
COURSE CREDITS:	10	DELIVERY:	In Person
CLASS SECTION:	N/A	START DATE:	September 1, 2026
CLASS LOCATION:	3430/3460	LAB LOCATION:	3430/3460
CLASS TIME:	See Timetable	LAB TIME:	See Timetable
WEBSITE:			

Land Acknowledgement

We acknowledge that the Saskatoon campus of the University of Saskatchewan is located on **Treaty Six Territory** and the **Homeland of the Métis**. We pay our respect to the First Nation and Métis ancestors of this place and reaffirm our relationship with one another. We recognize that in the course of your studies you will spend time learning in other traditional territories and Métis homelands. We wish you safe, productive and respectful encounters in these places.

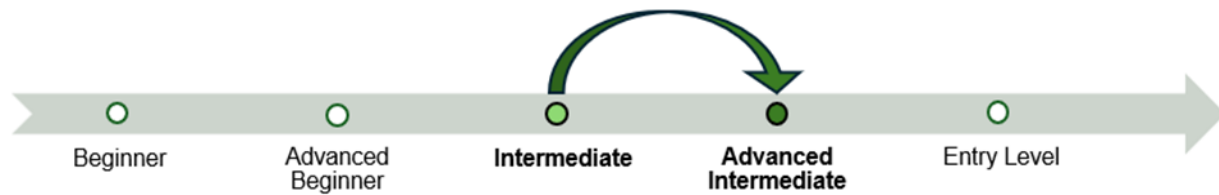
Course Description

This course integrates and builds on foundational skills and develops the learners' competencies in evidence-based, client centered assessment and management of musculoskeletal conditions. Learners will also gain an understanding of the leadership, management and advocacy roles of physiotherapists within diverse contexts of practice.

Instructor and Contact Information

Kendra Usunier BMR (PT), MCISc, FCAMPT:	Kendra.usunier@usask.ca
Nathan Dickson, HBAKin, MPT, FCAMPT, FDN:	Nathan.dickson@usask.ca
Jonathan Fohse BScKin, MPT, FCAMPT, FDN:	jonathan.fohse@usask.ca
Tyler Friesen BSc(PT), BSc (Biochem), FCAMPT:	tfriesen@venturerehab.ca
Rhonda Loeppky BA, BScPT, FCAMPT:	Rhonda.loeppky@usask.ca
Cohl Muntain MPT, B.Sc.Kin, CSEP-CEP, FCAMPT:	cohl.boehmsphysio@gmail.com

Course Objectives/Learning Outcomes



By the completion of this course, students will be expected to have an Advanced Intermediate level of competence in:

1. Demonstrate proficiency in completing a thorough upper extremity, lower extremity, and spinal assessment using evidence-based, person-centered practices to determine appropriate physiotherapy diagnoses in musculoskeletal disorders and pathologies across the lifespan.
2. Implement the principles and evidence of physiotherapy interventions including: theoretical frameworks, knowledge of manual therapy, exercise prescription, and electrophysical modalities.
3. Using assessment findings develop and execute appropriate, effective, and safe person-centered physiotherapy treatment plans and interventions for diverse populations across the lifespan while applying evidence-based, theoretical, anatomical, and physiological knowledge.
4. Explain and apply an understanding of the fundamental principles of radiology and imaging techniques, stages of healing, common skeletal disorders and the pathology of musculoskeletal conditions across the lifespan.
5. Communicate effectively with clients and healthcare professionals and document client consent, assessment findings and treatment outcomes using appropriate terminology and clear explanations to convey treatment plans and client progress in client records and interprofessional communications.
6. Critique and revise personal practice approaches based on collaboration with peers and instructors, and actively provide constructive feedback to peers, aiming for continuous improvement in skills and knowledge while contributing to the collective learning environment.
7. Demonstrate professional behavior consistent with ethical and legal standards in physiotherapy practice by complying with legal and regulatory requirements, behaving ethically, acting with integrity and embracing social responsibility and reflective practice. This includes respecting client confidentiality, advocating for client rights and maintaining personal wellness to ensure comprehensive and responsible care delivery.
8. Analyze, discuss and promote the importance of respecting cultural, age-related and ethical considerations in healthcare delivery, with an emphasis on Indigenous health, cultural safety, social and emotional care, and sensitive care across the lifespan with diverse client populations and different world views in order to offer responsive, equitable and holistic care.

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More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at:

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The University of Saskatchewan Learning Charter is intended to define aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at: <https://teaching.usask.ca/documents/vptl/LearningCharter.pdf>

Course Overview and Schedule

Week	Topics / Module	Learning Activities Including Homework	Assessments Due Date
1	Introduction to course, Lower quadrant scan review, thoracic spine	Lab #1,2: Thoracic Spine	
2	Thoracic Spine, Lumbar Spine	Lab 3: Thoracic Spine Lab 4, 5: Lumbar Spine	
3	Lumbar Spine, Pelvis	Lab 6: Lumbar Spine Lab 7: Pelvis	
4	Pelvis, Hip	Lab 8: Hip Lab 9: Hip and review	
4	Lower Quadrant Scan Competency Checklist		
5	Knee, Foot & Ankle	Lab 10, 11: Knee Lab 12, 13: Foot & Ankle	
6	Foot & Ankle	Lab 14: Foot & Ankle Lab 15: Review/ Case practice	
7	Intro to Advanced manual therapy, TMJ	Lab 16/17: TMJ	
8	McKenzie Approach, Manipulation of the Lx Spine, Evidence-based Clinical Tests & Screening for Serious Pathology	Lab 18/19: Manipulation of the Lx Spine	
9	Pain, Case Based Clinical Reasoning Ass't and Rx	Lab:20 Clinical Reasoning Lab 21: Real Patient Assessments	
9	Midterm Exam	Content to date	TBD
10	Intro to Sport Physio, IST Team, Sport Ethics, Hot topics, Sport Injury/Prevention, Sport Psychology, Intro to EAP – Primary/Secondary Screens and care	Lab 22: Equipment, Equipment removal, Primary and Secondary screens Lab 23: Primary and Secondary Spinal stabilization + practice scenarios/equipment removal	
11	Sideline Assessment: HOPS, Taping (PF + Achilles), Advanced Decision making, Intro to RTS, Taping/ Wraps (Elbow, A/C joint, Hip Spicas), Med Bag, Bat Bag and Fanny Pack	Lab 24: Sideline Assessment, Taping (PF + Achilles) Lab 25: Taping/Wraps (Elbow, A/C joint, hip spicas. Case scenarios	
12	Concussion, Return to performance: rehab protocols, Nutrition in sport, Bracing (and application, Sport Massage	Lab 26: Concussion, Return to performance assessment, Bracing Lab 27: Sport massage / review lab	

	Final Written and OSCE Exams	ALL Content to Date	TBD
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Types of Learning Activities

In class lecture and lab.

Midterm and Final Assessment Scheduling

Midterm and final assessments must be written on the date scheduled. Final assessments may be scheduled at any time during the examination period (TBD); students should therefore avoid making prior travel, employment, or other commitments for this period. If a student is unable to write an exam through no fault of his or her own for medical or other valid reasons, documentation must be provided and an opportunity to write the missed exam may be given. Students are encouraged to review all School of Rehabilitation Science examination policies and procedures:

<https://medicine.usask.ca/policies/school-of-physical-therapy-examination-regulations.php>

Activities Outside of Class Time or Usual Location

Please see Canvas for readings, videos, and activities to be completed before the relevant lecture or lab.

Required and Recommended Resources (Textbooks/Electronic Resources/Other):

- Magee, D., Orthopedic Physical Assessment, 7th Edition. W.B. Saunders
- Lecture videos posted on Canvas should be viewed prior to attending the relevant lab. Lab technique videos will be posted as supplementary.

Assessment Details - Grading Scheme

Lower Quadrant Scan Competency Checklist	Pass/fail
Midterm Written Exam	25%
Final Written Exam	35%
Final Practical Exam (OSCE)	40%
Total	100%

Evaluation Components

Lower Quadrant Scan Competency:

Value: Pass/Fail

Due Date:

Type: Practical

Description: Each student must complete a peer-reviewed lower quadrant scan checklist. Further details will be posted on Canvas and discussed in the first class.

Midterm Written Exam:

Value: 25% of final grade

Date: TBD

Length: 1.5 hours

Type: In person, comprehensive, closed-book.

Description: Combination of multiple choice and short answer questions.

Final Written Exam:

Value: 35% of final grade

Date: TBD

Length: 3 hrs

Type: In Person, comprehensive, closed-book, emphasis on content since midterm

Description: Combination of multiple choice and short answer questions.

Final Practical Exam (OSCE):

Value: 40%

Date: TBD

Length: 3 stations with 10 minutes/station/student

Type: Practical

Description: Students will be asked to demonstrate assessments and/or treatment skills on their partner and will be asked to answer questions orally to the examiner. Students will be evaluated on technique including body mechanics, safe conduct, and knowledge.

Submitting Assignments

All assignments are to be submitted electronically via Canvas.

Late Assignments

Late assignments will not be accepted unless pre-arrangements have been made with the instructors.

Criteria to Pass

All components of the course must be submitted and/or successfully completed to be considered for a passing grade. Successful completion of the course requires students to attain an overall final grade of 60% or higher.

Successful completion of the course requires:

- An overall summative grade of 60% or greater.
- Successful completion of the course requires that students attain a grade of 60% or higher on **EACH** assignment and examination including:
 - Assignments and Presentations
 - Midterm
 - Final Written Examination
 - Final Objective Structured Clinical Examination (OSCE)
(Note: Students must pass all stations with a 60% or higher on the OSCE exam and achieve a 60% overall)
- Students must be fully engaged in all in-class activities, must contribute to all assessable activities.

Attendance Expectations

Students are required to regularly attend all lectures and laboratory periods. If unable to attend a mandatory lecture, lab, tutorial or IPE experience due to medical, compassionate or other reasons as described in our attendance policy at <https://medicine.usask.ca/policies/school-of-physical-therapy-regulations-on-attendance-lectures,-labs,-tutorials.php>, prior notification to the

School of Rehabilitation general office or the instructor directly must be made. Failure to meet these expectations may result in a student being required to discontinue the program.

Student Feedback

Students will be asked to complete course and instructor evaluations on-line. This is a professional expectation.

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1. Approval by Department Head or Dean

- 1.1 College or School with academic authority: **CGPS**
- 1.2 Department with academic authority: **School of Rehabilitation Science**
- 1.3 Term from which the course is effective: **Winter 2027**

2. Information required for the Catalogue

- 2.1 Label & Number of course: **PTH 885**
- 2.2 Academic credit units: **22**
- 2.3 Course Long Title (maximum 100 characters): **Clinical Skills 5**
Course Short Title (maximum 30 characters): **Clinical Skills 5**
- 2.4 Total Hours: Lecture **216** Seminar Lab **84** Tutorial Other
- 2.5 Weekly Hours: Lecture **18** Seminar Lab **7** Tutorial Other
- 2.6 Term in which it will be offered: T1 T2 T1 or T2 T1 and T2 **End of T2 into Spring**
- 2.7 Prerequisite: **PTH 884**

If there is a prerequisite waiver, who is responsible for signing it? **No**

D – Instructor/Dept Approval

H – Department Approval

I – Instructor Approval

2.8 Catalogue description (150 words or less):

This course focuses on assessment and management of complex conditions at an advanced level. Students will systematically assess and use evidence-based practice in the context of complex care settings, as well as explore, at an advanced level, the concepts of systemic racism, discrimination, cultural humility and cultural safety. Competencies in collaboration, management and leadership are further refined.

2.9 Do you allow this course to be repeated for credit? **No**

3. Please list rationale for introducing this course: **Curriculum redesign**

4. Please list the learning objectives for this course:

1. Demonstrate proficiency in completing a thorough assessment using evidence-based, person-centered practices to determine appropriate physiotherapy diagnoses in complex conditions, disorders and pathologies across the lifespan.
2. Illustrate and apply the epidemiology, pathology, soft tissue healing, principles of group rehabilitation/programming and chronic disease to the management of various complex conditions across the lifespan.
3. Develop and execute appropriate, effective, and safe person-centered physiotherapy treatment plans and interventions for more complex populations across the lifespan by applying evidence-based, theoretical, anatomical, physiological knowledge and assessment findings and ensuring cultural responsiveness, sensitive practice and acknowledging emotional needs
4. Communicate proficiently with clients and healthcare professionals and document client consent, assessment findings and treatment outcomes using appropriate terminology and clear explanations to convey treatment plans and client progress in client records and interprofessional communications.
5. Critique and revise personal practice approaches based on collaboration with peers and instructors, and actively provide constructive feedback to peers, aiming for continuous improvement in skills and knowledge while contributing to the collective learning environment
6. Demonstrate professional behavior consistent with ethical and legal standards in physiotherapy practice by complying with legal and regulatory requirements, behaving ethically, acting with integrity and embracing social responsibility and reflective practice. This includes respecting client confidentiality, advocating for client rights and maintaining personal wellness to ensure comprehensive and responsible care delivery.
7. At an advanced level, analyze, discuss and promote the importance of respecting client and community-oriented needs and ethical considerations in healthcare delivery, with an emphasis on Indigenous health, cultural safety, social and emotional care, and sensitive care across the lifespan with diverse patient populations in order to offer responsive, equitable, and holistic care.
8. Evaluate the impact of quality improvement programs on client safety and satisfaction, apply basic principles of health program planning and evaluation in physiotherapy contexts, and advocate for the role of physiotherapists in promoting health and safety through effective risk management strategies.
9. Analyze and compare organizational management strategies in public and private sector physiotherapy settings, while emphasizing the integration of information technology in clinical administration.
10. Assess and advocate for the role of physiotherapy within the context of national and provincial political structure, health policies, and reforms, within both public and private sectors.

5. **Impact of this course**

Are the programs of other departments or Colleges affected by this course? **No**

If so, were these departments consulted? (Include correspondence)

Were any other departments asked to review or comment on the proposal? **No**

6. **Other courses or program affected** (please list course titles as well as numbers)

6.1 Courses to be deleted? **PTH 872.3, PTH 873.9, PTH 875.3, PTH 864.3, PTH 867.6, PTH 879.2**

6.2 Courses for which this course will be a prerequisite? **Courses cannot be taken outside of program order. Does not apply.**

6.3 Is this course to be required by your majors, or by majors in another program? **No**

7. **Course outline**

(Weekly outline of lectures or include a draft of the course information sheet.) **See Syllabus**

8. **Enrolment**

8.1 What is the maximum enrolment number for this course? And from which colleges? **School of Rehabilitation Science only. Admission is 55, but re-entering students will increase this number. Estimate 55-60 students each fall.**

8.2 For room bookings, please indicate the maximum estimated room size required for this course: **We use our own lab/lecture spaces in SRS. Usask Room Booking not required.**

10-50

50-90

90-130

130+

9. **Student evaluation**

Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

9.1 How should this course be graded?

C – Completed Requirements

(Grade options for instructor: Completed Requirements, Fail, IP In Progress)

N – Numeric/Percentage

(Grade options for instructor: grade of 0% to 100%, IP in Progress)

P – Pass/Fail

(Grade options for instructor: Pass, Fail, In Progress)

S – Special

(Grade options for instructor: NA – Grade Not Applicable) If other, please specify:

9.2 Is the course exempt from the final examination? **No. But we plan our own exam timetable**

10. **Required text**

Include a bibliography for the course. **See Syllabus**

11. **Resources**

11.1 Proposed instructor: **Multiple instructors in our department, this is a highly integrated course**

11.2 How does the department plan to handle the additional teaching or administrative workload? **No additional resources required. This replaces a different course taught in this time period.**

11.3 Are sufficient library or other research resources available for this course? **Yes, only renewal of curriculum, nothing additional required.**

11.4 Are any additional resources required (library, audio-visual, technology, etc.)? **No**

12. **Tuition**

12.1 Will this course attract tuition charges? If so, how much? (use tuition category) **Program already handles tuition via program tuition, rather than per course/credit unit. No change**

- 12.2 Does this course require non-standard fees, such as materials or excursion fees? If so, please include an approved "Application for New Fee or Fee Change Form"
<http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees> **No**
-

Detailed Course Information

1. Schedule Types

Please choose the Schedule Types that can be used for sections that fall under this course:

Code	Description	Code	Description
CL	Clinical	PRB	Problem Session
COO	Coop Class	RDG	Reading Class
FLD	Field Trip	RES	Research
ICR	Internet Chat Relay	ROS	Roster (Dent Only)
IHP	Internet Help	SEM	Seminar
IN1	Internship - Education	SSI	Supervised Self Instruction
IN2	Internship - CMPT & EPIP	STU	Studio
IN3	Internship - General	SUP	Teacher Supervision
LAB	Laboratory	TUT	Tutorial
LC	Lecture/Clinical (Dent Only)	WEB	Web Based Class
LEC	Lecture	XCH	Exchange Program
LL	Lecture/Laboratory	XGN	Ghost Schedule Type Not Applicable
MM	Multimode	XHS	High School Class
PCL	Pre-Clinical (Dent Only)	XNA	Schedule Type Not Applicable
PRA	Practicum	XNC	No Academic Credit

2. Course Attributes

Please highlight the attributes that should be attached to the course (they will apply to all sections):

2.1 NOAC No Academic Credit

0 Credit Unit courses that possess "deemed" CUs (Called Operational Credit Units). NOAC causes the system to roll 0 academic credit units to academic history.

2.2 For the College of Arts and Science only: To which program type does this course belong?

- FNAR Fine Arts
- HUM Humanities
- SCIE Science
- SOCS Social Science
- ARNP No Program Type (Arts and Science)

Does this course satisfy one of the official college requirements:

- ELWR – English Language Writing Requirement
- ILRQ – Indigenous Learning Requirement
- QRRQ – Quantitative Reasoning Requirement

3. Registration Information (Note: multi-term courses cannot be automated as corequisites)

3.1 Permission Required:

3.2 Restriction(s): course only open to students in a specific college, program/degree, major, year in program

3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course

3.4 Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course

3.5 Corequisite(s): course(s) that must be taken at the same time as this course

3.6 Notes: recommended courses, repeat restrictions/content overlap, other additional information

4. List Equivalent Course(s) here:

An equivalent course can be used in place of the course for which this form is being completed, specifically for the purposes of prerequisite and degree audit checking. Credit will be given for only one of the equivalent courses.

4.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be equivalent:

***Please note:** If the equivalent courses carry an UNEQUAL number of credit units, DegreeWorks will automatically enforce the following, unless otherwise stated:

- If a 3 credit unit course is considered to be equivalent to a 6 credit unit course, it will fulfill the 6 credit unit requirement and the student will not have to complete another 3 credit units toward the overall number of required credit units for the program.
- If a 6 credit unit course is considered to be equivalent to a 3 credit unit course, ALL 6 of the credit units may be used to fulfill the 3 credit unit requirement.

5. List Mutually-Exclusive Course(s) here:

Mutually exclusive courses have similar content such that students cannot receive credit for both.

5.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be mutually exclusive:

***Please note:** SiRIUS cannot enforce a situation where the exclusion goes only one way.

6. Additional Notes:

SCHOOL OF REHABILITATION SCIENCE

COURSE SYLLABUS

COURSE TITLE:	Clinical Skills 5		
COURSE CODE:	PTH 885	TERM:	Spring 2027
COURSE CREDITS:	22	DELIVERY:	
CLASS SECTION:	N/A	START DATE:	
CLASS LOCATION:	See Timetable	LAB LOCATION:	See Timetable
CLASS TIME:	See Timetable	LAB TIME:	See Timetable
WEBSITE:			

Land Acknowledgement

We acknowledge that the Saskatoon campus of the University of Saskatchewan is located on **Treaty Six Territory** and the **Homeland of the Métis**. We pay our respect to the First Nation and Métis ancestors of this place and reaffirm our relationship with one another. We recognize that in the course of your studies you will spend time learning in other traditional territories and Métis homelands. We wish you safe, productive and respectful encounters in these places.

Course Description

This course focuses on assessment and management of complex conditions at an advanced level. Students will systematically assess and use evidence-based practice in the context of complex care settings, as well as explore, at an advanced level, the concepts of systemic racism, discrimination, cultural humility and cultural safety. Competencies in collaboration, management and leadership are further refined.

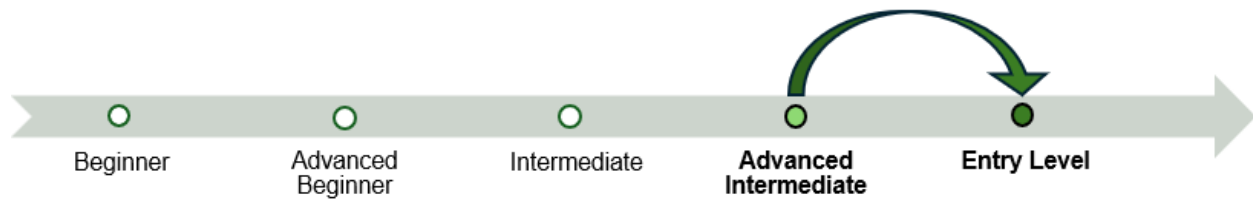
Instructor and Contact Information

Rhonda Loepky BA, BScPT, FCAMPT

Sarah Donkers BSc, MPT, MSc, PhD

Sarah Oosman BSc, BScPT, MSc, PhD

Course Objectives/Learning Outcomes



By the completion of this course, students will be expected to have an Entry Level of competence in:

1. Demonstrate proficiency in completing a thorough assessment using evidence-based, person-centered practices to determine appropriate physiotherapy diagnoses in complex conditions, disorders and pathologies across the lifespan.
2. Illustrate and apply the epidemiology, pathology, soft tissue healing, principles of group rehabilitation/programming and chronic disease to the management of various complex conditions across the lifespan.
3. Develop and execute appropriate, effective, and safe person-centered physiotherapy treatment plans and interventions for more complex populations across the lifespan by applying evidence-based, theoretical, anatomical, physiological knowledge and assessment findings and ensuring cultural responsiveness, sensitive practice and acknowledging emotional needs
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9. Analyze and compare organizational management strategies in public and private sector physiotherapy settings, while emphasizing the integration of information technology in clinical administration.
10. Assess and advocate for the role of physiotherapy within the context of national and provincial political structure, health policies, and reforms, within both public and private sectors.

Information on literal descriptors for grading at the University of Saskatchewan can be found at: <https://students.usask.ca/academics/grading/grading-system.php#GradingSystem> Please note: There are different literal descriptors for undergraduate and graduate students.

More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at: <http://policies.usask.ca/policies/academic-affairs/academic-courses.php>

The University of Saskatchewan Learning Charter is intended to define aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at: <https://teaching.usask.ca/documents/vptl/LearningCharter.pdf>

Course Overview and Schedule

Week	Topics / Module	Learning Activities Including Homework	Assessments Due Date
1	Introduction to course and assignments. Advocacy in public / private practice Public vs private practice organization / business structure Insurance (WCB/SGI) coverage, requirements, ethical obligations Primary, Secondary and Tertiary Assessment and Treatment		
2	Sport and on field assessment Back to sport training		
3	Advanced MSK: Manipulations		
4	Chronic disease and socioeconomic factors Health policy Ethical dilemmas in practice		1 st Reflection due
5	Clinical experiences Grand Rounds	SWITCH, pulmonary rehab, cardiac rehab, Parkinson's group, Telehealth	Grand Rounds Presentation Reflection due
6	Clinical experiences Grand Rounds	SWITCH, pulmonary rehab, cardiac rehab, Parkinson's group, Telehealth	Grand Rounds Presentation Reflection due
7	Clinical experiences Grand Rounds	SWITCH, pulmonary rehab, cardiac rehab, Parkinson's group, Telehealth	Grand Rounds Presentation Reflection due
8	Clinical experiences Grand Rounds	SWITCH, pulmonary rehab, cardiac rehab, Parkinson's group, Telehealth	Grand Rounds Presentation Reflection due

9	Clinical experiences Grand Rounds	SWITCH, pulmonary rehab, cardiac rehab, Parkinson's group, Telehealth	Grand Rounds Presentation Reflection due
10	CPA/SPA visit Professional responsibilities in a self-regulated profession Legal factors, malpractice insurance		
11	Respect in Clinical Care and Research in Indigenous Communities		
12	Review / Buffer Prepare for OSCE		Final reflection due
	Content to Date	Final Written Exam Final Osce	TBD during exam period TBD during exam period

Types of Learning Activities

In class lecture and lab, as well as visits to community programs and clinics.

Midterm and Final Assessment Scheduling

Midterm and final assessments must be written on the date scheduled. Final assessments may be scheduled at any time during the examination period (TBD); students should therefore avoid making prior travel, employment, or other commitments for this period. If a student is unable to write an exam through no fault of his or her own for medical or other valid reasons, documentation must be provided and an opportunity to write the missed exam may be given. Students are encouraged to review all School of Rehabilitation Science examination policies and procedures:

<https://medicine.usask.ca/policies/school-of-physical-therapy-examination-regulations.php>

Activities Outside of Class Time or Usual Location

Please see Canvas for schedule. Students are required to complete readings ahead of class in preparation for topics to be discussed. Attending community groups or clinics may be outside of normal class times in the timetable, but time will be given in lieu.

Required and Recommended Resources (Textbooks/Electronic Resources/Other):

See links to required readings on Canvas.

Assessment Details - Grading Scheme

Assessments:	Due/Date	Value
Reflections		Pass/fail
Weekly Grand Rounds Presentation		50% (10% each)

Final Written Exam (exam period)		25%
Final Practical Exam (OSCE) (exam period)		25%
Total		100%

Evaluation Components

Reflections:

Value: pass/fail

Due Dates: See Schedule

Type: Written

Description: Following instructions given in class, these reflections will examine your own advancement from the beginning of the program including biases, ethics, and professional growth. Each week, a reflection of what you have experienced in different clinical areas and how it has contributed to your growth will be due. Feedback will be provided, and opportunities will be given to resubmit to pass each reflection.

Grand Rounds Presentations:

Value: 50% (10% each)

Date: See schedule

Length: As per schedule

Type: Presentation

Description: In groups, students will choose a clinical example related to the current clinical population the group seeing that week that will challenge the clinical reasoning of the rest of the class. Groups will have to respond to questions and give reasoning for the suggestion of treatment / programming. More information will be provided in class.

Final Written Exam:

Value: 25%

Date: See exam schedule

Length: 3 hours

Type: written exam

Description: Closed book, in-person exam. Multiple choice and short answer.

Final Practical Exam (OSCE):

Value: 25%

Date: See exam schedule

Length: see schedule for number and timing of stations

Type: Practical

Description: More information will be given in class regarding the types of activities tested in this exam. It is similar to previous OSCE experiences in the program, and delivered during the exam period.

Submitting Assignments

All assignments are to be submitted electronically via Canvas.

Late Assignments

Late assignments will not be accepted unless pre-arrangements have been made with the instructors.

Criteria to Pass

All components of the course must be submitted and/or successfully completed to be considered for a passing grade. Successful completion of the course requires students to attain an overall final grade of 60% or higher.

Successful completion of the course requires:

- An overall summative grade of 60% or greater.
- Successful completion of the course requires that students attain a grade of 60% or higher on **EACH** assignment and examination including:
 - Assignments and Presentations
 - Midterm
 - Final Written Examination
 - Final Objective Structured Clinical Examination (OSCE)(Note: Students must achieve at least a 60% on each station of the exam)

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1. Approval by Department Head or Dean

- 1.1 College or School with academic authority: **CGPS**
- 1.2 Department with academic authority: **School of Rehabilitation Science**
- 1.3 Term from which the course is effective: **Fall 2025**

2. Information required for the Catalogue

- 2.1 Label & Number of course: **PTH 901.1**
- 2.2 Academic credit units: **1**
- 2.3 Course Long Title (maximum 100 characters): **Clinical Practicum 1**
Course Short Title (maximum 30 characters): **Clinical Practicum 1**
- 2.4 Total Hours: Lecture **30** Seminar Lab Tutorial Other **7.5 clinical placement**
- 2.5 Weekly Hours: Lecture **30** Seminar Lab Tutorial Other **7.5 clinical placement**
- 2.6 Term in which it will be offered: **T1** T2 T1 or T2 T1 and T2
- 2.7 Prerequisite: **None. For MPT students only**

If there is a prerequisite waiver, who is responsible for signing it? **No**

D – Instructor/Dept Approval

H – Department Approval

I – Instructor Approval

2.8 Catalogue description (150 words or less):

A full-time course that introduces students to clinical education in physical therapy. This course is designed to provide the opportunity to apply professional practice theory to prepare students for clinical learning in health facilities.

2.9 Do you allow this course to be repeated for credit? **No**

3. Please list rationale for introducing this course: **Curriculum redesign**

4. Please list the learning objectives for this course:

1. Describe and demonstrate professional behaviours which include: confidentiality, respect for others, self-directed learning, reflection learning, informed consent and other aspects of legal and ethical practice.
2. Consider effective communication strategies with patients, families, caregivers, and classmates which include sensitive practice, cultural sensitivity and a client-centered care approach. Employ effective and appropriate verbal, non-verbal, written, and electronic communication.
3. Apply a critical thinking approach to a basic physical therapy assessment framework which will include: pre-assessment information gathering, the subjective component and application of the WHO-ICF model.
4. Recognize that there are diverse types of health program organization and delivery within the context of different health care settings.
5. Value the skills, attitudes, and behaviours which define Physical Therapy as a profession.

5. **Impact of this course**

Are the programs of other departments or Colleges affected by this course? **No**

If so, were these departments consulted? (Include correspondence)

Were any other departments asked to review or comment on the proposal? **No**

6. **Other courses or program affected** (please list course titles as well as numbers)

6.1 Courses to be deleted? **PTH 850.1**

6.2 Courses for which this course will be a prerequisite? **Does not apply**

6.3 Is this course to be required by your majors, or by majors in another program? **No**

7. **Course outline**

(Weekly outline of lectures or include a draft of the course information sheet.) **N/A**

8. **Enrolment**

8.1 What is the maximum enrolment number for this course? And from which colleges? **School of Rehabilitation Science only. Admission is 55, but re-entering students will increase this number. Estimate 55-60 students each fall.**

8.2 For room bookings, please indicate the maximum estimated room size required for this course: **Students are out in the clinical community. Usask Room Booking not required.**

10-50

50-90

90-130

130+

9. **Student evaluation**

Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

9.1 How should this course be graded?

C – Completed Requirements

(Grade options for instructor: Completed Requirements, Fail, IP In Progress)

N – Numeric/Percentage

(Grade options for instructor: grade of 0% to 100%, IP in Progress)

P – Pass/Fail

(Grade options for instructor: Pass, Fail, In Progress)

S – Special

(Grade options for instructor: NA – Grade Not Applicable) If other, please specify:

- 9.2 Is the course exempt from the final examination? **Yes**
10. **Required text**
Include a bibliography for the course. **No text required. Clinical Practicum.**
11. **Resources**
- 11.1 Proposed instructor: **Supervisor of clinical practicums: Liz Rackow**
- 11.2 How does the department plan to handle the additional teaching or administrative workload? **N/A Replaces current programming.**
- 11.3 Are sufficient library or other research resources available for this course? **N/A**
- 11.4 Are any additional resources required (library, audio-visual, technology, etc.)? **No.**
12. **Tuition**
- 12.1 Will this course attract tuition charges? If so, how much? (use tuition category) **Program already handles tuition via program tuition, rather than per course/credit unit. No change**
- 12.2 Does this course require non-standard fees, such as materials or excursion fees? If so, please include an approved "Application for New Fee or Fee Change Form"
<http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees> **No**
-

Detailed Course Information

1. Schedule Types

Please choose the Schedule Types that can be used for sections that fall under this course:

Code	Description	Code	Description
CL	Clinical	PRB	Problem Session
COO	Coop Class	RDG	Reading Class
FLD	Field Trip	RES	Research
ICR	Internet Chat Relay	ROS	Roster (Dent Only)
IHP	Internet Help	SEM	Seminar
IN1	Internship - Education	SSI	Supervised Self Instruction
IN2	Internship - CMPT & EPIP	STU	Studio
IN3	Internship - General	SUP	Teacher Supervision
LAB	Laboratory	TUT	Tutorial
LC	Lecture/Clinical (Dent Only)	WEB	Web Based Class
LEC	Lecture	XCH	Exchange Program
LL	Lecture/Laboratory	XGN	Ghost Schedule Type Not Applicable
MM	Multimode	XHS	High School Class
PCL	Pre-Clinical (Dent Only)	XNA	Schedule Type Not Applicable
PRA	Practicum	XNC	No Academic Credit

2. Course Attributes

Please highlight the attributes that should be attached to the course (they will apply to all sections):

2.1 NOAC No Academic Credit

0 Credit Unit courses that possess "deemed" CUs (Called Operational Credit Units). NOAC causes the system to roll 0 academic credit units to academic history.

2.2 For the College of Arts and Science only: To which program type does this course belong?

- FNAR Fine Arts
- HUM Humanities
- SCIE Science
- SOCS Social Science
- ARNP No Program Type (Arts and Science)

Does this course satisfy one of the official college requirements:

- ELWR – English Language Writing Requirement
- ILRQ – Indigenous Learning Requirement
- QRRQ – Quantitative Reasoning Requirement

3. Registration Information (Note: multi-term courses cannot be automated as corequisites)

3.1 Permission Required:

3.2 Restriction(s): course only open to students in a specific college, program/degree, major, year in program

3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course

3.4 Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course

3.5 Corequisite(s): course(s) that must be taken at the same time as this course

3.6 Notes: recommended courses, repeat restrictions/content overlap, other additional information

4. List Equivalent Course(s) here:

An equivalent course can be used in place of the course for which this form is being completed, specifically for the purposes of prerequisite and degree audit checking. Credit will be given for only one of the equivalent courses.

4.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be equivalent:

***Please note:** If the equivalent courses carry an UNEQUAL number of credit units, DegreeWorks will automatically enforce the following, unless otherwise stated:

- If a 3 credit unit course is considered to be equivalent to a 6 credit unit course, it will fulfill the 6 credit unit requirement and the student will not have to complete another 3 credit units toward the overall number of required credit units for the program.
- If a 6 credit unit course is considered to be equivalent to a 3 credit unit course, ALL 6 of the credit units may be used to fulfill the 3 credit unit requirement.

5. List Mutually-Exclusive Course(s) here:

Mutually exclusive courses have similar content such that students cannot receive credit for both.

- 5.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be mutually exclusive:

***Please note:** SiRIUS cannot enforce a situation where the exclusion goes only one way.

6. Additional Notes:

Updated 2022



SCHOOL OF REHABILITATION SCIENCE
COURSE SYLLABUS

COURSE TITLE:	Clinical Practicum 1		
COURSE CODE:	PTH 901.1	TERM:	Fall 2025
COURSE CREDITS:	1	DELIVERY:	In-person
CLASS SECTION:	N/A	START DATE:	TBD
CLASS LOCATION:	School of Rehabilitation Science	LAB LOCATION:	3430/3460 OR clinical s
CLASS TIME:	0830 - 1630	LAB TIME:	N/A
WEBSITE:			

Land Acknowledgement

We acknowledge that the Saskatoon campus of the University of Saskatchewan is located on **Treaty Six Territory** and the **Homeland of the Métis**. We pay our respect to the First Nation and Métis ancestors of this place and reaffirm our relationship with one another. We recognize that in the course of your studies you will spend time learning in other traditional territories and Métis homelands. We wish you safe, productive and respectful encounters in these places.

Course Description

A full-time course that introduces students to clinical education in physical therapy. This course is designed to provide the opportunity to apply professional practice theory to prepare students for clinical learning in health facilities.

Instructor and Contact Information

Liz Rackow, Academic Lead Clinical Education & Community Affairs
School of Rehabilitation Science
liz.rackow@usask.ca

Office hours: 0800 – 1600, Mon – Fri. I would be happy to meet with you at a time that works for both of us. You may arrange meeting times with me by e-mail.

Co-Course Instructors

Melanie Weimer, MPT Clinical Coordinator
Master of Physical Therapy Program, School of Rehabilitation Science
melanie.weimer@usask.ca

Cathy Cuddington, MPT Clinical Coordinator

Master of Physical Therapy Program, School of Rehabilitation Science
cathy.cuddington@usask.ca

Course Objectives/Learning Outcomes



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

1. Describe and demonstrate professional behaviours which include: confidentiality, respect for others, self-directed learning, reflection learning, informed consent and other aspects of legal and ethical practice.
2. Consider effective communication strategies with patients, families, caregivers, and classmates which include sensitive practice, cultural sensitivity and a client-centered care approach. Employ effective and appropriate verbal, non-verbal, written, and electronic communication.
3. Apply a critical thinking approach to a basic physical therapy assessment framework which will include: pre-assessment information gathering, the subjective component and application of the WHO-ICF model.
4. Recognize that there are diverse types of health program organization and delivery within the context of different health care settings.
5. Value the skills, attitudes, and behaviours which define Physical Therapy as a profession.

Information on literal descriptors for grading at the University of Saskatchewan can be found at: <https://students.usask.ca/academics/grading/grading-system.php#GradingSystem> Please note: There are different literal descriptors for undergraduate and graduate students.

More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at: <http://policies.usask.ca/policies/academic-affairs/academic-courses.php>

The University of Saskatchewan Learning Charter is intended to define aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at: <https://teaching.usask.ca/documents/vptl/LearningCharter.pdf>

Course Overview and Schedule

Date	Topics / Module	Learning Activities Including Homework	Assessments Due
Day 1	Welcome and Course Introduction SHA Confidentiality Education WCB Consent and Waiver Exploring PT Clinical Sites	In class work only	SHA Confidentiality Agreement

			WCB Consent Form Group Presentation
Day 2	Group 1 – Clinical Site Visit Group 2 - Nuts & Bolts of Clinical Placements Patient Journey Presentation Intro to HSPnet PT Documentation	Group 1 – on site observation only Group 2 – in class work; prepare for Small/Large group discussion on Friday AM. Homework: ACP 2.0 Online Learning Module due Thursday. Documentation Assignment due Friday.	
Day 3	Group 2 – Clinical Site Visit Group 1 – Nuts & Bolts of Clinical Placements Patient Journey Presentation Intro to HSPnet PT Documentation	Group 2 – on site observation only Group 1 – in class work; prepare for Small/Large group discussion on Friday AM. Homework: ACP 2.0 Online Learning Module due today. Documentation Assignment due Friday.	ACP 2.0 Online Learning Module
Day 4	Small & Large Group Work and Discussion re: Patient Journey Assessment of Clinical Performance (ACP 2.0)	In class work. All assignments must be completed and submitted today.	Documentation Assignment HSPnet Student Consent Form Self-Evaluation

Types of Learning Activities

Clinical Practicum 1 includes a mix of in-class instruction about the requirements and mechanics of clinical placements, hearing and reflecting on patient experiences, team and individual assignments, and an introduction to clinical documentation. It will also include one day of observation, shadowing a more senior MPT student treating patients in a clinical practice setting.

Midterm and Final Assessment Scheduling

There is no midterm or final assessment associated with this course.

Activities Outside of Class Time or Usual Location

There are no activities planned outside of class time, however, every student will be expected to spend one day in a clinical site, assigned to a senior student. The hours in the clinical site may be different than scheduled class time.

Required and Recommended Resources (Textbooks/Electronic Resources/Other):

Online learning module on the Canadian Physiotherapy Assessment of Clinical Performance instrument: <https://app.rehab.utoronto.ca/ACP2.0>

World Health Organization. *ICF - International Classification of Functioning, Disability and Health*; Geneva, 2001. Available online at the following website: <http://www.who.int/classifications/icf/en/>

Kettenbach, G. and Schlomer, S. 'Writing Patient/ Client Notes: ensuring accuracy in documentation. Fifth Edition. F. A. Davis, 2016 (available for free through the Health Sciences library)

Assessment Details - Grading Scheme

Group Presentation	pass/fail
Documentation Assessment	pass/fail
Self-Evaluation	pass/fail
Attendance	pass/fail
ACP Online Learning Module	completed
WCB Consent Form	submitted
SHA Confidentiality Agreement	submitted
HSPnet Student Consent	submitted
Course Evaluation	pass/fail

Evaluation Components

Assignment 1: Group Presentation

Due Date: TBD

Type: Virtual tours of clinical settings

Description: A description of the requirements is found on Canvas.

Assignment 2: Saskatchewan Health Authority Confidentiality Agreement

Due Date: TBD

Type: Saskatchewan Health Authority (SHA) Confidentiality Agreement

Description: Must be reviewed, signed and submitted to shayla.k@usask.ca prior to clinical site visit. Please label the file with YOUR SURNAME prior to submitting

Assignment 3: WCB Consent Form

Due Date: TBD

Type: WCB Consent Form

Description: Must be reviewed, signed, witnessed and submitted to shayla.k@usask.ca prior to clinical site visit. Please label the file with YOUR SURNAME prior to submitting.

Assignment 4: ACP 2.0 Online Learning Module

Due Date: TBD

Type: ACP online learning module <https://app.rehab.utoronto.ca/ACP2.0>

Description: Certificate of completion must be submitted to shayla.k@usask.ca. Please label the file with YOUR SURNAME prior to submitting.

Assignment 5: Documentation Assignment

Due Date: TBD

Type: Case based health record documentation with application of ICF

Description: A description of the requirements is found on Canvas

Assignment 6: HSPnet Student Consent Form

Due Date: TBD

Type: Health Sciences Placement Network (HSPnet) consent form

Description: Must be reviewed, signed, and submitted to shayla.k@usask.ca Please label the file with YOUR SURNAME prior to submitting.

Assignment 7: Self Evaluation

Due Date: TBD

Type: Performance Self-Evaluation

Description: A description of the requirements is found on Canvas. Students will reflect on their experience and performance during the course.

Submitting Assignments

Specific details and requirements for each assignment will be made available on Canvas

Late Assignments

Late assignments will only be permitted with prior authorization of the course instructor

Criteria to Pass

Each component of the course must be successfully completed by submitting each of the documents/assignments and attending the clinical site visit.

Attendance Expectations

Students are required to regularly attend all lectures and laboratory periods. If unable to attend a mandatory lecture, lab, tutorial or IPE experience due to medical, compassionate or other reasons as described in our attendance policy at <https://medicine.usask.ca/policies/school-of-physical-therapy-regulations-on-attendance-lectures,-labs,-tutorials.php>, prior notification to the School of Rehabilitation general office or the instructor directly must be made. Failure to meet these expectations may result in a student being required to discontinue the program.

Student Feedback

Students will be asked to complete course and instructor evaluations on-line. This is a professional expectation.

Copyright Information

Course material created by your professors and instructors is their intellectual property and **cannot be shared without written permission**. This includes exams, PowerPoint/PDF lecture slides and other course notes. If materials are designated as open education resources (with a creative commons license) you can share and/or use them in alignment with the [CC license](#). Other copyright-protected materials created by textbook publishers and authors may be provided to you based on license terms and educational exceptions in the [Canadian Copyright Act](#).

You are responsible for ensuring that any copying or distribution of materials that you engage in is permitted by the University's "[Use of Materials Protected By Copyright](#)"

Policy. For example, posting others' copyright-protected materials on the open internet is not permitted by this policy unless you have copyright permission or a license to do so. For more copyright information, please visit <https://library.usask.ca/copyright/students/index.php> or contact the University Copyright Coordinator at copyright.coordinator@usask.ca or 306-966-8817.

Academic Integrity

The University of Saskatchewan is committed to the highest standards of academic integrity. <https://academic-integrity.usask.ca/>

Students are urged to read the [Regulations on Academic Misconduct](#) and to avoid any behaviours that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence.

For help developing the skills for meeting academic integrity expectations, see: <https://academic-integrity.usask.ca/students.php>

Students are encouraged to ask their instructors for clarification on academic integrity requirements.

Students may use generative artificial intelligence tools (e.g., ChatGPT, Gemini, Claude, etc.) for learning and practicing the concepts in this course, but these tools may **NOT** be used for completing assignments in this course.

The use of generative artificial intelligence tools or apps for assignments in this course, including tools like ChatGPT, Gemini, Claude, Microsoft Copilot and other AI writing or coding assistants, is prohibited.

Access and Equity Services (AES)

Access and Equity Services (AES) is available to provide support to students who require accommodations due to disability, family status, and religious observances.

Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to register with Access and Equity Services (AES) if they have not already done so. Students who suspect they may have disabilities should contact AES for advice and referrals at any time. Those students who are registered with AES with mental health disabilities and who anticipate that they may have responses to certain course materials or topics, should discuss course content with their instructors prior to course add / drop dates.

Students who require accommodations for pregnancy or substantial parental/family duties should contact AES to discuss their situations and potentially register with that office.

Students who require accommodations due to religious practices that prohibit the writing of exams on religious holidays should contact AES to self-declare and determine which accommodations are appropriate. In general, students who are unable to write an exam due to a religious conflict do not register with AES but instead submit an exam conflict form through their PAWS account to arrange accommodations.

Any student registered with AES, as well as those who require accommodations on religious grounds, may request alternative arrangements for mid-term and final examinations by

submitting a request to AES by the stated deadlines. Instructors shall provide the examinations for students who are being accommodated by the deadlines established by AES.

For more information or advice, visit <https://students.usask.ca/health/centres/access-equity-services.php>, or contact AES at 306-966-7273 (Voice/TTY 1-306-966-7276) or email aes@usask.ca.

Student Supports

Academic Help – University Library

Visit the [University Library](#) and [Learning Hub](#) to find supports for undergraduate and graduate students with first-year experience, study skills, learning strategies, research, writing, math and statistics. Students can attend [workshops](#), access [online resources and research guides](#), book [1-1 appointments](#) or hire a [subject tutor](#) through the [USask Tutoring Network](#)

Connect with library staff through the [AskUs](#) chat service or visit various [library locations](#) on campus.

Enrolled in an online course? Explore the [Online Learning Readiness Tutorial](#).

Teaching, Learning and Student Experience

Teaching, Learning and Student Experience (TLSE) provides developmental and support services and programs to students and the university community. For more information, see the students' website <http://students.usask.ca>.

Student and Enrolment Services Division

The Student and Enrolment Services Division (SESD) focuses on providing developmental and support services and programs to students and the university community. For more information, see the students' web site <http://students.usask.ca>.

Financial Support

Any student who faces unexpected challenges securing their food or housing and believes this may affect their performance in the course is urged to contact Student Central <https://students.usask.ca/student-central.php>.

Gordon Oakes Red Bear Student Centre

The Gordon Oakes Red Bear Student Centre) is dedicated to supporting Indigenous student academic and personal success. The Centre offers personal, social, cultural and some academic supports to Métis, First Nations, and Inuit students. The Centre is an intercultural gathering space that brings Indigenous and non-Indigenous students together to learn from, with and about one another in a respectful, inclusive, and safe environment. Visit <https://students.usask.ca/indigenous/index.php> or students are encouraged to visit the ASC's website <https://students.usask.ca/indigenous/gorbsc.php>



1. Approval by Department Head or Dean

- 1.1 College or School with academic authority: **CGPS**
- 1.2 Department with academic authority: **School of Rehabilitation Science**
- 1.3 Term from which the course is effective: **Spring 2026**

2. Information required for the Catalogue

- 2.1 Label & Number of course: **PTH 902.5**
- 2.2 Academic credit units: **5**
- 2.3 Course Long Title (maximum 100 characters): **Clinical Practicum 2**
Course Short Title (maximum 30 characters): **Clinical Practicum 2**
- 2.4 Total Hours: Lecture Seminar Lab Tutorial **Other 187.5**
- 2.5 Weekly Hours: Lecture Seminar Lab Tutorial **Other 37.5**
- 2.6 Term in which it will be offered: T1 T2 T1 or T2 T1 and T2 **Spring**
- 2.7 Prerequisite: **PTH 901**

If there is a prerequisite waiver, who is responsible for signing it? **No**

- D – Instructor/Dept Approval
- H – Department Approval
- I – Instructor Approval

2.8 Catalogue description (150 words or less):

A full-time course of clinical education in Saskatchewan facilities. This course is designed to advance clinical skills application as a progression from previous clinical course(s) and to specifically apply theory from academic courses. Students are expected to progress from Beginner to Advanced Beginner in clinical skills.

2.9 Do you allow this course to be repeated for credit? **No**

3. Please list rationale for introducing this course: **Curriculum redesign**

4. Please list the learning objectives for this course:

1. Apply an evidence-based analysis of various assessment and treatment procedures employed.

2. Apply and evaluate effective communication strategies with patients, families, caregivers, and other health professionals as individuals and groups including specific application of educational principles and delivery of health promotion education.
 3. Demonstrate professional behaviors in the clinical setting which will include: confidentiality, respect for staff and patients, constructive criticism, self-directed learning, reflective learning, obtaining consent for physical therapy management, and other aspects of legal and ethical practice.
 4. Implement and document a basic, individualized physical therapy assessment with emphasis on subjective assessment, analysis of movement, applied anatomy and exercise physiology.
 5. Prioritize patient problems, based on interpretation of assessment data collected. Plan and document a basic treatment approach emphasizing patient goal setting, basic exercise prescription, and appropriate use of cryotherapy and thermotherapy.
 6. Demonstrate sensitivity to, and respect for, each client's rights, dignity, and unique mix of characteristics including gender, age, ethnicity, religion, culture, language, lifestyle orientation, health and cognitive and behavioral status.
5. **Impact of this course**
Are the programs of other departments or Colleges affected by this course? **No**
If so, were these departments consulted? (Include correspondence)
Were any other departments asked to review or comment on the proposal? **No**
6. **Other courses or program affected** (please list course titles as well as numbers)
6.1 Courses to be deleted? **PTH 876.5**
6.2 Courses for which this course will be a prerequisite? **Does not apply**
6.3 Is this course to be required by your majors, or by majors in another program? **No**
7. **Course outline**
(Weekly outline of lectures or include a draft of the course information sheet.) **N/A**
8. **Enrolment**
8.1 What is the maximum enrolment number for this course? And from which colleges? **School of Rehabilitation Science only. Admission is 55, but re-entering students will increase this number. Estimate 55-60 students each fall.**
- 8.2 For room bookings, please indicate the maximum estimated room size required for this course: **Students are out in the clinical community. Usask Room Booking not required.**
- 10-50
 50-90
 90-130
 130+
9. **Student evaluation**
Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)
- 9.1 How should this course be graded?
C – Completed Requirements
(Grade options for instructor: Completed Requirements, Fail, IP In Progress)

N – Numeric/Percentage

(Grade options for instructor: grade of 0% to 100%, IP in Progress)

P – Pass/Fail

(Grade options for instructor: Pass, Fail, In Progress)

S – Special

(Grade options for instructor: NA – Grade Not Applicable) If other, please specify:

9.2 Is the course exempt from the final examination? **Yes**

10. Required text

Include a bibliography for the course. **No text required. Clinical Practicum.**

11. Resources

11.1 Proposed instructor: **Supervisor of clinical practicums: Liz Rackow**

11.2 How does the department plan to handle the additional teaching or administrative workload? **N/A Replaces current programming.**

11.3 Are sufficient library or other research resources available for this course? **N/A**

11.4 Are any additional resources required (library, audio-visual, technology, etc.)? **No.**

12. Tuition

12.1 Will this course attract tuition charges? If so, how much? (use tuition category) **Program already handles tuition via program tuition, rather than per course/credit unit. No change**

12.2 Does this course require non-standard fees, such as materials or excursion fees? If so, please include an approved "Application for New Fee or Fee Change Form"
<http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees> **No**

Detailed Course Information

1. Schedule Types

Please choose the Schedule Types that can be used for sections that fall under this course:

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LAB	Laboratory	TUT	Tutorial
LC	Lecture/Clinical (Dent Only)	WEB	Web Based Class
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LL	Lecture/Laboratory	XGN	Ghost Schedule Type Not Applicable
MM	Multimode	XHS	High School Class
PCL	Pre-Clinical (Dent Only)	XNA	Schedule Type Not Applicable

PRA Practicum

XNC No Academic Credit

2. Course Attributes

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2.2 For the College of Arts and Science only: To which program type does this course belong?

FNAR Fine Arts

HUM Humanities

SCIE Science

SOCS Social Science

ARNP No Program Type (Arts and Science)

Does this course satisfy one of the official college requirements:

ELWR – English Language Writing Requirement

ILRQ – Indigenous Learning Requirement

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3. Registration Information (Note: multi-term courses cannot be automated as corequisites)

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3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course

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3.6 Notes: recommended courses, repeat restrictions/content overlap, other additional information

4. List Equivalent Course(s) here:

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***Please note:** If the equivalent courses carry an UNEQUAL number of credit units, DegreeWorks will automatically enforce the following, unless otherwise stated:

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- If a 6 credit unit course is considered to be equivalent to a 3 credit unit course, ALL 6 of the credit units may be used to fulfill the 3 credit unit requirement.

5. List Mutually-Exclusive Course(s) here:

Mutually exclusive courses have similar content such that students cannot receive credit for both.

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***Please note:** SiRIUS cannot enforce a situation where the exclusion goes only one way.

6. Additional Notes:

Updated 2022

SCHOOL OF REHABILITATION SCIENCE

COURSE SYLLABUS

COURSE TITLE:	Clinical Practicum 2		
COURSE CODE:	PTH 902.5	TERM:	Spring 2026
COURSE CREDITS:	5	DELIVERY:	In person
CLASS SECTION:	N/A	START DATE:	
CLASS LOCATION:	Clinical Site	LAB LOCATION:	clinical site
CLASS TIME:	0830 - 1630	LAB TIME:	N/A
WEBSITE:			

Land Acknowledgement

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Course Description

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Instructor and Contact Information

Liz Rackow, Academic Lead Clinical Education & Community Affairs
 School of Rehabilitation Science
liz.rackow@usask.ca

Office hours: 0800 – 1600, Mon – Fri. I would be happy to meet with you at a time that works for both of us. You may arrange meeting times with me by e-mail.

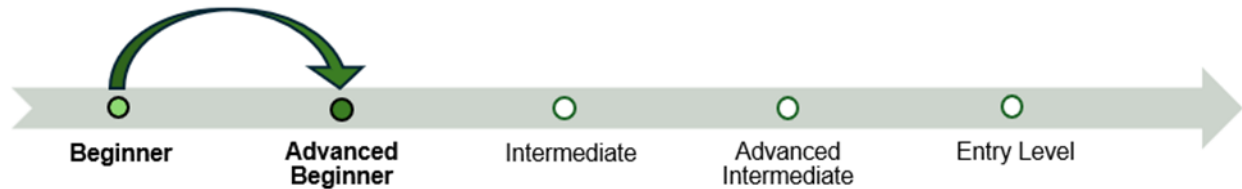
Co-Course Instructors

Melanie Weimer, MPT Clinical Coordinator
 Master of Physical Therapy Program, School of Rehabilitation Science

melanie.weimer@usask.ca

Cathy Cuddington, MPT Clinical Coordinator
Master of Physical Therapy Program, School of Rehabilitation Science
cathy.cuddington@usask.ca

Course Objectives/Learning Outcomes



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

1. Apply an evidence-based analysis of various assessment and treatment procedures employed.
2. Apply and evaluate effective communication strategies with patients, families, caregivers, and other health professionals as individuals and groups including specific application of educational principles and delivery of health promotion education.
3. Demonstrate professional behaviors in the clinical setting which will include: confidentiality, respect for staff and patients, constructive criticism, self-directed learning, reflective learning, obtaining consent for physical therapy management, and other aspects of legal and ethical practice.
4. Implement and document a basic, individualized physical therapy assessment with emphasis on subjective assessment, analysis of movement, applied anatomy and exercise physiology.
5. Prioritize patient problems, based on interpretation of assessment data collected. Plan and document a basic treatment approach emphasizing patient goal setting, basic exercise prescription, and appropriate use of cryotherapy and thermotherapy.
6. Demonstrate sensitivity to, and respect for, each client's rights, dignity, and unique mix of characteristics including gender, age, ethnicity, religion, culture, language, lifestyle orientation, health and cognitive and behavioral status.

Information on literal descriptors for grading at the University of Saskatchewan can be found at: <https://students.usask.ca/academics/grading/grading-system.php#GradingSystem> Please note: There are different literal descriptors for undergraduate and graduate students.

More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at: <http://policies.usask.ca/policies/academic-affairs/academic-courses.php>

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these aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at: <https://teaching.usask.ca/documents/vptl/LearningCharter.pdf>

Course Overview and Schedule

As per clinical site.

Types of Learning Activities

Clinical

Assessment Details - Grading Scheme

Clinical Instructor and student will fill out ACP 2.0 and submit to the Clinical Education Instructors.

Evaluation Components

See ACP 2.0 Evaluation.

Criteria to Pass

As per ACP 2.0 evaluation, students must progress to advanced beginner.

Attendance Expectations

Students are required to regularly attend all clinical days in the week. Not all clinical sites operate only Monday to Friday and students will be expected to attend during the schedule of their clinical instructor. If unable to attend due to medical, compassionate or other reasons as described in our attendance policy at <https://medicine.usask.ca/policies/school-of-physical-therapy-regulations-on-attendance-lectures,-labs,-tutorials.php>, prior notification must be made to the clinical instructor and to the instructor of this course. Depending on the number of hours missed, extra hours/days may be assigned to “make up” the time missed. Failure to meet these expectations may result in a student being required to discontinue the program.

Student Feedback

Students will be asked to complete course and instructor evaluations on-line. This is a professional expectation.

Copyright Information

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Students who require accommodations for pregnancy or substantial parental/family duties should contact AES to discuss their situations and potentially register with that office.

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Any student registered with AES, as well as those who require accommodations on religious grounds, may request alternative arrangements for mid-term and final examinations by submitting a request to AES by the stated deadlines. Instructors shall provide the examinations for students who are being accommodated by the deadlines established by AES.

For more information or advice, visit <https://students.usask.ca/health/centres/access-equity->

[services.php](#), or contact AES at 306-966-7273 (Voice/TTY 1-306-966-7276) or email aes@usask.ca.

Student Supports

Academic Help – University Library

Visit the [University Library](#) and [Learning Hub](#) to find supports for undergraduate and graduate students with first-year experience, study skills, learning strategies, research, writing, math and statistics. Students can attend [workshops](#), access [online resources and research guides](#), book [1-1 appointments](#) or hire a [subject tutor](#) through the [USask Tutoring Network](#)

Connect with library staff through the [AskUs](#) chat service or visit various [library locations](#) on campus.

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The Student and Enrolment Services Division (SESD) focuses on providing developmental and support services and programs to students and the university community. For more information, see the students' web site <http://students.usask.ca>.

Financial Support

Any student who faces unexpected challenges securing their food or housing and believes this may affect their performance in the course is urged to contact Student Central <https://students.usask.ca/student-central.php>.

Gordon Oakes Red Bear Student Centre

The Gordon Oakes Red Bear Student Centre) is dedicated to supporting Indigenous student academic and personal success. The Centre offers personal, social, cultural and some academic supports to Métis, First Nations, and Inuit students. The Centre is an intercultural gathering space that brings Indigenous and non-Indigenous students together to learn from, with and about one another in a respectful, inclusive, and safe environment. Visit <https://students.usask.ca/indigenous/index.php> or students are encouraged to visit the ASC's website <https://students.usask.ca/indigenous/qorbsc.php>



1. Approval by Department Head or Dean

- 1.1 College or School with academic authority: **CGPS**
- 1.2 Department with academic authority: **School of Rehabilitation Science**
- 1.3 Term from which the course is effective: **Winter 2027**

2. Information required for the Catalogue

- 2.1 Label & Number of course: **PTH 903**
- 2.2 Academic credit units: **6**
- 2.3 Course Long Title (maximum 100 characters): **Clinical Practicum 3**
Course Short Title (maximum 30 characters): **Clinical Practicum 3**
- 2.4 Total Hours: Lecture Seminar Lab Tutorial **Other 225**
- 2.5 Weekly Hours: Lecture Seminar Lab Tutorial **Other 37.5**
- 2.6 Term in which it will be offered: T1 **T2** T1 or T2 T1 and T2
- 2.7 Prerequisite: **PTH 902**

If there is a prerequisite waiver, who is responsible for signing it? **No**

- D – Instructor/Dept Approval
- H – Department Approval
- I – Instructor Approval

2.8 Catalogue description (150 words or less):

A full-time course of clinical education in Saskatchewan facilities. There may be opportunity to complete this course in another Canadian province. This course is designed to provide diversity of experience and advance clinical skills with a more complex caseload relevant to the content from previous clinical and academic courses. Students are expected to progress from Advanced Beginner to Intermediate.

2.9 Do you allow this course to be repeated for credit? **No**

- 3. Please list rationale for introducing this course: **Curriculum redesign**
- 4. Please list the learning objectives for this course:

1. Establish effective communication strategies with the patients, families, caregivers, other health professionals and community agencies.
2. Incorporate the broad determinants of health relevant to the patient or population, community development principles and principles of primary health care.
3. Demonstrate safe, ethical, culturally sensitive and autonomous professional practice.
4. Demonstrate an organized and individualized physical therapy assessment with emphasis on subjective and objective assessment of musculoskeletal, cardiorespiratory and neurological systems.
5. Prioritize patient problems based on interpretation of assessment data collected.
6. Formulate a physical therapy diagnosis based on interpretation of assessment data collected.
7. Develop a basic treatment plan emphasizing individual exercise prescription, health promotion education and appropriate use of electro-physical modalities.
8. Apply an evidence-based rationale for assessment and treatment procedures employed.
9. Reflect on their practice which includes: self-evaluation of actions and decisions with continuous improvement of knowledge and skills.
10. Recognize the defining features that clinical settings present, including their funding models, and deliver physical therapy services in the unique context of that setting.
11. In a non-judgmental manner, develop a rationale for the therapeutic approach based on an understanding of the patient situation.

5. **Impact of this course**

Are the programs of other departments or Colleges affected by this course? **No**

If so, were these departments consulted? (Include correspondence)

Were any other departments asked to review or comment on the proposal? **No**

6. **Other courses or program affected** (please list course titles as well as numbers)

6.1 Courses to be deleted? **PTH 878.6**

6.2 Courses for which this course will be a prerequisite? **Does not apply**

6.3 Is this course to be required by your majors, or by majors in another program? **No**

7. **Course outline**

(Weekly outline of lectures or include a draft of the course information sheet.) **N/A**

8. **Enrolment**

8.1 What is the maximum enrolment number for this course? And from which colleges? **School of Rehabilitation Science only. Admission is 55, but re-entering students will increase this number. Estimate 55-60 students each fall.**

8.2 For room bookings, please indicate the maximum estimated room size required for this course: **Students are out in the clinical community. Usask Room Booking not required.**

10-50

50-90

90-130

130+

9. **Student evaluation**

Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

- 9.1 How should this course be graded?
C – Completed Requirements
(Grade options for instructor: Completed Requirements, Fail, IP In Progress)
N – Numeric/Percentage
(Grade options for instructor: grade of 0% to 100%, IP in Progress)
P – Pass/Fail
(Grade options for instructor: Pass, Fail, In Progress)
S – Special
(Grade options for instructor: NA – Grade Not Applicable) If other, please specify:
- 9.2 Is the course exempt from the final examination? **Yes**

10. **Required text**

Include a bibliography for the course. **No text required. Clinical Practicum.**

11. **Resources**

- 11.1 Proposed instructor: **Supervisor of clinical practicums: Liz Rackow**
11.2 How does the department plan to handle the additional teaching or administrative workload? **N/A Replaces current programming.**
11.3 Are sufficient library or other research resources available for this course? **N/A**
11.4 Are any additional resources required (library, audio-visual, technology, etc.)? **No.**

12. **Tuition**

- 12.1 Will this course attract tuition charges? If so, how much? (use tuition category) **Program already handles tuition via program tuition, rather than per course/credit unit. No change**
12.2 Does this course require non-standard fees, such as materials or excursion fees? If so, please include an approved "Application for New Fee or Fee Change Form"
<http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees> **No**

Detailed Course Information

1. Schedule Types

Please choose the Schedule Types that can be used for sections that fall under this course:

Code	Description	Code	Description
CL	Clinical	PRB	Problem Session
COO	Coop Class	RDG	Reading Class
FLD	Field Trip	RES	Research
ICR	Internet Chat Relay	ROS	Roster (Dent Only)
IHP	Internet Help	SEM	Seminar
IN1	Internship - Education	SSI	Supervised Self Instruction
IN2	Internship - CMPT & EPIP	STU	Studio
IN3	Internship - General	SUP	Teacher Supervision

LAB	Laboratory	TUT	Tutorial
LC	Lecture/Clinical (Dent Only)	WEB	Web Based Class
LEC	Lecture	XCH	Exchange Program
LL	Lecture/Laboratory	XGN	Ghost Schedule Type Not Applicable
MM	Multimode	XHS	High School Class
PCL	Pre-Clinical (Dent Only)	XNA	Schedule Type Not Applicable
PRA	Practicum	XNC	No Academic Credit

2. Course Attributes

Please highlight the attributes that should be attached to the course (they will apply to all sections):

2.1 NOAC No Academic Credit

0 Credit Unit courses that possess "deemed" CUs (Called Operational Credit Units). NOAC causes the system to roll 0 academic credit units to academic history.

2.2 For the College of Arts and Science only: To which program type does this course belong?

- FNAR Fine Arts
- HUM Humanities
- SCIE Science
- SOCS Social Science
- ARNP No Program Type (Arts and Science)

Does this course satisfy one of the official college requirements:

- ELWR – English Language Writing Requirement
- ILRO – Indigenous Learning Requirement
- QRRQ – Quantitative Reasoning Requirement

3. Registration Information (Note: multi-term courses cannot be automated as corequisites)

3.1 Permission Required:

3.2 Restriction(s): course only open to students in a specific college, program/degree, major, year in program

- 3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course
- 3.4 Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course
- 3.5 Corequisite(s): course(s) that must be taken at the same time as this course
- 3.6 Notes: recommended courses, repeat restrictions/content overlap, other additional information

4. List Equivalent Course(s) here:

An equivalent course can be used in place of the course for which this form is being completed, specifically for the purposes of prerequisite and degree audit checking. Credit will be given for only one of the equivalent courses.

- 4.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be equivalent:

***Please note:** If the equivalent courses carry an UNEQUAL number of credit units, DegreeWorks will automatically enforce the following, unless otherwise stated:

- If a 3 credit unit course is considered to be equivalent to a 6 credit unit course, it will fulfill the 6 credit unit requirement and the student will not have to complete another 3 credit units toward the overall number of required credit units for the program.
- If a 6 credit unit course is considered to be equivalent to a 3 credit unit course, ALL 6 of the credit units may be used to fulfill the 3 credit unit requirement.

5. List Mutually-Exclusive Course(s) here:

Mutually exclusive courses have similar content such that students cannot receive credit for both.

- 5.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be mutually exclusive:

***Please note:** SIRIUS cannot enforce a situation where the exclusion goes only one way.

6. Additional Notes:

Updated 2022

SCHOOL OF REHABILITATION SCIENCE

COURSE SYLLABUS

COURSE TITLE:	Clinical Practicum 3		
COURSE CODE:	PTH 903.6	TERM:	Winter 2027
COURSE CREDITS:	6	DELIVERY:	In person
CLASS SECTION:	N/A	START DATE:	
CLASS LOCATION:	Clinical Site	LAB LOCATION:	clinical site
CLASS TIME:	0830 - 1630	LAB TIME:	N/A
WEBSITE:			

Land Acknowledgement

We acknowledge that the Saskatoon campus of the University of Saskatchewan is located on **Treaty Six Territory** and the **Homeland of the Métis**. We pay our respect to the First Nation and Métis ancestors of this place and reaffirm our relationship with one another. We recognize that in the course of your studies you will spend time learning in other traditional territories and Métis homelands. We wish you safe, productive and respectful encounters in these places.

Course Description

A full-time course of clinical education in Saskatchewan facilities. There may be opportunity to complete this course in another Canadian province. This course is designed to provide diversity of experience and advance clinical skills with a more complex caseload relevant to the content from previous clinical and academic courses. Students are expected to progress from Advanced Beginner to Intermediate.

Instructor and Contact Information

Liz Rackow, Academic Lead Clinical Education & Community Affairs
School of Rehabilitation Science
liz.rackow@usask.ca

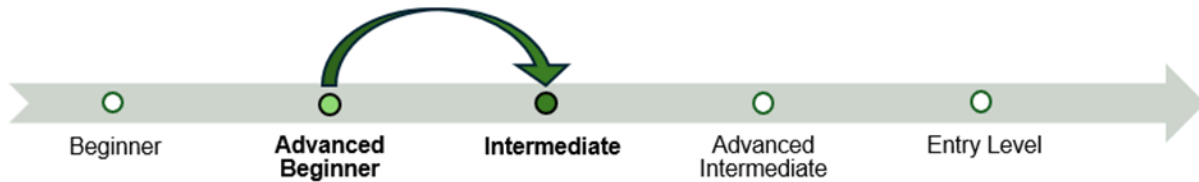
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melanie.weimer@usask.ca

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Course Objectives/Learning Outcomes



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

1. Establish effective communication strategies with the patients, families, caregivers, other health professionals and community agencies.
2. Incorporate the broad determinants of health relevant to the patient or population, community development principles and principles of primary health care.
3. Demonstrate safe, ethical, culturally sensitive and autonomous professional practice.
4. Demonstrate an organized and individualized physical therapy assessment with emphasis on subjective and objective assessment of musculoskeletal, cardiorespiratory and neurological systems.
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Course Overview and Schedule

As per clinical site

Types of Learning Activities

Clinical

Assessment Details - Grading Scheme

Clinical Instructor and student will complete the ACP 2.0 evaluation.

Evaluation Components

See ACP2.0 evaluation.

Criteria to Pass

See ACP2.0 evaluation. As outlined above, students will progress from advanced beginner to intermediate.

Attendance Expectations

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1. Approval by Department Head or Dean

- 1.1 College or School with academic authority: **CGPS**
- 1.2 Department with academic authority: **School of Rehabilitation Science**
- 1.3 Term from which the course is effective: **Winter 2027**

2. Information required for the Catalogue

- 2.1 Label & Number of course: **PTH 904**
- 2.2 Academic credit units: **6**
- 2.3 Course Long Title (maximum 100 characters): **Clinical Practicum 4**
Course Short Title (maximum 30 characters): **Clinical Practicum 4**
- 2.4 Total Hours: Lecture Seminar Lab Tutorial **Other 225**
- 2.5 Weekly Hours: Lecture Seminar Lab Tutorial **Other 37.5**
- 2.6 Term in which it will be offered: T1 **T2** T1 or T2 T1 and T2
- 2.7 Prerequisite: **PTH 903**

If there is a prerequisite waiver, who is responsible for signing it? **No**

- D – Instructor/Dept Approval
- H – Department Approval
- I – Instructor Approval

2.8 Catalogue description (150 words or less):

A full-time course of clinical education in Saskatchewan facilities. There may be opportunity to complete this course in another Canadian province. This course is designed to provide diversity of experience and advance clinical skills with a more complex caseload relevant to the content from previous clinical and academic courses. Students are expected to progress from Advanced Beginner to Intermediate in a different practice setting than Clinical Practicum 3.

2.9 Do you allow this course to be repeated for credit? **No**

3. Please list rationale for introducing this course: **Curriculum redesign**

4. Please list the learning objectives for this course:

1. Communicate effectively with patients, families, caregivers, health professionals and community agencies involved in health and health care for individual patients or specific populations, including health promotion and prevention education.
2. Demonstrate professional behaviours, professional accountability and ethical and legal practice in the clinical setting including: respectful interpersonal interaction, cultural competence with diverse populations, acceptance of constructive criticism, self-directed and reflective learning, participatory decision-making rules, maintenance of confidentiality, and obtaining informed consent.
3. Implement an organized, individualized, holistic and comprehensive physical therapy assessment for patients across the lifespan and with an array of primary diagnoses and co-morbidities and an emphasis on specific exercise testing procedures.
4. Analyze assessment data to delineate a physical therapy diagnosis, a prioritized, holistic treatment plan and a statement of risk-adjusted predicted outcomes.
5. Implement physical therapy services in diverse contexts of physical therapy practice and health care delivery.
6. Apply evidence-based rationale for assessment and treatment procedures employed.
7. Accept responsibility for own actions and decisions and for delivering physical therapy programming within the profession's scope of practice and the student's own personal competence.
8. Evaluate procedures/outcome measures used in all aspects of physical therapy practice.

5. **Impact of this course**

Are the programs of other departments or Colleges affected by this course? **No**

If so, were these departments consulted? (Include correspondence)

Were any other departments asked to review or comment on the proposal? **No**

6. **Other courses or program affected** (please list course titles as well as numbers)

6.1 Courses to be deleted? **PTH 880.12**

6.2 Courses for which this course will be a prerequisite? **Does not apply**

6.3 Is this course to be required by your majors, or by majors in another program? **No**

7. **Course outline**

(Weekly outline of lectures or include a draft of the course information sheet.) **N/A**

8. **Enrolment**

8.1 What is the maximum enrolment number for this course? And from which colleges? **School of Rehabilitation Science only. Admission is 55, but re-entering students will increase this number. Estimate 55-60 students each fall.**

8.2 For room bookings, please indicate the maximum estimated room size required for this course: **Students are out in the clinical community. Usask Room Booking not required.**

10-50

50-90

90-130

130+

9. **Student evaluation**

Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

9.1 How should this course be graded?

C – Completed Requirements

(Grade options for instructor: Completed Requirements, Fail, IP In Progress)

N – Numeric/Percentage

(Grade options for instructor: grade of 0% to 100%, IP in Progress)

P – Pass/Fail

(Grade options for instructor: Pass, Fail, In Progress)

S – Special

(Grade options for instructor: NA – Grade Not Applicable) If other, please specify:

9.2 Is the course exempt from the final examination?

10. Required text

Include a bibliography for the course. **No text required. Clinical Practicum.**

11. Resources

11.1 Proposed instructor: **Supervisor of clinical practicums: Liz Rackow**

11.2 How does the department plan to handle the additional teaching or administrative workload? **N/A Replaces current programming.**

11.3 Are sufficient library or other research resources available for this course? **N/A**

11.4 Are any additional resources required (library, audio-visual, technology, etc.)? **No.**

12. Tuition

12.1 Will this course attract tuition charges? If so, how much? (use tuition category) **Program already handles tuition via program tuition, rather than per course/credit unit. No change**

12.2 Does this course require non-standard fees, such as materials or excursion fees? If so, please include an approved "Application for New Fee or Fee Change Form"

<http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees> **No**

Detailed Course Information

1. Schedule Types

Please choose the Schedule Types that can be used for sections that fall under this course:

Code	Description	Code	Description
CL	Clinical	PRB	Problem Session
COO	Coop Class	RDG	Reading Class
FLD	Field Trip	RES	Research
ICR	Internet Chat Relay	ROS	Roster (Dent Only)
IHP	Internet Help	SEM	Seminar
IN1	Internship - Education	SSI	Supervised Self Instruction
IN2	Internship - CMPT & EPIP	STU	Studio
IN3	Internship - General	SUP	Teacher Supervision

LAB	Laboratory	TUT	Tutorial
LC	Lecture/Clinical (Dent Only)	WEB	Web Based Class
LEC	Lecture	XCH	Exchange Program
LL	Lecture/Laboratory	XGN	Ghost Schedule Type Not Applicable
MM	Multimode	XHS	High School Class
PCL	Pre-Clinical (Dent Only)	XNA	Schedule Type Not Applicable
PRA	Practicum	XNC	No Academic Credit

2. Course Attributes

Please highlight the attributes that should be attached to the course (they will apply to all sections):

2.1 NOAC No Academic Credit

0 Credit Unit courses that possess "deemed" CUs (Called Operational Credit Units). NOAC causes the system to roll 0 academic credit units to academic history.

2.2 For the College of Arts and Science only: To which program type does this course belong?

- FNAR Fine Arts
- HUM Humanities
- SCIE Science
- SOCS Social Science
- ARNP No Program Type (Arts and Science)

Does this course satisfy one of the official college requirements:

- ELWR – English Language Writing Requirement
- ILRO – Indigenous Learning Requirement
- QRRQ – Quantitative Reasoning Requirement

3. Registration Information (Note: multi-term courses cannot be automated as corequisites)

3.1 Permission Required:

3.2 Restriction(s): course only open to students in a specific college, program/degree, major, year in program

- 3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course
- 3.4 Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course
- 3.5 Corequisite(s): course(s) that must be taken at the same time as this course
- 3.6 Notes: recommended courses, repeat restrictions/content overlap, other additional information

4. List Equivalent Course(s) here:

An equivalent course can be used in place of the course for which this form is being completed, specifically for the purposes of prerequisite and degree audit checking. Credit will be given for only one of the equivalent courses.

- 4.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be equivalent:

***Please note:** If the equivalent courses carry an UNEQUAL number of credit units, DegreeWorks will automatically enforce the following, unless otherwise stated:

- If a 3 credit unit course is considered to be equivalent to a 6 credit unit course, it will fulfill the 6 credit unit requirement and the student will not have to complete another 3 credit units toward the overall number of required credit units for the program.
- If a 6 credit unit course is considered to be equivalent to a 3 credit unit course, ALL 6 of the credit units may be used to fulfill the 3 credit unit requirement.

5. List Mutually-Exclusive Course(s) here:

Mutually exclusive courses have similar content such that students cannot receive credit for both.

- 5.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be mutually exclusive:

***Please note:** SIRIUS cannot enforce a situation where the exclusion goes only one way.

6. Additional Notes:

Updated 2022



SCHOOL OF REHABILITATION SCIENCE
COURSE SYLLABUS

COURSE TITLE:	Clinical Practicum 4		
COURSE CODE:	PTH 904.6	TERM:	Winter 2027
COURSE CREDITS:	6	DELIVERY:	In person
CLASS SECTION:	N/A	START DATE:	
CLASS LOCATION:	Clinical Sites	LAB LOCATION:	clinical site
CLASS TIME:	0830 - 1630	LAB TIME:	N/A
WEBSITE:			

Land Acknowledgement

We acknowledge that the Saskatoon campus of the University of Saskatchewan is located on **Treaty Six Territory** and the **Homeland of the Métis**. We pay our respect to the First Nation and Métis ancestors of this place and reaffirm our relationship with one another. We recognize that in the course of your studies you will spend time learning in other traditional territories and Métis homelands. We wish you safe, productive and respectful encounters in these places.

Course Description

A full-time course of clinical education in Saskatchewan facilities. There may be opportunity to complete this course in another Canadian province. This course is designed to provide diversity of experience and advance clinical skills with a more complex caseload relevant to the content from previous clinical and academic courses. Students are expected to progress from Advanced Beginner to Intermediate in a different practice setting than Clinical Practicum 3.

Instructor and Contact Information

Liz Rackow, Academic Lead Clinical Education & Community Affairs
School of Rehabilitation Science
liz.rackow@usask.ca

Office hours: 0800 – 1600, Mon – Fri. I would be happy to meet with you at a time that works for both of us. You may arrange meeting times with me by e-mail.

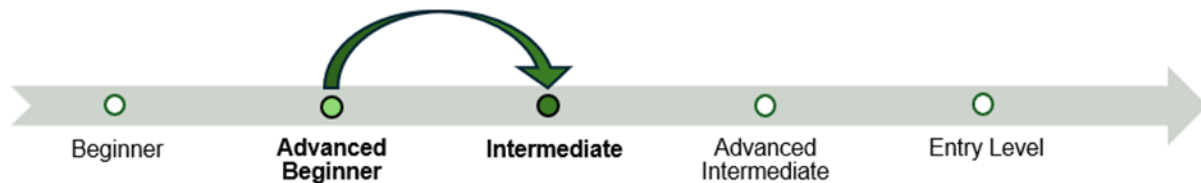
Co-Course Instructors

Melanie Weimer, MPT Clinical Coordinator
Master of Physical Therapy Program, School of Rehabilitation Science

melanie.weimer@usask.ca

Cathy Cuddington, MPT Clinical Coordinator
Master of Physical Therapy Program, School of Rehabilitation Science
cathy.cuddington@usask.ca

Course Objectives/Learning Outcomes



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

1. Communicate effectively with patients, families, caregivers, health professionals and community agencies involved in health and health care for individual patients or specific populations, including health promotion and prevention education.
2. Demonstrate professional behaviours, professional accountability and ethical and legal practice in the clinical setting including: respectful interpersonal interaction, cultural competence with diverse populations, acceptance of constructive criticism, self-directed and reflective learning, participatory decision-making rules, maintenance of confidentiality, and obtaining informed consent.
3. Implement an organized, individualized, holistic and comprehensive physical therapy assessment for patients across the lifespan and with an array of primary diagnoses and co-morbidities and an emphasis on specific exercise testing procedures.
4. Analyze assessment data to delineate a physical therapy diagnosis, a prioritized, holistic treatment plan and a statement of risk-adjusted predicted outcomes.
5. Implement physical therapy services in diverse contexts of physical therapy practice and health care delivery.
6. Apply evidence-based rationale for assessment and treatment procedures employed.
7. Accept responsibility for own actions and decisions and for delivering physical therapy programming within the profession's scope of practice and the student's own personal competence.
8. Evaluate procedures/outcome measures used in all aspects of physical therapy practice.

Information on literal descriptors for grading at the University of Saskatchewan can be found at: <https://students.usask.ca/academics/grading/grading-system.php#GradingSystem> Please note: There are different literal descriptors for undergraduate and graduate students.

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Course Overview and Schedule

As per clinical site

Types of Learning Activities

Clinical

Assessment Details - Grading Scheme

Clinical Instructor and student will complete ACP 2.0 evaluation.

Evaluation Components

See ACP 2.0

Criteria to Pass

See ACP 2.0. Students are expected to progress from advanced beginner to intermediate in a different clinical site / focus area than Clinical Practicum 3.

Attendance Expectations

Students are required to regularly attend all clinical days in the week. Not all clinical sites operate only Monday to Friday and students will be expected to attend during the schedule of their clinical instructor. If unable to attend due to medical, compassionate or other reasons as described in our attendance policy at <https://medicine.usask.ca/policies/school-of-physical-therapy-regulations-on-attendance-lectures,-labs,-tutorials.php>, prior notification must be made to the clinical instructor and to the instructor of this course. Depending on the number of hours missed, extra hours/days may be assigned to “make up” the time missed. Failure to meet these expectations may result in a student being required to discontinue the program.

Student Feedback

Students will be asked to complete course and instructor evaluations on-line. This is a professional expectation.

Copyright Information

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Students are encouraged to ask their instructors for clarification on academic integrity requirements.

Students may use generative artificial intelligence tools (e.g., ChatGPT, Gemini, Claude, etc.) for learning and practicing the concepts in this course, but these tools may **NOT** be used for completing assignments/charting/prescribing therapeutic exercise in this course.

The use of generative artificial intelligence tools or apps for assignments in this course, including tools like ChatGPT, Gemini, Claude, Microsoft Copilot and other AI writing or coding assistants, is prohibited.

Access and Equity Services (AES)

Access and Equity Services (AES) is available to provide support to students who require accommodations due to disability, family status, and religious observances.

Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to register with Access and Equity Services (AES) if they have not already done so. Students who suspect they may have disabilities should contact AES for advice and referrals at any time. Those students who are registered with AES with mental health disabilities and who anticipate that they may have responses to certain course materials or topics, should discuss course content with their instructors prior to course add / drop dates.

Students who require accommodations for pregnancy or substantial parental/family duties should contact AES to discuss their situations and potentially register with that office.

Students who require accommodations due to religious practices that prohibit the writing of exams on religious holidays should contact AES to self-declare and determine which

accommodations are appropriate. In general, students who are unable to write an exam due to a religious conflict do not register with AES but instead submit an exam conflict form through their PAWS account to arrange accommodations.

Any student registered with AES, as well as those who require accommodations on religious grounds, may request alternative arrangements for mid-term and final examinations by submitting a request to AES by the stated deadlines. Instructors shall provide the examinations for students who are being accommodated by the deadlines established by AES.

For more information or advice, visit <https://students.usask.ca/health/centres/access-equity-services.php>, or contact AES at 306-966-7273 (Voice/TTY 1-306-966-7276) or email aes@usask.ca.

Student Supports

Academic Help – University Library

Visit the [University Library](#) and [Learning Hub](#) to find supports for undergraduate and graduate students with first-year experience, study skills, learning strategies, research, writing, math and statistics. Students can attend [workshops](#), access [online resources and research guides](#), book [1-1 appointments](#) or hire a [subject tutor](#) through the [USask Tutoring Network](#)

Connect with library staff through the [AskUs](#) chat service or visit various [library locations](#) on campus.

Enrolled in an online course? Explore the [Online Learning Readiness Tutorial](#).

Teaching, Learning and Student Experience

Teaching, Learning and Student Experience (TLSE) provides developmental and support services and programs to students and the university community. For more information, see the students' website <http://students.usask.ca>.

Student and Enrolment Services Division

The Student and Enrolment Services Division (SESD) focuses on providing developmental and support services and programs to students and the university community. For more information, see the students' web site <http://students.usask.ca>.

Financial Support

Any student who faces unexpected challenges securing their food or housing and believes this may affect their performance in the course is urged to contact Student Central <https://students.usask.ca/student-central.php>.

Gordon Oakes Red Bear Student Centre

The Gordon Oakes Red Bear Student Centre) is dedicated to supporting Indigenous student academic and personal success. The Centre offers personal, social, cultural and some academic supports to Métis, First Nations, and Inuit students. The Centre is an intercultural gathering space that brings Indigenous and non-Indigenous students together to learn from, with and about one another in a respectful, inclusive, and safe environment. Visit <https://students.usask.ca/indigenous/index.php> or students are encouraged to visit the ASC's website <https://students.usask.ca/indigenous/qorbosc.php>



1. Approval by Department Head or Dean

- 1.1 College or School with academic authority: **CGPS**
- 1.2 Department with academic authority: **School of Rehabilitation Science**
- 1.3 Term from which the course is effective: **Fall 2027**

2. Information required for the Catalogue

- 2.1 Label & Number of course: **PTH 905**
- 2.2 Academic credit units: **6**
- 2.3 Course Long Title (maximum 100 characters): **Clinical Practicum 5**
Course Short Title (maximum 30 characters): **Clinical Practicum 5**
- 2.4 Total Hours: Lecture Seminar Lab Tutorial **Other 225**
- 2.5 Weekly Hours: Lecture Seminar Lab Tutorial **Other 37.5**
- 2.6 Term in which it will be offered: **T1** T2 T1 or T2 T1 and T2
- 2.7 Prerequisite: **PTH 904**

If there is a prerequisite waiver, who is responsible for signing it? **No**

D – Instructor/Dept Approval

H – Department Approval

I – Instructor Approval

2.8 Catalogue description (150 words or less):

A full-time course of clinical education in Saskatchewan facilities. There may be opportunity to complete this course in another Canadian province. This course is designed to provide diversity of experience and advance clinical skills with a more complex caseload relevant to the content from previous clinical and academic courses. Students are expected to progress from Intermediate to Advanced Intermediate.

2.9 Do you allow this course to be repeated for credit? **No**

- 3. Please list rationale for introducing this course: **Curriculum redesign**
- 4. Please list the learning objectives for this course:

1. Communicate effectively with patients, families, caregivers, health professionals and community agencies involved in health and health care for individual patients or specific populations, including health promotion and prevention education.
2. Demonstrate professional behaviours, professional accountability and ethical and legal practice in the clinical setting including: respectful interpersonal interaction, cultural competence with diverse populations, acceptance of constructive criticism, self-directed and reflective learning, participatory decision-making rules, maintenance of confidentiality, and obtaining informed consent.
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6. Apply evidence-based rationale for assessment and treatment procedures employed.
7. Accept responsibility for own actions and decisions and for delivering physical therapy programming within the profession's scope of practice and the student's own personal competence.
8. Evaluate procedures/outcome measures used in all aspects of physical therapy practice.

5. **Impact of this course**

Are the programs of other departments or Colleges affected by this course? **No**

If so, were these departments consulted? (Include correspondence)

Were any other departments asked to review or comment on the proposal? **No**

6. **Other courses or program affected** (please list course titles as well as numbers)

6.1 Courses to be deleted? **PTH 880.12**

6.2 Courses for which this course will be a prerequisite? **Does not apply**

6.3 Is this course to be required by your majors, or by majors in another program? **No**

7. **Course outline**

(Weekly outline of lectures or include a draft of the course information sheet.) **N/A**

8. **Enrolment**

8.1 What is the maximum enrolment number for this course? And from which colleges? **School of Rehabilitation Science only. Admission is 55, but re-entering students will increase this number. Estimate 55-60 students each fall.**

8.2 For room bookings, please indicate the maximum estimated room size required for this course: **Students are out in the clinical community. Usask Room Booking not required.**

10-50

50-90

90-130

130+

9. **Student evaluation**

Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

9.1 How should this course be graded?

C – Completed Requirements

(Grade options for instructor: Completed Requirements, Fail, IP In Progress)

N – Numeric/Percentage

(Grade options for instructor: grade of 0% to 100%, IP in Progress)

P – Pass/Fail

(Grade options for instructor: Pass, Fail, In Progress)

S – Special

(Grade options for instructor: NA – Grade Not Applicable) If other, please specify:

9.2 Is the course exempt from the final examination?

10. Required text

Include a bibliography for the course. **No text required. Clinical Practicum.**

11. Resources

11.1 Proposed instructor: **Supervisor of clinical practicums: Liz Rackow**

11.2 How does the department plan to handle the additional teaching or administrative workload? **N/A Replaces current programming.**

11.3 Are sufficient library or other research resources available for this course? **N/A**

11.4 Are any additional resources required (library, audio-visual, technology, etc.)? **No.**

12. Tuition

12.1 Will this course attract tuition charges? If so, how much? (use tuition category) **Program already handles tuition via program tuition, rather than per course/credit unit. No change**

12.2 Does this course require non-standard fees, such as materials or excursion fees? If so, please include an approved "Application for New Fee or Fee Change Form"

<http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees> **No**

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1. Schedule Types

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2. Course Attributes

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3.1 Permission Required:

3.2 Restriction(s): course only open to students in a specific college, program/degree, major, year in program

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6. Additional Notes:

Updated 2022



SCHOOL OF REHABILITATION SCIENCE
COURSE SYLLABUS

COURSE TITLE:	Clinical Practicum 5		
COURSE CODE:	PTH 905.6	TERM:	Fall 2027
COURSE CREDITS:	6	DELIVERY:	In person
CLASS SECTION:	N/A	START DATE:	
CLASS LOCATION:	Clinical Sites	LAB LOCATION:	clinical site
CLASS TIME:	0830 - 1630	LAB TIME:	N/A
WEBSITE:			

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Liz Rackow, Academic Lead Clinical Education & Community Affairs
School of Rehabilitation Science
liz.rackow@usask.ca

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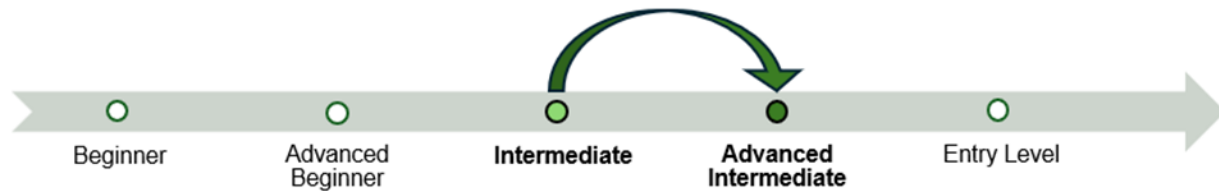
Co-Course Instructors

Melanie Weimer, MPT Clinical Coordinator
Master of Physical Therapy Program, School of Rehabilitation Science

melanie.weimer@usask.ca

Cathy Cuddington, MPT Clinical Coordinator
Master of Physical Therapy Program, School of Rehabilitation Science
cathy.cuddington@usask.ca

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Course Overview and Schedule

As per clinical site.

Types of Learning Activities

Clinical

Assessment Details - Grading Scheme

Clinical instructors and students will each complete the ACP 2.0 evaluation.

Evaluation Components

See ACP 2.0

Criteria to Pass

See ACP 2.0. Students are expected to progress from intermediate to advanced intermediate level.

Attendance Expectations

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The use of generative artificial intelligence tools or apps for assignments in this course, including tools like ChatGPT, Gemini, Claude, Microsoft Copilot and other AI writing or coding assistants, is prohibited.

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Students who require accommodations for pregnancy or substantial parental/family duties should contact AES to discuss their situations and potentially register with that office.

Students who require accommodations due to religious practices that prohibit the writing of exams on religious holidays should contact AES to self-declare and determine which accommodations are appropriate. In general, students who are unable to write an exam due to

a religious conflict do not register with AES but instead submit an exam conflict form through their PAWS account to arrange accommodations.

Any student registered with AES, as well as those who require accommodations on religious grounds, may request alternative arrangements for mid-term and final examinations by submitting a request to AES by the stated deadlines. Instructors shall provide the examinations for students who are being accommodated by the deadlines established by AES.

For more information or advice, visit <https://students.usask.ca/health/centres/access-equity-services.php>, or contact AES at 306-966-7273 (Voice/TTY 1-306-966-7276) or email aes@usask.ca.

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Academic Help – University Library

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Gordon Oakes Red Bear Student Centre

The Gordon Oakes Red Bear Student Centre) is dedicated to supporting Indigenous student academic and personal success. The Centre offers personal, social, cultural and some academic supports to Métis, First Nations, and Inuit students. The Centre is an intercultural gathering space that brings Indigenous and non-Indigenous students together to learn from, with and about one another in a respectful, inclusive, and safe environment. Visit <https://students.usask.ca/indigenous/index.php> or students are encouraged to visit the ASC's website <https://students.usask.ca/indigenous/gorbosc.php>



1. Approval by Department Head or Dean

- 1.1 College or School with academic authority: **CGPS**
- 1.2 Department with academic authority: **School of Rehabilitation Science**
- 1.3 Term from which the course is effective: **Fall 2027**

2. Information required for the Catalogue

- 2.1 Label & Number of course: **PTH 906**
- 2.2 Academic credit units: **6**
- 2.3 Course Long Title (maximum 100 characters): **Clinical Practicum 6**
Course Short Title (maximum 30 characters): **Clinical Practicum 6**
- 2.4 Total Hours: Lecture Seminar Lab Tutorial **Other 225**
- 2.5 Weekly Hours: Lecture Seminar Lab Tutorial **Other 37.5**
- 2.6 Term in which it will be offered: **T1** T2 T1 or T2 T1 and T2
- 2.7 Prerequisite: **PTH 905**

If there is a prerequisite waiver, who is responsible for signing it? **No**

- D – Instructor/Dept Approval
- H – Department Approval
- I – Instructor Approval

2.8 Catalogue description (150 words or less):

A full-time course of clinical education in Saskatchewan facilities. There may be opportunity to complete this course in another Canadian province. This course is designed to provide diversity of experience and advance clinical skills with a more complex caseload relevant to the content from previous clinical and academic courses. Students are expected to progress from Advanced Intermediate to Entry Level.

2.9 Do you allow this course to be repeated for credit? **No**

- 3. Please list rationale for introducing this course: **Curriculum redesign**
- 4. Please list the learning objectives for this course:

1. Communicate effectively with patients, families, caregivers, health professionals, community and government agencies involved in health and health care for individual patients or specific populations, including health promotion, prevention, and advocacy for health programming and resources.
2. Consider capacity building and community development in the context of delivering physical therapy services in a primary health care setting.
3. Exemplify professional behaviours and attitudes through internalization of professional values, and application of a framework for legal and ethical decision-making in a variety of clinical settings.
4. Implement an organized, holistic, evidence-based and comprehensive physical therapy assessment with a diverse array of primary diagnoses and comorbidities for individual patients, groups, communities and specific populations across the lifespan.
5. Justify a physical therapy diagnosis and recommend a prioritized and holistic treatment plan including risk-adjusted, predicted outcomes, through synthesis of assessment data.
6. Prioritize use of available resources in achieving goals of the practice setting and maximizing outcomes.
7. Analyze evidence-based rationale for assessment and treatment procedures, risk-adjusted outcomes, program management, program evaluation models and cost-effective health care delivery, given the available funding and relevant business model.
8. Evaluate procedures/outcome measures used in all aspects of physical therapy practice.

5. **Impact of this course**

Are the programs of other departments or Colleges affected by this course? **No**

If so, were these departments consulted? (Include correspondence)

Were any other departments asked to review or comment on the proposal? **No**

6. **Other courses or program affected** (please list course titles as well as numbers)

6.1 Courses to be deleted? **PTH 858.6**

6.2 Courses for which this course will be a prerequisite? **Does not apply**

6.3 Is this course to be required by your majors, or by majors in another program? **No**

7. **Course outline**

(Weekly outline of lectures or include a draft of the course information sheet.) **N/A**

8. **Enrolment**

8.1 What is the maximum enrolment number for this course? And from which colleges? **School of Rehabilitation Science only. Admission is 55, but re-entering students will increase this number. Estimate 55-60 students each fall.**

8.2 For room bookings, please indicate the maximum estimated room size required for this course: **Students are out in the clinical community. Usask Room Booking not required.**

10-50

50-90

90-130

130+

9. **Student evaluation**

Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

9.1 How should this course be graded?

C – Completed Requirements

(Grade options for instructor: Completed Requirements, Fail, IP In Progress)

N – Numeric/Percentage

(Grade options for instructor: grade of 0% to 100%, IP in Progress)

P – Pass/Fail

(Grade options for instructor: Pass, Fail, In Progress)

S – Special

(Grade options for instructor: NA – Grade Not Applicable) If other, please specify:

9.2 Is the course exempt from the final examination?

10. Required text

Include a bibliography for the course. **No text required. Clinical Practicum.**

11. Resources

11.1 Proposed instructor: **Supervisor of clinical practicums: Liz Rackow**

11.2 How does the department plan to handle the additional teaching or administrative workload? **N/A Replaces current programming.**

11.3 Are sufficient library or other research resources available for this course? **N/A**

11.4 Are any additional resources required (library, audio-visual, technology, etc.)? **No.**

12. Tuition

12.1 Will this course attract tuition charges? If so, how much? (use tuition category) **Program already handles tuition via program tuition, rather than per course/credit unit. No change**

12.2 Does this course require non-standard fees, such as materials or excursion fees? If so, please include an approved "Application for New Fee or Fee Change Form"

<http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees> **No**

Detailed Course Information

1. Schedule Types

Please choose the Schedule Types that can be used for sections that fall under this course:

Code	Description	Code	Description
CL	Clinical	PRB	Problem Session
COO	Coop Class	RDG	Reading Class
FLD	Field Trip	RES	Research
ICR	Internet Chat Relay	ROS	Roster (Dent Only)
IHP	Internet Help	SEM	Seminar
IN1	Internship - Education	SSI	Supervised Self Instruction
IN2	Internship - CMPT & EPIP	STU	Studio
IN3	Internship - General	SUP	Teacher Supervision

LAB	Laboratory	TUT	Tutorial
LC	Lecture/Clinical (Dent Only)	WEB	Web Based Class
LEC	Lecture	XCH	Exchange Program
LL	Lecture/Laboratory	XGN	Ghost Schedule Type Not Applicable
MM	Multimode	XHS	High School Class
PCL	Pre-Clinical (Dent Only)	XNA	Schedule Type Not Applicable
PRA	Practicum	XNC	No Academic Credit

2. Course Attributes

Please highlight the attributes that should be attached to the course (they will apply to all sections):

2.1 NOAC No Academic Credit

0 Credit Unit courses that possess "deemed" CUs (Called Operational Credit Units). NOAC causes the system to roll 0 academic credit units to academic history.

2.2 For the College of Arts and Science only: To which program type does this course belong?

- FNAR Fine Arts
- HUM Humanities
- SCIE Science
- SOCS Social Science
- ARNP No Program Type (Arts and Science)

Does this course satisfy one of the official college requirements:

- ELWR – English Language Writing Requirement
- ILRO – Indigenous Learning Requirement
- QRRQ – Quantitative Reasoning Requirement

3. Registration Information (Note: multi-term courses cannot be automated as corequisites)

3.1 Permission Required:

3.2 Restriction(s): course only open to students in a specific college, program/degree, major, year in program

- 3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course
- 3.4 Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course
- 3.5 Corequisite(s): course(s) that must be taken at the same time as this course
- 3.6 Notes: recommended courses, repeat restrictions/content overlap, other additional information

4. List Equivalent Course(s) here:

An equivalent course can be used in place of the course for which this form is being completed, specifically for the purposes of prerequisite and degree audit checking. Credit will be given for only one of the equivalent courses.

- 4.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be equivalent:

***Please note:** If the equivalent courses carry an UNEQUAL number of credit units, DegreeWorks will automatically enforce the following, unless otherwise stated:

- If a 3 credit unit course is considered to be equivalent to a 6 credit unit course, it will fulfill the 6 credit unit requirement and the student will not have to complete another 3 credit units toward the overall number of required credit units for the program.
- If a 6 credit unit course is considered to be equivalent to a 3 credit unit course, ALL 6 of the credit units may be used to fulfill the 3 credit unit requirement.

5. List Mutually-Exclusive Course(s) here:

Mutually exclusive courses have similar content such that students cannot receive credit for both.

- 5.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be mutually exclusive:

***Please note:** SIRIUS cannot enforce a situation where the exclusion goes only one way.

6. Additional Notes:

Updated 2022



SCHOOL OF REHABILITATION SCIENCE
COURSE SYLLABUS

COURSE TITLE:	Clinical Practicum 6		
COURSE CODE:	PTH 906.6	TERM:	Fall 2027
COURSE CREDITS:	6	DELIVERY:	In person
CLASS SECTION:	N/A	START DATE:	
CLASS LOCATION:	Clinical Sites	LAB LOCATION:	clinical site
CLASS TIME:	0830 - 1630	LAB TIME:	N/A
WEBSITE:			

Land Acknowledgement

We acknowledge that the Saskatoon campus of the University of Saskatchewan is located on **Treaty Six Territory** and the **Homeland of the Métis**. We pay our respect to the First Nation and Métis ancestors of this place and reaffirm our relationship with one another. We recognize that in the course of your studies you will spend time learning in other traditional territories and Métis homelands. We wish you safe, productive and respectful encounters in these places.

Course Description

A full-time course of clinical education in Saskatchewan facilities. There may be opportunity to complete this course in another Canadian province. This course is designed to provide diversity of experience and advance clinical skills with a more complex caseload relevant to the content from previous clinical and academic courses. Students are expected to progress from Advanced Intermediate to Entry Level.

Instructor and Contact Information

Liz Rackow, Academic Lead Clinical Education & Community Affairs
School of Rehabilitation Science
liz.rackow@usask.ca

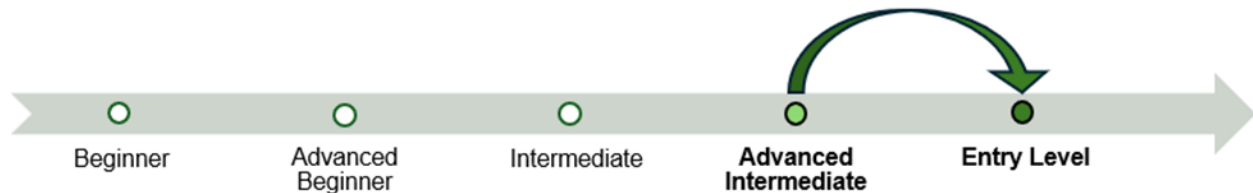
Office hours: 0800 – 1600, Mon – Fri. I would be happy to meet with you at a time that works for both of us. You may arrange meeting times with me by e-mail.

Co-Course Instructors

Melanie Weimer, MPT Clinical Coordinator
Master of Physical Therapy Program, School of Rehabilitation Science
melanie.weimer@usask.ca

Cathy Cuddington, MPT Clinical Coordinator
Master of Physical Therapy Program, School of Rehabilitation Science
cathy.cuddington@usask.ca

Course Objectives/Learning Outcomes



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

1. Communicate effectively with patients, families, caregivers, health professionals, community and government agencies involved in health and health care for individual patients or specific populations, including health promotion, prevention, and advocacy for health programming and resources.
2. Consider capacity building and community development in the context of delivering physical therapy services in a primary health care setting.
3. Exemplify professional behaviours and attitudes through internalization of professional values, and application of a framework for legal and ethical decision-making in a variety of clinical settings.
4. Implement an organized, holistic, evidence-based and comprehensive physical therapy assessment with a diverse array of primary diagnoses and comorbidities for individual patients, groups, communities and specific populations across the lifespan.
5. Justify a physical therapy diagnosis and recommend a prioritized and holistic treatment plan including risk-adjusted, predicted outcomes, through synthesis of assessment data.
6. Prioritize use of available resources in achieving goals of the practice setting and maximizing outcomes.
7. Analyze evidence-based rationale for assessment and treatment procedures, risk-adjusted outcomes, program management, program evaluation models and cost-effective health care delivery, given the available funding and relevant business model.
8. Evaluate procedures/outcome measures used in all aspects of physical therapy practice.

Information on literal descriptors for grading at the University of Saskatchewan can be found at: <https://students.usask.ca/academics/grading/grading-system.php#GradingSystem> Please note: There are different literal descriptors for undergraduate and graduate students.

More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at: <http://policies.usask.ca/policies/academic-affairs/academic-courses.php>

The University of Saskatchewan Learning Charter is intended to define aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at: <https://teaching.usask.ca/documents/vptl/LearningCharter.pdf>

Course Overview and Schedule

As per clinical site

Types of Learning Activities

Clinical

Assessment Details - Grading Scheme

Clinical Instructor and students will complete ACP 2.0 evaluation

Evaluation Components

See ACP 2.0

Criteria to Pass

See ACP 2.0. Students are expected to progress from advanced intermediate to entry level.

Attendance Expectations

Students are required to regularly attend all clinical days in the week. Not all clinical sites operate only Monday to Friday and students will be expected to attend during the schedule of their clinical instructor. If unable to attend due to medical, compassionate or other reasons as described in our attendance policy at <https://medicine.usask.ca/policies/school-of-physical-therapy-regulations-on-attendance-lectures,-labs,-tutorials.php>, prior notification must be made to the clinical instructor and to the instructor of this course. Depending on the number of hours missed, extra hours/days may be assigned to “make up” the time missed. Failure to meet these expectations may result in a student being required to discontinue the program.

Student Feedback

Students will be asked to complete course and instructor evaluations on-line. This is a professional expectation.

Copyright Information

Course material created by your professors and instructors is their intellectual property and **cannot be shared without written permission**. This includes exams, PowerPoint/PDF lecture slides and other course notes. If materials are designated as open education resources (with a creative commons license) you can share and/or use them in alignment with the [CC license](#). Other copyright-protected materials created by textbook publishers and authors may be provided to you based on license terms and educational exceptions in the [Canadian Copyright Act](#).

You are responsible for ensuring that any copying or distribution of materials that you engage in is permitted by the University’s “[Use of Materials Protected By Copyright](#)” Policy. For example, posting others’ copyright-protected materials on the open internet is not permitted by this policy unless you have copyright permission or a license to do so. For more

copyright information, please visit <https://library.usask.ca/copyright/students/index.php> or contact the University Copyright Coordinator at copyright.coordinator@usask.ca or 306-966-8817.

Academic Integrity

The University of Saskatchewan is committed to the highest standards of academic integrity. <https://academic-integrity.usask.ca/>

Students are urged to read the [Regulations on Academic Misconduct](#) and to avoid any behaviours that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence.

For help developing the skills for meeting academic integrity expectations, see: <https://academic-integrity.usask.ca/students.php>

Students are encouraged to ask their instructors for clarification on academic integrity requirements.

Students may use generative artificial intelligence tools (e.g., ChatGPT, Gemini, Claude, etc.) for learning and practicing the concepts in this course, but these tools may **NOT** be used for completing assignments/charting/prescribing therapeutic exercise in this course.

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Consultation with the Registrar (CWR) – Proposal Highlights

Title of Proposal: Master of Physical Therapy (M.P.T.) – Replacement Program

General Description: The college is revising the current Master of Physical Therapy (M.P.T.) program. Revisions include the following: 15 new courses, increase of overall credit units from 132 to 141, and revised admission requirements (specifically, the addition of a requirement to have completed 3 credit units of Social Science/Humanities courses and one course or certificate in Indigenous Studies). Students admitted to the M.P.T. prior to 2025-26 will be able to complete the program to which they were admitted, according to the Time Limit for Degree Completion rules in the College of Graduate and Postdoctoral Studies. These rules are outlined in the University Catalogue.

Degree College: College of Graduate and Postdoctoral Studies

College Approval: Graduate Programs Committee approval on November 27, 2024

Effective Term: Program revisions will be effective May 2025, while admission revisions will be effective May 2026. By the time the next 2025-26 Catalogue is published in March 2025, students will already have been admitted to the M.P.T. for 2025-26. In fairness to students, admission requirements cannot be changed mid-way through an admission cycle.

Course implications

- 15 new courses
- Use existing “PTH” course subject code; no new course subject code is necessary

Registration and classes

- Class time slots, terms, and sessions will be similar to the existing schedule
- Room scheduling needs will be similar to current needs

Convocation

- No new hood

Financial and Budget

- No change to tuition rate or method of assessment
- SFO and Provost’s Office approved to proceed with CWR step

Student Mobility

- No unique mobility or external partners/agreements

UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REQUEST FOR DECISION

PRESENTED BY: Carolyn Augusta, Chair, Academic Programs Committee

DATE OF MEETING: January 30, 2025

SUBJECT: **Certificate in Introductory Agriculture**

MOTION: *It is recommended by the Academic Programs Committee that Council approve the Certificate in Introductory Agriculture effective May 2025.*

CONTEXT AND BACKGROUND:

The College of Agriculture and Bioresources is proposing a new Certificate in Introductory Agriculture. The purpose of this new certificate is to provide a robust introduction to agriculture, and to offer laddering opportunities into the college's two-year diploma and four-year degree programs. In addition, the certificate will also address the needs of Saskatchewan communities by allowing students enroll in the program while staying in or close to their home communities. The College of Agriculture and Bioresources anticipates several groups (outlined in the proposal) will be interested in the opportunity to obtain a USask credential which can be taken at a distance. The proposed Certificate in Introductory Agriculture is comprised of existing courses offered by the College of Agriculture and Bioresources and thus no new resources are requested as part of this proposal.

CONSULTATION:

On December 18, 2024, the College of Agriculture and Bioresources brought forward a proposal to the Academic Programs Committee of Council (APC). Members had the opportunity to review the proposal and ask questions. The committee voted in favour of this proposal.

ATTACHMENTS:

1. Certificate in Introductory Agriculture Proposal

Proposal for New Programs or Curricular Changes

Title of proposal: Certificate in Introductory Agriculture

Degree(s):

Field(s) of Study: **Agriculture**

Level(s) of Concentration: **Certificate**

Option(s): **None**

Degree College: **College of Agriculture and Bioresources**

Contact person(s) (name, telephone, fax, e-mail): **Tom Yates, 966 4064, tom.yates@usask.ca**

Proposed date of implementation: **Fall 2025**

Proposal Document

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

Academic Justification:

a. Describe why the program would be a valuable addition to the university from an academic programming perspective.

The College of Agriculture and Bioresources has a history of responding to the educational needs of the province, the nation and the world by developing innovative degree and non-degree level programs at the same time maintaining and improving traditional programs. Examples of this commitment include new programs such as the Certificate in Precision Agriculture, Bachelor of Science in Food Industry Management, and the micro-credentials in Sustainable Irrigation. AgBio continually works to improve programs with new courses such as AGRC 110 Scientific Communications for the Agricultural Sciences, and AREC 220 Indigenous Agriculture. We look for opportunities to broaden access and mobility for students such as direct entry into Indigenous Land Management and Indigenous Lands Governance Diplomas, and the ability to ladder into these from the Kanawayihetaytan Askiy Certificate, as well as innovative delivery for non-credit courses in the Master Gardener Program. However, the need for agriculture programming by our communities and people of Saskatchewan has grown greater and in ways that behooves the college to find ways to offer new programs with existing resources that offer flexible learning.

Distance learning has always been an important part of teaching and learning at AgBio. The college boasts several successful online courses. AGRC 110, 111, 112, 113 have online asynchronous versions that can be taken at home regardless of where that home is located. There are also senior courses such as SLSC 232, PLSC 201, 214, 234, 235, 350 and 445. These courses fill an important role in allowing flexibility in student programs, and in conjunction with select basic science courses offered by the College of Arts and Science, can allow a student to complete a first year of an AgBio program thorough Prince Albert Campus or a regional college. However, the college is now being

asked by communities to provide more options that would allow students to complete credentials without having to come to Saskatoon Main Campus. Also, federal policy changes that are impacting the ability of international students to come to the U of S speaks to a need to make it possible to obtain a U of S credential at a distance. As an additional advantage the courses in this certificate can be transferred into our other degree and diploma programs.

There are several reasons why it is in the interest of the College of Agriculture and Bioresources, as well as the university, to make this happen. Foremost is that addressing the need of Saskatchewan communities is core to the mission of both the college and the university. An expansion in off-campus programming will also mean an expansion in flexible learning which will benefit all students, off- and on-campus. This will in turn positively impact enrollments without significantly impacting on-campus teaching space.

By developing a certificate program that provides a robust introduction to agriculture we can focus on producing graduates that can enter the workforce quickly or count these courses as credit in existing two- and four-year diploma and degree programs and at the same time allow students to stay in or close to their home communities. The Certificate in Introductory Agriculture is a credential that is long overdue. We anticipate that several groups will be interested in the opportunity to obtain a U of S credential from the College of AgBio that can be taken at a distance one to two terms. These groups include:

1. It is anticipated that international students would be very interested in the opportunity to obtain a credential from the U of S and College of AgBio without having to navigate the permit process or start on their program of study and take classes that will result in a credential even if their study permit is not issued.
2. The Saskatchewan Institute of Agrology frequently receives applications for membership from professionals who hold a non-agrology degree (Biology, Geography, Geology, Commerce, Engineering, for example). The applicants are often accepted with a requirement to increase the number of agrology credits by taking introductory courses through the college of AgBio. These courses are usually the online courses in this proposed certificate. It would be of value to these applicants, and current students in colleges other than AgBio to have the opportunity to obtain a credential in addition to the agrology credits.
3. Saskatchewan communities, particularly First Nations, have expressed interest in AgBio programs and courses that speak to their growing participation in the agriculture sector, whether this is working directly in agriculture operations or complementing prior teacher education to deliver agriculture curriculum to primary and secondary students in the community. This interest includes a desire for learning opportunities that allow members to take courses in their home communities or with minimal travel to local colleges or PA Campus. It is important to acknowledge that current teachers will need to consult with the Saskatchewan Professional Teachers Regulatory Board to ascertain if this certificate can count toward professional development.
4. The College of Agbio has been in discussion with the College of Education on improving awareness and access to AgBio courses for the purpose of providing teachers with the knowledge necessary to deliver science-based agriculture programs in primary and secondary schools. As part of this initiative several Agbio courses (including ones in the proposed

certificate) have been included in some of the Teaching Areas as part of the B.Ed degree program. We believe the opportunity to get credit for these courses in the form of a credential from AgBio may be of interest to B.Ed students. It is expected that few pre-service teachers will have the capacity to take the additional courses necessary and it is recognized that although some of these courses will count toward Teaching Practice Areas, pre-service teachers should be avoid taking additional courses on overload.

b. Considering strategic objectives, specify how the new program fits the university signature areas and/or institutional plans and/or the college/school and/or department plans.

The Strategic Plan 2025 calls for the College of Agriculture and Bioresources to work to ensure food security at local, national and global scales. This calls for us to readjust our thinking in terms of teaching and learning. We can have meaningful impact by sharing our knowledge with communities to help them achieve social and economic goals and contribute to the success of our distinguished learners by providing more options for credential-based education. Providing easier access to AgBio courses by making it possible to obtain a credential at a distance makes it possible for learners to stay in their communities. We believe that this is particularly important to members of First Nations communities.

The Teaching and Learning, and Student Experience Plan of the Strategic Plan 2025 for the University of Saskatchewan speaks to Enhancing and Aligning Systems, Structures and Processes. Flexible learning is a key component in that thus providing a U of S credential that addresses the needs of Saskatchewan professions and communities through distance learning is an example of meeting this goal. As well, Sharing and Stories and Celebrating Our Successes looks for a measurable growth in undergraduate enrollment; and this certificate can contribute to that goal as well. More significantly, the proposed certificate addresses the goal of reflecting community needs through enhanced program offerings. This certificate, by addressing needs of the agriculture profession, can strengthen our relationship with the Saskatchewan Institute of Agrologists, another goal of the Teaching and Learning, and Student Experience Plan.

c. Is there a particular student demographic this program targets, and if so, what is that target? (e.g., Indigenous, mature, international, returning)

This program will target students seeking a U of S, AgBio credential that can be completed at a distance from Saskatoon Main Campus. For example, members of First Nation communities who seek agricultural knowledge as part of the growing participation of First Nations in the agriculture industry; international students who seek a credential that can be obtained without having to navigate the study permit process; degree-level students or practicing professionals that need to bolster their qualifications toward professional membership or broaden their scope of practice in the Saskatchewan Institute of Agrologists; and pre-service teachers or current teachers that are interested in learning about agriculture so they can offer agriculture programming to primary and secondary students;

d. What are the most similar competing programs in Saskatchewan and Canada? How is this program different?

The following programs that are most likely to be considered by the student demographic include:

- A three-year Diploma in Agriculture and Food Production, Saskatchewan Polytechnic
- The Saskatchewan Indian Institute of Technologies does not currently have a similar program; however, a program to train Indigenous students to work in the agriculture industry is under development.
- Olds College, Olds AB, has a 2-year diploma in Agricultural Management
- Lakeland College, Vermillion AB has a set of 1-year certificates in various agricultural areas.
- University of Manitoba has a 2-year diploma in Agriculture
- Assiniboine College, Brandon MB, has a 1-year diploma in agriculture
- Great Plains College, Swift Current SK, and Suncrest College, Tisdale SK, each have a certificate in Agricultural Science

Several post-secondary programs in agriculture are available that offer a credential (certificate or diploma) in a shorter time frame than the 4-year degrees offered by the U of S, U of A, U of M and UBC. Whereas the proposed certificate in Introductory Agriculture can be completed in less than a year, most of the programs available require 1 – 3 years of study. Also, these programs, except for the proposed certificate, require or have a component of in-person learning. Except for the U of M and the Lakeland College programs, these listed programs are not degree-level and the courses that compose them would not be transferable into a U of S undergraduate program. Finally, the nature of the material does not address the needs of the target students, which for the proposed certificate in Introductory Agriculture is the need for junior level courses to augment prior learning, to start a degree program at a distance, or put them on a path that permits transfer into a diploma or 4-year degree. Some institutions offer on-line courses in general agriculture, but these are not structured to fit into a certificate program, but instead are viewed as continuing education courses. The proposed certificate is unique.

Admissions:

The **Admission Framework** document must be reviewed to determine how an applicant will be considered for admission. There are several factors to consider when creating a new program. The Manager, Admissions and Transfer Credit, can assist in the development of the criteria. Information determined here should then be used to inform the completion of an Admission Template as found on <https://programs.usask.ca/programs/admission-requirements.php>

a. What are the admissions requirements of this program – high school subjects, secondary or post-secondary standing, minimum averages, English proficiency, and minimum scores on standardized tests?

Regular Admission – High School (less than 18 credit units of transferable post-secondary)

- Grade 12 standing or equivalent. Minimum average of 70% on five subject high school average (see Admissions calculation and average (April 2004)).

- Prerequisite subjects from each of the following subject areas*:
 - **Natural Sciences:** Biology 30 or Chemistry 30 or Physics 30
 - **Mathematics:** Foundations of Mathematics 30 or Pre-Calculus 30
- Proficiency in English.

**Applicants may be admitted with one subject deficiency*

Regular Admission – Post-Secondary (18 credit units or more transferable post-secondary)

- Minimum average of 60% on 18 or more transferable credit units or the cumulative weighted average from a recognized and/or accredited post-secondary institution; average calculated on all attempted courses (without breaking up an academic session) which are transferable to the University of Saskatchewan.
- Prerequisite subjects from each of the following subject areas*:
 - **Natural Sciences:** Biology 30 or Chemistry 30 or Physics 30
 - **Mathematics:** Foundations of Mathematics 30 or Pre-Calculus 30
- Proficiency in English.

**Applicants may be admitted with one subject deficiency*

Special (Mature) Admission

- Proof of age (21 or older).
- Biology 30 or Chemistry 30 or Physics 30; and Foundations of Mathematics 30 or Pre-Calculus 30
- A written submission demonstrating capacity to undertake university-level studies.
- Transcripts of any secondary or post-secondary coursework.
- Less than 18 credit units of transferable post-secondary coursework.
- Resume
- Proficiency in English

b. What are the selection criteria – how will you rank and select applicants? For example, ranking by admission average, admission test scores, interview scores, departmental recommendations, auditions, portfolios, letters of reference, admission essays, and definition of essential abilities for professional practice?

- **Regular Admission:** Academic average – 100% weighting
 - Average is calculated using five high school subjects or on 18 or more transferable credits.
- **Special (Mature) Admission:** Special admission package – 100% weighting
 - Applicants are admitted at the discretion of the college. The admission decision is based on the applicant’s written submission and demonstrated academic potential.

c. **What are admission categories** – regular admission, special admission, and Indigenous equity admission?

- **Regular Admission:** Academic average – 100% weighting
 - Average is calculated using five high school subjects or on 18 or more transferable credits.
- **Special (Mature) Admission:** Special admission package – 100% weighting
 - Applicants are admitted at the discretion of the college. The admission decision is based on the applicant’s written submission and demonstrated academic potential.

d. **What are the admission models** – direct entry, non-direct entry, ranked competitive or cut-off average? Is a confirmation of admission required?

Direct entry

e. **Intake** - how many seats are required to be filled – for first year and transfer students, reserved for Indigenous, Saskatchewan, out-of-province, and international students?

No reserved seats. Classes are established and enrollments will be expanded to meet demand.

f. **What are the application process and timelines** – September or January intakes, online application, application and document deadlines, and scholarship deadlines to consider?

Spring Term Application deadline: April 1 (International deadline: February 1)

Fall Term Application deadline: May 1 (International deadline: May 1)

Winter Term Application deadline: December 1 (International deadline: September 1)

(Spring and Summer Term intake application deadline)

The application process will be similar to that of our other degree and diploma programs. Scholarship deadlines are not applicable.

g. **Which office will manage the admission process** – TLSE, college, department, or a combination?

TLSE Admissions and Transfer Credit

h. Marketing and Promotion of New Program – consideration needs to be given to a communications plan and marketing of the new program.

A communications and marketing strategy for the new program will be led by AgBio Communications. This includes a new program webpage, a media release, updating print materials, and creating digital content to promote the new certificate.

i. Admissions Appeal – what will this process be.

The admissions process will be managed by the TLSE Admissions and Transfer Credit office. As per the admissions policy of the University:

“Grounds for an admission appeal shall be limited to (1) unit procedural errors, (2) evidence that the information used in the assessment of the decision was wrong or incomplete, or (3) evidence that the assessment was not made according to the published admission qualifications and selection criteria. A failure by the applicant to provide accurate and complete information in accordance with the established admission qualifications and selection criteria shall not be grounds for an appeal.”

j. Transfer Credit – when will this be assessed and by which office?

Transfer Credit will be evaluated by TLSE Admissions and Transfer Credit as part of the admission process.

Description of the program:

a. What are the curricular objectives, and how are these accomplished?

After engaging with the courses, students will be able to:

- Demonstrate a robust understanding and application of key competencies in the field of agriculture.
- They will have the ability to recognize and integrate diverse perspectives and multiple ways of knowing, essential for enhancing their professionalism and ethical practices within the agricultural community.
- Students will gain comprehensive knowledge of agrology, understand the scientific principles that govern agriculture, and effectively engage in professional communication within the sector.
- They will be equipped to apply scientific methods and literacy skills to address discipline-specific problems, critically analyze information for credibility.
- Moreover, they will understand the economic and environmental impacts of agriculture, fostering their ability to contribute to sustainable practices and food security globally.

b. Describe the modes of delivery, experiential learning opportunities, and general teaching philosophy relevant to the programming. Where appropriate, include information about whether this program is being delivered in a distributed format.

The proposed certificate in Introductory Agriculture is composed of five – 3 credit courses: AGRC 110, 111, 112, 113, and one of PLSC 201, 235 or AREC 220. Except for AREC 220, each of these courses are fully online and asynchronous. AREC 220 is only available in-person, and it is hoped that a fully online version will be available in the future. As a result of this delivery mode, experiential learning opportunities will be limited for distance students; however, AGRC 110, 111, 112, and 113 also have in-person offerings. The general teaching philosophy is one of flexibility for the student and addressing the need for general agriculture knowledge to and complement prior skills and knowledge; however, the online versions of the AGRC courses have assignments which require commentary and response to commentary by students on selected agricultural issues. AGRC 110 in both the online and in-person offering include a First Year Research Experience where students are placed into groups to collaborate on a research project and poster presentation.

This program is not intended to be delivered in a distributed format. All in-person or online courses originate out of the Saskatoon Main Campus.

c. Provide an overview of the curriculum mapping.

Curricular objectives mapped to the program courses.

Course Number/Name			Note	Key Comp. in Field of Ag.	Diverse Perspectives; Multiple Ways of Knowing	Knowledge of Agrology, Scientific Principles and Comm.	Scientific Methods, Literacy.	Econ. and Environ. Impacts of Agric.; Sust. Practice and Food Security
AGRC	110.3	Scientific Communications for the Agricultural Sciences	Required		X	X	X	
AGRC	111.3	Introduction to Plant and Soil Sciences	Required	X		X		X
AGRC	112.3	Animal Agriculture and Food Science	Required	X		X		X
AGRC	113.3	Introduction to Agri-Food Economics	Required	X		X		X
PLSC	201.3	Field Crops of Western Canada	One of Required	X		X	X	
PLSC	235.3	Urban Agriculture		X		X		
AREC	220.3	Indigenous Agriculture			X			X

d. Identify where the opportunities for synthesis, analysis, application, critical thinking, problem-solving are, and other relevant identifiers.

The junior-level AGRC courses in this certificate provide a base-knowledge of the agriculture industry and the science that supports it. The upper-year PLSC and AREC course options offer the student an opportunity to apply to and synthesis the base knowledge in a specific area of interest (urban, production, Indigenous) important to the various demographic groups. Assignments in AGRC 110 and 111 develop critical thinking skills by exposing students to literature searches and the process of assessing credible sources of knowledge. Both PLSC 201 and AGRC 110 require students to present on their work, providing an opportunity for synthesis of knowledge. In PLSC 235 students learn about designing urban garden systems which require working through the complexities of food production and the constraints of urban settings and civic policy. Students in AREC 220 discover the unique strategies Indigenous communities have developed to participate in the provincial agriculture economy and maintain traditional values of land management and sustainability.

e. Explain the comprehensive breadth of the program.

The comprehensive breadth of the program is to introduce concepts and knowledge fundamental to a base of learning in agriculture. The five courses selected introduce the student to soil and plant sciences, food and animal sciences, agricultural business and economics, communication of scientific knowledge, professionalism, ethics, other ways of knowing, and organization and analysis of agricultural data. The course material's introductory level is intended to complement prior or current studies in disciplines and related practice such as teacher education, ecology and earth sciences, and financial or legal.

f. Referring to the university "Learning Charter", explain how the learning pursuits are addressed and what degree attributes and skills will be acquired by graduates of the program.

Discovery goals: Students taking part in this certificate program will discover comprehensive general knowledge of the agriculture industry in Western Canada. With the option of further study in Urban Agriculture, Field Crops of Western Canada, or Indigenous Agriculture students will be able to utilize that knowledge in the context horticulture, production agriculture, or First Nations agriculture.

Knowledge goals: Students who complete the Certificate in Introductory Agriculture will acquire a strong base of knowledge in the agriculture industry of Western Canada including the broader perspective of growing food to meet a world demand and the science-based principles, techniques and processes that grow food to meet that demand. The chemical, biological, and fertility properties of soils and related agronomic principles necessary for crop production; animal production systems and the role of these in global food security and sustainability; food processing and nutritional value as well as food safety; the importance of the agricultural economy to Saskatchewan and Canada, and economic theory of production as it applies to the agriculture industry; scientific methods and communication for agriculture, professionalism, ethics, and other

ways of knowing; using digital technologies for communication and learning to collaborate and work in a team environment.

Students can also have the option to drill down into production systems of major field crops in Western Canada; or into the fruits and vegetables suitable for urban gardening and the complexities of designing sustainable urban food and gardening systems; or learn how agriculture has influenced the cultural and economic fabrics of Indigenous peoples in Canada, and about the origin and motivations fueling Indigenous food sovereignty movements.

Integrity goals: Academic integrity is an important component in the delivery of AGRC 110. Students complete the Academic Integrity modules and learn how to properly credit sources of information which is also practiced in AGRC 111. Students, whether online or in person, are held to high integrity standards by both faculty and sessional instructors.

Skills goals: Nearly all required and optional courses, except for AREC 220, are available online, with some in-person offerings. Whether online or in-person, most courses include a discussion forum where students are mentored to discuss and respond on relevant topics. In AGRIC 110 students work in teams to complete a FYRE (First Year Research Experience) project learning principles of research, writing skills, communication/presentation skills, and teamwork. Some of these skills are also embedded in AGRC 111 including use of the U of S Library system and applying the peer-review process. In AGRC 113 students apply economic concepts to current issues faced by consumers and the agriculture industry. Students can learn how to identify using plant characteristics, the major field crops of Western Canada, and identify appropriate places for urban food production using key site attributes.

Citizenship goals: Graduates from this certificate will have learned both soft and hard skills that enhance their citizenship following graduation. The student cohorts in these classes will be multicultural background. Other ways of knowing and sensitivity to First Nation concerns and challenges are introduced with the option to pursue with further study.

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

Students from other colleges and programs may enter the certificate program at any time because each of the AGRC courses do not have pre-requisites. PLSC 201 is a second term course that requires AGRC 111 as a pre-requisite; however, the students would have the opportunity to take AGRC 111 in fall term or the preceding spring/summer terms. PLSC 235 has a pre-requisite of 30 credit units of undergraduate course work; however, students who do not meet this requirement can apply for an override. AREC 220 does not have pre-requisites.

Students who are currently enrolled in or have graduated from AgBio degree programs such as the B.Sc. Food and Nutrition or the B.Sc. Renewable Resource Management would be eligible to enroll in the Certificate in Introductory Agriculture. Students who are currently enrolled in or have graduated from a closely related AgBio degree or diploma program (such as the Bachelor of Science in Agriculture degree) would not be allowed to enroll in the Certificate in Introductory Agriculture.

h. Specify the criteria that will be used to evaluate whether the program is a success within a specified timeframe

Measures of success will include a) tracking student enrolment and completion (we are aiming for a total of approximately 35 students enrolled in the certificate per year after 4 years of delivery; b) conduct an annual survey of enrolled students to determine the degree of participation by the target groups; and c) seek feedback from workplace graduates and industry to determine the perceived value of the certificate. Following two years of delivery, the Undergraduate Affairs Committee for the College will study the results and respond, if necessary, with measure to increase enrollment and/or the perceived value of the certificate.

i. If applicable, is accreditation or certification available, and if so, how will the program meet professional standard criteria? Specify in the budget below any costs that may be associated.

Accreditation or certification of this certificate program is not necessary; however, the certificate program is composed of junior level agrology courses, as defined by the Saskatchewan Institute of Agrology. Junior level agrology courses are often assigned by the Institute to applicants who possess a four-year degree level that does not meet the full criteria for membership. The courses identified in this certificate are several of the courses commonly recommended by the Institute.

Consultation:

a. Describe how the program relates to existing programs in the department, in the college or school, and with other colleges. Establish where students from other programs may benefit from courses in this program. Does the proposed program lead into other programs offered at the university or elsewhere?

The courses that are offered as part of the Certificate in Introductory Agriculture can be used to meet requirements or elective options in nearly all AgBio degree or diploma programs, which creates laddering opportunities for students who wish to seek further education. Students in other science programs who seek employment in agriculture sector but are not in an AgBio degree program would benefit from this certificate because it would provide the agrology credits needed to secure entry into the Saskatchewan Institute of Agrology. Examples of other programs would include Biology, Chemistry, Geography, Geology, Engineering, Commerce. Students in teacher-education programs would also benefit from this certificate as it would position them to deliver secondary courses in agriculture using provincial curriculum that already exists. The proposed certificate can lead into existing programs offered by the College of Agriculture and Bioresources, such as the BSA, BSc Animal Bioscience, BSc Agribusiness, and the BSc RRM, as well as the Diploma in Agronomy and the Diploma in Agribusiness, because each of those programs require some of the courses in the proposed certificate and all these courses could be used as restricted electives in several.

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

College of Arts and Science: We corresponded with Dr. Jennifer Lang, Interim Vice-Dean, College of Arts & Science. Provided a 1-page description of the proposed certificate (see related documentation) and received the following email indicating that the college has no concerns. At the time of the consultation, PLSC 214 had been included as a required course instead of the options to take PLSC 201, 235 and AREC 220. It is not expected that this change will affect their decision as they do not include or impact Arts & Science courses.

From: Lang, Jennifer <jennifer.lang@usask.ca>
Sent: September 24, 2024 7:59 PM
To: Yates, Tom <tom.yates@usask.ca>
Cc: Dahl, Alexis <alexis.dahl@usask.ca>; Shirkie, Amie <amie.shirkie@usask.ca>
Subject: Re: Description of Introductory Ag Certificate

Hello Tom,
Thank you very much for sending this one-page description to us. After reviewing the document, we thank you for consulting us, and the College of Arts & Science has no objections to your proposal. I'm sorry this is such late notice before the meeting and we are still happy to meet if you would like or need to ask us questions, but we have no objections to your proposed certificate.
Please let us know if you would like to cancel our meeting tomorrow morning, otherwise, we will be there to meet with you as planned.
Have a great evening.
Jen

Jennifer Lang, Ph.D.
Interim Vice-Dean Academic
Professor, Music Educational Choral

University of Saskatchewan
College of Arts & Science Dean's Office, Arts 230
Ph: 306-966-6812

College of Education: A meeting held with Shaun Murphy, Associate Dean Academic for the College of Education on September 25th. In advance of the meeting, he was provided with the 1-page description of the proposed certificate. ADA Murphy indicated that he has no problem with the implementation of the new certificate; however, he felt it was important to be aware of the academic expectations of pre-service teachers in relation to their required education courses that are required to obtain teacher certification in Saskatchewan as well as the possibility of overloads needed to enroll in extra courses required for this certificate. Also, to be aware that the Saskatchewan Professional Teachers Regulatory Board (SPTRB) has very specific requirements for graduates to obtain Advanced Qualification Certificates (AQC) and if students are hoping to enroll in the Certificate in Introductory Agriculture as an AQC, the SPTRB should first be consulted.

This feedback was taken into consideration when preparing an estimate of the student enrollment over the first 5 years of the program. Dr. Murphy has indicated that he will provide a letter of support to the proposal.



Murphy, Shaun
To: Yates, Tom

😊 ↩ Reply ↶ Reply all → Forward 📎 ⋮
Thu 2024-09-26 10:05 AM

🚩 Flagged

🕒 You replied on Tue 2024-10-01 8:48 AM

Hi Tom,

Here is a draft..after you have looked at it I will put it on letterhead with my signature to make it more formal.

I was pleased to meet with Dr. Tom Yates, Associate Dean (Academic) in the College of Agriculture and Bioresources, on September 25, 2024 to discuss the proposed Certificate in Introductory Agriculture. I have no problem with the implementation of this new certificate.

Please be aware of the academic expectations of pre-service teachers in relation to their required education courses that are required to obtain teacher certification in Saskatchewan as well as the possibility of overloads needed to enroll in extra courses required for this certificate. Also, please be aware that the Saskatchewan Professional Teachers Regulatory Board (SPTRB) has very specific requirements for graduates to obtain Advanced Qualification Certificates (AQC) and if students are hoping to enrol in the Certificate in Introductory Agriculture as an AQC, the SPTRB should first be consulted.

Thanks,
Shaun

M. Shaun Murphy, Ph.D.
Associate Dean
Undergraduate Programs, Partnerships, and Research
College of Education
Ph: 306-966-7560

Prince Albert Campus: We met with Dr. Jay Wilson, Principal of Prince Albert Campus on September 23rd, 2024. Dr. Wilson received the 1-page description of the program prior to the meeting. He voiced no concerns and expressed considerable support for the proposed certificate as it will offer a Usask credential from the College of Agbio that can be completed with a year and speaks to the needs of PA Campus students, many of whom seek continuing education and are not capable or interested in taking classes at the Saskatoon Main Campus. Dr. Wilson has provided a letter of support.

Office of Registrar:

Information Technology: See attached

U of S Library: See attached

Facilities Management: See attached

c. Proposals that involve courses or other resources from colleges outside the sponsoring unit should include evidence of consultation and approval. Please give special consideration to pre- and co-requisite requirements when including courses from other colleges.

The proposed certificate does not include courses or need resources from units outside the College of Agriculture and Bioresources.

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

Saskatchewan Institute of Agrology: On September 26th, 2024, the ADA for AgBio met with Valerie Pearson, the Executive Director of the Saskatchewan Institute of Agrologists to discuss the proposed certificate. Prior to the meeting Ms Pearson received the 1-page description. Valerie had no concerns about the proposal and indicated that it would be of use to professionals and current students who seek Professional Agrologist status in the Saskatchewan Institute of Agrologists who have what is referred to by the SIA as a “non-agrology” degree.

To be registered as a Professional Agrologist the applicant must have a 4-year degree or equivalent. This degree must include a substantial number of junior and senior agrology credits, such as would be obtained from a Bachelor of Science in Agriculture degree. However, the agriculture industry requires a broad spectrum of disciplinary knowledge and skills. The SIA registers professionals with degrees that have a focus on, for example, environmental science, commerce, biology or geography. In cases where the professional holding a “non-agrology” degree is determined to be working with producers and other ag-industry professionals or potentially in a role that would see them providing advice to producers, the Admissions and Registration Committee of the SIA will require the applicant to obtain additional agrology credits, usually in the form of introductory agriculture courses as it is formal education in the basic understanding of the agriculture industry that is often lacking. The proposed certificate would provide 15 cu of agrology credits that are typically assigned by the SIA Admissions and Registration Committee in these situations. Having these courses count toward a degree-level credential would be attractive to students and graduates of commerce, basic sciences, engineering and related degrees.

vp Valerie Pearson <valerie.pearson@sia.sk.ca> Wed 2024-12-18 11:27 AM
To: Yates, Tom
Cc: Annette Horvath; Valerie Pearson

You replied on Wed 2024-12-18 12:18 PM

CAUTION: External to USask. Verify sender and use caution with links and attachments. Forward suspicious emails to phishing@usask.ca

Dear Tom

I have reviewed the materials related to the College of Agriculture & Bioresource’s new Certificate in Introductory Agriculture program. On behalf of the Saskatchewan Institute of Agrologists (SIA), I am pleased to confirm our support for this certificate.


The SIA recognizes this program is designed for individuals without a background in agriculture, aiming to help them pursue careers in the agriculture industry. Additionally, the certificate will benefit the SIA by providing an option for applicants from non-traditional agrology backgrounds, including their education, who are seeking registration.

The Certificate in Introductory Agriculture will serve as additional training for agrologists, although on its own, it will not be sufficient for licensure as an agrologist.

We look forward to updates on the program and wish you success in its development.

Valerie

Valerie Pearson PAg BAC, ICD.D, Co-opD.D | Executive Director & Registrar



SIA Saskatchewan Institute of
Agrologists
Licensed. Trusted. Professionals.

Budget:

The ***Budgetary and Financial Implications Form*** must be completed to determine the cost impact of the proposed program. **Information about budget and financial implications appears in that form.**

College Statement: This proposal was developed in consultation with College of AgBio Undergraduate Affairs Committee and Faculty Council with revisions made based on feedback presented by our faculty and department heads. The consensus was that the proposed certificate would be a valuable addition to the college programs. The College is not requesting any additional resources to support this program.

Related Documentation

In the submission, please attach any related documentation which is relevant to this proposal, such as:

- • Relevant sections of the College's/School's plan
- • Accreditation review recommendations
- • Letters of support - if courses from colleges outside the sponsoring unit are required, please include letters of support for each.
- • Memos of consultation
- • External Agreements – if the new program or major revision is dependent upon an external partnership or agreement, this must be completed and included.

Consultation Forms Attach the following forms, as required.

Required for all submissions:

Consultation with the Registrar form (Note: this form will be completed by SIS during the Consultation with the Registrar meeting. Completion is based upon the proposal and the meeting discussion; no preliminary work from the college is required).

Budget forms, including tuition. **MS Excel Template**

Complete Catalogue entry, if proposing a new program, or excerpt of existing program with proposed changes marked in red

o Please include admission requirements, complete program of study, and all new, deleted or changed courses in the entry.

Entry for marketing website: admissions.usask.ca/programs/find-a-program OR gradprograms.usask.ca as appropriate. **TBD**

Entry for the Tuition website: students.usask.ca/money/tuition

Required for all new courses:

New Course Proposal Form **n/a**

Required if resources needed: Please consult the attached checklist below for a list of necessary forms to be completed and included in the application package.

Submission of Form:

Please submit all completed Proposal for Curricular Changes and other required forms to this email address: academic_programs@usask.ca

Academic Programs Approval Process

Checklist of forms and consultations to be completed before submission of a *Proposal for New Programs or Curricular Changes* to Academic Programs Committee of Council

Required Consultation/Office	Required Form (as applicable)	Date completed (if not required, briefly explain why)	Who did you meet with?
1 Consultation with other colleges re: impact or similar programs	N/A		
2 Financial Sustainability/Tuition Review	<i>Budgetary and Financial Implications Worksheet</i>		
3 Consultation with Manager, Admissions and Transfer Credit	<i>Admissions Template</i>		
4 Budget Consultation with Institutional Planning and Assessment	<i>Budgetary and Financial Implications Worksheet</i>		
5 Provost sign-off on Budgetary and Financial Implications Worksheet	<i>Budgetary and Financial Implications Worksheet</i>		
6 Secure College Faculty Council Approval	<ul style="list-style-type: none"> • <i>Proposal for Academic or Curricular Change Form</i> • <i>Completion of Physical Resource and Space Requirement Form</i> • <i>Completion of Library Requirement Form</i> 		

- Completion of *ICT Requirement Form*
- Completion of *New Course Creation Form*
- Completion of *Catalogue Entry*

7 (For graduate programs) Secure College of Graduate and Postdoctoral Studies Approval

8 Consultation with Registrar

(As above)

Consultation with the Registrar Form (completed during the consultation)

Consultation with the Registrar (CWR) – Proposal Highlights

Title of Proposal: Degree-Level Certificate in Introductory Agriculture

General Description: The College of Agriculture and Bioresources proposes this undergraduate degree-level certificate using existing courses that are all taught online, with the exception of one elective course. The goal is to provide both distance and in-person learners with access to agricultural education.

Degree College: College of Agriculture and Bioresources

College Approval: College Faculty Council meeting will review the proposal and vote on December 10, 2024

Effective Term: May 2025

Course implications

- No new courses; using existing courses

Registration and classes

- Apart from the in-person elective AREC 220, all courses will offer both in-person and online sections
- No change to standard class time slots, terms, and sessions
- Room scheduling needs will be similar to current needs

Convocation

- No new hood

Financial and Budget

- Standard, existing tuition rates and per credit unit method of assessment
- SFO and Provost's Office approved to proceed with CWR step

Student Mobility

- No unique mobility or external partners/agreements

UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REQUEST FOR DECISION

PRESENTED BY: Carolyn Augusta, Chair, Academic Programs Committee

DATE OF MEETING: January 30, 2025

SUBJECT: **Master of Nursing: Nurse Practitioner Replacement Program**

MOTION: *It is recommended by the Academic Programs Committee that Council approve the Master of Nursing: Nurse Practitioner Replacement Program effective May 2026.*

CONTEXT AND BACKGROUND:

The College of Graduate and Postdoctoral Studies is proposing a replacement program for the Master of Nursing: Nurse Practitioner program. The revised curriculum being proposed is in response to the new Canadian Regulatory Model for Nurse Practitioners. The new model will shift away from current specialty streams in Nurse Practitioner Education, thus removing the need for the currently used Primary Health Care concentration. Admission changes include an increase to the cumulative weighted average and addition of a statement of intent and up-to-date CV. The proposed admission and curricular changes will be effective for students starting the program in September 2026.

CONSULTATION:

The Graduate Programs Committee in CGPS reviewed the replacement proposal at its meeting on October 23, 2024. The committee was impressed by the detail in the proposal and highlighted the thought put into developing the courses in stages. The proponents met with the committee and discussed the rationale for waiving 6 credit units of course work for students with previous credit for NURS 818 and NURS 821. The proponents clarified the rationale in the proposal and made minor editorial corrections, which were cleared by the Graduate Committee Chair following the approval of the proposal.

On January 8, 2025, the College of Graduate and Postdoctoral Studies and the College of Nursing brought forward the proposal to the Academic Programs Committee of Council (APC). Members had the opportunity to review the proposal, ask questions and participate in a thorough discussion. APC voted in favour of this replacement program.

NEXT STEPS:

University Council has the authority to approve changes to admissions qualifications. Senate confirmation of the decision is required before the changes can take effect.

The admission changes for the Master of Nursing: Nurse Practitioner Program are proposed for the 2026-2027 admission intake.

ATTACHMENTS:

1. Master of Nursing: Nurse Practitioner Replacement Program Proposal

Master of Nursing Nurse Practitioner Replacement Program

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MEMORANDUM

To: Academic Programs Committee of Council
From: Graduate Programs Committee, CGPS
Date: December 20, 2024
Re: Master of Nursing: Nurse Practitioner replacement program

The College of Graduate and Postdoctoral Studies is recommending approval of a replacement program for the Master of Nursing: Nurse Practitioner (NP) program. Revised curriculum is being proposed in the response to the new Canadian regulatory model for Nurse Practitioners. The new model will shift away from current specialty streams in Nurse Practitioner education, thus removing the need for the currently used Primary Health Care concentration. Admission changes include an increase to the cumulative weighed average and addition of a statement of intent and up-to-date CV. The proposed admissions and curricular changes will be effective for students starting the program in September 2026.

The Graduate Programs Committee reviewed the replacement proposal at its meeting on October 23, 2024. The committee was impressed by the detail in the proposal and highlighted the thought put into developing the courses in stages. The proponents met with the committee and discussed the rationale for waiving 6 credit units of course work for students with previous credit for NURS 818 and NURS 821. The proponents clarified the rationale in the proposal and made minor editorial corrections, which were cleared by the committee chair following the approval of the proposal. The proposal was approved with the following motion:

Motion: To recommend approval of the replacement program for the Master of Nursing: Nurse Practitioner program, including 13 new courses, conditional on the minor revisions noted. **McIntyre/Martin – CARRIED unanimously**

Attached please find the proposal for the Master of Nursing, Nurse Practitioner replacement program.

If you have any questions, please contact the Academic Affairs Specialist at gradprograms.academicaffairs@usask.ca.



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Proposal for New Programs or Curricular Changes

Title of proposal: Master of Nursing Nurse Practitioner

Degree(s): Master of Nursing Nurse Practitioner (MN-NP)

Field(s) of Study: Nursing

Level(s) of Concentration: None

Option(s):

Degree College: College of Graduate and Postdoctoral Studies

Contact person(s) (name, telephone, fax, e-mail):

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Proposed date of implementation: Sept 2026

Proposal Document

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

Academic Justification:

a. *Describe why the program would be a valuable addition to the university from an academic programming perspective.*

Nurse Practitioners (NPs) are Registered Nurses with graduate degrees and advanced competencies to independently diagnose and treat illnesses, order and interpret diagnostic tests, prescribe medications, perform procedures and manage overall patient care. With a broad and independent scope of practice, NPs are important providers to help meet the healthcare needs of Canadians in both hospital and community settings.

Canada is implementing a new regulatory model for NPs which includes revised NP entry-level competencies addressing diverse populations and practice settings, one national entry-level examination for all NPs, and one NP registration category. The new regulatory model will shift away from the current specialty streams of NP education and registration (i.e. Primary Health Care, Adult, Pediatric, Neonatal) to one common NP entry-to-practice and registration, requiring Canadian universities to review and revise NP curricula to align with changes. The University of Saskatchewan College of Nursing currently has a highly popular Master of Nursing, Nurse Practitioner concentration in Primary Health Care program and Postgraduate Degree Specialization Certificate: Nurse Practitioner program (PGDSC). These programs require adaptation to meet the new regulatory requirements and remove the specialty focus, thus allowing the University to continue educating NPs to help meet regional and national health care needs and provider shortages.

b. *Considering strategic objectives, specify how the new program fits the university signature areas and/or institutional plans and/or the college/school and/or department plans.*

The University of Saskatchewan has the bold ambition to *be what the world needs*. Educating nurses to develop NP competencies as advanced

providers, leaders, advocates, scholars, collaborators and educators holds great potential to help address current local and global health care needs. As health care providers, NPs help improve health outcomes for individuals, families, communities and populations, addressing current health human resources shortages.

The revised MN-NP program will also help the College of Nursing address their Strategic Plan goals of delivering high-quality responsive graduate nursing education, building up the Indigenous nursing workforce across Saskatchewan and Canada, and contributing to the health of our communities.

c. Is there a particular student demographic this program targets, and if so, what is that target? (e.g., Indigenous, mature, international, returning)

Similar to the current MN-NP and PGDSC programs, the new MN-NP program will target Registered Nurses with a minimum of 2-years clinical experience interested in advancing their knowledge, skills and competencies. Select seats are reserved for Saskatchewan (17 seats, in alignment with government funding) and Indigenous students (16.67%), with a focus on recruitment of students to meet the needs of rural, remote and underserved areas/populations of Western and Northern Canada.

d. What are the most similar competing programs in Saskatchewan and Canada? How is this program different?

There are a variety of models for Graduate NP education used in Canada responding to different student learning preferences, regional needs, and modes of learning. The University of Saskatchewan offers a distance education program, aligned with the College of Nursing “Learn where you live” approach. The program is front loaded meaning that students take theory courses to gain foundational knowledge prior to engaging in experiential clinical courses in the later year of their program. Theory courses are delivered synchronously online using web conferencing (i.e. Zoom) which provides an opportunity for real-time engagement and interaction between students and course instructors to support learning. Within Saskatchewan, the Collaborative Nurse Practitioner (CNPP) program offered through a partnership between Saskatchewan Polytechnic and the University of Regina is the only other NP program. The CNPP differs from the USask NP program in that it is delivered

asynchronously online, with clinical integrated throughout. Both the USask and CNPP programs are offered in 2 and 3-year study options, are funded by the Saskatchewan government for Saskatchewan student seats, and support graduation of students to meet the increasing NP workforce needs in Saskatchewan and Canada. The programs address different learning styles and preferences of students, with the USask program attracting those who desire real-time classes, and the CNPP attracting those who prefer self-directed asynchronous classes. There is currently sufficient demand for both NP programs within the province and high applicant numbers from both in and out-of-province students for the USask NP program.

Table 1. NP Student Applications 2018/19 – 2024/25

Academic Year	Total Applications	Saskatchewan	Non-Saskatchewan
2018/19	74	28	46
2019/20	104	23	81
2020/21	107	19	90
2021/22	174	39	135
2022/23	140	35	105
2023/24	255	52	203
2024/25	223	47	176

Admissions:

The **Admission Framework** document must be reviewed to determine how an applicant will be considered for admission. There are several factors to consider when creating a new program. The Manager, Admissions and Transfer Credit, can assist in the development of the criteria. Information determined here should then be used to inform the completion of an Admission Template as found on <https://programs.usask.ca/programs/admission-requirements.php>

- a. **What are the admissions requirements** of this program – high school subjects, secondary or post-secondary standing, minimum averages, English proficiency, and minimum scores on standardized tests?

The language of instruction and examination at the University of Saskatchewan is English. Minimum standards of English proficiency are required in all components, including written, spoken, reading, and listening, to ensure that students can understand and communicate clearly to be successful in their graduate programs. Canadian applicants are generally not required to provide proof of language proficiency. All other

applicants for admission to the College of Graduate and Postdoctoral Studies are required to present proof of proficiency in English. Higher than minimum scores will be required for the TOEFL and IELTS to align with proposed changes to the admission requirements for all College of Nursing graduate programs.

The admission cutoff grade of 75% reflects the high academic standards necessary for success in this competitive program. As nurse practitioners take on advanced clinical responsibilities in diagnosing and prescribing, applicants must demonstrate not only solid academic performance but also a strong foundation in their role as Registered Nurses (RNs). The 75% cutoff helps ensure that candidates possess the knowledge and critical thinking skills needed for the rigorous graduate level coursework and clinical practice ahead.

Requiring a statement of intent and an up-to-date CV allows the admissions committee to assess each candidate's professional experience, career goals, and commitment to advanced practice nursing. These documents provide insight into the candidate's ability to succeed in the program by highlighting their practical experience, leadership potential, and readiness to take on more complex clinical responsibilities and graduate level education.

The following admissions requirements will be applied to the new MN-NP program:

- A bachelor's degree in Nursing, from a recognized college or university
- A cumulative weighted average of at least 75% (USask grade system equivalent) over final 60cu of BSN or approved post BSN Post-secondary courses
- 3600 hours of clinical practice in Canada as a RN within the past five years
- Current licensure as a RN in a Canadian province or territory
- Equivalent of three credit units in each of physical assessment, pharmacology, physiology, statistics, and research methods at the undergraduate level
- Language Proficiency Requirements: Proof of English proficiency may be required for applicants to graduate programs. Proof of English proficiency may be demonstrated through:
 - A minimum of three consecutive years of full-time study or completion of a graduate degree at a recognized post-secondary institution, where the exclusive language of instruction and examination of the program and/or institution is English; or

- Provision of evidence of English language proficiency, using one of the approved tests listed in the English Language Proficiency Policy.

Acceptable test scores are as follows:

- TOEFL: a combined minimum total score of 94, with a minimum **of 24 out of 30 in the writing component, and a minimum of 22 out of 30 in the reading, listening, and speaking components.**
- IELTS: an overall score of 7.0 with no score below 6.5 in each

- Essay (Statement of Intent)
- Up-to-date CV

Required Documents for Admission:

- Proof of current Canadian license as a Registered Nurse
- Proof of 3600 clinical practice hours in a Canadian healthcare setting within the past 5 years
- Transcripts from all post-secondary institutions attended
- Three references – one clinical, one academic, and one additional reference who can speak to your ability to succeed in graduate studies (i.e. academic, clinical, supervisor)

b. What are the selection criteria – how will you rank and select applicants? For example, ranking by admission average, admission test scores, interview scores, departmental recommendations, auditions, portfolios, letters of reference, admission essays, and definition of essential abilities for professional practice?

Applicants who meet minimum admission criteria will be reviewed by the College of Nursing NP Program Admissions Committee and ranked based on comprehensive scoring of the application package including consideration of total of admission average, CV, essay, and references. Geographical location will also be considered as the ability to secure clinical placements is integral to program completion.

c. What are admission categories – regular admission, special admission, and Indigenous equity admission?

- Regular Admission
- Indigenous Equity Admissions

- d. *Intake*** - how many seats are required to be filled – for first year and transfer students, reserved for Indigenous, Saskatchewan, out-of-province, and international students?

17 seats will be funded by the Saskatchewan government's Health Human Resources program. 16.67% of seats will be reserved for Indigenous students. Priority for seats beyond the 17 seats reserved for Saskatchewan students will be given to students from the Yukon, Northwest Territories, and Nunavut where there is currently no NP program offered, as well as rural/remote areas of Western Canada to fit with the *Learn where you Live* approach of the College of Nursing.

- e. *What are the application process and timelines – September or January intakes, online application, application and document deadlines, and scholarship deadlines to consider?***

September intake

Online applications managed through RMS.

Applications will open in October for possible admission the following September.

Application window and document deadline will be in mid-January.

- f. *Which office will manage the admission process – TLSE, college, department, or a combination?***

Admissions will be managed by collaboration between the College of Nursing Graduate Program and University of Saskatchewan College of Graduate and Postdoctoral Studies, consistent with current practices within the College for admissions to Graduate Nursing programs.

- g. *Marketing and Promotion of New Program – consideration needs to be given to a communications plan and marketing of the new program.***

Marketing for the current NP programs will be shifted to the new NP program including updating of College of Nursing website materials, social media/online marketing, conference attendance, and other advertisements. We do not anticipate additional budget will be required for marketing as resources will shift from the old, to the new program.

- h. *Admissions Appeal – what will this process be.***

As a program of the College of Graduate and Post-doctoral Studies (CGPS), the CGPS processes for admissions appeals will be followed. <https://cgps.usask.ca/policy-and-procedure/Admissions/admissions.php>

i. Transfer Credit – when will this be assessed and by which office?

The [College of Nursing Graduate Policy for Transfer Credit](#) will be applied to determine transfer credit within the program. As per this policy:

When a student has been admitted to a College of Nursing master's program they are eligible to transfer coursework from another institution:

- After the student has established a satisfactory registration record at the U of S for at least one term in a regular academic year.
- On recommendation from the graduate chair, NP director or student supervisor.
- Within the four-year time limit
- When at least 60% of the program requirements are completed at the University of Saskatchewan.
- To a maximum of:
 - 9cu for students in the **professional practice**
 - 6cu for students in the **thesis**
 - 6cu for student in the **nurse practitioner**

Description of the program:

a. What are the curricular objectives, and how are these accomplished?

Curricular objectives support students to achieve regulatory standards and competencies, critical inquiry skills, knowledge in health care improvement, and professional attributes required of entry-level nurse practitioners. Specific program outcomes include:

By completion of the MN-NP program students will:

1. Meet the professional practice, ethical standards and entry-level competencies for nurse practitioners with respect to the safe and effective delivery of health care to individuals, groups and populations. [Regulatory Standards]

2. Use the principles of evidence-informed practice and possess the ability to contribute to the body of evidence related to nurse practitioner practice and knowledge [Critical Inquiry]
3. Analyze, evaluate, and apply advanced nursing knowledge to improve health, health equity and health outcomes. [Promoting Health Outcomes]
4. Demonstrate entry-level nurse practitioner proficiencies in leadership, interprofessional collaboration, advocacy, education, scholarship and clinical practice. [NP Competencies]
5. Demonstrate accountability, autonomy, integrity, and a professional growth mindset in a nurse practitioner role [Professional Attributes].

These outcomes will be achieved through a blended learning approach that includes synchronous and asynchronous learning, lab and clinical experiences.

b. Describe the modes of delivery, experiential learning opportunities, and general teaching philosophy relevant to the programming. Where appropriate, include information about whether this program is being delivered in a distributed format.

The NP program will continue to use the distributed *Learn Where you Live* approach, allowing students to pursue graduate education from their home community, something our current NP student body has found attractive. Classes will be delivered in various formats including synchronous online seminars, labs, and asynchronous online courses. Mode of content delivery will be guided by course content as well as practical considerations such as scheduling synchronous classes when students are in clinical placements. On-site skills labs are integrated into the program to teach hands-on clinical skills such as procedures and advanced physical examination. Experiential learning through clinical placements is included in the final year of the program to apply, develop and consolidate to advanced clinical competencies required of NPs.

As a graduate degree, the USask NP program requires students to apply advanced-level thinking, analysis, critical evaluation, and self-direct learning. Course design is based on a professional, self-directed learning environment in which instructors

facilitate and support student development of entry level NP competencies (ELCs) and graduate level learning outcomes (as defined by the [CASN National Nursing Education Framework](#), 2022). As adult learners, students are expected to take responsibility for their own learning, identifying personal learning needs and engaging in learning activities to meet course learning outcomes.

All courses use the University LMS [currently Canvas] to facilitate course delivery with synchronous online seminars using Zoom as the videoconferencing platform for delivery.

c. Provide an overview of the curriculum mapping.

The new MN-NP Program will build on foundations and strengths of the current Masters of Nursing Primary Health Care Nurse Practitioner program with adaptations to encompass broader health care settings/populations, revised NP Entry Level Competencies (ELCs), and opportunities for program improvement identified through evaluation of the current program. A comparison of the current and new NP programs is found in Table 2.

The biggest changes in the program come through enhanced emphasis on leadership, health care improvement, advocacy, and counselling competencies as well educating NPs for diverse health care settings, in response to the revised NP entry-level competencies. Clinical courses changes are also more significant, capitalizing on opportunities for improvement identified through program evaluation. Current NP clinical courses are heavy for 3-credit unit courses, including 240 clinical hours, clinical assignments to assess clinician competencies, asynchronous learning modules to develop theoretical knowledge, and evaluative components to assess other NP competency roles (i.e. scholarship, advocacy, leadership). If a student is successful meeting competencies in the clinical component of the course, but not the theory component, they are required to repeat the entire course, however, may have little benefit from repeating the portion of the course for which they have already met competency. Program evaluation identified opportunity to better streamline content so

clinical courses focus specifically on clinician competencies and an NP role development course is added to focus on other competencies that support NP role development. Opportunity to enhance the NP program project through integration of scaffolded assignments that provide opportunity for feedback, revision and refinement, was also identified. Currently student complete a project proposal as part of their final practicum course. Spacing this project over multiple terms provides time for students develop, implement and evaluate the project, better meeting NP ELCs and MN learning outcomes related to leading (designing, implementing and evaluating) health care improvement initiatives.

Table 2. Comparison of Current and New MN-NP Programs

Subject Matter	Current MN-NP Program (CU)	NEW MN-NP Program (CU)	Summary of Changes
Research/Evidence-Informed Practice	NURS 821.3: Evidence-Informed Practice in Nursing (3.0 CU)	NURS 821.3: Evidence-Informed Practice in Nursing (3.0 CU)	<ul style="list-style-type: none"> • No changes. • Common to MN-NP and MN-course based programs, addressing common MN competencies in research and statistics
Statistics	NURS 818.3: Applied Statistical Methods in Nursing (3.0 CU)	NURS 818.3: Applied Statistical Methods in Nursing (3.0 CU)	<ul style="list-style-type: none"> • No changes. • Common to MN-NP and MN-course based programs, addressing common MN competencies in research and statistics
Theoretical Foundations	NURS 883.3: Theory for Advanced Practice Nursing Roles and Primary Health Care (3.0 CU)	NURS XXX.3 Theory for Nurse Practitioner Practice (3.0 CU)	<ul style="list-style-type: none"> • Minor revisions • Enhanced focus on NP role identity • Integration of revised NP competencies
Pathophysiology and Pharmacology	NURS 881.3/886.3: Pathophysiology-Pharmacology for Advanced Nursing Practice I (3.0 CU) and II (3.0 CU)	NURS 881.3/886.3: Pathophysiology-Pharmacology for Nurse Practitioner Practice I (3.0 CU) and II (3.0 CU)	<ul style="list-style-type: none"> • Minor revisions • Enhanced alignment of topics with other courses • Integration of revised NP ELCs
Advanced Health Assessment and Diagnostic Reasoning	NURS 884.3/879.3: Advanced Health Assessment & Diagnostic Reasoning I (3.0 CU) and II (3.0 CU)	NURS 884.3/879.3: Advanced Health Assessment & Diagnostic Reasoning I (3.0 CU) and II (3.0 CU)	<ul style="list-style-type: none"> • Minor revisions • Enhanced alignment of topics with other courses • Integration of revised NP ELCs
Clinical Preparation/Lab	NURS 875.3: Transition to Advanced Nursing Practice (3.0 CU)	NURS 875.3 Transition to Nurse Practitioner Practice (3.0 CU)	<ul style="list-style-type: none"> • Minor revisions • Enhanced alignment of topics with other courses • Integration of revised NP ELCs
Health Promotion and Counselling	NURS 885.3: Therapeutics I Individual to Community (3.0 CU)	NURS xxx.3 Therapeutic Foundations for Nurse Practitioner Practice (3.0 CU)	<ul style="list-style-type: none"> • Significant revisions • Focus on health promotion, advanced communication, counselling, and culturally safe care • Support development of foundational non-pharmacological therapeutics strategies for expanded NP role • Emphasis on NP roles as advocate, educator and counsellor.

