

UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REQUEST FOR DECISION

PRESENTED BY: Carolyn Augusta, chair, Academic Programs Committee

DATE OF MEETING: November 17, 2022

SUBJECT: **Graduate Degree-level certificate in Foundations for Registered Nurse Specialty Practice**

MOTION: That Council approve the Graduate Degree-level certificate in Foundations for Registered Nurse Specialty Practice effective September 2023.

PURPOSE:

University Council has the authority to degrees and degree-level programs.

CONTEXT AND BACKGROUND:

The College of Nursing and the College of Graduate and Postdoctoral Studies are proposing a 12 cu graduate-degree level certificate that will support registered nurses in advancing their skills and competencies to meet the health needs within Saskatchewan and to assume leadership roles within their employment units.

This certificate program will utilize courses that are already a part of the Master of Nursing –Nurse Practitioner (MN- NP) program. This program will ladder into the MN-NP program with courses being fully transferable, though those moving from the certificate to the Master’s program will need to meet the admissions requirements of the degree program.

Applicants for this certificate program will be varied and the College anticipates that the program will be attractive to both new graduates of the Bachelor of Nursing program and Registered Nurses (RNs) who have been practicing for years. The certificate program will allow both new and experienced RNs to study on a part-time or full-time basis.

The targeted enrolment for the program is five in the first year, with a goal to grow to 10 by the fifth year. Delivery of the program will not depend on the number of students enrolled as the required courses are all offered as part of the MN-NP program.

CONSULTATION:

The Academic Programs Committee reviewed the proposal for this new program at its October 19, 2022 meeting. The committee had some concerns about the positioning of the proposed program to prepare students for a specific role within a clinical unit and those comments were shared with the proponent. A

revised proposal was reviewed by APC at its November 2, 2022 meeting and the committee voted to recommend it for Council's approval.

ATTACHMENTS:

- 1. Proposal for Academic or Curricular Change - Foundations for Registered Nurse Specialty Practice**



UNIVERSITY OF
SASKATCHEWAN

Proposal for Academic or Curricular Change

PROPOSAL IDENTIFICATION

Title of proposal: Foundations for Registered Nurse Specialty Practice

Degree(s): Graduate Certificate - **Foundations for Registered Nurse Specialty Practice**

Field(s) of Specialization:

Level(s) of Concentration: Graduate Certificate Program

Option(s):

Degree College: CGPS - College of Nursing

Contact person(s) College of Nursing:

Dr. Ryan Walker, Associate Dean (Policy & Programming), CGPS

Dr. Mary Ellen Labrecque, Associate Dean Academic, College of Nursing

Proposed date of implementation: September 1, 2023

Proposal Document

1. Academic justification:

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

The College of Nursing offers a Primary Health Care Nurse Practitioner program with two admission options: Master of Nursing Primary Health Care Nurse Practitioner (MN-NP) and Postgraduate Degree Specialization Certificate Primary Health Care Nurse Practitioner (PGDSC-NP). Learners taking the MN-NP program and the PGDSC-NP complete the same 30 credit unit of course; with the MN-NP students additionally completing a graduate level research and statistics courses (completing 36 credit units of study) and students in the PGDSC-(NP) program

given credit for the research and statistics courses completed in a previous master's degree. Essentially, the two programs are differing points of entry into the same educational program.

Building on a model for graduate certificate programs developed recently at the university of Saskatchewan (e.g., in the College of Education - [Graduate Certificate in Improving Teaching Learning in Health Professions Education](#); in the [Edwards School of Business – Graduate Certificate in Leadership](#)), where existing masters level graduate program courses have been used to create certificate programs that offer an option to ladder certificate credentials into a master's degree while incurring minimal additional cost to the college.

The College of Nursing is proposing the *Graduate Certificate in Foundations for Registered Nurse Specialty Practice* as a certificate option using existing MN-NP program courses that will provide:

- 1) a graduate certificate for registered nurses in employer determined clinical leadership roles, aligned with the *Registered Nurse Specialty Practice Guidelines* and approved by the College of Registered Nurses of Saskatchewan (CRNS),
- 2) a means for registered nurses to ladder their education towards a MN-NP degree.

The program aims to advance the skills and competencies of Registered Nurses (RNs) to better meet Saskatchewan population health needs and improve access to, and delivery of, care. In 2014, the College of Registered Nurses of Saskatchewan (CRNS) created the Registered Nurse Specialty Practices (RNSP) model that optimizes RN practice in the interest of the public. One of the major outcomes of the RNSP model is the ability of employers to develop clinical leadership positions for nurses to fill gaps in the delivery of care: especially given our current demands on the health care system and shortage of nurses across the province; that will take years to replenish. The nurses taking this program will provide clinical leadership for more novice nurses in their area of practice (e.g., the mentorship of new graduate nurses and specialized care delivery teams); framed by employer clinical protocols approved by CRNS; specific to their employment position/unit; although will not be transferable within the employment sector to another position/unit without CRNS approval.

Recently, the CRNS developed Registered Nurse Specialty Practice Guidelines (June 11, 2020) and Guidelines for RNs Recommending and Administering Non-prescription Drugs (November 2020). These documents have been used to develop the Graduate Certificate program labeled *Foundations for Registered Nurse Specialty Practice* to support nursing employers who perceive the need for additional clinical education to support RNs in clinical leadership positions. Within the model, the employer determines the specialized knowledge and skills required by RNs for the clinical leadership positions in a specific clinical practice setting that could be supported by furthering their education to enhance knowledge and skillsets; as well as to support RNs to grow professionally and academically.

Foundations for RN Specialty Practice certificate program would utilize existing course offerings within the College of Nursing graduate programs that provide additional value in meeting competencies as set out in the College of Registered Nurses of Saskatchewan.

<https://www.crns.ca/wp-content/uploads/2020/06/RNSP-Guidelines-2020.pdf>

[Guideline for RNs Recommending & Administering Nonprescription Drugs CRNS, 2020](#)

For students who may want to pursue a Master of Nursing Primary Health Care Nurse Practitioner (MN-NP) degree in the future, all four of the courses in this program are fully transferrable to the [College of Nursing – Primary Care Nurse Practitioner Program](#) at the University of Saskatchewan.

The College of Nursing offers Registered Nurses an opportunity to pursue a Master of Nursing degree, with an advanced clinical practice focus-Primary Health Care Nurse Practitioner (NP). Students are required to take courses in advanced pathophysiology, pharmacology, diagnostic reasoning, and assessment. In our Master of Nursing (NP) program, 100% of our graduates pass the Canadian Nurse Practitioner Examination for jurisdictional licensure and registration as a NP. Additionally, the MN-NP program recently received 7 years of program approval from the CRNS; the highest level of program approval offered by the regulatory body. This provides us with the confidence in the delivery of courses for the certificate program.

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 vision of the College of Nursing is to be a world leader in educating nurses in interprofessional health care, research, practice, innovation, capacity building and policy development. Our goal as university nursing faculty is to strengthen the nursing profession, and the health care system, through the creation and integration of knowledge from research, education, and practice.

The University's Mission, Vision and Value statements align with this initiative to achieve excellence in scholarly activities of teaching, discovering, sharing, integrating, preserving, and applying knowledge. By being innovative, the program will be accessible for students through synchronous online delivery of courses, promote diversity in educational offerings for advancing nursing practice, and prepare students to enrich their careers. This new certificate program will also serve to facilitate new ways to support and collaborate with our partners in the health region, community health services, and the federal sectors of armed forces and corrections in Canada.

The University interest in, and need for, this program is to further develop and promote the College of Nursing, MN-NP graduate programs. The MN-NP graduate program is already

recognized for academic excellence; would improve visibility of the department; increase revenue; enhance recruitment of graduate students; improve and expand undergraduate student interest in graduate level education opportunities; and assist nurses in their service to rural and remote communities locally, provincially, and nationally.

Our college strategic plan and framework, “The Weave”, guides and directs our efforts to achieve our goals for 2025. This proposal addresses our 11 goals within the priority areas of discovery, teaching and learning, engagement, and indigenization. These ambitions align well with the University Research Plan 2025 as we propose to empower students, particularly aligned with Commitment #3 of the plan: Invigorate Our Health Cluster, with the aim to unlock creativity, innovation, and community potential of nurses in interdisciplinary health care teams and wellness research. The proposal supports our first sustainability strategy, (pending approval) as a key signature area with communities (Sustainability and Communities), the USask Sustainability Strategy (2021-2030), addressing all five commitments. Another supporting and key signature area is to inspire and guide health and wellness promotion and disease prevention, “A Healthy Saskatchewan, A Healthy World: Origins of Wellness and Disease”. Graduates of this program will be equipped to assist with influencing health systems and services towards expanding service segments to the population and improve health inequity and increase their knowledge and care of patients with chronic diseases.

Attachment: Conceptual Framework-Graduate Studies, College of Nursing

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)

This program is specifically targeted to RNs with an interest in the emerging positions of clinical leadership in their practice area: particularly in rural and remote communities. The program will enhance their health and physical assessment skills, diagnostic reasoning, increase their knowledge of pathophysiology of disease and pharmacology: while growing professionally, and seeking new opportunities to advance evidence informed patient care. The College of Nursing aims to attract both mid-career professionals and recent graduates. The certificate would complement their current skillsets and assist students who are unable to commit to a full-time graduate program to meet their career goals, while balancing financial concerns. These working professionals will take the program course with the MN-NP students who are concurrently beginning their program of study, contributing to the learning environment by bringing interdisciplinary perspectives to courses that elevate class discussion, and help students apply the concepts and knowledge presented in class to their nursing practice patient care experiences.

This certificate offers a ladder approach to the MN-NP for: 1) nursing professionals looking to study part-time or full-time in the certificate program to meet their knowledge needs for their clinical practice positions, and 2) enabling new graduate RNs who would like to continue their education towards applying for the MN-NP program. The proposed graduate certificate

program of 4 (3 credit units) courses, envisions those prospective students may be provided the option of applying to the full MN-NP program and complete the remaining 24 credit units. Students wishing to ladder into the MN-NP program must submit and meet the application requirements for the MN-NP program. Completion of the graduate certificate does not imply successful admission to the MN-NP program.

University of Saskatchewan, College of Nursing uses a distributive learning approach, enabling undergraduate and graduate learners to learn where they live: through unique and innovative use of technology to support teaching and learning distributivity. The College of Nursing has a long history of Indigenous student success and is recognized as having the highest number of self-declared Indigenous nursing students in the country, 18.5% self-declared. Admission to the certificate program, specifically the number of seats, will be assessed annually based on demand, with the assumption that enrollment will aim to prioritize applicants working in rural, remote areas of Saskatchewan and applicants indicating Indigenous ancestry.

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

There is no competing program in Saskatchewan.

There are three other institutions that offer an approach to a post graduate certificate program similar to RN Specialty Practice, however these certificate programs have a focus on the Registered Nurse Prescriber (vs the Saskatchewan CRNS Specialty Nursing Practice Model of regulation). RN prescriber programs in Canada are offered through: Dalhousie University (NS), Athabasca University (AB), and Red River College Polytechnic (MB). (See table of information below the text in this section).

The most similar program from an academic perspective is offered at Dalhousie University. The program courses are graduate level, offered synchronously online, and the health assessment course used in the program is also a required course in their Master of Nursing Nurse Practitioner program. The other two institutions have developed programs where the courses offered are not graduate level.

All of the programs include two academic theory courses (advanced health assessment and pharmacotherapeutics) and a practicum course at a master's level. In the proposed University of Saskatchewan program, the NURS 884.3 Advanced Health Assessment and Diagnostic Reasoning I and, NURS 879.3 Advanced Health Assessment and Diagnostic Reasoning II, courses address the health assessment content and are included in the required 12 credit units of study. Similarly, in this proposed University of Saskatchewan program, the pharmacotherapy content is combined with pathophysiology, and students will be required to complete NURS 881.3 Pathophysiology-Pharmacotherapy for Advanced Nursing Practice I and NURS 886.3 Pathophysiology-Pharmacotherapy for Advanced Nursing Practice II.

Similar to the program at Dalhousie University, students are able to apply these credited courses towards a Master of Nursing, Primary Health Care Nurse Practitioner (NP) program. However, in the application to the MN-NP program, applicants with a completed Graduate Certificate – Foundations for Registered Nurse Specialty Practice, will still need to meet the application requirements for the MN-NP program to be considered for admission.

Additional similarities and differences relate to the use of decision support tools by the Athabasca University. Decision support tools provide a guide for assessment and treatment of minor ailments or common medical conditions. The proposed program at the University of Saskatchewan will also include the use of decision support tools. The CRNS has developed these tools for an Additional Authorized Practice program for northern nurses, and the tools are available online for education purposes in the proposed University of Saskatchewan program.

The admission requirement GPA ranges across the country. The rationale for the GPA of 65% for admission to the proposed program relates to the perspective that the nurses applying to the program will have gained experience from the practice environment that is an unmeasured element in the graduate certificate level admission requirements. Although the GPA at Athabasca University and Red River College is not an element in the admission requirements, the goal of the college of nursing program is to acknowledge that continuing learning is best supported by nursing practice, a process and not a certificate or degree destination; and this program combines and continues the education of nurses to their full scope of practice. Although the admission average is set at 65%, admission for the limited seats will be competitive.

In some institutions a minimum number of clinical practice hours is required to apply to their post graduate program. However, our program aligns with the program requirements of the province. There is a desire to move more nurses into their full scope of practice to assist with the high demand for health care services that have been unmet during the COVID-19 pandemic and the current nursing shortage. Therefore, limiting the enrollment to only nurses with a non-evidenced based number of practice hours may not be the preferred approach; and can be assessed over the first few years of program delivery.

The last elements for comparison are a practicum course and applicant sponsorship from their employer. In this proposal for Foundations for RN Specialty Practice, nurses who register for the program are employed in diverse practice settings. Therefore, since the positions that may require nurses to obtain additional education are employer defined, the broad systems approach in the courses and will relate to the patient population in most clinical setting, contributing to the need for health care professionals to constantly engage in continuing educational opportunities; especially those that may be responsibility for clinical mentoring in the practice setting.

Canadian Institutions with Certificate Programs	Dalhousie University	Athabasca University	Red River College	Proposed University of Saskatchewan
Admission Requirements				
Degree/Diploma	RN	RN/RPN	RN	RN/RPN
GPA	3.3 (77-79%)	RN in good standing	x	65%
RN Practice Experience	4 years	3000 hours	3 years	x
Employment in a Specialty Area	1'	1'	1'	1'
Employer Sponsored	1'	1'	1'	1'
Method of Delivery				
Synchronous	1'	x	x	1'
Asynchronous	1'	1'	1'	x
Certificate Program Courses				
Health Assessment	1'	1'	1'	1'
Pharmacotherapeutics	1'	1'	1'	1'
Practicum	1'	x	1'	x
Clinical Support Tools	x	1'	x	1'

2. Admissions

a. What are the admissions requirements of this program?

Foundations for Registered Nurse Specialty Practice will use the following elements for assessing candidates for admission.

- **A bachelor's degree in nursing** from a Canadian college or university.
- **Proof of Registered Nurse (RN) Licensure in a Canadian Jurisdiction:** applicants must submit a copy of their RN licensure (in good standing) from a Canadian nursing regulatory body. If the applicant is registered in Saskatchewan, their RN license will be accessed using the CRNS online portal. Applicants registered outside of Saskatchewan will need to submit a screen shot of their current RN license from a nursing regulatory body (pdf, or jpeg of online registration).
- **A cumulative weighted average** of 65% or higher (USask grade system equivalent) in the last two years of post-secondary study (ie. 60 credits). Applicants are required to submit transcripts from all post-secondary education programs where they have completed course work.
 - Two of the comparable programs have no admission average requirement and the other programs list a 77% average. So as not to disadvantage nurses applying to the program, and to be consistent with the development of graduate level certificates at the University of Saskatchewan, College of Graduate and Postdoctoral Studies, the admission average (based on the previous 60 credit units of post-secondary studies) will be set at 65% - although admission will be competitive.
- **Equivalent of three credit units of studies in each of: health/physical assessment, pharmacology, and physiology at the undergraduate level.**
 - The program provides course work at the graduate level in health/physical assessment, pharmacology, and physiology, building on the learners undergraduate nursing education.
- **Language Proficiency Requirements:** Proof of English proficiency may be required.
 - **Rationale:** the program and course materials are only offered in the English language.
- **Letter of recommendation:** Letters of recommendation: (1) from your supervisor and (1) clinical recommendation and (1) academic reference must be submitted. If less than two letters of recommendation are submitted, your application will not be accepted.

Applicants are assessed on a holistic basis for competitive admission purposes. We look at a variety of factors when making admission decisions including undergraduate degree, grade point average, and reference letters. Applicants who do not meet the minimum requirements are

encouraged to contact the College of Nursing Graduate Programs office to discuss potential opportunities for admission.

Applicants whose qualifications do not meet the minimum requirements or whose academic qualifications are difficult to assess may be admitted on a probationary status to a program. Applicants in this category may be required to take certain preparatory courses to improve their qualifications. In this case they will be required to pay additional fees. The student's status will be reviewed after a specified amount of academic work is completed. If progress is satisfactory, the College of Nursing - Graduate Admissions Committee may recommend the student is fully qualified. Students who do not achieve the probationary conditions may withdraw voluntarily or, failing this, will be required to discontinue. In certain exceptional situations, the academic unit may extend the probationary period with the new set of conditions, agreed to by the student, the College of Nursing and the College of Graduate and Postdoctoral Studies.

A student will be eligible for transfer of credit towards the Master of Nursing-Primary Health Care Nurse Practitioner program from the Graduate Certificate-Foundations for Registered Nurse Specialty Practice, if the courses are completed within 3 years of starting the Master of Nursing-Primary Health Care Nurse Practitioner program. For example: If you complete the Graduate Certificate-Foundations for Registered Nurse Specialty Practice in spring of 2022 you must be accepted into the Master of Nursing-Primary Health Care Nurse Practitioner program by spring, 2025.

3. Description of the program

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

Students who complete Foundations for Registered Nurse Specialty Practice program will be able to:

- Expand their ability to assess, apply nursing diagnosis and possibly treat common medical concerns – dependent on the employer position description approval through CRNS
- Demonstrate competency in clinical decision making, and use of evidence informed clinical guidelines to improve client access to, and satisfaction with, client care services
- Maximize their current scope of practice by learning to safely review patient medications and provide suggestions to improve patient education and medication therapies.
- Increase health care cost-effectiveness and improve health care team efficacy through application of leadership skills

The curricular objectives will be met through the knowledge gained in the program course work and application of knowledge in simulated patient encounters. A program expectation will be for

the learners to apply their knowledge within the clinical setting as facilitated by position scope of practice and their employer.

The Graduate Certificate – Foundations for Registered Nurse Specialty Practice consists of four core MN-NP courses that build the learners understanding of:

- complete and focused clinical assessments interactions with clients,
- expanding health assessments skills, usage of screening tools and understanding of diagnostic investigations,
- building knowledge on human pathophysiology and pharmacotherapy,
- integration and application of knowledge and evaluation of knowledge using theoretical, clinical simulation and clinical exams

NURS 884.3: Advance Health Assessment and Diagnostic Reasoning I

This course builds on students' knowledge and skills in the conduct of comprehensive and focused health assessment and diagnostic reasoning for clinical practice. Lectures introduce concepts, frameworks, and techniques integral to advanced health assessment and diagnostic reasoning related to common medical conditions across the life span.

NURS 879.3 Advance Health Assessment and Diagnostic Reasoning II

This course continues to build on students' knowledge and skills in the conduct of comprehensive and focused health assessment and diagnostic reasoning for clinical practice. Lectures introduce concepts, frameworks, and techniques integral to advanced health assessment and diagnostic reasoning related to common medical conditions across the life span.

NURS 881.3: Pathophysiology-Pharmacotherapy for Advanced Nursing Practice I

Learners will integrate pathophysiology and drug therapy concepts as a basis for advanced primary health care nursing practice. Learners will develop diagnostic reasoning based on understanding the pathophysiology of human body systems across the lifespan, and make therapeutic decisions based on pharmacotherapeutic principles, professional, ethical, regulatory, and practical aspects of prescribing.

NURS 886.3: Pathophysiology-Pharmacotherapy for Advanced Nursing Practice II

Building on the knowledge and skill learned in Pathophysiology-Pharmacotherapy for Advanced Nursing Practice I, students will complete the body systems across the life span. They will incorporate both an understanding of pathophysiology and the utilization of pharmacotherapeutic principles, and professional, ethical, regulatory, and practical aspects of prescribing to make therapeutic decisions.

Students will be able to complete the program over two academic terms or may choose to complete the program over 4 academic terms.

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.

University of Saskatchewan, College of Nursing uses a distributive learning approach, enabling students to learn where they live. All University of Saskatchewan, College of Nursing graduate programs are offered in a variety of flexible and innovative distributive formats, allowing students to participate from anywhere in Canada and across the globe. The MN-NP courses utilized in this program delivered using synchronous web-based course seminars (Zoom), expert guest lecturers to enhance the seminar learning, simulation to apply knowledge and skills and the Canvas learning management system to share course materials. Web-based classes allow students to participate and actively engage in learning from their community.

General Teaching Philosophy

The **Mission** of the University nursing faculty in Saskatchewan, the College of Nursing strengthens nursing, health and health care system through creation and integration of knowledge from research, education, and practice.

The **Vision** of the College of Nursing is a world leader in educating nurses in interprofessional health care, research, practice, innovation, capacity building and policy development.

The Philosophy Statement:

Nursing is a respected and caring human endeavor; a distinct health profession; and an applied discipline based on nursing and related theories. Nursing is dedicated to the purposeful, collaborative relationship with individuals, families and communities that enables the acquisition, organization and use of nursing and other related resources that people need to optimize their health experiences within complex, diverse, and dynamic environments.

Embedded in a research-intensive Canadian University, the College of Nursing is situated on the territory of Treaties 4,6,10, and the homeland of the Metis. The College of Nursing, University of Saskatchewan, believes the discovery, advancement, and transmission of nursing knowledge is achieved through the integration of teaching, research/scholarship, evidence informed practice and service. Learning is the process of co-creating meaning that transforms experiences into shared knowledge. We value diversity, social justice, and ethical practice. We foster collaboration through primary healthcare, practical innovations and technology mediated solutions, with specific consideration of the needs rural, remote, and Indigenous communities.

The College of Nursing and graduates are leaders in engaging individuals, families, communities, policy makers, other health professions and disciplines, and other stakeholders to provide safe, competent care that maximizes the potential of people and health systems. Through these combined efforts, we create, support, and share equitable and sustainable solutions that improve health experiences and measurable outcomes. Solutions have local, national, and international relevance.

(Approved by the College of Nursing Faculty Council, April 10, 2017).

Attachment: Conceptual Framework-Graduate Studies, College of Nursing

c. Provide an overview of the curriculum mapping.

The courses selected to be a part of the Graduate Certificate in Foundations for Registered Nurse Specialty Practice are designed to equip students with the skills they need to meet professional practice ethical standards and entry level competencies for Registered Nurse Specialty Practice with respect to safe and effective delivery of primary health services.

Course Numbers	Foundations for Registered Nurse Specialty Practice (SNP)	Assess, Diagnose, Treat	Competency In Clinical Decisions, Safety	Health Care Team Efficacy	Leadership
NURS 879.3	Advanced Diagnostic Reasoning	'7	'7	'7	'7
NURS 881.3	Pathophysiology-Pharmacotherapy for Advanced Nursing Practice I	'7	'7	'7	'7
NURS 884.3	Advanced Health Assessment	'7	'7	'7	'7
NURS 886.3	Pathophysiology-Pharmacotherapy for Advanced Nursing Practice II	'7	'7	'7	'7

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

See competency mapping in appendix 3c.

e. Explain the comprehensive breadth of the program.

The College of Registered Nurses Saskatchewan developed guideline documents to support the professional practice of its members in the interest of the public. The following documents provide direction for practice within RNSP model.

[RN Specialty Practices Guideline CRNS, 2020](#)

[RN Practice Standards CRNS, 2019](#)

[Code of Ethics for Registered Nurses CNA, 2017](#)

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 table below illustrates how the Foundations for RN Specialty Practice addresses each of the five learning goals.

Learning Goal	Description	RNSP
Pursuit of Truth and Understanding	Critical Thinking	√
	Intellectual flexibility	√
	Multiple ways of knowing and learning	√
Pursuit of Knowledges	Depth of understanding in subject area	√
	Breadth of understanding in subject area	√
	Understanding how one's subject area intersects with related subject areas	√
	Using and applying one's knowledge with respect to all individuals	√
Pursuit of Integrity and Respect	Exercising intellectual integrity and ethical behaviour	√
	Recognizing and thinking through moral and ethical issues	√
	Recognizing the limits to one's knowledge, skills, and understanding and acting in accordance with these limits.	√
Recognizing and thinking through moral and ethical issues	Develop and apply research, inquiry, knowledge creation, and translation skills	√
	Communicate substantively and persuasively in different contexts	√
	Locate, understand, evaluate, and use information effectively, ethically, legally, and with cultural appropriateness	√
Pursuit of Skills and Practices	Commit to growth and change for oneself and for local, national, and global communities	√
	Act with confidence and strength of purpose for the good of oneself and different communities	√
	Embrace responsibilities to oneself and others in ways that are authentic and meaningful	√
	Sharing knowledges and exercise leadership as acts of individual and community responsibility	√

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

Classes from other programs/institutions are not transferable to this program as the program specifically addresses Saskatchewan requirements for Foundations for RN Specialty Practice. In the future we will aim to explore the potential for employer acceptance of the program in other Canadian jurisdictions.

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.

At present, the Saskatchewan Health Authority and other nursing employers are beginning to develop clinical leadership positions for nurses in clinical practice settings and the number of positions for NPs are increasing.

Measures of success for this program will include:

- Tracking student enrolment and completion over a five-year period
- Survey of graduating students to understand the perceived value of the program for RNs who are in clinical leadership positions
- Survey of employers to understand perceived value of the program for expanding the scope of practice for RNs through access to an advanced education 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.

There is no regulatory accreditation or program approval processes for the program. RNs in a specialty practice (RNSP) follow the standards for RN practice.

Excerpt from: College of Registered Nurses Saskatchewan, (June 11, 2020). Registered Nurse Specialty Practices Guidelines. Author.

“Registered Nurse Specialty Practice (RNSP) are beyond entry-level competency and within the scope of the RN practice in Saskatchewan. Developed using current best evidence, RNSPs are deemed by the employer and direct care RNs to be in the best interest of the individual client or client population in a particular practice setting. RNSPs are established through employer development and implementation of RN Policy/Clinical Protocols only when appropriate resources are available in the client’s environment, and all associated risks have been considered. The RN competency requirements, including related education, are defined by the employer within the RNSP. The RNSP model supports optimal client care when all essential components are in place.

The RNSP model can apply to all who are in the RN category in Saskatchewan. There is no additional designation beyond RN for those providing specialty practices. The model supports a proactive approach with the client at the centre and the RN at point-of-care as expert in the practice area. The model is designed to be nimble to meet the evolving client needs and approaches in an interprofessional health care environment.”

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 program is closely related to the Master of Nursing, Primary Health Care Nurse Practitioner program. The certificate is comprised of four MN-NP courses: NURS 884.3 Advanced Health Assessment and Diagnostic Reasoning I, NURS 879.3 Advanced Health Assessment and Diagnostic Reasoning II, NURS 881.3 Pathophysiology-Pharmacotherapy for Advanced Nursing Practice I, and NURS 886.3 Pathophysiology-Pharmacotherapy for Advanced Nursing Practice II. Certificate students will participate in the online synchronous seminar learning experiences with the students admitted to the MN-NP program: encouraging collaboration and networking. The program can be perceived as a laddering program for students. Students who complete the Foundations for RN Specialty Practice will be eligible to transfer completed courses into the Master of Nursing, Primary Health Care Nurse Practitioner (NP) program if admitted into the MN-NP program. Students must meet the minimum admission requirements for the MN-NP program and are not granted transfer to the MN-NP program during or after completion of the Graduate Certificate -Foundations for RN Specialty Practice.

U of S Programming: While there are other certificates at the University of Saskatchewan, this program focuses specifically on developing and advancing the scope of practice of the Registered Nurse.

- 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.**

Not applicable

- 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.**

Not applicable

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

We have not consulted directly with the library as the certificate courses do not require any special materials beyond what is already available in the library collection.

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

Consultation: (January 10, 2021) and Letter of Support from Employers (attached):

- Northern Inter-Tribal Health Authority (NITHA) representing Prince Albert Grand Council (PAGC), Meadow Lake Tribal Council (MLTC), Peter Ballantyne Cree Nation (PBCN) and the Lac La Ronge Indian Band (LLRIB).

Consultation: Email Verification (attached)

- College of Registered Nurses of Saskatchewan: Consultation, Barbara McDonald, Nursing Advisor, December 2 and 7, 2021, Cheryl Hamilton, Registrar, October 26, 2021, Barbara McDonald, February 25, 2022 (SNP)

Consultation: (January 11, 2021) and Letter of Support from Employer (attached):

- Province of Saskatchewan, Provincial Corrections: Danae Ackles, A/Deputy Director Health Services (Regina), Stephanie Lawrek, A/Director, Health, Mental Health and Addiction Services (Regina), Dani Hagel, A/Director, Mental Health and Addictions (Saskatoon)

Consultation: (December 14, 2021, January 27, 2022, March 14, 2022): Minutes Attached

- Faculty of Nursing, University of Saskatchewan-7 representatives (representatives from all 3 campuses)
- College of Medicine, University of Saskatchewan-1 representative
- College of Pharmacy, University of Saskatchewan -1 representative
- Saskatchewan Health Authority-1 representative, Ad Hoc (Executive Director of Clinical Standards, February 24, 2021) Email Verification (attached).

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).

Additional instructors will not be required. Students will be taking existing Master Nursing (NP) courses as a part of the program and faculty will assume as part of their assignment of duties. These four courses do not represent an increase to current teaching loads or constitute overload in teaching assignments. We currently have sufficient faculty/instructors delivering the existing courses in the Master of Nursing (NP) program.

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

Not applicable.

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

Not applicable. The College of Nursing does not limit enrollment sections for graduate nursing courses.

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).

The College of Nursing possesses the necessary human, financial, and infrastructure resources to offer the certificate for a start date of September 1, 2023. The certificate is taking advantage of existing and previously planned graduate courses Master of Nursing NP program. The tuition rate for the graduate certificate program will follow the University of Saskatchewan standard graduate tuition for MN-NP course-based program rates per 3 credit unit course. Support for Communications and Information Technology to build and maintain a webpage and market our certificate program will be provided within the College of Nursing marketing budget. Preliminary discussions have been completed with our marketing and communications specialist.

The Graduate Certificate Program - Foundations for Registered Nurse Specialty Practice will fall under the management of Graduate chair. Advising will be absorbed into the existing staff complement. The only budgetary item necessary will be the cost of new promotional materials.

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.

The program will be offered using existing Master of Nursing NP courses. Additional sections of courses may be added should the demand for this program require. These costs will be covered by student registration.

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

Interprofessional education will continue to evolve as we strive to provide the best quality of care for our patients and families. We will sustain our IPE by collaborating within the health sciences colleges and schools, sharing knowledge, and looking for IP networking and mentoring opportunities. A goal of health professional education is to prepare students to work collaboratively to meet complex demands of our patients in the health care system.

- 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?**

*Certificate programs are not eligible for scholarship: however, industry professionals will have access to professional development funds through their employers.

- 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).**

Students will pay standard Master of Nursing tuition for a MN-NP courses. NP tuition for 3 credit units in 21/22 was \$346 per credit unit = \$1038 for a 3 credit unit course = \$4152 for a 12 credit unit certificate using 21/22 rates.

- 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)**

Attachment: Budget Requirements for New Programs and Major Revisions

- 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?**

The program expects to enroll 10 students in the first year with a goal to grow to 20 students by the fifth year. This estimate is based on interest of over 10,200 Registered Nurses in Saskatchewan and USask undergraduates of 580 a year.

Delivery of this program does not depend on the number of students enrolled, as the required courses are already offered in the Master of Nursing (NP) program. Low enrollment will not impact course offerings.

- 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?**

Attachment: Budget Requirements for New Programs and Major Revisions

- 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?**

Delivery of this program does not depend on the number of students enrolled, as the required courses are already offered in the Master of Nursing (NP) program. Low enrollment will not impact course offerings.

- 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).**

Not applicable

- 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 indicate any anticipated surpluses/deficits associated with the new program.**

The College of Nursing-Graduate studies has been allocated Tuition Bridge funding for 2021/22 from the office of the Provost and Vice Provost Academic in the amount of \$25,000, Graduate Certificate Program - Foundations for Registered Nurse Specialty Practice planning initiative. The funding will be dedicated to hiring a professional to coordinate. Enabling this program will create potential for increasing student enrolment, anticipated from our Bachelor of Science in Nursing, Registered Nurse professionals and health care agencies.

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 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
- Calendar-draft list of new and revised courses

Required if resources needed:

- Information Technology Requirements form
- Library Requirements form
- Physical Resource Requirements form
- Budget Consultation form

Appendices

Table of Contents-Appendices

Conceptual Framework-Graduate Studies, College of Nursing

Notice of Intent

Letter of Support-College of Nursing, Dean

Letter of Support-Employers (Northern Inter-Health Authority representing the Prince Albert Grand Council, Meadow Lake Tribal Council, Peter Ballantyne Cree Nation, and Lac La Ronge Indian Band).

Letter of Support-Employer (Ministry of Corrections, Policing, Public Safety)

Consultation- Email Verification, College of Registered Nurses of Saskatchewan

Consultation- Email Verification, Saskatchewan Health Authority, Executive Director, Clinical Standards

Budget Requirements for New Programs and Major Revisions-APC-5k

Minutes: Proposal Graduate Certificate: Foundations for Registered Nurse Specialty Practice

Syllabi: NURS 879.3, NURS 881.3, NURS 884.3, NURS 886.3

(academic program change proposal submitted for realignment of NURS 884.3 & NURS 879.3 in NURS 8XX.3 Advanced Health Assessment and Diagnostic Reasoning I and 8XX.3 Advanced Health Assessment and Diagnostic Reasoning II)

University of Saskatchewan

College of Nursing

Conceptual Framework – Graduate Programs

The College of Nursing (CoN) conceptual framework for the Graduate Programs builds on the Bachelor of Nursing conceptual model's core principles of cultural safety, ethics, evidence-informed practice and quality improvement, interprofessional education, leadership, primary health care, safe and competent care, and social justice and advocacy. These principles are connected to the overarching circular concepts of the Medicine Wheel. The Medicine Wheel is an Indigenous holistic approach to health and well-being that can be utilized to address all aspects affecting individuals, families, communities, and nations (Mussell, 2005). The Medicine Wheel represents the sacred circle of life as a concept central to many Indigenous peoples' cultures that illustrates the importance of creating a balance for well-being (Weaver, 2002). Accordingly, the overarching CoN graduate nursing program core principles blend with the Medicine Wheel and are grounded in the [College of Nursing Philosophy](#), the Canadian Association of Schools of Nursing (CASN, 2015) *National Nursing Education Framework* for domains, guiding principles, and essential components for Master's and Doctoral programs in Canada, the [Nurse Practitioner Education in Canada \(NPEC, 2012\) National Framework of Guiding Principles and Essential Components](#) and the Canadian Nurses Association (CNA, 2019) *Advanced Practice Nursing: A Pan-Canadian Framework*. Students entering our Master's programs must possess baccalaureate nursing competencies and, similarly, doctoral students must possess Master's level competencies.

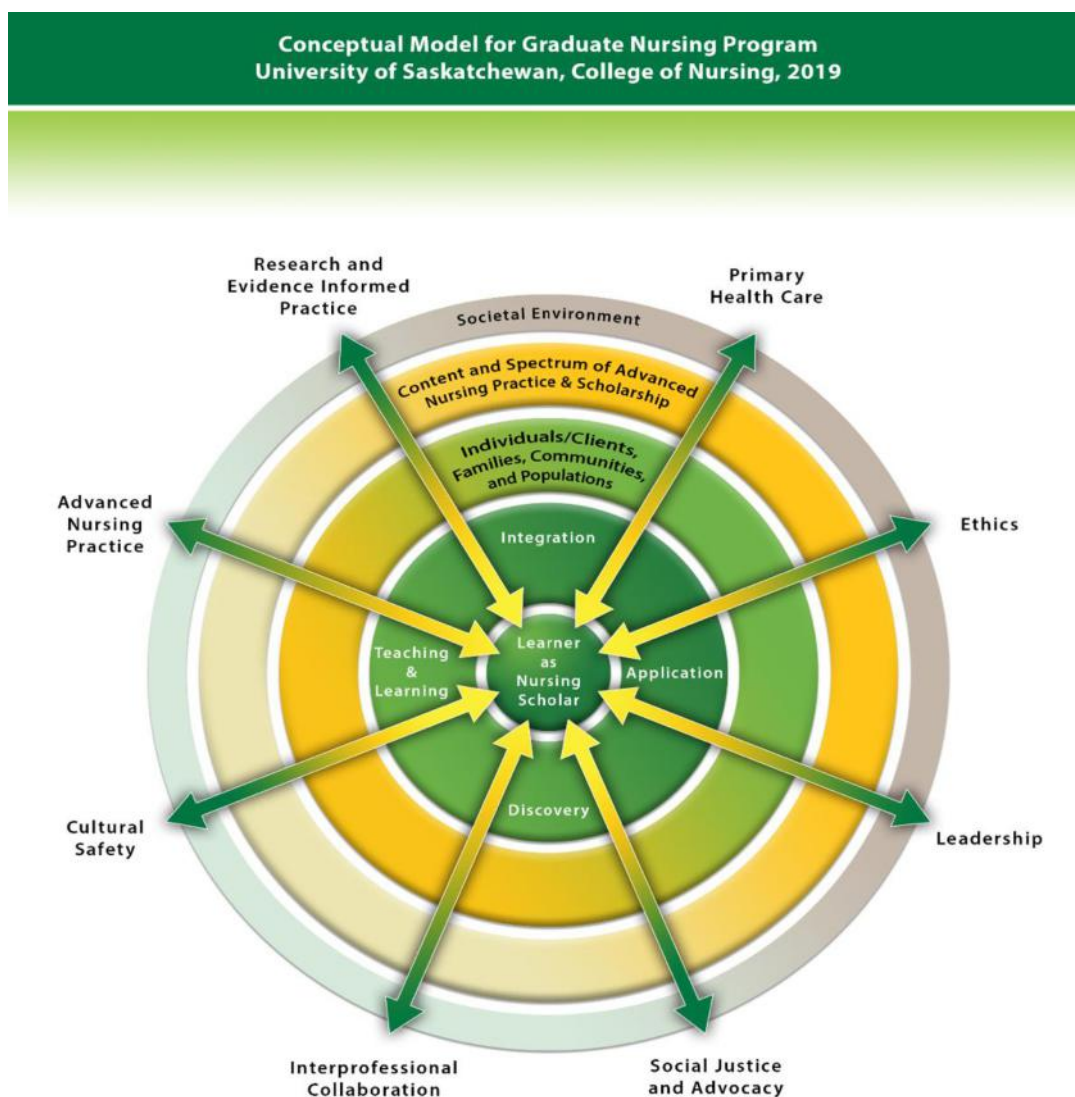


Figure 1: Conceptual Model for the Graduate Nursing Programs, University of Saskatchewan

CoN Circles

At the centre of the conceptual model, Figure 1, is the “Learner as Nursing Scholar” as our graduate programs are learner centered with the goal of developing nursing scholarship. The College endorses the definition of learner-centred from Candela, Dalley, and Benzel-Lindey (2016) where: “Learning-centered education shifts the focus from teaching to student learning. Learning-centred programs identify student learning outcomes that are reflective of current nursing practice, use

authentic assessment, and provide learning experiences that move students toward the achievement of outcomes” (p. 59).