<p>Clinical I</p>	<p>NURS 880.3: Practicum I Advanced Practice Nursing in Primary Health Care (3.0 CU)</p>	<p>NURS xxx.3 Nurse Practitioner Clinical Residency I (3.0 CU)</p> <p>AND</p> <p>NURS xxx.3 Nurse Practitioner Role Development I (3.0 CU)</p>	<ul style="list-style-type: none"> • Clinical and theory components separated <p>Clinical I</p> <ul style="list-style-type: none"> • Asynchronous • 200 clinical hours in primary care • Focus on clinician competencies in assessment and diagnosis <p>NP Role Development I</p> <ul style="list-style-type: none"> • Blended asynchronous learning with bi-weekly seminars offering opportunity for real-time discussion/engagement • Focus on non-clinician NP competencies (leadership, scholar, advocate) • Capstone project proposal related to NP role in healthcare improvement
<p>Clinical II</p>	<p>NURS 888.3: Practicum II: Nursing Therapeutics and Advanced Management (3.0 CU)</p>	<p>NURS xxx.3 Nurse Practitioner Clinical Residency II (3.0 CU)</p> <p>AND</p> <p>NURS xxx.3 Nurse Practitioner Role Development II (3.0 CU)</p>	<ul style="list-style-type: none"> • Clinical and theory components separated <p>Clinical II</p> <ul style="list-style-type: none"> • Asynchronous • 250 clinical hours in primary care + specialized setting • Focus on clinician competencies with increasingly complex presentations; management and counselling <p>NP Role Development II</p> <ul style="list-style-type: none"> • Blended asynchronous learning with bi-weekly seminars offering opportunity for real-time discussion/engagement • Focus on non-clinician NP competencies (leadership, scholar, advocate) • Capstone project implementation and final report
<p>Clinical III</p>	<p>NURS 878.3: Practicum III: Advanced Practice Nursing with Vulnerable Populations (3.0 CU)</p>	<p>NURS xxx.3 Nurse Practitioner Clinical Residency III (3.0 CU)</p> <p>AND</p>	<ul style="list-style-type: none"> • Clinical and theory components separated <p>Clinical III</p> <ul style="list-style-type: none"> • Asynchronous • 300 clinical hours

		NURS xxx.3 Nurse Practitioner Role Development III (3.0 CU)	<ul style="list-style-type: none"> Consolidation of competencies to the level of an entry-level NP NP Role Development III <ul style="list-style-type: none"> Blended asynchronous learning with bi-weekly seminars offering opportunity for real-time discussion/engagement Focus on non-clinician NP competencies (leadership, scholar, advocate) Capstone project proposal dissemination Comprehensive Exam
Non-Credit Courses	NURS 990, GPS 960	NURS 990, GPS 960	
Total Courses, Credit Units	12, 36 cu	15, 45 cu	

The overall credit units in the program will increase from 36 credit units to 45 credit units, which is in the average range when compared to other Canadian MN-NP Programs. A comparison of the credit units in Canadian U15 Universities MN-NP programs is found below. Of note, most programs are currently undergoing revisions to address the revised regulatory standards with potential increases to courses/credit units to address expanded NP competencies.

Table 3. Comparison of Program Credit Units across U15 MN-NP Programs

U 15 University	Credit Units
McGill (Higher)	75
UBC (Higher)	56
UofA (Similar)	42 (thesis), 39 (Course based)
UofM (Similar)	45
UOttawa (Similar)	48
Dalhousie (Lower)	36

d. Identify where the opportunities for synthesis, analysis, application, critical thinking, problem-solving are, and other relevant identifiers.

Synthesis, analysis, application, critical thinking/appraisal, and problem solving are integrated throughout the curriculum as integral components of graduate nursing education and NP competencies. Students are introduced to concepts of critical appraisal, evidence synthesis and analysis in the Foundations for Nurse Practitioner Practice course, further developing this knowledge in the Evidence-Informed Practice for Nursing (NURS 821) and Applied Statistics for Nursing (NURS 818) then applying knowledge in the NP Role Development courses. Skills in critical thinking and problem solving, as they related to assessment and diagnosis of health concerns are introduced in the Advanced Health Assessment and Diagnostic Reasoning courses, with further opportunity for application of these competencies in Transition to NP Clinical Practice and clinical courses. Synthesis, analysis, application, and problem solving related to management of health concerns is included in Pathophysiology-Pharmacology courses and Therapeutic Foundations, with further opportunity for application in the NP clinical courses. The capstone project also supports development and evaluation of these skills through development and evaluation of a project to address health care improvement.

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

Learning Charter Pursuit	How Pursuit is Addressed	Degree Attributes and Skills
<p>Truth and Understanding</p> <ul style="list-style-type: none"> • Applying critical and creative mamitoneyihtamowin / naakatwayhtamihk (i.e., thinking) to problems, including analysis, synthesis, and evaluation. • Being open to and adept at different ways of 	<p>Critical thinking and lifelong learning are central to nursing studies and emphasized in all MN-NP courses. Students are introduced to critical thinking at the graduate level early in their program during the Theory for Nurse Practitioner Practice course, expanding</p>	<ul style="list-style-type: none"> • Critical thinking • Critical appraisal • Growth mindset in pursuit of lifelong learning <p>Program Learning Outcome 2: Use the principles of evidence-informed practice and possess the</p>

<p>knowing and learning, including independently, experientially, and collaboratively.</p> <ul style="list-style-type: none"> • Possessing intellectual flexibility, ability to manage change, open-mindedness with the unfamiliar and an enthusiasm for life-long and life-wide learning. 	<p>on critical thinking related to assessment, diagnosis, management and health system improvement in subsequent courses. Learning activities including seminar discussion, simulation, case studies, presentations, written assignments, and clinical experiences provide opportunity for students to apply and refine skills in critical thinking, with real-time feedback from instructors and mentors. Students are also evaluated in their development of critical thinking through course evaluation.</p>	<p>ability to contribute to the body of evidence related to nurse practitioner practice and knowledge [Critical Inquiry]</p>
<p>Knowledge</p> <ul style="list-style-type: none"> • Achieving a comprehensive knowledge of one's subject area, discipline, or profession. • Understanding how one's subject area may intersect with related disciplines, perspectives, and worldviews different than one's own, including Indigenous worldviews. • Understanding how one's subject area, discipline or profession connects to and impacts Indigenous and non-Indigenous communities in Saskatchewan, and beyond where applicable. • Utilizing and applying one's knowledge with manacihitowin / manachihitookh (i.e., respect of all individuals). 	<p>NP curriculum develops specialized knowledge to address the expanded scope of practice and roles of NPs as clinicians, leaders, advocates, educators, and scholars. All courses support development of advanced knowledge necessary to meet NP competencies, first introducing theoretical concepts, followed by opportunity to apply and receive feedback then evaluating competency development. Knowledge related to Indigenous health and cultural safety is integrated across courses, providing foundational knowledge early in the program during Therapeutic Foundations for Nurse Practitioner Practice, with opportunity for ongoing reflection, development and application of knowledge in subsequent courses and clinical, preparing students to provide equitable, inclusive,</p>	<ul style="list-style-type: none"> • Specialized body of knowledge related to NP practice • Cultural humility and competence • Reflective Practice <p>Program Learning Outcome 4: Demonstrate entry-level nurse practitioner proficiencies in leadership, interprofessional collaboration, advocacy, education, scholarship and clinical practice. [NP Competencies]</p>

	culturally safe care to all populations.	
<p>Integrity and Respect</p> <ul style="list-style-type: none"> Exercising intellectual integrity and ethical behaviour with kitimakeyichikewin / kitimakaymitoohk (i.e., kindness by self to others). Recognizing and thinking through moral and ethical issues in a variety of contexts, perspectives, and alternative worldviews. Recognizing the limits to one's knowledge, skills and understanding, and acting in accordance with these limits. Developing understanding and appreciation for one's own perspectives, strengths and worldview, while demonstrating mutual and reciprocal respect for the diverse perspectives, strengths and worldviews of others and their communities. 	<p>All graduate students at the University are required to take GPS 960 to enhance knowledge of intellectual integrity and ethical behaviour expected at the graduate level. Concepts of integrity and ethical practice are further integrated into NP courses in discussion of ethical research practices and ethically challenging health care situations that may be encountered by NPs. Reflective practice activities provide opportunity for students to enhance understanding and appreciation for their own strengths and worldview, how this impacts interactions with others, and strategies to support respectful relationships and understanding with divergent worldviews.</p>	<ul style="list-style-type: none"> Professionalism Cultural Competence and Safety Ethical decision making Practicing self-awareness to minimize personal bias and promote diverse, equitable, inclusive and culturally safe interactions <p>Program Learning Outcome 1: Meet the professional practice, ethical standards and entry-level competencies for nurse practitioners with respect to the safe and effective delivery of health care to individuals, groups and populations. [Regulatory Standards]</p>
<p>Skills and Practices</p> <ul style="list-style-type: none"> Developing and applying appropriate skills of research, inquiry and knowledge creation and translation. Communicating clearly, substantively and persuasively in different academic, professional, and cultural contexts; nihtâ-âcimowin / nihta achimoohk (i.e., being a good storyteller). 	<p>The program offers opportunity for students to develop advanced nursing skills used by entry-level NPs such as advanced assessment, diagnosis, management, leadership, advocacy, program planning and evaluation, and scholarship. In addition to nursing skills, students develop graduate level skills in searching, critically appraising, synthesizing and applying information to</p>	<ul style="list-style-type: none"> Entry-Level NP Competencies Evidence-informed practice Research, program evaluation, and quality improvement skills Knowledge translation and mobilization Effective communication, collaboration, and leadership with intra and interprofessional teams and intersectoral partners

<ul style="list-style-type: none"> • Being able to locate, understand, evaluate and use information effectively, ethically, legally and with cultural appropriateness 	<p>provide patient-centered, evidence-informed care to individuals, groups and populations with respect to cultural preferences and safety.</p>	<p>Program Learning Outcome 3: Analyze, evaluate, and apply advanced nursing knowledge to improve health, health equity and health outcomes. [Promoting Health Outcomes]</p>
<p>Individual and Community</p> <ul style="list-style-type: none"> • Committing to positive growth and change for oneself and for local, national and global communities. • Acting with confidence and strength of purpose for the good of oneself and the different communities represented on our campuses. • Embracing responsibilities to oneself and others in ways that are authentic and meaningful. • Sharing Knowledges and exercising <u>nikânîwin</u> / <u>nihta niikaaniw</u> (i.e., leadership) as acts of individual and community responsibility. 	<p>Development of NP Role Identity (Individual) is a central tenant to development of NP professional attributes and integrated throughout the program. Students are first introduced to NP Role Identity in Theory for Nurse Practitioner Practice, revising this concept in subsequent courses and clinical as they continue to develop and shape their NP role identity. Learning activities provide opportunity for discussion and sharing, as they embrace the new responsibilities of NP practice.</p>	<ul style="list-style-type: none"> • Growth Mindset • Health System Improvement • Knowledge Mobilization • Mentoring and Coaching <p>Program Outcome 5: Demonstrate accountability, autonomy, integrity, and a professional growth mindset in a nurse practitioner role [Professional Attributes].</p>

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

Students cannot transfer into this highly competitive program, they must apply. Transfer credit may be possible as per the Transfer credit policy previously mentioned.

For applicants with a previous MN who are admitted to this program, the requirement to complete NURS 818 and NURS 821 may be waived at the discretion of the Nurse Practitioner Program Admissions subcommittee

g. Specify the criteria that will be used to evaluate whether the program is a success within a specified timeframe.

Program evaluation within the current USask NP program will be applied to evaluate the new MN-NP Program. Evaluation criteria is aligned with the College of Registered Nurses of Saskatchewan (CRNS) program approval criteria and includes:

- A. Structures – effective and adequate structures are in place for program delivery including student numbers (applicant numbers, student enrollment), faculty/instructors, support staff, clinical placements, policies and procedures, technology, and other learning resources
- B. Curriculum – the curriculum supports attainment of program and course learning outcomes, through theory, application and evaluation, student centered learning, and best practices for assessment. Curriculum is evaluated through student course evaluation, instructor course evaluation, course reports, and graduate and alumni survey's with information used for ongoing program improvement.
- C. Outcomes – Successful outcomes for the program include continued low attrition rates, high student success rates in program completion, high NP licensing exam pass rates, high employability of graduates, and positive employer/health agency feedback on graduates.

h. If applicable, is accreditation or certification available, and if so, how will the program meet professional standard criteria? Specify in the budget below any costs that may be associated.

Nurse Practitioner programs receive educational program approval through nurse regulatory bodies, which in Saskatchewan is the College of Registered Nurses of Saskatchewan (CRNS). The program is pursuing approval from CRNS concurrently with University level approvals. Program approval does not have an associated cost outside of the time/workload associated with preparing program approval documents.

The Canadian Association of Schools of Nursing (CASN) is the national accrediting body for nursing education in Canada. Accreditation for Nurse Practitioner programs was first piloted in 2018, then evaluated in 2020. At the present time accreditation is not required and the current accreditation standards are pending update for the 2023 revisions to NP regulation and competencies. There are only three Universities in Canada with NP program accreditation including the University of Alberta, University of Manitoba, and University of Regina and Saskatchewan

Polytechnic Collaborative NP program. <https://accred.casn.ca/our-programs/np-program/>

Consultation:

- a. Describe how the program relates to existing programs in the department, in the college or school, and with other colleges. Establish where students from other programs may benefit from courses in this program. Does the proposed program lead into other programs offered at the university or elsewhere?**

Students who complete the MN-NP program would be eligible to apply for PhD in nursing education programs at the University of Saskatchewan or elsewhere.

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

College of Nursing MN-Course Based Program (Appendix A): Consultation meetings were held with faculty who teach NURS 821 and NURS 818 which are common courses taken by students in the MN-NP and MN-Professional Practice programs. Discussion revolved around how these courses address the revised NP Entry-Level Competency. In general, faculty felt the current courses supported development of Nurse Practitioner competencies and MN learning outcomes related to research, evidence-based practice and critical inquiry and should continue to be included in the MN-NP program. Question arose on continued inclusion of NURS 818 (graduate statistics) given the MN-NP students are not required to conduct research. However, faculty felt it was integral for students to take this course to promote understanding and interpretation of advanced statistics, ability to discuss and apply evidence-based practice, and take on the leadership roles and knowledge translation activities expected of NPs.

Master of Physician Assistant Studies (MPAS) Program (Appendix B): Several consultations have occurred between the MPAS program and the MN-NP program including formal meetings and informal email correspondence. Discussion has focused on potential for collaboration and interprofessional learning, given the overlapping competencies, roles and graduate level programming.

College of Medicine Continuing Education Department (Appendix C): Recognizing the potential for interprofessional collaboration and enhancing integration of anti-racism, oppression, health equity and Indigenous health competencies, which is consistent with the revisions to the NP entry-level competencies, the program is collaborating with the College of Medicine Continuing Education Department to integrate their [Role of Practitioners in Indigenous Wellness course](#) into the NP curriculum. This online program is currently taken by all 4th year undergraduate medical students and first year post graduate students (Residents) as well as taken electively by practicing health care providers across Canada. Email correspondence related to collaborative efforts to integrate this course into NP curriculum is included in appendix C.

Clinical Learning Resources Center (CLRC) (Appendix F): The MN-NP program utilizes the resources and supports of the CLRC for onsite and remote clinical labs. Consultation has occurred related to the capacity of the CLRC to support the revised lab activities and schedule proposed in the new MN-NP program. The impact is perceived to be minimal, encompassing an additional 2-days of onsite bootcamp that will occur on the weekend and are unlikely to interfere with other CLRC activities. Proposed schedules for both the additional 2- day on site experience as well as the week- long residency has been negotiated with the CLRC and has been added to their schedule starting in September 2026 on a yearly basis.

College of Graduate and Postdoctoral Studies: Regular consultation has occurred with the College of Graduate and Postdoctoral Studies (CGPS) to discuss program revisions, seek advice on process and ensure fit of the revised program with CGPS policy.

- c. Proposals that involve courses or other resources from colleges outside the sponsoring unit should include evidence of consultation and approval. Please give special consideration to pre- and co-requisite requirements when including courses from other colleges.***

Not applicable

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

College of Registered Nurses of Saskatchewan (CRNS) (Appendix D):

The *Registered Nurses Act, 1988* authorizes CRNS to approve entry-to-practice nursing programs in Saskatchewan, which includes nurse practitioner programs. This regulation helps ensure entry level RNs and NPs have the knowledge, skills, and judgement (competencies) to practice safely, ethically and competently. Entry-level NP programs in Saskatchewan must receive program approval from CRNS for graduates to be eligible to proceed with registration and licensure as an NP. Consultation through formal meetings and email correspondence has occurred between CRNS and Saskatchewan NP programs regarding requirements and processes to incorporate regulatory changes. See appendix D for example documentation from one of the meetings held between CRNS and NP Educators. MN-NP program approval from CRNS is being sought concurrently with University-level approval to support timely implementation of the revised MN-NP program, and education of NPs to meet the healthcare needs of Canadians.

Saskatchewan Association of Nurse Practitioners (SANP) (Appendix E):

SANP is the professional association for NPs in Saskatchewan, advocating on behalf of NPs and supporting NP professional development. A consultation meeting with SANP provided opportunity to discuss their perceived gaps in current NP education to address the revised ELCs and opportunities for enhancing education of entry-level NPs. See appendix E for consult notes from this meeting.

Budget:

The ***Budgetary and Financial Implications Form*** must be completed to determine the cost impact of the proposed program. **Information about budget and financial implications appears in that form.**

College Statement

Please provide here a statement from the College which contains the following:

- Recommendation from the College regarding the program
- Description of the College process used to arrive at that recommendation.
- Summary of issues that the College discussed and how they were resolved.

Related Documentation

In the submission, please attach any related documentation which is relevant to this proposal, such as:

- Relevant sections of the College's/School's plan
- Accreditation review recommendations
- Letters of support - if courses from colleges outside the sponsoring unit are required, please include letters of support for each.
- Memos of consultation
- External Agreements – if the new program or major revision is dependent upon an external partnership or agreement, this must be completed and included.

Consultation Forms Attach the following forms, as required.Required for all submissions:

- Consultation with the Registrar form (Note: this form will be completed by SIS during the Consultation with the Registrar meeting. Completion is based upon the proposal and the meeting discussion; no preliminary work from the college is required).
- Budget forms, including tuition.

- Complete Catalogue entry, if proposing a new program, or excerpt of existing program with proposed changes **marked in red**
- Please include admission requirements, complete program of study, and all new, deleted or changed courses in the entry.
- Entry for marketing website: admissions.usask.ca/programs/find-a-program OR gradprograms.usask.ca as appropriate.
- Entry for the Tuition website: students.usask.ca/money/tuition

Required for all new courses:

- New Course Proposal Form

Required if resources needed: Please consult the attached checklist below for a list of necessary forms to be completed and included in the application package.

Submission of Form:

Please submit all completed Proposal for Curricular Changes and other required forms to this email address: academic_programs@usask.ca

Academic Programs Approval Process
Checklist of forms and consultations to be completed before submission of a *Proposal for New Programs or Curricular Changes* to Academic Programs Committee of Council

	Required Consultation/Office	Required Form (as applicable)	Date completed (if not required, briefly explain why)	Who did you meet with
1	Consultation with other colleges re: impact or similar programs	N/A		
2	Financial Sustainability/Tuition Review	<i>Budgetary and Financial Implications Worksheet</i>		Mark Tomtene/Con
3	Consultation with Manager, Admissions and Transfer Credit	<i>Admissions Template</i>		CGPS
4	Budget Consultation with Institutional Planning and Assessment	<i>Budgetary and Financial Implications Worksheet</i>		
5	Provost sign-off on Budgetary and Financial Implications Worksheet	<i>Budgetary and Financial Implications Worksheet</i>		
6	Secure College Faculty Council Approval	<ul style="list-style-type: none"> • <i>Proposal for Academic or Curricular Change Form</i> • <i>Completion of Physical Resource and Space Requirement Form</i> • <i>Completion of Library Requirement Form</i> • <i>Completion of ICT Requirement Form</i> • <i>Completion of New Course Creation Form</i> • <i>Completion of Catalogue Entry</i> 	<p>October 7</p> <p>N/A</p> <p>Forthcoming</p> <p>Yes –Appendix G</p> <p>Yes –included</p>	<p>CON Faculty Council</p> <p>Erin Langman</p> <p>Shiv Adapa</p>
7	(For graduate programs) Secure College of Graduate and Postdoctoral Studies Approval	(As above)		
8	Consultation with Registrar	<i>Consultation with the Registrar Form (completed during the consultation)</i>		

Updated August 2023

Consultation Meeting for Revised NP Program re NURS 821 – Outcomes Based Research

Date: December 12, 2023

Attendees: Janet Luimes (USask NP Program), Wanda Martin (College of Nursing Faculty and NURS 821 Instructor); this course was also discussed with Faculty member Sarah Stahlke who taught NURS 821 in fall 2023 at a separate meeting due to difficulty coordinating a common time

Discussion:

- Both Wanda and Sarah felt the name should be changed to Evidence Informed Practice which would better reflect the course; Outcomes Based Research is a specific type of research and this course focuses on more than that
- Both Wanda and Sarah felt the course was relevant to NP students, with potential to incorporate revised NP ELCs to a higher degree/depth within the current course description and learning outcomes
- Critical Appraisal –addressed currently but could be addressed in more depth (i.e. use of perusal, critical appraisal of articles)
- Indigenous research – addressed within general discussion of research ethics/methods
- Text book: Achieving Evidence-Based Practice (Hamer)
- Dr. Pammla Petrucka is developing a course on applied research i.e. mixed methods, quality improvement, program evaluation, community based research that may have applicability to NP students
- Assignments/Evaluation: Paper (can be a group paper or individual), 2 quizzes (to make the evaluation manageable), Policy Brief Presentation
 - o Paper on something in practice that needs change
 - o Presentation (individual) – consideration of policy implications of the practice change (from paper) and present a 3 minute policy brief
- Discussed focusing course on foundations for evidence-based practice/applying research including:
 - o Foundations of research methodologies (rigour, ethics, design etc.)
 - o Critical appraisal of research
 - o Understanding/interpreting Statistics (vs a whole course in statistics; students likely don't need to be able to run statistical analysis in SPSS and this take a lot of time in 818)
 - o Identification/writing of research question
 - o Literature review
 - o All of these could be addressed within current course with minor revisions
- Discussed dedicated course related to quality improvement/program evaluation which could address some of these things in greater depth

Consultation Meeting for Revised NP Program re NURS 818 – Applied Statistics Course

Date: December 13, 2023

Attendees: Janet Luimes (NP Program Academic Lead), Anne Hyde (Limited Term Lecturer, NP program), Schroder Sattar (818 instructor), Hui Li (818 instructor), Sithokozile Maposa (Graduate Program Chair and 818 instructor)

Discussion

Question 1: How do you see NURS 818 fitting with revised NP ELCs

- Schroder, Hui, and Sithokozile discussed importance of NP student understanding statistics and statistically analysis to appropriately interpret, discuss and apply these concepts in their practice (i.e. explaining absolute risk to patients vs relative risk, interpreting findings of studies/guidelines to apply in practice)
- With expectations for NPs to take on enhanced leadership, statistics necessary to appropriately conduct program evaluation, discuss concepts with other professionals, enhance credibility
- Statistics is important to demonstrate nurses have advanced knowledge – particularly when interacting with other health professionals (i.e. MDs, PA, administrators, etc.)
- Important to help advocate for NP roles/positions – i.e. prove NPs value/worth

Question 2: What revisions, if any, would you propose to help better meet revised ELCs or CASN MN domains/learning outcomes?

- There have been recent changes to the name of the course (applied statistics) and description
- Enhance link across other NP courses to the importance of NPs understanding statistics (i.e. in discussion of diagnostic investigations, relative risk, program evaluation)
- Explicit mapping to program outcomes/ELCs
- Some discussion on whether or not SPSS required/actually running statistics – felt that yes it does help the students to better understand, as well as to be able to pick out appropriate tests if they are doing research (i.e. program evaluation, quality improvement)

Question 3: Do you think USask NP students should be required to take a dedicated graduate level statistics course?

- All felt YES (Schroder Sithokozile, Hui) – discussion on how having this course indicates the level of program being studied as graduate level, and expectations for this level of study
- Also discussion about how statistics is important to other NP competencies like leadership, quality improvement, collaboration/team work, establishing credibility, advanced scope of practice
- Needs to be separate from research course/evidence-based practice which will focus more on application of stats to research methods

Re: letter of support for MPAS

Domes, Trustin <trustin.domes@usask.ca>

Wed 2024-03-06 1:35 PM

To: Maslin, Crystal <crystal.maslin@usask.ca>; Luimes, Janet <janet.luimes@usask.ca>

Cc: Manoharan, Gayathri <gayathri.manoharan@usask.ca>; Pike, Kaitlin <kaitlin.pike@usask.ca>

Janet, it was great meeting with you today. Thanks so much for your support and willingness to collaborate with us so both our programs can prosper in Saskatchewan. We will keep you up to date and will look at having another collaborative meeting with you and any others you think should be invited from the NP program in the near future.

Trustin

Trustin Domes MD, MEd, MCPM, FRCSC

Associate Professor of Surgery

Director of Admissions, Undergraduate Medical Education Program

Academic Director, Master of Physician Assistant Studies (MPAS) Program

College of Medicine

University of Saskatchewan

"Education is not simply helping someone to know something, but it is also helping that person become someone."

Gloria Dall'Alba

"Small wins fuel transformative changes by leveraging tiny advantages into patterns that convince people that bigger achievements are within reach." Charles Huhigg

From: Maslin, Crystal <crystal.maslin@usask.ca>

Sent: March 6, 2024 2:13 PM

To: Luimes, Janet <janet.luimes@usask.ca>

Cc: Domes, Trustin <trustin.domes@usask.ca>; Manoharan, Gayathri <gayathri.manoharan@usask.ca>; Pike, Kaitlin <kaitlin.pike@usask.ca>

Subject: letter of support for MPAS

Hi Janet,

Thank you for meeting with Trustin regarding the MPAS program earlier today. He shared that you two have identified opportunities to collaborate on research projects, re AI in healthcare, procedural skills training, advanced communication, clinical placements, etc. That is exciting to hear!

As Trustin would have mentioned we would appreciate a letter of support from you in your role as Director of the Nurse Practitioner program. **Would a letter by March 18 be possible?** That would allow us to include your letter in the next iteration of the document package when it is presented to Academic Programs Committee of University Council.

Guidance re: letters of support

- Please use your college letterhead
- Address your letter to Dr. Marilyn Baetz as interim dean and cc it to Kaitlin Pike (copied) and Trustin Domes
- You may wish to include the following types of information:
 - Your role and position
 - How you would hope to collaborate with a Physician Assistant program at USask

- o Anything else you would wish to share about Physician Assistants

Kind regards
Crystal

Crystal Maslin, MA, MCPM, Prosci® Certified Change Practitioner
Director, Planning and Projects
Pronouns: she/her

University of Saskatchewan
College of Medicine
Health Sciences Building, suite 4A20 room 13
Ph 306-966-6021



In Canada, we live, learn, and work on traditional Indigenous territories. In Saskatchewan I would like to acknowledge the First Nations (Nêhiyawak (Plains Cree), Nahkawiniwak (Saulteaux), Nakota (Assiniboine), Dakota and Lakota (Sioux), and Denesuline (Dene/Chipewyan), Métis and Inuit peoples and their ancestors; and, affirm my commitment to respectful relationships with one another and this land

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Re: Role of Practitioenrs in Indigenous Wellness course

Usunier, Kendra <kendra.usunier@usask.ca>

Tue 2024-09-10 10:00 AM

To:Luimes, Janet <janet.luimes@usask.ca>

Cc:McDonald, Amanda <a.mcdonald@usask.ca>;Newton, Maxine <maxine.newton@usask.ca>

Hi Janet,

This is wonderful news! We will draft an MOU for you guys to review, and then get the course build ready and talk through the specifics of the course logistics.

Exciting news! Thank you so much for your interest in this course. Talk soon!

Kendra Usunier, BMR(PT), MCISc, FCAMPT

she/her

Program Director, Continuing Education in Rehabilitation Science

University of Saskatchewan

School of Rehabilitation Science, College of Medicine

Ph: 306-966-7473

<https://rehabscience.usask.ca/cers>

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From: Luimes, Janet <janet.luimes@usask.ca>

Date: Monday, September 9, 2024 at 1:18 PM

To: Usunier, Kendra <kendra.usunier@usask.ca>

Cc: McDonald, Amanda <a.mcdonald@usask.ca>, Newton, Maxine <maxine.newton@usask.ca>

Subject: Re: Role of Practitioenrs in Indigenous Wellness course

Hello Kendra,

I have (finally) received approval to have the USask NP Students take the Role of Practitioners in Indigenous Wellness course. The plan would be to integrate this course into the NURS 885: Therapeutics I Individual to Community course which is offered in the winter term (Jan 9 - Apr 3). There will be approximately 40 students enrolled in this course this winter.

I am wondering the next steps to proceed with setting this up for the winter term and look forward to talking with you.

Kind regards,

--Janet Luimes

Janet Luimes, NP, MScN
NP Programs Academic Lead & Associate Professor
USask College of Nursing

From: Usunier, Kendra <kendra.usunier@usask.ca>

Sent: 23 April 2024 9:54 AM

To: Luimes, Janet <janet.luimes@usask.ca>; Barton, James <james.barton@usask.ca>

Subject: Re: Role of Practitioenrs in Indigenous Wellness course

Hi Janet,

I'm pleased to hear you remain interested in our course. I've cc'd my co-chair in this program, Dr. Jim Barton. Attached is a detailed outline and description of the course. This describes in detail the assignments within the course, and the overall objectives of the course. There are rubrics for all discussions, journals and assignments that learners have access to, and review as part of course introduction.

With regards to remediation processes for our undergraduate medical education (UGME) students and post graduate medical education (PGME) students we default to the policy and procedure of their program and of the course syllabus that our RPIW course is embedded within. If a learner is completely 'off' in a response, they are given that opportunity to resubmit the assignment. As there are several discussions, reflections and assignments within this course we find that most learners do not require remediation. They receive timely feedback on early assignments, which help with redirection as needed. If you elected to have RPIW as part of one of your Nurse Practitioner courses we could meet ahead of time to ensure we can work within your programs policy and procedure and expectations of the course syllabus that RPIW is embedded within. Please see this [example](#) in UGME where they host our RPIW course.

Our course facilitators are Indigenous individuals with health professional education and/or graduate level training. All facilitators have experience in course instruction and evaluation, and are overseen by myself. We are fortunate to have a highly skilled and insightful group of facilitators.

I hope this answers the questions brought forward. Dr. Barton, if there is anything I missed, please feel free to add. Janet, if you have any other questions, please let me know. I would also be happy to meet if that helps.

Take care,

Kendra Usunier, BMR(PT), MCISc, FCAMPT

she/her

Program Director, Continuing Education in Rehabilitation Science

University of Saskatchewan

School of Rehabilitation Science, College of Medicine

Ph: 306-966-7473

<https://rehabscience.usask.ca/cers>

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From: Luimes, Janet <janet.luimes@usask.ca>
Date: Monday, April 22, 2024 at 1:22 PM
To: Usunier, Kendra <kendra.usunier@usask.ca>
Subject: Re: Role of Practitioenrs in Indigenous Wellness course

Hello Kendra,

In follow-up to my email in January, I have been advocating for funding for our NP students to take this course. My Associate Dean is requesting additional information I am hoping you may be able to help with.

1. Can you share a course outline and learning outcomes?
2. Is there a remediation option if a learner is not successful? i.e. Do you know what would happen/process if a Medical Student or Resident didn't successfully complete the course?
3. Who are the course facilitators (I think she is wanting to know background/qualifications)?

Thank you,

--Janet

From: Usunier, Kendra <kendra.usunier@usask.ca>
Sent: 12 January 2024 3:22 PM
To: Luimes, Janet <janet.luimes@usask.ca>
Subject: Re: Role of Practitioenrs in Indigenous Wellness course

Hi Janet,

Thank you so much for reaching out and expressing your interest. We are so pleased to hear about your interest in the course. Currently all 4th year under graduate medical student take this course embedded within their "Preparation for Residency" Course and all medical residence (PGME) are required to take this course. We provide those learners with the student rate of \$250/learner. We collect the names and then just JV the funds to the respective CFOPALS.

If you're interested this is certainly something we could arrange for you. Also if there is a specific time of year you think would be better for your learners we can arrange to hire a facilitator just for your group. Or if you'd like to meet to discuss further, just let me know.

Take care, and stay warm!

Kendra Usunier, BMR(PT), MCISc, FCAMPT

she/her

Program Director, Continuing Education in Rehabilitation Science

University of Saskatchewan

School of Rehabilitation Science, College of Medicine

Ph: 306-966-7473

<https://rehabscience.usask.ca/cers>

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From: Luimes, Janet <janet.luimes@usask.ca>
Date: Friday, January 12, 2024 at 12:19 PM
To: Usunier, Kendra <kendra.usunier@usask.ca>
Subject: Role of Practitioners in Indigenous Wellness course

Hello Kendra,

I am the academic lead for the USask Nurse Practitioner (MN-NP) Program. I am interested in the Role of Practitioners in Indigenous Wellness course, as I think it may have excellent applicability to NP competencies related to Indigenous health. Do you offer any group rates for registration for this course (i.e. if we were to enroll a cohort of students)?

Kind regards,

--Janet Luimes, NP

Janet Luimes, NP, MScN
NP Programs Academic Lead & Associate Professor
USask College of Nursing

Meeting with Deans & Educators– Jan. 12, 2023

Implementation of the Revised CRNS Nurse Practitioner (NP) Entry-Level Competencies (ELC) (2023)

Agenda

1. Background
2. Key changes between the 2017 CRNS NP ELCs and the 2023 CRNS NP ELCs
3. Responsibilities of a practicing NP in Saskatchewan with the implementation of revised CRNS NP ELCs
4. Update on NP Exam & Update from CCRNR NP Steering Committee
5. Implications for the Programs & Curriculum Revision
6. Implications for Program Approval

1. Background – Shayna

- The Canadian Council of Registered Nurse Regulators (CCRNR) first published national entry-level competencies for Nurse Practitioners in Canada in 2016 and the 11 provincial/territorial regulatory bodies that regulate the practice of registered nurses and nurse practitioners adopted the 2016 NP ELCs Regulatory documents. ELCs revisions are required periodically to reflect evolving population needs, health system, and NP practice.
- In 2020, CRNS worked with other Canadian nursing regulatory bodies to develop the Nurse Practitioner Regulation Framework Implementation Plan Project (NPR-FIPP). One of the activities of this NP Steering Committee was to revise the 2017 national entry-level competencies for Nurse Practitioners.
- Once the NP Steering Committee work was completed, the ELCs were endorsed, nationally, by Canadian Council of Registered Nurse Regulators Board (CCRNR).
- Each nursing regulatory body followed their jurisdictional process for adopting, approving, modifying, and implementing the ELCs - resulting in a variety of implementation dates.
- The NP ELCs were approved by CRNS Council on Feb. 7, 2023, approved by the Saskatchewan Minister of Health on Aug. 11, 2023, and came into force and effect September 25, 2023.

2. Key changes between the 2017 CRNS NP ELCs and the 2023 CRNS NP ELCs – Donna

- The NP ELCs encompassed and built on the Registered Nurse ELCs, focused on distinct competencies for NPs.

- The 2017 CRNS NP ELCs were focused primarily on the clinical practice of NPs, the competences were enhanced to prepare NPs to practice across the lifespan, and enhance leadership skills in all domains, and practice settings
- The revised NP ELCs prepare NPs to practice in all domains and practice settings across the lifespan.
- The structure of document changed with introduction of a role-based framework to be more consistent with the current national RN ELCs.
- Performance indicators were developed to provide additional direction for each competency.
- Competencies and performance indicators were developed to further support the NP ELCs in the following areas: virtual care, environmental impact, health promotion and disease prevention, self-employment expectations, mental health, resource stewardship and safety expectations.
- The following areas were also enhanced:
 - Promotion of knowledge translation and NP contributions to research initiatives.
 - Leadership skills to support all domains of NP practice.
 - Competencies to address racism and oppression.
 - Competencies to provide culturally safe care for Indigenous people.

3. Responsibilities of a practicing NP in Saskatchewan with the implementation of revised CRNS NP ELCs - Cheryl

- The revised NP ELCs prepare students for general NP practice across the life span of clients in all practice settings.
- Practicing NPs are accountable to practice in accordance with the current CRNS RN ELCs, RN Practice Standards, NP ELCs, NP Practice Standards, and the Canadian Nurses Association's Code of Ethics for Registered Nurses.
- Practicing NPs are expected to review the revised NP ELCs as part of their self-assessment for Continuing Competence Program to determine areas for professional development.

4. Update on NP Exam & Update from CCRNR NP Steering Committee – Donna & Shayna – review when we review the new summary being published through CCRNR. Supposed to be released Dec. 4, 2023.

- The work toward the new model of NP regulation across Canada continues to move forward which includes:
 - Graduate-level education programs that align with revised NP ELCs.
 - A single national NP entry-level exam for all NPs across Canada – exam will be ready for 2026. As of November, 2023, we do not have a set date as to when the current exam will sunset. As such, this may require both exams (a current approved NP exam and the exam being developed) may need to be offered for a period of time.
 - One registration category for NPs.
 - Eventually, regulators will no longer be registering new NPs in specialties.
- The ultimate goal is that across Canada, all NP entry-level education programs will prepare students for general NP practice across the lifespan of clients in all practice settings.
- The majority of jurisdictions have approved the NP ELCs and regulatory bodies are working with educational institutions to implement curriculum changes.
- NP Practice Analysis –Meazure working with the NP Practice Analysis Project Advisory Committee (PAPAC), group Subject Matter Expert NPs, at an in-person meeting planned for Nov. 30–Dec. 2. There will be an NP survey that will be ready to disseminate in early 2024.
- The CCRNR Legacy subcommittee work is underway to provide options to the jurisdictions about how NPs currently practicing in specialties will continue to be regulated.
- National work is underway to determine how NP speciality practice will be managed in the future once jurisdictions are registering NPs in one category.

5. Implications for the Programs & Curriculum Revision – Carole & Terri

6. Implications for Program Approval – Carole & Terri

7. Questions & Wrap Up

Consultation Meeting with Saskatchewan Association of Nurse Practitioners (SANP) re NP Program Revisions

Date: October 26, 2023

Attendees: Michelle O'Keefe (SANP President), Toni Giraudier (SANP Board Member – Education Portfolio), Maxine Newton (USask NP Program Coordinator), Anne Hyde (USask NP Program Faculty), Janet Luimes (USask NP Program Faculty)

Admission and Discharge

- Michelle feels current programs prepare students for admission and discharge for ITC; as well as select conditions (e.g., pneumonia, cellulitis); however feels other acute care roles/specialty should be micro-credentials
- Post-graduate courses for specialty areas; the acute care UofT program for specialty care areas
- Michelle is looking at developing residency program for NPs as part of her PhD
- Discussed that specialty care is not really entry-level – some will need to occur after
- Coming out of entry-level program – you can manage primary care, ITC, CTAS 3
- Employer supported residency programs to help NPs develop skills for specialty areas
- Family All Ages is the base – specialty is added onto this not part of entry-level

Counselling

- All NP programs could benefit from enhanced mental health
- CBT skills; graded exposure; activity scheduling; developmental considerations
- Group vs individual therapy
- Crisis management
- Group intervention
- How to teach people coping skills
- Safety Planning (around Suicidal Ideation)
- Rating scales – objective measures of mental health
- CBT in 10-minutes;
- Clinical – see a counsellor in action
- Bare bones of CBT

Advocacy

- Employer relations
- Political advocacy; It's part of your practice whether you like it or not
- Application – Media consultant; media relations training

- **Michelle commented she feels RNs have the advocacy competencies – they just need time to do it**
- **Professional networking/relationships with other fields i.e. politics, employers, health agencies, unions**
- **How NPs are funded, how your position works/fits within the HC systems, governing hierarchy of nursing/NP role; understanding how NP fits in the HC system**
- **? Course on Health Systems/health system change**
- **Toni voiced she feels that programs are doing a good job of addressing health disparities and cultural competence**
- **Reach out to Indigenous representatives/stakeholders for their stance on knowledge gaps**
- **Understanding of partnering with communities**

Other topics of Discussion:

- **Consider Name of Program from Primary Health Care NP Program to NP Program (general)**
- **Consider transferability of competencies across settings**

Hi,

I have tentatively booked all three weekends for you just in case one of the Licensing Exams is cancelled.

Thank you both for being so understanding.

Helen

From: Newton, Maxine <maxine.newton@usask.ca>
Sent: Wednesday, September 18, 2024 5:40 PM
To: Pocha, Helen <helen.pocha@usask.ca>; Luimes, Janet <janet.luimes@usask.ca>
Cc: Andersen, Corinne <corinne.andersen@usask.ca>
Subject: Re: Nurse Practitioner program future residency week schedule

Hello,

Janet and I have discussed this and the 4th weekend in September starting in 2026 will also work for us.

kindest regards,

Maxine Newton, RN, BScN
she/her
Nurse Practitioner Programs Coordinator

University of Saskatchewan
College of Nursing
Ph: 306-966-1490

**[Support Be What the World Needs - the Campaign for USask
give.usask.ca](https://give.usask.ca)**

I acknowledge that I live and work on Treaty 6 Territory

and the Homeland of the Métis. We pay our respect to the First Nations and Métis ancestors of this place and reaffirm our relationship with one another.

Confidentiality Notice: This message, including any attachments, is for the sole use of the intended recipient(s) and may contain confidential and privileged information. Any unauthorized review, use, disclosure, or distribution is strictly prohibited. If you are not the intended recipient, please contact the sender by reply email and destroy all copies of the original message.

From: Pocha, Helen <helen.pocha@usask.ca>
Sent: Wednesday, September 18, 2024 3:03 PM
To: Luimes, Janet <janet.luimes@usask.ca>; Newton, Maxine <maxine.newton@usask.ca>
Cc: Andersen, Corinne <corinne.andersen@usask.ca>
Subject: RE: Nurse Practitioner program future residency week schedule

Thank you, I will let you know.
Helen

From: Luimes, Janet <janet.luimes@usask.ca>
Sent: Wednesday, September 18, 2024 3:03 PM
To: Pocha, Helen <helen.pocha@usask.ca>; Newton, Maxine <maxine.newton@usask.ca>
Cc: Andersen, Corinne <corinne.andersen@usask.ca>
Subject: Re: Nurse Practitioner program future residency week schedule

Hi Helen,

Thank you for this update. We are flexible on dates, if late August or early October is better, this could work too.

--Janet

From: Pocha, Helen <helen.pocha@usask.ca>
Sent: 18 September 2024 2:33 PM
To: Newton, Maxine <maxine.newton@usask.ca>; Luimes, Janet <janet.luimes@usask.ca>
Cc: Andersen, Corinne <corinne.andersen@usask.ca>
Subject: RE: Nurse Practitioner program future residency week schedule

Good afternoon,

We may need to reevaluate the September weekend dates as we just realized the we have two National Licensing Exams tentatively booked on September 13 and 20, 2026. There is a possibility we will only be holding one of them which will more than likely be on the 20th. We will keep you posted when we receive more information.

Sorry for the miscommunication.

Thank you.

Helen



UNIVERSITY OF
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Information Technology Requirements for New Programs and Major Revisions

This form is to be completed by the faculty member responsible for the program proposal in consultation with Information and Communications Technology. Contact ICT Client Services (phone 4827) for assistance.

Attach the completed form to the program proposal prior to submission to the Academic Programs Committee. Additional comments may also be attached if required.

1. Proposal Identification

Full name of program: **Master of Nursing Nurse Practitioner**

The NP program is in the process of replacing the current MN-NP primary health care and Post-Graduate Specialty certificate programs with a new Generalist Master of Nursing- Nurse Practitioner program. So nothing will change from IT point of view and for the most part the support they need for programs from ICT is no different than the support they are getting right now with the existing courses

2. Distance Education

Does the new/revised program include courses that are delivered by 'distance education'? **Yes** No

- We recommend to reach out to the instructional designers in the Gwenna Moss Centre for Teaching Effectiveness (GMCTE) as they can provide excellent assistance with that

Face-to-face off-campus

Web-based

Televised

Other (specify)

Multi-mode

Synchronous online graduate seminars

Independent Study

3. Network Requirements

3.1 Does the program have any new special network requirements? No

No, network requirements are unchanged from existing program

Yes, the program has the following new network requirements:

Video transmission (specify)

General Web and e-mail usage

Large (10MB or more) file transfers

Other (specify)

3.2 Does the program require any new access to the Internet or the Canadian Research network?

No, existing access and bandwidth (speed) are adequate

Yes, additional network access is required

Describe new requirements (e.g. type of access, room numbers, number of computers, bandwidth required):

3.3 Will students require new access to University IT resources (e.g. library, e-mail, computer labs, etc.) from their homes?

No, home access requirements are unchanged from existing program

Yes, students will require new access to IT resources from home (please clarify the access required and how it should be provided):

4. **Software Requirements** Please list the software that will be required for the program (e.g. e-mail, web pages, SPSS, discipline-specific software, etc.), and indicate where it needs to be available. Include cost estimates for initial purchase and ongoing support/upgrading, if applicable.

n/a

5. **Hardware Requirements**
Please list any special IT hardware required for the program (e.g. high performance workstations, colour printers, scanners, large disk space, etc.) and indicate whether the new hardware will be provided by the college/department or centrally by the University. Include cost estimates for initial purchase and ongoing support/upgrading.

n/a

6. **Computer Lab Access**

Does the program have new computer lab access requirements? **NO**

Computer lab access requirements are unchanged from existing program

General ('walk-in') access is required hours/week/student

Access for classes/tutorials is required hours/week/student

Estimated number of students in program: **40 admits per academic year**

7. **Student IT Support**

Please describe any new requirements for student IT support (e.g. number of hours training per term, training topics, number of hours of user support per week during office hours and evenings/weekends). **None**

8. **Faculty IT Support**

Please describe any new requirements for faculty IT support (e.g. number of hours training per year, training topics, number of hours of one-on-one support per year, support for course development, support for desktop hardware, software and peripherals, other). **None**

9. **Impact on Institutional Systems**

Please describe any changes that may be necessary to institutional systems in order to support the proposed program (e.g. student information system, telephone registration system, financial systems, etc.). Provide an estimate of the cost of systems modifications. Refer to modifications identified in the Office of the Registrar Consultation Form if applicable.

n/a – no changes required, business as usual

Date: September 10, 2024

Information and Communications Technology – Shiv Adapa

Faculty Member (sponsoring college/dept) – Professor Janet Luimes

NURSING

Master of Nursing (M.N.): Nurse Practitioner

The M.N. degree is designed to prepare graduates in a specialized area of nursing practice within the context of a professional graduate education.

The MN Nurse Practitioner (MN-NP) program prepares nurse practitioners who will work in diverse health care settings with all ages. The program will prepare graduates to achieve regulatory standards and competencies, critical inquiry skills, knowledge in health care improvement, and professional attributes required of entry-level nurse practitioners.

Graduates will be prepared to write the CNPE and will be eligible to apply for registration as Nurse Practitioner in Saskatchewan as well as other Canadian jurisdictions.

Admission Requirements

- A bachelor's degree in nursing (BSN), from a recognized college or university
- A cumulative weighted average of at least 75% (U of S grade system equivalent) over final 60 credit units of the BSN or approved post BSN post-secondary courses.
- Current Licensure as a Registered Nurse in a Canadian province or territory
- 3600 hours of clinical practice in Canada as a Registered Nurse within the past five years
- Equivalent of three credit units in each of physical assessment, pharmacology, physiology, statistics, and research methods at the undergraduate level
- [Language Proficiency Requirements](#): Proof of English proficiency may be required for applicants to graduate programs. Proof of English proficiency may be demonstrated through:
 - A minimum of three consecutive years of full-time study or completion of a graduate degree at a recognized post-secondary institution, where the exclusive language of instruction and examination of the program and/or institution is English; or
 - Provision of evidence of English language proficiency, using one of the approved tests listed in the English Language Proficiency Policy. Acceptable test scores are as follows:
 - TOEFL: a combined minimum total score of 94, with a minimum of 24 out of 30 in the writing component, and a minimum of 22 out of 30 in the reading, listening, and speaking components.
 - IELTS: an overall score of 7.0 with no score below 6.5 in each area
- Statement of intent
- Up-to-date CV

Seat Allocation

- Saskatchewan applicants will be prioritized to fill seats funded by the Saskatchewan Ministry of Advanced Education.
 - Proof of Saskatchewan residency will need to be provided
- 16.67% of seats will be reserved for students of Indigenous ancestry annually.

- Admission assessment of applicants begins with those indicating on their application that they wished to be considered for an equity seat.
- Dedicated seats in the program are reserved for persons of Indigenous ancestry. Applicants of Indigenous descent may compete with this category, rather than within the entire applicant pool. Applicants should identify themselves as Indigenous on the supplemental application form and proceed by completing the verification process led by the [deybwewin | taapwaywin | tapewin: Indigenous Truth policy](#) and Standing Committee by the document deadline. Please visit the [Indigenous Membership/Citizenship Verification channel in PAWS](#) and proceed through the verification system.
- Saskatchewan Indigenous applicants will be prioritized for these seats followed by out of province students for any unfilled equity seats. Equity seat allocation will involve a competitive process based on admission criteria evaluation.
- Priority for seats beyond the seats reserved for Saskatchewan students will be given to student from the Yukon, Northwest Territories, and Nunavut where there is currently no NP program offered, as well as rural/remote areas of Western Canada to fit with the Learn where you Live approach of the College of Nursing.

Degree Requirements

NOTE: Several courses in the M.N. Nurse Practitioner program require a passing grade of 70%. These courses are as follows: **NURS 830.3** Theory for Nurse Practitioner Practice, **NURS 832.3** Pathophysiology and Pharmacology for Nurse Practitioner Practice I, **NURS 833.3** Pathophysiology and Pharmacology Nurse Practitioner Practice II, **NURS 834.3** Advanced Health Assessment & Diagnostic Reasoning I, **NURS 835.3** Advanced Health Assessment & Diagnostic Reasoning II, **NURS 836.3** Transition to Nurse Practitioner Practice, **NURS 831.3** Therapeutic Foundations for Nurse Practitioner Practice, **NURS 840.3** Nurse Practitioner Clinical Residency I, **NURS 841.3** Nurse Practitioner Clinical Residency II, **NURS 842.3** Nurse Practitioner Clinical Residency III, **NURS 837.3** Nurse Practitioner Clinical Roles I, **NURS 838.3** Nurse Practitioner Clinical Roles II, and **NURS 839.3** Nurse Practitioner Clinical Roles III.

Students with relevant graduate level course equivalency completed in statistical methods or evidence informed practice may be exempt from completing up to 6 credit units of course work, as determined by the program.

- GPS960.0 Introduction to Ethics and Integrity
- GPS961.0 Ethics and Integrity in Human Research, if research involves human subjects
- GPS962.0 Ethics and Integrity in Animal Research, if research involves animal subjects

A minimum of 45 credit units, including the following:

- NURS 818.3 Applied Statistical Methods in Nursing
- NURS 821.3 Evidence Informed Practice in Nursing
- NURS 990.0 Seminar
- NURS 830.3 Theory for Nurse Practitioner Practice

- NURS 832.3 Pathophysiology and Pharmacology for Nurse Practitioner Practice I
- NURS 833.3 Pathophysiology and Pharmacology Nurse Practitioner Practice II
- NURS 834.3 Advanced Health Assessment & Diagnostic Reasoning I
- NURS 835.3 Advanced Health Assessment & Diagnostic Reasoning II
- NURS 836.3 Transition to Nurse Practitioner Practice
- NURS 831.3 Therapeutic Foundations for Nurse Practitioner Practice
- NURS 840.3 Nurse Practitioner Clinical Residency I
- NURS 841.3 Nurse Practitioner Clinical Residency II
- NURS 842.3 Nurse Practitioner Clinical Residency III
- NURS 837.3 Nurse Practitioner Clinical Roles I
- NURS 838.3 Nurse Practitioner Clinical Roles II
- NURS 839.3 Nurse Practitioner Clinical Roles III

Please note that students who are unsuccessful in completing any two courses within a graduate program in the College of Nursing will be recommended to be required to discontinue.



UNIVERSITY OF
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**New Course
Proposal & Creation Form**

1. Approval by Department Head or Dean

- 1.1 College or School with academic authority: **College of GRADUATE & POSTDOCTORAL STUDIES**
- 1.2 Department with academic authority: **NURSING**
- 1.3 Term from which the course is effective: **September 2026**

2. Information required for the Catalogue

- 2.1 Label & Number of course: **NURS 830**
- 2.2 Academic credit units: **3**
- 2.3 Course Long Title (maximum 100 characters): **Theory for Nurse Practitioner Practice**
Course Short Title (maximum 30 characters): **Theory for NP Practice**
- 2.4 Total Hours: Lecture **Seminar - 39 hours** Lab Tutorial Other
- 2.5 Weekly Hours: Lecture Seminar **3-4** Lab Tutorial Other
- 2.6 Term in which it will be offered: **T1** T2 T1 or T2 T1 and T2
- 2.7 Prerequisite: **Admission to the MN-NP program**

If there is a prerequisite waiver, who is responsible for signing it? **Not applicable.**

D – Instructor/Dept Approval

H – Department Approval

I – Instructor Approval

- 2.8 Catalogue description (150 words or less): **This course will explore and evaluate theoretical aspects, issues, and roles in nurse practitioner practice.**
- 2.9 Do you allow this course to be repeated for credit? **NO**

3. Please list rationale for introducing this course: This course has been developed to ensure graduates of the Master of Nursing-Nurse Practitioner program meet the new entry level competencies developed by the regulatory body (College of Registered Nurses of Saskatchewan).

4. Please list the learning objectives for this course:

Learning outcomes and evaluation in the University of Saskatchewan NP program is based on the [Nurse Practitioner Entry-Level Competencies \(ELCs\)](#) as set out by the Canadian Council of Registered Nurse Regulators (CCRNRR) and the College of Registered Nurses of Saskatchewan (CRNS) as well as the [CRNS Nurse Practitioner Practice Standards](#). ELCs reflect the knowledge, skill and judgement required of a

novice NP to provide safe, competent, ethical and compassionate care. Practice standards compliment ELCs as broad statements of the minimal requirements for safe and effective NP practice.

Specific learning outcomes for this course include:

1. Demonstrate understanding of the roles and responsibilities of nurse practitioners including regulation and legislation related to the expanded scope of practice. (NP Practice Standards, NP ELC 1.15, CASN MN Outcomes 3.2.1 & 4.2.2)
2. Evaluate the historical, philosophical, theoretical, and socio-political foundations of nurse practitioner practice. (CASN MN Outcome 1.2.1)
3. Apply theory and research to examine ethical, legal, socio-political, and professional issues in nurse practitioner practice. (NP ELC 5.1, CASN MN Outcome 1.2.2 & 5.2.5)
4. Analyze and evaluate the role of the nurse practitioner as a leader and advocate to develop strategies that improve health, promote health equity and enhance health outcomes. (NP ELCs 2.1, 3.6, CASN MN Outcomes 1.2.3 & 1.2.4)
5. Demonstrate developing skills as a nurse scholar, including ability to critically evaluate, synthesize, integrate and disseminate ideas in an organized, creative and logical manner. (NP ELCs 5.2, CASN MN Outcomes 2.2.4 & 4.2.3)
6. Initiate development of a professional NP role identify, establishing and implementing a personal professional growth plan to guide nurse practitioner role development. (NP Practice Standards; CASN MN Outcome 5.2.1)
7. Examine and evaluate the impact of colonization, racism, and inter-generational trauma on current health disparities faced by Indigenous peoples. (NP ELCs 3.1 & 3.3)

5. **Impact of this course**

Are the programs of other departments or Colleges affected by this course? **NO**

If so, were these departments consulted? (Include correspondence)

Were any other departments asked to review or comment on the proposal?

6. **Other courses or program affected** (please list course titles as well as numbers)
 - 6.1 Courses to be deleted? **NURS 883: Theory for Advanced Practice Nursing Roles and Primary Health Care**
 - 6.2 Courses for which this course will be a prerequisite **NURS 836: Transition to Nurse Practitioner Clinical Practice**
 - 6.3 Is this course to be required by your majors, or by majors in another program? **This course is required for students in the Master of Nursing-Nurse Practitioner program only.**

7. **Course outline**

(Weekly outline of lectures or include a draft of the course information sheet.)

Timelines	Learning Activities
<p>Week 1</p> <p>Introduction to Graduate Studies and the NP Role</p>	<p>Topics</p> <ul style="list-style-type: none"> • Transition to Graduate Studies/Scholarship in Graduate Studies • Advanced Practice Nursing & the NP Role (Guest Panel) • Transition from RN to NP/Intro to NP Role Development <p>Readings/Media:</p> <p>Mariano, C. (2015). No One Left Behind. How Nurse Practitioners are Changing the Canadian Health Care System. Victoria, BC: Friessen Press</p> <p>College of Registered Nurses of Saskatchewan (CRNS). (2023). Nurse Practitioner Entry-Level Competencies.</p> <p>CRNS. (2017). Nurse Practitioner Practice Standards.</p> <p>College of Graduate and Postdoctoral Studies. The Grad Hub. Transitioning to Grad School.</p> <p>Lowe, G. (2017). Nurse practitioners: Framing their professional identity. <i>The Journal for Nurse Practitioners</i>, 13(2), 175. DOI: https://doi.org/10.1016/j.nurpra.2016.12.021</p> <p>Owens, R. & Godfrey, C. (2022). Fostering professional identity in nursing. <i>American Nurse</i></p> <p>Canadian Perspectives on Advanced Practice Nursing (2nd Ed).</p> <p>Chapters 1. Historical Overview of Advanced Practice Nursing in Canada</p> <p>Chapter 29. Role Transition</p>
<p>Week 2</p> <p>NP Regulation & Scope of Practice</p>	<p>Topics:</p> <ul style="list-style-type: none"> • NP Regulation • NP Education • NP Competencies

	<p>Canadian Perspectives on Advanced Practice Nursing (2nd Ed).</p> <p>Chapter 3. Advanced Practice Nursing Education in Canada.</p> <p>Chapter 6. Competencies for the Clinical Nurse Specialist and Nurse Practitioner in Canada</p> <p>Chapter 7. Understanding Regulatory, Legislative, and Credentialing Requirements in Canada</p> <p>Chapter 14. Direct Comprehensive Care Competencies. 14B Nurse Practitioner</p> <p>Canadian Nurses Association (2019). Advanced Practice Nursing A Pan-Canadian Framework</p> <p>Canadian Nurses Association (2017). Code of Ethics for Registered Nurses. Ottawa, ON: author https://www.cna-aiic.ca/en/on-the-issues/bestnursing/nursing-ethics</p> <p>CRNS (2023). Understanding Legislated Scope of Practice. https://www.crns.ca/nursing-practice/legislatedscope-of-practice/</p> <p>CRNS (2024). Bylaws https://www.crns.ca/about-us/how-we-govern/act-bylaws/</p> <p><i>*Students from jurisdictions outside of SK are required to review the NP practice standards, guidelines, and regulatory standards in their jurisdiction</i></p>
<p>Week 3</p> <p>Theory and Theorizing in NP Practice</p>	<p>Topics:</p> <ul style="list-style-type: none"> • Nursing Science & Nursing Knowledge • Theories and Frameworks • Application of Theory to Practice <p>Readings/Media:</p> <p>Canadian Perspectives on Advanced Practice Nursing (2nd Ed).</p> <p>Chapter 8. Advanced Practice Nursing Frameworks Utilized or Developed in Canada</p> <p>Im, E. (2015). Discussion Paper. The current status of theory evaluation in nursing. <i>Journal of Advanced Nursing</i>, 17(10), 2268-2278.</p>

	McCrae, N. (2012). Whither nursing models? The value of nursing theory in the context of evidence-based practice and multidisciplinary health care. <i>Journal of Advanced Nursing</i> , 68(1), 222-229.
Week 4 Leadership – the NP Role as Leader	Topics <ul style="list-style-type: none"> • What is leadership? • NP Leadership competencies – how is it different from RN leadership • NP Role in Optimizing Health System Readings/Media: Canadian Perspectives on Advanced Practice Nursing (2 nd Ed). Chapter 5. Canadian Research on the Impact and Outcomes of Advanced Practice Nursing Roles Chapter 15. Optimizing Health System Competencies. 15B Nurse Practitioner Chapter 18. Leadership Competencies. 18B Nurse Practitioner Chapter 21. Health Policy and Advanced Practice Nursing in Changing Environments
Week 5 Advocacy – the NP Role in Addressing Social Determinants	Readings/Media: Canadian Perspectives on Advanced Practice Nursing (2 nd Ed). Chapter 9. Indigenous Populations Chapter 10. Inner-City Populations Chapter 11. Rural and Remote Populations Chapter 12. LGBT2SQ Populations Chapter 13. Refugee and Migrant Populations
Week 6	Readings/Media:

<p>Advocacy – the NP Role in Indigenous Health, Anti-Racism & Inclusion</p>	<p>Truth and Reconciliation Commission of Canada (2015). Truth and Reconciliation Commission of Canada: Calls to Action</p> <p>Graham, H. (2024). CPR RACISM: A guide for health care providers to address racism in healthcare. <i>International Journal of Indigenous Health</i>, 19(1). DOI: 10.32799/ijih.v19i1.42574</p> <p>Cancer Care Ontario. Indigenous Relationship and Cultural Awareness Courses. Go to this site and create a free account. https://www.cancercareontario.ca/en/resources-first-nations-inuit-metis/firstnations-inuit-metis-courses Enroll in and complete the following courses:</p> <ul style="list-style-type: none"> • Truth and Reconciliation commission of Canada (TRC) and the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) • Chronic disease prevention in Indigenous People • The Health Landscape of Indigenous People • Health Literacy • Cultural Competence in Health Care
<p>Week 7</p> <p>Education – the NP Role as Educator</p>	<p>Readings/Media:</p> <p>Canadian Perspectives on Advanced Practice Nursing (2nd Ed).</p> <p>Chapter 16. Educational Competencies 16B Nurse Practitioner</p> <p>Readings on Educational Theory/Teaching & Learning Theory</p>
<p>Week 8</p> <p>Research – the NP Role as Researcher</p>	<p>Readings/Media:</p> <p>Canadian Perspectives on Advanced Practice Nursing (2nd Ed).</p> <p>Chapter 17. Research Competencies 17B Nurse Practitioner</p> <p>Chapter 30. Outcomes Evaluation and Performance Assessment of Advanced Nursing Roles</p>
<p>Week 9</p>	<p>Readings/Media:</p>

<p>Consultation, Collaboration & Interprofessional Competencies</p>	<p>Canadian Perspectives on Advanced Practice Nursing (2nd Ed).</p> <p>Chapter 19. Consultation and Collaboration Competencies 19B Nurse Practitioner</p> <p>Chapter 28. The Advanced Practice Nurse and Interprofessional Collaborative Practice Competence</p> <p>Canadian Interprofessional Health Collaborative (2010). A National Interprofessional Competency Framework.</p>
<p>Week 10</p> <p>Resiliency</p>	<p>Readings/Media:</p> <p>Primary Care the Art & Science of Advanced Practice Nursing Chapter 88: Putting Caring Into Practice: Caring for Self</p> <p>American Psychological Association. (2020). Building your resilience. https://www.apa.org/topics/resilience/building-your-resilience</p> <p>Henshall, C., Davey, Z. & Jackson, D. (2020). Nursing resilience interventions – A way forward in challenging healthcare territories. <i>Journal of Clinical Nursing</i>, 29(19-20), 3597-3599. doi: 10.1111/jocn.15276</p> <p>Meissen, H. (2022). Combating burnout by teaching resilience strategies to new graduate nurse practitioners. Vanderbilt School of Nursing</p>

8. Enrolment

8.1 What is the maximum enrolment number for this course? **35**
And from which colleges? **NURSING**

8.2 For room bookings, please indicate the maximum estimated room size required for this course: **NOT APPLICABLE – DISTANCE LEARNING**

- 10-50
 50-90
 90-130
 130+

9. Student evaluation

Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

9.1 How should this course be graded? **NUMERIC/PERCENTAGE**

C – Completed Requirements

(Grade options for instructor: Completed Requirements, Fail, IP In Progress)

N – Numeric/Percentage

(Grade options for instructor: grade of 0% to 100%, IP in Progress)

Evaluation Component	Date	Grade Weight
Developing a Professional NP Role Identity	Week 2-3	20%
Debatable Topics in NP Practice	Variable dates as posted in schedule	20%
NP Leadership to Improve Health Outcomes		
Paper Outline	Week 6	10%
Peer Feedback	Week 7-8	10%
Paper	Week 10	30%
Self-Evaluation	Week 10	10%
Total		100%

P – Pass/Fail

(Grade options for instructor: Pass, Fail, In Progress)

S – Special

(Grade options for instructor: NA – Grade Not Applicable) If other, please specify:

9.2 Is the course exempt from the final examination? **YES**

10. **Required text**

Include a bibliography for the course.

Required readings and media for this course are outlined in the course schedule. Readings come from program textbooks, peer-reviewed evidence based articles, and other electronic medical sources. Assigned readings and resources were carefully selected to address course learning outcomes. Relevant national and provincial documents as well as journal articles complement and supplement course textbooks, providing Canadian and regional context on theoretical, regulatory, political and practice considerations for nurse practitioners. Given the evolving landscape of policy, regulation and evidence-based practice, additions to the course reading list may occur during the term to introduce new and relevant literature. Any changes to the reading list will be communicated to students through a Canvas announcement.

TEXTBOOKS

- American Psychological Association (2020). **Publication Manual of the American Psychological Association (7th ed)**. APA.
- Staples, E., Pilon, R. & Hannon, R.A. (eds). (2020). **Canadian Perspectives on Advanced Practice Nursing. Second Edition**. Canadian Scholars Press
- Mariano, C. (2015). **No One Left Behind. How Nurse Practitioners Are Changing the Canadian Health Care System**, Victoria, BC: Freisen Press.

PROVINCIAL DOCUMENTS

- College of Registered Nurses of Saskatchewan (CRNS) Bylaws. <https://www.crns.ca/about-us/how-we-govern/act-bylaws/>
- CRNS NP Entry-level Competencies (ELC)s <https://www.crns.ca/nursing-practice/nursing-practice-resources/rnnp-resources/>
- CRNS NP Practice Standards <https://www.crns.ca/nursing-practice/nursing-practice-resources/rnnp-resources/>
- CRNS Nurse Practitioner Practice Guidelines <https://www.crns.ca/nursing-practice/nursing-practice-resources/rnnp-resources/>

***Students not residing in Saskatchewan are required to familiarize themselves with the NP entry-level competencies, practice standards and guidelines in the jurisdiction where they are practicing.**

ELECTRONIC RESOURCES

USask Library Research Guide – Nursing. Contains information and links to important (free) resources for practice and scholarship including evidence-based practice guidelines, videos, drug guides, online textbooks, as well as guides on how to conduct a literatures search, evaluate the quality of evidence, scholarly writing and more. Book mark this page to your computer, as it should be a well-used resource throughout your clinical rotations. <http://libguides.usask.ca/nursing>.

11. Resources

- 11.1 Proposed instructor: **Current faculty within the College of Nursing teaching in the Nurse Practitioner programs.**
- 11.2 How does the department plan to handle the additional teaching or administrative workload? **The Master of Nursing-Nurse Practitioner programs have sufficient existing teaching and administrative resources to deliver this course.**
- 11.3 Are sufficient library or other research resources available for this course? **YES**
- 11.4 Are any additional resources required (library, audio-visual, technology, etc.)? **NO**

12. Tuition

- 12.1 Will this course attract tuition charges? If so, how much? (use tuition category) **YES, Graduate Studies Special Tuition Program category**
- 12.2 Does this course require non-standard fees, such as materials or excursion fees? If so, please include an approved "Application for New Fee or Fee Change Form"
<http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees>
-

Detailed Course Information

1. Schedule Types

Please choose the Schedule Types that can be used for sections that fall under this course: **See highlighted selection.**

Code	Description	Code	Description
CL	Clinical	PRB	Problem Session
COO	Coop Class	RDG	Reading Class
FLD	Field Trip	RES	Research
ICR	Internet Chat Relay	ROS	Roster (Dent Only)
IHP	Internet Help	SEM	Seminar
IN1	Internship - Education	SSI	Supervised Self Instruction
IN2	Internship - CMPT & EPIP	STU	Studio
IN3	Internship - General	SUP	Teacher Supervision
LAB	Laboratory	TUT	Tutorial
LC	Lecture/Clinical (Dent Only)	WEB	Web Based Class
LEC	Lecture	XCH	Exchange Program
LL	Lecture/Laboratory	XGN	Ghost Schedule Type Not Applicable
MM	Multimode	XHS	High School Class
PCL	Pre-Clinical (Dent Only)	XNA	Schedule Type Not Applicable
PRA	Practicum	XNC	No Academic Credit

2. Course Attributes

Please highlight the attributes that should be attached to the course (they will apply to all sections):

Off or Distance Ed Stdnt Fee

Web Class taught synchronously

Fee - Graduate Studies

2.1 NOAC No Academic Credit

0 Credit Unit courses that possess "deemed" CUs (Called Operational Credit Units). NOAC causes the system to roll 0 academic credit units to academic history.

2.2 For the College of Arts and Science only: To which program type does this course belong?

- FNAR Fine Arts
- HUM Humanities
- SCIE Science
- SOCS Social Science
- ARNP No Program Type (Arts and Science)

Does this course satisfy one of the official college requirements:

- ELWR – English Language Writing Requirement
- ILRQ – Indigenous Learning Requirement
- QRRQ – Quantitative Reasoning Requirement

3. Registration Information (Note: multi-term courses cannot be automated as corequisites).

- 3.1 Permission Required: **YES, permission is required to audit the course.**
- 3.2 Restriction(s): course only open to students in a specific college, program/degree, major, year in program: **Only open to MN-NP students.**
- 3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course: **None**
- 3.4 Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course: **None**
- 3.5 Corequisite(s): course(s) that must be taken at the same time as this course: **None**
- 3.6 Notes: recommended courses, repeat restrictions/content overlap, other additional information

4. List Equivalent Course(s) here: NURS 883.3

An equivalent course can be used in place of the course for which this form is being completed, specifically for the purposes of prerequisite and degree audit checking. Credit will be given for only one of the equivalent courses.

- 4.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be equivalent:

***Please note:** If the equivalent courses carry an UNEQUAL number of credit units, DegreeWorks will automatically enforce the following, unless otherwise stated:

- If a 3 credit unit course is considered to be equivalent to a 6 credit unit course, it will fulfill the 6 credit unit requirement and the student will not have to complete another 3 credit units toward the overall number of required credit units for the program.
- If a 6 credit unit course is considered to be equivalent to a 3 credit unit course, ALL 6 of the credit units may be used to fulfill the 3 credit unit requirement.

5. List Mutually-Exclusive Course(s) here: NURS 883.3

Mutually exclusive courses have similar content such that students cannot receive credit for both.

- 5.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be mutually exclusive:

***Please note:** SiRIUS cannot enforce a situation where the exclusion goes only one way.

6. Additional Notes: Syllabus attached.**COURSE SYLLABUS**

Course Title:	Theory for Nurse Practitioner Practice		
Course Code:	NURS 830	Term:	TBD
Course Credits:	3	Delivery:	Synchronous Online
Location:	Distance Learning	Website:	https://canvas.usask.ca/

Course Dates & Times:	Weekly 4-hour seminars x 10 weeks (40 hours)
Course Calendar Description:	This course will explore and evaluate theoretical aspects, issues, and roles in nurse practitioner practice.
Pre Requisite:	Admission to the MN-NP
Course Equivalent	NURS 883: Theory for Advanced Practice Nursing Roles and Primary Health Care

*Note: All times refer to Saskatchewan Time Zone

LAND ACKNOWLEDGMENT

As we engage in teaching and learning, we acknowledge that the University of Saskatchewan Saskatoon campus is on *Treaty Six Territory* and the *Homeland of the Métis*. We pay our respect to the First Nation and Métis ancestors of this place and reaffirm our relationship with one another. We recognize that many are attending this course from other traditional Indigenous lands and ask that you take a moment to make your own Land Acknowledgement to the peoples of those lands. In doing so, we are actively participating in reconciliation as we navigate our time in this course, learning and supporting each other.

LEARNING OUTCOMES

Learning outcomes and evaluation in the University of Saskatchewan NP program is based on the [Nurse Practitioner Entry-Level Competencies \(ELCs\)](#) as set out by the Canadian Council of Registered Nurse Regulators (CCRNRR) and the College of Registered Nurses of Saskatchewan (CRNS) as well as the [CRNS Nurse Practitioner Practice Standards](#). ELCs reflect the knowledge, skill and judgement required of a novice NP to provide safe, competent, ethical and compassionate care. Practice standards compliment ELCs as broad statements of the minimal requirements for safe and effective NP practice.

Specific learning outcomes for this course include:

1. Demonstrate understanding of the roles and responsibilities of nurse practitioners including regulation and legislation related to the expanded scope of practice. (NP Practice Standards, NP ELC 1.15, CASN MN Outcomes 3.2.1 & 4.2.2)
2. Evaluate the historical, philosophical, theoretical, and socio-political foundations of nurse practitioner practice. (CASN MN Outcome 1.2.1)
3. Apply theory and research to examine ethical, legal, socio-political, and professional issues in nurse practitioner practice. (NP ELC 5.1, CASN MN Outcome 1.2.2 & 5.2.5)
4. Analyze and evaluate the role of the nurse practitioner as a leader and advocate to develop strategies that improve health, promote health equity and enhance health outcomes. (NP ELCs 2.1, 3.6, CASN MN Outcomes 1.2.3 & 1.2.4)
5. Demonstrate developing skills as a nurse scholar, including ability to critically evaluate, synthesize, integrate and disseminate ideas in an organized, creative and logical manner. (NP ELCs 5.2, CASN MN Outcomes 2.2.4 & 4.2.3)

6. Initiate development of a professional NP role identify, establishing and implementing a personal professional growth plan to guide nurse practitioner role development. (NP Practice Standards; CASN MN Outcome 5.2.1)
7. Examine and evaluate the impact of colonization, racism, and inter-generational trauma on current health disparities faced by Indigenous peoples. (NP ELCs 3.1 & 3.3)

UNIVERSITY OF SASKATCHEWAN GRADING SYSTEM FOR GRADUATE COURSES

Grading in this course follows the University of Saskatchewan College of Graduate and Postdoctoral Studies (CGPS) Literal Descriptors. The following describes the relationship between literal descriptors and percentage scores for courses in the College of Graduate Studies and Research:

90-100 Exceptional

A superior performance with consistent strong evidence of:

- a comprehensive, incisive grasp of subject matter;
- an ability to make insightful, critical evaluation of information;
- an exceptional capacity for original, creative and/or logical thinking;
- an exceptional ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently;
- an exceptional ability to analyze and solve difficult problems related to subject matter.

80-89 Very Good to Excellent

A very good to excellent performance with strong evidence of:

- a comprehensive grasp of subject matter;
- an ability to make sound critical evaluation of information;
- a very good to excellent capacity for original, creative and/or logical thinking;
- a very good to excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently;
- a very good to excellent ability to analyze and solve difficult problems related to subject matter.

70-79 Satisfactory to Good

A satisfactory to good performance with evidence of:

- a substantial knowledge of subject matter;
- a satisfactory to good understanding of the relevant issues and satisfactory to good familiarity with the relevant literature and technology;
- a satisfactory to good capacity for logical thinking;
- some capacity for original and creative thinking;
- a satisfactory to good ability to organize, to analyze, and to examine the subject matter in a critical and constructive manner;
- a satisfactory to good ability to analyze and solve moderately difficult problems.

60-69 Poor

A generally weak performance, but with some evidence of:

- a basic grasp of the subject matter;

- some understanding of the basic issues;
- some familiarity with the relevant literature and techniques;
- some ability to develop solutions to moderately difficult problems related to the subject matter;
- some ability to examine the material in a critical and analytical manner.

<60 Failure

An unacceptable performance.

Further information on literal descriptors for grading at the University of Saskatchewan can be found at: <https://students.usask.ca/academics/grading/grading-system.php#GradingSystem> Please note: There are different literal descriptors for undergraduate and graduate students.

ACADEMIC POLICIES

Students are expected to follow USask Policies. These can be found at: <http://policies.usask.ca>

USask Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at: <http://policies.usask.ca/policies/academic-affairs/academic-courses.php>

College of Nursing Graduate program policies can be found at: <https://nursing.usask.ca/policies/graduate.php>

USASK LEARNING CHARTER

The USask Learning Charter defines aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at:

http://www.usask.ca/university_secretary/LearningCharter.pdf

LEARNING ENVIRONMENT OVERVIEW

As a graduate degree, the USask NP program requires you to apply advanced-level thinking, analysis, critical evaluation, and self-directed learning. Course design is based on a professional, self-directed learning environment in which instructors facilitate and support your development of entry level NP competencies and graduate level learning outcomes (as defined by the [CASN National Nursing Education Framework](#) 2022). As an adult learner, you are expected to take responsibility for your own learning, identifying personal learning needs and activities to meet course learning outcomes.

Synchronous online seminars use Zoom as the videoconferencing platform for delivery. Although the classroom is online, the seminars are considered private USask classrooms, accessible only to students registered in the course. Online seminar etiquette, including professional behaviours and appearance, is expected of all seminar participants.

PROGRAM REQUIREMENTS AND CRITERIA THAT MUST BE MET TO PASS

- Completion of all course evaluation components
- Attendance at all mandatory seminars and/or labs (if applicable)

- Minimum 70% (pass) on essential course components*
- Overall final grade of 70% or higher in the course

*An essential component of a course must be passed in order to pass the course. Essential components for USask NP courses have been identified through curriculum mapping and are considered necessary for students to demonstrate attainment of course learning outcomes and/or foundational competencies necessary to progress within the program. All final exams, the comprehensive exam, major assignments, OSCEs and clinical evaluations are essential components. Additional essential components are course specific and identified in the course syllabus.

Please refer to the following College of Nursing Graduate program policies at:

<https://nursing.usask.ca/policies/graduate.php> for further details on academic requirements:

- Completion of Work
- Grade Assignment
- NP Program Progression and Remediation Policy
- NP Students Promotion and Graduation
- Supplemental and Deferred Exams

COURSE OVERVIEW

[Insert Course Overview]

COURSE SCHEDULE

Timelines	Learning Activities
<p>Week 1</p> <p>Introduction to Graduate Studies and the NP Role</p>	<p>Topics</p> <ul style="list-style-type: none"> • Transition to Graduate Studies/Scholarship in Graduate Studies • Advanced Practice Nursing & the NP Role (Guest Panel) • Transition from RN to NP/Intro to NP Role Development <p>Readings/Media:</p> <p>Mariano, C. (2015). No One Left Behind. How Nurse Practitioners are Changing the Canadian Health Care System. Victoria, BC: Friessen Press</p> <p>College of Registered Nurses of Saskatchewan (CRNS). (2023). Nurse Practitioner Entry-Level Competencies.</p>

	<p>CRNS. (2017). Nurse Practitioner Practice Standards.</p> <p>College of Graduate and Postdoctoral Studies. The Grad Hub. Transitioning to Grad School.</p> <p>Lowe, G. (2017). Nurse practitioners: Framing their professional identity. <i>The Journal for Nurse Practitioners</i>, 13(2), 175. DOI: https://doi.org/10.1016/j.nurpra.2016.12.021</p> <p>Owens, R. & Godfrey, C. (2022). Fostering professional identity in nursing. American Nurse</p> <p>Canadian Perspectives on Advanced Practice Nursing (2nd Ed).</p> <p>Chapters 1. Historical Overview of Advanced Practice Nursing in Canada</p> <p>Chapter 29. Role Transition</p>
<p>Week 2</p> <p>NP Regulation & Scope of Practice</p>	<p>Topics:</p> <ul style="list-style-type: none"> • NP Regulation • NP Education • NP Competencies <p>Canadian Perspectives on Advanced Practice Nursing (2nd Ed).</p> <p>Chapter 3. Advanced Practice Nursing Education in Canada.</p> <p>Chapter 6. Competencies for the Clinical Nurse Specialist and Nurse Practitioner in Canada</p> <p>Chapter 7. Understanding Regulatory, Legislative, and Credentialing Requirements in Canada</p> <p>Chapter 14. Direct Comprehensive Care Competencies. 14B Nurse Practitioner</p> <p>Canadian Nurses Association (2019). Advanced Practice Nursing A Pan-Canadian Framework</p> <p>Canadian Nurses Association (2017). Code of Ethics for Registered Nurses. Ottawa, ON: author https://www.cna-aic.ca/en/on-the-issues/bestnursing/nursing-ethics</p> <p>CRNS (2023). Understanding Legislated Scope of Practice. https://www.crns.ca/nursing-practice/legislatedscope-of-practice/</p>

	<p>CRNS (2024). Bylaws https://www.crns.ca/about-us/how-we-govern/act-bylaws/</p> <p><i>*Students from jurisdictions outside of SK are required to review the NP practice standards, guidelines, and regulatory standards in their jurisdiction</i></p>
<p>Week 3</p> <p>Theory and Theorizing in NP Practice</p>	<p>Topics:</p> <ul style="list-style-type: none"> • Nursing Science & Nursing Knowledge • Theories and Frameworks • Application of Theory to Practice <p>Readings/Media:</p> <p>Canadian Perspectives on Advanced Practice Nursing (2nd Ed).</p> <p style="padding-left: 40px;">Chapter 8. Advanced Practice Nursing Frameworks Utilized or Developed in Canada</p> <p>Im, E. (2015). Discussion Paper. The current status of theory evaluation in nursing. <i>Journal of Advanced Nursing</i>, 17(10), 2268-2278.</p> <p>McCrae, N. (2012). Whither nursing models? The value of nursing theory in the context of evidence-based practice and multidisciplinary health care. <i>Journal of Advanced Nursing</i>, 68(1), 222-229.</p>
<p>Week 4</p> <p>Leadership – the NP Role as Leader</p>	<p>Topics</p> <ul style="list-style-type: none"> • What is leadership? • NP Leadership competencies – how is it different from RN leadership • NP Role in Optimizing Health System <p>Readings/Media:</p> <p>Canadian Perspectives on Advanced Practice Nursing (2nd Ed).</p> <p style="padding-left: 40px;">Chapter 5. Canadian Research on the Impact and Outcomes of Advanced Practice Nursing Roles</p> <p style="padding-left: 40px;">Chapter 15. Optimizing Health System Competencies. 15B Nurse Practitioner</p>

	<p>Chapter 18. Leadership Competencies. 18B Nurse Practitioner</p> <p>Chapter 21. Health Policy and Advanced Practice Nursing in Changing Environments</p>
<p>Week 5</p> <p>Advocacy – the NP Role in Addressing Social Determinants</p>	<p>Readings/Media:</p> <p>Canadian Perspectives on Advanced Practice Nursing (2nd Ed).</p> <p>Chapter 9. Indigenous Populations</p> <p>Chapter 10. Inner-City Populations</p> <p>Chapter 11. Rural and Remote Populations</p> <p>Chapter 12. LGBT2SQ Populations</p> <p>Chapter 13. Refugee and Migrant Populations</p>
<p>Week 6</p> <p>Advocacy – the NP Role in Indigenous Health, Anti-Racism & Inclusion</p>	<p>Readings/Media:</p> <p>Truth and Reconciliation Commission of Canada (2015). Truth and Reconciliation Commission of Canada: Calls to Action</p> <p>Graham, H. (2024). CPR RACISM: A guide for health care providers to address racism in healthcare. <i>International Journal of Indigenous Health</i>, 19(1). DOI: 10.32799/ijih.v19i1.42574</p> <p>Cancer Care Ontario. Indigenous Relationship and Cultural Awareness Courses. Go to this site and create a free account. https://www.cancercareontario.ca/en/resources-first-nations-inuit-metis/firstnations-inuit-metis-courses Enroll in and complete the following courses:</p> <ul style="list-style-type: none"> • Truth and Reconciliation commission of Canada (TRC) and the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) • Chronic disease prevention in Indigenous People • The Health Landscape of Indigenous People • Health Literacy • Cultural Competence in Health Care

<p>Week 7</p> <p>Education – the NP Role as Educator</p>	<p>Readings/Media:</p> <p>Canadian Perspectives on Advanced Practice Nursing (2nd Ed).</p> <p>Chapter 16. Educational Competencies 16B Nurse Practitioner</p> <p>Readings on Educational Theory/Teaching & Learning Theory</p>
<p>Week 8</p> <p>Research – the NP Role as Researcher</p>	<p>Readings/Media:</p> <p>Canadian Perspectives on Advanced Practice Nursing (2nd Ed).</p> <p>Chapter 17. Research Competencies 17B Nurse Practitioner</p> <p>Chapter 30. Outcomes Evaluation and Performance Assessment of Advanced Nursing Roles</p>
<p>Week 9</p> <p>Consultation, Collaboration & Interprofessional Competencies</p>	<p>Readings/Media:</p> <p>Canadian Perspectives on Advanced Practice Nursing (2nd Ed).</p> <p>Chapter 19. Consultation and Collaboration Competencies 19B Nurse Practitioner</p> <p>Chapter 28. The Advanced Practice Nurse and Interprofessional Collaborative Practice Competence</p> <p>Canadian Interprofessional Health Collaborative (2010). A National Interprofessional Competency Framework.</p>
<p>Week 10</p> <p>Resiliency</p>	<p>Readings/Media:</p> <p>Primary Care the Art & Science of Advanced Practice Nursing Chapter 88: Putting Caring Into Practice: Caring for Self</p> <p>American Psychological Association. (2020). Building your resilience. https://www.apa.org/topics/resilience/building-your-resilience</p> <p>Henshall, C., Davey, Z. & Jackson, D. (2020). Nursing resilience interventions – A way forward in challenging healthcare territories. <i>Journal of Clinical Nursing</i>, 29(19-20), 3597-3599. doi: 10.1111/jocn.15276</p>

Meissen, H. (2022). Combating burnout by teaching resilience strategies to new graduate nurse practitioners . Vanderbilt School of Nursing
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INSTRUCTOR INFORMATION:

Title

Name:

Email:

Office Phone:

Mobile: (urgent matters only)

Title

Name:

Email:

Office Phone:

Mobile: (urgent matters only)

Office Hours: As posted on Canvas Zoom meetings. Students are encouraged to attend office hours to clarify questions about course materials. If you would prefer a private meeting, please send a Canvas message outlining the reason for the meeting and two days/times you are available to meet.

Email Communication: University of Saskatchewan email addresses will be used for email communication within this course. Instructors will review and respond to messages within 48 hours, **with the exception of weekends and holidays** during which time regular monitoring of email cannot be guaranteed.

Urgent Concerns (requiring attention within 1-2 hours): Please call or send a text message

REQUIRED RESOURCES

Required readings and media for this course are outlined in the course schedule. Readings come from program textbooks, peer-reviewed evidence based articles, and other electronic medical sources. Assigned readings and resources were carefully selected to address course learning outcomes. Relevant national and provincial documents as well as journal articles complement and supplement course textbooks, providing Canadian and regional context on theoretical, regulatory, political and practice considerations for nurse practitioners. Given the evolving landscape of policy, regulation and evidence-based practice, additions to the course reading list may occur during the term to introduce new and relevant literature. Any changes to the reading list will be communicated to students through a Canvas announcement.

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Mariano, C. (2015). **No One Left Behind. How Nurse Practitioners Are Changing the Canadian Health Care System**, Victoria, BC: Freisen Press.

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CRNS NP Practice Standards <https://www.crns.ca/nursing-practice/nursing-practice-resources/rnnp-resources/>

CRNS Nurse Practitioner Practice Guidelines <https://www.crns.ca/nursing-practice/nursing-practice-resources/rnnp-resources/>

***Students not residing in Saskatchewan are required to familiarize themselves with the NP entry-level competencies, practice standards and guidelines in the jurisdiction where they are practicing.**

ELECTRONIC RESOURCES

USask Library Research Guide – Nursing. Contains information and links to important (free) resources for practice and scholarship including evidence-based practice guidelines, videos, drug guides, online textbooks, as well as guides on how to conduct a literatures search, evaluate the quality of evidence, scholarly writing and more. Book mark this page to your computer, as it should be a well-used resource throughout your clinical rotations. <http://libguides.usask.ca/nursing>.

Graduate Program Orientation Canvas site – for resources on writing, APA, etc.

Library sources on literature review and referencing

GRADING SCHEME

Evaluation Component	Date	Grade Weight
Developing a Professional NP Role Identity	Week 2-3	20%
Debatable Topics in NP Practice	Variable dates as posted in schedule	20%
NP Leadership to Improve Health Outcomes		
Paper Outline	Week 6	10%
Peer Feedback	Week 7-8	10%
Paper	Week 10	30%
Self-Evaluation	Week 10	10%

Total		100%
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*Essential components. Passing grade of $\geq 70\%$ required

GSR 960 – Introduction to Ethics and Integrity, is a 0 credit unit course that all USask graduate students are required to take. This course must be completed prior to submission of the first assignment.

EVALUATION COMPONENTS

DEVELOPING A PROFESSIONAL NP ROLE IDENTITY

Value: 20% of final grade

Due Date: Week 2-3

Type: This assignment supports students in learning to clearly articulate the NP role and begin developing their role identity as a NP.

Description: The transition from RN to NP involves significant shifts not only in responsibilities but also in autonomy, scope of practice, and decision-making. Understanding and strategically managing this transition promotes effective development of NP role identity and advanced practice competencies. This assignment will help you learn to clearly articulate your new NP role and begin to develop your professional NP role identity, including plans to continue supporting NP role identity development over the course of your program.

Preparation: Begin by researching the key differences between RN and NP roles including scope of practice, autonomy, responsibilities, and competencies. The required course textbook *No One Left Behind* (Mariano, 2015) includes real-life stories of NPs working within the Canadian healthcare system that will help you better understand the breadth and depth of NP roles and responsibilities. You may also consider interviewing or shadowing an NP to provide practical insight into the daily responsibilities and expectations.

Assignment: Using your preparatory research, you will develop a plain-language explanation of what a nurse practitioner is that you can use to describe your role to the general public OR other health care providers. Be sure to identify your target audience clearly when you submit your assignment.

Next, you will develop a plan to support your NP role development over the course of your program. In your plan, consider your strengths, weaknesses, aspirations, and strategies for addressing these factors to support NP role development. While knowledge is important part of role development, other personal attributes or 'soft skills' such as communication, adaptability, problem solving, time management, emotional intelligence, resiliency, and responsiveness to feedback, are intricately linked to knowledge acquisition and are important to address as part of your role development plan.

If you would like to learn more about your personal profile, there are many tools available such as the [Myers-Briggs](#), [CliftonStrengths](#), Tony Robbins DISC Profile, and [the Enneagram](#). [16Personalities](#) has an free online personality test, based somewhat on the Myers-Briggs.

Format: This assignment may be completed in written or recorded video/presentation format. Students are encouraged to utilize a format that fits their preferred learning styles. While this assignment involves personal reflection, it should follow APA style, including referencing 2-4 current and relevant sources. First person when referencing your own thoughts is appropriate and encouraged.

Written format: Maximum 750 words (3 pages double spaced, excluding title page and references)

Video: Maximum 5-7 minutes. References should be submitted in APA format on a separate document (or slide)

Rubric

Criteria	Exceptional 90 – 100%	Very Good – Excellent 80 - 89%	Satisfactory to Good 70 – 79%	Poor < 70%
NP Role Description				
NP Role Development Plan				
Format & Style				

Learning Outcomes: 1 & 6

DEBATABLE TOPICS IN NP PRACTICE: GROUP PRESENTATION

Value: 20% of final grade

Due Date: Weeks 4-6

Type: This assignment provides opportunity to develop and evaluate skills in critical appraisal, synthesis, teamwork/collaboration, and presentation as students work together in groups of 2-3 to apply theory and research to address socio-political, professional, ethical and regulatory issues in NP practice.

Description: In the first of class you will sign up on Canvas for one of the *Debatable Topics in NP Practice*. 2-3 students can sign up for each topic with each topic having an assigned presentation date.

Working in your group, you will research, critically appraise and develop a 10-minute presentation to deliver to your peers on the chosen topic. Presentations should succinctly summarize and organize information into a briefing style presentation, a common format used in political advocacy.

There will be at least two presentations for the same topic area, with each taking a different view or angle. One of your jobs as the presenters, is to convince your audience that your arguments are the strongest and gain their vote. At the end of each presentation block on same topic area there will be an audience vote to determine the group that was the most persuasive.

This presentation provides opportunity to demonstrate skills in teamwork (group collaboration and communication) as well as application of research, theory, ethical, regulatory and practice considerations to address the problem.

Debatable Topics:

- NP Education:
 - Entry-Level NP Education should be at the Master's Level
 - Entry-Level NP Education should be at the DNP
 - Entry-Level NP Education builds on experience and graduate education is not required
 - Experience (minimum 2 years) is not required for NP education
 - More than 2 years experience is required prior to starting NP education
- NP Licensure/Registration
 - NPs should be educated and registered in specialty streams of practice (i.e. Family All Ages, Neonatal, Pediatric, Adult)
 - NPs should be educated and registered with a common generalist focus that applies to all health settings
- Social Determinants – what is the most important social determinant of health and why?
 - Income and Social Status
 - Education and literacy
 - Social supports and coping skills
 - Access to health services
 - Race/Racism & Culture
- NP Scope of Practice
 - NP Scope of Practice in Canada is too large for the training and compensation provided to NPs
 - NP Scope of Practice in Canada is too narrow/restrictive.

- Interprofessional Practice
 - Physician Assistants should not be added as additional healthcare providers in Canada
 - Physician Assistants are important additions to the healthcare workforce
- Practice Environments
 - NPs should be supported to open private practices, billing patients directly for services
 - NP private practice (i.e. billing patients for health care services) should not be permitted

Learning Outcomes: 2, 3

NP LEADERSHIP TO IMPROVE HEALTH OUTCOMES ASSIGNMENT

Value: 50% (10% outline; 10% peer feedback; 30% final paper)

Date: Week 5-10

Type: Scaffolded assignment to support students development and evaluation of skills in critical appraisal, scholarly writing, and analysis of the NP role as leader in improving health outcomes.

Description: You will select a health or healthcare issue you feel NPs play an important leadership role in addressing (example topics included below). You will then explore the literature on this topic, examining theory, research, policy, legislation, regulation and other practice considerations to support the NP leadership role in addressing the issue, compiling information into a scholarly academic paper.

To support paper development, there are three components to this assignment:

1. Development of a paper outline
2. Feedback from instructor and peers on outline
3. Development of full paper

Each of these components is outlined in further detail below.

You are encouraged to discuss your chosen topic for this paper with the course instructor. Possible topics include, but are not limited to:

- Indigenous health
- Racism
- Reducing health inequities, addressing social determinants
- Access to care (specify specific setting such as rural/remote, primary care, etc)
- Preventative health

- Mental health and addictions
- Chronic disease management
- Resource stewardship
- Interprofessional teams

Learning Outcomes: 3, 4, 5

PAPER OUTLINE

Value: 10% of final grade

Date: Week 5-6

Length: Max 1 page (? Posted on Canvas Discussion Board)

Type: Students will develop an outline of their paper, receiving feedback from instructors and peers to help guide successful paper development.

Description: Detailed description of assignment expectations and procedures

Learning Outcomes: 3, 4, 5

PEER FEEDBACK

Value: 10% of final grade

Date: Week 7-8

Length: Max 1 page (? Posted on Canvas Discussion Board)

Type: Students will develop skills providing constructive feedback to peers on their paper outline.

Description: Using the critical friends protocol, you will provide feedback on a peers paper outline. You will be graded on your ability to provide constructive feedback. (not the feedback peer's provide of your outline).

Learning Outcomes: 5

FINAL PAPER

Value: 30% of final grade

Date: Week 10

Length: Maximum 5 pages?

Type: You will develop a scholarly paper (written assignment) demonstrating competencies in critical appraisal, synthesis, application, and scholarly writing.

Description: Using your outline and feedback provided by instructors and peers, you will develop a final paper discussing the NP leadership role in addressing your identified health issue and improve health outcomes. The paper will be written using APA student format and include the following elements:

1. A clear description of the identified health issue
2. Discussion of why NPs are suited to address this issue, integrating relevant regulatory, legislative, ethical, theoretical and research.
3. Barriers and facilitators to NPs address the issue
4. Future directions/recommendations

Learning Outcomes: 3, 4, 5

SELF-EVALUATION OF COURSE LEARNING OUTCOMES

Type: Active engagement in course seminars and self-directed learning activities are integral to student attainment of course learning outcomes. Self-evaluation of attainment of learning outcomes supports development of skills in reflective practice, and continuing professional development.

Description: All students are expected to come to seminars prepared to discuss and apply knowledge from required readings, and self-directed learning activities, in order to support development of course learning outcomes. Students will self-evaluate their attainment of course learning outcomes, providing examples to support their ratings. Student self-evaluation will be reviewed and approved by instructors, with any discrepancies in instructor observation and student self-evaluation brought forward for further discussion between the student and instructor(s) before determining a final grade.

Seminar & Competencies	Excellent (3)	Good (2)	Satisfactory (1)	Poor (0)
Demonstrate Understanding of NP Roles and Responsibilities (Learning Outcome 1)				
Comments to support rating:				

<p>Evaluate the historical, philosophical, theoretical and socio-political foundations of NP practice.</p>				
<p>Comments to support rating:</p>				
<p>Apply theory and research to examine ethical, legal, socio-political, and professional issues in NP practice</p>				
<p>Comments to support rating</p>				
<p>Analyze and evaluate the role of the NP as a leader and advocate to develop strategies that improve health, promote health equity and enhance health outcomes</p>				
<p>Demonstrate developing skills as a nurse scholar including ability</p>				

<p>to critically evaluate, synthesize, integrate and disseminate ideas in an organized, creative and logical manner</p>				
<p>Initiate development of a professional NP role identity, establishing and implementing a personal professional growth plan to guide NP role development.</p>				
<p>Examine and evaluate the impact of colonization, racism and intergenerational trauma on current health disparities faced by Indigenous Peoples</p>				
<p>Comments to support rating:</p>				
<p>Overall Grade:</p>				

Course Outcomes: 2,3,4, 5

SUBMITTING ASSIGNMENTS

Assignments will be submitted in electronic format in Canvas, unless otherwise specified.

LATE ASSIGNMENTS

As per graduate program policy (<https://nursing.usask.ca/policies/graduate.php>):

1. Assignments will be graded according to the College of Graduate & Postdoctoral Studies Grading Scale and Literal Descriptors. Students must submit all required assignments before or on the specified dates. Late submission without the professor's prior consent (extension granted) will result in a deduction of 5% of the assignment grade per calendar day and a grade of 0% for all unexcused assignments submitted five business days after the assignment deadline.
2. Students are required to complete all course components to receive credit for a course.
3. Unless other arrangements have been made with the course facilitator, the last day for acceptance of assignments will be communicated in each course syllabus.

ATTENDANCE EXPECTATIONS

Regular, punctual attendance and active participation at scheduled seminars is expected. Seminar and/or lab activities may be designated as mandatory in the course syllabus and absenteeism from these activities may result in the inability to meet course requirements and therefore failure in the course. If you will be absent from a scheduled learning activity through no fault of your own (e.g., illness, bereavement), please contact your instructor as soon as possible to discuss if and how missed time will be addressed. Students are required to have appropriate technology, including a headset with microphone, webcam and reliable high-speed internet to facilitate participation in online learning activities.

STUDENT FEEDBACK

Students are encouraged to provide feedback on the instructor and course at the end of the term. Students will receive a PAWS email with links to an online course evaluation survey. Results of the survey will contribute to course changes and instructor feedback for course delivery.

COPYRIGHT

Course materials are provided to you based on your registration in a class, and anything created by your professors and instructors is their intellectual property, unless materials are designated as open education resources. This includes exams, PowerPoint/PDF slides and other course notes. Additionally, other copyright-protected materials created by textbook publishers and authors may be provided to you based on license terms and educational exceptions in the Canadian Copyright Act (see <http://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>).

Before you copy or distribute others' copyright-protected materials, please ensure that your use of the materials is covered under the University's Fair Dealing Copyright Guidelines available at <https://library.usask.ca/copyright/general-information/fair-dealing-guidelines.php>. For example, posting others' copyright-protected materials on the open web is not covered under the University's Fair Dealing Copyright Guidelines, and doing so requires permission from the copyright holder.

For more information about copyright, please visit <https://library.usask.ca/copyright/index.php> or contact the University's Copyright Coordinator at <mailto:copyright.coordinator@usask.ca> or 306-966-8817.

RECORDING OF THE COURSE

At the University of Saskatchewan, the classroom is considered a private setting. Recording of lectures without the written consent of the instructor is prohibited. Students registered with AES who have been assessed as benefiting from lecture recordings may record lectures after informing the instructor and confirming the need to maintain the integrity of the use of the recording for their own learning needs (the recording cannot be copied, distributed or shared with other students and all recordings will be destroyed after completion of the course in each academic term).

EXAMINATIONS WITH ACCESS AND EQUITY SERVICES (AES)

Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to register with Access and Equity Services (AES) if they have not already done so. Students who suspect they may have disabilities should contact AES for advice and referrals. In order to access AES programs and supports, students must follow AES policy and procedures. For more information, check www.students.usask.ca/aes, or contact ES at 306-966-7273 or aes@usask.ca.

Students registered with AES may request arrangements for mid-term and final examinations by contacting their course instructor directly. Requests are NOT made through Accommodate as all exams are written online.

INTEGRITY IN A REMOTE LEARNING CONTEXT

Although teaching and learning online is a different environment than a traditional classroom, the rules and principles governing academic integrity remain the same. If you have questions about what may or may not be permitted, ask your instructor. Students have found it especially important to clarify rules related to exams administered remotely and to follow these carefully and completely.

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

Scholarship, including development of scholarly writing skills, is an essential learning outcome of Masters level nursing education (CASN, 2022). In order to effectively develop and evaluate student writing skills, students are expected to create and submit their own original assignments. In addition to the definition and examples of Academic Misconduct outlined in the [University of Saskatchewan Academic Misconduct Regulations](#), students are not permitted to use of Artificial Intelligence (AI) text generators (such as ChatGPT) for assessments (e.g., written assignments, open book exams, other evaluations) .

All students should read and be familiar with the Student Academic Misconduct Regulations (<https://governance.usask.ca/student-conduct-appeals/academic-misconduct.php>) as well as the Standard of Student Conduct in Non-Academic Matters and Procedures for Resolution of Complaints and Appeals (<https://governance.usask.ca/student-conduct-appeals/non-academic-misconduct.php>)

For more information on what academic integrity means for students see: <https://academic-integrity.usask.ca/>

STUDENT SUPPORTS

STUDENT LEARNING SERVICES

Student Learning Services (SLS) offers assistance to USask undergraduate and graduate students. For information on specific services, please see the SLS website: <https://library.usask.ca/studentlearning/>

STUDENT AND ENROLMENT SERVICES DIVISION

The Student and Enrolment Services Division (SESD) focuses on providing developmental and support services and programs to students and the university community. For more information, see the students' web site <http://students.usask.ca>.

FINANCIAL SUPPORT

Any student who faces challenges securing their food or housing and believes this may affect their course performance is urged to contact Student Central (<https://students.usask.ca/student-central.php>).

ABORIGINAL STUDENTS' CENTRE

The Aboriginal Students' Centre (ASC) is dedicated to supporting Aboriginal student academic and personal success. The centre offers personal, social, cultural and some academic supports to Métis, First Nations, and Inuit students. The centre is also dedicated to intercultural education, bringing Aboriginal and non-Aboriginal students together to learn from, with and about one another in a respectful, inclusive and safe environment. Students are encouraged to visit the ASC's Facebook page (<https://www.facebook.com/aboriginalstudentscentre/>) to learn more.

RECOMMENDED TECHNOLOGY FOR REMOTE LEARNING

Students are reminded of the importance of having the appropriate technology for remote learning. The list of recommendations can be found at <https://nursing.usask.ca/technology/overview.php>

GUIDELINES FOR COMMUNICATION

Respectful written and verbal communication are an expectation for students and instructors. Please view the following USask guidelines on Netiquette:

<https://teaching.usask.ca/documents/gmctl/netiquette-usask-detailed-270720.pdf>

As Registered Nurses, you are accountable to your governing body professional standards and regulation. This includes the [CNA Code of Ethics](#), and other regulatory standards such as those on [Professional Boundaries](#) and [Social Media](#). You are encouraged to review these regulations as necessary.

SYLLABUS CHANGES

The instructor reserves the right to make changes to the syllabus reading material and seminar schedule to accommodate scheduling of guest lectures or clinical updates. If changes are made students will be contacted by email, using their USask email address, and a posting will be placed in the course Canvas site. It is the students' responsibility to routinely check their USask email and Canvas.

TECHNICAL SUPPORT

If you need assistance with technical support, contact IT services help desk or the College of Nursing IT services. itsupport@usask.ca or 306-966-2222

ACKNOWLEDGEMENTS

Contributions to this course were provided by [\[insert names\]](#).



UNIVERSITY OF
SASKATCHEWAN

**New Course
Proposal & Creation Form**

1. Approval by Department Head or Dean

- 1.1 College or School with academic authority: **College of GRADUATE & POSTDOCTORAL STUDIES**
- 1.2 Department with academic authority: **NURSING**
- 1.3 Term from which the course is effective: **September 2026**

2. Information required for the Catalogue

- 2.1 Label & Number of course: **NURS 831**
- 2.2 Academic credit units: **3**
- 2.3 Course Long Title (maximum 100 characters): **Therapeutic Foundations for Nurse Practitioner Practice**
Course Short Title (maximum 30 characters): **Ther. Foundations for NP**
- 2.4 Total Hours: Lecture **Seminar - 32 hours** Lab – **16 hours online over 2 days** Tutorial
Other
- 2.5 Weekly Hours: Lecture Seminar **3-4hrs** Lab 16 hours Tutorial Other
- 2.6 Term in which it will be offered: T1 T2 T1 or T2 T1 and T2
- 2.7 Prerequisite: **NURS 830: Theory for Nursing Practice**

If there is a prerequisite waiver, who is responsible for signing it? **Not applicable.**

D – Instructor/Dept Approval

H – Department Approval

I – Instructor Approval

- 2.8 Catalogue description (150 words or less): **This course focuses on health promotion and other therapeutic approaches in nurse practitioner practice. Students will enhance knowledge and skills applying advanced communication strategies, health promotion, non-pharmacological interventions, and patient education within the scope of nurse practitioner practice. Incorporating a commitment to anti-racist, inclusive, and culturally safe care, students will enhance skills in promoting optimal health outcomes for individuals, groups, and/or populations.**
- 2.9 Do you allow this course to be repeated for credit? **NO**

- 3. Please list rationale for introducing this course: **This course has been developed to ensure graduates of the Master of Nursing-Nurse Practitioner program meet the new entry level competencies developed by the regulatory body (College of Registered Nurses of Saskatchewan).**

4. **Please list the learning objectives for this course:**

Learning outcomes and evaluation in the University of Saskatchewan NP program is based on the [Nurse Practitioner Entry-Level Competencies \(ELCs\)](#) as set out by the Canadian Council of Registered Nurse Regulators (CCRNRR) and the College of Registered Nurses of Saskatchewan (CRNS) as well as the [CRNS Nurse Practitioner Practice Standards](#). ELCs reflect the knowledge, skill and judgement required of a novice NP to provide safe, competent, ethical and compassionate care. Practice standards compliment ELCs as broad statements of the minimal requirements for safe and effective NP practice.

Specific learning outcomes for this course include:

1. Apply advanced therapeutic communication strategies (i.e. trauma and violence informed care, culturally safe communication, counselling, harm-reduction, shared decision making) to address diverse patient needs and populations while adhering to regulatory and legislative requirements. (NP ELCs 1.10 – 1.12)
2. Synthesize research to develop and implement effective, evidence-informed, culturally appropriate health promotion strategies that address the specific needs of diverse patient populations. (NP ELCs 1.6 and 1.11)
3. Evaluate non-pharmacological therapy to determine evidence-informed, patient-centered options for managing diverse health conditions and populations. (NP ELCs 1.6, 1.7, 1.9)
4. Enhance self-awareness of personal biases, and deepen knowledge of anti-racist, inclusive, and culturally safe care practices, while also analyzing the ongoing effects of colonization, racism, and oppression on Indigenous people's health to deliver equitable healthcare services. (NP ELCs 3.1-3.5).
5. Design, evaluate and revise health education and health promotion materials to promote culturally appropriate, evidence-informed content and strategies for improving health. (NP ELCs 2.3, 4.1, 4.2)
6. Demonstrate scholarship by disseminating critical appraisal and synthesis of information to others, communicating logically and coherently using credible and relevant sources. (NP ELCs 2.1, 5.1, 5.1)
7. Demonstrate a deepened understanding of Indigenous knowledge and traditional healing practices, including how they can be incorporated into patient-centered culturally safe care. (NP ELCs 3.3 & 1.6)
8. Apply the foundational elements of your role identity as a nurse practitioner counselor. (NP ELC 1.10-1.11)

5. **Impact of this course**

Are the programs of other departments or Colleges affected by this course? **NO**
If so, were these departments consulted? (Include correspondence)

Were any other departments asked to review or comment on the proposal?

6. **Other courses or program affected** (please list course titles as well as numbers)
- 6.1 Courses to be deleted? **NURS 885: Nursing Therapeutics I Individual to Community.**
- 6.2 Courses for which this course will be a prerequisite? **NURS 836 Transition to Nurse Practitioner Clinical Practice**
- 6.3 Is this course to be required by your majors, or by majors in another program? **This course is required for students in the Master of Nursing-Nurse Practitioner program only.**
7. **Course outline**
(Weekly outline of lectures or include a draft of the course information sheet.)

Date & Topic	Required Readings/Media
<p>Week 1</p> <p>Intro to therapeutics (patient centered care, rational prescribing, non-pharmacotherapy, stewardship, CAM, SDoH etc)</p>	<ul style="list-style-type: none"> • Primary Care the Art and Science of Advanced Practice Nursing. Review the following chapters: <ul style="list-style-type: none"> ○ Chapter 1: Primary Care in the Twenty-First Century: A Circle of Caring; ○ Chapter 2: Caring and the Advanced Practice Nurse; ○ Chapter 4: The Art of Diagnosis and Treatment; ○ Chapter 5: Evidence-Based Practice • Bates Visual Guide to Physical Examination – Communication and Interpersonal Skills Videos. Review the following videos: <ul style="list-style-type: none"> ○ 1. Technique: Active or Attentive Listening; ○ 3. Technique: Empathetic Responses; ○ 6. Technique: Empowering the Patient; ○ 8. Use of Understandable Language; ○ 9. Use of non-stigmatizing Language; ○ 10. Appropriate non-verbal communication; ○ 13. Patient-Centeredness in Computerized Clinical Settings; ○ 22. Obtaining Informed Consent; ○ 24. Working with Medical Interpreters

	<ul style="list-style-type: none"> • Frameworks for Advanced Nursing Practice and Research. Read the following chapters: <ul style="list-style-type: none"> ○ Chapter 7: Frameworks for Teaching & Learning
<p>Week 2 Health Promotion</p>	<ul style="list-style-type: none"> • Primary Care the Art and Science of Advanced Practice Nursing. Read Chapter 3: Health Promotion • Canadian Task Force for Preventative Health Care Guidelines • Bates Guide to Physical Examination and History Taking. Read Chapter 6: Health Maintenance and Screening • Shen, S & Dubey, C (2019). Addressing vaccine hesitancy. <i>Canadian Family Physician</i>, 65, 175-181. https://www.cfp.ca/content/cfp/65/3/175.full.pdf • Canadian Pediatric Society. (2024). Working with vaccine-hesitant parents: An update. • Cutilli, C. (2020). Excellence in patient education: Evidence-based education that “sticks” and improves patient outcomes. <i>Nurs Clin North Am</i>, 55(2), 267-282. doi: 10.1016/j.cnur.2020.02.007 • Agency for Healthcare Research and Quality. Patient Education and Engagement. https://www.ahrq.gov/health-literacy/patient-education/index.html Review materials on this website to support development of your Patient Education Material assignment
<p>Week 3 Indigenous Health</p>	<p>Role of Practitioners in Indigenous Wellness Course (Self-Directed Online)</p>
<p>Week 4 Counselling Strategies Part 1 (Shared Decision Making, Motivational Interviewing, Behavioural Health, Health Education)</p>	<ul style="list-style-type: none"> • Primary Care the Art & Science of Advanced Practice Nursing. Read Chapter 87: Primary Care Approaches to Behavioural Health • Bates Visual Guide to Physical Examination – Communication and Interpersonal Skills Videos. Review the following videos: <ul style="list-style-type: none"> ○ 14. Teach-Back Method; ○ 27. Motivational Interviewing; Rapport: Newborns and Infants;

	<ul style="list-style-type: none"> ○ 16. Rapport: Young Child; ○ 17. Rapport: Adolescents; ○ 18. Rapport: Older Adults; ● Doppa, M. & Heeyoung, L. (2014). Motivational interviewing. A journey to improve health. <i>Nursing</i>, 44(3), 40-45. doi: 10.1097/01.NURSE.0000443312.58360.82 ● Frameworks for Advanced Nursing Practice and Research. Read the following chapters: <ul style="list-style-type: none"> ○ Chapter 4: Frameworks for Behavioural Change ○ Chapter 6: Human Development Frameworks ○ Chapter 13: Psychological Frameworks ● Stein, D. et al (2022). General and unique communication skills challenges for advanced practice providers: A mixed methods study. <i>Journal of Advanced Practice Oncology</i>, 13(1), 32-43. doi: 10.6004/jadpro.2022.13.1.3
<p>Week 5</p> <p>Counseling Strategies Part 2 (Trauma & Violence Informed Care, Discussing Sensitive Topics, Disclosing Serious News, Harm Reduction, Crises Intervention)</p>	<ul style="list-style-type: none"> ● Bates Visual Guide to Physical Examination – Communication and Interpersonal Skills Videos. Watch the following videos: <ul style="list-style-type: none"> ○ 19. Rapport: Patients with Physical and Sensory Disabilities; ○ 20. Rapport: LGBTQ+ Adults; ○ 21. Broaching Sensitive Topics; Discussing Advanced Directives; ○ 25. Disclosing Serious News; ○ 26. Responding to Emotional Cues; ● Roberts, Chandler, & Kalmakis (2019). A model for trauma-informed primary care. <i>Journal of the American Association of Nurse Practitioners</i>, 31(2), 139-144. doi: 10.1097/JXX.000000000000116. https://pubmed.ncbi.nlm.nih.gov/30550391/ ● Jackson, J. (2024). Harm Reduction Saves Lives series – Canadian Nurse articles and videos aims at taking a non-judgemental approach to care. https://www.canadian-nurse.com/blogs/cn-content/2024/06/06/harm-reduction-saves-lives-series

	<ul style="list-style-type: none"> • Brown, N. (2021). Implementing harm reduction strategies to reduce opioid overdoses. <i>The Journal for Nurse Practitioners</i>, 17(7), 870-873. https://doi.org/10.1016/j.nurpra.2021.02.030 • Rosenzweig, M. (2012). Breaking bad news: A guide for effective and empathetic communication. <i>Nurse Practitioner</i>, 37(2), doi: 10.1097/01.NPR.0000408626.24599.9e • Buckman, R. (2005). Breaking bad news: the S-P-I-K-E-S strategy. Psychosocial Oncology • Schulman, M & Maul, A. (2019). Screening for Adverse Childhood Experiences and Trauma. https://www.chcs.org/media/TA-Tool-Screening-for-ACEs-and-Trauma_020619-1.pdf
Week 6 Indigenous Health	Role of Practitioners in Indigenous Wellness Course (Self-Directed Online)
Week 7 Evidence-Based Approaches to Non-Pharmacotherapy Seminar 1	<p>Student Self-Directed Research on chosen presentation topic. The USask library is an excellent starting point. Some possible resources for non-pharmacotherapy include (however please don't limit your search to only these)</p> <ul style="list-style-type: none"> • The Review of Natural Products: Provides detailed information about natural products • National Center for Complementary and Integrative Health • Natural Medicines • eCPS
Week 8 Evidence-Based Approaches to Non-Pharmacotherapy Seminar 2	<p>Student Self-Directed Research on chosen presentation topic. The USask library is an excellent starting point. Some possible resources for natural products include (however please don't limit your search to only these)</p> <ul style="list-style-type: none"> • The Review of Natural Products: Provides detailed information about natural products • National Center for Complementary and Integrative Health • Natural Medicines • eCPS
Week 9 Advanced Communication Lab 1	<ul style="list-style-type: none"> • Sofer, D. (2018). The value of simulation in nursing education. <i>American Journal of Nursing (AJN)</i>, 118(4), 17-18. doi: 10.1097/01.NAJ.0000532063.79102.19.

(Online): Motivational Interviewing	<ul style="list-style-type: none"> • Eppich, W. & Cheng, A. (2015). Promoting excellent and reflective learning in simulation (PEARLS). Development and rational for a blended approach to health care simulation debriefing. <i>Simulation in Healthcare, 10</i>(2), 106-115. http://www.healthsciences.usask.ca/CLRC/clrc-docs/PEARLS.pdf • INACSL Standards Committee (2021). Healthcare simulation standards of best practice professional integrity. <i>Clinical Simulation in Nursing, 58</i>, 45-48. DOI:https://doi.org/10.1016/j.ecns.2021.08.014 • Review readings on Motivational Interviewing as you will apply these during the lab
Week 10 Advanced Communication Lab 2 (Online): Trauma Informed Care	<ul style="list-style-type: none"> • Review readings on Trauma Informed Care and Harm Reduction as you will apply these during the lab

8. Enrolment

8.1 What is the maximum enrolment number for this course? **35**

And from which colleges? **NURSING**

8.2 For room bookings, please indicate the maximum estimated room size required for this course: **NOT APPLICABLE – DISTANCE LEARNING**

10-50

50-90

90-130

130+

9. Student evaluation

Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

9.1 How should this course be graded? **NUMERIC/PERCENTAGE**

C – Completed Requirements

(Grade options for instructor: Completed Requirements, Fail, IP In Progress)

N – Numeric/Percentage

(Grade options for instructor: grade of 0% to 100%, IP in Progress)

Evaluation Component	Date	Grade Weight
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Role of Practitioners in Indigenous Wellness Course*	Due by last date of class	Pass/Fail
Health Education Material Assignment*	Week 5	40%
Presentation: Evidence-Informed Non-Pharmacological Therapies	Weeks 7 & 8	30%
Critical Reflection: Advanced Communication Labs	Week 10	30%
Total		100%

P – Pass/Fail

(Grade options for instructor: Pass, Fail, In Progress)

S – Special

(Grade options for instructor: NA – Grade Not Applicable) If other, please specify:

9.2 Is the course exempt from the final examination? **YES**

10. **Required text**

Include a bibliography for the course.

Required readings and media for this course are outlined in the Course Schedule [pp. 3-7]. Readings come from program textbooks, peer-reviewed evidence-based articles, and other electronic medical sources. Assigned readings and resources were carefully selected to address course learning outcomes. Relevant national and provincial documents as well as journal articles complement and supplement course textbooks, providing Canadian and regional context on theoretical, regulatory, political and practice considerations for nurse practitioners. Given the evolving landscape of policy, regulation and evidence-based practice, additions to the course reading list may occur during the term to introduce new and relevant literature. Any changes to the reading list will be communicated to students through a Canvas announcement.

TEXTBOOKS

Bickley, L.S., Szilagyi, P.G., Hoffman, R.M., & Rainier, S. (Eds.) (2021). **Bates' Guide to Physical Examination and History Taking** (13th ed). Wolters Kluwer.

Bates' Visual Guide to Physical Examination. Wolters Kluwer. **FREE access through USask library*

Dunphy, L., Winland-Brown, J.E., Porter, B.O. & Thomas, D.J. (2022). **Primary Care: Art and Science of Advanced Practice Nursing (6thedition).** F.A. Davis

Utley, Hughes * & Smith (2018). **Frameworks for Advanced Nursing Practice and Research.** Springer.
[also used in NURS xxx: Theory for Nurse Practitioner Practice]

ONLINE COURSE

University of Saskatchewan Division of Continuing Medical Education, College of Medicine and School of Rehabilitation Sciences. The Role of Practitioners in Indigenous Wellness. This asynchronous, self-paced course was created by Indigenous community members and scholars, some of whom are the on-line instructors. It is designed from an Indigenous world view, delivered through the voices and stories of leaders in Indigenous health care. Upon completion, learners will be equipped with the knowledge and insights to employ an interdisciplinary approach in understanding and supporting Indigenous patients.

PROVINCIAL DOCUMENTS

College of Registered Nurses of Saskatchewan (CRNS) Bylaws. <https://www.crns.ca/about-us/how-we-govern/act-bylaws/>

CRNS NP Entry-level Competencies (ELC)s <https://www.crns.ca/nursing-practice/nursing-practice-resources/rnnp-resources/>

CRNS NP Practice Standards <https://www.crns.ca/nursing-practice/nursing-practice-resources/rnnp-resources/>

CRNS Nurse Practitioner Practice Guidelines <https://www.crns.ca/nursing-practice/nursing-practice-resources/rnnp-resources/>

***Students not residing in Saskatchewan are required to familiarize themselves with the NP entry-level competencies, practice standards and guidelines in the jurisdiction where they are practicing.**

ELECTRONIC RESOURCES

USask Library Research Guide – Nursing. Contains information and links to important (free) resources for practice and scholarship including evidence-based practice guidelines, videos, drug guides, online textbooks, as well as guides on how to conduct a literatures search, evaluate the quality of evidence, scholarly writing and more. Book mark this page to your computer, as it should be a well-used resource throughout your clinical rotations. <http://libguides.usask.ca/nursing>.

ClinicalKey. Provides access to current medical and surgical content including journals, medical and surgical books, medical videos and images. Free for students to access through the University of Saskatchewan Library.

Dynamed. A clinical reference tool with clinically-organized summaries for nearly 3,000 topics, this is an evidence-based reference intended to answer clinical questions at the point of care for health care professionals. A DynaMed app can be downloaded to your mobile device. Free for students to access through the University of Saskatchewan Library.

11. Resources

- 11.1 Proposed instructor: **Current faculty within the College of Nursing teaching in the Nurse Practitioner programs.**
- 11.2 How does the department plan to handle the additional teaching or administrative workload? **The Master of Nursing-Nurse Practitioner programs have sufficient existing teaching and administrative resources to deliver this course.**

- 11.3 Are sufficient library or other research resources available for this course? **YES**
 11.4 Are any additional resources required (library, audio-visual, technology, etc.)? **NO**

12. Tuition

- 12.1 Will this course attract tuition charges? If so, how much? (use tuition category) **YES, Graduate Studies Special Tuition Program category**
 12.2 Does this course require non-standard fees, such as materials or excursion fees? If so, please include an approved "Application for New Fee or Fee Change Form"
<http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees>

Detailed Course Information

1. Schedule Types

Please choose the Schedule Types that can be used for sections that fall under this course: **See highlighted selection.**

Code	Description	Code	Description
CL	Clinical	PRB	Problem Session
COO	Coop Class	RDG	Reading Class
FLD	Field Trip	RES	Research
ICR	Internet Chat Relay	ROS	Roster (Dent Only)
IHP	Internet Help	SEM	Seminar
IN1	Internship - Education	SSI	Supervised Self Instruction
IN2	Internship - CMPT & EPIP	STU	Studio
IN3	Internship - General	SUP	Teacher Supervision
LAB	Laboratory	TUT	Tutorial
LC	Lecture/Clinical (Dent Only)	WEB	Web Based Class
LEC	Lecture	XCH	Exchange Program
LL	Lecture/Laboratory	XGN	Ghost Schedule Type Not Applicable
MM	Multimode	XHS	High School Class
PCL	Pre-Clinical (Dent Only)	XNA	Schedule Type Not Applicable
PRA	Practicum	XNC	No Academic Credit

2. Course Attributes

Please highlight the attributes that should be attached to the course (they will apply to all sections):

Off or Distance Ed Stdnt Fee

Web Class taught synchronously

Fee - Graduate Studies

- 2.1 NOAC No Academic Credit
 0 Credit Unit courses that possess "deemed" CUs (Called Operational Credit Units). NOAC causes the system to roll 0 academic credit units to academic history.

- 2.2 For the College of Arts and Science only: To which program type does this course belong?

FNAR	Fine Arts
HUM	Humanities
SCIE	Science
SOCS	Social Science
ARNP	No Program Type (Arts and Science)

Does this course satisfy one of the official college requirements:

- ELWR – English Language Writing Requirement
- ILRQ – Indigenous Learning Requirement
- QRRQ – Quantitative Reasoning Requirement

3. Registration Information (Note: multi-term courses cannot be automated as corequisites).

- 3.1 Permission Required: **YES, permission is required to audit this course.**
- 3.2 Restriction(s): course only open to students in a specific college, program/degree, major, year in program: **Only open to MN-NP students.**
- 3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course:
- 3.4 Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course: **NURS 830: Theory for Nurse Practitioner Practice.**
- 3.5 Corequisite(s): course(s) that must be taken at the same time as this course: None
- 3.6 Notes: recommended courses, repeat restrictions/content overlap, other additional information

4. List Equivalent Course(s) here: **NURS 885**

An equivalent course can be used in place of the course for which this form is being completed, specifically for the purposes of prerequisite and degree audit checking. Credit will be given for only one of the equivalent courses.

- 4.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be equivalent:

***Please note:** If the equivalent courses carry an UNEQUAL number of credit units, DegreeWorks will automatically enforce the following, unless otherwise stated:

- If a 3 credit unit course is considered to be equivalent to a 6 credit unit course, it will fulfill the 6 credit unit requirement and the student will not have to complete another 3 credit units toward the overall number of required credit units for the program.
- If a 6 credit unit course is considered to be equivalent to a 3 credit unit course, ALL 6 of the credit units may be used to fulfill the 3 credit unit requirement.

5. List Mutually-Exclusive Course(s) here: **NURS 885**

Mutually exclusive courses have similar content such that students cannot receive credit for both.

- 5.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be mutually exclusive:

***Please note:** SiRIUS cannot enforce a situation where the exclusion goes only one way.

6. Additional Notes: Syllabus attached.

COURSE SYLLABUS			
Course Title:	Therapeutic Foundations for Nurse Practitioner Practice		
Course Code:	NURS 831	Term:	TBD
Course Credits:	3	Delivery:	Synchronous Online
Location:	Distance Learning	Website:	https://canvas.usask.ca/
Course Dates & Times:	Weekly 4-hour online seminar x 8 weeks (32 hours); 4-hour online lab x 2 weeks (16 hours)		
Course Calendar Description:	This course focuses on health promotion and other therapeutic approaches in nurse practitioner practice. Students will enhance knowledge and skills applying advanced communication strategies, health promotion, non-pharmacological interventions, and patient education within the scope of nurse practitioner practice. Incorporating a commitment to anti-racist, inclusive, and culturally safe care, students will enhance skills in promoting optimal health outcomes for individuals, groups, and/or populations.		
Pre or Co Requisite:	NURS 830 Theory for Nurse Practitioner Practice(PRE)		

*Note: All times refer to Saskatchewan Time Zone

LAND ACKNOWLEDGMENT

As we engage in teaching and learning, we acknowledge that the University of Saskatchewan Saskatoon campus is *on Treaty Six Territory* and the *Homeland of the Métis*. We pay our respect to the First Nation and Métis ancestors of this place and reaffirm our relationship with one another. We recognize that many are attending this course from other traditional Indigenous lands and ask that you take a moment to make your own Land Acknowledgement to the peoples of those lands. In doing so, we are actively participating in reconciliation as we navigate our time in this course, learning and supporting each other.

LEARNING OUTCOMES

Learning outcomes and evaluation in the University of Saskatchewan NP program is based on the [Nurse Practitioner Entry-Level Competencies \(ELCs\)](#) as set out by the Canadian Council of Registered Nurse Regulators (CCRNRR) and the College of Registered Nurses of Saskatchewan (CRNS) as well as the [CRNS Nurse Practitioner Practice Standards](#). ELCs reflect the knowledge, skill and judgement required of a novice NP to provide safe, competent, ethical and compassionate care. Practice standards compliment ELCs as broad statements of the minimal requirements for safe and effective NP practice.

Specific learning outcomes for this course include:

1. Apply advanced therapeutic communication strategies (i.e. trauma and violence informed care, culturally safe communication, counselling, harm-reduction, shared decision making) to address

diverse patient needs and populations while adhering to regulatory and legislative requirements. (NP ELCs 1.10 – 1.12)

2. Synthesize research to develop and implement effective, evidence-informed, culturally appropriate health promotion strategies that address the specific needs of diverse patient populations. (NP ELCs 1.6 and 1.11)
3. Evaluate non-pharmacological therapy to determine evidence-informed, patient-centered options for managing diverse health conditions and populations. (NP ELCs 1.6, 1.7, 1.9)
4. Enhance self-awareness of personal biases, and deepen knowledge of anti-racist, inclusive, and culturally safe care practices, while also analyzing the ongoing effects of colonization, racism, and oppression on Indigenous people's health to deliver equitable healthcare services. (NP ELCs 3.1-3.5).
5. Design, evaluate and revise health education and health promotion materials to promote culturally appropriate, evidence-informed content and strategies for improving health. (NP ELCs 2.3, 4.1, 4.2)
6. Demonstrate scholarship by disseminating critical appraisal and synthesis of information to others, communicating logically and coherently using credible and relevant sources. (NP ELCs 2.1, 5.1, 5.1)
7. Demonstrate a deepened understanding of Indigenous knowledge and traditional healing practices, including how they can be incorporated into patient-centered culturally safe care. (NP ELCs 3.3 & 1.6)
8. Apply the foundational elements of your role identity as a nurse practitioner counselor. (NP ELC 1.10-1.11)

UNIVERSITY OF SASKATCHEWAN GRADING SYSTEM FOR GRADUATE COURSES

Grading in this course follows the University of Saskatchewan College of Graduate and Postdoctoral Studies (CGPS) Literal Descriptors. The following describes the relationship between literal descriptors and percentage scores for courses in the College of Graduate Studies and Research:

90-100 Exceptional

A superior performance with consistent strong evidence of:

- a comprehensive, incisive grasp of subject matter;
- an ability to make insightful, critical evaluation of information;
- an exceptional capacity for original, creative and/or logical thinking;
- an exceptional ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently;
- an exceptional ability to analyze and solve difficult problems related to subject matter.

80-89 Very Good to Excellent

A very good to excellent performance with strong evidence of:

- a comprehensive grasp of subject matter;
- an ability to make sound critical evaluation of information;
- a very good to excellent capacity for original, creative and/or logical thinking;

- a very good to excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently;
- a very good to excellent ability to analyze and solve difficult problems related to subject matter.

70-79 Satisfactory to Good

A satisfactory to good performance with evidence of:

- a substantial knowledge of subject matter;
- a satisfactory to good understanding of the relevant issues and satisfactory to good familiarity with the relevant literature and technology;
- a satisfactory to good capacity for logical thinking;
- some capacity for original and creative thinking;
- a satisfactory to good ability to organize, to analyze, and to examine the subject matter in a critical and constructive manner;
- a satisfactory to good ability to analyze and solve moderately difficult problems.

60-69 Poor

A generally weak performance, but with some evidence of:

- a basic grasp of the subject matter;
- some understanding of the basic issues;
- some familiarity with the relevant literature and techniques;
- some ability to develop solutions to moderately difficult problems related to the subject matter;
- some ability to examine the material in a critical and analytical manner.

<60 Failure

An unacceptable performance.

Further information on literal descriptors for grading at the University of Saskatchewan can be found at: <https://students.usask.ca/academics/grading/grading-system.php#GradingSystem> Please note: There are different literal descriptors for undergraduate and graduate students.

ACADEMIC POLICIES

Students are expected to follow USask Policies. These can be found at: <http://policies.usask.ca>

USask Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at: <http://policies.usask.ca/policies/academic-affairs/academic-courses.php>

College of Nursing Graduate program policies can be found at:

<https://nursing.usask.ca/policies/graduate.php>

USASK LEARNING CHARTER

The USask Learning Charter is defines aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the

institution. A copy of the Learning Charter can be found at:
http://www.usask.ca/university_secretary/LearningCharter.pdf

LEARNING ENVIRONMENT OVERVIEW

As a graduate degree, the USask NP program requires you to apply advanced-level thinking, analysis, critical evaluation, and self-directed learning. Course design is based on a professional, self-directed learning environment in which instructors facilitate and support your development of entry level NP competencies and graduate level learning outcomes (as defined by the [CASN National Nursing Education Framework](#) 2022). As an adult learner, you are expected to take responsibility for your own learning, identifying personal learning needs and activities to meet course learning outcomes.

Synchronous online seminars use Zoom as the videoconferencing platform for delivery. Although the classroom is online, the seminars are considered private USask classrooms, accessible only to students registered in the course. Online seminar etiquette, including professional behaviours and appearance, is expected of all seminar participants.

PROGRAM REQUIREMENTS AND CRITERIA THAT MUST BE MET TO PASS

- Completion of all course evaluation components
- Attendance at all mandatory seminars and/or labs (if applicable)
- Minimum 70% (pass) on essential course components*
- Overall final grade of 70% or higher in the course

*An essential component of a course must be passed in order to pass the course. Essential components for USask NP courses have been identified through curriculum mapping and are considered necessary for students to demonstrate attainment of course learning outcomes and/or foundational competencies necessary to progress within the program. All final exams, the comprehensive exam, major assignments, OSCEs and clinical evaluations are essential components. Additional essential components are course specific and identified in the course syllabus.

Please refer to the following College of Nursing Graduate program policies at:
<https://nursing.usask.ca/policies/graduate.php> for further details on academic requirements:

- Completion of Work
- Grade Assignment
- NP Program Progression and Remediation Policy
- NP Students Promotion and Graduation
- Supplemental and Deferred Exams

COURSE OVERVIEW

Therapeutic Foundations for Nurse Practitioner Practices focuses on establishing competencies in advanced communication, counselling, health promotion, education, advocacy, leadership and non-pharmacological management. Through interactive seminars, case studies, online simulation, course assignments and self-directed learning you will enhance your knowledge and skills delivering evidence-based, patient-centered, inclusive care that promotes optimal patient and health-system outcomes. Participation in the Role of Providers in Indigenous Wellness course provides opportunity to reflect on personal bias impacting provision of care, deepen understanding of Indigenous knowledge and traditional healing, and develop a personal action plan to enhance provision of anti-racist, culturally safe health care.

COURSE SCHEDULE

Date & Topic	Required Readings/Media
<p>Week 1</p> <p>Intro to therapeutics (patient centered care, rational prescribing, non-pharmacotherapy, stewardship, CAM, SDoH etc)</p>	<ul style="list-style-type: none"> • Primary Care the Art and Science of Advanced Practice Nursing. Review the following chapters: <ul style="list-style-type: none"> ○ Chapter 1: Primary Care in the Twenty-First Century: A Circle of Caring; ○ Chapter 2: Caring and the Advanced Practice Nurse; ○ Chapter 4: The Art of Diagnosis and Treatment; ○ Chapter 5: Evidence-Based Practice • Bates Visual Guide to Physical Examination – Communication and Interpersonal Skills Videos. Review the following videos: <ul style="list-style-type: none"> ○ 1. Technique: Active or Attentive Listening; ○ 3. Technique: Empathetic Responses; ○ 6. Technique: Empowering the Patient; ○ 8. Use of Understandable Language; ○ 9. Use of non-stigmatizing Language; ○ 10. Appropriate non-verbal communication; ○ 13. Patient-Centeredness in Computerized Clinical Settings;

	<ul style="list-style-type: none"> ○ 22. Obtaining Informed Consent; ○ 24. Working with Medical Interpreters • Frameworks for Advanced Nursing Practice and Research. Read the following chapters: <ul style="list-style-type: none"> ○ Chapter 7: Frameworks for Teaching & Learning
Week 2 Health Promotion	<ul style="list-style-type: none"> • Primary Care the Art and Science of Advanced Practice Nursing. Read Chapter 3: Health Promotion • Canadian Task Force for Preventative Health Care Guidelines • Bates Guide to Physical Examination and History Taking. Read Chapter 6: Health Maintenance and Screening • Shen, S & Dubey, C (2019). Addressing vaccine hesitancy. <i>Canadian Family Physician</i>, 65, 175-181. https://www.cfp.ca/content/cfp/65/3/175.full.pdf • Canadian Pediatric Society. (2024). Working with vaccine-hesitant parents: An update. • Cutilli, C. (2020). Excellence in patient education: Evidence-based education that “sticks” and improves patient outcomes. <i>Nurs Clin North Am</i>, 55(2), 267-282. doi: 10.1016/j.cnur.2020.02.007 • Agency for Healthcare Research and Quality. Patient Education and Engagement. https://www.ahrq.gov/health-literacy/patient-education/index.html Review materials on this website to support development of your Patient Education Material assignment
Week 3 Indigenous Health	Role of Practitioners in Indigenous Wellness Course (Self-Directed Online)
Week 4 Counselling Strategies Part 1 (Shared Decision Making, Motivational Interviewing,	<ul style="list-style-type: none"> • Primary Care the Art & Science of Advanced Practice Nursing. Read Chapter 87: Primary Care Approaches to Behavioural Health • Bates Visual Guide to Physical Examination – Communication and Interpersonal Skills Videos. Review the following videos: <ul style="list-style-type: none"> ○ 14. Teach-Back Method;

<p>Behavioural Health, Health Education)</p>	<ul style="list-style-type: none"> ○ 27. Motivational Interviewing; Rapport: Newborns and Infants; ○ 16. Rapport: Young Child; ○ 17. Rapport: Adolescents; ○ 18. Rapport: Older Adults; <ul style="list-style-type: none"> ● Doppa, M. & Heeyoung, L. (2014). Motivational interviewing. A journey to improve health. <i>Nursing</i>, 44(3), 40-45. doi: 10.1097/01.NURSE.0000443312.58360.82 ● Frameworks for Advanced Nursing Practice and Research. Read the following chapters: <ul style="list-style-type: none"> ○ Chapter 4: Frameworks for Behavioural Change ○ Chapter 6: Human Development Frameworks ○ Chapter 13: Psychological Frameworks ● Stein, D. et al (2022). General and unique communication skills challenges for advanced practice providers: A mixed methods study. <i>Journal of Advanced Practice Oncology</i>, 13(1), 32-43. doi: 10.6004/jadpro.2022.13.1.3
<p>Week 5</p> <p>Counseling Strategies Part 2 (Trauma & Violence Informed Care, Discussing Sensitive Topics, Disclosing Serious News, Harm Reduction, Crises Intervention)</p>	<ul style="list-style-type: none"> ● Bates Visual Guide to Physical Examination – Communication and Interpersonal Skills Videos. Watch the following videos: <ul style="list-style-type: none"> ○ 19. Rapport: Patients with Physical and Sensory Disabilities; ○ 20. Rapport: LGBTQ+ Adults; ○ 21. Broaching Sensitive Topics; Discussing Advanced Directives; ○ 25. Disclosing Serious News; ○ 26. Responding to Emotional Cues; ● Roberts, Chandler, & Kalmakis (2019). A model for trauma-informed primary care. <i>Journal of the American Association of Nurse Practitioners</i>, 31(2), 139-144. doi: 10.1097/JXX.000000000000116. https://pubmed.ncbi.nlm.nih.gov/30550391/ ● Jackson, J. (2024). Harm Reduction Saves Lives series – Canadian Nurse articles and videos aims at taking a non-judgemental approach to care.

	<p>https://www.canadian-nurse.com/blogs/cn-content/2024/06/06/harm-reduction-saves-lives-series</p> <ul style="list-style-type: none"> • Brown, N. (2021). Implementing harm reduction strategies to reduce opioid overdoses. <i>The Journal for Nurse Practitioners</i>, 17(7), 870-873. https://doi.org/10.1016/j.nurpra.2021.02.030 • Rosenzweig, M. (2012). Breaking bad news: A guide for effective and empathetic communication. <i>Nurse Practitioner</i>, 37(2), doi: 10.1097/01.NPR.0000408626.24599.9e • Buckman, R. (2005). Breaking bad news: the S-P-I-K-E-S strategy. Psychosocial Oncology • Schulman, M & Maul, A. (2019). Screening for Adverse Childhood Experiences and Trauma. https://www.chcs.org/media/TA-Tool-Screening-for-ACEs-and-Trauma_020619-1.pdf
<p>Week 6</p> <p>Indigenous Health</p>	<p>Role of Practitioners in Indigenous Wellness Course (Self-Directed Online)</p>
<p>Week 7</p> <p>Evidence-Based Approaches to Non-Pharmacotherapy Seminar 1</p>	<p>Student Self-Directed Research on chosen presentation topic. The USask library is an excellent starting point. Some possible resources for non-pharmacotherapy include (however please don't limit your search to only these)</p> <ul style="list-style-type: none"> • The Review of Natural Products: Provides detailed information about natural products • National Center for Complementary and Integrative Health • Natural Medicines • eCPS
<p>Week 8</p> <p>Evidence-Based Approaches to Non-Pharmacotherapy Seminar 2</p>	<p>Student Self-Directed Research on chosen presentation topic. The USask library is an excellent starting point. Some possible resources for natural products include (however please don't limit your search to only these)</p> <ul style="list-style-type: none"> • The Review of Natural Products: Provides detailed information about natural products • National Center for Complementary and Integrative Health • Natural Medicines • eCPS

<p>Week 9</p> <p>Advanced Communication Lab 1 (Online): Motivational Interviewing</p>	<ul style="list-style-type: none"> • Sofer, D. (2018). The value of simulation in nursing education. <i>American Journal of Nursing (AJN)</i>, 118(4), 17-18. doi: 10.1097/01.NAJ.0000532063.79102.19. • Eppich, W. & Cheng, A. (2015). Promoting excellent and reflective learning in simulation (PEARLS). Development and rational for a blended approach to health care simulation debriefing. <i>Simulation in Healthcare</i>, 10(2), 106-115. http://www.healthsciences.usask.ca/CLRC/clrc-docs/PEARLS.pdf • INACSL Standards Committee (2021). Healthcare simulation standards of best practice professional integrity. <i>Clinical Simulation in Nursing</i>, 58, 45-48. DOI:https://doi.org/10.1016/j.ecns.2021.08.014 • Review readings on Motivational Interviewing as you will apply these during the lab
<p>Week 10</p> <p>Advanced Communication Lab 2 (Online): Trauma Informed Care</p>	<ul style="list-style-type: none"> • Review readings on Trauma Informed Care and Harm Reduction as you will apply these during the lab

INSTRUCTOR INFORMATION:

Title

Name:

Email:

Office Phone:

Mobile: (urgent matters only)

Title

Name:

Email:

Office Phone:

Mobile: (urgent matters only)

Office Hours: As posted on Canvas Zoom meetings. Students are encouraged to attend office hours to clarify questions about course materials. If you would prefer a private meeting, please send a Canvas message outlining the reason for the meeting and two days/times you are available to meet.

Email Communication: University of Saskatchewan email addresses will be used for email communication within this course. Instructors will review and respond to messages within 48 hours, **with the exception of weekends and holidays** during which time regular monitoring of email cannot be guaranteed.

Urgent Concerns (requiring attention within 1-2 hours): Please call or send a text message

REQUIRED RESOURCES

Required readings and media for this course are outlined in the Course Schedule [pp. 17-20]. Readings come from program textbooks, peer-reviewed evidence-based articles, and other electronic medical sources. Assigned readings and resources were carefully selected to address course learning outcomes. Relevant national and provincial documents as well as journal articles complement and supplement course textbooks, providing Canadian and regional context on theoretical, regulatory, political and practice considerations for nurse practitioners. Given the evolving landscape of policy, regulation and evidence-based practice, additions to the course reading list may occur during the term to introduce new and relevant literature. Any changes to the reading list will be communicated to students through a Canvas announcement.

TEXTBOOKS

- Bickley, L.S., Szilagy, P.G., Hoffman, R.M., & Rainier, S. (Eds.) (2021). **Bates' Guide to Physical Examination and History Taking** (13th ed). Wolters Kluwer.
- Bates' Visual Guide to Physical Examination.** Wolters Kluwer. **FREE access through USask library*
- Dunphy, L., Winland-Brown, J.E., Porter, B.O. & Thomas, D.J. (2022). **Primary Care: Art and Science of Advanced Practice Nursing (6th edition).** F.A. Davis
- Utey, Hughes * & Smith (2018). **Frameworks for Advanced Nursing Practice and Research.** Springer. [also used in NURS xxx: Theory for Nurse Practitioner Practice]

ONLINE COURSE

University of Saskatchewan Division of Continuing Medical Education, College of Medicine and School of Rehabilitation Sciences. The Role of Practitioners in Indigenous Wellness. This asynchronous, self-paced course was created by Indigenous community members and scholars, some of whom are the on-line instructors. It is designed from an Indigenous world view, delivered through the voices and stories of leaders in Indigenous health care. Upon completion, learners will be equipped with the knowledge and insights to employ an interdisciplinary approach in understanding and supporting Indigenous patients.

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- CRNS NP Entry-level Competencies (ELC)s** <https://www.crns.ca/nursing-practice/nursing-practice-resources/rnnp-resources/>
- CRNS NP Practice Standards** <https://www.crns.ca/nursing-practice/nursing-practice-resources/rnnp-resources/>
- CRNS Nurse Practitioner Practice Guidelines** <https://www.crns.ca/nursing-practice/nursing-practice-resources/rnnp-resources/>

***Students not residing in Saskatchewan are required to familiarize themselves with the NP entry-level competencies, practice standards and guidelines in the jurisdiction where they are practicing.**

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USask Library Research Guide – Nursing. Contains information and links to important (free) resources for practice and scholarship including evidence-based practice guidelines, videos, drug guides, online textbooks, as well as guides on how to conduct a literatures search, evaluate the quality of evidence, scholarly writing and more. Book mark this page to your computer, as it should be a well-used resource throughout your clinical rotations. <http://libguides.usask.ca/nursing>.

ClinicalKey. Provides access to current medical and surgical content including journals, medical and surgical books, medical videos and images. Free for students to access through the University of Saskatchewan Library.

Dynamed. A clinical reference tool with clinically-organized summaries for nearly 3,000 topics, this is an evidence-based reference intended to answer clinical questions at the point of care for health care professionals. A DynaMed app can be downloaded to your mobile device. Free for students to access through the University of Saskatchewan Library.

GRADING SCHEME

Evaluation Component	Date	Grade Weight
Role of Practitioners in Indigenous Wellness Course*	Due by last date of class	Pass/Fail
Health Education Material Assignment*	Week 5	40%
Presentation: Evidence-Informed Non-Pharmacological Therapies	Weeks 7 & 8	30%
Critical Reflection: Advanced Communication Labs	Week 10	30%
Total		100%

*Essential components. Passing grade of $\geq 70\%$ required

EVALUATION COMPONENTS

ROLE OF PRACTITIONERS IN INDIGENOUS WELLNESS COURSE

Value: Pass/Fail (Overall grade of 70% required for a Pass)

Due Date: By end of the course

Learning Outcomes: Completion of this course supports achievement of learning outcomes 4. Enhance self-awareness of personal biases, and deepen knowledge of anti-racist, inclusive, and culturally safe care practices, while also analyzing the ongoing effects of colonization, racism and oppression on Indigenous people's health to deliver equitable health care services; and 7. Demonstrate deepened understanding of Indigenous knowledge and traditional healing practices, including how they can be incorporated into patient-centered culturally safe care.

Description: You will complete this online course and associated learning activities/assignments to enhance your competencies providing culturally safe care. The course is delivered asynchronously (self-paced) and must be completed within the course dates. It will take an estimated 25 hours to complete. Some class time has been set aside to work on the course, however you will also need to spend time outside of class to complete the course and associated assignments.

Through your participation in this course you will be able to:

1. Identify how your background and culture influences both your health care experiences and the care you provide.
2. Explore how cultural genocide led to intergenerational trauma that impacts the health and wellness of Indigenous peoples.
3. Identify how the current health disparities and institutional experiences including racism faced by Indigenous peoples have their roots in historical colonialism and policy. (Module 2)
4. Explain how reclaiming Indigenous culture and beliefs may allow for healing (Module 2)
5. Identify ways you can enhance your practice to ensure culturally responsive, anti-oppressive and antiracist care for Indigenous Peoples. (Module 3)
6. Develop communication strategies that promote culturally responsive health care for Indigenous Peoples in your area of practice. (Module 3)

Learning Outcomes Addressed: 4, 7

HEALTH EDUCATION MATERIAL ASSIGNMENT

Value: 30%

Due Date: Week 5

Type: Completion of this assignment supports achievement of learning outcomes 2. Synthesize research to develop and implement effective, evidence-informed, culturally appropriate health promotion strategies that address the specific needs of diverse patient populations; 5. Design, evaluate and revise health education and health promotion materials to promote culturally appropriate, evidence-informed content and strategies for improving health; and 6. Demonstrate scholarship by disseminating critical appraisal and synthesis of information to others, communicating logically and coherently using credible and relevant sources.

Description: Applying relevant teaching and learning theory, you will design an evidence-informed health education product (e.g., patient handout, video, infographic, webpage, etc.) to enhance knowledge of individuals, groups, communities, and/or organizations on a selected health topic.

1. Begin by selecting a health education topic relevant to nurse practitioner practice. When selecting a topic, you are encouraged to reflect on knowledge gaps in patient education you have identified through your nursing practice. For example, pediatric fever management, prevention/management of occupational injury, STBBI prevention, promotion of positive mental health, antimicrobial stewardship, etc.
2. Select a target audience for the material you will develop. Research best practices and cultural considerations for educating your identified target audience and integrate these principles into your product design.
3. Research your identified topic area and design an evidence-informed health education product for your identified target audience.
4. Consider how you will evaluate the effectiveness of your developed product. Write a summary of your evaluation plan (500 words maximum).
5. Submit your final product and evaluation plan for peer review and instructor grading.

Assignments will be graded using the [College of Graduate and Postdoctoral Studies Literal Descriptors](#) based on the following content areas:

Format - e.g., visually appealing, delivery, Title page: Including student name, course, topic, target audience, and date	5 pts
Evidence-Informed Content (should include reference list as project attachment with proper APA citations)	10 pts
Application of appropriate teaching & learning theory (e.g., health literacy, cultural considerations)	5 pts
Evaluation Plan	5 pts
Peer Feedback	5 pts
Total	30 pts

Learning Outcomes Addressed: 2, 5, 6

EVIDENCE-BASED NON-PHARMACOLOGICAL THERAPY PRESENTATION

Value: 30%

Date: Assigned Seminar Week 7 or 8

Length: 15-minutes

Type: Completion of this assignment supports achievement of learning outcomes 3. Evaluate non-pharmacological therapy to determine evidence-informed, patient centered options for managing

diverse health conditions and populations; 6. Demonstrate scholarship by disseminating critical appraisal and synthesis of information to others, communicating logically and coherently using credible and relevant sources.

Description: Working in groups of 2-3, you will select a health condition from the sign-up list provided by your instructor, and research evidence-based non-pharmacological therapy for that condition. You will present a critical appraisal of the research evidence for non-pharmacological management of the condition during a 10-minute class presentation.

Presentations will be graded using the following criteria:

Critical appraisal of evidence	10 pts
Recommendations for evidence-informed, patient centered management of condition, based on research evidence	10 pts
Scholarship – APA formatting and communication/presentation skills	10 pts
Total	30 pts

Learning Outcomes Addressed: 3, 6

CRITICAL REFLECTION ADVANCED COMMUNICATION LABS

Value: 30%

Date: **Week 10**

Length: 500 words

Type: Reflective practice on competency and professional NP role identity development

Description: You will participate in advanced communication labs as outlined in the course scheduling, applying your developing skills in advanced therapeutic communication during mock patient scenarios. After these labs, you will reflect on your developing competencies and submit a reflective journal. This journal may be done in a format of your choosing (i.e. written, recorded presentation, or other artistic outlet which illustrates your reflection on the learning experience, strengths, ongoing learning needs, and opportunities for growth, ability to receive and incorporate peer/instructor feedback.

Grading of reflective practice assignments is guided by the [CGPS literal descriptors](#) with a specific rubric posted in Canvas.

Learning Outcomes Addressed: 1, 2, 8

SUBMITTING ASSIGNMENTS

Assignments will be submitted in electronic format in Canvas, unless otherwise specified.

LATE ASSIGNMENTS

As per graduate program policy (<https://nursing.usask.ca/policies/graduate.php>):

1. Assignments will be graded according to the College of Graduate & Postdoctoral Studies Grading Scale and Literal Descriptors. Students must submit all required assignments before or on the specified dates. Late submission without the professor's prior consent (extension granted) will result in a deduction of 5% of the assignment grade per calendar day and a grade of 0% for all unexcused assignments submitted five business days after the assignment deadline.
2. Students are required to complete all course components to receive credit for a course.
3. Unless other arrangements have been made with the course facilitator, the last day for acceptance of assignments will be communicated in each course syllabus.

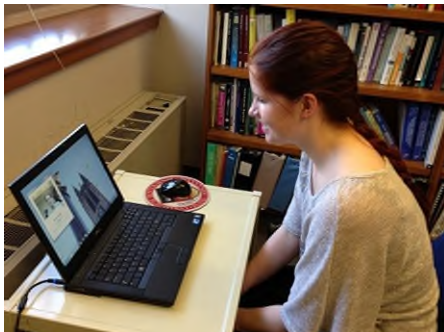
ATTENDANCE EXPECTATIONS

Regular, punctual attendance and active participation at scheduled seminars is expected. Seminar and/or lab activities may be designated as mandatory in the course syllabus and absenteeism from these activities may result in the inability to meet course requirements and therefore failure in the course. If you will be absent from a scheduled learning activity through no fault of your own (e.g., illness, bereavement), please contact your instructor as soon as possible to discuss if and how missed time will be addressed. Students are required to have appropriate technology, including a headset with microphone, webcam and reliable high speed internet to facilitate participation in online learning activities.

EXAM POLICIES, PROCEDURES AND GUIDELINES

The midterm and final exam in this course must be done on the date and time scheduled. If a student is unable to write an exam through no fault of their own (e.g., for medical reasons), they should notify their instructor as soon as possible. With proper documentation (e.g., doctors note) an opportunity to write the missed exam may be given in compliance with [University Policy on Supplemental and Deferred Examination](#). Please review all examination policies and procedures to familiarize yourself with expectations: <https://cgps.usask.ca/policy-and-procedure/Academics/examinations.php>

NP PROGRAM EXAM PROCEDURES



All tests/exams, unless otherwise specified in the syllabus, will be written individually, online, with remote proctoring using video conferencing (e.g., Zoom®). You are

required to have a reliable internet connection and a webcam that can be positioned to provide a side view (e.g., webcam on a tripod, separate device with a webcam). Throughout the exam your webcam should be positioned to capture your side profile, including your upper torso, head, desktop and computer screen. (See example picture).

Unless otherwise specified, use of mobile or other electronic devices, other than the exam program, is not permitted during exams. Please refer to [University of Saskatchewan Exam writing procedures](#). The online exam sessions will be recorded. Once the course is completed, the recorded sessions will be deleted.

EXAM GUIDELINES

Although students will write the exams from their home computer using remote invigilation, it is the University's expectation that students approach the exam as though they were writing an in-person invigilated exam. In addition to the [University of Saskatchewan Exam Regulations](#) students are expected to follow these guidelines:

1. Students are expected to start their exam at the scheduled start time. ***Please log in a minimum 15 minutes early to ensure you are on time and your technology is working.***
2. Students starting the exam later than 30-minutes after the start of the examination may be denied the opportunity to sit the exam.
3. At the end of the scheduled examination time, the exam software will automatically close the exam.
4. Students are expected to go to the washroom prior to the exam to minimize disruptions.
5. Students who need to get up and move out of the camera view for any reason (e.g., address an urgent issue, washroom break) must clearly indicate the reason to the invigilator prior to moving and return to the exam as quickly as possible.
6. Students are not permitted to have any books, notes, calculators or electronic devices other than those being used for the exam/invigilation near them during the exam. This includes cell phones, tablets, iPods, etc. The notes, calculator, text highlighting, and missing answer reminder functions will be enabled on Examssoft to facilitate any necessary note taking.
7. Communicating with any other individual (other than to speak to the screen for invigilation purposes) is not permitted during the exam.
8. Prior to or during an exam, the invigilator may ask a student to pan the room with their webcam, to confirm exam guidelines are being met (e.g., student is alone, there are no accessible textbooks or electronics).
9. Students should wear clothing acceptable in an in-person environment.
10. Students should avoid using inappropriate language.
11. Students may have water and a small snack for the exam, but these items must be in place before the exam begins. Students are not allowed to take breaks to get food or drinks.

12. Students should avoid whispering or talking to themselves during the exam. Any student found talking during an exam will have their microphone turned on by the invigilator.
13. Students need to ensure their webcam lens is clean prior to the exam and that the angle of the webcam allows proper viewing of the upper torso, head, desk and computer screen. Students also need to ensure lighting is appropriate to allow the invigilator to see their face.
14. Students should not change rooms while writing an exam, unless for urgent reasons. Students should explain the reason for changing rooms to the invigilator prior to moving.
15. Students should write the exam in a private space (e.g., home office or kitchen table).

STUDENT FEEDBACK

Students are encouraged to provide feedback on the instructor and course at the end of the term. Students will receive a PAWS email with links to an online course evaluation survey. Results of the survey will contribute to course changes and instructor feedback for course delivery.

COPYRIGHT

Course materials are provided to you based on your registration in a class, and anything created by your professors and instructors is their intellectual property, unless materials are designated as open education resources. This includes exams, PowerPoint/PDF slides and other course notes. Additionally, other copyright-protected materials created by textbook publishers and authors may be provided to you based on license terms and educational exceptions in the Canadian Copyright Act (see <http://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>).

Before you copy or distribute others' copyright-protected materials, please ensure that your use of the materials is covered under the University's Fair Dealing Copyright Guidelines available at <https://library.usask.ca/copyright/general-information/fair-dealing-guidelines.php>. For example, posting others' copyright-protected materials on the open web is not covered under the University's Fair Dealing Copyright Guidelines, and doing so requires permission from the copyright holder.

For more information about copyright, please visit <https://library.usask.ca/copyright/index.php> or contact the University's Copyright Coordinator at <mailto:copyright.coordinator@usask.ca> or 306-966-8817.

RECORDING OF THE COURSE

At the University of Saskatchewan, the classroom is considered a private setting. Recording of lectures without the written consent of the instructor is prohibited. Students registered with AES who have been assessed as benefiting from lecture recordings may record lectures after informing the instructor and confirming the need to maintain the integrity of the use of the recording for their own learning needs (the recording cannot be copied, distributed or shared with other students and all recordings will be destroyed after completion of the course in each academic term).

EXAMINATIONS WITH ACCESS AND EQUITY SERVICES (AES)

Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to register with Access and Equity Services (AES) if they have not already done so. Students who suspect they may have disabilities should contact AES for advice and referrals. In order to access AES programs and supports, students must follow AES policy and procedures. For more information, check www.students.usask.ca/aes, or contact ES at 306-966-7273 or aes@usask.ca.

Students registered with AES may request arrangements for mid-term and final examinations by contacting their course instructor directly. Requests are NOT made through Accommodate as all exams are written online.

INTEGRITY IN A REMOTE LEARNING CONTEXT

Although teaching and learning online is a different environment than a traditional classroom, the rules and principles governing academic integrity remain the same. If you have questions about what may or may not be permitted, ask your instructor. Students have found it especially important to clarify rules related to exams administered remotely and to follow these carefully and completely.

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

Scholarship, including development of scholarly writing skills, is an essential learning outcome of Masters level nursing education (CASN, 2022). In order to effectively develop and evaluate student writing skills, students are expected to create and submit their own original assignments. In addition to the definition and examples of Academic Misconduct outlined in the [University of Saskatchewan Academic Misconduct Regulations](#), students are not permitted to use of Artificial Intelligence (AI) text generators (such as ChatGPT) for assessments (e.g., written assignments, open book exams, other evaluations) .

All students should read and be familiar with the Student Academic Misconduct Regulations (<https://governance.usask.ca/student-conduct-appeals/academic-misconduct.php>) as well as the Standard of Student Conduct in Non-Academic Matters and Procedures for Resolution of Complaints and Appeals (<https://governance.usask.ca/student-conduct-appeals/non-academic-misconduct.php>)

For more information on what academic integrity means for students see: <https://academic-integrity.usask.ca/>

STUDENT SUPPORTS

STUDENT LEARNING SERVICES

Student Learning Services (SLS) offers assistance to USask undergraduate and graduate students. For information on specific services, please see the SLS website: <https://library.usask.ca/studentlearning/>

STUDENT AND ENROLMENT SERVICES DIVISION

The Student and Enrolment Services Division (SESD) focuses on providing developmental and support services and programs to students and the university community. For more information, see the students' web site <http://students.usask.ca>.

FINANCIAL SUPPORT

Any student who faces challenges securing their food or housing and believes this may affect their course performance is urged to contact Student Central (<https://students.usask.ca/student-central.php>).

ABORIGINAL STUDENTS' CENTRE

The Aboriginal Students' Centre (ASC) is dedicated to supporting Aboriginal student academic and personal success. The centre offers personal, social, cultural and some academic supports to Métis, First Nations, and Inuit students. The centre is also dedicated to intercultural education, bringing Aboriginal and non-Aboriginal students together to learn from, with and about one another in a respectful, inclusive and safe environment. Students are encouraged to visit the ASC's Facebook page (<https://www.facebook.com/aboriginalstudentscentre/>) to learn more.

RECOMMENDED TECHNOLOGY FOR REMOTE LEARNING

Students are reminded of the importance of having the appropriate technology for remote learning. The list of recommendations can be found at <https://nursing.usask.ca/technology/overview.php>

GUIDELINES FOR COMMUNICATION

Respectful written and verbal communication are an expectation for students and instructors. Please view the following USask guidelines on Netiquette: <https://teaching.usask.ca/documents/gmctl/netiquette-usask-detailed-270720.pdf>

As Registered Nurses, you are accountable to your governing body professional standards and regulation. This includes the [CNA Code of Ethics](#), and other regulatory standards such as those on [Professional Boundaries](#) and [Social Media](#). You are encouraged to review these regulations as necessary.

SYLLABUS CHANGES

The instructor reserves the right to make changes to the syllabus reading material and seminar schedule to accommodate scheduling of guest lectures or clinical updates. If changes are made students will be

contacted by email, using their USask email address, and a posting will be placed in the course Canvas site. It is the students' responsibility to routinely check their USask email and Canvas.

TECHNICAL SUPPORT

If you need assistance with technical support, contact IT services help desk or the College of Nursing IT services. itsupport@usask.ca or 306-966-2222

ACKNOWLEDGEMENTS

Contributions to this course were provided by **[insert names]**



UNIVERSITY OF
SASKATCHEWAN

**New Course
Proposal & Creation Form**

1. Approval by Department Head or Dean

- 1.1 College or School with academic authority: **College of GRADUATE & POSTDOCTORAL STUDIES NURSING**
- 1.2 Department with academic authority: **NURSING**
- 1.3 Term from which the course is effective: **September 2026**

2. Information required for the Catalogue

- 2.1 Label & Number of course: **NURS 832**
- 2.2 Academic credit units: **3**
- 2.3 Course Long Title (maximum 100 characters): **Pathophysiology-Pharmacology for Nurse Practitioner Practice I**
Course Short Title (maximum 30 characters): **Patho-Pharm NP Practice I**
- 2.4 Total Hours: Lecture **Seminar - 39 hours** Lab Tutorial Other
- 2.5 Weekly Hours: Lecture Seminar **3-4 hrs** Lab Tutorial Other
- 2.6 Term in which it will be offered: **T1** T2 T1 or T2 T1 and T2
- 2.7 Prerequisite: **Admission to the MN-NP**

If there is a prerequisite waiver, who is responsible for signing it? **Not applicable.**

D – Instructor/Dept Approval

H – Department Approval

I – Instructor Approval

- 2.8 Catalogue description (150 words or less): **This course provides students with advanced understanding of pathophysiology and pharmacotherapeutics essential for nurse practitioner practice. Students will enhance their knowledge of the etiology, pathogenesis, clinical manifestations, and systematic effects of disease as well as key principles of drug therapy including mechanism of action, side effects, drug interactions, and other prescribing considerations for population across the lifespan. Special attention will be given to evidence-based prescribing, regulatory and legal standards, resource stewardship, patient safety, and strategies for optimizing patient outcomes while minimizing risks.**
- 2.9 Do you allow this course to be repeated for credit? **NO**

3. Please list rationale for introducing this course:

This course has been developed to ensure graduates of the Master of Nursing-Nurse Practitioner program meet the new entry level competencies developed by the regulatory body (College of Registered Nurses of Saskatchewan).

4. Please list the learning objectives for this course:

Learning outcomes and evaluation in the University of Saskatchewan NP program is based on the [Nurse Practitioner Entry-Level Competencies \(ELCs\)](#) as set out by the Canadian Council of Registered Nurse Regulators (CCRNR) and the College of Registered Nurses of Saskatchewan (CRNS) as well as the [CRNS Nurse Practitioner Practice Standards](#). ELCs reflect the knowledge, skill and judgement required of a novice NP to provide safe, competent, ethical and compassionate care. Practice standards compliment ELCs as broad statements of the minimal requirements for safe and effective NP practice.

Specific learning outcomes for this course include:

1. Analyze the etiology, pathogenesis, clinical manifestations and systemic effects of common illnesses and conditions across the lifespan including unique considerations for specific population groups (i.e. pregnancy, lactation, pediatrics, older adults, renal impairment, co-morbid conditions). (NP ELC 1.3)
2. Evaluate pharmacokinetics, pharmacodynamics, pharmacogenetics, and other prescribing considerations (i.e. indications, side effects, interactions, contraindications, patient preferences, alternative treatment options, efficacy, costs, social determinants of health, medication reconciliation), ensuring effective and safe treatment plans for diverse patient populations. (NP ELCs 1.6, 1.7)
3. Develop and implement strategies for evidence-based patient centered prescribing that adhere to regulatory and legal standards. (NP ELC 1.6, 1.7)
4. Apply knowledge of pathophysiology and pharmacotherapeutics to enhance patient safety and outcomes through informed clinical decision making and patient monitoring. (NP ELCs 1.5, 1.6, 1.7)
5. Counsel and educate patients and their caregivers on pharmacological interventions applying relevant teaching and learning theory, evidence-informed content, principles of informed consent and health literacy. (NP ELCs 1.2, 1.7, 1.9)
6. Apply comprehensive knowledge of over-the-counter medications, vitamins, minerals, and alternative medicine to inform therapeutic care plans. (NP ELCs 1.6, 1.7)
7. Demonstrate ability to correctly write a prescription. (NP ELC 1.7)
8. Reflect on the ethical, legal, regulatory, and practice considerations related to the expanded nurse practitioner role and navigating barriers to pharmaceutical access. (NP ELC 3.4 & Practice Standards)

5. Impact of this course

Are the programs of other departments or Colleges affected by this course? **NO**

If so, were these departments consulted? (Include correspondence)

Were any other departments asked to review or comment on the proposal?

6. **Other courses or program affected** (please list course titles as well as numbers)
- 6.1 Courses to be deleted? **NURS 881: Pathophysiology-Pharmacology for Advanced Nursing Practice I and NURS 886: Pathophysiology-Pharmacology for Advanced Nursing Practice II.**
- 6.2 Courses for which this course will be a prerequisite: **NURS 833.3 Pathophysiology-Pharmacology for Nurse Practitioner Practice II**
- 6.3 Is this course to be required by your majors, or by majors in another program? **This course is required for students in the Master of Nursing-Nurse Practitioner program only.**
7. **Course outline**
(Weekly outline of lectures or include a draft of the course information sheet.)

Timelines	Learning Activities
<p>Week 1</p> <p>Intro to Advanced Pathophysiology</p>	<p>McCance – Unit 1: The Cell (Chapters 1. Cellular Biology; 2. Genes and Genetic Diseases; 3. Epigenetics and Disease; 4. Altered Cellular and Tissue Biology; 5. Fluids and Electrolytes, Acids and Bases); Unit 2: Mechanisms of Defense (Chapters 6. Innate Immunity: Inflammation and Wound Healing; 7. Adaptive Immunity; 8. Infection and Defects in Mechanisms of Defense; 9. Stress and Disease</p> <p>Osmosis.org by Elsevier. www.osmosis.org This website contains numerous videos to help illustrate pathophysiological and pharmacological processes. Example topics include Cellular Biology, Cellular Injury, and physiology for different body systems. There is a free-trial available, but then an associated fee for use.</p>
<p>Week 2</p> <p>Intro to Advanced Pharmacology</p>	<p>Lehne’s - Unit I: Introduction (Chapters 1. Prescriptive Authority; 2. Rational Drug Selection and Prescription Writing; 3. Promoting Positive Outcomes of Drug Therapy); Unit II: Basic Principles of Pharmacology (Chapters 4. Pharmacokinetics, Pharmacodynamics, and Drug Interactions; 5. Adverse Drug Reactions and Medication Errors; 6. Individual Variation in Drug Responses; 7. Genetic and Genomic Considerations in Pharmacotherapeutics); Unit III: Drug Therapy Across the Lifespan (Chapters 8. Drug Therapy During Pregnancy and Breast-Feeding; 9. Drug Therapy in the Pediatric Patients; 10. Drug Therapy in Geriatric Patients)</p> <p>College of Registered Nurses Saskatchewan (CRNS). Bylaws. Review SECTION 3. NURSE PRACTITIONER CATEGORY on expanded scope of practice for prescribing (pp. 27-30) and SECTION 4. THE PRESCRIPTION REVIEW PROGRAM (pp 32-37)</p> <p>CRNS. (2020). Guideline for Prescribing Medication.</p>

	<p>Saskatchewan College of Pharmacy Professionals. (2023). Drug Distribution by Prescription. Reference Manual A synopsis of federal and provincial acts and regulations governing prescriptions in SK</p> <p>Government of Canada. Non-insured health benefits for First Nations and Inuit: https://sacisc.gc.ca/eng/1572888328565/1572888420703</p> <p>Government of Saskatchewan. Saskatchewan Drug Plan. https://formulary.drugplan.ehealthsask.ca/About Includes general information about the Saskatchewan Drug Formulary, Exception Drug Status (EDS), and Over-the-Counter Products.</p> <p>*Students from outside SK are required to review prescribing standards and familiarize themselves with drug benefits for the jurisdiction in which they are practicing.</p> <p>Maxwell, S. (2016). Rational prescribing: the principles of drug selection. <i>Clinical Medicine Journal</i>, 16(5), 459-464. https://doi.org/10.7861/clinmedicine</p> <p>Safe and Effective e-Prescribing across the Healthcare System – Complete Unit 1: Introduction to e-Prescribing and Medication management (9-12 min) and Unit 2: Current State: Prescribing (12-15 min). Register for free at: https://elearnhcp.ca/ (See modules for Health Professional Students)</p>
<p>Week 3 Respiratory</p>	<p>McCance – Unit 8: The Pulmonary System (Chapter 26. Structure and Function of the Pulmonary System; Chapter 27. Alterations in Pulmonary Function; Chapter 28. Alterations in Pulmonary Function in Children)</p> <p>Lehne’s - Chapters 62. Drugs for Asthma and Chronic Obstructive Pulmonary Disease</p> <p>Rx Files – Review the following topics: Asthma, COPD, Inhalation Devices, Inhaler Technique, Smoking Cessation, Community Acquired Pneumonia</p> <p>Global Initiative for Asthma (GINA). 2024 Global Strategy for Asthma Management and Prevention. Review with a focus on pathophysiology and pharmacotherapy.</p> <p>Global Initiative for Chronic Obstructive Lung Disease (GOLD). Pocket Guide to COPD Diagnosis, Management and Prevention: 2024 Report. Review with a focus on pathophysiology and pharmacotherapy.</p>
<p>Week 4 CVS & PVS I</p>	<p>McCance – Unit 7: The Cardiovascular and Lymphatic Systems (Chapter 23. Structure and Function of the Cardiovascular and Lymphatic System; Chapter 24.</p>

	<p>Alterations in Cardiovascular Function; Chapter 25. Alterations in Cardiovascular Function in Children)</p> <p>Lehne's - Chapters 37. Diuretics; 38. Drugs Acting on the Renin-Angiotensin-Aldosterone System; 39. Calcium Channel Blockers; 40. Vasodilators; 41. Drugs for Hypertension; 42. Drugs for Heart Failure; 43. Antidysrhythmic Drugs; 44. Prophylaxis of Atherosclerotic Cardiovascular Disease: Drugs that Help Normalize Cholesterol and Triglyceride Levels; 45. Drugs for Angina Pectoris; 46. Anticoagulant, Antiplatelet, and Thrombolytic Drugs</p> <p>Canadian Cardiovascular Society Guidelines https://ccs.ca/guidelines-and-clinical-practice-update-library/ Review the following guidelines with a focus on pathophysiology and pharmacotherapy:</p> <p style="padding-left: 40px;">2022 CCS Guidelines for Use of GLP-1 Receptor Agonists and SGLT2 Inhibitors for Cardiorenal Risk Reduction in Adults</p> <p style="padding-left: 40px;">2021 CCS Guidelines for Management of Dyslipidemia for the Prevention of Cardiovascular Disease in the Adult</p> <p style="padding-left: 40px;">2020 CCS/CHRS Comprehensive Guidelines for the Management of Atrial Fibrillation</p> <p>Rabi et al and the Hypertension Canada Working Group. (2020). Guidelines for Prevention and Management of Hypertension.</p>
<p>Week 5 CVS & PVS II</p>	<p>Lehne's - Unit IV: Peripheral Nervous System Drugs (Chapters 11. Basic Principles of Neuropharmacology; 12. Physiology of the Peripheral Nervous System; 13. Muscarinic Agonists; 14. Muscarinic Antagonists; 15. Adrenergic Agonists; 16. Adrenergic Antagonist; 17. Indirect-Acting Antiadrenergic Agents)</p> <p>RxFiles – Review the following topics: Angina, ACEIs & ARBs, Beta Blockers, Calcium Channel Blockers, Diuretics & Miscellaneous Antihypertensives, HTN Summary, Warfarin Overview, Antithrombotic Summary Chart, Atrial Fibrillation, Anticoagulation Colour Comparison Chart, Heart Failure, Lipid Lowering Agents, Post-MI, QI-Prolongation</p> <p>Thrombosis Canada. https://thrombosiscanada.ca/hcp/practice/clinical_guides Review the following Guidelines:</p> <p style="padding-left: 40px;">Acetylsalicylic Acid (ASA)</p> <p style="padding-left: 40px;">Anticoagulation in Patients Requiring Antiplatelet Therapy</p>

	<p>DOACS: Coagulation Test, Comparison and Frequently Asked Questions, Perioperative Management</p> <p>Duration of dual Antiplatelet therapy in Patients with CAD</p> <p>Ischemic Stroke or TIA: Secondary Prevention</p> <p>Perioperative Management of Antiplatelet Therapy</p> <p>Peripheral Arterial Disease</p> <p>Stroke Prevention in Atrial Fibrillation</p> <p>Warfarin: Management of Out-of-Range INRs and Perioperative Management</p>
<p>Week 6</p> <p>Midterm and Nutrition & Complementary Therapies</p>	<p>Midterm (First 1.5 hours of class)</p> <p>Lehne's Unit XVII – Nutrition and Complementary Therapies (Chapters 67. Vitamins; 69. Complementary and Alternative Therapies)</p> <p>RxFiles - Review the following topics: Probiotics, Herbal Drug Interactions, OTC Products</p> <p>Government of Canada. Regulation of Non-Prescription Drugs.</p> <p>Applying Canada's Dietary Guidelines. Advice on Vitamin and mineral Supplementation.</p> <p>Martini et al. (2020). Appropriate and inappropriate vitamin supplementation in Children. <i>Journal of Nutritional Science</i>, 9, e20. doi: 10.1017/jns.2020.12</p> <p>Canadian Pediatric Society. Review the following Position Statements:</p> <ul style="list-style-type: none"> Using Probiotics in Paediatric Populations (2022) Dietary Intake of Sodium in Children: Why it Matters (2020) Energy and Sports Drinks in Children and Adolescents (2023) The Role of Dietary Fibre and Prebiotics in Paediatric Diet (2020) Iron Requirements in the First 2 years of Life (2019)
<p>Week 7</p> <p>Renal & Urinary</p>	<p>McCance – Unit 9: The Renal and Urologic Systems (Chapter 29. Structure and Function of the Renal and Urologic Systems; Chapter 30. Alterations of Renal and Urinary Tract Function; Chapter 31. Alterations in Renal and Urinary Tract Function in Children)</p>

	<p>RxFiles – Review the following topics: Urinary Tract Infections, Cystitis, Urinary Incontinence</p> <p>Canadian Urological Association (CUA). Review the following guidelines with a focus on pathophysiology and pharmacotherapy:</p> <p style="padding-left: 40px;">Evaluation and Medical Management of Kidney Stones (2022)</p> <p style="padding-left: 40px;">Diagnosis and Management of Nocturia (2022)</p> <p style="padding-left: 40px;">Erectile Dysfunction (2021)</p> <p>BC Guidelines (2023). Chronic Kidney Disease – Identification, Evaluation, and Management of Adult Patients.</p>
<p>Week 8</p> <p>GI</p>	<p>McCance – Unit 11: The Digestive System (Chapter 35. Structure and Function of the Digestive System; Chapter 36. Alterations of Digestive Function; Chapter 37. Alterations in Digestive Function in Children)</p> <p>Lehne’s - Unit XVI: Gastrointestinal Drugs (Chapters 64. Drugs for Peptic Ulcer Disease; 65. Laxatives; 66. Other Gastrointestinal Drugs)</p> <p>RxFiles – Review the following topics: Bowel Prep for Colonoscopy, Constipation, IBD, GERD and PUD, H. Pylori, IBS, Nausea & Vomiting</p> <p>Katz et al and the American College of Gastroenterology. (2022). ACG Clinical Guidelines for the Diagnosis and Management of Gastroesophageal Reflux Disease. <i>The American Journal of Gastroenterology</i>, 117(1), 27-56. DOI: 10.14309/ajg.0000000000001538</p>
<p>Week 9</p> <p>Reproductive</p>	<p>McCance – Unit 10: The Reproductive Systems (Chapter 32. Structure and Function of the Reproductive Systems; Chapter 33. Alterations of the Female Reproductive System; Chapter 34. Alterations of the Male Reproductive System)</p> <p>Lehne’s - Unit XI – Women’s Health (Chapters 50. Estrogens and Progestins: Basic Pharmacology and Noncontraceptive Applications; 51. Birth Control); Unity XII – Men’s Health (Chapters 52. Androgens; 53. Drugs for Erectile Dysfunction and Benign Prostatic Hyperplasia); Chapter 82. Drug Therapy of Sexually Transmitted Diseases</p> <p>RxFiles – Review the following topics: Andropause, Hirsutism, Erectile Dysfunction, Sexual Dysfunction, Oral Contraceptives, Birth Control Options, Menopause, Peri-Pregnancy</p>

<p>Week 10 HENT & Derm</p>	<p>McCance – Chapter 41. Structure, Function, and Disorders of the Integument; Chapter 42. Alterations of the Integument in Children</p> <p>Lehne’s - Chapters 56. Antihistamines; 63. Drugs for Allergic Rhinitis, Cough and Colds; 79. Anti-Fungal Agents; 87. Drugs for the Eye; 88. Drugs for the Skin; 89. Drugs for the Ear</p> <p>RxFiles – Review the following topics: Acne, Topical Corticosteroids, Head Lice & Scabies, Warts, Glaucoma, Intranasal Corticosteroids, Dry Eye, Acute Otitis Media, Bronchitis, Pharyngitis, Sinusitis, Skin & Soft Tissue Infections</p> <p>Kerri, J. (2024). Principles of Topical Dermatologic Therapy. Merck Manual Professional Version.</p> <p>Smith et al. (2023). The treatment of mild upper respiratory tract infections – a position paper with recommendations for best practice. <i>Drugs in Context</i>, 12, 4-2. doi: 10.7573/dic.2023-4-2</p> <p>Thomas, M. & Bomar, P. (2023). Upper Respiratory Tract Infection. StatPearls [Internet]. National Library of Medicine (NIH)</p>
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8. **Enrolment**

8.1 What is the maximum enrolment number for this course? **35**

And from which colleges? **NURSING**

8.2 For room bookings, please indicate the maximum estimated room size required for this course: **Not Applicable – Distance Learning**

- 10-50
- 50-90
- 90-130
- 130+

9. **Student evaluation**

Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

9.1 How should this course be graded? **NUMERIC/PERCENTAGE**

C – Completed Requirements

(Grade options for instructor: Completed Requirements, Fail, IP In Progress)

N – Numeric/Percentage

(Grade options for instructor: grade of 0% to 100%, IP in Progress)

Evaluation Component	Date	Grade Weight
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Case Presentation	Various Dates Throughout Term	25%
Midterm	Week 6	25%
Final Exam	Exam Period	50%
Total		100%

P – Pass/Fail

(Grade options for instructor: Pass, Fail, In Progress)

S – Special

(Grade options for instructor: NA – Grade Not Applicable) If other, please specify:

9.2 Is the course exempt from the final examination? **NO**

10. **Required text**

Include a bibliography for the course.

Required readings and media for this course are outlined in the Class Schedule. Readings come from program textbooks, peer-reviewed evidence based articles, and other electronic medical sources. Assigned readings and resources were carefully selected to address course learning outcomes. Relevant national and provincial documents as well as journal articles complement and supplement course textbooks, providing Canadian and regional context on theoretical, regulatory, political and practice considerations for nurse practitioners. Given the evolving landscape of policy, regulation and evidence-based practice, additions to the course reading list may occur during the term to introduce new and relevant literature. Any changes to the reading list will be communicated to students through a Canvas announcement.

TEXTBOOKS

Jensen, B., Regier, L.D., Kosar, L. (Eds). (2023). **RxFiles: Drug Comparison Charts (14th edition)**. Saskatoon City Hospital. **Available online for FREE through USask library*

Power-Kean, K., Zettel, S., El-Hussein, M.T., Huether, S.E., & McCance, K.L. (2023). **Huether and McCance's Understanding Pathophysiology, Second Canadian Edition**. Elsevier.

Rosenthal, L. & Burchum, J. (2021). **Lehne's Pharmacotherapeutics for Advanced Practice Nurses and Physician Assistants, 2nd Edition**. Elsevier.

PROVINCIAL DOCUMENTS

College of Registered Nurses of Saskatchewan (CRNS) Bylaws. <https://www.crns.ca/about-us/how-we-govern/act-bylaws/>

CRNS NP Entry-level Competencies (ELC)s <https://www.crns.ca/nursing-practice/nursing-practice-resources/rnp-resources/>

CRNS NP Practice Standards <https://www.crns.ca/nursing-practice/nursing-practice-resources/rnnp-resources/>

CRNS Nurse Practitioner Practice Guidelines <https://www.crns.ca/nursing-practice/nursing-practice-resources/rnnp-resources/>

***Students not residing in Saskatchewan are required to familiarize themselves with the NP entry-level competencies, practice standards and guidelines in the jurisdiction where they are practicing.**

ELECTRONIC RESOURCES

Bugs and Drugs: Antimicrobial reference book <http://www.bugsanddrugs.ca/>

Dynamed. A clinical reference tool with clinically-organized summaries for nearly 3,000 topics, this is an evidence-based reference intended to answer clinical questions at the point of care for health care professionals. A DynaMed app can be downloaded to your mobile device. Free for students to access through the University of Saskatchewan Library.

Government of Canada. **Non-insured health benefits for First Nations and Inuit:** <https://sac-isc.gc.ca/eng/1572888328565/1572888420703>

Government of Saskatchewan. Saskatchewan Drug Plan.

<https://formulary.drugplan.ehealthsask.ca/About> **Students outside Saskatchewan should familiarize themselves with the drug benefits in their jurisdiction*

Lexicomp. A full-text collection of drug information databases. A Lexicomp app can be downloaded to your mobile device and authenticated from within the Lexicomp web interface. It free for students to access through the University of Saskatchewan Library.

e-CPS Canadian Pharmacy Association's (CPhA's) *Therapeutic Choices* and *e-CPS* (online version of Compendium of Pharmaceuticals and Specialties). Free for students to access through the University of Saskatchewan Library.

11. Resources

- 11.1 Proposed instructor: **Current faculty within the College of Nursing teaching in the Nurse Practitioner programs.**
- 11.2 How does the department plan to handle the additional teaching or administrative workload? **The Master of Nursing-Nurse Practitioner programs have sufficient existing teaching and administrative resources to deliver this course.**
- 11.3 Are sufficient library or other research resources available for this course? **YES**
- 11.4 Are any additional resources required (library, audio-visual, technology, etc.)? **NO**

12. Tuition

- 12.1 Will this course attract tuition charges? If so, how much? (use tuition category) **YES, Graduate Studies Special Tuition Program category**
- 12.2 Does this course require non-standard fees, such as materials or excursion fees? If so, please include an approved "Application for New Fee or Fee Change Form"
<http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees>

Detailed Course Information

1. Schedule Types

Please choose the Schedule Types that can be used for sections that fall under this course: **See highlighted selection.**

Code	Description	Code	Description
CL	Clinical	PRB	Problem Session
COO	Coop Class	RDG	Reading Class
FLD	Field Trip	RES	Research
ICR	Internet Chat Relay	ROS	Roster (Dent Only)
IHP	Internet Help	SEM	Seminar
IN1	Internship - Education	SSI	Supervised Self Instruction
IN2	Internship - CMPT & EPIP	STU	Studio
IN3	Internship - General	SUP	Teacher Supervision
LAB	Laboratory	TUT	Tutorial
LC	Lecture/Clinical (Dent Only)	WEB	Web Based Class
LEC	Lecture	XCH	Exchange Program
LL	Lecture/Laboratory	XGN	Ghost Schedule Type Not Applicable
MM	Multimode	XHS	High School Class
PCL	Pre-Clinical (Dent Only)	XNA	Schedule Type Not Applicable
PRA	Practicum	XNC	No Academic Credit

2. Course Attributes

Please highlight the attributes that should be attached to the course (they will apply to all sections):

Off or Distance Ed Stdnt Fee

Web Class taught synchronously

Fee - Graduate Studies

2.1 NOAC No Academic Credit

0 Credit Unit courses that possess "deemed" CUs (Called Operational Credit Units). NOAC causes the system to roll 0 academic credit units to academic history.

2.2 For the College of Arts and Science only: To which program type does this course belong?

- FNAR Fine Arts
- HUM Humanities
- SCIE Science
- SOCS Social Science
- ARNP No Program Type (Arts and Science)

Does this course satisfy one of the official college requirements:

- ELWR – English Language Writing Requirement
- ILRQ – Indigenous Learning Requirement
- QRRQ – Quantitative Reasoning Requirement

3. Registration Information (Note: multi-term courses cannot be automated as corequisites).

- 3.1 Permission Required: **YES, permission is required to audit this course**
- 3.2 Restriction(s): course only open to students in a specific college, program/degree, major, year in program: **MN-NP students.**
- 3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course: **None**
- 3.4 Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course:
- 3.5 Corequisite(s): course(s) that must be taken at the same time as this course: **None**
- 3.6 Notes: recommended courses, repeat restrictions/content overlap, other additional information

4. List Equivalent Course(s) here: NURS 881.3

An equivalent course can be used in place of the course for which this form is being completed, specifically for the purposes of prerequisite and degree audit checking. Credit will be given for only one of the equivalent courses.

- 4.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be equivalent:

***Please note:** If the equivalent courses carry an UNEQUAL number of credit units, DegreeWorks will automatically enforce the following, unless otherwise stated:

- If a 3 credit unit course is considered to be equivalent to a 6 credit unit course, it will fulfill the 6 credit unit requirement and the student will not have to complete another 3 credit units toward the overall number of required credit units for the program.
- If a 6 credit unit course is considered to be equivalent to a 3 credit unit course, ALL 6 of the credit units may be used to fulfill the 3 credit unit requirement.

5. List Mutually-Exclusive Course(s) here: NURS 881.3

Mutually exclusive courses have similar content such that students cannot receive credit for both.

- 5.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be mutually exclusive:

***Please note:** SiRIUS cannot enforce a situation where the exclusion goes only one way.

6. Additional Notes: Syllabus attached.**COURSE SYLLABUS**

Course Title:	Pathophysiology-Pharmacology for Nurse Practitioner Practice I		
Course Code:	NURS 832	Term:	TBD
Course Credits:	3	Delivery:	Synchronous online
Location:	Distance Learning	Website:	https://canvas.usask.ca/

Course Dates & Times:	Weekly 4-hour seminar x 10 weeks (40 hours)
Course Calendar Description:	This course provides students with advanced understanding of pathophysiology and pharmacotherapeutics essential for nurse practitioner practice. Students will enhance their knowledge of the etiology, pathogenesis, clinical manifestations, and systematic effects of disease as well as key principles of drug therapy including mechanism of action, side effects, drug interactions, and other prescribing considerations for population across the lifespan. Special attention will be given to evidence-based prescribing, regulatory and legal standards, resource stewardship, patient safety, and strategies for optimizing patient outcomes while minimizing risks.
Pre or Co-Requisite:	Admission to the MN-NP
Course Equivalent	Completion of both NURS 881: Pathophysiology-Pharmacology for Advanced Nursing Practice I and NURS 886: Pathophysiology-Pharmacology for Advanced Nursing Practice II

*Note: All times refer to Saskatchewan Time Zone

LAND ACKNOWLEDGMENT

As we engage in teaching and learning, we acknowledge that the University of Saskatchewan Saskatoon campus is *on Treaty Six Territory* and the *Homeland of the Métis*. We pay our respect to the First Nation and Métis ancestors of this place and reaffirm our relationship with one another. We recognize that many are attending this course from other traditional Indigenous lands and ask that you take a moment to make your own Land Acknowledgement to the peoples of those lands. In doing so, we are actively participating in reconciliation as we navigate our time in this course, learning and supporting each other.

LEARNING OUTCOMES

Learning outcomes and evaluation in the University of Saskatchewan NP program is based on the [Nurse Practitioner Entry-Level Competencies \(ELCs\)](#) as set out by the Canadian Council of Registered Nurse Regulators (CCRNRR) and the College of Registered Nurses of Saskatchewan (CRNS) as well as the [CRNS Nurse Practitioner Practice Standards](#). ELCs reflect the knowledge, skill and judgement required of a novice NP to provide safe, competent, ethical and compassionate care. Practice standards compliment ELCs as broad statements of the minimal requirements for safe and effective NP practice.

Specific learning outcomes for this course include:

1. Analyze the etiology, pathogenesis, clinical manifestations and systemic effects of common illnesses and conditions across the lifespan including unique considerations for specific population groups (i.e. pregnancy, lactation, pediatrics, older adults, renal impairment, co-morbid conditions). (NP ELC 1.3)
2. Evaluate pharmacokinetics, pharmacodynamics, pharmacogenetics, and other prescribing considerations (i.e. indications, side effects, interactions, contraindications, patient preferences, alternative treatment options, efficacy, costs, social determinants of health, medication

reconciliation), ensuring effective and safe treatment plans for diverse patient populations. (NP ELCs 1.6, 1.7)

3. Develop and implement strategies for evidence-based patient centered prescribing that adhere to regulatory and legal standards. (NP ELC 1.6, 1.7)
4. Apply knowledge of pathophysiology and pharmacotherapeutics to enhance patient safety and outcomes through informed clinical decision making and patient monitoring. (NP ELCs 1.5, 1.6, 1.7)
5. Counsel and educate patients and their caregivers on pharmacological interventions applying relevant teaching and learning theory, evidence-informed content, principles of informed consent and health literacy. (NP ELCs 1.2, 1.7, 1.9)
6. Apply comprehensive knowledge of over-the-counter medications, vitamins, minerals, and alternative medicine to inform therapeutic care plans. (NP ELCs 1.6, 1.7)
7. Demonstrate ability to correctly write a prescription. (NP ELC 1.7)
8. Reflect on the ethical, legal, regulatory, and practice considerations related to the expanded nurse practitioner role and navigating barriers to pharmaceutical access. (NP ELC 3.4 & Practice Standards)

UNIVERSITY OF SASKATCHEWAN GRADING SYSTEM FOR GRADUATE COURSES

Grading in this course follows the University of Saskatchewan College of Graduate and Postdoctoral Studies (CGPS) Literal Descriptors. The following describes the relationship between literal descriptors and percentage scores for courses in the College of Graduate Studies and Research:

90-100 Exceptional

A superior performance with consistent strong evidence of:

- a comprehensive, incisive grasp of subject matter;
- an ability to make insightful, critical evaluation of information;
- an exceptional capacity for original, creative and/or logical thinking;
- an exceptional ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently;
- an exceptional ability to analyze and solve difficult problems related to subject matter.

80-89 Very Good to Excellent

A very good to excellent performance with strong evidence of:

- a comprehensive grasp of subject matter;
- an ability to make sound critical evaluation of information;
- a very good to excellent capacity for original, creative and/or logical thinking;
- a very good to excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently;
- a very good to excellent ability to analyze and solve difficult problems related to subject matter.

70-79 Satisfactory to Good

A satisfactory to good performance with evidence of:

- a substantial knowledge of subject matter;
- a satisfactory to good understanding of the relevant issues and satisfactory to good familiarity with the relevant literature and technology;
- a satisfactory to good capacity for logical thinking;
- some capacity for original and creative thinking;
- a satisfactory to good ability to organize, to analyze, and to examine the subject matter in a critical and constructive manner;
- a satisfactory to good ability to analyze and solve moderately difficult problems.

60-69 Poor

A generally weak performance, but with some evidence of:

- a basic grasp of the subject matter;
- some understanding of the basic issues;
- some familiarity with the relevant literature and techniques;
- some ability to develop solutions to moderately difficult problems related to the subject matter;
- some ability to examine the material in a critical and analytical manner.

<60 Failure

An unacceptable performance.

Further information on literal descriptors for grading at the University of Saskatchewan can be found at: <https://students.usask.ca/academics/grading/grading-system.php#GradingSystem> Please note: There are different literal descriptors for undergraduate and graduate students.

ACADEMIC POLICIES

Students are expected to follow USask Policies. These can be found at: <http://policies.usask.ca>

USask Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at: <http://policies.usask.ca/policies/academic-affairs/academic-courses.php>

College of Nursing Graduate program policies can be found at: <https://nursing.usask.ca/policies/graduate.php>

USASK LEARNING CHARTER

The USask Learning Charter is defines aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at:

http://www.usask.ca/university_secretary/LearningCharter.pdf

LEARNING ENVIRONMENT OVERVIEW

As a graduate degree, the USask NP program requires you to apply advanced-level thinking, analysis, critical evaluation, and self-direct learning. Course design is based on a professional, self-directed

learning environment in which instructors facilitate and support your development of entry level NP competencies and graduate level learning outcomes (as defined by the [CASN National Nursing Education Framework](#) 2022). As an adult learner, you are expected to take responsibility for your own learning, identifying personal learning needs and activities to meet course learning outcomes.

Synchronous online seminars use Zoom as the videoconferencing platform for delivery. Although the classroom is online, the seminars are considered private USask classrooms, accessible only to students registered in the course. Online seminar etiquette, including professional behaviours and appearance, is expected of all seminar participants.

PROGRAM REQUIREMENTS AND CRITERIA THAT MUST BE MET TO PASS

- Completion of all course evaluation components
- Attendance at all mandatory seminars and/or labs (if applicable)
- Minimum 70% (pass) on essential course components*
- Overall final grade of 70% or higher in the course

*An essential component of a course must be passed in order to pass the course. Essential components for USask NP courses have been identified through curriculum mapping and are considered necessary for students to demonstrate attainment of course learning outcomes and/or foundational competencies necessary to progress within the program. All final exams, the comprehensive exam, major assignments, OSCEs and clinical evaluations are essential components. Additional essential components are course specific and identified in the course syllabus.

Please refer to the following College of Nursing Graduate program policies at:

<https://nursing.usask.ca/policies/graduate.php> for further details on academic requirements:

- Completion of Work
- Grade Assignment
- NP Program Progression and Remediation Policy
- NP Students Promotion and Graduation
- Supplemental and Deferred Exams

COURSE OVERVIEW

This course aims to deepen the understanding and application of pathophysiology and pharmacotherapeutics for nurse practitioner (NP) practice, fostering advanced clinical decision-making skills to support safe and effective care of diverse populations throughout the lifespan. Through a variety of learning activities including self-directed learning, seminar discussion and case studies, students will examine the physiological processes underlying disease states with a focus on interpreting clinical manifestations and applying pharmacological interventions. Students will explore the etiology, pathogenesis, and clinical manifestations of diseases, alongside a critical analysis of pharmacotherapeutic principles such as drug actions, side effects, interactions, and compliance

complexities. Emphasis will be on evidence-based practices, patient-centred care, adherence to regulatory and legal standards, and effective strategies for resource stewardship, patient safety, and risk management. Special focus will be placed on inclusive healthcare practices to ensure equitable patient care regardless of cultural, social, or economic differences.

COURSE SCHEDULE

Timelines	Learning Activities
<p>Week 1</p> <p>Intro to Advanced Pathophysiology</p>	<p>McCance – Unit 1: The Cell (Chapters 1. Cellular Biology; 2. Genes and Genetic Diseases; 3. Epigenetics and Disease; 4. Altered Cellular and Tissue Biology; 5. Fluids and Electrolytes, Acids and Bases); Unit 2: Mechanisms of Defense (Chapters 6. Innate Immunity: Inflammation and Wound Healing; 7. Adaptive Immunity; 8. Infection and Defects in Mechanisms of Defense; 9. Stress and Disease</p> <p>Osmosis.org by Elsevier. www.osmosis.org This website contains numerous videos to help illustrate pathophysiological and pharmacological processes. Example topics include Cellular Biology, Cellular Injury, and physiology for different body systems. There is a free-trial available, but then an associated fee for use.</p>
<p>Week 2</p> <p>Intro to Advanced Pharmacology</p>	<p>Lehne’s - Unit I: Introduction (Chapters 1. Prescriptive Authority; 2. Rational Drug Selection and Prescription Writing; 3. Promoting Positive Outcomes of Drug Therapy); Unit II: Basic Principles of Pharmacology (Chapters 4. Pharmacokinetics, Pharmacodynamics, and Drug Interactions; 5. Adverse Drug Reactions and Medication Errors; 6. Individual Variation in Drug Responses; 7. Genetic and Genomic Considerations in Pharmacotherapeutics); Unit III: Drug Therapy Across the Lifespan (Chapters 8. Drug Therapy During Pregnancy and Breast-Feeding; 9. Drug Therapy in the Pediatric Patients; 10. Drug Therapy in Geriatric Patients)</p> <p>College of Registered Nurses Saskatchewan (CRNS). Bylaws. Review SECTION 3. NURSE PRACTITIONER CATEGORY on expanded scope of practice for prescribing (pp. 27-30) and SECTION 4. THE PRESCRIPTION REVIEW PROGRAM (pp 32-37)</p> <p>CRNS. (2020). Guideline for Prescribing Medication.</p> <p>Saskatchewan College of Pharmacy Professionals. (2023). Drug Distribution by Prescription. Reference Manual A synopsis of federal and provincial acts and regulations governing prescriptions in SK</p> <p>Government of Canada. Non-insured health benefits for First Nations and Inuit: https://sacisc.gc.ca/eng/1572888328565/1572888420703</p>

	<p>Government of Saskatchewan. Saskatchewan Drug Plan. https://formulary.drugplan.ehealthsask.ca/About Includes general information about the Saskatchewan Drug Formulary, Exception Drug Status (EDS), and Over-the-Counter Products.</p> <p>*Students from outside SK are required to review prescribing standards and familiarize themselves with drug benefits for the jurisdiction in which they are practicing.</p> <p>Maxwell, S. (2016). Rational prescribing: the principles of drug selection. <i>Clinical Medicine Journal</i>, 16(5), 459-464. https://doi.org/10.7861/clinmedicine</p> <p>Safe and Effective e-Prescribing across the Healthcare System – Complete Unit 1: Introduction to e-Prescribing and Medication management (9-12 min) and Unit 2: Current State: Prescribing (12-15 min). Register for free at: https://elearnhcp.ca/ (See modules for Health Professional Students)</p>
<p>Week 3 Respiratory</p>	<p>McCance – Unit 8: The Pulmonary System (Chapter 26. Structure and Function of the Pulmonary System; Chapter 27. Alterations in Pulmonary Function; Chapter 28. Alterations in Pulmonary Function in Children)</p> <p>Lehne’s - Chapters 62. Drugs for Asthma and Chronic Obstructive Pulmonary Disease</p> <p>Rx Files – Review the following topics: Asthma, COPD, Inhalation Devices, Inhaler Technique, Smoking Cessation, Community Acquired Pneumonia</p> <p>Global Initiative for Asthma (GINA). 2024 Global Strategy for Asthma Management and Prevention. Review with a focus on pathophysiology and pharmacotherapy.</p> <p>Global Initiative for Chronic Obstructive Lung Disease (GOLD). Pocket Guide to COPD Diagnosis, Management and Prevention: 2024 Report. Review with a focus on pathophysiology and pharmacotherapy.</p>
<p>Week 4 CVS & PVS I</p>	<p>McCance – Unit 7: The Cardiovascular and Lymphatic Systems (Chapter 23. Structure and Function of the Cardiovascular and Lymphatic System; Chapter 24. Alterations in Cardiovascular Function; Chapter 25. Alterations in Cardiovascular Function in Children)</p> <p>Lehne’s - Chapters 37. Diuretics; 38. Drugs Acting on the Renin-Angiotensin-Aldosterone System; 39. Calcium Channel Blockers; 40. Vasodilators; 41. Drugs for Hypertension; 42. Drugs for Heart Failure; 43. Antidysrhythmic Drugs; 44. Prophylaxis of Atherosclerotic Cardiovascular Disease: Drugs that Help Normalize</p>

	<p>Cholesterol and Triglyceride Levels; 45. Drugs for Angina Pectoris; 46. Anticoagulant, Antiplatelet, and Thrombolytic Drugs</p> <p>Canadian Cardiovascular Society Guidelines https://ccs.ca/guidelines-and-clinical-practice-update-library/ Review the following guidelines with a focus on pathophysiology and pharmacotherapy:</p> <p style="padding-left: 40px;">2022 CCS Guidelines for Use of GLP-1 Receptor Agonists and SGLT2 Inhibitors for Cardiorenal Risk Reduction in Adults</p> <p style="padding-left: 40px;">2021 CCS Guidelines for Management of Dyslipidemia for the Prevention of Cardiovascular Disease in the Adult</p> <p style="padding-left: 40px;">2020 CCS/CHRS Comprehensive Guidelines for the Management of Atrial Fibrillation</p> <p>Rabi et al and the Hypertension Canada Working Group. (2020). Guidelines for Prevention and Management of Hypertension.</p>
<p>Week 5 CVS & PVS II</p>	<p>Lehne's - Unit IV: Peripheral Nervous System Drugs (Chapters 11. Basic Principles of Neuropharmacology; 12. Physiology of the Peripheral Nervous System; 13. Muscarinic Agonists; 14. Muscarinic Antagonists; 15. Adrenergic Agonists; 16. Adrenergic Antagonist; 17. Indirect-Acting Antiadrenergic Agents)</p> <p>RxFiles – Review the following topics: Angina, ACEIs & ARBs, Beta Blockers, Calcium Channel Blockers, Diuretics & Miscellaneous Antihypertensives, HTN Summary, Warfarin Overview, Antithrombotic Summary Chart, Atrial Fibrillation, Anticoagulation Colour Comparison Chart, Heart Failure, Lipid Lowering Agents, Post-MI, QI-Prolongation</p> <p>Thrombosis Canada. https://thrombosiscanada.ca/hcp/practice/clinical_guides Review the following Guidelines:</p> <p style="padding-left: 40px;">Acetylsalicylic Acid (ASA)</p> <p style="padding-left: 40px;">Anticoagulation in Patients Requiring Antiplatelet Therapy</p> <p style="padding-left: 40px;">DOACS: Coagulation Test, Comparison and Frequently Asked Questions, Perioperative Management</p> <p style="padding-left: 40px;">Duration of dual Antiplatelet therapy in Patients with CAD</p> <p style="padding-left: 40px;">Ischemic Stroke or TIA: Secondary Prevention</p> <p style="padding-left: 40px;">Perioperative Management of Antiplatelet Therapy</p> <p style="padding-left: 40px;">Peripheral Arterial Disease</p>

	<p>Stroke Prevention in Atrial Fibrillation</p> <p>Warfarin: Management of Out-of-Range INRs and Perioperative Management</p>
<p>Week 6</p> <p>Midterm and Nutrition & Complementary Therapies</p>	<p>Midterm (First 1.5 hours of class)</p> <p>Lehne's Unit XVII – Nutrition and Complementary Therapies (Chapters 67. Vitamins; 69. Complementary and Alternative Therapies)</p> <p>RxFiles - Review the following topics: Probiotics, Herbal Drug Interactions, OTC Products</p> <p>Government of Canada. Regulation of Non-Prescription Drugs.</p> <p>Applying Canada's Dietary Guidelines. Advice on Vitamin and mineral Supplementation.</p> <p>Martini et al. (2020). Appropriate and inappropriate vitamin supplementation in Children. <i>Journal of Nutritional Science</i>, 9, e20. doi: 10.1017/jns.2020.12</p> <p>Canadian Pediatric Society. Review the following Position Statements:</p> <ul style="list-style-type: none"> Using Probiotics in Paediatric Populations (2022) Dietary Intake of Sodium in Children: Why it Matters (2020) Energy and Sports Drinks in Children and Adolescents (2023) The Role of Dietary Fibre and Prebiotics in Paediatric Diet (2020) Iron Requirements in the First 2 years of Life (2019)
<p>Week 7</p> <p>Renal & Urinary</p>	<p>McCance – Unit 9: The Renal and Urologic Systems (Chapter 29. Structure and Function of the Renal and Urologic Systems; Chapter 30. Alterations of Renal and Urinary Tract Function; Chapter 31. Alterations in Renal and Urinary Tract Function in Children)</p> <p>RxFiles – Review the following topics: Urinary Tract Infections, Cystitis, Urinary Incontinence</p> <p>Canadian Urological Association (CUA). Review the following guidelines with a focus on pathophysiology and pharmacotherapy:</p> <ul style="list-style-type: none"> Evaluation and Medical Management of Kidney Stones (2022) Diagnosis and Management of Nocturia (2022)

	<p>Erectile Dysfunction (2021)</p> <p>BC Guidelines (2023). Chronic Kidney Disease – Identification, Evaluation, and Management of Adult Patients.</p>
<p>Week 8</p> <p>GI</p>	<p>McCance – Unit 11: The Digestive System (Chapter 35. Structure and Function of the Digestive System; Chapter 36. Alterations of Digestive Function; Chapter 37. Alterations in Digestive Function in Children)</p> <p>Lehne’s - Unit XVI: Gastrointestinal Drugs (Chapters 64. Drugs for Peptic Ulcer Disease; 65. Laxatives; 66. Other Gastrointestinal Drugs)</p> <p>RxFiles – Review the following topics: Bowel Prep for Colonoscopy, Constipation, IBD, GERD and PUD, H. Pylori, IBS, Nausea & Vomiting</p> <p>Katz et al and the American College of Gastroenterology. (2022). ACG Clinical Guidelines for the Diagnosis and Management of Gastroesophageal Reflux Disease. <i>The American Journal of Gastroenterology</i>, 117(1), 27-56. DOI: 10.14309/ajg.0000000000001538</p>
<p>Week 9</p> <p>Reproductive</p>	<p>McCance – Unit 10: The Reproductive Systems (Chapter 32. Structure and Function of the Reproductive Systems; Chapter 33. Alterations of the Female Reproductive System; Chapter 34. Alterations of the Male Reproductive System)</p> <p>Lehne’s - Unit XI – Women’s Health (Chapters 50. Estrogens and Progestins: Basic Pharmacology and Noncontraceptive Applications; 51. Birth Control); Unity XII – Men’s Health (Chapters 52. Androgens; 53. Drugs for Erectile Dysfunction and Benign Prostatic Hyperplasia); Chapter 82. Drug Therapy of Sexually Transmitted Diseases</p> <p>RxFiles – Review the following topics: Andropause, Hirsutism, Erectile Dysfunction, Sexual Dysfunction, Oral Contraceptives, Birth Control Options, Menopause, Peri-Pregnancy</p>
<p>Week 10</p> <p>HENT & Derm</p>	<p>McCance – Chapter 41. Structure, Function, and Disorders of the Integument; Chapter 42. Alterations of the Integument in Children</p> <p>Lehne’s - Chapters 56. Antihistamines; 63. Drugs for Allergic Rhinitis, Cough and Colds; 79. Anti-Fungal Agents; 87. Drugs for the Eye; 88. Drugs for the Skin; 89. Drugs for the Ear</p>

RxFiles – Review the following topics: Acne, Topical Corticosteroids, Head Lice & Scabies, Warts, Glaucoma, Intranasal Corticosteroids, Dry Eye, Acute Otitis Media, Bronchitis, Pharyngitis, Sinusitis, Skin & Soft Tissue Infections

Kerri, J. (2024). [Principles of Topical Dermatologic Therapy](#). Merck Manual Professional Version.

Smith et al. (2023). The treatment of mild upper respiratory tract infections – a position paper with recommendations for best practice. *Drugs in Context*, 12, 4-2. doi: [10.7573/dic.2023-4-2](https://doi.org/10.7573/dic.2023-4-2)

Thomas, M. & Bomar, P. (2023). [Upper Respiratory Tract Infection](#). StatPearls [Internet]. National Library of Medicine (NIH)

INSTRUCTOR INFORMATION:

Title

Name:

Email:

Office Phone:

Mobile: (urgent matters only)

Title

Name:

Email:

Office Phone:

Mobile: (urgent matters only)

Office Hours: As posted on Canvas Zoom meetings. Students are encouraged to attend office hours to clarify questions about course materials. If you would prefer a private meeting, please send a Canvas message outlining the reason for the meeting and two days/times you are available to meet.

Email Communication: University of Saskatchewan email addresses will be used for email communication within this course. Instructors will review and respond to messages within 48 hours, **with the exception of weekends and holidays** during which time regular monitoring of email cannot be guaranteed.

Urgent Concerns (requiring attention within 1-2 hours): Please call or send a text message

REQUIRED RESOURCES

Required readings and media for this course are outlined in the Class Schedule. Readings come from program textbooks, peer-reviewed evidence based articles, and other electronic medical sources. Assigned readings and resources were carefully selected to address course learning outcomes. Relevant national and provincial documents as well as journal articles complement and supplement course textbooks, providing Canadian and regional context on theoretical, regulatory, political and practice considerations for nurse practitioners. Given the evolving landscape of policy, regulation and evidence-based practice, additions to the course reading list may occur during the term

to introduce new and relevant literature. Any changes to the reading list will be communicated to students through a Canvas announcement.

TEXTBOOKS

- Jensen, B., Regier, L.D., Kosar, L. (Eds). (2023). **RxFiles: Drug Comparison Charts (14th edition)**. Saskatoon City Hospital. **Available online for FREE through USask library*
- Power-Kean, K., Zettel, S., El-Hussein, M.T., Huether, S.E., & McCance, K.L. (2023). **Huether and McCance's Understanding Pathophysiology, Second Canadian Edition**. Elsevier.
- Rosenthal, L. & Burchum, J. (2021). **Lehne's Pharmacotherapeutics for Advanced Practice Nurses and Physician Assistants, 2nd Edition**. Elsevier.

PROVINCIAL DOCUMENTS

College of Registered Nurses of Saskatchewan (CRNS) Bylaws. <https://www.crns.ca/about-us/how-we-govern/act-bylaws/>

CRNS NP Entry-level Competencies (ELC)s <https://www.crns.ca/nursing-practice/nursing-practice-resources/rnp-resources/>

CRNS NP Practice Standards <https://www.crns.ca/nursing-practice/nursing-practice-resources/rnp-resources/>

CRNS Nurse Practitioner Practice Guidelines <https://www.crns.ca/nursing-practice/nursing-practice-resources/rnp-resources/>

***Students not residing in Saskatchewan are required to familiarize themselves with the NP entry-level competencies, practice standards and guidelines in the jurisdiction where they are practicing.**

ELECTRONIC RESOURCES

Bugs and Drugs: Antimicrobial reference book <http://www.bugsanddrugs.ca/>

Dynamed. A clinical reference tool with clinically-organized summaries for nearly 3,000 topics, this is an evidence-based reference intended to answer clinical questions at the point of care for health care professionals. A DynaMed app can be downloaded to your mobile device. Free for students to access through the University of Saskatchewan Library.

Government of Canada. **Non-insured health benefits for First Nations and Inuit:** <https://sac-isc.gc.ca/eng/1572888328565/1572888420703>

Government of Saskatchewan. Saskatchewan Drug Plan. <https://formulary.drugplan.ehealthsask.ca/About> **Students outside Saskatchewan should familiarize themselves with the drug benefits in their jurisdiction*

Lexicomp. A full-text collection of drug information databases. A Lexicomp app can be downloaded to your mobile device and authenticated from within the Lexicomp web interface. It free for students to access through the University of Saskatchewan Library.

e-CPS Canadian Pharmacy Association's (CPhA's) *Therapeutic Choices* and *e-CPS* (online version of Compendium of Pharmaceuticals and Specialties). Free for students to access through the University of Saskatchewan Library.

GRADING SCHEME

Evaluation Component	Date	Grade Weight
Case Presentation	Various Dates Throughout Term	25%
Midterm	Week 6	25%
Final Exam	Exam Period	50%
Total		100%

*Essential components. Passing grade of $\geq 70\%$ required

EVALUATION COMPONENTS

CASE PRESENTATION

Value: 25% of final grade

Due Date: Assigned date throughout the term

Type: This assignment evaluates competencies in analyzing and applying pathophysiological and pharmacological principles to develop an evidence-based, patient centered management plan

Description: Working in groups of 2-3 you will sign up for a case presentation in Canvas. Each group will be provided a case scenario. You will analyze the case applying knowledge of etiology, pathogenesis, clinical manifestations, and pharmacology then develop a 15-minute presentation for your peers providing an overview of the pathophysiology behind symptom/disease manifestations and evidence-informed pharmacotherapeutics. When discussing pharmacotherapeutics include an overview of relevant pharmacokinetic, pharmacodynamic, pharmacogenetics and rational prescribing principles. When you submit your presentation, each group member will separately submit one properly written prescription you would prescribe for the case, including all legal elements, to be graded as part of the overall mark for this assignment.

Case Presentation Rubric

	Exceptional	Very Good to Excellent	Satisfactory to Good	Poor (< 70%)
Pathophysiology (10 marks)	Demonstrates exceptional ability to critically evaluate underlying	Demonstrates good ability critical evaluate underlying	Demonstrates satisfactory ability to critically evaluate	Demonstrates limited or inaccurate understanding of

	pathophysiological processes to explain patient symptoms and disease processes. Comprehensive and incisive grasp of pathophysiological processes involved.	pathophysiological processes to explain patient symptoms and disease processes. Accurate grasp of pathophysiological processes involved.	underlying pathophysiological processes to explain patient symptoms and disease processes. Satisfactory grasp of pathophysiological processes involved.	pathophysiological processes to explain patient symptoms and/or disease processes.
Pharmacotherapy (10 marks)	Exceptional evaluation and application of pharmacokinetic, pharmacodynamic, pharmacogenetic and rational prescribing to identify evidence-informed pharmacotherapy appropriate for the case scenario.	Very good evaluation and application of pharmacokinetic, pharmacodynamic, pharmacogenetic and rational prescribing to identify evidence-informed pharmacotherapy appropriate for the case scenario.	Satisfactory evaluation and application of pharmacokinetic, pharmacodynamic, pharmacogenetic and rational prescribing to identify evidence-informed pharmacotherapy appropriate for the case scenario.	Basic, limited and/or inaccurate evaluation and application of pharmacokinetic, pharmacodynamic, pharmacogenetic and/or rational prescribing to identify evidence-informed pharmacotherapy appropriate for the case scenario.
Prescription (5 marks)	Properly written prescription including all legal components and appropriate for patient presentation	One minor area for improvement (i.e. further consideration of social determinants, side effects, costs; mitte; date; etc.)	Two minor areas for improvement.	Inappropriate drug, dosing, and/or several minor errors to prescription.
Total Marks				

Learning Outcomes Evaluated: 1, 2, 3, 4, 7.

MIDTERM EXAM

Value: 25 % of final grade

Due Date: **Week 6**

Type: The midterm exam evaluates course learning outcomes and entry-level NP competencies related to pathophysiology and pharmacology of content from weeks 1-5 inclusive.

Length: 1 hour

Description: The midterm exam is a closed-book online exam consisting of 40-50 multiple choice and short-answer (i.e. prescription writing) questions on content inclusive of weeks 1 – 5. Testable materials include required readings and seminar discussion/content. The NP Program Exam Polices, Procedures and Guidelines outlined in section of the syllabus (pp. 14-16) apply to this exam.

FINAL EXAM

Value: 50% of final grade

Date: Exam period

Length: 2 hours

Type: The final exam evaluates course learning outcomes and entry-level NP competencies related to pathophysiology and pharmacology of content from weeks 1 – 10 inclusive.

Description: The final exam is a closed-book online exam consisting of 100-120 multiple choice and short-answer questions on content inclusive of all weeks of the course. Testable materials include required readings and seminar discussion/content. The NP Program Exam Policies, Procedures and Guidelines outlined in section of the syllabus (pp. 14-16) apply to this exam.

SUBMITTING ASSIGNMENTS

Assignments will be submitted in electronic format in Canvas, unless otherwise specified.

LATE ASSIGNMENTS

As per graduate program policy (<https://nursing.usask.ca/policies/graduate.php>):

1. Assignments will be graded according to the College of Graduate & Postdoctoral Studies Grading Scale and Literal Descriptors. Students must submit all required assignments before or on the specified dates. Late submission without the professor's prior consent (extension granted) will result in a deduction of 5% of the assignment grade per calendar day and a grade of 0% for all unexcused assignments submitted five business days after the assignment deadline.
2. Students are required to complete all course components to receive credit for a course.
3. Unless other arrangements have been made with the course facilitator, the last day for acceptance of assignments will be communicated in each course syllabus.

ATTENDANCE EXPECTATIONS

Regular, punctual attendance and active participation at scheduled seminars is expected. Seminar and/or lab activities may be designated as mandatory in the course syllabus and absenteeism from these activities may result in the inability to meet course requirements and therefore failure in the course. If you will be absent from a scheduled learning activity through no fault of your own (e.g., illness, bereavement), please contact your instructor as soon as possible to discuss if and how missed time will be addressed. Students are required to have appropriate technology, including a headset with microphone, webcam and reliable high speed internet to facilitate participation in online learning activities.

EXAM POLICIES, PROCEDURES AND GUIDELINES

The midterm and final exam in this course must be done on the date and time scheduled. If a student is unable to write an exam through no fault of their own (e.g., for medical reasons), they should notify their instructor as soon as possible. With proper documentation (e.g., doctors note) an opportunity to write the missed exam may be given in compliance with [University Policy on Supplemental and Deferred Examination](#). Please review all examination policies and procedures to familiarize yourself with expectations: <https://cgps.usask.ca/policy-and-procedure/Academics/examinations.php>

NP PROGRAM EXAM PROCEDURES



All tests/exams, unless otherwise specified in the syllabus, will be written individually, online, with remote proctoring using video conferencing (e.g., Zoom®). You are required to have a reliable internet connection and a webcam that can be positioned to provide a side view (e.g., webcam on a tripod, separate device with a webcam). Throughout the exam your webcam should be positioned to capture your side profile, including your upper torso, head, desktop and computer screen. (See example picture).

Unless otherwise specified, use of mobile or other electronic devices, other than the exam program, is not permitted during exams. Please refer to [University of Saskatchewan Exam writing procedures](#). The online exam sessions will be recorded. Once the course is completed, the recorded sessions will be deleted.

EXAM GUIDELINES

Although students will write the exams from their home computer using remote invigilation, it is the University's expectation that students approach the exam as though they were writing an in-person invigilated exam. In addition to the [University of Saskatchewan Exam Regulations](#) students are expected to follow these guidelines:

1. Students are expected to start their exam at the scheduled start time. ***Please log in a minimum 15 minutes early to ensure you are on time and your technology is working.***
2. Students starting the exam later than 30-minutes after the start of the examination may be denied the opportunity to sit the exam.
3. At the end of the scheduled examination time, the exam software will automatically close the exam.
4. Students are expected to go to the washroom prior to the exam to minimize disruptions.

5. Students who need to get up and move out of the camera view for any reason (e.g., address an urgent issue, washroom break) must clearly indicate the reason to the invigilator prior to moving and return to the exam as quickly as possible.
6. Students are not permitted to have any books, notes, calculators or electronic devices other than those being used for the exam/invigilation near them during the exam. This includes cell phones, tablets, iPods, etc. The notes, calculator, text highlighting, and missing answer reminder functions will be enabled on Examssoft to facilitate any necessary note taking.
7. Communicating with any other individual (other than to speak to the screen for invigilation purposes) is not permitted during the exam.
8. Prior to or during an exam, the invigilator may ask a student to pan the room with their webcam, to confirm exam guidelines are being met (e.g., student is alone, there are no accessible textbooks or electronics).
9. Students should wear clothing acceptable in an in-person environment.
10. Students should avoid using inappropriate language.
11. Students may have water and a small snack for the exam, but these items must be in place before the exam begins. Students are not allowed to take breaks to get food or drinks.
12. Students should avoid whispering or talking to themselves during the exam. Any student found talking during an exam will have their microphone turned on by the invigilator.
13. Students need to ensure their webcam lens is clean prior to the exam and that the angle of the webcam allows proper viewing of the upper torso, head, desk and computer screen. Students also need to ensure lighting is appropriate to allow the invigilator to see their face.
14. Students should not change rooms while writing an exam, unless for urgent reasons. Students should explain the reason for changing rooms to the invigilator prior to moving.
15. Students should write the exam in a private space (e.g., home office or kitchen table).

STUDENT FEEDBACK

Students are encouraged to provide feedback on the instructor and course at the end of the term. Students will receive a PAWS email with links to an online course evaluation survey. Results of the survey will contribute to course changes and instructor feedback for course delivery.

COPYRIGHT

Course materials are provided to you based on your registration in a class, and anything created by your professors and instructors is their intellectual property, unless materials are designated as open education resources. This includes exams, PowerPoint/PDF slides and other course notes. Additionally, other copyright-protected materials created by textbook publishers and authors may be provided to you based on license terms and educational exceptions in the Canadian Copyright Act (see <http://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>).

Before you copy or distribute others' copyright-protected materials, please ensure that your use of the materials is covered under the University's Fair Dealing Copyright Guidelines available at <https://library.usask.ca/copyright/general-information/fair-dealing-guidelines.php>. For example, posting others' copyright-protected materials on the open web is not covered under the University's Fair Dealing Copyright Guidelines, and doing so requires permission from the copyright holder.

For more information about copyright, please visit <https://library.usask.ca/copyright/index.php> or contact the University's Copyright Coordinator at <mailto:copyright.coordinator@usask.ca> or 306-966-8817.

RECORDING OF THE COURSE

At the University of Saskatchewan, the classroom is considered a private setting. Recording of lectures without the written consent of the instructor is prohibited. Students registered with AES who have been assessed as benefiting from lecture recordings may record lectures after informing the instructor and confirming the need to maintain the integrity of the use of the recording for their own learning needs (the recording cannot be copied, distributed or shared with other students and all recordings will be destroyed after completion of the course in each academic term).

EXAMINATIONS WITH ACCESS AND EQUITY SERVICES (AES)

Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to register with Access and Equity Services (AES) if they have not already done so. Students who suspect they may have disabilities should contact AES for advice and referrals. In order to access AES programs and supports, students must follow AES policy and procedures. For more information, check www.students.usask.ca/aes, or contact ES at 306-966-7273 or aes@usask.ca.

Students registered with AES may request arrangements for mid-term and final examinations by contacting their course instructor directly. Requests are NOT made through Accommodate as all exams are written online.

INTEGRITY IN A REMOTE LEARNING CONTEXT

Although teaching and learning online is a different environment than a traditional classroom, the rules and principles governing academic integrity remain the same. If you have questions about what may or may not be permitted, ask your instructor. Students have found it especially important to clarify rules related to exams administered remotely and to follow these carefully and completely.

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

Scholarship, including development of scholarly writing skills, is an essential learning outcome of Masters level nursing education (CASN, 2022). In order to effectively develop and evaluate student writing skills, students are expected to create and submit their own original assignments. In addition to the definition and examples of Academic Misconduct outlined in the [University of Saskatchewan Academic Misconduct Regulations](#), students are not permitted to use of Artificial Intelligence (AI) text generators (such as ChatGPT) for assessments (e.g., written assignments, open book exams, other evaluations) .

All students should read and be familiar with the Student Academic Misconduct Regulations (<https://governance.usask.ca/student-conduct-appeals/academic-misconduct.php>) as well as the Standard of Student Conduct in Non-Academic Matters and Procedures for Resolution of Complaints and Appeals (<https://governance.usask.ca/student-conduct-appeals/non-academic-misconduct.php>)

For more information on what academic integrity means for students see: <https://academic-integrity.usask.ca/>

STUDENT SUPPORTS

STUDENT LEARNING SERVICES

Student Learning Services (SLS) offers assistance to USask undergraduate and graduate students. For information on specific services, please see the SLS website: <https://library.usask.ca/studentlearning/>

STUDENT AND ENROLMENT SERVICES DIVISION

The Student and Enrolment Services Division (SESD) focuses on providing developmental and support services and programs to students and the university community. For more information, see the students' web site <http://students.usask.ca>.

FINANCIAL SUPPORT

Any student who faces challenges securing their food or housing and believes this may affect their course performance is urged to contact Student Central (<https://students.usask.ca/student-central.php>).

ABORIGINAL STUDENTS' CENTRE

The Aboriginal Students' Centre (ASC) is dedicated to supporting Aboriginal student academic and personal success. The centre offers personal, social, cultural and some academic supports to Métis, First Nations, and Inuit students. The centre is also dedicated to intercultural education, bringing Aboriginal and non-Aboriginal students together to learn from, with and about one another in a respectful, inclusive and safe environment. Students are encouraged to visit the ASC's Facebook page (<https://www.facebook.com/aboriginalstudentscentre/>) to learn more.

RECOMMENDED TECHNOLOGY FOR REMOTE LEARNING

Students are reminded of the importance of having the appropriate technology for remote learning. The list of recommendations can be found at <https://nursing.usask.ca/technology/overview.php>

GUIDELINES FOR COMMUNICATION

Respectful written and verbal communication are an expectation for students and instructors. Please view the following USask guidelines on Netiquette:

<https://teaching.usask.ca/documents/gmctl/netiquette-usask-detailed-270720.pdf>

As Registered Nurses, you are accountable to your governing body professional standards and regulation. This includes the [CNA Code of Ethics](#), and other regulatory standards such as those on [Professional Boundaries](#) and [Social Media](#). You are encouraged to review these regulations as necessary.

SYLLABUS CHANGES

The instructor reserves the right to make changes to the syllabus reading material and seminar schedule to accommodate scheduling of guest lectures or clinical updates. If changes are made students will be contacted by email, using their USask email address, and a posting will be placed in the course Canvas site. It is the students' responsibility to routinely check their USask email and Canvas.

TECHNICAL SUPPORT

If you need assistance with technical support, contact IT services help desk or the College of Nursing IT services. itsupport@usask.ca or 306-966-2222

ACKNOWLEDGEMENTS

Contributions to this course were provided by [insert name]



UNIVERSITY OF
SASKATCHEWAN

**New Course
Proposal & Creation Form**

1. Approval by Department Head or Dean

- 1.1 College or School with academic authority: **College of GRADUATE & POSTDOCTORAL STUDIES**
- 1.2 Department with academic authority: **NURSING**
- 1.3 Term from which the course is effective: **September 2026**

2. Information required for the Catalogue

- 2.1 Label & Number of course: **NURS 833**
- 2.2 Academic credit units: **3**
- 2.3 Course Long Title (maximum 100 characters): **Pathophysiology-Pharmacology for Nurse Practitioner Practice II.**
Course Short Title (maximum 30 characters): **PathoPharm NP Practice II**
- 2.4 Total Hours: Lecture **Seminar- 40 hours over 10 weeks** Lab Tutorial Other
- 2.5 Weekly Hours: Lecture Seminar Lab Tutorial Other
- 2.6 Term in which it will be offered: T1 **T2** T1 or T2 T1 and T2
- 2.7 Prerequisite: **NURS 832: Pathophysiology-Pharmacology for Nurse Practitioner Practice I;**

If there is a prerequisite waiver, who is responsible for signing it? **Not applicable.**

D – Instructor/Dept Approval

H – Department Approval

I – Instructor Approval

- 2.8 Catalogue description (150 words or less): **Building on knowledge from Pathophysiology-Pharmacology for Nurse Practitioner Practice I, this course further develops advanced understanding of pathophysiology and pharmacotherapeutics essential for NP practice. Students will enhance their knowledge of the etiology, pathogenesis, clinical manifestations, and systematic effects of disease as well as key principles of drug therapy including mechanism of action, side effects, drug interactions, and other prescribing considerations for population across the lifespan. Special attention will be given to evidence-based prescribing, regulatory and legal standards, resource stewardship, patient safety, and strategies for optimizing patient outcomes while minimizing risks.**
- 2.9 Do you allow this course to be repeated for credit? **NO**

3. Please list rationale for introducing this course:

This course has been developed to ensure graduates of the Master of Nursing-Nurse Practitioner program meet the new entry level competencies developed by the regulatory body (College of Registered Nurses of Saskatchewan).

4. Please list the learning objectives for this course:

Learning outcomes and evaluation in the University of Saskatchewan NP program is based on the [Nurse Practitioner Entry-Level Competencies \(ELCs\)](#) as set out by the Canadian Council of Registered Nurse Regulators (CCRNRR) and the College of Registered Nurses of Saskatchewan (CRNS) as well as the [CRNS Nurse Practitioner Practice Standards](#). ELCs reflect the knowledge, skill and judgement required of a novice NP to provide safe, competent, ethical and compassionate care. Practice standards compliment ELCs as broad statements of the minimal requirements for safe and effective NP practice.

Specific learning outcomes for this course include:

1. Analyze the etiology, pathogenesis, clinical manifestations and systemic effects of common illnesses and conditions across the lifespan including unique considerations for specific population groups (i.e. pregnancy, lactation, pediatrics, older adults, renal impairment, co-morbid conditions). (NP ELC 1.3)
2. Evaluate pharmacokinetics, pharmacodynamics, pharmacogenetics, and other prescribing considerations (i.e. indications, side effects, interactions, contraindications, patient preferences, alternative treatment options, efficacy, costs, social determinants of health, medication reconciliation), ensuring effective and safe treatment plans for diverse patient populations. (NP ELCs 1.6, 1.7)
3. Develop and implement strategies for evidence-based patient centered prescribing that adhere to regulatory and legal standards. (NP ELC 1.6, 1.7)
4. Apply knowledge of pathophysiology and pharmacotherapeutics to enhance patient safety and outcomes through informed clinical decision making and patient monitoring. (NP ELCs 1.5, 1.6, 1.7)
5. Counsel and educate patients and their caregivers on pharmacological interventions applying relevant teaching and learning theory, evidence-informed content, principles of informed consent and health literacy. (NP ELCs 1.2, 1.7, 1.9)
6. Apply comprehensive knowledge of over-the-counter medications, vitamins, minerals, and alternative medicine to inform therapeutic care plans. (NP ELCs 1.6, 1.7)
7. Demonstrate ability to correctly write a prescription. (NP ELC 1.7)
8. Reflect on the ethical, legal, regulatory, and practice considerations related to the expanded nurse practitioner role and navigating barriers to pharmaceutical access. (NP ELC 3.4 & Practice Standards)
9. Integrate harm reduction strategies and evidence-informed practice into the care of clients with substance use disorder, while complying with legal and regulatory requirements for prescribing controlled drugs and substances (NP ELC 1.12)

5. **Impact of this course**

Are the programs of other departments or Colleges affected by this course? **NO**
 If so, were these departments consulted? (Include correspondence)
 Were any other departments asked to review or comment on the proposal?

6. **Other courses or program affected** (please list course titles as well as numbers)

6.1 Courses to be deleted? **NURS 881: Pathophysiology-Pharmacology for Advanced Nursing Practice I and NURS 886: Pathophysiology-Pharmacology for Advanced Nursing Practice II**

6.2 Courses for which this course will be a prerequisite: **NURS 836: Transition to Nurse Practitioner Clinical Practice**

6.3 Is this course to be required by your majors, or by majors in another program? **This course is required for students in the Master of Nursing-Nurse Practitioner program only.**

7. **Course outline**

(Weekly outline of lectures or include a draft of the course information sheet.)

Timelines	Learning Activities
Week 1 Infectious Disease	Lehne's - Chapters 54. Review of the Immune System; 55. Childhood Immunization; Unit XIII – Therapy of Infectious and Parasitic Diseases (Chapters 70. Basic Principles of Antimicrobial Therapy; 71. Drugs that Weaken the Bacterial Cell Wall I: Penicillin; 72. Drugs that Weaken the Bacterial Cell Wall II: Other Drugs; 73. Bacteriostatic Inhibitors of Protein Synthesis; 74. Aminoglycosides: Bactericidal Inhibitors of Protein Synthesis; 75. Sulfonamides and Trimethoprim; 76. Drug Therapy of Urinary Tract Infections; 77. Drug Therapy for Tuberculosis; 78. Miscellaneous Antibacterial Drugs; 80. Antiviral Agents I: Drugs for Non-HIV Viral Infections; 81. Antiviral Agents II: Drugs for HIV Infection and Related Opportunistic Infections; 83. Anthelmintics, Antiprotozoal Drugs and Ectoparasiticides RxFiles – Review the following topics: Antifungals, Antibiotic comparison chart, Antibiotics for common infections, COVID-19 Treatment & Prevention, Influenza Antivirals Bugs & Drugs – http://bugsanddrugs.org/ Familiarize yourself with how/where to find information about treatment recommendations for common infectious disease Case Study (Practice): Pharyngitis and/or AOM in Child
Week 2 Pain	McCance – Chapters 13. Structure and Function of the Neurologic System; 14. Pain, Temperature, Sleep, and Sensory Function

	<p>Lehne's - Chapters 23. Local Anesthetics; 24. Opioid Analgesics, Opioid Antagonists, and Nonopioid Centrally Acting Analgesics; 25. Drugs for Headache</p> <p>RxFiles – Review the following topics: Other common analgesics & co-analgesics, Pain colour comparison chart, Pain treatment by condition, NSAIDs, Opioids, Prescribing Opioids Safely, Tapering Opioids, Pediatric Pain, Methadone and Bup-Nal Colour Comparison, Take Home Naloxone</p> <p>Anekar, Hdnrex & Cascella. (2023). WHO Analgesic Ladder. StatPearls [Internet]. National Library of Medicine (NIH)</p> <p>College of Registered Nurses Saskatchewan (CRNS). (2019). Guidelines for NP Prescribing Controlled Drugs and Substances.</p> <p>Centre for Addictions and Mental Health (2021). Opioid Agonist Therapy: A Synthesis of Canadian Guidelines for Treating Opioid Use Disorder.</p> <p>Michael G. DeGroot National Pain Centre. Guidelines for Pain Management. https://npc.healthsci.mcmaster.ca/guidelines/ Familiarize yourself with guidelines for management of different types of pain including the Canadian Guideline for Opioids for Chronic Non-Cancer Pain (2024), Medical Cannabis or Cannabinoids for Chronic Pain (2021) and the Opioid Manager tool available on this site.</p> <p>Case Study (Practice): Post-Op Pain</p>
<p>Week 3 MSK</p>	<p>McCance – Chapters 38. Structure and Function of the Musculoskeletal System; 39. Alterations in Musculoskeletal Function; 40. Alterations in Musculoskeletal Function in Children.</p> <p>Lehne's - Chapter 22. Drugs for Muscle Spasm and Spasticity; 57. Cyclooxygenase Inhibitors: Nonsteroidal Anti-inflammatory Drugs and Acetaminophen; 58. Glucocorticoids in Nonendocrine Disorders; 59. Drug Therapy of Rheumatoid Arthritis; 60. Drug Therapy of Gout; 61. Drugs Affecting Calcium Levels and Bone Mineralization</p> <p>RxFiles – Review the following topics: Low Back Pain, Gout, Osteoporosis, Rheumatoid Arthritis</p> <p>Case Study: Back Pain or Swollen/sore toe</p>
<p>Week 4 Neurology</p>	<p>McCance – Chapters 15. Alterations in Cognitive Systems, Cerebral Hemodynamics and Motor Function; 16. Disorders of the Central and Peripheral Nervous Systems and Neuromuscular Junction; 17. Alterations of Neurologic Function in Children</p>

	<p>Lehne's - Chapters 18. Induction to Central Nervous System Pharmacology; 19. Drugs for Parkinson Disease; 20. Drugs for Alzheimer Disease; 21. Drugs for Seizure Disorder</p> <p>RxFiles – Review the following topics: Alzheimer's/Dementia, Anticholinergics, Essential Tremore & RLS, Multiple Sclerosis, Migraines, Parkinson's, Seizures</p> <p>Case Study: Headache</p>
<p>Week 5 Mental Health</p>	<p>Lehne's - Unit VII: Psychotherapeutic drugs (Chapters 26. Antipsychotic Agents and Their Use in Schizophrenia; 27. Antidepressants; 28. Drugs for Bipolar Disorder; 29. Sedative-Hypnotic Drugs; 30. Management of Anxiety Disorders; 31. Central Nervous System Stimulants and ADHD)</p> <p>RxFiles – Review the following topics: ADHD, Anxiety Agents, Benzodiazepines, Bipolar Disease, Depression, Anti-Depressant Drug Interactions, Antipsychotics, Insomnia, Pediatric Depression, Treatment-Resistant Depression</p> <p>Case Study: Low Mood/Anxiety</p>
<p>Week 6 Addictions</p>	<p>Lehne's - Unit VIII: Substance Use Disorders (Chapters 32. Substance Use Disorders I: Basic Considerations; 33. Substance Use Disorder II: Alcohol; 34. Substance Use Disorders III: Nicotine and Smoking; 35. Substance Use Disorders IV: Major Drugs of Abuse Other Than Alcohol and Nicotine)</p> <p>RxFiles – Review the following topics: Cannabinoids, Substance Use Disorder, Stimulant Use Disorder, Opioid Use Disorder, Alcohol Use Disorder</p> <p>UBC Continuing Professional Development (CPD). eLearning Addictions Care and Treatment Online Course. Register for FREE at https://ubccpd.ca/learn/learning-activities/course?eventtemplate=6 Submitting a certificate of completion for this course is a required component of this course</p>
<p>Week 7 Hematology</p>	<p>McCance – Unit 6: The Hematologic System (Chapters 20. Structure and Function of the Hematologic System; 21. Alterations in Hematologic Function; 22. Alterations of Hematologic Function in Children)</p> <p>Lehne's - Chapters 36. Review of Hemodynamics; 47. Drugs for Deficiency Anemias</p> <p>RxFiles – Review the following topics: Iron Replacement</p> <p>Case Study: Low energy/fatigue</p>

<p>Week 8</p> <p>Endocrine</p>	<p>McCance – Unit 5: The Endocrine System (Chapters 18. Mechanisms of Hormonal Regulation; 19. Alternations in Hormonal Regulation)</p> <p>Lehne’s - Chapters 48. Drugs for Diabetes Mellitus; 49. Drugs for Thyroid Disorders; 68. Drugs for Weight Loss</p> <p>RxFiles – Review the following topics: Diabetes Colour Comparison Chart, Hypoglycemics, Insulin, Weight Loss Drugs, Diabetes & Pregnancy, Thyroid,</p> <p>Lipscombe et al. (2020). Pharmacologic Glycemic Management of Type 2 Diabetes in Adults: 2020 Update. Diabetes Canada Clinical Practice Guideline.</p> <p>Diabetes Canada Quick Reference Guide for Blood Glucose-Lowering Therapies (type 2 diabetes)</p> <p>Diabetes Canada Keeping Patient Safe when they are at Risk of Dehydration quick reference guide.</p> <p>Diabetes Canada. Which Cardiovascular Protection medications are Indicated for My Patient quick reference guide.</p> <p>Case Study: Endocrine</p>
<p>Week 9</p> <p>Cancer</p>	<p>McCance – Unit 3: Cellular Proliferation: Cancer (Chapters 10. Biology of Cancer, 11. Cancer Epidemiology; 12. Cancer in Children and Adolescents)</p> <p>Lehne’s - Unit XIX: Cancer Therapy (Chapters 84. Introduction to Immunomodulators; 85. Supportive Care of Patients Receiving Anticancer Drugs; 86. Drugs for Cancer Pain)</p> <p>RxFiles – Review the following topic: Palliative Care</p>
<p>Week 10</p> <p>Acute Care & Deprescribing</p>	<p>McCance – Chapter 43. Co-morbidity and Multi-morbidities</p> <p>Lehne’s - Unit XXI: Drugs therapy in Acute Care (Chapters 90. Agents Affecting the Volume and Ion Content of Body Fluids; 91. Management of ST-Elevation Myocardial Infarction; 92. Additional Acute Care Drugs)</p> <p>RxFiles – Review the following topics: Approach to Tapering</p>

8. Enrolment

8.1 What is the maximum enrolment number for this course? **35**

And from which colleges? **NURSING**

8.2 For room bookings, please indicate the maximum estimated room size required for this course: **NOT APPLICABLE – DISTANCE LEARNING**

- 10-50
 50-90
 90-130
 130+

9. **Student evaluation**

Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

9.1 How should this course be graded? **NUMERIC/PERCENTAGE**

C – Completed Requirements

(Grade options for instructor: Completed Requirements, Fail, IP In Progress)

N – Numeric/Percentage

(Grade options for instructor: grade of 0% to 100%, IP in Progress)

Evaluation Component	Date	Grade Weight
Case Studies	Week 1 (Infectious Disease) – Practice Case Week 2 (Pain) – Practice Case Week 3 (MSK) Week 4 (Neurology) Week 5 (Mental Health) Week 7 (Hematology) Week 8 (Endocrine)	10% with lowest mark dropped for 40% total
Addictions Care & Treatment Online Course	By final day of course	Complete/Incomplete
Final Exam		60%
Total		100%

P – Pass/Fail

(Grade options for instructor: Pass, Fail, In Progress)

S – Special

(Grade options for instructor: NA – Grade Not Applicable) If other, please specify:

9.2 Is the course exempt from the final examination? **NO**

10. **Required text**

Include a bibliography for the course.

Required readings and media for this course are outlined in the Class Schedule. Readings come from program textbooks, peer-reviewed evidence based articles, and other electronic medical sources. Assigned readings and resources were carefully selected to address course learning outcomes. Relevant national and provincial documents as well as journal articles complement and supplement course textbooks, providing Canadian and regional context on theoretical, regulatory, political and practice considerations for nurse practitioners. Given the evolving landscape of policy, regulation and evidence-based practice, additions to the course reading list may occur during the term to introduce new and relevant literature. Any changes to the reading list will be communicated to students through a Canvas announcement.

TEXTBOOKS

- Jensen, B., Regier, L.D., Kosar, L. (Eds). (2023). **RxFiles: Drug Comparison Charts (14th edition)**. Saskatoon City Hospital. **Available online for FREE through USask library*
- Power-Kean, K., Zettel, S., El-Hussein, M.T., Huether, S.E., & McCance, K.L. (2023). **Huether and McCance's Understanding Pathophysiology, Second Canadian Edition**. Elsevier.
- Rosenthal, L. & Burchum, J. (2021). **Lehne's Pharmacotherapeutics for Advanced Practice Nurses and Physician Assistants, 2nd Edition**. Elsevier.

PROVINCIAL DOCUMENTS

- College of Registered Nurses of Saskatchewan (CRNS) Bylaws.** <https://www.crns.ca/about-us/how-we-govern/act-bylaws/>
- CRNS NP Entry-level Competencies (ELC)s** <https://www.crns.ca/nursing-practice/nursing-practice-resources/rnnp-resources/>
- CRNS NP Practice Standards** <https://www.crns.ca/nursing-practice/nursing-practice-resources/rnnp-resources/>
- CRNS Nurse Practitioner Practice Guidelines** <https://www.crns.ca/nursing-practice/nursing-practice-resources/rnnp-resources/>
- *Students not residing in Saskatchewan are required to familiarize themselves with the NP entry-level competencies, practice standards and guidelines in the jurisdiction where they are practicing.**

ELECTRONIC RESOURCES

- Bugs and Drugs:** Antimicrobial reference book <http://www.bugsanddrugs.ca/>
- Dynamed.** A clinical reference tool with clinically-organized summaries for nearly 3,000 topics, this is an evidence-based reference intended to answer clinical questions at the point of care for health care professionals. A DynaMed app can be downloaded to your mobile device. Free for students to access through the University of Saskatchewan Library.
- Government of Canada. **Non-insured health benefits for First Nations and Inuit:** <https://sac-isc.gc.ca/eng/1572888328565/1572888420703>
- Government of Saskatchewan. Saskatchewan Drug Plan.** <https://formulary.drugplan.ehealthsask.ca/About> **Students outside Saskatchewan should*

familiarize themselves with the drug benefits in their jurisdiction

Lexicomp. A full-text collection of drug information databases. A Lexicomp app can be downloaded to your mobile device and authenticated from within the Lexicomp web interface. It free for students to access through the University of Saskatchewan Library.

e-CPS Canadian Pharmacy Association's (CPhA's) *Therapeutic Choices* and *e-CPS* (online version of Compendium of Pharmaceuticals and Specialties). Free for students to access through the University of Saskatchewan Library.

11. Resources

- 11.1 Proposed instructor: **Current faculty within the College of Nursing teaching in the Nurse Practitioner programs.**
- 11.2 How does the department plan to handle the additional teaching or administrative workload? **The Master of Nursing-Nurse Practitioner programs have sufficient existing teaching and administrative resources to deliver this course.**
- 11.3 Are sufficient library or other research resources available for this course? **YES**
- 11.4 Are any additional resources required (library, audio-visual, technology, etc.)? **NO**

12. Tuition

- 12.1 Will this course attract tuition charges? If so, how much? (use tuition category) **YES, Graduate Studies Special Tuition Program category**
- 12.2 Does this course require non-standard fees, such as materials or excursion fees? If so, please include an approved "Application for New Fee or Fee Change Form"
<http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees>

Detailed Course Information

1. Schedule Types

Please choose the Schedule Types that can be used for sections that fall under this course:
See highlighted selection.

Code	Description	Code	Description
CL	Clinical	PRB	Problem Session
COO	Coop Class	RDG	Reading Class
FLD	Field Trip	RES	Research
ICR	Internet Chat Relay	ROS	Roster (Dent Only)
IHP	Internet Help	SEM	Seminar
IN1	Internship - Education	SSI	Supervised Self Instruction
IN2	Internship - CMPT & EPIP	STU	Studio
IN3	Internship - General	SUP	Teacher Supervision
LAB	Laboratory	TUT	Tutorial
LC	Lecture/Clinical (Dent Only)	WEB	Web Based Class
LEC	Lecture	XCH	Exchange Program
LL	Lecture/Laboratory	XGN	Ghost Schedule Type Not Applicable
MM	Multimode	XHS	High School Class

PCL	Pre-Clinical (Dent Only)	XNA	Schedule Type Not Applicable
PRA	Practicum	XNC	No Academic Credit

2. Course Attributes

Please highlight the attributes that should be attached to the course (they will apply to all sections):

Off or Distance Ed Stdnt Fee

Web Class taught synchronously

Fee - Graduate Studies

2.1 NOAC No Academic Credit

0 Credit Unit courses that possess "deemed" CUs (Called Operational Credit Units). NOAC causes the system to roll 0 academic credit units to academic history.

2.2 For the College of Arts and Science only: To which program type does this course belong?

- FNAR Fine Arts
- HUM Humanities
- SCIE Science
- SOCS Social Science
- ARNP No Program Type (Arts and Science)

Does this course satisfy one of the official college requirements:

- ELWR – English Language Writing Requirement
- ILRQ – Indigenous Learning Requirement
- QRRQ – Quantitative Reasoning Requirement

3. Registration Information (Note: multi-term courses cannot be automated as corequisites).

- 3.1 Permission Required: **YES, permission is required to audit this course**
- 3.2 Restriction(s): course only open to students in a specific college, program/degree, major, year in program: **Only open to MN-NP students.**
- 3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course: **NURS 832: Pathophysiology-Pharmacology for Nurse Practitioner Practice I;**
- 3.4 Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course:
- 3.5 Corequisite(s): course(s) that must be taken at the same time as this course:
- 3.6 Notes: recommended courses, repeat restrictions/content overlap, other additional information

4. List Equivalent Course(s) here: NURS 881 and NURS 886

An equivalent course can be used in place of the course for which this form is being completed, specifically for the purposes of prerequisite and degree audit checking. Credit will be given for only one of the equivalent courses.

- 4.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be equivalent:

***Please note:** If the equivalent courses carry an UNEQUAL number of credit units, DegreeWorks will automatically enforce the following, unless otherwise stated:

- If a 3 credit unit course is considered to be equivalent to a 6 credit unit course, it will fulfill the 6 credit unit requirement and the student will not have to complete another 3 credit units toward the overall number of required credit units for the program.
- If a 6 credit unit course is considered to be equivalent to a 3 credit unit course, ALL 6 of the credit units may be used to fulfill the 3 credit unit requirement.

5. List Mutually-Exclusive Course(s) here:

Mutually exclusive courses have similar content such that students cannot receive credit for both.

- 5.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be mutually exclusive:

***Please note:** SIRIUS cannot enforce a situation where the exclusion goes only one way.

6. Additional Notes: Syllabus attached.

COURSE SYLLABUS			
Course Title:	Pathophysiology-Pharmacology for Nurse Practitioner Practice II		
Course Code:	NURS 833	Term:	TBD
Course Credits:	3	Delivery:	Synchronous online
Location:	Distance Learning	Website:	https://canvas.usask.ca/
Course Dates & Times:	Weekly 4-hour seminar/lab x 10 weeks (40 hrs)		
Course Calendar Description:	Building on knowledge from Pathophysiology-Pharmacology for Nurse Practitioner Practice I, this course further develops advanced understanding of pathophysiology and pharmacotherapeutics essential for NP practice. Students will enhance their knowledge of the etiology, pathogenesis, clinical manifestations, and systematic effects of disease as well as key principles of drug therapy including mechanism of action, side effects, drug interactions, and other prescribing considerations for population across the lifespan. Special attention will be given to evidence-based prescribing, regulatory and legal standards, resource stewardship, patient safety, and strategies for optimizing patient outcomes while minimizing risks.		
Pre or Co-Requisite:	Pathophysiology-Pharmacology I NURS 832(Pre)		
Course Equivalent	Completion of both NURS 881: Pathophysiology-Pharmacology for Advanced Nursing Practice I and NURS 886: Pathophysiology-Pharmacology for Advanced Nursing Practice II		

*Note: All times refer to Saskatchewan Time Zone

LAND ACKNOWLEDGMENT

As we engage in teaching and learning, we acknowledge that the University of Saskatchewan Saskatoon campus is *on Treaty Six Territory* and the *Homeland of the Métis*. We pay our respect to the First Nation and Métis ancestors of this place and reaffirm our relationship with one another. We recognize that many are attending this course from other traditional Indigenous lands and ask that you take a moment to make your own Land Acknowledgement to the peoples of those lands. In doing so, we are actively participating in reconciliation as we navigate our time in this course, learning and supporting each other.

LEARNING OUTCOMES

Learning outcomes and evaluation in the University of Saskatchewan NP program is based on the [Nurse Practitioner Entry-Level Competencies \(ELCs\)](#) as set out by the Canadian Council of Registered Nurse Regulators (CCRNRR) and the College of Registered Nurses of Saskatchewan (CRNS) as well as the [CRNS Nurse Practitioner Practice Standards](#). ELCs reflect the knowledge, skill and judgement required of a novice NP to provide safe, competent, ethical and compassionate care. Practice standards compliment ELCs as broad statements of the minimal requirements for safe and effective NP practice.

Specific learning outcomes for this course include:

1. Analyze the etiology, pathogenesis, clinical manifestations and systemic effects of common illnesses and conditions across the lifespan including unique considerations for specific population groups (i.e. pregnancy, lactation, pediatrics, older adults, renal impairment, co-morbid conditions). (NP ELC 1.3)
2. Evaluate pharmacokinetics, pharmacodynamics, pharmacogenetics, and other prescribing considerations (i.e. indications, side effects, interactions, contraindications, patient preferences, alternative treatment options, efficacy, costs, social determinants of health, medication reconciliation), ensuring effective and safe treatment plans for diverse patient populations. (NP ELCs 1.6, 1.7)
3. Develop and implement strategies for evidence-based patient centered prescribing that adhere to regulatory and legal standards. (NP ELC 1.6, 1.7)
4. Apply knowledge of pathophysiology and pharmacotherapeutics to enhance patient safety and outcomes through informed clinical decision making and patient monitoring. (NP ELCs 1.5, 1.6, 1.7)
5. Counsel and educate patients and their caregivers on pharmacological interventions applying relevant teaching and learning theory, evidence-informed content, principles of informed consent and health literacy. (NP ELCs 1.2, 1.7, 1.9)
6. Apply comprehensive knowledge of over-the-counter medications, vitamins, minerals, and alternative medicine to inform therapeutic care plans. (NP ELCs 1.6, 1.7)
7. Demonstrate ability to correctly write a prescription. (NP ELC 1.7)

8. Reflect on the ethical, legal, regulatory, and practice considerations related to the expanded nurse practitioner role and navigating barriers to pharmaceutical access. (NP ELC 3.4 & Practice Standards)
9. Integrate harm reduction strategies and evidence-informed practice into the care of clients with substance use disorder, while complying with legal and regulatory requirements for prescribing controlled drugs and substances (NP ELC 1.12)

UNIVERSITY OF SASKATCHEWAN GRADING SYSTEM FOR GRADUATE COURSES

Grading in this course follows the University of Saskatchewan College of Graduate and Postdoctoral Studies (CGPS) Literal Descriptors. The following describes the relationship between literal descriptors and percentage scores for courses in the College of Graduate Studies and Research:

90-100 Exceptional

A superior performance with consistent strong evidence of:

- a comprehensive, incisive grasp of subject matter;
- an ability to make insightful, critical evaluation of information;
- an exceptional capacity for original, creative and/or logical thinking;
- an exceptional ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently;
- an exceptional ability to analyze and solve difficult problems related to subject matter.

80-89 Very Good to Excellent

A very good to excellent performance with strong evidence of:

- a comprehensive grasp of subject matter;
- an ability to make sound critical evaluation of information;
- a very good to excellent capacity for original, creative and/or logical thinking;
- a very good to excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently;
- a very good to excellent ability to analyze and solve difficult problems related to subject matter.

70-79 Satisfactory to Good

A satisfactory to good performance with evidence of:

- a substantial knowledge of subject matter;
- a satisfactory to good understanding of the relevant issues and satisfactory to good familiarity with the relevant literature and technology;
- a satisfactory to good capacity for logical thinking;
- some capacity for original and creative thinking;
- a satisfactory to good ability to organize, to analyze, and to examine the subject matter in a critical and constructive manner;
- a satisfactory to good ability to analyze and solve moderately difficult problems.

60-69 Poor

A generally weak performance, but with some evidence of:

- a basic grasp of the subject matter;

- some understanding of the basic issues;
- some familiarity with the relevant literature and techniques;
- some ability to develop solutions to moderately difficult problems related to the subject matter;
- some ability to examine the material in a critical and analytical manner.

<60 Failure

An unacceptable performance.

Further information on literal descriptors for grading at the University of Saskatchewan can be found at: <https://students.usask.ca/academics/grading/grading-system.php#GradingSystem> Please note: There are different literal descriptors for undergraduate and graduate students.

ACADEMIC POLICIES

Students are expected to follow USask Policies. These can be found at: <http://policies.usask.ca>

USask Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at: <http://policies.usask.ca/policies/academic-affairs/academic-courses.php>

College of Nursing Graduate program policies can be found at: <https://nursing.usask.ca/policies/graduate.php>

USASK LEARNING CHARTER

The USask Learning Charter defines aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at:

http://www.usask.ca/university_secretary/LearningCharter.pdf

LEARNING ENVIRONMENT OVERVIEW

As a graduate degree, the USask NP program requires you to apply advanced-level thinking, analysis, critical evaluation, and self-directed learning. Course design is based on a professional, self-directed learning environment in which instructors facilitate and support your development of entry level NP competencies and graduate level learning outcomes (as defined by the [CASN National Nursing Education Framework](#) 2022). As an adult learner, you are expected to take responsibility for your own learning, identifying personal learning needs and activities to meet course learning outcomes.

Synchronous online seminars use Zoom as the videoconferencing platform for delivery. Although the classroom is online, the seminars are considered private USask classrooms, accessible only to students registered in the course. Online seminar etiquette, including professional behaviours and appearance, is expected of all seminar participants.

PROGRAM REQUIREMENTS AND CRITERIA THAT MUST BE MET TO PASS

- Completion of all course evaluation components
- Attendance at all mandatory seminars and/or labs (if applicable)

- Minimum 70% (pass) on essential course components*
- Overall final grade of 70% or higher in the course

*An essential component of a course must be passed in order to pass the course. Essential components for USask NP courses have been identified through curriculum mapping and are considered necessary for students to demonstrate attainment of course learning outcomes and/or foundational competencies necessary to progress within the program. All final exams, the comprehensive exam, major assignments, OSCEs and clinical evaluations are essential components. Additional essential components are course specific and identified in the course syllabus.

Please refer to the following College of Nursing Graduate program policies at:

<https://nursing.usask.ca/policies/graduate.php> for further details on academic requirements:

- Completion of Work
- Grade Assignment
- NP Program Progression and Remediation Policy
- NP Students Promotion and Graduation
- Supplemental and Deferred Exams

COURSE OVERVIEW

This course aims to deepen the understanding and application of pathophysiology and pharmacotherapeutics for nurse practitioner (NP) practice, fostering advanced clinical decision-making skills to support safe and effective care of diverse populations throughout the lifespan. Building on foundational knowledge from Pathophysiology-Pharmacology for NP Practice I, students will examine the physiological processes underlying disease states with a focus on interpreting clinical manifestations and applying pharmacological interventions. Through course learning activities including self-directed readings/media, in-class case studies and discussions, students will explore the etiology, pathogenesis, and clinical manifestations of diseases, alongside a critical analysis of pharmacotherapeutic principles such as drug actions, side effects, interactions, and compliance complexities. Emphasis will be on evidence-based practices, patient-centred care, adherence to regulatory and legal standards, and effective strategies for resource stewardship, patient safety, and risk management. Special focus will be placed on inclusive healthcare practices to ensure equitable patient care regardless of cultural, social, or economic differences.

COURSE SCHEDULE

Timelines	Learning Activities
Week 1 Infectious Disease	Lehne's - Chapters 54. Review of the Immune System; 55. Childhood Immunization; Unit XIII – Therapy of Infectious and Parasitic Diseases (Chapters 70. Basic Principles of Antimicrobial Therapy; 71. Drugs that Weaken the Bacterial Cell Wall I: Penicillin; 72. Drugs that Weaken the Bacterial Cell Wall II: Other

	<p>Drugs; 73. Bacteriostatic Inhibitors of Protein Synthesis; 74. Aminoglycosides: Bactericidal Inhibitors of Protein Synthesis; 75. Sulfonamides and Trimethoprim; 76. Drug Therapy of Urinary Tract Infections; 77. Drug Therapy for Tuberculosis; 78. Miscellaneous Antibacterial Drugs; 80. Antiviral Agents I: Drugs for Non-HIV Viral Infections; 81. Antiviral Agents II: Drugs for HIV Infection and Related Opportunistic Infections; 83. Anthelmintics, Antiprotozoal Drugs and Ectoparasiticides</p> <p>RxFiles – Review the following topics: Antifungals, Antibiotic comparison chart, Antibiotics for common infections, COVID-19 Treatment & Prevention, Influenza Antivirals</p> <p>Bugs & Drugs – http://bugsanddrugs.org/ Familiarize yourself with how/where to find information about treatment recommendations for common infectious disease</p> <p>Case Study (Practice): Pharyngitis and/or AOM in Child</p>
<p>Week 2</p> <p>Pain</p>	<p>McCance – Chapters 13. Structure and Function of the Neurologic System; 14. Pain, Temperature, Sleep, and Sensory Function</p> <p>Lehne’s - Chapters 23. Local Anesthetics; 24. Opioid Analgesics, Opioid Antagonists, and Nonopioid Centrally Acting Analgesics; 25. Drugs for Headache</p> <p>RxFiles – Review the following topics: Other common analgesics & co-analgesics, Pain colour comparison chart, Pain treatment by condition, NSAIDS, Opioids, Prescribing Opioids Safely, Tapering Opioids, Pediatric Pain, Methadone and Bup-Nal Colour Comparison, Take Home Naloxone</p> <p>Anekar, Hdnrex & Cascella. (2023). WHO Analgesic Ladder. StatPearls [Internet]. National Library of Medicine (NIH)</p> <p>College of Registered Nurses Saskatchewan (CRNS). (2019). Guidelines for NP Prescribing Controlled Drugs and Substances.</p> <p>Centre for Addictions and Mental Health (2021). Opioid Agonist Therapy: A Synthesis of Canadian Guidelines for Treating Opioid Use Disorder.</p> <p>Michael G. DeGroote National Pain Centre. Guidelines for Pain Management. https://npc.healthsci.mcmaster.ca/guidelines/ Familiarize yourself with guidelines for management of different types of pain including the Canadian Guideline for Opioids for Chronic Non-Cancer Pain (2024), Medical Cannabis or Cannabinoids for Chronic Pain (2021) and the Opioid Manager tool available on this site.</p>

	Case Study (Practice): Post-Op Pain
Week 3 MSK	<p>McCance – Chapters 38. Structure and Function of the Musculoskeletal System; 39. Alterations in Musculoskeletal Function; 40. Alterations in Musculoskeletal Function in Children.</p> <p>Lehne’s - Chapter 22. Drugs for Muscle Spasm and Spasticity; 57. Cyclooxygenase Inhibitors: Nonsteroidal Anti-inflammatory Drugs and Acetaminophen; 58. Glucocorticoids in Nonendocrine Disorders; 59. Drug Therapy of Rheumatoid Arthritis; 60. Drug Therapy of Gout; 61. Drugs Affecting Calcium Levels and Bone Mineralization</p> <p>RxFiles – Review the following topics: Low Back Pain, Gout, Osteoporosis, Rheumatoid Arthritis</p> <p>Case Study: Back Pain or Swollen/sore toe</p>
Week 4 Neurology	<p>McCance – Chapters 15. Alterations in Cognitive Systems, Cerebral Hemodynamics and Motor Function; 16. Disorders of the Central and Peripheral Nervous Systems and Neuromuscular Junction; 17. Alterations of Neurologic Function in Children</p> <p>Lehne’s - Chapters 18. Induction to Central Nervous System Pharmacology; 19. Drugs for Parkinson Disease; 20. Drugs for Alzheimer Disease; 21. Drugs for Seizure Disorder</p> <p>RxFiles – Review the following topics: Alzheimer’s/Dementia, Anticholinergics, Essential Tremore & RLS, Multiple Sclerosis, Migraines, Parkinson’s, Seizures</p> <p>Case Study: Headache</p>
Week 5 Mental Health	<p>Lehne’s - Unit VII: Psychotherapeutic drugs (Chapters 26. Antipsychotic Agents and Their Use in Schizophrenia; 27. Antidepressants; 28. Drugs for Bipolar Disorder; 29. Sedative-Hypnotic Drugs; 30. Management of Anxiety Disorders; 31. Central Nervous System Stimulants and ADHD)</p> <p>RxFiles – Review the following topics: ADHD, Anxiety Agents, Benzodiazepines, Bipolar Disease, Depression, Anti-Depressant Drug Interactions, Antipsychotics, Insomnia, Pediatric Depression, Treatment-Resistant Depression</p> <p>Case Study: Low Mood/Anxiety</p>
Week 6 Addictions	<p>Lehne’s - Unit VIII: Substance Use Disorders (Chapters 32. Substance Use Disorders I: Basic Considerations; 33. Substance Use Disorder II: Alcohol; 34.</p>

	<p>Substance Use Disorders III: Nicotine and Smoking; 35. Substance Use Disorders IV: Major Drugs of Abuse Other Than Alcohol and Nicotine)</p> <p>RxFiles – Review the following topics: Cannabinoids, Substance Use Disorder, Stimulant Use Disorder, Opioid Use Disorder, Alcohol Use Disorder</p> <p>UBC Continuing Professional Development (CPD). eLearning Addictions Care and Treatment Online Course. Register for FREE at https://ubccpd.ca/learn/learning-activities/course?eventtemplate=6 Submitting a certificate of completion for this course is a required component of this course</p>
<p>Week 7 Hematology</p>	<p>McCance – Unit 6: The Hematologic System (Chapters 20. Structure and Function of the Hematologic System; 21. Alterations in Hematologic Function; 22. Alterations of Hematologic Function in Children)</p> <p>Lehne’s - Chapters 36. Review of Hemodynamics; 47. Drugs for Deficiency Anemias</p> <p>RxFiles – Review the following topics: Iron Replacement</p> <p>Case Study: Low energy/fatigue</p>
<p>Week 8 Endocrine</p>	<p>McCance – Unit 5: The Endocrine System (Chapters 18. Mechanisms of Hormonal Regulation; 19. Alternations in Hormonal Regulation)</p> <p>Lehne’s - Chapters 48. Drugs for Diabetes Mellitus; 49. Drugs for Thyroid Disorders; 68. Drugs for Weight Loss</p> <p>RxFiles – Review the following topics: Diabetes Colour Comparison Chart, Hypoglycemics, Insulin, Weight Loss Drugs, Diabetes & Pregnancy, Thyroid,</p> <p>Lipscombe et al. (2020). Pharmacologic Glycemic Management of Type 2 Diabetes in Adults: 2020 Update. Diabetes Canada Clinical Practice Guideline.</p> <p>Diabetes Canada Quick Reference Guide for Blood Glucose-Lowering Therapies (type 2 diabetes)</p> <p>Diabetes Canada Keeping Patient Safe when they are at Risk of Dehydration quick reference guide.</p> <p>Diabetes Canada. Which Cardiovascular Protection medications are Indicated for My Patient quick reference guide.</p> <p>Case Study: Endocrine</p>

Week 9 Cancer	McCance – Unit 3: Cellular Proliferation: Cancer (Chapters 10. Biology of Cancer, 11. Cancer Epidemiology; 12. Cancer in Children and Adolescents) Lehne’s - Unit XIX: Cancer Therapy (Chapters 84. Introduction to Immunomodulators; 85. Supportive Care of Patients Receiving Anticancer Drugs; 86. Drugs for Cancer Pain) RxFiles – Review the following topic: Palliative Care
Week 10 Acute Care & Deprescribing	McCance – Chapter 43. Co-morbidity and Multi-morbidities Lehne’s - Unit XXI: Drugs therapy in Acute Care (Chapters 90. Agents Affecting the Volume and Ion Content of Body Fluids; 91. Management of ST-Elevation Myocardial Infarction; 92. Additional Acute Care Drugs) RxFiles – Review the following topics: Approach to Tapering

INSTRUCTOR INFORMATION:

Title

Name:

Email:

Office Phone:

Mobile: (urgent matters only)

Title

Name:

Email:

Office Phone:

Mobile: (urgent matters only)

Office Hours: As posted on Canvas Zoom meetings. Students are encouraged to attend office hours to clarify questions about course materials. If you would prefer a private meeting, please send a Canvas message outlining the reason for the meeting and two days/times you are available to meet.

Email Communication: University of Saskatchewan email addresses will be used for email communication within this course. Instructors will review and respond to messages within 48 hours, **with the exception of weekends and holidays** during which time regular monitoring of email cannot be guaranteed.

Urgent Concerns (requiring attention within 1-2 hours): Please call or send a text message

REQUIRED RESOURCES

Required readings and media for this course are outlined in the Class Schedule. Readings come from program textbooks, peer-reviewed evidence based articles, and other electronic medical sources. Assigned readings and resources were carefully selected to address course learning outcomes. Relevant national and provincial documents as well as journal articles complement and supplement course textbooks, providing Canadian and regional context on theoretical, regulatory,

political and practice considerations for nurse practitioners. Given the evolving landscape of policy, regulation and evidence-based practice, additions to the course reading list may occur during the term to introduce new and relevant literature. Any changes to the reading list will be communicated to students through a Canvas announcement.

TEXTBOOKS

- Jensen, B., Regier, L.D., Kosar, L. (Eds). (2023). **RxFiles: Drug Comparison Charts (14th edition)**. Saskatoon City Hospital. **Available online for FREE through USask library*
- Power-Kean, K., Zettel, S., El-Hussein, M.T., Huether, S.E., & McCance, K.L. (2023). **Huether and McCance's Understanding Pathophysiology, Second Canadian Edition**. Elsevier.
- Rosenthal, L. & Burchum, J. (2021). **Lehne's Pharmacotherapeutics for Advanced Practice Nurses and Physician Assistants, 2nd Edition**. Elsevier.

PROVINCIAL DOCUMENTS

College of Registered Nurses of Saskatchewan (CRNS) Bylaws. <https://www.crns.ca/about-us/how-we-govern/act-bylaws/>

CRNS NP Entry-level Competencies (ELC)s <https://www.crns.ca/nursing-practice/nursing-practice-resources/rnnp-resources/>

CRNS NP Practice Standards <https://www.crns.ca/nursing-practice/nursing-practice-resources/rnnp-resources/>

CRNS Nurse Practitioner Practice Guidelines <https://www.crns.ca/nursing-practice/nursing-practice-resources/rnnp-resources/>

***Students not residing in Saskatchewan are required to familiarize themselves with the NP entry-level competencies, practice standards and guidelines in the jurisdiction where they are practicing.**

ELECTRONIC RESOURCES

Bugs and Drugs: Antimicrobial reference book <http://www.bugsanddrugs.ca/>

Dynamed. A clinical reference tool with clinically-organized summaries for nearly 3,000 topics, this is an evidence-based reference intended to answer clinical questions at the point of care for health care professionals. A DynaMed app can be downloaded to your mobile device. Free for students to access through the University of Saskatchewan Library.

Government of Canada. **Non-insured health benefits for First Nations and Inuit:** <https://sac-isc.gc.ca/eng/1572888328565/1572888420703>

Government of Saskatchewan. Saskatchewan Drug Plan.

<https://formulary.drugplan.ehealthsask.ca/About> **Students outside Saskatchewan should familiarize themselves with the drug benefits in their jurisdiction*

Lexicomp. A full-text collection of drug information databases. A Lexicomp app can be downloaded to your mobile device and authenticated from within the Lexicomp web interface. It free for students to access through the University of Saskatchewan Library.

[e-CPS](#) Canadian Pharmacy Association's (CPhA's) *Therapeutic Choices* and *e-CPS* (online version of Compendium of Pharmaceuticals and Specialties). Free for students to access through the University of Saskatchewan Library.

GRADING SCHEME

Evaluation Component	Date	Grade Weight
Case Studies	Week 1 (Infectious Disease) – Practice Case Week 2 (Pain) – Practice Case Week 3 (MSK) Week 4 (Neurology) Week 5 (Mental Health) Week 7 (Hematology) Week 8 (Endocrine)	10% with lowest mark dropped for 40% total
Addictions Care & Treatment Online Course	By final day of course	Complete/Incomplete
Final Exam		60%
Total		100%

*Essential components. Passing grade of $\geq 70\%$ required

EVALUATION COMPONENTS

CASE STUDIES

Value: 40% of overall grade (10% each with lowest mark dropped)

Due Date: Various dates through out the term (see course schedule)

Type: This assignment evaluates competencies in establishing an evidence-based management plan, including prescription writing.

Description: During class you will be presented with a case study. Based on information presented, you will develop and evidence-based patient-centred management plan for the case, including one properly written prescription relevant to the patient's presenting concern. The management plan should include:

1. Relevant diagnostic investigations (if any) that you would order with rational for ordering
2. Relevant pharmacotherapy with rational including a properly written prescription
3. Relevant non-pharmacotherapy with rational
4. Relevant follow-up and monitoring

This is an open-book, individual assignment, meaning you can access your textbooks to complete the assignment but cannot consult or collaborate with other individuals. The assignment must be your own work and completed during class. To promote assignment integrity, cases should not be discussed outside of class.

Practice case studies will be done in class weeks 1 and 2 to help you get familiar with expectations. Formal (graded) case studies will be done in weeks 3 (musculoskeletal), 4 (neurology), 5 (mental health), 7 (hematology) and 8 (endocrine) with your best 4 grades on these counted towards your final grade. If you are absent for one of the case study classes, please contact your instructor as soon as possible. Missed assignments will be addressed on a case-by-case basis. Student missing more than one case may be at risk for not meeting course requirements.

ADDICTIONS CARE AND TREATMENT ONLINE COURSE

Value: Complete/incomplete

Due Date: By final day of class

Type: Online, asynchronous course to promote development of competencies in diagnosing and managing patient with substance use disorders using evidence-based treatments along the continuum of care.

Description: You will complete the [Addictions Care and Treatment Online course](#) (ACTOC) through the UBC CPD. The FREE course includes 22 online modules addressing diagnosis and management of substance use disorders (alcohol, tobacco, opioid, stimulant, cannabis, co-occurring disorders), safe prescribing, harm reduction, safe drug consumption and overdose prevention, substance use in special populations (pregnancy, older adult, LGBTQ+) and legal, policy and ethical implications. The course is self-paced, meaning you can complete it on your own schedule but must be completed by the final day of the course. The course takes an estimated 15-20 hours to complete, with those with more experience in substance use typically taking less time. By the end of taking this course you will be able to:

- Incorporate screening, diagnosis, and brief intervention and referral to treatment for substance use disorders in clinical practice
- Select the appropriate pharmacological and psychosocial treatment interventions based on the best evidence as well as individual patient needs, circumstances, and preferences
- Provide safe and effective treatment to patients and their families throughout the induction, maintenance, and/or discontinuation process across the continuum of care for substance use disorders
- Set treatment goals, monitoring and evaluating progress, and providing patient-centred support across the continuum of care for substance use disorders
- Appreciate the complexity of substance use disorders, diversity of care, and providing informed referrals to evidence-based support services
- Promote recovery, safety, wellness, and harm reduction to improve patient care and support for those with substance use disorders
- Implement strategies for safer prescribing practices for medications with abuse/diversion potential (i.e., opioids for analgesia, benzodiazepines)

After completing all 22 learning modules, and receiving a minimum 70% on course quizzes, you will receive a certificate of course completion. Submit a copy of this certificate to Canvas to receive credit for this course component. Save a copy of the certificate of completion for your personal records as well as some regulatory bodies will request proof of completion when you register as an NP.

FINAL EXAM

Value: 50% of final grade

Date: Exam period

Length: 2 hours

Type: The final exam evaluates course learning outcomes and entry-level NP competencies related to pathophysiology and pharmacology of content from weeks 1 – 10 inclusive.

Description: The final exam is a closed-book online exam consisting of 100-120 multiple choice and short-answer questions on content inclusive of all weeks of the course. Testable materials include required readings and seminar discussion/content. The NP Program Exam Polices, Procedures and Guidelines outlined in section of the syllabus apply to this exam.

SUBMITTING ASSIGNMENTS

Assignments will be submitted in electronic format in Canvas, unless otherwise specified.

LATE ASSIGNMENTS

As per graduate program policy (<https://nursing.usask.ca/policies/graduate.php>):

1. Assignments will be graded according to the College of Graduate & Postdoctoral Studies Grading Scale and Literal Descriptors. Students must submit all required assignments before or on the specified dates. Late submission without the professor's prior consent (extension granted) will result in a deduction of 5% of the assignment grade per calendar day and a grade of 0% for all unexcused assignments submitted five business days after the assignment deadline.
2. Students are required to complete all course components to receive credit for a course.
3. Unless other arrangements have been made with the course facilitator, the last day for acceptance of assignments will be communicated in each course syllabus.

ATTENDANCE EXPECTATIONS

Regular, punctual attendance and active participation at scheduled seminars is expected. Seminar and/or lab activities may be designated as mandatory in the course syllabus and absenteeism from these activities may result in the inability to meet course requirements and therefore failure in the course. If you will be absent from a scheduled learning activity through no fault of your own (e.g., illness, bereavement), please contact your instructor as soon as possible to discuss if and how missed time will be addressed. Students are required to have appropriate technology, including a headset with microphone, webcam and reliable high speed internet to facilitate participation in online learning activities.

EXAM POLICIES, PROCEDURES AND GUIDELINES

The midterm and final exam in this course must be done on the date and time scheduled. If a student is unable to write an exam through no fault of their own (e.g., for medical reasons), they should notify their instructor as soon as possible. With proper documentation (e.g., doctors note) an opportunity to write the missed exam may be given in compliance with [University Policy on Supplemental and Deferred Examination](#). Please review all examination policies and procedures to familiarize yourself with expectations: <https://cgps.usask.ca/policy-and-procedure/Academics/examinations.php>

NP PROGRAM EXAM PROCEDURES



All tests/exams, unless otherwise specified in the syllabus, will be written individually, online, with remote proctoring using video conferencing (e.g., Zoom®). You are required to have a reliable internet connection and a webcam that can be positioned to provide a side view (e.g., webcam on a tripod, separate device with a webcam). Throughout the exam your webcam should be positioned to capture your side profile, including your upper torso, head, desktop and computer screen. (See example picture).

Unless otherwise specified, use of mobile or other electronic devices, other than the exam program, is not permitted during exams. Please refer to [University of Saskatchewan Exam writing procedures](#). The online exam sessions will be recorded. Once the course is completed, the recorded sessions will be deleted.

EXAM GUIDELINES

Although students will write the exams from their home computer using remote invigilation, it is the University's expectation that students approach the exam as though they were writing an in-person invigilated exam. In addition to the [University of Saskatchewan Exam Regulations](#) students are expected to follow these guidelines:

1. Students are expected to start their exam at the scheduled start time. ***Please log in a minimum 15 minutes early to ensure you are on time and your technology is working.***
2. Students starting the exam later than 30-minutes after the start of the examination may be denied the opportunity to sit the exam.
3. At the end of the scheduled examination time, the exam software will automatically close the exam.
4. Students are expected to go to the washroom prior to the exam to minimize disruptions.

5. Students who need to get up and move out of the camera view for any reason (e.g., address an urgent issue, washroom break) must clearly indicate the reason to the invigilator prior to moving and return to the exam as quickly as possible.
6. Students are not permitted to have any books, notes, calculators or electronic devices other than those being used for the exam/invigilation near them during the exam. This includes cell phones, tablets, iPods, etc. The notes, calculator, text highlighting, and missing answer reminder functions will be enabled on Examssoft to facilitate any necessary note taking.
7. Communicating with any other individual (other than to speak to the screen for invigilation purposes) is not permitted during the exam.
8. Prior to or during an exam, the invigilator may ask a student to pan the room with their webcam, to confirm exam guidelines are being met (e.g., student is alone, there are no accessible textbooks or electronics).
9. Students should wear clothing acceptable in an in-person environment.
10. Students should avoid using inappropriate language.
11. Students may have water and a small snack for the exam, but these items must be in place before the exam begins. Students are not allowed to take breaks to get food or drinks.
12. Students should avoid whispering or talking to themselves during the exam. Any student found talking during an exam will have their microphone turned on by the invigilator.
13. Students need to ensure their webcam lens is clean prior to the exam and that the angle of the webcam allows proper viewing of the upper torso, head, desk and computer screen. Students also need to ensure lighting is appropriate to allow the invigilator to see their face.
14. Students should not change rooms while writing an exam, unless for urgent reasons. Students should explain the reason for changing rooms to the invigilator prior to moving.
15. Students should write the exam in a private space (e.g., home office or kitchen table).

STUDENT FEEDBACK

Students are encouraged to provide feedback on the instructor and course at the end of the term. Students will receive a PAWS email with links to an online course evaluation survey. Results of the survey will contribute to course changes and instructor feedback for course delivery.

COPYRIGHT

Course materials are provided to you based on your registration in a class, and anything created by your professors and instructors is their intellectual property, unless materials are designated as open education resources. This includes exams, PowerPoint/PDF slides and other course notes. Additionally, other copyright-protected materials created by textbook publishers and authors may be provided to you based on license terms and educational exceptions in the Canadian Copyright Act (see <http://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>).

Before you copy or distribute others' copyright-protected materials, please ensure that your use of the materials is covered under the University's Fair Dealing Copyright Guidelines available at <https://library.usask.ca/copyright/general-information/fair-dealing-guidelines.php>. For example, posting others' copyright-protected materials on the open web is not covered under the University's Fair Dealing Copyright Guidelines, and doing so requires permission from the copyright holder.

For more information about copyright, please visit <https://library.usask.ca/copyright/index.php> or contact the University's Copyright Coordinator at <mailto:copyright.coordinator@usask.ca> or 306-966-8817.

RECORDING OF THE COURSE

At the University of Saskatchewan, the classroom is considered a private setting. Recording of lectures without the written consent of the instructor is prohibited. Students registered with AES who have been assessed as benefiting from lecture recordings may record lectures after informing the instructor and confirming the need to maintain the integrity of the use of the recording for their own learning needs (the recording cannot be copied, distributed or shared with other students and all recordings will be destroyed after completion of the course in each academic term).

EXAMINATIONS WITH ACCESS AND EQUITY SERVICES (AES)

Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to register with Access and Equity Services (AES) if they have not already done so. Students who suspect they may have disabilities should contact AES for advice and referrals. In order to access AES programs and supports, students must follow AES policy and procedures. For more information, check www.students.usask.ca/aes, or contact ES at 306-966-7273 or aes@usask.ca.

Students registered with AES may request arrangements for mid-term and final examinations by contacting their course instructor directly. Requests are NOT made through Accommodate as all exams are written online.

INTEGRITY IN A REMOTE LEARNING CONTEXT

Although teaching and learning online is a different environment than a traditional classroom, the rules and principles governing academic integrity remain the same. If you have questions about what may or may not be permitted, ask your instructor. Students have found it especially important to clarify rules related to exams administered remotely and to follow these carefully and completely.

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

Scholarship, including development of scholarly writing skills, is an essential learning outcome of Masters level nursing education (CASN, 2022). In order to effectively develop and evaluate student writing skills, students are expected to create and submit their own original assignments. In addition to the definition and examples of Academic Misconduct outlined in the [University of Saskatchewan Academic Misconduct Regulations](#), students are not permitted to use of Artificial Intelligence (AI) text generators (such as ChatGPT) for assessments (e.g., written assignments, open book exams, other evaluations) .

All students should read and be familiar with the Student Academic Misconduct Regulations (<https://governance.usask.ca/student-conduct-appeals/academic-misconduct.php>) as well as the Standard of Student Conduct in Non-Academic Matters and Procedures for Resolution of Complaints and Appeals (<https://governance.usask.ca/student-conduct-appeals/non-academic-misconduct.php>)

For more information on what academic integrity means for students see: <https://academic-integrity.usask.ca/>

STUDENT SUPPORTS

STUDENT LEARNING SERVICES

Student Learning Services (SLS) offers assistance to USask undergraduate and graduate students. For information on specific services, please see the SLS website: <https://library.usask.ca/studentlearning/>

STUDENT AND ENROLMENT SERVICES DIVISION

The Student and Enrolment Services Division (SESD) focuses on providing developmental and support services and programs to students and the university community. For more information, see the students' web site <http://students.usask.ca>.

FINANCIAL SUPPORT

Any student who faces challenges securing their food or housing and believes this may affect their course performance is urged to contact Student Central (<https://students.usask.ca/student-central.php>).

ABORIGINAL STUDENTS' CENTRE

The Aboriginal Students' Centre (ASC) is dedicated to supporting Aboriginal student academic and personal success. The centre offers personal, social, cultural and some academic supports to Métis, First Nations, and Inuit students. The centre is also dedicated to intercultural education, bringing Aboriginal and non-Aboriginal students together to learn from, with and about one another in a respectful, inclusive and safe environment. Students are encouraged to visit the ASC's Facebook page (<https://www.facebook.com/aboriginalstudentscentre/>) to learn more.

RECOMMENDED TECHNOLOGY FOR REMOTE LEARNING

Students are reminded of the importance of having the appropriate technology for remote learning. The list of recommendations can be found at <https://nursing.usask.ca/technology/overview.php>

GUIDELINES FOR COMMUNICATION

Respectful written and verbal communication are an expectation for students and instructors. Please view the following USask guidelines on Netiquette:

<https://teaching.usask.ca/documents/gmctl/netiquette-usask-detailed-270720.pdf>

As Registered Nurses, you are accountable to your governing body professional standards and regulation. This includes the [CNA Code of Ethics](#), and other regulatory standards such as those on [Professional Boundaries](#) and [Social Media](#). You are encouraged to review these regulations as necessary.

SYLLABUS CHANGES

The instructor reserves the right to make changes to the syllabus reading material and seminar schedule to accommodate scheduling of guest lectures or clinical updates. If changes are made students will be contacted by email, using their USask email address, and a posting will be placed in the course Canvas site. It is the students' responsibility to routinely check their USask email and Canvas.

TECHNICAL SUPPORT

If you need assistance with technical support, contact IT services help desk or the College of Nursing IT services. itsupport@usask.ca or 306-966-2222

ACKNOWLEDGEMENTS

Contributions to this course were provided by **[insert names]**



UNIVERSITY OF
SASKATCHEWAN

**New Course
Proposal & Creation Form**

1. Approval by Department Head or Dean

- 1.1 College or School with academic authority: **COLLEGE of GRADUATE AND POSTDOCTORAL STUDIES**
- 1.2 Department with academic authority: **NURSING**
- 1.3 Term from which the course is effective: **September 2026**

2. Information required for the Catalogue

- 2.1 Label & Number of course: **NURS 834**
- 2.2 Academic credit units: **3**
- 2.3 Course Long Title (maximum 100 characters): **Advanced Health Assessment & Diagnostic Reasoning I**
Course Short Title (maximum 30 characters): **AHAD I**
- 2.4 Total Hours: **Seminar – 36 hours ; Lab – 16 hours**
- 2.5 Weekly Hours: Seminar **3-4hrs** **Lab 16 hours over 2 days in term**
- 2.6 Term in which it will be offered: T1 **T2** T1 or T2 T1 and T2
- 2.7 Prerequisite: **NURS 832: Pathophysiology-Pharmacology for Nurse Practitioner Practice I;**

If there is a prerequisite waiver, who is responsible for signing it? **Not applicable**

- D – Instructor/Dept Approval
- H – Department Approval
- I – Instructor Approval

- 2.8 Catalogue description (150 words or less): **Building on foundational Registered Nurse clinical competencies, students will develop advanced competencies in health assessment and diagnostic reasoning essential for nurse practitioner clinical practice. Focus will be on evidence-informed practice, culturally safe care, and critical inquiry as it applies to assessment and diagnosis of common health concerns in diverse clients and settings.**
- 2.9 Do you allow this course to be repeated for credit? **NO**

3. Please list rationale for introducing this course:

This course has been developed to ensure graduates of the Master of Nursing-Nurse Practitioner program meet the new entry level competencies developed by the regulatory body (College of Registered Nurses of Saskatchewan).

4. Please list the learning objectives for this course:

Learning outcomes and evaluation in the University of Saskatchewan NP program is based on the [Nurse Practitioner Entry-Level Competencies \(ELCs\)](#) as set out by the Canadian Council of Registered Nurse Regulators (CCRNRR) and the College of Registered Nurses of Saskatchewan (CRNS) as well as the [CRNS Nurse Practitioner Practice Standards](#). ELCs reflect the knowledge, skill and judgement required of a novice NP to provide safe, competent, ethical and compassionate care. Practice standards compliment ELCs as broad statements of the minimal requirements for safe and effective NP practice.

Specific learning outcomes for this course include:

1. Implement appropriate comprehensive and focused health assessments for diverse patient populations including: chart review, initial observations, reason for encounter, health history, physical exam, and consideration of individual patient factors (i.e. social determinants of health, cultural safety, developmental life stage) (NP ELCs, 1.1, 1.3, 1.4, 1.10)
2. Select appropriate diagnostic investigations and accurately interpret results. (NP ELCs 1.4, 1.5)
3. Analyze, synthesize, and interpret data from multiple sources (i.e. history, physical exam, diagnostic investigations, evidence-informed practice) to establish differential, must-not-miss, and most likely diagnosis. (NP ELC 1.5)
4. Apply communication skills to accurately relay client information including history, physical assessment findings, and diagnosis with other members of the health care team and the client. (NP ELCs 1.5, 1.9, 1.14)
5. Apply evidence-informed virtual care strategies to assess and diagnose health concerns. (NP ELC 1.5, 1.16)
6. Begin establishing a professional NP role identity as a clinician by engaging in learning activities that develop advanced competencies in assessment and diagnosis. (NP Practice Standards).
7. Apply strategies to create and enhance culturally safe care and respectful health care. (NP ELCs 1.3, 1.4, 1.10., 3.2)

5. Impact of this course

Are the programs of other departments or Colleges affected by this course? **NO**

If so, were these departments consulted? (Include correspondence)

Were any other departments asked to review or comment on the proposal?

6. Other courses or program affected (please list course titles as well as numbers)

6.1 Courses to be deleted? **NURS 884: Advanced Health Assessment & Diagnostic Reasoning I: NURS 879: Advanced Health Assessment and & Diagnostic Reasoning II**

6.2 Courses for which this course will be a prerequisite? **Advanced Health Assessment & Diagnostic Reasoning II (NURS 835)**

6.3 Is this course to be required by your majors, or by majors in another program? **This course is required for students in the Master of Nursing-Nurse Practitioner program only.**

7. **Course outline**

(Weekly outline of lectures or include a draft of the course information sheet.)

Date & Topic	Required Readings/Media & Evaluation
<p>Weeks 1-2</p> <p>Foundations of Health Assessment & Diagnosis Bootcamp (? 2-days onsite)</p> <ul style="list-style-type: none"> • Course Orientation • Approach to the Client Encounter • Health Assessment • Diagnostic Reasoning 	<p>Assessment Text (Bates’): Read Chapter 1. Approach to the Clinical Encounter, 2. Interviewing, Communication and Interpersonal Skills, 3. Health History, 4. Physical Exam, 8. General Survey, Vital Signs and Pain</p> <p>Assessment Videos (Bates’): Review 1. Head-to-Toe Assessment: Adult; 2. Head-to-Toe Assessment: Infant; 3. Head-to-Toe Assessment: Child; 5. General Survey and Vital Signs</p> <p>The Patient Hx: Read Chapter 1. History and Physical Examination: Art and Science; 2. Subtleties of Medical History Taking</p> <p>S2D: Read Part 1. Patient with a Problem</p> <p>i-Human Patient Virtual Simulation orientation Videos</p> <p>Harvey Learning Modules: https://wwwapps.usask.ca/harvey/ These online modules will teach you more about cardiopulmonary assessment, including abnormal heart sounds</p> <p>CANSim. (2021). Sexual Orientation and Gender Identity in Nursing (SOGI) Toolkit https://soginursing.ca/index.php/modules/students/ - Submit certificate of completion to Canvas by the last day of course</p> <p>Quiz #1 – Foundations of Health Assessment & Diagnosis</p>
<p>Week 3</p> <p>HENT Assessment & Diagnosis</p>	<p>Assessment Text (Bates’): Review Chapter 11: Head and Neck, 12. Eyes, 13. Ears and Nose, 14. Throat and Oral Cavity</p> <p>Health Assessment Videos (Bates’): Review 7. Head, Eyes, and Ears; 8. Nose, Mouth, and Neck</p> <p>The Patient Hx: Read Section III. Head, Eyes, Ears, Nose, and Throat</p> <p>S2D: Read Part 30. Sore Throat</p>
<p>Week 4</p> <p>Respiratory Assessment & Diagnosis</p>	<p>Health Assessment (Bates’): Read Chapter 15. Thorax and Lungs</p>

	<p>Health Assessment Videos (Bates'): Review 9. Thorax and Lungs; OSCE Clinical Skills Video 5: Cough, 10. Shortness of Breath, and 12. Child and Adolescent Asthma</p> <p>The Patient Hx: Read Section V. Respiratory System</p> <p>S2D: Read Part 10. Cough and Congestion; Part 15. Dyspnea; Part 33. Wheezing or Stridor</p> <p>Quiz #2 – HENT and Respiratory Assessment and Diagnosis</p>
<p>Week 5</p> <p>CVS Assessment & Diagnosis</p>	<p>Health Assessment (Bates'): Read Chapter 16. Cardiovascular System</p> <p>Health Assessment Videos (Bates'): Review 10. Cardiovascular System</p> <p>The Patient Hx: Read Section VI: Cardiovascular System</p> <p>Diagnostics Text: In Chapter 3. Lab Tests, read about the following tests: B-Type Natriuretic Peptide (BNP), Cholesterol, Creatine Kinase, D-Dimer, Lipoprotein(a), Potassium (K+), Triglycerides, Troponin I, Cardiac</p> <p>S2D: Read Part 9. Chest Pain</p> <p>Canadian Cardiovascular Society Update on the Assessment and Management of Syncope https://ccs.ca/guidelines-and-position-statement-library/</p> <p>Canadian Cardiovascular Position Statement on Familial hypercholesterolemia: Update 2018 https://ccs.ca/guidelines-and-position-statement-library/</p> <p>CCS Calculators and Forms. https://ccs.ca/calculators-and-forms/</p> <p>Familiarize yourself with:</p> <ul style="list-style-type: none"> • Cardiovascular Age + FRS Calculator (My Health Checkup), • Framingham Risk Score (FRS) <p>Computer-Based Simulation Case #1 – Due within 72 hours of class</p>
<p>Week 6</p> <p>ECG Interpretation</p>	<p>Garcia, T. B. (2014). <i>12-Lead ECG The Art of Interpretation, (2nd ed)</i>. Burlington, MA: Jones & Bartlett Learning. *If you own an ECG interpretation text from past experiences/courses this may suffice</p> <p>Quiz #3 – CVS Assessment & Diagnosis, ECG Interpretation</p>

<p>Week 7</p> <p>PVS Assessment & Diagnosis</p>	<p>Health Assessment (Bates’): Read Chapter 17. Peripheral Vascular System</p> <p>Health Assessment Videos (Bates’): Review 11. Peripheral Vascular System</p> <p>S2D: Read Part 17. Edema</p> <p>Canadian Cardiovascular Society 2022 Guidelines for Peripheral Arterial Disease (Section on Diagnosis and Screening) https://ccs.ca/guidelines-and-position-statement-library/</p> <p>Thrombosis Canada. https://thrombosiscanada.ca/clinicalguides/</p> <p>Review the following Guidelines and Risk Calculators:</p> <ul style="list-style-type: none"> • Deep Vein Thrombosis (DVT): Diagnosis • Superficial Thrombophlebitis (SVT), Superficial Vein Thrombosis • CHADS2 Score & CHA2DS2-VASc Score for a-fib Stroke Risk • HAS-BLED Score for Major Bleeding Risk • Wells’ Criteria for DVT <p>Computer-Based Simulation Case #1 – Due within 72 hours of class</p>
<p>Week 8</p> <p>Dermatology Assessment & Diagnosis</p>	<p>Health Assessment (Bates’): Read Chapter 10. Skin, Hair, and Nails</p> <p>Health Assessment Videos (Bates’): Review 6. Skin</p> <p>The Patient Hx: Read Section IV: Dermatology</p> <p>S2D: Read Part 29. Rash</p> <p>American Academy of Dermatology. Basic Dermatology Curriculum. https://www.aad.org/member/education/residents/bdc</p> <p>Quiz #4 – PVS and Dermatology Assessment & Diagnosis</p> <p>Computer-Based Simulation Case #1 – Due within 72 hours of class</p>
<p>Week 9</p> <p>GI Assessment & Diagnosis</p>	<p>Health Assessment (Bates’): Read Chapter 19. Abdomen</p> <p>Health Assessment Videos (Bates’): Review 13. Abdomen</p> <p>The Patient Hx: Read Section VII: Gastrointestinal System</p>

	<p>Diagnostics Text: In Chapter 3. Lab Tests review the following tests. You do not need to memorize reference ranges or lab collection. Focus on understanding why you would order the test, and what abnormal results may indicate.</p> <p>Alanine Aminotransferase (ALT), Albumin, Alkaline Phosphatase (ALP), Amylase, Aspartate Aminotransferase (AST), Bilirubin, Celiac disease, Clostridium difficile toxins, Fecal Occult Blood Tests, Gamma-glutamyl transpeptidase (GGT), Helicobacter Pylori Tests, Hepatitis A virus antibody, Hepatitis B surface antigen, Hepatitis B surface antibody, Hepatitis B Core antibody, Hepatitis C virus antibody, Hepatitis C virus genotyping, Hepatitis C virus RNA, lipase</p> <p>Abnormal Liver Chemistry – Evaluation and Interpretation https://www2.gov.bc.ca/gov/content/health/practitioner-professional-resources/bc-guidelines/abnormal-liver-chemistry</p> <p>Infectious Diarrhea - Guideline for Ordering Stool Specimens https://www2.gov.bc.ca/gov/content/health/practitioner-professional-resources/bc-guidelines/infectious-diarrhea</p> <p>Hepatitis B Serology Results and Interpretation https://www2.gov.bc.ca/assets/gov/health/practitioner-pro/bc-guidelines/viralhepatitistesting-appendix3.pdf</p> <p>S2D: Read Part 3. Abdominal Pain, Part 13. Diarrhea; Part 19. GI Bleeding</p> <p>Computer-Based Simulation Case #1 – Due within 72 hours of class</p>
<p>Week 10</p> <p>Pediatric Assessment & Diagnosis</p>	<p>Health Assessment (Bates’): Read Chapter 25. Children: Infancy through Adolescence</p> <p>Canadian Pediatric Society. Promoting optimal monitoring of child growth in Canada: Using the WHO growth charts. http://www.cps.ca/tools-outils/who-growth-charts</p> <p>Rourke Record: https://www.rourkebabyrecord.ca/downloads</p> <p>WHO Canadian Growth Charts: https://www.rourkebabyrecord.ca/growth_charts.asp</p> <p>Canadian Pediatrics Society. (2016). Greig Health Record: Available at: https://cps.ca/en/tools-outils/greig-health-record</p> <p>Canadian Pediatric Society (2018). Guidelines for detection, management, and prevention of hyperbilirubinemia in term and late preterm newborn infants. Available at: https://cps.ca/en/documents/position/hyperbilirubinemia-newborn</p>

	Zwaigenbaum, L., Brian, J.A., Ip, A., Canadian Pediatric Society, Autism Spectrum Disorders Guidelines Task Force. (2019). Early detection for autism spectrum disorder in young children. <i>Pediatric Child Health</i> , 24(7), 424-432. Found at: https://cps.ca/en/documents/position/asd-early-detection Quiz #5 – GI and Pediatric Assessment & Diagnosis
Final Exam	Virtual OSCE: Health History Taking

8. Enrolment

8.1 What is the maximum enrolment number for this course? **35**

And from which colleges? **NURSING**

8.2 For room bookings, please indicate the maximum estimated room size required for this course:

10-50 – FOR 2 DAY SKILLS LAB ONLY/USE CLRC IN HEALTH SCIENCES

50-90

90-130

130+

9. Student evaluation

Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

9.1 How should this course be graded? **NUMERIC/PERCENTAGE**

C – Completed Requirements

(Grade options for instructor: Completed Requirements, Fail, IP In Progress)

N – Numeric/Percentage

(Grade options for instructor: grade of 0% to 100%, IP in Progress)

Evaluation Component	Date	Grade Weight
Foundations of Health Assessment Bootcamp	Weeks 1-2 (2-3 days)	Complete/Incomplete
CAN-Sim SOGI Certificate	Due by last day of course	Complete/Incomplete
Computer-Based Simulation Cases	Week 5, 7, 8, 9	30%
Quizzes	Weeks 2, 4, 6, 8, 10	40%
Virtual OSCE Station	Week 11	30%

Total		100%
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P – Pass/Fail

(Grade options for instructor: Pass, Fail, In Progress)

S – Special

(Grade options for instructor: NA – Grade Not Applicable) If other, please specify:

9.2 Is the course exempt from the final examination? **NO**

10. **Required text**

Include a bibliography for the course.

Health Assessment	
Assessment Text	Bickley, et al. (2021). <i>Bates' Guide to Physical Examination and History Taking</i> (13th ed). Wolters Kluwer.
Assessment Videos	<i>Bates' Visual Guide to Physical Examination</i> . (2022). Wolters Kluwer. *
Diagnostic Investigations	
Diagnostics Text	Nicoll, D., Lu, C.M., & McPheel, S.J. (2017). <i>Guide to Diagnostic Tests, 7th ed</i> . McGraw Hill Education. *eBook available for FREE through USask library AccessMedicine database
ECG Text	Garcia, T. B. (2014). <i>12-Lead ECG The Art of Interpretation</i> , (2 nd ed). Burlington, MA: Jones & Bartlett Learning.
Diagnostic Reasoning & Differential Diagnosis	
The Patient Hx	Henderson et al. (2012). <i>The Patient History: An Evidence-based Approach to Differential Diagnosis</i> . McGraw Hill. * This text focuses on health history taking to arrive at evidence based differential diagnosis. Read it prior to S2D which addresses a more advanced approach to differential diagnosis
S2D	Stern, et al. (2020). <i>Symptom to Diagnosis. An Evidence-Based Guide, (4th ed)</i> . McGraw-Hill Education. *

Required readings and media for this course are outlined in the Class Schedule. Readings come from program textbooks, peer-reviewed evidence based articles, and other electronic medical sources. Assigned readings and resources were carefully selected to address course learning outcomes. Relevant national and provincial documents as well as journal articles complement and supplement course textbooks, providing Canadian and regional context on theoretical, regulatory,

political and practice considerations for nurse practitioners. Given the evolving landscape of policy, regulation and evidence-based practice, additions to the course reading list may occur during the term to introduce new and relevant literature. Any changes to the reading list will be communicated to students through a Canvas announcement.

TEXTBOOKS

Bickley, L.S., Szilagyi, P.G., Hoffman, R.M., & Rainier, S. (Eds.) (2021). **Bates' Guide to Physical Examination and History Taking** (13th ed). Wolters Kluwer.

Bates' Visual Guide to Physical Examination. Wolters Kluwer. **FREE access through USask library*

Garcia, T.B. (2014). **12-Lead ECG. The Art of Interpretation (2nd ed).** Jones & Bartlett Learning. **If you own an ECG interpretation text from past experiences courses, this may suffice.*

Henderson, M.C., Tierney, L.M., Smetana, G.W. (Eds). (2012). **The Patient History: An Evidence-based Approach to Differential Diagnosis.** McGraw Hill. **eBook available for FREE through USask library AccessMedicine database*

i-Human Patient by Kaplan – instructions for purchasing access to this online simulation program will be posted on the course Canvas website

Nicoll, D., Lu, C.M., & McPheel, S.J. (2017). **Guide to Diagnostic Tests, 7th ed.** McGraw Hill Education. **eBook available for FREE through USask library AccessMedicine database*

Sexual Orientation and Gender Identity in Nursing (SOGI) Toolkit

<https://soginursing.ca/index.php/modules/students/> * Save your certificates of completion and submit these to Canvas.

Stern, S.D.C., Cifu, A.S., & Altkorn, D. (2020). **Symptom to Diagnosis. An Evidence-Based Guide (S2D) (4th ed).** McGraw-Hill Education. **eBook available for FREE through USask library AccessMedicine database*

PROVINCIAL DOCUMENTS

College of Registered Nurses of Saskatchewan (CRNS) Bylaws. <https://www.crns.ca/about-us/how-we-govern/act-bylaws/>

CRNS NP Entry-level Competencies (ELC)s <https://www.crns.ca/nursing-practice/nursing-practice-resources/rnp-resources/>

CRNS NP Practice Standards <https://www.crns.ca/nursing-practice/nursing-practice-resources/rnp-resources/>

CRNS Nurse Practitioner Practice Guidelines <https://www.crns.ca/nursing-practice/nursing-practice-resources/rnp-resources/>

***Students not residing in Saskatchewan are required to familiarize themselves with the NP entry-level competencies, practice standards and guidelines in the jurisdiction where they are practicing.**

ELECTRONIC RESOURCES

Dynamed. A clinical reference tool with clinically-organized summaries for nearly 3,000 topics, this is an evidence-based reference intended to answer clinical questions at the point of care for health care

professionals. A DynaMed app can be downloaded to your mobile device. Free for students to access through the University of Saskatchewan Library.

SHIRP: The Saskatchewan Health Information Resources Partnership ([SHIRP](#)) provides access to a comprehensive suite of online health information resources for all health practitioners in Saskatchewan. Practice areas include medicine, nursing, pharmacy, psychology, and therapy. The SHIRP digital library includes health databases, full-text journals, and books, and two clinical decision-support tools.

VisualDx. VisualDx is a web-based system that assists "in the identification of dermatologic, infectious, genetic, metabolic, nutritional and occupational diseases, benign and malignant growths, drug-induced conditions, and other injuries." Free for students to access through the University of Saskatchewan Library.

11. Resources

- 11.1 Proposed instructor: **Current faculty within the College of Nursing teaching in the Nurse Practitioner programs.**
- 11.2 How does the department plan to handle the additional teaching or administrative workload? **The Master of Nursing-Nurse Practitioner programs have sufficient existing teaching and administrative resources to deliver this course.**
- 11.3 Are sufficient library or other research resources available for this course? **YES**
- 11.4 Are any additional resources required (library, audio-visual, technology, etc.)? **NO**

12. Tuition

- 12.1 Will this course attract tuition charges? If so, how much? (use tuition category) **YES, Graduate Studies Special Tuition Program category**
- 12.2 Does this course require non-standard fees, such as materials or excursion fees? If so, please include an approved "Application for New Fee or Fee Change Form"
<http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees>

Detailed Course Information

1. Schedule Types

Please choose the Schedule Types that can be used for sections that fall under this course: **SEE HIGHLIGHTED SELECTIONS.**

Code	Description	Code	Description
CL	Clinical	PRB	Problem Session
COO	Coop Class	RDG	Reading Class
FLD	Field Trip	RES	Research
ICR	Internet Chat Relay	ROS	Roster (Dent Only)
IHP	Internet Help	SEM	Seminar
IN1	Internship - Education	SSI	Supervised Self Instruction
IN2	Internship - CMPT & EPIP	STU	Studio

IN3	Internship - General	SUP	Teacher Supervision
LAB	Laboratory	TUT	Tutorial
LC	Lecture/Clinical (Dent Only)	WEB	Web Based Class
LEC	Lecture	XCH	Exchange Program
LL	Lecture/Laboratory	XGN	Ghost Schedule Type Not Applicable
MM	Multimode	XHS	High School Class
PCL	Pre-Clinical (Dent Only)	XNA	Schedule Type Not Applicable
PRA	Practicum	XNC	No Academic Credit

2. Course Attributes

Please highlight the attributes that should be attached to the course (they will apply to all sections):

Off or Distance Ed Stdnt Fee

Web Class taught synchronously

Fee - Graduate Studies

2.1 NOAC No Academic Credit

0 Credit Unit courses that possess "deemed" CUs (Called Operational Credit Units). NOAC causes the system to roll 0 academic credit units to academic history.

2.2 For the College of Arts and Science only: To which program type does this course belong?

- FNAR Fine Arts
- HUM Humanities
- SCIE Science
- SOCS Social Science
- ARNP No Program Type (Arts and Science)

Does this course satisfy one of the official college requirements:

- ELWR – English Language Writing Requirement
- ILRQ – Indigenous Learning Requirement
- QRRQ – Quantitative Reasoning Requirement

3. Registration Information (Note: multi-term courses cannot be automated as corequisites).

- 3.1 Permission Required: **YES, permission is required to audit this course.**
- 3.2 Restriction(s): course only open to students in a specific college, program/degree, major, year in program: **Only open to MN-NP students.**
- 3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course: **NURS 832: Pathophysiology-Pharmacology for Nurse Practitioner Practice I;**
- 3.4 Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course: **NURS 831: Therapeutic Foundations for Nurse Practitioner Practice; NURS 833: Pathophysiology-Pharmacology for NP Practice II**
- 3.5 Corequisite(s): course(s) that must be taken at the same time as this course:
- 3.6 Notes: recommended courses, repeat restrictions/content overlap, other additional information

4. List Equivalent Course(s) here: NURS 884 and NURS 879

An equivalent course can be used in place of the course for which this form is being completed, specifically for the purposes of prerequisite and degree audit checking. Credit will be given for only one of the equivalent courses.

- 4.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be equivalent:

***Please note:** If the equivalent courses carry an UNEQUAL number of credit units, DegreeWorks will automatically enforce the following, unless otherwise stated:

- If a 3 credit unit course is considered to be equivalent to a 6 credit unit course, it will fulfill the 6 credit unit requirement and the student will not have to complete another 3 credit units toward the overall number of required credit units for the program.
- If a 6 credit unit course is considered to be equivalent to a 3 credit unit course, ALL 6 of the credit units may be used to fulfill the 3 credit unit requirement.

5. List Mutually-Exclusive Course(s) here:

Mutually exclusive courses have similar content such that students cannot receive credit for both.

- 5.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be mutually exclusive:

***Please note:** SiRIUS cannot enforce a situation where the exclusion goes only one way.

6. Additional Notes: Syllabus attached.

COURSE SYLLABUS			
Course Title:	Advanced Health Assessment & Diagnostic Reasoning I		
Course Code:	NURS 834	Term:	TBD
Course Credits:	3	Delivery:	Blended: Self-directed, synchronous online seminars, onsite skills lab (16 hrs)
Location:	Distance Learning + onsite skills lab in Saskatoon	Website:	https://canvas.usask.ca/
Course Dates & Times:	Weekly 4-hour seminar x 9 weeks (36 hrs) + 2-day onsite skills lab (16 hrs)		
Course Calendar Description:	Building on foundational Registered Nurse clinical competencies, students will develop advanced competencies in health assessment and diagnostic reasoning essential for nurse practitioner clinical practice. Focus will be on evidence-informed practice, culturally safe care, and critical inquiry as it applies to assessment and diagnosis of common health concerns in diverse clients and settings.		

Pre or Co-Requisite:	Pathophysiology-Pharmacology for Nurse Practitioner Practice II(Pre/co); Therapeutic Foundations for Nurse Practitioner Practice (Pre/Co)
Course Equivalent	Completion of both NURS 884: Advanced Health Assessment & Diagnostic Reasoning I and NURS 879: Advanced Health Assessment & Diagnostic Reasoning II

*Note: All times refer to Saskatchewan Time Zone

LAND ACKNOWLEDGMENT

As we engage in teaching and learning, we acknowledge that the University of Saskatchewan Saskatoon campus is *on Treaty Six Territory* and the *Homeland of the Métis*. We pay our respect to the First Nation and Métis ancestors of this place and reaffirm our relationship with one another. We recognize that many are attending this course from other traditional Indigenous lands and ask that you take a moment to make your own Land Acknowledgement to the peoples of those lands. In doing so, we are actively participating in reconciliation as we navigate our time in this course, learning and supporting each other.

LEARNING OUTCOMES

Learning outcomes and evaluation in the University of Saskatchewan NP program is based on the [Nurse Practitioner Entry-Level Competencies \(ELCs\)](#) as set out by the Canadian Council of Registered Nurse Regulators (CCRNRR) and the College of Registered Nurses of Saskatchewan (CRNS) as well as the [CRNS Nurse Practitioner Practice Standards](#). ELCs reflect the knowledge, skill and judgement required of a novice NP to provide safe, competent, ethical and compassionate care. Practice standards compliment ELCs as broad statements of the minimal requirements for safe and effective NP practice.

Specific learning outcomes for this course include:

1. Implement appropriate comprehensive and focused health assessments for diverse patient populations including: chart review, initial observations, reason for encounter, health history, physical exam, and consideration of individual patient factors (i.e. social determinants of health, cultural safety, developmental life stage) (NP ELCs, 1.1, 1.3, 1.4, 1.10)
2. Select appropriate diagnostic investigations and accurately interpret results. (NP ELCs 1.4, 1.5)
3. Analyze, synthesize, and interpret data from multiple sources (i.e. history, physical exam, diagnostic investigations, evidence-informed practice) to establish differential, must-not-miss, and most likely diagnosis. (NP ELC 1.5)
4. Apply communication skills to accurately relay client information including history, physical assessment findings, and diagnosis with other members of the health care team and the client. (NP ELCs 1.5, 1.9, 1.14)
5. Apply evidence-informed virtual care strategies to assess and diagnose health concerns. (NP ELC 1.5, 1.16)
6. Begin establishing a professional NP role identity as a clinician by engaging in learning activities that develop advanced competencies in assessment and diagnosis. (NP Practice Standards).

7. Apply strategies to create and enhance culturally safe care and respectful health care. (NP ELCs 1.3, 1.4, 1.10., 3.2)

UNIVERSITY OF SASKATCHEWAN GRADING SYSTEM FOR GRADUATE COURSES

Grading in this course follows the University of Saskatchewan College of Graduate and Postdoctoral Studies (CGPS) Literal Descriptors. The following describes the relationship between literal descriptors and percentage scores for courses in the College of Graduate Studies and Research:

90-100 Exceptional

A superior performance with consistent strong evidence of:

- a comprehensive, incisive grasp of subject matter;
- an ability to make insightful, critical evaluation of information;
- an exceptional capacity for original, creative and/or logical thinking;
- an exceptional ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently;
- an exceptional ability to analyze and solve difficult problems related to subject matter.

80-89 Very Good to Excellent

A very good to excellent performance with strong evidence of:

- a comprehensive grasp of subject matter;
- an ability to make sound critical evaluation of information;
- a very good to excellent capacity for original, creative and/or logical thinking;
- a very good to excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently;
- a very good to excellent ability to analyze and solve difficult problems related to subject matter.

70-79 Satisfactory to Good

A satisfactory to good performance with evidence of:

- a substantial knowledge of subject matter;
- a satisfactory to good understanding of the relevant issues and satisfactory to good familiarity with the relevant literature and technology;
- a satisfactory to good capacity for logical thinking;
- some capacity for original and creative thinking;
- a satisfactory to good ability to organize, to analyze, and to examine the subject matter in a critical and constructive manner;
- a satisfactory to good ability to analyze and solve moderately difficult problems.

60-69 Poor

A generally weak performance, but with some evidence of:

- a basic grasp of the subject matter;
- some understanding of the basic issues;
- some familiarity with the relevant literature and techniques;
- some ability to develop solutions to moderately difficult problems related to the subject matter;

- some ability to examine the material in a critical and analytical manner.

<60 Failure

An unacceptable performance.

Further information on literal descriptors for grading at the University of Saskatchewan can be found at: <https://students.usask.ca/academics/grading/grading-system.php#GradingSystem> Please note: There are different literal descriptors for undergraduate and graduate students.

ACADEMIC POLICIES

Students are expected to follow USask Policies. These can be found at: <http://policies.usask.ca>

USask Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at: <http://policies.usask.ca/policies/academic-affairs/academic-courses.php>

College of Nursing Graduate program policies can be found at: <https://nursing.usask.ca/policies/graduate.php>

USASK LEARNING CHARTER

The USask Learning Charter is defines aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at: http://www.usask.ca/university_secretary/LearningCharter.pdf

LEARNING ENVIRONMENT OVERVIEW

As a graduate degree, the USask NP program requires you to apply advanced-level thinking, analysis, critical evaluation, and self-directed learning. Course design is based on a professional, self-directed learning environment in which instructors facilitate and support your development of entry level NP competencies and graduate level learning outcomes (as defined by the [CASN National Nursing Education Framework](#) 2022). As an adult learner, you are expected to take responsibility for your own learning, identifying personal learning needs and activities to meet course learning outcomes.

Synchronous online seminars use Zoom as the videoconferencing platform for delivery. Although the classroom is online, the seminars are considered private USask classrooms, accessible only to students registered in the course. Online seminar etiquette, including professional behaviours and appearance, is expected of all seminar participants.

PROGRAM REQUIREMENTS AND CRITERIA THAT MUST BE MET TO PASS

- Completion of all course evaluation components
- Attendance at all mandatory seminars and/or labs (if applicable)
- Minimum 70% (pass) on essential course components*
- Overall final grade of 70% or higher in the course

* An essential component of a course must be passed in order to pass the course. Essential components for USask NP courses have been identified through curriculum mapping and are considered necessary for students to demonstrate attainment of course learning outcomes and/or foundational competencies necessary to progress within the program. All final exams, the comprehensive exam, major assignments, OSCEs and clinical evaluations are essential components. Additional essential components are course specific and identified in the course syllabus.

Please refer to the following College of Nursing Graduate program policies at:

<https://nursing.usask.ca/policies/graduate.php> for further details on academic requirements:

- Completion of Work
- Grade Assignment
- NP Program Progression and Remediation Policy
- NP Students Promotion and Graduation
- Supplemental and Deferred Exams

COURSE OVERVIEW

Building upon foundational RN health assessment competencies, this course supports development of advanced skills in history taking, physical examination, interpretation of diagnostic investigations and diagnostic reasoning. Applying culturally and patient centered communication strategies, students will learn to complete comprehensive and focused health histories for a variety of health concerns in patients across the lifespan. Skills development includes the selection and interpretation of appropriate assessment tools and techniques (e.g., physical exam, diagnostic investigations, screening tools, etc.) based on evidence-based practice and individual patient factors such as culture, developmental stage, and patient preferences. Through critical appraisal of health assessment data, physical exam findings and diagnostic test results, students will gain competency in applying the diagnostic process to formulate differential diagnosis, including prioritizing likely and critical diagnosis.

Learning strategies for this course align with [Bloom's Taxonomy](#) for learning, progressing beyond mere knowledge acquisition to encompass understanding, applying, analyzing, evaluating, and creating. Course activities include self-directed learning through required readings/media, virtual simulations, seminar discussion, case studies and clinical skills labs, providing a variety of different learning opportunities to develop, apply and evaluate competencies in health assessment and diagnosis.

COURSE SCHEDULE

The focus of the Advanced Health Assessment and Diagnostic Reasoning (AHAD) courses can be divided into three key areas:

1. **Health Assessment:** History and Physical Exam
2. **Diagnostic Investigations:** Selection and Interpretation
3. **Diagnostic Reasoning:** Critical appraisal of data to determine differential diagnosis

These components build on each other and are founded in patient-centered, culturally sensitive communication. Required readings/media are grouped into these three areas in an order that guides progressive knowledge acquisition. Therefore, you are encouraged to do the readings in the chronological order presented. It is important to complete pre-seminar readings/media **prior** to seminar, as seminar activities will focus on application of knowledge from these to clinical cases, and clarification of areas of uncertainty.

Course Resource Key

Health Assessment	
Assessment Text	Bickley, et al. (2021). <i>Bates' Guide to Physical Examination and History Taking</i> (13th ed). Wolters Kluwer.
Assessment Videos	<i>Bates' Visual Guide to Physical Examination</i> . (2022). Wolters Kluwer. *
Diagnostic Investigations	
Diagnostics Text	Nicoll, D., Lu, C.M., & McPheel, S.J. (2017). <i>Guide to Diagnostic Tests, 7th ed</i> . McGraw Hill Education. *eBook available for FREE through USask library AccessMedicine database
ECG Text	Garcia, T. B. (2014). <i>12-Lead ECG The Art of Interpretation, (2nd ed)</i> . Burlington, MA: Jones & Bartlett Learning.
Diagnostic Reasoning & Differential Diagnosis	
The Patient Hx	Henderson et al. (2012). <i>The Patient History: An Evidence-based Approach to Differential Diagnosis</i> . McGraw Hill. * This text focuses on health history taking to arrive at evidence based differential diagnosis. Read it prior to S2D which addresses a more advanced approach to differential diagnosis
S2D	Stern, et al. (2020). <i>Symptom to Diagnosis. An Evidence-Based Guide, (4th ed)</i> . McGraw-Hill Education. *

* Available online for FREE through USask library

Date & Topic	Required Readings/Media & Evaluation
Weeks 1-2 Foundations of Health Assessment & Diagnosis Bootcamp (? 2-days onsite)	Assessment Text (Bates') : Read Chapter 1. Approach to the Clinical Encounter, 2. Interviewing, Communication and Interpersonal Skills, 3. Health History, 4. Physical Exam, 8. General Survey, Vital Signs and Pain Assessment Videos (Bates') : Review 1. Head-to-Toe Assessment: Adult; 2. Head-to-Toe Assessment: Infant; 3. Head-to-Toe Assessment: Child; 5. General Survey and Vital Signs

<ul style="list-style-type: none"> • Course Orientation • Approach to the Client Encounter • Health Assessment • Diagnostic Reasoning 	<p>The Patient Hx: Read Chapter 1. History and Physical Examination: Art and Science; 2. Subtleties of Medical History Taking</p> <p>S2D: Read Part 1. Patient with a Problem</p> <p>i-Human Patient Virtual Simulation orientation Videos</p> <p>Harvey Learning Modules: https://wwwapps.usask.ca/harvey/ These online modules will teach you more about cardiopulmonary assessment, including abnormal heart sounds</p> <p>CANSim. (2021). Sexual Orientation and Gender Identity in Nursing (SOGI) Toolkit https://soginursing.ca/index.php/modules/students/ - Submit certificate of completion to Canvas by the last day of course</p> <p>Quiz #1 – Foundations of Health Assessment & Diagnosis</p>
<p>Week 3</p> <p>HENT Assessment & Diagnosis</p>	<p>Assessment Text (Bates): Review Chapter 11: Head and Neck, 12. Eyes, 13. Ears and Nose, 14. Throat and Oral Cavity</p> <p>Health Assessment Videos (Bates): Review 7. Head, Eyes, and Ears; 8. Nose, Mouth, and Neck</p> <p>The Patient Hx: Read Section III. Head, Eyes, Ears, Nose, and Throat</p> <p>S2D: Read Part 30. Sore Throat</p>
<p>Week 4</p> <p>Respiratory Assessment & Diagnosis</p>	<p>Health Assessment (Bates): Read Chapter 15. Thorax and Lungs</p> <p>Health Assessment Videos (Bates): Review 9. Thorax and Lungs; OSCE Clinical Skills Video 5: Cough, 10. Shortness of Breath, and 12. Child and Adolescent Asthma</p> <p>The Patient Hx: Read Section V. Respiratory System</p> <p>S2D: Read Part 10. Cough and Congestion; Part 15. Dyspnea; Part 33. Wheezing or Stridor</p> <p>Quiz #2 – HENT and Respiratory Assessment and Diagnosis</p>
<p>Week 5</p> <p>CVS Assessment & Diagnosis</p>	<p>Health Assessment (Bates): Read Chapter 16. Cardiovascular System</p> <p>Health Assessment Videos (Bates): Review 10. Cardiovascular System</p> <p>The Patient Hx: Read Section VI: Cardiovascular System</p> <p>Diagnostics Text: In Chapter 3. Lab Tests, read about the following tests: B-Type Natriuretic Peptide (BNP), Cholesterol, Creatine Kinase, D-Dimer, Lipoprotein(a), Potassium (K+), Triglycerides, Troponin I, Cardiac</p>

	<p>S2D: Read Part 9. Chest Pain</p> <p>Canadian Cardiovascular Society Update on the Assessment and Management of Syncope https://ccs.ca/guidelines-and-position-statement-library/</p> <p>Canadian Cardiovascular Position Statement on Familial hypercholesterolemia: Update 2018 https://ccs.ca/guidelines-and-position-statement-library/</p> <p>CCS Calculators and Forms. https://ccs.ca/calculators-and-forms/</p> <p>Familiarize yourself with:</p> <ul style="list-style-type: none"> • Cardiovascular Age + FRS Calculator (My Health Checkup), • Framingham Risk Score (FRS) <p>Computer-Based Simulation Case #1 – Due within 72 hours of class</p>
<p>Week 6</p> <p>ECG Interpretation</p>	<p>Garcia, T. B. (2014). <i>12-Lead ECG The Art of Interpretation, (2nd ed)</i>. Burlington, MA: Jones & Bartlett Learning. *If you own an ECG interpretation text from past experiences/courses this may suffice</p> <p>Quiz #3 – CVS Assessment & Diagnosis, ECG Interpretation</p>
<p>Week 7</p> <p>PVS Assessment & Diagnosis</p>	<p>Health Assessment (Bates’): Read Chapter 17. Peripheral Vascular System</p> <p>Health Assessment Videos (Bates’): Review 11. Peripheral Vascular System</p> <p>S2D: Read Part 17. Edema</p> <p>Canadian Cardiovascular Society 2022 Guidelines for Peripheral Arterial Disease (Section on Diagnosis and Screening) https://ccs.ca/guidelines-and-position-statement-library/</p> <p>Thrombosis Canada. https://thrombosiscanada.ca/clinicalguides/</p> <p>Review the following Guidelines and Risk Calculators:</p> <ul style="list-style-type: none"> • Deep Vein Thrombosis (DVT): Diagnosis • Superficial Thrombophlebitis (SVT), Superficial Vein Thrombosis • CHADS2 Score & CHA2DS2-VASc Score for a-fib Stroke Risk

	<ul style="list-style-type: none"> • HAS-BLED Score for Major Bleeding Risk • Wells' Criteria for DVT <p>Computer-Based Simulation Case #1 – Due within 72 hours of class</p>
<p>Week 8</p> <p>Dermatology Assessment & Diagnosis</p>	<p>Health Assessment (Bates’): Read Chapter 10. Skin, Hair, and Nails</p> <p>Health Assessment Videos (Bates’): Review 6. Skin</p> <p>The Patient Hx: Read Section IV: Dermatology</p> <p>S2D: Read Part 29. Rash</p> <p>American Academy of Dermatology. Basic Dermatology Curriculum. https://www.aad.org/member/education/residents/bdc</p> <p>Quiz #4 – PVS and Dermatology Assessment & Diagnosis</p> <p>Computer-Based Simulation Case #1 – Due within 72 hours of class</p>
<p>Week 9</p> <p>GI Assessment & Diagnosis</p>	<p>Health Assessment (Bates’): Read Chapter 19. Abdomen</p> <p>Health Assessment Videos (Bates’): Review 13. Abdomen</p> <p>The Patient Hx: Read Section VII: Gastrointestinal System</p> <p>Diagnostics Text: In Chapter 3. Lab Tests review the following tests. You do not need to memorize reference ranges or lab collection. Focus on understanding why you would order the test, and what abnormal results may indicate.</p> <p>Alanine Aminotransferase (ALT), Albumin, Alkaline Phosphatase (ALP), Amylase, Aspartate Aminotransferase (AST), Bilirubin, Celiac disease, Clostridium difficile toxins, Fecal Occult Blood Tests, Gamma-glutamyl transpeptidase (GGT), Helicobacter Pylori Tests, Hepatitis A virus antibody, Hepatitis B surface antigen, Hepatitis B surface antibody, Hepatitis B Core antibody, Hepatitis C virus antibody, Hepatitis C virus genotyping, Hepatitis C virus RNA, lipase</p> <p>Abnormal Liver Chemistry – Evaluation and Interpretation https://www2.gov.bc.ca/gov/content/health/practitioner-professional-resources/bc-guidelines/abnormal-liver-chemistry</p> <p>Infectious Diarrhea - Guideline for Ordering Stool Specimens https://www2.gov.bc.ca/gov/content/health/practitioner-professional-resources/bc-guidelines/infectious-diarrhea</p>

	<p>Hepatitis B Serology Results and Interpretation https://www2.gov.bc.ca/assets/gov/health/practitioner-pro/bc-guidelines/viralhepatitistesting-appendix3.pdf</p> <p>S2D: Read Part 3. Abdominal Pain, Part 13. Diarrhea; Part 19. GI Bleeding</p> <p>Computer-Based Simulation Case #1 – Due within 72 hours of class</p>
<p>Week 10</p> <p>Pediatric Assessment & Diagnosis</p>	<p>Health Assessment (Bates’): Read Chapter 25. Children: Infancy through Adolescence</p> <p>Canadian Pediatric Society. Promoting optimal monitoring of child growth in Canada: Using the WHO growth charts. http://www.cps.ca/tools-outils/who-growth-charts</p> <p>Rourke Record: https://www.rourkebabyrecord.ca/downloads</p> <p>WHO Canadian Growth Charts: https://www.rourkebabyrecord.ca/growth_charts.asp</p> <p>Canadian Pediatrics Society. (2016). Greig Health Record: Available at: https://cps.ca/en/tools-outils/greig-health-record</p> <p>Canadian Pediatric Society (2018). Guidelines for detection, management, and prevention of hyperbilirubinemia in term and late preterm newborn infants. Available at: https://cps.ca/en/documents/position/hyperbilirubinemia-newborn</p> <p>Zwaigenbaum, L., Brian, J.A., Ip, A., Canadian Pediatric Society, Autism Spectrum Disorders Guidelines Task Force. (2019). Early detection for autism spectrum disorder in young children. <i>Pediatric Child Health</i>, 24(7), 424-432. Found at: https://cps.ca/en/documents/position/asd-early-detection</p> <p>Quiz #5 – GI and Pediatric Assessment & Diagnosis</p>
Final Exam	Virtual OSCE: Health History Taking

INSTRUCTOR INFORMATION:

Title

Name:

Email:

Office Phone:

Mobile: (urgent matters only)

Title

Name:**Email:****Office Phone:****Mobile:** (urgent matters only)

Office Hours: As posted on Canvas Zoom meetings. Students are encouraged to attend office hours to clarify questions about course materials. If you would prefer a private meeting, please send a Canvas message outlining the reason for the meeting and two days/times you are available to meet.