The second circle refers to Boyer’s Model of Scholarship (Boyer, 1990). Building on baccalaureate level judgement, attitude, knowledge and skills, our graduate programs strive to develop nursing scholarship through discovery, application, integration and teaching and learning. The scholarship of discovery includes knowledge gained through practice and research that is integral in building a strong scientific basis for nursing (CASN, 2013). The scholarship of application refers to the generation of knowledge that is developed in working with the community (including the nursing practice community) and is of use to communities (CASN, 2013). The scholarship of integration is the generation of new knowledge and perspectives from the purposeful examination of original work in various fields in academia (Boyer, 1990), including nursing. The scholarship of teaching and learning addresses the development of innovative teaching methods and educational materials, and the study of teaching and learning (Allen & Field, 2005).

The third concentric circle represents target groups of nursing scholarship including individuals, families, groups, communities, and populations. While target groups will differ depending on the focus of scholarship, the nursing approach to target populations is consistently grounded in the College of Nursing Philosophy and key principles of the graduate program conceptual model (discussed below).

The fourth circle represents the context and spectrum of graduate nursing practice. We acknowledge the array of settings and career paths for graduate level nurses including advanced nursing practice (CNS, NP), nurse researchers, nurse educators, and health care administrators.

The fifth and most outer circle is the societal environment. Nursing education and practice are situated in a cultural, social and political context that build on Canadian values of equity-based health service, the social and environmental determinants of health, and cultural safety (Vila, Zhuang, Tan, & Thorne, 2018). This includes a concerted effort to play a part in healing and reconciliation with respect to Canada’s Indigenous populations (Bourque Bearskin, 2016). This outer circle represents the public policy and political structures that influence the way healthcare is delivered.

Principles

The arrows of the model illustrate the eight key principles of graduate education in the CoN at the University of Saskatchewan: advanced nursing practice, cultural safety, ethics, interprofessional collaboration, leadership, primary health care, research and evidence-informed practice, and social justice and advocacy. These principles align with the key principles of the CoN undergraduate conceptual model although developed to situate a higher level that reflect expectations of graduate

level nursing education. A description of each of these principles follows. (List is provided in alphabetical order and does not suggest priority is given to any one principle)

Advanced Nursing Practice

Advanced practice nursing (APN) roles are grounded in master's level education (CNA, 2019). Through direct and indirect relationships with clients, families, communities and populations, APN roles aim to optimize "the health system, education, research and leadership" (CNA, 2019, p. 19). The nurse practitioner (NP) and clinical nurse specialist (CNS) roles have a direct clinical practice focus, whereas other APN roles, such as health policy, research, health system management, nursing education and administration, have an indirect focus that work to support the recipients of health care service (CNA, 2019).

Definitions of APN vary within and between countries. In Canada, APN is an umbrella term that describes an advanced level of clinical expertise in a specialty area (CNA, 2019) for CNSs and NPs. APN encompasses analyzing and synthesizing clinical knowledge, applying nursing theory and research, and advancing nursing leadership and the profession. Foundational competencies of APN include comprehensive direct client care, optimizing the health care system, continued professional education, and a commitment to leadership, research, interprofessional consultation and collaboration.

Cultural Safety

Cultural safety is a concept that goes beyond cultural awareness, cultural sensitivity and cultural competence, to focus on an examination of the power differences inherent in health care service delivery (Aboriginal Nurses Association of Canada [ANAC], 2009). These concepts are woven throughout our programs, including graduate student research, teaching and practice. Culturally safe nursing practice is determined by those receiving nursing care, while challenging unequal power relations (ANAC, 2009). Cultural humility and acknowledging diversity are seen as core values, requiring openness, self-awareness and reflection, mutual empowerment, partnerships, and lifelong learning (Foronda, Baptiste, Reinholdt, & Ousman, 2016).

We believe a culturally safe learning environment is required to improve educational outcomes for Indigenous students seeking masters and doctoral education (ANAC, 2009). We are prioritizing our engagement with Indigenous students, stakeholders, and communities and seek to ensure equal representation in the proportion and number of Indigenous graduate students we educate.

Ethics

Graduate nursing students explore complex ethical issues to understand a problem and provide potential solutions to complex societal needs. "Nursing ethics is concerned with how broad societal

issues affect health and well-being” (CNA, 2017, p. 3). Ethics deals with questions of right and wrong and of ought and ought not. Ethics is a part of all nursing actions and experiences, including research, practice, policy, education and administration. Ethical nursing practice incorporates issues of social justice. Continuous improvement of health systems and structures towards greater equity in our services is the goal of our graduate programs.

Interprofessional Collaboration

Master’s level programs should prepare students to use advanced communication, collaboration and consultation to participate and lead in diverse contexts, including interprofessional teams. Doctoral programs further develop collaboration skills, fostering student’s ability to collaborate with teams in creating new knowledge and to communicate complex knowledge to diverse audiences (CASN, 2015). Interprofessional collaboration is the process of developing and maintaining effective interprofessional working relationships with learners, practitioners, patients/clients/families and communities to enable optimal health outcomes. Key elements of interprofessional collaboration include respect, trust, shared decision making and partnership (Canadian Interprofessional Health Collaborative, 2010).

Leadership

Leadership in nursing is defined as the process of influencing people to accomplish common goals through self-awareness, commitment to growth, ethical values, foresight, being open to new ideas, and willingness to guide and motivate throughout our practice (Saskatchewan Registered Nurses Association [SRNA], 2007). Graduate nurses are leaders in their areas of work. They are agents of change, consistently seeking effective new ways to improve health care, to benefit the public and to influence healthy public policy (CNA, 2008).

Graduate nurses are well positioned to influence public policy and participate within the global community to address the serious challenges of global warming and sustainable development efforts to eradicate poverty (Intergovernmental Panel on Climate Change [IPCC], 2018). Graduate nurses are leaders who are engaged in actions to adapt and mitigate changes to social and environmental determinants of health.

Research and Evidence-Informed Practice

The CASN (2015) *National Nursing Education Framework* outlines the key role of master’s level programs in fostering student ability to contribute to nursing knowledge through systematic inquiry, knowledge development, translation and scholarship. Building on this foundation in research and critical inquiry, doctoral programs aim to develop skills necessary to conduct independent rigorous and original nursing research that creates new knowledge (CASN, 2015). Nursing research is a “systematic

inquiry designed to develop knowledge about issues of importance to nurses, including nursing practice, nursing education, and nursing administration” (Polit & Beck, 2006, p. 4). Evidence-informed practice “is the integration of best research evidence with clinical expertise and patient values to facilitate clinical decision making” (DiCenso, Guyatt, & Ciliska, 2015, p. 4).

Primary Health Care

According to the CNA (2015), primary health care (PHC) is a philosophy of health service delivery, integral to improving effectiveness of services and the health of all Canadians; PHC focuses on the way services are delivered and puts the people who receive services at the centre of care. PHC seeks to improve the health of populations across the continuum of health care settings (acute, community, LTC, rehab, hospice, corrections etc.), from birth to death. PHC emphasizes population (macro), community (meso) and person-oriented (micro) strategies for achieving health, in conjunction with comprehensive, coordinated and integrated health and social services (CNA, 2015). PHC brings promotion, prevention, cure and care together in a safe, effective and socially productive manner to improve health outcomes at the individual, population, and health system levels as indicated in the WHO (2008) *World Health Report 2008*, Primary Health Care (now more than ever).

PHC was first articulated in the [Declaration of Alma-Ata](#) (WHO, 1978). The World Health Organization (WHO, 2008) continues to be a strong proponent and advocate of “health for all” through PHC. The ultimate goal of primary healthcare is the attainment of better [health](#) services for all. For this reason WHO identified five key elements to achieving this goal: reducing exclusion and social disparities in health (universal coverage reforms); organizing health services around people’s needs and expectations (service delivery reforms); integrating health into all sectors (public policy reforms); pursuing collaborative models of policy dialogue (leadership reforms); and increasing stakeholder participation (WHO, 2019). Master’s and PhD students employ aspects of PHC as an overarching conceptual framework guiding their research and practice.

Social Justice and Advocacy

In 2006, CNA defined social justice as distributing society’s benefits and responsibilities in a fair way, focusing on the position of one social group in relation to others as well as on identifying and addressing the root causes of disparities. Social justice is conceptualized as a basic human right by which nurses acknowledge the need to balance benefits and burdens in society to promote equal living and health conditions (Boutain, 2005; Fahrenwald, 2003). As a collective right, social justice requires nurses to examine how race, gender, and social class intersect with determinants of health in creating health disparities among groups, communities, and populations in accessing equitable health care and

enhancing their health status (Boutain, 2008; Reimer-Kirkham & Browne, 2006). Social justice has been defined as a state of health equity as a result of the recognition of social oppression and inequity and the nurses' caring actions towards social reform (Matwick & Woodgate, 2017). Moving beyond the strict biomedical view of health, graduate nurses conceptualize health as a socially mediated process (Lynam, 2005; Pauly, MacKinnon, & Varcoe, 2009). Pauly et al. (2009) report that health inequities are the outcomes of systematic socioeconomic differences or the products of unfair social processes, or the results of unjust social and institutional structures. In this global 21st century, graduate nurses are concerned with health inequities related to unjust gendered, social, cultural, and economic influences (Lynam, 2005). The United Nation's Sustainable Development Goals (UN, 2017) offer a guiding framework. Gender inequity, colonial and postcolonial policies, racialization (racial & ethnic discrimination), child and family poverty (economic marginalization), social exclusion, violence, homelessness, food insecurity, and inadequate housing create vulnerabilities and produce conditions that affect individuals' and populations' health and well-being (Anderson, 2000; Hunter & Sanchez, 2017; Pauly et al., 2009).

Advocacy represents an existential concept central to nursing by which nurses promote and enhance clients' (individuals, families, groups, or communities) rights to self-determination in decision-making related to their health and health care (De Chesnay, Peil, & Pamp, 2008; Gadow, 1980). Graduate nursing students are encouraged to acknowledge the right of human beings to make their own informed decisions, and to build collaborative relationships that acknowledge the unique context of each person. Nurses assist clients to exercise their freedom of self-determination through an authentic and trusting caring relationship. Advocacy is a part of the moral art of nursing (Gadow, 1980). Advocacy involves supporting, recommending or undertaking a course of action on behalf of clients or issues, to improve systems and structures, creating greater health equity and better health for all (CNA, 2017).

Conclusion

In summary, the CoN graduate programs recognize diverse graduate nursing education end-goals, including advanced practice nursing, teaching, administration, leadership, policy development and research. Overall, the CoN conceptual framework is applicable to all streams of study placing an emphasis on the CASN (2015) and CNA (2019) graduate degree level outcomes to further nursing practice and scholarship.

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February 10, 2022

Ryan Walker, Professor & Associate Dean (Policy & Programming Innovation), CGPS
Melissa Kyrejto, College of Graduate & Postdoctoral Studies
c/o Office of the University Secretary
University of Saskatchewan
E70 Peter MacKinnon Building, 105 Administration Place
Saskatoon, SK. S7N 5A2

Re: Graduate Certificate Program – Foundations for Registered Nurse Specialty Practice

Dear Planning and Priorities Committee of Council:

The College of Nursing is proposing the development of a new **Graduate Certificate Program – Foundations for Registered Nurse Specialty Practice**. The new certificate program will provide education for registered nurses who are both in novice and leadership roles. The program uses existing courses from the MN Nurse Practitioner program with the aim of educating all nurses at the same level of education and course work; and allow the college to increase accessibility to graduate level education, especially for those students who are unable to commit to a full time Master of Nursing, Nurse Practitioner Program. It will also allow Registered Nurses to optimize their scope of practice through employer implementation of the Registered Nurses Specialty Practice Model.

As discussed in our meeting on February 9, 2022, our full proposal will be submitted following the appropriate approvals within the College of Nursing.

We look forward to working with you while we continue development of this program. Please contact Pat Taciuk, with any questions at pat.taciuk@usask.ca or 1-306-213-7424.

Thank you for your consideration.

Sincerely,

Dr. Mary Ellen Labrecque, RN(NP), PHD
Director NP and Assistant Professor
College of Nursing
E4252 Health Sciences
Saskatoon, SK.

CC: Dr. Pammla Petrucka, Interim Associate Dean Research and Graduate Studies



March 2, 2022

College of Graduate and Postdoctoral Studies
University of Saskatchewan
Room 116 Thorvaldson Building
110 Science Place
Saskatoon, Sk. S7N 5C9

To Whom It May Concern:

College of Nursing-Graduate Certificate-Foundations for Registered Nurse Specialty Practice

I am writing in support of the proposal for a Graduate Certificate-Foundations for Registered Nurse Specialty Practice being submitted by the College of Nursing.

In 2014, the nursing regulatory body, College of Registered Nurses of Saskatchewan, created the Registered Nurse Specialty Practices model that optimizes Registered Nurse practice in the interest of the public. A Graduate Certificate-Foundation for Registered Nurse Specialty Practice will aim to provide advanced skills and competencies of Registered Nurses to better meet Saskatchewan population health needs and improve access to care. It will equip Registered Nurses in their careers by enhancing their skillset, growing personally, professionally, and academically. The university has increasingly emphasized the need to be sustainable and meet the demands of current graduates for focused programs.

This proposal provides a crucial link to our students who may want an opportunity to ladder into a Master of Nursing Primary Health Care Nurse Practitioner degree in the future.

Sincerely,

Solina Richter DCur, RN
Dean, College of Nursing
University of Saskatchewan



Northern Inter-Tribal Health Authority Inc.



February 10, 2022

To Whom It May Concern:

Re: Letter of Support - Proposed Graduate Certificate-Foundations for Registered Nurse Specialty Practice

On behalf of the Northern Inter-Tribal Health Authority (NITHA) representing the Prince Albert Grand Council (PAGC), Meadow Lake Tribal Council (MLTC), Peter Ballantyne Cree Nation (PBCN) and the Lac La Ronge Indian Band (LLRIB), I am pleased to provide this letter of support for the Graduate Certificate-Foundations for Registered Nurse Specialty Practice.

Due to limited access to physician services in our Partnership's communities, our First Nations Communities' Primary Health Care Model permits registered nurses to work in expanded roles through obtaining the Additional Authorized Practice (AAP). The health care model bridges the gap that results from the lack of physician services in Northern Saskatchewan. RN AAP's, Nurse Practitioners and other healthcare providers work together to provide health services to our communities.

This proposed graduate certification would further support our RNs to function effectively in our communities providing exceptional care to our First Nations community members. Further, this certificate will allow the opportunity for RNs to ladder towards the Master in NP program if desired.

Sincerely,

NORTHERN INTER-TRIBAL HEALTH AUTHORITY

A handwritten signature in cursive script that reads "Tara Campbell".

Tara Campbell
Executive Director

**Ministry of Corrections, Policing and Public
Safety** Custody, Supervision and
Rehabilitation Services 700 – 1874 Scarth
Street REGINA SK S4P 4B3

Phone: 306-933-7435

April 11, 2022

College of Graduate and Postdoctoral Studies
University of Saskatchewan
Room 116 Thorvaldson Building
110 Science Place
Saskatoon, SK S7N 5C9

To Whom It May Concern:

**University of Saskatchewan, College of Nursing – Graduate Certificate-
Foundations for Registered Nurse Specialty Practice Program**

I am writing in support of the proposal for a Graduate Certificate-Foundations for Registered Nurse Specialty Practice Program being submitted by the University of Saskatchewan College of Nursing.

The Ministry of Corrections, Policing, Public Safety (CPPS) has emphasized the need to be attentive to the continued competency needs of the RNs they employ to address the constant changing health, mental health and addiction needs for their client population.

The skill-focused programs that were discussed with Dr. May Ellen Labrecque and Pat Taciuk, RN, will help support our RNs during their career with CPPS as well as enhance their professional development. In turn, the more exclusive on-site nursing skills that can be completed within a correctional facility will enhance public safety and assist in alleviating the burden on community health services (i.e., Emergency Department visits).

We look forward to fostering this partnership and enhancing the services we are able to provide to our clients. We hope that this new certificate program will provide a basis for collaboration between our organizations.

Sincerely,

Stephanie Lawrek, RN
A/Director, Health, Mental Health and Addiction Services, Offender Services

cc: Dean Carey, Executive Director, Offender Services

Re: Request Letter - Consultation

Barbara MacDonald - DBMS <bmacdonald@cms.ca>

Fri 2022-03-04 10:36 AM

To: Tecluk, Pat <pat.taciuk@utiesk.ca>

CAUTION: External to usask, Verify sender and use caution with links and attachments. Forward suspicious emails to phishina@usask.ca

HI Pat,

I hope you are keeping well. Thank you for the great discussion about RN Specialty Practices and the various approaches that can be considered for competency development within them over the next months and years.

This note confirms that we have been in discussion about this, working in collaboration to consider all the pieces moving forward to optimize nursing practice in the interest of the public. We are emphasizing the Importance of alignment with the RN Specialty Practices Model which seems a very good fit for your plans as well. Our meetings have progressed nicely with great discussions on December 2nd and 7th, 2021 and February 25, 2022.

I wish you every success and please let me know if there is anything further I can do to support you.

Best regards,
Barbara

Barbara MacDonald, RN, MS-DEDM, CDE

Nursing Advisor, Nursing Practice

NFtegi steren

Canoga of
R, Nurses of
saskatchewan

T: **1.306.359.4243**

won't° . Facebook YouTube

Are you a Registered Nurse in SK? Join the [CRNS Connects Facebook group](#) - a private space for all CRNS members to connect, communicate and share

The CANS acknowledges: we operate on Treaty 4 territory and additionally act in the public's interest on Treaty Z 5, 6, 8 and 10

Ws acknowledge the truth of our past its place in our present and the ongoing impact it has on our Mum

Please respect confidentiality - If you are not the intended recipient, please delete this message and notify the sender.

From: Taciuk, Pat <pat.taciuk@usask.ca>

RE: Graduate Proposal for RN Prescribing Certificate Program- University of Saskatchewan, College of Nursing

Molnar, Gaylene SHA <Gaylene.Molnar@saskhealthauthority.ca>

Thu 2022-02-24 12:55 PM

To: Taciuk, Pat -toattaciuk@usask.ca>

That will work for me.