Email Communication: University of Saskatchewan email addresses will be used for email communication within this course. Instructors will review and respond to messages within 48 hours, **with the exception of weekends and holidays** during which time regular monitoring of email cannot be guaranteed.

Urgent Concerns (requiring attention within 1-2 hours): Please call or send a text message

REQUIRED RESOURCES

Required readings and media for this course are outlined in the Class Schedule. Readings come from program textbooks, peer-reviewed evidence based articles, and other electronic medical sources. Assigned readings and resources were carefully selected to address course learning outcomes. Relevant national and provincial documents as well as journal articles complement and supplement course textbooks, providing Canadian and regional context on theoretical, regulatory, political and practice considerations for nurse practitioners. Given the evolving landscape of policy, regulation and evidence-based practice, additions to the course reading list may occur during the term to introduce new and relevant literature. Any changes to the reading list will be communicated to students through a Canvas announcement.

TEXTBOOKS

Bickley, L.S., Szilagyi, P.G., Hoffman, R.M., & Rainier, S. (Eds.) (2021). **Bates' Guide to Physical Examination and History Taking** (13th ed). Wolters Kluwer.

Bates' Visual Guide to Physical Examination. Wolters Kluwer. **FREE access through USask library*

Garcia, T.B. (2014). **12-Lead ECG. The Art of Interpretation (2nd ed).** Jones & Bartlett Learning. **If you own an ECG interpretation text from past experiences courses, this may suffice.*

Henderson, M.C., Tierney, L.M., Smetana, G.W. (Eds). (2012). **The Patient History: An Evidence-based Approach to Differential Diagnosis.** McGraw Hill. **eBook available for FREE through USask library AccessMedicine database*

i-Human Patient by Kaplan – instructions for purchasing access to this online simulation program will be posted on the course Canvas website

Nicoll, D., Lu, C.M., & McPheel, S.J. (2017). **Guide to Diagnostic Tests, 7th ed.** McGraw Hill Education. **eBook available for FREE through USask library AccessMedicine database*

Sexual Orientation and Gender Identity in Nursing (SOGI) Toolkit

<https://soginursing.ca/index.php/modules/students/> * Save your certificates of completion and submit these to Canvas.

Stern, S.D.C., Cifu, A.S., & Altkorn, D. (2020). **Symptom to Diagnosis. An Evidence-Based Guide (S2D) (4th ed)**. McGraw-Hill Education. *eBook available for FREE through USask library AccessMedicine database

PROVINCIAL DOCUMENTS

College of Registered Nurses of Saskatchewan (CRNS) Bylaws. <https://www.crns.ca/about-us/how-we-govern/act-bylaws/>

CRNS NP Entry-level Competencies (ELC)s <https://www.crns.ca/nursing-practice/nursing-practice-resources/rnp-resources/>

CRNS NP Practice Standards <https://www.crns.ca/nursing-practice/nursing-practice-resources/rnp-resources/>

CRNS Nurse Practitioner Practice Guidelines <https://www.crns.ca/nursing-practice/nursing-practice-resources/rnp-resources/>

***Students not residing in Saskatchewan are required to familiarize themselves with the NP entry-level competencies, practice standards and guidelines in the jurisdiction where they are practicing.**

ELECTRONIC RESOURCES

Dynamed. A clinical reference tool with clinically-organized summaries for nearly 3,000 topics, this is an evidence-based reference intended to answer clinical questions at the point of care for health care professionals. A DynaMed app can be downloaded to your mobile device. Free for students to access through the University of Saskatchewan Library.

SHIRP: The Saskatchewan Health Information Resources Partnership ([SHIRP](#)) provides access to a comprehensive suite of online health information resources for all health practitioners in Saskatchewan. Practice areas include medicine, nursing, pharmacy, psychology, and therapy. The SHIRP digital library includes health databases, full-text journals, and books, and two clinical decision-support tools.

VisualDx. VisualDx is a web-based system that assists "in the identification of dermatologic, infectious, genetic, metabolic, nutritional and occupational diseases, benign and malignant growths, drug-induced conditions, and other injuries." Free for students to access through the University of Saskatchewan Library.

GRADING SCHEME

Evaluation Component	Date	Grade Weight
Foundations of Health Assessment Bootcamp	Weeks 1-2 (2-3 days)	Complete/Incomplete
CAN-Sim SOGI Certificate	Due by last day of course	Complete/Incomplete
Computer-Based Simulation Cases	Week 5, 7, 8, 9	30%

Quizzes	Weeks 2, 4, 6, 8, 10	40%
Virtual OSCE Station	Week 11	30%
Total		100%

*Essential components. Passing grade of $\geq 70\%$ required

EVALUATION COMPONENTS

FOUNDATIONS OF HEALTH ASSESSMENT BOOTCAMP

Value: Complete/Incomplete

Due Date: Weeks 1-2 (Exact Dates TBD)

Type: The onsite bootcamp provides opportunity to begin developing foundational skills in advanced health assessment, including history taking, physical exam and diagnostic reasoning, through intensive hands-on-practice with instructor and peer feedback.

Description: You will attend a 2-day onsite skills lab in Saskatoon, participating in learning activities to develop your skills in advanced health assessment and diagnostic reasoning. This skills lab also facilitates development of peer networking and support, which many students find beneficial given the online nature of the NP program. Specific skills addressed during this week include comprehensive and focused health history taking, the head-to-toe exam (review of RN competencies), basic pediatric assessment, and diagnostic reasoning. You will also be introduced to the computer-based-simulation program that will be used in this course, and have opportunity to further develop skills in advanced communication through practice in mock patient encounters.

Learning Outcomes Addressed: 1, 3, 4, 6, 7

CAN-SIM SEXUAL ORIENTATION AND GENDER IDENTITY (SOGI) IN NURSING CERTIFICATE

Value: Complete/Incomplete

Due Date: By last day of class

Type: Online Learning Modules with Virtual Simulation to advance knowledge and ability to apply principles of equity, diversity and inclusion to client interactions.

Description: You will complete the CAN-Sim Sexual Orientation and Gender Identify in Nursing (SOGI) toolkit (<https://soginursing.ca/>) to advance your competency providing safe, respectful and inclusive care to patients, considering sexual orientation and gender identity. This toolkit consists of five lessons including four Virtual Simulation Games. It will take approximately 3 hours to complete. **Upon completion of all learning activities save and submit your course completion certificate to the NURS 884 Canvas site.**

Learning Outcomes Addressed: 1, 4, 7

COMPUTER-BASED SIMULATION CASES

Value: 30%

Due Date: Week 5, 7, 8, and 9

Type: Computer-Based simulation is used to support development of advanced health assessment and diagnostic reasoning skills.

Description: Throughout the term you will participate in several computer-based simulations using the program i-Human Patient. Prior to submitting a case for evaluation, you will have opportunity to work through a case in class, obtaining feedback from your instructor(s), as well as to do practice cases (self-directed). You will be graded on four (4) assigned cases, with your top three (3) grades included in the calculation of your grade for this component. Assigned evaluation and practice cases will be posted on the course Canvas site.

Use of computer-based simulations provide hands-on opportunity to develop skills in obtaining essential information from the health history, selecting appropriate physical exam, determining necessary diagnostic investigations, and interpreting data to arrive at differential diagnosis. Pre-briefing and post-briefing with instructors, as well as feedback provided by the computer-program, further enhance learning through ongoing formative feedback that can be applied to refine skills development. Please note the purpose of these simulations is not to develop and evaluate therapeutic communication skills, as these skills are better assessed and evaluated through authentic real-person interactions, which you will have the opportunity to participate in in other learning activities integrated throughout your program.

Learning Outcomes Addressed: 1, 2, 3, 6

QUIZZES

Value: 40% - 10% each with lowest grade dropped

Date: Weeks 2, 4, 6, 8, 10 at the end of class

Length: 30 minutes each

Type: Bi-weekly quizzes to evaluate knowledge of health assessment, diagnostic investigations, and diagnostic reasoning related to course content.

Description: Every other week at the end of class there will be a 20-minute quiz, evaluating competencies in health assessment and diagnostic reasoning from weekly readings, seminars and learning activities. Each quiz will consist of 20 questions, which may be a mixture of multiple choice, short-answer, True/False and matching questions. Topics covered in quizzes and scheduling is outlined below. Only the highest four (4) grades on quizzes will be counted towards the final grade, giving students the opportunity to drop their lowest quiz grade.

Quiz & Date	Topics Covered
Quiz #1 – Week 2	Foundations of Health Assessment & Diagnosis and Bootcamp
Quiz #2 – Week 4	HENT & Respiratory Assessment & Diagnosis
Quiz #3 – Week 6	CVS Assessment & Diagnosis, ECG Interpretation
Quiz #4 – Week 8	PVS & Dermatology Assessment & Diagnosis
Quiz #5 – Week 10	GI and Pediatric Assessment & Diagnosis

Learning Outcomes Addressed: 1, 2, 3

VIRTUAL OSCE STATION

Value: 30%

Date: Week 11

Length: 30 minutes

Type: The Objective Structured Clinical Exam (OSCE) is a practical exam that evaluates your developing competencies in health history taking and diagnostic reasoning through a virtual simulated patient encounter.

Description: You will complete a 30-minute virtual OSCE, demonstrating your competencies collecting and interpreting health assessment data in a simulated patient encounter. During the simulated encounter, an actor will take on the role of patient, presenting with a health concern covered in the course. You will collect a health history related to their presenting concern over Zoom and answer three post-encounter questions related to the case (i.e. naming diagnostic investigations you would order, differential diagnosis with rational, physical examinations relevant to the encounter). You will be evaluated by an NP examiner using a standardized checklist to identify what competencies in assessment and diagnosis you complete accurately. Please see the OSCE manual for further details on OSCE.

Learning Outcomes Addressed: 1, 2, 3, 4, 5, 6, 7

SUBMITTING ASSIGNMENTS

Assignments will be submitted in electronic format in Canvas, unless otherwise specified.

LATE ASSIGNMENTS

As per graduate program policy (<https://nursing.usask.ca/policies/graduate.php>):

1. Assignments will be graded according to the College of Graduate & Postdoctoral Studies Grading Scale and Literal Descriptors. Students must submit all required assignments before or on the specified dates. Late submission without the professor's prior consent (extension granted) will result in a deduction of 5% of the assignment grade per calendar day and a grade of 0% for all unexcused assignments submitted five business days after the assignment deadline.
2. Students are required to complete all course components to receive credit for a course.
3. Unless other arrangements have been made with the course facilitator, the last day for acceptance of assignments will be communicated in each course syllabus.

ATTENDANCE EXPECTATIONS

Regular, punctual attendance and active participation at scheduled seminars is expected. Seminar and/or lab activities may be designated as mandatory in the course syllabus and absenteeism from these activities may result in the inability to meet course requirements and therefore failure in the course. If you will be absent from a scheduled learning activity through no fault of your own (e.g., illness, bereavement), please contact your instructor as soon as possible to discuss if and how missed time will be addressed. Students are required to have appropriate technology, including a headset with microphone, webcam and reliable high speed internet to facilitate participation in online learning activities.

EXAM POLICIES, PROCEDURES AND GUIDELINES

The midterm and final exam in this course must be done on the date and time scheduled. If a student is unable to write an exam through no fault of their own (e.g., for medical reasons), they should notify their instructor as soon as possible. With proper documentation (e.g., doctors note) an opportunity to write the missed exam may be given in compliance with [University Policy on Supplemental and Deferred Examination](#). Please review all examination policies and procedures to familiarize yourself with expectations: <https://cgps.usask.ca/policy-and-procedure/Academics/examinations.php>

NP PROGRAM EXAM PROCEDURES



All tests/exams, unless otherwise specified in the syllabus, will be written individually, online, with remote proctoring using video conferencing (e.g., Zoom®). You are required to have a reliable internet connection and a webcam that can be positioned to provide a side view (e.g., webcam on a tripod, separate device with a webcam). Throughout the exam your webcam

should be positioned to capture your side profile, including your upper torso, head, desktop and computer screen. (See example picture).

Unless otherwise specified, use of mobile or other electronic devices, other than the exam program, is not permitted during exams. Please refer to [University of Saskatchewan Exam writing procedures](#). The online exam sessions will be recorded. Once the course is completed, the recorded sessions will be deleted.

EXAM GUIDELINES

Although students will write the exams from their home computer using remote invigilation, it is the University's expectation that students approach the exam as though they were writing an in-person invigilated exam. In addition to the [University of Saskatchewan Exam Regulations](#) students are expected to follow these guidelines:

1. Students are expected to start their exam at the scheduled start time. ***Please log in a minimum 15 minutes early to ensure you are on time and your technology is working.***
2. Students starting the exam later than 30-minutes after the start of the examination may be denied the opportunity to sit the exam.
3. At the end of the scheduled examination time, the exam software will automatically close the exam.
4. Students are expected to go to the washroom prior to the exam to minimize disruptions.
5. Students who need to get up and move out of the camera view for any reason (e.g., address an urgent issue, washroom break) must clearly indicate the reason to the invigilator prior to moving and return to the exam as quickly as possible.
6. Students are not permitted to have any books, notes, calculators or electronic devices other than those being used for the exam/invigilation near them during the exam. This includes cell phones, tablets, iPods, etc. The notes, calculator, text highlighting, and missing answer reminder functions will be enabled on Examsoft to facilitate any necessary note taking.
7. Communicating with any other individual (other than to speak to the screen for invigilation purposes) is not permitted during the exam.
8. Prior to or during an exam, the invigilator may ask a student to pan the room with their webcam, to confirm exam guidelines are being met (e.g., student is alone, there are no accessible textbooks or electronics).
9. Students should wear clothing acceptable in an in-person environment.
10. Students should avoid using inappropriate language.
11. Students may have water and a small snack for the exam, but these items must be in place before the exam begins. Students are not allowed to take breaks to get food or drinks.
12. Students should avoid whispering or talking to themselves during the exam. Any student found talking during an exam will have their microphone turned on by the invigilator.

13. Students need to ensure their webcam lens is clean prior to the exam and that the angle of the webcam allows proper viewing of the upper torso, head, desk and computer screen. Students also need to ensure lighting is appropriate to allow the invigilator to see their face.
14. Students should not change rooms while writing an exam, unless for urgent reasons. Students should explain the reason for changing rooms to the invigilator prior to moving.
15. Students should write the exam in a private space (e.g., home office or kitchen table).

STUDENT FEEDBACK

Students are encouraged to provide feedback on the instructor and course at the end of the term. Students will receive a PAWS email with links to an online course evaluation survey. Results of the survey will contribute to course changes and instructor feedback for course delivery.

COPYRIGHT

Course materials are provided to you based on your registration in a class, and anything created by your professors and instructors is their intellectual property, unless materials are designated as open education resources. This includes exams, PowerPoint/PDF slides and other course notes. Additionally, other copyright-protected materials created by textbook publishers and authors may be provided to you based on license terms and educational exceptions in the Canadian Copyright Act (see <http://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>).

Before you copy or distribute others' copyright-protected materials, please ensure that your use of the materials is covered under the University's Fair Dealing Copyright Guidelines available at <https://library.usask.ca/copyright/general-information/fair-dealing-guidelines.php>. For example, posting others' copyright-protected materials on the open web is not covered under the University's Fair Dealing Copyright Guidelines, and doing so requires permission from the copyright holder.

For more information about copyright, please visit <https://library.usask.ca/copyright/index.php> or contact the University's Copyright Coordinator at <mailto:copyright.coordinator@usask.ca> or 306-966-8817.

RECORDING OF THE COURSE

At the University of Saskatchewan, the classroom is considered a private setting. Recording of lectures without the written consent of the instructor is prohibited. Students registered with AES who have been assessed as benefiting from lecture recordings may record lectures after informing the instructor and confirming the need to maintain the integrity of the use of the recording for their own learning needs (the recording cannot be copied, distributed or shared with other students and all recordings will be destroyed after completion of the course in each academic term).

EXAMINATIONS WITH ACCESS AND EQUITY SERVICES (AES)

Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to register with Access and Equity Services (AES) if they have not already done so. Students who suspect they may have disabilities should contact AES for advice and referrals. In order to access AES programs and supports, students must follow AES policy and procedures. For more information, check www.students.usask.ca/aes, or contact ES at 306-966-7273 or aes@usask.ca.

Students registered with AES may request arrangements for mid-term and final examinations by contacting their course instructor directly. Requests are NOT made through Accommodate as all exams are written online.

INTEGRITY IN A REMOTE LEARNING CONTEXT

Although teaching and learning online is a different environment than a traditional classroom, the rules and principles governing academic integrity remain the same. If you have questions about what may or may not be permitted, ask your instructor. Students have found it especially important to clarify rules related to exams administered remotely and to follow these carefully and completely.

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

Scholarship, including development of scholarly writing skills, is an essential learning outcome of Masters level nursing education ([CASN, 2022](#)). In order to effectively develop and evaluate student writing skills, students are expected to create and submit their own original assignments. In addition to the definition and examples of Academic Misconduct outlined in the [University of Saskatchewan Academic Misconduct Regulations](#), students are not permitted to use of Artificial Intelligence (AI) text generators (such as ChatGPT) for assessments (e.g., written assignments, open book exams, other evaluations) .

All students should read and be familiar with the Student Academic Misconduct Regulations (<https://governance.usask.ca/student-conduct-appeals/academic-misconduct.php>) as well as the Standard of Student Conduct in Non-Academic Matters and Procedures for Resolution of Complaints and Appeals (<https://governance.usask.ca/student-conduct-appeals/non-academic-misconduct.php>)

For more information on what academic integrity means for students see: <https://academic-integrity.usask.ca/>

STUDENT SUPPORTS

STUDENT LEARNING SERVICES

Student Learning Services (SLS) offers assistance to USask undergraduate and graduate students. For information on specific services, please see the SLS website: <https://library.usask.ca/studentlearning/>

STUDENT AND ENROLMENT SERVICES DIVISION

The Student and Enrolment Services Division (SESD) focuses on providing developmental and support services and programs to students and the university community. For more information, see the students' web site <http://students.usask.ca>.

FINANCIAL SUPPORT

Any student who faces challenges securing their food or housing and believes this may affect their course performance is urged to contact Student Central (<https://students.usask.ca/student-central.php>).

ABORIGINAL STUDENTS' CENTRE

The Aboriginal Students' Centre (ASC) is dedicated to supporting Aboriginal student academic and personal success. The centre offers personal, social, cultural and some academic supports to Métis, First Nations, and Inuit students. The centre is also dedicated to intercultural education, bringing Aboriginal and non-Aboriginal students together to learn from, with and about one another in a respectful, inclusive and safe environment. Students are encouraged to visit the ASC's Facebook page (<https://www.facebook.com/aboriginalstudentscentre/>) to learn more.

RECOMMENDED TECHNOLOGY FOR REMOTE LEARNING

Students are reminded of the importance of having the appropriate technology for remote learning. The list of recommendations can be found at <https://nursing.usask.ca/technology/overview.php>

GUIDELINES FOR COMMUNICATION

Respectful written and verbal communication are an expectation for students and instructors. Please view the following USask guidelines on Netiquette:

<https://teaching.usask.ca/documents/gmctl/netiquette-usask-detailed-270720.pdf>

As Registered Nurses, you are accountable to your governing body professional standards and regulation. This includes the [CNA Code of Ethics](#), and other regulatory standards such as those on [Professional Boundaries](#) and [Social Media](#). You are encouraged to review these regulations as necessary.

SYLLABUS CHANGES

The instructor reserves the right to make changes to the syllabus reading material and seminar schedule to accommodate scheduling of guest lectures or clinical updates. If changes are made students will be


contacted by email, using their USask email address, and a posting will be placed in the course Canvas site. It is the students' responsibility to routinely check their USask email and Canvas.

TECHNICAL SUPPORT

If you need assistance with technical support, contact IT services help desk or the College of Nursing IT services. itsupport@usask.ca or 306-966-2222

ACKNOWLEDGEMENTS

Contributions to this course were provided by **[insert names]**.

 UNIVERSITY OF SASKATCHEWAN	New Course Proposal & Creation Form
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1. Approval by Department Head or Dean

- 1.1 College or School with academic authority: **COLLEGE of GRADUATE AND POSTDOCTORAL STUDIES**
- 1.2 Department with academic authority: **NURSING**
- 1.3 Term from which the course is effective: **September 2026**

2. Information required for the Catalogue

- 2.1 Label & Number of course: **NURS 835**
- 2.2 Academic credit units: **3**
- 2.3 Course Long Title (maximum 100 characters): **Advanced Health Assessment & Diagnostic Reasoning II**
Course Short Title (maximum 30 characters): **AHAD II**
- 2.4 Total Hours: Lecture **Seminar – 36 hours** Lab – **16 hours**
Tutorial Other
- 2.5 Weekly Hours: Seminar **3-4 hrs** Lab **16 hours over 2 days**
- 2.6 Term in which it will be offered: **T3** T1 T2 T1 or T2 T1 and T2
- 2.7 Prerequisite: **Advanced Health Assessment & Diagnostic Reasoning I (NURS 834)**

If there is a prerequisite waiver, who is responsible for signing it? **Not applicable**

D – Instructor/Dept Approval

H – Department Approval

I – Instructor Approval

- 2.8 Catalogue description (150 words or less): **This course builds on students' knowledge and skills from Advanced Health Assessment and Diagnostic Reasoning I, to further develop advanced competencies in health assessment and diagnostic reasoning essential to nurse practitioner clinical practice. Focus will be on evidence-informed practice, culturally safe care, and critical inquiry as it applies to assessment and diagnosis of common health concerns in diverse clients and settings.**

- 2.9 Do you allow this course to be repeated for credit? **NO**

3. Please list rationale for introducing this course:

This course has been developed to ensure graduates of the Master of Nursing-Nurse Practitioner program meet the new entry level competencies developed by the regulatory body (College of Registered Nurses of Saskatchewan).

4. Please list the learning objectives for this course:

Learning outcomes and evaluation in the University of Saskatchewan NP program is based on the [Nurse Practitioner Entry-Level Competencies \(ELCs\)](#) as set out by the Canadian Council of Registered Nurse Regulators (CCRNRR) and the College of Registered Nurses of Saskatchewan (CRNS) as well as the [CRNS](#)

[Nurse Practitioner Practice Standards](#). ELCs reflect the knowledge, skill and judgement required of a novice NP to provide safe, competent, ethical and compassionate care. Practice standards compliment ELCs as broad statements of the minimal requirements for safe and effective NP practice.

Specific learning outcomes for this course include:

1. Implement appropriate comprehensive and focused health assessments for diverse patient populations including: chart review, initial observations, reason for encounter, health history, physical exam, and consideration of individual patient factors (i.e. social determinants of health, cultural safety, developmental life stage) (NP ELCs, 1.1, 1.3, 1.4, 1.10)
 2. Select appropriate diagnostic investigations and accurately interpret results. (NP ELCs 1.4, 1.5)
 3. Analyze, synthesize, and interpret data from multiple sources (i.e. history, physical exam, diagnostic investigations, evidence-informed practice) to establish differential, must-not-miss, and most likely diagnosis. (NP ELC 1.5)
 4. Apply communication skills to accurately relay client information including history, physical assessment findings, and diagnosis with other members of the health care team and the client. (NP ELCs 1.5, 1.9, 1.14)
 5. Apply evidence-informed virtual care strategies to assess and diagnose health concerns. (NP ELC 1.5, 1.16)
 6. Begin establishing a professional NP role identity as a clinician by engaging in learning activities that develop advanced competencies in assessment and diagnosis. (NP Practice Standards).
 7. Apply strategies to create and enhance culturally safe care and respectful health care. (NP ELCs 1.3, 1.4, 1.10., 3.2)
5. **Impact of this course**
 Are the programs of other departments or Colleges affected by this course? **NO**
 If so, were these departments consulted? (Include correspondence)
 Were any other departments asked to review or comment on the proposal?
6. **Other courses or program affected** (please list course titles as well as numbers)
- 6.1 Courses to be deleted? **NURS 879: Advanced Health Assessment and Diagnostic Reasoning II**
 - 6.2 Courses for which this course will be a prerequisite? **NURS 837: Nurse Practitioner Role Development I and NURS 840: Nurse Practitioner Clinical Residency I**
 - 6.3 Is this course to be required by your majors, or by majors in another program? **This course is required for students in the Master of Nursing-Nurse Practitioner program only.**
7. **Course outline**
 (Weekly outline of lectures or include a draft of the course information sheet.)

Dates & Topics	Required Readings/Media & Evaluation
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<p>Week 1</p> <p>Course Orientation</p> <p>Diagnostic Reasoning (Review)</p> <p>Mental Health</p>	<p>Rajkomar, A., & Dhaliwal, G. (2011). Improving diagnostic reasoning to improve patient safety. <i>The Permanente Journal</i>, 15(3), 68-73. 10.7812/tpp/11-098.</p> <p>Sackett, D.L. (1992). A Primer on the precision and accuracy of the clinical examination. <i>JAMAevidence</i>. * Free access through USask Library. While this article is dated, it remains relevant.</p> <p>Shreffler, J., & Huecker, M.R. (2022). Diagnostic Testing Accuracy: Sensitivity, Specificity, Predictive Values and Likelihood Ratios. <i>StatPearls [Internet]</i>. https://www.ncbi.nlm.nih.gov/books/NBK557491/</p> <p>Assessment Text (Bates'): Read Chapter 9. Cognition, Behaviour, and Mental Status</p> <p>Patient Hx: Read Section XII. Psychiatry</p> <p>Mental Health Screening Tools – Familiarize yourself with the following more common mental health screening tools:</p> <ul style="list-style-type: none"> • Adverse Childhood Experiences (ACES) • Eating Attitudes Test (EAT-26) • Patient Health Questionnaire (PHQ-9) • Generalized Anxiety Disorder (GAD-7) • ADHD screening tools (SNAP-26, ASRS) • AUDIT-C for Alcohol Use Disorders • CAGE Questionnaire for Alcohol Use • Pediatric Symptom Score (PSC-17) <p>Levis, B., Benedetti, A., Thombs, B.D. (2019). Accuracy of the patient health questionnaire-9 (PHQ-9) for screening to detect major depression: individual participant meta-analysis. <i>British Medical Journal</i>, 365, 1-11. 10.1136/bmj11476. Retrieved from: https://www.bmj.com/content/365/bmj.11476</p>
<p>Week 2</p>	<p>Assessment Text (Bates'): Read Chapter 24. Nervous System</p> <p>Assessment Videos (Bates'): Review 17. Nervous System: Cranial Nerves and Motor System</p>

Neurological Assessment & Diagnosis	<p>The Patient Hx: Review Section XI: Neurology</p> <p>S2D: Read Part 14. Dizziness, 20. Headache</p> <p><i>Concussion Awareness Training Tool for Medical Professionals</i> https://rise.articulate.com/share/WkREEc3yPBwBPLyP92r-7NfqKU_0qLv#/lessons/5Fm3NMJtas2FwA12k14IkV3dkZP4aLD6</p> <p>Computer-Based Simulation Evaluation #1</p>
<p>Week 3</p> <p>Musculoskeletal Assessment & Diagnosis</p>	<p>Assessment Text (Bates): Read Chapter 23. Musculoskeletal System</p> <p>Assessment Videos (Bates): Review 16. Musculoskeletal System</p> <p>The Patient Hx: Review Section X. Musculoskeletal</p> <p>S2D: Read Part 7. Low Back Pain, 27. Joint Pain</p> <p>Centre for Effective Practice (CEP). CORE Back Tool. https://cep.health/clinical-products/low-back-pain/</p> <p>Saskatchewan Spine Pathway's Assessment and Management of Low Back Pain online course. Registration is FREE for both SHA and non-SHA employees. Click HERE to register.</p> <p>Computer-Based Simulation Evaluation #2</p>
<p>Week 4</p> <p>Radiology</p>	<p>Undergraduate Diagnostic Imaging Fundamentals: Review Chapter 1: Introduction, 2: Principles of Radiation Biology and Radiation Protection. 3. Principles of Imaging Techniques, 5. Approach to Reviewing X-ray Imaging, 9. Chest, 14. Musculoskeletal, 17. Normal Reference Images, Unlabelled and Labelled</p> <p>Ottawa Ankle Rules http://www.ohri.ca/emerg/cdr/ankle.html</p> <p>Ottawa Knee Rules http://www.ohri.ca/emerg/cdr/knee.html</p> <p>Critical Analysis of Diagnostic Tool Presentations</p>
<p>Week 5</p> <p>GU Assessment & Diagnosis</p>	<p>Assessment Text (Bates): Read Chapters 18. Breasts and Axillae, 20. Male Genitalia, 21. Female Genitalia, 22. Anus, Rectum, and Prostate</p>

	<p>Assessment Videos (Bates): Review 12. Breasts and Axillae, 14. Male Genitalia, Rectum, Anus, and Prostate, 15. Female Genitalia, Anus, and Rectum</p> <p>Diagnostics Text: In Chapter 3. Lab Tests read about the following tests: Albumin – urine, Blood urea nitrogen (BUN), BRCA1 and BRC2 Genotyping, Creatinine, serum or plasma, Creatinine clearance, Estradiol, Follicle-Stimulating Hormone (FSH), Glomerular Filtration Rate, estimated (eGFR), Luteinizing hormone (LH), Prolactin, Prostate Specific Antigen (PSA), Syphilis – serologic testing, Testosterone</p> <p>The Patient Hx: Review Section VII. Genitourinary System, IX. Women’s Health</p> <p>S2D: Read Part 16. Dysuria, 21. Hematuria</p> <p>Robinson, J.L., Lang, M.E., Bortolussi, R. & the Canadian Paediatric Society (2020). <i>Urinary tract infections in infants and children: Diagnosis and management.</i> https://www.cps.ca/en/documents/position/urinary-tract-infections-in-children https://www.canada.ca/en/publichealth/services/infectious-diseases/sexual-health-sexually-transmitted-infections/canadian-guidelines/sexually-transmitted-infections.html Review the sexually transmitted and blood-borne infection (STBBI) guides with a focus on assessment, diagnosis and prevention</p> <p>Computer-Based Simulation Evaluation #3</p>
<p>Week 6</p> <p>Antenatal Assessment & Diagnosis</p>	<p>Assessment Text (Bates): Read Chapter 26. Pregnant Woman</p> <p>Jarvis Physical Examination and Health Assessment – Head-to-Toe Examination of the Pregnant Woman (available through CON Virtual Lab https://nursing.usask.ca/virtual-lab/all-videos.php</p> <p>Diagnostics Text: In Chapter 3. Lab Tests read about the following tests: ABO Typing, Anti-body Screen, Beta-hCG</p> <p>Public Health Agency of Canada (2021). Family-centred maternity and newborn care: National guidelines. https://www.canada.ca/en/public-health/services/maternity-newborn-care-guidelines.html Read: Chapter 2: Preconception care, 3: Care during pregnancy, 5. Postpartum care</p> <p>Look up and review your provincial prenatal record. For example: Saskatchewan Prenatal Record</p> <p>Perinatal Services BC. Early Prenatal Care Summary and Checklist for Primary Care Providers</p> <p>Postpartum and Newborn Care Summary Checklist for Primary Care Providers</p>

	<p>Prenatal Screening Ontario (website). Provider Resources. https://www.prenatalscreeningontario.ca/en/psa/requisitions-and-provider-tools/provider-resources.aspx</p> <p>Review Leaflet on Prenatal Genetic Screening, Non-invasive Prenatal Testing, How to Get Enhanced First Trimester Screening, Prevalence of Chromosome Differences, Prenatal Screening Pathway, Prenatal Testing Timeline.</p> <p>Society of Obstetricians and Gynecologists of Canada (SOGC) guidelines. Accessible from U of S library through the <i>Journal of Obstetrics and Gynecology Canada (JOGC)</i>. Review the following with a focus on prevention, assessment, and diagnostics relevant to primary care providers:</p> <ul style="list-style-type: none"> • Committee Opinion No. 418: The Complete 11-14 Week Prenatal Sonographic Examination (2021) • Guideline No. 410: Prevention, Screening, Diagnosis, and Pregnancy Management for Fetal neural Tube Defects (2021) • Guideline No. 393: Diabetes in Pregnancy (2019) • Guideline No. 375: Clinical Practice Guideline on the Use of First Trimester Ultrasound (2019) • Guideline No. 405: Screening and Counselling for Alcohol Consumption During Pregnancy (2019) <p>Computer-Based Simulation Evaluation #4</p>
<p>Week 7</p> <p>Older Adult Assessment & Diagnosis</p>	<p>Assessment Text (Bates’): Read Chapter 27. Older Adult</p> <p>Assessment Videos (Bates’): Review 4. Head-to-Toe Assessment: Older Adult</p> <p>The Patient Hx: Review Chapter 58. Confusion, 59. Memory Loss</p> <p>S2D: Read Part 11. Delirium or Dementia</p> <p>Falk, N., Cole, A., & Meredith, T.J. (2018). Evaluation of suspected dementia. <i>American Family Physician</i>, 15(97): 398-405. Retrieved from: https://www.aafp.org/afp/2018/0315/p398.html</p> <p>Comprehensive Geriatric Assessment Toolkit Plus. Read the following pages:</p> <ul style="list-style-type: none"> ➤ https://www.cgakit.com/m3--nutrition-assessment ➤ https://www.cgakit.com/m-3-nutrition---more

	<p style="text-align: center;">Critical Analysis of Diagnostic Tool Presentations</p>
<p>Week 8</p> <p>Systemic and Endocrine Assessment & Diagnosis</p>	<p>The Patient Hx: Review Section</p> <p>Diagnostics Text: Review the following diagnostics in Chapter 3: Glucose, Glucose Tolerance Test, Hemoglobin A1C, parathyroid hormone, thyroglobulin, thyroglobulin antibody, thyroid peroxidase antibody, thyroid stimulating hormone, thyroid stimulating immunoglobulin, thyroxine (T4), triiodothyronine (T3) and in Chapter 6: thyroid ultrasound, thyroid uptake scan, parathyroid scan</p> <p>The Patient Hx: Read Chapter 7. Fatigue, 10. Insomnia, 12. Night Sweats, 14. Weight Gain, 15. Weight Loss</p> <p>S2D: Read Part 6. Anemia, 12. Diabetes, 18. Fatigue, 32. Unintentional Weight Loss</p> <p>Asymptomatic Thyroid Dysfunction (2019) found at: https://canadiantaskforce.ca/guidelines/published-guidelines/asymptomatic-thyroid-dysfunction/s</p> <p>Thyroid Function Testing in the Diagnosis and Monitoring of Thyroid Function Disorder found at: https://www2.gov.bc.ca/gov/content/health/practitioner-professional-resources/bc-guidelines/thyroid-testing</p> <p>Moubayed, S.P., & Urken, M.L. (2016). Thyroid nodules. <i>Canadian Medical Association Journal</i>, 188(17-18), 1259. https://doi.org/10.1503/cmaj.160300</p> <p>Choosing Wisely Canada (2020). Endocrinology and Metabolism: Five tests and treatments to question. Found at: https://choosingwiselycanada.org/recommendation/endocrinology-and-metabolism/</p> <p style="text-align: center;">Computer-Based Simulation Evaluation #5</p>
<p>Week 9</p> <p>Onsite Residency (2-days) –</p>	<ul style="list-style-type: none"> • GU Assessment + SETA/MUTA(?) • Advanced MSK Assessments (knee, ankles, hips, shoulders, back) • Prenatal/Postnatal assessment

combine with NURS 875 onsite	<ul style="list-style-type: none"> • Simulated Patient Case
Week 10 Approach to the Hospitalized Patient	<p>Assessment Text (Bates'): Read Chapter 4. Physical Examination section on Adapting the Physical Examination: Specific Patient Conditions (pp129-132)</p> <p>Papadakis, McPhee, Rabow, & McQuaid (2024). Current Medical Diagnosis & Treatment. (*Available for FREE through USask Library AccessMedicine Database). Read Part 3: Preoperative Evaluation & Perioperative Management</p> <p>Stone & Humphries (2024). Current Diagnosis & Treatment: Emergency Medicine. (*Available for FREE through USask Library AccessMedicine Database). Read Chapter 1: Approach to the Emergency Department Patient</p> <p>Emergency Medicine Clerkship Primer – Chapter 5. Differences between the Emergency Department, the Office, and the Inpatient Setting.</p>
Week 11-12	Final Exam

8. Enrolment

8.1 What is the maximum enrolment number for this course? **35**

And from which colleges? **NURSING**

8.2 For room bookings, please indicate the maximum estimated room size required for this course:

10-50 – LAB ROOM FOR SKILLS LAB FOR 35 STUDENTS/USE CLRC IN HEALTH SCIENCES

50-90

90-130

130+

9. Student evaluation

Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

9.1 How should this course be graded? **NUMERIC/PERCENTAGE**

C – Completed Requirements

(Grade options for instructor: Completed Requirements, Fail, IP In Progress)

N – Numeric/Percentage

(Grade options for instructor: grade of 0% to 100%, IP in Progress)

Evaluation Component	Date	Grade Weight
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Computer-Based Simulation Cases	Weeks 2, 3, 5, 6, 8	40%
Critical Analysis of Diagnostic Tool Seminar Presentation	Various seminar dates throughout term – Signup on Canvas	10%
Onsite Skills Labs	Week 9-10	Complete/Incomplete
Final Exam	Week 11-12	50%
Total		100%

P – Pass/Fail

(Grade options for instructor: Pass, Fail, In Progress)

S – Special

(Grade options for instructor: NA – Grade Not Applicable) If other, please specify:

9.2 Is the course exempt from the final examination? **NO**

10. Required text

Include a bibliography for the course.

Health Assessment	
Assessment Text	Bickley, et al. (2021). <i>Bates' Guide to Physical Examination and History Taking</i> (13th ed). Wolters Kluwer.
Assessment Videos	<i>Bates' Visual Guide to Physical Examination</i> . (2022). Wolters Kluwer. *
Diagnostic Investigations	
Diagnostics Text	Nicoll, D., Lu, C.M., & McPheel, S.J. (2017). <i>Guide to Diagnostic Tests, 7th ed</i> . McGraw Hill Education. *eBook available for FREE through USask library AccessMedicine database
Radiology Text	Burbridge, B. (2017). <i>Undergraduate Diagnostic Imaging Fundamentals</i> . University of Saskatchewan Distance Education Unit. *FREE ebook available at: https://openpress.usask.ca/undergradimaging/
Diagnostic Reasoning & Differential Diagnosis	
The Patient Hx	Henderson et al. (2012). <i>The Patient History: An Evidence-based Approach to Differential Diagnosis</i> . McGraw Hill. * This text focuses on health history taking to arrive at evidence based differential diagnosis. Read it prior to S2D

	which addresses a more advanced approach to differential diagnosis
S2D	Stern, et al. (2020). <i>Symptom to Diagnosis. An Evidence-Based Guide, (4th ed)</i> . McGraw-Hill Education. *

Required readings and media for this course are outlined in the Class Schedule. Readings come from program textbooks, peer-reviewed evidence based articles, and other electronic medical sources. Assigned readings and resources were carefully selected to address course learning outcomes. Relevant national and provincial documents as well as journal articles complement and supplement course textbooks, providing Canadian and regional context on theoretical, regulatory, political and practice considerations for nurse practitioners. Given the evolving landscape of policy, regulation and evidence-based practice, additions to the course reading list may occur during the term to introduce new and relevant literature. Any changes to the reading list will be communicated to students through a Canvas announcement.

TEXTBOOKS

Bickley, L.S., Szilagyi, P.G., Hoffman, R.M., & Rainier, S. (Eds.) (2021). **Bates' Guide to Physical Examination and History Taking** (13th ed). Wolters Kluwer.

Bates' Visual Guide to Physical Examination. Wolters Kluwer. **FREE access through USask library*

Burbridge, B. (2017). **Undergraduate Diagnostic Imaging Fundamentals.** University of Saskatchewan Distance Education Unit. **FREE ebook available at:*
<https://openpress.usask.ca/undergradimaging/>

Henderson, M.C., Tierney, L.M., Smetana, G.W. (Eds). (2012). **The Patient History: An Evidence-based Approach to Differential Diagnosis.** McGraw Hill. **eBook available for FREE through USask library AccessMedicine database*

i-Human Patient by Kaplan – instructions for purchasing access to this online simulation program will be posted on the course Canvas website

Nicoll, D., Lu, C.M., & McPheel, S.J. (2017). **Guide to Diagnostic Tests, 7th ed.** McGraw Hill Education. **eBook available for FREE through USask library AccessMedicine database*

Simel, D.L., & Rennie, D. (2009). **The Rational Clinical Examination: Evidence-Based Clinical Diagnosis.** JAMAevidence. **FREE access through USask library*

Stern, S.D.C., Cifu, A.S., & Altkorn, D. (2020). **Symptom to Diagnosis. An Evidence-Based Guide (S2D) (4th ed).** McGraw-Hill Education. **eBook available for FREE through USask library AccessMedicine database*

PROVINCIAL DOCUMENTS

College of Registered Nurses of Saskatchewan (CRNS) Bylaws. <https://www.crns.ca/about-us/how-we-govern/act-bylaws/>

CRNS NP Entry-level Competencies (ELC)s <https://www.crns.ca/nursing-practice/nursing-practice-resources/rnnp-resources/>

CRNS NP Practice Standards <https://www.crns.ca/nursing-practice/nursing-practice-resources/rnnp-resources/>

CRNS Nurse Practitioner Practice Guidelines <https://www.crns.ca/nursing-practice/nursing-practice-resources/rnnp-resources/>

***Students not residing in Saskatchewan are required to familiarize themselves with the NP entry-level competencies, practice standards and guidelines in the jurisdiction where they are practicing.**

ELECTRONIC RESOURCES

USask Library Research Guide – Nursing. Contains information and links to important (free) resources for practice and scholarship including evidence-based practice guidelines, videos, drug guides, online textbooks, as well as guides on how to conduct a literatures search, evaluate the quality of evidence, scholarly writing and more. Book mark this page to your computer, as it should be a well-used resource throughout your clinical rotations. <http://libguides.usask.ca/nursing>.

Dynamed. A clinical reference tool with clinically-organized summaries for nearly 3,000 topics, this is an evidence-based reference intended to answer clinical questions at the point of care for health care professionals. A DynaMed app can be downloaded to your mobile device. Free for students to access through the University of Saskatchewan Library.

11. Resources

- 11.1 Proposed instructor: **Current faculty within the College of Nursing teaching in the Nurse Practitioner programs.**
- 11.2 How does the department plan to handle the additional teaching or administrative workload? **The Master of Nursing-Nurse Practitioner programs have sufficient existing teaching and administrative resources to deliver this course.**
- 11.3 Are sufficient library or other research resources available for this course? **YES**
- 11.4 Are any additional resources required (library, audio-visual, technology, etc.)? **NO**

12. Tuition

- 12.1 Will this course attract tuition charges? If so, how much? (use tuition category) **YES, Graduate Studies Special Tuition Program category**
- 12.2 Does this course require non-standard fees, such as materials or excursion fees? If so, please include an approved "Application for New Fee or Fee Change Form"
<http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees>

Detailed Course Information

1. Schedule Types

Please choose the Schedule Types that can be used for sections that fall under this course: **See highlighted selections.**

Code	Description	Code	Description
CL	Clinical	PRB	Problem Session
COO	Coop Class	RDG	Reading Class
FLD	Field Trip	RES	Research
ICR	Internet Chat Relay	ROS	Roster (Dent Only)
IHP	Internet Help	SEM	Seminar
IN1	Internship - Education	SSI	Supervised Self Instruction
IN2	Internship - CMPT & EPIP	STU	Studio
IN3	Internship - General	SUP	Teacher Supervision
LAB	Laboratory	TUT	Tutorial
LC	Lecture/Clinical (Dent Only)	WEB	Web Based Class
LEC	Lecture	XCH	Exchange Program
LL	Lecture/Laboratory	XGN	Ghost Schedule Type Not Applicable
MM	Multimode	XHS	High School Class
PCL	Pre-Clinical (Dent Only)	XNA	Schedule Type Not Applicable
PRA	Practicum	XNC	No Academic Credit

2. Course Attributes

Please highlight the attributes that should be attached to the course (they will apply to all sections):

Off or Distance Ed Stdnt Fee

Web Class taught synchronously

Fee - Graduate Studies

2.1 NOAC No Academic Credit

0 Credit Unit courses that possess "deemed" CUs (Called Operational Credit Units). NOAC causes the system to roll 0 academic credit units to academic history.

2.2 For the College of Arts and Science only: To which program type does this course belong?

- FNAR Fine Arts
- HUM Humanities
- SCIE Science
- SOCS Social Science
- ARNP No Program Type (Arts and Science)

Does this course satisfy one of the official college requirements:

- ELWR – English Language Writing Requirement
- ILRQ – Indigenous Learning Requirement
- QRRO – Quantitative Reasoning Requirement

3. Registration Information (Note: multi-term courses cannot be automated as corequisites).

- 3.1 Permission Required: **YES, permission is required to audit this course**
- 3.2 Restriction(s): course only open to students in a specific college, program/degree, major, year in program: **Only open to MN-NP students.**
- 3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course: **NURS 834: Advanced Health Assessment & Diagnostic Reasoning I.**

- 3.4 Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course:
- 3.5 Corequisite(s): course(s) that must be taken at the same time as this course: **NURS 836: Transition to Nurse Practitioner Clinical Practice**
- 3.6 Notes: recommended courses, repeat restrictions/content overlap, other additional information

4. List Equivalent Course(s) here: **NURS 879.3**

An equivalent course can be used in place of the course for which this form is being completed, specifically for the purposes of prerequisite and degree audit checking. Credit will be given for only one of the equivalent courses.

- 4.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be equivalent:

***Please note:** If the equivalent courses carry an UNEQUAL number of credit units, DegreeWorks will automatically enforce the following, unless otherwise stated:

- If a 3 credit unit course is considered to be equivalent to a 6 credit unit course, it will fulfill the 6 credit unit requirement and the student will not have to complete another 3 credit units toward the overall number of required credit units for the program.
- If a 6 credit unit course is considered to be equivalent to a 3 credit unit course, ALL 6 of the credit units may be used to fulfill the 3 credit unit requirement.

5. List Mutually-Exclusive Course(s) here: **NURS 879.3**

Mutually exclusive courses have similar content such that students cannot receive credit for both.

- 5.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be mutually exclusive:

***Please note:** SiRIUS cannot enforce a situation where the exclusion goes only one way.

6. Additional Notes: **Syllabus attached.**

COURSE SYLLABUS			
Course Title:	Advanced Health Assessment & Diagnostic Reasoning II		
Course Code:	NURS 835	Term:	TBD
Course Credits:	3	Delivery:	Blended: Self-directed, synchronous online seminars, onsite skills lab
Location:	Distance Learning + onsite skills lab in Saskatoon	Website:	https://canvas.usask.ca/

Course Dates & Times:	Weekly 4-hour seminar/lab x 9 weeks (36 hrs) + 2-day onsite skills lab (16 hrs)
Course Calendar Description:	This course builds on students' knowledge and skills from Advanced Health Assessment and Diagnostic Reasoning I, to further develop advanced competencies in health assessment and diagnostic reasoning essential to nurse practitioner clinical practice. Focus will be on evidence-informed practice, culturally safe care, and critical inquiry as it applies to assessment and diagnosis of common health concerns in diverse clients and settings.
Pre or Co-Requisite:	NURS 834: Advanced Health Assessment & Diagnostic Reasoning I (Pre);
Course Equivalent	NURS 879: Advanced Health Assessment & Diagnostic Reasoning II

*Note: All times refer to Saskatchewan Time Zone

LAND ACKNOWLEDGMENT

As we engage in teaching and learning, we acknowledge that the University of Saskatchewan Saskatoon campus is *on Treaty Six Territory* and the *Homeland of the Métis*. We pay our respect to the First Nation and Métis ancestors of this place and reaffirm our relationship with one another. We recognize that many are attending this course from other traditional Indigenous lands and ask that you take a moment to make your own Land Acknowledgement to the peoples of those lands. In doing so, we are actively participating in reconciliation as we navigate our time in this course, learning and supporting each other.

LEARNING OUTCOMES

Learning outcomes and evaluation in the University of Saskatchewan NP program is based on the [Nurse Practitioner Entry-Level Competencies \(ELCs\)](#) as set out by the Canadian Council of Registered Nurse Regulators (CCRNRR) and the College of Registered Nurses of Saskatchewan (CRNS) as well as the [CRNS Nurse Practitioner Practice Standards](#). ELCs reflect the knowledge, skill and judgement required of a novice NP to provide safe, competent, ethical and compassionate care. Practice standards compliment ELCs as broad statements of the minimal requirements for safe and effective NP practice.

Specific learning outcomes for this course include:

1. Implement appropriate comprehensive and focused health assessments for diverse patient populations including: chart review, initial observations, reason for encounter, health history, physical exam, and consideration of individual patient factors (i.e. social determinants of health, cultural safety, developmental life stage) (NP ELCs, 1.1, 1.3, 1.4, 1.10)
2. Select appropriate diagnostic investigations and accurately interpret results. (NP ELCs 1.4, 1.5)
3. Analyze, synthesize, and interpret data from multiple sources (i.e. history, physical exam, diagnostic investigations, evidence-informed practice) to establish differential, must-not-miss, and most likely diagnosis. (NP ELC 1.5)
4. Apply communication skills to accurately relay client information including history, physical assessment findings, and diagnosis with other members of the health care team and the client. (NP ELCs 1.5, 1.9, 1.14)

5. Apply evidence-informed virtual care strategies to assess and diagnose health concerns. (NP ELC 1.5, 1.16)
6. Begin establishing a professional NP role identity as a clinician by engaging in learning activities that develop advanced competencies in assessment and diagnosis. (NP Practice Standards).
7. Apply strategies to create and enhance culturally safe care and respectful health care. (NP ELCs 1.3, 1.4, 1.10., 3.2)

UNIVERSITY OF SASKATCHEWAN GRADING SYSTEM FOR GRADUATE COURSES

Grading in this course follows the University of Saskatchewan College of Graduate and Postdoctoral Studies (CGPS) Literal Descriptors. The following describes the relationship between literal descriptors and percentage scores for courses in the College of Graduate Studies and Research:

90-100 Exceptional

A superior performance with consistent strong evidence of:

- a comprehensive, incisive grasp of subject matter;
- an ability to make insightful, critical evaluation of information;
- an exceptional capacity for original, creative and/or logical thinking;
- an exceptional ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently;
- an exceptional ability to analyze and solve difficult problems related to subject matter.

80-89 Very Good to Excellent

A very good to excellent performance with strong evidence of:

- a comprehensive grasp of subject matter;
- an ability to make sound critical evaluation of information;
- a very good to excellent capacity for original, creative and/or logical thinking;
- a very good to excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently;
- a very good to excellent ability to analyze and solve difficult problems related to subject matter.

70-79 Satisfactory to Good

A satisfactory to good performance with evidence of:

- a substantial knowledge of subject matter;
- a satisfactory to good understanding of the relevant issues and satisfactory to good familiarity with the relevant literature and technology;
- a satisfactory to good capacity for logical thinking;
- some capacity for original and creative thinking;
- a satisfactory to good ability to organize, to analyze, and to examine the subject matter in a critical and constructive manner;
- a satisfactory to good ability to analyze and solve moderately difficult problems.

60-69 Poor

A generally weak performance, but with some evidence of:

- a basic grasp of the subject matter;
- some understanding of the basic issues;
- some familiarity with the relevant literature and techniques;
- some ability to develop solutions to moderately difficult problems related to the subject matter;
- some ability to examine the material in a critical and analytical manner.

<60 Failure

An unacceptable performance.

Further information on literal descriptors for grading at the University of Saskatchewan can be found at: <https://students.usask.ca/academics/grading/grading-system.php#GradingSystem> Please note: There are different literal descriptors for undergraduate and graduate students.

ACADEMIC POLICIES

Students are expected to follow USask Policies. These can be found at: <http://policies.usask.ca>

USask Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at: <http://policies.usask.ca/policies/academic-affairs/academic-courses.php>

College of Nursing Graduate program policies can be found at:

<https://nursing.usask.ca/policies/graduate.php>

USASK LEARNING CHARTER

The USask Learning Charter defines aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at:

http://www.usask.ca/university_secretary/LearningCharter.pdf

LEARNING ENVIRONMENT OVERVIEW

As a graduate degree, the USask NP program requires you to apply advanced-level thinking, analysis, critical evaluation, and self-directed learning. Course design is based on a professional, self-directed learning environment in which instructors facilitate and support your development of entry level NP competencies and graduate level learning outcomes (as defined by the [CASN National Nursing Education Framework](#) 2022). As an adult learner, you are expected to take responsibility for your own learning, identifying personal learning needs and activities to meet course learning outcomes.

Synchronous online seminars use Zoom as the videoconferencing platform for delivery. Although the classroom is online, the seminars are considered private USask classrooms, accessible only to students registered in the course. Online seminar etiquette, including professional behaviours and appearance, is expected of all seminar participants.

PROGRAM REQUIREMENTS AND CRITERIA THAT MUST BE MET TO PASS

- Completion of all course evaluation components

- Attendance at all mandatory seminars and/or labs (if applicable)
- Minimum 70% (pass) on essential course components*
- Overall final grade of 70% or higher in the course

* An essential component of a course must be passed in order to pass the course. Essential components for USask NP courses have been identified through curriculum mapping and are considered necessary for students to demonstrate attainment of course learning outcomes and/or foundational competencies necessary to progress within the program. All final exams, the comprehensive exam, major assignments, OSCEs and clinical evaluations are essential components. Additional essential components are course specific and identified in the course syllabus.

Please refer to the following College of Nursing Graduate program policies at:

<https://nursing.usask.ca/policies/graduate.php> for further details on academic requirements:

- Completion of Work
- Grade Assignment
- NP Program Progression and Remediation Policy
- NP Students Promotion and Graduation
- Supplemental and Deferred Exams

COURSE OVERVIEW

This course builds on competencies established in Advanced Health Assessment and Diagnostic Reasoning I, to address increasing complex systems and presentations. Students will advance competencies in advanced health assessment, selection and interpretation of assessment tools and techniques (e.g., physical exam, diagnostic investigations, screening tools, etc.) and diagnostic reasoning. Through critical appraisal of health assessment data, physical exam findings and diagnostic test results, students will increase competency applying the diagnostic process to formulate differential diagnosis, including prioritizing likely and critical diagnosis.

Learning strategies in this course align with [Bloom's Taxonomy](#) for learning, progressing beyond mere knowledge acquisition to encompass understanding, applying, analyzing, evaluating, and creating. Course activities include self-directed learning through required readings/media, virtual simulations, seminar discussion, case studies and an on-site residency experience, providing a variety of different learning opportunities to develop, apply and evaluate competencies in health assessment and diagnosis.

COURSE SCHEDULE

The focus of the Advanced Health Assessment and Diagnostic Reasoning (AHAD) courses can be divided into three key areas:

1. **Health Assessment:** History and Physical Exam
2. **Diagnostic Investigations:** Selection and Interpretation
3. **Diagnostic Reasoning:** Critical appraisal of data to determine differential diagnosis

These components build on each other and are founded in patient-centered, culturally sensitive communication. Required readings/media are grouped into these three areas in an order that guides progressive knowledge acquisition. Therefore, you are encouraged to do the readings in the chronological order presented. It is important to complete pre-seminar readings/media PRIOR to seminar, as seminar activities will focus on application of knowledge from these to clinical cases, and clarification of areas of uncertainty.

Course Resource Key *

Health Assessment	
Assessment Text	Bickley, et al. (2021). <i>Bates' Guide to Physical Examination and History Taking</i> (13th ed). Wolters Kluwer.
Assessment Videos	<i>Bates' Visual Guide to Physical Examination</i> . (2022). Wolters Kluwer. *
Diagnostic Investigations	
Diagnostics Text	Nicoll, D., Lu, C.M., & McPheel, S.J. (2017). <i>Guide to Diagnostic Tests, 7th ed</i> . McGraw Hill Education. *eBook available for FREE through USask library AccessMedicine database
Radiology Text	Burbridge, B. (2017). <i>Undergraduate Diagnostic Imaging Fundamentals</i> . University of Saskatchewan Distance Education Unit. *FREE ebook available at: https://openpress.usask.ca/undergradimaging/
Diagnostic Reasoning & Differential Diagnosis	
The Patient Hx	Henderson et al. (2012). <i>The Patient History: An Evidence-based Approach to Differential Diagnosis</i> . McGraw Hill. * This text focuses on health history taking to arrive at evidence based differential diagnosis. Read it prior to S2D which addresses a more advanced approach to differential diagnosis
S2D	Stern, et al. (2020). <i>Symptom to Diagnosis. An Evidence-Based Guide, (4th ed)</i> . McGraw-Hill Education. *

* Available online for FREE through USask library

Dates & Topics	Required Readings/Media & Evaluation

<p>Week 1</p> <p>Course Orientation</p> <p>Diagnostic Reasoning (Review)</p> <p>Mental Health</p>	<p>Rajkomar, A., & Dhaliwal, G. (2011). Improving diagnostic reasoning to improve patient safety. <i>The Permanente Journal</i>, 15(3), 68-73. 10.7812/tpp/11-098.</p> <p>Sackett, D.L. (1992). A Primer on the precision and accuracy of the clinical examination. <i>JAMAevidence</i>. * Free access through USask Library. While this article is dated, it remains relevant.</p> <p>Shreffler, J., & Huecker, M.R. (2022). Diagnostic Testing Accuracy: Sensitivity, Specificity, Predictive Values and Likelihood Ratios. <i>StatPearls [Internet]</i>. https://www.ncbi.nlm.nih.gov/books/NBK557491/</p> <p>Assessment Text (Bates'): Read Chapter 9. Cognition, Behaviour, and Mental Status</p> <p>Patient Hx: Read Section XII. Psychiatry</p> <p>Mental Health Screening Tools – Familiarize yourself with the following more common mental health screening tools:</p> <ul style="list-style-type: none"> • Adverse Childhood Experiences (ACES) • Eating Attitudes Test (EAT-26) • Patient Health Questionnaire (PHQ-9) • Generalized Anxiety Disorder (GAD-7) • ADHD screening tools (SNAP-26, ASRS) • AUDIT-C for Alcohol Use Disorders • CAGE Questionnaire for Alcohol Use • Pediatric Symptom Score (PSC-17) <p>Levis, B., Benedetti, A., Thombs, B.D. (2019). Accuracy of the patient health questionnaire-9 (PHQ-9) for screening to detect major depression: individual participant meta-analysis. <i>British Medical Journal</i>, 365, 1-11. 10.1136/bmj11476. Retrieved from: https://www.bmj.com/content/365/bmj.11476</p>
<p>Week 2</p>	<p>Assessment Text (Bates'): Read Chapter 24. Nervous System</p> <p>Assessment Videos (Bates'): Review 17. Nervous System: Cranial Nerves and Motor System</p>

Neurological Assessment & Diagnosis	<p>The Patient Hx: Review Section XI: Neurology</p> <p>S2D: Read Part 14. Dizziness, 20. Headache</p> <p><i>Concussion Awareness Training Tool for Medical Professionals</i> https://rise.articulate.com/share/WkREEc3yPBwBPLyP92r-7NfqKU_0qLv#/lessons/5Fm3NMJtas2FwA12k14IkV3dkZP4aLD6</p> <p>Computer-Based Simulation Evaluation #1</p>
<p>Week 3</p> <p>Musculoskeletal Assessment & Diagnosis</p>	<p>Assessment Text (Bates): Read Chapter 23. Musculoskeletal System</p> <p>Assessment Videos (Bates): Review 16. Musculoskeletal System</p> <p>The Patient Hx: Review Section X. Musculoskeletal</p> <p>S2D: Read Part 7. Low Back Pain, 27. Joint Pain</p> <p>Centre for Effective Practice (CEP). CORE Back Tool. https://cep.health/clinical-products/low-back-pain/</p> <p>Saskatchewan Spine Pathway's Assessment and Management of Low Back Pain online course. Registration is FREE for both SHA and non-SHA employees. Click HERE to register.</p> <p>Computer-Based Simulation Evaluation #2</p>
<p>Week 4</p> <p>Radiology</p>	<p>Undergraduate Diagnostic Imaging Fundamentals: Review Chapter 1: Introduction, 2: Principles of Radiation Biology and Radiation Protection. 3. Principles of Imaging Techniques, 5. Approach to Reviewing X-ray Imaging, 9. Chest, 14. Musculoskeletal, 17. Normal Reference Images, Unlabelled and Labelled</p> <p>Ottawa Ankle Rules http://www.ohri.ca/emerg/cdr/ankle.html</p> <p>Ottawa Knee Rules http://www.ohri.ca/emerg/cdr/knee.html</p> <p>Critical Analysis of Diagnostic Tool Presentations</p>
<p>Week 5</p> <p>GU Assessment & Diagnosis</p>	<p>Assessment Text (Bates): Read Chapters 18. Breasts and Axillae, 20. Male Genitalia, 21. Female Genitalia, 22. Anus, Rectum, and Prostate</p>

	<p>Assessment Videos (Bates): Review 12. Breasts and Axillae, 14. Male Genitalia, Rectum, Anus, and Prostate, 15. Female Genitalia, Anus, and Rectum</p> <p>Diagnostics Text: In Chapter 3. Lab Tests read about the following tests: Albumin – urine, Blood urea nitrogen (BUN), BRCA1 and BRC2 Genotyping, Creatinine, serum or plasma, Creatinine clearance, Estradiol, Follicle-Stimulating Hormone (FSH), Glomerular Filtration Rate, estimated (eGFR), Luteinizing hormone (LH), Prolactin, Prostate Specific Antigen (PSA), Syphilis – serologic testing, Testosterone</p> <p>The Patient Hx: Review Section VII. Genitourinary System, IX. Women’s Health</p> <p>S2D: Read Part 16. Dysuria, 21. Hematuria</p> <p>Robinson, J.L., Lang, M.E., Bortolussi, R. & the Canadian Paediatric Society (2020). <i>Urinary tract infections in infants and children: Diagnosis and management.</i> https://www.cps.ca/en/documents/position/urinary-tract-infections-in-children https://www.canada.ca/en/publichealth/services/infectious-diseases/sexual-health-sexually-transmitted-infections/canadian-guidelines/sexually-transmitted-infections.html Review the sexually transmitted and blood-borne infection (STBBI) guides with a focus on assessment, diagnosis and prevention</p> <p>Computer-Based Simulation Evaluation #3</p>
<p>Week 6</p> <p>Antenatal Assessment & Diagnosis</p>	<p>Assessment Text (Bates): Read Chapter 26. Pregnant Woman</p> <p>Jarvis Physical Examination and Health Assessment – Head-to-Toe Examination of the Pregnant Woman (available through CON Virtual Lab https://nursing.usask.ca/virtual-lab/all-videos.php</p> <p>Diagnostics Text: In Chapter 3. Lab Tests read about the following tests: ABO Typing, Anti-body Screen, Beta-hCG</p> <p>Public Health Agency of Canada (2021). Family-centred maternity and newborn care: National guidelines. https://www.canada.ca/en/public-health/services/maternity-newborn-care-guidelines.html Read: Chapter 2: Preconception care, 3: Care during pregnancy, 5. Postpartum care</p> <p>Look up and review your provincial prenatal record. For example: Saskatchewan Prenatal Record</p> <p>Perinatal Services BC. Early Prenatal Care Summary and Checklist for Primary Care Providers</p> <p>Postpartum and Newborn Care Summary Checklist for Primary Care Providers</p>

	<p>Prenatal Screening Ontario (website). Provider Resources. https://www.prenatalscreeningontario.ca/en/psa/requisitions-and-provider-tools/provider-resources.aspx</p> <p>Review Leaflet on Prenatal Genetic Screening, Non-invasive Prenatal Testing, How to Get Enhanced First Trimester Screening, Prevalence of Chromosome Differences, Prenatal Screening Pathway, Prenatal Testing Timeline.</p> <p>Society of Obstetricians and Gynecologists of Canada (SOGC) guidelines. Accessible from U of S library through the <i>Journal of Obstetrics and Gynecology Canada (JOGC)</i>. Review the following with a focus on prevention, assessment, and diagnostics relevant to primary care providers:</p> <ul style="list-style-type: none"> • Committee Opinion No. 418: The Complete 11-14 Week Prenatal Sonographic Examination (2021) • Guideline No. 410: Prevention, Screening, Diagnosis, and Pregnancy Management for Fetal neural Tube Defects (2021) • Guideline No. 393: Diabetes in Pregnancy (2019) • Guideline No. 375: Clinical Practice Guideline on the Use of First Trimester Ultrasound (2019) • Guideline No. 405: Screening and Counselling for Alcohol Consumption During Pregnancy (2019) <p>Computer-Based Simulation Evaluation #4</p>
<p>Week 7</p> <p>Older Adult Assessment & Diagnosis</p>	<p>Assessment Text (Bates’): Read Chapter 27. Older Adult</p> <p>Assessment Videos (Bates’): Review 4. Head-to-Toe Assessment: Older Adult</p> <p>The Patient Hx: Review Chapter 58. Confusion, 59. Memory Loss</p> <p>S2D: Read Part 11. Delirium or Dementia</p> <p>Falk, N., Cole, A., & Meredith, T.J. (2018). Evaluation of suspected dementia. <i>American Family Physician</i>, 15(97): 398-405. Retrieved from: https://www.aafp.org/afp/2018/0315/p398.html</p> <p>Comprehensive Geriatric Assessment Toolkit Plus. Read the following pages:</p> <ul style="list-style-type: none"> ➤ https://www.cgakit.com/m3--nutrition-assessment ➤ https://www.cgakit.com/m-3-nutrition---more

	<p>Critical Analysis of Diagnostic Tool Presentations</p>
<p>Week 8</p> <p>Systemic and Endocrine Assessment & Diagnosis</p>	<p>The Patient Hx: Review Section</p> <p>Diagnostics Text: Review the following diagnostics in Chapter 3: Glucose, Glucose Tolerance Test, Hemoglobin A1C, parathyroid hormone, thyroglobulin, thyroglobulin antibody, thyroid peroxidase antibody, thyroid stimulating hormone, thyroid stimulating immunoglobulin, thyroxine (T4), triiodothyronine (T3) and in Chapter 6: thyroid ultrasound, thyroid uptake scan, parathyroid scan</p> <p>The Patient Hx: Read Chapter 7. Fatigue, 10. Insomnia, 12. Night Sweats, 14. Weight Gain, 15. Weight Loss</p> <p>S2D: Read Part 6. Anemia, 12. Diabetes, 18. Fatigue, 32. Unintentional Weight Loss</p> <p>Asymptomatic Thyroid Dysfunction (2019) found at: https://canadiantaskforce.ca/guidelines/published-guidelines/asymptomatic-thyroid-dysfunction/s</p> <p>Thyroid Function Testing in the Diagnosis and Monitoring of Thyroid Function Disorder found at: https://www2.gov.bc.ca/gov/content/health/practitioner-professional-resources/bc-guidelines/thyroid-testing</p> <p>Moubayed, S.P., & Urken, M.L. (2016). Thyroid nodules. <i>Canadian Medical Association Journal</i>, 188(17-18), 1259. https://doi.org/10.1503/cmaj.160300</p> <p>Choosing Wisely Canada (2020). Endocrinology and Metabolism: Five tests and treatments to question. Found at: https://choosingwiselycanada.org/recommendation/endocrinology-and-metabolism/</p> <p>Computer-Based Simulation Evaluation #5</p>
<p>Week 9</p> <p>Onsite Residency (2-days) –</p>	<ul style="list-style-type: none"> • GU Assessment + SETA/MUTA(?) • Advanced MSK Assessments (knee, ankles, hips, shoulders, back) • Prenatal/Postnatal assessment

combine with NURS 875 onsite	<ul style="list-style-type: none"> • Simulated Patient Case(s)?
Week 10 Approach to the Hospitalized Patient	<p>Assessment Text (Bates'): Read Chapter 4. Physical Examination section on Adapting the Physical Examination: Specific Patient Conditions (pp129-132)</p> <p>Papadakis, McPhee, Rabow, & McQuaid (2024). Current Medical Diagnosis & Treatment. (*Available for FREE through USask Library AccessMedicine Database). Read Part 3: Preoperative Evaluation & Perioperative Management</p> <p>Stone & Humphries (2024). Current Diagnosis & Treatment: Emergency Medicine. (*Available for FREE through USask Library AccessMedicine Database). Read Chapter 1: Approach to the Emergency Department Patient</p> <p>Emergency Medicine Clerkship Primer – Chapter 5. Differences between the Emergency Department, the Office, and the Inpatient Setting.</p>
Week 11-12	Final Exam

INSTRUCTOR INFORMATION:

Title

Name:

Email:

Office Phone:

Mobile: (urgent matters only)

Title

Name:

Email:

Office Phone:

Mobile: (urgent matters only)

Office Hours: As posted on Canvas Zoom meetings. Students are encouraged to attend office hours to clarify questions about course materials. If you would prefer a private meeting, please send a Canvas message outlining the reason for the meeting and two days/times you are available to meet.

Email Communication: University of Saskatchewan email addresses will be used for email communication within this course. Instructors will review and respond to messages within 48 hours, **with the exception of weekends and holidays** during which time regular monitoring of email cannot be guaranteed.

Urgent Concerns (requiring attention within 1-2 hours): Please call or send a text message

REQUIRED RESOURCES

Required readings and media for this course are outlined in the Class Schedule. Readings come from program textbooks, peer-reviewed evidence based articles, and other electronic medical sources. Assigned readings and resources were carefully selected to address course learning outcomes. Relevant national and provincial documents as well as journal articles complement and supplement course textbooks, providing Canadian and regional context on theoretical, regulatory, political and practice considerations for nurse practitioners. Given the evolving landscape of policy, regulation and evidence-based practice, additions to the course reading list may occur during the term to introduce new and relevant literature. Any changes to the reading list will be communicated to students through a Canvas announcement.

TEXTBOOKS

Bickley, L.S., Szilagyi, P.G., Hoffman, R.M., & Rainier, S. (Eds.) (2021). **Bates' Guide to Physical Examination and History Taking** (13th ed). Wolters Kluwer.

Bates' Visual Guide to Physical Examination. Wolters Kluwer. **FREE access through USask library*

Burbridge, B. (2017). **Undergraduate Diagnostic Imaging Fundamentals.** University of Saskatchewan Distance Education Unit. **FREE ebook available at:*

<https://openpress.usask.ca/undergradimaging/>

Henderson, M.C., Tierney, L.M., Smetana, G.W. (Eds). (2012). **The Patient History: An Evidence-based Approach to Differential Diagnosis.** McGraw Hill. **eBook available for FREE through USask library AccessMedicine database*

i-Human Patient by Kaplan – instructions for purchasing access to this online simulation program will be posted on the course Canvas website

Nicoll, D., Lu, C.M., & McPheel, S.J. (2017). **Guide to Diagnostic Tests, 7th ed.** McGraw Hill Education. **eBook available for FREE through USask library AccessMedicine database*

Simel, D.L., & Rennie, D. (2009). **The Rational Clinical Examination: Evidence-Based Clinical Diagnosis.** JAMAevidence. **FREE access through USask library*

Stern, S.D.C., Cifu, A.S., & Altkorn, D. (2020). **Symptom to Diagnosis. An Evidence-Based Guide (S2D) (4th ed).** McGraw-Hill Education. **eBook available for FREE through USask library AccessMedicine database*

PROVINCIAL DOCUMENTS

College of Registered Nurses of Saskatchewan (CRNS) Bylaws. <https://www.crns.ca/about-us/how-we-govern/act-bylaws/>

CRNS NP Entry-level Competencies (ELC)s <https://www.crns.ca/nursing-practice/nursing-practice-resources/rnnp-resources/>

CRNS NP Practice Standards <https://www.crns.ca/nursing-practice/nursing-practice-resources/rnnp-resources/>

CRNS Nurse Practitioner Practice Guidelines <https://www.crns.ca/nursing-practice/nursing-practice-resources/rnnp-resources/>

***Students not residing in Saskatchewan are required to familiarize themselves with the NP entry-level competencies, practice standards and guidelines in the jurisdiction where they are practicing.**

ELECTRONIC RESOURCES

USask Library Research Guide – Nursing. Contains information and links to important (free) resources for practice and scholarship including evidence-based practice guidelines, videos, drug guides, online textbooks, as well as guides on how to conduct a literatures search, evaluate the quality of evidence, scholarly writing and more. Book mark this page to your computer, as it should be a well-used resource throughout your clinical rotations. <http://libguides.usask.ca/nursing>.

Dynamed. A clinical reference tool with clinically-organized summaries for nearly 3,000 topics, this is an evidence-based reference intended to answer clinical questions at the point of care for health care professionals. A DynaMed app can be downloaded to your mobile device. Free for students to access through the University of Saskatchewan Library.

GRADING SCHEME

Evaluation Component	Date	Grade Weight
Computer-Based Simulation Cases	Weeks 2, 3, 5, 6, 8	40%
Critical Analysis of Diagnostic Tool Seminar Presentation	Various seminar dates throughout term – Signup on Canvas	10%
Onsite Skills Labs	Week 9-10	Complete/Incomplete
Final Exam	Week 11-12	50%
Total		100%

*Essential components. Passing grade of $\geq 70\%$ required

EVALUATION COMPONENTS

COMPUTER-BASED SIMULATION CASES

Value: 40%

Due Date: Weeks 2, 3, 5, 6, 8

Type: Computer-Based simulation is used to support development of advanced health assessment and diagnostic reasoning skills.

Description: Throughout the term you will participate in several computer-based simulations using the program i-Human Patient. Prior to submitting a case for evaluation, you will have opportunity to work through a case in class, obtaining feedback from your instructor(s), as well as to do practice cases (self-directed). You will be graded on five (5) assigned cases, with your top four (4) grades included in the calculation of your grade for this component. Assigned evaluation and practice cases will be posted on the course Canvas site.

Use of computer-based simulations provide hands-on opportunity to develop skills in obtaining essential information from the health history, selecting appropriate physical exam, determining necessary diagnostic investigations, and interpreting data to arrive at differential diagnosis. Pre-briefing and post-briefing with instructors, as well as feedback provided by the computer-program, further enhance learning through ongoing formative feedback that can be applied to refine skills development. Please note the purpose of these simulations is not to develop and evaluate therapeutic communication skills, as these skills are better assessed and evaluated through authentic real-person interactions, which you will have the opportunity to participate in in other learning activities integrated throughout your program.

Learning Outcomes Addressed: 1, 2, 3, 6

CRITICAL ANALYSIS OF DIAGNOSTIC TOOL SEMINAR PRESENTATION

Value: 10%

Due Date: Various seminar dates throughout the term – signup for a date on Canvas

Type: This assignment evaluates skills in critical appraisal of common diagnostic tools used by nurse practitioners, as well as competencies in teamwork (group work) and providing education to peers.

Description: Working in groups of 2-3, you will sign-up for a presentation topic and presentation date on Canvas. You will research your selected diagnostic tool/test, critically appraising available evidence on indications, accuracy (i.e. sensitivity, specificity), clinical utility (i.e. NNT, likelihood ratios, practicalities of using), costs, and other considerations for providers and patients when ordering/interpreting the test/tool. You will present your findings to your seminar group in a 10-minute presentation that includes the above mentioned information, as well as a summary of pearls and pitfalls of using the test/tool.

Presentations will be graded using the following rubric.

	Exceptional	Very Good	Satisfactory	Poor
Content				
Team-Work (Graded by group members)				

Presentation/Education Skills				
Total				

Learning Outcomes Addressed: 2, 4, 6

ONSITE SKILLS LABS

Value: Complete/Incomplete

Due Date: Weeks 9-10 (Exact Dates TBD)

Type: The onsite skills labs provide opportunity to further develop competencies in musculoskeletal, genitourinary, neurological, and other advanced health assessment through intensive hands-on-practice with instructor and peer feedback.

Description: You will attend a 2-day onsite skills lab in Saskatoon, participating in learning activities to develop your competencies performing neurological, musculoskeletal, antenatal, genitourinary and other advanced health assessment skills learned through this class. Hands-on practice, with instructor feedback, will help you refine skills and prepare you for the clinical environment.

The onsite skills days are consecutive with the onsite skills days for Transition to Nurse Practitioner to decrease travel requirements for students attending from outside Saskatoon, as well as support consolidation of clinical skills required to successfully begin clinical residency courses.

Learning Outcomes Addressed: 1, 3, 4, 6, 7

FINAL EXAM

Value: 50%

Date: Week 11

Length: 2 hours

Type: The final exam evaluates competencies in health assessment and diagnosis cumulative of the entire course.

Description: This 2-hour online exam will consist of 80-100 questions assessing required readings, seminars and learning activities comprehensive of the entire course. Questions may be a mixture of multiple choice, true-false, matching, and short answer. Please see section on Exam Policies, Procedures and Guidelines (pp 16-17) for further information on exam policies, procedures and guidelines.

Learning Outcomes Addressed: 1-7

SUBMITTING ASSIGNMENTS

Assignments will be submitted in electronic format in Canvas, unless otherwise specified.

LATE ASSIGNMENTS

As per graduate program policy (<https://nursing.usask.ca/policies/graduate.php>):

1. Assignments will be graded according to the College of Graduate & Postdoctoral Studies Grading Scale and Literal Descriptors. Students must submit all required assignments before or on the specified dates. Late submission without the professor's prior consent (extension granted) will result in a deduction of 5% of the assignment grade per calendar day and a grade of 0% for all unexcused assignments submitted five business days after the assignment deadline.
2. Students are required to complete all course components to receive credit for a course.
3. Unless other arrangements have been made with the course facilitator, the last day for acceptance of assignments will be communicated in each course syllabus.

ATTENDANCE EXPECTATIONS

Regular, punctual attendance and active participation at scheduled seminars is expected. Seminar and/or lab activities may be designated as mandatory in the course syllabus and absenteeism from these activities may result in the inability to meet course requirements and therefore failure in the course. If you will be absent from a scheduled learning activity through no fault of your own (e.g., illness, bereavement), please contact your instructor as soon as possible to discuss if and how missed time will be addressed. Students are required to have appropriate technology, including a headset with microphone, webcam and reliable high speed internet to facilitate participation in online learning activities.

EXAM POLICIES, PROCEDURES AND GUIDELINES

The midterm and final exam in this course must be done on the date and time scheduled. If a student is unable to write an exam through no fault of their own (e.g., for medical reasons), they should notify their instructor as soon as possible. With proper documentation (e.g., doctors note) an opportunity to write the missed exam may be given in compliance with [University Policy on Supplemental and Deferred Examination](#). Please review all examination policies and procedures to familiarize yourself with expectations: <https://cgps.usask.ca/policy-and-procedure/Academics/examinations.php>

NP PROGRAM EXAM PROCEDURES



All tests/exams, unless otherwise specified in the syllabus, will be written individually, online, with remote proctoring using video conferencing (e.g., Zoom®). You are required to have a reliable internet connection and a webcam that can be positioned to provide a side view (e.g., webcam on a tripod, separate device with a webcam). Throughout the exam your webcam should be positioned to capture your side profile, including your upper torso, head, desktop and computer screen. (See example picture).

Unless otherwise specified, use of mobile or other electronic devices, other than the exam program, is not permitted during exams. Please refer to [University of Saskatchewan Exam writing procedures](#). The online exam sessions will be recorded. Once the course is completed, the recorded sessions will be deleted.

EXAM GUIDELINES

Although students will write the exams from their home computer using remote invigilation, it is the University's expectation that students approach the exam as though they were writing an in-person invigilated exam. In addition to the [University of Saskatchewan Exam Regulations](#) students are expected to follow these guidelines:

1. Students are expected to start their exam at the scheduled start time. ***Please log in a minimum 15 minutes early to ensure you are on time and your technology is working.***
2. Students starting the exam later than 30-minutes after the start of the examination may be denied the opportunity to sit the exam.
3. At the end of the scheduled examination time, the exam software will automatically close the exam.
4. Students are expected to go to the washroom prior to the exam to minimize disruptions.
5. Students who need to get up and move out of the camera view for any reason (e.g., address an urgent issue, washroom break) must clearly indicate the reason to the invigilator prior to moving and return to the exam as quickly as possible.
6. Students are not permitted to have any books, notes, calculators or electronic devices other than those being used for the exam/invigilation near them during the exam. This includes cell phones, tablets, iPods, etc. The notes, calculator, text highlighting, and missing answer reminder functions will be enabled on Examsoft to facilitate any necessary note taking.

7. Communicating with any other individual (other than to speak to the screen for invigilation purposes) is not permitted during the exam.
8. Prior to or during an exam, the invigilator may ask a student to pan the room with their webcam, to confirm exam guidelines are being met (e.g., student is alone, there are no accessible textbooks or electronics).
9. Students should wear clothing acceptable in an in-person environment.
10. Students should avoid using inappropriate language.
11. Students may have water and a small snack for the exam, but these items must be in place before the exam begins. Students are not allowed to take breaks to get food or drinks.
12. Students should avoid whispering or talking to themselves during the exam. Any student found talking during an exam will have their microphone turned on by the invigilator.
13. Students need to ensure their webcam lens is clean prior to the exam and that the angle of the webcam allows proper viewing of the upper torso, head, desk and computer screen. Students also need to ensure lighting is appropriate to allow the invigilator to see their face.
14. Students should not change rooms while writing an exam, unless for urgent reasons. Students should explain the reason for changing rooms to the invigilator prior to moving.
15. Students should write the exam in a private space (e.g., home office or kitchen table).

STUDENT FEEDBACK

Students are encouraged to provide feedback on the instructor and course at the end of the term. Students will receive a PAWS email with links to an online course evaluation survey. Results of the survey will contribute to course changes and instructor feedback for course delivery.

COPYRIGHT

Course materials are provided to you based on your registration in a class, and anything created by your professors and instructors is their intellectual property, unless materials are designated as open education resources. This includes exams, PowerPoint/PDF slides and other course notes. Additionally, other copyright-protected materials created by textbook publishers and authors may be provided to you based on license terms and educational exceptions in the Canadian Copyright Act (see <http://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>).

Before you copy or distribute others' copyright-protected materials, please ensure that your use of the materials is covered under the University's Fair Dealing Copyright Guidelines available at <https://library.usask.ca/copyright/general-information/fair-dealing-guidelines.php>. For example, posting others' copyright-protected materials on the open web is not covered under the University's Fair Dealing Copyright Guidelines, and doing so requires permission from the copyright holder.

For more information about copyright, please visit <https://library.usask.ca/copyright/index.php> or contact the University's Copyright Coordinator at <mailto:copyright.coordinator@usask.ca> or 306-966-8817.

RECORDING OF THE COURSE

At the University of Saskatchewan, the classroom is considered a private setting. Recording of lectures without the written consent of the instructor is prohibited. Students registered with AES who have been assessed as benefiting from lecture recordings may record lectures after informing the instructor and confirming the need to maintain the integrity of the use of the recording for their own learning needs (the recording cannot be copied, distributed or shared with other students and all recordings will be destroyed after completion of the course in each academic term).

EXAMINATIONS WITH ACCESS AND EQUITY SERVICES (AES)

Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to register with Access and Equity Services (AES) if they have not already done so. Students who suspect they may have disabilities should contact AES for advice and referrals. In order to access AES programs and supports, students must follow AES policy and procedures. For more information, check www.students.usask.ca/aes, or contact ES at 306-966-7273 or aes@usask.ca.

Students registered with AES may request arrangements for mid-term and final examinations by contacting their course instructor directly. Requests are NOT made through Accommodate as all exams are written online.

INTEGRITY IN A REMOTE LEARNING CONTEXT

Although teaching and learning online is a different environment than a traditional classroom, the rules and principles governing academic integrity remain the same. If you have questions about what may or may not be permitted, ask your instructor. Students have found it especially important to clarify rules related to exams administered remotely and to follow these carefully and completely.

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

Scholarship, including development of scholarly writing skills, is an essential learning outcome of Masters level nursing education (CASN, 2022). In order to effectively develop and evaluate student writing skills, students are expected to create and submit their own original assignments. In addition to the definition and examples of Academic Misconduct outlined in the [University of Saskatchewan Academic Misconduct Regulations](#), students are not permitted to use of Artificial Intelligence (AI) text generators (such as ChatGPT) for assessments (e.g., written assignments, open book exams, other evaluations) .

All students should read and be familiar with the Student Academic Misconduct Regulations (<https://governance.usask.ca/student-conduct-appeals/academic-misconduct.php>) as well as the Standard of Student Conduct in Non-Academic Matters and Procedures for Resolution of Complaints and Appeals (<https://governance.usask.ca/student-conduct-appeals/non-academic-misconduct.php>)

For more information on what academic integrity means for students see: <https://academic-integrity.usask.ca/>

STUDENT SUPPORTS

STUDENT LEARNING SERVICES

Student Learning Services (SLS) offers assistance to USask undergraduate and graduate students. For information on specific services, please see the SLS website: <https://library.usask.ca/studentlearning/>

STUDENT AND ENROLMENT SERVICES DIVISION

The Student and Enrolment Services Division (SESD) focuses on providing developmental and support services and programs to students and the university community. For more information, see the students' web site <http://students.usask.ca>.

FINANCIAL SUPPORT

Any student who faces challenges securing their food or housing and believes this may affect their course performance is urged to contact Student Central (<https://students.usask.ca/student-central.php>).

ABORIGINAL STUDENTS' CENTRE

The Aboriginal Students' Centre (ASC) is dedicated to supporting Aboriginal student academic and personal success. The centre offers personal, social, cultural and some academic supports to Métis, First Nations, and Inuit students. The centre is also dedicated to intercultural education, bringing Aboriginal and non-Aboriginal students together to learn from, with and about one another in a respectful, inclusive and safe environment. Students are encouraged to visit the ASC's Facebook page (<https://www.facebook.com/aboriginalstudentscentre/>) to learn more.

RECOMMENDED TECHNOLOGY FOR REMOTE LEARNING

Students are reminded of the importance of having the appropriate technology for remote learning. The list of recommendations can be found at <https://nursing.usask.ca/technology/overview.php>

GUIDELINES FOR COMMUNICATION

Respectful written and verbal communication are an expectation for students and instructors. Please view the following USask guidelines on Netiquette: <https://teaching.usask.ca/documents/gmctl/netiquette-usask-detailed-270720.pdf>

As Registered Nurses, you are accountable to your governing body professional standards and regulation. This includes the [CNA Code of Ethics](#), and other regulatory standards such as those on [Professional Boundaries](#) and [Social Media](#). You are encouraged to review these regulations as necessary.

SYLLABUS CHANGES

The instructor reserves the right to make changes to the syllabus reading material and seminar schedule to accommodate scheduling of guest lectures or clinical updates. If changes are made students will be contacted by email, using their USask email address, and a posting will be placed in the course Canvas site. It is the students' responsibility to routinely check their USask email and Canvas.

TECHNICAL SUPPORT

If you need assistance with technical support, contact IT services help desk or the College of Nursing IT services. itsupport@usask.ca or 306-966-2222

ACKNOWLEDGEMENTS

Contributions to this course were provided by [\[insert names\]](#).

Updated 2022



UNIVERSITY OF
SASKATCHEWAN

**New Course
Proposal & Creation Form**

1. Approval by Department Head or Dean

- 1.1 College or School with academic authority: **College of GRADUATE & POSTDOCTORAL STUDIES**
- 1.2 Department with academic authority: **NURSING**
- 1.3 Term from which the course is effective: **September 2026**

2. Information required for the Catalogue

- 2.1 Label & Number of course: **NURS 836**
- 2.2 Academic credit units: **3**
- 2.3 Course Long Title (maximum 100 characters): **Transition to Nurse Practitioner Clinical Practice**
Course Short Title (maximum 30 characters): **Transition to NP Clinical Practice**
- 2.4 Total Hours: Lecture **Web-based Seminar(synchronous and asynchronous components) – 4 hours** Lab – **40 hours** Tutorial Other
- 2.5 Weekly Hours: Lecture Seminar Lab Tutorial Other
- 2.6 Term in which it will be offered: **T3** T1 T2 T1 or T2 T1 and T2
- 2.7 Prerequisite: **NURS 833: Pathophysiology-Pharmacology for Nurse Practitioner Practice II; NURS 830: Theory for NP Practice**
If there is a prerequisite waiver, who is responsible for signing it? **Not applicable.**
D – Instructor/Dept Approval
H – Department Approval
I – Instructor Approval
- 2.8 Catalogue description (150 words or less): **This course blends theory and practical lab experiences to prepare nurse practitioner students for their clinical residency. Students will integrate and apply NP clinical competencies in simulated lab environments, be introduced to procedural skills, enhance knowledge of emergency management and continue developing a professional NP role identity.**
- 2.9 Do you allow this course to be repeated for credit? **NO**

3. Please list rationale for introducing this course: **This course has been developed to ensure graduates of the Master of Nursing-Nurse Practitioner program meet the new entry level competencies developed by the regulatory body (College of Registered Nurses of Saskatchewan).**

4. **Please list the learning objectives for this course:**

Learning outcomes and evaluation in the University of Saskatchewan NP program is based on the [Nurse Practitioner Entry-Level Competencies \(ELCs\)](#) as set out by the Canadian Council of Registered Nurse Regulators (CCRNRR) and the College of Registered Nurses of Saskatchewan (CRNS) as well as the [CRNS Nurse Practitioner Practice Standards](#). ELCs reflect the knowledge, skill and judgement required of a novice NP to provide safe, competent, ethical and compassionate care. Practice standards compliment ELCs as broad statements of the minimal requirements for safe and effective NP practice.

Specific learning outcomes for this course include:

1. Apply NP competencies and standards within a controlled setting to demonstrate developing proficiency assessing, diagnosing, and managing a variety of patient presentations across the lifespan. (NP ELCs 1.1-1.7, 1.9-1.12, 1.16)
2. Perform invasive and non-invasive procedures accurately in a simulated environment, applying principles of patient centered evidence informed care and regulatory requirements, in preparation for real-world clinical applications. (NP ELCs 1.2, 1.8)
3. Demonstrate evidence-informed virtual care, applying regulatory, legal, privacy, and patient considerations, determining when care can safely be managed virtually versus in-person, and adapting assessment techniques appropriately to the virtual setting. (NP ELC 1.16)
4. Describe basic techniques and legal requirements of record keeping activities used in clinical settings. (NP ELC 1.14)
5. Evaluate urgent and emergent health situations, assessing patient status and initiating appropriate interventions within NP scope of practice. (NP ELCs 1.1, 1.3, 1.4, 1.6, 1.9)
6. Demonstrate effective advanced practice communication skills including patient-centred assessment, communicating diagnosis, breaking bad news, developing and maintaining professional, therapeutic, and culturally sensitive relationships, and patient education. (NP ELCs 1.10, 1.11, 1.14, 2.1, 3.2, 3.3, 4.1)
7. Demonstrate the development of a professional NP identity through reflective practice including a professional growth plan. (NP Practice Standards).

5. **Impact of this course**

Are the programs of other departments or Colleges affected by this course? **NO**

If so, were these departments consulted? (Include correspondence)

Were any other departments asked to review or comment on the proposal?

6. **Other courses or program affected** (please list course titles as well as numbers)

6.1 Courses to be deleted? **NURS 875: Transition to Advanced Nursing Practice**

6.2 Courses for which this course will be a prerequisite? **NURS 837: Nurse Practitioner Role Development I and NURS 840: Nurse Practitioner Clinical Residency I**

6.3 Is this course to be required by your majors, or by majors in another program? **This course is required for students in the Master of Nursing-Nurse Practitioner program only.**

7. **Course outline**

(Weekly outline of lectures or include a draft of the course information sheet.)

Date & Topic	Required Readings/Media
<p>Week 1</p> <p>Seminar 1:</p> <ul style="list-style-type: none"> • Course Introduction • NP as Clinician – integrating assessment, diagnosis, and management 	<p>NP as Clinician</p> <ul style="list-style-type: none"> • College of Registered Nurses of Saskatchewan (CRNS). NP Entry-Level Competencies (2023) and NP Practice Standards (2024). *Students from other jurisdictions should review the competencies and standards in the location where they practice. • Bates' Guide to Physical Examination and History Taking (13th ed). Review chapter 5. Clinical Reasoning, Assessment, and Plan <p>Simulation</p> <ul style="list-style-type: none"> • Eppich, W. & Cheng, A. (2015). Promoting excellent and reflective learning in simulation (PEARLS). Development and rational for a blended approach to health care simulation debriefing. <i>Simulation in Healthcare, 10</i>(2), 106-115. http://www.healthsciences.usask.ca/CLRC/clrc-docs/PEARLS.pdf • INACSL Standards Committee (2021). Healthcare simulation standards of best practice professional integrity. <i>Clinical Simulation in Nursing, 58</i>, 45-48. DOI: https://doi.org/10.1016/j.ecns.2021.08.014 <p>OSCE</p> <ul style="list-style-type: none"> • USask OSCE Manual • Bates' Visual Guide to Physical Examination. Review the OSCE Clinical Skills Videos. *Available through USask Library • The Edmonton Manual Video Tutorials: https://www.youtube.com/channel/UCaN9tvT-jhSwcAWQMJpusbw • The Edmonton Manual (8th ed) - Begin reviewing patient presentations that have been covered in your NP courses (i.e. Chapter 2 Physical Exam and Chapter 3. Family Medicine)
<p>Week 2-3</p> <p>Self-Directed Learning:</p>	<p>Virtual Care</p>

<ul style="list-style-type: none"> • Virtual Care • Reporting: Case Presentation & Documentation • OSCE Preparation 	<p>Review the following resources to prepare yourself for the expectations and skills to perform virtual health visits. You will apply these during the evolving case simulation (seminar 2) and virtual practice OSCE (seminar 3)</p> <p>Canadian Nurse Protective Society (CNPS). InfoLAW: Telepractice. https://cnps.ca/article/telepractice/</p> <p>CNPS. Template Form: Consent to use electronic communications. https://cnps.ca/article/consent-to-use-electronic-communications/</p> <ul style="list-style-type: none"> • Videos: Telehealth Etiquette Video Series. (South Central Telehealth Resource Center) • Video: How to Administer a Virtual Physical Exam. (Stanford Medicine) <p>Look up and review the telehealth guidelines in the jurisdiction in which you are practicing</p> <p>Reporting: Case Presentation & Documentation</p> <p>Review the following resources to support your development of competencies in reporting for nurse practitioners. You will begin applying these skills during the evolving case simulation (seminar 2) and virtual practice OSCE (seminar 3). Keep in mind that there may be standards or guidelines specific to your jurisdiction and/or agency that should also be followed related to documentation.</p> <p>NHS Institute. SBAR - Situation, Background, Assessment, Recommendation – Toolkit. http://www.ihl.org/resources/Pages/Tools/sbartoolkit.aspx</p> <ul style="list-style-type: none"> • SNAPPS: A Six-Step Learner-Centered Approach to Clinical Education (2017). https://paeaonline.org/wp-content/uploads/2017/02/SNAPPS.pdf • How to Present a Patient Case: The SNAPPS Method. University of Calgary. https://www.youtube.com/watch?v=zWavIV7zPFY • Bates Guide to Physical Examination and History Taking. Review Chapter 3. Health History section on Recording your Findings (pp 103-106); Chapter 4. Physical Examination section on Recording your Findings (pp. 132-134) and Chapter 5. Clinical Reasoning, Assessment, and Plan section on Documentation and Progress Note and Patient Problem List in the EHR (pp. 146-154) and Oral Presentation (pp 154 – 159). Regional Examination Chapters also include example documentation as part of each chapter that may
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	<p>be helpful to review for specific examples of documentation related to each body system.</p> <ul style="list-style-type: none"> • SOAP note template & SOAP note example. • Nishikawa, J. (2015). SOAP NOTES. (video) – 6 min introduction to SOAP notes <p>OSCE Preparation</p> <ul style="list-style-type: none"> • Continue review of The Edmonton Manual and watching the recommended OSCE videos as outlined in Week 1 required readings/media • Find a friend/peer to practice OSCE scenario's with (use scenarios from the Edmonton Manual or search online for options)
<p>Week 4</p> <p>Seminar 2: Evolving Case Simulation</p>	<p>Review the following resources PRIOR to the evolving case simulation to ensure you are prepared to actively participate, and optimize your learning:</p> <ul style="list-style-type: none"> • 2021 CCS Guidelines for the Management of Dyslipidemia for the Prevention of Cardiovascular Disease in the Adult. https://www.onlinecjc.ca/article/S0828-282X(21)00165-3/fulltext • PEER Simplified Lipid Guideline 2023 Summary • Diabetes Canada Clinical Practice Guidelines Quick Reference Guide. • Diabetes Canada Clinical Practice Guidelines. Chapter 32. Foot Care. https://www.diabetes.ca/health-care-providers/clinical-practice-guidelines/chapter-32#panel-tab_FullText • Alberta Health Services. How to Perform a Diabetes Foot Screen. https://www.youtube.com/watch?v=AtaQKs2jTTI • Hypertension Canada Guidelines. https://guidelines.hypertension.ca/ • Saskatchewan Chronic Disease Management Quality Improvement Program (CDM-QIP) Indicators of Best Practice – 2024 update. • RxFiles (14th Edition). Review the following sections: Cardiovascular Risk Assessments & Targets; Antihypertensives; Lipid Lowering Agents; Diabetes; Obesity and Weight Loss
<p>Week 5-6</p> <p>Self-Directed Learning:</p>	<p>Procedures</p> <p>Review the following resources to support your competency development in common procedures performed by entry-level NP's. You will have</p>

<ul style="list-style-type: none"> • Procedures (including consent for treatment) • OSCE Preparation 	<p>opportunity to apply some of this learning (i.e. suturing, phlebotomy, nasal packing) during to onsite residency.</p> <ul style="list-style-type: none"> • CNPS InfoLAW: Consent to Treatment: The role of the nurse. https://cnps.ca/article/consent-to-treatment/ • Canadian Medical Protective Association (CMPA). (2022). Informed Consent (12-min read) https://www.cmpa-acpm.ca/en/education-events/good-practices/physician-patient/informed-consent • University of Saskatchewan. (2018). A Student Guide to Wound Closure for Nurse Practitioners. • ClinicalKey Database. Watch the following procedure videos and review associated posted information: Punch Biopsy, Wart treatment, Cryosurgery, Local anesthesia, Basics of wound management, Incision and drainage of cutaneous abscesses, Laceration repair: Simple interrupted sutures, Excisional Biopsy, Shave Biopsy, General Splinting Techniques; Thumb Spica Splint; Long Arm Splint; Short Arm Splint; Long Leg Splint; Short Leg Splint; Sugar Tong Splint; Ulnar Gutter Splint; Phlebotomy; Cerumen Removal; Irrigation of the Eye; Epistaxis Management; Pap Smear, Colposcopy, Endometrial biopsy, Intrauterine Contraceptive Device Insertion, Intrauterine Contraceptive Device Removal • Clebak, K., Mendez-Miller, M., & Croad, J. (2020). Cutaneous cryosurgery for common skin conditions. <i>American Family Physician</i>, 101(7), 399-406. • Latham, J. & Martin, S. (2014). Infiltrative anesthesia in office practice. <i>American Family Physician</i>, 89(12), 956-962. • Nomandin, P., A., & Benotti, S. A. (2018). Pediatric Phlebotomy: Taking the bite out of Dracula. <i>Journal of Emergency Nursing</i>, 44(4), 427 – 9. • Pfenninger and Fowler’s Procedures for Primary Care, Fourth Edition. *Available online through USask Library. <p>OSCE Preparation</p> <ul style="list-style-type: none"> • Continue preparing for your OSCE through review of the OSCE resources (from week 1) and practice with colleagues. You will have the opportunity in seminar 3 to apply these skills in a practice (mock) virtual OSCE.
<p>Week 7</p>	<ul style="list-style-type: none"> • No new readings/media

Seminar 3: Virtual OSCE Practice	
Week 8 Self-Directed Learning: Emergencies in Primary Care	<p>Review the following resources to support your competency development in emergency management. You will have opportunity to apply, and further develop these competencies during your onsite skills labs.</p> <ul style="list-style-type: none"> • CNPS InfoLAW: Consent for CPR. https://cnps.ca/article/consent-for-cpr/ • ACLS Training Center (2021). <i>Acute Coronary Syndromes Algorithm</i>. https://www.acls.net/images/algo-acgs.pdf • 2019 Canadian Cardiovascular Society/Canadian Association of Interventional Cardiology guidelines on the acute management of ST-elevation myocardial infarction: Focused update on regionalization and reprofusion. <i>Canadian Journal of Cardiology</i>, 35, 107-132. https://www.onlinecjc.ca/article/S0828-282X(18)31321-7/pdf • Canadian Paediatric Society. (2018). <i>Position statement: Emergency treatment of anaphylaxis in infants and children</i>. https://www.cps.ca/en/documents/position/emergency-treatment-anaphylaxis • Dunphy, L., Winland-Brown, J.E., Porter, B.O., & Thomas, D.J. (Eds.). (2023). Primary care: The art and science of advanced practice nursing. Read Chapter 76. Toxic and Environmental Exposures (pp 1375-1390) • LeBlanc, C., Murray, J., Staple, L., & Chan, D. (2019). Review of emergency preparedness in the office setting. How best to prepare based on your practice and patient demographic characteristics. <i>Canadian Family Physician</i>, 65(4), 253-259. https://www.cfp.ca/content/65/4/253 • Thomsett, R. & Cullen, L. (2018). The assessment and management of chest pain in primary care: A focus on acute coronary syndrome. <i>Australian Journal of General Practice</i>, 47(5), 246-251. doi: 10.31128/AFP-08-17-4304. • Spain, K.M., Clements, P.Q., DeRanieri, J.T., & Holt, K. (2012). When disaster happens: Emergency preparedness for nurse practitioners. <i>The Journal for Nurse Practitioner</i>, 8(1), 38-44. DOI: https://doi.org/10.1016/j.nurpra.2011.07.024
Week 9	Day 1

<p>Onsite Clinical Skills Labs & OSCE (4 days + 2 days for AHAD II labs)</p>	<ul style="list-style-type: none"> • AHAD Skills Lab: MSK & Neuro Assessment • AHAD Skills Lab: GU Model Practice, Prenatal/Post-Natal <p>Day 2</p> <ul style="list-style-type: none"> • Supervised OSCE Practice session • Procedures Skills Lab: Splinting, Casting, HENT procedures, Emergencies in Primary Care <p>Day 3</p> <ul style="list-style-type: none"> • Advanced Communication Scenarios • Suture Lab <p>Day 4</p> <ul style="list-style-type: none"> • OSCE <p>Day 5</p> <ul style="list-style-type: none"> • SETA/MUTA for out of province students <p>Day 6</p> <ul style="list-style-type: none"> • OSCE-R • SETA/MUTA for in province students (or can later)
<p>Week 10</p> <p>Seminar 4: Clinical Residency Preparation</p>	<ul style="list-style-type: none"> • Burke, M. (2016). RN to NP role transition: Facing the challenges and improving the outcomes. https://www.elitelearning.com/resource-center/nursing/rn-to-np-role-transition/ • USask NP Program Clinical Site Orientation Checklist • AHQR Patient Safety Network. (2022). Patient safety in primary care. https://psnet.ahrq.gov/perspective/patient-safety-primary-care • Hardavella, G., Aamli-Gagnat, A., Saad, N., Rousalova, I., & Sreter, K. (2017). How to give and receive feedback effectively. <i>Breathe</i>, 13(4), 327-333. doi: 10.1183/20734735.009917 • USask College of Nursing NP Program Preceptor Manual • USask Library – Mobile Apps for Health Sciences Home. https://libguides.usask.ca/c.php?g=696313&p=4938658 Review and download relevant medical apps for use in labs and clinical practicum

8. **Enrolment**8.1 What is the maximum enrolment number for this course? **35**And from which colleges? **NURSING**8.2 For room bookings, please indicate the maximum estimated room size required for this course: **NOT APPLICABLE – DISTANCE LEARNING** 10-50 – ONSITE LAB HOURS WILL BE HELD AT CLRC, HEALTH SCIENCES 50-90 90-130 130+9. **Student evaluation**

Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

9.1 How should this course be graded? **PASS/FAIL**

C – Completed Requirements

(Grade options for instructor: Completed Requirements, Fail, IP In Progress)

N – Numeric/Percentage

*(Grade options for instructor: grade of 0% to 100%, IP in Progress)***P – Pass/Fail***(Grade options for instructor: Pass, Fail, In Progress)*

Evaluation Component	Date	Grade Weight
Lab Activities	Various dates as outlined in schedule	Complete/Incomplete
Reflective Practice	Week 10	Pass/Fail
OSCE	Week 9	Pass/Fail
Total		Pass/Fail

S – Special

*(Grade options for instructor: NA – Grade Not Applicable) If other, please specify:*9.2 Is the course exempt from the final examination? **YES**10. **Required text**

Include a bibliography for the course.

Required readings and media for this course are outlined [insert location students can find list of required readings e.g., course schedule or end of syllabus]. Readings come from program textbooks, peer-reviewed evidence based articles, and other electronic medical sources. Assigned readings and resources were carefully selected to address course learning outcomes. Relevant national and provincial documents as well as journal articles complement and supplement course textbooks, providing Canadian and regional context on theoretical, regulatory, political and practice considerations for nurse practitioners. Given the evolving landscape of policy, regulation and evidence-based practice, additions to the course reading list may occur during the term to introduce new and relevant literature. Any changes to the reading list will be communicated to students through a Canvas announcement.

NEW TEXTBOOKS

Fowler, G. (2020). **Pfenninger and Fowler's Procedures for Primary Care, Fourth Edition**. Elsevier.

*text available for FREE through USask Library ClinicalKey database

Wong, S. (2024) **The Edmonton Manual: Approach to the OSCE (8th ed.)**. Edmonton, AB: University of Alberta Medical Students Association.

TEXTBOOKS FROM PREVIOUS COURSES

Bickley, L.S., Szilagyi, P.G., Hoffman, R.M., & Rainier, S. (Eds.) (2021). **Bates' Guide to Physical Examination and History Taking** (13th ed). Wolters Kluwer.

Bates' Visual Guide to Physical Examination. Wolters Kluwer. **FREE access through USask library*

Burbridge, B. (2017). **Undergraduate Diagnostic Imaging Fundamentals**. University of Saskatchewan Distance Education Unit. **FREE ebook available at:*

<https://openpress.usask.ca/undergradimaging/>

Dunphy, L., Winland-Brown, J.E., Porter, B.O. & Thomas, D.J. (2022). **Primary Care: Art and Science of Advanced Practice Nursing (6thedition)**. F.A. Davis

Garcia, T.B. (2014). **12-Lead ECG. The Art of Interpretation (2nd ed)**. Jones & Bartlett Learning. **If you own an ECG interpretation text from past experiences courses, this may suffice.*

Henderson, M.C., Tierney, L.M., Smetana, G.W. (Eds). (2012). **The Patient History: An Evidence-based Approach to Differential Diagnosis**. McGraw Hill. **eBook available for FREE through USask library AccessMedicine database*

Jensen, B., Regier, L.D., Kosar, L. (Eds). (2023). **RxFiles: Drug Comparison Charts (14th edition)**. Saskatoon City Hospital. **Available online for FREE through USask library*

Nicoll, D., Lu, C.M., & McPheel, S.J. (2017). **Guide to Diagnostic Tests, 7th ed**. McGraw Hill Education. **eBook available for FREE through USask library AccessMedicine database*

Power-Kean, K., Zettel, S., El-Husseini, M.T., Huether, S.E., & McCance, K.L. (2023). **Huether and McCance's Understanding Pathophysiology, Second Canadian Edition**. Elsevier.

Rosenthal, L. & Burchum, J. (2021). **Lehne's Pharmacotherapeutics for Advanced Practice Nurses and Physician Assistants, 2nd Edition**. Elsevier.

Stern, S.D.C., Cifu, A.S., & Altkorn, D. (2020). **Symptom to Diagnosis. An Evidence-Based Guide (S2D) (4th ed)**. McGraw-Hill Education. **eBook available for FREE through USask library AccessMedicine database*

PROVINCIAL DOCUMENTS

College of Registered Nurses of Saskatchewan (CRNS) Bylaws. <https://www.crns.ca/about-us/how-we-govern/act-bylaws/>

CRNS NP Entry-level Competencies (ELC)s <https://www.crns.ca/nursing-practice/nursing-practice-resources/rnp-resources/>

CRNS NP Practice Standards <https://www.crns.ca/nursing-practice/nursing-practice-resources/rnp-resources/>

CRNS Nurse Practitioner Practice Guidelines <https://www.crns.ca/nursing-practice/nursing-practice-resources/rnp-resources/>

***Students not residing in Saskatchewan are required to familiarize themselves with the NP entry-level competencies, practice standards and guidelines in the jurisdiction where they are practicing.**

ELECTRONIC RESOURCES

Bugs and Drugs: Antimicrobial reference book <http://www.bugsanddrugs.ca/>

ClinicalKey. Provides access to current medical and surgical content including journals, medical and surgical books, medical videos and images. Free for students to access through the University of Saskatchewan Library.

Dynamed. A clinical reference tool with clinically-organized summaries for nearly 3,000 topics, this is an evidence-based reference intended to answer clinical questions at the point of care for health care professionals. A DynaMed app can be downloaded to your mobile device. Free for students to access through the University of Saskatchewan Library.

VisualDx. VisualDx is a web-based system that assists "in the identification of dermatologic, infectious, genetic, metabolic, nutritional and occupational diseases, benign and malignant growths, drug-induced conditions, and other injuries." Free for students to access through the University of Saskatchewan Library.

11. Resources

- 11.1 Proposed instructor: **Current faculty within the College of Nursing teaching in the Nurse Practitioner programs.**
- 11.2 How does the department plan to handle the additional teaching or administrative workload? **The Master of Nursing-Nurse Practitioner programs have sufficient existing teaching and administrative resources to deliver this course.**
- 11.3 Are sufficient library or other research resources available for this course? **YES**
- 11.4 Are any additional resources required (library, audio-visual, technology, etc.)? **NO**

12. Tuition

- 12.1 Will this course attract tuition charges? If so, how much? (use tuition category) **YES, Graduate Studies Special Tuition Program category**

- 12.2 Does this course require non-standard fees, such as materials or excursion fees? If so, please include an approved "Application for New Fee or Fee Change Form"
<http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees>
-

Detailed Course Information

1. Schedule Types

Please choose the Schedule Types that can be used for sections that fall under this course: **see highlighted selection.**

Code	Description	Code	Description
CL	Clinical	PRB	Problem Session
COO	Coop Class	RDG	Reading Class
FLD	Field Trip	RES	Research
ICR	Internet Chat Relay	ROS	Roster (Dent Only)
IHP	Internet Help	SEM	Seminar
IN1	Internship - Education	SSI	Supervised Self Instruction
IN2	Internship - CMPT & EPIP	STU	Studio
IN3	Internship - General	SUP	Teacher Supervision
LAB	Laboratory	TUT	Tutorial
LC	Lecture/Clinical (Dent Only)	WEB	Web Based Class
LEC	Lecture	XCH	Exchange Program
LL	Lecture/Laboratory	XGN	Ghost Schedule Type Not Applicable
MM	Multimode	XHS	High School Class
PCL	Pre-Clinical (Dent Only)	XNA	Schedule Type Not Applicable
PRA	Practicum	XNC	No Academic Credit

2. Course Attributes

Please highlight the attributes that should be attached to the course (they will apply to all sections):

Off or Distance Ed Stdnt Fee

Web Class taught synchronously

Fee - Graduate Studies

2.1 NOAC No Academic Credit

0 Credit Unit courses that possess "deemed" CUs (Called Operational Credit Units). NOAC causes the system to roll 0 academic credit units to academic history.

2.2 For the College of Arts and Science only: To which program type does this course belong?

- FNAR Fine Arts
- HUM Humanities
- SCIE Science
- SOCS Social Science
- ARNP No Program Type (Arts and Science)

Does this course satisfy one of the official college requirements:

- ELWR – English Language Writing Requirement
- ILRQ – Indigenous Learning Requirement
- QRRQ – Quantitative Reasoning Requirement

3. Registration Information (Note: multi-term courses cannot be automated as corequisites).

- 3.1 Permission Required: **YES, permission is required to audit this course**
- 3.2 Restriction(s): course only open to students in a specific college, program/degree, major, year in program: **Only open to MN-NP students.**
- 3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course: **NURS 833: Pathophysiology-Pharmacology for Nurse Practitioner Practice II; NURS 830: Theory for NP Practice**
- 3.4 Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course:
- 3.5 Corequisite(s): course(s) that must be taken at the same time as this course: **NURS 835: Advanced Health Assessment and Diagnostic Reasoning II.**
- 3.6 Notes: recommended courses, repeat restrictions/content overlap, other additional information

4. List Equivalent Course(s) here: NURS 875.3

An equivalent course can be used in place of the course for which this form is being completed, specifically for the purposes of prerequisite and degree audit checking. Credit will be given for only one of the equivalent courses.

- 4.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be equivalent:

***Please note:** If the equivalent courses carry an UNEQUAL number of credit units, DegreeWorks will automatically enforce the following, unless otherwise stated:

- If a 3 credit unit course is considered to be equivalent to a 6 credit unit course, it will fulfill the 6 credit unit requirement and the student will not have to complete another 3 credit units toward the overall number of required credit units for the program.
- If a 6 credit unit course is considered to be equivalent to a 3 credit unit course, ALL 6 of the credit units may be used to fulfill the 3 credit unit requirement.

5. List Mutually-Exclusive Course(s) here: NURS 875.3

Mutually exclusive courses have similar content such that students cannot receive credit for both.

- 5.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be mutually exclusive:

***Please note:** SiRIUS cannot enforce a situation where the exclusion goes only one way.

6. Additional Notes: Syllabus attached.

COURSE SYLLABUS

Course Title:	Transition to Nurse Practitioner Clinical Practice		
Course Code:	NURS 836	Term:	TBD
Course Credits:	3	Delivery:	Blended: Self-directed, synchronous online seminars, onsite skills labs
Location:	Distance Learning + onsite skills labs in Saskatoon	Website:	https://canvas.usask.ca/
Course Dates & Times:	10 weeks with 40 hours of lab (mix of online and onsite) + 2 x 2hr online seminars		
Course Calendar Description:	This course blends theory and practical lab experiences to prepare nurse practitioner students for their clinical residency. Students will integrate and apply NP clinical competencies in simulated lab environments, be introduced to procedural skills, enhance knowledge of emergency management and continue developing a professional NP role identity.		
Pre or Co-Requisite:	NURS 835 Advanced Health Assessment & Diagnostic Reasoning II (COREQ); NURS 833 Pathophysiology-Pharmacology for Nurse Practitioner Practice II(PRE);NURS 830: Theory for NP Practice (Pre)		
Course Equivalent:	NURS 875: Transition to Advanced Nursing Practice		

*Note: All times refer to Saskatchewan Time Zone

LAND ACKNOWLEDGMENT

As we engage in teaching and learning, we acknowledge that the University of Saskatchewan Saskatoon campus is *on Treaty Six Territory* and the *Homeland of the Métis*. We pay our respect to the First Nation and Métis ancestors of this place and reaffirm our relationship with one another. We recognize that many are attending this course from other traditional Indigenous lands and ask that you take a moment to make your own Land Acknowledgement to the peoples of those lands. In doing so, we are actively participating in reconciliation as we navigate our time in this course, learning and supporting each other.

LEARNING OUTCOMES

Learning outcomes and evaluation in the University of Saskatchewan NP program is based on the [Nurse Practitioner Entry-Level Competencies \(ELCs\)](#) as set out by the Canadian Council of Registered Nurse Regulators (CCRNRR) and the College of Registered Nurses of Saskatchewan (CRNS) as well as the [CRNS Nurse Practitioner Practice Standards](#). ELCs reflect the knowledge, skill and judgement required of a novice NP to provide safe, competent, ethical and compassionate care. Practice standards compliment ELCs as broad statements of the minimal requirements for safe and effective NP practice.

Specific learning outcomes for this course include:

1. Apply NP competencies and standards within a controlled setting to demonstrate developing proficiency assessing, diagnosing, and managing a variety of patient presentations across the lifespan. (NP ELCs 1.1-1.7, 1.9-1.12, 1.16)
2. Perform invasive and non-invasive procedures accurately in a simulated environment, applying principles of patient centered evidence informed care and regulatory requirements, in preparation for real-world clinical applications. (NP ELCs 1.2, 1.8)
3. Demonstrate evidence-informed virtual care, applying regulatory, legal, privacy, and patient considerations, determining when care can safely be managed virtually versus in-person, and adapting assessment techniques appropriately to the virtual setting. (NP ELC 1.16)
4. Describe basic techniques and legal requirements of record keeping activities used in clinical settings. (NP ELC 1.14)
5. Evaluate urgent and emergent health situations, assessing patient status and initiating appropriate interventions within NP scope of practice. (NP ELCs 1.1, 1.3, 1.4, 1.6, 1.9)
6. Demonstrate effective advanced practice communication skills including patient-centred assessment, communicating diagnosis, breaking bad news, developing and maintaining professional, therapeutic, and culturally sensitive relationships, and patient education. (NP ELCs 1.10, 1.11, 1.14, 2.1, 3.2, 3.3, 4.1)
7. Demonstrate the development of a professional NP identity through reflective practice including a professional growth plan. (NP Practice Standards).

UNIVERSITY OF SASKATCHEWAN GRADING SYSTEM FOR GRADUATE COURSES

Grading in this course follows the University of Saskatchewan College of Graduate and Postdoctoral Studies (CGPS) Literal Descriptors. The following describes the relationship between literal descriptors and percentage scores for courses in the College of Graduate Studies and Research:

90-100 Exceptional

A superior performance with consistent strong evidence of:

- a comprehensive, incisive grasp of subject matter;
- an ability to make insightful, critical evaluation of information;
- an exceptional capacity for original, creative and/or logical thinking;
- an exceptional ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently;
- an exceptional ability to analyze and solve difficult problems related to subject matter.

80-89 Very Good to Excellent

A very good to excellent performance with strong evidence of:

- a comprehensive grasp of subject matter;
- an ability to make sound critical evaluation of information;
- a very good to excellent capacity for original, creative and/or logical thinking;

- a very good to excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently;
- a very good to excellent ability to analyze and solve difficult problems related to subject matter.

70-79 Satisfactory to Good

A satisfactory to good performance with evidence of:

- a substantial knowledge of subject matter;
- a satisfactory to good understanding of the relevant issues and satisfactory to good familiarity with the relevant literature and technology;
- a satisfactory to good capacity for logical thinking;
- some capacity for original and creative thinking;
- a satisfactory to good ability to organize, to analyze, and to examine the subject matter in a critical and constructive manner;
- a satisfactory to good ability to analyze and solve moderately difficult problems.

60-69 Poor

A generally weak performance, but with some evidence of:

- a basic grasp of the subject matter;
- some understanding of the basic issues;
- some familiarity with the relevant literature and techniques;
- some ability to develop solutions to moderately difficult problems related to the subject matter;
- some ability to examine the material in a critical and analytical manner.

<60 Failure

An unacceptable performance.

Further information on literal descriptors for grading at the University of Saskatchewan can be found at: <https://students.usask.ca/academics/grading/grading-system.php#GradingSystem> Please note: There are different literal descriptors for undergraduate and graduate students.

ACADEMIC POLICIES

Students are expected to follow USask Policies. These can be found at: <http://policies.usask.ca>

USask Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at: <http://policies.usask.ca/policies/academic-affairs/academic-courses.php>

College of Nursing Graduate program policies can be found at:

<https://nursing.usask.ca/policies/graduate.php>

USASK LEARNING CHARTER

The USask Learning Charter defines aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the

institution. A copy of the Learning Charter can be found at:
http://www.usask.ca/university_secretary/LearningCharter.pdf

LEARNING ENVIRONMENT OVERVIEW

As a graduate degree, the USask NP program requires you to apply advanced-level thinking, analysis, critical evaluation, and self-directed learning. Course design is based on a professional, self-directed learning environment in which instructors facilitate and support your development of entry level NP competencies and graduate level learning outcomes (as defined by the [CASN National Nursing Education Framework](#) 2022). As an adult learner, you are expected to take responsibility for your own learning, identifying personal learning needs and activities to meet course learning outcomes.

Synchronous online seminars use Zoom as the videoconferencing platform for delivery. Although the classroom is online, the seminars are considered private USask classrooms, accessible only to students registered in the course. Online seminar etiquette, including professional behaviours and appearance, is expected of all seminar participants.

PROGRAM REQUIREMENTS AND CRITERIA THAT MUST BE MET TO PASS

- Completion of all course evaluation components
- Attendance at all mandatory seminars and/or labs (if applicable)
- Minimum 70% (pass) on essential course components*
- Overall final grade of 70% or higher in the course

* An essential component of a course must be passed in order to pass the course. Essential components for USask NP courses have been identified through curriculum mapping and are considered necessary for students to demonstrate attainment of course learning outcomes and/or foundational competencies necessary to progress within the program. All final exams, the comprehensive exam, major assignments, OSCEs and clinical evaluations are essential components. Additional essential components are course specific and identified in the course syllabus.

Please refer to the following College of Nursing Graduate program policies at:

<https://nursing.usask.ca/policies/graduate.php> for further details on academic requirements:

- Completion of Work
- Grade Assignment
- NP Program Progression and Remediation Policy
- NP Students Promotion and Graduation
- Supplemental and Deferred Exams

COURSE OVERVIEW

Transition to Nurse Practitioner Practice blends theory and practical lab experiences to help prepare you for your first clinical residency and continue developing your professional NP role identity. You will integrate NP Clinician competencies in simulated patient encounters, as well as enhance knowledge of common procedures performed by NPs, with opportunity to practice in the lab setting. After practising these competencies, with feedback from instructors, you will be evaluated on your developing clinician competencies and readiness to safely begin clinical courses, through the objective structure clinical examination (OSCE).

COURSE SCHEDULE

Date & Topic	Required Readings/Media
<p>Week 1</p> <p>Seminar 1:</p> <ul style="list-style-type: none"> • Course Introduction • NP as Clinician – integrating assessment, diagnosis, and management 	<p>NP as Clinician</p> <ul style="list-style-type: none"> • College of Registered Nurses of Saskatchewan (CRNS). NP Entry-Level Competencies (2023) and NP Practice Standards (2024). *Students from other jurisdictions should review the competencies and standards in the location where they practice. • Bates' Guide to Physical Examination and History Taking (13th ed). Review chapter 5. Clinical Reasoning, Assessment, and Plan <p>Simulation</p> <ul style="list-style-type: none"> • Eppich, W. & Cheng, A. (2015). Promoting excellent and reflective learning in simulation (PEARLS). Development and rational for a blended approach to health care simulation debriefing. <i>Simulation in Healthcare, 10</i>(2), 106-115. http://www.healthsciences.usask.ca/CLRC/clrc-docs/PEARLS.pdf • INACSL Standards Committee (2021). Healthcare simulation standards of best practice professional integrity. <i>Clinical Simulation in Nursing, 58</i>, 45-48. DOI: https://doi.org/10.1016/j.ecns.2021.08.014 <p>OSCE</p> <ul style="list-style-type: none"> • USask OSCE Manual • Bates' Visual Guide to Physical Examination. Review the OSCE Clinical Skills Videos. *Available through USask Library • The Edmonton Manual Video Tutorials: https://www.youtube.com/channel/UCaN9tvT-jhSwcAWQMJpusbw

	<ul style="list-style-type: none"> The Edmonton Manual (8th ed) - Begin reviewing patient presentations that have been covered in your NP courses (i.e. Chapter 2 Physical Exam and Chapter 3. Family Medicine)
<p>Week 2-3</p> <p>Self-Directed Learning:</p> <ul style="list-style-type: none"> Virtual Care Reporting: Case Presentation & Documentation OSCE Preparation 	<p>Virtual Care</p> <p>Review the following resources to prepare yourself for the expectations and skills to perform virtual health visits. You will apply these during the evolving case simulation (seminar 2) and virtual practice OSCE (seminar 3)</p> <p>Canadian Nurse Protective Society (CNPS). InfoLAW: Telepractice. https://cnps.ca/article/telepractice/</p> <p>CNPS. Template Form: Consent to use electronic communications. https://cnps.ca/article/consent-to-use-electronic-communications/</p> <ul style="list-style-type: none"> Videos: Telehealth Etiquette Video Series. (South Central Telehealth Resource Center) Video: How to Administer a Virtual Physical Exam. (Stanford Medicine) <p>Look up and review the telehealth guidelines in the jurisdiction in which you are practicing</p> <p>Reporting: Case Presentation & Documentation</p> <p>Review the following resources to support your development of competencies in reporting for nurse practitioners. You will begin applying these skills during the evolving case simulation (seminar 2) and virtual practice OSCE (seminar 3). Keep in mind that there may be standards or guidelines specific to your jurisdiction and/or agency that should also be followed related to documentation.</p> <p>NHS Institute. SBAR - Situation, Background, Assessment, Recommendation – Toolkit. http://www.ihl.org/resources/Pages/Tools/sbartoolkit.aspx</p> <ul style="list-style-type: none"> SNAPPS: A Six-Step Learner-Centered Approach to Clinical Education (2017). https://paeaonline.org/wp-content/uploads/2017/02/SNAPPS.pdf How to Present a Patient Case: The SNAPPS Method. University of Calgary. https://www.youtube.com/watch?v=zWavIV7zPFY Bates Guide to Physical Examination and History Taking. Review Chapter 3. Health History section on Recording your Findings (pp 103-106); Chapter 4. Physical Examination section on Recording your Findings (pp. 132-134) and Chapter 5. Clinical Reasoning, Assessment, and Plan section on Documentation and Progress Note

	<p>and Patient Problem List in the EHR (pp. 146-154) and Oral Presentation (pp 154 – 159). Regional Examination Chapters also include example documentation as part of each chapter that may be helpful to review for specific examples of documentation related to each body system.</p> <ul style="list-style-type: none"> • SOAP note template & SOAP note example. • Nishikawa, J. (2015). SOAP NOTES. (video) – 6 min introduction to SOAP notes <p>OSCE Preparation</p> <ul style="list-style-type: none"> • Continue review of The Edmonton Manual and watching the recommended OSCE videos as outlined in Week 1 required readings/media • Find a friend/peer to practice OSCE scenario's with (use scenarios from the Edmonton Manual or search online for options)
<p>Week 4</p> <p>Seminar 2: Evolving Case Simulation</p>	<p>Review the following resources PRIOR to the evolving case simulation to ensure you are prepared to actively participate, and optimize your learning:</p> <ul style="list-style-type: none"> • 2021 CCS Guidelines for the Management of Dyslipidemia for the Prevention of Cardiovascular Disease in the Adult. https://www.onlinecjc.ca/article/S0828-282X(21)00165-3/fulltext • PEER Simplified Lipid Guideline 2023 Summary • Diabetes Canada Clinical Practice Guidelines Quick Reference Guide. • Diabetes Canada Clinical Practice Guidelines. Chapter 32. Foot Care. https://www.diabetes.ca/health-care-providers/clinical-practice-guidelines/chapter-32#panel-tab_FullText • Alberta Health Services. How to Perform a Diabetes Foot Screen. https://www.youtube.com/watch?v=AtaOKs2jTTI • Hypertension Canada Guidelines. https://guidelines.hypertension.ca/ • Saskatchewan Chronic Disease Management Quality Improvement Program (CDM-QIP) Indicators of Best Practice – 2024 update. • RxFiles (14th Edition). Review the following sections: Cardiovascular Risk Assessments & Targets; Antihypertensives; Lipid Lowering Agents; Diabetes; Obesity and Weight Loss
<p>Week 5-6</p>	<p>Procedures</p>

<p>Self-Directed Learning:</p> <ul style="list-style-type: none"> • Procedures (including consent for treatment) • OSCE Preparation 	<p>Review the following resources to support your competency development in common procedures performed by entry-level NP's. You will have opportunity to apply some of this learning (i.e. suturing, phlebotomy, nasal packing) during to onsite residency.</p> <ul style="list-style-type: none"> • CNPS InfoLAW: Consent to Treatment: The role of the nurse. https://cnps.ca/article/consent-to-treatment/ • Canadian Medical Protective Association (CMPA). (2022). Informed Consent (12-min read) https://www.cmpa-acpm.ca/en/education-events/good-practices/physician-patient/informed-consent • University of Saskatchewan. (2018). A Student Guide to Wound Closure for Nurse Practitioners. • ClinicalKey Database. Watch the following procedure videos and review associated posted information: Punch Biopsy, Wart treatment, Cryosurgery, Local anesthesia, Basics of wound management, Incision and drainage of cutaneous abscesses, Laceration repair: Simple interrupted sutures, Excisional Biopsy, Shave Biopsy, General Splinting Techniques; Thumb Spica Splint; Long Arm Splint; Short Arm Splint; Long Leg Splint; Short Leg Splint; Sugar Tong Splint; Ulnar Gutter Splint; Phlebotomy; Cerumen Removal; Irrigation of the Eye; Epistaxis Management; Pap Smear, Colposcopy, Endometrial biopsy, Intrauterine Contraceptive Device Insertion, Intrauterine Contraceptive Device Removal • Clebak, K., Mendez-Miller, M., & Croad, J. (2020). Cutaneous cryosurgery for common skin conditions. <i>American Family Physician</i>, 101(7), 399-406. • Latham, J. & Martin, S. (2014). Infiltrative anesthesia in office practice. <i>American Family Physician</i>, 89(12), 956-962. • Nomandin, P., A., & Benotti, S. A. (2018). Pediatric Phlebotomy: Taking the bite out of Dracula. <i>Journal of Emergency Nursing</i>, 44(4), 427 – 9. • Pfenninger and Fowler's Procedures for Primary Care, Fourth Edition. *Available online through USask Library. <p>OSCE Preparation</p> <ul style="list-style-type: none"> • Continue preparing for your OSCE through review of the OSCE resources (from week 1) and practice with colleagues. You will have the opportunity in seminar 3 to apply these skills in a practice (mock) virtual OSCE.
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<p>Week 7</p> <p>Seminar 3: Virtual OSCE Practice</p>	<ul style="list-style-type: none"> No new readings/media
<p>Week 8</p> <p>Self-Directed Learning: Emergencies in Primary Care</p>	<p>Review the following resources to support your competency development in emergency management. You will have opportunity to apply, and further develop these competencies during your onsite skills labs.</p> <ul style="list-style-type: none"> CNPS InfoLAW: Consent for CPR. https://cnps.ca/article/consent-for-cpr/ ACLS Training Center (2021). <i>Acute Coronary Syndromes Algorithm</i>. https://www.acls.net/images/algo-acps.pdf 2019 Canadian Cardiovascular Society/Canadian Association of Interventional Cardiology guidelines on the acute management of ST-elevation myocardial infarction: Focused update on regionalization and reprofusion. <i>Canadian Journal of Cardiology</i>, 35, 107-132. https://www.onlinecjc.ca/article/S0828-282X(18)31321-7/pdf Canadian Paediatric Society. (2018). <i>Position statement: Emergency treatment of anaphylaxis in infants and children</i>. https://www.cps.ca/en/documents/position/emergency-treatment-anaphylaxis Dunphy, L., Winland-Brown, J.E., Porter, B.O., & Thomas, D.J. (Eds.). (2023). Primary care: The art and science of advanced practice nursing. Read Chapter 76. Toxic and Environmental Exposures (pp 1375-1390) LeBlanc, C., Murray, J., Staple, L., & Chan, D. (2019). Review of emergency preparedness in the office setting. How best to prepare based on your practice and patient demographic characteristics. <i>Canadian Family Physician</i>, 65(4), 253-259. https://www.cfp.ca/content/65/4/253 Thomsett, R. & Cullen, L. (2018). The assessment and management of chest pain in primary care: A focus on acute coronary syndrome. <i>Australian Journal of General Practice</i>, 47(5), 246-251. doi: 10.31128/AFP-08-17-4304. Spain, K.M., Clements, P.Q., DeRanieri, J.T., & Holt, K. (2012). When disaster happens: Emergency preparedness for nurse practitioners. <i>The Journal for Nurse Practitioner</i>, 8(1), 38-44. DOI: https://doi.org/10.1016/j.nurpra.2011.07.024

<p>Week 9</p> <p>Onsite Clinical Skills Labs & OSCE (4 days + 2 days for AHAD II labs)</p>	<p>Day 1</p> <ul style="list-style-type: none"> • AHAD Skills Lab: MSK & Neuro Assessment • AHAD Skills Lab: GU Model Practice, Prenatal/Post-Natal <p>Day 2</p> <ul style="list-style-type: none"> • Supervised OSCE Practice session • Procedures Skills Lab: Splinting, Casting, HENT procedures, Emergencies in Primary Care <p>Day 3</p> <ul style="list-style-type: none"> • Advanced Communication Scenarios • Suture Lab <p>Day 4</p> <ul style="list-style-type: none"> • OSCE <p>Day 5</p> <ul style="list-style-type: none"> • SETA/MUTA for out of province students <p>Day 6</p> <ul style="list-style-type: none"> • OSCE-R • SETA/MUTA for in province students (or can later)
<p>Week 10</p> <p>Seminar 4: Clinical Residency Preparation</p>	<ul style="list-style-type: none"> • Burke, M. (2016). RN to NP role transition: Facing the challenges and improving the outcomes. https://www.elitelearning.com/resource-center/nursing/rn-to-np-role-transition/ • USask NP Program Clinical Site Orientation Checklist • AHQR Patient Safety Network. (2022). Patient safety in primary care. https://psnet.ahrq.gov/perspective/patient-safety-primary-care • Hardavella, G., Aamli-Gagnat, A., Saad, N., Rousalova, I., & Sreter, K. (2017). How to give and receive feedback effectively. <i>Breathe</i>, 13(4), 327-333. doi: 10.1183/20734735.009917 • USask College of Nursing NP Program Preceptor Manual • USask Library – Mobile Apps for Health Sciences Home. https://libguides.usask.ca/c.php?g=696313&p=4938658 Review and download relevant medical apps for use in labs and clinical practicum

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INSTRUCTOR INFORMATION:

Title

Name:

Email:

Office Phone:

Mobile: (urgent matters only)

Title

Name:

Email:

Office Phone:

Mobile: (urgent matters only)

Office Hours: As posted on Canvas Zoom meetings. Students are encouraged to attend office hours to clarify questions about course materials. If you would prefer a private meeting, please send a Canvas message outlining the reason for the meeting and two days/times you are available to meet.

Email Communication: University of Saskatchewan email addresses will be used for email communication within this course. Instructors will review and respond to messages within 48 hours, **with the exception of weekends and holidays** during which time regular monitoring of email cannot be guaranteed.

Urgent Concerns (requiring attention within 1-2 hours): Please call or send a text message

REQUIRED RESOURCES

Required readings and media for this course are outlined in the course schedule (pp 18-24). Readings come from program textbooks, peer-reviewed evidence based articles, and other electronic medical sources. Assigned readings and resources were carefully selected to address course learning outcomes. Relevant national and provincial documents as well as journal articles complement and supplement course textbooks, providing Canadian and regional context on theoretical, regulatory, political and practice considerations for nurse practitioners. Given the evolving landscape of policy, regulation and evidence-based practice, additions to the course reading list may occur during the term to introduce new and relevant literature. Any changes to the reading list will be communicated to students through a Canvas announcement.

NEW TEXTBOOKS

Fowler, G. (2020). **Pfenninger and Fowler's Procedures for Primary Care, Fourth Edition**. Elsevier.

*e-text available for FREE through USask Library ClinicalKey database

Wong, S. (2024) **The Edmonton Manual: Approach to the OSCE (8th ed.)**. Edmonton, AB: University of Alberta Medical Students Association.

TEXTBOOKS FROM PREVIOUS COURSES

Bickley, L.S., Szilagyi, P.G., Hoffman, R.M., & Rainier, S. (Eds.) (2021). **Bates' Guide to Physical Examination and History Taking** (13th ed). Wolters Kluwer.

Bates' Visual Guide to Physical Examination. Wolters Kluwer. **FREE access through USask library*

Burbridge, B. (2017). **Undergraduate Diagnostic Imaging Fundamentals.** University of Saskatchewan Distance Education Unit. **FREE ebook available at:*
<https://openpress.usask.ca/undergradimaging/>

Dunphy, L., Winland-Brown, J.E., Porter, B.O. & Thomas, D.J. (2022). **Primary Care: Art and Science of Advanced Practice Nursing (6thedition).** F.A. Davis

Garcia, T.B. (2014). **12-Lead ECG. The Art of Interpretation (2nd ed).** Jones & Bartlett Learning. **If you own an ECG interpretation text from past experiences courses, this may suffice.*

Henderson, M.C., Tierney, L.M., Smetana, G.W. (Eds). (2012). **The Patient History: An Evidence-based Approach to Differential Diagnosis.** McGraw Hill. **eBook available for FREE through USask library AccessMedicine database*

Jensen, B., Regier, L.D., Kosar, L. (Eds). (2023). **RxFiles: Drug Comparison Charts (14th edition).** Saskatoon City Hospital. **Available online for FREE through USask library*

Nicoll, D., Lu, C.M., & McPheel, S.J. (2017). **Guide to Diagnostic Tests, 7th ed.** McGraw Hill Education. **eBook available for FREE through USask library AccessMedicine database*

Power-Kean, K., Zettel, S., El-Hussein, M.T., Huether, S.E., & McCance, K.L. (2023). **Huether and McCance's Understanding Pathophysiology, Second Canadian Edition.** Elsevier.

Rosenthal, L. & Burchum, J. (2021). **Lehne's Pharmacotherapeutics for Advanced Practice Nurses and Physician Assistants, 2nd Edition.** Elsevier.

Stern, S.D.C., Cifu, A.S., & Altkorn, D. (2020). **Symptom to Diagnosis. An Evidence-Based Guide (S2D) (4th ed).** McGraw-Hill Education. **eBook available for FREE through USask library AccessMedicine database*

PROVINCIAL DOCUMENTS

College of Registered Nurses of Saskatchewan (CRNS) Bylaws. <https://www.crns.ca/about-us/how-we-govern/act-bylaws/>

CRNS NP Entry-level Competencies (ELC)s <https://www.crns.ca/nursing-practice/nursing-practice-resources/rnnp-resources/>

CRNS NP Practice Standards <https://www.crns.ca/nursing-practice/nursing-practice-resources/rnnp-resources/>

CRNS Nurse Practitioner Practice Guidelines <https://www.crns.ca/nursing-practice/nursing-practice-resources/rnnp-resources/>

***Students not residing in Saskatchewan are required to familiarize themselves with the NP entry-level competencies, practice standards and guidelines in the jurisdiction where they are practicing.**

ELECTRONIC RESOURCES

Bugs and Drugs: Antimicrobial reference book <http://www.bugsanddrugs.ca/>

ClinicalKey. Provides access to current medical and surgical content including journals, medical and surgical books, medical videos and images. Free for students to access through the University of Saskatchewan Library.

Dynamed. A clinical reference tool with clinically-organized summaries for nearly 3,000 topics, this is an evidence-based reference intended to answer clinical questions at the point of care for health care professionals. A DynaMed app can be downloaded to your mobile device. Free for students to access through the University of Saskatchewan Library.

VisualDx. VisualDx is a web-based system that assists "in the identification of dermatologic, infectious, genetic, metabolic, nutritional and occupational diseases, benign and malignant growths, drug-induced conditions, and other injuries." Free for students to access through the University of Saskatchewan Library.

GRADING SCHEME

Evaluation Component	Date	Grade Weight
Lab Activities	Various dates as outlined in schedule	Complete/Incomplete
Reflective Practice	Week 10	Pass/Fail
OSCE	Week 9	Pass/Fail
Total		Pass/Fail

*Essential components. Passing grade of $\geq 70\%$ required

EVALUATION COMPONENTS

Evaluation in this course is pass/fail. Students are required to actively participate in course learning activities, including onsite skills labs, to meet course requirements. The OSCE at the completion of the course is graded as pass/fail, with an 70% required for a passing grade.

PARTICIPATION IN COURSE LEARNING ACTIVITIES AND LABS

Value: Complete/Incomplete

Due Date: Throughout the term as outlined in course schedule

Type: Learning activities and labs will support development of NP clinician competencies.

Description: Throughout this course you will participate in various learning activities and labs (online and in-person) to support development of NP competencies in health assessment, diagnosis, therapeutic management, virtual care, procedures, advanced communication/counseling, and emergency management in preparation for entering your first clinical course. Course lab activities are outlined in the course schedule.

Learning Outcomes Addressed: 1, 2, 3, 4, 5, 6

REFLECTIVE PRACTICE

Value: Pass/Fail with 70% required for a pass

Due Date: Last day of course

Length: 500 words

Type: This reflective practice exercise supports development of a professional growth plan to identify priority opportunities for competency growth in your first clinical course.

Description: Reflect on the NP Entry-Level Competencies and Practice Standards in your jurisdiction, considering how you are progressing towards meeting them, as well as your development of an NP role identity. Consider the feedback received from peers and instructors during course learning activities, as well as your self-assessment, to identify your strengths, and learning priorities as you enter the first clinical practicum. Write a reflective practice statement (maximum 500 words) summarizing your development of a professional NP identity, and professional growth plan for addressing learning priorities and continuing to shape your role identity as you enter the first clinical course. This reflective practice should be written in first person, with APA formatting applied to references. After submitting your reflective practice to Canvas, save a copy to refer back to in your first clinical course.

Grading of reflective practice assignments is guided by the [CGPS literal descriptors](#) with a minimum 70% (pass) required for a "pass".

Learning Outcome Addressed: 7

OSCE

Value: Pass/Fail with 70% required for a pass

Due Date: Week 9 during scheduled onsite skills days

Length: Approximately 1.5 hours (4 stations)

Type: The Objective Structure Clinical Exam (OSCE) is a practical exam in which you are evaluated on your developing NP Clinician Competencies in a simulated clinical encounter.

Description: You will be evaluated on foundational development of NP clinician competencies essential to safely begin clinical, and engage in clinical learning through four OSCE stations addressing common

patient presentations seen by nurse practitioners. Please see the OSCE manual for further information related to the OSCE, including structure and format. An OSCE schedule will be posted on Canvas.

Learning Outcome Addressed: 1, 3, 5, 6

SUBMITTING ASSIGNMENTS

Assignments will be submitted in electronic format in Canvas, unless otherwise specified.

LATE ASSIGNMENTS

As per graduate program policy (<https://nursing.usask.ca/policies/graduate.php>):

1. Assignments will be graded according to the College of Graduate & Postdoctoral Studies Grading Scale and Literal Descriptors. Students must submit all required assignments before or on the specified dates. Late submission without the professor's prior consent (extension granted) will result in a deduction of 5% of the assignment grade per calendar day and a grade of 0% for all unexcused assignments submitted five business days after the assignment deadline.
2. Students are required to complete all course components to receive credit for a course.
3. Unless other arrangements have been made with the course facilitator, the last day for acceptance of assignments will be communicated in each course syllabus.

ATTENDANCE EXPECTATIONS

Regular, punctual attendance and active participation at scheduled seminars is expected. Seminar and/or lab activities may be designated as mandatory in the course syllabus and absenteeism from these activities may result in the inability to meet course requirements and therefore failure in the course. If you will be absent from a scheduled learning activity through no fault of your own (e.g., illness, bereavement), please contact your instructor as soon as possible to discuss if and how missed time will be addressed. Students are required to have appropriate technology, including a headset with microphone, webcam and reliable high-speed internet to facilitate participation in online learning activities.

EXAM POLICIES, PROCEDURES AND GUIDELINES

The midterm and final exam in this course must be done on the date and time scheduled. If a student is unable to write an exam through no fault of their own (e.g., for medical reasons), they should notify their instructor as soon as possible. With proper documentation (e.g., doctors note) an opportunity to write the missed exam may be given in compliance with [University Policy on Supplemental and Deferred Examination](#). Please review all examination policies and procedures to familiarize yourself with expectations: <https://cgps.usask.ca/policy-and-procedure/Academics/examinations.php>

NP PROGRAM EXAM PROCEDURES



All tests/exams, unless otherwise specified in the syllabus, will be written individually, online, with remote proctoring using video conferencing (e.g., Zoom®). You are required to have a reliable internet connection and a webcam that can be positioned to provide a side view (e.g., webcam on a tripod, separate device with a webcam). Throughout the exam your webcam should be positioned to capture your side profile, including your upper torso, head, desktop and computer screen. (See example picture).

Unless otherwise specified, use of mobile or other electronic devices, other than the exam program, is not permitted during exams. Please refer to [University of Saskatchewan Exam writing procedures](#). The online exam sessions will be recorded. Once the course is completed, the recorded sessions will be deleted.

EXAM GUIDELINES

Although students will write the exams from their home computer using remote invigilation, it is the University's expectation that students approach the exam as though they were writing an in-person invigilated exam. In addition to the [University of Saskatchewan Exam Regulations](#) students are expected to follow these guidelines:

1. Students are expected to start their exam at the scheduled start time. ***Please log in a minimum 15 minutes early to ensure you are on time and your technology is working.***
2. Students starting the exam later than 30-minutes after the start of the examination may be denied the opportunity to sit the exam.
3. At the end of the scheduled examination time, the exam software will automatically close the exam.
4. Students are expected to go to the washroom prior to the exam to minimize disruptions.
5. Students who need to get up and move out of the camera view for any reason (e.g., address an urgent issue, washroom break) must clearly indicate the reason to the invigilator prior to moving and return to the exam as quickly as possible.
6. Students are not permitted to have any books, notes, calculators or electronic devices other than those being used for the exam/invigilation near them during the exam. This includes cell phones, tablets, iPods, etc. The notes, calculator, text highlighting, and missing answer reminder functions will be enabled on Examssoft to facilitate any necessary note taking.

7. Communicating with any other individual (other than to speak to the screen for invigilation purposes) is not permitted during the exam.
8. Prior to or during an exam, the invigilator may ask a student to pan the room with their webcam, to confirm exam guidelines are being met (e.g., student is alone, there are no accessible textbooks or electronics).
9. Students should wear clothing acceptable in an in-person environment.
10. Students should avoid using inappropriate language.
11. Students may have water and a small snack for the exam, but these items must be in place before the exam begins. Students are not allowed to take breaks to get food or drinks.
12. Students should avoid whispering or talking to themselves during the exam. Any student found talking during an exam will have their microphone turned on by the invigilator.
13. Students need to ensure their webcam lens is clean prior to the exam and that the angle of the webcam allows proper viewing of the upper torso, head, desk and computer screen. Students also need to ensure lighting is appropriate to allow the invigilator to see their face.
14. Students should not change rooms while writing an exam, unless for urgent reasons. Students should explain the reason for changing rooms to the invigilator prior to moving.
15. Students should write the exam in a private space (e.g., home office or kitchen table).

STUDENT FEEDBACK

Students are encouraged to provide feedback on the instructor and course at the end of the term. Students will receive a PAWS email with links to an online course evaluation survey. Results of the survey will contribute to course changes and instructor feedback for course delivery.

COPYRIGHT

Course materials are provided to you based on your registration in a class, and anything created by your professors and instructors is their intellectual property, unless materials are designated as open education resources. This includes exams, PowerPoint/PDF slides and other course notes. Additionally, other copyright-protected materials created by textbook publishers and authors may be provided to you based on license terms and educational exceptions in the Canadian Copyright Act (see <http://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>).

Before you copy or distribute others' copyright-protected materials, please ensure that your use of the materials is covered under the University's Fair Dealing Copyright Guidelines available at <https://library.usask.ca/copyright/general-information/fair-dealing-guidelines.php>. For example, posting others' copyright-protected materials on the open web is not covered under the University's Fair Dealing Copyright Guidelines, and doing so requires permission from the copyright holder.

For more information about copyright, please visit <https://library.usask.ca/copyright/index.php> or contact the University's Copyright Coordinator at <mailto:copyright.coordinator@usask.ca> or 306-966-8817.

RECORDING OF THE COURSE

At the University of Saskatchewan, the classroom is considered a private setting. Recording of lectures without the written consent of the instructor is prohibited. Students registered with AES who have been assessed as benefiting from lecture recordings may record lectures after informing the instructor and confirming the need to maintain the integrity of the use of the recording for their own learning needs (the recording cannot be copied, distributed or shared with other students and all recordings will be destroyed after completion of the course in each academic term).

EXAMINATIONS WITH ACCESS AND EQUITY SERVICES (AES)

Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to register with Access and Equity Services (AES) if they have not already done so. Students who suspect they may have disabilities should contact AES for advice and referrals. In order to access AES programs and supports, students must follow AES policy and procedures. For more information, check www.students.usask.ca/aes, or contact ES at 306-966-7273 or aes@usask.ca.

Students registered with AES may request arrangements for mid-term and final examinations by contacting their course instructor directly. Requests are NOT made through Accommodate as all exams are written online.

INTEGRITY IN A REMOTE LEARNING CONTEXT

Although teaching and learning online is a different environment than a traditional classroom, the rules and principles governing academic integrity remain the same. If you have questions about what may or may not be permitted, ask your instructor. Students have found it especially important to clarify rules related to exams administered remotely and to follow these carefully and completely.

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

Scholarship, including development of scholarly writing skills, is an essential learning outcome of Masters level nursing education ([CASN, 2022](#)). In order to effectively develop and evaluate student writing skills, students are expected to create and submit their own original assignments. In addition to the definition and examples of Academic Misconduct outlined in the [University of Saskatchewan Academic Misconduct Regulations](#), students are not permitted to use of Artificial Intelligence (AI) text generators (such as ChatGPT) for assessments (e.g., written assignments, open book exams, other evaluations) .

All students should read and be familiar with the Student Academic Misconduct Regulations (<https://governance.usask.ca/student-conduct-appeals/academic-misconduct.php>) as well as the

Standard of Student Conduct in Non-Academic Matters and Procedures for Resolution of Complaints and Appeals (<https://governance.usask.ca/student-conduct-appeals/non-academic-misconduct.php>)

For more information on what academic integrity means for students see: <https://academic-integrity.usask.ca/>

STUDENT SUPPORTS

STUDENT LEARNING SERVICES

Student Learning Services (SLS) offers assistance to USask undergraduate and graduate students. For information on specific services, please see the SLS website: <https://library.usask.ca/studentlearning/>

STUDENT AND ENROLMENT SERVICES DIVISION

The Student and Enrolment Services Division (SESD) focuses on providing developmental and support services and programs to students and the university community. For more information, see the students' web site <http://students.usask.ca>.

FINANCIAL SUPPORT

Any student who faces challenges securing their food or housing and believes this may affect their course performance is urged to contact Student Central (<https://students.usask.ca/student-central.php>).

ABORIGINAL STUDENTS' CENTRE

The Aboriginal Students' Centre (ASC) is dedicated to supporting Aboriginal student academic and personal success. The centre offers personal, social, cultural and some academic supports to Métis, First Nations, and Inuit students. The centre is also dedicated to intercultural education, bringing Aboriginal and non-Aboriginal students together to learn from, with and about one another in a respectful, inclusive and safe environment. Students are encouraged to visit the ASC's Facebook page (<https://www.facebook.com/aboriginalstudentscentre/>) to learn more.

RECOMMENDED TECHNOLOGY FOR REMOTE LEARNING

Students are reminded of the importance of having the appropriate technology for remote learning. The list of recommendations can be found at <https://nursing.usask.ca/technology/overview.php>

GUIDELINES FOR COMMUNICATION

Respectful written and verbal communication are an expectation for students and instructors. Please view the following USask guidelines on Netiquette:

<https://teaching.usask.ca/documents/gmctl/netiquette-usask-detailed-270720.pdf>

As Registered Nurses, you are accountable to your governing body professional standards and regulation. This includes the [CNA Code of Ethics](#), and other regulatory standards such as those on [Professional Boundaries](#) and [Social Media](#). You are encouraged to review these regulations as necessary.

SYLLABUS CHANGES

The instructor reserves the right to make changes to the syllabus reading material and seminar schedule to accommodate scheduling of guest lectures or clinical updates. If changes are made students will be contacted by email, using their USask email address, and a posting will be placed in the course Canvas site. It is the students' responsibility to routinely check their USask email and Canvas.

TECHNICAL SUPPORT

If you need assistance with technical support, contact IT services help desk or the College of Nursing IT services. itsupport@usask.ca or 306-966-2222

ACKNOWLEDGEMENTS

Contributions to this course were provided by USask NP program faculty and instructors.



UNIVERSITY OF
SASKATCHEWAN

**New Course
Proposal & Creation Form**

1. Approval by Department Head or Dean

- 1.1 College or School with academic authority: **College of GRADUATE AND POSTDOCTORAL STUDIES**
- 1.2 Department with academic authority: **NURSING**
- 1.3 Term from which the course is effective: **September 2026**

2. Information required for the Catalogue

- 2.1 Label & Number of course: **NURS 837**
- 2.2 Academic credit units: **3**
- 2.3 Course Long Title (maximum 100 characters): **Nurse Practitioner Role Development I**
Course Short Title (maximum 30 characters): **NP Roles I**
- 2.4 Total Hours: Lecture **Web-based Seminar(synchronous and asynchronous components)** **39**
hours Lab Tutorial
- 2.5 Weekly Hours: Lecture Seminar **3-4** Lab Tutorial Other
- 2.6 Term in which it will be offered: T1 T2 T1 or T2 T1 and T2
- 2.7 Prerequisite: NURS 836: **Transition to Nurse Practitioner Practice** and NURS 835: **Advanced Health Assessment & Diagnostic Reasoning II** or NURS 875: **Transition to Advanced Nursing Practice**

If there is a prerequisite waiver, who is responsible for signing it? **Not applicable.**

D – Instructor/Dept Approval

H – Department Approval

I – Instructor Approval

- 2.8 Catalogue description (150 words or less): **This course supports development of student professional identity as an NP, further refining and expanding NP competencies as a leader, scholar, educator, and clinician. Through integration of theory, practice and critical inquiry students will develop skills to contribute to positive changes in the health care system.**
- 2.9 Do you allow this course to be repeated for credit? **NO**

- 3. Please list rationale for introducing this course: **This course has been developed to ensure graduates of the Master of Nursing-Nurse Practitioner program meet the new entry level competencies developed by the regulatory body (College of Registered Nurses of Saskatchewan).**

4. **Please list the learning objectives for this course:**

1. Critically evaluate personal biases, stereotypes, attitudes and behaviours, seeking feedback from others and developing strategies to promote inclusive, equitable, and culturally safe care. (NP ELCs 3.1-3.3)
2. Identify and design evidence-informed strategies nurse practitioners can apply to contribute to healthcare improvement, including participation in quality improvement initiatives, design and evaluation of health promotion and disease prevention programs, health education, and policy advocacy. (NP ELCs 2.1-2.3, 3.4, 4.1-4.2)
3. Critically appraise and apply research and clinical experience to identify opportunities to improve health, health equity, safety, and promote healthcare excellence. (NP ELCs 2.2, 2.3, 3.4, 5.1)
4. Integrate research, clinical experience, and patient considerations to enhance NP practice, sharing knowledge with peers. (NP ELCs 2.1, 5.2, 1.0)
5. Understand and apply ethical, legal, and regulatory principles related to privacy, confidentiality, communication, malpractice, and telepractice (NP ELCs 1.2, 1.15, 1.14, 1.16).
6. Identify and implement strategies to support professional role development. (NP Practice Standards).

5. **Impact of this course**

Are the programs of other departments or Colleges affected by this course? **NO**
 If so, were these departments consulted? (Include correspondence)
 Were any other departments asked to review or comment on the proposal?

6. **Other courses or program affected** (please list course titles as well as numbers)

- 6.1 Courses to be deleted? **NURS 880.3: Practicum I Advanced Nursing Practice in Primary Health Care**
- 6.2 Courses for which this course will be a prerequisite? **NURS 838: Nurse Practitioner Role Development II**
- 6.3 Is this course to be required by your majors, or by majors in another program? **This course is required for students in the Master of Nursing-Nurse Practitioner program only.**

7. **Course outline**

(Weekly outline of lectures or include a draft of the course information sheet.)

Date & Topic	Learning Activities, Assignments & Evaluation
Module 1 (Week 1)	Required Readings/Media:

<p>SEMINAR 1: Course Introduction</p> <ul style="list-style-type: none"> • Course Overview • Professional NP Role Identity • Capstone Project 	<ul style="list-style-type: none"> • Canadian Nurses Association (2019). Advanced practice nursing: A pan-Canadian framework. • Goodolf & Godfrey (2021). A think tank in action: Building new knowledge about professional identity in nursing. <i>Journal of Professional Nursing</i>, 37(2), 493-499. https://doi.org/10.1016/j.profnurs.2020.10.007 • Lowe, G. (2017). Nurse practitioners: Framing their professional identity. <i>The Journal for Nurse Practitioners</i>, 13(2), 175. DOI: https://doi.org/10.1016/j.nurpra.2016.12.021 • Bonnell, W. & Smith, K. (2021). Proposal Writing for Clinical Nursing and DNP Projects (2022). Read the following Chapters: <ul style="list-style-type: none"> ○ 1. Introduction: Why Scholarly Proposal for the Clinical Project. ○ 2. Using the Writing Plan a Developmental Tool for the Advanced Clinical Project • Guide to the USask NP Program Capstone Project (Appendix A) <p>Learning Activities & Assignments:</p> <ul style="list-style-type: none"> • Attend & Participate in Seminar 1 • Seminar 1 NP Professional Identity Development Small Group Activity: Reflect on your developing professional identity as a NP. What strategies have helped you developing this role. Which have not been helpful. Identify strategies you will implement to continue supporting your role development. Course Learning Outcome(s) Addressed: 6 • Completed Required Readings/Media (self-directed)
<p>Module 2 (Week 2)</p> <p>SEMINAR 2: NP Role in Healthcare Improvement</p> <ul style="list-style-type: none"> • Overview Approaches for Healthcare Improvement (i.e. program design, 	<p>Required Readings/Media:</p> <ul style="list-style-type: none"> • Staples et al. (2020). Canadian Perspectives on Advanced Practice Nursing. Read the following chapters: <ul style="list-style-type: none"> ○ 15. Optimizing Health System Competencies; ○ 31. Health Policy and Advanced Practice Nursing in Changing Environments

<p>evaluation, quality improvement, policy, etc.)</p> <ul style="list-style-type: none"> NP Competencies and Roles in healthcare improvement 	<ul style="list-style-type: none"> Swartwout, K.D. (2016). Primary care NPs - leaders in population health. <i>The Nurse Practitioner</i>, 41(8), 46-50. doi: 10.1097/01.NPR.0000471365.94863.4d Schwartz, C. with Saskatchewan Health Quality Council. (2021). What is Quality Improvement Anyway? Adams, J. & Neville, S. (2020). Program evaluation for health professionals: What it is, What it isn't and How to do it. <i>International Journal for Qualitative Methods</i>, University of Alberta. https://doi.org/10.1177/16094069209643 O'Kane, M et al. (2021). An equity agenda for the field of health care quality improvement. <i>NAM Perspect</i>, doi: 10.31478/202109b Public Health Ontario. At a Glance: The six steps for planning a health promotion program https://www.publichealthontario.ca/-/media/documents/S/2015/six-steps-planning-hp-programs.pdf *Public Health Ontario has many other resources to support effective program planning and evaluation if you choose this format for your Capstone Project <p>Learning Activities & Assignments:</p> <ul style="list-style-type: none"> Complete Self-Directed Readings/Media Attend and Participate in Seminar 2: NP Role in Healthcare Improvement <ul style="list-style-type: none"> Overview of Healthcare improvement (QI, program planning/evaluation, policy, etc.) Identifying Opportunities/Problems: Needs Assessment, fit with organizational priorities, background literature review, etc. Framing within relevant framework/theory
<p>Module 3 (Week 3)</p> <p>SELF-DIRECTED: Healthcare Improvement: Identifying the Opportunity (Problem)</p>	<p>Required Readings/Media:</p> <ul style="list-style-type: none"> Bonnel, W. & Smith, K. (2021). Proposal Writing for Clinical Nursing and DNP Projects. Read the following chapters: <ul style="list-style-type: none"> 3. Writing a Good Clinical Problem Statement and Placing the Clinical Problem in Context; 4. Clinical Projects and Quality Improvement: Thinking Big Picture;

	<ul style="list-style-type: none"> ○ 7. Framing the Advanced Clinical Project with Relevant Clinical Frameworks ● Utley, R., Henry, K. & Smith, L. (2018). Frameworks for Advanced Nursing Practice and Research. Read the following chapters: <ul style="list-style-type: none"> ○ 16: Community and Population Health Frameworks; ○ 19: Frameworks for Evaluation. <i>Other chapters from this core textbook used in NURS xxx: Theory for NP practice may also be useful as you select a theoretical framework for your Capstone Project</i> ● Rovito, C. & Fagan, K. (2022). A quality improvement initiative: A nurse practitioner-led interdisciplinary approach to reducing readmissions in the subacute population. <i>Journal of Doctoral Nursing Practice</i>, 15(1), 32-38. doi: 10.1891/JDNP-D-20-00072. ● Government of Canada (2019). Report on Key Health Inequalities in Canada. <p>Learning Activities & Assignments:</p> <ul style="list-style-type: none"> ● Complete Self-Directed Reading/Media
<p>Module 4 (Week 4)</p> <p>SELF-DIRECTED: Healthcare Improvement: Literature Review</p>	<p>Required Readings/Media:</p> <ul style="list-style-type: none"> ● Bonnel, W. & Smith, K. (2021). Proposal Writing for Clinical Nursing and DNP Projects. Read the following chapters: <ul style="list-style-type: none"> ○ 5. Into the Literature: Gaining Best Evidence and Relevant Literature; ○ 6. Synthesizing Best Evidence and Literature Review; ○ 8. Addressing Outcomes Evaluation in the Advanced Clinical Project Proposal; ○ 9. Guiding the Advanced Clinical Project: The Purpose of a Purpose Statement ● University Library Research Guides. Graduate Writing: Writing Literature Reviews https://libguides.usask.ca/c.php?g=723607&p=5180792 <p>Learning Activities & Assignments:</p> <ul style="list-style-type: none"> ● Complete Self-Directed Readings/Media

	<ul style="list-style-type: none"> • Participate in Canvas Discussion Board: Problem Statement to support development of an effective problem statement for your capstone project
<p>Module 5 (Week 5)</p> <p>SEMINAR 3: Evidence-Based Practice</p>	<p>Required Readings/Media:</p> <ul style="list-style-type: none"> • Clarke, V., Lehane, E. & Mulcahy, H. (2021). Nurse practitioners' implementation of evidence-based practice into routine care: A scoping review. <i>Worldviews on Evidence-Based Nursing</i>, 18(3), 180-189. https://doi.org/10.1111/wvn.12510. • Saskatchewan Health Authority (2024). Evidence-Based Practice. https://saskhealthauthority.libguides.com/home/ebp • Complete the assigned Foundation for Medical Practice Education Practice-Based Learning Module(s) [New modules are released each quarter so it is not possible to assign in advance; examples of modules include: Cancer Screening in Adults – Updates and controversies (May 2023), Headaches in Adults (Nov 2022), Leg Edema (Nov 2023), Osteoporosis (Feb 2024), Rashes not to Miss: A Primary Care Approach (Nov. 2022). <p>Learning Activities & Assignments:</p> <ul style="list-style-type: none"> • Attend and Participate in Seminar 3: Evidence-Based Practice; this seminar is also an opportunity to check-in with your instructor on your capstone project progress • Provide feedback on your peer's Problem Statement through the Canvas discussion board • Complete Self-Directed Reading/Media
<p>Module 6 (Week 6)</p> <p>SELF-DIRECTED: Healthcare Improvement: From Problem to Plan</p>	<p>Required Readings/Media:</p> <ul style="list-style-type: none"> • Bonnel, W. & Smith, K. (2021). Proposal Writing for Clinical Nursing and DNP Projects. Read the following chapters: <ul style="list-style-type: none"> ○ 10. Mapping it Out: From Problem to Advanced Clinical Project Plan; ○ 11. Writing the Methods Section: Organizing the Advanced Clinical Project Proposal; ○ 12. Gaining Credible Clinical Project Data: Being Systematic and Objective

	<ul style="list-style-type: none"> University of Kansas. (2020). Community tool box - A Model for getting started. https://ctb.ku.edu/en/get-started. <p>Learning Activities & Assignments:</p> <ul style="list-style-type: none"> Complete elf-Directed Readings/Media Participate in the Canvas Discussion Board: Evidence-based Solutions to support development of an evidence-based solution for your capstone project
<p>Module 7 (Week7)</p> <p>SEMINAR 4: Ethical Cases in NP Practice</p>	<p>Required Readings/Media:</p> <ul style="list-style-type: none"> Canadian Nurses Association (CNA). (2017). Code of ethics for Registered Nurses https://www.nscn.ca/sites/default/files/documents/resources/code-of-ethics-for-registered-nurses.pdf. Utley, R., Henry, K., & Smith, L. (2018). Frameworks for Advanced Nursing Practice & Research. Read chapter 8: Moral and Ethical Perspectives which provides an overview of frameworks for ethical decision making. Zwitter, M. (2021). Medical Ethics in Clinical Practice. Read the following sections: <ul style="list-style-type: none"> Ethics and Law (pp 1-5) Ethical Codes and Declarations (pp 7-13) Professional Malpractice (pp 57-62) Canadian Nurse Protective Society (CNPS). Review the following articles: <ul style="list-style-type: none"> InfoLAW: Confidentiality of Health Information InfoLAW: Legal Risks of Email InfoLAW: Privacy InfoLAW: Privacy and Electronic Medical Records InfoLAW: Malpractice Lawsuits Balestra, M.L. (2017). Electronic Health Records: Patient Care and Ethical and Legal Implications for Nurse Practitioners. <i>The Journal for Nurse Practitioners</i>, 13(2), 105-111. https://doi.org/10.1016/j.nurpra.2016.09.010 Canadian Public Health Association. Are you familiar with the laws and organizational policies surrounding disclosure and

	<p>confidentiality? https://www.cpha.ca/are-you-familiar-laws-and-organizational-policies-surrounding-disclosure-and-confidentiality</p> <p>Learning Activities & Assignments:</p> <ul style="list-style-type: none"> • Attend and Participate in Seminar 4: Ethical case discussion & debate; this seminar is also an opportunity to check-in on your project proposal development • Provide feedback to your peers on their Evidence-Based Solutions Discussion Board • Complete Self-Directed Reading/Media
<p>Module 8 (Week 8)</p> <p>SELF-DIRECTED: Health Equity and Healthcare Outcomes</p>	<p>Required Readings/Media:</p> <p>Horrill, T. (2020). Cultural safety: Are we on the same page? <i>Canadian Nurse</i>. https://canadian-nurse.com/en/articles/issues/2020/february-2020/cultural-safety-are-we-on-the-same-page</p> <p>Poghosyan, L. & Brooks Carthon, J.M. (2017). The untapped potential of the nurse practitioner workforce in reducing disparities. <i>Policy, Politics & Nursing Practice</i>, 18(2), ePub. https://doi.org/10.1177/1527154417721189</p> <p>Graham, H. (2021). Anti-Racism in Health Care - Keynote from the Canadian Federation of Mental Health Nurses Conference 2021. https://www.youtube.com/watch?v=dwKvfG1zxxs</p> <p>Turpel-Lafond, M. E. (2020, November). In plain sight: addressing Indigenous-specific racism and discrimination in B.C. Health Care Summary Report.</p> <p>Learning Activities & Assignments:</p> <ul style="list-style-type: none"> • Complete Self-Directed reading/media • Participate in the Canvas Discussion Board: Health Equity & Health Outcomes
<p>Module 9 (Weeks 9)</p> <p>SELF-DIRECTED: Project Work</p>	<p>Required Readings/Media:</p> <ul style="list-style-type: none"> • Bonnel, W. & Smith, K. (2021). Proposal Writing for Clinical Nursing and DNP Projects. Read the following Chapters: <ul style="list-style-type: none"> ○ 13. Writing the Data-Analysis Plans for advanced Clinical Projects;

	<ul style="list-style-type: none"> ○ 14. Keeping Clinical Projects Ethical and Dependable; ○ 15. Finalizing the Proposal as a Professional Document: Reviewing, Editing, and Revising <p>Learning Activities & Assignments:</p> <ul style="list-style-type: none"> • Complete Self-Directed readings/media • Work on your Capstone project proposal assignment
<p>Module 10 (Week 10)</p> <p>SEMINAR 5: Evidence-Based Practice II</p>	<p>Required Readings/Media:</p> <ul style="list-style-type: none"> • Complete the assigned Foundation for Medical Practice Education Practice-Based Learning Module(s) [New modules are released each quarter so it is not possible to assign in advance; examples of modules include: Cancer Screening in Adults – Updates and controversies (May 2023), Headaches in Adults (Nov 2022), Leg Edema (Nov 2023), Osteoporosis (Feb 2024), Rashes not to Miss: A Primary Care Approach (Nov. 2022).] <p>Learning Activities & Assignments:</p> <ul style="list-style-type: none"> • Complete Self-Directed Reading/Media • Attend and Participate in Seminar 5: Evidence-Based Practice II; this seminar is also an opportunity to check-in with your instructor on your project proposal development
NP Capstone Project Proposal Due	

8. Enrolment

8.1 What is the maximum enrolment number for this course? **35**

And from which colleges? **NURSING**

8.2 For room bookings, please indicate the maximum estimated room size required for this course: **NOT APPLICABLE – DISTANCE LEARNING**

- 10-50
- 50-90
- 90-130
- 130+

9. Student evaluation

Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

9.1 How should this course be graded? **NUMERICAL PERCENTAGE**

C – Completed Requirements

*(Grade options for instructor: Completed Requirements, Fail, IP In Progress)***N – Numeric/Percentage***(Grade options for instructor: grade of 0% to 100%, IP in Progress)*

Evaluation Component	Date	Grade Weight
Discussion Boards	Problem Statement: Due Week 4	30% (5% each)
	Problem Statement Feedback: Due Week 5	
	Evidence-Based Strategies: Due Week 6	
	Evidence-Based Strategies Feedback: Due Week 7	
	Health Equity and Outcomes: Due Week 8	
	Health Equity and Outcomes Feedback: Due Week 9	
Demonstration of Competencies through Seminar Participation	Weeks 1, 2, 5, 7, 10	10%
Capstone Project Proposal	Due Week 10	60%
Seminar Attendance	Weeks 1, 2, 5, 7, 10	Complete/ Incomplete
Total		100%

P – Pass/Fail

(Grade options for instructor: Pass, Fail, In Progress)

S – Special

*(Grade options for instructor: NA – Grade Not Applicable) If other, please specify:*9.2 Is the course exempt from the final examination? **YES**10. **Required text**

Include a bibliography for the course.

Required readings and media were carefully selected to address course learning outcomes and are outlined in the Course Schedule [pp 3-10]. Readings come from program textbooks, peer-reviewed evidence-based articles, and other reputable sources. Given the evolving landscape of policy, regulation

and evidence-based practice, additions to the course reading list may occur during the term to introduce new and relevant literature. Any changes to the reading list will be communicated to students through a Canvas announcement.

TEXTBOOKS

American Psychological Association (2020). **Publication Manual of the American Psychological Association (7th ed)**. APA.

Bonnel, W. & Smith, K. (2021). Proposal Writing for Clinical Nursing and DNP Projects. Springer Publishing. [NEW textbook]

Staples, E., Pilon, R., Hannon, R. (2020). Canadian Perspectives on Advanced Practice Nursing. Second Edition. Canadian Scholars Press. [Core textbook from NURS xxx: Theory for NP Practice]

Utley, R., Henry, K., Smith, L. (2018). Frameworks for Advanced Nursing Practice and Research. Springer Publishing. [Core textbook from NURS xxx: Theory for NP Practice]

Zwitter, M. (2019). [Medical Ethics for Clinical Practice](#). Springer Publishing. Electronic version available for FREE online through the USask Library.

The Foundation for Medical Practice Education (FMPE) Residency Learning Modules [\[specific modules will be assigned as new modules are released quarterly\]](#)

PROVINCIAL DOCUMENTS

College of Registered Nurses of Saskatchewan (CRNS) Bylaws. <https://www.crns.ca/about-us/how-we-govern/act-bylaws/>

CRNS NP Entry-level Competencies (ELC)s <https://www.crns.ca/nursing-practice/nursing-practice-resources/rnnp-resources/>

CRNS NP Practice Standards <https://www.crns.ca/nursing-practice/nursing-practice-resources/rnnp-resources/>

CRNS Nurse Practitioner Practice Guidelines <https://www.crns.ca/nursing-practice/nursing-practice-resources/rnnp-resources/>

***Students not residing in Saskatchewan are required to familiarize themselves with the NP entry-level competencies, practice standards and guidelines in the jurisdiction where they are practicing.**

ELECTRONIC RESOURCES

USask Library Research Guide – Nursing. Contains information and links to important (free) resources for practice and scholarship including evidence-based practice guidelines, videos, drug guides, online textbooks, as well as guides on how to conduct a literatures search, evaluate the quality of evidence, scholarly writing and more. Book mark this page to your computer, as it should be a well-used resource throughout your clinical rotations. <http://libguides.usask.ca/nursing>.

11. Resources

- 11.1 Proposed instructor: **Current faculty within the College of Nursing teaching in the Nurse Practitioner programs.**
- 11.2 How does the department plan to handle the additional teaching or administrative workload? **The Master of Nursing-Nurse Practitioner programs have sufficient existing teaching and administrative resources to deliver this course.**
- 11.3 Are sufficient library or other research resources available for this course? **YES**
- 11.4 Are any additional resources required (library, audio-visual, technology, etc.)? **NO**

12. Tuition

- 12.1 Will this course attract tuition charges? If so, how much? (use tuition category) **YES, Graduate Studies Special Tuition Program category**
- 12.2 Does this course require non-standard fees, such as materials or excursion fees? If so, please include an approved "Application for New Fee or Fee Change Form"
<http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees>

Detailed Course Information

1. Schedule Types

Please choose the Schedule Types that can be used for sections that fall under this course: **See highlighted option.**

Code	Description	Code	Description
CL	Clinical	PRB	Problem Session
COO	Coop Class	RDG	Reading Class
FLD	Field Trip	RES	Research
ICR	Internet Chat Relay	ROS	Roster (Dent Only)
IHP	Internet Help	SEM	Seminar
IN1	Internship - Education	SSI	Supervised Self Instruction
IN2	Internship - CMPT & EPIP	STU	Studio
IN3	Internship - General	SUP	Teacher Supervision
LAB	Laboratory	TUT	Tutorial
LC	Lecture/Clinical (Dent Only)	WEB	Web Based Class
LEC	Lecture	XCH	Exchange Program
LL	Lecture/Laboratory	XGN	Ghost Schedule Type Not Applicable
MM	Multimode	XHS	High School Class
PCL	Pre-Clinical (Dent Only)	XNA	Schedule Type Not Applicable
PRA	Practicum	XNC	No Academic Credit

2. Course Attributes

Please highlight the attributes that should be attached to the course (they will apply to all sections):

Off or Distance Ed Stdnt Fee

Web Class taught synchronously/asynchronously

Fee - Graduate Studies

2.1 NOAC No Academic Credit

0 Credit Unit courses that possess “deemed” CUs (Called Operational Credit Units). NOAC causes the system to roll 0 academic credit units to academic history.

2.2 For the College of Arts and Science only: To which program type does this course belong?

- FNAR Fine Arts
- HUM Humanities
- SCIE Science
- SOCS Social Science
- ARNP No Program Type (Arts and Science)

Does this course satisfy one of the official college requirements:

- ELWR – English Language Writing Requirement
- ILRQ – Indigenous Learning Requirement
- QRRQ – Quantitative Reasoning Requirement

3. Registration Information (Note: multi-term courses cannot be automated as corequisites)

- 3.1 Permission Required: **YES, permission is required to audit the course.**
- 3.2 Restriction(s): course only open to students in a specific college, program/degree, major, year in program: **Only open to MN-NP students.**
- 3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course: **NURS 836: Transition to Nurse Practitioner Practice and NURS 835: Advanced Health Assessment & Diagnostic Reasoning II or NURS 875: Transition to Advanced Nursing Practice**
- 3.4 Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course: **None**
- 3.5 Corequisite(s): course(s) that must be taken at the same time as this course: **None.**
- 3.6 Notes: recommended courses, repeat restrictions/content overlap, other additional information

4. List Equivalent Course(s) here: **None**

An equivalent course can be used in place of the course for which this form is being completed, specifically for the purposes of prerequisite and degree audit checking. Credit will be given for only one of the equivalent courses.

- 4.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be equivalent:

***Please note:** If the equivalent courses carry an UNEQUAL number of credit units, DegreeWorks will automatically enforce the following, unless otherwise stated:

- If a 3 credit unit course is considered to be equivalent to a 6 credit unit course, it will fulfill the 6 credit unit requirement and the student will not have to complete another 3 credit units toward the overall number of required credit units for the program.
- If a 6 credit unit course is considered to be equivalent to a 3 credit unit course, ALL 6 of the credit units may be used to fulfill the 3 credit unit requirement.

5. List Mutually-Exclusive Course(s) here:

Mutually exclusive courses have similar content such that students cannot receive credit for both.

5.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be mutually exclusive: **NONE for this course.**

***Please note:** SIRIUS cannot enforce a situation where the exclusion goes only one way.

6. Additional Notes: Syllabus attached

COURSE SYLLABUS			
Course Title:	Nurse Practitioner Role Development I		
Course Code:	NURS 837	Term:	TBD
Course Credits:	3 credit units	Delivery:	Synchronous & asynchronous online
Location:	Distance Learning	Website:	https://canvas.usask.ca/
Course Dates & Times:	10 Weeks with synchronous online seminars (20 hrs) and self-directed learning		
Course Calendar Description:	This course supports development of student professional identity as an NP, further refining and expanding NP competencies as a leader, scholar, educator, and clinician. Through integration of theory, practice and critical inquiry students will develop skills to contribute to positive changes in the health care system.		
Pre-Requisite:	NURS 836: Transition to Nurse Practitioner Practice and NURS 835: Advanced Health Assessment & Diagnostic Reasoning II or NURS 875: Transition to Advanced Nursing Practice		

*Note: All times refer to Saskatchewan Time Zone

LAND ACKNOWLEDGMENT

As we engage in teaching and learning, we acknowledge that the University of Saskatchewan Saskatoon campus is *on Treaty Six Territory* and the *Homeland of the Métis*. We pay our respect to the First Nation and Métis ancestors of this place and reaffirm our relationship with one another. We recognize that many are attending this course from other traditional Indigenous lands and ask that you take a moment to make your own Land Acknowledgement to the peoples of those lands. In doing so, we are actively participating in reconciliation as we navigate our time in this course, learning and supporting each other.

LEARNING OUTCOMES

Learning outcomes and evaluation in the University of Saskatchewan NP program is based on the [Nurse Practitioner Entry-Level Competencies \(ELCs\)](#) as set out by the Canadian Council of Registered Nurse Regulators (CCRNRR) and the College of Registered Nurses of Saskatchewan (CRNS) as well as the [CRNS Nurse Practitioner Practice Standards](#). ELCs reflect the knowledge, skill and judgement required of a

novice NP to provide safe, competent, ethical and compassionate care. Practice standards compliment ELCs as broad statements of the minimal requirements for safe and effective NP practice.

Specific learning outcomes for this course include:

1. Critically evaluate personal biases, stereotypes, attitudes and behaviours, seeking feedback from others and developing strategies to promote inclusive, equitable, and culturally safe care. (NP ELCs 3.1-3.3)
2. Identify and design evidence-informed strategies nurse practitioners can apply to contribute to healthcare improvement, including participation in quality improvement initiatives, design and evaluation of health promotion and disease prevention programs, health education, and policy advocacy. (NP ELCs 2.1-2.3, 3.4, 4.1-4.2)
3. Critically appraise and apply research and clinical experience to identify opportunities to improve health, health equity, safety, and promote healthcare excellence. (NP ELCs 2.2, 2.3, 3.4, 5.1)
4. Integrate research, clinical experience, and patient considerations to enhance NP practice, sharing knowledge with peers. (NP ELCs 2.1, 5.2, 1.0)
5. Understand and apply ethical, legal, and regulatory principles related to privacy, confidentiality, communication, malpractice, and telepractice (NP ELCs 1.2, 1.15, 1.14, 1.16).
6. Identify and implement strategies to support professional role development. (NP Practice Standards).

UNIVERSITY OF SASKATCHEWAN GRADING SYSTEM FOR GRADUATE COURSES

Grading in this course follows the University of Saskatchewan College of Graduate and Postdoctoral Studies (CGPS) Literal Descriptors. The following describes the relationship between literal descriptors and percentage scores for courses in the College of Graduate Studies and Research:

90-100 Exceptional

A superior performance with consistent strong evidence of:

- a comprehensive, incisive grasp of subject matter;
- an ability to make insightful, critical evaluation of information;
- an exceptional capacity for original, creative and/or logical thinking;
- an exceptional ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently;
- an exceptional ability to analyze and solve difficult problems related to subject matter.

80-89 Very Good to Excellent

A very good to excellent performance with strong evidence of:

- a comprehensive grasp of subject matter;
- an ability to make sound critical evaluation of information;
- a very good to excellent capacity for original, creative and/or logical thinking;

- a very good to excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently;
- a very good to excellent ability to analyze and solve difficult problems related to subject matter.

70-79 Satisfactory to Good

A satisfactory to good performance with evidence of:

- a substantial knowledge of subject matter;
- a satisfactory to good understanding of the relevant issues and satisfactory to good familiarity with the relevant literature and technology;
- a satisfactory to good capacity for logical thinking;
- some capacity for original and creative thinking;
- a satisfactory to good ability to organize, to analyze, and to examine the subject matter in a critical and constructive manner;
- a satisfactory to good ability to analyze and solve moderately difficult problems.

60-69 Poor

A generally weak performance, but with some evidence of:

- a basic grasp of the subject matter;
- some understanding of the basic issues;
- some familiarity with the relevant literature and techniques;
- some ability to develop solutions to moderately difficult problems related to the subject matter;
- some ability to examine the material in a critical and analytical manner.

<60 Failure

An unacceptable performance.

Further information on literal descriptors for grading at the University of Saskatchewan can be found at: <https://students.usask.ca/academics/grading/grading-system.php#GradingSystem> Please note: There are different literal descriptors for undergraduate and graduate students.

ACADEMIC POLICIES

Students are expected to follow USask Policies. These can be found at: <http://policies.usask.ca>

USask Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at: <http://policies.usask.ca/policies/academic-affairs/academic-courses.php>

College of Nursing Graduate program policies can be found at:

<https://nursing.usask.ca/policies/graduate.php>

USASK LEARNING CHARTER

The USask Learning Charter is defines aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the

institution. A copy of the Learning Charter can be found at:
http://www.usask.ca/university_secretary/LearningCharter.pdf

LEARNING ENVIRONMENT OVERVIEW

As a graduate degree, the USask NP program requires you to apply advanced-level thinking, analysis, critical evaluation, and self-directed learning. Course design is based on a professional, self-directed learning environment in which instructors facilitate and support your development of entry level NP competencies and graduate level learning outcomes (as defined by the [CASN National Nursing Education Framework](#) 2022). As an adult learner, you are expected to take responsibility for your own learning, identifying personal learning needs and activities to meet course learning outcomes.

Synchronous online seminars use Zoom as the videoconferencing platform for delivery. Although the classroom is online, the seminars are considered private USask classrooms, accessible only to students registered in the course. Online seminar etiquette, including professional behaviours and appearance, is expected of all seminar participants.

PROGRAM REQUIREMENTS AND CRITERIA THAT MUST BE MET TO PASS

- Completion of all course evaluation components
- Attendance at all mandatory seminars and/or labs (if applicable)
- Minimum 70% (pass) on essential course components*
- Overall final grade of 70% or higher in the course

*An essential component of a course must be passed in order to pass the course. Essential components for USask NP courses have been identified through curriculum mapping and are considered necessary for students to demonstrate attainment of course learning outcomes and/or foundational competencies necessary to progress within the program. All final exams, the comprehensive exam, major assignments, OSCEs and clinical evaluations are essential components. Additional essential components are course specific and identified in the course syllabus.

Please refer to the following College of Nursing Graduate program policies at:
<https://nursing.usask.ca/policies/graduate.php> for further details on academic requirements:

- Completion of Work
- Grade Assignment
- NP Program Progression and Remediation Policy
- NP Students Promotion and Graduation
- Supplemental and Deferred Exams

COURSE OVERVIEW

This course supports further development of learners' professional NP role identity and competencies, building on knowledge from previous theory courses and clinical practice. Through a combination of live online seminars, self-directed learning, and course assignments you will increase competency as an NP leader, advocate, educator and scholar, who can effectively contribute to health system improvements. A key component of this course is development of the NP Capstone project proposal, with scaffolded assignments integrated to help support success on the final project proposal submission. Other learning activities address issues related to health equity, culture and diversity, ethical and legal issues in NP practice, and evidence-informed practice. Emphasizing the integration of theoretical knowledge with practical application, this course helps prepare you to take on pivotal roles in shaping the future of healthcare.

COURSE SCHEDULE

Date & Topic	Learning Activities, Assignments & Evaluation
<p>Module 1 (Week 1)</p> <p>SEMINAR 1: Course Introduction</p> <ul style="list-style-type: none"> • Course Overview • Professional NP Role Identity • Capstone Project 	<p>Required Readings/Media:</p> <ul style="list-style-type: none"> • Canadian Nurses Association (2019). Advanced practice nursing: A pan-Canadian framework. • Goodolf & Godfrey (2021). A think tank in action: Building new knowledge about professional identity in nursing. <i>Journal of Professional Nursing</i>, 37(2), 493-499. https://doi.org/10.1016/j.profnurs.2020.10.007 • Lowe, G. (2017). Nurse practitioners: Framing their professional identity. <i>The Journal for Nurse Practitioners</i>, 13(2), 175. DOI: https://doi.org/10.1016/j.nurpra.2016.12.021 • Bonnell, W. & Smith, K. (2021). Proposal Writing for Clinical Nursing and DNP Projects (2022). Read the following Chapters: <ul style="list-style-type: none"> ○ 1. Introduction: Why Scholarly Proposal for the Clinical Project. ○ 2. Using the Writing Plan a Developmental Tool for the Advanced Clinical Project • Guide to the USask NP Program Capstone Project (Appendix A) <p>Learning Activities & Assignments:</p> <ul style="list-style-type: none"> • Attend & Participate in Seminar 1

	<ul style="list-style-type: none"> • Seminar 1 NP Professional Identity Development Small Group Activity: Reflect on your developing professional identity as a NP. What strategies have helped you developing this role. Which have not been helpful. Identify strategies you will implement to continue supporting your role development. Course Learning Outcome(s) Addressed: 6 • Completed Required Readings/Media (self-directed)
<p>Module 2 (Week 2)</p> <p>SEMINAR 2: NP Role in Healthcare Improvement</p> <ul style="list-style-type: none"> • Overview Approaches for Healthcare Improvement (i.e. program design, evaluation, quality improvement, policy, etc.) • NP Competencies and Roles in healthcare improvement 	<p>Required Readings/Media:</p> <ul style="list-style-type: none"> • Staples et al. (2020). Canadian Perspectives on Advanced Practice Nursing. Read the following chapters: <ul style="list-style-type: none"> ○ 15. Optimizing Health System Competencies; ○ 31. Health Policy and Advanced Practice Nursing in Changing Environments • Swartwout, K.D. (2016). Primary care NPs - leaders in population health. <i>The Nurse Practitioner</i>, 41(8), 46-50. doi: 10.1097/01.NPR.0000471365.94863.4d • Schwartz, C. with Saskatchewan Health Quality Council. (2021). What is Quality Improvement Anyway? • Adams, J. & Neville, S. (2020). Program evaluation for health professionals: What it is, What it isn't and How to do it. <i>International Journal for Qualitative Methods</i>, University of Alberta. https://doi.org/10.1177/16094069209643 • O'Kane, M et al. (2021). An equity agenda for the field of health care quality improvement. <i>NAM Perspect</i>, doi: 10.31478/202109b • Public Health Ontario. At a Glance: The six steps for planning a health promotion program https://www.publichealthontario.ca/-/media/documents/S/2015/six-steps-planning-hp-programs.pdf *Public Health Ontario has many other resources to support effective program planning and evaluation if you choose this format for your Capstone Project <p>Learning Activities & Assignments:</p> <ul style="list-style-type: none"> • Complete Self-Directed Readings/Media

	<ul style="list-style-type: none"> • Attend and Participate in Seminar 2: NP Role in Healthcare Improvement <ul style="list-style-type: none"> ○ Overview of Healthcare improvement (QI, program planning/evaluation, policy, etc.) ○ Identifying Opportunities/Problems: Needs Assessment, fit with organizational priorities, background literature review, etc. ○ Framing within relevant framework/theory
<p>Module 3 (Week 3)</p> <p>SELF-DIRECTED: Healthcare Improvement: Identifying the Opportunity (Problem)</p>	<p>Required Readings/Media:</p> <ul style="list-style-type: none"> • Bonnel, W. & Smith, K. (2021). Proposal Writing for Clinical Nursing and DNP Projects. Read the following chapters: <ul style="list-style-type: none"> ○ 3. Writing a Good Clinical Problem Statement and Placing the Clinical Problem in Context; ○ 4. Clinical Projects and Quality Improvement: Thinking Big Picture; ○ 7. Framing the Advanced Clinical Project with Relevant Clinical Frameworks • Utley, R., Henry, K. & Smith, L. (2018). Frameworks for Advanced Nursing Practice and Research. Read the following chapters: <ul style="list-style-type: none"> ○ 16: Community and Population Health Frameworks; ○ 19: Frameworks for Evaluation. <i>Other chapters from this core textbook used in NURS xxx: Theory for NP practice may also be useful as you select a theoretical framework for your Capstone Project</i> • Rovito, C. & Fagan, K. (2022). A quality improvement initiative: A nurse practitioner-led interdisciplinary approach to reducing readmissions in the subacute population. <i>Journal of Doctoral Nursing Practice</i>, 15(1), 32-38. doi: 10.1891/JDNP-D-20-00072. • Government of Canada (2019). Report on Key Health Inequalities in Canada. <p>Learning Activities & Assignments:</p> <ul style="list-style-type: none"> • Complete Self-Directed Reading/Media
<p>Module 4 (Week 4)</p> <p>SELF-DIRECTED: Healthcare</p>	<p>Required Readings/Media:</p> <ul style="list-style-type: none"> • Bonnel, W. & Smith, K. (2021). Proposal Writing for Clinical Nursing and DNP Projects. Read the following chapters:

<p>Improvement: Literature Review</p>	<ul style="list-style-type: none"> ○ 5. Into the Literature: Gaining Best Evidence and Relevant Literature; ○ 6. Synthesizing Best Evidence and Literature Review; ○ 8. Addressing Outcomes Evaluation in the Advanced Clinical Project Proposal; ○ 9. Guiding the Advanced Clinical Project: The Purpose of a Purpose Statement <ul style="list-style-type: none"> ● University Library Research Guides. Graduate Writing: Writing Literature Reviews https://libguides.usask.ca/c.php?g=723607&p=5180792 <p>Learning Activities & Assignments:</p> <ul style="list-style-type: none"> ● Complete Self-Directed Readings/Media ● Participate in Canvas Discussion Board: Problem Statement to support development of an effective problem statement for your capstone project
<p>Module 5 (Week 5)</p> <p>SEMINAR 3: Evidence-Based Practice</p>	<p>Required Readings/Media:</p> <ul style="list-style-type: none"> ● Clarke, V., Lehane, E. & Mulcahy, H. (2021). Nurse practitioners' implementation of evidence-based practice into routine care: A scoping review. <i>Worldviews on Evidence-Based Nursing</i>, 18(3), 180-189. https://doi.org/10.1111/wvn.12510. ● Saskatchewan Health Authority (2024). Evidence-Based Practice. https://saskhealthauthority.libguides.com/home/ebp ● Complete the assigned Foundation for Medical Practice Education Practice-Based Learning Module(s) [New modules are released each quarter so it is not possible to assign in advance; examples of modules include: Cancer Screening in Adults – Updates and controversies (May 2023), Headaches in Adults (Nov 2022), Leg Edema (Nov 2023), Osteoporosis (Feb 2024), Rashes not to Miss: A Primary Care Approach (Nov. 2022). <p>Learning Activities & Assignments:</p> <ul style="list-style-type: none"> ● Attend and Participate in Seminar 3: Evidence-Based Practice; this seminar is also an opportunity to check-in with your instructor on your capstone project progress

	<ul style="list-style-type: none"> • Provide feedback on your peer’s Problem Statement through the Canvas discussion board • Complete Self-Directed Reading/Media
<p>Module 6 (Week 6)</p> <p>SELF-DIRECTED: Healthcare Improvement: From Problem to Plan</p>	<p>Required Readings/Media:</p> <ul style="list-style-type: none"> • Bonnel, W. & Smith, K. (2021). Proposal Writing for Clinical Nursing and DNP Projects. Read the following chapters: <ul style="list-style-type: none"> ○ 10. Mapping it Out: From Problem to Advanced Clinical Project Plan; ○ 11. Writing the Methods Section: Organizing the Advanced Clinical Project Proposal; ○ 12. Gaining Credible Clinical Project Data: Being Systematic and Objective • University of Kansas. (2020). Community tool box - A Model for getting started. https://ctb.ku.edu/en/get-started. <p>Learning Activities & Assignments:</p> <ul style="list-style-type: none"> • Complete elf-Directed Readings/Media • Participate in the Canvas Discussion Board: Evidence-based Solutions to support development of an evidence-based solution for your capstone project
<p>Module 7 (Week7)</p> <p>SEMINAR 4: Ethical Cases in NP Practice</p>	<p>Required Readings/Media:</p> <ul style="list-style-type: none"> • Canadian Nurses Association (CNA). (2017). Code of ethics for Registered Nurses https://www.nscn.ca/sites/default/files/documents/resources/code-of-ethics-for-registered-nurses.pdf. • Utley, R., Henry, K., & Smith, L. (2018). Frameworks for Advanced Nursing Practice & Research. Read chapter 8: Moral and Ethical Perspectives which provides an overview of frameworks for ethical decision making. • Zwitter, M. (2021). Medical Ethics in Clinical Practice. Read the following sections: <ul style="list-style-type: none"> ○ Ethics and Law (pp 1-5) ○ Ethical Codes and Declarations (pp 7-13)

	<ul style="list-style-type: none"> ○ Professional Malpractice (pp 57-62) ● Canadian Nurse Protective Society (CNPS). Review the following articles: <ul style="list-style-type: none"> ○ InfoLAW: Confidentiality of Health Information ○ InfoLAW: Legal Risks of Email ○ InfoLAW: Privacy ○ InfoLAW: Privacy and Electronic Medical Records ○ InfoLAW: Malpractice Lawsuits ● Balestra, M.L. (2017). Electronic Health Records: Patient Care and Ethical and Legal Implications for Nurse Practitioners. <i>The Journal for Nurse Practitioners</i>, 13(2), 105-111. https://doi.org/10.1016/j.nurpra.2016.09.010 ● Canadian Public Health Association. Are you familiar with the laws and organizational policies surrounding disclosure and confidentiality? https://www.cpha.ca/are-you-familiar-laws-and-organizational-policies-surrounding-disclosure-and-confidentiality <p>Learning Activities & Assignments:</p> <ul style="list-style-type: none"> ● Attend and Participate in Seminar 4: Ethical case discussion & debate; this seminar is also an opportunity to check-in on your project proposal development ● Provide feedback to your peers on their Evidence-Based Solutions Discussion Board ● Complete Self-Directed Reading/Media
<p>Module 8 (Week 8)</p> <p>SELF-DIRECTED: Health Equity and Healthcare Outcomes</p>	<p>Required Readings/Media:</p> <p>Horrill, T. (2020). Cultural safety: Are we on the same page? <i>Canadian Nurse</i>. https://canadian-nurse.com/en/articles/issues/2020/february-2020/cultural-safety-are-we-on-the-same-page</p> <p>Poghosyan, L. & Brooks Carthon, J.M. (2017). The untapped potential of the nurse practitioner workforce in reducing disparities. <i>Policy, Politics & Nursing Practice</i>, 18(2), ePub. https://doi.org/10.1177/1527154417721189</p> <p>Graham, H. (2021). Anti-Racism in Health Care - Keynote from the Canadian Federation of Mental Health Nurses Conference 2021. https://www.youtube.com/watch?v=dwKvfG1zxxs</p>

	<p>Turpel-Lafond, M. E. (2020, November). In plain sight: addressing Indigenous-specific racism and discrimination in B.C. Health Care Summary Report.</p> <p>Learning Activities & Assignments:</p> <ul style="list-style-type: none"> • Complete Self-Directed reading/media • Participate in the Canvas Discussion Board: Health Equity & Health Outcomes
<p>Module 9 (Weeks 9)</p> <p>SELF-DIRECTED: Project Work</p>	<p>Required Readings/Media:</p> <ul style="list-style-type: none"> • Bonnel, W. & Smith, K. (2021). Proposal Writing for Clinical Nursing and DNP Projects. Read the following Chapters: <ul style="list-style-type: none"> ○ 13. Writing the Data-Analysis Plans for advanced Clinical Projects; ○ 14. Keeping Clinical Projects Ethical and Dependable; ○ 15. Finalizing the Proposal as a Professional Document: Reviewing, Editing, and Revising <p>Learning Activities & Assignments:</p> <ul style="list-style-type: none"> • Complete Self-Directed readings/media • Work on your Capstone project proposal assignment
<p>Module 10 (Week 10)</p> <p>SEMINAR 5: Evidence-Based Practice II</p>	<p>Required Readings/Media:</p> <ul style="list-style-type: none"> • Complete the assigned Foundation for Medical Practice Education Practice-Based Learning Module(s) [New modules are released each quarter so it is not possible to assign in advance; examples of modules include: Cancer Screening in Adults – Updates and controversies (May 2023), Headaches in Adults (Nov 2022), Leg Edema (Nov 2023), Osteoporosis (Feb 2024), Rashes not to Miss: A Primary Care Approach (Nov. 2022).] <p>Learning Activities & Assignments:</p> <ul style="list-style-type: none"> • Complete Self-Directed Reading/Media

	<ul style="list-style-type: none"> Attend and Participate in Seminar 5: Evidence-Based Practice II; this seminar is also an opportunity to check-in with your instructor on your project proposal development
NP Capstone Project Proposal Due	

INSTRUCTOR INFORMATION:

Title

Name:

Email:

Office Phone:

Mobile: (urgent matters only)

Title

Name:

Email:

Office Phone:

Mobile: (urgent matters only)

Office Hours: As posted on Canvas Zoom meetings. Students are encouraged to attend office hours to clarify questions about course materials. If you would prefer a private meeting, please send a Canvas message outlining the reason for the meeting and two days/times you are available to meet.

Email Communication: University of Saskatchewan email addresses will be used for email communication within this course. Instructors will review and respond to messages within 48 hours, **with the exception of weekends and holidays** during which time regular monitoring of email cannot be guaranteed.

Urgent Concerns (requiring attention within 1-2 hours): Please call or send a text message

REQUIRED RESOURCES

Required readings and media were carefully selected to address course learning outcomes and are outlined in the Course Schedule [pp x-x]. Readings come from program textbooks, peer-reviewed evidence-based articles, and other reputable sources. Given the evolving landscape of policy, regulation and evidence-based practice, additions to the course reading list may occur during the term to introduce new and relevant literature. Any changes to the reading list will be communicated to students through a Canvas announcement.

TEXTBOOKS

American Psychological Association (2020). **Publication Manual of the American Psychological Association (7th ed)**. APA.

Bonnel, W. & Smith, K. (2021). Proposal Writing for Clinical Nursing and DNP Projects. Springer Publishing. [NEW textbook]

Staples, E., Pilon, R., Hannon, R. (2020). Canadian Perspectives on Advanced Practice Nursing. Second Edition. Canadian Scholars Press. [Core textbook from NURS xxx: Theory for NP Practice]

Utley, R., Henry, K., Smith, L. (2018). Frameworks for Advanced Nursing Practice and Research. Springer Publishing. [Core textbook from NURS xxx: Theory for NP Practice]

Zwitter, M. (2019). [Medical Ethics for Clinical Practice](#). Springer Publishing. Electronic version available for FREE online through the USask Library.

The Foundation for Medical Practice Education (FMPE) Residency Learning Modules [\[specific modules will be assigned as new modules are released quarterly\]](#)

PROVINCIAL DOCUMENTS

College of Registered Nurses of Saskatchewan (CRNS) Bylaws. <https://www.crns.ca/about-us/how-we-govern/act-bylaws/>

CRNS NP Entry-level Competencies (ELC)s <https://www.crns.ca/nursing-practice/nursing-practice-resources/rnnp-resources/>

CRNS NP Practice Standards <https://www.crns.ca/nursing-practice/nursing-practice-resources/rnnp-resources/>

CRNS Nurse Practitioner Practice Guidelines <https://www.crns.ca/nursing-practice/nursing-practice-resources/rnnp-resources/>

***Students not residing in Saskatchewan are required to familiarize themselves with the NP entry-level competencies, practice standards and guidelines in the jurisdiction where they are practicing.**

ELECTRONIC RESOURCES

USask Library Research Guide – Nursing. Contains information and links to important (free) resources for practice and scholarship including evidence-based practice guidelines, videos, drug guides, online textbooks, as well as guides on how to conduct a literatures search, evaluate the quality of evidence, scholarly writing and more. Book mark this page to your computer, as it should be a well-used resource throughout your clinical rotations. <http://libguides.usask.ca/nursing>.

GRADING SCHEME

Evaluation Component	Date	Grade Weight
Discussion Boards	Problem Statement: Due Week 4	30% (5% each)
	Problem Statement Feedback: Due Week 5	
	Evidence-Based Strategies: Due Week 6	
	Evidence-Based Strategies Feedback: Due Week 7	

	Health Equity and Outcomes: Due Week 8 Health Equity and Outcomes Feedback: Due Week 9	
Demonstration of Competencies through Seminar Participation	Weeks 1, 2, 5, 7, 10	10%
Capstone Project Proposal	Due Week 10	60%
Seminar Attendance	Weeks 1, 2, 5, 7, 10	Complete/Incomplete
Total		100%

*Essential components. Passing grade of $\geq 70\%$ required

EVALUATION COMPONENTS

DISCUSSION BOARDS

Value: 5 % each for total 35% of final grade

Due Date: As outlined below

Type: Discussion boards provide opportunity for students to demonstrate, further develop competencies, share ideas with their peers and classmates, and receive feedback to further refine competencies.

Description: The overall intent of discussion boards is to develop and demonstrate NP ELC's, support success on the capstone project proposal assignment and provide a forum for feedback and evaluation. Throughout the course you will participate in three online discussion board forums as outlined below. Postings are to synthesize, critically analyze and apply relevant literature using APA formatting. Responses should demonstrate critical thinking and contribute new information and/or thoughtful consideration of the topic. Rubrics for evaluation of discussion boards can be viewed in Canvas.

Discussion Board 1: Problem Statement

Due Date: Original Post due Week 4; Feedback Post due Week 5

Description: After reviewing the Guide to the USask NP Program Capstone Project and relevant course materials, identify a healthcare problem that you will focus your capstone project on. The identified topic must be relevant to NP practice, and focus on improving health, health equity, and/or health outcomes. Apply strategies as outlined in the Proposal Writing for Clinical Nursing and DNP Projects textbook (Bonnel & Smith, 2021) to research the problem and then write a problem statement. Post this problem statement in the discussion board for feedback from your peers and instructor(s). This discussion board is intended to support success on the project proposal assignment, providing opportunity for feedback and refinement of problem statements prior to further project development and the full project proposal.

Problem Statement Feedback: Respond to at least one peer's posting, providing feedback using the Critical Friends Protocol:

1. I like (share what you like about the ideas/strengths of the problem statement)
2. I wonder(share areas that lack clarity, you see as needing further development, or as weaknesses)
3. A possibility to consider might be(share ideas and resources for strengthening the problem statement and/or project)

Learning Outcomes Addressed: 1, 3 & 4

Discussion Board 2: Evidence-Based Strategies

Due: Original Post due Week 6; Feedback (response) Post Due Week 7

Description: This discussion board will further support your development of the Capstone Project Proposal. Building on the problem statement you identified in week 4, you will write a discussion board summarizing evidence-based strategies for addressing the problem. Your posting should demonstrate critical appraisal and synthesis of evidence, including at least one clinical framework/theory that you are considering applying to your project design.

Evidence-Based Strategies Feedback: Respond to at least one peer's posting, providing feedback using the Critical Friends Protocol:

1. I like (share what you like about the ideas/strengths of the evidence synthesis)
2. I wonder(share areas that lack clarity, you see as needing further development, or as weaknesses)
3. A possibility to consider might be(share ideas and resources for additional evidence-based solutions and/or project design)

Learning Outcome(s) Addressed: 2 & 4

Discussion Board 3: Health Equity & Health Outcomes**Due:** Original Post due Week 8; Response Post due Week 9

Description: Reflect on your own biases, stereotypes, social position, and power and its impact on health service delivery and health outcomes. Describe a health care encounter you have been part of that illustrates the impacts of these things on patient experiences and health outcomes. How did you respond? Is there anything you would do differently moving forward to promote inclusive, equitable and culturally safe care? Consider how your developing competencies in providing culturally safe, anti-racist care are evolving as you transition from RN to an NP practice.

Health Equity & Health Outcomes Feedback: Respond to at least one peer's posting, providing feedback to them on strengths and opportunities and/or strategies to support their ongoing competency development related to provision of inclusive, equitable and culturally safe care.

Learning Outcome(s) Addressed: 1**NP CAPSTONE PROJECT PROPOSAL****Value:** 60% of final grade**Due Date:** Week 11

Type: The NP capstone project supports development and evaluation of competencies designing, implementing, and evaluating, a clinical project to address a healthcare issue relevant to NP practice. In NP Role Development I, you will focus on developing the proposal for your project, including identifying the clinical problem, conducting a literature review, framing the project within a relevant framework/theory, developing a purpose statement, and developing a project plan (methods).

Description: As outlined in the Guide to the USask NP Program Capstone Project (see Appendix A), you will develop a capstone project proposal. The proposal should incorporate feedback from discussion board 1 and 2, apply recommended course resources (i.e. Proposal Writing for Clinical Nursing and DNP Projects, Guide to the USask NP Program Capstone Project), and integrate appropriate evidence-based literature. Please see the Guide to the USask NP Program Capstone Project (Appendix A) for further information on requirements of the project proposal.

Learning Outcome(s) Addressed: 1-4 & 6**DEMONSTRATION OF COMPETENCIES THROUGH SEMINAR PARTICIPATION****Value:** 10 % of final grade**Date:** Weeks 1, 2, 5, 7, 10

Type: Self-evaluation of NP competencies in leadership, advocacy, education, scholarship, critical appraisal, and application of NP practice standards in course seminars.

Description: All students are expected to come to seminars prepared to discuss and apply knowledge from required readings and clinical practice, providing opportunity to further develop, demonstrate and evaluate NP ELCs, practice standards and course learning outcomes. Students will self-evaluate their competency development in the following areas, providing examples to support their ratings. Student self-evaluation will be reviewed and approved by instructors, with any discrepancies in instructor observation and student self-evaluation brought forward for further discussion before determining a final grade.

Seminar & Competencies	Excellent (3)	Good (2)	Satisfactory (1)	Poor (0)
NP Role in Healthcare Improvement Seminar: Ability to identify and apply strategies NPs can utilize to contribute to healthcare improvement	Actively participated throughout seminar demonstrating consistent and correct ability to identify and apply appropriate strategies for improving healthcare.	Participated in majority of seminar demonstrating ability to correctly identify and apply appropriate strategies for improving healthcare.	Sometimes participated in seminar demonstrating ability to identify and apply appropriate strategies for improving healthcare	Did not participate in seminar and/or demonstrate ability to appropriately apply strategies for improving healthcare.
Comments to support rating:				
Evidence-Based Practice Seminars: Ability to critically appraise and apply research, clinical experience and patient considerations to enhance patient care	Actively participated in discussion, consistently demonstrating exceptional ability to critically appraise and apply research, clinical experience and patient considerations to enhance patient care	Participated in discussion, demonstrating ability to critically appraise and apply research, clinical experience and patient considerations appropriately to most areas discussed	Sometimes participated in discussion, demonstrating ability to critically appraise and apply research, clinical experience and patient considerations appropriately	Did not participate in discussion and/or demonstrate ability to critically appraise and apply research, clinical experience and/or patient considerations within seminar

Comments to support rating:				
Ethical and Legal Seminar: Ability to apply ethical, legal and regulatory principles in NP practice, ensuring adherence to standards of practice	Actively participated throughout seminar demonstrating consistent and correct ability to apply ethical, legal and regulatory considerations to NP practice.	Participated in majority of seminar demonstrating ability to correctly apply ethical, legal and regulatory considerations to NP practice	Sometimes participated in seminar demonstrating ability to correctly apply ethical, legal and regulatory considerations to NP practice	Did not participate in seminar and/or demonstrate ability to appropriately apply ethical, legal and/or regulatory considerations to NP practice
Comments to support rating				
All Seminars - Communication: Professional communication, ability to provide and receive constructive feedback and positively contribute to the learning of others	Consistently contributes positively to the learning community, through positive communication, provision of constructive feedback, and ability to receive and incorporate feedback.	Contributes positively to the learning community most of the time, through positive communication, provision of constructive feedback, and ability to receive and incorporate feedback.	Sometimes contributes positively to the learning community through positive communication, provision of constructive feedback, and ability to receive feedback.	Does not actively participate in seminars and/or contribute to the positive learning community through supportive communication. Defensive and unresponsive to constructive feedback.
Comments to support rating:				
Overall Grade: /12				

Learning Outcomes Addressed: 2,3,4, 5

EVIDENCE-BASED PRACTICE SEMINAR

Value: Incorporated into Seminar Participation Grades

Due Date: Week 5 and 10

Type: Evidence-Based Practice seminars provide opportunity to apply skills in critical appraisal, group work, and patient-centred care as you discuss application of research and guidelines to clinical cases.

Description: You will participate in evidence-based practice seminars twice during the term. During these seminars you will discuss modules from the Foundation of Medical Practice Education with your peers, critically appraising and applying evidence-based research, clinical expertise, and regulatory considerations to address common concerns presenting to NP practice. Your evaluation for this component is based on demonstration of critical appraisal skills.

Learning Outcomes Addressed: 2, 3, 4, 5

ATTENDANCE AND PARTICIPATION IN SEMINARS

Value: Complete/Incomplete

Due Date: Week 1, 2, 5, 7, 10

Type: Seminars provide opportunity to develop and apply knowledge, with feedback from peers and instructors, forming an important component of NP role development

Description: Regular, punctual attendance and active participation at scheduled seminars is a required course component. Absenteeism may result in the inability to meet course requirements and therefore failure in the course. If you will be absent from a scheduled learning activity through no fault of your own (e.g., illness, bereavement), please contact your instructor as soon as possible to discuss if and how missed time will be addressed. Students are required to have appropriate technology (i.e. web-cam, microphone, reliable internet connection) to facilitate participation in online learning activities.

SUBMITTING ASSIGNMENTS

Assignments will be submitted in electronic format in Canvas, unless otherwise specified.

LATE ASSIGNMENTS

As per graduate program policy (<https://nursing.usask.ca/policies/graduate.php>):

1. Assignments will be graded according to the College of Graduate & Postdoctoral Studies Grading Scale and Literal Descriptors. Students must submit all required assignments before or on the specified dates. Late submission without the professor's prior consent (extension granted) will result in a deduction of 5% of the assignment grade per calendar day and a grade of 0% for all unexcused assignments submitted five business days after the assignment deadline.
2. Students are required to complete all course components to receive credit for a course.
3. Unless other arrangements have been made with the course facilitator, the last day for acceptance of assignments will be communicated in each course syllabus.

STUDENT FEEDBACK

Students are encouraged to provide feedback on the instructor and course at the end of the term. Students will receive a PAWS email with links to an online course evaluation survey. Results of the survey will contribute to course changes and instructor feedback for course delivery.

COPYRIGHT

Course materials are provided to you based on your registration in a class, and anything created by your professors and instructors is their intellectual property, unless materials are designated as open education resources. This includes exams, PowerPoint/PDF slides and other course notes. Additionally, other copyright-protected materials created by textbook publishers and authors may be provided to you based on license terms and educational exceptions in the Canadian Copyright Act (see <http://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>).

Before you copy or distribute others' copyright-protected materials, please ensure that your use of the materials is covered under the University's Fair Dealing Copyright Guidelines available at <https://library.usask.ca/copyright/general-information/fair-dealing-guidelines.php>. For example, posting others' copyright-protected materials on the open web is not covered under the University's Fair Dealing Copyright Guidelines, and doing so requires permission from the copyright holder.

For more information about copyright, please visit <https://library.usask.ca/copyright/index.php> or contact the University's Copyright Coordinator at <mailto:copyright.coordinator@usask.ca> or 306-966-8817.

RECORDING OF THE COURSE

At the University of Saskatchewan, the classroom is considered a private setting. Recording of lectures without the written consent of the instructor is prohibited. Students registered with AES who have been assessed as benefiting from lecture recordings may record lectures after informing the instructor and confirming the need to maintain the integrity of the use of the recording for their own learning needs (the recording cannot be copied, distributed or shared with other students and all recordings will be destroyed after completion of the course in each academic term).

ACCESS AND EQUITY SERVICES (AES)

Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to register with Access and Equity Services (AES) if they have not already done so. Students who suspect they may have disabilities should contact AES for advice and referrals. In order to access AES programs and supports, students must follow AES policy and procedures. For more information, check www.students.usask.ca/aes, or contact ES at 306-966-7273 or aes@usask.ca.

Students registered with AES may request arrangements for mid-term and final examinations by contacting their course instructor directly. Requests are NOT made through Accommodate as all exams are written online.

INTEGRITY IN A REMOTE LEARNING CONTEXT

Although teaching and learning online is a different environment than a traditional classroom, the rules and principles governing academic integrity remain the same. If you have questions about what may or may not be permitted, ask your instructor. Students have found it especially important to clarify rules related to exams administered remotely and to follow these carefully and completely.

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

Scholarship, including development of scholarly writing skills, is an essential learning outcome of Masters level nursing education (CASN, 2022). In order to effectively develop and evaluate student writing skills, students are expected to create and submit their own original assignments. In addition to the definition and examples of Academic Misconduct outlined in the [University of Saskatchewan Academic Misconduct Regulations](#), students are not permitted to use of Artificial Intelligence (AI) text generators (such as ChatGPT) for assessments (e.g., written assignments, open book exams, other evaluations).

All students should read and be familiar with the Student Academic Misconduct Regulations (<https://governance.usask.ca/student-conduct-appeals/academic-misconduct.php>) as well as the Standard of Student Conduct in Non-Academic Matters and Procedures for Resolution of Complaints and Appeals (<https://governance.usask.ca/student-conduct-appeals/non-academic-misconduct.php>)

For more information on what academic integrity means for students see: <https://academic-integrity.usask.ca/>

STUDENT SUPPORTS

STUDENT LEARNING SERVICES

Student Learning Services (SLS) offers assistance to USask undergraduate and graduate students. For information on specific services, please see the SLS website: <https://library.usask.ca/studentlearning/>

STUDENT AND ENROLMENT SERVICES DIVISION

The Student and Enrolment Services Division (SESD) focuses on providing developmental and support services and programs to students and the university community. For more information, see the students' web site <http://students.usask.ca>.

FINANCIAL SUPPORT

Any student who faces challenges securing their food or housing and believes this may affect their course performance is urged to contact Student Central (<https://students.usask.ca/student-central.php>).

ABORIGINAL STUDENTS' CENTRE

The Aboriginal Students' Centre (ASC) is dedicated to supporting Aboriginal student academic and personal success. The centre offers personal, social, cultural and some academic supports to Métis, First Nations, and Inuit students. The centre is also dedicated to intercultural education, bringing Aboriginal and non-Aboriginal students together to learn from, with and about one another in a respectful, inclusive and safe environment. Students are encouraged to visit the ASC's Facebook page (<https://www.facebook.com/aboriginalstudentscentre/>) to learn more.

RECOMMENDED TECHNOLOGY FOR REMOTE LEARNING

Students are reminded of the importance of having the appropriate technology for remote learning. The list of recommendations can be found at <https://nursing.usask.ca/technology/overview.php>

GUIDELINES FOR COMMUNICATION

Respectful written and verbal communication are an expectation for students and instructors. Please view the following USask guidelines on Netiquette:

<https://teaching.usask.ca/documents/gmctl/netiquette-usask-detailed-270720.pdf>

As Registered Nurses, you are accountable to your governing body professional standards and regulation. This includes the [CNA Code of Ethics](#), and other regulatory standards such as those on [Professional Boundaries](#) and [Social Media](#). You are encouraged to review these regulations as necessary.

SYLLABUS CHANGES

The instructor reserves the right to make changes to the syllabus reading material and seminar schedule to accommodate scheduling of guest lectures or clinical updates. If changes are made students will be contacted by email, using their USask email address, and a posting will be placed in the course Canvas site. It is the students' responsibility to routinely check their USask email and Canvas.

TECHNICAL SUPPORT

If you need assistance with technical support, contact IT services help desk or the College of Nursing IT services. itsupport@usask.ca or 306-966-2222

ACKNOWLEDGEMENTS

Contributions to this course were provided by USask NP Program Faculty & Instructors.

APPENDIX A: GUIDE TO THE USASK NP PROGRAM CAPSTONE PROJECT

Updated 2022



UNIVERSITY OF
SASKATCHEWAN

**New Course
Proposal & Creation Form**

1. Approval by Department Head or Dean

- 1.1 College or School with academic authority: **College of GRADUATE AND POSTDOCTORAL STUDIES**
- 1.2 Department with academic authority: **NURSING**
- 1.3 Term from which the course is effective: **September 2026**

2. Information required for the Catalogue

- 2.1 Label & Number of course: **NURS 838**
- 2.2 Academic credit units: **3**
- 2.3 Course Long Title (maximum 100 characters): **Nurse Practitioner Role Development II**
Course Short Title (maximum 30 characters): **NP Roles II**
- 2.4 Total Hours: Lecture **Web-based Seminar(synchronous and asynchronous components)**
39 hours Lab Tutorial Other
- 2.5 Weekly Hours: Lecture Seminar **3-4** Lab Tutorial Other
- 2.6 Term in which it will be offered: T1 **T2** T1 or T2 T1 and T2
- 2.7 Prerequisite: NURS 837: **Nurse Practitioner Role Development I**

If there is a prerequisite waiver, who is responsible for signing it? **Not applicable.**

D – Instructor/Dept Approval

H – Department Approval

I – Instructor Approval

- 2.8 Catalogue description (150 words or less): **Building on knowledge from Nurse Practitioner Role Development I, this course supports further growth of student professional identity as a NP. Through integration of theory, practice and critical inquiry students will expand NP competencies as leaders, scholars, educators, and clinicians to contribute to equitable, high quality health care.**
- 2.9 Do you allow this course to be repeated for credit? **NO**
- 3. Please list rationale for introducing this course: **This course has been developed to ensure graduates of the Master of Nursing-Nurse Practitioner program meet the new entry level competencies developed by the regulatory body (College of Registered Nurses of Saskatchewan).**
- 4. **Please list the learning objectives for this course:**

Learning outcomes and evaluation in the University of Saskatchewan NP program is based on the [Nurse Practitioner Entry-Level Competencies \(ELCs\)](#) as set out by the Canadian Council of Registered Nurse Regulators (CCRNRR) and the College of Registered Nurses of Saskatchewan (CRNS) as well as the [CRNS Nurse Practitioner Practice Standards](#). ELCs reflect the knowledge, skill and judgement required of a novice NP to provide safe, competent, ethical and compassionate care. Practice standards compliment ELCs as broad statements of the minimal requirements for safe and effective NP practice.

Specific learning outcomes for this course include:

1. Identify and challenge systems of inequity, racism, discrimination, and unequal distribution of power and resources, employing strategies within own sphere of influence to promote equitable health outcomes. (NP ELCs 3.1, 3.2, 3.4, 3.5)
2. Implement and evaluate evidence-informed strategies to improve health of groups and/or populations such as quality improvement initiatives, health promotion/disease prevention programs, and policy advocacy. (NP ELCs, 3.6, 2.2, 2.3, 4.1, 4.2)
3. Critically appraise and apply research, experience, and patient considerations to inform NP practice with vulnerable populations, sharing knowledge with members of the interprofessional team. (NP ELCs 2.1, 5.1, 5.2)
4. Analyze strategies to enhance health of vulnerable populations such as trauma and violence informed care, harm reduction, and safe prescribing of controlled drugs and substances. (NP ELC 1.12)
5. Demonstrate understanding of ethical, legal, and regulatory considerations in NP practice related to informed consent, patient autonomy, conscientious objection, and maternal/child health (NP ELC 1.15)
6. Evaluate and apply feedback from multiple sources to create a comprehensive understanding and action plan for personal strengths, weaknesses, and areas for further development related to your professional NP role identity. (NP ELC 3.1 and NP Practice Standards)

5. **Impact of this course**

Are the programs of other departments or Colleges affected by this course? **NO**

If so, were these departments consulted? (Include correspondence)

Were any other departments asked to review or comment on the proposal?

6. **Other courses or program affected** (please list course titles as well as numbers)

6.1 Courses to be deleted? **NURS 888.3: Practicum II Nursing Therapeutics and Advanced Management will be deleted.**

6.2 Courses for which this course will be a prerequisite? **NURS 839: Nurse Practitioner Role Development III,**

6.3 Is this course to be required by your majors, or by majors in another program? **This course is required for students in Master of Nursing-Nurse Practitioner program only.**

7. **Course outline**

(Weekly outline of lectures or include a draft of the course information sheet.)

Date & Topic	Learning Activities, Assignments & Evaluation
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<p>Week 1-2</p> <p>Introduction to Project Implementation</p> <p>NP Role Development</p>	<p>Required Readings/Media:</p> <ul style="list-style-type: none"> • Proposal Writing for Clinical Nursing and DNP Projects (2022). Chapter 16. Moving the Proposal to the Completed Project; Chapter 17. Moving the Proposal to the Final Written Report. • Review feedback provided on NP Capstone Project Proposal, making adjustments as needed prior to implementation • Canadian Perspectives on Advanced Practice Nursing. Chapter 29. Role Transition • Cornett, M., Palemo, C., & Ash, S. (2023). Professional identity research in the health professions – a scoping review. <i>Adv Health Scie Educ Theory Pract</i> 28(2), 589-642. doi: 10.1007/s10459-022-10171-1 • Review the licensing exam and registration requirements in the jurisdiction in which you intend to practice <p>Learning Activities & Assignments:</p> <ul style="list-style-type: none"> • Seminar 1 <ul style="list-style-type: none"> ○ Course Introduction ○ NP Capstone Project Implementation • Self-Directed Reading/Media • Discussion Board: Analysis of Developing NP Role Identity
<p>Week 3</p> <p>Evidence-Based Practice</p>	<p>Required Readings/Media</p> <p>Carper, B.A. (1978). Fundamental patterns of knowing in nursing. <i>ANS</i>, 1(1), 13-24. Jones & Bartlett Learning, LCC. http://samples.jbpub.com/9780763765705/65705_CH03_V1xx.pdf</p> <p>Peart, J. & MacKinnon, K. (2018). Cultivating praxis through Chinn and Kramer’s emancipatory knowing. <i>Advances in Nursing Science</i>, 41(4), 351-358. doi 10.1097/ANS.0000000000000232 https://primo-pmtna02.hosted.exlibrisgroup.com/permalink/f/fbi72i/TN_medline30383563</p> <p>Complete the assigned Foundation for Medical Practice Education Practice-Based Learning Module(s) [New modules are released each quarter so it is not possible to assign in advance; examples of modules include: Cancer Screening in Adults – Updates and controversies (May 2023), Headaches in Adults (Nov</p>

	<p>2022), Leg Edema (Nov 2023), Osteoporosis (Feb 2024), Rashes not to Miss: A Primary Care Approach (Nov. 2022).</p> <p>Learning Activities & Assignments:</p> <ul style="list-style-type: none"> • Self-Directed Reading/Media • Seminar 2: Journal Club 1
<p>Week 4</p> <p>Caring for Vulnerable Populations</p>	<p>Required Readings/Media:</p> <p>Roberts, S., Chandler, G., & Kalmakis, K. (2019). A model for trauma-informed primary care. <i>Journal of the American Association of Nurse Practitioners</i>, 31(2), 139-144. doi: 10.1097/JXX.000000000000116.</p> <p>Aisner, A.J., Zappas, M., & Marks, A. (2020). Primary care for lesbian, Gay, Bisexual, Transgender, and Queer/Questioning (LGBTQ) patients. <i>The Journal for Nurse Practitioners</i>, 16(4), 281-285. https://doi.org/10.1016/j.nurpra.2019.12.011.</p> <p>Marrocco, A., Krouse, H. (2017). Obstacles to preventative care for individuals with disability: Implications for nurse practitioners. <i>Journal of the American Association of Nurse Practitioners</i>, 29(5), 282-293. https://doi.org/10.1002/2327-6924.12449</p> <p>Mabrouk, A. (2020). Trauma- informed care for survivors of human trafficking: An NP-led initiative. <i>Canadian Nurse</i>. https://canadian-nurse.com/en/articles/issues/2020/june-2020/trauma-informed-care-for-survivors-of-human-trafficking-an-np-led-initiative</p> <p>Learning Activities & Assignments:</p> <ul style="list-style-type: none"> • Self-Directed readings/media • Discussion Board: Vulnerable Populations
<p>Week 5</p> <p>Challenging Health Inequities</p>	<p>Required Readings/Media:</p> <p>Danda, M., Key, J., & Pitcher, C. (2022). Hearing our voices (part 1): Facilitating nurses' reflection on taking anti-racist action. https://www.canadian-nurse.com/blogs/cn-content/2022/05/16/hearing-our-voices-part-1-facilitating-nurses-refl</p> <p>Danda, M., Pitcher, C. & Key, J. (2022). Hearing our voices (part 2): Empowering nurses to take anti-racist action in health care. https://www.canadian-nurse.com/blogs/cn-content/2022/05/16/hearing-our-voices-part-2-empowering-nurses-to-take-anti-racist-action-in-health-care</p>

	<p>nurse.com/blogs/cn-content/2022/05/24/hearing-our-voices-part-2-empowering-nurses-to-tak</p> <p>Jones, C.P. (2000). Levels of racism: A theoretic framework and a gardener's tale. <i>American Journal of Public Health</i>, 90(8), 1212-1215.</p> <p>Reid, A., Brandes, R., Butler-MacKay, D., Ortiz, A., Kramer, S., Sivashanker, K.m & Mate, K. (2022). Getting grounded: Building a foundation for health equity and racial justice work in health care teams. <i>NEJM Catalyst</i>, 3(1), DOI: 10.1056/CAT.21.0320</p> <p>Learning Activities & Assignments:</p> <ul style="list-style-type: none"> • Self-Directed readings/media • Seminar 2: Challenging Health Inequities and Caring for Vulnerable Populations • Discussion Board: Vulnerable Populations Response
<p>Week 6-7</p> <p>Ethical, Legal and Practice Considerations in Maternal Child Health</p>	<p>Required Readings/Media:</p> <p>Bancsi, A. & Grindrod, K. (2020). Update on medical abortion. <i>Canadian Family Physician</i>, 66(1), 42-44.</p> <p>Borg, E. (2018). The Legal Status of the Fetus: A brief analysis of the status of the fetus in relation to its pregnant mother. <i>Canadian Nurse Protective Society (CNPS)</i>. https://cnps.ca/article/the-legal-status-of-the-fetus/</p> <p>Canadian Nurses Association (2017). Code of Ethics for Registered Nurses. Available at: https://www.srna.org/wp-content/uploads/2018/11/Code-of-Ethics-2017-Edition.pdf</p> <p>Canadian Nurses Protective Society (CNPS). Ask a Lawyer: Mature Minor. https://cnps.ca/article/mature-minor/</p> <p>Canadian Nurses Protective Society (CNPS). Ask a Lawyer: Parent's Request for Minor's Health Records. https://cnps.ca/article/parents-request-for-minors-health-records/</p> <p>Centre for Practical Bioethics. (2022). Review the following case studies for the Ethical and Legal Considerations in Maternal Child Health Discussion Board:</p> <ul style="list-style-type: none"> • Case Study - Abortion Rights and-or Wrongs https://www.practicalbioethics.org/procreation-and-reproduction/case-study-abortion-rights-and-or-wrongs/

	<ul style="list-style-type: none"> • Case Study - A Sister for Joshua https://www.practicalbioethics.org/procreation-and-reproduction/case-study-a-sister-for-joshua/ • Case Study - The Case of a 20-Month-Old Boy https://www.practicalbioethics.org/patient-physician-relationship/the-case-of-a-20-month-old-boy/ • Case Study - Our Pregnant Daughter Didn't Want This https://www.practicalbioethics.org/advance-care-planning/case-study-our-pregnant-daughter-didnt-want-this/ • Case Study - Clinical Research Involving Children https://www.practicalbioethics.org/research-ethics/case-study-clinical-research-involving-children/ • Case Study - Baby K - Futile Treatment https://www.practicalbioethics.org/end-of-life-ethics/case-study-baby-k/ • Case Study - Maternal Fetal Issues https://www.practicalbioethics.org/advance-care-planning/case-study-angela-c-maternal-fetal-issues/ <p>Learning Activities & Assignments:</p> <ul style="list-style-type: none"> • Self-directed readings/media • Seminar 3: Ethical and Legal Issues in Maternal Child Health • Discussion Board: Ethical and Legal Issues
Week 8	Project Work
Week 9 Evidence-Based Practice II	<p>Required Readings/Media</p> <p>Waldrop, J. (2016). What is clinical scholarship and how can you contribute? <i>The Journal for Nurse Practitioners</i>, 12(4), PA15-A16. DOI: https://doi.org/10.1016/j.nurpra.2016.03.006</p> <p>Complete the assigned Foundation for Medical Practice Education Practice-Based Learning Module(s) [New modules are released each quarter so it is not possible to assign in advance; examples of modules include: Cancer Screening in Adults – Updates and controversies (May 2023), Headaches in Adults (Nov 2022), Leg Edema (Nov 2023), Osteoporosis (Feb 2024), Rashes not to Miss: A Primary Care Approach (Nov. 2022).</p> <p>Learning Activities & Assignments:</p>

	<ul style="list-style-type: none"> • Seminar 3: Journal Club II • Self-directed readings/media
Week 10	Capstone Project Final Report Due

8. Enrolment

8.1 What is the maximum enrolment number for this course? **35**

And from which colleges? **NURSING**

8.2 For room bookings, please indicate the maximum estimated room size required for this course: **NOT APPLICABLE, DISTANCE LEARNING**

10-50

50-90

90-130

130+

9. Student evaluation

Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

9.1 How should this course be graded? **NUMERIC/PERCENTAGE**

C – Completed Requirements

(Grade options for instructor: Completed Requirements, Fail, IP In Progress)

N – Numeric/Percentage

(Grade options for instructor: grade of 0% to 100%, IP in Progress)

Evaluation Component	Date	Grade Weight
Discussion Boards	Personal SWOT Analysis: Due Week 2 Vulnerable Populations: Due Week 4 Vulnerable Populations Response: Due Week 5	15% (5% each)
Demonstration of Competencies through Seminar Participation	Weeks 1, 3, 5, 7, 10	15%
Capstone Project Final Report	Week 11	70%

Seminar Attendance	Week 1, 3, 5, 7, 10	Complete/Incomplete
Total		100%

P – Pass/Fail

(Grade options for instructor: Pass, Fail, In Progress)

S – Special

(Grade options for instructor: NA – Grade Not Applicable) If other, please specify:

9.2 Is the course exempt from the final examination? **YES**

10. Required text

Include a bibliography for the course.

Required readings and media were carefully selected to address course learning outcomes and are outlined in the Course Schedule [pp x-x]. Readings come from program textbooks, peer-reviewed evidence-based articles, and other reputable sources. Given the evolving landscape of policy, regulation and evidence-based practice, additions to the course reading list may occur during the term to introduce new and relevant literature. Any changes to the reading list will be communicated to students through a Canvas announcement.

TEXTBOOKS

American Psychological Association (2020). **Publication Manual of the American Psychological Association (7th ed)**. APA.

Bonnel, W. & Smith, K. (2021). Proposal Writing for Clinical Nursing and DNP Projects. Springer Publishing.

Staples, E., Pilon, R., Hannon, R. (2020). Canadian Perspectives on Advanced Practice Nursing. Second Edition. Canadian Scholars Press. [Core textbook from NURS xxx: Theory for NP Practice]

Utley, R., Henry, K., Smith, L. (2018). Frameworks for Advanced Nursing Practice and Research. Springer Publishing. [Core textbook from NURS xxx: Theory for NP Practice]

Zwitter, M. (2019). [Medical Ethics for Clinical Practice](#). Springer Publishing. Electronic version available for FREE online through the USask Library.

The Foundation for Medical Practice Education (FMPE) Residency Learning Modules [\[specific modules will be assigned as new modules are released quarterly\]](#)

PROVINCIAL DOCUMENTS

College of Registered Nurses of Saskatchewan (CRNS) Bylaws. <https://www.crns.ca/about-us/how-we-govern/act-bylaws/>

CRNS NP Entry-level Competencies (ELC)s <https://www.crns.ca/nursing-practice/nursing-practice-resources/rnnp-resources/>

CRNS NP Practice Standards <https://www.crns.ca/nursing-practice/nursing-practice-resources/rnnp-resources/>

CRNS Nurse Practitioner Practice Guidelines <https://www.crns.ca/nursing-practice/nursing-practice-resources/rnnp-resources/>

***Students not residing in Saskatchewan are required to familiarize themselves with the NP entry-level competencies, practice standards and guidelines in the jurisdiction where they are practicing.**

ELECTRONIC RESOURCES

USask Library Research Guide – Nursing. Contains information and links to important (free) resources for practice and scholarship including evidence-based practice guidelines, videos, drug guides, online textbooks, as well as guides on how to conduct a literatures search, evaluate the quality of evidence, scholarly writing and more. Book mark this page to your computer, as it should be a well-used resource throughout your clinical rotations. <http://libguides.usask.ca/nursing>.

11. Resources

- 11.1 Proposed instructor: **Current faculty within the College of Nursing teaching in the Nurse Practitioner programs.**
- 11.2 How does the department plan to handle the additional teaching or administrative workload? **Current faculty within the College of Nursing teaching in the Nurse Practitioner programs.**
- 11.3 Are sufficient library or other research resources available for this course? **YES**
- 11.4 Are any additional resources required (library, audio-visual, technology, etc.)? **NO**

12. Tuition

- 12.1 Will this course attract tuition charges? If so, how much? (use tuition category) **YES, Graduate Studies Special Tuition Program category**
- 12.2 Does this course require non-standard fees, such as materials or excursion fees? If so, please include an approved "Application for New Fee or Fee Change Form"
<http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees>

Detailed Course Information**1. Schedule Types**

Please choose the Schedule Types that can be used for sections that fall under this course:

Code	Description	Code	Description
CL	Clinical	PRB	Problem Session
COO	Coop Class	RDG	Reading Class
FLD	Field Trip	RES	Research
ICR	Internet Chat Relay	ROS	Roster (Dent Only)
IHP	Internet Help	SEM	Seminar
IN1	Internship - Education	SSI	Supervised Self Instruction
IN2	Internship - CMPT & EPIP	STU	Studio
IN3	Internship - General	SUP	Teacher Supervision
LAB	Laboratory	TUT	Tutorial
LC	Lecture/Clinical (Dent Only)	WEB	Web Based Class
LEC	Lecture	XCH	Exchange Program
LL	Lecture/Laboratory	XGN	Ghost Schedule Type Not Applicable
MM	Multimode	XHS	High School Class
PCL	Pre-Clinical (Dent Only)	XNA	Schedule Type Not Applicable
PRA	Practicum	XNC	No Academic Credit

2. Course Attributes

Please highlight the attributes that should be attached to the course (they will apply to all sections):

Off or Distance Ed Stdnt Fee

Web Class taught synchronously and asynchronously

Fee - Graduate Studies

2.1 NOAC No Academic Credit

0 Credit Unit courses that possess "deemed" CUs (Called Operational Credit Units). NOAC causes the system to roll 0 academic credit units to academic history.

2.2 For the College of Arts and Science only: To which program type does this course belong?

FNAR Fine Arts
 HUM Humanities
 SCIE Science
 SOCS Social Science
 ARNP No Program Type (Arts and Science)

Does this course satisfy one of the official college requirements:

ELWR – English Language Writing Requirement

ILRQ – Indigenous Learning Requirement

QRRQ – Quantitative Reasoning Requirement

3. Registration Information (Note: multi-term courses cannot be automated as corequisites)

3.1 **Permission Required: Yes, Permission required to audit the course.**

3.2 Restriction(s): course only open to students in a specific college, program/degree, major, year in program: **Only open to MN-NP students.**

3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course: **NURS 837: Nurse Practitioner Role Development I**

3.4 Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course: **Not applicable.**

3.5 Corequisite(s): course(s) that must be taken at the same time as this course: **None**

3.6 Notes: recommended courses, repeat restrictions/content overlap, other additional information

4. List Equivalent Course(s) here:

An equivalent course can be used in place of the course for which this form is being completed, specifically for the purposes of prerequisite and degree audit checking. Credit will be given for only one of the equivalent courses.

4.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be equivalent: **None for this course.**

***Please note:** If the equivalent courses carry an UNEQUAL number of credit units, DegreeWorks will automatically enforce the following, unless otherwise stated:

- If a 3 credit unit course is considered to be equivalent to a 6 credit unit course, it will fulfill the 6 credit unit requirement and the student will not have to complete another 3 credit units toward the overall number of required credit units for the program.
- If a 6 credit unit course is considered to be equivalent to a 3 credit unit course, ALL 6 of the credit units may be used to fulfill the 3 credit unit requirement.

5. List Mutually-Exclusive Course(s) here:

Mutually exclusive courses have similar content such that students cannot receive credit for both.

- 5.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be mutually exclusive: **None for this course.**

***Please note:** SiRIUS cannot enforce a situation where the exclusion goes only one way.

6. Additional Notes: Syllabus attached.

NP ROLE COURSE SYLLABUS			
Course Title:	Nurse Practitioner Role Development II		
Course Code:	NURS 838	Term:	TBD
Course Credits:	3 credit units	Delivery:	Synchronous & asynchronous online
Location:	Distance Learning	Website:	https://canvas.usask.ca/
Course Dates & Times:	10 weeks with synchronous online seminars (20hrs) and self-directed learning		
Course Calendar Description:	Building on knowledge from Nurse Practitioner Role Development I, this course supports further growth of student professional identity as a NP. Through integration of theory, practice and critical inquiry students will expand NP competencies as leaders, scholars, educators, and clinicians to contribute to equitable, high quality health care.		
Pre or Co Requisite:	NURS 837 NP Role Development I		

*Note: All times refer to Saskatchewan Time Zone

LAND ACKNOWLEDGMENT

As we engage in teaching and learning, we acknowledge that the University of Saskatchewan Saskatoon campus is on *Treaty Six Territory* and the *Homeland of the Métis*. We pay our respect to the First Nation and Métis ancestors of this place and reaffirm our relationship with one another. We recognize that many are attending this course from other traditional Indigenous lands and ask that you take a moment to make your own Land Acknowledgement to the peoples of those lands. In doing so, we are actively participating in reconciliation as we navigate our time in this course, learning and supporting each other.

LEARNING OUTCOMES

Learning outcomes and evaluation in the University of Saskatchewan NP program is based on the [Nurse Practitioner Entry-Level Competencies \(ELCs\)](#) as set out by the Canadian Council of Registered Nurse Regulators (CCRNRR) and the College of Registered Nurses of Saskatchewan (CRNS) as well as the [CRNS Nurse Practitioner Practice Standards](#). ELCs reflect the knowledge, skill and judgement required of a novice NP to provide safe, competent, ethical and compassionate care. Practice standards compliment ELCs as broad statements of the minimal requirements for safe and effective NP practice.

Specific learning outcomes for this course include:

1. Identify and challenge systems of inequity, racism, discrimination, and unequal distribution of power and resources, employing strategies within own sphere of influence to promote equitable health outcomes. (NP ELCs 3.1, 3.2, 3.4, 3.5)
2. Implement and evaluate evidence-informed strategies to improve health of groups and/or populations such as quality improvement initiatives, health promotion/disease prevention programs, and policy advocacy. (NP ELCs, 3.6, 2.2, 2.3, 4.1, 4.2)
3. Critically appraise and apply research, experience, and patient considerations to inform NP practice with vulnerable populations, sharing knowledge with members of the interprofessional team. (NP ELCs 2.1, 5.1, 5.2)
4. Analyze strategies to enhance health of vulnerable populations such as trauma and violence informed care, harm reduction, and safe prescribing of controlled drugs and substances. (NP ELC 1.12)
5. Demonstrate understanding of ethical, legal, and regulatory considerations in NP practice related to informed consent, patient autonomy, conscientious objection, and maternal/child health (NP ELC 1.15)
6. Evaluate and apply feedback from multiple sources to create a comprehensive understanding and action plan for personal strengths, weaknesses, and areas for further development related to your professional NP role identity. (NP ELC 3.1 and NP Practice Standards)

UNIVERSITY OF SASKATCHEWAN GRADING SYSTEM FOR GRADUATE COURSES

Grading in this course follows the University of Saskatchewan College of Graduate and Postdoctoral Studies (CGPS) Literal Descriptors. The following describes the relationship between literal descriptors and percentage scores for courses in the College of Graduate Studies and Research:

90-100 Exceptional

A superior performance with consistent strong evidence of:

- a comprehensive, incisive grasp of subject matter;
- an ability to make insightful, critical evaluation of information;
- an exceptional capacity for original, creative and/or logical thinking;
- an exceptional ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently;
- an exceptional ability to analyze and solve difficult problems related to subject matter.

80-89 Very Good to Excellent

A very good to excellent performance with strong evidence of:

- a comprehensive grasp of subject matter;
- an ability to make sound critical evaluation of information;
- a very good to excellent capacity for original, creative and/or logical thinking;
- a very good to excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently;
- a very good to excellent ability to analyze and solve difficult problems related to subject matter.

70-79 Satisfactory to Good

A satisfactory to good performance with evidence of:

- a substantial knowledge of subject matter;
- a satisfactory to good understanding of the relevant issues and satisfactory to good familiarity with the relevant literature and technology;
- a satisfactory to good capacity for logical thinking;
- some capacity for original and creative thinking;
- a satisfactory to good ability to organize, to analyze, and to examine the subject matter in a critical and constructive manner;
- a satisfactory to good ability to analyze and solve moderately difficult problems.

60-69 Poor

A generally weak performance, but with some evidence of:

- a basic grasp of the subject matter;
- some understanding of the basic issues;
- some familiarity with the relevant literature and techniques;
- some ability to develop solutions to moderately difficult problems related to the subject matter;
- some ability to examine the material in a critical and analytical manner.

<60 Failure

An unacceptable performance.

Further information on literal descriptors for grading at the University of Saskatchewan can be found at: <https://students.usask.ca/academics/grading/grading-system.php#GradingSystem> Please note: There are different literal descriptors for undergraduate and graduate students.

ACADEMIC POLICIES

Students are expected to follow USask Policies. These can be found at: <http://policies.usask.ca>

USask Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at: <http://policies.usask.ca/policies/academic-affairs/academic-courses.php>

College of Nursing Graduate program policies can be found at:

<https://nursing.usask.ca/policies/graduate.php>

USASK LEARNING CHARTER

The USask Learning Charter defines aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at:

http://www.usask.ca/university_secretary/LearningCharter.pdf

LEARNING ENVIRONMENT OVERVIEW

As a graduate degree, the USask NP program requires you to apply advanced-level thinking, analysis, critical evaluation, and self-directed learning. Course design is based on a professional, self-directed learning environment in which instructors facilitate and support your development of entry level NP competencies and graduate level learning outcomes (as defined by the [CASN National Nursing Education Framework](#) 2022). As an adult learner, you are expected to take responsibility for your own learning, identifying personal learning needs and activities to meet course learning outcomes.

Synchronous online seminars use Zoom as the videoconferencing platform for delivery. Although the classroom is online, the seminars are considered private USask classrooms, accessible only to students registered in the course. Online seminar etiquette, including professional behaviours and appearance, is expected of all seminar participants.

PROGRAM REQUIREMENTS AND CRITERIA THAT MUST BE MET TO PASS

- Completion of all course evaluation components
- Attendance at all mandatory seminars and/or labs (if applicable)
- Minimum 70% (pass) on essential course components*
- Overall final grade of 70% or higher in the course

*An essential component of a course must be passed in order to pass the course. Essential components for USask NP courses have been identified through curriculum mapping and are considered necessary for students to demonstrate attainment of course learning outcomes and/or foundational competencies necessary to progress within the program. All final exams, the comprehensive exam, major assignments, OSCEs and clinical evaluations are essential components. Additional essential components are course specific and identified in the course syllabus.

Please refer to the following College of Nursing Graduate program policies at:

<https://nursing.usask.ca/policies/graduate.php> for further details on academic requirements:

- Completion of Work
- Grade Assignment
- NP Program Progression and Remediation Policy

- NP Students Promotion and Graduation
- Supplemental and Deferred Exams

COURSE OVERVIEW

Building on knowledge from Nurse Practitioner Role Development I, this course supports further growth of student professional identity as a NP. Through integration of theory, practice and critical inquiry you will expand NP competencies as leaders, scholars, educators, and clinicians to contribute to equitable, high quality health care. A key focus of this course is on implementation of the NP Capstone project, analysis of results, and writing the Final Project Report. Other learning activities address ongoing NP role development, evidence-informed practice, caring for vulnerable populations, challenging health inequities, as well as ethical and legal issues in NP practice, with a focus on maternal-child health.

COURSE SCHEDULE

Date & Topic	Learning Activities, Assignments & Evaluation
<p>Week 1-2</p> <p>Introduction to Project Implementation</p> <p>NP Role Development</p>	<p>Required Readings/Media:</p> <ul style="list-style-type: none"> ● Proposal Writing for Clinical Nursing and DNP Projects (2022). Chapter 16. Moving the Proposal to the Completed Project; Chapter 17. Moving the Proposal to the Final Written Report. ● Review feedback provided on NP Capstone Project Proposal, making adjustments as needed prior to implementation ● Canadian Perspectives on Advanced Practice Nursing. Chapter 29. Role Transition ● Cornett, M., Palemo, C., & Ash, S. (2023). Professional identity research in the health professions – a scoping review. <i>Adv Health Scie Educ Theory Pract</i> 28(2), 589-642. doi: 10.1007/s10459-022-10171-1 ● Review the licensing exam and registration requirements in the jurisdiction in which you intend to practice <p>Learning Activities & Assignments:</p> <ul style="list-style-type: none"> ● Seminar 1 <ul style="list-style-type: none"> ○ Course Introduction ○ NP Capstone Project Implementation ● Self-Directed Reading/Media

	<ul style="list-style-type: none"> • Discussion Board: Analysis of Developing NP Role Identity
<p>Week 3</p> <p>Evidence-Based Practice</p>	<p>Required Readings/Media</p> <p>Carper, B.A. (1978). Fundamental patterns of knowing in nursing. <i>ANS</i>, 1(1), 13-24. Jones & Bartlett Learning, LCC. http://samples.jbpub.com/9780763765705/65705_CH03_V1xx.pdf</p> <p>Peart, J. & MacKinnon, K. (2018). Cultivating praxis through Chinn and Kramer’s emancipatory knowing. <i>Advances in Nursing Science</i>, 41(4), 351-358. doi 10.1097/ANS.0000000000000232 https://primo-pmtna02.hosted.exlibrisgroup.com/permalink/f/fbi72i/TN_medline30383563</p> <p>Complete the assigned Foundation for Medical Practice Education Practice-Based Learning Module(s) [New modules are released each quarter so it is not possible to assign in advance; examples of modules include: Cancer Screening in Adults – Updates and controversies (May 2023), Headaches in Adults (Nov 2022), Leg Edema (Nov 2023), Osteoporosis (Feb 2024), Rashes not to Miss: A Primary Care Approach (Nov. 2022).</p> <p>Learning Activities & Assignments:</p> <ul style="list-style-type: none"> • Self-Directed Reading/Media • Seminar 2: Journal Club 1
<p>Week 4</p> <p>Caring for Vulnerable Populations</p>	<p>Required Readings/Media:</p> <p>Roberts, S., Chandler, G., & Kalmakis, K. (2019). A model for trauma-informed primary care. <i>Journal of the American Association of Nurse Practitioners</i>, 31(2), 139-144. doi: 10.1097/JXX.0000000000000116.</p> <p>Aisner, A.J., Zappas, M., & Marks, A. (2020). Primary care for lesbian, Gay, Bisexual, Transgender, and Queer/Questioning (LGBTQ) patients. <i>The Journal for Nurse Practitioners</i>, 16(4), 281-285. https://doi.org/10.1016/j.nurpra.2019.12.011.</p> <p>Marrocco, A., Krouse, H. (2017). Obstacles to preventative care for individuals with disability: Implications for nurse practitioners. <i>Journal of the American Association of Nurse Practitioners</i>, 29(5), 282-293. https://doi.org/10.1002/2327-6924.12449</p> <p>Mabrouk, A. (2020). Trauma- informed care for survivors of human trafficking: An NP-led initiative. <i>Canadian Nurse</i>. https://canadian-nurse.com/en/articles/issues/2020/june-2020/trauma-informed-care-for-survivors-of-human-trafficking-an-np-led-initiative</p>

	<p>Learning Activities & Assignments:</p> <ul style="list-style-type: none"> • Self-Directed readings/media • Discussion Board: Vulnerable Populations
<p>Week 5</p> <p>Challenging Health Inequities</p>	<p>Required Readings/Media:</p> <p>Danda, M., Key, J., & Pitcher, C. (2022). Hearing our voices (part 1): Facilitating nurses' reflection on taking anti-racist action. https://www.canadian-nurse.com/blogs/cn-content/2022/05/16/hearing-our-voices-part-1-facilitating-nurses-refl</p> <p>Danda, M., Pitcher, C. & Key, J. (2022). Hearing our voices (part 2): Empowering nurses to take anti-racist action in health care. https://www.canadian-nurse.com/blogs/cn-content/2022/05/24/hearing-our-voices-part-2-empowering-nurses-to-tak</p> <p>Jones, C.P. (2000). Levels of racism: A theoretic framework and a gardener's tale. <i>American Journal of Public Health</i>, 90(8), 1212-1215.</p> <p>Reid, A., Brandes, R., Butler-MacKay, D., Ortiz, A., Kramer, S., Sivashanker, K.m & Mate, K. (2022). Getting grounded: Building a foundation for health equity and racial justice work in health care teams. <i>NEJM Catalyst</i>, 3(1), DOI: 10.1056/CAT.21.0320</p> <p>Learning Activities & Assignments:</p> <ul style="list-style-type: none"> • Self-Directed readings/media • Seminar 2: Challenging Health Inequities and Caring for Vulnerable Populations • Discussion Board: Vulnerable Populations Response
<p>Week 6-7</p> <p>Ethical, Legal and Practice Considerations in Maternal Child Health</p>	<p>Required Readings/Media:</p> <p>Bancsi, A. & Grindrod, K. (2020). Update on medical abortion. <i>Canadian Family Physician</i>, 66(1), 42-44.</p> <p>Borg, E. (2018). The Legal Status of the Fetus: A brief analysis of the status of the fetus in relation to its pregnant mother. Canadian Nurse Protective Society (CNPS). https://cnps.ca/article/the-legal-status-of-the-fetus/</p>

	<p>Canadian Nurses Association (2017). Code of Ethics for Registered Nurses. Available at: https://www.srna.org/wp-content/uploads/2018/11/Code-of-Ethics-2017-Edition.pdf</p> <p>Canadian Nurses Protective Society (CNPS). Ask a Lawyer: Mature Minor. https://cnps.ca/article/mature-minor/</p> <p>Canadian Nurses Protective Society (CNPS). Ask a Lawyer: Parent's Request for Minor's Health Records. https://cnps.ca/article/parents-request-for-minors-health-records/</p> <p>Centre for Practical Bioethics. (2022). Review the following case studies for the Ethical and Legal Considerations in Maternal Child Health Discussion Board:</p> <ul style="list-style-type: none"> • Case Study - Abortion Rights and-or Wrongs https://www.practicalbioethics.org/procreation-and-reproduction/case-study-abortion-rights-and-or-wrongs/ • Case Study - A Sister for Joshua https://www.practicalbioethics.org/procreation-and-reproduction/case-study-a-sister-for-joshua/ • Case Study - The Case of a 20-Month-Old Boy https://www.practicalbioethics.org/patient-physician-relationship/the-case-of-a-20-month-old-boy/ • Case Study - Our Pregnant Daughter Didn't Want This https://www.practicalbioethics.org/advance-care-planning/case-study-our-pregnant-daughter-didnt-want-this/ • Case Study - Clinical Research Involving Children https://www.practicalbioethics.org/research-ethics/case-study-clinical-research-involving-children/ • Case Study - Baby K - Futile Treatment https://www.practicalbioethics.org/end-of-life-ethics/case-study-baby-k/ • Case Study - Maternal Fetal Issues https://www.practicalbioethics.org/advance-care-planning/case-study-angela-c-maternal-fetal-issues/ <p>Learning Activities & Assignments:</p> <ul style="list-style-type: none"> • Self-directed readings/media • Seminar 3: Ethical and Legal Issues in Maternal Child Health
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	<ul style="list-style-type: none"> • Discussion Board: Ethical and Legal Issues
Week 8	Project Work
Week 9 Evidence-Based Practice II	Required Readings/Media Waldrop, J. (2016). What is clinical scholarship and how can you contribute? <i>The Journal for Nurse Practitioners</i> , 12(4), PA15-A16. DOI: https://doi.org/10.1016/j.nurpra.2016.03.006 Complete the assigned Foundation for Medical Practice Education Practice-Based Learning Module(s) [New modules are released each quarter so it is not possible to assign in advance; examples of modules include: Cancer Screening in Adults – Updates and controversies (May 2023), Headaches in Adults (Nov 2022), Leg Edema (Nov 2023), Osteoporosis (Feb 2024), Rashes not to Miss: A Primary Care Approach (Nov. 2022). Learning Activities & Assignments: <ul style="list-style-type: none"> • Seminar 3: Journal Club II • Self-directed readings/media
Week 10	Capstone Project Final Report Due

INSTRUCTOR INFORMATION:

Title

Name:

Email:

Office Phone:

Mobile: (urgent matters only)

Title

Name:

Email:

Office Phone:

Mobile: (urgent matters only)

Office Hours: As posted on Canvas Zoom meetings. Students are encouraged to attend office hours to clarify questions about course materials. If you would prefer a private meeting, please send a Canvas message outlining the reason for the meeting and two days/times you are available to meet.

Email Communication: University of Saskatchewan email addresses will be used for email communication within this course. Instructors will review and respond to messages within 48 hours, **with the exception of weekends and holidays** during which time regular monitoring of email cannot be guaranteed.

Urgent Concerns (requiring attention within 1-2 hours): Please call or send a text message

REQUIRED RESOURCES

Required readings and media were carefully selected to address course learning outcomes and are outlined in the Course Schedule [pp x-x]. Readings come from program textbooks, peer-reviewed evidence-based articles, and other reputable sources. Given the evolving landscape of policy, regulation and evidence-based practice, additions to the course reading list may occur during the term to introduce new and relevant literature. Any changes to the reading list will be communicated to students through a Canvas announcement.

TEXTBOOKS

American Psychological Association (2020). **Publication Manual of the American Psychological Association (7th ed)**. APA.

Bonnel, W. & Smith, K. (2021). Proposal Writing for Clinical Nursing and DNP Projects. Springer Publishing.

Staples, E., Pilon, R., Hannon, R. (2020). Canadian Perspectives on Advanced Practice Nursing. Second Edition. Canadian Scholars Press. [Core textbook from NURS xxx: Theory for NP Practice]

Utley, R., Henry, K., Smith, L. (2018). Frameworks for Advanced Nursing Practice and Research. Springer Publishing. [Core textbook from NURS xxx: Theory for NP Practice]

Zwitter, M. (2019). [Medical Ethics for Clinical Practice](#). Springer Publishing. Electronic version available for FREE online through the USask Library.

The Foundation for Medical Practice Education (FMPE) Residency Learning Modules [[specific modules will be assigned as new modules are released quarterly](#)]

PROVINCIAL DOCUMENTS

College of Registered Nurses of Saskatchewan (CRNS) Bylaws. <https://www.crns.ca/about-us/how-we-govern/act-bylaws/>

CRNS NP Entry-level Competencies (ELC)s <https://www.crns.ca/nursing-practice/nursing-practice-resources/rnnp-resources/>

CRNS NP Practice Standards <https://www.crns.ca/nursing-practice/nursing-practice-resources/rnnp-resources/>

CRNS Nurse Practitioner Practice Guidelines <https://www.crns.ca/nursing-practice/nursing-practice-resources/rnnp-resources/>

***Students not residing in Saskatchewan are required to familiarize themselves with the NP entry-level competencies, practice standards and guidelines in the jurisdiction where they are practicing.**

ELECTRONIC RESOURCES

USask Library Research Guide – Nursing. Contains information and links to important (free) resources for practice and scholarship including evidence-based practice guidelines, videos, drug guides, online textbooks, as well as guides on how to conduct a literatures search, evaluate the quality of evidence,

scholarly writing and more. Book mark this page to your computer, as it should be a well-used resource throughout your clinical rotations. <http://libguides.usask.ca/nursing>.

GRADING SCHEME

Evaluation Component	Date	Grade Weight
Discussion Boards	Personal SWOT Analysis: Due Week 2 Vulnerable Populations: Due Week 4 Vulnerable Populations Response: Due Week 5	15% (5% each)
Demonstration of Competencies through Seminar Participation	Weeks 1, 3, 5, 7, 10	15%
Capstone Project Final Report	Week 11	70%
Seminar Attendance	Week 1, 3, 5, 7, 10	Complete/Incomplete
Total		100%

*Essential components. Passing grade of $\geq 70\%$ required

EVALUATION COMPONENTS

DISCUSSION BOARDS

Value: 15% of final grade (5% each)

Due Date: As outlined below

Type: Discussion boards provide opportunity for students to demonstrate, further develop competencies, share ideas with their peers and classmates, and receive feedback to further refine competencies.

Description: The overall intent of discussion boards is to develop and demonstrate NP ELC's and provide a forum for feedback and evaluation. Throughout the course you will participate in two discussion boards as outlined below. Postings are to synthesize, critically analyze and apply relevant literature

using APA formatting. Responses should demonstrate critical thinking and contribute new information and/or thoughtful consideration of the topic. Rubric for evaluation of discussion boards can be viewed in Canvas.

Discussion Board 1: Personal SWOT (or SOAR) Analysis

Due Date: Week 2

Description: Reflect on your developing professional identity as a NP. How has this shifted since beginning your NP program? Consider your personal strengths, weakness, opportunities and threats ([SWOT analysis](#)) [or consider a [SOAR](#) – Strengths, Opportunities, Actions, Responsibilities] as well as feedback from others (i.e. peer, instructor, preceptor feedback) to create a comprehensive understanding and action plan that will support your ongoing professional NP role development.

Learning Outcome Addressed: 6

Discussion Board 2: Strategies to Enhance Care of Vulnerable Populations

Due Date: Week 4, Response Due Week 5

Description: Applying knowledge gained from the required readings on caring for vulnerable populations describe a clinical situation in which you applied one or more evidence-based strategies to enhance care for vulnerable populations (i.e. providing trauma informed care to a patient with history of adverse childhood experiences, supporting harm reduction management in a client with opioid addiction). Discuss the evidence related to the strategy(ies) applied, critically appraising quality of evidence but also considering your personal experience applying these strategies in practice.

Response Posting: Respond to at least 1 peer's posting, considering barriers related to systems of inequity, racism, discrimination and/or unequal distribution of power and resources that you see impacting care. How can you influence these factors within your own influence of power to promote equitable health outcomes. (Readings from week 5-6 on Challenging Health Inequities may be useful to support this response posting)

Learning Outcomes Addressed: 1, 3 & 4

DEMONSTRATION OF COMPETENCIES THROUGH SEMINAR PARTICIPATION

Value: 15 % of final grade

Date: Weeks 1, 3, 5, 7, 10

Type: Self-evaluation of NP competencies in leadership, advocacy, education, scholarship, critical appraisal, and application of NP practice standards in course seminars.

Description: All students are expected to come to seminars prepared to discuss and apply knowledge from required readings and clinical practice, providing opportunity to further develop, demonstrate and evaluate NP ELCs, practice standards and course learning outcomes. Students will self-evaluate their competency development in the following areas, providing examples to support their ratings. Student self-evaluation will be reviewed and approved by instructors, with any discrepancies in instructor observation and student self-evaluation brought forward for further discussion before determining a final grade.

Seminar & Competencies	Excellent (3)	Good (2)	Satisfactory (1)	Poor (0)
<p>Challenging Health Inequities: Ability to identify and apply strategies to enhance health of vulnerable populations, challenge systems of inequity, racism, discrimination and unequal distribution of power and resources to promote equitable health outcomes.</p>	Actively participated throughout seminar demonstrating consistent, insightful, and effective strategies to challenge health inequities to promote equitable health outcomes.	Participated in majority of seminar demonstrating ability to correctly identify and apply appropriate strategies to challenge health inequities to promote equitable health outcomes.	Sometimes participated in seminar demonstrating ability to identify and apply appropriate strategies to challenge health inequities and promote equitable health outcomes.	Did not participate in seminar and/or demonstrate ability to appropriately apply strategies to challenge health inequities and promote health equitable health outcomes.
Comments to support rating:				
<p>Evidence-Based Practice Seminars: Ability to critically appraise and apply research,</p>	Actively participated in discussion, consistently demonstrating exceptional ability	Participated in discussion, demonstrating ability to critically appraise and apply research,	Sometimes participated in discussion, demonstrating ability to critically appraise and	Did not participate in discussion and/or demonstrate ability to critically appraise and

clinical experience and patient considerations to enhance patient care	to critically appraise and apply research, clinical experience and patient considerations to enhance patient care	clinical experience and patient considerations appropriately to most areas discussed	apply research, clinical experience and patient considerations appropriately	apply research, clinical experience and/or patient considerations within seminar
Comments to support rating:				
Evidence-Based Practice Seminar Leadership: Ability to effectively facilitate and lead group discussion.	Demonstrated exceptional leadership through effective organization, time-management, facilitation and moderation of group discussion, inclusion of all participants, self-directedness, and positive regard.	Demonstrated good leadership in ability to facilitate and moderate group discussion. Enhanced attention to participant inclusion, self-directedness, organization or attitude will further enhance.	Demonstrated developing leadership skills in ability to facilitate and moderate some group discussion. Enhanced attention to two or more areas of: participant inclusion, self-directedness, organization or attitude will further enhance.	Unable to facilitate group discussion, requiring other peers/instructors to take on this role.
Comments to support rating				
Ethical and Legal Seminar: Ability to apply ethical, legal and regulatory principles in NP practice, ensuring adherence to standards of practice	Actively participated throughout seminar demonstrating consistent and correct ability to apply ethical, legal and regulatory considerations to NP practice.	Participated in majority of seminar demonstrating ability to correctly apply ethical, legal and regulatory considerations to NP practice	Sometimes participated in seminar demonstrating ability to correctly apply ethical, legal and regulatory considerations to NP practice	Did not participate in seminar and/or demonstrate ability to appropriately apply ethical, legal and/or regulatory considerations to NP practice

Comments to support rating				
All Seminars - Communication: Professional communication, ability to provide and receive constructive feedback and positively contribute to the learning of others	Consistently contributes positively to the learning community, through positive communication, provision of constructive feedback, and ability to receive and incorporate feedback.	Contributes positively to the learning community most of the time, through positive communication, provision of constructive feedback, and ability to receive and incorporate feedback.	Sometimes contributes positively to the learning community through positive communication, provision of constructive feedback, and ability to receive feedback.	Does not actively participate in seminars and/or contribute to the positive learning community through supportive communication. Defensive and unresponsive to constructive feedback.
Comments to support rating:				
Overall Grade: /12				

Course Outcomes Addressed: 1, 3, 4, 5

EVIDENCE-BASED PRACTICE SEMINAR LEADERSHIP

Value: Included in Demonstration of Clinical Competencies through Seminar Presentation Grade

Due Date: Seminar 2 or 5 (you will assigned a group to lead in seminar 2 or 5)

Type: Your leadership of an evidence-based practice small group provides opportunity to demonstrate skills in leadership, education, peer mentorship, and group facilitation.

Description: You will be assigned an evidence-based practice seminar and module to be the group leader. During your assigned session, you will lead your seminar group in discussion of the assigned FMPE, integrating critical appraisal of research, clinical expertise and knowledge of regulatory/practice considerations, as well as leadership skills in group facilitation. Formative feedback on leadership skills will be provided from group members and instructors using the critical friends protocol.

1. I like . . . (share one thing you liked about their leadership skills)
2. A possibility to consider might be . . . (share one thing that could be considered to enhance leadership/facilitation skills)

Summative (graded) evaluation for seminar leadership is included as part of the final grade for Demonstrating Clinical Competencies through Seminar Participation (see marking rubric in previous

section). You are encouraged to incorporate formative peer feedback in addition to your own personal reflection when completing the self-assessment rubric related to your leadership skills.

Learning Outcome Addressed: 3

CAPSTONE PROJECT FINAL REPORT

Value: 70 %

Due Date: Week 11

Type: The NP capstone project supports development and evaluation of competencies designing, implementing, and evaluating, a clinical project to address a healthcare issue relevant to NP practice. In NP Role Development II, you will implement, evaluate and write your final project report summarizing key findings and recommendations from your project.

Description: As outlined in the Guide to the USask NP Program Capstone Project (see appendix A), you will implement your capstone project proposal and write a final project proposal summarizing findings and recommendations. The final report should incorporate feedback from the evaluation of your NP Project proposal, apply recommended course resources (i.e. Proposal Writing for Clinical Nursing and DNP Projects, Guide to the USask NP Program Capstone Project), and integrate appropriate evidence-based literature. Please see the Guide to the USask NP Program Capstone Project (Appendix A) for further information on requirements of the project proposal.

Learning Outcome Addressed: 2

ATTENDANCE AND PARTICIPATION IN SEMINARS

Value: Complete/Incomplete

Due Date: Seminar dates are outlined in the course schedule

Type: Seminars provide opportunity to develop and apply knowledge, with feedback from peers and instructors, forming an important component of NP role development

Description: Regular, punctual attendance and active participation at scheduled seminars is a required course component. Absenteeism may result in the inability to meet course requirements and therefore failure in the course. If you will be absent from a scheduled learning activity through no fault of your own (e.g., illness, bereavement), please contact your instructor as soon as possible to discuss if and how missed time will be addressed. Students are required to have appropriate technology (i.e. web-cam, microphone, reliable internet connection) to facilitate participation in online learning activities.

SUBMITTING ASSIGNMENTS

Assignments will be submitted in electronic format in Canvas, unless otherwise specified.

LATE ASSIGNMENTS

As per graduate program policy (<https://nursing.usask.ca/policies/graduate.php>):

1. Assignments will be graded according to the College of Graduate & Postdoctoral Studies Grading Scale and Literal Descriptors. Students must submit all required assignments before or on the specified dates. Late submission without the professor's prior consent (extension granted) will result in a deduction of 5% of the assignment grade per calendar day and a grade of 0% for all unexcused assignments submitted five business days after the assignment deadline.
2. Students are required to complete all course components to receive credit for a course.
3. Unless other arrangements have been made with the course facilitator, the last day for acceptance of assignments will be communicated in each course syllabus.

STUDENT FEEDBACK

Students are encouraged to provide feedback on the instructor and course at the end of the term. Students will receive a PAWS email with links to an online course evaluation survey. Results of the survey will contribute to course changes and instructor feedback for course delivery.

COPYRIGHT

Course materials are provided to you based on your registration in a class, and anything created by your professors and instructors is their intellectual property, unless materials are designated as open education resources. This includes exams, PowerPoint/PDF slides and other course notes. Additionally, other copyright-protected materials created by textbook publishers and authors may be provided to you based on license terms and educational exceptions in the Canadian Copyright Act (see <http://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>).

Before you copy or distribute others' copyright-protected materials, please ensure that your use of the materials is covered under the University's Fair Dealing Copyright Guidelines available at <https://library.usask.ca/copyright/general-information/fair-dealing-guidelines.php>. For example, posting others' copyright-protected materials on the open web is not covered under the University's Fair Dealing Copyright Guidelines, and doing so requires permission from the copyright holder.

For more information about copyright, please visit <https://library.usask.ca/copyright/index.php> or contact the University's Copyright Coordinator at <mailto:copyright.coordinator@usask.ca> or 306-966-8817.

RECORDING OF THE COURSE

At the University of Saskatchewan, the classroom is considered a private setting. Recording of lectures without the written consent of the instructor is prohibited. Students registered with AES who have been assessed as benefiting from lecture recordings may record lectures after informing the instructor and confirming the need to maintain the integrity of the use of the recording for their own learning needs (the recording cannot be copied, distributed or shared with other students and all recordings will be destroyed after completion of the course in each academic term).

ACCESS AND EQUITY SERVICES (AES)

Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to register with Access and Equity Services (AES) if they have not already done so. Students who suspect they may have disabilities should contact AES for advice and referrals. In order to access AES programs and supports, students must follow AES policy and procedures. For more information, check www.students.usask.ca/aes, or contact ES at 306-966-7273 or aes@usask.ca.

Students registered with AES may request arrangements for mid-term and final examinations by contacting their course instructor directly. Requests are NOT made through Accommodate as all exams are written online.

INTEGRITY IN A REMOTE LEARNING CONTEXT

Although teaching and learning online is a different environment than a traditional classroom, the rules and principles governing academic integrity remain the same. If you have questions about what may or may not be permitted, ask your instructor. Students have found it especially important to clarify rules related to exams administered remotely and to follow these carefully and completely.

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

Scholarship, including development of scholarly writing skills, is an essential learning outcome of Masters level nursing education (CASN, 2022). In order to effectively develop and evaluate student writing skills, students are expected to create and submit their own original assignments. In addition to the definition and examples of Academic Misconduct outlined in the [University of Saskatchewan Academic Misconduct Regulations](#), students are not permitted to use of Artificial Intelligence (AI) text generators (such as ChatGPT) for assessments (e.g., written assignments, open book exams, other evaluations) .

All students should read and be familiar with the Student Academic Misconduct Regulations (<https://governance.usask.ca/student-conduct-appeals/academic-misconduct.php>) as well as the Standard of Student Conduct in Non-Academic Matters and Procedures for Resolution of Complaints and Appeals (<https://governance.usask.ca/student-conduct-appeals/non-academic-misconduct.php>)

For more information on what academic integrity means for students see: <https://academic-integrity.usask.ca/>

STUDENT SUPPORTS

STUDENT LEARNING SERVICES

Student Learning Services (SLS) offers assistance to USask undergraduate and graduate students. For information on specific services, please see the SLS website: <https://library.usask.ca/studentlearning/>

STUDENT AND ENROLMENT SERVICES DIVISION

The Student and Enrolment Services Division (SESD) focuses on providing developmental and support services and programs to students and the university community. For more information, see the students' web site <http://students.usask.ca>.

FINANCIAL SUPPORT

Any student who faces challenges securing their food or housing and believes this may affect their course performance is urged to contact Student Central (<https://students.usask.ca/student-central.php>).

ABORIGINAL STUDENTS' CENTRE

The Aboriginal Students' Centre (ASC) is dedicated to supporting Aboriginal student academic and personal success. The centre offers personal, social, cultural and some academic supports to Métis, First Nations, and Inuit students. The centre is also dedicated to intercultural education, bringing Aboriginal and non-Aboriginal students together to learn from, with and about one another in a respectful, inclusive and safe environment. Students are encouraged to visit the ASC's Facebook page (<https://www.facebook.com/aboriginalstudentscentre/>) to learn more.

RECOMMENDED TECHNOLOGY FOR REMOTE LEARNING

Students are reminded of the importance of having the appropriate technology for remote learning. The list of recommendations can be found at <https://nursing.usask.ca/technology/overview.php>

GUIDELINES FOR COMMUNICATION

Respectful written and verbal communication are an expectation for students and instructors. Please view the following USask guidelines on Netiquette:

<https://teaching.usask.ca/documents/gmctl/netiquette-usask-detailed-270720.pdf>

As Registered Nurses, you are accountable to your governing body professional standards and regulation. This includes the [CNA Code of Ethics](#), and other regulatory standards such as those on [Professional Boundaries](#) and [Social Media](#). You are encouraged to review these regulations as necessary.

SYLLABUS CHANGES

The instructor reserves the right to make changes to the syllabus reading material and seminar schedule to accommodate scheduling of guest lectures or clinical updates. If changes are made students will be

contacted by email, using their USask email address, and a posting will be placed in the course Canvas site. It is the students' responsibility to routinely check their USask email and Canvas.

TECHNICAL SUPPORT

If you need assistance with technical support, contact IT services help desk or the College of Nursing IT services. itsupport@usask.ca or 306-966-2222

ACKNOWLEDGEMENTS

Contributions to this course were provided by **[insert names]**.



UNIVERSITY OF
SASKATCHEWAN

**New Course
Proposal & Creation Form**

1. Approval by Department Head or Dean

- 1.1 College or School with academic authority: **College of GRADUATE AND POSTDOCTORAL STUDIES**
- 1.2 Department with academic authority: **NURSING**
- 1.3 Term from which the course is effective: **September 2026**

2. Information required for the Catalogue

- 2.1 Label & Number of course: **NURS 839**
- 2.2 Academic credit units: **3**
- 2.3 Course Long Title (maximum 100 characters): **Nurse Practitioner Role Development III**
Course Short Title (maximum 30 characters): **NP Roles III**
- 2.4 Total Hours: Lecture **Web-based Seminar(synchronous and asynchronous components)**
39 hours Lab Tutorial
- 2.5 Weekly Hours: Lecture Seminar **3-4** Lab Tutorial Other
- 2.6 Term in which it will be offered: T1 T2 T1 or T2 T1 and T2
- 2.7 Prerequisite: **NURS 838: Nurse Practitioner Role Development II, NURS 841: Nurse Practitioner Clinical Residency II**

If there is a prerequisite waiver, who is responsible for signing it? **NOT APPLICABLE**

D – Instructor/Dept Approval

H – Department Approval

I – Instructor Approval

2.8 Catalogue description (150 words or less): **Building on knowledge from Nurse Practitioner Role Development II, this course supports students to consolidate their professional identity to that of an entry-level nurse practitioner. By the end of the course, students will emerge as adept leaders, advocates, clinicians, educators, and scholars equipped to address the challenges and opportunities in today's complex healthcare landscape.**

2.9 Do you allow this course to be repeated for credit? **No**

- 3. Please list rationale for introducing this course: **This course has been developed to ensure graduates of the Master of Nursing-Nurse Practitioner program meet the new entry level competencies developed by the regulatory body (College of Registered Nurses of Saskatchewan).**

4. **Please list the learning objectives for this course:**

Learning outcomes and evaluation in the University of Saskatchewan NP program is based on the [Nurse Practitioner Entry-Level Competencies \(ELCs\)](#) as set out by the Canadian Council of Registered Nurse Regulators (CCRNRR) and the College of Registered Nurses of Saskatchewan (CRNS) as well as the [CRNS Nurse Practitioner Practice Standards](#). ELCs reflect the knowledge, skill and judgement required of a novice NP to provide safe, competent, ethical and compassionate care. Practice standards compliment ELCs as broad statements of the minimal requirements for safe and effective NP practice.

Specific learning outcomes for this course include:

1. Participate in and lead initiatives to foster inclusive and culturally competent healthcare. (NP ELCs 2.1, 2.2, 3.2)
2. Effectively disseminate knowledge from your healthcare improvement project to improve health care and system outcomes. (NP ELCs 2.2, 2.3, 5.2)
3. Critically appraise and apply research, experience, and patient considerations to inform NP practice with a variety of client presentations and acuity levels, engaging in scholarly dissemination of knowledge. (NP ELCs 1.0, 5.1, 5.2)
4. Integrate and apply knowledge of advanced care planning, palliative, and end of life care strategies, to support patient and family centered care to clients. (NP ELC 1.6)
5. Demonstrate understanding of ethical, legal, and regulatory considerations in nurse practitioner practice related to end-of-life care, capacity, disclosure of adverse events, employment, conflict of interest and resource allocation. (NP ELCs 1.15, 1.13, Practice Standards)
6. Identify and implement strategies to support transition from student to independent NP. (NP Practice Standards)
7. Demonstrate entry-level NP competencies through successful completion of the program comprehensive examination. (All ELCs)

5. **Impact of this course**

Are the programs of other departments or Colleges affected by this course? **NO**

If so, were these departments consulted? (Include correspondence)

Were any other departments asked to review or comment on the proposal?

6. **Other courses or program affected** (please list course titles as well as numbers)

6.1 Courses to be deleted? **NURS 878.3: Practicum III Advanced Nursing Practice with Vulnerable Populations**

6.2 Courses for which this course will be a prerequisite? **NONE**

6.3 Is this course to be required by your majors, or by majors in another program? **This course is required for students in the Master of Nursing-Nurse Practitioner program only.**

7. **Course outline**

(Weekly outline of lectures or include a draft of the course information sheet.)

Date & Topic	Learning Activities, Assignments & Evaluation
<p>Module 1 (Week 1-2)</p> <p>SEMINAR 1: Course Introduction, Project Dissemination , NP Role Transition</p>	<p>Required Readings/Media:</p> <ul style="list-style-type: none"> • Bonnel, W. & Smith, K. (2021). Proposal Writing for Clinical Nursing and DNP Projects. Read the following chapters: <ul style="list-style-type: none"> ○ 16. Moving the Proposal to the Completed Project; ○ 18. Moving your Completed Project to Dissemination and Further Scholarship • Review feedback provided on Final NP Capstone Project Report to respond to feedback and develop your dissemination presentation • Davis, L., Colella, C. & Mullins, K. Transition to practice for the new graduate NP: A checklist and guide to understanding next steps. <i>Journal of Nursing Education and Practice</i>, 11(8), https://doi.org/10.5430/jnep.v11n8p88 • Pleshkan, C. & Hussey, L. (2020). Nurse practitioners' experiences with role transition: Supporting the learning curve through preceptorship. <i>Nurse Education in Practice</i>, 42, 102655. https://doi.org/10.1016/j.nepr.2019.102655 <p>Learning Activities & Assignments:</p> <ul style="list-style-type: none"> • Attend and Participate in Seminar 1 • Complete Self-Directed reading/media • Begin work on project dissemination presentation
<p>Module 2 (Week 3)</p> <p>SELF-DIRECTED: End-of-Life Care</p>	<p>Required Readings/Media:</p> <ul style="list-style-type: none"> • Dunphy, L., Winland-Brown, J.E., Porter, B.O. & Thomas, D.J. (2023). Primary care: Art and science of advanced practice nursing (6th edition). Chapter 81 – Primary Care of the Patient with Cancer; Chapter 84 - Palliative and End-of-Life Care • Pallium Canada. https://www.pallium.ca/taking-ownership/. * complete the free, interactive Taking Ownership Module and browse other resources available on this website. The Pallium Palliative Pocketbook and LEAP courses are excellent resources for those wanting to further their knowledge of palliative care.

	<ul style="list-style-type: none"> • RxFiles (2021 or 2023). Palliative care: Symptom management considerations. (pp. 214-215 for 13th edition (2021) or pp. 227 - 228 of 14th edition (2023)). • Wheeler, M. (2016). Primary palliative care for every nurse practitioner. <i>The Journal of Nurse Practitioners</i>, 10(12) • Government of Canada Department of Justice. Canada's new medical assistance in dying (MAID) law. *Review information on this page and Infographic • Canadian Nurses Protective Society. Medical assistance in dying: What every nurse should know. http://cnps.ca/index.php?page=348. • Criminal Code of Canada, R.S.C., 1985, C. C-46. Section 241: Suicide and Medical assistance in dying. Scroll to bottom of the page to beginning of Section 241: Suicide. After reading this section, proceed to next page which continues Section 241 to discuss more details related to medical assistance in dying • Review your jurisdictional and regional resources related to MAID <p>Learning Activities & Assignments:</p> <ul style="list-style-type: none"> • Complete Self-Directed readings/media • Participate in the Canvas Discussion Board: End of Life Care
<p>Module 3 (Week 4)</p> <p>SEMINAR 2: Project Dissemination Seminar</p>	<p>Learning Activities & Assignments:</p> <ul style="list-style-type: none"> • Work-on Project Dissemination Presentation • Participate in Seminar 2: Project Dissemination Seminar
<p>Module 4 (Week 5)</p> <p>SELF-DIRECTED: Ethical, Legal and Practice Considerations in Self-Employed Practice</p>	<p>Required Readings/Media:</p> <ul style="list-style-type: none"> • Canadian Nurses Association (CNA). (2017). Code of ethics for Registered Nurses • College of Registered Nurses of Saskatchewan (2021). Self-employed practice guideline. *Students from outside of Saskatchewan should review self-employment practice guidelines from the jurisdiction in which they plan to practice, including relevant privacy legislation. • Canadian Nurse Protective Society (CNPS). Review the following articles:

	<ul style="list-style-type: none"> • InfoLAW: Nurses in independent practice: An overview • Ask a lawyer: Independent practice considerations • Ask a lawyer: Employer-provided professional liability protection • Ask a lawyer: Nurse practitioner billing. • Ask a lawyer: Ending a NP-client relationship • Collaborative practice: Are nurses employees or self-employed? • CMPA/CNPS joint statement on liability protection for NPs and physicians in collaborative practice <p>Learning Activities & Assignments:</p> <ul style="list-style-type: none"> • Complete Self-Directed reading/media • Participate in the Canvas Discussion Board: Self-Employed Practice
<p>Module 5 (Week 6)</p> <p>SEMINAR 3: Evidence-Based Practice I</p>	<p>Required Readings/Media:</p> <ul style="list-style-type: none"> • Complete the assigned Foundation for Medical Practice Education Practice-Based Learning Module(s) [New modules are released each quarter so it is not possible to assign in advance; examples of modules include: Cancer Screening in Adults – Updates and controversies (May 2023), Headaches in Adults (Nov 2022), Leg Edema (Nov 2023), Osteoporosis (Feb 2024), Rashes not to Miss: A Primary Care Approach (Nov. 2022). <p>Learning Activities & Assignments:</p> <ul style="list-style-type: none"> • Complete Self-Directed reading/media • Participate in Seminar 3: Evidence-Based Practice I
<p>Module 6 (Week 7)</p> <p>SELF-DIRECTED: Leading Inclusive, Culturally Safe Healthcare</p>	<p>Required Readings/Media:</p> <ul style="list-style-type: none"> • Graham, H. (2024). CPR RACISM: A guide for health care providers to safely address racism in a health care setting. <i>International Journal of Indigenous Health</i>, 19(1). https://doi.org/10.32799/ijih.v19i1.42574 • Canadian Institute for Health Information. (2021). Measuring Cultural Safety in Health Systems.

	<p>https://www.cihi.ca/sites/default/files/document/measuring-cultural-safety-in-health-systems-report-en.pdf</p> <ul style="list-style-type: none"> Greenwood, M., Lindsay, N., Loewen, D. (2017). Ethical spaces and places: Indigenous cultural safety in British Columbia health care. <i>An International Journal of Indigenous Peoples</i>, 13(3), https://doi.org/10.1177/117718011771441 Health Quality BC. Culturally Safe Engagement: What Matters to Indigenous Patient Partners Companion Guide. kā-wīci-pimohtēmāt Professional Practice Group <p>Learning Activities & Assignments:</p> <ul style="list-style-type: none"> Complete Self-Directed readings/media Participate in the Canvas Discussion Board: Leading Culturally Responsive, Inclusive Healthcare
<p>Module 7 (Week 8)</p> <p>SEMINAR 4: Evidence-Based Practice II</p>	<p>Required Readings/Media:</p> <ul style="list-style-type: none"> Complete the assigned Foundation for Medical Practice Education Practice-Based Learning Module(s) [New modules are released each quarter so it is not possible to assign in advance; examples of modules include: Cancer Screening in Adults – Updates and controversies (May 2023), Headaches in Adults (Nov 2022), Leg Edema (Nov 2023), Osteoporosis (Feb 2024), Rashes not to Miss: A Primary Care Approach (Nov. 2022).] <p>Learning Activities & Assignments:</p> <ul style="list-style-type: none"> Complete Self-Directed readings/media Participate in Seminar 4: Evidence-Based Practice II
<p>Module 8 (Weeks 9)</p> <p>SELF-DIRECTED: Study for Comprehensive Exam</p>	<p>Required Readings/Media:</p> <ul style="list-style-type: none"> Program textbooks and evidence-based guidelines <p>Learning Activities & Assignments:</p> <ul style="list-style-type: none"> Study for Comprehensive Exam
<p>Module 9 (Week 10)</p>	<p>Required Readings/Media:</p> <ul style="list-style-type: none"> May, M. (2020). The First Year of NP Practice: A Roller Coaster Ride! Nurse Practitioner Association of Alberta.

SEMINAR 5: Launching to Practice	<p>https://albertanps.com/the-first-year-of-np-practice-a-roller-coaster-ride/</p> <ul style="list-style-type: none"> American Association of Nurse Practitioners. Starting your Nurse Practitioner (NP) Career. https://www.aanp.org/student-resources-2/starting-your-np-career <p>Learning Activities & Assignments:</p> <ul style="list-style-type: none"> Participate in Seminar 5: Final Seminar – Launching to Practice Complete Self-Directed reading/media Study
Week 11-12	Comprehensive Exam

8. **Enrolment**

8.1 What is the maximum enrolment number for this course? **35**
And from which colleges? **NURSING**

8.2 For room bookings, please indicate the maximum estimated room size required for this course: **NOT APPLICABLE, DISTANCE LEARNING**

- 10-50
 50-90
 90-130
 130+

9. **Student evaluation**

Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

- 9.1 How should this course be graded? **NUMERIC/PERCENTAGE**
 C – Completed Requirements
(Grade options for instructor: Completed Requirements, Fail, IP In Progress)
 N – Numeric/Percentage
(Grade options for instructor: grade of 0% to 100%, IP in Progress)

Evaluation Component	Date	Grade Weight
Capstone Project Dissemination	Week 4	25%
Discussion Boards	End of Life Care: Week 3	15% (5% each)

	Self-Employed Practice: Week 5 Leading culturally safe, inclusive care: Week 7	
Seminar Attendance	Week 1, 4, 6, 8, 10	Complete/Incomplete
Comprehensive Exam*	Week 11-12	60%
Total		100%

P – Pass/Fail

(Grade options for instructor: Pass, Fail, In Progress)

S – Special

(Grade options for instructor: NA – Grade Not Applicable) If other, please specify:

9.2 Is the course exempt from the final examination? **NO**

10. **Required text**

Include a bibliography for the course.

Required readings and media were carefully selected to address course learning outcomes and are outlined in the Course Schedule [pp x-x]. Readings come from program textbooks, peer-reviewed evidence-based articles, and other reputable sources. Given the evolving landscape of policy, regulation and evidence-based practice, additions to the course reading list may occur during the term to introduce new and relevant literature. Any changes to the reading list will be communicated to students through a Canvas announcement.

TEXTBOOKS

American Psychological Association (2020). **Publication Manual of the American Psychological Association (7th ed)**. APA.

Bonnel, W. & Smith, K. (2021). Proposal Writing for Clinical Nursing and DNP Projects. Springer Publishing. [NEW textbook]

Staples, E., Pilon, R., Hannon, R. (2020). Canadian Perspectives on Advanced Practice Nursing. Second Edition. Canadian Scholars Press. [Core textbook from NURS xxx: Theory for NP Practice]

Utley, R., Henry, K., Smith, L. (2018). Frameworks for Advanced Nursing Practice and Research. Springer Publishing. [Core textbook from NURS xxx: Theory for NP Practice]

Zwitter, M. (2019). [Medical Ethics for Clinical Practice](#). Springer Publishing. Electronic version available for FREE online through the USask Library.

The Foundation for Medical Practice Education (FMPE) Residency Learning Modules [[specific modules will be assigned as new modules are released quarterly](#)]

Other core NP Program textbooks and clinical practice guidelines to prepare for the comprehensive Exam

PROVINCIAL DOCUMENTS

College of Registered Nurses of Saskatchewan (CRNS) Bylaws. <https://www.crns.ca/about-us/how-we-govern/act-bylaws/>

CRNS NP Entry-level Competencies (ELC)s <https://www.crns.ca/nursing-practice/nursing-practice-resources/rnp-resources/>

CRNS NP Practice Standards <https://www.crns.ca/nursing-practice/nursing-practice-resources/rnp-resources/>

CRNS Nurse Practitioner Practice Guidelines <https://www.crns.ca/nursing-practice/nursing-practice-resources/rnp-resources/>

***Students not residing in Saskatchewan are required to familiarize themselves with the NP entry-level competencies, practice standards and guidelines in the jurisdiction where they are practicing.**

ELECTRONIC RESOURCES

USask Library Research Guide – Nursing. Contains information and links to important (free) resources for practice and scholarship including evidence-based practice guidelines, videos, drug guides, online textbooks, as well as guides on how to conduct a literatures search, evaluate the quality of evidence, scholarly writing and more. Book mark this page to your computer, as it should be a well-used resource throughout your clinical rotations. <http://libguides.usask.ca/nursing>.

11. Resources

- 11.1 Proposed instructor: **Current faculty within the College of Nursing teaching in the Nurse Practitioner programs.**
- 11.2 How does the department plan to handle the additional teaching or administrative workload? **The Master of Nursing-Nurse Practitioner programs have sufficient existing teaching and administrative resources to deliver this course.**
- 11.3 Are sufficient library or other research resources available for this course? **YES**
- 11.4 Are any additional resources required (library, audio-visual, technology, etc.)? **NO**

12. Tuition

- 12.1 Will this course attract tuition charges? If so, how much? (use tuition category) **YES, Graduate Studies Special Tuition Program category**
- 12.2 Does this course require non-standard fees, such as materials or excursion fees? If so, please include an approved "Application for New Fee or Fee Change Form"
<http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees>

Detailed Course Information

1. Schedule Types

Please choose the Schedule Types that can be used for sections that fall under this course: **See highlighted choice.**

Code	Description	Code	Description
CL	Clinical	PRB	Problem Session
COO	Coop Class	RDG	Reading Class
FLD	Field Trip	RES	Research
ICR	Internet Chat Relay	ROS	Roster (Dent Only)
IHP	Internet Help	SEM	Seminar
IN1	Internship - Education	SSI	Supervised Self Instruction
IN2	Internship - CMPT & EPIP	STU	Studio
IN3	Internship - General	SUP	Teacher Supervision
LAB	Laboratory	TUT	Tutorial
LC	Lecture/Clinical (Dent Only)	WEB	Web Based Class
LEC	Lecture	XCH	Exchange Program
LL	Lecture/Laboratory	XGN	Ghost Schedule Type Not Applicable
MM	Multimode	XHS	High School Class
PCL	Pre-Clinical (Dent Only)	XNA	Schedule Type Not Applicable
PRA	Practicum	XNC	No Academic Credit

2. Course Attributes

Please highlight the attributes that should be attached to the course (they will apply to all sections):

Off or Distance Ed Stdnt Fee

Web Class taught synchronously and asynchronously

Fee - Graduate Studies

2.1 NOAC No Academic Credit

0 Credit Unit courses that possess "deemed" CUs (Called Operational Credit Units). NOAC causes the system to roll 0 academic credit units to academic history.

2.2 For the College of Arts and Science only: To which program type does this course belong?

- FNAR Fine Arts
- HUM Humanities
- SCIE Science
- SOCS Social Science
- ARNP No Program Type (Arts and Science)

Does this course satisfy one of the official college requirements:

- ELWR – English Language Writing Requirement
- ILRQ – Indigenous Learning Requirement
- QRRQ – Quantitative Reasoning Requirement

3. Registration Information (Note: multi-term courses cannot be automated as corequisites)

3.1 Permission Required: **YES, permission is required to audit this course**

- 3.2 Restriction(s): course only open to students in a specific college, program/degree, major, year in program: **Only open to MN-NP students.**
- 3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course: **NURS 838: Nurse Practitioner Role Development II, NURS 841: Nurse Practitioner Clinical Residency II.**
- 3.4 Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course: **NURS 842: Nurse Practitioner Role Development III,**
- 3.5 Corequisite(s): course(s) that must be taken at the same time as this course: **NONE**
- 3.6 Notes: recommended courses, repeat restrictions/content overlap, other additional information**

4. List Equivalent Course(s) here:

An equivalent course can be used in place of the course for which this form is being completed, specifically for the purposes of prerequisite and degree audit checking. Credit will be given for only one of the equivalent courses.

- 4.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be equivalent: **NONE for this course.**

***Please note:** If the equivalent courses carry an UNEQUAL number of credit units, DegreeWorks will automatically enforce the following, unless otherwise stated:

- If a 3 credit unit course is considered to be equivalent to a 6 credit unit course, it will fulfill the 6 credit unit requirement and the student will not have to complete another 3 credit units toward the overall number of required credit units for the program.
- If a 6 credit unit course is considered to be equivalent to a 3 credit unit course, ALL 6 of the credit units may be used to fulfill the 3 credit unit requirement.

5. List Mutually-Exclusive Course(s) here:

Mutually exclusive courses have similar content such that students cannot receive credit for both.

- 5.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be mutually exclusive: **NONE for this course.**

***Please note:** SiRIUS cannot enforce a situation where the exclusion goes only one way.

6. Additional Notes: Syllabus attached.

COURSE SYLLABUS			
Course Title:	Nurse Practitioner Role Development III		
Course Code:	NURS 839	Term:	TBD
Course Credits:	3 credit units	Delivery:	Synchronous & asynchronous online

Location:	Distance Learning	Website:	https://canvas.usask.ca/
Course Dates & Times:	10 weeks with synchronous online seminars (20 hrs) and self-directed learning		
Course Calendar Description:	Building on knowledge from Nurse Practitioner Role Development II, this course supports students to consolidate their professional identity to that of an entry-level nurse practitioner. By the end of the course, students will emerge as adept leaders, advocates, clinicians, educators, and scholars equipped to address the challenges and opportunities in today's complex healthcare landscape.		
Pre Requisites:	NURS 838 NP Role Development II, NURS 841 NP Clinical Residency II		

*Note: All times refer to Saskatchewan Time Zone

LAND ACKNOWLEDGMENT

As we engage in teaching and learning, we acknowledge that the University of Saskatchewan Saskatoon campus is on *Treaty Six Territory* and the *Homeland of the Métis*. We pay our respect to the First Nation and Métis ancestors of this place and reaffirm our relationship with one another. We recognize that many are attending this course from other traditional Indigenous lands and ask that you take a moment to make your own Land Acknowledgement to the peoples of those lands. In doing so, we are actively participating in reconciliation as we navigate our time in this course, learning and supporting each other.

LEARNING OUTCOMES

Learning outcomes and evaluation in the University of Saskatchewan NP program is based on the [Nurse Practitioner Entry-Level Competencies \(ELCs\)](#) as set out by the Canadian Council of Registered Nurse Regulators (CCRNRR) and the College of Registered Nurses of Saskatchewan (CRNS) as well as the [CRNS Nurse Practitioner Practice Standards](#). ELCs reflect the knowledge, skill and judgement required of a novice NP to provide safe, competent, ethical and compassionate care. Practice standards compliment ELCs as broad statements of the minimal requirements for safe and effective NP practice.

Specific learning outcomes for this course include:

1. Participate in and lead initiatives to foster inclusive and culturally competent healthcare. (NP ELCs 2.1, 2.2, 3.2)
2. Effectively disseminate knowledge from your healthcare improvement project to improve health care and system outcomes. (NP ELCs 2.2, 2.3, 5.2)
3. Critically appraise and apply research, experience, and patient considerations to inform NP practice with a variety of client presentations and acuity levels, engaging in scholarly dissemination of knowledge. (NP ELCs 1.0, 5.1, 5.2)
4. Integrate and apply knowledge of advanced care planning, palliative, and end of life care strategies, to support patient and family centered care to clients. (NP ELC 1.6)

5. Demonstrate understanding of ethical, legal, and regulatory considerations in nurse practitioner practice related to end-of-life care, capacity, disclosure of adverse events, employment, conflict of interest and resource allocation. (NP ELCs 1.15, 1.13, Practice Standards)
6. Identify and implement strategies to support transition from student to independent NP. (NP Practice Standards)
7. Demonstrate entry-level NP competencies through successful completion of the program comprehensive examination. (All ELCs)

UNIVERSITY OF SASKATCHEWAN GRADING SYSTEM FOR GRADUATE COURSES

Grading in this course follows the University of Saskatchewan College of Graduate and Postdoctoral Studies (CGPS) Literal Descriptors. The following describes the relationship between literal descriptors and percentage scores for courses in the College of Graduate Studies and Research:

90-100 Exceptional

A superior performance with consistent strong evidence of:

- a comprehensive, incisive grasp of subject matter;
- an ability to make insightful, critical evaluation of information;
- an exceptional capacity for original, creative and/or logical thinking;
- an exceptional ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently;
- an exceptional ability to analyze and solve difficult problems related to subject matter.

80-89 Very Good to Excellent

A very good to excellent performance with strong evidence of:

- a comprehensive grasp of subject matter;
- an ability to make sound critical evaluation of information;
- a very good to excellent capacity for original, creative and/or logical thinking;
- a very good to excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently;
- a very good to excellent ability to analyze and solve difficult problems related to subject matter.

70-79 Satisfactory to Good

A satisfactory to good performance with evidence of:

- a substantial knowledge of subject matter;
- a satisfactory to good understanding of the relevant issues and satisfactory to good familiarity with the relevant literature and technology;
- a satisfactory to good capacity for logical thinking;
- some capacity for original and creative thinking;
- a satisfactory to good ability to organize, to analyze, and to examine the subject matter in a critical and constructive manner;
- a satisfactory to good ability to analyze and solve moderately difficult problems.

60-69 Poor

A generally weak performance, but with some evidence of:

- a basic grasp of the subject matter;
- some understanding of the basic issues;
- some familiarity with the relevant literature and techniques;
- some ability to develop solutions to moderately difficult problems related to the subject matter;
- some ability to examine the material in a critical and analytical manner.

<60 Failure

An unacceptable performance.

Further information on literal descriptors for grading at the University of Saskatchewan can be found at: <https://students.usask.ca/academics/grading/grading-system.php#GradingSystem> Please note: There are different literal descriptors for undergraduate and graduate students.

ACADEMIC POLICIES

Students are expected to follow USask Policies. These can be found at: <http://policies.usask.ca>

USask Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at: <http://policies.usask.ca/policies/academic-affairs/academic-courses.php>

College of Nursing Graduate program policies can be found at:

<https://nursing.usask.ca/policies/graduate.php>

USASK LEARNING CHARTER

The USask Learning Charter defines aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at:

http://www.usask.ca/university_secretary/LearningCharter.pdf

LEARNING ENVIRONMENT OVERVIEW

As a graduate degree, the USask NP program requires you to apply advanced-level thinking, analysis, critical evaluation, and self-directed learning. Course design is based on a professional, self-directed learning environment in which instructors facilitate and support your development of entry level NP competencies and graduate level learning outcomes (as defined by the [CASN National Nursing Education Framework](#) 2022). As an adult learner, you are expected to take responsibility for your own learning, identifying personal learning needs and activities to meet course learning outcomes.

Synchronous online seminars use Zoom as the videoconferencing platform for delivery. Although the classroom is online, the seminars are considered private USask classrooms, accessible only to students registered in the course. Online seminar etiquette, including professional behaviours and appearance, is expected of all seminar participants.

PROGRAM REQUIREMENTS AND CRITERIA THAT MUST BE MET TO PASS

- Completion of all course evaluation components
- Attendance at all mandatory seminars and/or labs (if applicable)
- Minimum 70% (pass) on essential course components
- Overall final grade of 70% or higher in the course

*An essential component of a course must be passed in order to pass the course. Essential components for USask NP courses have been identified through curriculum mapping and are considered necessary for students to demonstrate attainment of course learning outcomes and/or foundational competencies necessary to progress within the program. All final exams, the comprehensive exam, major assignments, OSCEs and clinical evaluations are essential components. Additional essential components are course specific and identified in the course syllabus.

Please refer to the following College of Nursing Graduate program policies at:

<https://nursing.usask.ca/policies/graduate.php> for further details on academic requirements:

- Completion of Work
- Grade Assignment
- NP Program Progression and Remediation Policy
- NP Students Promotion and Graduation
- Supplemental and Deferred Exams

COURSE OVERVIEW

As one of the final courses in your NP program, this course supports consolidation of your professional identity to that of an entry-level nurse practitioner and prepares you for the transition to independent NP practice. Learning activities focus on disseminating knowledge from your capstone project, exploring considerations for NPs providing end-of-life care, examining ethical and legal considerations in NP practice such as disclosure of patient safety incidents, conflict of interest, resource allocation, and employment considerations, leading culturally safe healthcare, evidence-based practice, and launching to practice. By the end of the course, you will emerge as an adept NP leader, advocate, clinician, educator, and scholar equipped to address the challenges and opportunities in today's complex healthcare landscape.

COURSE SCHEDULE

Date & Topic	Learning Activities, Assignments & Evaluation
Module 1 (Week 1-2) SEMINAR 1: Course Introduction, Project	Required Readings/Media:

<p>Dissemination , NP Role Transition</p>	<ul style="list-style-type: none"> • Bonnel, W. & Smith, K. (2021). Proposal Writing for Clinical Nursing and DNP Projects. Read the following chapters: <ul style="list-style-type: none"> ○ 16. Moving the Proposal to the Completed Project; ○ 18. Moving your Completed Project to Dissemination and Further Scholarship • Review feedback provided on Final NP Capstone Project Report to respond to feedback and develop your dissemination presentation • Davis, L., Colella, C. & Mullins, K. Transition to practice for the new graduate NP: A checklist and guide to understanding next steps. <i>Journal of Nursing Education and Practice</i>, 11(8), https://doi.org/10.5430/jnep.v11n8p88 • Pleshkan, C. & Hussey, L. (2020). Nurse practitioners' experiences with role transition: Supporting the learning curve through preceptorship. <i>Nurse Education in Practice</i>, 42, 102655. https://doi.org/10.1016/j.nepr.2019.102655 <p>Learning Activities & Assignments:</p> <ul style="list-style-type: none"> • Attend and Participate in Seminar 1 • Complete Self-Directed reading/media • Begin work on project dissemination presentation
<p>Module 2 (Week 3)</p> <p>SELF-DIRECTED: End-of-Life Care</p>	<p>Required Readings/Media:</p> <ul style="list-style-type: none"> • Dunphy, L., Winland-Brown, J.E., Porter, B.O. & Thomas, D.J. (2023). Primary care: Art and science of advanced practice nursing (6th edition). Chapter 81 – Primary Care of the Patient with Cancer; Chapter 84 - Palliative and End-of-Life Care • Pallium Canada. https://www.pallium.ca/taking-ownership/. * complete the free, interactive Taking Ownership Module and browse other resources available on this website. The Pallium Palliative Pocketbook and LEAP courses are excellent resources for those wanting to further their knowledge of palliative care. • RxFiles (2021 or 2023). Palliative care: Symptom management considerations. (pp. 214-215 for 13th edition (2021) or pp. 227 - 228 of 14th edition (2023)).

	<ul style="list-style-type: none"> • Wheeler, M. (2016). Primary palliative care for every nurse practitioner. <i>The Journal of Nurse Practitioners</i>, 10(12) • Government of Canada Department of Justice. Canada's new medical assistance in dying (MAID) law. *Review information on this page and Infographic • Canadian Nurses Protective Society. Medical assistance in dying: What every nurse should know. http://cnps.ca/index.php?page=348. • Criminal Code of Canada, R.S.C., 1985, C. C-46. Section 241: Suicide and Medical assistance in dying. Scroll to bottom of the page to beginning of Section 241: Suicide. After reading this section, proceed to next page which continues Section 241 to discuss more details related to medical assistance in dying • Review your jurisdictional and regional resources related to MAID <p>Learning Activities & Assignments:</p> <ul style="list-style-type: none"> • Complete Self-Directed readings/media • Participate in the Canvas Discussion Board: End of Life Care
<p>Module 3 (Week 4)</p> <p>SEMINAR 2: Project Dissemination Seminar</p>	<p>Learning Activities & Assignments:</p> <ul style="list-style-type: none"> • Work-on Project Dissemination Presentation • Participate in Seminar 2: Project Dissemination Seminar
<p>Module 4 (Week 5)</p> <p>SELF-DIRECTED: Ethical, Legal and Practice Considerations in Self-Employed Practice</p>	<p>Required Readings/Media:</p> <ul style="list-style-type: none"> • Canadian Nurses Association (CNA). (2017). Code of ethics for Registered Nurses • College of Registered Nurses of Saskatchewan (2021). Self-employed practice guideline. *Students from outside of Saskatchewan should review self-employment practice guidelines from the jurisdiction in which they plan to practice, including relevant privacy legislation. • Canadian Nurse Protective Society (CNPS). Review the following articles: <ul style="list-style-type: none"> • InfoLAW: Nurses in independent practice: An overview • Ask a lawyer: Independent practice considerations

	<ul style="list-style-type: none"> • Ask a lawyer: Employer-provided professional liability protection • Ask a lawyer: Nurse practitioner billing. • Ask a lawyer: Ending a NP-client relationship • Collaborative practice: Are nurses employees or self-employed? • CMPA/CNPS joint statement on liability protection for NPs and physicians in collaborative practice <p>Learning Activities & Assignments:</p> <ul style="list-style-type: none"> • Complete Self-Directed reading/media • Participate in the Canvas Discussion Board: Self-Employed Practice
<p>Module 5 (Week 6)</p> <p>SEMINAR 3: Evidence-Based Practice I</p>	<p>Required Readings/Media:</p> <ul style="list-style-type: none"> • Complete the assigned Foundation for Medical Practice Education Practice-Based Learning Module(s) [New modules are released each quarter so it is not possible to assign in advance; examples of modules include: Cancer Screening in Adults – Updates and controversies (May 2023), Headaches in Adults (Nov 2022), Leg Edema (Nov 2023), Osteoporosis (Feb 2024), Rashes not to Miss: A Primary Care Approach (Nov. 2022). <p>Learning Activities & Assignments:</p> <ul style="list-style-type: none"> • Complete Self-Directed reading/media • Participate in Seminar 3: Evidence-Based Practice I
<p>Module 6 (Week 7)</p> <p>SELF-DIRECTED: Leading Inclusive, Culturally Safe Healthcare</p>	<p>Required Readings/Media:</p> <ul style="list-style-type: none"> • Graham, H. (2024). CPR RACISM: A guide for health care providers to safely address racism in a health care setting. <i>International Journal of Indigenous Health</i>, 19(1). https://doi.org/10.32799/ijih.v19i1.42574 • Canadian Institute for Health Information. (2021). Measuring Cultural Safety in Health Systems. https://www.cihi.ca/sites/default/files/document/measuring-cultural-safety-in-health-systems-report-en.pdf

	<ul style="list-style-type: none"> Greenwood, M., Lindsay, N., Loewen, D. (2017). Ethical spaces and places: Indigenous cultural safety in British Columbia health care. <i>An International Journal of Indigenous Peoples</i>, 13(3), https://doi.org/10.1177/117718011771441 Health Quality BC. Culturally Safe Engagement: What Matters to Indigenous Patient Partners Companion Guide. kā-wīci-pimohtēmāt Professional Practice Group <p>Learning Activities & Assignments:</p> <ul style="list-style-type: none"> Complete Self-Directed readings/media Participate in the Canvas Discussion Board: Leading Culturally Responsive, Inclusive Healthcare
<p>Module 7 (Week 8)</p> <p>SEMINAR 4: Evidence-Based Practice II</p>	<p>Required Readings/Media:</p> <ul style="list-style-type: none"> Complete the assigned Foundation for Medical Practice Education Practice-Based Learning Module(s) [New modules are released each quarter so it is not possible to assign in advance; examples of modules include: Cancer Screening in Adults – Updates and controversies (May 2023), Headaches in Adults (Nov 2022), Leg Edema (Nov 2023), Osteoporosis (Feb 2024), Rashes not to Miss: A Primary Care Approach (Nov. 2022).] <p>Learning Activities & Assignments:</p> <ul style="list-style-type: none"> Complete Self-Directed readings/media Participate in Seminar 4: Evidence-Based Practice II
<p>Module 8 (Weeks 9)</p> <p>SELF-DIRECTED: Study for Comprehensive Exam</p>	<p>Required Readings/Media:</p> <ul style="list-style-type: none"> Program textbooks and evidence-based guidelines <p>Learning Activities & Assignments:</p> <ul style="list-style-type: none"> Study for Comprehensive Exam
<p>Module 9 (Week 10)</p> <p>SEMINAR 5: Launching to Practice</p>	<p>Required Readings/Media:</p> <ul style="list-style-type: none"> May, M. (2020). The First Year of NP Practice: A Roller Coaster Ride! Nurse Practitioner Association of Alberta. https://albertanps.com/the-first-year-of-np-practice-a-roller-coaster-ride/

	<ul style="list-style-type: none"> American Association of Nurse Practitioners. Starting your Nurse Practitioner (NP) Career. https://www.aanp.org/student-resources-2/starting-your-np-career <p>Learning Activities & Assignments:</p> <ul style="list-style-type: none"> Participate in Seminar 5: Final Seminar – Launching to Practice Complete Self-Directed reading/media Study
Week 11-12	Comprehensive Exam

INSTRUCTOR INFORMATION:

Title

Name:

Email:

Office Phone:

Mobile: (urgent matters only)

Title

Name:

Email:

Office Phone:

Mobile: (urgent matters only)

Office Hours: As posted on Canvas Zoom meetings. Students are encouraged to attend office hours to clarify questions about course materials. If you would prefer a private meeting, please send a Canvas message outlining the reason for the meeting and two days/times you are available to meet.

Email Communication: University of Saskatchewan email addresses will be used for email communication within this course. Instructors will review and respond to messages within 48 hours, **with the exception of weekends and holidays** during which time regular monitoring of email cannot be guaranteed.

Urgent Concerns (requiring attention within 1-2 hours): Please call or send a text message

REQUIRED RESOURCES

Required readings and media were carefully selected to address course learning outcomes and are outlined in the Course Schedule [pp x-x]. Readings come from program textbooks, peer-reviewed evidence-based articles, and other reputable sources. Given the evolving landscape of policy, regulation and evidence-based practice, additions to the course reading list may occur during the term to introduce new and relevant literature. Any changes to the reading list will be communicated to students through a Canvas announcement.

TEXTBOOKS

- American Psychological Association (2020). **Publication Manual of the American Psychological Association (7th ed)**. APA.
- Bonnel, W. & Smith, K. (2021). Proposal Writing for Clinical Nursing and DNP Projects. Springer Publishing. [NEW textbook]
- Staples, E., Pilon, R., Hannon, R. (2020). Canadian Perspectives on Advanced Practice Nursing. Second Edition. Canadian Scholars Press. [Core textbook from NURS xxx: Theory for NP Practice]
- Utley, R., Henry, K., Smith, L. (2018). Frameworks for Advanced Nursing Practice and Research. Springer Publishing. [Core textbook from NURS xxx: Theory for NP Practice]
- Zwitter, M. (2019). [Medical Ethics for Clinical Practice](#). Springer Publishing. Electronic version available for FREE online through the USask Library.
- The Foundation for Medical Practice Education (FMPE) Residency Learning Modules [\[specific modules will be assigned as new modules are released quarterly\]](#)
- Other core NP Program textbooks and clinical practice guidelines to prepare for the comprehensive Exam

PROVINCIAL DOCUMENTS

- College of Registered Nurses of Saskatchewan (CRNS) Bylaws.** <https://www.crnsc.ca/about-us/how-we-govern/act-bylaws/>
- CRNS NP Entry-level Competencies (ELC)s** <https://www.crnsc.ca/nursing-practice/nursing-practice-resources/rnnp-resources/>
- CRNS NP Practice Standards** <https://www.crnsc.ca/nursing-practice/nursing-practice-resources/rnnp-resources/>
- CRNS Nurse Practitioner Practice Guidelines** <https://www.crnsc.ca/nursing-practice/nursing-practice-resources/rnnp-resources/>
- *Students not residing in Saskatchewan are required to familiarize themselves with the NP entry-level competencies, practice standards and guidelines in the jurisdiction where they are practicing.**

ELECTRONIC RESOURCES

USask Library Research Guide – Nursing. Contains information and links to important (free) resources for practice and scholarship including evidence-based practice guidelines, videos, drug guides, online textbooks, as well as guides on how to conduct a literatures search, evaluate the quality of evidence, scholarly writing and more. Book mark this page to your computer, as it should be a well-used resource throughout your clinical rotations. <http://libguides.usask.ca/nursing>.

GRADING SCHEME

Evaluation Component	Date	Grade Weight
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Capstone Project Dissemination	Week 4	25%
Discussion Boards	End of Life Care: Week 3 Self-Employed Practice: Week 5 Leading culturally safe, inclusive care: Week 7	15% (5% each)
Seminar Attendance	Week 1, 4, 6, 8, 10	Complete/Incomplete
Comprehensive Exam*	Week 11-12	60%
Total		100%

*Essential components. Passing grade of $\geq 70\%$ required

EVALUATION COMPONENTS

DISCUSSION BOARDS

Value: 15 % of final grade (5% each)

Date: As outlined below

Type: Discussion boards provide opportunity for students to demonstrate, further develop competencies, share ideas with their peers and classmates, and receive feedback to further refine competencies.

Description: The overall intent of discussion boards is to develop and demonstrate NP ELC's and provide a forum for feedback and evaluation. Throughout the course you will participate in two discussion boards as outlined below. Postings are to synthesize, critically analyze and apply relevant literature using APA formatting. Responses should demonstrate critical thinking and contribute new information and/or thoughtful consideration of the topic. Rubric for evaluation of discussion boards can be viewed in Canvas.

Discussion Board 1: End of Life Care

Due Date: Week 3

Description: Applying knowledge from the week 3 readings on end-of-life care, you will demonstrate your competency providing patient-and-family centered, evidence-based end-of-life care that applies ethical, legal and regulatory standards. Describe a clinical case that involved palliative, end-of-life and/or

advanced care planning. Discuss your approach to the case and how you provided patient-and-family centered evidence-based end of life care. Reflect on your personal values, any ethical or moral dilemma's encountered, and how you applied relevant ethical, legal and regulatory considerations to resolve these.

Learning Outcome Addressed: 4

Discussion Board 2: Self-Employed Practice

Due Date: **Week 5**

Description: As an NP, you may work as an employee, or as a self-employed practitioner. In this discussion board, you will explore some of the unique ethical, regulatory, and legal considerations related to being a self-employed practitioner and demonstrate [NP ELC 1.15](#).

Imagine you are considering working as a self-employed NP (i.e. setting up a private practice or contracting). Discuss some of the ethical, regulatory and/or legal considerations related to being a self-employed practitioner in your jurisdiction. Consider factors such as legal and regulatory requirements, billing, patient data handling, conflict of interest, insurance, or other factors that need to be considered.

Learning Outcome Addressed: 5

Discussion Board 3: Leading Culturally Safe, Inclusive Healthcare

Due Date: **Week 7**

Description: After completing week 6 required readings on leading inclusive healthcare, you will reflect on your leadership abilities and the unique opportunity you have to make change in the profession and for the patient to lead culturally safe, inclusive healthcare environments. You are the future activities. Consider how you will do this, identifying barriers to action and how they can be overcome, what leadership skills you will employ, and how you can apply critical social justice approach to challenge neoliberal policies and address issues such as equity vs inequality, health as a human right, attention to racialization and discrimination, and general prioritization of collective rather than individual health.

Learning Outcome Addressed: 1

CAPSTONE PROJECT DISSEMINATION

Value: 25% of final grade

Due Date: **Week 4**

Type: The NP capstone project supports development and evaluation of competencies designing, implementing, and disseminating findings for a clinical project addressing a healthcare issue relevant to

NP practice. In NP Role Development III, you will disseminate the findings from your capstone project to your peers.

Description: As outlined in the Guide to the USask NP Program Capstone Project (see appendix A), you will disseminate knowledge from your capstone project to your peers in a 15 minute presentation during seminar. The presentation should incorporate feedback from the evaluation of your Final Project Report, apply recommended course resources (i.e. Proposal Writing for Clinical Nursing and DNP Projects, Guide to the USask NP Program Capstone Project), and integrate appropriate evidence-based literature. Please see the Guide to the USask NP Program Capstone Project (Appendix A) for further information on requirements of the project proposal.

Learning Outcome Addressed: 2

ATTENDANCE, PARTICIPATION & LEADERSHIP IN SEMINARS

Value: Complete/Incomplete

Due Date: Seminar dates are outlined in the course schedule

Type: Seminars provide opportunity to develop and apply knowledge, with feedback from peers and instructors, forming an important component of NP role development

Description: Regular, punctual attendance and active participation at scheduled seminars is a required course component. Absenteeism may result in the inability to meet course requirements and therefore failure in the course. If you will be absent from a scheduled learning activity through no fault of your own (e.g., illness, bereavement), please contact your instructor as soon as possible to discuss if and how missed time will be addressed. Students are required to have appropriate technology (i.e. web-cam, microphone, reliable internet connection) to facilitate participation in online learning activities.

Similar to NP Role Development II, you will be assigned an evidence-based practice seminar and module to be the group leader. During your assigned session you will lead your seminar group in discussion of the assigned FMPE, integrating critical appraisal of research, clinical expertise and knowledge of regulatory/practice considerations, as well as leadership skills in group facilitation. Formative feedback on leadership skills will be provided from group members and instructors using the critical friends protocol to promote ongoing development of leadership and facilitation skills.

1. I like . . . (share one thing you liked about their leadership skills)
2. A possibility to consider might be . . . (share one thing that could be considered to enhance leadership/facilitation skills)

Learning Outcomes Addressed: 1 & 3

COMPREHENSIVE EXAM

Value: 60% of final grade

Date: Week 11-12

Length: 3 hours

Type: The intent of the comprehensive exam is to evaluate student attainment of NP entry-level competencies, practice standards, and program outcomes as well as support preparation for the NP licensing exam.

Description: This closed-book exam consists of 180-200 questions, which may be a mixture of multiple choice, true/false, matching, and/or short answer type questions. Topics covered are comprehensive of the NP program, with increased emphasis on clinician competencies.

Please see Exam Guidelines section of the syllabus for further instruction related to exam guidelines.

Learning Outcome Addressed: 7

SUBMITTING ASSIGNMENTS

Assignments will be submitted in electronic format in Canvas, unless otherwise specified.

LATE ASSIGNMENTS

As per graduate program policy (<https://nursing.usask.ca/policies/graduate.php>):

1. Assignments will be graded according to the College of Graduate & Postdoctoral Studies Grading Scale and Literal Descriptors. Students must submit all required assignments before or on the specified dates. Late submission without the professor's prior consent (extension granted) will result in a deduction of 5% of the assignment grade per calendar day and a grade of 0% for all unexcused assignments submitted five business days after the assignment deadline.
2. Students are required to complete all course components to receive credit for a course.
3. Unless other arrangements have been made with the course facilitator, the last day for acceptance of assignments will be communicated in each course syllabus.

EXAM POLICIES, PROCEDURES AND GUIDELINES

The midterm and final exam in this course must be done on the date and time scheduled. If a student is unable to write an exam through no fault of their own (e.g., for medical reasons), they should notify their instructor as soon as possible. With proper documentation (e.g., doctors note) an opportunity to write the missed exam may be given in compliance with [University Policy on Supplemental and Deferred Examination](#). Please review all examination policies and procedures to familiarize yourself with expectations: <https://cgps.usask.ca/policy-and-procedure/Academics/examinations.php>

NP PROGRAM EXAM PROCEDURES



All tests/exams, unless otherwise specified in the syllabus, will be written individually, online, with remote proctoring using video conferencing (e.g., Zoom®). You are required to have a reliable internet connection and a webcam that can be positioned to provide a side view (e.g., webcam on a tripod, separate device with a webcam). Throughout the exam your webcam should be positioned to capture your side profile, including your upper torso, head, desktop and computer screen. (See example picture).

Unless otherwise specified, use of mobile or other electronic devices, other than the exam program, is not permitted during exams. Please refer to [University of Saskatchewan Exam writing procedures](#). The online exam sessions will be recorded. Once the course is completed, the recorded sessions will be deleted.

EXAM GUIDELINES

Although students will write the exams from their home computer using remote invigilation, it is the University's expectation that students approach the exam as though they were writing an in-person invigilated exam. In addition to the [University of Saskatchewan Exam Regulations](#) students are expected to follow these guidelines:

1. Students are expected to start their exam at the scheduled start time. ***Please log in a minimum 15 minutes early to ensure you are on time and your technology is working.***
2. Students starting the exam later than 30-minutes after the start of the examination may be denied the opportunity to sit the exam.
3. At the end of the scheduled examination time, the exam software will automatically close the exam.
4. Students are expected to go to the washroom prior to the exam to minimize disruptions.
5. Students who need to get up and move out of the camera view for any reason (e.g., address an urgent issue, washroom break) must clearly indicate the reason to the invigilator prior to moving and return to the exam as quickly as possible.
6. Students are not permitted to have any books, notes, calculators or electronic devices other than those being used for the exam/invigilation near them during the exam. This includes cell phones, tablets, iPods, etc. The notes, calculator, text highlighting, and missing answer reminder functions will be enabled on Examssoft to facilitate any necessary note taking.

7. Communicating with any other individual (other than to speak to the screen for invigilation purposes) is not permitted during the exam.
8. Prior to or during an exam, the invigilator may ask a student to pan the room with their webcam, to confirm exam guidelines are being met (e.g., student is alone, there are no accessible textbooks or electronics).
9. Students should wear clothing acceptable in an in-person environment.
10. Students should avoid using inappropriate language.
11. Students may have water and a small snack for the exam, but these items must be in place before the exam begins. Students are not allowed to take breaks to get food or drinks.
12. Students should avoid whispering or talking to themselves during the exam. Any student found talking during an exam will have their microphone turned on by the invigilator.
13. Students need to ensure their webcam lens is clean prior to the exam and that the angle of the webcam allows proper viewing of the upper torso, head, desk and computer screen. Students also need to ensure lighting is appropriate to allow the invigilator to see their face.
14. Students should not change rooms while writing an exam, unless for urgent reasons. Students should explain the reason for changing rooms to the invigilator prior to moving.
15. Students should write the exam in a private space (e.g., home office or kitchen table).

STUDENT FEEDBACK

Students are encouraged to provide feedback on the instructor and course at the end of the term. Students will receive a PAWS email with links to an online course evaluation survey. Results of the survey will contribute to course changes and instructor feedback for course delivery.

COPYRIGHT

Course materials are provided to you based on your registration in a class, and anything created by your professors and instructors is their intellectual property, unless materials are designated as open education resources. This includes exams, PowerPoint/PDF slides and other course notes. Additionally, other copyright-protected materials created by textbook publishers and authors may be provided to you based on license terms and educational exceptions in the Canadian Copyright Act (see <http://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>).

Before you copy or distribute others' copyright-protected materials, please ensure that your use of the materials is covered under the University's Fair Dealing Copyright Guidelines available at <https://library.usask.ca/copyright/general-information/fair-dealing-guidelines.php>. For example, posting others' copyright-protected materials on the open web is not covered under the University's Fair Dealing Copyright Guidelines, and doing so requires permission from the copyright holder.

For more information about copyright, please visit <https://library.usask.ca/copyright/index.php> or contact the University's Copyright Coordinator at <mailto:copyright.coordinator@usask.ca> or 306-966-8817.

RECORDING OF THE COURSE

At the University of Saskatchewan, the classroom is considered a private setting. Recording of lectures without the written consent of the instructor is prohibited. Students registered with AES who have been assessed as benefiting from lecture recordings may record lectures after informing the instructor and confirming the need to maintain the integrity of the use of the recording for their own learning needs (the recording cannot be copied, distributed or shared with other students and all recordings will be destroyed after completion of the course in each academic term).