Gaylene

Gaylene Molnar

Executive Director Clinical Standards

Saskatchewan Health Authority 306.55-2_174 I 306.220-3267

From: Taciuk, Pat <pat.taciuk@usask.ca>

Sent: Thursday, February 24, 2022 12:53 PM

To: Molnar, Gaylene SHA <Gaylene.Molnar@saskhealthauthority.ca>

Subject: Re: Graduate Proposal for RN Prescribing Certificate Program- University of Saskatchewan, College of Nursing

Hi Gaylene

What time works for you today? Allorl pm works for Dr. Mary Ellen Luba-coati.

Thank you

Pat

Sent from my iPhone

On Feb 24, 2022, at 12:50 PM, Molnar, Gaylene SHA
einwlene.molnar@saskhealthauthority.ca wrote:

Hi Pat,

My apologies, I must have missed your previous message in the craziness of COVID response. I have time later this afternoon and could be available much of tomorrow. let me know if this may work for you as well.

Thanks

Gaylene

Gaylene Molnar

Executive Director Clinical Standards

Saskatchewan Health Authority 1306.6SS2174 306.220-3267

From: Taciuk, Pat <pat.taciuk@sask.ca>

Sent: Thursday, February 24, 2022 12:01 PM

To: Molnar, Gaylene SHA <kaylene.filsaitaskhealthauthority.ca>

Subject: Graduate Proposal for RN Prescribing Certificate Program- University of Saskatchewan, College of Nursing

Graduate Certificate - Foundations for Registered Nurse Specialty Practice
University of Saskatchewan - College of Nursing

Course title	23/24 \$ 10 students	24/25 \$ 10 students	25/26 \$ 10 students	26/27 \$ 10 students
Pathophysiology- Pharmacotherapy for Advanced Nursing Practice I	11,227	11,676	11,676	11,676
Advanced Health Assessment	11,227	11,676	11,676	11,676
Pathophysiology- Pharmacotherapy for Advanced Nursing Practice II	11,227	11,676	11,676	11,676
Advanced Diagnostic Reasoning	11,227	11,676	11,676	11,676
	44,908	46,704	46,704	46,704
	0	0	0	0
	0	0	0	0
	0	0	0	0
	0	0	0	0
	44,908	46,704	46,704	46,704

in 21/22 and increase of 4% every year to 24/25. We assume fees stay flat from 24/25 until a fee increase is approved.
 7, 2022 (Dr. Mary Ellen, Pat Tacuik, Jennifer Beck and Law Okanlawon) it was agreed that no further submission is required on this tuition b
 of Nursing tuition rates
 ed on current College resources

MINUTES

Present: M.E. Labrecque, P. Taciuk, C. Charles, A. de Padua, H. Graham, B. Mishak, N. Rohatinsky, A. McDonald (Reporter)

Regrets: J. Lumies, E. Boyce, V. McKinney,

1. GREETINGS FROM THE DEAN

- Dr. Pammla Petrucka brought greetings on behalf of the Dean of Nursing, Dr. Solina Richter, who was unable to attend the meeting. Dr. Richter sends her thanks and appreciation to the members of the committee for their participation and recognizes the effort of this important initiative to bring about the RN Prescribing Certification Program. Dr. Richter recognizes that this effort is important for meeting the needs of the Saskatchewan population, especially the rural, remote, and inner-city populations. Dr. Richter congratulates the committee on this work and plans attend a meeting with the committee in the future.

2. RN PRESCRIBER CERTIFICATE PROGRAM PRESENTATION – PRESENTED BY M.E LABRECQUE AND P. TACIUK

- Discussions with CNRS
 - Contacted Cheryl Hamilton to discuss what the CRNS is looking at for RN Prescriber Program. Few details have not been made available but appears this may be placed in a specialty area.
 - Spoke with Barbara McDonald, Practice Advisor, helpful and gave information on direction.
 - May be included in entry level competencies.
- Courses and Micro Credentialing
 - Can we micro-credential the RN Prescriber piece along with the Pathopharm piece, assessment, diagnostic reasoning, and combining these together.
 - Completing these would result in a certificate of some sort. Rural nursing diploma? RN Prescriber piece?
 - Need to be able to advertise it in a way that the SRNA approves, such as “Building knowledge toward a RN Prescribers” or “Building knowledge for rural and remote RNs”
- Budget
 - Currently each NP course is a little over \$1000 for tuition. In a pilot project for micro credentialing, 5 students taking all 4 courses, potential revenue is \$26,000. 10 students could potentially produce \$52,000 in revenue.
 - Regarding expenditures, there would be costs involved for the clinical coordinator however, with the theory courses, 5 or 10 students could be added to the NP courses without extra cost. Adding more than 10 students to the NP courses may overextend those who are teaching. Adding 15

students, revenue starts to go down as the cost of providing the education goes up (contacts and salaries).

- Capping student intake at 10 for the first few years, able to provide the education and create revenue.
- Advancing Nursing Practice
 - Build a program that is flexible in the beginning. Able to adjust when needed.
 - Start small with Pathopharmacology block focusing on theoretical work around prescribing. Adding assessment and diagnostic education into a possible post graduate certificate program. Building and looking at admission requirements from the NP program and determining how to leverage those who take these courses

3. QUESTIONS AND DISCUSSION

- H. Graham asked if course work was compared at each institution that offers micro credentials.
 - M.E. Labrecque commented that she needs to talk to these institutions more to see if they will share this information. Some institutions will not share this information.
- H. Graham has concerns whether undergrads have the background for taking this course work. Noted that the honors students might be a possibility under an honors specialty. If there would be supervision for them to practice after graduation. Adding this into the generalist program is concerning. Many students struggle to get through the normal program. Questions how these courses will work, for NP courses students must have completed their undergrad to register.
 - M.E. Labrecque responded and would expect some resistance from stakeholders like SRNA.
- H. Graham glad to hear that, students who would take this course work, that it would transfer to the NP program.
- B. Mishak commented that she already has concerns about 4th year students not having critical thinking skills. Many students do not have the level of understanding that they think they do.
- B. Mishak also questioned at what point is this not a nursing role anymore. Where is the point where this is nursing vs. this is medicine? Nurses should not be expected to pick up medicine but stay in the same role regarding pay, responsibilities and without a voice in the health system. Nurses need to have a voice in the system and a seat at the table. Either we are respected as a professional or we are filling gaps in the system. If we are acting as gap fillers, the people in underserved or at-risk communities are the ones that may be harmed. Are we doing what is right for these communities?
- M.E. Labrecque agreed that the NP role has really expanded over the last 10 years.
- C. Charles said she would be able to share her prescribing model (pharmacy). She noted that a pharmacist's authority to prescribe is separate and dependent on conditions that patients can self-diagnosis. Pharmacists are not able to diagnosis or assess patients and parameters of their prescribing ability is very defined. The roll out of the program was also slow, defined and limited, starting with minor ailments then following a set algorithm. This was helpful in the initial roll out as some pharmacists were opposed to these changes. It was later added to the PharmD and it is still a separate minor ailments courses that is still offered through continuing education. Eventually the course became mandatory, pharmacists could not renew their licenses without it.

- C. Charles discussed that the way the legislation was passed was all separately, each condition was rolled out separately. The gap that pharmacists have been able to fill has been taking conditions from the urgent care centers that patients are self-diagnosing. Over time the relationship between physicians and pharmacists have improved but initially there was conflict and distrust from physicians.
- C. Charles noted that their minor ailment content that is offered through MedSask is used all over the world. It is strong and respected content.
- C. Charles said that at least 6 credits of course work would be needed. Students already do a lot of work for 3 credit units, and there could already be a case made for the current curriculum to be over 6 credit units. What needs to be looked at is Pharm 250 and 881 and 886 and to see where there are gaps.
- M.E. Labrecque commented on where we need to go next? What academic average would we set, the same as used for those applying to the NP program? How many courses will this require? How many years of experience will be required?
- H. Graham wondered if something was added to the undergraduate program it would have to be like the minor ailment process that C. Charles mentioned was rolled out for pharmacists. That may be one way to appease the CRNA but the algorithm would need to be very structured on when to refer. Having a dual approach of having something in the undergraduate program as well as a post graduate program.
- H. Graham also appreciated what B. Mishak had previously said, asking at what point do we say “we are nurses”?
- M.E. Labrecque noted that when working in the North, there was always a binder with the medical services guidelines for prescribing.
- B. Mishak commented that students coming into the NP program with only 2 years of experience can be a big jump. There are also concerns about catering to the employer or to an agenda and not to what is best for nurses and patients. Where is the line?
- N. Rohatinsky agreed with what had been said, undergrads are not ready, and courses should be compatible with the NP program and apply if the student continues their studies as an NP.
- C. Charles agrees that catering to employers is not good and creates a workload issue, especially from less served communities. Employees are not protected. Warns to be cautious with employer driven changes.
- A. de Padua commented his concern around creating “generalists”. If we start incorporating prescribing in the undergraduate program than employers can use that to set expectations and expand upon. Whereas with the NP program or a certificate program we can draw a line and say students have not taken these courses.
- A. de Padua discussed the need to look at marginalized populations and what needs do they need addressed and how can we address these needs?
- A. de Padua noted concerns about when looking at the undergraduate program, how much should be added to the undergraduate program?
- M.E. Labrecque commented on the cosmetic piece, and that RNs will partner with MDs to open botox clinic. There is still education and certification needed for botox. Same for methadone prescribing.
- A. de Padua said if we have the fundamentals of how to prescribe, we stick with that and add additional modules later. Then we can work with the employer and develop specific modules. We don’t have to cover everything at the start. So, if a NP working in a specific setting, has an area of specialty. If something

else comes in, then a referral would be required. We don't want to be put in more roles that we need to be in.

- B. Mishak commented to be mindful that this should come after students have completed their degree. Also suggests looking at other countries that may have implemented this and patient outcomes in those areas. Also, is there support when things don't go right. Who will be there for the nurse? Are we setting nurses up to fail? Is this driven by money or patient care?
- M.E. Labrecque notes most research looks at the UK as their RNs do prescribe. They put RN prescribing in differently. Will look at Australia as well and how their programs are built.

ADJOURNMENT – 10:55 AM

DRAFT

MINUTES

Present: M.E. Labrecque, C. Charles, A. de Padua, H. Graham, E. Boyce, J. Lumies, A. McDonald

(Reporter) **Regrets:** P. Taciuk, N. Rohatinsky, B. Mishak, V. McKinney

1. REVISIT FOCUS AND AIM FOR THE PROVOSTS FUNDING

- Looking at the project phases, Phase 1 (listed in the slides below) is complete, and work is in progress for Phase 2 which includes developing and refining the proposal. The process for submitting the proposal starts with our Graduate Studies Committee, followed by Faculty Council, Programs Committee at the College of Graduate Studies, then the Graduate Post-doctoral Studies, and finally the Academic Programs Committee at University Council.
- Any changes to the admission process will go to Senate, likely in fall of 2023.

2. MICROCREDENTIALS

- This fits into the certificate program.
- Nancy Turner has been working on establishing how micro-credentialing will be defined at USask, ensuring new programs are appropriately assessed. The challenge for the College of Nursing in setting up micro-credentialing is the lack of a Continuing Nursing Education department, which would be needed to create a Micro-credentialing program.
- A Micro-credential is narrow in scope, focuses on a limited number of competencies, and a short completion time. A demonstrated relevance in combination with an employer or healthcare agencies and assessment of competence.
- Modular based, self-paced, and asynchronous. Using Canvas to deliver the program.
- For registration and tuition payment, a registration portal has been created.
- Each unit would develop a certificate or acknowledgement that could be used toward other credited programs.
- From 50 – 150 hours of reading and online education.
- Validated with a university level credential at completion.
- There are three current pilot micro-credentialing projects taking place right now, the School of Environment and Sustainability, Edwards School of Business, and the Global Institute of Water Security.
- Need to consider that after students have completed these micro-credential requirements, there a bridging program leading to a degree credit when enough courses are complete.

3. RN PRESCRIBER CERTIFICATE

- We want to avoid taking specialty RNs and limiting them. The goal is to provide Pathopharmacology information that covers across the systems, and then the individual RNs would focus on the information specific to their area. This gives them some exposure outside of their specialty areas.
- Discussing the Environmental Scan, the required GPA for entrance into other programs across Canada varies from a 77-79% average to no specific GPA requirement, allowing anyone with their RN to apply.
- We are considering setting out required GPA to be 65%.
 - H. Graham commented that she knows of an experienced RN that was not able to meet entrance into a grad program because of her GPA being 0.5% below admission requirement. This person was an experienced indigenous RN. Marks do not necessarily reflect on the quality of an experienced RN and strongly supports accepting RNs in good standing.
 - M.E. Labrecque agreed that many people come back to graduate studies with more determination and interest than as undergraduate students.
 - E. Boyce agrees that those applying are going committed to their practice.
 - A. de Padua asks if we are looking to have this certificate apply towards graduate studies? If yes, then there is minimum GPA required. Will it be an issue if students are accepted into the certificate program with a GPA below the required GPA for graduate studies.
 - M.E. Labrecque suggested that students would need to achieve at least a 70% grade in two courses to be able to transfer the courses to a program.
 - H. Graham agreed students should maintain a 70% average in the courses. This must be clearly stated up front.
- A condition of the certificate could require a student complete a set number of mentored hours of work however mentorship itself would not be included in the program. It would be up to the employer to determine what they require.
 - A. de Padua asks if prescriptions written by the student would then be review by a practitioner, and would there be a set number of hours that prescriptions would be reviewed for?
 - M.E. Labrecque answered that we could provide suggested hours of review and guidelines for how long an RN should be monitored but it will be individually based for many RNs.
- Classes would be offered synchronously to start to help facilitate conversation. If we wanted to consider asynchronous classes, more funding would be required.
- A certificate program would be a total of six credits, involving two courses, NURS 881.3 Pathophysiology-Pharmacotherapy for Advanced Nursing Practice I and NURS 886.3 Pathophysiology Pharmacotherapy for Advanced Nursing Practice II.

4. RN SPECIALTY PRACTICE

- SRNA considers RN Prescribers are those in the SRNA RN category that meet the requirements that are to be determined.
- Current legislation does allow for RNs to have prescribing power in accordance with the bylaws.
- This model is being built as an authorizing mechanism as opposed to a regulatory mechanism.
- This would limit RNs to only be able to dispense in the areas they have been authorized to do so.

- Many RNs working in Northern Saskatchewan area are already prescribing as part of their additional authorized practice. Our program is not seen to be the same or equivalent.

5. JURISDICTIONAL COMPETITION

- Slides below provide a list of continuing education courses offered through Saskatchewan Polytechnic and the University of Regina.

6. DISCUSSION

- A. de Padua commented that he felt that this was going down the right path. We have been talking about micro-credentialing but to be clear, this is a certificate program?
 - M.E. Labrecque answered that it is a certificate program.
 - A. de Padua approves of the certificate program involving 2 courses followed by a mentorship. It was confirmed that the mentorship would be implemented by the employer. Students will receive their certificate with the caveat that they are strongly encouraged to follow the set recommendations.
- J. Lumies commented that the funding received was for developing this program, is there any commitment to running this program?
 - M.E. Labrecque answered that she had a meeting to discuss this topic recently. This will be run this alongside the courses for the NP program. It is not clear how what funding will look like when the program grows too large to do this.
- J. Lumies asked is physicians are the only practitioners that are paid for preceptorships. C. Charles answered the there is a very new program being implemented that pays pharmacists for preceptorship.
- E. Boyce commented on the new position of a clinical nurse specialist in nephrology. E. Boyce would not be comfortable prescribing a medication for a nephrology patient without communicating with the doctor or a nephrology pharmacist.
 - M.E. Labrecque commented that this is likely the result of the Covid-19 situation and this is a trusted and experienced person who is helping when others are not available.
- C. Charles supports building this model based on relationships and individual practice sites. In pharmacy, clinical judgement has been removed and replaced with algorithms.

ADJOURNMENT – 2:45PM

MINUTES

Present: M.E. Labrecque, C. Charles, E. Boyce, J. Lumies, A. de Padua, V. McKinney, P. Taciuk, A. McDonald
(Reporter)

Regrets: N. Rohatinsky, H. Graham, B. Mishak

1. FOUNDATIONS OF SPECIALTY PRACTICE PROPOSAL DISCUSSION

- Spoke to registrar's office as it was thought that the admission criteria for the NP program would need to be changed. A statement just needs to be added to the proposal under the admission piece that includes "after completion of the certificate, if you apply and are accepted into the NP program, these courses will be credited to your program"
 - o However, if a student completes half of the courses, then applies to the NP program, then the current rule stands, that they have five years to complete the NP program from the date of the first course taken.
 - o We currently allow six transfer credits into the NP program. This will need to be changed to twelve transfer credit units. This change would prevent the need to modify the NP admission criteria at this time.
- The two Patho-pharmacology courses are Patho-pharmacology 1 and 2. Assessment and Diagnosis could also be combined as well into Assessment and Diagnosis 1 and 2.
 - o J. Lumies commented that the courses fit well in that way and could provide better continuity. The course objectives are already nearly the same for both courses.
 - o M. E. Labrecque commented that with changes to the syllabi, the Assessment and Diagnostic pieces could go forward. The proposal for the course changes could be submitted at the same time as the certificate program proposal to the Graduate Education committee. This would only go to Course Challenge and would not have to go to APC
- A. de Padua asked for clarification on the four courses that are listed in the proposal. Previous discussions had identified two courses that would be associated with the certificate program.
 - o M. E. Labrecque clarified following meetings with the CRNS and CGPS, a program with only two courses would not be approved. Nine credit units were the minimum that would be accepted, however by combining Assessment and Diagnostics 1 and 2, it was decided twelve credit units would work well. Both the SRNA and CGPS approved of the twelve credit units.
- The time limit for completing all courses for a master's degree is five years. Once a student completes the certificate program, they will have three years from the time they completed the certificate program to the time they apply and are accepted into the NP program for the courses to transfer to the NP program. If a student does not complete the certificate program, then the current rule applies, that the student has a total of five years from taking the first course, to complete their NP program.

- Nurses that have just completed their BSN but do not have the experience to apply to the NP program would be able to complete this program. This would encourage good students to stay involved and interested in their education and hopefully encourage them to continue in the NP program once they have the required experience.
- The name was changed to Foundations for Registered Nurse Specialty Practice to align with the CRNS. The CRNS wanted to use wording that would allow for employer uptake of specialty practice.
 - A. de Padua commented that the name was non descriptive.
 - M. E. Labrecque said that the regulatory body wanted the name to align with what they were doing. The CRNS would like us not to include the prescriber piece.
- The program will only accept Saskatchewan RNs at this time and will encourage rural and northern based RNs.
- V. McKinney commented on the number of new grads coming to the North and had concerns about how they would manage the workload and where they would receive support from. Dr. McKinney asked if there was a way to offer mentorship to help with the transition.
 - There has been an effort to create community and support in the program using different techniques such as break out rooms and group activities.
- M. E. Labrecque, C. Charles and E. Boyce met and reviewed syllabi, looking at undergraduate and graduate to ensure they are appropriately levelled and added topics on prescriptions.
- A. de Padua asked about the Letter of Recommendation on page 8 of the proposal, if we could ask the employer to show support not only of the student but also the practicum placement so it is on record that they support the practicum placement for the student as well.
 - M. E. Labrecque commented that students may take the program for their own interest and not due to their employer. We may want to add that if an employer is financing the program tuition, that the employer would also provide a practicum following the completion of the program.
- J. Lumies added that it is important to remember that the goal is to improve nursing knowledge, not to train NPs in this program.
- E. Boyce commented on the clinical decision-making level. Need to ensure that the clinical decisions are at the appropriate level.
- C. Charles added that a strength of the BSN program is interdisciplinary teaching. It may not be time yet but there should be consideration of incorporating interdisciplinary teaching within program as well. More in a consultative relationship. Have a network set up to ask questions to other professionals and foster relationships. Encouraging working as a team and to normalize reaching out to others when needed.
 - V. McKinney supported this suggestion and noted this is something medicine is working to incorporate as well. It is important to know who your resources are regardless of titles.
- The March 28, 2022 meeting will be cancelled.