EXAMINATIONS WITH ACCESS AND EQUITY SERVICES (AES)

Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to register with Access and Equity Services (AES) if they have not already done so. Students who suspect they may have disabilities should contact AES for advice and referrals. In order to access AES programs and supports, students must follow AES policy and procedures. For more information, check www.students.usask.ca/aes, or contact ES at 306-966-7273 or aes@usask.ca.

Students registered with AES may request arrangements for mid-term and final examinations by contacting their course instructor directly. Requests are NOT made through Accommodate as all exams are written online.

INTEGRITY IN A REMOTE LEARNING CONTEXT

Although teaching and learning online is a different environment than a traditional classroom, the rules and principles governing academic integrity remain the same. If you have questions about what may or may not be permitted, ask your instructor. Students have found it especially important to clarify rules related to exams administered remotely and to follow these carefully and completely.

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

Scholarship, including development of scholarly writing skills, is an essential learning outcome of Masters level nursing education ([CASN, 2022](#)). In order to effectively develop and evaluate student writing skills, students are expected to create and submit their own original assignments. In addition to the definition and examples of Academic Misconduct outlined in the [University of Saskatchewan Academic Misconduct Regulations](#), students are not permitted to use of Artificial Intelligence (AI) text generators (such as ChatGPT) for assessments (e.g., written assignments, open book exams, other evaluations).

All students should read and be familiar with the Student Academic Misconduct Regulations (<https://governance.usask.ca/student-conduct-appeals/academic-misconduct.php>) as well as the Standard of Student Conduct in Non-Academic Matters and Procedures for Resolution of Complaints and Appeals (<https://governance.usask.ca/student-conduct-appeals/non-academic-misconduct.php>)

For more information on what academic integrity means for students see: <https://academic-integrity.usask.ca/>

STUDENT SUPPORTS

STUDENT LEARNING SERVICES

Student Learning Services (SLS) offers assistance to USask undergraduate and graduate students. For information on specific services, please see the SLS website: <https://library.usask.ca/studentlearning/>

STUDENT AND ENROLMENT SERVICES DIVISION

The Student and Enrolment Services Division (SESD) focuses on providing developmental and support services and programs to students and the university community. For more information, see the students' web site <http://students.usask.ca>.

FINANCIAL SUPPORT

Any student who faces challenges securing their food or housing and believes this may affect their course performance is urged to contact Student Central (<https://students.usask.ca/student-central.php>).

ABORIGINAL STUDENTS' CENTRE

The Aboriginal Students' Centre (ASC) is dedicated to supporting Aboriginal student academic and personal success. The centre offers personal, social, cultural and some academic supports to Métis, First Nations, and Inuit students. The centre is also dedicated to intercultural education, bringing Aboriginal and non-Aboriginal students together to learn from, with and about one another in a respectful, inclusive and safe environment. Students are encouraged to visit the ASC's Facebook page (<https://www.facebook.com/aboriginalstudentscentre/>) to learn more.

RECOMMENDED TECHNOLOGY FOR REMOTE LEARNING

Students are reminded of the importance of having the appropriate technology for remote learning. The list of recommendations can be found at <https://nursing.usask.ca/technology/overview.php>

GUIDELINES FOR COMMUNICATION

Respectful written and verbal communication are an expectation for students and instructors. Please view the following USask guidelines on Netiquette: <https://teaching.usask.ca/documents/gmctl/netiquette-usask-detailed-270720.pdf>

As Registered Nurses, you are accountable to your governing body professional standards and regulation. This includes the [CNA Code of Ethics](#), and other regulatory standards such as those on [Professional Boundaries](#) and [Social Media](#). You are encouraged to review these regulations as necessary.

SYLLABUS CHANGES

The instructor reserves the right to make changes to the syllabus reading material and seminar schedule to accommodate scheduling of guest lectures or clinical updates. If changes are made students will be contacted by email, using their USask email address, and a posting will be placed in the course Canvas site. It is the students' responsibility to routinely check their USask email and Canvas.

TECHNICAL SUPPORT

If you need assistance with technical support, contact IT services help desk or the College of Nursing IT services. itsupport@usask.ca or 306-966-2222

ACKNOWLEDGEMENTS

Contributions to this course were provided by USask NP Program Faculty and Instructors

APPENDIX A: GUIDE TO THE USASK NP PROGRAM CAPSTONE PROJECT

Updated 2022



UNIVERSITY OF
SASKATCHEWAN

**New Course
Proposal & Creation Form**

1. Approval by Department Head or Dean

- 1.1 College or School with academic authority: **College of GRADUATE AND POSTDOCTORAL STUDIES**
- 1.2 Department with academic authority: **NURSING**
- 1.3 Term from which the course is effective: **September 2026**

2. Information required for the Catalogue

- 2.1 Label & Number of course: **NURS 840**
- 2.2 Academic credit units: **3**

2.3 Course Long Title (maximum 100 characters): **Nurse Practitioner Clinical Residency I**

Course Short Title (maximum 30 characters): **NP Clinical I**

2.4 Total Hours: Lecture Seminar Lab Tutorial **Other: 200 clinical hours in 10 weeks**

2.5 Weekly Hours: Lecture Seminar Lab Tutorial Other

2.6 Term in which it will be offered: **T1** T2 T1 or T2 T1 and T2

2.7 Prerequisite: **NURS 836: Transition to Nurse Practitioner Clinical Practice or NURS 875: Transition to Advanced Nursing Practice and NURS 835 Advanced Health Assessment & Diagnostic Reasoning II**

If there is a prerequisite waiver, who is responsible for signing it? **Not applicable.**

D – Instructor/Dept Approval

H – Department Approval

I – Instructor Approval

2.8 Catalogue description (150 words or less): **This clinical course focuses on integration and application of NP clinical competencies in primary care settings. Emphasis is on developing entry-level competencies and standards related to health assessment, diagnosis, management, and the professional NP role.**

2.9 Do you allow this course to be repeated for credit? **NO**

3. **Please list rationale for introducing this course: This course has been developed to ensure graduates of the Master of Nursing-Nurse Practitioner program meet the new entry level competencies developed by the regulatory body (College of Registered Nurses of Saskatchewan).**

4. **Please list the learning objectives for this course:**

Learning outcomes and evaluation in the University of Saskatchewan NP program is based on the [Nurse Practitioner Entry-Level Competencies \(ELCs\)](#) as set out by the Canadian Council of Registered Nurse Regulators (CCRNRR) and the College of Registered Nurses of Saskatchewan (CRNS) as well as the [CRNS Nurse Practitioner Practice Standards](#). ELCs reflect the knowledge, skill and judgement required of a novice NP to provide safe, competent, ethical and compassionate care. Practice standards compliment ELCs as broad statements of the minimal requirements for safe and effective NP practice.

Specific learning outcomes for this course include:

1. Accurately perform and interpret findings of many focused and comprehensive health assessments with minimal preceptor guidance. (NP ELCs 1.1, 1.3, 1.4, 1.16)
2. Apply evidence-informed diagnostic strategies, integrating patient factors, preferences, and resource considerations, to select and interpret appropriate investigations. (NP ELCs 1.4 and 1.5)
3. Analyze patient data to identify appropriate differential diagnosis, prioritizing critical must-not-miss conditions. (NP ELC 1.5)
4. Describe basic evidence-based therapeutic interventions, explain principles for selecting appropriate management, and apply evidence-based patient education. (NP ELCs 1.6-1.11, and 4.1)
5. Apply fundamental principles of clinical documentation to develop and enhance documentation competence. (NP ELC 1.14)
6. Demonstrate consistent accountability to professionalism expectations of the nurse practitioner role, ability to articulate the NP role and scope of practice and developing time management skills. (NP ELC 1.15 and NP Practice Standards)
7. Apply cultural humility and demonstrate sensitivity to diverse cultural identities, gender identities, sexual orientations, and personal expressions in clinical interactions. (NP ELCs 3.2 and 3.3)

5. **Impact of this course**

Are the programs of other departments or Colleges affected by this course? **NO**

If so, were these departments consulted? (Include correspondence)

Were any other departments asked to review or comment on the proposal?

6. **Other courses or program affected** (please list course titles as well as numbers)

6.1 Courses to be deleted? **NURS 880.3: Practicum I Advanced Nursing Practice in Primary Health Care**

6.2 Courses for which this course will be a prerequisite? **NURS 841: Nurse Practitioner Clinical Residency II**

6.3 Is this course to be required by your majors, or by majors in another program? **This course is required for students in the Master of Nursing-Nurse Practitioner program only.**

7. **Course outline**

(Weekly outline of lectures or include a draft of the course information sheet.)

Dates & Topics	Learning Activities, Assignments & Evaluation
<p>Week 1 Orientation Reflective Practice</p>	<p>Required Readings/Media: NP Program Preceptor Manual Clinical Site Orientation Checklist Guide to Typhon's NP Student Tracking System for USask SNPs University of Cambridge Reflective Practice Toolkit https://libguides.cam.ac.uk/reflectivepracticetoolkit The Robert Gillespie Academic Skills Centre. Fundamentals of Reflective Practice (Reflective Writing) Patel, K.M. & Metersky, K. (2022). Reflective practice in nursing: A concept analysis. <i>International Journal of Nursing Knowledge</i>, 33(3), 180-187. doi: 10.1111/2047-3095.12350. Epub 2021 Oct 9. Agnew, T. (2022). Reflective practice 3: making it meaningful and using it in practice. <i>Nursing Times [online]</i>, 118(7). Self-directed research for clinical cases*</p> <p>Assignments: Reflective Practice 1: Learning Plan Clinical Schedule, Hours and Logs</p>
<p>Week 2 Case Presentation 1 Seeking & Receiving Feedback on Clinical Practice</p>	<p>Required Readings/Media:</p> <ul style="list-style-type: none"> • Algrairi, A. (2014). Ten tips for receiving feedback effectively in clinical practice. <i>Medical Education Online</i>, 19, doi: 10.3402/meo.v19.25141 • Burgess, A., van Diggele, C., Roberts, C. & Mellis, C. (2020). Feedback in the clinical setting. <i>BMC Medical Education</i>, 20(2), OpenAccess. • Self-directed research for clinical cases • Review the following resources from <i>Transition to NP Clinical Practice Course</i> to support the Case Presentation Assignment: NHS Institute. SBAR - Situation, Background, Assessment, Recommendation – Toolkit. http://www.ihl.org/resources/Pages/Tools/sbartoolkit.aspxLinks to an external site. • SNAPPS: A Six-Step Learner-Centered Approach to Clinical Education (2017). https://paeaonline.org/wp-content/uploads/2017/02/SNAPPS.pdf • How to Present a Patient Case: The SNAPPS Method. University of Calgary. https://www.youtube.com/watch?v=zWavIV7zPFY <p>Assignments Case Presentation 1</p>

	<p>Clinical Hours and Logs</p> <p>Seek feedback on developing clinical competencies</p>
<p>Week 3 No new content – catch up and work ahead</p>	<p>Required Readings/Media:</p> <ul style="list-style-type: none"> • Self-directed research for clinical cases <p>Assignments</p> <p>Clinical Hours and Logs</p> <p>Seek feedback on developing clinical competencies</p>
<p>Week 4 Documentation – SOAP Note 1</p>	<p>Required Readings/Media:</p> <p>Bates Guide to Physical Examination and History Taking. Thirteenth Edition. Review the following:</p> <p>Chapter 3. Health History section on Recording your Findings (pp 103-106);</p> <p>Chapter 4. Physical Examination section on Recording your Findings (pp. 132-134);</p> <p>Chapter 5. Clinical Reasoning, Assessment, and Plan sections on Clinical Reasoning: Documentation and Progress Note and Patient Problem List in the EHR (pp. 146-154).</p> <p>Regional Examination Chapters also include example documentation as part of each chapter that may be helpful to review for specific examples of documentation related to each body system. [<i>Review from Transition to NP Clinical Practice</i>]</p> <p>Pearce, et al. (2016). The essential SOAP note for an EHR age. <i>Nurse Practitioner</i>, 41(2), 29-36.</p> <ul style="list-style-type: none"> • SOAP note template [<i>Introduced in Transition to NP Clinical Practice</i>] • Canadian Nurse Protective Society (CNPS). InfoLAW: Quality documentation: Your best defence. https://cnps.ca/article/infolaw-qualitydocumentation/ • Canadian Medical Protective Association (CMPA). (2023). Writing with Care (5-min read). https://www.cmpa-acpm.ca/en/advice-publications/browse-articles/2020/writing-with-care

	<ul style="list-style-type: none"> • Review documentation standards, guidelines, policies, and/or procedures for your jurisdiction and clinical agency • Self-directed research for clinical cases <p>Assignments:</p> <p>SOAP Note 1</p> <p>Clinical Hours and Logs</p> <p>Seek feedback on developing clinical competencies</p>
<p>Week 5</p> <p>NP Role as Clinician</p> <p>Clinical Evaluation</p>	<p>Required Readings/Media:</p> <p>Clarke, V., Lehane, E., Mulcahy, H. & Cotter, P. (2021). Nurse Practitioners' implementation of evidence-based practice into routine care: A scoping review, <i>Worldviews in Evidence Based Nursing</i>, 18(3), 180-189, doi: 10.1111/wvn.12510</p> <p>Nordick, C. (2021). Integrating strategies for improving diagnostic reasoning and error reduction. <i>JAAANP</i>, 33(5), 366-372.</p> <p>Baverstock, S. & Hulatt, I. (2020). Developing the mindful nurse practitioner, <i>Mental Health Practice</i>, 27(4), doi: 10.7748/mhp.2020.e1406</p> <p>Taylor, I., Bing-Jonsson, P., Wangensteen, S., Finnbakk, E., Sandvik, L., McCormack, B. & Fagerstorm, L. (2019). The self-assessment of clinical competence and the need for further training: A cross-sectional survey of advanced practice nursing students. <i>Journal of Clinical Nursing</i>, 29(3-4), 545-555. https://doi.org/10.1111/jocn.15095</p> <p>Review articles on reflective practice from week 1 as required</p> <p>Assignments:</p> <p>Reflective Practice 2</p> <p>Clinical Hours and Logs</p> <p>Midterm Clinical Competency Evaluation - Preceptor and Self-Evaluation (to be completed online)</p>
<p>Week 6</p> <p>Case Presentation 2</p>	<p>Required Readings/Media:</p> <p>Review resources for case presentation from week 2 as required</p> <p>Review feedback on Case Presentation 1</p> <p>Self-directed research for clinical cases</p> <p>Assignments:</p> <p>Case Presentation 2</p> <p>Clinical Hours and Logs</p>

	Seek feedback on developing clinical competencies
Week 7 No new content – catch up and work ahead	Required Readings/Media: Self-directed research for clinical cases Assignments: Clinical Hours and Logs Seek feedback on developing clinical competencies
Week 8 SOAP Note 2	Required Readings/Media: Review resources on SOAP documentation from week 4 Review feedback on SOAP note 1 Self-directed research for clinical cases Assignments: SOAP Note 2 Clinical Hours and Logs Seek feedback on developing clinical competencies
Week 9 No new content	Required Readings/Media: <ul style="list-style-type: none"> Self-directed research for clinical cases Assignments Clinical Hours and Logs Seek feedback on developing clinical competencies
Week 10 Wrap-Up & Evaluation	Required Readings/Media: Review learning plan evaluation description and requirements in the course syllabus Review reflective practice readings/materials from week 1 as required to support completion of your learning plan evaluation and reflection on learning over the term Assignments Reflective Practice 3 Clinical Hours and Logs Final Clinical Competency Evaluation - Preceptor and Self-Evaluation (to be completed online) Submit Clinical Skills List

8. Enrolment

8.1 What is the maximum enrolment number for this course? **35**

And from which colleges? **NURSING**

8.2 For room bookings, please indicate the maximum estimated room size required for this course: **NOT APPLICABLE – DISTANCE LEARNING**

- 10-50
 50-90
 90-130
 130+

9. **Student evaluation**

Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

9.1 How should this course be graded? **PASS/FAIL**

C – Completed Requirements

(Grade options for instructor: Completed Requirements, Fail, IP In Progress)

N – Numeric/Percentage

(Grade options for instructor: grade of 0% to 100%, IP in Progress)

P – Pass/Fail

(Grade options for instructor: Pass, Fail, In Progress)

Component Title	Due Date	Grade
Clinical Logs	Logged daily	Complete/Incomplete
Reflective Practice Assignments	Reflective Practice 1: Due Week 1 Reflective Practice 2: Due Week 5 Reflective Practice 3: Due Week 10	Pass/Fail*
SOAP Note Assignments	SOAP Note 1: Due Week 4 SOAP Note 2: Due Week 8	Pass/Fail
Case Presentation Assignments	Case Presentation 1: Due Week 2 Case Presentation 2: Due Week 6	Pass/Fail
Clinical Competency Evaluation <ul style="list-style-type: none"> • Clinical Evaluation Tool for NP Learners • Clinical Skills List 	Midterm: Week 5 Final: Week 10	Pass/Fail
Professionalism	Ongoing	Pass/Fail

S – Special

(Grade options for instructor: NA – Grade Not Applicable) If other, please specify:

9.2 Is the course exempt from the final examination? **YES**

10. **Required text**

Include a bibliography for the course.

Required readings and media for this course are outlined **in the course schedule**. Readings come from program textbooks, peer-reviewed evidence-based articles, and other electronic medical sources. Assigned readings and resources were carefully selected to address course learning outcomes. Relevant national and provincial documents as well as journal articles complement and supplement course textbooks, providing Canadian and regional context on theoretical, regulatory, political and practice considerations for nurse practitioners. Given the evolving landscape of policy, regulation and evidence-based practice, additions to the course reading list may occur during the term to introduce new and relevant literature. Any changes to the reading list will be communicated to students through a Canvas announcement.

TEXTBOOKS

There are no new textbooks for this course. It is expected that students will consult resources (i.e. textbooks, clinical practice guidelines, other evidence-based sources) from previous theory courses to support application of this knowledge in the clinical setting. Core NP textbooks and resources most relevant to this clinical course include:

Bickley, L.S., Szilagyi, P.G., Hoffman, R.M., & Rainier, S. (Eds.) (2021). **Bates' Guide to Physical Examination and History Taking** (13th ed). Wolters Kluwer.

Bates' Visual Guide to Physical Examination. Wolters Kluwer. **FREE access through USask library*

Burbridge, B. (2017). **Undergraduate Diagnostic Imaging Fundamentals.** University of Saskatchewan Distance Education Unit. **FREE ebook available at:*
<https://openpress.usask.ca/undergradimaging/>

Colyar, M.R. (2020). **Advanced Practice Nursing Procedures (2nd ed).** F.A. Davis.

Dunphy, L., Winland-Brown, J.E., Porter, B.O. & Thomas, D.J. (2022). **Primary Care: Art and Science of Advanced Practice Nursing (6thedition).** F.A. Davis

Garcia, T.B. (2014). **12-Lead ECG. The Art of Interpretation (2nd ed).** Jones & Bartlett Learning. **If you own an ECG interpretation text from past experiences courses, this may suffice.*

Henderson, M.C., Tierney, L.M., Smetana, G.W. (Eds). (2012). **The Patient History: An Evidence-based Approach to Differential Diagnosis.** McGraw Hill. **eBook available for FREE through USask library AccessMedicine database*

Jensen, B., Regier, L.D., Kosar, L. (Eds). (2021). **RxFiles: Drug Comparison Charts (13th edition).** Saskatoon City Hospital. **Available online for FREE through USask library*

Nicoll, D., Lu, C.M., & McPheel, S.J. (2017). **Guide to Diagnostic Tests, 7th ed.** McGraw Hill Education. **eBook available for FREE through USask library AccessMedicine database*

Power-Kean, K., Zettel, S., El-Hussein, M.T., Huether, S.E., & McCance, K.L. (2023). **Huether and McCance's Understanding Pathophysiology, Second Canadian Edition.** Elsevier.

Rosenthal, L. & Burchum, J. (2021). **Lehne's Pharmacotherapeutics for Advanced Practice Nurses and Physician Assistants, 2nd Edition.** Elsevier.

Stern, S.D.C., Cifu, A.S., & Altkorn, D. (2020). **Symptom to Diagnosis. An Evidence-Based Guide (S2D) (4th ed)**. McGraw-Hill Education. **eBook available for FREE through USask library AccessMedicine database*

PROVINCIAL DOCUMENTS

College of Registered Nurses of Saskatchewan (CRNS) Bylaws. <https://www.crns.ca/about-us/how-we-govern/act-bylaws/>

CRNS NP Entry-level Competencies (ELC)s <https://www.crns.ca/nursing-practice/nursing-practice-resources/rnnp-resources/>

CRNS NP Practice Standards <https://www.crns.ca/nursing-practice/nursing-practice-resources/rnnp-resources/>

CRNS Nurse Practitioner Practice Guidelines <https://www.crns.ca/nursing-practice/nursing-practice-resources/rnnp-resources/>

***Students not residing in Saskatchewan are required to familiarize themselves with the NP entry-level competencies, practice standards and guidelines in the jurisdiction where they are practicing.**

ELECTRONIC RESOURCES

USask Library Research Guide – Nursing. Contains information and links to important (free) resources for practice and scholarship including evidence-based practice guidelines, videos, drug guides, online textbooks, as well as guides on how to conduct a literatures search, evaluate the quality of evidence, scholarly writing and more. Book mark this page to your computer, as it should be a well-used resource throughout your clinical rotations. <http://libguides.usask.ca/nursing>.

Bugs and Drugs: Antimicrobial reference book <http://www.bugsanddrugs.ca/>

ClinicalKey. Provides access to current medical and surgical content including journals, medical and surgical books, medical videos and images. Free for students to access through the University of Saskatchewan Library.

Dynamed. A clinical reference tool with clinically-organized summaries for nearly 3,000 topics, this is an evidence-based reference intended to answer clinical questions at the point of care for health care professionals. A DynaMed app can be downloaded to your mobile device. Free for students to access through the University of Saskatchewan Library.

Government of Canada. **Non-insured health benefits for First Nations and Inuit:** <https://sac-isc.gc.ca/eng/1572888328565/1572888420703>

Government of Saskatchewan. Extended benefits and drug plan. <https://www.saskatchewan.ca/residents/health/prescription-drug-plans-and-health-coverage/extended-benefits-and-drug-plan> **Students outside Saskatchewan should familiarize themselves with the drug benefits in their jurisdiction*

Lexicomp. A full-text collection of drug information databases. A Lexicomp app can be downloaded to your mobile device and authenticated from within the Lexicomp web interface. It free for students to access through the University of Saskatchewan Library.

e-CPS Canadian Pharmacy Association's (CPhA's) *Therapeutic Choices* and *e-CPS* (online version of Compendium of Pharmaceuticals and Specialties). Free for students to access through the University of Saskatchewan Library.

VisualDx. VisualDx is a web-based system that assists "in the identification of dermatologic, infectious, genetic, metabolic, nutritional and occupational diseases, benign and malignant growths, drug-induced conditions, and other injuries." Free to access through the University of Saskatchewan Library.

11. Resources

- 11.1 Proposed instructor: **Current faculty within the College of Nursing teaching in the Nurse Practitioner programs.**
- 11.2 How does the department plan to handle the additional teaching or administrative workload? **The Master of Nursing-Nurse Practitioner programs have sufficient existing teaching and administrative resources to deliver this course.**
- 11.3 Are sufficient library or other research resources available for this course? **YES**
- 11.4 Are any additional resources required (library, audio-visual, technology, etc.)? **NO**

12. Tuition

- 12.1 Will this course attract tuition charges? If so, how much? (use tuition category) **YES, Graduate Studies Special Tuition Program category**
- 12.2 Does this course require non-standard fees, such as materials or excursion fees? If so, please include an approved "Application for New Fee or Fee Change Form"
<http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees>

Detailed Course Information

1. Schedule Types

Please choose the Schedule Types that can be used for sections that fall under this course: **See highlighted selection.**

Code	Description	Code	Description
CL	Clinical	PRB	Problem Session
COO	Coop Class	RDG	Reading Class
FLD	Field Trip	RES	Research
ICR	Internet Chat Relay	ROS	Roster (Dent Only)
IHP	Internet Help	SEM	Seminar
IN1	Internship - Education	SSI	Supervised Self Instruction
IN2	Internship - CMPT & EPIP	STU	Studio
IN3	Internship - General	SUP	Teacher Supervision
LAB	Laboratory	TUT	Tutorial
LC	Lecture/Clinical (Dent Only)	WEB	Web Based Class
LEC	Lecture	XCH	Exchange Program
LL	Lecture/Laboratory	XGN	Ghost Schedule Type Not Applicable
MM	Multimode	XHS	High School Class

PCL	Pre-Clinical (Dent Only)	XNA	Schedule Type Not Applicable
PRA	Practicum	XNC	No Academic Credit

2. Course Attributes

Please highlight the attributes that should be attached to the course (they will apply to all sections):

Off or Distance Ed Stdnt Fee

Fee - Graduate Studies

2.1 NOAC No Academic Credit

0 Credit Unit courses that possess "deemed" CUs (Called Operational Credit Units). NOAC causes the system to roll 0 academic credit units to academic history.

2.2 For the College of Arts and Science only: To which program type does this course belong?

- FNAR Fine Arts
- HUM Humanities
- SCIE Science
- SOCS Social Science
- ARNP No Program Type (Arts and Science)

Does this course satisfy one of the official college requirements:

- ELWR – English Language Writing Requirement
- ILRO – Indigenous Learning Requirement
- QRRQ – Quantitative Reasoning Requirement

3. Registration Information (Note: multi-term courses cannot be automated as corequisites)

- 3.1 Permission Required:
- 3.2 Restriction(s): course only open to students in a specific college, program/degree, major, year in program: **Open only to MN-NP students.**
- 3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course: **NURS 836: Transition to Nurse Practitioner Practice or NURS 875: Transition to Advanced Nursing Practice and NURS835 Advanced Health Assessment & Diagnostic Reasoning II**
- 3.4 Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course: **NURS 837: Nurse Practitioner Roles I**
- 3.5 Corequisite(s): course(s) that must be taken at the same time as this course: **None**
- 3.6 Notes: recommended courses, repeat restrictions/content overlap, other additional information

4. List Equivalent Course(s) here:

An equivalent course can be used in place of the course for which this form is being completed, specifically for the purposes of prerequisite and degree audit checking. Credit will be given for only one of the equivalent courses.

- 4.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be equivalent: **None for this course.**

***Please note:** If the equivalent courses carry an UNEQUAL number of credit units, DegreeWorks will automatically enforce the following, unless otherwise stated:

- If a 3 credit unit course is considered to be equivalent to a 6 credit unit course, it will fulfill the 6 credit unit requirement and the student will not have to complete another 3 credit units toward the overall number of required credit units for the program.
- If a 6 credit unit course is considered to be equivalent to a 3 credit unit course, ALL 6 of the credit units may be used to fulfill the 3 credit unit requirement.

5. List Mutually-Exclusive Course(s) here:

Mutually exclusive courses have similar content such that students cannot receive credit for both.

- 5.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be mutually exclusive: **None for this course.**

***Please note:** SIRIUS cannot enforce a situation where the exclusion goes only one way.

6. Additional Notes: Syllabus attached.

COURSE SYLLABUS			
Course Title:	Nurse Practitioner Clinical Residency I		
Course Code:	NURS 840	Term:	TBD
Course Credits:	3 credit units	Delivery:	Clinical Residency
Location:	Distance Learning	Website:	https://canvas.usask.ca/
Course Dates & Times:	10 weeks to complete 200 clinical hours		
Course Calendar Description:	This clinical course focuses on integration and application of NP clinical competencies in primary care settings. Emphasis is on developing entry-level competencies and standards related to health assessment, diagnosis, management, and the professional NP role.		
Pre or Co Requisite:	NURS 836 Transition to NP Clinical Practice and NURS 835: Advanced Health Assessment & Diagnostic Reasoning II or NURS 875: Transition to Advanced Nursing Practice (Pre); NURS 837: Nurse Practitioner Roles I (Pre/Co)		

*Note: All times refer to Saskatchewan Time Zone

LAND ACKNOWLEDGMENT

As we engage in teaching and learning, we acknowledge that the University of Saskatchewan Saskatoon campus is *on Treaty Six Territory* and the *Homeland of the Métis*. We pay our respect to the First Nation and Métis ancestors of this place and reaffirm our relationship with one another. We recognize that many are attending this course from other traditional Indigenous lands and ask that you take a moment

to make your own Land Acknowledgement to the peoples of those lands. In doing so, we are actively participating in reconciliation as we navigate our time in this course, learning and supporting each other.

LEARNING OUTCOMES

Learning outcomes and evaluation in the University of Saskatchewan NP program is based on the [Nurse Practitioner Entry-Level Competencies \(ELCs\)](#) as set out by the Canadian Council of Registered Nurse Regulators (CCRNR) and the College of Registered Nurses of Saskatchewan (CRNS) as well as the [CRNS Nurse Practitioner Practice Standards](#). ELCs reflect the knowledge, skill and judgement required of a novice NP to provide safe, competent, ethical and compassionate care. Practice standards compliment ELCs as broad statements of the minimal requirements for safe and effective NP practice.

Specific learning outcomes for this course include:

1. Accurately perform and interpret findings of many focused and comprehensive health assessments with minimal preceptor guidance. (NP ELCs 1.1, 1.3, 1.4, 1.16)
2. Apply evidence-informed diagnostic strategies, integrating patient factors, preferences, and resource considerations, to select and interpret appropriate investigations. (NP ELCs 1.4 and 1.5)
3. Analyze patient data to identify appropriate differential diagnosis, prioritizing critical must-not-miss conditions. (NP ELC 1.5)
4. Describe basic evidence-based therapeutic interventions, explain principles for selecting appropriate management, and apply evidence-based patient education. (NP ELCs 1.6-1.11, and 4.1)
5. Apply fundamental principles of clinical documentation to develop and enhance documentation competence. (NP ELC 1.14)
6. Demonstrate consistent accountability to professionalism expectations of the nurse practitioner role, ability to articulate the NP role and scope of practice and developing time management skills. (NP ELC 1.15 and NP Practice Standards)
7. Apply cultural humility and demonstrate sensitivity to diverse cultural identities, gender identities, sexual orientations, and personal expressions in clinical interactions. (NP ELCs 3.2 and 3.3)

UNIVERSITY OF SASKATCHEWAN GRADING SYSTEM FOR GRADUATE COURSES

Grading in this course follows the University of Saskatchewan College of Graduate and Postdoctoral Studies (CGPS) Literal Descriptors. The following describes the relationship between literal descriptors and percentage scores for courses in the College of Graduate Studies and Research:

90-100 Exceptional

A superior performance with consistent strong evidence of:

- a comprehensive, incisive grasp of subject matter;
- an ability to make insightful, critical evaluation of information;
- an exceptional capacity for original, creative and/or logical thinking;
- an exceptional ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently;
- an exceptional ability to analyze and solve difficult problems related to subject matter.

80-89 Very Good to Excellent

A very good to excellent performance with strong evidence of:

- a comprehensive grasp of subject matter;
- an ability to make sound critical evaluation of information;
- a very good to excellent capacity for original, creative and/or logical thinking;
- a very good to excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently;
- a very good to excellent ability to analyze and solve difficult problems related to subject matter.

70-79 Satisfactory to Good

A satisfactory to good performance with evidence of:

- a substantial knowledge of subject matter;
- a satisfactory to good understanding of the relevant issues and satisfactory to good familiarity with the relevant literature and technology;
- a satisfactory to good capacity for logical thinking;
- some capacity for original and creative thinking;
- a satisfactory to good ability to organize, to analyze, and to examine the subject matter in a critical and constructive manner;
- a satisfactory to good ability to analyze and solve moderately difficult problems.

60-69 Poor

A generally weak performance, but with some evidence of:

- a basic grasp of the subject matter;
- some understanding of the basic issues;
- some familiarity with the relevant literature and techniques;
- some ability to develop solutions to moderately difficult problems related to the subject matter;
- some ability to examine the material in a critical and analytical manner.

<60 Failure

An unacceptable performance.

Further information on literal descriptors for grading at the University of Saskatchewan can be found at: <https://students.usask.ca/academics/grading/grading-system.php#GradingSystem> Please note: There are different literal descriptors for undergraduate and graduate students.

ACADEMIC POLICIES

Students are expected to follow USask Policies. These can be found at: <http://policies.usask.ca>

USask Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at: <http://policies.usask.ca/policies/academic-affairs/academic-courses.php>

College of Nursing Graduate program policies can be found at:

<https://nursing.usask.ca/policies/graduate.php>

USASK LEARNING CHARTER

The USask Learning Charter defines aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at:

http://www.usask.ca/university_secretary/LearningCharter.pdf

LEARNING ENVIRONMENT OVERVIEW

As a graduate degree, the USask NP program requires you to apply advanced-level thinking, analysis, critical evaluation, and self-directed learning. Course design is based on a professional, self-directed learning environment in which instructors facilitate and support your development of entry level NP competencies and graduate level learning outcomes (as defined by the [CASN National Nursing Education Framework](#) 2022). As an adult learner, you are expected to take responsibility for your own learning, identifying personal learning needs and activities to meet course learning outcomes.

Synchronous online seminars use Zoom as the videoconferencing platform for delivery. Although the classroom is online, the seminars are considered private USask classrooms, accessible only to students registered in the course. Online seminar etiquette, including professional behaviours and appearance, is expected of all seminar participants.

PROGRAM REQUIREMENTS AND CRITERIA THAT MUST BE MET TO PASS

- This course is graded as Pass or Fail. Consistent with NP program policy, a minimum percentage of 70% required for a Pass.
- All course evaluation components must be completed and Passed to receive credit for this course

Please refer to the following College of Nursing Graduate program policies at:

<https://nursing.usask.ca/policies/graduate.php> for further details on academic requirements:

- Completion of Work
- Grade Assignment
- NP Program Progression and Remediation Policy
- NP Students Promotion and Graduation
- Supplemental and Deferred Exams

COURSE OVERVIEW

NP Clinical Residency I is the first clinical course in the University of Saskatchewan NP program, providing hands-on clinical experience where students translate theoretical concepts from their coursework into practice. Under the guidance of experienced practitioners in supervised clinical placements, students engage directly with patients, performing advanced health assessments,

diagnosing medical conditions, identifying first-line management options, and providing health promotion.

Students will perform both focused and comprehensive health assessments, analyzing and interpreting findings to formulate accurate diagnosis. They will hone skills in selecting and interpreting medical investigations to support differentials, with consideration to research evidence, patient preferences and available resources. The introduction to basic therapeutic interventions aids students in selecting appropriate management strategies and delivering patient education grounded in evidence-informed practice. This residency also emphasizes the cultivation of the professional NP role, culturally safe care, enhancing clinical documentation skills, and developing time management skills for advanced practice. Continuous evaluation and self-reflection activities will encourage students to seek feedback and adjust behaviours to support competency development.

COURSE SCHEDULE

Dates & Topics	Learning Activities, Assignments & Evaluation
<p>Week 1 Orientation Reflective Practice</p>	<p>Required Readings/Media: NP Program Preceptor Manual Clinical Site Orientation Checklist Guide to Typhon's NP Student Tracking System for USask SNPs University of Cambridge Reflective Practice Toolkit https://libguides.cam.ac.uk/reflectivepracticetoolkit The Robert Gillespie Academic Skills Centre. Fundamentals of Reflective Practice (Reflective Writing) Patel, K.M. & Metersky, K. (2022). Reflective practice in nursing: A concept analysis. <i>International Journal of Nursing Knowledge</i>, 33(3), 180-187. doi: 10.1111/2047-3095.12350. Epub 2021 Oct 9. Agnew, T. (2022). Reflective practice 3: making it meaningful and using it in practice. <i>Nursing Times [online]</i>, 118(7). Self-directed research for clinical cases*</p> <p>Assignments: Reflective Practice 1: Learning Plan Clinical Schedule, Hours and Logs</p>
<p>Week 2 Case Presentation 1 Seeking & Receiving Feedback on Clinical Practice</p>	<p>Required Readings/Media:</p> <ul style="list-style-type: none"> Algraigri, A. (2014). Ten tips for receiving feedback effectively in clinical practice. <i>Medical Education Online</i>, 19, doi: 10.3402/meo.v19.25141 Burgess, A., van Diggele, C., Roberts, C. & Mellis, C. (2020). Feedback in the clinical setting. <i>BMC Medical Education</i>, 20(2), OpenAccess.

	<ul style="list-style-type: none"> • Self-directed research for clinical cases • Review the following resources from <i>Transition to NP Clinical Practice Course</i> to support the Case Presentation Assignment: NHS Institute. SBAR - Situation, Background, Assessment, Recommendation – Toolkit. http://www.ihl.org/resources/Pages/Tools/sbartoolkit.aspxLinks to an external site. • SNAPPS: A Six-Step Learner-Centered Approach to Clinical Education (2017). https://paeaonline.org/wp-content/uploads/2017/02/SNAPPS.pdf • How to Present a Patient Case: The SNAPPS Method. University of Calgary. https://www.youtube.com/watch?v=zWavIV7zPFY <p>Assignments</p> <p>Case Presentation 1</p> <p>Clinical Hours and Logs</p> <p>Seek feedback on developing clinical competencies</p>
<p>Week 3</p> <p>No new content – catch up and work ahead</p>	<p>Required Readings/Media:</p> <ul style="list-style-type: none"> • Self-directed research for clinical cases <p>Assignments</p> <p>Clinical Hours and Logs</p> <p>Seek feedback on developing clinical competencies</p>
<p>Week 4</p> <p>Documentation – SOAP Note 1</p>	<p>Required Readings/Media:</p> <p>Bates Guide to Physical Examination and History Taking. Thirteenth Edition. Review the following:</p> <p>Chapter 3. Health History section on Recording your Findings (pp 103-106);</p> <p>Chapter 4. Physical Examination section on Recording your Findings (pp. 132-134);</p> <p>Chapter 5. Clinical Reasoning, Assessment, and Plan sections on Clinical Reasoning: Documentation and Progress Note and Patient Problem List in the EHR (pp. 146-154).</p> <p>Regional Examination Chapters also include example documentation as part of each chapter that may be helpful to review for specific</p>

	<p>examples of documentation related to each body system. [<i>Review from Transition to NP Clinical Practice</i>]</p> <p>Pearce, et al. (2016). The essential SOAP note for an EHR age. <i>Nurse Practitioner</i>, 41(2), 29-36.</p> <ul style="list-style-type: none"> • SOAP note template [<i>Introduced in Transition to NP Clinical Practice</i>] • Canadian Nurse Protective Society (CNPS). InfoLAW: Quality documentation: Your best defence. https://cnps.ca/article/infolaw-qualitydocumentation/ • Canadian Medical Protective Association (CMPA). (2023). Writing with Care (5-min read). https://www.cmpa-acpm.ca/en/advice-publications/browse-articles/2020/writing-with-care • Review documentation standards, guidelines, policies, and/or procedures for your jurisdiction and clinical agency • Self-directed research for clinical cases <p>Assignments:</p> <p>SOAP Note 1</p> <p>Clinical Hours and Logs</p> <p>Seek feedback on developing clinical competencies</p>
<p>Week 5 NP Role as Clinician Clinical Evaluation</p>	<p>Required Readings/Media:</p> <p>Clarke, V., Lehane, E., Mulcahy, H. & Cotter, P. (2021). Nurse Practitioners' implementation of evidence-based practice into routine care: A scoping review, <i>Worldviews in Evidence Based Nursing</i>, 18(3), 180-189, doi: 10.1111/wvn.12510</p> <p>Nordick, C. (2021). Integrating strategies for improving diagnostic reasoning and error reduction. <i>JAANP</i>, 33(5), 366-372.</p> <p>Baverstock, S. & Hulatt, I. (2020). Developing the mindful nurse practitioner, <i>Mental Health Practice</i>, 27(4), doi: 10.7748/mhp.2020.e1406</p> <p>Taylor, I., Bing-Jonsson, P., Wangensteen, S., Finnbakk, E., Sandvik, L., McCormack, B. & Fagerstorm, L. (2019). The self-assessment of clinical competence and the need for further training: A cross-sectional survey of advanced practice nursing students. <i>Journal of Clinical Nursing</i>, 29(3-4), 545-555. https://doi.org/10.1111/jocn.15095</p> <p>Review articles on reflective practice from week 1 as required</p>

	<p>Assignments:</p> <p>Reflective Practice 2</p> <p>Clinical Hours and Logs</p> <p>Midterm Clinical Competency Evaluation - Preceptor and Self-Evaluation (to be completed online)</p>
<p>Week 6</p> <p>Case Presentation 2</p>	<p>Required Readings/Media:</p> <p>Review resources for case presentation from week 2 as required</p> <p>Review feedback on Case Presentation 1</p> <p>Self-directed research for clinical cases</p> <p>Assignments:</p> <p>Case Presentation 2</p> <p>Clinical Hours and Logs</p> <p>Seek feedback on developing clinical competencies</p>
<p>Week 7</p> <p>No new content – catch up and work ahead</p>	<p>Required Readings/Media:</p> <p>Self-directed research for clinical cases</p> <p>Assignments:</p> <p>Clinical Hours and Logs</p> <p>Seek feedback on developing clinical competencies</p>
<p>Week 8</p> <p>SOAP Note 2</p>	<p>Required Readings/Media:</p> <p>Review resources on SOAP documentation from week 4</p> <p>Review feedback on SOAP note 1</p> <p>Self-directed research for clinical cases</p> <p>Assignments:</p> <p>SOAP Note 2</p> <p>Clinical Hours and Logs</p> <p>Seek feedback on developing clinical competencies</p>
<p>Week 9</p> <p>No new content</p>	<p>Required Readings/Media:</p> <ul style="list-style-type: none"> Self-directed research for clinical cases <p>Assignments</p> <p>Clinical Hours and Logs</p> <p>Seek feedback on developing clinical competencies</p>
<p>Week 10</p> <p>Wrap-Up & Evaluation</p>	<p>Required Readings/Media:</p>

	<p>Review learning plan evaluation description and requirements in the course syllabus</p> <p>Review reflective practice readings/materials from week 1 as required to support completion of your learning plan evaluation and reflection on learning over the term</p> <p>Assignments</p> <p>Reflective Practice 3</p> <p>Clinical Hours and Logs</p> <p>Final Clinical Competency Evaluation - Preceptor and Self-Evaluation (to be completed online)</p> <p>Submit Clinical Skills List</p>
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*Students are responsible for self-directed study/research related to cases seen in clinical. Such research will vary based on individual student learning needs and clinical presentations seen. NP program textbooks and evidence-based guidelines/resources will support student self-directed study.

INSTRUCTOR INFORMATION:

<p><u>Clinical Coordinator</u></p> <p>Name :</p> <p>Ph:</p>	<ul style="list-style-type: none"> • Responsible for oversight of course • Supports NPCFs, preceptors and students, meeting with them as necessary to address clinical concerns. • In collaboration with the NPCF determines if students meet requirements to pass the course
<p><u>Nurse Practitioner Clinical Facilitator (NPCF)</u></p> <p>Your NPCF will send you a welcome message with their preferred contact information</p>	<p>Each student is assigned a NPCF who is responsible for monitoring and evaluating student attainment of course learning outcomes. The NPCF:</p> <ul style="list-style-type: none"> • Contacts preceptors a minimum of three times over the course of the clinical placement (beginning, midterm and final) by phone, email or videoconference to review clinical expectations, discuss the clinical experience, receive feedback on student performance and address any questions or concerns • Provides support to preceptors and students, meeting with them as necessary to address concerns • Grades clinical assignments • Completes a summary of student competency evaluation at midterm and final, summarizing student progress towards meeting course learning outcomes and NP ELCs • In collaboration with the Clinical Coordinator determines if students meet requirements to pass the course • If requested, provides the preceptor with feedback on their performance. <p>NOTE: Students should contact their NPCF for all clinical related concerns. The NPCF will collaborate with the clinical coordinator as required.</p>

Office Hours: As posted on Canvas.

Email Communication: University of Saskatchewan email addresses will be used for email communication within this course. Instructors will review and respond to messages within 48 hours, **with the exception of weekends and holidays** during which time regular monitoring of email cannot be guaranteed.

Urgent Concerns (requiring attention within 1-2 hours): Please call or send a text message.

REQUIRED RESOURCES

Required readings and media for this course are outlined **in the course schedule**. Readings come from program textbooks, peer-reviewed evidence-based articles, and other electronic medical sources. Assigned readings and resources were carefully selected to address course learning outcomes. Relevant national and provincial documents as well as journal articles complement and supplement course textbooks, providing Canadian and regional context on theoretical, regulatory, political and practice considerations for nurse practitioners. Given the evolving landscape of policy, regulation and evidence-based practice, additions to the course reading list may occur during the term to introduce new and relevant literature. Any changes to the reading list will be communicated to students through a Canvas announcement.

TEXTBOOKS

There are no new textbooks for this course. It is expected that students will consult resources (i.e. textbooks, clinical practice guidelines, other evidence-based sources) from previous theory courses to support application of this knowledge in the clinical setting. Core NP textbooks and resources most relevant to this clinical course include:

Bickley, L.S., Szilagyi, P.G., Hoffman, R.M., & Rainier, S. (Eds.) (2021). **Bates' Guide to Physical Examination and History Taking** (13th ed). Wolters Kluwer.

Bates' Visual Guide to Physical Examination. Wolters Kluwer. **FREE access through USask library*

Burbridge, B. (2017). **Undergraduate Diagnostic Imaging Fundamentals.** University of Saskatchewan Distance Education Unit. **FREE ebook available at:*
<https://openpress.usask.ca/undergradimaging/>

Colyar, M.R. (2020). **Advanced Practice Nursing Procedures (2nd ed).** F.A. Davis.

Dunphy, L., Winland-Brown, J.E., Porter, B.O. & Thomas, D.J. (2022). **Primary Care: Art and Science of Advanced Practice Nursing (6thedition).** F.A. Davis

Garcia, T.B. (2014). **12-Lead ECG. The Art of Interpretation (2nd ed).** Jones & Bartlett Learning. **If you own an ECG interpretation text from past experiences courses, this may suffice.*

Henderson, M.C., Tierney, L.M., Smetana, G.W. (Eds). (2012). **The Patient History: An Evidence-based Approach to Differential Diagnosis.** McGraw Hill. **eBook available for FREE through USask library AccessMedicine database*

Jensen, B., Regier, L.D., Kosar, L. (Eds). (2021). **RxFiles: Drug Comparison Charts (13th edition).** Saskatoon City Hospital. **Available online for FREE through USask library*

Nicoll, D., Lu, C.M., & McPheel, S.J. (2017). **Guide to Diagnostic Tests, 7th ed.** McGraw Hill Education.

**eBook available for FREE through USask library AccessMedicine database*

Power-Kean, K., Zettel, S., El-Hussein, M.T., Huether, S.E., & McCance, K.L. (2023). **Huether and McCance's Understanding Pathophysiology, Second Canadian Edition.** Elsevier.

Rosenthal, L. & Burchum, J. (2021). **Lehne's Pharmacotherapeutics for Advanced Practice Nurses and Physician Assistants, 2nd Edition.** Elsevier.

Stern, S.D.C., Cifu, A.S., & Altkorn, D. (2020). **Symptom to Diagnosis. An Evidence-Based Guide (S2D) (4th ed).** McGraw-Hill Education. **eBook available for FREE through USask library AccessMedicine database*

PROVINCIAL DOCUMENTS

College of Registered Nurses of Saskatchewan (CRNS) Bylaws. <https://www.crns.ca/about-us/how-we-govern/act-bylaws/>

CRNS NP Entry-level Competencies (ELC)s <https://www.crns.ca/nursing-practice/nursing-practice-resources/rnnp-resources/>

CRNS NP Practice Standards <https://www.crns.ca/nursing-practice/nursing-practice-resources/rnnp-resources/>

CRNS Nurse Practitioner Practice Guidelines <https://www.crns.ca/nursing-practice/nursing-practice-resources/rnnp-resources/>

***Students not residing in Saskatchewan are required to familiarize themselves with the NP entry-level competencies, practice standards and guidelines in the jurisdiction where they are practicing.**

ELECTRONIC RESOURCES

USask Library Research Guide – Nursing. Contains information and links to important (free) resources for practice and scholarship including evidence-based practice guidelines, videos, drug guides, online textbooks, as well as guides on how to conduct a literatures search, evaluate the quality of evidence, scholarly writing and more. Book mark this page to your computer, as it should be a well-used resource throughout your clinical rotations. <http://libguides.usask.ca/nursing>.

Bugs and Drugs: Antimicrobial reference book <http://www.bugsanddrugs.ca/>

ClinicalKey. Provides access to current medical and surgical content including journals, medical and surgical books, medical videos and images. Free for students to access through the University of Saskatchewan Library.

Dynamed. A clinical reference tool with clinically-organized summaries for nearly 3,000 topics, this is an evidence-based reference intended to answer clinical questions at the point of care for health care professionals. A DynaMed app can be downloaded to your mobile device. Free for students to access through the University of Saskatchewan Library.

Government of Canada. **Non-insured health benefits for First Nations and Inuit:** <https://sac-isc.gc.ca/eng/1572888328565/1572888420703>

Government of Saskatchewan. Extended benefits and drug plan. <https://www.saskatchewan.ca/residents/health/prescription-drug-plans-and-health->

[coverage/extended-benefits-and-drug-plan](#) *Students outside Saskatchewan should familiarize themselves with the drug benefits in their jurisdiction

Lexicomp. A full-text collection of drug information databases. A Lexicomp app can be downloaded to your mobile device and authenticated from within the Lexicomp web interface. It free for students to access through the University of Saskatchewan Library.

e-CPS Canadian Pharmacy Association's (CPhA's) *Therapeutic Choices* and *e-CPS* (online version of Compendium of Pharmaceuticals and Specialties). Free for students to access through the University of Saskatchewan Library.

VisualDx. VisualDx is a web-based system that assists "in the identification of dermatologic, infectious, genetic, metabolic, nutritional and occupational diseases, benign and malignant growths, drug-induced conditions, and other injuries." Free to access through the University of Saskatchewan Library.

GRADING SCHEME		
Component Title	Due Date	Grade
Clinical Logs	Logged daily	Complete/Incomplete
Reflective Practice Assignments	Reflective Practice 1: Due Week 1 Reflective Practice 2: Due Week 5 Reflective Practice 3: Due Week 10	Pass/Fail*
SOAP Note Assignments	SOAP Note 1: Due Week 4 SOAP Note 2: Due Week 8	Pass/Fail
Case Presentation Assignments	Case Presentation 1: Due Week 2 Case Presentation 2: Due Week 6	Pass/Fail
Clinical Competency Evaluation <ul style="list-style-type: none"> • Clinical Evaluation Tool for NP Learners • Clinical Skills List 	Midterm: Week 5 Final: Week 10	Pass/Fail
Professionalism	Ongoing	Pass/Fail

* Passing grade equivalent to $\geq 70\%$

EVALUATION COMPONENTS

The following components are mandatory for meeting the clinical practicum requirements of this course:

CLINICAL TRACKING SYSTEM

Value: Complete/Incomplete

Dates: **Clinical Schedule** –due by the end of your third clinical shift

Clinical Hours - ≥ 240 hrs recorded in the clinical log system by [insert date]

Clinical Logs - entered within 72 hours of a clinical shift, preferably daily

Type: Clinical hours provide opportunity for student to apply and be evaluated on developing NP entry-level competencies, with a focus on those related to the [NP role as clinician](#) (1.0). To support attainment of clinical hour requirements and open communication with your NPCF, you will arrange your clinical schedule and evaluation dates with your NPCF at the beginning of term. Keeping logs of your daily clinical activities provides supporting evidence of how you are spending your clinical hours including types of patients seen, diagnosis, procedures, and prescriptions.

Description: Under the supervision of a preceptor, you will apply NP entry-level competencies to provide care to populations across the age spectrum, with acute, chronic and stable health conditions, demonstrating development towards entry-level nurse practitioner competencies (ELCs). You are required to complete a minimum of 240 clinical hours recorded in the clinical logging system (Typhon) by the end of the course.

Clinical Schedule. In keeping with professional standards and courtesy, prior to the start of clinical you are required to contact your preceptor(s) to arrange a clinical schedule. By the end of your third clinical day, you will have entered this schedule into the clinical logging system as well as arranged dates for your midterm and final clinical evaluations with your NPCF and preceptor. You should also communicate to your typical workday hours (e.g. 830am – 5pm, with 30 minute lunch break) to your NPCF. Please book at least 2-extra clinical shifts to account for potential missed days (e.g., due to preceptor illness, poor weather, personal illness). Update your NPCF of any changes to your schedule in a timely manner, and ensure these same updates are made in the clinical scheduler.

Clinical Logs. You will keep logs of your daily clinical encounters and activities using the clinical logging system. Clinical logs are used by instructors to help assess clinical learning experiences such as the types and numbers of patients seen, student level of independence in providing care, time spent with patients, diagnosis seen, and prescriptions written. In keeping with standards of professional documentation and to ensure accuracy, clinical logs must be entered **within 72 hours (3 days)** of the clinical encounter, preferably daily. If you are unable to meet this deadline, you are required to contact your NPCF to discuss if accommodations can be made. Failure to enter clinical logs in a timely manner may result in inability to include late clinical log entries towards clinical hours.

Please refer to the Student Guide for Clinical Logs (posted on Canvas) for a detailed overview of logging your clinical hours.

REFLECTIVE PRACTICE

Value: Pass/Fail (Pass is $\geq 70\%$ on overall average of reflective practice assignments)

Due Dates: **As outlined below**

Type: Reflective practice is a core component of continuing professional development for registered nurses and nurse practitioners. Reflective practice activities in this course will support you to further develop NP ELCs and demonstrate attainment of course learning outcomes.

Length: Each reflective practice should be approximately 500 words

Description: You will complete 3 reflective practice activities as part of the course. Grading of reflective practice assignments is guided by the [CGPS literal descriptors](#) with a minimum 70% (pass) required for a "pass".

Reflective Practice 1: Learning Plan

Due: Week 1

At the beginning of the course, you will review and reflect on course learning outcomes, NP ELCs, practice standards and your personal learning needs to develop an individualized learning plan for the course. Your learning plan will not address every course learning outcome and/or ELC but should focus on two areas of particular learning need.

As part of this reflective practice assignment, consider what you already know, what you would like to build on, and strategies for getting there. Include a specific learning plan with two SMART learning objectives, how these learning objectives link to course learning outcomes and NP ELCs, how you will demonstrate achievement of the learning outcomes (evidence), and strategies and/or resources you will use to achieve the objective. An example learning plan is provided below.

Criteria	Example
<p>SMART* Learning Objectives</p> <p>* Specific, Measurable, Achievable, Realistic and Time Limited</p>	<p><i>By the end of my practicum on Nov. 15, I will demonstrate my ability to independently perform well baby/child visits for children 5 years of age and under and interpret findings of the health assessment as normal or abnormal.</i></p>
<p>Course Learning Outcome that is related to the SMART objective</p>	<p>Learning outcome 1. Accurately complete and interpret findings of many focused and comprehensive health assessments with minimal preceptor guidance</p>
<p>Targeted NP ELC that is related to the SMART objective. ELC needs to be from the jurisdiction you are practising in.</p>	<p>1.1 – Establish the reasons for client encounter to determine the nature of services required</p> <p>1.3 – Use critical inquiry to analyze and synthesize information from multiple sources to identify client needs and inform assessment and diagnosis</p> <p>1.4 – conduct an assessment relevant to the client’s presentation to inform diagnostic decisions</p> <p>1.5 – Integrate critical inquiry and diagnostic reasoning to formulate differential diagnosis and final diagnosis</p>
<p>Rational for selection of learning goal/focus</p>	<p><i>Pediatric health assessment is not something I have encountered in my RN practice, and a learning need. I am particularly uncomfortable and would like to enhance competency assessing children 5 and under. My preceptor has identified this clinical placement will provide good opportunity for well baby/child assessment, and therefore I would like to capitalize on this opportunity to enhance my competency and meet ELCs related to pediatric wellness visits.</i></p>
<p>Evidence to demonstrate achievement of learning objective. Evidence should be quantifiable (objective). <i>Consider tools you already use in the course such as your Typhon logs, clinical evaluation forms, clinical skills list as well as other evidence</i></p>	<ul style="list-style-type: none"> • <i>Typhon logs show I have seen 10 (or more) patient 5 and under for well baby/child visits (ICD-10 code Z00-129, Z00.12, and Z00.11). Rational – assessment skills will improve with repeated opportunity for feedback and application</i> • <i>Typhon logs show my increasing responsibility of care for children 5 years and under presenting for well child/baby visits. Rational – increasing independence shows I am gaining increased skill and requiring less preceptor support to accurately complete visits</i>

<i>to evaluate achievement of objectives.</i>	<ul style="list-style-type: none"> • <i>Preceptor provides verbal feedback on ability to accurately and independently perform well baby/child visits</i> • <i>Preceptor provides written feedback on my ability to accurately and independently perform well baby/child visits on my final clinical performance evaluation</i> • <i>My clinical documentation reflects ability to accurately perform (document) well baby/child visits and interpret findings as normal or abnormal</i>
Resources & Strategies	<ul style="list-style-type: none"> • <i>Let preceptor and front desk staff know I would like to see children 5 and under for well baby/child visits</i> • <i>Review Baby Rourke, Bates Guide to History Taking and Physical Exam (pediatrics chapter), and Bates Visual Guide to Physical Exam (Pediatric Assessment videos)</i> • <i>Document well baby/child assessments in the EMR and seek feedback from preceptor on documentation to further refine skills</i> • <i>Have preceptor observe pediatric health assessments and provide feedback; incorporate feedback into subsequent visits</i>

The above is provided as an example. Your learning plan must be original or risk not meeting academic requirements.

The learning plan will be used to help guide clinical learning and considered as part of your clinical competency evaluation. NPCFs will review and provide feedback you on their learning plan through Canvas assignments. Revisions and resubmissions may be requested at the NPCFs discretion.

Learning Outcome(s) Addressed: Targeted outcomes will depend on student personally identified learning needs

Reflective Practice 2: NP Clinician Role Development

Due: Week 5

Description: Reflect on your developing role as an NP Clinician. How do you demonstrate accountability to professionalism expectations for NPs in your jurisdiction? How do you describe the NP role and scope to other team members? To patients? Is this communication effective? Do you feel you understand NP scope of practice? How do you apply cultural humility and demonstrate sensitivity to diverse cultural identities, gender identities, sexual orientations, and personal expressions in clinical interactions?

Learning Outcome Addressed: 6 & 7

Reflective Practice 4: Evaluation of Learning

Due: Week 10

Description: At the end of the practicum experience, you will review and reflect on how you have met course learning outcomes, NP ELCs, and your personal learning plan (established in Reflective Practice 1). You will also consider your ongoing learning needs, and plans for addressing these in future clinical courses. You are encouraged to reflect on your clinical evaluation, [NP entry-level competencies](#), [Nurse Practitioner Practice Standards](#), and [clinical skills list](#) to identify future learning needs.

Course Learning Outcome(s) Addressed: All/Any

Please note: All reflective practice activities will be considered as part of evaluating clinical competencies. NPCFs will review and provide feedback to students on their reflective practice assignments through Canvas assignments. Revisions and resubmissions may be requested at the NPCFs discretion. Grading of is guided by the [CGPS literal descriptors](#) with a minimum 70% (pass) required for a “pass” on each assignment.

CASE PRESENTATION ASSIGNMENTS

Value: Pass/Fail (Pass is $\geq 70\%$)

Due Dates: Case presentation 1 – Week 2 (by midnight SK time)
 Case presentation 2 – Week 6 (by midnight SK time)

Length: 5 minutes

Type: This assignment provides opportunity to evaluate competencies in health assessment, diagnostic reasoning, and case presentation.

Description: You will record and submit a case presentation of a patient encounter. The case presentation will include:

- Patient information – relevant background information such as demographics, reason for encounter, past medical history, etc. (do not include actual patient name for confidentiality)
- Case presentation – assessment findings, including HPI, ROS, PMHx, relevant family and social Hx, physical exam, available diagnostic investigations and highlighting pertinent positives & negatives
- Differentials – minimum of three, starting with most likely and including rational for each
- Suggested Plan – considering diagnostic investigations, pharmacotherapy and non-pharmacotherapy, including rational
- What you need from your preceptor to inform the plan/next steps

Case Presentations will be graded by your NPCF using a set marking rubric based on the [College of Graduate and Postdoctoral Studies Literal Descriptors](#). Individual feedback will be provided to each student to promote ongoing development of documentation skills.

Students unsuccessful in passing one of the case presentations, may be provided remediation. Students unsuccessful in passing both case presentations, will not be provided the option of further remediation. Remediation will include submission of a new assignment that responds to feedback and areas of competency deficiency. If the remediation assignment meets competency requirements, the student will receive a passing grade for this assignment; if it does not meet competency requirements (i.e. failure), a failure will be assigned as the grade for this assignment.

Learning Outcome(s) Addressed: 1-4, and 6

SOAP NOTE ASSIGNMENTS

Value: Pass/Fail (Pass is $\geq 70\%$)

Due Dates: SOAP Note 1 – Week 4 (by midnight SK time)

SOAP Note 2 – Week 8 (by midnight SK time)

Length: Maximum 750 words (excluding reference list)

Type: This assignment provides opportunity to evaluate competencies in health assessment, diagnostic reasoning, and documentation.

Description: You will write two focused SOAP notes that will be evaluated by your NPCF. One SOAP note will be for a client presenting with a **dermatological concern** (i.e. a patient presenting with “rash”). The other SOAP will be for a patient presenting with **an episodic illness or injury** (i.e. a patient presenting with upper respiratory tract symptoms, musculoskeletal injury, dysuria, or shortness of breath). Cases should clearly demonstrate your developing diagnostic reasoning skills. Patients presenting for medication renewals, chronic diseases, procedures, or other reasons for which the final diagnosis is generally known from the onset of the encounter are not appropriate for this assignment.

Please note the SOAP note template is for a comprehensive health visit. For this assignment you are required to write a focused SOAP note, demonstrating your ability to select relevant assessments to rule in/out differentials and your diagnostic reasoning.

SOAP note assignment submissions should reflect documentation used within the clinical setting, using short-hand format and medically accepted abbreviations as appropriate. You will also need to provide relevant background information (i.e. demographics, past-medical history, risk factors), both medical and nursing diagnosis, listing the most likely diagnosis first, and provide rationale with supporting evidence for management decisions as part of your SOAP note submissions. Including nursing diagnosis will help you to consider the nursing perspective and how this intersects with “medical diagnosis” as an important part of providing holistic care. If you did not agree with selected treatment/management, include an explanation and support of why you did not agree and what you would do differently.

SOAP notes will be graded by your NPCF using a set marking rubric posted in Canvas based on the [College of Graduate and Postdoctoral Studies Literal Descriptors](#). Individual written feedback will be provided to each student to promote ongoing development of documentation skills.

Students unsuccessful in passing one of the SOAP Notes, may be provided remediation. Students unsuccessful in passing both SOAP notes, will not be provided the option of further remediation. Remediation will include submission of a new assignment that responds to feedback and areas of competency deficiency. If the remediation assignment meets competency requirements, the student will receive a passing grade for this assignment; if it does not meet competency requirements (i.e. failure), a failure will be assigned as the grade for this assignment.

Learning Outcome(s) Addressed: 1-6

CLINICAL COMPETENCY EVALUATION

Value: Pass/Fail

Dates: Midterm (~ 120 clinical hours) and Final (~240 clinical hours)

Type: Evaluation of clinical competency performance provides evidence of student progression towards meeting NP ELCs, practice standards and course learning outcomes.

Description: Evaluation of clinical competencies will be done formally using the NP Residency II - Clinical Evaluation tool for NP Learners (see appendix A), supplemented through student clinical assignments, clinical skills list, clinical logs, and communication between students, faculty and preceptors to provide robust evaluation of clinical expectations through multiple modes. Preceptors and students will complete a formal evaluation at midterm and final, and students should regularly review clinical progress with their preceptor, obtaining feedback on developing competencies and making plans for addressing ongoing learning needs throughout the term. At a minimum, each student will initiate a review of clinical progress with their preceptor as outlined below:

1. Beginning of Practicum	Establish clear understanding of clinical expectations
2. ~40-60 hours	Complete a self-evaluation of competency development, reviewing with preceptor to obtain feedback on competency development
3. Midterm (~120 hours)	Formal written evaluation in Typhon and joint phone call between preceptor, student & NPCF to review; NPCF summary of clinical learning and competency development
4. ~160-180 hours	Complete a self-evaluation of competency development, reviewing with preceptor to obtain feedback on competency development
5. Final (minimum 240 hours)	Formal written evaluation in Typhon and joint phone call with preceptor, student & NPCF to review; NPCF summary of clinical learning and competency development

A joint phone call or video conference between yourself (the learner), your preceptor and NPCF will be done at midterm and final to review the evaluation and progress towards meeting clinical expectations. You will set up the dates for the midterm and final clinical evaluation meeting with your NPCF and preceptor at the beginning of term when you submit your clinical schedule (**by the end of your 3rd clinical day**).

Prior to the midterm and final evaluation meeting with your preceptor and NPCF, the *Clinical Evaluation Tool for NP Learners – Preceptor and Self-Assessment* needs to be completed for your NPCF to review. It is important these are completed in advance so they can be discussed and clarified during the meeting. During evaluation meetings you will discuss your progress towards meeting clinical expectations, examples of clinical competency development, your learning plan, clinical skills list, identified strengths, areas for improvement, and plans for addressing learning needs to meet course clinical expectations.

If significant discordance is identified in preceptor and learner evaluation of competencies, and/or there is concern a learner will not meet clinical expectations, the NPCF will complete the NP Residency I Clinical Evaluation Tool for NP learners, considering evidence from preceptor and learner evaluations, communications with student and preceptor, clinical assignments, Typhon logs, and other evidence of

clinical competency performance. A copy of the NPCF evaluation will be shared with the learner on Typhon, and a meeting set up to discuss competency development.

If you have more than one clinical site/preceptor, discuss with your NPCF the timing of your midterm and final evaluations.

At the end of the course, download a hard copy of your final preceptor and self-evaluations from Typhon to keep for your own personal records.

Learning Outcome(s) Addressed: 1-8

CLINICAL SKILLS LIST

Value: Complete/Incomplete

Due Date: Within 3 days of completing clinical hours; no later than [insert date]

Type: The clinical skills list includes common procedures and skills performed by NPs and is used to guide competency development of these skills within the clinical setting.

Description: You will use the same clinical skills list for all your clinical courses, adding new skills to it as you gain clinical competence. Please review the clinical skills list with your preceptor regularly (e.g., weekly) to address opportunity to develop these skills. **Your preceptor should sign off for a skill when they feel you are able to perform the skill independently.** You also need to have the Master Signature Sheet at the end of the Skills List signed by each preceptor. The skills list is intended to guide and supplement clinical learning; acting as an adjunct to the clinical evaluation form. Foundational skills (marked with an asterisk *) are considered ELCs and therefore need to be assessed as independent (signed off) by completion of NURS 878.

Within 3 days of completing clinical practicum hours, and no later than [insert date], a scanned copy of the clinical skills list (including the master signature sheet) need to be submitted to Canvas in the appropriate assignment area.

Learning Outcome(s) Addressed: 1-4

PROFESSIONALISM

Value: Pass/Fail

Due Dates: Ongoing

Type: Professionalism is a foundational element of NP competencies, practice standards, and expectations for USask NP students.

Description: As a Registered Nurse (RN) you are accountable to the [RN Practice Standards](#) (CRNS, 2024) and [CNA Code of Ethics](#) (2017). You are expected to consistently display professionalism in interactions with preceptors, clients, peers, instructors, clinical agencies, and the community. This includes respectful communication (written, face-to-face, telephone and/or web-based) as well as other behaviours (e.g., punctuality, appearance, confidentiality, conflict resolution, attitude, time management, accountability, professional boundaries, ethical decision making). **Unprofessional behavior may result in course failure.** Grievous unprofessional conduct may also result in a charge of [academic misconduct](#).

Examples of lapses in professionalism include, but are not limited to:

- Not contacting your preceptor in advance of the course start date to arrange a clinical schedule and discuss clinical expectations;
- Late submission of clinical assignments without prior discussion with your instructor;
- Not notifying the appropriate supervisor (e.g., preceptor, instructor) of an absence from clinical or seminar;
- Failure to adequately prepare for clinical (e.g., you are asked to research/read up on a topic and do not bring appropriate resources to clinical);
- Poor communication with course instructors and/or preceptor regarding clinical scheduling;
- Lack of reliability (e.g., frequent absenteeism or lateness, saying an assessment has been completed when it has not been completed);
- Breach of patient confidentiality;
- Failing to promptly return communications from instructors or preceptors;
- Misrepresenting yourself (e.g., saying you have performed an assessment skill in the past when you have not)
- Engaging in inappropriate and/or offensive communication with colleagues or instructors

When a lapse in professionalism is noted by an instructor, a meeting will be called with the student and course instructor(s) to review the identified concern, providing opportunity for the student to respond to the concern and for instructors to provide feedback on professionalism expectations. The conversation and feedback on expectations moving forward will be documented, and a copy of documentation provided to the student by email. If after this discussion, the instructor evaluates the student would benefit from further learning support, a *Learning Support Plan* will be initiated in alignment with the [NP Program Progression and Remediation Policy](#). The *Learning Support Plan* will outline expectations and supports, as well as consequences of further professionalism concerns, which may include course failure. In cases of significant professionalism concerns in which there is potential for or actual harmful consequences for others, or there is a gross breach of a well-recognized standard of RN practice, NP Program Academic Lead will be consulted to discuss management, which may include immediate removal from the clinical setting and/or course failure.

Learning Outcome(s) Addressed: 6

SUBMITTING ASSIGNMENTS

Assignments will be submitted in electronic format in Canvas, unless otherwise specified. When naming electronic files for submission, please use the following naming: initial last name_assignment (i.e. JLuimes_ReflectivePractice1).

LATE ASSIGNMENTS

As per graduate program policy (<https://nursing.usask.ca/policies/graduate.php>):

1. Assignments will be graded according to the College of Graduate & Postdoctoral Studies Grading Scale and Literal Descriptors. Students must submit all required assignments before or on the specified dates. Late submission without the professor's prior consent (extension granted) will result in a deduction of 5% of the assignment grade per calendar day and a grade of 0% for all unexcused assignments submitted five business days after the assignment deadline.
2. Students are required to complete all course components to receive credit for a course.
3. Unless other arrangements have been made with the course facilitator, the last day for acceptance of assignments will be communicated in each course syllabus.

ATTENDANCE EXPECTATIONS

Regular, punctual attendance and active participation at scheduled seminars is expected. Seminar and/or lab activities may be designated as mandatory in the course syllabus and absenteeism from these activities may result in the inability to meet course requirements and therefore failure in the course. If you will be absent from a scheduled learning activity through no fault of your own (e.g., illness, bereavement), please contact your instructor as soon as possible to discuss if and how missed time will be addressed. Students are required to have appropriate technology, including a headset with microphone, webcam and reliable high speed internet to facilitate participation in online learning activities.

FINAL EXAMINATION SCHEDULING

The final exam in this course must be done on the date and time scheduled. If a student is unable to write an exam through no fault of their own (e.g., for medical reasons), they should notify their instructor as soon as possible. With proper documentation (e.g., doctors note) an opportunity to write the missed exam may be given in compliance with [University Policy on Supplemental and Deferred Examination](#). Please review all examination policies and procedures to familiarize yourself with expectations: <https://cgps.usask.ca/policy-and-procedure/Academics/examinations.php>

FITNESS TO PRACTICE STATEMENT

By arriving to the clinical or lab setting and proceeding to provide patient care, students are acknowledging that they can demonstrate fitness to practice ([CRNS RN Practice Standard 5: Self-Regulation, p. 8](#)). Fitness to practice are "all the qualities and capabilities of an individual relevant to their practice as a nurse, including but not limited to the freedom from any cognitive, physical, psychological or emotional condition and dependence from alcohol or drugs that impairs their ability to practice nursing" ([CNA, 2017b, p.22](#)). If students do not have the necessary physical, mental or emotional capacity to practice safely and competently, they must withdraw from the provision of care after consulting with their instructor or preceptor.

NP PROGRAM EXAM PROCEDURES



All tests/exams, unless otherwise specified in the syllabus, will be written individually, online, with remote proctoring using video conferencing (e.g., Zoom®). You are required to have a reliable internet connection and a webcam that can be positioned to provide a side view (e.g., webcam on a tripod, separate device with a webcam). Throughout the exam your webcam should be positioned to capture your side profile, including your upper torso, head, desktop and computer screen. (See example picture).

Unless otherwise specified, use of mobile or other electronic devices, other than the exam program, is not permitted during exams. Please refer to [University of Saskatchewan Exam writing procedures](#). The online exam sessions will be recorded. Once the course is completed, the recorded sessions will be deleted.

EXAM GUIDELINES

Although students will write the exams from their home computer using remote invigilation, it is the University's expectation that students approach the exam as though they were writing an in-person invigilated exam. In addition to the [University of Saskatchewan Exam Regulations](#) students are expected to follow these guidelines:

1. Students are expected to start their exam at the scheduled start time. ***Please log in a minimum 15 minutes early to ensure you are on time and your technology is working.***
2. Students starting the exam later than 30-minutes after the start of the examination may be denied the opportunity to sit the exam.
3. At the end of the scheduled examination time, the exam software will automatically close the exam.
4. Students are expected to go to the washroom prior to the exam to minimize disruptions.
5. Students who need to get up and move out of the camera view for any reason (e.g., address an urgent issue, washroom break) must clearly indicate the reason to the invigilator prior to moving and return to the exam as quickly as possible.
6. Students are not permitted to have any books, notes, calculators or electronic devices other than those being used for the exam/invigilation near them during the exam. This includes cell phones, tablets, iPods, etc. The notes, calculator, text highlighting, and missing answer reminder functions will be enabled on Examssoft to facilitate any necessary note taking.

7. Communicating with any other individual (other than to speak to the screen for invigilation purposes) is not permitted during the exam.
8. Prior to or during an exam, the invigilator may ask a student to pan the room with their webcam, to confirm exam guidelines are being met (e.g., student is alone, there are no accessible textbooks or electronics).
9. Students should wear clothing acceptable in an in-person environment.
10. Students should avoid using inappropriate language.
11. Students may have water and a small snack for the exam, but these items must be in place before the exam begins. Students are not allowed to take breaks to get food or drinks.
12. Students should avoid whispering or talking to themselves during the exam. Any student found talking during an exam will have their microphone turned on by the invigilator.
13. Students need to ensure their webcam lens is clean prior to the exam and that the angle of the webcam allows proper viewing of the upper torso, head, desk and computer screen. Students also need to ensure lighting is appropriate to allow the invigilator to see their face.
14. Students should not change rooms while writing an exam, unless for urgent reasons. Students should explain the reason for changing rooms to the invigilator prior to moving.
15. Students should write the exam in a private space (e.g., home office or kitchen table).

COMPLETION OF WORK & LATE ASSIGNMENTS

As per graduate program policy (<https://nursing.usask.ca/policies/graduate.php>):

4. Assignments will be graded according to the **College of Graduate & Postdoctoral Studies Grading Scale and Literal Descriptors**. Students must submit all required assignments before or on the specified dates. Late submission without the professor's prior consent (extension granted) will result in a deduction of 5% of the assignment grade per calendar day and a grade of 0% for all unexcused assignments submitted five business days after the assignment deadline.
5. Students are required to complete all course components to receive credit for a course.
6. Unless other arrangements have been made with the course facilitator, the last day for acceptance of assignments will be communicated in each course syllabus.

COPYRIGHT

Course materials are provided to you based on your registration in a class, and anything created by your professors and instructors is their intellectual property, unless materials are designated as open education resources. This includes exams, PowerPoint/PDF slides and other course notes. Additionally, other copyright-protected materials created by textbook publishers and authors may be provided to you based on license terms and educational exceptions in the Canadian Copyright Act (see <http://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>).

Before you copy or distribute others' copyright-protected materials, please ensure that your use of the materials is covered under the University's Fair Dealing Copyright Guidelines available at <https://library.usask.ca/copyright/general-information/fair-dealing-guidelines.php>. For example, posting others' copyright-protected materials on the open web is not covered under the University's Fair Dealing Copyright Guidelines, and doing so requires permission from the copyright holder.

For more information about copyright, please visit <https://library.usask.ca/copyright/index.php> or contact the University's Copyright Coordinator at <mailto:copyright.coordinator@usask.ca> or 306-966-8817.

RECORDING OF THE COURSE

At the University of Saskatchewan, the classroom is considered a private setting. Recording of lectures without the written consent of the instructor is prohibited. Students registered with AES who have been assessed as benefiting from lecture recordings may record lectures after informing the instructor and confirming the need to maintain the integrity of the use of the recording for their own learning needs (the recording cannot be copied, distributed or shared with other students and all recordings will be destroyed after completion of the course in each academic term).

EXAMINATIONS WITH ACCESS AND EQUITY SERVICES (AES)

Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to register with Access and Equity Services (AES) if they have not already done so. Students who suspect they may have disabilities should contact AES for advice and referrals. In order to access AES programs and supports, students must follow AES policy and procedures. For more information, check www.students.usask.ca/aes, or contact ES at 306-966-7273 or aes@usask.ca.

Students registered with AES may request arrangements for mid-term and final examinations by contacting their course instructor directly. Requests are NOT made through Accommodate as all exams are written online.

STUDENT FEEDBACK

Students are encouraged to provide feedback on the instructor and course at the end of the term. Students will receive a PAWS email with links to an online course evaluation survey. Results of the survey will contribute to course changes and instructor feedback for course delivery.

WITHDRAWAL DEADLINE

USask withdrawal deadlines can be found on the University website: <https://students.usask.ca/academics/deadlines.php>

INTEGRITY IN A REMOTE LEARNING CONTEXT

Although teaching and learning online is a different environment than a traditional classroom, the rules and principles governing academic integrity remain the same. If you have questions about what may or

may not be permitted, ask your instructor. Students have found it especially important to clarify rules related to exams administered remotely and to follow these carefully and completely.

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

Scholarship, including development of scholarly writing skills, is an essential learning outcome of Masters level nursing education (CASN, 2022). In order to effectively develop and evaluate student writing skills, students are expected to create and submit their own original assignments. In addition to the definition and examples of Academic Misconduct outlined in the [University of Saskatchewan Academic Misconduct Regulations](#), students are not permitted to use of Artificial Intelligence (AI) text generators (such as ChatGPT) for assessments (e.g., written assignments, open book exams, other evaluations) .

All students should read and be familiar with the Student Academic Misconduct Regulations (<https://governance.usask.ca/student-conduct-appeals/academic-misconduct.php>) as well as the Standard of Student Conduct in Non-Academic Matters and Procedures for Resolution of Complaints and Appeals (<https://governance.usask.ca/student-conduct-appeals/non-academic-misconduct.php>)

For more information on what academic integrity means for students see: <https://academic-integrity.usask.ca/>

STUDENT SUPPORTS

ACADEMIC HELP FOR STUDENTS

The University Library offers a range of learning and academic support to assist USask undergrad and graduate students. For information on specific services, please see the Learning page on the Library web site <https://library.usask.ca/support/learning.php>.

Remote learning support information <https://students.usask.ca/study/remote-learning.php>

Remote learning tutorial https://libguides.usask.ca/remote_learning

Study skills materials for online learning <https://libguides.usask.ca/studyskills>

TEACHING, LEARNING AND STUDENT EXPERIENCE

Teaching, Learning and Student Experience (TLSE) provides developmental and support services to students and the university community. For more information, see <http://students.usask.ca>.

FINANCIAL SUPPORT

Any student who faces challenges securing their food or housing and believes this may affect their course performance is urged to contact Student Central (<https://students.usask.ca/student-central.php>).

ABORIGINAL STUDENTS' CENTRE

The Aboriginal Students' Centre (ASC) is dedicated to supporting Aboriginal student academic and personal success. The centre offers personal, social, cultural and some academic supports to Métis, First Nations, and Inuit students. The centre is also dedicated to intercultural education, bringing Aboriginal and non-Aboriginal students together to learn from, with and about one another in a respectful, inclusive and safe environment. Students are encouraged to visit the ASC's Facebook page (<https://www.facebook.com/aboriginalstudentscentre/>) to learn more.

RECOMMENDED TECHNOLOGY FOR REMOTE LEARNING

Students are reminded of the importance of having the appropriate technology for remote learning. The list of recommendations can be found at <https://nursing.usask.ca/technology/overview.php>

GUIDELINES FOR COMMUNICATION

Respectful written and verbal communication are an expectation for students and instructors. Please view the following USask guidelines on Netiquette:

<https://teaching.usask.ca/documents/gmctl/netiquette-usask-detailed-270720.pdf>

As Registered Nurses, you are accountable to your governing body professional standards and regulation. This includes the [CNA Code of Ethics](#), and other regulatory standards such as those on [Professional Boundaries](#) and [Social Media](#). You are encouraged to review these regulations as necessary.

SYLLABUS CHANGES

The instructor reserves the right to make changes to the syllabus reading material and seminar schedule to accommodate scheduling of guest lectures or clinical updates. If changes are made students will be contacted by email, using their USask email address, and a posting will be placed in the course Canvas site. It is the students' responsibility to routinely check their USask email and Canvas.

TECHNICAL SUPPORT

If you need assistance with technical support, contact IT services help desk or the College of Nursing IT services. itsupport@usask.ca or 306-966-2222

ACKNOWLEDGEMENTS

Contributions to this course were provided by faculty and instructors in the University of Saskatchewan NP program.

APPENDIX A: NP RESIDENCY I - CLINICAL EVALUATION TOOL FOR NP LEARNERS

The University of Saskatchewan Nurse Practitioner (NP) Program is a competency-based education program that supports learners to develop [NP Entry Level Competencies \(ELCs\)](#) (CRNS, 2023) and [Practice Standards](#) (CRNS, 2024). NP ELCs and Practice Standards related to direct clinical practice are ladderred across three clinical courses, with the expectation that students develop increasing independence and precision in clinical performance as they progress from practicum I to practicum III.

EVALUATION OF CLINICAL COMPETENCY

Learner Self-Assessment: Students are expected to take an active role in their learning by participating in regular self-reflection and assessment of competency development. This includes documenting examples of progress towards ELCs and Practice Standards, reflection on strengths and areas for growth, and identification of learning strategies to address areas for growth.

Feedback (Formative Evaluation): Consistent feedback on strengths and areas for growth is a key component of competency development. Preceptors and learners should regularly discuss progress towards meeting competencies. Learners are expected to consistently seek formative feedback (i.e. every 40 hours or once per week). This formative evaluation (feedback) helps identify and address learning needs in a timely manner, supporting learners to successfully meet clinical expectations.

Summative Evaluation: Preceptors and learners will complete a summative evaluation at midterm (halfway point) and upon completion of clinical hours using the Clinical Evaluation Tool for NP Learners, discussing evaluation with each other and the assigned NP Clinical Facilitator.

Learning Support Plan: If a learner is at risk for not meeting learning outcomes at any point during the clinical, a learning support plan may be implemented to help support learning. Learning support plans will be individualized to learner needs and capacity of clinical placements to support these needs.

Competency Evaluation: Assessors will use the [Entrustability Scale](#) to evaluate the level of supervision required for a learner to safely perform professional NP competencies. With repeated clinical exposure, learners should develop increasing ability to perform competencies with less assistance so that by graduation they can perform all competencies autonomously, at the [Independent & Competent](#) level. Minimum performance expectations for this clinical are highlighted in the [Clinical Expectations](#) and in each competency assessment category. The [USASK NP STUDENT CLINICAL PLACEMENT MANUAL](#) includes supplemental information on clinical evaluation and example performance indicators for each practicum to support evaluation.

ENTRUSTABILITY SCALE

Independent & Competent	<ul style="list-style-type: none"> • "I did not need to provide direct supervision or direction for safe, competent patient care." • Learner consistently and independently demonstrates competency at the level of a novice NP, including being self-directed in consulting and referring matters outside of their scope of practice
Moderate Guidance Needed	<ul style="list-style-type: none"> • "I needed to prompt." • Learner requires prompting from time to time to complete competency • You are comfortable leaving learner alone in the room to assess patients - indirect supervision required
Considerable Guidance Needed	<ul style="list-style-type: none"> • "I needed to provide repeated direction." • Learner requires regular assistance, supervision and/or direction to complete competency • Learner usually requires verbal and/or physical cues to complete competency
Constant Guidance* Needed	<ul style="list-style-type: none"> • "I needed to do." • Learner lacks knowledge, skill, and/or judgement to perform competency without repeated guidance – direct supervision required • Learner is unprepared to provide competent, safe patient care and/or or does not demonstrate professional standards of practice

***Please contact the NP Instructor promptly if a learner repeatedly demonstrates need for constant guidance or unsafe practice**

OVERVIEW CLINICAL EXPECTATIONS

Practicum I (NURS 880) focuses on application and development of foundational ELCs and Practice Standards related to health assessment, diagnosis, management, and the professional NP role. Clinical expectations by completion of practicum I include:

- **Assessment (Moderate Guidance Needed):** Ability to accurately complete and interpret findings of many focused and comprehensive health assessments with minimal preceptor guidance. Developing ability to select and interpret evidence-based diagnostic investigations with consideration of patient factors, preferences, resources and stewardship.
- **Diagnosis (Moderate Guidance Needed):** Ability to determine appropriate differentials, including must-not-miss diagnosis.
- **Management & Counselling (Considerable to Moderate Guidance Needed):** Developing ability to select and implement evidence-based therapeutic interventions (i.e. select first line pharmacological and non-pharmacological therapies, perform minor procedures with supervision, deliver evidence-informed health promotion, provide therapeutic counselling).
- **Documentation (Moderate Guidance Needed):** Developing competence in documentation (i.e. SOAP notes).

- Professional NP Role & Responsibilities (Moderate Guidance Needed):** Consistent accountability to professionalism expectations of an advanced practice role and ability to articulate NP role and scope of practice. Developing time management skills.

Preceptor:

Clinical Site:

Student:

NPCF:

Person Completing Evaluation:

Date:

of clinical hours at time of evaluation:

Type of Evaluation: Midterm or Final

ASSESSMENT COMPETENCIES	
	<ul style="list-style-type: none"> • Establishes reason for client encounter to determine nature of services required, including urgency (NP ELC 1.1) • Obtains informed consent according to legislation and regulatory requirements (NP ELC 1.2) • Analyzes and synthesizes information from multiple sources (e.g., biopsychosocial profile, culture, medical history, medication history, investigations, research, client strengths) to identify client needs and inform assessment and diagnosis (NP ELC 1.3; Practice Standard 2.1) • Conducts assessment relevant to the client’s presentation to inform diagnostic decisions (NP ELC 1.4; Practice Standard 3.1) • Employs evidence-informed virtual care strategies (1.16)
Notes & observations related to ASSESSMENT competency development	
Link to Assessment Clinical Expectations and Example Indicators	
Midterm:	
Final:	

Evaluation – ASSESSMENT Competencies

Minimum expectation by completion of practicum I (NURS 880): Moderate Guidance Needed

	<u>Constant Guidance Needed</u>	<u>Considerable Guidance Needed</u>	<u>Moderate Guidance Needed</u>	<u>Independent & Competent</u>
Midterm				
Final				

DIAGNOSIS COMPETENCIES

- Integrates critical inquiry and diagnostic reasoning to formulate differential diagnosis and final (most likely) diagnosis through (NP ELC 1.5; Practice Standards 3.2, 3.3, 3.4):
 - Correct interpretation of investigations
 - Generating and narrowing appropriate differentials
 - Creating shared understanding of assessment findings, diagnosis, anticipated outcomes and prognosis
 - Determining leading diagnosis based on clinical and diagnostic reasoning

Notes & observations to related to DIAGNOSIS competency development

[Link to Diagnosis Clinical Expectations and Example Indicators](#)

Midterm:

Final:

Evaluation – DIAGNOSIS Competencies

Minimum expectation by completion of practicum I (NURS 880): Moderate Guidance Needed

	<u>Constant Guidance Needed</u>	<u>Considerable Guidance Needed</u>	<u>Moderate Guidance Needed</u>	<u>Independent & Competent</u>
Midterm				
Final				

MANAGEMENT COMPETENCIES

- Uses clinical reasoning to create a shared management plan based on diagnoses and the client’s preferences and goals (NP ELC 1.6; Practice Standard 3.5)
- Prescribes and counsels clients on pharmacological and non-pharmacological interventions, across the lifespan (NP ELC 1.7; Practice Standard 3.6).
- Performs invasive and non-invasive interventions as indicated by the management plan (NP ELC 1.8; Practice Standards 3.7, 3.8)
- Evaluates the effectiveness of the management plan to identify required modifications and/or terminations of treatment (NP ELC 1.9; Practice Standard 1.6, 3.13)

Notes & observations related to MANAGEMENT competency development

[Link to Management Clinical Expectations and Example Indicators](#)

Midterm:

Final:

Evaluation – MANAGEMENT Competencies

Minimum expectation by completion of practicum I (NURS 880): Considerable Guidance Needed

	<u>Constant Guidance Needed</u>	<u>Considerable Guidance Needed</u>	<u>Moderate Guidance Needed</u>	<u>Independent & Competent</u>
Midterm				
Final				

COUNSELLING COMPETENCIES

- Co-creates a therapeutic counselling relationship that is conducive to optimal health outcomes (NP ELC 1.10)
- Provides counselling interventions as indicated by the management plan (NP ELC 1.11; NP Practice Standard 3.9)
- Applies harm-reduction strategies and evidence-informed practice to support clients with substance use disorder while adhering to federal and provincial/territorial legislation and regulation (NP ELC 1.12; Practice Standard 3.11)
- Develop and provide education to build capacity and enhance knowledge and skills (NP ELC 4.1)
- Evaluate the learning and delivery methods to improve outcomes (NP ELC 4.2)

Notes & observations related to COUNSELLING competency development

[Link to Counselling Clinical Expectations and Example Indicators](#)

Midterm:

Final:

Evaluation – COUNSELLING Competencies

Minimum expectation by completion of practicum I (NURS 880): Considerable Guidance Needed

	<u>Constant Guidance Needed</u>	<u>Considerable Guidance Needed</u>	<u>Moderate Guidance Needed</u>	<u>Independent & Competent</u>
Midterm				
Final				

DOCUMENTATION COMPETENCIES

- Conducts record keeping activities according to legislation and jurisdictional regulatory requirements (NP ELCs 1.14; 1.6f; Practice Standards 1.2, 3.7, 3.16). This includes:
 - Appropriately documenting all client encounters and rationale for actions (a)
 - Collecting, disclosing, using and destroying health information according to privacy and confidentiality legislation, regulations and standards (b)
 - Applying relevant security measures to records and documentation ©

Notes and observations related to DOCUMENTATION competency development

[Link to Documentation Clinical Expectations and Example Indicators](#)

Midterm:

Final:

Evaluation – DOCUMENTATION Competencies

Minimum expectation by completion of practicum I (NURS 880): Moderate Guidance Needed

	Constant Guidance Needed	Considerable Guidance Needed	Moderate Guidance Needed	Independent & Competent
Midterm				
Final				

PROFESSIONAL NP ROLE & RESPONSIBILITIES COMPETENCIES

- Articulates awareness of and ability to consistently apply NP Practice Standards (NP Practice Standards 1-4),
- Contributes to a culture of improvement, safety, and excellence (NP ELC 2.2)
- Contributes to a practice environment that is diverse, equitable, and inclusive, providing culturally safe, anti-racist care (NP ELCs 3.2 & 3.3)
- Demonstrates time-management skills essential to an advanced nursing role

Observations related to PROFESSIONAL NP ROLE & RESPONSIBILITIES competency development

[Link to Clinical Expectations and Example Indicators for NP Role & Responsibility](#)

Additional Section for ONLY LEARNER to Complete:

LEARNING PLAN - Self-Assessment of progress (MIDTERM):

LEARNING PLAN EVALUATION - Self-Evaluation of learning plan outcomes (FINAL):

CLINICAL SKILLS LIST – Progress and Plans to address gaps (MIDTERM & FINAL):

LEARNER REFLECTION on APPLICATION OF COMPETENCIES to different populations, acuity levels, health conditions (i.e. ICD-10 codes), complexity, and/or settings. Consider your Typhon log summaries to identify strengths and opportunities (MIDTERM & FINAL):

Learner identified strengths, learning needs, and plans to address needs (MIDTERM & FINAL):

Additional Section for ONLY NPCF to Complete – The NPCF will only complete a Clinical Evaluation if significant discordance is noted between preceptor and learner evaluation and/or there is concern regarding the learner not meeting clinical expectations. The NPCF will consider multiple sources of data in completing the evaluation including preceptor and student evaluations, communication with the learner and preceptor, clinical assignments, and other evidence of competency development.

Reason for NPCF Clinical Evaluation being completed (Select all that Apply):

- Discrepancy between student and preceptor evaluation**
- Concern of learner not meeting clinical expectations**
- Other (please specify):** Click or tap here to enter text.

Please explain:

Learner strengths identified by NPCF:

Learning needs identified by NPCF:

Based on available evidence, what is the overall level of supervision this learner requires?

	<u>Constant Guidance Needed</u>	<u>Considerable Guidance Needed</u>	<u>Moderate Guidance Needed</u>	<u>Independent & Competent</u>
Midterm				
Final				

NPCF Recommendations:

Preceptor Signature & Date:

Learner Signature & Date:

NPCF Signature & Date:

CLINICAL EXPECTATIONS & EXAMPLE INDICATORS FOR PRACTICUM I

ASSESSMENT COMPETENCIES

Clinical Expectations	<ul style="list-style-type: none"> • Ability to accurately complete and interpret findings of many focused and comprehensive health assessments with minimal preceptor guidance. • Developing ability to select and interpret evidence-based diagnostic investigations with consideration of patient factors, preferences, resources, and stewardship.
Example Indicators	<p>Learner is able to:</p> <ul style="list-style-type: none"> • Determine the reason for visit and identify concerns requiring more urgent attention • Collect a focused and comprehensive health history appropriate to the presenting concern • Synthesize and interpret findings from history to guide selection of physical exam • Perform and correctly interpret findings of physical exam • Apply relevant assessment tools, evidence-based guidelines and literature to inform assessment • Conduct assessment demonstrating principles of culturally safe care

	<ul style="list-style-type: none"> • Order evidence-based screening and diagnostic investigations • Implement evidence-based virtual care, identifying when virtual care is appropriate and adapting assessment accordingly
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DIAGNOSIS COMPETENCIES

Clinical Expectations	Ability to determine appropriate differential diagnosis, including must-not-miss diagnosis, with minimal preceptor guidance.
Example Indicators	<p>Learner is able to:</p> <ul style="list-style-type: none"> • Accurately interpret assessment findings and diagnostic investigations to determine differential diagnosis, including must-not-miss diagnosis, for clients presenting with low-complexity concerns (i.e. straight forward episodic illness, preventative health visits, medication renewals) • Correctly identify leading (most likely) diagnosis for clients presenting with low-complexity concerns • Apply principles of health literacy and therapeutic communication to discuss assessment findings and diagnosis with client, promoting a shared understanding

MANAGEMENT COMPETENCIES

Clinical Expectations	Developing ability to select and implement evidence-based therapeutic interventions (i.e. select first line therapies, perform minor procedures with supervision, deliver evidence-informed health promotion, provide therapeutic counselling) with consideration of patient factors, preferences, resources and stewardship.
Example Indicators	<p>Learner is able to:</p> <ul style="list-style-type: none"> • Apply evidence-based health promotion, screening and patient education relevant to the presenting concern • Select evidence-based diagnostic investigations and therapeutic interventions (pharmacological and non-pharmacological) for clients presenting with low-complexity health concerns (i.e. preventative health screening, straight-forward episodic illnesses like URTI, UTI, dermatitis, etc.) • Consider patient factors (i.e. culture, social determinants of health), resources and stewardship in selection of diagnostic investigations and therapeutic interventions

	<ul style="list-style-type: none"> • Apply principles of shared decision making when establishing care plans • Perform invasive and non-invasive procedures under supervision • Implement appropriate monitoring and follow-up based on patient presentation
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COUNSELLING COMPETENCIES

Clinical Expectations	Developing skills in therapeutic counselling (i.e. motivational interviewing, trauma and violence informed care, creating safe spaces, applying principles of harm reduction)
Example Indicators	<p>Learner is able to:</p> <ul style="list-style-type: none"> • Apply appropriate communication strategies and cultural safety to establish therapeutic counselling relationship • Provide motivational interviewing, trauma and violence informed care, harm reduction strategies and other counselling approaches with preceptor support • Provide appropriate patient education, considering evidence-informed practice, health literacy, culture, and other factors that influence learning

DOCUMENTATION COMPETENCIES

Clinical Expectations	Developing competence in documentation (e.g., SOAP Notes)
Example Indicator	<p>Learner is able to:</p> <ul style="list-style-type: none"> • Demonstrate independence documenting straight forward patient encounters (i.e. SOAP notes). May require some assistance documenting more complex patient encounters.

PROFESSIONAL NP ROLE & RESPONSIBILITIES COMPETENCIES

Professional NP Role	<p>Consistent accountability to professionalism expectations of an advanced practice role.</p> <p>Developing understanding and application of NP Practice standards</p> <p>Developing time-management skills</p>
Example Indicators	<p>Learner is able to demonstrate:</p> <ul style="list-style-type: none"> • Professional conduct and accountability (i.e. regular punctual attendance, clear professional communication, timely patient follow-up, reliability, etc.) • Ability to articulate and apply NP Practice Standards, Entry-Level Competencies, Scope of Practice and the Canadian Nurses Association Code of Ethics • Awareness and ability to practice in accordance with regulatory body guidelines, federal and provincial legislation, and agency policy • Growth mindset, engaging in self-directed learning and reflective practice • Ability to effectively elicit, incorporate and receive feedback • Ability to clearly articulate the NP role • Provision of safe, ethical, competent care that is in the clients best interest and culturally safe • Beginning ability to prioritizes client concerns appropriately; may require more time to complete and document client care • Proactively seeking out learning opportunities to address learning needs most of the time; may require assistance identifying and addressing learning needs • Beginning ability to organize workload in an effective manner

Updated 2022



UNIVERSITY OF
SASKATCHEWAN

**New Course
Proposal & Creation Form**

1. Approval by Department Head or Dean

- 1.1 College or School with academic authority: **College of GRADUATE AND POSTDOCTORAL STUDIES**
- 1.2 Department with academic authority: **NURSING**
- 1.3 Term from which the course is effective: **September 2026**

2. Information required for the Catalogue

- 2.1 Label & Number of course: **NURS 841**
- 2.2 Academic credit units: **3**
- 2.3 Course Long Title (maximum 100 characters): **Nurse Practitioner Clinical Residency II**
Course Short Title (maximum 30 characters): **NP Clinical II**
- 2.4 Total Hours: Lecture Seminar Lab Tutorial **Other: 250 clinical hours in 10 weeks**
- 2.5 Weekly Hours: Lecture Seminar Lab Tutorial Other
- 2.6 Term in which it will be offered: T1 T2 T1 or T2 T1 and T2
- 2.7 Prerequisite: **NURS 841: Nurse Practitioner Clinical Residency I.**

If there is a prerequisite waiver, who is responsible for signing it? **Not applicable.**

D – Instructor/Dept Approval

H – Department Approval

I – Instructor Approval

2.8 Catalogue description (150 words or less): **This course focuses on expanding foundational competencies established in residency I to increase independence in advanced health assessment and diagnosis, and further develop competencies in holistic management, interprofessional care, consultation, referral and supporting transition of care.**

2.9 Do you allow this course to be repeated for credit? **NO**

3. **Please list rationale for introducing this course: This course has been developed to ensure graduates of the Master of Nursing-Nurse Practitioner program meet the new entry level competencies developed by the regulatory body (College of Registered Nurses of Saskatchewan).**

4. **Please list the learning objectives for this course:**

Learning outcomes and evaluation in the University of Saskatchewan NP program is based on the [Nurse Practitioner Entry-Level Competencies \(ELCs\)](#) as set out by the Canadian Council of Registered Nurse Regulators (CCRNRR) and the College of Registered Nurses of Saskatchewan (CRNS) as well as the [CRNS Nurse Practitioner Practice Standards](#). ELCs reflect the knowledge, skill and judgement required of a novice NP to provide safe, competent, ethical and compassionate care. Practice standards compliment ELCs as broad statements of the minimal requirements for safe and effective NP practice.

Specific learning outcomes for this course include:

1. Accurately complete and interpret findings of the majority of focused and comprehensive health assessments with minimal preceptor guidance. (NP ELCs 1.1, 1.3, 1.4, 1.16)
 2. Appropriately select and interpret diagnostic investigations with minimal preceptor guidance while considering patient factors, preferences, resources, and stewardship. (NP ELCs 1.4f, 1.5)
 3. Analyze patient data to determine appropriate differential diagnoses, including leading and critical 'must not miss' conditions, with minimal preceptor guidance. (NP ELC 1.5)
 4. Apply evidence-based, patient-centered therapeutic care plans with increasing independence, incorporating pharmacotherapy, non-pharmacotherapy, procedures, counseling, patient education, monitoring/follow-up and ensuring considerations of available resources and stewardship. (NP ELCs 1.6-1.12, 4.1)
 5. Apply developing interprofessional competencies essential for nurse practitioners, including effective consultation, collaboration, referral processes, communication strategies, leadership, and role clarification. (NP ELCs 1.9f, 1.13b, 2.1)
 6. Demonstrate ability to guide patient in accessing and utilizing community resources to support their healthcare needs. (NP ELC 1.13)
 7. Demonstrate accurate and comprehensive record keeping activities for a variety of client presentations, ensuring compliance with regulatory and legislative standards. (NP ELC 1.14)
 8. Consistently demonstrate accountability to professionalism expectations of a nurse practitioner role, application of NP practice standards, and display satisfactory time management skills. (NP ELC 1.15 and Practice Standard 1)
 9. Identify and integrate client's own understanding of health, well-being, and healing, including traditional healing practices, into the care plan, ensuring the involvement of key persons and resources such as Knowledge keepers, cultural navigators and/or persons who are significant to the patient. (NP ELCs 1.6, 3.2, 3.3)
5. **Impact of this course**
 Are the programs of other departments or Colleges affected by this course? **NO**
 If so, were these departments consulted? (Include correspondence)
 Were any other departments asked to review or comment on the proposal?
6. **Other courses or program affected** (please list course titles as well as numbers)

- 6.1 Courses to be deleted? **NURS 888.3: Practicum II Nursing Therapeutics and Advanced Management.**
- 6.2 Courses for which this course will be a prerequisite? **NURS 842: Nurse Practitioner Clinical Residency III.**
- 6.3 Is this course to be required by your majors, or by majors in another program? **This course is required for students in Master of Nursing-Nurse Practitioner program only.**

7. **Course outline**

(Weekly outline of lectures or include a draft of the course information sheet.)

Dates & Topics	Learning Activities, Assignments & Evaluation
<p>Week 1 Orientation Review of Reflective Practice Interprofessional competencies</p>	<p>Required Readings/Media:</p> <p>NP Program Preceptor Manual</p> <p>Clinical Site Orientation Checklist</p> <p>Guide to Typhon's NP Student Tracking System for USask SNPs</p> <p>Edwards, S. (2017). Reflecting differently. New dimensions: reflection-before-action and reflection-beyond-action. <i>International Practice Development Journal</i>, 7(1). https://doi.org/10.19043/ipdj.71.002</p> <p>Giesbrecht, D. & Mills, S. (2023). Durable skills series post 3: The importance of receiving and giving feedback for effective teamwork. USask Collaborative Practices Blog</p> <p>Canadian Interprofessional Health Collaborative (CIHC). (2010). A National Interprofessional Competency Framework. http://www.cihc-cpis.com/publications1.html</p> <ul style="list-style-type: none"> • Canadian Nurses Association. Interprofessional Collaboration • Review guidelines/standards in your jurisdiction related to interprofessional practice. For example: CRNA Interprofessional Collaboration Guidelines (2023) • Schot, E., Tummers, L., & Noordegraaf, M. (2019). Working on working together. A systematic review on how healthcare professionals contribute to interprofessional collaboration. <i>Journal of Interprofessional Care</i>, 34(3), 332-342. https://doi.org/10.1080/13561820.2019.1636007 • Collaborative Practice Blog: Going further together – explore the informative short articles on this USask site for tips on developing Interprofessional competencies. • CNPS. (2017). Lessons from the courtroom: Collaborative care. <p>Self-directed research for clinical cases*</p>

	<p>Assignments:</p> <p>Reflective Practice 1</p> <p>Clinical Schedule, Hours & Logs</p>
<p>Week 2</p> <p>Quality Consultation (verbal)</p>	<p>Required Readings/Media:</p> <ul style="list-style-type: none"> Quality Referral and Consultation online course – Module 1: Effective Referral and Consultation Communication in an Acute Care Setting Self-directed research for clinical cases <p>Assignments</p> <p>Clinical Hours and Logs</p> <p>Seek feedback on developing clinical competencies</p>
<p>Week 3</p> <p>Quality Referral (written)</p>	<p>Required Readings/Media:</p> <ul style="list-style-type: none"> Quality Referral and Consultation online course – Module 2 – Effective written consultation Self-directed research for clinical cases <p>Assignments</p> <p>Clinical Hours and Logs</p> <p>Seek feedback on developing clinical competencies</p> <p>Verbal Consultation Assignment</p>
<p>Week 4</p> <p>SOAP Note with Referral Letter Assignment</p>	<p>Required Readings/Media:</p> <ul style="list-style-type: none"> SOAP Note Template <p>Pearce, et al. (2016). The essential SOAP note for an EHR age. <i>Nurse Practitioner</i>, 41(2), 29-36.</p> <ul style="list-style-type: none"> Self-directed research for clinical cases <p>Assignments:</p> <p>SOAP Note with Referral Letter</p> <p>Clinical Hours and Logs</p> <p>Seek feedback on developing clinical competencies</p>
<p>Week 5</p> <p>Midterm Clinical Evaluation</p>	<p>Required Readings/Media:</p> <ul style="list-style-type: none"> Self-directed research for clinical cases <p>Assignments:</p>

	<p>Clinical Hours and Logs</p> <p>Midterm Clinical Competency Evaluation - Preceptor and Self-Evaluation (to be completed online)</p>
<p>Week 6 No new content</p>	<p>Required Readings/Media:</p> <p>Self-directed research for clinical cases</p> <p>Assignments:</p> <p>Clinical Hours and Logs</p> <p>Seek feedback on developing clinical competencies</p>
<p>Week 7 Referral Letter 2</p>	<p>Required Readings/Media:</p> <p>Review resources for quality consultation modules as needed</p> <p>Self-directed research for clinical cases</p> <p>Assignments:</p> <p>Referral Letter 2</p> <p>Clinical Hours and Logs</p> <p>Seek feedback on developing clinical competencies</p>
<p>Week 8 NP Navigator</p>	<p>Required Readings/Media:</p> <p>Carter, N., Valaitis, R., Lam, A., Feather, J., Nicholl, J., & Cleghorn, L. (2018). Navigation delivery models and roles of navigators in primary care: a scoping literature review. <i>BMC Health Service Research</i>, 18(96). doi: 10.1186/s12913-018-2889-0</p> <p>Andermann, A. (2016). Taking action on the social determinants of health in clinical practice: a framework for health professionals. <i>CMAJ</i>, 188(17-18), E474-E483. doi: 10.1503/cmaj.160177</p> <p>Health Leads. (2023). Navigation tips: Helping patients connect with community resources.</p> <p>Gallan, A., McColl-Kennedy, J., Barakshina, T., Figueriredo, B., Go Jefferies, J., Gollnhofer, J., Hibbert, S., Luca, N., Roy, S., Spanjol, J., & Winklhofer, H. (2019). Transforming community well-being through patients' lived experiences. <i>Journal of Business Research</i>, 100, 376-391. https://doi.org/10.1016/j.jbusres.2018.12.029</p> <p>AHRQ. (2024) Health Literacy Universal Precautions Toolkit. Attend to Social Needs: Tool 18.</p> <p>BCCN&M Indigenous Cultural Safety, Cultural Humility, and Anti-Racism –and NSCN Position Statement Cultural Safety and Humility (2022) <i>*while these are jurisdictional documents, the concepts are applicable across jurisdictions</i></p> <p>Self-directed research for clinical cases</p> <p>Assignments:</p>

	<p>Reflective Practice 2</p> <p>Clinical Hours and Logs</p> <p>Seek feedback on developing clinical competencies</p>
<p>Week 9</p> <p>No new content</p>	<p>Required Readings/Media:</p> <ul style="list-style-type: none"> Self-directed research for clinical cases <p>Assignments</p> <p>Clinical Hours and Logs</p> <p>Seek feedback on developing clinical competencies</p>
<p>Week 10</p> <p>Wrap-Up & Evaluation</p>	<p>Required Readings/Media:</p> <ul style="list-style-type: none"> Self-directed research for clinical cases <p>Assignments</p> <p>Reflective Practice 3</p> <p>Clinical Hours and Logs</p> <p>Final Clinical Competency Evaluation - Preceptor and Self-Evaluation (to be completed online)</p> <p>Submit Clinical Skills List</p>

8. Enrolment

8.1 What is the maximum enrolment number for this course? **35**

And from which colleges? **NURSING**

8.2 For room bookings, please indicate the maximum estimated room size required for this course: **NOT APPLICABLE – DISTANCE LEARNING**

10-50

50-90

90-130

130+

9. Student evaluation

Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

9.1 How should this course be graded? **PASS/FAIL**

C – Completed Requirements

(Grade options for instructor: Completed Requirements, Fail, IP In Progress)

N – Numeric/Percentage

(Grade options for instructor: grade of 0% to 100%, IP in Progress)

P – Pass/Fail

(Grade options for instructor: Pass, Fail, In Progress)

Component Title	Due Date	Grade
Clinical Logs	Logged daily	Complete/Incomplete
Reflective Practice Assignments	Reflective Practice 1: Due Week 1 Reflective Practice 2: Due Week 8 Reflective Practice 3: Due Week 10	Pass/Fail*
Verbal Consultation Assignment	Due Week 3	Pass/Fail
SOAP Note with Referral Letter	Due Week 4	Pass/Fail
Referral Letter 2	Due Week 7	Pass/Fail
Clinical Competency Evaluation <ul style="list-style-type: none"> Clinical Evaluation Tool for NP Learners Clinical Skills List 	Midterm: Week 5 Final: Week 10	Pass/Fail
Professionalism	Ongoing	Pass/Fail

S – Special

(Grade options for instructor: NA – Grade Not Applicable) If other, please specify:

9.2 Is the course exempt from the final examination? **YES**

10. **Required text**

Include a bibliography for the course.

Required readings and media for this course are outlined in the course schedule. Readings come from program textbooks, peer-reviewed evidence-based articles, and other electronic medical sources. Assigned readings and resources were carefully selected to address course learning outcomes. Relevant national and provincial documents as well as journal articles complement and supplement course textbooks, providing Canadian and regional context on theoretical, regulatory, political and practice considerations for nurse practitioners. Given the evolving landscape of policy, regulation and evidence-based practice, additions to the course reading list may occur during the term to introduce new and relevant literature. Any changes to the reading list will be communicated to students through a Canvas announcement.

TEXTBOOKS

There are no new textbooks for this course. It is expected that students will consult resources (i.e. textbooks, clinical practice guidelines, other evidence-based sources) from previous theory courses to support application of this knowledge in the clinical setting. Core NP textbooks and resources most relevant to this clinical course include:

Bickley, L.S., Szilagyi, P.G., Hoffman, R.M., & Rainier, S. (Eds.) (2021). **Bates' Guide to Physical Examination and History Taking** (13th ed). Wolters Kluwer.

Bates' Visual Guide to Physical Examination. Wolters Kluwer. **FREE access through USask library*

- Burbridge, B. (2017). **Undergraduate Diagnostic Imaging Fundamentals**. University of Saskatchewan Distance Education Unit. *FREE ebook available at: <https://openpress.usask.ca/undergradimaging/>
- Colyar, M.R. (2020). **Advanced Practice Nursing Procedures (2nd ed)**. F.A. Davis.
- Dunphy, L., Winland-Brown, J.E., Porter, B.O. & Thomas, D.J. (2022). **Primary Care: Art and Science of Advanced Practice Nursing (6thedition)**. F.A. Davis
- Garcia, T.B. (2014). **12-Lead ECG. The Art of Interpretation (2nd ed)**. Jones & Bartlett Learning. **If you own an ECG interpretation text from past experiences courses, this may suffice.*
- Henderson, M.C., Tierney, L.M., Smetana, G.W. (Eds). (2012). **The Patient History: An Evidence-based Approach to Differential Diagnosis**. McGraw Hill. **eBook available for FREE through USask library AccessMedicine database*
- Jensen, B., Regier, L.D., Kosar, L. (Eds). (2021). **RxFiles: Drug Comparison Charts (13th edition)**. Saskatoon City Hospital. **Available online for FREE through USask library*
- Nicoll, D., Lu, C.M., & McPheel, S.J. (2017). **Guide to Diagnostic Tests, 7th ed**. McGraw Hill Education. **eBook available for FREE through USask library AccessMedicine database*
- Power-Kean, K., Zettel, S., El-Husseini, M.T., Huether, S.E., & McCance, K.L. (2023). **Huether and McCance's Understanding Pathophysiology, Second Canadian Edition**. Elsevier.
- Rosenthal, L. & Burchum, J. (2021). **Lehne's Pharmacotherapeutics for Advanced Practice Nurses and Physician Assistants, 2nd Edition**. Elsevier.
- Stern, S.D.C., Cifu, A.S., & Altkorn, D. (2020). **Symptom to Diagnosis. An Evidence-Based Guide (S2D) (4th ed)**. McGraw-Hill Education. **eBook available for FREE through USask library AccessMedicine database*

PROVINCIAL DOCUMENTS

- College of Registered Nurses of Saskatchewan (CRNS) Bylaws.** <https://www.crns.ca/about-us/how-we-govern/act-bylaws/>
- CRNS NP Entry-level Competencies (ELC)s** <https://www.crns.ca/nursing-practice/nursing-practice-resources/rnnp-resources/>
- CRNS NP Practice Standards** <https://www.crns.ca/nursing-practice/nursing-practice-resources/rnnp-resources/>
- CRNS Nurse Practitioner Practice Guidelines** <https://www.crns.ca/nursing-practice/nursing-practice-resources/rnnp-resources/>

***Students not residing in Saskatchewan are required to familiarize themselves with the NP entry-level competencies, practice standards and guidelines in the jurisdiction where they are practicing.**

ELECTRONIC RESOURCES

USask Library Research Guide – Nursing. Contains information and links to important (free) resources for practice and scholarship including evidence-based practice guidelines, videos, drug guides, online textbooks, as well as guides on how to conduct a literatures search, evaluate the quality of evidence, scholarly writing and more. Book mark this page to your computer, as it should be a well-used resource throughout your clinical rotations. <http://libguides.usask.ca/nursing>.

Bugs and Drugs: Antimicrobial reference book <http://www.bugsanddrugs.ca/>

ClinicalKey. Provides access to current medical and surgical content including journals, medical and surgical books, medical videos and images. Free for students to access through the University of Saskatchewan Library.

Dynamed. A clinical reference tool with clinically-organized summaries for nearly 3,000 topics, this is an evidence-based reference intended to answer clinical questions at the point of care for health care professionals. A DynaMed app can be downloaded to your mobile device. Free for students to access through the University of Saskatchewan Library.

Government of Canada. **Non-insured health benefits for First Nations and Inuit:** <https://sac-isc.gc.ca/eng/1572888328565/1572888420703>

Government of Saskatchewan. Extended benefits and drug plan. <https://www.saskatchewan.ca/residents/health/prescription-drug-plans-and-health-coverage/extended-benefits-and-drug-plan> *Students outside Saskatchewan should familiarize themselves with the drug benefits in their jurisdiction

Lexicomp. A full-text collection of drug information databases. A Lexicomp app can be downloaded to your mobile device and authenticated from within the Lexicomp web interface. It free for students to access through the University of Saskatchewan Library.

e-CPS Canadian Pharmacy Association's (CPhA's) *Therapeutic Choices* and *e-CPS* (online version of Compendium of Pharmaceuticals and Specialties). Free for students to access through the University of Saskatchewan Library.

VisualDx. VisualDx is a web-based system that assists "in the identification of dermatologic, infectious, genetic, metabolic, nutritional and occupational diseases, benign and malignant growths, drug-induced conditions, and other injuries." Free for students to access through the University of Saskatchewan Library.

11. Resources

- 11.1 Proposed instructor: **Current faculty within the College of Nursing teaching in the Nurse Practitioner programs.**
- 11.2 How does the department plan to handle the additional teaching or administrative workload? **The Master of Nursing-Nurse Practitioner programs have sufficient existing teaching and administrative resources to deliver this course.**
- 11.3 Are sufficient library or other research resources available for this course? **YES**
- 11.4 Are any additional resources required (library, audio-visual, technology, etc.)? **NO**

12. Tuition

- 12.1 Will this course attract tuition charges? If so, how much? (use tuition category) **YES, Graduate Studies Special Tuition Program category**
 - 12.2 Does this course require non-standard fees, such as materials or excursion fees? If so, please include an approved "Application for New Fee or Fee Change Form"
<http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees>
-

Detailed Course Information

1. Schedule Types

Please choose the Schedule Types that can be used for sections that fall under this course: **See highlighted selection.**

Code	Description	Code	Description
CL	Clinical	PRB	Problem Session
COO	Coop Class	RDG	Reading Class
FLD	Field Trip	RES	Research
ICR	Internet Chat Relay	ROS	Roster (Dent Only)
IHP	Internet Help	SEM	Seminar
IN1	Internship - Education	SSI	Supervised Self Instruction
IN2	Internship - CMPT & EPIP	STU	Studio
IN3	Internship - General	SUP	Teacher Supervision
LAB	Laboratory	TUT	Tutorial
LC	Lecture/Clinical (Dent Only)	WEB	Web Based Class
LEC	Lecture	XCH	Exchange Program
LL	Lecture/Laboratory	XGN	Ghost Schedule Type Not Applicable
MM	Multimode	XHS	High School Class
PCL	Pre-Clinical (Dent Only)	XNA	Schedule Type Not Applicable
PRA	Practicum	XNC	No Academic Credit

2. Course Attributes

Please highlight the attributes that should be attached to the course (they will apply to all sections):

Off or Distance Ed Stdnt Fee

Fee - Graduate Studies

2.1 NOAC No Academic Credit

0 Credit Unit courses that possess "deemed" CUs (Called Operational Credit Units). NOAC causes the system to roll 0 academic credit units to academic history.

2.2 For the College of Arts and Science only: To which program type does this course belong?

- FNAR Fine Arts
- HUM Humanities
- SCIE Science
- SOCS Social Science
- ARNP No Program Type (Arts and Science)

Does this course satisfy one of the official college requirements:

- ELWR – English Language Writing Requirement
- ILRQ – Indigenous Learning Requirement
- QRRQ – Quantitative Reasoning Requirement

3. Registration Information (Note: multi-term courses cannot be automated as corequisites)

3.1 Permission Required:

- 3.2 Restriction(s): course only open to students in a specific college, program/degree, major, year in program: **Only open to MN-NP students.**
- 3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course: **NURS 842: Nurse Practitioner Clinical Residency I.**
- 3.4 Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course: **Not applicable.**
- 3.5 Corequisite(s): course(s) that must be taken at the same time as this course: **None.**
- 3.6 Notes: recommended courses, repeat restrictions/content overlap, other additional information

4. List Equivalent Course(s) here:

An equivalent course can be used in place of the course for which this form is being completed, specifically for the purposes of prerequisite and degree audit checking. Credit will be given for only one of the equivalent courses.

- 4.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be equivalent: **None for this course.**

***Please note:** If the equivalent courses carry an UNEQUAL number of credit units, DegreeWorks will automatically enforce the following, unless otherwise stated:

- If a 3 credit unit course is considered to be equivalent to a 6 credit unit course, it will fulfill the 6 credit unit requirement and the student will not have to complete another 3 credit units toward the overall number of required credit units for the program.
- If a 6 credit unit course is considered to be equivalent to a 3 credit unit course, ALL 6 of the credit units may be used to fulfill the 3 credit unit requirement.

5. List Mutually-Exclusive Course(s) here:

Mutually exclusive courses have similar content such that students cannot receive credit for both.

- 5.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be mutually exclusive: **None for this course.**

***Please note:** SiRIUS cannot enforce a situation where the exclusion goes only one way.

6. Additional Notes: Syllabus attached.

COURSE SYLLABUS			
Course Title:	Nurse Practitioner Clinical Residency II		
Course Code:	NURS 841	Term:	TBD
Course Credits:	3 credit units	Delivery:	Clinical Residency
Location:	Distance Learning	Website:	https://canvas.usask.ca/
Course Dates & Times:	10 weeks to complete 250 clinical hours		

Course Calendar Description:	This course focuses on expanding foundational competencies established in residency I to increase independence in advanced health assessment and diagnosis, and further develop competencies in holistic management, interprofessional care, consultation, referral and supporting transition of care.
Pre or Co Requisite:	NURS 840 NP Clinical Residency I

*Note: All times refer to Saskatchewan Time Zone

LAND ACKNOWLEDGMENT

As we engage in teaching and learning, we acknowledge that the University of Saskatchewan Saskatoon campus is *on Treaty Six Territory* and the *Homeland of the Métis*. We pay our respect to the First Nation and Métis ancestors of this place and reaffirm our relationship with one another. We recognize that many are attending this course from other traditional Indigenous lands and ask that you take a moment to make your own Land Acknowledgement to the peoples of those lands. In doing so, we are actively participating in reconciliation as we navigate our time in this course, learning and supporting each other.

LEARNING OUTCOMES

Learning outcomes and evaluation in the University of Saskatchewan NP program is based on the [Nurse Practitioner Entry-Level Competencies \(ELCs\)](#) as set out by the Canadian Council of Registered Nurse Regulators (CCRNRR) and the College of Registered Nurses of Saskatchewan (CRNS) as well as the [CRNS Nurse Practitioner Practice Standards](#). ELCs reflect the knowledge, skill and judgement required of a novice NP to provide safe, competent, ethical and compassionate care. Practice standards compliment ELCs as broad statements of the minimal requirements for safe and effective NP practice.

Specific learning outcomes for this course include:

1. Accurately complete and interpret findings of the majority of focused and comprehensive health assessments with minimal preceptor guidance. (NP ELCs 1.1, 1.3, 1.4, 1.16)
2. Appropriately select and interpret diagnostic investigations with minimal preceptor guidance while considering patient factors, preferences, resources, and stewardship. (NP ELCs 1.4f, 1.5)
3. Analyze patient data to determine appropriate differential diagnoses, including leading and critical 'must not miss' conditions, with minimal preceptor guidance. (NP ELC 1.5)
4. Apply evidence-based, patient-centered therapeutic care plans with increasing independence, incorporating pharmacotherapy, non-pharmacotherapy, procedures, counseling, patient education, monitoring/follow-up and ensuring considerations of available resources and stewardship. (NP ELCs 1.6-1.12, 4.1)
5. Apply developing interprofessional competencies essential for nurse practitioners, including effective consultation, collaboration, referral processes, communication strategies, leadership, and role clarification. (NP ELCs 1.9f, 1.13b, 2.1)
6. Demonstrate ability to guide patient in accessing and utilizing community resources to support their healthcare needs. (NP ELC 1.13)

7. Demonstrate accurate and comprehensive record keeping activities for a variety of client presentations, ensuring compliance with regulatory and legislative standards. (NP ELC 1.14)
8. Consistently demonstrate accountability to professionalism expectations of a nurse practitioner role, application of NP practice standards, and display satisfactory time management skills. (NP ELC 1.15 and Practice Standard 1)
9. Identify and integrate client's own understanding of health, well-being, and healing, including traditional healing practices, into the care plan, ensuring the involvement of key persons and resources such as Knowledge keepers, cultural navigators and/or persons who are significant to the patient. (NP ELCs 1.6, 3.2, 3.3)

UNIVERSITY OF SASKATCHEWAN GRADING SYSTEM FOR GRADUATE COURSES

Grading in this course follows the University of Saskatchewan College of Graduate and Postdoctoral Studies (CGPS) Literal Descriptors. The following describes the relationship between literal descriptors and percentage scores for courses in the College of Graduate Studies and Research:

90-100 Exceptional

A superior performance with consistent strong evidence of:

- a comprehensive, incisive grasp of subject matter;
- an ability to make insightful, critical evaluation of information;
- an exceptional capacity for original, creative and/or logical thinking;
- an exceptional ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently;
- an exceptional ability to analyze and solve difficult problems related to subject matter.

80-89 Very Good to Excellent

A very good to excellent performance with strong evidence of:

- a comprehensive grasp of subject matter;
- an ability to make sound critical evaluation of information;
- a very good to excellent capacity for original, creative and/or logical thinking;
- a very good to excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently;
- a very good to excellent ability to analyze and solve difficult problems related to subject matter.

70-79 Satisfactory to Good

A satisfactory to good performance with evidence of:

- a substantial knowledge of subject matter;
- a satisfactory to good understanding of the relevant issues and satisfactory to good familiarity with the relevant literature and technology;
- a satisfactory to good capacity for logical thinking;
- some capacity for original and creative thinking;
- a satisfactory to good ability to organize, to analyze, and to examine the subject matter in a critical and constructive manner;
- a satisfactory to good ability to analyze and solve moderately difficult problems.

60-69 Poor

A generally weak performance, but with some evidence of:

- a basic grasp of the subject matter;
- some understanding of the basic issues;
- some familiarity with the relevant literature and techniques;
- some ability to develop solutions to moderately difficult problems related to the subject matter;
- some ability to examine the material in a critical and analytical manner.

<60 Failure

An unacceptable performance.

Further information on literal descriptors for grading at the University of Saskatchewan can be found at: <https://students.usask.ca/academics/grading/grading-system.php#GradingSystem> Please note: There are different literal descriptors for undergraduate and graduate students.

ACADEMIC POLICIES

Students are expected to follow USask Policies. These can be found at: <http://policies.usask.ca>

USask Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at: <http://policies.usask.ca/policies/academic-affairs/academic-courses.php>

College of Nursing Graduate program policies can be found at:

<https://nursing.usask.ca/policies/graduate.php>

USASK LEARNING CHARTER

The USask Learning Charter defines aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at:

http://www.usask.ca/university_secretary/LearningCharter.pdf

LEARNING ENVIRONMENT OVERVIEW

As a graduate degree, the USask NP program requires you to apply advanced-level thinking, analysis, critical evaluation, and self-directed learning. Course design is based on a professional, self-directed learning environment in which instructors facilitate and support your development of entry level NP competencies and graduate level learning outcomes (as defined by the [CASN National Nursing Education Framework](#) 2022). As an adult learner, you are expected to take responsibility for your own learning, identifying personal learning needs and activities to meet course learning outcomes.

Synchronous online seminars use Zoom as the videoconferencing platform for delivery. Although the classroom is online, the seminars are considered private USask classrooms, accessible only to students registered in the course. Online seminar etiquette, including professional behaviours and appearance, is expected of all seminar participants.

PROGRAM REQUIREMENTS AND CRITERIA THAT MUST BE MET TO PASS

- This course is graded as Pass or Fail. Consistent with NP program policy, a minimum percentage of 70% required for a Pass.
- All course evaluation components must be completed and Passed to receive credit for this course

Please refer to the following College of Nursing Graduate program policies at:

<https://nursing.usask.ca/policies/graduate.php> for further details on academic requirements:

- Completion of Work
- Grade Assignment
- NP Program Progression and Remediation Policy
- NP Students Promotion and Graduation
- Supplemental and Deferred Exams

COURSE OVERVIEW

NP Clinical Residency II is designed to refine and advance NP clinical competencies with a focus on enhancing independence performing advanced health assessment, establishing appropriate diagnosis and developing comprehensive evidence-informed therapeutic management for populations across the age spectrum. Special consideration is given to developing interprofessional competencies in consultation, referral and communication, as well as the navigator role of NPs, supporting clients to access community resources to meet their health needs. Through immersive, hands-on clinical experiences under the guidance of experienced preceptors, students will work towards mastering the integration of theory and practice in diverse healthcare settings.

COURSE SCHEDULE

Dates & Topics	Learning Activities, Assignments & Evaluation
<p>Week 1 Orientation Review of Reflective Practice Interprofessional competencies</p>	<p>Required Readings/Media: NP Program Preceptor Manual Clinical Site Orientation Checklist Guide to Typhon's NP Student Tracking System for USask SNPs Edwards, S. (2017). Reflecting differently. New dimensions: reflection-before-action and reflection-beyond-action. <i>International Practice Development Journal</i>, 7(1). https://doi.org/10.19043/ipdj.71.002 Giesbrecht, D. & Mills, S. (2023). Durable skills series post 3: The importance of receiving and giving feedback for effective teamwork. USask Collaborative Practices Blog</p>

	<p>Canadian Interprofessional Health Collaborative (CIHC). (2010). A National Interprofessional Competency Framework. http://www.cihc-cpis.com/publications1.html</p> <ul style="list-style-type: none"> • Canadian Nurses Association. Interprofessional Collaboration • Review guidelines/standards in your jurisdiction related to interprofessional practice. For example: CRNA Interprofessional Collaboration Guidelines (2023) • Schot, E., Tummers, L., & Noordegraaf, M. (2019). Working on working together. A systematic review on how healthcare professionals contribute to interprofessional collaboration. <i>Journal of Interprofessional Care</i>, 34(3), 332-342. https://doi.org/10.1080/13561820.2019.1636007 • Collaborative Practice Blog: Going further together – explore the informative short articles on this USask site for tips on developing Interprofessional competencies. • CNPS. (2017). Lessons from the courtroom: Collaborative care. <p>Self-directed research for clinical cases*</p> <p>Assignments:</p> <p>Reflective Practice 1</p> <p>Clinical Schedule, Hours & Logs</p>
<p>Week 2</p> <p>Quality Consultation (verbal)</p>	<p>Required Readings/Media:</p> <ul style="list-style-type: none"> • Quality Referral and Consultation online course – Module 1: Effective Referral and Consultation Communication in an Acute Care Setting • Self-directed research for clinical cases <p>Assignments</p> <p>Clinical Hours and Logs</p> <p>Seek feedback on developing clinical competencies</p>
<p>Week 3</p> <p>Quality Referral (written)</p>	<p>Required Readings/Media:</p> <ul style="list-style-type: none"> • Quality Referral and Consultation online course – Module 2 – Effective written consultation • Self-directed research for clinical cases

	<p>Assignments</p> <p>Clinical Hours and Logs</p> <p>Seek feedback on developing clinical competencies</p> <p>Verbal Consultation Assignment</p>
<p>Week 4</p> <p>SOAP Note with Referral Letter Assignment</p>	<p>Required Readings/Media:</p> <ul style="list-style-type: none"> SOAP Note Template <p>Pearce, et al. (2016). The essential SOAP note for an EHR age. <i>Nurse Practitioner</i>, 41(2), 29-36.</p> <ul style="list-style-type: none"> Self-directed research for clinical cases <p>Assignments:</p> <p>SOAP Note with Referral Letter</p> <p>Clinical Hours and Logs</p> <p>Seek feedback on developing clinical competencies</p>
<p>Week 5</p> <p>Midterm Clinical Evaluation</p>	<p>Required Readings/Media:</p> <ul style="list-style-type: none"> Self-directed research for clinical cases <p>Assignments:</p> <p>Clinical Hours and Logs</p> <p>Midterm Clinical Competency Evaluation - Preceptor and Self-Evaluation (to be completed online)</p>
<p>Week 6</p> <p>No new content</p>	<p>Required Readings/Media:</p> <p>Self-directed research for clinical cases</p> <p>Assignments:</p> <p>Clinical Hours and Logs</p> <p>Seek feedback on developing clinical competencies</p>
<p>Week 7</p> <p>Referral Letter 2</p>	<p>Required Readings/Media:</p> <p>Review resources for quality consultation modules as needed</p> <p>Self-directed research for clinical cases</p> <p>Assignments:</p> <p>Referral Letter 2</p> <p>Clinical Hours and Logs</p> <p>Seek feedback on developing clinical competencies</p>
<p>Week 8</p> <p>NP Navigator</p>	<p>Required Readings/Media:</p> <p>Carter, N., Valaitis, R., Lam, A., Feather, J., Nicholl, J., & Cleghorn, L. (2018). Navigation delivery models and roles of navigators in primary</p>

	<p>care: a scoping literature review. <i>BMC Health Service Research</i>, 18(96). doi: 10.1186/s12913-018-2889-0</p> <p>Andermann, A. (2016). Taking action on the social determinants of health in clinical practice: a framework for health professionals. <i>CMAJ</i>, 188(17-18), E474-E483. doi: 10.1503/cmaj.160177</p> <p>Health Leads. (2023). Navigation tips: Helping patients connect with community resources.</p> <p>Gallan, A., McColl-Kennedy, J., Barakshina, T., Figueriredo, B., Go Jefferies, J., Gollnhofer, J., Hibbert, S., Luca, N., Roy, S., Spanjol, J., & Winklhofer, H. (2019). Transforming community well-being through patients' lived experiences. <i>Journal of Business Research</i>, 100, 376-391. https://doi.org/10.1016/j.jbusres.2018.12.029</p> <p>AHRQ. (2024) Health Literacy Universal Precautions Toolkit. Attend to Social Needs: Tool 18.</p> <p>BCCN&M Indigenous Cultural Safety, Cultural Humility, and Anti-Racism –and NSCN Position Statement Cultural Safety and Humility (2022) <i>*while these are jurisdictional documents, the concepts are applicable across jurisdictions</i></p> <p>Self-directed research for clinical cases</p> <p>Assignments:</p> <p>Reflective Practice 2</p> <p>Clinical Hours and Logs</p> <p>Seek feedback on developing clinical competencies</p>
<p>Week 9</p> <p>No new content</p>	<p>Required Readings/Media:</p> <ul style="list-style-type: none"> Self-directed research for clinical cases <p>Assignments</p> <p>Clinical Hours and Logs</p> <p>Seek feedback on developing clinical competencies</p>
<p>Week 10</p> <p>Wrap-Up & Evaluation</p>	<p>Required Readings/Media:</p> <ul style="list-style-type: none"> Self-directed research for clinical cases <p>Assignments</p> <p>Reflective Practice 3</p> <p>Clinical Hours and Logs</p> <p>Final Clinical Competency Evaluation - Preceptor and Self-Evaluation (to be completed online)</p> <p>Submit Clinical Skills List</p>

*Students are responsible for self-directed study/research related to cases seen in clinical. Such research will vary based on individual student learning needs and clinical presentations seen. NP program textbooks and evidence-based guidelines/resources will support student self-directed study.

INSTRUCTOR INFORMATION:

<p><u>Clinical Coordinator</u> Name : Ph:</p>	<ul style="list-style-type: none"> • Responsible for oversight of course • Supports NPCFs, preceptors and students, meeting with them as necessary to address clinical concerns. • In collaboration with the NPCF determines if students meet requirements to pass the course
<p><u>Nurse Practitioner Clinical Facilitator (NPCF)</u> Your NPCF will send you a welcome message with their preferred contact information</p>	<p>Each student is assigned a NPCF who is responsible for monitoring and evaluating student attainment of course learning outcomes. The NPCF:</p> <ul style="list-style-type: none"> • Contacts preceptors a minimum of three times over the course of the clinical placement (beginning, midterm and final) by phone, email or videoconference to review clinical expectations, discuss the clinical experience, receive feedback on student performance and address any questions or concerns • Provides support to preceptors and students, meeting with them as necessary to address concerns • Grades clinical assignments • Completes a summary of student competency evaluation at midterm and final, summarizing student progress towards meeting course learning outcomes and NP ELCs • In collaboration with the Clinical Coordinator determines if students meet requirements to pass the course • If requested, provides the preceptor with feedback on their performance. <p>NOTE: Students should contact their NPCF for all clinical related concerns. The NPCF will collaborate with the clinical coordinator as required.</p>

Office Hours: As posted on Canvas.

Email Communication: University of Saskatchewan email addresses will be used for email communication within this course. Instructors will review and respond to messages within 48 hours, **with the exception of weekends and holidays** during which time regular monitoring of email cannot be guaranteed.

Urgent Concerns (requiring attention within 1-2 hours): Please call or send a text message.

REQUIRED RESOURCES

Required readings and media for this course are outlined in the course schedule. Readings come from program textbooks, peer-reviewed evidence-based articles, and other electronic medical sources. Assigned readings and resources were carefully selected to address course learning outcomes. Relevant national and provincial documents as well as journal articles complement and supplement course textbooks, providing Canadian and regional context on theoretical, regulatory,

political and practice considerations for nurse practitioners. Given the evolving landscape of policy, regulation and evidence-based practice, additions to the course reading list may occur during the term to introduce new and relevant literature. Any changes to the reading list will be communicated to students through a Canvas announcement.

TEXTBOOKS

There are no new textbooks for this course. It is expected that students will consult resources (i.e. textbooks, clinical practice guidelines, other evidence-based sources) from previous theory courses to support application of this knowledge in the clinical setting. Core NP textbooks and resources most relevant to this clinical course include:

- Bickley, L.S., Szilagyi, P.G., Hoffman, R.M., & Rainier, S. (Eds.) (2021). **Bates' Guide to Physical Examination and History Taking** (13th ed). Wolters Kluwer.
- Bates' Visual Guide to Physical Examination.** Wolters Kluwer. **FREE access through USask library*
- Burbridge, B. (2017). **Undergraduate Diagnostic Imaging Fundamentals.** University of Saskatchewan Distance Education Unit. **FREE ebook available at:*
<https://openpress.usask.ca/undergradimaging/>
- Colyar, M.R. (2020). **Advanced Practice Nursing Procedures (2nd ed).** F.A. Davis.
- Dunphy, L., Winland-Brown, J.E., Porter, B.O. & Thomas, D.J. (2022). **Primary Care: Art and Science of Advanced Practice Nursing (6thedition).** F.A. Davis
- Garcia, T.B. (2014). **12-Lead ECG. The Art of Interpretation (2nd ed).** Jones & Bartlett Learning. **If you own an ECG interpretation text from past experiences courses, this may suffice.*
- Henderson, M.C., Tierney, L.M., Smetana, G.W. (Eds). (2012). **The Patient History: An Evidence-based Approach to Differential Diagnosis.** McGraw Hill. **eBook available for FREE through USask library AccessMedicine database*
- Jensen, B., Regier, L.D., Kosar, L. (Eds). (2021). **RxFiles: Drug Comparison Charts (13th edition).** Saskatoon City Hospital. **Available online for FREE through USask library*
- Nicoll, D., Lu, C.M., & McPheel, S.J. (2017). **Guide to Diagnostic Tests, 7th ed.** McGraw Hill Education. **eBook available for FREE through USask library AccessMedicine database*
- Power-Kean, K., Zettel, S., El-Hussein, M.T., Huether, S.E., & McCance, K.L. (2023). **Huether and McCance's Understanding Pathophysiology, Second Canadian Edition.** Elsevier.
- Rosenthal, L. & Burchum, J. (2021). **Lehne's Pharmacotherapeutics for Advanced Practice Nurses and Physician Assistants, 2nd Edition.** Elsevier.
- Stern, S.D.C., Cifu, A.S., & Altkorn, D. (2020). **Symptom to Diagnosis. An Evidence-Based Guide (S2D) (4th ed).** McGraw-Hill Education. **eBook available for FREE through USask library AccessMedicine database*

PROVINCIAL DOCUMENTS

College of Registered Nurses of Saskatchewan (CRNS) Bylaws. <https://www.crns.ca/about-us/how-we-govern/act-bylaws/>

CRNS NP Entry-level Competencies (ELC)s <https://www.crns.ca/nursing-practice/nursing-practice-resources/rnp-resources/>

CRNS NP Practice Standards <https://www.crns.ca/nursing-practice/nursing-practice-resources/rnp-resources/>

CRNS Nurse Practitioner Practice Guidelines <https://www.crns.ca/nursing-practice/nursing-practice-resources/rnp-resources/>

***Students not residing in Saskatchewan are required to familiarize themselves with the NP entry-level competencies, practice standards and guidelines in the jurisdiction where they are practicing.**

ELECTRONIC RESOURCES

USask Library Research Guide – Nursing. Contains information and links to important (free) resources for practice and scholarship including evidence-based practice guidelines, videos, drug guides, online textbooks, as well as guides on how to conduct a literatures search, evaluate the quality of evidence, scholarly writing and more. Book mark this page to your computer, as it should be a well-used resource throughout your clinical rotations. <http://libguides.usask.ca/nursing>.

Bugs and Drugs: Antimicrobial reference book <http://www.bugsanddrugs.ca/>

ClinicalKey. Provides access to current medical and surgical content including journals, medical and surgical books, medical videos and images. Free for students to access through the University of Saskatchewan Library.

Dynamed. A clinical reference tool with clinically-organized summaries for nearly 3,000 topics, this is an evidence-based reference intended to answer clinical questions at the point of care for health care professionals. A DynaMed app can be downloaded to your mobile device. Free for students to access through the University of Saskatchewan Library.

Government of Canada. **Non-insured health benefits for First Nations and Inuit:** <https://sac-isc.gc.ca/eng/1572888328565/1572888420703>

Government of Saskatchewan. Extended benefits and drug plan. <https://www.saskatchewan.ca/residents/health/prescription-drug-plans-and-health-coverage/extended-benefits-and-drug-plan> **Students outside Saskatchewan should familiarize themselves with the drug benefits in their jurisdiction*

Lexicomp. A full-text collection of drug information databases. A Lexicomp app can be downloaded to your mobile device and authenticated from within the Lexicomp web interface. It free for students to access through the University of Saskatchewan Library.

e-CPS Canadian Pharmacy Association's (CPhA's) *Therapeutic Choices* and *e-CPS* (online version of Compendium of Pharmaceuticals and Specialties). Free for students to access through the University of Saskatchewan Library.

VisualDx. VisualDx is a web-based system that assists "in the identification of dermatologic, infectious, genetic, metabolic, nutritional and occupational diseases, benign and malignant growths, drug-induced conditions, and other injuries." Free for students to access through the University of Saskatchewan Library.

GRADING SCHEME

Component Title	Due Date	Grade
Clinical Logs	Logged daily	Complete/Incomplete
Reflective Practice Assignments	Reflective Practice 1: Due Week 1 Reflective Practice 2: Due Week 8 Reflective Practice 3: Due Week 10	Pass/Fail*
Verbal Consultation Assignment	Due Week 3	Pass/Fail
SOAP Note with Referral Letter	Due Week 4	Pass/Fail
Referral Letter 2	Due Week 7	Pass/Fail
Clinical Competency Evaluation <ul style="list-style-type: none"> • Clinical Evaluation Tool for NP Learners • Clinical Skills List 	Midterm: Week 5 Final: Week 10	Pass/Fail
Professionalism	Ongoing	Pass/Fail

* Passing grade equivalent to $\geq 70\%$

EVALUATION COMPONENTS

The following components are mandatory for meeting the clinical practicum requirements of this course:

CLINICAL TRACKING SYSTEM

Value: Complete/Incomplete

Dates: **Clinical Schedule** –due by the end of your third clinical shift

Clinical Hours - ≥ 240 hrs recorded in the clinical log system by [insert date]

Clinical Logs - entered within 72 hours of a clinical shift, preferably daily

Type: Clinical hours provide opportunity for student to apply and be evaluated on developing NP entry-level competencies, with a focus on those related to the [NP role as clinician](#) (1.0). To support attainment of clinical hour requirements and open communication with your NPCF, you will arrange your clinical schedule and evaluation dates with your NPCF at the beginning of term. Keeping logs of your daily clinical activities provides supporting evidence of how you are spending your clinical hours including types of patients seen, diagnosis, procedures, and prescriptions.

Description: Under the supervision of a preceptor, you will apply NP entry-level competencies to provide care to populations across the age spectrum, with acute, chronic and stable health conditions, demonstrating development towards entry-level nurse practitioner competencies (ELCs). You are required to complete a minimum of 250 clinical hours recorded in the clinical logging system (Typhon) by the end of the course.

Clinical Schedule. In keeping with professional standards and courtesy, prior to the start of clinical you are required to contact your preceptor(s) to arrange a clinical schedule. By the end of your third clinical

day, you will have entered this schedule into the clinical logging system as well as arranged dates for your midterm and final clinical evaluations with your NPCF and preceptor. You should also communicate to your typical workday hours (e.g. 830am – 5pm, with 30 minute lunch break) to your NPCF. Please book at least 2-extra clinical shifts to account for potential missed days (e.g., due to preceptor illness, poor weather, personal illness). Update your NPCF of any changes to your schedule in a timely manner, and ensure these same updates are made in the clinical scheduler.

Clinical Logs. You will keep logs of your daily clinical encounters and activities using the clinical logging system. Clinical logs are used by instructors to help assess clinical learning experiences such as the types and numbers of patients seen, student level of independence in providing care, time spent with patients, diagnosis seen, and prescriptions written. In keeping with standards of professional documentation and to ensure accuracy, clinical logs must be entered **within 72 hours (3 days)** of the clinical encounter, preferably daily. If you are unable to meet this deadline, you are required to contact your NPCF to discuss if accommodations can be made. Failure to enter clinical logs in a timely manner may result in inability to include late clinical log entries towards clinical hours.

Please refer to the Student Guide for Clinical Logs (posted on Canvas) for a detailed overview of logging your clinical hours.

REFLECTIVE PRACTICE

Value: Pass/Fail (Pass is $\geq 70\%$ on overall average of reflective practice assignments)

Due Dates: **As outlined below**

Type: Reflective practice is a core component of continuing professional development for registered nurses and nurse practitioners. Reflective practice activities in this course will support you to further develop NP ELCs and demonstrate attainment of course learning outcomes.

Length: Each reflective practice should be approximately 500 words

Description: You will complete 3 reflective practice activities as part of the course. Grading of reflective practice assignments is guided by the [CGPS literal descriptors](#) with a minimum 70% (pass) required for a "pass".

Reflective Practice 1: Learning Plan

Due: **Week 1**

At the beginning of the course, you will review and reflect on course learning outcomes, NP ELCs, practice standards and your personal learning needs to develop an individualized learning plan for the course. Your learning plan will not address every course learning outcome and/or ELC but should focus on two areas of particular learning need. **One learning goal must be related to interprofessional competency building. See required readings for week 1 for readings to support reflection and development of NP interprofessional competencies.**

As part of this reflective practice assignment, consider what you already know, what you would like to build on, and strategies for getting there. Include a specific learning plan with two SMART learning objectives, how these learning objectives link to course learning outcomes, NP ELCs, and interprofessional competencies (as applicable), how you will demonstrate achievement of the learning outcomes (evidence), and strategies and/or resources you will use to achieve the objective. An learning plan template and example are provided below.

Criteria	Example
<p>SMART* Learning Objective</p> <p>* Specific, Measurable, Achievable, Realistic and Time Limited</p>	<p><i>By the end of my clinical hours on Mar 15, I will provide evidence-informed diabetes management, including prescribing antihyperglycemic therapy, non-pharmacological interventions, and initiating appropriate monitoring/follow-up for a minimum of 10 adult patients with type 2 diabetes, following the Diabetes Canada guidelines, principles of rational prescribing, and patient-centred care.</i></p>
<p>Course Learning Outcome that is related to the SMART objective</p>	<p>Learning outcome 4. Apply evidence-based, patient-centered therapeutic care plans with increasing independence, incorporating pharmacotherapy, non-pharmacotherapy, procedures, counseling, patient education, monitoring/follow-up and ensuring considerations of available resources and stewardship.</p>
<p>Targeted NP ELC that is related to the SMART objective. ELC needs to be from the jurisdiction you are practising in.</p>	<p>1.6 – use clinical reasoning to create a shared management plan based on diagnosis and the client’s preference and goals</p> <p>1.7 – prescribe and counsel clients on pharmacological and non-pharmacological interventions, across the lifespan</p> <p>1.9 – Evaluate the effectiveness of the management plan to identify required modifications and/or terminations of treatment</p>
<p>Rational for selection of learning goal</p>	<p><i>Critical reflection on NP ELCs, review of my Typhon clinical logs and reflection on my clinical competency evaluation from NP Clinical Residency I identified a learning need related to increasing my knowledge and independence providing evidence-based patient centred therapeutic management for patients with type 2 diabetes. In my first clinical, the majority of the patients I saw were for episodic health visits, and I did not have as much opportunity for chronic disease management visits. This practicum, my preceptor has informed me chronic disease will be a key component of visits. I also recognize awareness of chronic disease is important to my future practice as an NP and attaining entry-level competencies.</i></p>
<p>Evidence to demonstrate achievement of learning objective. Evidence should be quantifiable (objective). Consider tools you already use in the course such as your Typhon logs, clinical evaluation forms, clinical skills list as well as other evidence to evaluate achievement of objectives.</p>	<ul style="list-style-type: none"> • <i>Typhon logs indicate minimum 10 adult patient with type 2 diabetes have been seen at the independent level of responsibility</i> • <i>Keep a clinical log of diabetes management performed, including pharmacological therapy, non-pharmacological theory, and monitoring initiated, date of visit, age of patient, A1C, level of independence/preceptor consultation</i> • <i>Final clinical evaluation includes a statement from preceptor indicating competence providing therapeutic management that follows Diabetes Canada guidelines, principles of rational prescribing and patient centred care.</i>
<p>Resources & Strategies</p>	<ul style="list-style-type: none"> • <i>Diabetes Canada Guidelines http://guidelines.diabetes.ca/</i> • <i>Royal College of Physicians Rational Prescribing: https://www.rcpjournals.org/content/clinmedicine/16/5/459</i> • <i>Complete Interdisciplinary hours with Dietician Diabetic Educator</i>

	<ul style="list-style-type: none"> • <i>Let preceptor and front desk staff know I would like to see patient's with diagnosis of T2DM and to book these in my schedule when possible to see</i>
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The above is provided as an example. Your learning plan must be original or risk not meeting academic requirements.

The learning plan will be used to help guide clinical learning and considered as part of your clinical competency evaluation. NPCFs will review and provide feedback you on their learning plan through Canvas assignments. Revisions and resubmissions may be requested at the NPCFs discretion.

Learning Outcome(s) Addressed: Targeted outcomes will depend on student personally identified learning needs

Reflective Practice 2: NP Navigator

Due: Week 8

Description: This reflective practice exercise provides opportunity to demonstrate and further evaluate developing skills as a NP navigator committed to providing patient-centred, culturally safe care. In your role as a student NP, you will have encountered situations requiring integration of various health services and community resources to provide comprehensive patient care. Learning to navigate these resources effectively, while providing evidence-based patient centred care that keeps the patient's preferences at the forefront, can be challenging, but is crucial to improving health outcomes and patient satisfaction.

Think of a patient case from your clinical that benefited, or in hindsight would have benefited, from community resources to support their healthcare needs. Think of community resources broadly as including both health care services, as well as other services and people impacting health and well-being (i.e. cultural navigators, Knowledge Keepers, employment support, financial aid, etc.). In your reflective practice, briefly describe the case and identify the patients physical, emotional, spiritual/cultural and socioeconomic needs. Reflect on how you addressed these needs (i.e. your management plan) with particular emphasis on how you guided the patient in accessing and utilizing community resources/individuals to support their health needs. What went well? What could be improved? How will continue to address your learning needs in this area?

Learning Outcomes Addressed: 5, 6 & 9

Reflective Practice 3: Evaluation of Learning

Due: Week 10

Description: At the end of the practicum experience, you will review and reflect on how you have met course learning outcomes, NP ELCs, and your personal learning plan (established in Reflective Practice 1). You will also consider your ongoing learning needs, and plans for addressing these in future clinical courses. You are encouraged to reflect on your clinical evaluation, [NP entry-level competencies](#), [Nurse Practitioner Practice Standards](#), and [clinical skills list](#) to identify future learning needs.

Learning Outcome(s) Addressed: All/Any

Please note: All reflective practice activities will be considered as part of evaluating clinical competencies. NPCFs will review and provide feedback to students on their reflective practice assignments through Canvas assignments. Revisions and resubmissions may be requested at the NPCFs

discretion. Grading of is guided by the [CGPS literal descriptors](#) with a minimum 70% (pass) required for a “pass” on each assignment.

VERBAL CONSULTATION ASSIGNMENT

Value: Pass/Fail (Pass is \geq 70%)

Due Dates: **Week 2**

Length: 5 minutes

Type: This assignment provides opportunity to apply knowledge learned in the Quality Referral and Consultation Modules related to verbal consultation with specialists, as well as demonstrate developing competencies in advanced health assessment, diagnosis and management.

Description: You will record and submit an example verbal consultation you would do with another healthcare provider, to seek their advice/guidance on a patient case seen in your clinical setting. The consultation should include key components of a quality consultation, as outlined in the Quality Referral and Consultation Modules.

Presentations will be graded by your NPCF using a set marking rubric based on the [College of Graduate and Postdoctoral Studies Literal Descriptors](#). Individual feedback will be provided to each student to promote ongoing development of consultation skills.

Students unsuccessful in passing this assignment on their first attempt, may be provided remediation and one additional attempt to pass the assignment. Remediation will include submission of a new assignment that responds to feedback and areas of competency deficiency. If the second attempt meets competency requirements, the student will receive a passing grade for this assignment; if it does not meet competency requirements (i.e. failure), a failure will be assigned as the grade for this assignment.

Learning Outcome(s) Addressed: 1-5

SOAP NOTE WITH REFERRAL LETTER ASSIGNMENT

Value: Pass/Fail (Pass is \geq 70%)

Due Dates: **Week 4**

Length: 4 pages (excluding reference list)

Type: This assignment provides opportunity for students to apply and be evaluated on knowledge related to quality referral letter writing as well as demonstrate developing competencies in advanced health assessment, diagnostic reasoning, evidence-informed management and documentation for moderately complex clients.

Description: You will write a focused SOAP note with associated referral letter for a **moderately complex case** that required referral to another provider to optimize assessment and/or management. Moderately complex is defined as a patient with a comorbidity (medical or social determinant) that confounds assessment, diagnosis and/or management or a suspected diagnosis/management outside the scope of novice NP practice. Some examples case that would be considered moderately complex include:

- A patient presenting with symptoms of a UTI, who also has diabetes
- A child presenting with symptoms of a cold, who is unimmunized related to parental vaccine hesitancy.
- A patient presenting with hypertension, who is unable to pay for recommended medication
- An adolescent presenting with suspected immune thrombocytopenic purpura (ITP)

You will write a SOAP note for the case that clearly demonstrates your developing diagnostic reasoning skills and ability to select evidence-informed, patient centred management (make sure you don't know the diagnosis from the onset of the encounter – such as a patient presenting for a medication renewal or uncomplicated chronic disease management – as the diagnostic reasoning process is more challenging to illustrate through a SOAP note).

Please note the SOAP note template provided is for a comprehensive health visit. For this assignment you are required to write a focused SOAP note, demonstrating your ability to select relevant assessments to rule in/out differentials and your diagnostic reasoning.

SOAP note assignment submissions should reflect documentation used within the clinical setting, with short-hand format and medically accepted abbreviations acceptable. However, you will need to provide relevant background information (i.e. demographics, past-medical history, risk factors), both medical and nursing diagnosis, listing the most likely diagnosis first, and provide rationale with supporting evidence for management decisions. Including nursing diagnosis will help you to consider the nursing perspective and how this intersects with "medical diagnosis" as an important part of providing holistic care. If you did not agree with selected treatment/management, include an explanation and support of why you did not agree and what you would do differently.

Referral letters should incorporate principles outlined in the Quality Referral and Consultation modules and required readings for this course. They should be written in standard letter format (not filling in a template).

This assignment will be graded by your NPCF using a set marking rubric based on the [College of Graduate and Postdoctoral Studies Literal Descriptors](#). Individual written feedback will be provided to each student to promote ongoing development of documentation skills.

Students unsuccessful in passing this assignment on their first attempt, may be provided remediation and one additional attempt to pass the assignment. Remediation will include submission of a new assignment that responds to feedback and areas of competency deficiency. If the second attempt meets competency requirements, the student will receive a passing grade for this assignment; if it does not meet competency requirements (i.e. failure), a failure will be assigned as the grade for this assignment.

Course Learning Outcome(s) being Evaluated: 1-4, and 7

REFERRAL LETTER 2 ASSIGNMENT

Value: Pass/Fail (Pass is $\geq 70\%$)

Due Dates: **Week 7**

Length: 2 pages

Type: This assignment provides opportunity for students to continue developing and demonstrating skills in writing a quality referral letter writing, incorporating feedback from the first referral letter assignment to refine skills. You will also demonstrate developing competencies in advanced health assessment, diagnostic reasoning, and evidence-informed management as part of this assignment.

Description: You will write a referral letter for a moderately complex case that required referral to another provider to optimize assessment and/or management. Moderately complex is defined as a patient with a comorbidity (medical or social determinant) that confounds assessment, diagnosis and/or management or a patient with a diagnosis/management outside the scope of novice primary care NP practice. Some examples case that would be considered moderately complex include:

- A patient presenting with persistent concussion symptoms impacting their ability to attend school and carry out daily activities
- A pregnant patient with vaginal bleeding
- A child presenting with symptoms of autism spectrum disorder

Referral letters should incorporate principles outlined in the Quality Referral and Consultation modules and required readings for this course. They should be written in standard letter format (not filling in a template).

This assignment will be graded by your NPCF using a set marking rubric based on the [College of Graduate and Postdoctoral Studies Literal Descriptors](#). Individual written feedback will be provided to each student to promote ongoing development of documentation skills.

Students unsuccessful in passing this assignment on their first attempt, may be provided remediation and one additional attempt to pass the assignment. Remediation will include submission of a new assignment that responds to feedback and areas of competency deficiency. If the second attempt meets competency requirements, the student will receive a passing grade for this assignment; if it does not meet competency requirements (i.e. failure), a failure will be assigned as the grade for this assignment.

Course Learning Outcome(s) being Evaluated: 1-4, and 7

CLINICAL COMPETENCY EVALUATION

Value: Pass/Fail

Dates: Midterm (~ 120 clinical hours) and Final (~240 clinical hours)

Type: Evaluation of clinical competency performance provides evidence of student progression towards meeting NP ELCs, practice standards and course learning outcomes.

Description: Evaluation of clinical competencies will be done formally using the NP Residency II - Clinical Evaluation tool for NP Learners (see appendix A), supplemented through student clinical assignments, clinical skills list, clinical logs, and communication between students, faculty and preceptors to provide robust evaluation of clinical expectations through multiple modes. Preceptors and students will complete a formal evaluation at midterm and final, and students should regularly review clinical progress with their preceptor, obtaining feedback on developing competencies and making plans for addressing ongoing learning needs throughout the term. At a minimum, each student will initiate a review of clinical progress with their preceptor as outlined below:

1. Beginning of Practicum	Establish clear understanding of clinical expectations
2. ~40-60 hours	Complete a self-evaluation of competency development, reviewing with preceptor to obtain feedback on competency development
3. Midterm (~120 hours)	Formal written evaluation in Typhon and joint phone call between preceptor, student & NPCF to review; NPCF summary of clinical learning and competency development
4. ~160-180 hours	Complete a self-evaluation of competency development, reviewing with preceptor to obtain feedback on competency development
5. Final (minimum 240 hours)	Formal written evaluation in Typhon and joint phone call with preceptor, student & NPCF to review; NPCF summary of clinical learning and competency development

A joint phone call or video conference between yourself (the learner), your preceptor and NPCF will be done at midterm and final to review the evaluation and progress towards meeting clinical expectations. You will set up the dates for the midterm and final clinical evaluation meeting with your NPCF and preceptor at the beginning of term when you submit your clinical schedule (**by the end of your 3rd clinical day**).

Prior to the midterm and final evaluation meeting with your preceptor and NPCF, the *Clinical Evaluation Tool for NP Learners – Preceptor and Self-Assessment* needs to be completed for your NPCF to review. It is important these are completed in advance so they can be discussed and clarified during the meeting. During evaluation meetings you will discuss your progress towards meeting clinical expectations, examples of clinical competency development, your learning plan, clinical skills list, identified strengths, areas for improvement, and plans for addressing learning needs to meet course clinical expectations.

If significant discordance is identified in preceptor and learner evaluation of competencies, and/or there is concern a learner will not meet clinical expectations, the NPCF will complete the NP Residency I Clinical Evaluation Tool for NP learners, considering evidence from preceptor and learner evaluations, communications with student and preceptor, clinical assignments, Typhon logs, and other evidence of clinical competency performance. A copy of the NPCF evaluation will be shared with the learner on Typhon, and a meeting set up to discuss competency development.

If you have more than one clinical site/preceptor, discuss with your NPCF the timing of your midterm and final evaluations.

At the end of the course, download a hard copy of your final preceptor and self-evaluations from Typhon to keep for your own personal records.

Learning Outcome(s) Addressed: 1-9

CLINICAL SKILLS LIST

Value: Complete/Incomplete

Due Date: Within 3 days of completing clinical hours; no later than [insert date]

Type: The clinical skills list includes common procedures and skills performed by NPs and is used to guide competency development of these skills within the clinical setting.

Description: You will use the same clinical skills list for all your clinical courses, adding new skills to it as you gain clinical competence. Please review the clinical skills list with your preceptor regularly (e.g., weekly) to address opportunity to develop these skills. **Your preceptor should sign off for a skill when they feel you are able to perform the skill independently.** You also need to have the Master Signature Sheet at the end of the Skills List signed by each preceptor. The skills list is intended to guide and supplement clinical learning; acting as an adjunct to the clinical evaluation form. Foundational skills (marked with an asterisk *) are considered ELCs and therefore need to be assessed as independent (signed off) by completion of NURS 878.

Within 3 days of completing clinical practicum hours, and no later than [insert date], a scanned copy of the clinical skills list (including the master signature sheet) need to be submitted to Canvas in the appropriate assignment area.

Learning Outcome(s) Addressed: 1-4, and 8

PROFESSIONALISM

Value: Pass/Fail

Due Dates: Ongoing

Type: Professionalism is a foundational element of NP competencies, practice standards, and expectations for USask NP students.

Description: As a Registered Nurse (RN) you are accountable to the [RN Practice Standards](#) (CRNS, 2019) and [CNA Code of Ethics](#) (2017). You are expected to consistently display professionalism in interactions with preceptors, clients, peers, instructors, clinical agencies, and the community. This includes respectful communication (written, face-to-face, telephone and/or web-based) as well as other behaviours (e.g., punctuality, appearance, confidentiality, conflict resolution, attitude, time management, accountability, professional boundaries, ethical decision making). **Unprofessional behavior may result in course failure.** Grievous unprofessional conduct may also result in a charge of [academic misconduct](#).

Examples of lapses in professionalism include, but are not limited to:

- Not contacting your preceptor in advance of the course start date to arrange a clinical schedule and discuss clinical expectations;
- Late submission of clinical assignments without prior discussion with your instructor;
- Not notifying the appropriate supervisor (e.g., preceptor, instructor) of an absence from clinical or seminar;
- Failure to adequately prepare for clinical (e.g., you are asked to research/read up on a topic and do not bring appropriate resources to clinical);

- Poor communication with course instructors and/or preceptor regarding clinical scheduling;
- Lack of reliability (e.g., frequent absenteeism or lateness, saying an assessment has been completed when it has not been completed);
- Breach of patient confidentiality;
- Receiving or responding to feedback inappropriately;
- Failing to promptly return communications from instructors or preceptors;
- Misrepresenting yourself (e.g., saying you have performed an assessment skill in the past when you have not)
- Engaging in inappropriate and/or offensive communication with colleagues or instructors

When a lapse in professionalism is noted by an instructor, a meeting will be called with the student and course instructor(s) to review the identified concern, providing opportunity for the student to respond to the concern and for instructors to provide feedback on professionalism expectations. The conversation and feedback on expectations moving forward will be documented, and a copy of documentation provided to the student by email. If after this discussion, the instructor evaluates the student would benefit from further learning support, a *Learning Support Plan* will be initiated in alignment with the [NP Program Progression and Remediation Policy](#). The *Learning Support Plan* will outline expectations and supports, as well as consequences of further professionalism concerns, which may include course failure. In cases of significant professionalism concerns in which there is potential for or actual harmful consequences for others, or there is a gross breach of a well-recognized standard of RN practice, NP Program Academic Lead will be consulted to discuss management, which may include immediate removal from the clinical setting and/or course failure.