ADJOURNMENT – 10:58 A.M.



College of Nursing

NURS 884.3 Advanced Health Assessment & Diagnostic Reasoning I

2023 - 2024 Term 1

Course Dates: September 12th to December 5th, 2023

Class Time: Biweekly 0900 - 1140 & 1330 – 1620

September 12, 26; October 10, 24; November 7, 21.

Last Seminar: December 5 (1330 - 1620)

Method of Delivery and Location: Distributive Web Conference. Students attend class online via Zoom - connection links in the Canvas course site under the 'Zoom Meetings' tab.

Course Calendar Description:

This course builds on students' knowledge and skills in the conduct of comprehensive and focused health assessment and diagnostic reasoning for clinical practice. Lectures introduce concepts, frameworks, and techniques integral to advanced health assessment and diagnostic reasoning of associated assessment finding related to common medical conditions across the life span.

Pre or Co-requisites:

- College of Graduate and Postdoctoral Studies (GSR 960).

Land Acknowledgement

As we engage in Remote Teaching and Learning, I would like to acknowledge that the Saskatoon campus of the University of Saskatchewan 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. I would also like to recognize that some may be attending this course from other traditional Indigenous lands. I 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.

Remote Learning Context

In the Nurse Practitioner program, we value a 'Learn where you live' approach to continuing nursing education towards obtaining an Advanced Practice - Master of Nursing degree. Although students maybe new to this learning approach, we encourage you to be open to participating in the lectures, learning activities and class discussions. Please remember that online synchronous learning can be an adjustment for some learners. If you are having concerns with the online interactions, please communicate with your instructors and your peers in the course. Please also note that online communication can, at time be challenging with delays in transmission. Remember to be kind to each other, indicate when communication is not clear, and treat your classmates and instructors with empathy and care.

Learning Outcomes:

Through a process of critical inquiry about common medical conditions, which includes independent reading, videos, lectures, seminar discussion, as well as oral and written assignments, by the completion of this course the learner will be able to:

1. Understand the importance of creating a safe and therapeutic environment by engaging with clients using developmental and culturally-appropriate communication techniques, tools and relational strategies to establish a trusting therapeutic relationships that maintains privacy and confidentiality.
2. Understand the importance of the client chart review and the initial observational assessment of the client.
3. Demonstrate how to:
 - a. Establish the reason for the client encounter through asking pertinent questions to establish the context for client encounter and presenting concerns.
 - b. Collect health history information relevant to focused and complete assessment encounters that include: history of presenting concern, past medical history, mental health history, family health history, pre-natal history, growth and development history, sexual history, allergies, prescription and OTC, medications, and complementary therapies, as well as relevant information specific to the client's psychosocial, behavioral, cultural, ethnic, spiritual, developmental life stage, and social determinants of health.
 - c. Identify the client's potential risk profile and assess for health promotion strengths, illness prevention and risk reduction information needs.
4. Understand when to perform advanced, comprehensive, and focused health assessments based presenting concern and history findings, recognizing and critically analyzing normal and abnormal health history and assessment findings in clients across the lifespan.
5. Adapt assessment tools and techniques with consideration for individual client needs, development stage, and culture using evidence-based knowledge.
6. Appraise and integrate laboratory and diagnostic results with history and physical assessment findings.
7. Analyze and synthesize data from multiple sources to establish differential and most likely diagnoses based on clinical reasoning for acute, chronic, and life-threatening conditions.
8. Inform the client of the rationale for selecting and ordering diagnostic investigations and/or perform screening using evidence-based guidelines to rule in/rule out differential diagnoses.
9. Will be able to to explain assessment findings, results of clinical investigations, and communicate the diagnosis to a client including implications for short and long term outcomes and prognosis.
10. Communicate client history, physical assessment findings, diagnosis, and treatment plan with other members of the health care team.
11. Demonstrate how to document client care in the client record using SOAP format.
12. Communicate how to formulate a plan of care based on diagnosis and evidence-informed practice.

Course Overview:

This course builds on participant's skills and knowledge of clinical assessment required to critically appraise patient encounters, gather subjective and objective information as part of holistic assessment and diagnosis, and communicate applicable client information to health care team members. It will explore theoretical and practical concepts related to the role of the NP within the context of primary care clinical practice.

Learning Environment Overview:

Master's level education moves beyond the type of educational delivery that you were exposed to during your undergraduate nursing education. The expectation of students returning to educational programs to advance their clinical knowledge, and become a Nurse Practitioner, begins a series of steps in becoming a self-directed life-long learner. As an adult learner, you have come to a Primary Care NP program with the goal of advancing your nursing career and ability to provide safe, competent nursing care to individuals, families and communities, across the lifespan; in an autonomous role as a Nurse Practitioner.

Instructors in the USask College of Nursing program are here to facilitate your learning towards meeting this goal. However, in tandem with self-directed adult learning theory, students accept the responsibility for learning the course materials. The instructors in the program will facilitate learning through application of information to the professional role, responsibilities, and accountabilities of NP students aligned with the SRNA ELCs and CNA ethical conduct of nurses. As such, the synchronous online seminar is a professional, nurse-led, self-directed, learning environment.

The synchronous online seminars in theory courses 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 is expected of all seminar participants.

- Your camera should be on and your microphone on mute unless you are asking a question or participating in a discussion.
- The chat box is usually not enabled during seminars. When the chat box is enabled, it is a source for information sharing when requested by the instructor – and not an open text messaging forum for student discussions. Instructors will not read the messages box unless the seminar activity requires the chat box as a method of communication.
- When eating, please turn your camera off.
- Dress in a professional-casual manner when attending online seminars.
- Ensure that you are positioning yourself at a desk or table to attend seminar. Attending seminar as a RN continuing your education requires participating in seminars from a location in your home that provides you with some privacy and does not display an abundance of personal effects (or the kitchen dishes).
- Although there are private social media groups for NP students, that students may choose to become a member, remember that the content of the private groups are not secure, and that if any course materials, exams questions, videos, or disparaging comments that are posted;

there may be grounds for academic misconduct or reporting to a jurisdictional regulatory body.

- Information found in private communication about the course may be incorrect. The most accurate source of information in a course is the course syllabus.

Instructor Information:

Name:

Email:

Phone:

Office Hours:

Please use the Canvas In-Box for all course related communications with the instructor. The instructor will review and respond to all student messages within 48 - 72 hours. Please be advised that the instructor will not regularly monitor Canvas over weekends or statutory holidays. If you would like to arrange meeting with the instructor, please send an email in Canvas to request a meeting. In your message indicate:

- the reason for the meeting,
- two to three specific dates and times that would work for the meeting, and
- your preferred method of being contacted (i.e. telephone number, Zoom).

**Relationship between Literal Descriptor and Percentage Score for Courses in the
College of Graduate Studies and Research**

Percentage	Literal Descriptor	Description
90-100	Exceptional	A superior performance with consistent strong evidence of: <ul style="list-style-type: none"> - a comprehensive, incisive grasp of subject matter; - an ability to make insightful critical evaluation of information; - a 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: <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - 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 related to the subject matter
60-69	POOR	A generally weak performance, but with some evidence of: <ul style="list-style-type: none"> - a basic grasp of the subject matter; - some understanding of the basic issues; - some familiarity with the relevant literature & techniques; - some ability to develop solutions to moderately difficult problems related to the subject matter; - some ability to examine the material in a critical & analytical manner
<60	FAILURE	An Unacceptable performance

Information on literal descriptors for grading at the University of Saskatchewan can be found at:

<http://students.usask.ca/current/academics/grades/grading-system.php>

Please note: There are different literal descriptors for undergraduate and graduate students.

information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at:

http://www.usask.ca/university_secretary/council/academiccourses.php

Seminar Schedule

Seminar# Date/Time	Guest Lecturer/Instructor and Topic
#1 Sept. 13 0900 - 1140	Introduction and Syllabus Review General Principles of History Taking and Physical Examination Documenting and presenting history and physical exams Types of Medical exams
#2 Sept. 13 1330 - 1620	Client Relationship Building and Communication: Motivational Interviewing, relational strategies & Cultural Sensitivity
#3 Sept. 27 0900 - 1140	Introduction to Diagnostic tests and Diagnostic Reasoning
#4 Sept. 27 1330 - 1620	Statistical Concepts in Diagnostic Testing: Use of Diagnostic Testing within the Diagnostic Process. Point of care testing
#5 Oct. 11 0900 - 1140	Cardiovascular & Peripheral Vascular System: History & physical assessment
#6 Oct. 11 1330 - 1620	Cardiovascular & Peripheral Vascular System: diagnostic reasoning
#7 Oct. 25 0900 - 1140	ECG Interpretation
#8 Oct. 25 1330 - 1620	Gastrointestinal System: Assessment & Diagnostic Reasoning
#9 Nov. 8 0900 - 1140	Genitourinary System Health History & Physical Examination
#10 Nov. 8 1330 - 1620	More common tools & investigations related to: GI concerns, GU concerns, STI's, Breast mass
#11 Nov. 22 0900 - 1140	Prenatal Health History & Physical Examination.
#12 Nov. 22 1330 - 1620	Prenatal/Postnatal Care. Therapeutic and Medical Termination
#13 Dec. 6 1330 - 1620	Review class for final exam
Final Exam	December 9, 2021 (1100 - 1300)

Midterm and Final Examination Scheduling & Policies

Midterm and final examinations must be written on the date scheduled. Final examinations may be scheduled at any time during the examination period; 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 examination policies and procedures:

<https://students.usask.ca/academics/exams.php>

NP Program Exam Procedures

All exams in NURS 884.3 are closed book and will be written individually online with remote invigilation using Zoom. Students are required to have a reliable internet connection and a Webcam that can be positioned to provide a side view of the student (e.g., Webcam on a tripod, separate device with a Webcam). Throughout the exam the student's Webcam should be

positioned to capture a side profile of the student, including their upper torso, head, desktop and computer screen. See Example below:



Use of mobile or other electronic devices is not permitted during exams. Please refer to University of Saskatchewan exam writing procedures. The exam sessions in Zoom 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](#), the NP program students are expected to follow the guidelines below:

1. Students are expected to start their exam at the scheduled start time.
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 start to minimize disruptions during the exam.
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, papers, 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 online invigilator) is not permitted during the exam.
8. Students should wear clothing acceptable in an in-person classroom environment.
9. Students should avoid using inappropriate language.

10. 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.
11. 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.
12. 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.
13. 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.
14. Students should write the exam in a private space (e.g., home office or kitchen table).

Required Textbooks & Documents

Textbooks

American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th ed.). Author.

Bickley L.S. (Ed.) (2020). *Bates' guide to physical examination and history taking* (13th ed). Wolters Kluwer.

Dains, J. E., Baumann, L. C., & Scheibel, P. (2020). *Advanced health assessment and clinical diagnosis in primary care*. Elsevier.

Dunphy, L.M., Winland-Brown, J.E., Porter, B.O., & Thomas, D.J. (Eds.) (2019). *Primary Care the Art and Science of Advanced Practice Nursing, (5th Edition)*. F.A. Davis Company.

Garcia, T. B. (2014). *12-Lead ECG The Art of Interpretation*, (2nd Ed). Burlington, MA: Jones & Bartlett Learning. * *If you already own another ECG interpretation guide from past experiences/courses this may suffice

Garzon, D. L., Starr, N., Brady, M., Gaylord, N., Driessnack, M., & Duderstadt, K. (2020). *Burns' pediatric primary care*. Elsevier.

Kissane, J., Neutze, J.A., & Singh, H. (2020). *Radiology fundamentals. Introduction to imaging & technology sixth edition*. Springer Publishing. Available online through the U of S library.

https://sundog.usask.ca/search~S8?/tRadiology+fundamentals.+Introduction+to+imaging+%26+technology/tradiology+fundamentals+introduction+to+imaging+and+technology/1%2C1%2C3%2CB/frame+set&FF=tradiology+fundamentals+introduction+to+imaging+and+technology&3%2C*

Shadow Health Online – information in the course Canvas site for online access.

Van Leeuwen, A.M., Bladh M.L. (2021). *Davis' comprehensive handbook of laboratory & diagnostic tests with nursing implications* (9th ed). Available online through the U of S library. <https://sundog.usask.ca/search~S8?/tDavis%27s+comprehensive+handbook+of+laboratory+%26+diagnostic+tests+with+nursing+implications/tdaviss+comprehensive+handbook+of+laboratory+and+diagnostic+tests+with+nursi/1%2C1%2C3%2CB/frame+set&FF=tdaviss+comprehensive+Recommended>

Textbooks are available from the University of Saskatchewan Bookstore:
<https://www.usask.ca/bookstore/>

Videos: Bate's Visual Guide to Physical Examination through the Usask Library
<https://batesvisualguide-com.cyber.usask.ca/>

Additional readings maybe be posted in the course reading list or online in the course modules.

Provincial Documents

- College of Registered Nurses of Saskatchewan (2020). *Clinical Decision Tools*.
<https://www.crns.ca/nursing-practice/nursing-practice-resources/rnaap-resources/>
- College of Registered Nurses of Saskatchewan (2017). *SRNA Registered Nurse (Nurse Practitioner) entry-level competencies*.
<https://www.srna.org/nursing-practice/nursing-practice-resources/rnnp-resources/>
- College of Registered Nurses of Saskatchewan (2017). *SRNA Registered Nurse (Nurse Practitioner) practice standards*.
<https://www.srna.org/nursing-practice/nursing-practice-resources/rnnp-resources/>
- College of Registered Nurses of Saskatchewan (2021). *Registered Nurse (Nurse Practitioner) practice resources*. <https://www.srna.org/nursing-practice/nursing-practice-resources/rnnp-resources/>
- New classes of practitioners regulations, S.O.R./2012-230.
<https://laws-lois.justice.gc.ca/eng/regulations/SOR-2012-230/page-1.html>
- Saskatchewan Registered Nurses Association (2021). *SRNA bylaws, 2021*.
<https://www.srna.org/about-us/how-we-govern/act-bylaws/>

*See Guidelines related to Medical Assistance in Dying, Cannabis, Completing Medical Certificate of Death, Prescription Review Program, Controlled Drugs and Substances.

Students from jurisdictions other than Saskatchewan are encouraged to familiarize themselves with the NP entry-level competencies and standards in their jurisdiction.

National Documents

- Canadian Nurses Association (2017 edition). *Code of ethics for registered nurses*. Author.
<https://www.cna-aiic.ca/~media/cna/page-content/pdf-en/code-of-ethics-2017-edition-secure-interactive>
- Canadian Institute for Health Information (2020). *Nurse practitioner scopes of practice in Canada, 2020*. Author. <https://www.cihi.ca/en/nurse-practitioner-scopes-of-practice-in-canada-2020>

Seminar Preparation Readings

Students are expected to complete assigned readings and come to class prepared to discuss and critically appraise information from readings. A list of the assigned readings can be found in this course syllabus.

Please note: Given the evolving landscape of policy, politics, regulation and evidence-based practice, additions may be made to the course reading list during the term to introduce new and relevant literature as applicable. Any changes to the course reading list will be communicated to students through a Canvas announcement.

Textbooks and assigned readings were carefully selected to address course learning outcomes. Relevant national and provincial documents as well as journal articles are included complement and supplement course textbooks. Additional assigned readings will help formulate the Canadian and regional context on theoretical, regulatory, political and

Grading Scheme for Evaluative Components (examples of potential evaluative components)

Biweekly Quiz x 5 (best 4 out of 5)	20%
Virtual Simulation Cases x 4	20%
Final Exam	60%

Evaluative Components

Biweekly Quiz x 4 (best 3 out of 4)

Value: 20%

Date: An online quiz, written on Canvas, is scheduled for the first 15 minutes of the biweekly seminars on the required readings for the seminar day.

Purpose: The quiz will evaluate knowledge and application of course content from Seminars: **3 through 12** including required videos on how to perform the system assessments.

Description: The quizzes will consist of 10 questions (multiple choice and true/false) testing knowledge and application related to reading and video information for the seminar day - from seminars 3 - 12. The quizzes will be written using the online Canvas quiz function. The final mark for the assignment will be an average of the three highest grades received for each case study.

Virtual Simulation – Shadow Health Case Studies

Value: 20%

Due Date: xxxx

Purpose: To enhance and evaluate student's knowledge related to assessment and diagnostic reasoning using an evolving case study format.

Description: The student will be required to work through the following four Shadow Health case studies: Focused Assessments: cough, chest pain, abdominal pain; and the Comprehensive client assessment. The final mark for the assignment will be an average of the three highest grades received for each case study.

Final Exam

Value: 60%

Date: An online exam, written on ExamSoft, is scheduled for 2-hours **on xxxx from 1100-1300.**

Purpose: The exam will evaluate knowledge and application of course content from Seminars: **1 through 13** including lectures, guest speakers, class discussion, student presentations and required readings.

Description: This exam consists of 100 multiple choice and short answer questions testing knowledge and application related to all reading and seminar information covered in the course.

Examsoft is the online program used to deliver exams in the NP program. Information on logging into ExamSoft can be found in Canvas modules. Instructions for installing ExamSoft on your computer can be found at: <http://www.usask.ca/nursing/examsoft/> After installing ExamSoft, students **MUST** do the "Practice Exam" to ensure their computer is properly set up for ExamSoft. For remote invigilation of the exam, students will be required to sign into Zoom, with a WebCam turned on for the duration of the exam.

Self-Directed Learning: Non-Evaluative Component

Physical Assessment Skills Practice: Head-to-Toe Exam

Description: Students will be self-directed in practicing the physical assessment skills reviewed in the readings and in class. A Head-to-Toe Exam example is provided in Canvas for students to use as a guide to practice their physical exam skills and organize an approach to a physical assessment exam. Hopefully, through practice students will be able to perform the entire exam without use of written aids by the end of the term.

Please note: The more emphasis that you place on developing your physical assessment skills, and documenting your findings throughout this course, will increase your ability and confidence in the application of the skills in the NURS 875 OSCE and in clinical practicum courses.

Criteria That Must Be Met to Pass

- Students must complete all evaluation elements to receive credit for this course.
- Students must achieve an overall grade of 60% or higher to pass this course.
- A student must pass each component of a theory or clinical course in the MN-NP program in order to pass the course.
- Students are not eligible for a supplemental exam in the graduate program except for an OSCE.
- Where a grade of less than 60% is obtained in a course and on the recommendation of the College of Nursing graduate program and the approval of the Dean of the College of Graduate and Postdoctoral Studies (CGPS), the student may repeat a course once for

higher standing or take an alternate course if approved by the Graduate Chair in the College of Nursing.

- Students receiving a grade less than 60% in any two required courses within a graduate program in the College of Nursing will be recommended to discontinue by the College of Graduate and Postdoctoral Studies (CGPS).

Late Assignments

Students must submit all required course elements before or on the specified dates. Late submission of an assignment without prior written consent will result in a deduction of 5% in the overall assignment grade per calendar day and a grade of 0% for all assignments not submitted unexcused five business days after the assignment deadline.

Attendance Expectations

Regular, punctual attendance is an expectation for students in the graduate program for courses with synchronous online course delivery.

Participation

Participation in seminars will assist students to apply knowledge and think critically about the course material. Active participation in seminar learning is an expectation of NP students at the graduate level.

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. Remember feedback is to be provided in a respectful, professional manner on the course and course delivery by the instructor. Review the CNA Code of Ethics for Registered Nurses prior to submission of comments. Instructors are provided access to your feedback when the final grades are submitted to the registrar's office.

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 AES at 306-966-7273 or aes@usask.ca.

Students registered with AES may request accommodations arrangements for mid-term and final examinations. Students must arrange such accommodations through AES by the stated deadlines. Instructors shall provide the examinations for students who are being accommodated by the deadlines established by AES.

Virtual Class Recordings

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).

University of Saskatchewan Learning Charter

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: http://www.usask.ca/university_secretary/LearningCharter.pdf

Integrity Defined (from the Office of the University Secretary)

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.

All students should read and be familiar with the Regulations on Academic Student Misconduct (http://www.usask.ca/university_secretary/honesty/StudentAcademicMisconduct.pdf) as well as the Standard of Student Conduct in Non-Academic Matters and Procedures for Resolution of Complaints and Appeals (http://www.usask.ca/university_secretary/honesty/StudentNon-AcademicMisconduct2012.pdf)

For more information on what academic integrity means for students see the Student Conduct & Appeals section of the University Secretary Website at: <http://www.usask.ca/secretariat/student-conduct-appeals/index.php>

Student Supports

Student Learning Services

Student Learning Services (SLS) offers assistance to U of S undergrad and graduate students. For information on specific services, please see the SLS web site <http://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 performance in the course 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 Website <https://students.usask.ca/aboriginal/#Culture> and Facebook page (<https://www.facebook.com/aboriginalstudentscentre/>) to learn more.

International Student and Study Abroad Centre

The International Student and Study Abroad Centre (ISSAC) supports student success in their international education experiences at the U of S and abroad. ISSAC is here to assist all international undergraduate, graduate, exchange and English as a Second Language students and their families in their transition to the U of S and Saskatoon. ISSAC offers advising and support on all matters that affect international students and their families and, on all matters, related to studying abroad. Please visit students.usask.ca for more information.

Essential Course Conduct

1. Learn how to use the electronic technology relevant to the course and contact IT services for assistance as needed (Canvas, Examsoft, Smart Phone Apps, computer video and audio equipment).
2. Keep up with course announcements in Canvas and use the NURS 883 course in Canvas for all communications. Always use the messages function in Canvas to contact the instructors.
3. Notify faculty of any difficulties related to factors affecting participation or performance in this course as soon as reasonably possible.
4. Use the writing center for help but be prepared to access the center early as they are not required to work within your deadline.
5. Learn APA 7th edition style of referencing and independently find resources for scholarly writing.
6. At a Master of Nursing level of scholarship, only outlines of papers using headings will be reviewed with students if requested at least two weeks prior to the paper date due. Papers are considered assignments and as such will not be proofread or reviewed by the instructor/professor prior to submission.

Guidelines for Communication

Respectful communication is expected in both written and verbal conversations. The following guidelines are provided to guide student communication.

Canvas Messages

- Always use subject line.
- Use proper email etiquette addressing the recipient (Hello Dr. Labrecque), identifying the reason for the email (e.g., clarification, question about an assignment, request for a telephone conversation), a closing statement (e.g., Kind Regards) and your name.
- Use care in wording emails, using standard fonts (do not use emoticons).

- Attempt to keep the email short. As a method of communication, email is not a discussion forum.
- Respect the privacy of other classmates and the professor by avoiding 'reply all.'

Please view the following on expectations for professional written communication (i.e., email, messages, discussion boards).

- Video: https://www.youtube.com/watch?time_continue=74&v=IC_b57-4eh0
- Article on Email Etiquette: <https://www.math.uh.edu/~tomforde/Email-Etiquette.html>

Below are some suggestions for making the most of your time in relation to learning the content of the course, and the application and evaluation in the course learning activities and assignments.

Identify your learning needs: Review and reflect on course learning outcomes, ELC's expected in the course, and personal strengths/weaknesses to identify your learning needs.

Be prepared: In advance of your seminars – read and review course materials and expectations.

Get oriented to the electronic software using for courses at USask: Look for information on Canvas, Examsoft and Zoom on the university website or using online webpages.

Be self-directed: Seek out learning opportunities to meet your learning needs. If you do not know the answer (which will happen) admit this and if it is something you can find the answer for, show self-initiative by looking it up.

Be an active learner: Don't just observe, participate.

Don't be afraid to ask for help: Remember you are a student. You are not expected to know everything, and the instructors are here to guide and support your learning.

Syllabus Changes

The instructor reserves the right to make changes to the syllabus reading material and seminar schedule to accommodate scheduling and content of guest lectures or clinical updates. If changes are made students will be informed through an announcement placed in the course Canvas site. It is the students' responsibility to routinely check their Canvas email.

Technical Support

If you need assistance with technical support, contact IT services help desk or the College of Nursing IT services.

There can be technical difficulties associated with accessing the class online. Students accessing the course by computer will need to test their hardware and software prior to the beginning of the course. All online students must connect from a computer with high-speed cable/phone line connections and use a headset with a microphone. Satellite connections are not supported as the connection can be unreliable. Please log in 15 minutes prior to the class. If you experience technical problems during a class – please phone the College of Nursing ITS to get assistance

with your connection. Be aware that the class will proceed, and you will need to contact the instructor or a classmate after class for content that has been missed.

Acknowledgements

Contributions to this course were provided College of Nursing, NP faculty and staff, and the guest seminar facilitators who graciously shared their time and knowledge.

NURS 884.3 Advanced Health Assessment

Pre-Seminar Readings

Seminar# Date/Time	Seminar Topic	884 Guest Lecturer/Instructor and Topic
#1 Sept. 13 0900 - 1140	Introduction and Syllabus Review General Principles of History Taking and Physical Examination Documenting and presenting history and physical exams Types of Medical exams	Bickley, S. (2021). <i>Bates' Guide to Physical Examination and History Taking</i> (13 th ed.) Read Chapter 1 – 9.
		Dains, J. E., Baumann, L. C., & Scheibel, P. (2020). <i>Advanced health assessment and clinical diagnosis in primary care</i> . Read Chapters 1 & 2.
		See copies of clinical exam forms in Canvas. In addition to: SK Drivers Medical: https://www.nesd.ca/Programs/transportation/Documents/DRIVER%20-%20SGI%20Commercial%20Medical%20Report%20Form.pdf
#2 Sept. 13 1330 - 1620	Client Relationship Building and Communication: Motivational Interviewing, relational strategies & Cultural Sensitivity	Annual Physical Examination Practices by Province/Territory in Canada https://www.cfpc.ca/CFPC/media/Resources/CFPC-PT-Annual-Exam.pdf
		Hall, K., Gibbie, T., & Lubman, D. I. (2021). Motivational interviewing techniques: Facilitating behaviour change in the general practice setting. <i>Australian Family Physician</i> , 42(9), 660 – 667.
		Shute, D. (2019, October). Motivational interviewing Benefits and advice for busy physicians . <i>ContemporaryOBGYN.net</i> .
#3 Sept. 27 0900 - 1140	Introduction to Diagnostic tests and Diagnostic Reasoning	Shen, S. & Dubey, V. (2019). Addressing vaccine hesitancy: Clinical guidance for primary care physicians working with parents. <i>Canadian Family Physician</i> , 65, 175 – 181.
		Gagneur, A. (2020). Motivational interviewing: A powerful tool to address vaccine hesitancy. <i>Can Commun Dis Rep</i> 2020, 46(4): 93 – 7. https://doi.org/10.14745/ccdr.v46i04a06
		Bickley, S. (2021). <i>Bates' Guide to Physical Examination and History Taking</i> (13 th ed.) Read Chapter 5 – Clinical Reasoning Process section.
		Clinical Case Small Group Activities.

<p>#4 Sept. 27 1330 - 1620</p>	<p>Introduction to Diagnostic Reasoning</p> <p>Statistical Concepts in Diagnostic Testing</p> <p>Use of Diagnostic Testing within the Diagnostic Process.</p> <p>Point of care testing</p>	<p>Akobeng, A.K. (2006). Understanding diagnostic test 1: Sensitivity, specificity and predictive values. <i>Acta Paediatrica</i>, 96, 338-341. Retrieved from: https://umanitoba.ca/faculties/health_science/medicine/units/pediatrics/sections/neonatology/media/DiagnosticTest1.pdf</p> <p>Trevethan, R. (2017). Sensitivity, specificity, and predictive values: Foundations, playabilities and pitfalls in research and practice. <i>Frontiers in Public Health</i>, 5. Retrieved from: https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5701930</p> <p>Dunphy et al. (2019). <i>Primary Care the Art and Science Advanced Practice Nursing, (5th Edition)</i>. Read the following: Chapter 63 – Human Immunodeficiency Virus Infection</p> <p>Garzon Maaks et al. (2020). <i>Pediatric primary care 7th edition</i>. Read: Chapter 31 – Infectious Diseases section on Human Immunodeficiency Virus (pp. 475 – 479)</p> <p>Canadian Agency for Drugs and Technology in Health (2019). <i>Point-of-care testing evidence bundle</i>. Retrieved from: https://www.cadth.ca/evidence-bundles/point-of-care-testing</p> <p>Read - Point of care testing: Summary of evidence-January 2019 Update</p>
<p>#5 Oct. 11 0900 - 1140</p>	<p>Cardiovascular & Peripheral Vascular System: Health History & Physical Examination</p>	<p>Dains, J. E., Baumann, L. C., & Scheibel, P. (2020). <i>Advanced health assessment and clinical diagnosis in primary care</i>. Read Chapters 8, 26, 33,</p> <p>Garzon Maaks et al. (2020). <i>Pediatric primary care 7th edition</i>. Read: Chapter 38</p> <p>Bickley, S. (2021). <i>Bates' Guide to Physical Examination and History Taking (13th ed.)</i>. Read: Chapter 16 - Cardiovascular System & Chapter 17 – Peripheral Vascular System as required to refresh your baseline knowledge of CVS assessment and diagnosis.</p> <p>Thrombosis Canada (2017). <i>Deep vein thrombosis (DVT) Diagnosis</i>. Retrieved from: http://thrombosiscanada.ca/clinicalguides/</p>

<p>#6 Oct. 11 1330 - 1620</p>	<p>Cardio & Peripheral Vascular Systems: Diagnostic Reasoning and Testing</p>	<p>Dunphy et al. (2019). <i>Primary Care the Art and Science of Advanced Practice Nursing, (5th Edition)</i>. Read Section 6 – Cardiovascular Problems (Chapter 34, 35, 36, and 37)</p> <p>Van Leeuwen, A.M. (2017). <i>Davis's comprehensive handbook of laboratory & diagnostic tests with nursing implications (7th ed)</i>. Read about the following diagnostic tests:</p> <ul style="list-style-type: none"> • C-reactive protein (CRP) • Creatine Kinase and Isoenzymes (CK) • D-Dimer • Echocardiography • Electrocardiogram • Exercise stress test • Holter Monitor • Lactate Dehydrogenase and Isoenzymes • Myocardial perfusion heart scan • Prothrombin time and International normalized ratio (PT and INR) • Troponins I and T • Ultrasound, arterial Doppler, carotid studies • Ultrasound, arterial Doppler, venous doppler, extremity studies <p>Canadian Cardiovascular Society (CCS) Guidelines. (2021) <i>Guideline for the management of dyslipidemia for the prevention of cardiovascular disease in the adult</i>. http://www.ccs.ca/index.php/en/guidelines/guidelines-library</p> <p>Canadian Cardiovascular Society (CCS) Guidelines. (2017) Comprehensive update of the Canadian Cardiovascular Society guidelines for the management of heart failure. <i>Canadian Journal of Cardiology</i>, 33, 1342-1433. http://www.ccs.ca/index.php/en/guidelines/guidelines-library</p> <p>Review sections on: Definitions of HF, Diagnosis of HF, and Biomarkers/NPs</p> <p><u>Canadian Cardiovascular Society (CCS). The 2020</u></p>
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		<p>Cardiovascular Society/Canadian Heart Rhythm Society Comprehensive Guidelines for the Management of Atrial Fibrillation. <i>Canadian Journal of Cardiology</i>, 36, 1847-1948. http://www.ccs.ca/index.php/en/guidelines/guidelines-library</p> <p>Review Sections on: Classification and Definitions; Clinical Evaluation; Screening and Opportunistic AF Detection; Detection and Management of Modifiable Risk Factors; Stroke Prevention</p> <p>Towards Optimized Practice Clinical Practice Guideline Working Group (2019). <i>Cardiovascular disease risk</i>. Retrieved from: https://actt.albertadoctors.org/CPGs/Pages/Cardiovascular-Disease-Risk.aspx</p>
#7 Oct. 25 0900 - 1140	ECG Interpretation	<p>Queen's University School of Medicine. (2017). <i>Analysis and interpretation of the electrocardiogram. A self-directed learning module</i>. Available at: https://meds.queensu.ca/central/assets/modules/ts-ecg/index.html</p>
		<p>Garcia, T. B. (2015). <i>12-Lead ECG The Art of Interpretation</i>, (2nd Ed). Burlington, MA: Jones & Bartlett Learning</p> <p>Supplemental Readings & Resources: Canadian Cardiovascular Society (CCS) Guidelines. Retrieved from: http://www.ccs.ca/index.php/en/guidelines/guidelines-library</p>
		<ul style="list-style-type: none"> • 2021 CCS Guidelines for the management of dyslipidemia for the prevention of cardiovascular disease in the adult. • 2016 CCS guidelines on perioperative cardiac risk assessment and management for patients undergoing noncardiac surgery. • 2017 CCS and CPCA position statement on the approach to syncope in the pediatric patient. Retrieved from: https://www.onlinecjc.ca/article/S0828-282X(16)30978-3/fulltext
		<p>Ayerbe, L., Gonzalez, E., Gallo, V., Coleman, C., Wragg, A., and Robson, J. (2016). Clinical assessment of patients with chest pain; a systematic review of predictive tools. <i>BMC Cardiovascular Disorders</i>. doi: 10.1186/s12872-016-0196-4</p> <p>Yanowitz, F.G. <i>ECG learning center</i>. https://ecg.utah.edu/</p>

#8 Oct. 25 1330 - 1620	Gastrointestinal System: Assessment & Diagnostic Reasoning	<p>Bickley, S. (2021). <i>Bates' Guide to Physical Examination and History Taking (13th ed.)</i> Read Chapter 19 – Abdomen & Chapter 22 – Anus, Rectum, Prostate.</p> <p>Dains, J. E., Baumann, L. C., & Scheibel, P. (2020). <i>Advanced health assessment and clinical diagnosis in primary care</i>. Read: Chapters 3, 10, 12, 20, 29, 39</p> <p>Garzon Maaks et al. (2020). <i>Pediatric primary care 7th edition</i>. Read the following: Chapter 40 – Gastrointestinal disorders sections on General overview of GI anatomy/assessment (pp 765-768), appendicitis (pp 782-784), irritable bowel syndrome (p 788-789), malabsorption syndromes: celiac disease, lactose intolerance, cow's milk protein intolerance or allergy (pp 789 793), inflammatory bowel disease (pp 793-794);</p> <p>Dunphy et al. (2019). <i>Primary Care the Art and Science of Advanced Practice Nursing, (5th Edition)</i>. Read the following: Section 7 – Abdominal problems</p> <p>Van Leeuwen, A.M. (2017). <i>Davis's comprehensive handbook of laboratory & diagnostic tests with nursing implications (7th ed)</i>. Read about the following diagnostic tests:</p> <ul style="list-style-type: none"> • Alanine aminotransferase (ALT) • Alkaline Phosphatase and Isoenzymes (ALP) • Aspartate Aminotransferase (AST) • Amylase • Barium enema/swallow • Bilirubin and bilirubin fractions • Y-Glutamyltranspeptidase (GGT) • Helicobacter pylori antibody • Hepatitis A, B, C, D • Lactose tolerance test • Lipase • Ova and parasite, stool • Ultrasound, abdomen, bladder, kidney, liver and biliary system, pancreas, pelvis, scrotal, spleen • Upper GI and small bowel series • Urea breath test • Urea nitrogen, blood
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<p>#9 Nov. 8 0900 - 1140</p>	<p>Genitourinary System: Assessment & Diagnostic Reasoning</p>	<p>Bickley, S. (2021). <i>Bates' Guide to Physical Examination and History Taking (13th ed.)</i> Read Chapters; 20 - Male Genitalia; 21- Female Genitalia as required, to refresh your baseline knowledge of assessment and diagnosis of common GI and GU concerns.</p> <p>Dains, J. E., Baumann, L. C., & Scheibel, P. (2020). <i>Advanced health assessment and clinical diagnosis in primary care</i>. Read Chapters 5, 18, 27, 34, 35, 36, 37, 42</p> <p>Garzon Maaks et al. (2020). <i>Pediatric primary care 7th edition</i>. Chapter 41 Genitourinary disorders & 42 Pediatric and Adolescent Gynecology.</p> <p>Dunphy et al. (2019). <i>Primary Care the Art and Science of Advanced Practice Nursing, (5th Edition)</i>. Read the following: Section 8 – Renal problems; Section 9 – Gender-Related Health Problems sections on prostate cancer and sexually transmitted infections; sections on breast mass and vulvovaginal infections and sexually transmitted infections; and Section 12 – Hematologic and Immune Problems sections on anemias, polycythemia, rheumatoid arthritis, HIV, AIDS.</p> <p>Supplemental Readings & Resources: Robinson, J.L., Lang, M.E., Bortolussi, R. & the Canadian Paediatric Society (2017). <i>Urinary tract infections in infants and children: Diagnosis and management</i>. Retrieved from: https://www.cps.ca/en/documents/position/urinary-tract-infections-in-children</p> <p>*Note: The Diabetes Canada Guidelines - Section 29: Chronic Kidney Disease in Diabetes (week 3 readings) also provides an important overview of CKD</p>
<p>#10 Nov. 8 1330 - 1620</p>	<p>More common tools & investigations related to: GI concerns, GU concerns, STI's, Breast mass</p>	<p>Dunphy et al. <i>Primary Care the Art and Science of Advanced Practice Nursing, (5th Edition)</i>. Read the following: Section 9 – Gender-related health Problems sections on sexually transmitted infections, vulvovaginal infections and sexually transmitted infections</p> <p>Public Health Agency of Canada (2017). Canadian guidelines on sexually transmitted infections. Retrieved from: https://www.canada.ca/en/publichealth/services/infectious-diseases/sexual-health-sexually-transmitted-infections/canadian-guidelines/sexually-transmitted-infections.html</p> <p>Read: Sections 1, 2, & 3; Section 4 – Urethritis, Vaginal Discharge; and Section 5</p> <p>Van Leeuwen, A.M. (2017). <i>Davis's comprehensive handbook of laboratory & diagnostic tests with nursing implications (7th ed)</i>. Read about the following diagnostic tests:</p>