Learning Outcome(s) Addressed: 8

SUBMITTING ASSIGNMENTS

Assignments will be submitted in electronic format in Canvas, unless otherwise specified. When naming electronic files for submission, please use the following naming: initial last name_assignment (i.e. JLuimes_ReflectivePractice1).

LATE ASSIGNMENTS

As per graduate program policy (<https://nursing.usask.ca/policies/graduate.php>):

1. Assignments will be graded according to the College of Graduate & Postdoctoral Studies Grading Scale and Literal Descriptors. Students must submit all required assignments before or on the specified dates. Late submission without the professor's prior consent (extension granted) will result in a deduction of 5% of the assignment grade per calendar day and a grade of 0% for all unexcused assignments submitted five business days after the assignment deadline.
2. Students are required to complete all course components to receive credit for a course.

3. Unless other arrangements have been made with the course facilitator, the last day for acceptance of assignments will be communicated in each course syllabus.

ATTENDANCE EXPECTATIONS

Regular, punctual attendance and active participation at scheduled seminars is expected. Seminar and/or lab activities may be designated as mandatory in the course syllabus and absenteeism from these activities may result in the inability to meet course requirements and therefore failure in the course. If you will be absent from a scheduled learning activity through no fault of your own (e.g., illness, bereavement), please contact your instructor as soon as possible to discuss if and how missed time will be addressed. Students are required to have appropriate technology, including a headset with microphone, webcam and reliable high speed internet to facilitate participation in online learning activities.

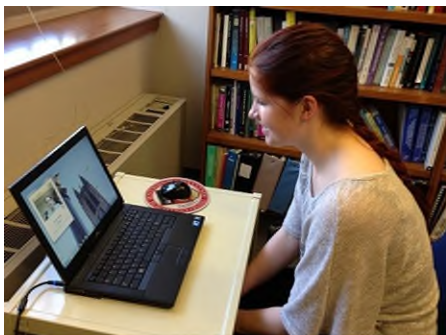
FINAL EXAMINATION SCHEDULING

The final exam in this course must be done on the date and time scheduled. If a student is unable to write an exam through no fault of their own (e.g., for medical reasons), they should notify their instructor as soon as possible. With proper documentation (e.g., doctors note) an opportunity to write the missed exam may be given in compliance with [University Policy on Supplemental and Deferred Examination](#). Please review all examination policies and procedures to familiarize yourself with expectations: <https://cgps.usask.ca/policy-and-procedure/Academics/examinations.php>

FITNESS TO PRACTICE STATEMENT

By arriving to the clinical or lab setting and proceeding to provide patient care, students are acknowledging that they can demonstrate fitness to practice ([CRNS RN Practice Standard 5: Self-Regulation, p. 8](#)). Fitness to practice are "all the qualities and capabilities of an individual relevant to their practice as a nurse, including but not limited to the freedom from any cognitive, physical, psychological or emotional condition and dependence from alcohol or drugs that impairs their ability to practice nursing" ([CNA, 2017b, p.22](#)). If students do not have the necessary physical, mental or emotional capacity to practice safely and competently, they must withdraw from the provision of care after consulting with their instructor or preceptor.

NP PROGRAM EXAM PROCEDURES



All tests/exams, unless otherwise specified in the syllabus, will be written individually, online, with remote proctoring using video conferencing (e.g., Zoom®). You are

required to have a reliable internet connection and a webcam that can be positioned to provide a side view (e.g., webcam on a tripod, separate device with a webcam). Throughout the exam your webcam should be positioned to capture your side profile, including your upper torso, head, desktop and computer screen. (See example picture).

Unless otherwise specified, use of mobile or other electronic devices, other than the exam program, is not permitted during exams. Please refer to [University of Saskatchewan Exam writing procedures](#). The online exam sessions will be recorded. Once the course is completed, the recorded sessions will be deleted.

EXAM GUIDELINES

Although students will write the exams from their home computer using remote invigilation, it is the University's expectation that students approach the exam as though they were writing an in-person invigilated exam. In addition to the [University of Saskatchewan Exam Regulations](#) students are expected to follow these guidelines:

1. Students are expected to start their exam at the scheduled start time. ***Please log in a minimum 15 minutes early to ensure you are on time and your technology is working.***
2. Students starting the exam later than 30-minutes after the start of the examination may be denied the opportunity to sit the exam.
3. At the end of the scheduled examination time, the exam software will automatically close the exam.
4. Students are expected to go to the washroom prior to the exam to minimize disruptions.
5. Students who need to get up and move out of the camera view for any reason (e.g., address an urgent issue, washroom break) must clearly indicate the reason to the invigilator prior to moving and return to the exam as quickly as possible.
6. Students are not permitted to have any books, notes, calculators or electronic devices other than those being used for the exam/invigilation near them during the exam. This includes cell phones, tablets, iPods, etc. The notes, calculator, text highlighting, and missing answer reminder functions will be enabled on Examsoft to facilitate any necessary note taking.
7. Communicating with any other individual (other than to speak to the screen for invigilation purposes) is not permitted during the exam.
8. Prior to or during an exam, the invigilator may ask a student to pan the room with their webcam, to confirm exam guidelines are being met (e.g., student is alone, there are no accessible textbooks or electronics).
9. Students should wear clothing acceptable in an in-person environment.
10. Students should avoid using inappropriate language.
11. Students may have water and a small snack for the exam, but these items must be in place before the exam begins. Students are not allowed to take breaks to get food or drinks.

12. Students should avoid whispering or talking to themselves during the exam. Any student found talking during an exam will have their microphone turned on by the invigilator.
13. Students need to ensure their webcam lens is clean prior to the exam and that the angle of the webcam allows proper viewing of the upper torso, head, desk and computer screen. Students also need to ensure lighting is appropriate to allow the invigilator to see their face.
14. Students should not change rooms while writing an exam, unless for urgent reasons. Students should explain the reason for changing rooms to the invigilator prior to moving.
15. Students should write the exam in a private space (e.g., home office or kitchen table).

COMPLETION OF WORK & LATE ASSIGNMENTS

As per graduate program policy (<https://nursing.usask.ca/policies/graduate.php>):

4. Assignments will be graded according to the **College of Graduate & Postdoctoral Studies Grading Scale and Literal Descriptors**. Students must submit all required assignments before or on the specified dates. Late submission without the professor's prior consent (extension granted) will result in a deduction of 5% of the assignment grade per calendar day and a grade of 0% for all unexcused assignments submitted five business days after the assignment deadline.
5. Students are required to complete all course components to receive credit for a course.
6. Unless other arrangements have been made with the course facilitator, the last day for acceptance of assignments will be communicated in each course syllabus.

COPYRIGHT

Course materials are provided to you based on your registration in a class, and anything created by your professors and instructors is their intellectual property, unless materials are designated as open education resources. This includes exams, PowerPoint/PDF slides and other course notes. Additionally, other copyright-protected materials created by textbook publishers and authors may be provided to you based on license terms and educational exceptions in the Canadian Copyright Act (see <http://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>).

Before you copy or distribute others' copyright-protected materials, please ensure that your use of the materials is covered under the University's Fair Dealing Copyright Guidelines available at <https://library.usask.ca/copyright/general-information/fair-dealing-guidelines.php>. For example, posting others' copyright-protected materials on the open web is not covered under the University's Fair Dealing Copyright Guidelines, and doing so requires permission from the copyright holder.

For more information about copyright, please visit <https://library.usask.ca/copyright/index.php> or contact the University's Copyright Coordinator at <mailto:copyright.coordinator@usask.ca> or 306-966-8817.

RECORDING OF THE COURSE

At the University of Saskatchewan, the classroom is considered a private setting. Recording of lectures without the written consent of the instructor is prohibited. Students registered with AES who have been assessed as benefiting from lecture recordings may record lectures after informing the instructor and confirming the need to maintain the integrity of the use of the recording for their own learning needs (the recording cannot be copied, distributed or shared with other students and all recordings will be destroyed after completion of the course in each academic term).

EXAMINATIONS WITH ACCESS AND EQUITY SERVICES (AES)

Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to register with Access and Equity Services (AES) if they have not already done so. Students who suspect they may have disabilities should contact AES for advice and referrals. In order to access AES programs and supports, students must follow AES policy and procedures. For more information, check www.students.usask.ca/aes, or contact ES at 306-966-7273 or aes@usask.ca.

Students registered with AES may request arrangements for mid-term and final examinations by contacting their course instructor directly. Requests are NOT made through Accommodate as all exams are written online.

STUDENT FEEDBACK

Students are encouraged to provide feedback on the instructor and course at the end of the term. Students will receive a PAWS email with links to an online course evaluation survey. Results of the survey will contribute to course changes and instructor feedback for course delivery.

WITHDRAWAL DEADLINE

USask withdrawal deadlines can be found on the University website:

<https://students.usask.ca/academics/deadlines.php>

INTEGRITY IN A REMOTE LEARNING CONTEXT

Although teaching and learning online is a different environment than a traditional classroom, the rules and principles governing academic integrity remain the same. If you have questions about what may or may not be permitted, ask your instructor. Students have found it especially important to clarify rules related to exams administered remotely and to follow these carefully and completely.

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

Scholarship, including development of scholarly writing skills, is an essential learning outcome of Masters level nursing education (CASN, 2022). In order to effectively develop and evaluate student writing skills, students are expected to create and submit their own original assignments. In addition to the definition and examples of Academic Misconduct outlined in the [University of Saskatchewan Academic Misconduct Regulations](#), students are not permitted to use of Artificial Intelligence (AI) text generators (such as ChatGPT) for assessments (e.g., written assignments, open book exams, other evaluations) .

All students should read and be familiar with the Student Academic Misconduct Regulations (<https://governance.usask.ca/student-conduct-appeals/academic-misconduct.php>) as well as the Standard of Student Conduct in Non-Academic Matters and Procedures for Resolution of Complaints and Appeals (<https://governance.usask.ca/student-conduct-appeals/non-academic-misconduct.php>)

For more information on what academic integrity means for students see: <https://academic-integrity.usask.ca/>

STUDENT SUPPORTS

ACADEMIC HELP FOR STUDENTS

The University Library offers a range of learning and academic support to assist USask undergrad and graduate students. For information on specific services, please see the Learning page on the Library web site <https://library.usask.ca/support/learning.php>.

Remote learning support information <https://students.usask.ca/study/remote-learning.php>

Remote learning tutorial https://libguides.usask.ca/remote_learning

Study skills materials for online learning <https://libguides.usask.ca/studyskills>

TEACHING, LEARNING AND STUDENT EXPERIENCE

Teaching, Learning and Student Experience (TLSE) provides developmental and support services to students and the university community. For more information, see <http://students.usask.ca>.

FINANCIAL SUPPORT

Any student who faces challenges securing their food or housing and believes this may affect their course performance is urged to contact Student Central (<https://students.usask.ca/student-central.php>).

ABORIGINAL STUDENTS' CENTRE

The Aboriginal Students' Centre (ASC) is dedicated to supporting Aboriginal student academic and personal success. The centre offers personal, social, cultural and some academic supports to Métis, First Nations, and Inuit students. The centre is also dedicated to intercultural education, bringing Aboriginal and non-Aboriginal students together to learn from, with and about one another in a respectful, inclusive and safe environment. Students are encouraged to visit the ASC's Facebook page (<https://www.facebook.com/aboriginalstudentscentre/>) to learn more.

RECOMMENDED TECHNOLOGY FOR REMOTE LEARNING

Students are reminded of the importance of having the appropriate technology for remote learning. The list of recommendations can be found at <https://nursing.usask.ca/technology/overview.php>

GUIDELINES FOR COMMUNICATION

Respectful written and verbal communication are an expectation for students and instructors. Please view the following USask guidelines on Netiquette:

<https://teaching.usask.ca/documents/gmctl/netiquette-usask-detailed-270720.pdf>

As Registered Nurses, you are accountable to your governing body professional standards and regulation. This includes the [CNA Code of Ethics](#), and other regulatory standards such as those on [Professional Boundaries](#) and [Social Media](#). You are encouraged to review these regulations as necessary.

SYLLABUS CHANGES

The instructor reserves the right to make changes to the syllabus reading material and seminar schedule to accommodate scheduling of guest lectures or clinical updates. If changes are made students will be contacted by email, using their USask email address, and a posting will be placed in the course Canvas site. It is the students' responsibility to routinely check their USask email and Canvas.

TECHNICAL SUPPORT

If you need assistance with technical support, contact IT services help desk or the College of Nursing IT services. itsupport@usask.ca or 306-966-2222

ACKNOWLEDGEMENTS

Contributions to this course were provided by faculty and instructors in the University of Saskatchewan NP program.

APPENDIX A: NP RESIDENCY II – CLINICAL EVALUATION TOOL FOR NP LEARNERS

The University of Saskatchewan Nurse Practitioner (NP) Program is a competency-based education program that supports learners to develop [NP Entry Level Competencies \(ELCs\)](#) (CRNS, 2023) and [Practice Standards](#) (CRNS, 2024). NP ELCs and Practice Standards related to direct clinical practice are ladderred across three clinical courses, with the expectation that students develop increasing independence and precision in clinical performance as they progress from practicum I to practicum III.

EVALUATION OF CLINICAL COMPETENCY

Learner Self-Assessment: Students are expected to take an active role in their learning by participating in regular self-reflection and assessment of competency development. This includes documenting

examples of progress towards ELCs and Practice Standards, reflection on strengths and areas for growth, and identification of learning strategies to address areas for growth.

Feedback (Formative Evaluation): Consistent feedback on strengths and areas for growth is a key component of competency development. Preceptors and learners should regularly discuss progress towards meeting competencies. Learners are expected to consistently seek formative feedback (i.e. every 40 hours or once per week). This formative evaluation (feedback) helps identify and address learning needs in a timely manner, supporting learners to successfully meet clinical expectations.

Summative Evaluation: Preceptors and learners will complete a summative evaluation at midterm (halfway point) and upon completion of clinical hours using the Clinical Evaluation Tool for NP Learners, discussing evaluation with each other and the assigned NP Clinical Facilitator.

Learning Support Plan: If a learner is at risk for not meeting learning outcomes at any point during the clinical, a learning support plan may be implemented to help support learning. Learning support plans will be individualized to learner needs and capacity of clinical placements to support these needs.

Competency Evaluation: Assessors will use the [Entrustability Scale](#) to evaluate the level of supervision required for a learner to safely perform professional NP competencies. With repeated clinical exposure, learners should develop increasing ability to perform competencies with less assistance so that by graduation they can perform all competencies autonomously, at the [Independent & Competent](#) level. Minimum performance expectations for this clinical are highlighted in the [Clinical Expectations](#) and in each competency assessment category. The [USASK NP STUDENT CLINICAL PLACEMENT MANUAL](#) includes supplemental information on clinical evaluation and example performance indicators for each practicum to support evaluation.

ENTRUSTABILITY SCALE

Independent & Competent	<ul style="list-style-type: none"> • “I did not need to provide direct supervision or direction for safe, competent patient care.” • Learner consistently and independently demonstrates competency at the level of a novice NP, including being self-directed in consulting and referring matters outside of their scope of practice
Moderate Guidance Needed	<ul style="list-style-type: none"> • “I needed to prompt.” • Learner requires prompting from time to time to complete competency • You are comfortable leaving learner alone in the room to assess patients - indirect supervision required

Considerable Guidance Needed	<ul style="list-style-type: none"> • “I needed to provide repeated direction.” • Learner requires regular assistance, supervision and/or direction to complete competency • Learner usually requires verbal and/or physical cues to complete competency
Constant Guidance* Needed	<ul style="list-style-type: none"> • “I needed to do.” • Learner lacks knowledge, skill, and/or judgement to perform competency without repeated guidance – direct supervision required • Learner is unprepared to provide competent, safe patient care and/or or does not demonstrate professional standards of practice

***Please contact the NP Instructor promptly if a learner repeatedly demonstrates need for constant guidance or unsafe practice**

OVERVIEW OF CLINICAL EXPECTATIONS

Practicum II (NURS 888) focuses on expanding foundational competencies established in practicum I to increase independence in advanced health assessment and diagnosis, and further develop competencies in holistic management, interprofessional care, consultation, referral and supporting transition of care. Clinical expectations by completion of practicum II include:

- **Assessment (Independent & Competent):** Ability to accurately complete and interpret findings of the majority of focused and comprehensive health assessments with minimal preceptor guidance. Ability to appropriately select and interpret diagnostic investigations with consideration of patient factors, preferences, resources and stewardship with minimal preceptor guidance.
- **Diagnosis (Moderate Guidance Needed to Independent & Competent):** Ability to determine appropriate differential, leading and must not-miss diagnosis, with minimal preceptor guidance.
- **Management & Counselling (Moderate Guidance Needed):** Increasing independence developing and implementing evidence-based, patient centered therapeutic care plans that consider pharmacotherapy, non-pharmacotherapy, procedures, counselling, monitoring/follow-up, available resources, and stewardship. Developing interprofessional competencies of an advanced practice nurse (i.e. consultation, collaboration, referral, communication, leadership, role clarification).
- **Transition of Care (Moderate Guidance Needed):** Developing competence supporting transition of care (i.e. admission, discharge, connection to community services) to support client continuity, safety and outcomes.

- **Documentation (Independent & Competent):** Accurate and complete documentation for a variety of client presentations.
- **Professional NP Role & Responsibilities (Independent & Competent):** Consistent accountability to professionalism expectations of an advanced practice role and application of NP Practice Standards. Satisfactory time management skills.

Preceptor:

Clinical Site:

Student:

NPCF:

Person Completing Evaluation:

Date:

of clinical hours at time of evaluation:

Type of Evaluation: Midterm or Final

ASSESSMENT COMPETENCIES.

- Establishes reason for client encounter to determine nature of services required, including urgency (1.1)
- Obtains informed consent according to legislation and regulatory requirements (1.2)
- Analyzes and synthesizes information from multiple sources (e.g., biopsychosocial profile, culture, medical history, medication history, investigations, research, client strengths) to identify client needs and inform assessment and diagnosis (1.3)
- Conducts assessment relevant to the client’s presentation to inform diagnostic decisions (1.4)
- Employs evidence-informed virtual care strategies (1.16)

Notes & observations related to ASSESSMENT competency development

[Link to Clinical Expectations and Example Indicators for Assessment](#)

Midterm:

Final:				
Evaluation – ASSESSMENT Competencies				
Minimum expectation by completion of practicum II: Independent & Competent				
	<u>Constant Guidance Needed</u>	<u>Considerable Guidance Needed</u>	<u>Moderate Guidance Needed</u>	<u>Independent & Competent</u>
Midterm				
Final				

DIAGNOSIS COMPETENCIES
<ul style="list-style-type: none"> • Integrates critical inquiry and diagnostic reasoning to formulate differential diagnosis and final (most likely) diagnosis through (1.5): <ul style="list-style-type: none"> ○ Correct interpretation of investigations ○ Generating and narrowing appropriate differentials ○ Creating shared understanding of assessment findings, diagnosis, anticipated outcomes and prognosis ○ Determining leading diagnosis based on clinical and diagnostic reasoning
<p style="text-align: center;">Notes & observations related to DIAGNOSIS competency development</p> <p style="text-align: center;"><u>Link to Clinical Expectations and Example Indicators for Diagnosis</u></p>
Midterm:

Final:

Evaluation – DIAGNOSIS Competencies

Minimum expectation by completion of practicum II: Moderate Guidance Needed

	<u>Constant Guidance Needed</u>	<u>Considerable Guidance Needed</u>	<u>Moderate Guidance Needed</u>	<u>Independent & Competent</u>
Midterm				
Final				

MANAGEMENT COMPETENCIES

- Uses clinical reasoning to create a shared management plan based on diagnoses and the client's preferences and goals (1.6)
- Prescribes and counsels clients on pharmacological and non-pharmacological interventions, across the lifespan (1.7).
- Performs invasive and non-invasive interventions as indicated by the management plan (1.8)
- Evaluates the effectiveness of the management plan to identify required modifications and/or terminations of treatment (1.9)

Notes & observations related to MANAGEMENT competency development

[Link to Clinical Expectations and Example Indicators for Management](#)

Midterm:

Final:

Evaluation – MANAGEMENT Competencies

Minimum expectation by completion of practicum II: Moderate Guidance Needed

	Constant Guidance Needed	Considerable Guidance Needed	Moderate Guidance Needed	Independent & Competent
Midterm				
Final				

COUNSELLING COMPETENCIES

- Co-creates a therapeutic counselling relationship that is conducive to optimal health outcomes (1.10)
- Provides counselling interventions as indicated by the management plan (1.11)
- Applies harm-reduction strategies and evidence-informed practice to support clients with substance use disorder while adhering to federal and provincial/territorial legislation and regulation (1.12)
- Develop and provide education to build capacity and enhance knowledge and skills (4.1)
- Evaluate the learning and delivery methods to improve outcomes (4.2)

Notes & observations related to COUNSELLING competency development

[Link to Clinical Expectations and Example Indicators for Counselling](#)

Midterm:

Final:

Evaluation – COUNSELLING Competencies

Minimum expectation by completion of practicum II: Moderate Guidance Needed

	Constant Guidance Needed	Considerable Guidance Needed	Moderate Guidance Needed	Independent & Competent
Midterm				
Final				

TRANSITION of CARE COMPETENCIES

- Leads admission, transition of care, and discharge planning that ensures continuity and safety of client care (1.13). This includes:
 - Collaborating with client to facilitate access to required resources, follow-up and support continuity of care (a)
 - Facilitating transfer of information to support continuity of care (b)
 - Facilitating access to community services and system resources (c)
 - Monitoring and modifying management plan based on client transition needs (d)

Notes and Observations to Support TRANSITION of CARE Competency

[Link to Clinical Expectations and Example Indicators for Transition of Care](#)

Midterm:

Final:

Evaluation – TRANSITION of CARE Competencies

Minimum expectation by completion of practicum II: Moderate Guidance Needed

	<u>Constant Guidance Needed</u>	<u>Considerable Guidance Needed</u>	<u>Moderate Guidance Needed</u>	<u>Independent & Competent</u>
Midterm				
Final				

DOCUMENTATION COMPETENCIES	
<ul style="list-style-type: none"> • Conducts record keeping activities according to legislation and jurisdictional regulatory requirements (1.14; 1.6f). This includes: <ul style="list-style-type: none"> ○ Appropriately documenting all client encounters and rationale for actions (a) ○ Collecting, disclosing, using and destroying health information according to privacy and confidentiality legislation, regulations and standards (b) ○ Applying relevant security measures to records and documentation (c) 	
<p>Notes and observations related to DOCUMENTATION competency development</p> <p><u>Link to Clinical Expectations and Example Indicators for Documentation</u></p>	
<p>Midterm:</p>	
<p>Final:</p>	
Evaluation – DOCUMENTATION Competencies	
<p>Minimum expectation by completion of practicum II: Independent & Competent</p>	

	<u>Constant Guidance Needed</u>	<u>Considerable Guidance Needed</u>	<u>Moderate Guidance Needed</u>	<u>Independent & Competent</u>
Midterm				
Final				

PROFESSIONAL NP ROLE & RESPONSIBILITIES
<ul style="list-style-type: none"> • Articulates awareness of and ability to consistently apply NP Practice Standards (i.e. ethical practice, accountability, professional responsibility, self-directed learning,, service to the public, self-regulation, legislation) • Contributes to a culture of improvement, safety, and excellence (ELC 2.2) • Contributes to a practice environment that is diverse, equitable, and inclusive, providing culturally safe, anti-racist care (ELC 3.2 & 3.3) • Demonstrates time-management skills essential to an advanced nursing role
<p>Observations related to PROFESSIONAL NP ROLE & RESPONSIBILITIES competency development</p> <p style="text-align: center;"><u>Link to Clinical Expectations and Example Indicators for NP Role & Responsibility</u></p>
<p>Midterm:</p>
<p>Final:</p>

Evaluation – PROFESSIONAL NP ROLE & RESPONSIBILITIES Competencies				
Minimum expectation by completion of practicum II: Independent & Competent				
	<u>Constant Guidance Needed</u>	<u>Considerable Guidance Needed</u>	<u>Moderate Guidance Needed</u>	<u>Independent & Competent</u>
Midterm				
Final				

Additional Section for PRECEPTOR to Complete

Please Check to Indicate you have reviewed the following:

MIDTERM	FINAL
<input type="checkbox"/> Learning Plan <input type="checkbox"/> Clinical Skills List <input type="checkbox"/> Learner’s self-assessment	<input type="checkbox"/> Learning Plan Evaluation <input type="checkbox"/> Clinical Skills List <input type="checkbox"/> Learner’s self-assessment

Additional comments from preceptor related to learner strengths and learning needs:

Additional Section for LEARNER to Complete:

LEARNING PLAN - Self-Assessment of progress (MIDTERM):

LEARNING PLAN EVALUATION - Self-Evaluation of learning plan outcomes (FINAL):

CLINICAL SKILLS LIST – Progress and Plans to address gaps (MIDTERM & FINAL):

LEARNER REFLECTION on APPLICATION OF COMPETENCIES to different populations, acuity levels, health conditions (i.e. ICD-10 codes), complexity, and/or settings. Consider your Typhon log summaries to identify strengths and opportunities (MIDTERM & FINAL):

Learner identified strengths, learning needs, and plans to address needs (MIDTERM & FINAL):

Additional Section for NPCF to Complete – The NPCF will only complete a Clinical Evaluation if significant discordance is noted between preceptor and learner evaluation and/or there is concern regarding the learner not meeting clinical expectations. The NPCF will consider multiple sources of data in completing the evaluation including preceptor and student evaluations, communication with the learner and preceptor, clinical assignments, and other evidence of competency development.

Reason for NPCF Clinical Evaluation being completed (Select all that Apply):

- Discrepancy between student and preceptor evaluation**
- Concern of learner not meeting clinical expectations**
- Other (please specify):**

Please explain reason for NPCF completing evaluation further here:

Learner strengths identified by NPCF:

Learning needs identified by NPCF:

Based on available evidence, what is the overall level of supervision this learner requires?

	<u>Constant Guidance Needed</u>	<u>Considerable Guidance Needed</u>	<u>Moderate Guidance Needed</u>	<u>Independent & Competent</u>
Midterm				
Final				

NPCF Recommendations:

Preceptor Signature & Date:

Learner Signature & Date:

NPCF Signature & Date:

CLINICAL EXPECTATIONS & EXAMPLE INDICATORS

ASSESSMENT COMPETENCIES

ELCs 1.1-1.5, 1.16

Clinical Expectations	<ul style="list-style-type: none"> • Ability to accurately complete and interpret findings of the majority of focused and comprehensive health assessments with minimal preceptor guidance. • Ability to appropriately select and interpret diagnostic investigations with consideration of patient factors, preferences, resources and stewardship with minimal preceptor guidance.
Example Indicators	Learner is able to:

	<ul style="list-style-type: none"> • Determine the reason for visit and prioritize concerns as routine, urgent, or emergent • Support patients to make informed decisions, obtaining informed consent • Collect a focused or comprehensive health history appropriate to the presenting concern(s) • Synthesize and interpret findings from history to guide selection of appropriate physical exam and differential diagnosis • Perform and correctly interpret findings of physical exam • Conduct assessment demonstrating principles of cultural safety, equity, diversity and inclusion • Select, apply and interpret relevant assessment tools (i.e. screening questionnaires, growth charts), evidence-based guidelines and literature to inform assessment • Order and interpret evidence-based screening and diagnostic investigations, applying principles of resource stewardship • Implement evidence-based virtual care, applying relevant regulatory and legal considerations and adapting assessment appropriately for the virtual environment
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DIAGNOSIS COMPETENCIES

ELC 1.5

Clinical Expectations	<ul style="list-style-type: none"> • Ability to determine appropriate differential, leading and must not-miss diagnosis, with minimal preceptor guidance.
Example Indicators	<p>Learner is able to:</p> <ul style="list-style-type: none"> • Accurately interpret assessment findings and diagnostic investigations to determine differential diagnosis, including must-not-miss diagnosis, for clients presenting with low and moderate complexity concerns (i.e.

	<p>episodic illness in a patient with relevant comorbidity; patient presenting with 2 health concerns; chronic disease management)</p> <ul style="list-style-type: none"> • Correctly identify leading (most likely) diagnosis for clients presenting with low and moderate complexity concerns • Apply principles of health literacy and therapeutic communication to discuss assessment findings and diagnosis with client, promoting a shared understanding
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MANAGEMENT COMPETENCIES

ELCs 1.2, 1.6, 1.7, 1.9, 2.3, 4.1-4.2, & NP Practice Standards

Clinical Expectations	<ul style="list-style-type: none"> • Increasing independence developing and implementing evidence-based, patient centered therapeutic care plans that consider pharmacotherapy, non-pharmacotherapy, procedures, counselling, monitoring/follow-up, available resources, and stewardship. • Developing interprofessional competencies of an advanced practice nurse (i.e. consultation, collaboration, referral, team functioning, communication, leadership, role clarification)
Clinical Expectations	<p>Learner is able to:</p> <ul style="list-style-type: none"> • Apply, adapt and evaluate evidence-based health promotion, screening and education to individual patient needs • Independently create shared management plans with patients who present with low and moderate complexity health concerns • Demonstrate increasing competence in consultation, collaboration, and referral • Independently select evidence-based, patient centred diagnostic investigations for low and moderately complex patient presentations • Independently select evidence-informed therapeutic interventions (pharmacological and non-pharmacological) with consideration of patient factors, preferences, resources, and stewardship • Demonstrate increasing independence selecting and performing invasive and non-invasive procedures appropriate to the patient presentation and scope of practice

	<ul style="list-style-type: none"> • Write prescriptions that comply with evidence-based practice and regulatory standards • Independently counsel patient on evidence-based pharmacological and non-pharmacological management options • Evaluate the effectiveness of management, adjusting or terminating interventions as required
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COUNSELLING COMPETENCIES

ELCs 1.10-1.12, 3.2, 3.3, 4.1, 4.2

Clinical Expectations	<ul style="list-style-type: none"> • Increasing independence in therapeutic counselling (i.e. motivational interviewing, trauma and violence informed care, creating safe spaces, applying principles of harm reduction)
Example Indicators	<p>Learner is able to:</p> <ul style="list-style-type: none"> • Apply advanced communication strategies and cultural safety to establish therapeutic counselling relationship • Deliver motivational interviewing, trauma and violence informed care and other counselling approaches appropriate to patient presentation • Recognize and refer patient's requiring advanced counselling (i.e. psychotherapy) to another appropriate provider after discussion with the patient about their goals and wishes • Implement harm-reduction strategies to support clients with substance use disorder • Provide appropriate patient education, considering evidence-informed practice, health literacy, culture, and other factors that influence learning • Evaluate and adapt patient education to improve outcomes (i.e. applies teach-back techniques, asks patient's to explain their understanding, supports patient to demonstrate technique)

TRANSITION OF CARE COMPETENCIES

ELCs 1.13-1.14

Clinical Expectations	<ul style="list-style-type: none"> • Developing competence in supporting transition of care, including admission and discharge planning to support client continuity and safety
Example Indicators	<p>Learner is able to:</p>

	<ul style="list-style-type: none"> • Identify when a patient would benefit from transition of care and with support helps initiate this transfer (i.e. transfer to ER, transfer to specialist care, transfer to allied health care provider) • Write comprehensive and appropriate referral letters • Demonstrate developing competence verbally consulting with other healthcare providers to present client assessment and request their advice (i.e. calling on-call specialist for advice) • Assess client access to resources to support care transition (i.e. transportation, financial means, cultural fit, knowledge, etc.), and with support helps patient navigate access
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DOCUMENTATION COMPETENCIES

ELCs 1.13-1.16

Clinical Expectations	<ul style="list-style-type: none"> • Accurate and complete documentation for a variety of client presentations, including developing competence in written referrals.
Example Indicators	<p>Learner is able to:</p> <ul style="list-style-type: none"> • Demonstrate independence documenting low and moderate complexity patient encounters (i.e. SOAP notes). May require some assistance with very complex or new types of visits.

PROFESSIONAL NP ROLE & RESPONSIBILITIES COMPETENCIES

ELCs 1.15, 2.1, 2.2, 3.1-3.5 & NP Practice Standards

Clinical Expectations	<ul style="list-style-type: none"> • Consistent accountability to professionalism expectations of an advanced practice role. • Consistent application of NP Practice Standards. • Satisfactory time management skills.
Example Indicators	<p>Learner is able to demonstrate:</p> <ul style="list-style-type: none"> • Professional conduct and accountability (i.e. regular punctual attendance, clear professional communication, timely patient follow-up, reliability, etc.)

- Ability to clearly articulate and consistently apply NP Practice Standards, Entry-Level Competencies, Scope of Practice and the Canadian Nurses Association Code of Ethics
- Awareness and ability to practice in accordance with regulatory body guidelines, federal and provincial legislation, and agency policy
- Growth mindset, engaging in self-directed learning and reflective practice to address competency development
- Ability to effectively elicit, incorporate and receive feedback
- Provision of culturally safe, anti-racist care, contributing to practice environments that are equitable and inclusive
- Ability to clearly articulate the NP role to clients and other members of the health care team
- Provision of safe, ethical, competent care that is in the clients best interest
- Beginning leadership that contributes to high quality health (i.e. situational awareness, conflict resolution, collaboration, building partnerships, communication skills, etc.)
- Ability to prioritizes client concerns appropriately often; may require more time to complete and document client care
- Proactively seeking out learning opportunities to address learning needs with minimal assistance required to identify learning needs or strategies to address these needs
- Ability to organizes and plans workload in an efficient and effective manner often



UNIVERSITY OF
SASKATCHEWAN

**New Course
Proposal & Creation Form**

1. Approval by Department Head or Dean

- 1.1 College or School with academic authority: **College of GRADUATE AND POSTDOCTORAL STUDIES NURSING**
- 1.2 Department with academic authority: **NURSING**
- 1.3 Term from which the course is effective: **September 2026**

2. Information required for the Catalogue

- 2.1 Label & Number of course: **NURS 842**
- 2.2 Academic credit units: **3**
- 2.3 Course Long Title (maximum 100 characters): **Nurse Practitioner Clinical Residency III.**
Course Short Title (maximum 30 characters): **NP Clinical III.**
- 2.4 Total Hours: Lecture Seminar Lab Tutorial Other: 300 clinical hours in 12 weeks
- 2.5 Weekly Hours: Lecture Seminar Lab Tutorial Other
- 2.6 Term in which it will be offered: T1 T2 T1 or T2 T1 and T2
- 2.7 Prerequisite: **NURS 841: Nurse Practitioner Residency II; NURS 838: NP Roles II**

If there is a prerequisite waiver, who is responsible for signing it? **NOT APPLICABLE.**

D – Instructor/Dept Approval

H – Department Approval

I – Instructor Approval

2.8 Catalogue description (150 words or less): **This course focuses on refining and consolidating clinical competencies to the level of an entry-level NP. Students will develop independence and increased confidence applying nurse practitioner competencies and Practice Standards to a variety of patient populations across the age spectrum with acute, chronic, and comorbid health concerns.**

2.9 Do you allow this course to be repeated for credit? **NO**

- 3. **Please list rationale for introducing this course: This course has been developed to ensure graduates of the Master of Nursing-Nurse Practitioner program meet the new entry level competencies developed by the regulatory body (College of Registered Nurses of Saskatchewan).**
- 4. **Please list the learning objectives for this course:**

Learning outcomes and evaluation in the University of Saskatchewan NP program is based on the [Nurse Practitioner Entry-Level Competencies \(ELCs\)](#) as set out by the Canadian Council of Registered Nurse Regulators (CCRNRR) and the College of Registered Nurses of Saskatchewan (CRNS) as well as the [CRNS Nurse Practitioner Practice Standards](#). ELCs reflect the knowledge, skill and judgement required of a novice NP to provide safe, competent, ethical and compassionate care. Practice standards compliment ELCs as broad statements of the minimal requirements for safe and effective NP practice.

Specific learning outcomes for this course include:

1. Independently complete and interpret findings from focused and comprehensive health assessments for a variety of patient presentations and concerns seeking appropriate consultation if situation is beyond the scope of entry level practice. (NP ELCs 1.1, 1.3, 1.4, 1.16)
 2. Independently select and accurately interpret diagnostic investigations for a range of client presentations and acuity levels. (NP ELCs 1.4f, 1.5)
 3. Independently determine appropriate differential, leading and must-not-miss diagnosis for patients presenting with a variety of health concerns. (NP ELCs 1.5)
 4. Independently develop and implement comprehensive evidence-based, patient centered therapeutic care plans for a variety of patient presentations, complexities, acuity levels and populations. (NP ELCs 1.6-1.12, 4.1)
 5. Consistently apply interprofessional competencies essential to the nurse practitioner role, including consultation, collaboration, referral, effective communication, leadership, and role clarification. (NP ELCs 1.9f, 1.13b, 2.1)
 6. Independently facilitate safe and effective transitions of care, including patient admissions, discharges, and connections with community services. (NP ELC 1.13)
 7. Demonstrate accurate and comprehensive record keeping activities for a range of client presentations and acuity levels, including mastery in writing referrals, conducting consultations, and managing transitions of care such as admissions, discharge planning, and care coordination, that comply with legal, regulatory, and best practice standards. (NP ELCs 1.14)
 8. Demonstrate consistent and independent accountability to professionalism expectations of the nurse practitioner role, independent application of NP Practice Standards and proficient time-management skills at the level of a novice NP. (NP ELC 1.15, NP Practice Standard 1)
 9. Collaborate with and lead interdisciplinary teams to address the complex needs of diverse patient populations and promote health equity. (NP ELCs 1.9f, 1.13b, 2.1)
5. **Impact of this course**
 Are the programs of other departments or Colleges affected by this course? **NO**.
 If so, were these departments consulted? (Include correspondence)
 Were any other departments asked to review or comment on the proposal?
6. **Other courses or program affected** (please list course titles as well as numbers)

- 6.1 Courses to be deleted? **NURS 878: Practicum III Advanced Nursing Practice with Vulnerable Populations.**
- 6.2 Courses for which this course will be a prerequisite? **NONE**
- 6.3 Is this course to be required by your majors, or by majors in another program? **This course is required for students in the Master of Nursing-Nurse Practitioner program only.**

7. **Course outline**

(Weekly outline of lectures or include a draft of the course information sheet.)

Dates & Topics	Learning Activities, Assignments & Evaluation
<p>Week 1</p> <p>Orientation</p>	<p>Required Readings/Media:</p> <p>NP Program Preceptor Manual</p> <p>Clinical Site Orientation Checklist</p> <p>Guide to Typhon's NP Student Tracking System for USask SNPs</p> <p>Brown, M. (2018). Linking theory and practice through mindfulness: Reflections of a nurse practitioner student. <i>International Journal of Nursing Student Scholarship (IJNSS)</i>, 5(25). https://cdm.ucalgary.ca/index.php/ijnss/article/view/56842</p> <ul style="list-style-type: none"> • Horner, D. K. (2017). Mentoring: Positively influencing job satisfaction and retention of new hire nurse practitioners. <i>Plastic Surgical Nursing</i>, 37 (1), 7-22. doi: 10.1097/PSN.0000000000000169. https://primo-pmtna02.hosted.exlibrisgroup.com/permalink/f/fbi72i/TN_cdi_proquest_miscellaneous_1872887382. • Pleshkan, V. & Hussey, L. (2020). Nurse practitioners' experiences with role transition: Supporting the learning curve through preceptorship. <i>Nurse Education in Practice</i>, 42, https://doi.org/10.1016/j.nepr.2019.102655. • Saskatchewan Association for Nurse Practitioners (SANP). Mentorship. https://sasknp.org/Mentorship <p>Self-directed research for clinical cases*</p> <p>Assignments:</p> <p>Reflective Practice 1</p> <p>Clinical Schedule, Hours & Logs</p>
<p>Week 2</p> <p>Transition of Care</p>	<p>Required Readings/Media:</p> <ul style="list-style-type: none"> • Boersma, K. (2021). Three steps to a safer hospital discharge: an infographic for optimal patient outcomes. <i>Canadian Nurse</i>. https://community.cna-aiic.ca/dev-cn-en/blogs/cn-

	<p>content/2021/07/26/three-steps-to-a-safer-hospital-discharge-an-infog.</p> <ul style="list-style-type: none"> • Saskatchewan Health Quality Council (2024). High-quality care transitions: A guide to improving continuity of care. https://www.saskhealthquality.ca/reports-tools-publications/high-quality-care-transitions-a-guide-to-improving-continuity-of-care/. • Agency for Healthcare Research and Quality [AHRQ]. Care coordination. https://www.ahrq.gov/ncepcr/care/coordination.html. • Canadian Medical Protective Association. (2021). Transitions in care. Handing over patient information to deliver safe care. https://www.cmpa-acpm.ca/en/education-events/good-practices/physician-team/transitions-in-care. • Samuels, C., Harris, T., Gonzales, T., & Mosquera, R. (2017). The case for the use of nurse practitioners in the care of children with medical complexity. <i>Children</i>, 4(4), https://doi.org/10.3390/children4040024 • Mora, K., Dorreijo, X., Carreon, K., & Butt, S. (2017). Nurse practitioner-led transitional care interventions: An integrative review. <i>Journal of the American Association of Nurse Practitioners</i>, 29(12), 773-390. https://doi.org/10.1002/2327-6924.12509 <p>Assignments</p> <p>Clinical Hours and Logs</p> <p>Seek feedback on developing clinical competencies</p> <p>Work on Transition of Care Assignment</p>
<p>Week 3</p> <p>No New Content</p>	<p>Required Readings/Media:</p> <ul style="list-style-type: none"> • Self-directed research for clinical cases <p>Assignments</p> <p>Clinical Hours and Logs</p> <p>Seek feedback on developing clinical competencies</p>
<p>Week 4</p> <p>Leading Interdisciplinary Clinical Teams</p>	<p>Required Readings/Media:</p> <ul style="list-style-type: none"> • Insert readings on leading teams • Self-directed research for clinical cases <p>Assignments:</p>

	<p>Reflective Practice: Leading Interdisciplinary Clinical Teams</p> <p>Clinical Hours and Logs</p> <p>Seek feedback on developing clinical competencies</p>
<p>Week 5</p> <p>Midterm Clinical Evaluation</p> <p>Evolving Case 1</p>	<p>Required Readings/Media:</p> <ul style="list-style-type: none"> Self-directed research for clinical cases <p>Assignments:</p> <p>Clinical Hours and Logs</p> <p>Midterm Clinical Competency Evaluation - Preceptor and Self-Evaluation (to be completed online)</p> <p>Evolving Case Posting 1</p>
<p>Week 6</p> <p>Evolving Case 2</p>	<p>Required Readings/Media:</p> <p>Self-directed research for clinical cases</p> <p>Assignments:</p> <p>Clinical Hours and Logs</p> <p>Seek feedback on developing clinical competencies</p> <p>Evolving Case Posting 2</p>
<p>Week 7</p> <p>Evolving Case 3</p>	<p>Required Readings/Media:</p> <p>Self-directed research for clinical cases</p> <p>Assignments:</p> <p>Clinical Hours and Logs</p> <p>Seek feedback on developing clinical competencies</p> <p>Evolving Case Posting 3</p>
<p>Week 8</p> <p>Transition of Care Assignment</p>	<p>Required Readings/Media:</p> <p>Self-directed research for clinical cases</p> <p>Assignments:</p> <p>Transition of Care Assignment</p> <p>Clinical Hours and Logs</p> <p>Seek feedback on developing clinical competencies</p>
<p>Week 9</p> <p>No new content</p>	<p>Required Readings/Media:</p> <ul style="list-style-type: none"> Self-directed research for clinical cases <p>Assignments</p> <p>Clinical Hours and Logs</p> <p>Seek feedback on developing clinical competencies</p>

Week 10 Wrap-Up & Evaluation	Required Readings/Media: <ul style="list-style-type: none"> Self-directed research for clinical cases Assignments <ul style="list-style-type: none"> Reflective Practice: Learning Plan Evaluation and plans for ongoing professional development Clinical Hours and Logs Final Clinical Competency Evaluation - Preceptor and Self-Evaluation (to be completed online) Submit Clinical Skills List
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8. Enrolment

8.1 What is the maximum enrolment number for this course? **35**
 And from which colleges? **NURSING**

8.2 For room bookings, please indicate the maximum estimated room size required for this course:

NOT APPLICABLE – DISTANCE LEARNING

- 10-50
 50-90
 90-130
 130+

9. Student evaluation

Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

9.1 How should this course be graded? **PASS/FAIL**

C – Completed Requirements

(Grade options for instructor: Completed Requirements, Fail, IP In Progress)

N – Numeric/Percentage

(Grade options for instructor: grade of 0% to 100%, IP in Progress)

P – Pass/Fail

(Grade options for instructor: Pass, Fail, In Progress)

Component Title	Due Date	Grade
Clinical Logs	Logged daily	Complete/Incomplete
Reflective Practice Assignments	Reflective Practice 1: Due Week 1 Reflective Practice 2: Due Week 4 Reflective Practice 3: Due Week 10	Pass/Fail*
Case Study Assignment	Due Week 3	Pass/Fail
Evolving Case Discussion Board	Posting 1: Due Week 5	

	Posting 2: Due Week 6 Posting 3: Due Week 7	
Transition of Care Assignment	Due Week 8	Pass/Fail
Clinical Competency Evaluation <ul style="list-style-type: none"> Clinical Evaluation Tool for NP Learners Clinical Skills List 	Midterm: Week 5 Final: Week 10	Pass/Fail
Professionalism	Ongoing	Pass/Fail

S – Special

(Grade options for instructor: NA – Grade Not Applicable) If other, please specify:

9.2 Is the course exempt from the final examination? **YES**

10. **Required text**

Include a bibliography for the course.

Required readings and media for this course are outlined **in the course schedule**. Readings come from program textbooks, peer-reviewed evidence-based articles, and other electronic medical sources. Assigned readings and resources were carefully selected to address course learning outcomes. Relevant national and provincial documents as well as journal articles complement and supplement course textbooks, providing Canadian and regional context on theoretical, regulatory, political and practice considerations for nurse practitioners. Given the evolving landscape of policy, regulation and evidence-based practice, additions to the course reading list may occur during the term to introduce new and relevant literature. Any changes to the reading list will be communicated to students through a Canvas announcement.

TEXTBOOKS

There are no new textbooks for this course. It is expected that students will consult resources (i.e. textbooks, clinical practice guidelines, other evidence-based sources) from previous theory courses to support application of this knowledge in the clinical setting. Core NP textbooks and resources most relevant to this clinical course include:

Bickley, L.S., Szilagyi, P.G., Hoffman, R.M., & Rainier, S. (Eds.) (2021). **Bates' Guide to Physical Examination and History Taking** (13th ed). Wolters Kluwer.

Bates' Visual Guide to Physical Examination. Wolters Kluwer. *FREE access through USask library

Burbridge, B. (2017). **Undergraduate Diagnostic Imaging Fundamentals.** University of Saskatchewan Distance Education Unit. *FREE ebook available at:

<https://openpress.usask.ca/undergradimaging/>

Colyar, M.R. (2020). **Advanced Practice Nursing Procedures (2nd ed).** F.A. Davis.

- Dunphy, L., Winland-Brown, J.E., Porter, B.O. & Thomas, D.J. (2022). **Primary Care: Art and Science of Advanced Practice Nursing (6th edition)**. F.A. Davis
- Garcia, T.B. (2014). **12-Lead ECG. The Art of Interpretation (2nd ed)**. Jones & Bartlett Learning. **If you own an ECG interpretation text from past experiences courses, this may suffice.*
- Henderson, M.C., Tierney, L.M., Smetana, G.W. (Eds). (2012). **The Patient History: An Evidence-based Approach to Differential Diagnosis**. McGraw Hill. **eBook available for FREE through USask library AccessMedicine database*
- Jensen, B., Regier, L.D., Kosar, L. (Eds). (2021). **RxFiles: Drug Comparison Charts (13th edition)**. Saskatoon City Hospital. **Available online for FREE through USask library*
- Nicoll, D., Lu, C.M., & McPheel, S.J. (2017). **Guide to Diagnostic Tests, 7th ed**. McGraw Hill Education. **eBook available for FREE through USask library AccessMedicine database*
- Power-Kean, K., Zettel, S., El-Hussein, M.T., Huether, S.E., & McCance, K.L. (2023). **Huether and McCance's Understanding Pathophysiology, Second Canadian Edition**. Elsevier.
- Rosenthal, L. & Burchum, J. (2021). **Lehne's Pharmacotherapeutics for Advanced Practice Nurses and Physician Assistants, 2nd Edition**. Elsevier.
- Stern, S.D.C., Cifu, A.S., & Altkorn, D. (2020). **Symptom to Diagnosis. An Evidence-Based Guide (S2D) (4th ed)**. McGraw-Hill Education. **eBook available for FREE through USask library AccessMedicine database*

PROVINCIAL DOCUMENTS

- College of Registered Nurses of Saskatchewan (CRNS) Bylaws.** <https://www.crns.ca/about-us/how-we-govern/act-bylaws/>
- CRNS NP Entry-level Competencies (ELC)s** <https://www.crns.ca/nursing-practice/nursing-practice-resources/rnnp-resources/>
- CRNS NP Practice Standards** <https://www.crns.ca/nursing-practice/nursing-practice-resources/rnnp-resources/>
- CRNS Nurse Practitioner Practice Guidelines** <https://www.crns.ca/nursing-practice/nursing-practice-resources/rnnp-resources/>
- *Students not residing in Saskatchewan are required to familiarize themselves with the NP entry-level competencies, practice standards and guidelines in the jurisdiction where they are practicing.**

ELECTRONIC RESOURCES

USask Library Research Guide – Nursing. Contains information and links to important (free) resources for practice and scholarship including evidence-based practice guidelines, videos, drug guides, online textbooks, as well as guides on how to conduct a literatures search, evaluate the quality of evidence, scholarly writing and more. Book mark this page to your computer, as it should be a well-used resource throughout your clinical rotations. <http://libguides.usask.ca/nursing>.

Bugs and Drugs: Antimicrobial reference book <http://www.bugsanddrugs.ca/>

ClinicalKey. Provides access to current medical and surgical content including journals, medical and surgical books, medical videos and images. Free for students to access through the University of Saskatchewan Library.

Dynamed. A clinical reference tool with clinically-organized summaries for nearly 3,000 topics, this is an evidence-based reference intended to answer clinical questions at the point of care for health care professionals. A DynaMed app can be downloaded to your mobile device. Free for students to access through the University of Saskatchewan Library.

Government of Canada. **Non-insured health benefits for First Nations and Inuit:** <https://sac-isc.gc.ca/eng/1572888328565/1572888420703>

Government of Saskatchewan. Extended benefits and drug plan.
<https://www.saskatchewan.ca/residents/health/prescription-drug-plans-and-health-coverage/extended-benefits-and-drug-plan> *Students outside Saskatchewan should familiarize themselves with the drug benefits in their jurisdiction

Lexicomp. A full-text collection of drug information databases. A Lexicomp app can be downloaded to your mobile device and authenticated from within the Lexicomp web interface. It free for students to access through the University of Saskatchewan Library.

e-CPS Canadian Pharmacy Association's (CPhA's) *Therapeutic Choices* and *e-CPS* (online version of Compendium of Pharmaceuticals and Specialties). Free for students to access through the University of Saskatchewan Library.

VisualDx. VisualDx is a web-based system that assists "in the identification of dermatologic, infectious, genetic, metabolic, nutritional and occupational diseases, benign and malignant growths, drug-induced conditions, and other injuries." Free for students to access through the University of Saskatchewan Library.

11. Resources

- 11.1 Proposed instructor: **Current faculty within the College of Nursing teaching in the Nurse Practitioner programs.**
- 11.2 How does the department plan to handle the additional teaching or administrative workload? **The Master of Nursing-Nurse Practitioner programs have sufficient existing teaching and administrative resources to deliver this course.**
- 11.3 Are sufficient library or other research resources available for this course? **YES**
- 11.4 Are any additional resources required (library, audio-visual, technology, etc.)? **NO**

12. Tuition

- 12.1 Will this course attract tuition charges? If so, how much? (use tuition category) **YES, Graduate Studies Special Tuition Program category**
 - 12.2 Does this course require non-standard fees, such as materials or excursion fees? If so, please include an approved "Application for New Fee or Fee Change Form"
<http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees>
-

Detailed Course Information

1. Schedule Types

Please choose the Schedule Types that can be used for sections that fall under this course: **See highlighted selection.**

Code	Description	Code	Description
CL	Clinical	PRB	Problem Session
COO	Coop Class	RDG	Reading Class
FLD	Field Trip	RES	Research
ICR	Internet Chat Relay	ROS	Roster (Dent Only)
IHP	Internet Help	SEM	Seminar
IN1	Internship - Education	SSI	Supervised Self Instruction
IN2	Internship - CMPT & EPIP	STU	Studio
IN3	Internship - General	SUP	Teacher Supervision
LAB	Laboratory	TUT	Tutorial
LC	Lecture/Clinical (Dent Only)	WEB	Web Based Class
LEC	Lecture	XCH	Exchange Program
LL	Lecture/Laboratory	XGN	Ghost Schedule Type Not Applicable
MM	Multimode	XHS	High School Class
PCL	Pre-Clinical (Dent Only)	XNA	Schedule Type Not Applicable
PRA	Practicum	XNC	No Academic Credit

2. Course Attributes

Please highlight the attributes that should be attached to the course (they will apply to all sections):

Off or Distance Ed Stdnt Fee

Fee - Graduate Studies

2.1 NOAC No Academic Credit

0 Credit Unit courses that possess "deemed" CUs (Called Operational Credit Units). NOAC causes the system to roll 0 academic credit units to academic history.

2.2 For the College of Arts and Science only: To which program type does this course belong?

- FNAR Fine Arts
- HUM Humanities
- SCIE Science
- SOCS Social Science
- ARNP No Program Type (Arts and Science)

Does this course satisfy one of the official college requirements:

- ELWR – English Language Writing Requirement
- ILRQ – Indigenous Learning Requirement
- QRRQ – Quantitative Reasoning Requirement

3. Registration Information (Note: multi-term courses cannot be automated as corequisites)

3.1 Permission Required:

- 3.2 Restriction(s): course only open to students in a specific college, program/degree, major, year in program: **Only open to MN-NP students.**
- 3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course: **NURS 841: Nurse Practitioner Clinical Residency II.**
- 3.4 Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course: **NURS 839: Nurse Practitioner Roles III**
- 3.5 Corequisite(s): course(s) that must be taken at the same time as this course: **None.**
- 3.6 Notes: recommended courses, repeat restrictions/content overlap, other additional information

4. List Equivalent Course(s) here:

An equivalent course can be used in place of the course for which this form is being completed, specifically for the purposes of prerequisite and degree audit checking. Credit will be given for only one of the equivalent courses.

- 4.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be equivalent: **Not applicable to this course.**

***Please note:** If the equivalent courses carry an UNEQUAL number of credit units, DegreeWorks will automatically enforce the following, unless otherwise stated:

- If a 3 credit unit course is considered to be equivalent to a 6 credit unit course, it will fulfill the 6 credit unit requirement and the student will not have to complete another 3 credit units toward the overall number of required credit units for the program.
- If a 6 credit unit course is considered to be equivalent to a 3 credit unit course, ALL 6 of the credit units may be used to fulfill the 3 credit unit requirement.

5. List Mutually-Exclusive Course(s) here:

Mutually exclusive courses have similar content such that students cannot receive credit for both.

- 5.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be mutually exclusive: **Not applicable to this course.**

***Please note:** SiRIUS cannot enforce a situation where the exclusion goes only one way.

6. Additional Notes: Syllabus attached.

COURSE SYLLABUS			
Course Title:	Nurse Practitioner Clinical Residency III		
Course Code:	NURS 842	Term:	TBD
Course Credits:	3 credit units	Delivery:	Clinical Residency
Location:	Distance Learning	Website:	https://canvas.usask.ca/
Course Dates & Times:	12 weeks to complete 300 clinical hours		

Course Calendar Description:	This course focuses on refining and consolidating clinical competencies to the level of an entry-level NP. Students will develop independence and increased confidence applying nurse practitioner competencies and Practice Standards to a variety of patient populations across the age spectrum with acute, chronic, and comorbid health concerns.
Pre or Co Requisite:	NURS 841: Nurse Practitioner Clinical Residency II (Pre);NURS 839: Nurse Practitioner Roles III (CO/PRE)

*Note: All times refer to Saskatchewan Time Zone

LAND ACKNOWLEDGMENT

As we engage in teaching and learning, we acknowledge that the University of Saskatchewan Saskatoon campus is on *Treaty Six Territory* and the *Homeland of the Métis*. We pay our respect to the First Nation and Métis ancestors of this place and reaffirm our relationship with one another. We recognize that many are attending this course from other traditional Indigenous lands and ask that you take a moment to make your own Land Acknowledgement to the peoples of those lands. In doing so, we are actively participating in reconciliation as we navigate our time in this course, learning and supporting each other.

LEARNING OUTCOMES

Learning outcomes and evaluation in the University of Saskatchewan NP program is based on the [Nurse Practitioner Entry-Level Competencies \(ELCs\)](#) as set out by the Canadian Council of Registered Nurse Regulators (CCRNRR) and the College of Registered Nurses of Saskatchewan (CRNS) as well as the [CRNS Nurse Practitioner Practice Standards](#). ELCs reflect the knowledge, skill and judgement required of a novice NP to provide safe, competent, ethical and compassionate care. Practice standards compliment ELCs as broad statements of the minimal requirements for safe and effective NP practice.

Specific learning outcomes for this course include:

1. Independently complete and interpret findings from focused and comprehensive health assessments for a variety of patient presentations and concerns seeking appropriate consultation if situation is beyond the scope of entry level practice. (NP ELCs 1.1, 1.3, 1.4, 1.16)
2. Independently select and accurately interpret diagnostic investigations for a range of client presentations and acuity levels. (NP ELCs 1.4f, 1.5)
3. Independently determine appropriate differential, leading and must-not-miss diagnosis for patients presenting with a variety of health concerns. (NP ELCs 1.5)
4. Independently develop and implement comprehensive evidence-based, patient centered therapeutic care plans for a variety of patient presentations, complexities, acuity levels and populations. (NP ELCs 1.6-1.12, 4.1)
5. Consistently apply interprofessional competencies essential to the nurse practitioner role, including consultation, collaboration, referral, effective communication, leadership, and role clarification. (NP ELCs 1.9f, 1.13b, 2.1)

6. Independently facilitate safe and effective transitions of care, including patient admissions, discharges, and connections with community services. (NP ELC 1.13)
7. Demonstrate accurate and comprehensive record keeping activities for a range of client presentations and acuity levels, including mastery in writing referrals, conducting consultations, and managing transitions of care such as admissions, discharge planning, and care coordination, that comply with legal, regulatory, and best practice standards. (NP ELCs 1.14)
8. Demonstrate consistent and independent accountability to professionalism expectations of the nurse practitioner role, independent application of NP Practice Standards and proficient time-management skills at the level of a novice NP. (NP ELC 1.15, NP Practice Standard 1)
9. Collaborate with and lead interdisciplinary teams to address the complex needs of diverse patient populations and promote health equity. (NP ELCs 1.9f, 1.13b, 2.1)

UNIVERSITY OF SASKATCHEWAN GRADING SYSTEM FOR GRADUATE COURSES

Grading in this course follows the University of Saskatchewan College of Graduate and Postdoctoral Studies (CGPS) Literal Descriptors. The following describes the relationship between literal descriptors and percentage scores for courses in the College of Graduate Studies and Research:

90-100 Exceptional

A superior performance with consistent strong evidence of:

- a comprehensive, incisive grasp of subject matter;
- an ability to make insightful, critical evaluation of information;
- an exceptional capacity for original, creative and/or logical thinking;
- an exceptional ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently;
- an exceptional ability to analyze and solve difficult problems related to subject matter.

80-89 Very Good to Excellent

A very good to excellent performance with strong evidence of:

- a comprehensive grasp of subject matter;
- an ability to make sound critical evaluation of information;
- a very good to excellent capacity for original, creative and/or logical thinking;
- a very good to excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently;
- a very good to excellent ability to analyze and solve difficult problems related to subject matter.

70-79 Satisfactory to Good

A satisfactory to good performance with evidence of:

- a substantial knowledge of subject matter;
- a satisfactory to good understanding of the relevant issues and satisfactory to good familiarity with the relevant literature and technology;
- a satisfactory to good capacity for logical thinking;
- some capacity for original and creative thinking;

- a satisfactory to good ability to organize, to analyze, and to examine the subject matter in a critical and constructive manner;
- a satisfactory to good ability to analyze and solve moderately difficult problems.

60-69 Poor

A generally weak performance, but with some evidence of:

- a basic grasp of the subject matter;
- some understanding of the basic issues;
- some familiarity with the relevant literature and techniques;
- some ability to develop solutions to moderately difficult problems related to the subject matter;
- some ability to examine the material in a critical and analytical manner.

<60 Failure

An unacceptable performance.

Further information on literal descriptors for grading at the University of Saskatchewan can be found at: <https://students.usask.ca/academics/grading/grading-system.php#GradingSystem> Please note: There are different literal descriptors for undergraduate and graduate students.

ACADEMIC POLICIES

Students are expected to follow USask Policies. These can be found at: <http://policies.usask.ca>

USask Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at: <http://policies.usask.ca/policies/academic-affairs/academic-courses.php>

College of Nursing Graduate program policies can be found at: <https://nursing.usask.ca/policies/graduate.php>

USASK LEARNING CHARTER

The USask Learning Charter is defines aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at:

http://www.usask.ca/university_secretary/LearningCharter.pdf

LEARNING ENVIRONMENT OVERVIEW

As a graduate degree, the USask NP program requires you to apply advanced-level thinking, analysis, critical evaluation, and self-direct learning. Course design is based on a professional, self-directed learning environment in which instructors facilitate and support your development of entry level NP competencies and graduate level learning outcomes (as defined by the [CASN National Nursing Education Framework](#) 2022). As an adult learner, you are expected to take responsibility for your own learning, identifying personal learning needs and activities to meet course learning outcomes.

Synchronous online seminars use Zoom as the videoconferencing platform for delivery. Although the classroom is online, the seminars are considered private USask classrooms, accessible only to students

registered in the course. Online seminar etiquette, including professional behaviours and appearance, is expected of all seminar participants.

PROGRAM REQUIREMENTS AND CRITERIA THAT MUST BE MET TO PASS

- This course is graded as Pass or Fail. Consistent with NP program policy, a minimum percentage of 70% required for a Pass.
- All course evaluation components must be completed and Passed to receive credit for this course

Please refer to the following College of Nursing Graduate program policies at:

<https://nursing.usask.ca/policies/graduate.php> for further details on academic requirements:

- Completion of Work
- Grade Assignment
- NP Program Progression and Remediation Policy
- NP Students Promotion and Graduation
- Supplemental and Deferred Exams

COURSE OVERVIEW

NP Clinical Residency III provides opportunity for students to refine and consolidate competencies to perform all competencies independently at the level of a novice entry-level nurse practitioner. Students will complete a minimum of 300 clinical hours under the supervision of a nurse practitioner or physician preceptor. By completion of clinical hours, students should be able to independently manage the workload of a novice provider in the select setting. To further assess competencies, and help students prepare for their licensing exam, this course also includes a comprehensive exam assessing content cumulative of the NP program with a focus on entry-level NP competencies and practice standards.

COURSE SCHEDULE

Dates & Topics	Learning Activities, Assignments & Evaluation
<p>Week 1</p> <p>Orientation</p>	<p>Required Readings/Media:</p> <p>NP Program Preceptor Manual</p> <p>Clinical Site Orientation Checklist</p> <p>Guide to Typhon's NP Student Tracking System for USask SNPs</p> <p>Brown, M. (2018). Linking theory and practice through mindfulness: Reflections of a nurse practitioner student. <i>International Journal of Nursing Student Scholarship (IJNSS)</i>, 5(25). https://cdm.ucalgary.ca/index.php/ijnss/article/view/56842</p> <ul style="list-style-type: none"> • Horner, D. K. (2017). Mentoring: Positively influencing job satisfaction and retention of new hire nurse practitioners. <i>Plastic Surgical Nursing</i>, 37 (1), 7-22. doi:

	<p>10.1097/PSN.0000000000000169. https://primo-pmtna02.hosted.exlibrisgroup.com/permalink/f/fbi72i/TN_cdi_proquest_miscellaneous_1872887382.</p> <ul style="list-style-type: none"> • Pleshkan, V. & Hussey, L. (2020). Nurse practitioners' experiences with role transition: Supporting the learning curve through preceptorship. <i>Nurse Education in Practice</i>, 42, https://doi.org/10.1016/j.nepr.2019.102655. • Saskatchewan Association for Nurse Practitioners (SANP). Mentorship. https://sasknp.org/Mentorship <p>Self-directed research for clinical cases*</p> <p>Assignments:</p> <p>Reflective Practice 1</p> <p>Clinical Schedule, Hours & Logs</p>
<p>Week 2</p> <p>Transition of Care</p>	<p>Required Readings/Media:</p> <ul style="list-style-type: none"> • Boersma, K. (2021). Three steps to a safer hospital discharge: an infographic for optimal patient outcomes. <i>Canadian Nurse</i>. https://community.cna-aiic.ca/dev-cn-en/blogs/cn-content/2021/07/26/three-steps-to-a-safer-hospital-discharge-an-infog. • Saskatchewan Health Quality Council (2024). High-quality care transitions: A guide to improving continuity of care. https://www.saskhealthquality.ca/reports-tools-publications/high-quality-care-transitions-a-guide-to-improving-continuity-of-care/. • Agency for Healthcare Research and Quality [AHRQ]. Care coordination. https://www.ahrq.gov/ncepcr/care/coordination.html. • Canadian Medical Protective Association. (2021). Transitions in care. Handing over patient information to deliver safe care. https://www.cmpa-acpm.ca/en/education-events/good-practices/physician-team/transitions-in-care. • Samuels, C., Harris, T., Gonzales, T., & Mosquera, R. (2017). The case for the use of nurse practitioners in the care of children with medical complexity. <i>Children</i>, 4(4), https://doi.org/10.3390/children4040024

	<ul style="list-style-type: none"> Mora, K., Dorreijo, X., Carreon, K., & Butt, S. (2017). Nurse practitioner-led transitional care interventions: An integrative review. <i>Journal of the American Association of Nurse Practitioners</i>, 29(12), 773-390. https://doi.org/10.1002/2327-6924.12509 <p>Assignments</p> <p>Clinical Hours and Logs</p> <p>Seek feedback on developing clinical competencies</p> <p>Work on Transition of Care Assignment</p>
<p>Week 3</p> <p>No New Content</p>	<p>Required Readings/Media:</p> <ul style="list-style-type: none"> Self-directed research for clinical cases <p>Assignments</p> <p>Clinical Hours and Logs</p> <p>Seek feedback on developing clinical competencies</p>
<p>Week 4</p> <p>Leading Interdisciplinary Clinical Teams</p>	<p>Required Readings/Media:</p> <ul style="list-style-type: none"> Insert readings on leading teams Self-directed research for clinical cases <p>Assignments:</p> <p>Reflective Practice: Leading Interdisciplinary Clinical Teams</p> <p>Clinical Hours and Logs</p> <p>Seek feedback on developing clinical competencies</p>
<p>Week 5</p> <p>Midterm Clinical Evaluation</p> <p>Evolving Case 1</p>	<p>Required Readings/Media:</p> <ul style="list-style-type: none"> Self-directed research for clinical cases <p>Assignments:</p> <p>Clinical Hours and Logs</p> <p>Midterm Clinical Competency Evaluation - Preceptor and Self-Evaluation (to be completed online)</p> <p>Evolving Case Posting 1</p>
<p>Week 6</p> <p>Evolving Case 2</p>	<p>Required Readings/Media:</p> <p>Self-directed research for clinical cases</p> <p>Assignments:</p> <p>Clinical Hours and Logs</p> <p>Seek feedback on developing clinical competencies</p> <p>Evolving Case Posting 2</p>

<p>Week 7 Evolving Case 3</p>	<p>Required Readings/Media: Self-directed research for clinical cases</p> <p>Assignments: Clinical Hours and Logs Seek feedback on developing clinical competencies Evolving Case Posting 3</p>
<p>Week 8 Transition of Care Assignment</p>	<p>Required Readings/Media: Self-directed research for clinical cases</p> <p>Assignments: Transition of Care Assignment Clinical Hours and Logs Seek feedback on developing clinical competencies</p>
<p>Week 9 No new content</p>	<p>Required Readings/Media:</p> <ul style="list-style-type: none"> • Self-directed research for clinical cases <p>Assignments Clinical Hours and Logs Seek feedback on developing clinical competencies</p>
<p>Week 10 Wrap-Up & Evaluation</p>	<p>Required Readings/Media:</p> <ul style="list-style-type: none"> • Self-directed research for clinical cases <p>Assignments</p> <ul style="list-style-type: none"> • Reflective Practice: Learning Plan Evaluation and plans for ongoing professional development <p>Clinical Hours and Logs Final Clinical Competency Evaluation - Preceptor and Self-Evaluation (to be completed online) Submit Clinical Skills List</p>

*Students are responsible for self-directed study/research related to cases seen in clinical. Such research will vary based on individual student learning needs and clinical presentations seen. NP program textbooks and evidence-based guidelines/resources will support student self-directed study.

INSTRUCTOR INFORMATION:

<p>Clinical Coordinator Name :</p>	<ul style="list-style-type: none"> • Responsible for oversight of course
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Ph:	<ul style="list-style-type: none"> • Supports NPCFs, preceptors and students, meeting with them as necessary to address clinical concerns. • In collaboration with the NPCF determines if students meet requirements to pass the course
<p><u>Nurse Practitioner Clinical Facilitator (NPCF)</u></p> <p>Your NPCF will send you a welcome message with their preferred contact information</p>	<p>Each student is assigned a NPCF who is responsible for monitoring and evaluating student attainment of course learning outcomes. The NPCF:</p> <ul style="list-style-type: none"> • Contacts preceptors a minimum of three times over the course of the clinical placement (beginning, midterm and final) by phone, email or videoconference to review clinical expectations, discuss the clinical experience, receive feedback on student performance and address any questions or concerns • Provides support to preceptors and students, meeting with them as necessary to address concerns • Grades clinical assignments • Completes a summary of student competency evaluation at midterm and final, summarizing student progress towards meeting course learning outcomes and NP ELCs • In collaboration with the Clinical Coordinator determines if students meet requirements to pass the course • If requested, provides the preceptor with feedback on their performance. <p>NOTE: Students should contact their NPCF for all clinical related concerns. The NPCF will collaborate with the clinical coordinator as required.</p>

Office Hours: As posted on Canvas.

Email Communication: University of Saskatchewan email addresses will be used for email communication within this course. Instructors will review and respond to messages within 48 hours, **with the exception of weekends and holidays** during which time regular monitoring of email cannot be guaranteed.

Urgent Concerns (requiring attention within 1-2 hours): Please call or send a text message.

REQUIRED RESOURCES

Required readings and media for this course are outlined in the course schedule. Readings come from program textbooks, peer-reviewed evidence-based articles, and other electronic medical sources. Assigned readings and resources were carefully selected to address course learning outcomes. Relevant national and provincial documents as well as journal articles complement and supplement course textbooks, providing Canadian and regional context on theoretical, regulatory, political and practice considerations for nurse practitioners. Given the evolving landscape of policy, regulation and evidence-based practice, additions to the course reading list may occur during the term to introduce new and relevant literature. Any changes to the reading list will be communicated to students through a Canvas announcement.

TEXTBOOKS

There are no new textbooks for this course. It is expected that students will consult resources (i.e. textbooks, clinical practice guidelines, other evidence-based sources) from previous theory courses to support application of this knowledge in the clinical setting. Core NP textbooks and resources most relevant to this clinical course include:

- Bickley, L.S., Szilagyi, P.G., Hoffman, R.M., & Rainier, S. (Eds.) (2021). **Bates' Guide to Physical Examination and History Taking** (13th ed). Wolters Kluwer.
- Bates' Visual Guide to Physical Examination.** Wolters Kluwer. **FREE access through USask library*
- Burbridge, B. (2017). **Undergraduate Diagnostic Imaging Fundamentals.** University of Saskatchewan Distance Education Unit. **FREE ebook available at:*
<https://openpress.usask.ca/undergradimaging/>
- Colyar, M.R. (2020). **Advanced Practice Nursing Procedures (2nd ed).** F.A. Davis.
- Dunphy, L., Winland-Brown, J.E., Porter, B.O. & Thomas, D.J. (2022). **Primary Care: Art and Science of Advanced Practice Nursing (6thedition).** F.A. Davis
- Garcia, T.B. (2014). **12-Lead ECG. The Art of Interpretation (2nd ed).** Jones & Bartlett Learning. **If you own an ECG interpretation text from past experiences courses, this may suffice.*
- Henderson, M.C., Tierney, L.M., Smetana, G.W. (Eds). (2012). **The Patient History: An Evidence-based Approach to Differential Diagnosis.** McGraw Hill. **eBook available for FREE through USask library AccessMedicine database*
- Jensen, B., Regier, L.D., Kosar, L. (Eds). (2021). **RxFiles: Drug Comparison Charts (13th edition).** Saskatoon City Hospital. **Available online for FREE through USask library*
- Nicoll, D., Lu, C.M., & McPheel, S.J. (2017). **Guide to Diagnostic Tests, 7th ed.** McGraw Hill Education. **eBook available for FREE through USask library AccessMedicine database*
- Power-Kean, K., Zettel, S., El-Hussein, M.T., Huether, S.E., & McCance, K.L. (2023). **Huether and McCance's Understanding Pathophysiology, Second Canadian Edition.** Elsevier.
- Rosenthal, L. & Burchum, J. (2021). **Lehne's Pharmacotherapeutics for Advanced Practice Nurses and Physician Assistants, 2nd Edition.** Elsevier.
- Stern, S.D.C., Cifu, A.S., & Altkorn, D. (2020). **Symptom to Diagnosis. An Evidence-Based Guide (S2D) (4th ed).** McGraw-Hill Education. **eBook available for FREE through USask library AccessMedicine database*

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Bugs and Drugs: Antimicrobial reference book <http://www.bugsanddrugs.ca/>

ClinicalKey. Provides access to current medical and surgical content including journals, medical and surgical books, medical videos and images. Free for students to access through the University of Saskatchewan Library.

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Government of Canada. **Non-insured health benefits for First Nations and Inuit:** <https://sac-isc.gc.ca/eng/1572888328565/1572888420703>

Government of Saskatchewan. Extended benefits and drug plan. <https://www.saskatchewan.ca/residents/health/prescription-drug-plans-and-health-coverage/extended-benefits-and-drug-plan> **Students outside Saskatchewan should familiarize themselves with the drug benefits in their jurisdiction*

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GRADING SCHEME

Component Title	Due Date	Grade
Clinical Logs	Logged daily	Complete/Incomplete

Reflective Practice Assignments	Reflective Practice 1: Due Week 1 Reflective Practice 2: Due Week 4 Reflective Practice 3: Due Week 10	Pass/Fail*
Case Study Assignment	Due Week 3	Pass/Fail
Evolving Case Discussion Board	Posting 1: Due Week 5 Posting 2: Due Week 6 Posting 3: Due Week 7	
Transition of Care Assignment	Due Week 8	Pass/Fail
Clinical Competency Evaluation <ul style="list-style-type: none"> • Clinical Evaluation Tool for NP Learners • Clinical Skills List 	Midterm: Week 5 Final: Week 10	Pass/Fail
Professionalism	Ongoing	Pass/Fail

* Passing grade equivalent to $\geq 70\%$

EVALUATION COMPONENTS

The following components are mandatory for meeting the clinical practicum requirements of this course:

CLINICAL TRACKING SYSTEM

Value: Complete/Incomplete

Dates: **Clinical Schedule** –due by the end of your third clinical shift

Clinical Hours - ≥ 300 hrs recorded in the clinical log system by [insert date]

Clinical Logs - entered within 72 hours of a clinical shift, preferably daily

Type: Clinical hours provide opportunity for student to apply and be evaluated on developing NP entry-level competencies, with a focus on those related to the [NP role as clinician](#) (1.0). To support attainment of clinical hour requirements and open communication with your NPCF, you will arrange your clinical schedule and evaluation dates with your NPCF at the beginning of term. Keeping logs of your daily clinical activities provides supporting evidence of how you are spending your clinical hours including types of patients seen, diagnosis, procedures, and prescriptions.

Description: Under the supervision of a preceptor, you will apply NP entry-level competencies to provide care to populations across the age spectrum, with acute, chronic and stable health conditions, demonstrating development towards entry-level nurse practitioner competencies (ELCs). You are required to complete a minimum of 300 clinical hours recorded in the clinical logging system (Typhon) by the end of the course.

Clinical Schedule. In keeping with professional standards and courtesy, prior to the start of clinical you are required to contact your preceptor(s) to arrange a clinical schedule. By the end of your third clinical day, you will have entered this schedule into the clinical logging system as well as arranged dates for

your midterm and final clinical evaluations with your NPCF and preceptor. You should also communicate to your typical workday hours (e.g. 830am – 5pm, with 30 minute lunch break) to your NPCF. Please book at least 2-extra clinical shifts to account for potential missed days (e.g., due to preceptor illness, poor weather, personal illness). Update your NPCF of any changes to your schedule in a timely manner, and ensure these same updates are made in the clinical scheduler.

Clinical Logs. You will keep logs of your daily clinical encounters and activities using the clinical logging system. Clinical logs are used by instructors to help assess clinical learning experiences such as the types and numbers of patients seen, student level of independence in providing care, time spent with patients, diagnosis seen, and prescriptions written. In keeping with standards of professional documentation and to ensure accuracy, clinical logs must be entered **within 72 hours (3 days)** of the clinical encounter, preferably daily. If you are unable to meet this deadline, you are required to contact your NPCF to discuss if accommodations can be made. Failure to enter clinical logs in a timely manner may result in inability to include late clinical log entries towards clinical hours.

Please refer to the Student Guide for Clinical Logs (posted on Canvas) for a detailed overview of logging your clinical hours. You will also be oriented to this system during your course orientation.

REFLECTIVE PRACTICE

Value: Pass/Fail (Pass is $\geq 70\%$ on overall average of reflective practice assignments)

Due Dates: **As outlined below**

Type: Reflective practice is a core component of continuing professional development for registered nurses and nurse practitioners. Reflective practice activities in this course will support you to further develop NP ELCs and demonstrate attainment of course learning outcomes.

Length: Each reflective practice should be approximately 500 words

Description: You will complete 3 reflective practice activities as part of the course. Grading of reflective practice assignments is guided by the [CGPS literal descriptors](#) with a minimum 70% (pass) required for a "pass".

Reflective Practice 1: Learning Plan

Due: **Week 1**

At the beginning of the course, you will review and reflect on course learning outcomes, NP ELCs, practice standards and your personal learning needs to develop an individualized learning plan for the course. Your learning plan will not address every course learning outcome and/or ELC but should focus on two areas of particular learning need. **One learning goal must be related to transition of care. See required readings for week 2 for readings to support reflection and development of NP competencies supporting transition of care.**

As part of this reflective practice assignment, consider what you already know, what you would like to build on, and strategies for getting there. Include a specific learning plan with two SMART learning objectives, how these learning objectives link to course learning outcomes, NP ELCs, and interprofessional competencies (as applicable), how you will demonstrate achievement of the learning outcomes (evidence), and strategies and/or resources you will use to achieve the objective. A learning plan template and example are provided below.

Criteria	Example
<p>SMART* Learning Objective</p> <p>* Specific, Measurable, Achievable, Realistic and Time Limited</p>	<p><i>By the end of my clinical hours on June 30, I will demonstrate ability to lead safe, effective transition of care for a minimum 4 patients admitted or discharged from the hospital from my care. This will be demonstrated through documentation of effective written and verbal communication with other health care providers and the patient/family, medication reconciliation, and connecting patients/families with community resources to support preferences and health needs.</i></p>
<p>Course Learning Outcome that is related to the SMART objective</p>	<p>Learning outcome 5. Consistently apply interprofessional competencies essential to the advanced practice nurse role, including consultation, collaboration, referral, effective communication, leadership, and role clarification; 6. Independently facilitate safe and effective transition of care, including patient admissions, discharges, and connections with community services. 9. Collaborate and lead interdisciplinary teams to address the complex needs of diverse patient populations and promote health equity.</p>
<p>Targeted NP ELC that is related to the SMART objective. ELC needs to be from the jurisdiction you are practising in.</p>	<p>1.6 – use clinical reasoning to create a shared management plan based on diagnosis and the client’s preference and goals</p> <p>1.7 – prescribe and counsel clients on pharmacological and non-pharmacological interventions, across the lifespan</p> <p>1.9 – Evaluate the effectiveness of the management plan to identify required modifications and/or terminations of treatment</p> <p>1.13 – Lead admission, the transition of care, and discharge planning that ensure client care continuity and safety</p>
<p>Rational for selection of learning goal</p>	<p><i>Through critical reflection on NP ELCs and course learning outcomes I identified a learning need related to increasing my knowledge and independence leading transition of care. I have had the opportunity to participate in transferring/referring patients to other health care providers, as well as receiving them back to care, but have relied more on my preceptor to lead this process in the past. As I enter my final practicum, I recognize the need to increase my independence in this area and take on more of a leadership role.</i></p>
<p>Evidence to demonstrate achievement of learning objective. Evidence should be quantifiable (objective). Consider tools you already use in the course such as your Typhon logs, clinical evaluation forms, clinical skills list as well as other evidence to evaluate achievement of objectives.</p>	<ul style="list-style-type: none"> • <i>Keep a clinical log of patient for whom I take a leadership role in supporting transition of care. This log will include the patient initials, age, diagnosis, transitional support provided (i.e. admission, discharge planning, transfer of care, connecting with community resources, etc), and level of independence in providing this support</i> • <i>Transition of care assignment will reflect a minimum passing grade of 70%</i> • <i>Final clinical evaluation reflects achievement of this competency and verification from preceptor on provided examples of how I am demonstrating this competency</i>
<p>Resources & Strategies</p>	<ul style="list-style-type: none"> • <i>Week 2 required readings</i>

	<ul style="list-style-type: none"> • <i>Review agency best practices for supporting transition of care (look up policies and procedures)</i> • <i>Let preceptor and front desk staff know of this learning need and that I would like to see patients recently discharged from the hospital, requiring supporting connecting with community resources, and complex patients who may require transition of care (i.e. transition to LTC). I recognize transfer to hospital is more difficult to predict in advance and more opportunistic in nature</i>
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The above is provided as an example. Your learning plan must be original or risk not meeting academic requirements.

The learning plan will be used to help guide clinical learning and considered as part of your clinical competency evaluation. NPCFs will review and provide feedback you on their learning plan through Canvas assignments. Revisions and resubmissions may be requested at the NPCFs discretion.

Learning Outcome(s) Addressed: Targeted outcomes will depend on student personally identified learning needs

Reflective Practice 2: Leading Interdisciplinary Teams

Due: Week 4

Description: This reflective practice encourages you to examine your developing role identify as a NP leader within interdisciplinary teams, particularly as it relates to addressing the complex needs of complex patient populations and promoting health equity. Reflect on one or more cases that have required you to, or where in hindsight you could have stepped in, to demonstrate leadership within the interdisciplinary team to support the care needs of a patient/family with respect to health equity and inclusion. Describe the situation and what you think went well, as well as what did not go well. What strengths and challenges did you encounter? How would you change your actions going forward? Are there steps you need to take to continue developing this competency area?

Learning Outcome(s) Addressed: 8-9

Reflective Practice 3: Evaluation of Learning

Due: Week 10

Description: At the end of the practicum experience, you will review and reflect on your progress towards meeting course learning outcomes and your personal learning plan (established in Reflective Practice 1). You will also consider your ongoing learning needs, and plans for addressing these in future clinical courses. You are encouraged to reflect on your clinical evaluation, [NP entry-level competencies](#), [Nurse Practitioner Practice Standards, and clinical skills list](#) to identify future learning needs.

Learning Outcome(s) Addressed: All/Any

Please note: All reflective practice activities will be considered as part of evaluating clinical competencies. NPCFs will review and provide feedback to students on their reflective practice assignments through Canvas assignments. Revisions and resubmissions may be requested at the NPCFs discretion. Grading of is guided by the [CGPS literal descriptors](#) with a minimum 70% (pass) required for a "pass" on each assignment.

TRANSITION OF CARE ASSIGNMENT

Value: Pass/Fail (Pass is $\geq 70\%$)

Due Dates: Week 8

Length: Max 4 pages (double spaced) excluding reference list and title page

Type: This assignment provides opportunity to apply knowledge and skills to lead admission, the transition of care, and discharge planning that ensure client care continuity and safety (NP ELC 1.13).

Description: You will develop a transition of care plan for a patient seen in your clinical setting for whom you led transition of care. Examples of transition of care may include:

- Leading referral/collaboration with another service (i.e. homecare, allied health care professional, specialist, palliative care, community agency, etc) to support patient needs
- Facilitating transfer of a patient to another care facility to meet their health needs (e.g., hospital, long-term care, hospice, etc.)
- Receiving a patient back to care after discharge from a hospital and assuming lead responsibility for their smooth transition of care and health needs

Begin by providing an overview of the case, including relevant patient demographics, history, and reason for transition of care. Next, describe a comprehensive transition of care plan for the patient that addresses therapeutic needs (i.e. assessment, diagnostic testing, management, etc.), monitoring/follow-up, and resources to support the patient and family with safe transition of care and health outcomes. Illustrate how you facilitated transfer of information and if applicable, how client access to community services was supported. This assignment requires integration of evidence to support actions taken as well as proper APA (student version) formatting.

Assignments will be graded by your NPCF using a set marking rubric (posted in Canvas) based on the [College of Graduate and Postdoctoral Studies Literal Descriptors](#). Individual feedback will be provided to each student to promote ongoing development of consultation skills.

Students unsuccessful in passing this assignment on their first attempt, may be provided remediation and one additional attempt to pass the assignment. Remediation will include submission of a new assignment that responds to feedback and areas of competency deficiency. If the second attempt meets competency requirements, the student will receive a passing grade for this assignment; if it does not meet competency requirements (i.e. failure), a failure will be assigned as the grade for this assignment.

Learning Outcome(s) Addressed: 4-7 & 9

CASE STUDY ASSIGNMENT

Value: Pass/Fail (Pass is $\geq 70\%$)

Due Dates: Week 3

Length: Max 4 pages (excluding reference list) or 10 minutes (oral presentation)

Type: This assignment provides opportunity for students to apply and be evaluated on competencies in advanced health assessment, diagnosis and therapeutic management, particularly as it relates to the counselling role.

Description: You will develop a case study on a patient seen in your clinical for whom you provided comprehensive care, including demonstration of counselling competencies (NP ELCs 1.10-1.12).

The case study will include the following:

- Patient demographics (initials, gender, age)
- Chief Concern (Reason for visit)
- History of Presenting Illness
- Relevant Past Medical History, Social History, Family History
- Pertinent Physical Exam
- Differential Diagnosis, listing most likely diagnosis first with rationale
- Management plan that consider non-pharmacotherapy, pharmacotherapy, monitoring/follow-up, health promotion, and counselling.
- Critical reflection on developing counselling skills, including strengths, opportunities for improvement, and plans for addressing learning needs

Case studies may be presented in one of the following two formats:

- Written
- Recorded video presentation.

This assignment will be graded by your NPCF using a set marking rubric (posted on Canvas) based on the [College of Graduate and Postdoctoral Studies Literal Descriptors](#). Individual written feedback will be provided to each student to promote ongoing development of documentation skills.

Students unsuccessful in passing this assignment on their first attempt, may be provided remediation and one additional attempt to pass the assignment. Remediation will include submission of a new assignment that responds to feedback and areas of competency deficiency. If the second attempt meets competency requirements, the student will receive a passing grade for this assignment; if it does not meet competency requirements (i.e. failure), a failure will be assigned as the grade for this assignment.

Learning Outcome(s) Addressed: 1-4

EVOLVING CASE DISCUSSION BOARD ASSIGNMENT

Value: Pass/Fail (Pass is $\geq 70\%$)

Due Dates: **Week 5**

Type: This assignment provides opportunity for students to demonstrate and be evaluated in competencies in advanced health assessment, diagnosis and management, as well as competencies in coaching and mentoring their peers.

Description: You will select a case from your clinical which demonstrates a diagnostic dilemma and provides opportunity to highlight your diagnostic reasoning competence. In the course discussion board forum, you will present an overview of the case, including relevant background information (i.e. clinical setting, patient age/gender), history, physical exam, and diagnostic investigations (as appropriate). **Do**

NOT reveal the diagnosis or management plan. Your job is to present sufficient information that your peers can work through the information provided, applying their diagnostic reasoning, to come up with their own hypothesis of the differentials and management and post this is a discussion board reply. You will then provide them with feedback on their response and discuss what was done in the actual case including the rationale for why.

The three parts of this discussion board are summarized with their corresponding due dates below:

Posting 1 – Case presentation: Present the history and physical examination of a more complex case you have seen in clinical. Do NOT reveal the diagnosis or management plan; Your peers will try to determine these based on the information you present. No references are required for this posting. (Due Week 5)

Posting 2 – Peer response: Select a minimum one peer posting to write your response. Determine three differentials based on the case presentation, including the most likely diagnosis. Write a response articulating your rationale for these differentials and the most likely diagnosis. Based on the most likely diagnosis, determine an evidence-based patient-centered management plan that considers pharmacotherapy, non-pharmacotherapy, patient education, follow-up/monitoring and referral/consultation as applicable. Please try to respond to different postings to ensure all postings receive a response. (Due Week 6)

Posting 3 – Case resolution and peer feedback: Review and provide peer feedback the response(s) to your original case posting. Discuss the actual diagnosis and management plan, including rationale. (Week 7)

As this discussion board relies on each posting being done by the deadline to facilitate subsequent posting, students need to adhere to set deadlines.

Learning Outcome(s) Addressed: 1-4 & 7

CLINICAL COMPETENCY EVALUATION

Value: Pass/Fail

Dates: Midterm (~ 150 clinical hours) and Final (~300 clinical hours)

Type: Evaluation of clinical competency performance provides evidence of student progression towards meeting NP ELCs and course learning outcomes.

Description: Evaluation of clinical competencies will be done formally using the NP Residency III - Clinical Evaluation tool for NP Learners (see appendix A), supplemented through student clinical assignments, clinical skills list, clinical logs, and communication between students, faculty and preceptors to provide robust evaluation of clinical expectations through multiple modes. Preceptors and students will complete a formal evaluation at midterm and final, and students should regularly review clinical progress with their preceptor, obtaining feedback on developing competencies and making plans for addressing ongoing learning needs throughout the term. At a minimum, each student will initiate a review of clinical progress with their preceptor as outlined below:

1. Beginning of Practicum	Establish clear understanding of clinical expectations
2. ~40-50 hours	Complete a self-evaluation of competency development, reviewing with preceptor to obtain feedback on competency development
3. ~90-100 hours	Complete a self-evaluation of competency development, reviewing with preceptor to obtain feedback on competency development
4. Midterm ~140-150 hours	Formal written evaluation in Typhon and joint phone call between preceptor, student & NPCF to review; NPCF summary of clinical learning and competency development
5. ~190-200 hours	Complete a self-evaluation of competency development, reviewing with preceptor to obtain feedback on competency development
6. ~240-250 hours	Complete a self-evaluation of competency development, reviewing with preceptor to obtain feedback on competency development
7. Final (minimum 300 hours)	Formal written evaluation in Typhon and joint phone call with preceptor, student & NPCF to review; NPCF summary of clinical learning and competency development

A joint phone call or video conference between yourself (the learner), your preceptor and NPCF will be done at midterm and final to review the evaluation and progress towards meeting clinical expectations. You will set up the dates for the midterm and final clinical evaluation meeting with your NPCF and preceptor at the beginning of term when you submit your clinical schedule (**by the end of your 3rd clinical day**).

Prior to the midterm and final evaluation meeting with your preceptor and NPCF, the *Clinical Evaluation Tool for NP Learners – Preceptor and Self-Assessment* needs to be completed for your NPCF to review. It is important these are completed in advance so they can be discussed and clarified during the meeting. During evaluation meetings you will discuss your progress towards meeting clinical expectations, examples of clinical competency development, your learning plan, clinical skills list, identified strengths, areas for improvement, and plans for addressing learning needs to meet course clinical expectations.

If significant discordance is identified in preceptor and learner evaluation of competencies, and/or there is concern a learner will not meet clinical expectations, the NPCF will complete the NP Residency I Clinical Evaluation Tool for NP learners, considering evidence from preceptor and learner evaluations, communications with student and preceptor, clinical assignments, Typhon logs, and other evidence of clinical competency performance. A copy of the NPCF evaluation will be shared with the learner on Typhon, and a meeting set up to discuss competency development.

If you have more than one clinical site/preceptor, discuss with your NPCF the timing of your midterm and final evaluations.

At the end of the course, download a hard copy of your final preceptor and self-evaluations from Typhon to keep for your own personal records.

Learning Outcome(s) Addressed: 1-9.

CLINICAL SKILLS LIST

Value: Complete/Incomplete

Due Date: **Within 3 days of completing clinical hours; no later than [insert date]**

Type: The clinical skills list includes common procedures and skills performed by NPs and is used to guide competency development of these skills within the clinical setting.

Description: You will use the same clinical skills list for all your clinical courses, adding new skills to it as you gain clinical competence. Please review the clinical skills list with your preceptor regularly (e.g., weekly) to address opportunity to develop these skills. **Your preceptor should sign off for a skill when they feel you are able to perform the skill independently.** You also need to have the Master Signature Sheet at the end of the Skills List signed by each preceptor. The skills list is intended to guide and supplement clinical learning; acting as an adjunct to the clinical evaluation form. Foundational skills (marked with an asterisk *) are considered ELCs and therefore need to be assessed as independent (signed off) by completion of NURS 878.

Within 3 days of completing clinical practicum hours, and no later than [insert date], a scanned copy of the clinical skills list (including the master signature sheet) need to be submitted to Canvas in the appropriate assignment area.

Learning Outcome(s) Addressed: 1-4

PROFESSIONALISM

Value: Pass/Fail

Due Dates: **Ongoing**

Type: Professionalism is a foundational element of NP competencies, practice standards, and expectations for USask NP students.

Description: As a Registered Nurse (RN) you are accountable to the [RN Practice Standards](#) (CRNS, 2019) and [CNA Code of Ethics](#) (2017). You are expected to consistently display professionalism in interactions with preceptors, clients, peers, instructors, clinical agencies, and the community. This includes respectful communication (written, face-to-face, telephone and/or web-based) as well as other behaviours (e.g., punctuality, appearance, confidentiality, conflict resolution, attitude, time management, accountability, professional boundaries, ethical decision making). **Unprofessional behavior may result in course failure.** Grievous unprofessional conduct may also result in a charge of [academic misconduct](#).

Examples of lapses in professionalism include, but are not limited to:

- Not contacting your preceptor in advance of the course start date to arrange a clinical schedule and discuss clinical expectations;
- Late submission of clinical assignments without prior discussion with your instructor;

- Not notifying the appropriate supervisor (e.g., preceptor, instructor) of an absence from clinical or seminar;
- Failure to adequately prepare for clinical (e.g., you are asked to research/read up on a topic and do not bring appropriate resources to clinical);
- Poor communication with course instructors and/or preceptor regarding clinical scheduling;
- Lack of reliability (e.g., frequent absenteeism or lateness, saying an assessment has been completed when it has not been completed);
- Breach of patient confidentiality;
- Receiving or responding to feedback inappropriately;
- Failing to promptly return communications from instructors or preceptors;
- Misrepresenting yourself (e.g., saying you have performed an assessment skill in the past when you have not)
- Engaging in inappropriate and/or offensive communication with colleagues or instructors

When a lapse in professionalism is noted by an instructor, a meeting will be called with the student and course instructor(s) to review the identified concern, providing opportunity for the student to respond to the concern and for instructors to provide feedback on professionalism expectations. The conversation and feedback on expectations moving forward will be documented, and a copy of documentation provided to the student by email. If after this discussion, the instructor evaluates the student would benefit from further learning support, a *Learning Support Plan* will be initiated in alignment with the [NP Program Progression and Remediation Policy](#). The *Learning Support Plan* will outline expectations and supports, as well as consequences of further professionalism concerns, which may include course failure. In cases of significant professionalism concerns in which there is potential for or actual harmful consequences for others, or there is a gross breach of a well-recognized standard of RN practice, NP Program Academic Lead will be consulted to discuss management, which may include immediate removal from the clinical setting and/or course failure.

Learning Outcome(s) Addressed: 8

SUBMITTING ASSIGNMENTS

Assignments will be submitted in electronic format in Canvas, unless otherwise specified. When naming electronic files for submission, please use the following naming: initial last name_assignment (i.e. JLuimes_ReflectivePractice1).

LATE ASSIGNMENTS

As per graduate program policy (<https://nursing.usask.ca/policies/graduate.php>):

1. Assignments will be graded according to the College of Graduate & Postdoctoral Studies Grading Scale and Literal Descriptors. Students must submit all required assignments before or on the specified dates. Late submission without the professor's prior consent (extension granted) will result

in a deduction of 5% of the assignment grade per calendar day and a grade of 0% for all unexcused assignments submitted five business days after the assignment deadline.

2. Students are required to complete all course components to receive credit for a course.
3. Unless other arrangements have been made with the course facilitator, the last day for acceptance of assignments will be communicated in each course syllabus.

ATTENDANCE EXPECTATIONS

Regular, punctual attendance and active participation at scheduled seminars is expected. Seminar and/or lab activities may be designated as mandatory in the course syllabus and absenteeism from these activities may result in the inability to meet course requirements and therefore failure in the course. If you will be absent from a scheduled learning activity through no fault of your own (e.g., illness, bereavement), please contact your instructor as soon as possible to discuss if and how missed time will be addressed. Students are required to have appropriate technology, including a headset with microphone, webcam and reliable high speed internet to facilitate participation in online learning activities.

FINAL EXAMINATION SCHEDULING

The final exam in this course must be done on the date and time scheduled. If a student is unable to write an exam through no fault of their own (e.g., for medical reasons), they should notify their instructor as soon as possible. With proper documentation (e.g., doctors note) an opportunity to write the missed exam may be given in compliance with [University Policy on Supplemental and Deferred Examination](#). Please review all examination policies and procedures to familiarize yourself with expectations: <https://cgps.usask.ca/policy-and-procedure/Academics/examinations.php>

FITNESS TO PRACTICE STATEMENT

By arriving to the clinical or lab setting and proceeding to provide patient care, students are acknowledging that they can demonstrate fitness to practice ([CRNS RN Practice Standard 5: Self-Regulation, p. 8](#)). Fitness to practice are "all the qualities and capabilities of an individual relevant to their practice as a nurse, including but not limited to the freedom from any cognitive, physical, psychological or emotional condition and dependence from alcohol or drugs that impairs their ability to practice nursing" ([CNA, 2017b, p.22](#)). If students do not have the necessary physical, mental or emotional capacity to practice safely and competently, they must withdraw from the provision of care after consulting with their instructor or preceptor.

NP PROGRAM EXAM PROCEDURES



All tests/exams, unless otherwise specified in the syllabus, will be written individually, online, with remote proctoring using video conferencing (e.g., Zoom®). You are required to have a reliable internet connection and a webcam that can be positioned to provide a side view (e.g., webcam on a tripod, separate device with a webcam). Throughout the exam your webcam should be positioned to capture your side profile, including your upper torso, head, desktop and computer screen. (See example picture).

Unless otherwise specified, use of mobile or other electronic devices, other than the exam program, is not permitted during exams. Please refer to [University of Saskatchewan Exam writing procedures](#). The online exam sessions will be recorded. Once the course is completed, the recorded sessions will be deleted.

EXAM GUIDELINES

Although students will write the exams from their home computer using remote invigilation, it is the University's expectation that students approach the exam as though they were writing an in-person invigilated exam. In addition to the [University of Saskatchewan Exam Regulations](#) students are expected to follow these guidelines:

1. Students are expected to start their exam at the scheduled start time. ***Please log in a minimum 15 minutes early to ensure you are on time and your technology is working.***
2. Students starting the exam later than 30-minutes after the start of the examination may be denied the opportunity to sit the exam.
3. At the end of the scheduled examination time, the exam software will automatically close the exam.
4. Students are expected to go to the washroom prior to the exam to minimize disruptions.
5. Students who need to get up and move out of the camera view for any reason (e.g., address an urgent issue, washroom break) must clearly indicate the reason to the invigilator prior to moving and return to the exam as quickly as possible.
6. Students are not permitted to have any books, notes, calculators or electronic devices other than those being used for the exam/invigilation near them during the exam. This includes cell phones, tablets, iPods, etc. The notes, calculator, text highlighting, and missing answer reminder functions will be enabled on Examssoft to facilitate any necessary note taking.

7. Communicating with any other individual (other than to speak to the screen for invigilation purposes) is not permitted during the exam.
8. Prior to or during an exam, the invigilator may ask a student to pan the room with their webcam, to confirm exam guidelines are being met (e.g., student is alone, there are no accessible textbooks or electronics).
9. Students should wear clothing acceptable in an in-person environment.
10. Students should avoid using inappropriate language.
11. Students may have water and a small snack for the exam, but these items must be in place before the exam begins. Students are not allowed to take breaks to get food or drinks.
12. Students should avoid whispering or talking to themselves during the exam. Any student found talking during an exam will have their microphone turned on by the invigilator.
13. Students need to ensure their webcam lens is clean prior to the exam and that the angle of the webcam allows proper viewing of the upper torso, head, desk and computer screen. Students also need to ensure lighting is appropriate to allow the invigilator to see their face.
14. Students should not change rooms while writing an exam, unless for urgent reasons. Students should explain the reason for changing rooms to the invigilator prior to moving.
15. Students should write the exam in a private space (e.g., home office or kitchen table).

COMPLETION OF WORK & LATE ASSIGNMENTS

As per graduate program policy (<https://nursing.usask.ca/policies/graduate.php>):

4. Assignments will be graded according to the **College of Graduate & Postdoctoral Studies Grading Scale and Literal Descriptors**. Students must submit all required assignments before or on the specified dates. Late submission without the professor's prior consent (extension granted) will result in a deduction of 5% of the assignment grade per calendar day and a grade of 0% for all unexcused assignments submitted five business days after the assignment deadline.
5. Students are required to complete all course components to receive credit for a course.
6. Unless other arrangements have been made with the course facilitator, the last day for acceptance of assignments will be communicated in each course syllabus.

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Before you copy or distribute others' copyright-protected materials, please ensure that your use of the materials is covered under the University's Fair Dealing Copyright Guidelines available at <https://library.usask.ca/copyright/general-information/fair-dealing-guidelines.php>. For example, posting others' copyright-protected materials on the open web is not covered under the University's Fair Dealing Copyright Guidelines, and doing so requires permission from the copyright holder.

For more information about copyright, please visit <https://library.usask.ca/copyright/index.php> or contact the University's Copyright Coordinator at <mailto:copyright.coordinator@usask.ca> or 306-966-8817.

RECORDING OF THE COURSE

At the University of Saskatchewan, the classroom is considered a private setting. Recording of lectures without the written consent of the instructor is prohibited. Students registered with AES who have been assessed as benefiting from lecture recordings may record lectures after informing the instructor and confirming the need to maintain the integrity of the use of the recording for their own learning needs (the recording cannot be copied, distributed or shared with other students and all recordings will be destroyed after completion of the course in each academic term).

EXAMINATIONS WITH ACCESS AND EQUITY SERVICES (AES)

Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to register with Access and Equity Services (AES) if they have not already done so. Students who suspect they may have disabilities should contact AES for advice and referrals. In order to access AES programs and supports, students must follow AES policy and procedures. For more information, check www.students.usask.ca/aes, or contact ES at 306-966-7273 or aes@usask.ca.

Students registered with AES may request arrangements for mid-term and final examinations by contacting their course instructor directly. Requests are NOT made through Accommodate as all exams are written online.

STUDENT FEEDBACK

Students are encouraged to provide feedback on the instructor and course at the end of the term. Students will receive a PAWS email with links to an online course evaluation survey. Results of the survey will contribute to course changes and instructor feedback for course delivery.

WITHDRAWAL DEADLINE

USask withdrawal deadlines can be found on the University website: <https://students.usask.ca/academics/deadlines.php>

INTEGRITY IN A REMOTE LEARNING CONTEXT

Although teaching and learning online is a different environment than a traditional classroom, the rules and principles governing academic integrity remain the same. If you have questions about what may or may not be permitted, ask your instructor. Students have found it especially important to clarify rules related to exams administered remotely and to follow these carefully and completely.

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

Scholarship, including development of scholarly writing skills, is an essential learning outcome of Masters level nursing education (CASN, 2022). In order to effectively develop and evaluate student writing skills, students are expected to create and submit their own original assignments. In addition to the definition and examples of Academic Misconduct outlined in the [University of Saskatchewan Academic Misconduct Regulations](#), students are not permitted to use of Artificial Intelligence (AI) text generators (such as ChatGPT) for assessments (e.g., written assignments, open book exams, other evaluations) .

All students should read and be familiar with the Student Academic Misconduct Regulations (<https://governance.usask.ca/student-conduct-appeals/academic-misconduct.php>) as well as the Standard of Student Conduct in Non-Academic Matters and Procedures for Resolution of Complaints and Appeals (<https://governance.usask.ca/student-conduct-appeals/non-academic-misconduct.php>)

For more information on what academic integrity means for students see: <https://academic-integrity.usask.ca/>

STUDENT SUPPORTS

ACADEMIC HELP FOR STUDENTS

The University Library offers a range of learning and academic support to assist USask undergrad and graduate students. For information on specific services, please see the Learning page on the Library web site <https://library.usask.ca/support/learning.php>.

Remote learning support information <https://students.usask.ca/study/remote-learning.php>

Remote learning tutorial https://libguides.usask.ca/remot_learning

Study skills materials for online learning <https://libguides.usask.ca/studyskills>

TEACHING, LEARNING AND STUDENT EXPERIENCE

Teaching, Learning and Student Experience (TLSE) provides developmental and support services to students and the university community. For more information, see <http://students.usask.ca>.

FINANCIAL SUPPORT

Any student who faces challenges securing their food or housing and believes this may affect their course performance is urged to contact Student Central (<https://students.usask.ca/student-central.php>).

ABORIGINAL STUDENTS' CENTRE

The Aboriginal Students' Centre (ASC) is dedicated to supporting Aboriginal student academic and personal success. The centre offers personal, social, cultural and some academic supports to Métis, First Nations, and Inuit students. The centre is also dedicated to intercultural education, bringing Aboriginal and non-Aboriginal students together to learn from, with and about one another in a respectful, inclusive and safe environment. Students are encouraged to visit the ASC's Facebook page (<https://www.facebook.com/aboriginalstudentscentre/>) to learn more.

RECOMMENDED TECHNOLOGY FOR REMOTE LEARNING

Students are reminded of the importance of having the appropriate technology for remote learning. The list of recommendations can be found at <https://nursing.usask.ca/technology/overview.php>

GUIDELINES FOR COMMUNICATION

Respectful written and verbal communication are an expectation for students and instructors. Please view the following USask guidelines on Netiquette:

<https://teaching.usask.ca/documents/gmctl/netiquette-usask-detailed-270720.pdf>

As Registered Nurses, you are accountable to your governing body professional standards and regulation. This includes the [CNA Code of Ethics](#), and other regulatory standards such as those on [Professional Boundaries](#) and [Social Media](#). You are encouraged to review these regulations as necessary.

SYLLABUS CHANGES

The instructor reserves the right to make changes to the syllabus reading material and seminar schedule to accommodate scheduling of guest lectures or clinical updates. If changes are made students will be contacted by email, using their USask email address, and a posting will be placed in the course Canvas site. It is the students' responsibility to routinely check their USask email and Canvas.

TECHNICAL SUPPORT

If you need assistance with technical support, contact IT services help desk or the College of Nursing IT services. itsupport@usask.ca or 306-966-2222

ACKNOWLEDGEMENTS

Contributions to this course were provided by faculty and instructors in the University of Saskatchewan NP program.

APPENDIX A: RESIDENCY III - CLINICAL EVALUATION TOOL FOR NP LEARNERS

The University of Saskatchewan Nurse Practitioner (NP) Program is a competency-based education program that supports learners to develop [NP Entry Level Competencies \(ELCs\)](#) (CRNS, 2023) and

[Practice Standards](#) (CRNS, 2024). NP ELCs and Practice Standards related to direct clinical practice are ladderred across three clinical courses, with the expectation that students develop increasing independence and precision in clinical performance as they progress from practicum I to practicum III.

EVALUATION OF CLINICAL COMPETENCY

Learner Self-Assessment: Students are expected to take an active role in their learning by participating in regular self-reflection and assessment of competency development. This includes documenting examples of progress towards ELCs and Practice Standards, reflection on strengths and areas for growth, and identification of learning strategies to address areas for growth.

Feedback (Formative Evaluation): Consistent feedback on strengths and areas for growth is a key component of competency development. Preceptors and learners should regularly discuss progress towards meeting competencies. Learners are expected to consistently seek formative feedback (i.e. every 40 hours or once per week). This formative evaluation (feedback) helps identify and address learning needs in a timely manner, supporting learners to successfully meet clinical expectations.

Summative Evaluation: Preceptors and learners will complete a summative evaluation at midterm (halfway point) and upon completion of clinical hours using the Clinical Evaluation Tool for NP Learners, discussing evaluation with each other and the assigned NP Clinical Facilitator.

Learning Support Plan: If a learner is at risk for not meeting learning outcomes at any point during the clinical, a learning support plan may be implemented to help support learning. Learning support plans will be individualized to learner needs and capacity of clinical placements to support these needs.

Competency Evaluation: Assessors will use the [Entrustability Scale](#) to evaluate the level of supervision required for a learner to safely perform professional NP competencies. With repeated clinical exposure, learners should develop increasing ability to perform competencies with less assistance so that by graduation they can perform all competencies autonomously, at the [Independent & Competent](#) level. Minimum performance expectations for this clinical are highlighted in the [Clinical Expectations](#) and in each competency assessment category. The USask NP Student Clinical Placement Manual includes supplemental information on clinical evaluation and example performance indicators for each practicum to support evaluation.

ENTRUSTABILITY SCALE

Independent & Competent	"I did not need to provide direct supervision or direction for safe, competent patient care."
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	Learner consistently and independently demonstrates competency at the level of a novice NP, including being self-directed in consulting and referring matters outside of their scope of practice
Moderate Guidance Needed	<p>"I needed to prompt."</p> <p>Learner requires prompting from time to time to complete competency</p> <p>You are comfortable leaving learner alone in the room to assess patients - indirect supervision required</p>
Considerable Guidance Needed	<p>"I needed to provide repeated direction."</p> <p>Learner requires regular assistance, supervision and/or direction to complete competency</p> <p>Learner usually requires verbal and/or physical cues to complete competency</p>
Constant Guidance* Needed	<p>"I needed to do."</p> <p>Learner lacks knowledge, skill, and/or judgement to perform competency without repeated guidance – direct supervision required</p> <p>Learner is unprepared to provide competent, safe patient care and/or or does not demonstrate professional standards of practice</p>

***Please contact the NP Instructor promptly if a learner repeatedly demonstrates need for constant guidance or unsafe practice**

OVERVIEW OF CLINICAL EXPECTATIONS

Practicum III focuses on refining and consolidating clinical competencies to the level of an entry-level NP. Learners will develop independence and increased confidence applying NP ELCs and Practice Standards to a variety of patient populations across the age spectrum with acute, chronic, and comorbid health concerns. Clinical expectations by completion of practicum III include:

- Assessment (Independent & Competent):** Independence completing and interpreting findings from focused and comprehensive health assessments for a variety of patient presentations and concerns seeking appropriate consultation if situation is beyond the scope of entry level practice. Ability to independently select and interpret appropriate diagnostic investigations for a variety of client presentations and acuity levels. When uncertain, initiates consultation as would be appropriate for an entry-level NP.

- **Diagnosis (Independent & Competent):** Ability to independently determine appropriate differential, leading and must-not-miss diagnosis for patients presenting with a variety of health concerns.
- **Management & Counselling (Independent & Competent):** Ability to independently develop and implement comprehensive evidence-based, patient centered therapeutic care plans for a variety of patient presentations, complexities, acuity levels and populations. Consistent demonstration of interprofessional competencies of an advanced practice nurse (i.e. consultation, collaboration, referral, communication, leadership, role clarification).
- **Transition of Care (Independent & Competent):** Ability to independently support safe and effective transition of care (i.e. admission, discharge, connection with community services).
- **Documentation (Independent & Competent):** Accurate and complete documentation for a variety of client presentations and acuity levels, including competence in written referrals, consultation, and transition of care (i.e. admission, discharge planning, care coordination).
- **NP Role & Responsibilities (Independent & Competent):** Consistent and independent accountability to professionalism expectations of an advanced practice role. Independent application of NP Practice Standards. Proficient time-management skills at the level of a novice NP.

Preceptor:

Clinical Site:

Student:

NPCF:

Person Completing Evaluation:

Date:

of clinical hours at time of evaluation:

Type of Evaluation: Midterm or Final

ASSESSMENT COMPETENCIES.

- Establishes reason for client encounter to determine nature of services required, including urgency (1.1)
- Obtains informed consent according to legislation and regulatory requirements (1.2)

- Analyzes and synthesizes information from multiple sources (e.g., biopsychosocial profile, culture, medical history, medication history, investigations, research, client strengths) to identify client needs and inform assessment and diagnosis (1.3)
- Conducts assessment relevant to the client’s presentation to inform diagnostic decisions (1.4)
- Employs evidence-informed virtual care strategies (1.16)

Notes & observations related to ASSESSMENT competency development

[Link to Clinical Expectations and Example Indicators for Assessment](#)

Midterm:

Final:

Evaluation – ASSESSMENT Competencies

Minimum expectation by completion of practicum III: Independent & Competent

	Constant Guidance Needed	Considerable Guidance Needed	Moderate Guidance Needed	Independent & Competent
Midterm				
Final				

DIAGNOSIS COMPETENCIES

- Integrates critical inquiry and diagnostic reasoning to formulate differential diagnosis and final (most likely) diagnosis through (1.5):
 - Correct interpretation of investigations
 - Generating and narrowing appropriate differentials
 - Creating shared understanding of assessment findings, diagnosis, anticipated outcomes and prognosis
 - Determining leading diagnosis based on clinical and diagnostic reasoning

Notes & observations related to DIAGNOSIS competency development

[Link to Clinical Expectations and Example Indicators for Diagnosis](#)

Midterm

Final:

Evaluation – DIAGNOSIS Competencies

Minimum expectation by completion of practicum III: Independent & Competent

	Constant Guidance Needed	Considerable Guidance Needed	Moderate Guidance Needed	Independent & Competent
Midterm				
Final				

MANAGEMENT COMPETENCIES

- Uses clinical reasoning to create a shared management plan based on diagnoses and the client's preferences and goals (1.6)
- Prescribes and counsels clients on pharmacological and non-pharmacological interventions, across the lifespan (1.7).
- Performs invasive and non-invasive interventions as indicated by the management plan (1.8)
- Evaluates the effectiveness of the management plan to identify required modifications and/or terminations of treatment (1.9)

Notes & observations related to MANAGEMENT competency development

[Link to Clinical Expectations and Example Indicators for Management](#)

Midterm:

Final:

Evaluation – MANAGEMENT Competencies

Minimum expectation by completion of practicum III: Independent & Competent

Evaluation – PROFESSIONAL NP ROLE & RESPONSIBILITIES Competencies				
Minimum expectation by completion of practicum III: Independent & Competent				
	<u>Constant Guidance Needed</u>	<u>Considerable Guidance Needed</u>	<u>Moderate Guidance Needed</u>	<u>Independent & Competent</u>
Midterm				
Final				

Additional Section for PRECEPTOR to Complete

Please Check to Indicate you have reviewed the following:

MIDTERM	FINAL
<input type="checkbox"/> Learning Plan <input type="checkbox"/> Clinical Skills List <input type="checkbox"/> Learner’s self-assessment	<input type="checkbox"/> Learning Plan Evaluation <input type="checkbox"/> Clinical Skills List <input type="checkbox"/> Learner’s self-assessment

Additional comments from preceptor related to learner strengths and learning needs:

Is this student meeting NP entry-level competencies and practice standards and ready to start practice as an independent nurse practitioner?

- YES NO – If No, please explain:

Additional Section for LEARNER to Complete:

LEARNING PLAN - Self-Assessment of progress (MIDTERM):

LEARNING PLAN EVALUATION - Self-Evaluation of learning plan outcomes (FINAL):

CLINICAL SKILLS LIST – Progress and Plans to address gaps (MIDTERM & FINAL):

LEARNER REFLECTION on APPLICATION OF COMPETENCIES to different populations, acuity levels, health conditions (i.e. ICD-10 codes), complexity, and/or settings. Consider your Typhon log summaries to identify strengths and opportunities (MIDTERM & FINAL):

Learner identified strengths, learning needs, and plans to address needs (MIDTERM & FINAL):

Are you meeting NP entry-level competencies and practice standards and ready to start practice as an independent nurse practitioner?

- YES NO – If No, please explain:

Additional Section for NPCF to Complete – The NPCF will only complete a Clinical Evaluation if significant discordance is noted between preceptor and learner evaluation and/or there is concern regarding the learner not meeting clinical expectations. The NPCF will consider multiple sources of data in completing the evaluation including preceptor and student evaluations, communication with the learner and preceptor, clinical assignments, and other evidence of competency development.

Reason for NPCF Clinical Evaluation being completed (Select all that Apply):

- Discrepancy between student and preceptor evaluation
- Concern of learner not meeting clinical expectations
- Other (please specify):

Please explain reason for NPCF completing evaluation further here:

Learner strengths identified by NPCF:

Learning needs identified by NPCF:

Based on available evidence, what is the overall level of supervision this learner requires?

	<u>Constant Guidance Needed</u>	<u>Considerable Guidance Needed</u>	<u>Moderate Guidance Needed</u>	<u>Independent & Competent</u>
Midterm				
Final				

Is this student meeting NP entry-level competencies and practice standards and ready to start practice as an independent nurse practitioner?

- YES NO – If No, please explain:

NPCF Recommendation

Preceptor Signature & Date:

Learner Signature & Date:

NPCF Signature & Date:

CLINICAL EXPECTATIONS & EXAMPLE INDICATORS

ASSESSMENT COMPETENCIES

ELCs 1.1-1.5, 1.16

Clinical Expectations	<ul style="list-style-type: none"> • Independence completing and interpreting findings from focused and comprehensive health assessments for a variety of patient presentations and concerns. When uncertain, is self-directed initiating appropriate consultation as would be expected of a novice NP. • Ability to independently select and interpret appropriate diagnostic investigations for a variety of client presentations and acuity levels. When uncertain, initiates consultation as would be appropriate for an entry-level NP.
Example Indicators	<p>Learner is able to:</p> <ul style="list-style-type: none"> • Determine the reason for visit and prioritize concerns as routine, urgent, emergent, or life threatening • Support patients to make informed decisions, obtaining informed consent and co-creating a shared understanding of care • Collect a focused or comprehensive health history appropriate to the presenting concern(s) • Synthesize and interpret findings from history to guide selection of appropriate physical exam and differential diagnosis • Perform and correctly interpret findings of physical exam to inform differential diagnosis • Conduct assessment demonstrating principles of cultural safety, equity, diversity and inclusion and trauma and violence informed care • Select, apply and correctly interpret relevant assessment tools (i.e. screening questionnaires, growth charts), evidence-based guidelines and literature to inform assessment • Order and interpret evidence-based screening and diagnostic investigations, applying principles of resource stewardship • Discuss and support client wishes related to advanced care planning, palliative and end-of-life care • Implement evidence-based virtual care, applying relevant regulatory and legal considerations and adapting assessment appropriately for the virtual environment

DIAGNOSIS COMPETENCIES

ELC 1.5

Clinical Expectations	<ul style="list-style-type: none"> • Ability to independently determine appropriate differential, leading and must-not-miss diagnosis for patients presenting with a variety of health concerns
Example Indicators	<p>Learner is able to:</p> <ul style="list-style-type: none"> • Accurately interpret assessment findings and diagnostic investigations to determine differential diagnosis, including must-not-miss diagnosis, for a variety of client presentations, complexities, and populations • Correctly identify leading (most likely) diagnosis for a variety of client presentations, complexities and populations • Apply principles of health literacy and therapeutic communication to discuss assessment findings and diagnosis with client, promoting a shared understanding

MANAGEMENT COMPETENCIES

ELCs 1.2, 1.6, 1.7, 1.9, 1.11, 1.13, 2.1, 2.3, 4.1-4.2, & NP Practice Standards

Clinical Expectations	<ul style="list-style-type: none"> • Ability to develop and implement comprehensive evidence-based, patient centered therapeutic care plans for a variety of patient presentations, complexities, acuity levels and populations. • Consistently demonstrates interprofessional competencies of an advanced practice nurse (i.e. consultation, collaboration, referral, team functioning, communication, leadership, role clarification)
Example Indicators	<p>Learner is able to:</p> <ul style="list-style-type: none"> • Apply, adapt, evaluate and coach others in evidence-based health promotion, screening and education to meet individual patient needs • Independently develops and implements evidence-based, patient centered management plans, using a shared decision making approach, for a variety of client presentations, complexities, acuity levels and populations • Demonstrates interprofessional competencies in team work, role clarification, communication, leadership, consultation, collaboration and referral • Develops comprehensive evidence-based care plans that consider pharmacotherapy, non-pharmacotherapy, investigations, monitoring, follow-up, and patient education • Considers resources, patient preferences, regulatory parameters and stewardship in development of management plans • Independently selects and performs invasive and non-invasive procedures appropriate to the patient presentation and within scope of practice

	<ul style="list-style-type: none"> • Independently writes prescriptions that comply with evidence-based practice and regulatory standards • Independently counsels patient on evidence-based pharmacological and non-pharmacological management options • Evaluates the effectiveness of management, adjusting or terminating interventions as required
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COUNSELLING COMPETENCIES

ELCs 1.10-1.12, 3.2, 3.3, 4.1, 4.2

Clinical Expectations	<ul style="list-style-type: none"> • Ability to co-create therapeutic counselling relationships and provide counselling interventions as indicated by the management plan (i.e. motivational interviewing, trauma and violence informed care, creating safe spaces, applying principles of harm reduction)
Example Indicators	<p>Learner is able to:</p> <ul style="list-style-type: none"> • Apply advanced communication strategies and cultural safety to establish therapeutic counselling relationship • Independently provide motivational interviewing, trauma and violence informed care and other counselling approaches appropriate to client presentation • Independently recognize and refer patient's requiring advanced counselling to another appropriate provider, after discussion with patient • Appropriately implement harm reduction strategies to support individuals with substance use disorder • Provide appropriate patient education, considering evidence-informed practice, health literacy, culture, and other factors that influence learning • Evaluate and adapt patient education to improve outcomes (i.e. applies teach-back techniques, asks patient's to explain their understanding, supports patient to demonstrate technique)

TRANSITION OF CARE COMPETENCIES

ELCs 1.13 & 1.14

Clinical Expectations	<ul style="list-style-type: none"> Ability to support safe transition of care, including admission and discharge planning
Example Indicators	<p>Learner is able to:</p> <ul style="list-style-type: none"> Identify when a patient would benefit from transition of care and initiates appropriate transfer (i.e. transfer to ED, specialist care, allied health care provider) Write comprehensive and appropriate referral letters Demonstrate competence verbally consulting with other providers to support client care (i.e. calling on-call specialist for advice, collaborating with community programs to support client care needs) Assess and help client access resources to support care transition (i.e. transportation, financial means, drug coverage, cultural fit, knowledge, etc.)

DOCUMENTATION COMPETENCIES

ELCs 1.13-1.16

Clinical Expectations	<ul style="list-style-type: none"> Accurate and complete documentation for a variety of client presentations and acuity levels, including competence in written referrals, consultation and transition of care (i.e. admission, discharge planning, care coordination)
Example Indicators	<p>Learner is able to:</p> <ul style="list-style-type: none"> Independently, accurately and appropriately complete documentation for a variety of client presentations and acuity levels

PROFESSIONAL NP ROLE & RESPONSIBILITIES COMPETENCIES

ELCs 1.15, 2.1, 2.2, 3.1-3.5 & NP Practice Standards

Clinical Expectations	<ul style="list-style-type: none"> Consistent and independent accountability to professionalism expectations of an advanced practice role and application of NP Practice Standards. Proficient time-management skills at the level of a novice NP
Example Indicators	<p>Learner is able to demonstrate:</p> <ul style="list-style-type: none"> Professional conduct and accountability (i.e. regular punctual attendance, clear professional communication, timely patient follow-up, reliability, etc.) Ability to clearly articulate and consistently apply NP Practice Standards, Entry-Level Competencies, Scope of Practice and the Canadian Nurses Association Code of Ethics across settings and with various populations Awareness and ability to consistently practice in accordance with regulatory body guidelines, federal and provincial legislation, and agency policy Growth mindset, engaging in self-directed learning and reflective practice to address competency development

	<ul style="list-style-type: none">• Ability to effectively elicit, incorporate and receive feedback• Provision of culturally safe, anti-racist care, contributing to practice environments that are equitable and inclusive• Ability to clearly articulate the NP role to clients, members of the health care team and the public• Provision of safe, ethical, competent care that is in the clients best interest• Leadership that contributes to high quality health (i.e. situational awareness, conflict resolution, collaboration, building partnerships, communication skills, etc.)• Ability to prioritize client concerns appropriately within appointment timeframe• Completion and documentation of client care within appropriate timeframe• Consistent, proactive and self-directed behaviours in seeking out learning opportunities and appropriate strategies to address learning needs• Ability to plan and organize workload to provide efficient and effective care
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Updated 2022



Consultation with the Registrar (CWR) – Proposal Highlights

Title of Proposal: Master of Nursing (M.N.) Nurse Practitioner – Replacement Program and Termination of Primary Health Care Concentration

General Description: The college is revising the current M.N. Nurse Practitioner program. Revisions include the following: 13 new courses, increase of overall credit units from 36 to 45, revised admission requirements, and termination of the concentration in *Primary Health Care*. (Note that “concentration” refers to a “theme” or “focus” within the program of study.) Current students (those admitted to the program *prior* to 2026-27) will be able to complete the program to which they were admitted, according to the Time Limit for Degree Completion rules in the College of Graduate and Postdoctoral Studies. These rules are outlined in the *University Catalogue*.

Degree College: College of Graduate and Postdoctoral Studies

College Approval: Received College of Graduate and Postdoctoral Studies on October 23, 2024

Effective Term: May 2026

Course implications

- 13 new courses
- Use existing “NURS” course subject code; no new course subject code is necessary

Registration and classes

- Class time slots, terms, and sessions will be similar to the existing schedule
- Room scheduling needs will be similar to current needs

Convocation

- No new hood

Financial and Budget

- Existing tuition rate will be maintained (\$14,001.00); however, method of tuition assessment will change from program rate to per credit unit assessment
- SFO and Provost’s Office approved to proceed with CWR step

Student Mobility

- No unique mobility or external partners/agreements



UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
ITEM FOR INFORMATION

PRESENTED BY: Carolyn Augusta, Chair, Academic Programs Committee

DATE OF MEETING: January 30, 2025

SUBJECT: **Internationally Educated Teachers Certificate Revisions**

ACTION: **For Information Only**

CONTEXT AND BACKGROUND:

The College of Education is proposing the addition of an Indigenous Studies Course (3 credit units of coursework) as part of the Internationally Educated Teachers Certificate (IETC) program which would increase the IETC program to 21 credit units.

The Saskatchewan Professional Teachers Regulatory Board (SPTRB) requires B.Ed. graduates to have “at least 3 semester hours in either the history, culture, or language of First Nations, Métis and Inuit people in Canada, or the history and legacy of residential schools (which may be included in the major or minor).” In recent discussions, the SPTRB has indicated they will now be requiring internationally educated teacher applicants to meet this same requirement for 3 credit units of Indigenous Studies content. Additional revenue will be realized for the extra class (3 c.u.) mostly for the College of Arts and Science, which is the college that offers the majority of Indigenous Studies classes in the proposed list. Typically, there are approximately 12 students in this program annually.

CONSULTATION:

On December 18, 2024, the College of Education brought forward a proposal to the Academic Programs Committee of Council (APC). Members had the opportunity to review the straightforward proposal and voted in favour of the change.

ATTACHMENTS:

1. Internationally Educated Teachers Certificate Revisions

Internationally Educated Teachers Certificate

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MOTION FOR CONSIDERATION

COLLEGE OF EDUCATION

Academic Programs Committee of Council

On **Friday, December 6, 2024**, the motion below was approved by the College of Education Faculty Council. This motion, including rationale, is being brought forward for consideration of the Academic Programs Committee of Council.

PREAMBLE: The Saskatchewan Professional Teachers Regulatory Board (SPTRB) requires B.Ed. graduates to have “at least 3 semester hours in either the history, culture, or language of First Nations, Métis and Inuit people in Canada, or the history and legacy of residential schools (which may be included in the major or minor).” In recent discussions, the SPTRB has indicated they will now be requiring internationally educated teacher applicants to meet this same requirement for 3 credit units of Indigenous Studies content.

In anticipation of this upcoming change to certification requirements, the motion below proposes the addition of 3 c.u. of Indigenous Studies content be added to the Internationally Educated Teachers Certificate (IETC) program to facilitate this new requirement from the SPTRB for teacher certification in Saskatchewan. This additional course requirement will increase the number of credit units for the IETC program from 18 credit units to 21 credit units. The rationale for this addition is that if SPTRB requires B.Ed. graduates to have at least 3 credit units in either the history, culture, or language of First Nations, Métis and Inuit people in Canada, or the history and legacy of residential schools then internationally trained teachers seeking a Saskatchewan teacher’s certificate should also meet this requirement. Additional revenue will be realized for the extra class (3 c.u.) mostly for the College of Arts and Science, which is the college that offers the majority of Indigenous Studies classes in the proposed list. Typically, we see approximately 12 students in this program annually.

MOTION: To require 3 credit units of Indigenous Studies academic coursework as part of the Internationally Educated Teachers Certificate (IETC) program, increasing the IETC program to 21 credit units.

SUPPLEMENTARY MATERIAL: CATALOGUE ENTRY
TO ENABLE ADEQUATE DELIBERATION
BY MEMBERS OF THE ACADEMIC PROGRAMS COMMITTEE
WILL BE PROVIDED ON THE PAGES THAT FOLLOW

Internationally Educated Teachers Certificate (IETC)

Program Requirements (18 21 credit units)

- Choose **3 credit units** of Indigenous Studies

INDG 107.3: Introduction to Canadian Indigenous Studies is recommended.

- [INDG — 100-Level, 200-Level, 300-Level, 400-Level](#)
- [ANTH 202.3](#) Anthropology and Indigenous Peoples in Canada
- [ANTH 350.3](#) Introduction to Boreal Forest Archaeology
- [AREC 220.3](#) History of Indigenous Agriculture in Canada
- [DRAM 111.3](#) Practicum I Indigenous Performance Methods
- [ENG 242.3](#) Indigenous Storytelling of the Prairies
- [ENG 243.3](#) Introduction to Indigenous Literatures
- [ENG 335.3](#) The Emergence of Indigenous Literatures in Canada
- [ENG 338.3](#) Contemporary North American Indigenous Literatures
- [GEOG 465.3](#) Environment and Health in Indigenous Communities
- [HIST 193.3](#) History Matters Topics in Canadian History
- [HIST 195.3](#) History Matters Indigenous Perspectives on Canadian History
- [HIST 257.3](#) The Canadian Prairie to 1905
- [HIST 315.3](#) Indigenous Health History
- [HIST 316.3](#) History of the Metis in Twentieth Century Prairie Canada
- [HIST 366.3](#) Indigenous Womens Life Stories in Early North America
- [HIST 367.3](#) Early Indigenous North American Diasporas
- [HIST 432.3](#) Turtle Island Stories From Erasure to Empowerment in Early North American Ethnohistories
- [HIST 468.3](#) Topics in Urban History Saskatoon Indigenous History
- [KIN 306.3](#) Introduction to Indigenous Wellness
- [LING 114.3](#) Indigenous Languages and Stories Introduction to the Structure of Language
- [LING 253.3](#) Indigenous Languages of Canada
- [PLAN 445.3](#) Planning with Indigenous Communities
- [POLS 222.3](#) Indigenous Governance and Politics
- [POLS 323.3](#) Indigenous Policies and Programs
- [SOC 219.3](#) Indigenous Peoples and Justice in Canada
- [SOC 319.3](#) Indigenous People in Urban Areas
- [SOC 341.3](#) Institutional Racism and Indigenous People
- [EADM 303.3](#) Education in Society Structures Systems and Stakeholders
- [ECUR 400.3](#) Curriculum and Instruction for Saskatchewan Schools or [ECUR 325.3](#) Relational Curriculum Making in the Secondary Context
- [EFDT 265.3](#) Foundations for First Nations Metis and Inuit Teaching and Learning or [ECUR 265.3](#) Teaching for Reconciliation in the K to 12 Curricula
- [EPSE 390.3](#) Exceptional Learners
- [EDST 215.6](#) Internationally Educated Teachers Field Experience



Consultation with the Registrar (CWR) – Proposal Highlights

Title of Proposal: Internationally-Educated Teachers Certificate (IETC) program – addition of 3 credit units of Indigenous Studies coursework

General Description: This additional course requirement will increase the number of credit units for the IETC program from 18 credit units to 21 credit units. The rationale for this addition is that if SPTRB requires B.Ed. graduates to have at least 3 credit units in either the history, culture, or language of First Nations, Métis and Inuit people in Canada, or the history and legacy of residential schools, internationally trained teachers seeking a Saskatchewan teacher’s certificate should also meet this requirement. See proposal for full rationale.

Degree College: College of Education

Date of College Approval: December 6, 2024

Effective Term: 2025-26

Course implications

- N/A

Registration and classes

- No change to class time slots, terms, and sessions
- Average of 12 students in the program per year

Convocation

- N/A

Financial and Budget

- Tuition rate and per credit unit method remain the same
- SFO has no concerns

Student Mobility

- N/A



UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
ITEM FOR INFORMATION

PRESENTED BY: Carolyn Augusta, Chair, Academic Programs Committee

DATE OF MEETING: January 30, 2025

SUBJECT: **College of Engineering First Year Program Changes**

ACTION: **For Information Only**

CONTEXT AND BACKGROUND:

The College of Engineering is proposing an introduction of GE 183.2 as a new course to the first year curriculum as well as the creation of an elective list in the winter term resulting in a 2 credit unit program reduction.

The introduction of GE 183.2 is to equip first year Engineering students going into the Civil, Geological, and Environmental Engineering programs with the unique topics required in their upper-year courses which are not adequately covered in the current first year curriculum.

The introduction of the winter elective course list (one of GE 153.2, GE 163.2 or GE 183.2 instead of requiring students to take both GE 153.2 and GE 163.2) will reduce the volume of work in the winter term for first year engineering students. The first year teaching team has made significant and intentional efforts to reduce students' workload in Term 1 (i.e., Fall term) without compromising key pedagogical content that must remain in existing courses.

This curriculum change enhances how the needs and interests of students are pragmatically addressed in the winter term. As a result, this modification is intended to increase students' motivation to pursue engineering (and their chosen major) by having them focus on course materials that are of more direct value to them, sooner and more specifically in their first year learning experience as engineering students.

CONSULTATION:

On January 8, 2025, the College of Engineering brought forward a proposal to the Academic Programs Committee of Council (APC). Members had the opportunity to review the proposal and ask questions. The Committee voted in favour of the change.

ATTACHMENTS:

1. College of Engineering First Year Program Changes



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Proposal for New Programs or Curricular Changes

Title of proposal: Minor Curricular Changes to Existing First Year Engineering (CE) Program

Degree (s): Bachelor of Science (B.Sc.) in Engineering
Field (s): Engineering
Level (s) of Concentration: First Year
Option (s): N/A
Degree College: Engineering
Contact Person (s): Ms. Temi Ojo, Tel: (306) 966-3201, temitope.ojo@usask.ca.
Proposed Date of Implementation: May 01, 2025

Proposal Document

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

Academic Justification

- a. *Describe why the program would be a valuable addition to the university from an academic programming perspective. (Please see attached detailed college-level motion and rationales. This has been included in a Word document)*
- b. *Considering strategic objectives, specify how the new program fits the university signature areas and/or institutional plans and/or the college/school and/or department plans. (N/A)*
- c. *Is there a particular student demographic this program targets, and if so, what is that target? (e.g., Indigenous, mature, international, returning) (No change to current program)*
- d. *What are the most similar competing programs in Saskatchewan and Canada? How is this program different? (N/A for this minor curricular change)*



Admissions

The **Admission Framework** document must be reviewed to determine how an applicant will be considered for admission. There are several factors to consider when creating a new program. The Manager, Admissions and Transfer Credit, can assist in the development of the criteria. Information determined here should then be used to inform the completion of an Admission Template as found on <https://programs.usask.ca/programs/admission-requirements.php>.

- a. **What are the admissions requirements** of this program – high school subjects, secondary or post-secondary standing, minimum averages, English proficiency, and minimum scores on standardized tests? *(N/A - no change)*
- b. **What are the selection criteria** – how will you rank and select applicants? For example, ranking by admission average, admission test scores, interview scores, departmental recommendations, auditions, portfolios, letters of reference, admission essays, and definition of essential abilities for professional practice? *(N/A - no change)*
- c. **What are admission categories** – regular admission, special admission, and Indigenous equity admission? *(N/A - no change)*
- d. **What are the admission models** – direct entry, non-direct entry, ranked competitive or cut-off average? Is a confirmation of admission required? *(N/A - no change)*
- e. **Intake** – how many seats are required to be filled – for first year and transfer students, reserved for Indigenous, Saskatchewan, out-of-province, and international students? *(N/A - no change)*
- f. **What are the application process and timelines** – September or January intakes, online application, application and document deadlines, and scholarship deadlines to consider? *(N/A - no change)*
- g. **Which office will manage the admission process** – TLSE, college, department, or a combination? *(N/A - no change)*
- h. **Marketing and Promotion of New Program** – consideration needs to be given to a communications plan and marketing of the new program. *(N/A - no change)*
- i. **Admissions Appeal** – what will this process be. *(N/A - no change)*
- j. **Transfer Credit** – when will this be assessed and by which office?

These changes will not impact the current Admissions Office transfer credit processes



Description of the program

- a. What are the curricular objectives, and how are these accomplished? *(N/A - not a new program)*
- b. Describe the modes of delivery, experiential learning opportunities, and general teaching philosophy relevant to the programming. Where appropriate, include information about whether this program is being delivered in a distributed format. *(N/A - not a new program)*
- c. Provide an overview of the curriculum mapping. *(N/A - not a new program)*
- d. Identify where the opportunities for synthesis, analysis, application, critical thinking, problem-solving are, and other relevant identifiers. *(N/A - not a new program)*
- e. Explain the comprehensive breadth of the program. *(N/A - not a new program)*
- f. Referring to the university “Learning Charter”, explain how the learning pursuits are addressed and what degree attributes and skills will be acquired by graduates of the program. *(N/A - not a new program)*
- g. Describe how students can enter this program from other programs (program transferability). *(N/A - not a new program)*
- h. Specify the criteria that will be used to evaluate whether the program is a success within a specified timeframe. *(N/A - not a new program)*
- i. If applicable, is accreditation or certification available, and if so, how will the program meet professional standard criteria? Specify in the budget below any costs that may be associated. *(N/A - not a new program)*

Consultation

- a. Describe how the program relates to existing programs in the department, in the college or school, and with other colleges. Establish where students from other programs may benefit from courses in this program. Does the proposed program lead into other programs offered at the university or elsewhere? *(N/A - not a new program)*
- b. List units that were consulted formally and provide a summary of how consultation was conducted and how concerns that were raised in consultations have been addressed.



Attach the relevant communication in an appendix. (*Extensive College meetings, discussions, and consultations done*)

- c. Proposals that involve courses or other resources from colleges outside the sponsoring unit should include evidence of consultation and approval. Please give special consideration to pre- and co-requisite requirements when including courses from other colleges. (*N/A, only the College of Engineering will be impacted by these minor changes*)
- d. List other pertinent consultations and evidence of support, if applicable (e.g., professional associations, accreditation bodies, potential employers, etc.)

Consultation within the College was conducted to ensure that no adverse impacts to accreditation units (AU) will result in the future

Budget

The ***Budgetary and Financial Implications Form*** must be completed to determine the cost impact of the proposed program. **Information about budget and financial implications appears in that form.**

College Statement

Please provide here a statement from the College which contains the following:

- Recommendation from the College regarding the program.
- Description of the College process used to arrive at that recommendation.
- Summary of issues that the College discussed and how they were resolved.

Related Documentation

In the submission, please attach any related documentation which is relevant to this proposal, such as:

- Relevant sections of the College's/School's plan. (*N/A - due to the minor nature of these changes*)
- Accreditation review recommendations. (*N/A - due to the minor nature of these changes*)



- Letters of support - if courses from colleges outside the sponsoring unit are required, please include letters of support for each. *(N/A - due to the minor nature of these changes)*
- Memos of consultation. *(If the Governance Office would like a copy of the UAPC meeting minutes, please advise)*
- External Agreements – if the new program or major revision is dependent upon an external partnership or agreement, this must be completed and included. *(N/A)*

Consultation Forms

Attach the following forms, as required. Required for all submissions:

- Consultation with the Registrar form (Note: this form will be completed by SIS during the Consultation with the Registrar meeting. Completion is based upon the proposal and the meeting discussion; no preliminary work from the college is required).
- Budget forms, including tuition.
- Complete Catalogue entry, if proposing a new program, or excerpt of existing program with proposed changes **marked in red**.
 - Please include admission requirements, complete program of study, and all new, deleted or changed courses in the entry. *(N/A - no change)*
- Entry for marketing website: admissions.usask.ca/programs/find-a-program OR gradprograms.usask.ca as appropriate. *(N/A - no change)*
- Entry for the Tuition website: students.usask.ca/money/tuition. *(N/A - no change to tuition)*

Required for all new courses:

- New Course Proposal Form.

Required if resources needed: Please consult the attached checklist below for a list of necessary forms to be completed and included in the application package.



Submission of Form: Please submit all completed Proposal for Curricular Changes and other required forms to this email address: academic_programs@usask.ca.

Academic Programs Approval Process

Checklist of forms and consultations to be completed before submission of a *Proposal for New Programs or Curricular Changes* to Academic Programs Committee of Council

	Required Consultation/Office	Required Form (As Applicable)	Date Completed (If not required, briefly explain why)	Who did you meet with?
1	Consultation with other colleges, re: impact or similar programs.	N/A	N/A	N/A
2	Financial Sustainability/Tuition Review.	<i>Budgetary & Financial Implications Worksheet</i>	<i>College will be in contact w/ SFO</i>	<i>Likely to contact Ms. Kyla Shea</i>
3	Consultation with Manager, Admissions & Transfer Credit.	<i>Admissions Template</i>	N/A	N/A
4	Budget Consultation with Institutional Planning & Assessment.	<i>Budgetary & Financial Implications Worksheet</i>	<i>College will be in contact w/ SFO</i>	<i>Likely to contact Ms. Kyla Shea</i>
5	Provost sign-off on Budgetary & Financial Implications Worksheet.	<i>Budgetary & Financial Implications Worksheet</i>	<i>College will be in contact w/ SFO</i>	<i>Likely to contact Ms. Kyla Shea</i>
6	Secure College Faculty Council Approval.	<ul style="list-style-type: none"> • <i>Proposal for Academic or Curricular Change Form</i> • <i>Completion of Physical Resource and Space Requirement Form</i> • <i>Completion of Library Requirement Form</i> • <i>Completion of ICT Requirement Form</i> 	<p><i>Will be circulated on Nov. 2024 Faculty Council</i></p> <p>N/A</p> <p>N/A</p> <p>N/A</p>	



		<ul style="list-style-type: none"> • <i>Completion of New Course Creation Form</i> • <i>Completion of Catalogue Entry</i> 	<p><i>Will be circulated on Nov. 2024 Faculty Council</i></p> <p><i>Will be circulated on Nov. 2024 Faculty Council</i></p>	
7	(For Graduate Programs) Secure College of Graduate & Postdoctoral Studies Approval.	(As above)	N/A	
8	Consultation with Registrar	<i>Consultation with the Registrar Form (completed during the consultation)</i>	<i>Yes: Meeting held on Oct. 10, 2024</i>	

Updated August 2023



New Course Proposal & Creation Form

1. Approval by Department Head or Dean

- 1.1 College or School with academic authority: College of Engineering
- 1.2 Department with academic authority: School of Professional Development
- 1.3 Term from which the course is effective: Winter 2026

2. Information required for the Catalogue

- 2.1 Label & Number of course: GE 183
- 2.2 Academic credit units: 2
- 2.3 Course Long Title (maximum 100 characters): Mechanics and Problem Analysis in Civil, Geological, and Environmental Engineering
Course Short Title (maximum 30 characters): Problem Analysis in CGEE
- 2.4 Total Hours: 24 Lecture, Seminar, 9 Lab, Tutorial, Other
- 2.5 Weekly Hours: 4 Lecture, Seminar, 3 (alt weeks) Lab, Tutorial, Other
- 2.6 Term in which it will be offered: T1, X T2, T1 or T2, T1 and T2
- 2.7 Prerequisite: MATH 133.4, GE 132.1; Pre- or Co-requisite: GE 123.3

If there is a prerequisite waiver, who is responsible for signing it?

SoPD and College of Engineering Associate Dean Academic

D – Instructor/Dept Approval

H – Department Approval

I – Instructor Approval

- 2.8 Catalogue description (150 words or less): This course develops concepts and skills that are foundational for the solution of problems in civil, geological, and environmental engineering (CGEE). Topics include: center of gravity and centroids, moments of inertia, drawing and sketching of discipline-specific drawings, application of linear algebra to CGEE problems, and equilibrium analysis of CGEE systems. Emphasis is placed on constructing free body



diagrams of engineering systems, and on visualizing and solving problems related to these systems.

2.9 Do you allow this course to be repeated for credit? *No*.

3. Please list rationale for introducing this course

Students entering the Civil, Geological, and Environmental Engineering programs require additional instruction in the topics of the proposed course in order to be better prepared to succeed in their upper-year courses. We also want to expose students to a more diverse range of CGEE systems to give them an appreciation for the breadth of the disciplines.

4. Please list the learning objectives for this course

By the end of this course, students will be able to:

- 1) Calculate the centroid and moment of inertia for simple to intermediate shapes.
- 2) Determine the magnitude and location of the resultant force produced by a variety of distributed loads.
- 3) Produce the load distribution associated with systems exposed to fluid pressures.
- 4) Interpret the meaning of drawings commonly encountered in civil, geological, and environmental engineering, and produce proper sketches of simple forms of these drawings in various views.
- 5) Set up a system of linear equations for solving simple civil engineering problems, solve these systems manually and using a computer algebra system (CAS), and properly interpret the meaning of the solution.
- 6) Apply a CAS to solve more complex civil, geological, and environmental engineering problems formulated as a system of linear equations and properly interpret the meaning of the solution.
- 7) Draw complete and accurate free body diagrams (FBDs) of a wide range of systems encountered in civil, geological, and environmental engineering.
- 8) Solve for support reactions and internal member forces in simple determinate structures, including trusses, frames, and beams with distributed loads.
- 9) Set up problems for equilibrium analysis for complex determinate structures and systems, including systems with multiple member types and internal hinges, retaining structures, hydraulic structures, slope stability problems, and foundation systems; and
- 10) Construct shear and bending moment diagrams for simple beams.



5. Impact of this course

- Are the programs of other departments or Colleges affected by this course? *Yes, Civil, Geological, and Environmental Engineering*
- If so, were these departments consulted? (Include correspondence) *Yes, through discussions with the Civil Engineering program committee, CGEE Undergraduate Affairs Committee, and CGEE Dept. meeting.*
- Were any other departments asked to review or comment on the proposal? *Yes, through UAPC*

6. Other courses or program affected (please list course titles as well as numbers)

2.1 Courses to be deleted?

2.2 Courses for which this course will be a prerequisite? *CE202.3, CE213.3, CE225.3*

2.3 Is this course to be required by your majors, or by majors in another program? *Yes. Civil, Geological, and Environmental Engineering majors*

7. Course outline

(Weekly outline of lectures or include a draft of the course information sheet.) See attached proposed course outline

8. Enrolment

8.1 What is the maximum enrolment number for this course? And from which colleges?
The maximum enrollment would be about 140 students (those students going into Civil, Geological, and Environmental Engineering). The students would be from Engineering.

8.2 For room bookings, please indicate the maximum estimated room size required for this course:

- 10-50
- 50-90
- 90-130
- 130+

9. Student evaluation

Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)



This course will be assessed using Competency Based Assessment (CBA) systems used in our First Year Program. In such CBA systems, this question is not relevant, as learning outcomes are given course weights instead of indicators such as tests and assignments. There will be assignments, labs, and module tests that will be the basis for grade calculations.

9.1 How should this course be graded? N

C – Completed Requirements

(Grade options for instructor: Completed Requirements, Fail, IP In Progress)

N – Numeric/Percentage

(Grade options for instructor: grade of 0% to 100%, IP in Progress)

P – Pass/Fail

(Grade options for instructor: Pass, Fail, In Progress)

S – Special

(Grade options for instructor: NA – Grade Not Applicable) If other, please specify:

9.2 Is the course exempt from the final examination? Yes

10. Required text

Include a bibliography for the course.

Hibbeler, R.C. 2016. Engineering Mechanics – Statics & Dynamics. (14th ed.) Hoboken: Pearson. ISBN 9780136912378

11. Resources

11.1 Proposed instructors: *Randi Strunk, Zoe Mao.*

11.2 How does the department plan to handle the additional teaching or administrative workload? *The overall FY teaching workload will be redistributed once GE 183 is introduced. GE 153 and GE 163 will require fewer teaching resources as a result of curriculum changes associated with the introduction of GE 183, so the total overall program workload will actually decrease slightly with the proposed curriculum changes.*

11.3 Are sufficient library or other research resources available for this course? *Yes*

11.4 Are any additional resources required (library, audio-visual, technology, etc.)? *No*



12. Tuition

- 12.1 Will this course attract tuition charges? If so, how much? (use tuition category)
Yes. This course will have the same tuition category as other first-year engineering courses.
- 12.2 Does this course require non-standard fees, such as materials or excursion fees? If so, please include an approved “Application for New Fee or Fee Change Form”.
<http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees>. No

Detailed Course Information

1. Schedule Types

Please choose the Schedule Types that can be used for sections that fall under this course: LL

Code	Description	Code	Description
CL	Clinical	PRB	Problem Session
COO	Coop Class	RDG	Reading Class
FLD	Field Trip	RES	Research
ICR	Internet Chat Relay	ROS	Roster (Dent Only)
IHP	Internet Help	SEM	Seminar
IN1	Internship - Education	SSI	Supervised Self Instruction
IN2	Internship - CMPT & EPIP	STU	Studio
IN3	Internship - General	SUP	Teacher Supervision
LAB	Laboratory	TUT	Tutorial
LC	Lecture/Clinical (Dent Only)	WEB	Web Based Class
LEC	Lecture	XCH	Exchange Program
LL	Lecture/Laboratory	XGN	Ghost Schedule Type Not Applicable
MM	Multimode	XHS	High School Class
PCL	Pre-Clinical (Dent Only)	XNA	Schedule Type Not Applicable
PRA	Practicum	XNC	No Academic Credit

2. Course Attributes

Please highlight the attributes that should be attached to the course (they will apply to all sections):

2.1 NOAC No Academic Credit

Zero Credit Unit courses that possess “deemed” CUs (Called Operational Credit Units). NOAC causes the system to roll 0 academic credit units to academic history.

2.2 For the College of Arts and Science only: To which program type does this course belong?

- FNAR Fine Arts
- HUM Humanities



- SCIE Science
- SOCS Social Science
- ARNP No Program Type (Arts and Science)

Does this course satisfy one of the official college requirements:

- ELWR – English Language Writing Requirement
- ILRQ – Indigenous Learning Requirement
- QRRQ – Quantitative Reasoning Requirement

3. Registration Information (Note: multi-term courses cannot be automated as corequisites)

- 3.1 Permission Required:
- 3.2 Restriction(s): course only open to students in a specific college, program/degree, major, year in program
- 3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course
- 3.4 Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course
- 3.5 Corequisite(s): course(s) that must be taken at the same time as this course
- 3.6 Notes: recommended courses, repeat restrictions/content overlap, other additional information

Restricted to students in Engineering.

Prerequisites: MATH 133.4, GE 132.1; Pre- or Co-requisite: GE 123.3

4. List Equivalent Course(s) here:

An equivalent course can be used in place of the course for which this form is being completed, specifically for the purposes of prerequisite and degree audit checking. Credit will be given for only one of the equivalent courses.

None

- 4.1 If this is a recently repurposed course number, please list the courses that are no longer considered to be equivalent:

***Please note:** If the equivalent courses carry an UNEQUAL number of credit units, DegreeWorks will automatically enforce the following, unless otherwise stated:

- If a 3 credit unit course is considered to be equivalent to a 6 credit unit course, it will



fulfill the 6 credit unit requirement, and the student will not have to complete another 3 credit units toward the overall number of required credit units for the program.

- If a 6 credit unit course is considered to be equivalent to a 3 credit unit course, ALL 6 of the credit units may be used to fulfill the 3 credit unit requirement.

5. List Mutually Exclusive Course(s) here:

Mutually exclusive courses have similar content such that students cannot receive credit for both.

5.1 If this is a recently repurposed course number, please list the courses that are no longer considered to be mutually exclusive:

***Please note:** SiRIUS cannot enforce a situation where the exclusion goes only one way.

6. Additional Notes:

Updated 2022



GE 183.2 Proposed Course Outline (Mechanics and Problem Analysis in Civil, Geological, and Environmental Engineering)

Topic	Approximate Lecture Hours
1. CENTRE OF GRAVITY AND CENTROID 1.1. Static Equivalency (Hibbeler 4.7 & 4.8) 1.2. Centre of Gravity, Centre of Mass, and the Centroid of a Body (Hibbeler 9.1) 1.3. Centroid of Composite Bodies (Hibbeler 9.2) 1.4. Distributed Loads (Hibbeler 4.9)	4
2. MOMENTS OF INERTIA 2.1. Definition of Moments of Inertia for Areas (Hibbeler 10.1) 2.2. Parallel-Axis Theorem (Hibbeler 10.2) 2.3. Radius of Gyration (Hibbeler 10.3) 2.4. Moments of Inertia for Composite Areas (Hibbeler 10.4)	4
3. DRAWING AND SKETCHING <ul style="list-style-type: none"> • Introduction to the interpretation of discipline-specific CGEE drawings 	3
4. APPLICATION OF LINEAR ALGEBRA TO CGEE PROBLEMS 4.1. Review of matrix operations and linear transformations (from MATH 133) 4.2. Use of a computer algebra system (CAS, e.g. Mathematica, MATLAB, or MathCAD) for matrix operations and linear transformations 4.3. Solving systems of linear equations by matrix operations <ul style="list-style-type: none"> • Manually and using CAS 4.4. Simple Civil Engineering problems (e.g. trusses) as systems of linear equations <ul style="list-style-type: none"> • Set up problems (visualize and set up equations) • Estimate expected order of magnitude solution • Solve manually • Solve using CAS & illustrate solution – is solution reasonable? 4.5. Complex Civil, Geological, and Environmental Engineering problems (e.g., free vibration of mass-spring system, seepage below dam) <ul style="list-style-type: none"> • Present problem setup (visualize and provide equations) • Estimate expected order of magnitude solution • Solve & illustrate using CAS – is solution reasonable? • Illustrate importance of boundary conditions for correct solutions. 	6
5. EQUILIBRIUM ANALYSIS OF CGEE SYSTEMS 5.1. Review and Practice Constructing Free-body Diagrams (Hibbeler 5.2 – 5.4) <ul style="list-style-type: none"> • Support reactions and internal pins • Two- and three-force members and their identification in structures • Internal member forces • Types of applied loads (concentrated, uniform, triangular) and when they occur in practice • Fluid pressure (Hibbeler 9.4 & 9.5) [time permitting] 5.2. Equilibrium analysis of statically determinate systems <ul style="list-style-type: none"> • Examples setting up FBDs and solving for support reactions and internal member forces in simple determinate structures (trusses, frames, beams with distributed loads) • Examples in complex determinate structures and systems (e.g., systems 	7



<p>with multiple members of different types, internal hinges, retaining structures, hydraulic structures, slope stability, foundation systems)</p> <p>5.3. Shear and bending moment diagrams for simple beams [time permitting]</p> <ul style="list-style-type: none"> • Internal forces (bending moments & shear forces) in simple beams • Variation of bending moments and shear forces along length (equations & diagrams) 	
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Laboratories:

Lab No. 1: Interpretation of Drawings (3 hours)

- Students will be given drawings for different CGEE systems and asked to answer questions about the systems.

Lab No. 2: Computer Algebra System (CAS) for matrix operations (3 hours)

- Students will apply a CAS to CGEE problems that can be set up as a system of linear equations (e.g., truss, dam seepage, etc.). This includes setting up the problem, solving it, and interpreting the results.

Lab No. 3: Free Body Diagrams for common CGEE systems (3 hours)

- Students will construct FBDs for a variety of CGEE systems and use them to solve for certain parameters (e.g., pile foundation, rock bolts to stabilize a mine wall, retaining structure, building frame subjected to lateral forces, etc.).

Philosophy:

Topics are to be presented in a way that students learn how to visualize and set up civil, geological, and environmental engineering problems for analysis. This includes incorporating training in visualizing the problems as much as possible (e.g., sketching problems from different views) and getting lots of practice with sketching free body diagrams and equilibrium analysis.

Note: Topics may be re-ordered to better align with topics presented in GE 123, which runs partly concurrently.



Supplementary Documents for Minor Curriculum changes to Existing First Year Engineering Program Submission

Note: Please see the official *Proposal for New Programs or Curricular Changes* form from the University Governance Office for most of our College of Engineering submission. However, certain supplementary components will be provided here.

Under the **“Proposal Document”** section of the official form, it indicates to provide information that will help explain and unpack the proposed curricular changes. Our college will do so drawing upon the following additional supplementary materials:

1. **Approved motion and its corresponding rationale** from our **Undergraduate Academic Programs Committee (UAPC) meeting** – held in October 2024.
2. **Proposed First Year mark-up of the future state Course and Program Catalogue** (2025-2026).
3. **Completion of New Course Proposal & Creation Form for GE 183**, and
4. **A proposed course outline, for the brand new course – GE 183.**

Please see below for the following supplementary documents. Thank you.



Approved motions and their corresponding rationales from our Undergraduate Academic Programs Committee (UAPC) meeting – held in October 2024

MOTION 1: To introduce *GE 183.2 - Mechanics and Problem Analysis in Civil, Geological, and Environmental Engineering* as a new course to the first-year curriculum, effective 2025/2026 academic year.

RATIONALE 1: This is to equip the first-year Engineering students going into the Civil, Geological, and Environmental Engineering program with the unique topics needed in their upper-year courses which are not adequately covered in the current first-year curriculum.

MOTION 2: To introduce a Winter term elective list in the First Year Engineering curriculum to consist of *GE 153.2 - Electrical Circuits II*, *GE 163.2 - Process Engineering* and *GE 183.2 - Mechanics and Problem Analysis in Civil, Geological, and Environmental Engineering*. All students will be required to take one of these three 2-credit unit (CU) courses instead of being required to take both GE 153.2 and GE 163.2, as stated in the current curriculum, effective from 2025/2026 academic year.

RATIONALE 2: The introduction of this elective course list will reduce the volume of work in the Winter term for our FY Engineering students. The First-Year teaching team has made significant and intentional efforts to reduce students' workload in Term 1 (i.e., Fall term) without compromising key pedagogical content that must remain in existing courses.

This planned curriculum change enhances how the needs and interests of students are pragmatically addressed in the Winter term. As a result, this specific curriculum modification is intended to increase students' motivation to pursue engineering (and their chosen major) by having them focus on course materials that are of more direct value to them, sooner and more specifically in their first-year learning experience as engineering students.

MOTION 3: To reduce the total First Year Engineering CUs by 2 CUs such that instead of the required CUs for Year 1 being 41-44 CUs, it will now be 39-42 CUs, effective 2025/2026 academic year.

RATIONALE 3: After extensive consultation with multiple internal college parties for the last 2-3 years, and scrutinizing student learning and assessment needs within the revised First Year Engineering program, it has been determined that it would be in the College's best interest to reduce the CU count in Year 1 to reduce the student workload. The changes in this motion will lead to the needed reduction of the required CUs in the first year by 2 CUs.



Proposed First Year mark-up of the future state Course and Program Catalogue (2025-2026).

Year 1 (~~41-44 credit units~~ 39-42 credit units)

Year 1 will range from a total of ~~41 to 44 credit units~~ 39-42 credit units, depending upon which major field of study is chosen.

Fall Term

*The start and end dates of the courses vary, as the duration of the courses varies from 4 to 12 weeks.

- GE 102.2
- GE 112.1
- GE 122.2
- GE 132.1
- GE 140.1
- GE 152.1
- GE 172.1
- CMPT 142.3
- MATH 133.4

- **Natural Science Series:**

Students must complete all of the following courses:

- PHYS 152.1
- CHEM 142.1
- GEOL 102.1
- BIOL 102.1

Winter Term

* The start and end dates of the courses vary, as the duration of the courses varies from 4 to 12 weeks.

- GE 103.1
- GE 123.3
- GE 133.2
- GE 143.2 (Please note: This course is not taken by students entering Civil, Geological and Environmental Engineering majors.)

~~• GE 153.2~~



- ~~GE 163.2~~
- CHEM 146.3
- MATH 134.3
- PHYS 156.3
- Students must complete **one** of the following 3 courses:
 - GE 183.2 (new course)
 - GE 153.2 (existing)
 - GE 163.2 (existing)

Discipline Bridge Course:

Course selection depends upon the major field of study chosen.

- CMPT 146.3 (Computer and Electrical Engineering, & Engineering Physics)
- ME 113.3 (Mechanical Engineering)
- CHE 113.3 (Chemical Engineering)
- CE 171.2 (Civil, Geological & Environmental Engineering)

Completion of a New Course Proposal and Creation form for GE 183

Please see attached GE 183.2 Course Creation form – included as a PDF document.

A proposed course outline, for the brand-new course – GE 183.

Please see attached GE 183.2 proposed course outline.

Consultation with the Registrar (CWR) – Proposal Highlights

Title of Proposal: Bachelor of Science in Engineering (B.E.) Year 1 Revisions

General Description: Minor curricular changes in Year 1 that will reduce the overall credit units for ALL B.E. programs (Chemical Engineering, Civil Engineering, Computer Engineering, Electrical Engineering, Engineering Physics, Environmental Engineering, Geological Engineering, and Mechanical Engineering) by 2 credit units. The credit units will be reduced from the current “41-44 credit units” to “39-42 credit units.” Year 1 requirements are common to all of the B.E. disciplines. A new 2 credit unit elective course (GE 183 in Statics) will be added to Year 1. The existing two 2-credit-unit courses (GE 163 *Process Engineering* and GE 153 *Circuits II*) will become electives, like GE 183. Student will need to complete one of these 3 elective courses. In the current program, students must take both GE 153 and GE 163.