		<ul style="list-style-type: none"> • CD4/CD8 enumeration and viral load testing • Colposcopy • HIV type 1 and 2 antibodies • Kidney, ureter and bladder study • Microalbumin • Ultrasound, abdomen, bladder, kidney, liver and biliary system, pancreas, pelvis, scrotal, spleen • Urinalysis <p>Supplemental Readings & Resources</p> <p>Centre for Disease Control (n.d.) <i>Interpretation of Hepatitis Serological Test Results</i>. https://www.cdc.gov/hepatitis/HBV/PDRs/SerologicChartv8.pdf</p>
		<p>British Columbia Centre for Excellence in HIV/AIDS. (2017). <i>Primary Care Guidelines</i>. Retrieved from: https://cfenet.ubc.ca/therapeutic-guidelines/primary-care-guidelines</p>
		<p>Griswold, J. & Tungsiripat, M. (2016). HIV for primary care physicians. Cleveland Clinic Centre for Continuing Education Retrieved from: https://www.clevelandclinicmeded.com/medicalpubs/diseasemanagement/infectious-disease/HIV-care/</p>
#11 Nov. 22 0900 - 1140	Prenatal/Postnatal Care: Health History & Physical Examination, Diagnostics and Diagnostic Reasoning. Therapeutic and Medical Termination	<p>Bickley, S. (2021). <i>Bates' Guide to Physical Examination and History Taking (13th ed.)</i> Read Chapters 18, 26</p> <p>Dains, J. E., Baumann, L. C., & Scheibel, P. (2020). <i>Advanced health assessment and clinical diagnosis in primary care</i>. Read Chapters 6, 7, 16</p> <p>Perinatal Services BC. (2018). <i>Early prenatal care summary and checklist for primary care providers</i>. http://www.perinatalservicesbc.ca/Documents/Resources/Checklists/PSBC_Prenatal_Checklist.pdf</p>

		<p>The Centre for Effective Practice (2019) preconception health care tool (Links to an external site.)</p> <p>Look up and review your provincial prenatal record (i.e. Saskatchewan Prenatal Record (Links to an external site.), Ontario antenatal record (Links to an external site.), (Links to an external site.) BC Prenatal Checklist (Links to an external site.))</p> <p>Dunphy et al. (2019). <i>Primary Care the Art and Science of Advanced Practice Nursing, (5th Edition)</i>. Read the following: Section 9 – Gender-Related Health Problems section on breast masses</p> <p>Public Health Agency of Canada (2017). <i>Family Centered Maternity and Newborn Care: National Guidelines</i>. Retrieved from: https://www.canada.ca/en/public-health/services/maternitynewborn-care-guidelines.html Read: Chapters: 1, 2, 3, 5, 6, 7</p> <p>Moore, A., Doull, M., Grad, R. Groulx, S. Potti, K. Thrombs, B.D. (2018). Recommendations on screening for asymptomatic bacteria in pregnancy. <i>Journal of the Canadian Medical Association</i>, 190(27), E823-E830. https://doi.org/10.1503/cmaj171325</p> <p>Pavord, S., Daru, J., Prasannan, N., Robinson, S., Stanworth, S., Girling, J. (2019). UK guidelines on the management of iron deficiency anemia in pregnancy. <i>British Journal of Haematology</i>, 188(6), 819-830. https://doi.org/10.1111/bjh.16221</p> <p>Wynn, A., Bristow, C.C., Cristillo, A.D., Murphy, S.M., van den Broek, N. (2020). Sexually transmitted infections in pregnancy and reproductive health: Proceedings of the STAR sexually transmitted infections clinical trial group programmatic meeting. <i>Journal of the American Sexually Transmitted Diseases Association</i>, 47(1), 5-11. Doi.org/10.1097/OLQ.0000000000001075</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></p> <ul style="list-style-type: none"> • No 211- Screening and management of bacterial vaginosis in pregnancy (2017) • No. 348- Update on Prenatal screening for Fetal Aneuploidy, Fetal Anomaly and Adverse Pregnancy Outcomes (2017) • No. 354-Canadian HIV Pregnancy Planning Guidelines (2018) • Guideline No. 393-Diabetes in Pregnancy (2019)
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		<ul style="list-style-type: none"> • Preconception folic acid and multivitamin supplementation for the primary and secondary prevention of neural tube defects (2015) • Ultrasound evaluation of first trimester complications of pregnancy (2016) <p>Saskatchewan Health Authority (2020). <i>Aneuploidy screening program for Saskatchewan. Information for health care providers</i>. Retrieved from: https://www.saskhealthauthority.ca/sites/default/files/2021-06/Booklet-2020-10-01-RRPL-PrenatalforHealthCareProviders-v01.pdf</p> <p>Van Leeuwen, A.M. (2017). <i>Davis's comprehensive handbook of laboratory & diagnostic tests with nursing implications</i> (7th ed). Read about the following diagnostic tests:</p> <ul style="list-style-type: none"> • Colposcopy • Mammography • Pap Smear <p>Supplemental Readings & Resources:</p> <p>Perinatal services BC (2016). <i>Early prenatal care summary and checklist for primary care providers</i>. Retrieved from: http://www.perinatalservicesbc.ca/Documents/Resources/Checklists/PSBC_Prenatal_Checklist.pdf</p> <p>Bickley, S. (2021). <i>Bates' Guide to Physical Examination and History Taking</i> (13th ed.) Read: Chapter 26-Pregnant women, as required to refresh your knowledge</p>
#12 Nov. 22 1330 - 1620	Trans Health Presentation	<p>Explore: Saskatchewan Medical Transition Guide (2019). (Saskatchewan Trans Health Coalition) www.transsask.ca/resources/guide</p> <p>Canadian Professional Association for Transgender Health http://cpath.ca/en</p> <p>Trans PULSE Canada (community-based survey on the health, well-being of trans and non-binary people in Canada) https://transpulsecanada.ca</p>
#13 Dec. 6 1330 - 1620	Review class for final exam.	
Final Exam		

NURS 879.3 Advanced Health Assessment & Diagnostic Reasoning II

2023 - 2024 Term 2

Course Dates: January 2 – April 6, 2023

Class Time: Biweekly 0900 - 1140 & 1330 – 1620
January 2nd, 16th, 30th, February 13th, March 5th, 19th,
April 2nd (April 3rd afternoon only).

Method of Delivery and Locations: Distributive Web Conference. Students attend class online via Zoom - connection links in the Canvas course site under the ‘Zoom Meetings’ tab.

Course Calendar Descriptions

Building on Advanced Health Assessment & Diagnostic Reasoning I, this course continues building students knowledge and skills in the conduct of health assessment and diagnostic reasoning for clinical practice. Seminars introduce concepts and techniques integral to health assessment and diagnostic reasoning related to common medical conditions across the life span.

Pre-requisites:

- Nursing 884.3 Advanced Health Assessment & Diagnostic Reasoning I

Land Acknowledgements

As we engage in Remote Teaching and Learning, I would like to acknowledge that the Saskatoon campus of the University of Saskatchewan 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. I would also like to recognize that some may be attending this course from other traditional Indigenous lands. I 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

Remote Learning Context

In the Nurse Practitioner program, we value a ‘Learn where you live’ approach to continuing nursing education towards obtaining an Advanced Practice - Master of Nursing degree. Although students may be new to this learning approach, we encourage you to be open to participating in the lectures, learning activities and class discussions. Please remember that online synchronous learning can be an adjustment for some learners. If you are having concerns with the online interactions, please communicate with your instructors and your peers in the course. Please also note that online communication can, at times be challenging with delays in transmission. Remember to be kind to each other, indicate when communication is not clear, and treat your classmates and instructors with empathy and care.

Learning Outcomes:

Through a process of critical inquiry about common medical conditions, which includes independent reading, videos, lectures, seminar discussion, as well as oral and written assignments, by the completion of this course the learner will be able to:

1. Understand the importance of creating a safe and therapeutic environment by engaging with clients using developmental and culturally-appropriate communication techniques, tools and relational strategies to establish a trusting therapeutic relationships that maintains privacy and confidentiality.
2. Understand the importance of the client chart review and the initial observational assessment of the client.
3. Demonstrate how to:
 - a. Establish the reason for the client encounter through asking pertinent questions to establish the context for client encounter and presenting concerns.
 - b. Collect health history information relevant to focused and complete assessment encounters that include: history of presenting concern, past medical history, mental health history, family health history, pre-natal history, growth and development history, sexual history, allergies, prescription and OTC, medications, and complementary therapies, as well as relevant information specific to the client's psychosocial, behavioral, cultural, ethnic, spiritual, developmental life stage, and social determinants of health.
 - c. Identify the client's potential risk profile and assess for health promotion strengths, illness prevention and risk reduction information needs.
4. Understand when to perform advanced, comprehensive, and focused health assessments based presenting concern and history findings, recognizing and critically analyzing normal and abnormal health history and assessment findings in clients across the lifespan.
5. Adapt assessment tools and techniques with consideration for individual client needs, development stage, and culture using evidence-based knowledge.
6. Appraise and integrate laboratory and diagnostic results with history and physical assessment findings.
7. Analyze and synthesize data from multiple sources to establish differential and most likely diagnoses based on clinical reasoning for acute, chronic, and life-threatening conditions.
8. Inform the client of the rationale for selecting and ordering diagnostic investigations and/or perform screening using evidence-based guidelines to rule in/rule out differential diagnoses.
9. Will be able to to explain assessment findings, results of clinical investigations, and communicate the diagnosis to a client including implications for short and long term outcomes and prognosis.
10. Communicate client history, physical assessment findings, diagnosis, and treatment plan with other members of the health care team.
11. Demonstrate how to document client care in the client record using SOAP format.
12. Communicate how to formulate a plan of care based on diagnosis and evidence-informed practice.

Course Overview

This course continues to build on student's skill and knowledge in advanced health assessment to further develop competencies in diagnostic reasoning. The topics addressed focus on selection and interpretation of diagnostic investigations for common medical conditions seen in primary care. Students will explore the indications, accuracy, costs, legal, ethical and other considerations related to the NPs role in implementing, ordering and/or interpreting various diagnostic investigations; applying these principles to assessment and management of common medical conditions.

Learning Environment Overview:

Master's level education moves beyond the type of educational delivery that you were exposed to during your undergraduate nursing education. The expectation of students returning to educational programs to advance their clinical knowledge, and become a Nurse Practitioner, begins a series of steps in becoming a self-directed life-long learner. As an adult learner, you have come to a Primary Care NP program with the goal of advancing your nursing career and ability to provide safe, competent nursing care to individuals, families and communities, across the lifespan; in an autonomous role as a Nurse Practitioner.

Instructors in the USask College of Nursing program are here to facilitate your learning towards meeting this goal. However, in tandem with self-directed adult learning theory, students accept the responsibility for learning the course materials. The instructors in the program will facilitate learning through application of information to the professional role, responsibilities, and accountabilities of NP students aligned with the SRNA ELCs and CNA ethical conduct of nurses. As such, the synchronous online seminar is a professional, nurse-led, self-directed, learning environment.

The synchronous online seminars in theory courses 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 is expected of all seminar participants.

- Your camera should be on and your microphone on mute unless you are asking a question or participating in a discussion.
- The chat box is usually not enabled during seminars. When the chat box is enabled, it is a source for information sharing when requested by the instructor – and not an open text messaging forum for student discussions. Instructors will not read the messages box unless the seminar activity requires the chat box as a method of communication.
- When eating, please turn your camera off.
- Dress in a professional-casual manner when attending online seminars.
- Ensure that you are positioning yourself at a desk or table to attend seminar. Attending seminar as a RN continuing your education requires participating in seminars from a location in your home that provides you with some privacy and does not display an abundance of personal effects (or the kitchen dishes).
- Although there are private social media groups for NP students, that students may choose to become a member, remember that the content of the private groups are not secure, and that if

any course materials, exams questions, videos, or disparaging comments that are posted; there may be grounds for academic misconduct or reporting to a jurisdictional regulatory body.

- Information found in private communication about the course may be incorrect. The most accurate source of information in a course is the course syllabus.

Instructor Information:

Name:

Phone:

Email:

Office Hours:

Please use the Canvas In-Box for all course related communications with the instructor. The instructor will review and respond to all student messages within 48 - 72 hours. Please be advised that the instructor will not regularly monitor Canvas over weekends or statutory holidays. If you would like to arrange meeting with the instructor, please send an email in Canvas to request a meeting. In your message indicate:

- the reason for the meeting,
- two to three specific dates and times that would work for the meeting, and
- your preferred method of being contacted (i.e. telephone number, Zoom).

**Relationship between Literal Descriptor and Percentage Score for Courses in the
College of Graduate Studies and Research**

Percentage	Literal Descriptor	Description
90-100	Exceptional	A superior performance with consistent strong evidence of: <ul style="list-style-type: none"> - a comprehensive, incisive grasp of subject matter; - an ability to make insightful critical evaluation of information; - a 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: <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - 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 related to the subject matter
60-69	POOR	A generally weak performance, but with some evidence of: <ul style="list-style-type: none"> - a basic grasp of the subject matter; - some understanding of the basic issues; - some familiarity with the relevant literature & techniques; - some ability to develop solutions to moderately difficult problems related to the subject matter; - some ability to examine the material in a critical & analytical manner
<60	FAILURE	An Unacceptable performance

Information on literal descriptors for grading at the University of Saskatchewan can be found at:
<http://students.usask.ca/current/academics/grades/grading-system.php>

Please note: There are different literal descriptors for undergraduate and graduate students.
information on the Academic Courses Policy on course delivery, examinations and assessment of
student learning can be found at:
http://www.usask.ca/university_secretary/council/academiccourses.php

Seminar Schedule

Date/Time	Seminar Topic/Guest Lecturer
#1 Jan. 2 0900 - 1140	Review of Syllabus Respiratory System Pathophysiology & Pharmacology: Common tools & investigations related to respiratory concerns
#2 Jan. 2 1330 - 1620	Radiology: Chest, Abdominal/ and MSK X-rays, CT/MR/ US scans; application of the Ottawa ankle and knee rules. Guest Speaker: Department of Radiology
#3 Jan 16 0900 - 1140	Neurological System: Assessment & Diagnostic Reasoning
#4 Jan 16 1330 - 1620	Geriatric Assessment & Diagnostic Reasoning: Focus on Dementia & Concussion
#5 Jan 30 0900 - 1140	Mental Health Assessment & Diagnostic Reasoning
#6 Jan 30 1330 - 1620	More common tools & investigations related to Mental Health & Addictions: ADHD, Learning disorders, Autism spectrum disorders, Intimate Partner Violence, Suicide Risk Assessment.
#7 Feb 13 0900 - 1140	Concepts in Nutritional assessment and counseling
#8 Feb 13 1330 - 1620	Endocrine System Assessment & Diagnostic Reasoning: Common tools & investigations: Diabetes, Thyroid & Anemia.
#9 Mar 5 0900 - 1140	Musculoskeletal System Assessment, Diagnostic testing & Diagnostic Reasoning
#10 Mar 5 1330 - 1620	Systemic & Multisystem Concerns: Anemia, Dermatology, infectious diseases
#11 Mar 19 0900 - 1140	Head, Eyes, Ears, Nose, and Throat: Assessment & Diagnostic Reasoning
#12 Mar 19 1330 - 1620	Pediatric Assessment & Diagnostic Reasoning
#13 Apr 2 1330 - 1620	Review class for final exam.
Final Exam	April xx, 2024 (1100 - 1300)

Midterm and Final Examination Scheduling & Policies

Midterm and final examinations must be written on the date scheduled. Final examinations may be scheduled at any time during the examination period; 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 examination policies and procedures:

<https://students.usask.ca/academics/exams.php>

NP Program Exam Procedures

All exams in NURS 884.3 are closed book and will be written individually online with remote invigilation using Zoom. Students are required to have a reliable internet connection and a Webcam that can be positioned to provide a side view of the student (e.g., Webcam on a tripod, separate device with a Webcam). Throughout the exam the student's Webcam should be positioned to capture a side profile of the student, including their upper torso, head, desktop and computer screen. See Example below:



Use of mobile or other electronic devices is not permitted during exams. Please refer to University of Saskatchewan exam writing procedures. The exam sessions in Zoom 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](#), the NP program students are expected to follow the guidelines below:

1. Students are expected to start their exam at the scheduled start time.
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 start to minimize disruptions during the exam.
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, papers, 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 online invigilator) is not permitted during the exam.
8. Students should wear clothing acceptable in an in-person classroom environment.
9. Students should avoid using inappropriate language.
10. 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.
11. 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.
12. 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.
13. 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.
14. Students should write the exam in a private space (e.g., home office or kitchen table).

Required Textbooks and Documents

Required Textbooks:

- American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th ed.). Author.
- Bickley L.S. (Ed.) (2020). *Bates' guide to physical examination and history taking* (13th ed). Wolters Kluwer.
- Dains, J. E., Baumann, L. C., & Scheibel, P. (2020). *Advanced health assessment and clinical diagnosis in primary care*. Elsevier.
- Dunphy, L.M., Winland-Brown, J.E., Porter, B.O., & Thomas, D.J. (Eds.) (2019). *Primary care the art and science of advanced practice nursing, (5th edition)*. F.A. Davis Company.
- Garcia, T. B. (2014). *12-Lead ECG The Art of Interpretation*, (2nd Ed). Burlington, MA: Jones & Bartlett Learning. * *If you already own another ECG interpretation guide from past experiences/courses this may suffice
- Garzon Maaks, D.L, Barber Starr, N., Brady, M., Gaylord, N., Driessnack, M., and Dunderstadt, K.G. (Eds). (2020). *Burns' Pediatric primary care (7th edition)*. St. Louis, MI: Saunders Elsevier
- Kissane, J., Neutze, J.A., & Singh, H. (2020). *Radiology fundamentals. Introduction to imaging & technology sixth edition*. Springer Publishing. Available online through the U of S library. https://sundog.usask.ca/search~S8?/tRadiology+fundamentals.+Introduction+to+imaging+%26+technology/tradiology+fundamentals+introduction+to+imaging+and+technology/1%2C1%2C3%2CB/frareset&FF=tradiology+fundamentals+introduction+to+imaging+and+technology&3%2C*

Shadow Health Account- see information under Shadow Health Tab on the Canvas Course Site

Van Leeuwen, A.M., Bladh M.L. (2021). *Davis's comprehensive handbook of laboratory & diagnostic tests with nursing implications* (9th ed). Available online through the U of S library. <https://sundog.usask.ca/search~S8?/tDavis%27s+comprehensive+handbook+of+laboratory+%26+diagnostic+tests+with+nursing+implications/tdaviss+comprehensive+handbook+of+laboratory+and+diagnostic+tests+with+nursi/1%2C1%2C3%2CB/frameset&FF=tdaviss+comprehensive+Recommended>

Additional readings, clinical guidelines and web resources are outlined in the course reading list and on the NURS 879.3 Canvas course website

Provincial Documents

College of Registered Nurses of Saskatchewan (2020). *Clinical Decision Tools*.

<https://www.crns.ca/nursing-practice/nursing-practice-resources/rnaap-resources/>

College of Registered Nurses of Saskatchewan (2017). *SRNA Registered Nurse (Nurse Practitioner) entry-level competencies*.