Degree College: College of Engineering

Effective Term: May 2025

Course implications

- One new course and some minor course revisions

Registration and classes

- Non-standard class time slots, terms, and sessions
- Changes to the Year 1 class schedule will necessitate some room scheduling adjustments; the nonstandard class schedule has been included in the proposal for Room Scheduling staff in the Registrar’s Office to prepare for the changes.

Convocation

- N/A

Financial and Budget

- Standard tuition rates and per credit unit method of assessment
- Provost approved to proceed with CWR step

Student Mobility

- No unique mobility or external partners/agreements

UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
ITEM FOR INFORMATION

PRESENTED BY: Carolyn Augusta, Chair, Academic Programs Committee

DATE OF MEETING: January 30, 2025

SUBJECT: College of Engineering Civil Engineering Upper Year Program Changes

ACTION: For Information Only

CONTEXT AND BACKGROUND:

The College of Engineering is proposing a reduction in the total number of credit units in the Civil Engineering program from 149 to 143 associated with recent curriculum changes.

A number of curricular changes to the Civil Engineering program were recently approved by the Academic Programs Committee in June 2024 including the removal of 3 credit units of Humanities or Social Science electives (Year 3) and the removal of 3 additional credit units of CE Elective Courses (Groups W, G, S, P, or R) (Year 4). These changes resulted in a reduction in the number of credit units from 149 to 143 because the number of credit units in each of the 3rd and 4th years decreased from 36 to 33. The college has been asking the department to decrease the perceived high student workload in the Civil Engineering program and to find ways to reduce high faculty teaching loads. The credit unit reduction partially addresses both concerns. In addition, the number of accreditation units (AUs) in the existing Civil Engineering program is high relative to most other programs in the college and exceeds the Canadian Engineering Accreditation Board's (CEAB) requirement of 1850 AUs by a large margin. The program changes decrease the number of AUs by approximately 100, bringing the total closer to the CEAB requirement and to those of other programs in the college.

CONSULTATION:

On January 8, 2025, the College of Engineering brought forward a proposal to the Academic Programs Committee of Council (APC). Members had the opportunity to review the proposal and ask questions. The Committee voted in favour of the change.

ATTACHMENTS:

1. College of Engineering Civil Engineering Upper Year Program Changes Proposal



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Proposal for New Programs or Curricular Changes

Title of proposal: Minor Curricular Changes to Existing Civil Engineering (CE) Program

Degree (s): Bachelor of Science (B.Sc.) in Engineering
Field (s): Engineering
Level (s) of Concentration: Upper years – Years 2, 3, & 4 of the Civil Engineering Program
Option (s): N/A
Degree College: Engineering
Contact Person (s): Ms. Temi Ojo, Tel: (306) 966-3201, temitope.ojo@usask.ca.
Proposed Date of Implementation: May 01, 2025

Proposal Document

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

Academic Justification

- a. Describe why the program would be a valuable addition to the university from an academic programming perspective. (Please see attached detailed college motions and supplementary documents, in a Word document)
- b. Considering strategic objectives, specify how the new program fits the university signature areas and/or institutional plans and/or the college/school and/or department plans. (N/A)
- c. Is there a particular student demographic this program targets, and if so, what is that target? (e.g., Indigenous, mature, international, returning) (No change to current program)
- d. What are the most similar competing programs in Saskatchewan and Canada? How is this program different? (N/A for this minor curricular change)



Admissions

The **Admission Framework** document must be reviewed to determine how an applicant will be considered for admission. There are several factors to consider when creating a new program. The Manager, Admissions and Transfer Credit, can assist in the development of the criteria. Information determined here should then be used to inform the completion of an Admission Template as found on <https://programs.usask.ca/programs/admission-requirements.php>.

- a. **What are the admissions requirements** of this program – high school subjects, secondary or post-secondary standing, minimum averages, English proficiency, and minimum scores on standardized tests? *(N/A - no change)*
- b. **What are the selection criteria** – how will you rank and select applicants? For example, ranking by admission average, admission test scores, interview scores, departmental recommendations, auditions, portfolios, letters of reference, admission essays, and definition of essential abilities for professional practice? *(N/A - no change)*
- c. **What are admission categories** – regular admission, special admission, and Indigenous equity admission? *(N/A - no change)*
- d. **What are the admission models** – direct entry, non-direct entry, ranked competitive or cut-off average? Is a confirmation of admission required? *(N/A - no change)*
- e. **Intake** – how many seats are required to be filled – for first year and transfer students, reserved for Indigenous, Saskatchewan, out-of-province, and international students? *(N/A - no change)*
- f. **What are the application process and timelines** – September or January intakes, online application, application and document deadlines, and scholarship deadlines to consider? *(N/A - no change)*
- g. **Which office will manage the admission process** – TLSE, college, department, or a combination? *(N/A - no change)*
- h. **Marketing and Promotion of New Program** – consideration needs to be given to a communications plan and marketing of the new program. *(N/A - no change)*
- i. **Admissions Appeal** – what will this process be. *(N/A - no change)*
- j. **Transfer Credit** – when will this be assessed and by which office?

These changes will not impact the current Admissions Office transfer credit processes



Description of the program

- a. What are the curricular objectives, and how are these accomplished? *(N/A - not a new program)*
- b. Describe the modes of delivery, experiential learning opportunities, and general teaching philosophy relevant to the programming. Where appropriate, include information about whether this program is being delivered in a distributed format. *(N/A - not a new program)*
- c. Provide an overview of the curriculum mapping. *(N/A - not a new program)*
- d. Identify where the opportunities for synthesis, analysis, application, critical thinking, problem-solving are, and other relevant identifiers. *(N/A - not a new program)*
- e. Explain the comprehensive breadth of the program. *(N/A - not a new program)*
- f. Referring to the university “Learning Charter”, explain how the learning pursuits are addressed and what degree attributes and skills will be acquired by graduates of the program. *(N/A - not a new program)*
- g. Describe how students can enter this program from other programs (program transferability). *(N/A - not a new program)*
- h. Specify the criteria that will be used to evaluate whether the program is a success within a specified timeframe. *(N/A - not a new program)*
- i. If applicable, is accreditation or certification available, and if so, how will the program meet professional standard criteria? Specify in the budget below any costs that may be associated. *(N/A - not a new program)*

Consultation

- a. Describe how the program relates to existing programs in the department, in the college or school, and with other colleges. Establish where students from other programs may benefit from courses in this program. Does the proposed program lead into other programs offered at the university or elsewhere? *(N/A - not a new program)*
- b. List units that were consulted formally and provide a summary of how consultation was conducted and how concerns that were raised in consultations have been addressed.



Attach the relevant communication in an appendix. *(Extensive department and program meetings, discussions, and consultations done)*

- c. Proposals that involve courses or other resources from colleges outside the sponsoring unit should include evidence of consultation and approval. Please give special consideration to pre- and co-requisite requirements when including courses from other colleges. *(N/A, only the College of Engineering will be impacted by these minor changes)*
- d. List other pertinent consultations and evidence of support, if applicable (e.g., professional associations, accreditation bodies, potential employers, etc.)

Consultation within the College was conducted to ensure that no adverse impacts to accreditation units (AU) will result in the future

Budget

The ***Budgetary and Financial Implications Form*** must be completed to determine the cost impact of the proposed program. **Information about budget and financial implications appears in that form.**

College Statement

Please provide here a statement from the College which contains the following:

- Recommendation from the College regarding the program.
- Description of the College process used to arrive at that recommendation.
- Summary of issues that the College discussed and how they were resolved.

Related Documentation

In the submission, please attach any related documentation which is relevant to this proposal, such as:

- Relevant sections of the College's/School's plan. *(N/A - due to the minor nature of these changes)*
- Accreditation review recommendations. *(N/A - due to the minor nature of these changes)*



- Letters of support - if courses from colleges outside the sponsoring unit are required, please include letters of support for each. *(N/A - due to the minor nature of these changes)*
- Memos of consultation. *(If the Governance Office would like a copy of the UAPC meeting minutes, please advise)*
- External Agreements – if the new program or major revision is dependent upon an external partnership or agreement, this must be completed and included. *(N/A)*

Consultation Forms

Attach the following forms, as required. Required for all submissions:

- Consultation with the Registrar form (Note: this form will be completed by SIS during the Consultation with the Registrar meeting. Completion is based upon the proposal and the meeting discussion; no preliminary work from the college is required).
- Budget forms, including tuition.
- Complete Catalogue entry, if proposing a new program, or excerpt of existing program with proposed changes **marked in red**.
 - Please include admission requirements, complete program of study, and all new, deleted or changed courses in the entry.
- Entry for marketing website: admissions.usask.ca/programs/find-a-program OR gradprograms.usask.ca as appropriate.
- Entry for the Tuition website: students.usask.ca/money/tuition.

Required for all new courses:

- New Course Proposal Form. *(N/A)*

Required if resources needed: Please consult the attached checklist below for a list of necessary forms to be completed and included in the application package.

Submission of Form: Please submit all completed Proposal for Curricular Changes and other required forms to this email address: academic_programs@usask.ca.



Academic Programs Approval Process

Checklist of forms and consultations to be completed before submission of a Proposal for New Programs or Curricular Changes to Academic Programs Committee of Council

	Required Consultation/Office	Required Form (As Applicable)	Date Completed (If not required, briefly explain why)	Who did you meet with?
1	Consultation with other colleges, re: impact or similar programs.	N/A	N/A	N/A
2	Financial Sustainability/Tuition Review.	<i>Budgetary & Financial Implications Worksheet</i>	<i>College has been in contact with</i>	<i>The SFO Ms. Kyla Shea</i>
3	Consultation with Manager, Admissions & Transfer Credit.	<i>Admissions Template</i>	N/A	N/A
4	Budget Consultation with Institutional Planning & Assessment.	<i>Budgetary & Financial Implications Worksheet</i>	<i>College has been in contact with</i>	<i>The SFO Ms. Kyla Shea</i>
5	Provost sign-off on Budgetary & Financial Implications Worksheet.	<i>Budgetary & Financial Implications Worksheet</i>	<i>College has been in contact with</i>	<i>The SFO Ms. Kyla Shea</i>
6	Secure College Faculty Council Approval.	<ul style="list-style-type: none"> • <i>Proposal for Academic or Curricular Change Form</i> • <i>Completion of Physical Resource and Space Requirement Form</i> • <i>Completion of Library Requirement Form</i> • <i>Completion of ICT Requirement Form</i> • <i>Completion of New Course Creation Form</i> 	<p><i>Will be circulated on Nov. 2024 Faculty Council</i></p> <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p>	



		<ul style="list-style-type: none"> • <i>Completion of Catalogue Entry</i> 	<i>Will be circulated on Nov. 2024 Faculty Council</i>	
7	(For Graduate Programs) Secure College of Graduate & Postdoctoral Studies Approval.	(As above)	<i>N/A</i>	
8	Consultation with Registrar	<i>Consultation with the Registrar Form (completed during the consultation)</i>		

Updated August 2023



Supplementary Documents for Minor Curriculum changes to existing Civil Engineering (CE) Program submission

Note: Please see the official *Proposal for New Programs or Curricular Changes* form from the University Governance Office for most of our College of Engineering submission. However, certain supplementary components will be provided here.

Under the **“Proposal Document”** section of the official form, it indicates to provide information that will help explain and unpack the proposed curricular changes. Our college will do so drawing upon the following additional supplementary materials:

1. **Approved motion and its corresponding rationale** from our **Undergraduate Academic Programs Committee (UAPC) meeting** – held in September 2024.
2. **Proposed Civil Engineering (CE) program mark-up of the future state Course and Program Catalogue (2025-2026).**

It may also be helpful to note that in late Spring 2024, the College of Engineering’s UAPC also approved curricular changes to the Civil Engineering (CE) program, which also was a part of this overall curricular change (but at a more granular level of detail). If needed, our College is more than willing to also forward any additional UAPC motions and rationales from the June 2024 UAPC meeting.

Please see below for the following supplementary documents. Thank you.



Approved motion and its corresponding rationale from our Undergraduate Academic Programs Committee (UAPC) meeting – held in September 2024

MOTION: That the reduction in the number of credit units in the Civil Engineering program from 149 to 143 associated with recent curriculum changes be approved (*for implementation effective in the 2025-2026 academic year, pending all levels of curricular authority approval*).

The reduction of cu is due to the removal of a requirement to complete 3 cu of Hum/Soc Sc electives (Year 3) and the removal of 3 additional credit units CE Elective Courses (Groups W, G, S, P, or R) (Year 4)

RATIONALE: A number of curricular changes to the Civil Engineering program were recently approved by UAPC (specifically, in June 2024). These changes resulted in a reduction in the number of credit units from 149 to 143 because the number of credit units in each of the 3rd and 4th years decreased from 36 to 33. The college has been asking the department to decrease the perceived high student workload in the Civil Engineering program and to find ways to reduce high faculty teaching loads. The credit unit reduction partially addresses both concerns. In addition, the number of accreditation units (AUs) in the existing Civil Engineering program is high relative to most other programs in the college and exceeds CEAB's requirement of 1850 AUs by a large margin. The program changes decrease the number of AUs by approximately 100, bringing the total closer to the CEAB requirement and to those of other programs in the college.



Proposed Civil Engineering (CE) mark-up of the future state Course and Program Catalogue (2025-2026).

Civil Engineering

Bachelor of Science in Engineering (B.E.) - Civil Engineering (~~149~~**143** credit units)

- [Admissions](#)
- [Academic policies](#)
- [Year 1 \(41-44 credit units\)](#)
- [Year 2 \(36 credit units\)](#)
- [Year 3 \(~~36~~ 33 credit units\)](#)
- [Year 4 \(~~36~~ 33 credit units\)](#)
- [Electives](#)

Civil Engineering covers the areas of structural, materials, transportation, geotechnical, water, and project engineering. These are strongly interrelated sub-disciplines. Students in civil engineering are exposed to all areas of civil engineering **throughout the program**. **During** the program's second and third **years**, students take courses to learn the fundamental concepts needed for civil engineering work. **Final year courses provide** a broad-based civil engineering technical background **while allowing a limited degree of specialization through technical elective course offerings**. Two design project courses give students experience in solving open-ended problems and working with industry **partners**.

All undergraduate students admitted to the College of Engineering are required to complete a common first-year of undeclared studies (known as the first-year common core). Once the first year common core program has been completed, undergraduate students declare their preferences and compete for admission into an upper-year program. Students who are successful in securing admission into an upper-year program are required to follow the program of study that is prescribed at the time of their admission into the upper-year program.

Recognizing that course and program changes may result in a modification to the original program of study, it is recommended that undergraduate students consult an Academic Advisor within the Engineering Student Centre on a regular basis to confirm their program of study, choose courses (including electives), and monitor their academic progress.

Year 1 (41-44 credit units)



All Engineering programs have a common first year.

Year 2 (36 credit units)

Fall Term

- CE 202.3 Spatial Analysis and Engineering Drawings
- ~~CE 212.3~~ Civil Engineering Materials
- CE 213.3 Mechanics of Materials
- GE 210.3 Probability and Statistics
- GEOL 121.3 Earth Processes
- MATH 223.3 Calculus III for Engineers

Winter Term

- ~~CE 213.3~~ Mechanics of Materials
- CE 212.3 Civil Engineering Materials
- CE 317.3 Structural Analysis to be renamed to "*CE 217.3 Structural Analysis*"
- CE 225.3 Fluid Mechanics
- ~~CE 295.3~~ Design Project
- GEOE 218.3 Engineering Geology
- MATH 224.3 Calculus IV for Engineers

Fall Term or Winter Term

- 3 credit units Science Elective
- RCM 200.3 Effective Professional Communication

Year 3 (~~36~~ 33 credit units)

Fall Term

- CE 315.3 Fluid Mechanics and Hydraulics
- ~~CE 317.3~~ Structural Analysis
- CE 318.3 ~~Applied Engineering Mathematics~~ To be renamed to: "*CE 318.3 Numerical Methods in Civil, Geological, and Environmental Engineering*"
- CE 320.3 Project Engineering
- CE 328.3 Fundamentals of Soil Mechanics
- CE 329.3 Transportation Engineering I
- GE 348.3 Engineering Economics

Winter Term



- [CE 319.3](#) Hydrology
- [CE 321.3](#) Structural Systems and Materials
- [CE 327.3](#) Municipal Engineering
- ~~[CE 329.3](#) Transportation Engineering I~~
- [CE 330.3](#) Geotechnical Engineering
- [CE 295.3](#) Design Project - to be renamed to “*CE 395.3 Transportation Design Project.*”
- ~~3 credit units Humanities or Social Science Elective~~

Year 4 (~~36~~ 33 credit units)

Fall Term

- [CE 415.3](#) Structures for Water Management
- [CE 417.3](#) Pavement Materials and Design
- [CE 418.3](#) Design in Reinforced Concrete
- [CE 466.3](#) Geotechnical Modelling
- [GE 449.3](#) Engineering in Society

Fall Term and Winter Term

- [CE 495.6](#) Capstone Design Project

~~Fall Term or Winter Term~~

~~27 credit units (9 courses)~~

- ~~3 credit units CE Elective Courses (Group G)~~
- ~~3 credit units CE Elective Courses (Group P)~~
- ~~3 credit units CE Elective Courses (Group S)~~
- ~~3 credit units CE Elective Courses (Group W)~~
- ~~12 additional credit units CE Elective courses (Groups W, G, or S)~~
- ~~3 additional credit units CE Elective courses (Groups W, G, S, P, or R)~~

Winter Term

- ~~[GE 449.3](#) Engineering in Society~~
- [CE 470.3](#) Design in Structural Steel
- 3 credit units Humanities or Social Science Elective
- 3 credit units CE Elective
- 3 credit units CE or Related CE elective

Electives



Science Elective

- [ASTR 213.3](#) Astronomical Photometry
- [ASTR 214.3](#) Astronomical Spectroscopy
- [BIOL 120.3](#) The Nature of Life
- [CHEM 221.3](#) Analytical Chemistry I
- [CHEM 231.3](#) Inorganic Chemistry I
- [CHEM 242.3](#) Thermodynamics and Kinetics
- [CHEM 250.3](#) Introduction to Organic Chemistry
- [EVSC 203.3](#) Sampling and Laboratory Analysis
- [EVSC 210.3](#) Environmental Physics
- [GEOG 120.3](#) Introduction to Global Environmental Systems
- [GEOL 224.3](#) Mineralogy
- [GEOL 245.3](#) Introduction to Sedimentary Rocks
- [GEOL 258.3](#) Structural Geology

CE Elective Courses

CE electives are offered subject to minimum enrolment and staffing considerations.

- [CE 468.3](#) Environmental Geotechnics
- [CE 474.3](#) Design in Masonry
- [CE 421.3](#) Engineering Project Management
- [CE 467.3](#) Transportation Engineering II
- [ENVE 414.3](#) Water and Wastewater Engineering
- [GEOE 375.3](#) Engineering Hydrogeology

~~Civil Engineering students are required to complete 27 credit units from Groups W, G, S, P, or R:~~

~~W: Water and Municipal Engineering~~

- ~~• [CE 415.3](#) Structures for Water Management~~
- ~~• [CE 464.3](#) Water Resources Engineering~~
- ~~• [ENVE 414.3](#) Water and Wastewater Engineering~~
- ~~• [GEOE 375.3](#) Engineering Hydrogeology~~

~~G: Soil, Pavement and Geotechnical Engineering~~

- ~~• [CE 417.3](#) Pavement Materials and Design~~
- ~~• [CE 466.3](#) Geotechnical Modelling~~
- ~~• [CE 468.3](#) Environmental Geotechnics~~
- ~~• [GEOE 315.3](#) Rock Mechanics~~

~~S: Structural Engineering~~



- ~~CE 418.3 Design in Reinforced Concrete~~
- ~~CE 463.3 Advanced Structural Analysis~~
- ~~CE 470.3 Design in Structural Steel~~
- ~~CE 474.3 Design in Masonry~~

P: Projects and Planning

- ~~CE 421.3 Engineering Project Management~~
- ~~CE 467.3 Transportation Engineering II~~
- ~~ENVE 381.3 Sustainability and Environmental Assessment~~
- ~~GE 496.3 Technological Innovation Design Project~~

R: Related Courses

- ~~ME 478.3 Introduction to Fire Protection Engineering~~
- ~~PLAN 341.3 Urban Planning~~
- ~~PLAN 350.3 Transportation Planning and Geography~~
- ~~RCM — 400-Level~~

Related CE Elective Courses

Related CE electives are offered subject to minimum enrolment and staffing considerations.

- **ENVE 381.3** Sustainability and Environmental Assessment
- **ME 478.3** Introduction to Fire Protection Engineering
- **GE 496.3** Technological Innovation Design Project
- **GEOE 315.3** Rock Mechanics

Humanities or Social Science Elective

- **ANTH 111.3** One World Many Peoples Introduction to Cultural Anthropology
- **ANTH — 200-Level, 300-Level, 400-Level**
- **ARCH 112.3** The Human Journey Introduction to Archaeology and Biological Anthropology
- ARCH 116.3
- **ARCH — 200-Level, 300-Level, 400-Level**
- **CLAS 104.3** Classical Myths
- **CLAS 110.3** Greek Civilization
- **CLAS 111.3** Roman Civilization
- **CLAS — 200-Level, 300-Level, 400-Level**
- **CMRS 110.3** The Graeco Roman Tradition Evolution and Reception
- **CMRS 111.3** Medieval and Renaissance Civilization
- **ECON 111.3** Introductory Microeconomics



- [ECON 114.3](#) Introductory Macroeconomics
- [ECON — 200-Level, 300-Level, 400-Level](#)
- [ENG — 200-Level, 300-Level, 400-Level](#)
- [GEOG 130.3](#) Environment Health and Planning
- [GEOG 202.3](#) Regional Geography of Canada
- [GEOG 204.3](#) Geography of the Prairie Region
- [GEOG 208.3](#) World Regional Development
- [GEOG 240.3](#) Sustainable Cities and Regions
- [GEOG 280.3](#) Environmental Geography
- HIST 110.3
- HIST 111.3
- [HIST 115.3](#) History Matters Ideas and Culture
- HIST 121.3
- HIST 122.3
- [HIST 125.3](#) History Matters Indigenous Colonial and Post Colonial Histories
- [HIST 135.3](#) History Matters Gender Sex and Society
- [HIST 145.3](#) History Matters War Violence and Politics
- [HIST 155.3](#) History Matters Science and Environment
- [HIST 165.3](#) History Matters Health and Society
- [HIST 175.3](#) History Matters Identities and Communities in Transition
- [HIST — 200-Level, 300-Level, 400-Level](#)
- [INDG 107.3](#) Introduction to Canadian Indigenous Studies
- [INDG — 200-Level, 300-Level, 400-Level](#)
- [IS — 200-Level, 300-Level, 400-Level](#)
- [LING 111.3](#) Structure of Language
- [LING 112.3](#) Dynamics of Language
- [PHIL 120.3](#) Knowledge Mind and Existence
- [PHIL 133.3](#) Introduction to Ethics and Values
- [PHIL 140.3](#) Critical Thinking
- [PHIL — 200-Level, 300-Level, 400-Level](#)
- [POLS 111.3](#) Politics Power and Government
- [POLS 112.3](#) Justice and Injustice in Politics and Law
- [POLS — 200-Level, 300-Level, 400-Level](#)
- [PSY 120.3](#) Biological and Cognitive Bases of Psychology
- [PSY 121.3](#) Social Clinical Cultural and Developmental Bases of Psychology
- [PSY — 200-Level, 300-Level, 400-Level](#)
- [RLST — 200-Level, 300-Level, 400-Level](#)
- [SOC 111.3](#) Foundations in Sociology Society Structure Process
- [SOC 112.3](#) Foundations in Sociology Social Construction of Everyday Life
- [SOC — 200-Level, 300-Level, 400-Level](#)
- [WGST 112.3](#) Introduction to Women's and Gender Studies
- [WGST — 200-Level, 300-Level, 400-Level](#)



- **Exception:** ECON 204 cannot be used to meet the Complementary Studies, Humanities or Social Science elective requirements of the program.
- **Exception:** PSY 233 and PSY 236 cannot be used to meet the Complementary Studies, Humanities or Social Science elective requirements of the program.
- **Exception:** PHIL 241 cannot be used to meet the Humanities or Social Science elective requirements of the program.
- **Exception:** SOC 225 cannot be used to meet the Complementary Studies, Humanities or Social Science elective requirements of the program.
- **Note:** The following Engineering courses will also satisfy the Humanities/Social Science elective requirement: RCM 400, RCM 401, RCM 402, RCM 403, RCM 404, RCM 405, RCM 406, RCM 407, RCM 408, RCM 409, RCM 410, and RCM 495.

Consultation with the Registrar (CWR) – Proposal Highlights

Title of Proposal: Bachelor of Science in Engineering (B.E.) in Civil Engineering – Major Program Revisions

General Description: The college proposes a 6 credit unit reduction to the program, specifically as follows:

Year 3 - remove the requirement to complete 3 credit units of Humanities or Social Science Electives

Year 4 - remove the requirement to complete 3 credit units Civil Engineering Elective Courses

The overall credit units for the program will be reduced from 149 to 143. While some of the existing courses are being moved around in the program, no other requirements are being removed or added.

Degree College: College of Engineering

Effective Term: May 2025

Course implications

- There are no associated new courses, course changes, or course deletions

Registration and classes

- Existing class time slots, terms, and sessions

Convocation

- N/A

Financial and Budget

- Standard tuition rates and per credit unit method of assessment
- Provost approved to proceed with CWR step

Student Mobility

- No unique mobility or external partners/agreements

UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
ITEM FOR INFORMATION

PRESENTED BY: Carolyn Augusta, Chair, Academic Programs Committee

DATE OF MEETING: January 30, 2025

SUBJECT: **Field of Study Change from WGST to GENS**

ACTION: **For Information Only**

CONTEXT AND BACKGROUND:

The Colleges of Arts and Science and Graduate and Postdoctoral Studies brought forward a joint proposal to rename the Graduate Level Women’s, Gender, and Sexualities Studies and Undergraduate Level Women’s and Gender Studies (WGST) field of study to Gender, Sexualities, and Social Justice (GENS).

The proposed name change to Gender, Sexualities, and Social Justice better reflects the evolution of objectives and scope in the program. The program is committed to offering a comprehensive and interdisciplinary exploration of gender, sexualities, and social justice through critical frameworks such as queer theory, anti-racism, critical disability studies, decolonization, and community-engaged research. The change more accurately represents the diversity of topics covered in the program and better underscores the program's commitment to social justice, equity, and intersectionality, which have become central to both academic research and societal discourse.

The program names will now be consistent at both the graduate and undergraduate level. Course labels in both the graduate and undergraduate programs will change from WGST to GENS effective September 2026.

CONSULTATION:

On January 8, 2025, the Colleges of Arts and Science and Graduate and Postdoctoral Studies brought forward a proposal to the Academic Programs Committee of Council (APC). Members had the opportunity to review the proposal and ask questions. The committee voted in favour of the change.

ATTACHMENTS:

1. Colleges of Arts and Science and Graduate and Postdoctoral Studies Field of Study Change from WGST to GENS

WGST Name Change to GENS for Graduate and Undergraduate

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MEMORANDUM

To: Academic Programs Committee of Council
From: Graduate Programs Committee, CGPS
Date: December 17, 2024
Re: Name Change to the MA in Women’s, Gender, and Sexualities Studies

The College of Graduate and Postdoctoral Studies is recommending approval of the proposed name change of the MA in Women’s, Gender, and Sexualities Studies program to the MA in Gender, Sexualities, and Social Justice. This change reflects the evolving objectives and scope of the program and moves from a traditional to interdisciplinary focus. The proposed change will align the respective undergraduate and graduate programs and a course label change from WGST to GENS will accompany the program changes. The program and course label changes will be effective September 2026.

The Graduate Programs Committee reviewed proposal at its meeting on November 27, 2024. The committee was extremely supportive of the program name change and approved the proposal with the following motion:

Motion: To recommend approval of the proposed program name change from Master of Arts in Women’s, Gender and Sexualities Studies to Master of Arts in Gender, Sexualities and Social Justice. **Martin/McIntyre – CARRIED unanimously**

The committee endorsed the course label change with the following motion:

Motion: To support and endorse the approval of the new course label change from WGST to GENS. **McIntyre/Martin – CARRIED unanimously**

Attached please find the proposal for the name change of the MA in Women’s, Gender, and Sexualities Studies program. The CWR cover letter and CWR are attached to the accompanying undergraduate name change proposal.

If you have any questions, please contact the Academic Affairs Specialist at gradprograms.academicaffairs@usask.ca.

Request for Change of Name

This request for and attachments will be the basis for decision-making about this change.

Submitted by: Rachel Loewen Walker

College: Arts and Science

College approval date:

Proposed effective date of the change: September 1, 2026

Proposed change of name

	From:	To:
College		
Department		
Program Name	Women’s, Gender, and Sexualities Studies	Gender, Sexualities, and Social Justice
Degree Name	MA in Women’s, Gender, and Sexualities Studies	MA in Gender, Sexualities, and Social Justice
Name of Field of Specialization (major, minor, concentration, etc.)		
Course Label	WGST	GENS

RATIONALE

The proposed name change to *Gender, Sexualities, and Social Justice* for the Women’s, Gender, and Sexualities Studies MA program reflects the evolving objectives and scope of the program, moving beyond a traditional focus on women’s studies to embrace an interdisciplinary approach to gender, sexualities, and social justice. Through critical frameworks such as queer theory, anti-racism, critical disability studies, decolonization, and community-engaged research, the program is responding to shifts in societal and academic understandings of gender and equity. The name change is supported by students, faculty, and alumni who recognize that this more inclusive title better reflects the diversity of courses, topics, and research being conducted. We conducted a survey with these groups and found widespread support for a name that emphasizes the program’s commitment to justice-oriented education and its ability to prepare students for careers in advocacy, policy, education, and social work. With strong faculty expertise and alignment with departmental and college priorities, the change enhances the program’s contributions to diversity, equity, inclusion, and Indigenous engagement. This transition aligns with national academic trends and will position the program well in both academic and community settings, fostering real-world impact and preparing graduates for diverse professional opportunities.

Potential Impact of the Change:

- **Impact on Students, Faculty, Staff, Alumni, and Other Programs:** The proposed name change will positively affect the program's reputation and appeal, particularly to prospective students seeking a justice-oriented approach to gender and sexuality studies. Faculty will have increased opportunities to align their research with the updated focus on social justice, critical theory, and community impact and engagement. We anticipate that other departments and interdisciplinary programs within the college will find the new title better aligned with shared interests, fostering collaboration across fields like sociology, political studies, and law.
- **University-wide Systems Impact:** The name change will require updates to university systems, including SiRIUS, UniFi, PAWS, the university's Library, and various web-based platforms (About Us, U-Friend, etc.) to ensure consistency in communication. These updates will ensure the program is properly represented across all university platforms.
- **Resource Impacts (Library, Facilities, IT):** No significant new resources will be required for library holdings, facilities, or IT infrastructure. The current resources available for Women's, Gender, and Sexualities Studies remain relevant and will continue to serve the needs of the renamed program.
- **External Impact (Reputation, Accreditation, Other Institutions):** Externally, the new program name will enhance the university's reputation by aligning with trends across Canada where similar programs have rebranded to reflect an expanded focus on social justice. The program will become more attractive to community organizations, potential employers, and other academic institutions, strengthening ties and opening new opportunities for partnerships and collaboration. We also anticipate that the updated name will resonate with prospective students and employers who prioritize social justice and advocacy work, enhancing the program's impact within the community.

Costs:

The primary costs related to this name change will include administrative updates in university systems like SiRIUS, PAWS, financial services, and communication platforms. Additionally, minor costs may be incurred for updating signage and marketing materials to reflect the new program name. However, these costs are expected to be minimal and manageable within existing budgets.

Consultation:

Consultation has been conducted with past and present students at undergrad and graduate levels, as well as with faculty, instructors, and stakeholders throughout the university. Feedback is positive and supportive (survey attached).

Please **attach** any memos or emails received about the consultation process as well as any statements and opinions received about this change.

REVIEW AND APPROVAL

All changes of names for academic entities must be requested by the responsible college, following internal approval by its own approval procedures.

After submission of the request by the College, the following approval procedures are used, and must be initiated by the College:

- **Changes of course labels** are approved by the Registrar in consultation with the college offering the courses. Any disputes arising over course label changes will be referred to the Academic Programs Committee for resolution. Course label changes are to be distributed for information through University Course Challenge.



- **Changes of names for colleges and departments** are approved by University Council through the Academic Programs Committee and the Planning & Priorities Committee and by the Board of Governors (if the name is honorific).
- **Changes of names for degrees or a degree-level** programs are approved by University Council through the Academic Programs Committee.
- **Changes of names for fields of specialization** are approved by the Academic Programs Committee of Council.
- **Changes of names for buildings, streets and other physical entities** are approved by the Board of Governors (following recommendation by the Naming Committee).

If you have any questions about this form or these procedures, please contact the Governance Office governance.office@usask.ca.

Updated July 2023



Request for Change of Name

This request for and attachments will be the basis for decision-making about this change.

Submitted by: Rachel Loewen Walker

College: Arts and Science

College approval date: November 26, 2024

Proposed effective date of the change: September 1, 2026

Proposed change of name

	From:	To:
College		
Department		
Program Name		
Degree Name		
Name of Field of Specialization (major, minor, concentration, etc.)	Women’s and Gender Studies	Gender, Sexualities, and Social Justice
Course Label	WGST	GENS
Building		
Street		
Other		

RATIONALE

Explain the academic rationale with respect to the change and describe the background leading to this decision.

The proposed name change to *Gender, Sexualities, and Social Justice* better reflects the evolution of Women’s and Gender Studies’ objectives and scope. The program is committed to offering a comprehensive and interdisciplinary exploration of gender, sexualities, and social justice through critical frameworks such as queer theory, anti-racism, critical disability studies, decolonization, and community-engaged research. The change more accurately represents the diversity of topics covered in the program and better underscores the program’s commitment to social justice, equity, and intersectionality, which have become central to both academic research and societal discourse.

Need for the Program: The need for a program that integrates studies of gender, sexualities, alongside a bigger picture equity and social justice focus is increasingly recognized across communities, businesses, and academic institutions. Shifts in societal and cultural understandings of gender and sexuality, combined with the pressing need

for critical engagement with issues such as systemic inequality, racism, decolonization, and disability justice, necessitate a program that prepares students to engage with and address these issues in academic, professional, and community-based settings. This program will continue to build on the established success of Women's and Gender Studies at USask while addressing emerging academic trends and community needs.

Demand for the Program: There is a high demand for programs that offer an intersectional and justice-oriented approach to gender and sexualities studies. The survey conducted among stakeholders—students, sessionals, faculty, and alumni—revealed overwhelming support for the program, as well as positive reaction to the proposed name change with repeated suggestions for the expanded focus on sexuality studies and social justice. As well, prospective students are increasingly seeking programs that align with their desire to effect social change, making this change timely and responsive to current student interests.

Uniqueness of the Program: The rebranded *Gender, Sexualities, and Social Justice* program is distinct in its breadth and its integrated focus on queer theory, sexualities studies, and social justice issues. While other programs may offer components of gender studies or social justice, few provide the unique combination of rigorous academic inquiry with a strong focus on intersectional justice, including anti-racism, disability justice, and decolonization. The program's community-engaged research and commitment to real-world applications of theory further distinguish it from similar programs, positioning it as a leader in fostering both academic excellence and meaningful societal impact.

Student Outcomes: Graduates of this program will be uniquely positioned for a range of career opportunities and further academic pursuits. The program equips students with critical thinking skills, interdisciplinary research methods, and a deep understanding of equity, inclusion, diversity, and social justice areas. Alumni are well-prepared for careers in fields such as research, advocacy, policy development, education, social work, and non-profit management. Additionally, the program provides a strong foundation for those pursuing graduate studies in gender studies, sociology, political science, law, and related disciplines. The focus on community-engaged research and social justice activism also provides graduates with practical experience that is highly valued by employers.

Expertise of the Sponsoring Unit: The WGST program has long been a leader in feminist theory, gender-based analysis, social impact, and social justice and is well-suited to support this transition. As well, WGST's new home in Political Studies fosters greater integration with socio-political feminism, social justice, and gender and politics, aspects that will be included within future courses and programming. Current WGST faculty possess research and teaching expertise that align with the objectives of the renamed program, and we anticipate that new hires in WGST will see this as a positive step for the program. The WGST program's history of fostering a supportive, engaged academic community ensures that students will continue to receive high-quality education in an environment that is both intellectually rigorous and has wide social impact.

Alignment with Department/College Plans: This proposal aligns with broader departmental and college-level plans to support interdisciplinary, socially, and community-engaged scholarship. The change enhances WGST's ability to contribute to the college's strategic goals of fostering diversity, equity, inclusion, and Indigenous engagement. As well, it positions the program as a key contributor to the university's priority to support community-engaged teaching and research as this is central to WGST.

To conclude, the proposed name change from *Women's and Gender Studies* to *Gender, Sexualities, and Social Justice* reflects the program's evolution and its alignment with the needs and interests of students, faculty, and the broader community. It also aligns with changes that have been made across Canada in various feminist programs, societies, and associations. This change is a natural next step in the program's ongoing development and aligns with the university's broader mission and strategic priorities.

Impact of the Change:

The overall impact on department activities is anticipated to be small - other than increasing awareness of the program (a natural and positive side effect of rebranding and messaging). With the recent move of Women's and Gender Studies to the department of Political Studies, the program has limited existing signage so there isn't much that will need to be updated. Rather it is hoped that new signage can be secured which will increase visibility of the program at the same time as the name is changed to reflect a broader scope.



The name change will impact students who enrol in the program in 2026-27 or later. In line with current university regulation, students who are currently registered in Women's and Gender Studies programs will have the option to stay in the program they are in and graduate with the current name, or to switch to the 2026-27 Catalogue year and graduate with the new name. We anticipate most students to receive the news positively, which was seen demonstrated through a survey of students.

Costs:

No new resources will be required and no budget allocations will change due to this program revision. The cost of new promotional materials can be covered by WGST's existing budget as updates have been delayed in anticipation of the name change.

Consultation:

See attached.

REVIEW AND APPROVAL

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After submission of the request by the College, the following approval procedures are used, and must be initiated by the College:

- **Changes of course labels** are approved by the Registrar in consultation with the college offering the courses. Any disputes arising over course label changes will be referred to the Academic Programs Committee for resolution. Course label changes are to be distributed for information through University Course Challenge.
- **Changes of names for fields of specialization** are approved by the Academic Programs Committee of Council.

If you have any questions about this form or these procedures, please contact the Governance Office governance.office@usask.ca.

Updated July 2023



Course revisions:

Each of the following courses will be updated to use the new GENS subject code with no change to course numbers:

WGST 112.3 Introduction to Womens and Gender Studies
WGST 201.3 Images of Gender and Sexuality in Popular Culture
WGST 204.3 Gender and Popular Music
WGST 210.3 Gendered Perspectives on Current Events
WGST 220.3 Queering the Terrain Cultural Space and Queer Theory
WGST 235.3 Representation Embodiment and the City Part I Saskatoon
WGST 240.3 Contemporary Body Projects Refashioning the Self in Everyday Life
WGST 242.3 Colonization Migration Diasporas Critical Transnational Feminist Perspectives Saskatoon
WGST 250.3 Performing Masculinities
WGST 265.3 Feminist Critical Disabilities Studies
WGST 290.3 Feminist Representational Strategies Selected Topics
WGST 305.3 Geographies of Gender and Ecology
WGST 311.3 Contemporary Feminist Theories
WGST 312.3 Feminist Research Methodologies
WGST 315.3 Politics of Gender and Sexuality in Transnational Feminisms
WGST 324.3 Rebels with a Cause Feminism and the Visual Arts
WGST 342.3 Colonization Migration Diasporas Critical Transnational Feminist Perspectives Chile
WGST 355.3 Representation Embodiment and the City New York
WGST 375.3 Intersectional Gendered Analyses of Professional Life
WGST 390.3 Gender in Interdisciplinary Contexts Selected Topics
WGST 400.3 Honours Colloquium
WGST 409.3 Understanding Western Patriarchy
WGST 411.3 Situated Transnational Feminisms
WGST 420.3 Challenging Ways of Understanding Sexuality and Gender
WGST 490.3 Gender Culture and Political Struggle Selected Topics



Record of Consultation:

From: Loewen Walker, Rachel <rl.walker@usask.ca>

Sent: Tuesday, September 10, 2024 5:54:56 PM

To: Phillipson, Martin <martin.phillipson@usask.ca>; Heavin, Heather <heather.heavin@usask.ca>

Subject: Consulting on new name for WGST

Hi Heather and Martin,

I figured I'd reach out to both of you on this matter, but I am writing with wonderful news! The Women's and Gender Studies Program just voted to change our name to: Gender, Sexualities, and Social Justice. Hooray! This is more in line with what we teach and with other similar programs across the country. It is also long overdue so we are very excited about this update. As I move through the process, Alexis Dahl recommended that I reach out to a couple of colleges and departments, including Law, given the inclusion of "justice." I would love to know what you think and if you feel that it conflicts with anything on your end or if you have any follow-up questions.

Very happy to discuss further and talk soon!

Rachel

Rachel Loewen Walker BA, MA, PhD

she/her (*why are these here?*)

Assistant Professor and Program Director of Women's and Gender Studies in the Department of Political Studies

Lecturer in the College of Law

Office: 273 Arts | rl.walker@usask.ca

283C Arts Building, University of Saskatchewan

9 Campus Drive, Saskatoon, SK S7N 5A5

On 2024-09-13, 8:41 AM, "Heavin, Heather" <heather.heavin@usask.ca> wrote:

Rachel,

I like the name. Subject to anything that Martin may want to weigh in on, my personal opinion is that the College doesn't have ownership of the term 'Justice' or 'social Justice' and the entire University and society benefits from an academic focus on teaching students and supporting research on achieving social Justice.

All the best,

Heather

On 2024-09-23, 11:26 AM, "Loewen Walker, Rachel" <rl.walker@usask.ca> wrote:

Heather,

Thank you so much for the email. I am very excited about it and agree that we all benefit through focusing on social justice 😊 Martin – do let me know if you have any follow up!

All best,



Rachel

From: Loewen Walker, Rachel <rl.walker@usask.ca>

Sent: September 10, 2024 5:52 PM

To: Ria Jenkins <rjenkins@stmcollege.ca>

Subject: Consulting on new name for WGST

Hi Ria!

Hope the new term is treating you well! I am writing because the Women's and Gender Studies Program just voted to change our name to: Gender, Sexualities, and Social Justice. Hooray! We've been working at this for a while and are very excited. As I move through the process, Alexis Dahl recommended that I reach out to you as the chair of the Peace Studies Certificate (I think?) in order to consult. Sorry if I got the name/program wrong! But I would love to connect to see what you think of the new name and if you feel it conflicts with your areas of study.

Thank you and talk soon!

Rachel

--

Rachel Loewen Walker BA, MA, PhD

she/her ([why are these here?](#))

Assistant Professor and Program Director of Women's and Gender Studies in the Department of Political Studies

Lecturer in the College of Law

Office: 273 Arts | rl.walker@usask.ca

283C Arts Building, University of Saskatchewan

9 Campus Drive, Saskatoon, SK S7N 5A5

On 2024-09-11, 6:55 AM, "Ria Jenkins" <rjenkins@stmcollege.ca> wrote:

Hello Rachel,

I think Alexis wanted you to consult with me because I am responsible for maintaining the minor program entitled "Critical Perspectives on Social Justice and the Common Good". This is an existing minor program which is interdisciplinary. However, since we are in the process of getting rid of this minor program and shifting towards a certificate on "Community engagement and Service Learning" (this is a rough title, but it gives you a sense of what we are thinking of), I don't see any problem whatsoever with any overlap or redundancy. If you would like to meet to talk about this, I would be happy to. However, I can say that I think your new title sounds great! I wish you all the best in this endeavor!

All the best,

Ria



From: Loewen Walker, Rachel <rl.walker@usask.ca>
Sent: September 25, 2024 5:59 PM
To: Hoffman, Sarah <sarah.hoffman@usask.ca>
Subject: Name change for WGST

Hello Sarah,

Greetings! I am writing to let you know that Women's and Gender Studies has officially voted to change our name **to Gender, Sexualities, and Social Justice** 😊 We are very excited about this change and I am conducting consultations with our good friends on campus – and related programs as I file the official application. I would love to know what you think of this change and if it is something that you would support. Also, if you want to discuss further, I am very happy to do so and would love to set up a coffee date.

Thanks for your time,

Rachel

On 2024-09-26, 3:25 PM, "Hoffman, Sarah" <sarah.hoffman@usask.ca> wrote:

Hi Rachel,

As an individual professor I am in support of the name change--given the program's home in Political Studies and the way it is positioned programmatically, the change makes sense to me. If you want a Departmental reaction, I can add this to our next Dept meeting agenda and then let you know.

best,

Sarah

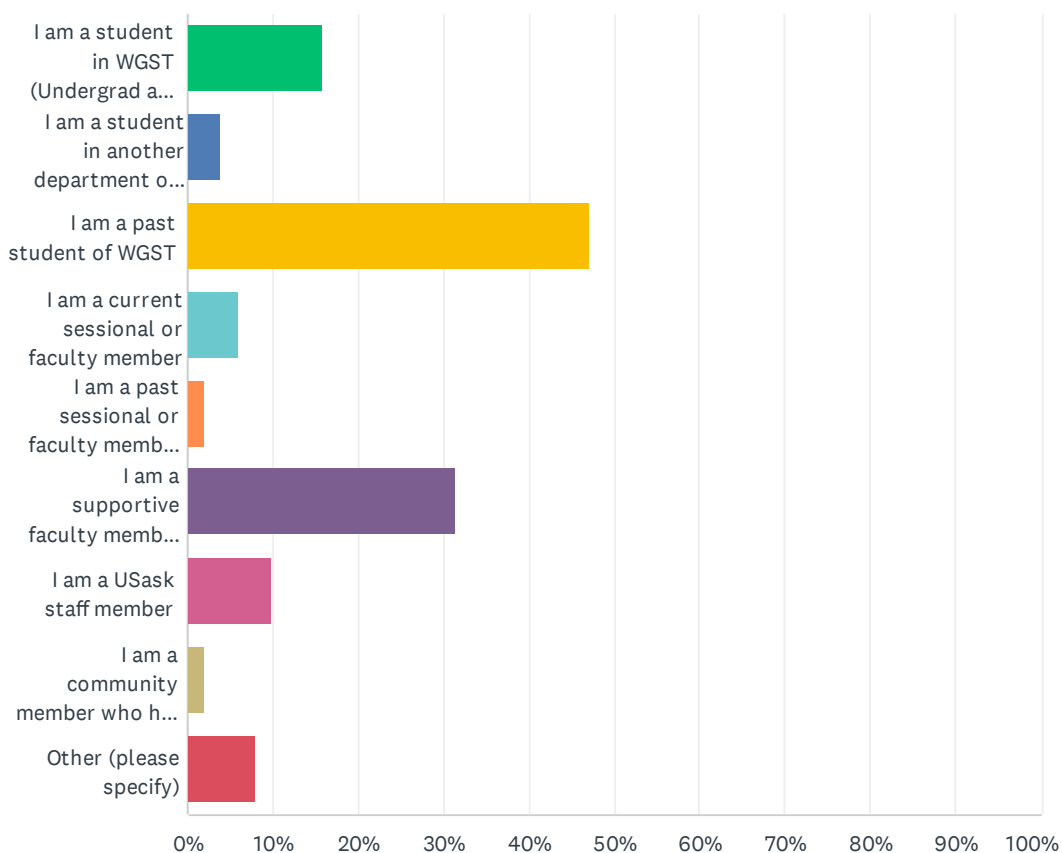
Dr. Sarah Hoffman
Head and Associate Professor
Philosophy Department

University of Saskatchewan



Q2 What is your relationship to WGST at USask? (check all that apply)

Answered: 51 Skipped: 0



ANSWER CHOICES	RESPONSES
I am a student in WGST (Undergrad and MA)	15.69% 8
I am a student in another department or program	3.92% 2
I am a past student of WGST	47.06% 24
I am a current sessional or faculty member	5.88% 3
I am a past sessional or faculty member of WGST	1.96% 1
I am a supportive faculty member or instructor from elsewhere	31.37% 16
I am a USask staff member	9.80% 5
I am a community member who has been involved with WGST	1.96% 1
Other (please specify)	7.84% 4
Total Respondents: 51	

#	OTHER (PLEASE SPECIFY)	DATE
1	Supportive faculty member from USask!	7/30/2024 2:42 PM

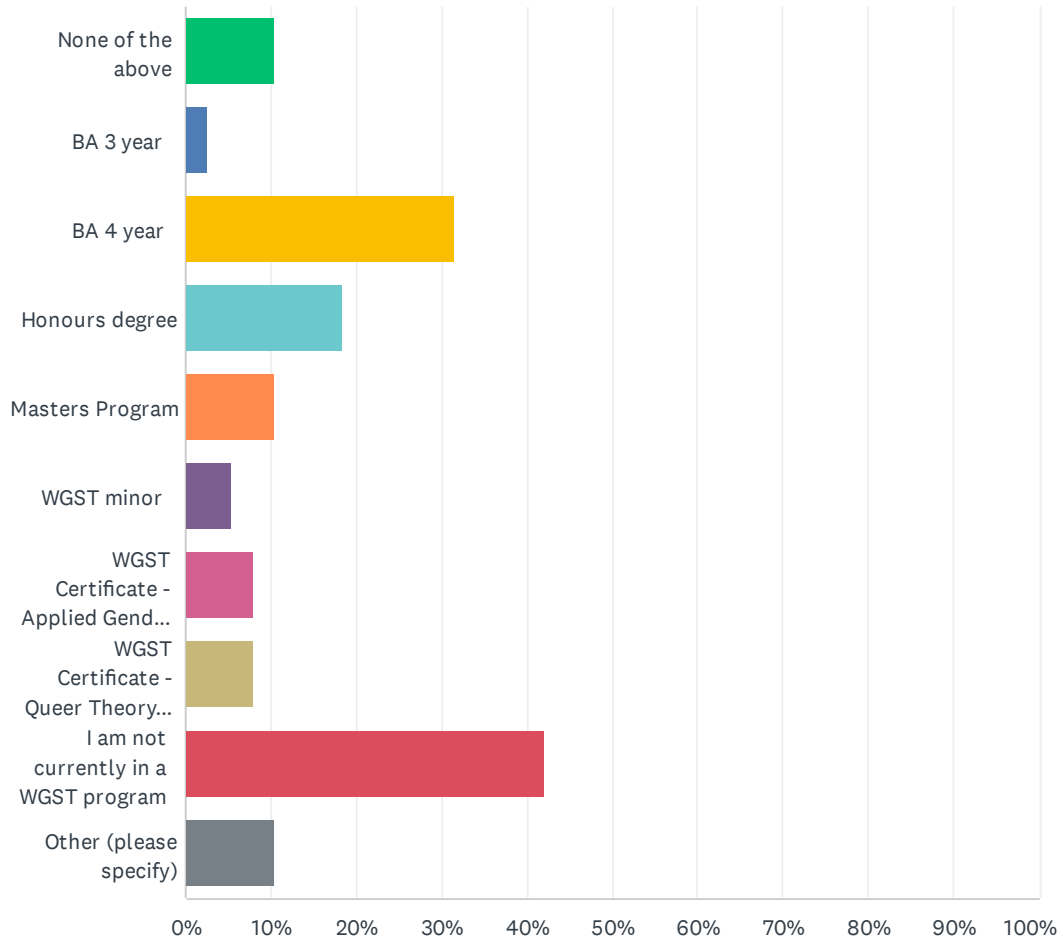
Women's and Gender Studies wants to hear from you!

WGST to GENS Page 14 of 51

2	I'm an alumni of the university from a million years ago when there was no WGST.	7/30/2024 2:20 PM
3	ie. current faculty member at USask (but not in WGST)	4/23/2024 7:26 AM
4	Pols faculty	4/23/2024 5:55 AM

Q3 If you are a WGST student, what WGST program are you in? (select all that apply)

Answered: 38 Skipped: 13

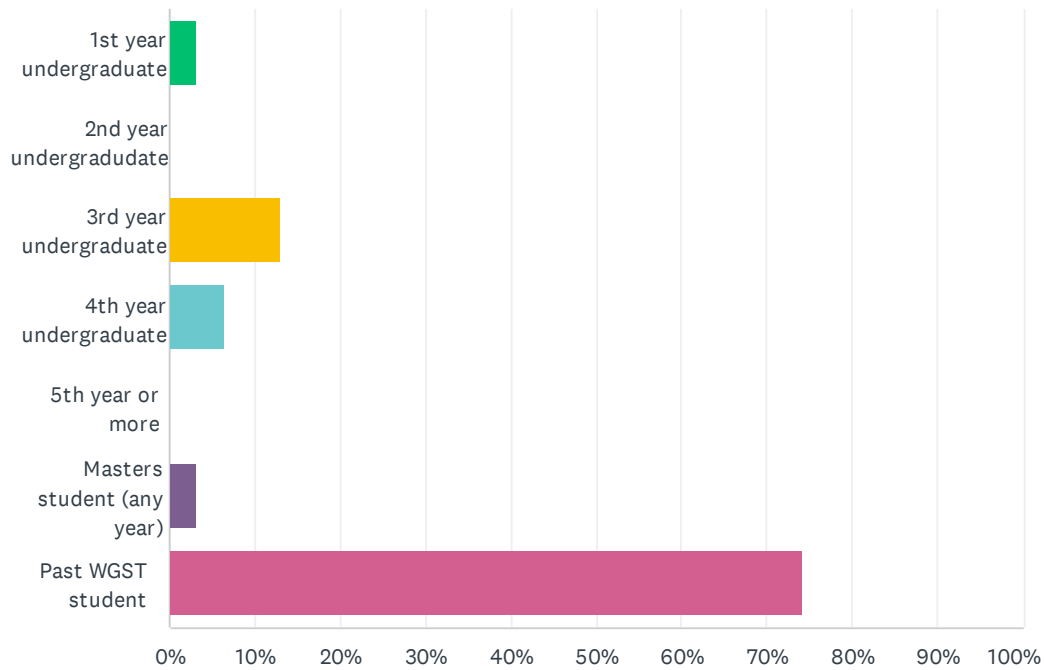


ANSWER CHOICES	RESPONSES
None of the above	10.53% 4
BA 3 year	2.63% 1
BA 4 year	31.58% 12
Honours degree	18.42% 7
Masters Program	10.53% 4
WGST minor	5.26% 2
WGST Certificate - Applied Gender Justice Certificate	7.89% 3
WGST Certificate - Queer Theory, Gender Diversity, and Sexualities Studies Certificate	7.89% 3
I am not currently in a WGST program	42.11% 16
Other (please specify)	10.53% 4
Total Respondents: 38	

#	OTHER (PLEASE SPECIFY)	DATE
1	Past student wgst minor	8/23/2024 9:42 AM
2	Past recipients of WGST BA / certificate	8/23/2024 5:36 AM
3	I like the certificate idea for continuing education. There is a huge need in workplaces (and society in general) for additional training. I don't know if there is a microcredential that could be developed, but I think these are great ideas.	8/8/2024 1:00 PM
4	graduated with an honours in wgst	7/30/2024 3:07 PM

Q4 What year of study are you in?

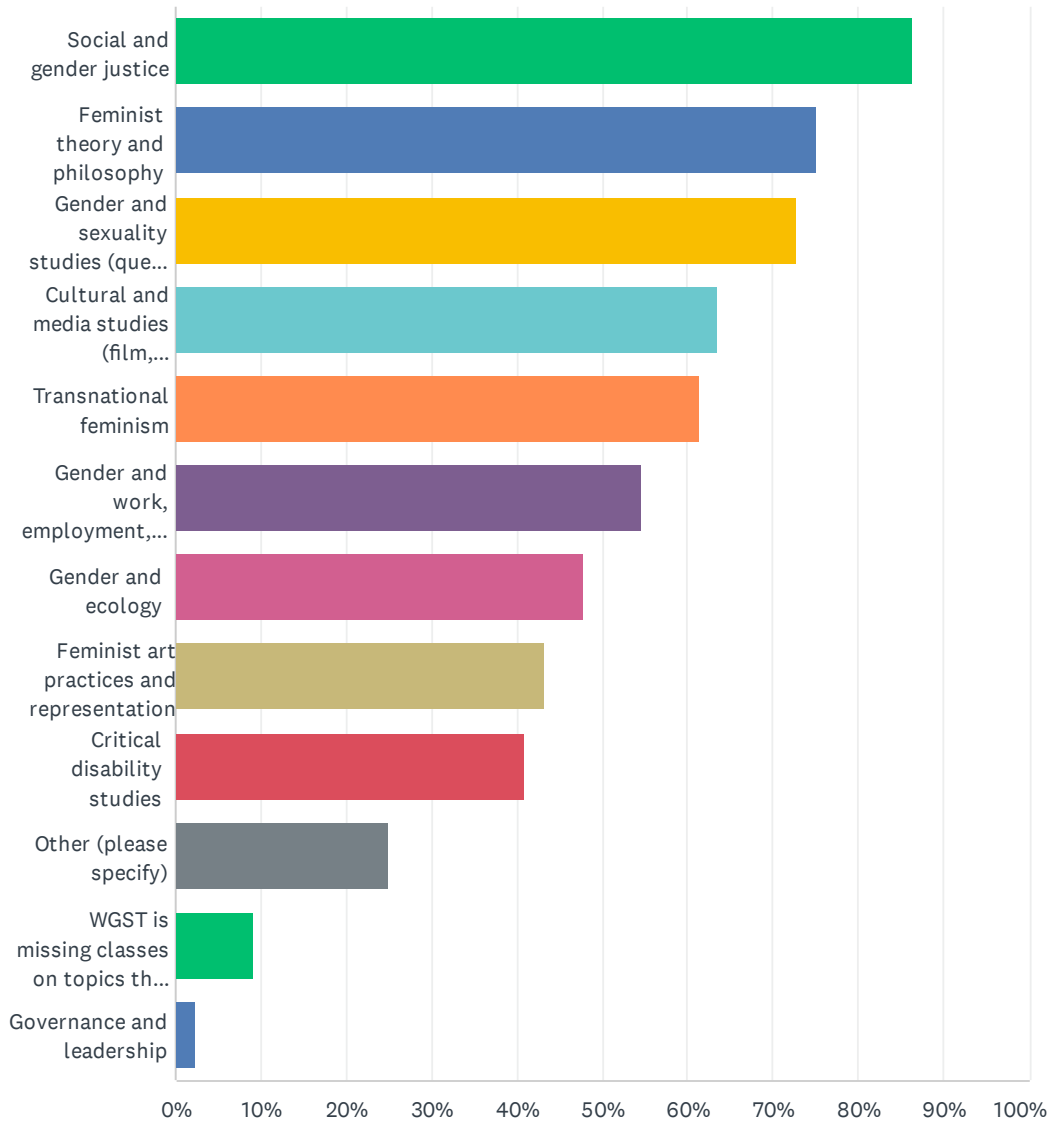
Answered: 31 Skipped: 20



ANSWER CHOICES	RESPONSES	
1st year undergraduate	3.23%	1
2nd year undergraduate	0.00%	0
3rd year undergraduate	12.90%	4
4th year undergraduate	6.45%	2
5th year or more	0.00%	0
Masters student (any year)	3.23%	1
Past WGST student	74.19%	23
TOTAL		31

Q5 What areas of WGST classes are you most interested in? (Check all that apply)

Answered: 44 Skipped: 7



Women's and Gender Studies wants to hear from you!

ANSWER CHOICES	RESPONSES	
Social and gender justice	86.36%	38
Feminist theory and philosophy	75.00%	33
Gender and sexuality studies (queer theory, trans studies, queer histories)	72.73%	32
Cultural and media studies (film, television, visual media)	63.64%	28
Transnational feminism	61.36%	27
Gender and work, employment, policy	54.55%	24
Gender and ecology	47.73%	21
Feminist art practices and representation	43.18%	19
Critical disability studies	40.91%	18
Other (please specify)	25.00%	11
WGST is missing classes on topics that I am interested in (please indicate below)	9.09%	4
Governance and leadership	2.27%	1
Total Respondents: 44		

#	OTHER (PLEASE SPECIFY)	DATE
1	There were previously a couple of courses through St. Thomas More College focused on feminism and religion, or feminism, violence, and peace studies. I'd love to see those return in some form (and would be open to teaching, as this is my area of expertise).	8/26/2024 3:09 PM
2	Indigenous feminisms, Indigenous ways of knowing	8/23/2024 12:49 PM
3	Body modification	8/23/2024 7:10 AM
4	Gender s a way to marginalise and this relationship to other marginalized groups and how that power imbalance / oppression relates to each other.	8/23/2024 5:36 AM
5	Intersectional feminism. Non white feminism	8/3/2024 5:32 PM
6	Trans BIPOC feminisms, racialized feminisms, and interactions btwn racialized feminisms and white feminist thought	8/2/2024 3:28 PM
7	Human Rights: I know it exists in these concentrations but just adding it here anyway :) Maybe topics that tackle agism (is talked about in body studies - but maybe more opportunities to work intergenerationally - Reflected on this a lot with the Queer Seniors of Sask) I would also love to have a class on Indigenous Feminisms - the masculinities class, but also expanding it out as gender expression too (it may cover this - I havent taken it yet so just thinking out loud)	8/1/2024 12:40 PM
8	I am not a student	7/31/2024 11:38 AM
9	Not sure if you wanted me to answer this question (as I am not a student)	7/30/2024 3:01 PM
10	Intersectionality; Allyship	7/30/2024 2:50 PM
11	It would be great to see more defined classes between WGST and Indigenous Studies	7/30/2024 2:42 PM

Q6 What does Women's and Gender Studies mean to you? (share a story, provide some details, write down some keywords)

Answered: 45 Skipped: 6

#	RESPONSES	DATE
1	Taking my first WGST class in my first year gave me the mind-opening knowledge I sought from university. New ideas presented in this class helped me to look at the world in a new light. It gave me insight into how people experience the world differently, and how the intersections of their worlds coexist. Mind-opening, insight, intersection	9/5/2024 10:17 AM
2	I was introduced to WGST as a last minute decision, as in I registered for the class 5 minutes before it started and showed up 10 minutes late. That first class completely blew my sheltered mind on several levels such as becoming aware of the male gaze, of the inequalities in society, of mainstream feminism that in fact does not involve feminazi's much to the chagrin of some old dead white guy. WGST broadened my perspective on my own life experience, helped me to read between the lines of this gendered existence, gave me more confidence to use my voice and recite the knowledge I had gained. I can honestly say I don't know where I would be in my life both personal and educational if it weren't for WGST.	9/4/2024 3:26 PM
3	WGST is half the foundation of my career - I work on gender and sexuality in Ancient Rome.	9/3/2024 6:41 AM
4	It is where I found my passion and grew the analytical skills necessary to be a good human.	8/28/2024 11:39 PM
5	Being a student in WGSt was transformative for me. It shifted the ways I think, communicate, and behave; it is not hyperbole to say it changed my life. The faculty in WGSt clearly went out of their way to help me develop my knowledge in my area of interest, without which I would not have the fulfilling career I have today. Beyond my work life, the shifts in me, prompted by my experiences in WGST, have also had a profoundly positive influence on the way I parent, participate in my community, take care of myself and others, and other aspects of my personal life. Today, the WGSt community is something I hold dear and will happily support the program and it's community members in the future. Good work happens in WGSt, important work.	8/28/2024 10:16 AM
6	critical thinking, collective action, examining power structures	8/27/2024 6:47 PM
7	The way I teach about it in Peace Studies, it's a key aspect of reducing structural violence and building social justice and a sustainable peace at interpersonal, community, national and international levels.	8/26/2024 3:09 PM
8	I minored in Women's and Gender Studies and the program has always held a special place in my heart. The classes and program triggered a long held deep passion for me - and I have always wanted to expand on my minor. I am looking forward to exploring new options if they become available.	8/23/2024 5:30 PM
9	Being part of WGST meant I had community from the first day I arrived in Canada, quite literally, as professor Joan Borsa came to pick me and my cat up from the airport. I received so much support from staff, instructors, and professors in the years I spent in my M.A., I forged long lasting friendships, all of which makes me feel like I belong. It just provided the most safe environment for learning, making mistakes, improving myself as a person and as a professional. As a queer person, it also gave me the language and concepts to help me understand my own experiences and that of others, so in a way it enhanced my compassion for myself and others. Keywords: newcomer, queer identity, sense of belonging	8/23/2024 12:49 PM
10	Awareness, social justice, transformation, links between feminist theory, daily practice and broader social change	8/23/2024 9:42 AM
11	Community, Inclusion	8/23/2024 7:10 AM
12	Woman and Jen studies really saved my life and kept me in school. Experiencing a very traumatic and violent situation during my early university career, I found myself in a WGST class. Topics covered, and ideas explored we enforce the idea, but my situation was not my fault. I found a safe haven here and was able to complete my degree. Support from this	8/23/2024 5:36 AM

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community, and finding a quiet strong space allowed me to carry on. Also, completing my BA and what was at the time called fate of studies, I really began to understand marginalization, and what certain people faced in our world as the world gets busier and crazier we really need to , grow and preserve these safe spaces.

13	Opened up an entire new lens to see the world through that finally made sense and provided answers to all my lifelong questions	8/22/2024 9:55 PM
14	Foundational thinking, praxis, action, social change	8/22/2024 9:06 PM
15	It saved me from technogeek hell in the patriarchal world of comp sci	8/22/2024 8:34 PM
16	It means that I have information for critical thinking, self reflection and leadership that many others do not. It has been very important to my life practices and decisions, over the years. Ever evolving, with humility.	8/22/2024 5:52 PM
17	I loved the unique perspective my WGST professors provided to my classes 24 years ago. It was one I had never encountered from any of my teachers and from few adults besides my mother and my girl guide leaders (none of whom provided that light in an educational environment).	8/22/2024 4:48 PM
18	WGST was the discipline that got me to apply to university and allowed me to form a community at Usask. WGST is about challenging myself both as an individual and a community member to think about other groups of people as possessing as much and more depth, importance, and capability as my own.	8/22/2024 4:47 PM
19	I feel that WGST helped cultivate my capacity for critical thought. I emerged from WGST studies more confident in my ability to meaningfully consider the power structures underlying so much of daily life that might otherwise go unremarked upon.	8/22/2024 4:41 PM
20	In a province that tends to top national charts on every intersection with gendered violence, building capacity for evidence-based decision making on every relate issue in every field is urgent. What I love about WGST is how people strive to find ways to work together and to engage tangled issues respectfully and with care.	8/22/2024 1:42 PM
21	A valuable critique of existing global discourses on international structures, institutions, and processes	8/19/2024 3:19 PM
22	It is an area of scholarship that questions and denaturalizes common ways of thinking about gender/sex, race and class in order to foster individual and collective transformation. It is where I learned that what had felt *wrong* growing up had a name and was connected to intersecting power structures.	8/6/2024 1:24 PM
23	a big part of my identity and an inseparable part of social change/justice	8/3/2024 5:32 PM
24	When entering university, I planned on completing a Bachelor's of Science in Psychology. However, after taking the first-year WGST class, all my future career plans changed. WGST introduced me to new topics and perspectives that influenced the way I wanted to contribute to society. In my WGST classes and communities, I have found important changemakers working in various topics. This is both inspiring to my personal studies and work, and necessary on local, provincial, national, and global levels.	8/3/2024 4:44 PM
25	How a person's gender and sexuality impacts how they interact with and view the world	8/2/2024 4:33 PM
26	intersectionality, responsibility, authority, autonomy, respect, and love	8/2/2024 3:28 PM
27	Social justice for all is something I'm very passionate about. Exploring not only my own identity and orientation but being able to experience and find myself in the content. Being visible finally!	8/2/2024 2:25 PM
28	It's a broad, exciting and vibrant field that continues to yield an extraordinarily rich array of fruitful insights, that is a core component of the humanities and social sciences and that is decisive for the continued efforts to change society for the better.	8/2/2024 10:36 AM
29	Drawing on Sara Ahmed in her references to home and its inevitable complexities, WGST has made me feel at home, and has become a place where I can go, be, and exist and engage with the world. Stepping into WGST, and being surrounded by the people that are there, and hearing stories is where I feel safe, challenged, and most authentic. Just like at home, there is and always will be times where you feel frustrated, upset, or disconnected, it is not to say that at some point in time I haven't felt those things in WGST, but WGST will forever and always	8/1/2024 12:40 PM

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remain a place where I long to go, be, and immerse myself in. While I know that I have only been a WGST student for two years, the values and philosophies of WGST, and the people within the department have in so many ways raised me, and brought out pieces of me that I was previously too scared or unsure of in myself to explore. WGST means self and community discovery, it means security, accountability to showing up, learning, growing, and changing and educating myself. WGST to me, means being human. It is an embodied experience. WGST 390 was life changing and actually seeing and experiencing community has forever changed my perceptions of access to justice.

30	As a 4Y Double Hon student in English and French, I took an elective on ecofeminism and it changed my worldview on women in agriculture and what sustainability was (this was way before the current SDGs). After the course I kept reading the theorists we studied and even got to see a lecture by Vandana Shiva.	8/1/2024 9:26 AM
31	a program that my colleagues have supported in direct ways	7/31/2024 6:13 PM
32	Study of the impact gender has on the world and unpacking that reality. Looking at things critically. Acknowledging the patriarchy and colonialism (amongst other things) impact the world.	7/31/2024 11:38 AM
33	WGST has become a hugely positive and influential part of my university experience so far, I've met some of my best friends and mentors through the program and am always so excited to get to keep working and learning in this area. It's equipped me to engage with so many issues and communities outside of my own and taught me important skills that I otherwise wouldn't have learned.	7/31/2024 11:27 AM
34	I appreciate the interdisciplinary social justice work that Rachel facilitates.	7/31/2024 8:32 AM
35	WGST represents an area where scholarship is focused on women and other groups marginalized on the basis of sex/gender.	7/30/2024 6:40 PM
36	It truly changed my life. It provided a language for understanding personal experiences and how power imbalances have shaped my own experiences but also the injustice and inequity I see/saw in the world. It provided a schema for understanding and also for tackling many problems and issues I witness/ed. It also helped me gain confidence, learn how to apply theory, inspired me into community activism, and shapes my work to this day.	7/30/2024 3:07 PM
37	Critical reflection and development of our society to create a more equitable and just world.	7/30/2024 3:01 PM
38	It provides an opportunity to learn about patriarchy and the roles that women play in politics and society.	7/30/2024 2:51 PM
39	Studies of: Intersectionality; Feminism; Differentiation between Gender and Sex; Equity; Anti-racism/Anti-oppression; Privilege; Power	7/30/2024 2:50 PM
40	Creating socially aware critical thinkers who are action oriented and willing to fight for a better society.	7/30/2024 2:46 PM
41	It light my soul on fire! And embraced all of the thinking that got me into trouble in high school. It allowed for me to be myself as I was finding myself	7/30/2024 2:42 PM
42	education, research, critical engagement, transnational feminism, liberatory practice, collegiality, mentorship, energy, conferences, students, voice, futures, Indigeneity, intersectionality, anti-oppression, interdisciplinarity, leadership...	7/30/2024 2:20 PM
43	Critiquing relations of power and reflexivity (in a nutshell haha!)	7/30/2024 2:05 PM
44	bravery, correcting history, power, voice, diversity, radicalism	4/23/2024 7:26 AM
45	The world is a better place with Queer thought and people. In Cree world view, they are gifted and a gift. We need them to be fully accepted and supported in academia so their gifts can be fully realized. What is happening to the WGST 'program' flies in the face of a supposed institutional commitment to the value of gender and sexual equity and diversity.	4/23/2024 5:55 AM

Q7 What values do you experience as priorities in WGST?

Answered: 38 Skipped: 13

#	RESPONSES	DATE
1	Acceptance and understanding. Learning about unity and unique experiences of society. Creative perspectives and approaches to learning.	9/5/2024 10:17 AM
2	The sheer acceptance of everyone in WGST regardless of our backgrounds, race, sexuality, or knowledge base. It truly brings a literal understanding to being intersectional.	9/4/2024 3:26 PM
3	Inclusiveness, intellectual exploration, the joy of learning	9/3/2024 6:41 AM
4	Community, advocacy, integrity, critical investigation, empowerment, inclusivity, interdisciplinary	8/28/2024 11:39 PM
5	Empathy, humility, understanding, effort, courage, curiosity, love, care, kindness, welcoming	8/27/2024 6:47 PM
6	Equity, justice, awareness-raising, mutuality, community, creativity, flourishing.	8/26/2024 3:09 PM
7	kindness, compassion, accountability, belonging	8/23/2024 12:49 PM
8	Openness to various perspectives Collaboration Critical analysis	8/23/2024 9:42 AM
9	Having a voice	8/23/2024 7:10 AM
10	Interdisciplinary, exploratory, operating in new and innovative ways. WGST needs to find new and alternative ways of functioning as an educational structure that allows for an inclusive and representative institution.	8/23/2024 5:36 AM
11	Compassion, accountability, courage, creativity, solidarity, achievement, leadership	8/22/2024 9:06 PM
12	Generosity of spirit while still noting problems.	8/22/2024 8:34 PM
13	Intelligence. Perseverance. Integrity. Humility.	8/22/2024 5:52 PM
14	Opportunity, feminist perspective, cultural analysis	8/22/2024 4:48 PM
15	WGST is a discipline of consideration. It's about taking your own experience, especially one of privilege such as my own, and thinking about the thoughts and issues of other experiences. WGST values making the world a better place for each individual group by seeing and hearing them.	8/22/2024 4:47 PM
16	I think theory is incredibly important for how it shapes our abilities to think, which in turn shapes our abilities to act. I also think accommodating a variety of worldviews and perspectives is vital. Basically, I think people should be pushed to think and empathize beyond the limits of their personal experiences and that WGST is an excellent site for doing so.	8/22/2024 4:41 PM
17	Applied Intersectional Gender Justice across the board in theory and practice.	8/22/2024 1:42 PM
18	Turning understanding to action.	8/8/2024 1:00 PM
19	social justice and transformation	8/6/2024 1:24 PM
20	feminism queer theory queer issues	8/3/2024 5:32 PM
21	Current values in WGST are inclusivity, diversity, thoughtfulness, and curiosity.	8/3/2024 4:44 PM
22	Acknowledging that people have different struggles and blanket statements and solutions, while they do help, are not as effective as multiple tailored solutions	8/2/2024 4:33 PM
23	responsibility of knowing your place	8/2/2024 3:28 PM
24	Intersectional, justice, love, harmony, connection	8/2/2024 2:25 PM
25	I don't believe I should answer.	8/2/2024 10:36 AM

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26	Community, collaboration, openness, empathy, critical thinking, innovation, heart, soul, mind, communication, imagination, strength, resiliency	8/1/2024 12:40 PM
27	queer studies feminism in the pluriverse activism health and wellbeing	8/1/2024 9:26 AM
28	Unsure	7/31/2024 11:38 AM
29	Community is a big part of the program for me, whether that is community based learning or community building. Action is another important value of the program, as many of us within it have the unique advantage of having the tools of education to tackle some of the issues we see facing our communities. Understanding, openness, and honesty are also important so we can create strong relationships and trust one another in the work we do.	7/31/2024 11:27 AM
30	- practice informed by theory - truth-telling (thinking of the ethics article) - community-led	7/31/2024 8:32 AM
31	Rigor; diversity; justice; community engagement; interdisciplinarity	7/30/2024 6:40 PM
32	Praxis, justice, critical thinking/writing, dialogue/debate, intersectionality, thoughtfulness, diversity, theory, community	7/30/2024 3:07 PM
33	A commitment to social justice and gender equality/equity.	7/30/2024 2:51 PM
34	equity, advocacy, education	7/30/2024 2:46 PM
35	Inclusion, high level critique of everything, feminism as being essential to fighting fascism	7/30/2024 2:42 PM
36	engagement, accountability, integrity, compassion, honesty, courage, anti-racism, intergenerational collaboration, humour, accessibility	7/30/2024 2:20 PM
37	Critique; inclusion; diversity; social justice.	7/30/2024 2:05 PM
38	diversity, equity, "from margin to centre" (to quote bell hooks)	4/23/2024 7:26 AM

Q8 What values do you wish to see exemplified in the future of WGST at USask?

Answered: 38 Skipped: 13

#	RESPONSES	DATE
1	-	9/5/2024 10:17 AM
2	that our voices heard, that the program be understood better funded and accepted by USask as a foundational program that is geared to the constantly changing future of acceptance and understanding of intersectional people and bodies, not just the colonial west.	9/4/2024 3:26 PM
3	See above	9/3/2024 6:41 AM
4	Community, advocacy, integrity, critical investigation, empowerment, inclusivity, interdisciplinary, reconciliation	8/28/2024 11:39 PM
5	Same as above.	8/26/2024 3:09 PM
6	kindness, compassion, accountability, belonging, support, community, intergenerational knowledge sharing	8/23/2024 12:49 PM
7	Leadership Creativity and resourcefulness	8/23/2024 9:42 AM
8	Difference is fantastic and wonderful and celebrated	8/23/2024 7:10 AM
9	Strength, representative, non- political/ cliqu-ie, continue to be a voice for all underdogs such as marginalized people/ social groups, animals and environment, push for a new way of being and understanding. Compassionate, empathetic, creative.	8/23/2024 5:36 AM
10	Same/similar to the above. Leadership, courage, compassion, and creativity	8/22/2024 9:06 PM
11	I noted that many of my young colleagues were quite judgemental and quick to shut out people with differences of opinion. They need to learn to engage in a thoughtful and constructive dialogue with those who differ.	8/22/2024 8:34 PM
12	Continued excellence with reflexive change.	8/22/2024 5:52 PM
13	From what I hear from friends still connected to the university, this department is doing a great job balancing their objectives within a conservative Prairie environment	8/22/2024 4:48 PM
14	I honestly loved my experience within the program and found that I liked all of my professors and their ways of doing things. A common complaint I've heard about the program and classes within it is a lack of clarity in instruction. That's mostly a side effect of professors looking to operate outside of the typical university pedagogy, but I think it's fair for students trying to get through their degree to want to know in simple terms what a professor wants out of them.	8/22/2024 4:47 PM
15	Diversity and inclusion, equity and equality, justice in all its forms	8/22/2024 4:41 PM
16	WGST occupies a complex situation in the academy. It emerged as an inter- or transdiscipline, but also has the characteristics of a discipline. Finding ways to navigate these paradoxical existential conditions seems vital in the articulation of a bright future for WGST (by any name) at USask, for students, staff, faculty and community partners within and beyond this province.	8/22/2024 1:42 PM
17	Same as above	8/6/2024 1:24 PM
18	Anti racist. Intersectionality. Wider feminisms. more philosophy. even more challenging conversations. for people to challenge their biases. Teaching us what to do, what enacting change entails.	8/3/2024 5:32 PM
19	Future values I would like to see exemplified are intersectionality and equity.	8/3/2024 4:44 PM
20	decentralizing white and western ways of knowing and prioritizing	8/2/2024 3:28 PM
21	Honest, transparent, action based	8/2/2024 2:25 PM

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22	I don't believe I should answer.	8/2/2024 10:36 AM
23	More intergenerational work between students and community. More opportunities to work in community. impulsivity, DIY (connect to direct action) Praxis is definitely a visible value in WGST, but more chances to engage in the theory we study Multiplicities	8/1/2024 12:40 PM
24	diversity in sexual orientation and gender expression of students, faculty, staff	8/1/2024 9:26 AM
25	Ensuring that the U of S has a strong department of gender studies during this integral point in history. Commitment to truth telling. Commitment to reconciliation.	7/31/2024 11:38 AM
26	I hope that WGST can continue building community in and outside of the program. Bringing people in and meeting them where they are at is extremely important in our current social and political climate and that openness and understanding (within reason) is an important element to this education. A continued presence of WGST is also important!!	7/31/2024 11:27 AM
27	rigor; diversity; justice; community engagement; interdisciplinarity	7/30/2024 6:40 PM
28	Praxis, justice, critical thinking/writing, dialogue/debate, intersectionality, thoughtfulness, diversity, theory, community, critical reflexivity,	7/30/2024 3:07 PM
29	Inclusivity, diversity, excellence (which I believe it already does)	7/30/2024 3:01 PM
30	Critical thinking and an commitment to Indigenization	7/30/2024 2:51 PM
31	Equity; Identity; Representation; Safety/Security; Inclusion; Belonging	7/30/2024 2:50 PM
32	Social justice, anti-racism, critical theory, advocacy and education	7/30/2024 2:46 PM
33	I wish there was more links between Indigenous Studies and WGST. This is not just a problem here but elsewhere and in the broader zeitgeist as well	7/30/2024 2:42 PM
34	as above	7/30/2024 2:20 PM
35	Promoting the importance of recognizing a diversity of genders and the need to promote equitable treatment within our societies.	7/30/2024 2:09 PM
36	Critique; inclusion; diversity; social justice.	7/30/2024 2:05 PM
37	social justice, equity, gender, diversity	4/23/2024 7:26 AM
38	Gender justice Social justice	4/23/2024 5:55 AM

Q9 Do you have any ideas for a new name for the program? (Think about words such as gender, sexuality, women, social justice, anti-racism, critical theory, etc. as each of these represent key themes within WGST classrooms).

Answered: 41 Skipped: 10

#	RESPONSES	DATE
1	Intersectional Experience Studies. Systemic Inequality Studies.	9/5/2024 10:17 AM
2	GSCS - Gender Sexualities and Cultural Studies ISJS - Intersectional Social Justice Studies	9/4/2024 3:26 PM
3	Gender and sexuality studies	9/3/2024 6:41 AM
4	I don't, sorry.	8/28/2024 11:39 PM
5	Gender studies	8/27/2024 6:47 PM
6	I think Women's and Gender Studies or Feminism and Gender Studies are the most recognizable terms, especially for undergraduates. However, Feminism, Gender, and Social Justice might also emphasize the liberative aspect of the field (as it can be co-opted by neoliberal feminisms).	8/26/2024 3:09 PM
7	With all the focuses you mentioned above expanding to include almost every diverse sector - I think that it is important to somehow incorporate all without muddying the waters too much. I would really like to see "women" included in the title still somehow - i think Women and gender studies actually represents all the facets quite well - I would like to see it stay the same - or not expanded upon too much.	8/23/2024 5:30 PM
8	I like "gender studies" for its minimalism and diversity, but I wonder how we could incorporate the anti-racism aspect of it in there. It can get pretty long pretty fast, something like "gender, race, and social justice studies" ? I don't have the answer! :(8/23/2024 12:49 PM
9	Critical Thinking on Women and Gender	8/23/2024 7:10 AM
10	I like the name.. often times a new name represents the moment we are in but fails to remind of where the history came from and waters down the past struggle. I realize that the word women can exclude so many other social justice issues that are going on. this department should remember and pay homage to that particular group that fought the status quo And continues to fight the fight on behalf of everyone. So, I think women and gender should remain in the title of the name .	8/23/2024 5:36 AM
11	Justice studies	8/22/2024 9:55 PM
12	Gender and women's studies Gender, sexuality and women's studies. Gender justice and critical theory studies Critical gender justice (sounds good but probably a legal-ish focus implied) Consider keeping the current name too - has recognition on campus and beyond.	8/22/2024 9:06 PM
13	Gender, sexuality and social justice.	8/22/2024 8:34 PM
14	Human Experience...? Somehow. It's not just a Woman thing.	8/22/2024 5:52 PM
15	Cultural theory Gender theory Gender studies	8/22/2024 4:48 PM
16	I would prefer to drop it to just Gender Studies which I believe would make it clear that this subject matter is important for all people to learn about. I think getting too in the weeds of trying to encapsulate everything that the discipline is in the name might overcomplicate it from an outside perspective. At the end of the day, I want more people learning/getting involved.	8/22/2024 4:47 PM
17	Maybe something about equity? Something emphasizing critical theory? While I do think gender and sexuality is vital to WGST, it seems reductive to leave it at that when so much of it	8/22/2024 4:41 PM

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is about equity and justice more broadly. But at the same time, I do think WGST is associated with those ideals in the public consciousness, so maybe a shift away would be confusing

18	Critical Gender Justice Gender and Social Justice	8/22/2024 1:42 PM
19	Gender and Social Justice	8/19/2024 3:19 PM
20	Gender, sexuality and social justice (Struggling here as I find some of the new names--UBC's for example--to be so long that no one remembers them...I think retaining a focus on gender and sexuality in the naming is important even as critical theory and anti-racist approaches are integral)	8/6/2024 1:24 PM
21	Gender, sexuality and critical theory. I think the 'anti racism' label would be great too but I don't think this label applies to the current program but if more classes like that were taught then yes. I do think the program is strongly anti racist but I don't think it teaches enough about race to include it.	8/3/2024 5:32 PM
22	1. Intersectionality studies (but I worry that the term will confuse/not interest those who have not studied in social sciences) 2. Gender and Sexuality Studies (but the program is more than that) 3. Social Justice Studies	8/3/2024 4:44 PM
23	Studies of Intersectional Identity	8/2/2024 3:28 PM
24	Intersectional critical justice theory?	8/2/2024 2:25 PM
25	I can't say that I do. I don't feel close enough to the actual program to weigh in. However, the fate of the program is very dear to me.	8/2/2024 10:36 AM
26	I really liked adding Social Justice! I think dropping women and having the title be Genders, Sexualities, and Social Justice would be soooo great! I think making plural both genders and sexualities is important to recognize spectrum and constellations. Intersectionality is another word I think of Community as well "Genders, Sexualities, and Intersectional Social Justice Studies"	8/1/2024 12:40 PM
27	remove the word "women's" I like "sexuality" See U of Calgary - "As of July 1, 2021, the Women's Studies (WMST) program has been renamed Gender and Sexuality Studies (GSXS). Why? Because the program name—Women's Studies—referenced the outdated conception of a gender binary. Gender and Sexuality Studies (GSXS) better reflects the discipline's concerns with gender, as well as sexuality, including sexual health and sexual rights. Our program recognizes all forms of gender identity and expression as important, valid, and legitimate."	8/1/2024 9:26 AM
28	Gender Studies Gender Studies & Social Justice Gender and Social Justice Studies	7/31/2024 11:38 AM
29	I've heard that "Gender, Sexuality, and Social Justice" is a possibility ;) and I really love that one! I feel like it encompasses the breadth of the program more than the current name does without making it too long and complex (because that wouldn't be hard to do!!)	7/31/2024 11:27 AM
30	- Critical Gender Studies? Inquiry? - Gender, Social Justice, and Community/Culture?	7/31/2024 8:32 AM
31	I don't think the focus of WGST should become too diffused. I like the traditional emphasis on women (both cis and trans), with gender (defined more broadly) being a supplemental endeavour.	7/30/2024 6:40 PM
32	gender and sexuality studies, critical social studies? gender, sexuality, and critical social studies GSCS? ha	7/30/2024 3:07 PM
33	Not sure. Women and Transgender Studies?	7/30/2024 2:51 PM
34	Intersectional Studies? Power and Privilege Studies? Equity Studies?	7/30/2024 2:50 PM
35	Intersections of Identity	7/30/2024 2:46 PM
36	Something including intersectionality and feminism? Intersectional feminist studies?	7/30/2024 2:42 PM
37	Critical Studies in Gender and Sexuality Feminism, Gender, and Sexuality Studies Gender, Sexuality, and Feminist Studies Gender, Sexuality, and Feminism Gender Studies Women, Gender, and Sexuality (to possibly keep the acronym!)	7/30/2024 2:20 PM
38	I'd love to see "social justice" in the name, but that may reflect more of my own particular interests.	7/30/2024 2:09 PM

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39	Gender Sexuality and Social Justice	7/30/2024 2:05 PM
40	Gender, social justice, and sexuality studies	4/23/2024 7:26 AM
41	Gender, Sexuality and Social Justice	4/23/2024 5:55 AM


Q10 Is there anything else you would like to tell us?

Answered: 33 Skipped: 18

#	RESPONSES	DATE
1	WGST classes were always my favourite. I have two bachelor's degrees, with WGST as my second. I almost met the requirements in my first round of studies because of how enjoyable WGST was while studying for my other degree.	9/5/2024 10:17 AM
2	I only have a question, why the name change?	9/4/2024 3:26 PM
3	Thank you for doing this work!	8/28/2024 11:39 PM
4	Thank you!	8/27/2024 6:47 PM
5	I would have been wanting take additional classes for quite some time - it would be wonderful to see more certificate programs - or more flexible masters programs	8/23/2024 5:30 PM
6	I would love to know where this goes! Wishing you the best of luck :)	8/23/2024 12:49 PM
7	I miss being a student in this program!	8/23/2024 7:10 AM
8	Keep being awesome. Proud to be a graduate of the program. It was the foundation for my whole academic career.	8/22/2024 9:06 PM
9	Great job through the drought in staff. I hope things get easier.	8/22/2024 8:34 PM
10	I loved this program. Would definitely do it again. It's informed my life choices and thoughts.	8/22/2024 5:52 PM
11	Thank you for doing what you are doing!	8/22/2024 4:48 PM
12	I will always be incredibly grateful for my time in WGST!!!!	8/22/2024 4:41 PM
13	All of the social justice disciplines, which engage exceptionalist academic knowledge politics from structurally minoritized positions, have been forced to advance constructive social impact by learning how to develop more effective reciprocities, often with limited institutional resources. This has produced ways of being and knowing with considerable potential to challenge the aggressions that frame social (and environmental) exclusions. Thinking through these learnings and articulating them in collaboration with students, colleagues and constituent communities seems promising.	8/22/2024 1:42 PM
14	Now more than ever, we need strong educational opportunities in this area of study!	8/8/2024 1:00 PM
15	No! Just keep on doing amazing things!	8/6/2024 1:24 PM
16	I don't think the classes lack discussions about intersectionality/non white feminism necessarily but that I wish there was maybe a class with that as the focus. Or maybe classes that cover a wider array of topics. We have more than one class on queer theory but much less or none in all the other areas. I also find the queer studies to lack deconstruction and reflexivity sometimes. I hope this does not come off as against queer theory or studies, I think they are a crucial part of WGST. So I don't think we should decrease these classes maybe just increase everything else.	8/3/2024 5:32 PM
17	I agree the renaming of WGST is necessary but tricky. I thank you for consulting students and others!!	8/3/2024 4:44 PM
18	We need to find a way that makes WGST appealing and inclusive of BIPOC and POC feelings and stories. Remembering a lot of our studies are at the cost of racialized labour - queer or otherwise will make it easier for racialized students to see that they have a place in the program as well and that their histories aren't just citations	8/2/2024 3:28 PM
19	Can't wait for the new semester!	8/2/2024 2:25 PM
20	I would be happy to give you my sense on proposed names, if that can be useful.	8/2/2024 10:36 AM
21	I think this survey is a great idea to have! :)	8/1/2024 12:40 PM

Women's and Gender Studies wants to hear from you!

22	ties to Sociology - intimate partner violence and the law, sexualized violence, access to gender-affirming healthcare	8/1/2024 9:26 AM
23	I'm sorry to see this program de-prioritized and losing critical faculty from supportive positions elsewhere	7/31/2024 6:13 PM
24	During this point in history the U of S needs to fully support and enhance this department.	7/31/2024 11:38 AM
25	I love the ethos behind 'innovation' in the social innovation lab - it suggests forward-looking and action and not just 'studying' something - maybe there are some words that could imbue that sense in a program title.	7/31/2024 8:32 AM
26	WGST is a vital part of the university landscape. It offers coverage of topics that receive scant attention in other departments/colleges.	7/30/2024 6:40 PM
27	I am not entirely familiar with WGST but am a supporter. Sorry I could not provide more input--good luck!	7/30/2024 3:01 PM
28	Keep up the important and good work that you are doing!	7/30/2024 2:50 PM
29	I would love if students could get more familiar with the University Archives and Special Collections here in the library - hopefully a new WGST librarian will help, but I would be very interested in offering tours and research how-to one on one sessions with students. The Richards and associated collections here in the archives are very important and vast and students should know and love and use them.	7/30/2024 2:42 PM
30	Keep doing the amazing work that you are doing! You're doing a great job!	7/30/2024 2:42 PM
31	I'm enthusiastic about these questions!	7/30/2024 2:20 PM
32	We value the work of WGST!	7/30/2024 2:09 PM
33	You are doing an amazing job! Love this survey!	4/23/2024 5:55 AM

 <p>UNIVERSITY OF SASKATCHEWAN</p>	<p>Information Technology Requirements for New Programs and Major Revisions</p>
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This form is to be completed by the faculty member responsible for the program proposal in consultation with Information and Communications Technology. Contact ICT Client Services (phone 4827) for assistance.

Attach the completed form to the program proposal prior to submission to the Academic Programs Committee. Additional comments may also be attached if required.

1. Proposal Identification
Full name of program: Women's, Gender, Sexualities Studies MA

2. Distance Education
Does the new/revised program include courses that are delivered by 'distance education'? Yes **No**

Face-to-face off-campus	Televised	Multi-mode	Independent Study
Web-based	Other (specify)		

3. Network Requirements
 - 3.1 Does the program have any new special network requirements?
No, existing access and bandwidth (speed) are adequate
 Yes, the program has the following new network requirements:
 Video transmission (specify)
 General Web and e-mail usage
 Large (10MB or more) file transfers
 Other (specify)

 - 3.2 Does the program require any new access to the Internet or the Canadian Research network?
No, existing access and bandwidth (speed) are adequate
 Yes, additional network access is required
 Describe new requirements (e.g. type of access, room numbers, number of computers, bandwidth required):

 - 3.3 Will students require new access to University IT resources (e.g. library, e-mail, computer labs, etc.) from their homes?
No, home access requirements are unchanged from existing program
 Yes, students will require new access to IT resources from home (please clarify the access required and how it should be provided):

4. Software Requirements Please list the software that will be required for the program (e.g. e-mail, web pages, SPSS, discipline-specific software, etc.), and indicate where it needs to be available. Include cost estimates for initial purchase and ongoing support/upgrading, if applicable. N/A

5. **Hardware Requirements**
 Please list any special IT hardware required for the program (e.g. high performance workstations, colour printers, scanners, large disk space, etc.) and indicate whether the new hardware will be provided by the college/department or centrally by the University. Include cost estimates for initial purchase and ongoing support/upgrading. N/A

6. **Computer Lab Access**
 Does the program have new computer lab access requirements?
Computer lab access requirements are unchanged from existing program
 General ('walk-in') access is required hours/week/student
 Access for classes/tutorials is required hours/week/student

Estimated number of students in program: 5

7. **Student IT Support N/A**
 Please describe any new requirements for student IT support (e.g. number of hours training per term, training topics, number of hours of user support per week during office hours and evenings/weekends).

8. **Faculty IT Support N/A**
 Please describe any new requirements for faculty IT support (e.g. number of hours training per year, training topics, number of hours of one-on-one support per year, support for course development, support for desktop hardware, software and peripherals, other).

9. **Impact on Institutional Systems Basic Changes to systems**
 Please describe any changes that may be necessary to institutional systems in order to support the proposed program (e.g. student information system, telephone registration system, financial systems, etc.). Provide an estimate of the cost of systems modifications. Refer to modifications identified in the Office of the Registrar Consultation Form if applicable.

Date: October 14, 2024

Information and Communications Technology

Faculty Member (sponsoring college/dept) Rachel Loewen Walker



Consultation with the Registrar (CWR) – Proposal Highlights

Title of Proposal: Field of Study and Subject Code Name Change; changes are as follows:

- 1) Undergraduate programs with the field of study “Women’s and Gender Studies” will change to “Gender, Sexualities, and Social Justice”
- 2) Graduate programs with the field of study “Women's, Gender, and Sexuality Studies” will change to “Gender, Sexualities, and Social Justice”
- 3) Course Subject Code Change: All “WGST” courses will become “GENS”

General Description: To better represent the disciplinary area and national academic trends, the field of study Women’s and Gender Studies/Women's, Gender, and Sexuality Studies will be renamed “Gender, Sexualities, and Social Justice.” The course subject code will be changed accordingly from WGST to GENS. Students in-progress at the time of this change’s implementation will be able to graduate with either the old name or the new name. Each college’s time limit for degree completion will apply , as outlined in the *University Catalogue*,

Degree Colleges: College of Arts and Science and College of Graduate and Postdoctoral Studies

College Approval: College of Arts and Science approved November 26, 2024; College of Graduate and Postdoctoral Studies approved October 23, 2024

Effective Term: September 2026

Course implications

- All WGST courses will be relabeled GENS

Registration and classes

- No change to standard class time slots, terms, and sessions
- Room scheduling needs will be similar to current needs

Convocation

- No new hood

Financial and Budget

- N/A

Student Mobility

- No unique mobility or external partners/agreements

From: Warrington, Seanine <seanine.warrington@usask.ca>
Sent: Monday, December 9, 2024 4:36 PM
To: Isinger, Russ <russell.isinger@usask.ca>; Singh, Jaswant <jaswant.singh@usask.ca>; Lang, Jennifer <jennifer.lang@usask.ca>
Cc: Doell, Jason <jason.doell@usask.ca>; Smith, Chelsea <chelsea.smith@usask.ca>; Dahl, Alexis <alexis.dahl@usask.ca>; Zagiell, Eileen <eileen.zagiell@usask.ca>; Rudulier, Danielle <danielle.rudulier@usask.ca>
Subject: Consultation with the Registrar - Rename WGST to GENS - please use this version

Good afternoon,

Please see the attached Consultation with the Registrar (CWR) form outlining a field of study and subject code name change from Women's and Gender Studies/Women's, Gender, and Sexuality Studies will be renamed "Gender, Sexualities, and Social Justice." The course subject code will be changed accordingly from WGST to GENS.

The CWR cover sheet attached here highlights key implementation and operational details associated with the proposal.

After reviewing, please "reply-all" with your confirmation that the detail in the attachments is correct. Your confirmation email will replace a signature of approval.

Thank you,
Seanine

Seanine Warrington, M.A.
she/her
Senior Editor and Coordinator
Catalogue and Academic Programs

From: Singh, Jaswant <jaswant.singh@usask.ca>
Sent: Monday, December 9, 2024 4:45 PM
To: Warrington, Seanine <seanine.warrington@usask.ca>; Smith, Chelsea <chelsea.smith@usask.ca>
Cc: Isinger, Russ <russell.isinger@usask.ca>; Lang, Jennifer <jennifer.lang@usask.ca>; Doell, Jason <jason.doell@usask.ca>; Dahl, Alexis <alexis.dahl@usask.ca>; Zagiell, Eileen <eileen.zagiell@usask.ca>; Rudulier, Danielle <danielle.rudulier@usask.ca>
Subject: Re: Consultation with the Registrar - Rename WGST to GENS - please use this version

Confirmed and Approved.

Jaswant Singh B.V.Sc. M.V.Sc. Ph.D.

Associate Dean, Academic Excellence & Innovation

College of Graduate and Postdoctoral Studies
Thorvaldson Bldg. University of Saskatchewan
116-110 Science Place
Saskatoon, SK S7N 5C9
Tel: (306) 966-7410

From: Isinger, Russ <russell.isinger@usask.ca>

Sent: Monday, December 9, 2024 6:13 PM

To: Warrington, Seanine <seanine.warrington@usask.ca>

Cc: Singh, Jaswant <jaswant.singh@usask.ca>; Smith, Chelsea <chelsea.smith@usask.ca>; Lang, Jennifer <jennifer.lang@usask.ca>; Doell, Jason <jason.doell@usask.ca>; Dahl, Alexis <alexis.dahl@usask.ca>; Zagiell, Eileen <eileen.zagiell@usask.ca>; Rudulier, Danielle <danielle.rudulier@usask.ca>; Singh, Jaswant <jaswant.singh@usask.ca>; Smith, Chelsea <chelsea.smith@usask.ca>; Lang, Jennifer <jennifer.lang@usask.ca>; Doell, Jason <jason.doell@usask.ca>; Dahl, Alexis <alexis.dahl@usask.ca>; Zagiell, Eileen <eileen.zagiell@usask.ca>; Rudulier, Danielle <danielle.rudulier@usask.ca>

Subject: Re: Consultation with the Registrar - Rename WGST to GENS - please use this version

Approved

Russell Isinger, BA, MA

he/him

Associate Vice-Provost
and University Registrar
Teaching, Learning, and Student Experience

Professional Affiliate
Department of Political Studies
College of Arts and Science

From: Lang, Jennifer <jennifer.lang@usask.ca>

Sent: Monday, December 9, 2024 9:50 PM

To: Isinger, Russ <russell.isinger@usask.ca>

Cc: Warrington, Seanine <seanine.warrington@usask.ca>; Singh, Jaswant <jaswant.singh@usask.ca>; Smith, Chelsea <chelsea.smith@usask.ca>; Doell, Jason <jason.doell@usask.ca>; Dahl, Alexis <alexis.dahl@usask.ca>; Zagiell, Eileen <eileen.zagiell@usask.ca>; Rudulier, Danielle <danielle.rudulier@usask.ca>; Warrington, Seanine <seanine.warrington@usask.ca>; Singh, Jaswant <jaswant.singh@usask.ca>; Smith, Chelsea <chelsea.smith@usask.ca>; Doell, Jason <jason.doell@usask.ca>; Dahl, Alexis <alexis.dahl@usask.ca>; Zagiell, Eileen <eileen.zagiell@usask.ca>;

Rudulier, Danielle <danielle.rudulier@usask.ca>

Subject: Re: Consultation with the Registrar - Rename WGST to GENS - please use this version

Approved.

Jen

Jennifer Lang, Ph.D.

Interim Vice-Dean Academic, College of Arts & Science

Professor, Choral/Music Education

University of Saskatchewan

Department of Music

1049 Education Building

28 Campus Drive

Saskatoon, SK S7N 0X1

jennifer.lang@usask.ca

(306) 966-6812

UNIVERSITY COUNCIL
PLANNING AND PRIORITIES COMMITTEE
ITEM FOR INFORMATION

PRESENTED BY: Christian Willenborg, Chair, Planning and Priorities Committee

DATE OF MEETING: January 30, 2025

SUBJECT: **Provisional Centre for Bioproduct Development and Commercialization**

ACTION: **For Information Only**

SUMMARY:

Dr. Bishnu Acharya, Saskatchewan Ministry of Agriculture Endowed Research Chair in Bioprocess Engineering, submitted a revised proposal to the Planning and Priorities Committee (PPC) for a Provisional Centre for Bioproduct Development and Commercialization on January 15, 2025.

Climate change, global warming and the adverse impact of non-biodegradable material and chemicals to our environment has shifted focus on the development of renewable and bio-based materials. The development of bio-based material utilizes renewable feedstock originated in land (forestry biomass and residue, agriculture biomass, municipal waste) and ocean (algae, aquaculture waste). The provinces in the Prairies region have abundant supply of agricultural biomass (such as wheat straw, flax and hemp stalk, starch after protein extraction, canola meal and other agro-processing by-products) that if used efficiently could provide renewable feedstock for the growing bioeconomy in Saskatchewan, Canada and around the world. The main objective of the Centre is to drive the innovation and commercialization of value added bioproducts in collaboration with different stakeholders such as Industry, Government and Farming Community and Associations.

CONSULTATION:

The proposal for a Provisional Centre for Bioproduct Development and Commercialization was brought forward at the April 30, 2024, Centres Subcommittee, followed by a presentation at PPC on May 15, 2024. After completing suggested revisions to the proposal by both committees, Dr. Acharya returned to PPC on January 15, 2025, where the committee had the opportunity to review the revisions, ask questions and participate in a fulsome discussion. PPC voted unanimously in favour of the proposal.

As per item 4.3 in the [Centres Policy](#), a progress report must be submitted to the Centres Subcommittee in January 2026 with a full proposal to be submitted and approved by January 2027.

ATTACHMENTS:

- Proposal and consultation information for the Provisional Centre for Bioproduct Development and Commercialization



MEMORANDUM

TO: Bishnu Acharya

FROM: Vicki Squires, Chair, Planning & Priorities Committee (PPC)

DATE: May 22, 2024

RE: **Proposal for a Provisional Centre for Bioproduct Development and Commercialization**

Thank you for attending the meeting of the Planning and Priorities Committee on May 15, 2024 to present the proposal for a Provisional Centre for Bioproduct Development and Commercialization. The Committee was supportive and appreciates the work being done to answer industry demand. However, they would like to see some revisions addressing the feedback below to aid in your success. Please consider these items and resubmit the proposal to Dr. Vicki Squires, Chair of PPC.

It is recommended that the following be included in the revised proposal:

- Letter of support from the College of Agriculture and Bioresources
- Consideration of existing provincial infrastructure for bioproduct development
- Start-up operation funding plan
- Clearly formed reporting structure
- Confirmation of the department's commitment for assignment of duties to be focused on managing the centre
- Advisory committee should comprise of representatives from the Colleges of Agriculture and Engineering, industry, and potentially provincial government
- Letters of support confirming industry demand and support for such a centre, and other stakeholders are suggested, but not required

PPC has chosen to defer the motion to approve the provisional centre until the proposal is resubmitted. PPC looks forward to seeing a revised proposal.

Thank you for your important work in this field.

Cc: Jafar Soltan, Associate Dean, Engineering
Angela Lieverse, Professor and Chair, PPC Centres Subcommittee
Jacquie Thomarat, Director of Governance



MEMORANDUM

TO: Bishnu Acharya

FROM: Angela Lieverse, Chair, Centres Subcommittee of Planning & Priorities Committee (PPC)

DATE: May 2, 2024

RE: **Feedback on the Proposal for a Provisional Centre for Bioproduct Development and Commercialization**

Thank you for attending the meeting of the Centres Subcommittee on April 30, 2024, to present the proposal for a provisional Centre for Bioproduct Development and Commercialization.

The Subcommittee commended the proposal. They agreed that it can go forward to PPC on May 15, 2024, for consideration. Following PPC's approval, the documentation would be submitted for information only to University Council at the next possible meeting.

The letter of support from Dean Simonson was received by the Governance Office on April 26, 2024, so was not included in the package submitted to the Subcommittee on April 30th. Thank you for getting it to us; the letter will be included in the materials for PPC on May 15th.

The Subcommittee requested the following amendments:

- Determine the governance structure for the provisional period;
- Provide a budget;
- Describe the role of the managing director (i.e., faculty?);
- Identify and include key success factors to measure against in years one and two.

Thank you for your consideration of this feedback. The deadline for PPC materials is 12:00pm on May 9, 2024, to Jacquie Thomarat.

c: Jafar Soltan, Associate Dean, Engineering
Jacquie Thomarat, Director of Governance

CENTRE FOR BIOPRODUCT DEVELOPMENT AND COMMERCIALIZATION [CBDC]

Interim Director

Bishnu Acharya, PhD, P.Eng.

Saskatchewan Ministry of Agriculture Endowed Research Chair in Bioprocess Engineering

Associate Professor, Department of Chemical and Biological Engineering

Objectives and Goals

The climate change and global warming and adverse impact of non-biodegradable material and chemicals to our environment has shifted focus on the development of renewable and bio-based materials. The development of bio-based material utilizes renewable feedstock originated in land (forestry biomass and residue, agriculture biomass, municipal waste) and ocean (algae, aquaculture waste). The provinces in the Prairies region have abundant supply of agricultural biomass (such as wheat straw, flax and hemp stalk, starch after protein extraction, canola meal and other agro-processing by-products) that if used efficiently could provide renewable feedstock for the growing bioeconomy in Saskatchewan, Canada and around the world. The main objective of the Centre is to drive the innovation and commercialization of value added bioproducts in collaboration with different stakeholders such as Industry, Government and Farming Community and Associations.

Need for the Centre

The Saskatchewan 2030 growth plan states increasing crop production to 45 million metric tonnes; agriculture value-added revenue to \$10 billion by increasing canola processing to 75% and 50% processing of pulse crops while delivering on the climate change strategy. This processing facility will be producing a significant number of by-products such as air-classified pulse starch, canola meal, straws and fibers, valorization of which are critical to achieve the processing target sustainably. These by-products are great resources for producing high value chemicals, materials, and bioenergy. While Saskatchewan Food Centre including Canadian Feed Centre, Global Institute of Water Security, Livestock and Forage Centre of Excellence supports the development of food sector, there is a lack of pilot facility that supports the development of non-food applications.

It is expected by 2050, 50% of the consumer products will be bio-based. According to McKinsey Global Institute report, direct economic impact of Bio-Revolution in 10-20 years could reach to \$4 trillion per year, with half of this impact in agriculture and food, consumer products and services, and materials and energy production. Even though, Canada has huge opportunity, the growth of bioeconomy is slow. Canada's First Bioeconomy Strategy¹ published in 2020 emphasizes on creating an ecosystem that focuses on value chain creation, job training and skill development. Canada's bioeconomy is estimated to require 65,000 workers by 2029 as per BioTalent Canada report (2021)² with more than 50% expected in R&D and manufacturing sector. The report further states that the need for HQP will outpace the availability with

¹ https://www.biotech.ca/wp-content/uploads/2022/01/National_Bioeconomy_Strategy_EN-compressed.pdf

² <https://www.biotalent.ca/wp-content/uploads/BioTalent-Canada-LMI-National-Report-13OCT2021-1.pdf>

75% shortage in bio-manufacturing and bioprocessing area. Quoted from the report “*Candidates will need a wide variety and mix of skills, specializations and educational credentials, and many employers will find it difficult to find candidates who fulfill every qualification they’re seeking.*” The Centre will work towards filling this gap by developing trainees with the career-ready and entrepreneurship skills to grow the bioeconomy sector in Canada.

Sustainable entrepreneurship has been identified as a core element for successful transformation to the bioeconomy. In general, this has been addressed by providing entrepreneurship training in higher education without the bioeconomy context. It is now accepted that the entrepreneurship in bioeconomy requires discipline-specific training. The generalized approach has created a gap to understand how the entrepreneurial opportunities arise in the bioeconomy and the skills and competencies needed to act on such opportunities. The framework developed by Davidson³ that introduces the concept of external enablers (technological breakthroughs, socio-cultural and environmental developments, regulatory changes) to trigger entrepreneurial activity seems to align well with the bioeconomy context. Leveraging the well-developed Disciplined Entrepreneurship process, the Centre will document the process and steps of ongoing efforts to develop an understanding of a commercialization approach for value-added bioproducts specific to Canadian context. Because the use of bioproducts in a circular economy is new, there are a lot of unknowns in terms of the commercialization process to mitigate the risks and regulatory requirements. The proposed Centre will provide the HQP a discipline-specific training and opportunities to pursue entrepreneurship via existing programs or by collaborating with industries to explore the commercialization of the process and products.

The proposed Centre for Bioproduct Development and Commercialization will complement to the existing facilities in the Province and the University to provide a sustainable agro-processing and generation of new value-added industries. The goal of CBDC will be:

- Promote development of clean technology and green processes for the generation of high value bioproducts.
- Train high quality personnel to contribute to the growing value-added sector in the Prairies.
- Enhance the overall sustainability of food production by utilizing agriculture biomass and agro-processing by-products for developing high value bio-based material, chemical and energy.
- Support growth of existing industries and new start-ups.
- Develop collaboration between industries and other stakeholders for the common goal.

The Centre will build upon existing capacity in the College of Engineering, College of Agriculture, College of Arts and Sciences and other Centers in the University and in the province.

Industry Demand

Bioprocessing and bioproduct development for non-food application is an emerging area for which limited support are available to industries in the Prairies and in general in Canada. The Centre will support the

³ Davidsson, P. (2015). Entrepreneurial opportunities and the entrepreneur-ship nexus: A re-conceptualization. *Journal of Business Venturing*,30(5),674–695.

activities of companies such as Red Leaf Pulp, Prairie Clean Energy, Blue Goose Biorefineries, KF Hemp, Blue Sky Hemp, Pacific Ridge Corporation, TuniStrong Technologies Inc., Titan Clean Energy Projects, NULIFE Green Tech., Spectrum Technologies, Pyro Green Gas Inc., Hey Golding Inc., Tidewater Renewables Inc., Sask Mustard, Canola Processors (Cargill, Richardson, Viterra, Milligan Biofuels), Oat processors, Pulse processors. The Centre will be working closely with Agriculture Associations funding partners, Government of Saskatchewan, NRC, AAFC and other stakeholders. **The Centre will leverage resources at Saskatchewan Food Industry Development Centre, Prairie Agriculture Machinery Institute (PAMI), and Saskatchewan Research Council (SRC) to collectively support** the expansion of the existing industries and attract new industries to invest in Saskatchewan.

Rationale/Necessity for Seeking Provisional Status

The creation of CBDC with provisional status will allows us to formalize our discussions with various stakeholders identified above and understand their level of participation and contribution to the Centre. This will also give an opportunity to work on our goals and refine ideas for the full proposal.

Preliminary Memberships

Associate Members: Dr. Ajay Dalai, Dr. Venkatesh Meda, Dr. Oon-Doo Baik, Dr. Lope Tabil, Dr. Lifeng Zhang, Dr. Jafar Soltan, Dr. Catherine Niu, Dr. Chris Zhang, Dr. Kerry McPhedran, Dr. Darren Korber, Dr. Michael Nickerson, Dr. Yongfeng Ai, Dr. Martin Reaney, Dr. Rex Newkirk, Dr. Scott Wright, Dr. Ramaswami Sammyaiken, Dr. Lee Wilson.

Affiliate Members: The affiliate members will be from the other centers in the University, and Research Scientist at NRC, AAFC, and Food Centre.

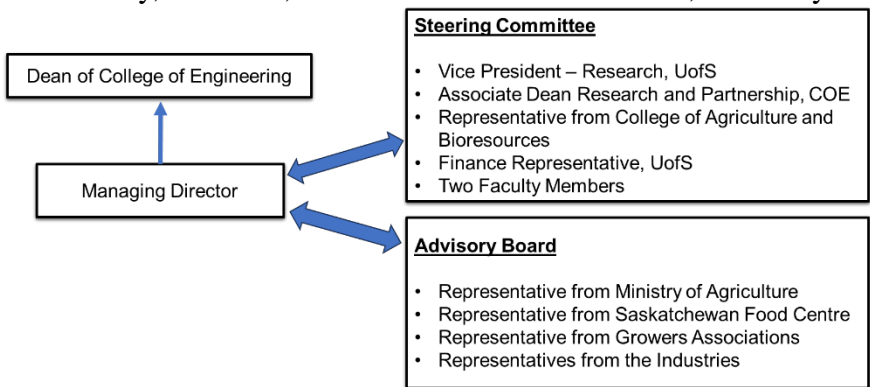
External Partners

Advisory Board Members

- **Internal:** Managing Director, & Associate Dean of Engineering for Research and Partnership
- **External:** Industry and community representatives from following organizations – Richardsons, Cargill, AGT Foods, CO-OP refinery, Vieterra, Saskatchewan Food Centre, Ministry of Agriculture, Innovation Saskatchewan, AgWest, Growers Association.

Proposed Governance Model

The Managing Director will be responsible for the day-to-day operation of the Centre including managing budget, supervising staffs, and developing partnerships



with the stakeholders. Managing Director will report to the Dean of Engineering. The Steering Committee

will provide guidance to the Managing Director in making decision on the core activities of the Centre including annual budget, equipment purchase and expansions. Managing Director will have 5 years term and can take position for two terms. A vice-Director will be appointed by the Steering Committee on the beginning of 4th (or 8th) year of the Managing Director. The two-year overlap will support smooth transition. The service could be built into the assignment of duties for the Director in consultation with the Department and the College. The Advisory Committee will provide guidance on the research themes and support Managing Director in building partnerships. A research and administrative staff and technician will be hired to support the research activities at the Centre.

During the provisional period, the Managing Director will be reporting to the Dean and Associate Dean of Research and Partnership of Engineering. A biannual report will be submitted describing the activities and outcomes. The steering committee and the advisory board will be developed for full Centre stage.

Anticipated and Secured Financial and Other Resources

The discussion is being carried out with the College of Engineering Associate Dean Research and Partnership for allocating space in bioprocessing area (1A48) for the Centre. The plan is to apply for CFI-Infrastructure Funds (40%) for renovation and purchase of equipment. Initial discussions were made with the Innovation Saskatchewan, Value Added Division of Ministry of Agriculture, and other key stakeholders on providing the supporting funds (40%). The equipment supplier will be providing the remaining 20%. A stakeholder meeting is planned to discuss the Centre and their contributions. In the first phase, the Centre will focus on space and pilot equipment with capabilities for fiber processing and high pressure and temperature operations for activities such as extraction, and fractionation.

It is anticipated that the Centre will generate revenue by providing contracting services to industries. Additionally, partnership with industries for funding through ADF, IRAP, Innovation Saskatchewan and Federal funding programs will be other revenue sources. An administrative staff, a technician, and a research staff will be hired for the operation of the Centre. Additional staffs will be hired depending on the work volume. When the Centre is fully functional, the total expense for the operation is estimated at \$250,000, where \$200,000 will be for the salary of the staffs and \$50,000 for the maintenance of the equipment.

During the provisional period, a research associate funded from existing research funds of managing director will be hired and be responsible for supporting the research and outreach activities.

Proposed Timeline for Submitting the Required Documentation for Obtaining Formal Approval

The plan is to submit the full proposal for approval in April 2026 to have the full Centre status starting January 2027. During this time, the proposal will be developed for CFI, and further consultation will be undertaken to generate support for the Centre.

The key success factor that will determine the transition from provisional to full Centre will be acquiring the funding or confirmation of support, acceptance from industries in engaging with the Centre for their research needs.

Stakeholders Consulted

University: Dr. Baljit Singh, Dr. Jafar Soltan, Julian Demkiw, Tonya Wirchenko, Alix Hayden, Dr. John Root, Dr. Scott Wright, Dr. Jerome Konecsni, Dr. Rex Newkirk, Dr. Ramaswami Sammynaiken, Dr. Ajay Dalai, Dr. Suzanne Kresta, Dr. Tate Cao, Mrs. Lisa Leis.

Government: Dr. Godwin Pon (Value Added Division), Mr. Kevin Chung (Innovation Saskatchewan)

Externals: Dr. Jay Robinson (Global Agri-food Advancement Partnership), Dr. Benjamin Scott (Global Institute of Food Security), Dr. Mehmet Tulbek (Saskatchewan Food Centre)

Industry: Red Leaf Pulp, Prairie Clean Energy, Richardsons

Current Research Activities that Will Move to The Provision Centre

Mission: The bioprocess engineering within the Saskatchewan Ministry of Agriculture Research Chair Program focuses on developing innovative process and technologies for food and bioproduct processing and the conversion of low-value and underutilized biomass to high value bioproduct for food, material, chemical and energy applications.

The research program is divided into four research theme which collectively advances the knowledge of bioprocessing and aligns with the focus of industries and the province of Saskatchewan. These research themes are a) Biorefining of agricultural biomass for developing cellulose, lignin and hemicellulose based bioproducts; b) Synthesis of bioplastic and biofoam for food and non-food packaging materials; c) Assessing the feasibility of biomass for bioenergy and biofuels; d) Develop new processing technologies for producing functional food and feed from agricultural biomass.

Summaries of each research themes, progress, and plans for next year are discussed below:

[Theme 1] Biorefining of agricultural biomass for developing cellulose, lignin and hemicellulose based bioproducts: Lignocellulosic biomass such as wood and agriculture residue are composed of mainly cellulose, hemicellulose, and lignin. The structure of biomass significantly varies between the types and the geographical origin. The effectiveness of the process for the separation of macromolecules and their yield varies with the biomass source. These variations greatly affect the understanding of the biomass-process-bioproduct relationship, which has been a subject of continuous investigation. Additionally, higher amounts of mineral substances as compared to wood can affect the quality of the product and the synthesis steps that will require a trade-off between the cost of purification and value of final product. Specific projects includes a) Study the effect of the common fractionation process and conditions on the resulting structures of cellulose, hemicellulose, and lignin for different types of biomass; b) Evaluate the synthesis of high value cellulose based intermediate products; c) Evaluate the synthesis of high value lignin based intermediate products; d) Evaluate the synthesis of high value hemicellulose based intermediate products; e) determine environmentally friendly methods for handling the waste by-products; f) Conduct the techno-economic and life cycle analysis to determine the economic feasibility and environmental impact of the product and/or process.

Progress: A number of project has been developed in this area of planned research.

- In a project with Red Leaf Pulp, our research is supporting the optimization of the wheat straw pulping process, and application of by-product streams. Based on our research output, Red Leaf Pulp are conducting their pilot scale study. The project is funded by NSERC-Alliance program.
- In a project with Richardson Milling Limited, we have demonstrated the feasibility of extracting high value chemicals from oat hulls with potential application in food, chemicals, and materials. We are collaborating in a ADF proposal and also looking for places to conduct pilot scale study for validating the process and generating samples for product development. The project is funded by Mitacs-NSERC program.
- In the ADF project that focuses on the fractionation of flax biomass, we are working on optimizing the pulping conditions and characterization of by-products to understand the effects of operating conditions on their properties. The project is funded by ADF program.
- In a project with TuniStrong Research Inc., we have demonstrated a process for production of completely bleached white tunicate pulp. This has been the bottleneck in the production of tunicate-based cellulose nanomaterials. The project is funded by Mitacs-Accelerator program.
- In collaboration with University of Prince Edward Island, we have conducted a comprehensive work on the synthesis of chitin from lobsters' shells. This is first of its work, where a detailed optimization work on the

demineralization and deproteination of the lobster shell to produce chitin has been carried out. The project is funded by Ocean Frontier Institute – Phase II.

[Theme 2] Synthesis of Bioplastics and Biofoams for Food and Non-food Packaging: The growing environmental issues with non-biodegradable petroleum-based plastics has led to the research and development of bioplastics. The government around the world also responded by developing policies to promote biodegradable plastics. However, challenges remain for bioplastics to meet the performance of the petroleum-based plastics. In other cases, bioplastic materials that are designed to match the mechanical and physico-chemical properties of petroleum-based plastics do not degrade completely under normal composting conditions. This has led to studies attempting to develop bioplastics with appropriate mechanical and physico-chemical properties and biodegradability. It covers the research related to the synthesis and characterization, biodegradation, development for packaging and smart applications, techno-economic and life cycle assessment, and policies related to the development of bioplastics. Specific project includes a) Study the interaction of polymer (starch, chitosan, protein, PLA, PHA) with filler material (cellulose, lignin) on the properties (mechanical, thermal, gas barrier, moisture absorption, density, biodegradability, UV protection) of the bioplastics and biofoam; b) Develop green chemical modification methods for the filler or polymer to improve the compatibility and overall properties of bioplastics; c) Fermentation of agriculture biomass to produce biopolymers; c) Design and develop materials with smart properties; d) Develop research capabilities for studying the biodegradability of the bio-based material; e) Carry out the techno-economic and life cycle assessment on the development of bio-based materials.

Progress: A number of project has been initiated to develop bioplastics using bio-based polymer (starch/chitosan/PLA/PVA) with cellulose nanocrystals as a filler material. We were able to develop a composition of these bio-based materials to develop bioplastic with smart properties such as tunable optical appearance and antimicrobial nature while obtaining higher mechanical and water barrier properties. A number of projects has been developed in this area of research:

- In a project with Titan Clean Energy Projects, we are synthesizing and conducting a comprehensive characterization of biochar filled composites with polylactic acid, and low-density polyethylene polymers. Based on the properties of the composites, we will then focus on the application. The project is funded by Mitacs-Accelerator program.
- In a project funded by SRI which focuses on the use of pulse starch in aerogels and biofoam materials, we have synthesized the aerogel and studied the effect of air classified pulse starch and isolated pulse starch on the properties of aerogel. While isolated starch showed better properties, we are further investigating how we can improve the properties of air-classified pulse starch.
- ADF and Discovery grant projects on use of starch, chitosan, cellulose nanomaterials, canola protein for bioplastic development is underway.
- In collaboration with TuniStrong Technologies Inc., we are investigating the application of biochar, lignin, and cellulose nanomaterials as a filler in concrete as a way to achieve carbon sequestration. This project is funded by Mitacs-Accelerator program.
- In collaboration with University of Guelph, we developed a formulation for 100% bio-based composite material with hemp fibers and studied its mechanical, thermal and water related properties.
- A laboratory has been set up to carry out extrusion and characterization for mechanical properties, melt-flow index, impact analysis, and biodegradability.

[Theme 3] Assessing the feasibility of biomass for bioenergy and biofuels: The abundant supply of biomass, including agricultural biomass, could be an alternative source for renewable power generation to meet the 2030 mandate of phasing out the traditional coal-fired electricity and achieving 90% non-emitting electricity. The overall objectives of this research area are to establish the grading system for agriculture biomass, develop innovative

technology for pre-treatment and conversion to heat, electricity, biogas, renewable hydrogen, and bioethanol. A number of processes including torrefaction, hydrothermal carbonization, pyrolysis, gasification, combustion, anaerobic digestion, and fermentation will be investigated, and their technical feasibility and carbon footprint will be determined.

Progress: following project has been developed in this area –

- We are supporting Prairie Clean Energy in developing the energy pellets from flax biomass. We also collaborated with PCE and Mitsubishi in understanding the biogas production potential of agriculture biomass. Based on our results, Mitsubishi is conducting pilot studies. The project is funded by Mitacs-Accelerate program.
- In a project funded by ADF, we are characterizing a wide range of biomass available in Saskatchewan for energy applications including flax straw, hemp straw, canola straw, wheat straw, oat hulls, pea hulls. We are investigating the combustion properties of the raw, torrefied and steam exploded biomasses. The project is funded by ADF.
- We are investigating the feasibility of producing renewable natural gas from flax, hemp, and canola straw. The project is currently supported by my discovery grant.

[Theme 4] Develop new processing technologies for producing functional food and feed from agriculture

biomass: The research is focused on developing high value food and feed products from agriculture biomass and agro-processing waste utilizing green extraction methods (sub-critical water extraction, green solvent treatment) and biotechnology. The specific objectives are a) Optimization of extraction process and characterization of extracts; b) Investigate the effectiveness of polyphenols for antimicrobial, antioxidant, and food additives properties; c) Demonstrate the efficient pre-treatment methods to depolymerized agriculture biomass to produce fermentable hydrolysate; d) Demonstrate the microbial process for lipid and protein; e) Techno-economic and life cycle assessment to determine the economic feasibility of the process.

Progress:

- We have made significant progress in the development of Canola Meal Extracts as a replacement of yeast extracts in microbial fermentation. We have shown its effectiveness in a fungus (*Mortierella Alpina*) and currently working with other microbial species. The project is funded by ADF and SaskCanola.
- We are working on developing process for hydrolysis of air-classified pulse starch for its use in microbial fermentation to produce ethanol and lactic acid.
- In collaboration with Richardson Innovation Centre, we investigated the use of hemicellulose extracted from oat hulls as a functional ingredient in bakery products. The project is funded by Mitacs-NSERC program.
- We submitted a US Provision patent on the extraction process and the composition of the Canola Meal Extracts.

Summary of all research projects and funding received

	Project Title	Project start (month / year)	Expected completion (month / year)	Funding agency (and file number where applicable)	Total funds approved
1	Agricultural and organic waste to value added bioproducts	May 2022	April 2027	NSERC-Discovery	\$ 195,000
2	Black Liquor from Straw Pulping Process: Characterization, Treatment and Valorization to Adhesive and Bioplastics	June-21	May-24	NSERC - Alliance	\$ 208,500
3	The Feasibility of flax biomass fractionation and conversion to high value products	Jan-22	Dec-24	ADF	\$ 325,000
4	Synthesis of arabinoxylan and furfurals from oat hulls	Jul-22	Jun-24	Alliance-Accelerate	\$ 120,000
5	Combustion studies of flax straw pellets	Sep-22	Aug-25	Mitacs - Accelerate	\$ 180,000
6	Development of biochar filled plastic composite materials	Sep-22	Aug-24	Mitacs - Accelerate	\$ 60,000
7	Production of high-quality CNC from tunicates	Sep-22	Dec-24	Mitacs - Accelerate	\$ 240,000
8	Comparison of wrapping materials for biomass bales	Jan-23	Dec-23	Industry	\$ 206,750
10	Feasibility of biomass power generation in Saskatchewan	Apr-23	Mar-26	ADF	\$ 175,000
11	Canola meal extracts for microbial fermentation	Apr-23	Mar-26	ADF + SaskCanola + NSERC/Mitacs	\$ 630,000
12	High temperature and pressure reactors and analytical tools for processing and synthesis of bioproducts from biomass	Apr-23	Mar-23	CFI-JELF	\$ 374,001
13	Valorization of oat hulls	April-24	March – 27	ADF + Richardson	\$337,500
14	Value-added processing of pulse starches from seeds to industrial products through multi-disciplinary approaches - Biofoam from starch after protein extraction.	Sept 21	April 2025	Sask. Strategic Research Initiative	\$192,500
15	Bio-ReFuM (Applied and accepted for full proposal from USask)	April-25	March-31	NSERC-CREATE	\$1,650,000

Proposal for Provisional Centre

16	Centre for Bioproduct Development and Commercialization (Applied- EOI)	April-2026	March-2027	CFI-IF	\$4,000,000
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Summary of HQP

name of graduate student (supervised and co-supervised)	degree pursued
Bashu Gautam (Co-supervised)	Ph.D.
Yomi Wilfred (Co-Supervised)	Ph.D.
Kehinde Falua (Supervised)	Ph.D.
Nirpesh Dhakal (Supervised)	Ph.D.
Sumana Majumder (Co-Supervised)	Ph.D.
Ali Hashemi (Co-supervised)	Ph.D.
Shivangi Jha (Co-Supervised)	Ph.D.
Amin Babaeighazvini (Supervised)	Ph.D.
Raj Dahal (Co-Supervised)	Ph.D.
Michael Kozma (Co-supervised)	Ph.D.
Mohamed Aboughaly (Supervised)	Ph.D.
Anupriya Senthilkumaran (Co-Supervised)	M.Sc.
Anamol Pokharel (Supervised)	M.Sc.
Aishwarya Gurung (Supervised)	M.Sc.
Rasoul Haji Khanmirzaei (Supervised)	M.Sc.
Ashutosh Dalai (Supervised)	M.Sc.
Rawan Wattan (Co-supervised)	M.Sc.
Ravan Wahid (Supervised)	M.Sc.
Mehdi Masoudi (Supervised)	M.Eng.
Dafchahi Mostafa (Supervised)	PDF
Amin Babaeighazvini (Supervised)	PDF
Piyali Dhar	PDF
Onu Onu Olughu	PDF
Bahareh Vafakish	PDF
Susan Crush	Research Assistant
Zahra Rezazadeh Taloukolaee	Research Assistant
Maia, GABOURG	Research Assistant
Rahman Mostafizar (Supervised)	Research Assistant
Ravi Patel (Supervised)	Research Assistant

May 29, 2024

Dr. Vicki Squires
Chair, Planning & Priorities Committee (PPC)
University of Saskatchewan

Dear Dr. Squires,

Subject: Confirmation of Commitment for Managing the Provisional Centre for Bioproduct Development and Commercialization

I am writing to formally confirm the Department of Chemical and Biological Engineering's commitment to assigning Professor Bishnu Acharya to manage the newly established Provisional Centre for Bioproduct Development and Commercialization.

Professor Acharya's role within our department has been primarily focused on research, with minimal undergraduate teaching responsibilities. To support the successful development and operation of the Provisional Centre, Professor Acharya will dedicate a significant portion of his research time to managing the Centre's activities. His extensive experience and expertise in bioproduct development and commercialization make him an ideal candidate for this critical role. As the Centre progresses and its needs evolve, we will ensure that Professor Acharya's duties are adjusted accordingly.

Our department is fully supportive of this initiative and will accommodate any necessary changes to his assignment of duties to align with the Centre's requirements. We are confident that under Professor Acharya's leadership, the Provisional Centre for Bioproduct Development and Commercialization will achieve its goals and significantly contribute to the University's strategic priorities.

Please feel free to contact me if you require any further information or clarification.

Sincerely,



Oon-Doo Baik, Ph.D., P.Eng.
Professor and Head

Department of Chemical & Biological Engineering
College of Engineering, University of Saskatchewan
Room 3B48.5, Engineering Building, 57 Campus Drive
Saskatoon, SK, S7N 5A9, Canada
Tel: (306)966-5320



October 08, 2024

Dr. Bishnu Acharya
College of Engineering

Re: Letter of support for a provisional Centre for Bioproduct Development and Commercialization

Dear Bishnu

Thank you for the opportunity to comment on the proposal for a provisional Centre for Bioproduct Development and Commercialization. I reviewed the proposal and recognized many strong, existing and potential linkages with people and activities in the College of Agriculture and Bioresources.

As you know, especially given your partial appointment in the Department of Food and Bioproduct Sciences (FABS) in this college, the College of Agriculture and Bioresources (AgBio) is highly invested in bioprocessing research. There are no fewer than 6 full-time faculty members in this college whose research programs are dedicated to processing of bio-materials. Processes can include a range of unit operations, with the goal of creating new ingredients, a new process or new consumer goods. Often, specific processes are explored in an effort to improve a material's functionality, and the new material or operation(s) might find applications in the food, feed, non-food or industrial markets.

AgBio has a number of facilities that are dedicated to processing of bio-materials. The [Canadian Feed Research Centre](#) has the largest volumetric capacity with various pieces of [equipment](#). Other facilities include the [Bioprocessing Pilot Plant](#), the Meat Processing Pilot Plant and the Fermentation Lab in the Department of Food and Bioproduct Sciences. Each facility has a wide range of equipment to perform various operations on different bio-materials. In addition, researchers maintain and operate other specialized equipment within lab space that is dedicated to their research programs.

AgBio (and indeed the university) encourages the efficient use of equipment and space, and this should motivate us to seek synergies and find ways to limit duplication. Depending on the specific research that is planned within the provisional centre, it is possible that there will be equipment within AgBio labs that could help to support this work. AgBio is happy to collaborate and welcomes researchers from across campus to access shared equipment within the college.

Commercialization of technologies evolving from research in AgBio continues to be a priority. Recently, Ms. Sara Lui (Sara) was hired as a Product Development Specialist in FABS, with the mandate of helping to transfer newly developed ingredients, products and processing technologies to industry. Sara will also engage directly with industry to help resolve specific challenges. This position is intended to be a shared resource, and it would be available to you. It would seem that there may be opportunities for Sara to participate in and support the commercialization activities within the proposed centre. I encourage you to reach out to Sara to explore ways that she can be involved.

Historically, faculty members within the College of Engineering have collaborated with colleagues in AgBio. There have been jointly conducted research projects, and colleagues reciprocate in serving on student advisory committees in each college. However, a structure that is able to integrate the people and formalize the sharing of infrastructure has not yet been established. AgBio recognizes the value of interdisciplinary work, and faculty in the College of Engineering have always been good partners. In discussions with the College of Engineering's Associate Dean Research and Partnerships, Dr. Jafar Soltan, we agree that an administrative entity that encompasses the full scope of the capabilities of personnel and bio-processing infrastructure within both colleges would be valuable. Such an administrative structure could also help to demonstrate the entirety of the capabilities at USask within this scope and could help to attract more research and personnel, among other benefits. Plans are actively underway to bring together this network of bioprocessing researchers to initiate a multi-college bioprocessing strategy which will formulate a vision for interdisciplinary bioprocessing research on campus. The motivation for such a multi-college initiative is consistent with the intended goals of the [Agriculture Signature Area](#): to create greater awareness of the collective research capabilities and strengths on campus, to support researchers working within the Agriculture Signature Area and to promote growth and expansion of research in agriculture. This strategy is expected to identify gaps in existing USask capacity and will also be useful in attracting additional support from provincial government and industry sources, as it will clearly identify where additional infrastructure is needed.

The College of Agriculture and Bioresources supports the development of the provisional centre with the expectation that during the next two years, proponents of the centre will participate in the development of the multi-college bioprocessing strategy described above. It is likely that the team developing the bioprocessing strategy will also propose an administrative structure to support the goals of the strategy. The proposed administrative structure may include something different or more than a fully approved Centre for Bioproduct Development and Commercialization. I hope that proponents of the provisional centre and members of the Planning and Priorities Committee of Council will consider the recommendations within the forthcoming bioprocessing strategy when the provisional centre is recommended/considered for full approval.

Please let me know if you have any questions, comments or concerns. I wish you the best of luck with the provisional centre.

Best regards



Trevor Crowe, PhD, P.Eng., PAg
Associate Dean, Research and Graduate Studies

Copies:

Dr. Jafar Soltan

Dean Angela Bedard-Haughn

UNIVERSITY COUNCIL
PLANNING AND PRIORITIES COMMITTEE
ITEM FOR INFORMATION

PRESENTED BY: Christian Willenborg, Chair, Planning and Priorities Committee

DATE OF MEETING: January 30, 2025

SUBJECT: **ohpahotân | oohpaahotaan: Indigenous Strategy Update**

ACTION: **For Information Only**

CONTEXT AND BACKGROUND:

The gift of the ohpahotân | oohpaahotaan: Indigenous Strategy was brought forward by the Planning and Priorities Committee (PPC) and accepted by Council in June of 2020. It is within the responsibilities of PPC to receive an update and report back to Council on the initiatives and progress of the strategy.

Dr. Angela Jaime, Vice-Provost Indigenous Engagement, provided an update to PPC members on January 15, 2025. Members learned of the valuable work taking place in the Office of the Vice Provost Indigenous Engagement along with the intentional focus to connect all work to the strategy.

Main points highlighted include the responsibility of all students, staff, faculty and senior leaders to implement the strategy, success and value of the [symposiums](#) and the importance of collaboration. Dr. Jaime highlighted over 30 different ways the colleges, schools and units are realizing the seven commitments of Safety, Renewal, Wellness, Stewardship, Representation, Right Relations and Creation.

Additional information can be found in the links below. Dr. Jaime and OVPIE encourage you all to reach out to their office to learn more and participate in uplifting the Gift for the university. Contact:

indigenous@usask.ca

RESOURCES:

- [ohpahotân | oohpaahotaan Website](#)
- [ohpahotân | oohpaahotaan Report](#)
- [Office of the Vice-Provost Indigenous Engagement News Stories](#)
- [Office of the Vice-Provost Indigenous Engagement Website](#)

**UNIVERSITY COUNCIL
EXECUTIVE COMMITTEE
FOR INFORMATION**

PRESENTED BY: Julian Demkiw, University Secretary and Chief Governance Officer; Chief Returning Officer for Council

DATE OF MEETING: January 30, 2025

SUBJECT: Call for Nomination Results

SUMMARY:

A call-for-nominations was circulated to faculty members of the General Academic Assembly on January 6, 2025 to fill a one-year member at large vacancy ending on December 31, 2025.

Sven Achenbach from the College of Engineering was acclaimed on January 17, 2025.

**UNIVERSITY COUNCIL
RESEARCH, SCHOLARLY, AND ARTISTIC WORK COMMITTEE
REPORT FOR INFORMATION**

PRESENTED BY: Eric Lamb; chair, Research, Scholarly and Artistic Work Committee

DATE OF MEETING: January 30, 2025

SUBJECT: **Annual Report Regarding Responsible Conduct of Research Policy**

COUNCIL ACTION: **For Information Only**

SUMMARY:

The Tri-Agency Framework on Responsible Conduct of Research mandates annual reporting on the total number of allegations received involving Agency funding, the number of confirmed breaches and the nature of those breaches. Previously breaches of the Responsible Conduct of Research Policy were reported through the annual report of the Vice-President Research to RSAW, but starting in 2019 they have been reported separately.

The attached report outlines the number of breaches and allegations under the Responsible Conduct of Research Policy for the period of July 1, 2023, to June 30, 2024. RSAW reviewed this report at its meeting on December 12, 2024.

ATTACHMENTS:

1. Responsible Conduct of Research Policy: 2023-24 Report on Allegations and Breaches
2. Responsible Conduct of Research - Allegations, Investigations & Breaches 2013 to 2024

Responsible Conduct of Research ***2023-2024 Update***

Darcy D. Marciniuk, MD, FRCPC, FCAHS, Master FCCP

Responsible Conduct of Research Institutional Lead; Associate Vice-President Research

Trever Crowe, PhD

Research Integrity Officer; Associate Dean (Research and Graduate Studies), College of Agriculture and Bioresources

Diane Martz, PhD

Senior Responsible Conduct of Research Specialist

RSAW, December 12, 2024



**UNIVERSITY OF
SASKATCHEWAN**

Land Acknowledgement

*As we gather here today, we acknowledge we are on Treaty 6
Territory and the Homeland of the Métis.*

*We pay our respect to the First Nations and Métis ancestors of this
place and reaffirm our relationship with one another.*

New RCR Inquiries/Investigations: July 2023 to June 2024

Complaints / Allegations are at an all-time high, with 18 new complaints received during this period (some complaints involve multiple allegations):

- Mismanagement of Grant and Awards funds - 5
- Failure to comply with relevant policies, laws or regulations for the conduct of certain types of research, specifically TCPS2 (3 complaints involving 6 respondents)
- Plagiarism (5)
- Inappropriate acknowledgement (2 separate complaints involving the same 2 respondents)
- Inappropriate Authorship (3)
- Falsification (1)
- Fabrication (1)

New RCR Inquiries/Investigations: July 2023 to June 2024

Outcomes for the 24 respondents (as of June 30, 2024) include:

- Confirmed breach - acknowledgement (5)
- Dismissed at Inquiry (4)
- Informal Resolution (7)
- Withdrawn (1)
- Ongoing (7)

New RCR Inquiries/Investigations: July 2023 to June 2024

- **Two hearings** (ongoing cases from previous years) **resulted in findings of no breach**
 - 1 is currently in appeal
- The confirmed breaches include:
 - **Failure to comply with relevant policies, laws or regulations for the conduct of certain types of research, specifically TCPS2 (4)**
 - **Mismanagement of grants or award funds (1)**
- Recourse included:
 - **Requirement/recommendation for TCPS2 training (4)**
 - **Dismissal / retirement (1)**

New RCR Inquiries/Investigations: July 2023 to June 2024

18 New Allegations:

- External complainants (6)
- Students and former students (6)
- Audit and Risk Services (4)
- Employee (1)
- Research Participant (1)

24 Respondents Included:

- In scope Faculty (16)
- Emeritus faculty (2)
- USask Contractor (1)
- Research Associate (1)
- Graduate Student (1)
- ASPA (1)
- Senior Administrator (1)
- No current affiliation with USask (1)

RCR Reporting

- **Yearly report to University Council**
- **Yearly report to the Tri-Agencies** on the number of allegations proceeding to a Hearing and breaches of the RCR Policy involving Tri-Agency funding
- **Yearly report to the U.S. Office of Research Integrity** on any cases involving US government funding

All reports were submitted

RCR Team Observations ...

- Complaints / allegations this past year is at an **all time high (and increasing ...)**
 - underlines **pressing need to be pro-active** – education, tools, resources
- **Complainants from external sources have increased**
- Number of mismanagement of grants or awards funds complaints suggests issues with **PI's knowledge of Tri-Agency Guide on Financial Administration and internal controls at USask**
 - 4 allegations from Audit and Risk Services involving mismanagement of grant or award funds
- Exploring ways of informal resolution
 - engaged with the USask Conflict Engagement Specialist to attempt **mediation in appropriate cases** and working with other complaint-based processes on campus to identify solutions to improve supports to access to these processes, especially for students; to dismantle silos; and to explore **effective ways of informal resolution (reconciliation)**
- **Confirmed (and alleged) breaches of RCR Policy influence USask's reputation ...**

RCR Tools and Resources

1. RCR Team has worked with IT to assess **text matching software** for the use of Usask researchers (faculty, staff and students). A decision on a tool and supports is anticipated in the next few months
2. We will continue to monitor development of **tools for image duplication detection** and **improper use of AI**
3. With anticipated increased resources (and working/aligning with others), the RCR Team will augment **RCR training** for USask researchers
4. The **RCR Website** is available at <https://vpresearch.usask.ca/research-support/responsible-conduct-of-research/responsible-conduct-of-research.php>. Website is work in-progress - appreciate feedback and suggestions to improve the website
5. RCR Team participates in the **national RCR Forum** with other Canadian institutions receiving funding from the Tri-Agencies
 - forum provides opportunity to **share resources and solutions** and provides the SRCR with **advice/feedback regarding RCR guidance for institutions**

RCR Personnel

- In the coming year the RCR Team will hire a **new full-time Director RCR** who will focus attention on RCR Education, evaluating/implementing tools to assist our researchers, and enhance understanding/practice of the responsible conduct of research
 - **Dr. Diane Martz has agreed to provide ongoing part-time guidance and expertise**
- **Dr. Trever Crowe continues his work as Research Integrity Officer** as part of the team to promote and support the responsible conduct of research at the University of Saskatchewan
- RCR continues to serve as a resource and answer questions/situations that have not [yet] reached ‘allegation’ status
 - these **opportunities/interventions have significantly increased in frequency**
 - positive indication that the USask RCR support/resource is becoming more widely known, providing **opportunities to better support and inform the University research community, and potentially prevent breaches of the RCR Policy**

Generative Artificial Intelligence

- Use of AI spans the full range of research activities from preparation of grant applications to thesis and report/manuscript writing
- Nov 14th, 2024 - guidance issued from the Tri-Agencies on the **'Use of Artificial Intelligence in the Development and Review of Research Proposals'**
 - <https://science.gc.ca/site/science/en/interagency-research-funding/policies-and-guidelines/use-generative-artificial-intelligence-development-and-review-research-proposals/guidance-use-artificial-intelligence-development-and-review-research-grant-proposals>
- **USask Provisional Research Scholarly, and Artistic Work Guidelines**
 - <https://leadership.usask.ca/initiatives/ai/research-guidelines-for-ai.php>
- Rapidly changing and evolving field ...

Appendix 1: Responsible Conduct of Research - Allegations, Appeals, Investigations & Breaches 2013 to June 30, 2024

Time Period	New Allegations Received	Appeals	# of Inquiries (individual respondents)	Breaches Acknowledged*	# Hearings	No Breach	Confirmed Breaches (# of Respondents)	# of cases involving breaches	# Respondents Reported to the Tri-Agencies	In Progress/Ongoing
07/2013 - 06/2014	3		N/R	N/A	3	1	3 plagiarism 1 redundant publication	2	N/R	1 ongoing
07/2014 - 06/2015	3		N/R	N/A	3	Not reported	3 plagiarism 1 redundant publication	Not reported	N/R	1 ongoing
07/2015 - 06/2016	9		N/R	N/A	2	7 plus 1 from 2015	Not reported	0	N/R	2 in progress, 1 ongoing
07/2016 - 06/2017	1		N/R	N/A	1	0	Not reported	0	N/R	1 ongoing
07/2017 - 06/2018	6		N/R	N/A	2	2	Not reported	0	N/R	1 ongoing
07/2018 - 06/2019	4	1	N/R	N/A	3	3	Not reported	0	N/R	1 in progress, 1 ongoing
07/2019 - 06/2020	12		11	5	1	1 from previous year	failure to comply with relevant policies (ethics) for the conduct of research (2), misrepresentation in a funding application (2), plagiarism (1), falsification of data (1), Fabrication of data (1).	6	1	3 in progress, 1 ongoing
07/2020 - 06/2021	1	1	3 (1 inquiry closed)	0	4	2	inadequate acknowledgement (1), invalid authorship, (2), plagiarism (2)	2	2	1 ongoing
07/2021 - 06/2022	3 (1 involving 3 respondents)	0	5 respondents	2 respondents	0	0	falsification (2), failure to comply with applicable policies, laws or regulations for the conduct of Research (to CCAC guidelines (2)	2	2	1 ongoing
07, 2022 – 06, 2023	11 (involving 15 respondents)	1 denied, in judicial review	15 4 acknowledged 4 dismissed 3 hearings 4 informal resolution	4	1 complete (but in judicial review)	0	Misrepresentation in a funding application (2); mismanagement of grants or awards funds (1); Invalid authorship (1).	3	4	1 hearing complete but in judicial review, 2 upcoming
1 Jul2023 to 30 Jun 2024	18 involving 24 respondents	1	24: 5 breaches; 4 dismissed; 7 informal resolution 1 withdrawn; 7 in progress:	5	2 (cases ongoing from previous year)	2 (1 in appeal)	failure to comply with relevant policies for the conduct of research (TCPS2) (4); mismanagement of grant and awards funds (1)	3	3	6 ongoing, 1 in judicial review; 1 being appealed

Data extracted from RSAW Committee Annual Reports to Council; June 2013 to June 2019.

*Acknowledgement of a Breach not offered as an outcome prior to 2019.

PRESIDENT'S REPORT TO COUNCIL

January 2025

50th anniversary of VIDO

The year 2025 marks half a century of innovative research and cutting-edge science for the Vaccine and Infectious Disease Organization, one of the University of Saskatchewan's flagship research centres. VIDO has grown from a small, veterinary research-focused laboratory into one of the world's leading centres for human and animal infectious disease research and vaccine development. VIDO has taken important steps over the past few years to be recognized as Canada's Centre for Pandemic Research.

Opus receives Government of Canada support

Opus, USask's startup incubator and pre-accelerator program, has received almost \$1 million from PrairiesCan to expand the startup incubator, providing additional entrepreneurship training and support services. Opus addresses the unique needs of founders developing deep tech innovations, including faculty, staff, students and alumni, and helps bring research-backed innovations from the university out into the world.

Campaign update

USask's Be What the World Needs comprehensive campaign has entered the final six-month stretch. To date, the campaign has raised more than \$470 million for areas of crucial importance to USask, including critical research, Indigenous achievement, visionary spaces, and student support. Plans are underway to celebrate the end of the campaign on June 18.

USask Indigenous Storyteller-in-Residence for 2025

Shawn Cuthand, a nehiyaw (Cree) and Kanien'kehá:ka (Mohawk) writer, comedian, producer, actor and director, has been selected as the next Indigenous Storyteller-in-

Residence with the University Library. Cuthand aims to uplift Indigenous voices and promote intercultural understanding and story-sharing between and among Indigenous and non-Indigenous communities during this 12-week residency, which begins on Feb. 3, 2025.

Research Highlights

Crop research projects receive \$4.18 million

Twenty-three crop and cropland-focused research projects have received \$4.18 million in support from the provincial government through the Agriculture Development Fund. USask's projects – spanning soil science research to the health benefits of plant proteins – have received the most funding of any organization to receive support from the ADF.

Renewed investment in swine welfare research chair

A group of Canadian pork industry partners have committed more than \$1 million over five years to extend the critical research role of a swine welfare chair. Dr. Yolande Seddon was named the renewed USask Chair in Swine Welfare on Jan. 8, for a term that will run from 2024 to 2030. Studies completed by Dr. Seddon's team have focused on advancing sustainable swine farming practices that support Canada's position as the world's third-largest pork exporter.

Paving the way to better HIV treatments

Four decades after HIV was first identified, Dr. Linda Chelico and her research team have discovered previously unknown interactions between important proteins which offer a better map for drug design, according to their latest study published in the American Microbiology Association's Journal of Virology.



Provost's Report to Council

January 2025

GENERAL REMARKS AND CURRENT ISSUES

I hope you are each enjoying a positive start to the new year. We are continuing to monitor the implementation of IRCC policies to limit the number of study permits allotted to international students wanting to study in Canada. Below you will find an update on the number of PALs allocated to Saskatchewan and to our institution.

Allocation of Provincial Attestation Letters (PALs) in 2025-2026

The good news is that the number of international student PALs allocated for Saskatchewan & USask this year has increased.

- In 2024, there were 15,054 PALs allocated by IRCC to Saskatchewan. In 2025, this number was increased to 17,641.
- In 2023, the graduate (Masters and PhD) were exempt. In 2025, a minimum of 2,791 PALs were set aside for graduate (Masters and PhD) use.

We have been optimistically modeling and planning for a minimum of 3000 PALs allocated to USask. We ended up exceeding this target, with USask receiving 3,807 PALs for use in 2025. The further distribution of PALs outlined below into undergraduate and graduate streams comes at the direction of the province and takes several factors into consideration, including graduate enrolment and application approvals for undergraduate students in 2023 and 2024.

For 2025:

- The undergraduate allocation has been set at 1,798 PALs.
- The graduate allocation has been set at 2,009 PALs.

Previous Utilization of PALs

In 2024, USask received 2,958 PALs and as of December 3, 2024, had endorsed 1,623 PALs. This is a utilization rate of approximately 55% of the PALs allocated to USask last year.

Our Focus Moving Forward

We continue to move forward with a focus on international recruiting at the undergraduate and graduate level with the goal of responsibly using as many PALs as possible.

There is a reserve pool of PALs held by the Ministry of Advanced Education and if any institution uses more than their allotted amount, they may request additional PALS by submitting a business case to the Ministry. The reserve amount of PALs that the Ministry of Advanced Education will maintain is about 5% (882 PALS).

I will continue to update you on this matter as we move forward. If you have any questions, please do not hesitate to contact myself or Vice-Provost Students and Learning, Jerome Cranston.

Thank you, everyone,

Vince

UPDATES, ACHIEVEMENTS AND MILESTONES

A selection of recent accomplishments, achievements and milestones to be celebrated by the USask community are shared below. After a well-deserved holiday break, the past month saw many student and faculty celebrations and achievements.

USask and Government of Saskatchewan celebrate nursing graduates

On January 9, USask leadership, representatives from the Government of Saskatchewan, College of Nursing faculty and staff, and Post-Degree Bachelor of Science in Nursing (PDBSN) graduates, alongside their family and friends, came together to celebrate the first cohort to complete the accelerated PDBSN program, since it was relaunched after the COVID-19 pandemic. Through the Government of Saskatchewan's Health Human Resource (HHR) action plan, funding was provided which enabled the College to bring back the PDBSN program earlier than planned.

In January 2023, USask admitted the first cohort of students and in December 2024, 28 graduated with their Bachelor of Science in Nursing degree, as part of the first HHR seat-expansion. These 28 new graduates will write their national licensure exam and soon become registered nurses helping to address the critical nursing shortage in the Saskatchewan healthcare system. Their remaining classmates will finish the accelerated program this April.

College of Arts and Science Faculty Service Excellence Award

In September 2024, the Vice-Dean Faculty Relations put out a call for the inaugural College of Arts and Science Faculty Service Excellence Award, which recognizes exemplary service in administration and governance. The first winner of this award is Dr. Carla Orosz, Associate Professor in the School for the Arts. Carla is a distinguished leader, educator, and mentor whose tireless contributions to the university's academic and creative life make her an exemplary candidate for this important recognition. Carla will be presented with the award at the annual College Celebration event in the spring.

Community-based Bachelor of Education cohorts growing

The Indian Teacher Education Program has expanded its community-based partnerships to Beardy's and Okemasis Cree Nation. Students in the community began their studies in the Bachelor of Education program this January, and join other partnerships currently established with White Bear First Nation (2023). In September 2024, the College of Education, in partnership with Northern Lights School Division, launched a Bachelor of Education community-based program in Northern Saskatchewan (located in Beauval).

New director of Gordon Oakes Redbear Student Centre

The Teaching, Learning, and Student Experience team is excited to share that Dallas Pelly has recently stepped into the role of Director at the Gordon Oakes Redbear Student Centre. In this position, he is committed to fostering a welcoming and inclusive space for Indigenous students while advancing the Centre's mission of supporting cultural, academic, and personal success. He looks forward to collaborating with colleagues across campus to strengthen relationships and initiatives that empower Indigenous students and communities at the University of Saskatchewan.

JSGS student participates in international nuclear education competition

Stephen Darko, a Master of Public Policy student at the Johnson Shoyama Graduate School of Public Policy, was selected as one of the ten fellows to participate in the 2024 Nuclear Education, Skills and Technology Awards, hosted by the OECD Nuclear Energy Agency at its headquarters in Paris. Stephen's presentation, which explored the deployment policy for Small Modular Reactors in Saskatchewan earned him third place in the competition, demonstrating his research focus on climate and energy policy.

USask hydrology researcher honoured with Order of Canada

Dr. Jeffrey McDonnell (PhD), distinguished professor with the School of Environment and Sustainability and associate director for the Global Institute for Water Security, has been made an Officer of the Order of Canada, one of the country's highest civilian honours.

RECENT APPOINTMENTS

- Pamela Downe has been appointed as interim Vice-Dean, Faculty Relations, College of Arts & Science, for a term of up to 6 months, effective July 1, 2025 and up to December 31, 2025.
- Angela Lieverse has been appointed as interim Vice-Dean, Faculty Relations, College of Arts & Science for a term of up to 6 months, effective January 1, 2025 and up to June 30, 2025.
- Laura Wright has been appointed as acting Associate Dean, Student Affairs, College of Arts & Science, for a period of up to 6 months, beginning January 1, 2025 and up to June 30, 2025.
- Charlene Sorensen has been extended as interim Dean, University Library, for a term of up to 3 months beginning January 1, 2025 and up to March 31, 2024, or until a new Dean is appointed, whichever occurs first.
- Adam Baxter-Jones has been extended as interim Associate Provost, Health, for a term of up to 6 months, beginning January 1, 2025 and up to June 30, 2025.
- Nancy Turner has been appointed as interim Associate Provost, Teaching Innovation and Strategic Initiatives, with the Office of the Provost and Vice-President Academic for a period of up to two years, beginning January 1, 2025 and up to December 31, 2026.
- Khan Wahid has been appointed as the acting Department Head, Computer Science, College of Arts and Science for a term of up to 6 months effective November 1, 2024 and up to April 30, 2025.
- Gregory Kost has been appointed interim Assistant Dean, Clinics, College of Dentistry for a term of up to 12 months, effective November 16, 2024 and up to November 15, 2025.

Active Searches & Reviews

Searches:

Senior Leader for the USask University Library

Reviews:

Dean, College of Agriculture and Bioresources

Please see [here](#) for information on searches and reviews.



Graduate Students' Association

UNIVERSITY OF SASKATCHEWAN – GRADUATE STUDENTS

ASSOCIATION

JANUARY 2025 REPORT PRESENTED TO THE UNIVERSITY

COUNCIL MEETING, VENUE – CONVOCATION HALL

Dear Members of the University Council,

We present to you the January report, which also reflects the latter part of December. As winter continues, we hope it brings all graduate students yet another opportunity to persevere through the cold weather and demonstrate academic resilience despite the challenges. *Endurance is not just the ability to bear a hard thing, but to turn it into glory.*" William Barclay

December 2024 Hangout

The Graduate Students' Association, in collaboration with the Student Wellness Centre and ISSAC, successfully organized a holiday hangout that was well attended. Under the leadership of the Vice President of Academics, I had the privilege of spearheading the event in his absence. The event took place on December 27th, 28th, and 30th, running from 2:00 PM to 9:00 PM each day. It recorded an impressive average attendance of 60 participants per day. This year's hangout was complemented by a toy drive and gift distribution for children, which added a heartwarming dimension to the initiative. A special mention goes to all volunteers particularly Lecia Elise from Admissions, whose exceptional coordination significantly contributed to the success of the event

Statement on GSA-CGPS Need-Based Bursary

The fall call for the bursary received a record 165 applicants, and 35 individuals were selected by the Bursary Selection Committee. Unfortunately, that means that 130 students who applied did not receive the bursary this term. It is heart-breaking that so many graduate students at this university are in dire need of financial relief, and the GSA executives very much wish we could distribute funds to every student in need. However, our current budget allots \$70,000 (supplemented by \$40,000 from CGPS) to provide only 110 bursaries each academic year, distributed in three calls as per our bylaws.

GSA Leadership Circle

The Graduate Students' Association (GSA) at the University of Saskatchewan faces a unique challenge in ensuring continuity and alignment with long-term goals. The one-year term of the GSA Executive team often limits the ability to pursue initiatives that extend beyond the term. To address this challenge, GSA is proposing the establishment of a GSA Leadership Circle. This Circle will serve as a guiding body to ensure that the long-term goals of the GSA remain consistent, relevant, and impactful over time.

Vision and Objectives of the GSA Leadership Circle

1. **Continuity:** Preserve the continuity of the GSA's long-term goals despite changes in the Executive team.
2. **Oversight and Refinement:** Provide a structured mechanism to amend, modify, remove, or add to the list of long-term goals as necessary, ensuring they remain specific, actionable, and aligned with the evolving needs of graduate students.
3. **Inclusivity:** Create an inclusive and diverse platform that incorporates voices from past GSA leaders, university representatives, and stakeholders committed to the success of graduate students.

GALA 2025

The awards application is opened until February 12, 2025. The Awards Committee held its first meeting on Thursday, January 9, and approved retaining the same award categories and criteria as the 2023–2024 cycle.

Commons operations and hours

The GSA commons is now opened within the hours 10am-4pm from Monday to Friday, this would run from now till we employ a new office operations manager.

David Ohene-Amoako
President, Graduate Students' Association (GSA)

University Council Report – January 2025

Academic Awareness Week: Elevating Student Scholarship

The USSU proudly collaborated with the University Library and the University of Saskatchewan Undergraduate Research Journal (USURJ) to amplify awareness of academic opportunities and research initiatives. Our goal was simple: empower students with the resources and knowledge they need to thrive academically. Students don't just consume knowledge—they create it. Our role is to ensure they have the support and visibility they deserve. By fostering a culture where academic success is celebrated and supported, we are strengthening the foundation of student achievement at USask.

Campus Groups Week: Strengthening Community & Leadership

Campus Groups Week was a resounding success, providing a vibrant platform for student organizations to connect with incoming students. The executives also took part in the **Campus Group Dine and Learn**, where student leaders engaged in a fun yet insightful Q&A session designed to foster collaboration and enhance leadership skills. A strong community of campus groups today is the cornerstone of a great student life experience tomorrow. Ensuring our campus leaders are well-equipped with resources and mentorship opportunities remains a priority for the USSU.

Welcome Back Events: A Celebration of Student Life

Welcoming both new and returning students, the USSU hosted a series of dynamic and engaging events to bring our community together. Our **Movie Night** featured *Tangled*, bringing nostalgia and laughter to many. The **Indoor Scavenger Hunt** transformed campus buildings into an exciting adventure, helping students explore their new home. Perhaps the highlight of the week, the **Taylor Swift Karaoke Night**, saw students passionately belting out their favourite songs. These moments of shared happiness and belonging are what define the student experience.

The State of Academia at USask: A Call for Engagement

Amidst the fun and celebration, we cannot ignore an issue that weighs heavily on our students—the increasing tensions between faculty and students. These tensions do not just impact grades or coursework; they shape the overall student experience. Academic stress is compounded when students feel unheard, disconnected, and unsupported by those guiding their educational journey.

To all members of this council—faculty, administrators, and leaders—I urge you: to step outside the lecture halls and engage with students beyond the classroom. Attend a student group meeting, participate in a campus event, listen to their concerns, and celebrate their achievements. The strength of our academic community and university is not measured by rankings, programs, policies, and protocols alone, but by the relationships we build within it. The atmosphere in our classrooms is a reflection of the interactions we nurture outside of them.

Our students deserve an environment where they feel valued, understood, and supported. Let us work together to create a campus culture where collaboration is not just encouraged but expected.

Conclusion

The USSU remains committed to fostering a positive, engaging, and academically enriching environment for all students. Through our events, initiatives, and advocacy, we strive to bridge gaps, enhance student life, and ensure that every student feels heard and supported. However, meaningful change is only possible through collective action. I encourage each of you to take active steps toward strengthening our university community. Together, we can build a campus that is not only academically strong but also socially and emotionally enriching for all.

Thank you.

Krunal, Elisabeth, Moses and Upkar