<https://www.srna.org/nursing-practice/nursing-practice-resources/rnnp-resources/>

College of Registered Nurses of Saskatchewan (2017). *SRNA Registered Nurse (Nurse Practitioner) practice standards*. <https://www.srna.org/nursing-practice/nursing-practice-resources/rnnp-resources/>

College of Registered Nurses of Saskatchewan (2021). *Registered Nurse (Nurse Practitioner) practice resources*. <https://www.srna.org/nursing-practice/nursing-practice-resources/rnnp-resources/> New classes of practitioners regulations, S.O.R./2012-230.

<https://laws-lois.justice.gc.ca/eng/regulations/SOR-2012-230/page-1.html>

Saskatchewan Registered Nurses Association (2020). *SRNA bylaws, 2020*.

<https://www.srna.org/about-us/how-we-govern/act-bylaws/>

*See Guidelines related to Medical Assistance in Dying, Cannabis, Completing Medical Certificate of Death, Prescription Review Program, Controlled Drugs and Substances.

Students from jurisdictions other than Saskatchewan are encouraged to familiarize themselves with the NP entry-level competencies and standards in their jurisdiction.

National Documents

Canadian Nurses Association (2017 edition). *Code of ethics for registered nurses*. Author.

<https://www.cna-aiic.ca/~media/cna/page-content/pdf-en/code-of-ethics-2017-edition-secure-interactive>

Canadian Institute for Health Information (2020). *Nurse practitioner scopes of practice in Canada, 2020*. Author. <https://www.cihi.ca/en/nurse-practitioner-scopes-of-practice-in-canada-2020>

Seminar Preparation Readings

Students are expected to complete assigned readings and come to class prepared to discuss and critically appraise information from readings. A list of the assigned readings can be found in this course syllabus.

Please note: Given the evolving landscape of policy, politics, regulation and evidence-based practice, additions may be made to the course reading list during the term to introduce new and relevant literature as applicable. Any changes to the course reading list will be communicated to students through a Canvas announcement.

Textbooks and assigned readings were carefully selected to address course learning outcomes. Relevant national and provincial documents as well as journal articles are included complement and supplement course textbooks. Additional assigned readings will help formulate the Canadian and regional context on theoretical, regulatory, political and practice considerations for nurse practitioners.

Grading Scheme for Evaluative Components (e.g., examples of potential components)

Component Title	Due Date	Weight
Biweekly Quiz x 5 (best 4 out of 5)		20%
Virtual Simulation Cases x 2		20%
Final Exam		60%

Biweekly Quiz x 4 (best 3 out of 4)

Value: 20%

Date: An online quiz, written on Canvas, is scheduled for the first 15 minutes of the biweekly seminars on the required readings for the seminar day.

Purpose: The quiz will evaluate knowledge and application of course content from Seminars: **3 through 12** including required videos on how to perform the system assessments.

Description: The quizzes will consist of 10 questions (multiple choice and true/false) testing knowledge and application related to reading and video information for the seminar day - from seminars 3 - 12. The quizzes will be written using the online Canvas quiz function. The final mark for the assignment will be an average of the three highest grades received for each case study.

Virtual Simulation – Shadow Health Case Studies

Value: 20%

Due Date: xxxx

Purpose: To enhance and evaluate student's knowledge related to assessment and diagnostic reasoning using an evolving case study format.

Description: The student will be required to work through the following five Shadow Health case studies: Introduction to Advanced Diagnostics; Conditions of the Gastrointestinal and Genitourinary Systems; Conditions of the Cardiovascular Systems; and Conditions of the Hematologic System. The final mark for the assignment will be an average of the three highest grades received for each case study.

Final Exam

Value: 60%

Date: An online exam, written on ExamSoft, is scheduled for 2-hours **on xxxx from 1100-1300.**

Purpose: The exam will evaluate knowledge and application of course content from Seminars: **1 through 13** including lectures, guest speakers, class discussion, student presentations and required readings.

Description: This exam consists of 100 multiple choice and short answer questions testing knowledge and application related to all reading and seminar information covered in the course.

Examsoft is the online program used to deliver exams in the NP program. Information on logging into ExamSoft can be found in Canvas modules. Instructions for installing ExamSoft on your computer can be found at: <http://www.usask.ca/nursing/examsoft/> After installing ExamSoft, students **MUST** do the "Practice Exam" to ensure their computer is properly set up for ExamSoft. For remote invigilation of the exam, students will be required to sign into Zoom, with a WebCam turned on for the duration of the exam.

Criteria That Must Be Met to Pass

- **Students must complete all evaluation elements to receive credit for this course.**
- **Students must achieve an overall grade of 60% or higher to pass this course.**
- **A student must pass each component of a theory or clinical course in the MN-NP program in order to pass the course.**
- Students are not eligible for a supplemental exam in the graduate program except for an OSCE.
- Where a grade of less than 60% is obtained in a course and on the recommendation of the College of Nursing graduate program and the approval of the Dean of the College of Graduate and Postdoctoral Studies (CGPS), the student may repeat a course once for higher standing or take an alternate course if approved by the Graduate Chair in the College of Nursing.
- Students receiving a grade less than 60% in any two required courses within a graduate program in the College of Nursing will be recommended to discontinue by the College of Graduate and Postdoctoral Studies (CGPS).

Late Assignments

Students must submit all required course elements before or on the specified dates. Late submission of an assignment without prior written consent will result in a deduction of 5% in the overall assignment grade per calendar day and a grade of 0% for all assignments not submitted unexcused five business days after the assignment deadline.

Attendance Expectations

Regular, punctual attendance is an expectation for students in the graduate program for courses with synchronous online course delivery. Students should log in to the Zoom seminar link 10 minutes prior to the start of class.

Participation

Participation in seminars will assist students to apply knowledge and think critically about the course material. Active participation in seminar learning is an expectation of NP students at the graduate level.

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. Remember feedback is to be provided in a respectful, professional manner on the course and course delivery by the instructor. Review the CNA Code of Ethics for Registered Nurses prior to submission of comments. Instructors are provided access to your feedback when the final grades are submitted to the registrar's office.

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 AES at 306-966-7273 or aes@usask.ca.

Students registered with AES may request accommodations arrangements for mid-term and final examinations. Students must arrange such accommodations through AES by the stated deadlines. Instructors shall provide the examinations for students who are being accommodated by the deadlines established by AES.

Virtual Class Recordings

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 audio recordings may audio record lectures, using an AES acceptable method, after informing the instructor: and confirming the requirement to maintain the integrity of the use of the audio recording only for their own learning needs (the audio recording cannot be copied, distributed or shared with other students and all audio recordings will be destroyed after completion of the course in each academic term).

University of Saskatchewan Learning Charter

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: http://www.usask.ca/university_secretary/LearningCharter.pdf

Integrity Defined (from the Office of the University Secretary)

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.

All students should read and be familiar with the Regulations on Academic Student Misconduct (http://www.usask.ca/university_secretary/honesty/StudentAcademicMisconduct.pdf) as well as the Standard of Student Conduct in Non-Academic Matters and Procedures for Resolution of Complaints and Appeals (http://www.usask.ca/university_secretary/honesty/StudentNon-AcademicMisconduct2012.pdf)

For more information on what academic integrity means for students see the Student Conduct & Appeals section of the University Secretary Website at::

<http://www.usask.ca/secretariat/student-conduct-appeals/index.php>

Student Supports

Student Learning Services

Student Learning Services (SLS) offers assistance to U of S undergrad and graduate students.

For information on specific services, please see the SLS web site

<http://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 performance in the course 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 Website <https://students.usask.ca/aboriginal/#Culture> and Facebook page (<https://www.facebook.com/aboriginalstudentscentre/>) to learn more.

International Student and Study Abroad Centre

The International Student and Study Abroad Centre (ISSAC) supports student success in their international education experiences at the U of S and abroad. ISSAC is here to assist all international undergraduate, graduate, exchange and English as a Second Language students and their families in their transition to the U of S and Saskatoon. ISSAC offers advising and support on all matters that affect international students and their families and, on all matters, related to studying abroad. Please visit students.usask.ca for more information.

Essential Course Conduct

1. Learn how to use the electronic technology relevant to the course and contact IT services for assistance as needed (Canvas, Examsoft, Smart Phone Apps, computer video and audio equipment).
2. Keep up with course announcements in Canvas and use the NURS 883 course in Canvas for all communications. Always use the messages function in Canvas to contact the instructors.
3. Notify faculty of any difficulties related to factors affecting participation or performance in this course as soon as reasonably possible.
4. Use the writing center for help but be prepared to access the center early as they are not required to work within your deadline.
5. Learn APA 7th edition style of referencing and independently find resources for scholarly writing.
6. At a Master of Nursing level of scholarship, only outlines of papers using headings will be reviewed with students if requested at least two weeks prior to the paper date due. Papers are considered assignments and as such will not be proofread or reviewed by the instructor/professor prior to submission.

Guidelines for Communication

Respectful communication is expected in both written and verbal conversations. The following guidelines are provided to guide student communication.

Canvas Messages

- Always use subject line.
- Use proper email etiquette addressing the recipient (Hello Dr. Labrecque), identifying the reason for the email (e.g., clarification, question about an assignment, request for a telephone conversation), a closing statement (e.g., Kind Regards) and your name.
- Use care in wording emails, using standard fonts (do not use emoticons).
- Attempt to keep the email short. As a method of communication, email is not a discussion forum.
- Respect the privacy of other classmates and the professor by avoiding 'reply all.'

Please view the following on expectations for professional written communication (i.e., email, messages, discussion boards).

- Video: https://www.youtube.com/watch?time_continue=74&v=IC_b57-4eh0
- Article on Email Etiquette: <https://www.math.uh.edu/~tomforde/Email-Etiquette.html>

Below are some suggestions for making the most of your time in relation to learning the content of the course, and the application and evaluation in the course learning activities and assignments.

Identify your learning needs: Review and reflect on course learning outcomes, ELC's expected in the course, and personal strengths/weaknesses to identify your learning needs.

Be prepared: In advance of your seminars – read and review course materials and expectations.

Get oriented to the electronic software using for courses at USask: Look for information on Canvas, Examsoft and Zoom on the university website or using online webpages.

Be self-directed: Seek out learning opportunities to meet your learning needs. If you do not know the answer (which will happen) admit this and if it is something you can find the answer for, show self-initiative by looking it up.

Be an active learner: Don't just observe, participate.

Don't be afraid to ask for help: Remember you are a student. You are not expected to know everything, and the instructors are here to guide and support your learning.

Syllabus Changes

The instructor reserves the right to make changes to the syllabus reading material and seminar schedule to accommodate scheduling and content of guest lectures or clinical updates. If changes are made students will be informed through an announcement placed in the course Canvas site. It is the students' responsibility to routinely check their Canvas email.

Technical Support

If you need assistance with technical support, contact IT services help desk or the College of Nursing IT services.

There can be technical difficulties associated with accessing the class online. Students accessing the course by computer will need to test their hardware and software prior to the beginning of the course. All online students must connect from a computer with high-speed cable/phone line connections and use a headset with a microphone. Satellite connections are not supported as the connection can be unreliable. Please log in 15 minutes prior to the class. If you experience technical problems during a class – please phone the College of Nursing ITS to get assistance with your connection. Be aware that the class will proceed, and you will need to contact the instructor or a classmate after class for content that has been missed.

Acknowledgements

Contributions to this course were provided College of Nursing, NP faculty and staff, and the guest seminar facilitators who graciously shared their time and knowledge.

NURS 879.3 Advanced Diagnostic Reasoning

Pre-Seminar Readings

Date/Time		Seminar Topic/Guest Lecturer
#1 Jan. 2 0900 - 1140	Review of Syllabus	Bickley, S. (2021). <i>Bates' Guide to Physical Examination and History Taking (13th ed.)</i> Read Chapter 15
	Respiratory System Pathophysiology & Pharmacology: Common tools & investigations related to respiratory concerns	<p>Dains, J. E., Baumann, L. C., & Scheibel, P. (2020). <i>Advanced health assessment and clinical diagnosis in primary care</i>. Read Chapter 11, 14,</p> <p>Garzon Maaks et al. (2020). Pediatric primary care 7th edition. Read the following: Chapter 32 – Respiratory Disorders: General overview of resp anatomy/assessment (pp 665-671), Common types of childhood pneumonia (pp 687-690), and cystic fibrosis (pp 693-696); Chapter 33 – Atopic, Rheumatic and Immunodeficiency Disorders: Asthma (pp 523-539);</p> <p>Dunphy et al. (2019). <i>Primary care the art and science of Advanced Practice Nursing (5th Edition)</i>. Read the following: Section 5 - Respiratory Problems</p> <p>Van Leeuwen, A.M. (2017). <i>Davis's comprehensive handbook of laboratory & diagnostic tests with nursing implications (7th ed)</i>. Read about the following diagnostic tests:</p> <ul style="list-style-type: none"> • Bronchoscopy • Chest x-ray • Culture and smear, mycobacteria • Culture, Blood, Sputum, throat/nasopharyngeal, viral • Tuberculosis: Skin and blood tests <p>Canada Task Force on Preventive Health Care (2016). Recommendations on screening for lung cancer. Retrieved f from https://www.cmaj.ca/content/cmaj/188/6/425.full.pdf</p>

		Global Initiative for Asthma (GIA). (2021). <i>A pocket guide for asthma management and prevention for adults and children older than 5 years</i> . Retrieved from: https://ginasthma.org/reports
		Global Initiative for Chronic Obstructive Lung Disease (GOLD). (2017). <i>Pocket guide to COPD diagnosis, management and prevention</i> . Retrieved from: http://goldcopd.org/wp-content/uploads/2016/12/wms-GOLD-2017-Pocket Guide.pdf
		Simel, D.L. & Rennie, D. (Eds.), (2009). Does this patient have obstructive sleep apnea? <i>The Rational Clinical Examination: Evidence-Based Clinical Diagnosis</i> . McGraw Hill. Available through the U of S Library at: https://jamaevidence-mhmedical-com.cyber.usask.ca/content.aspx?bookid=845&sectionid=68722704
		Note: please read the original article found at the link above
		Supplemental Readings & Resources: Canadian Thoracic Society Guidelines. Retrieved from: https://cts-sct.ca
		<ul style="list-style-type: none"> • <i>Diagnosis and management of asthma in preschoolers: A Canadian Thoracic Society and Canadian Paediatric Society position paper</i> (2015) • <i>Spirometry in primary care</i> (2013) • <i>CTS guideline update: Diagnosis and management of asthma in preschoolers, children and adults</i> (2012)
		Canadian Tuberculosis Standard 7 th edition (2014). Retrieved from: https://www.canada.ca/en/public-health/services/infectious-diseases/canadian-tuberculosis-standards-7th-edition.html
		Alberta Health Services Sleep Centre. (2017). <i>Obstructive sleep-apnea – guidelines for diagnosis and treatment</i> . Retrieved from: http://www.albertahealthservices.ca/assets/programs/ps-1771-sleep-osa-guidelines.pdf
#2 Jan. 2	Radiology: Chest, Abdominal/ and	Kissane, J., Neutze, J.A., Singh, H. (2020). <i>Radiology fundamentals. Introduction to imaging & technology sixth edition</i> . Springer Publishing. https://doi.org/10.1007/978-3-319-10362-4

1330 - 1620	MSK X-rays, CT/MR/ US scans; application of the Ottawa ankle and knee rules	<p>*Accessible for free through U of S library. Read Chapters 1-6, 9, 11, 13, 14, 15, 19, 47, 48, 50, 56</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>Supplemental Readings & Resources:</p> <p>Collins (2018) et al. <i>Differential Diagnosis and Treatment in Primary Care (6th ed)</i>. Review Abdominal x-ray and Chest x-ray and as required to refresh your baseline knowledge of radiology.</p> <p>Komarow, M. (2010). An imaging guide for the busy physician. Care to Care's brief reference to efficient medical imaging. Available from: http://www.caretocare.com/PDFs/ImagingGuideForBusyPhysician.pdf</p> <p>Ouellette, H. & Tetreault, P. (2015). <i>Clinical radiology made ridiculously simple</i>. Miami, FL: MedMaster Inc.</p> <p>* This is another text to assist in development of basic radiology skills for primary care</p>
#3 Jan 16 0900 - 1140	Neurological System: Assessment & Diagnostic Reasoning	<p>Bickley, S. (2021). <i>Bates' Guide to Physical Examination and History Taking (13th ed.)</i> Read Chapter 24</p> <p>Dains, J. E., Baumann, L. C., & Scheibel, P. (2020). <i>Advanced health assessment and clinical diagnosis in primary care</i>. Read Chapters 13, 19,</p> <p>Garzon Maaks et al. (2020). <i>Pediatric primary care 7th edition</i>. Read: Chapter 46</p> <p>Toward Optimized Practice (2017). <i>Cognitive impairment-part 1: Symptoms to diagnosis</i>. Available at: https://actt.albertadoctors.org/CPGs/Lists/CPGDocumentList/Cogn-Imp-1-Symptoms-to-Diagnosis.pdf</p>

		<p>Garzon Maaks et al. (2020). Pediatric primary care 7th edition. Read the following: Chapter 46- Neurologic Disorders section on head injury (983-987)</p> <p>Read ONE of the following:</p> <p>Creavin, S.T., Wisniewski, S., Noel-Storr, A.H., Trevelyan, C.M., Hampton, T., Rayment, D., Thom, V.M., Nash, K.J.E., Elhamoui, H., Milligan, R., Patel, A. S., Tsivos, D.V., Wing, T., Phillips, E., Kellman, S.M., Shackleton, H.L., Singleton, G.F., Neale, B.E., Watton, M.E., Cullum, S. (2016). <i>Mini-Mental State Examination (MMSE) for the detection of dementia in clinically underevaluated people aged 65 and over in community and primary care populations</i>. Cochrane Database of Systematic Reviews, 2021(1). 10.1002/14651858.CD011145.pub2</p> <p style="text-align: center;">OR</p> <p>Seitz, D.P., Chan, C.C.H., Newton, H.T., Gill, S.S., Herrmann, N., Smailagic, V.N., & Fage, B.A. (2021). <i>Mini-cog for the detection of dementia within a primary care setting</i>. Cochrane Database of Systematic Reviews, 2021 (7). 10.1002/14651858.CD011415.pub3</p>
#4 Jan 16 1330 - 1620	Geriatric Assessment & Diagnostic Reasoning: Focus on Dementia & concussion	<p>Bickley, S. (2021). <i>Bates' Guide to Physical Examination and History Taking (13th ed.)</i> Read Chapter 27</p> <p>Dains, J. E., Baumann, L. C., & Scheibel, P. (2020). <i>Advanced health assessment and clinical diagnosis in primary care</i>. Read Chapter 9, 31, 42</p> <p>Dunphy et al. (2019). <i>Primary Care the Art and Science of Advanced Practice Nursing, (5th Edition)</i>. Read the following: Section 1– Neurological Problems- Chapter 6- section on Confusion</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>
#5 Jan 30	Mental Health Assessment &	Bickley, S. (2021). <i>Bates' Guide to Physical Examination and History Taking (13th ed.)</i> Read Chapter 9

0900 - 1140	Diagnostic Reasoning	<p>Dains, J. E., Baumann, L. C., & Scheibel, P. (2020). <i>Advanced health assessment and clinical diagnosis in primary care</i>. Read: Chapters 4, 9,</p> <p>Garzon Maaks et al. (2020). <i>Pediatric Primary Care</i> 7th Edition. Read: Chapter 30</p>
#6 Jan 30 1330 - 1620	<p>More common tools & investigations related to Mental Health & Addictions: ADHD, Learning disorders, Autism spectrum disorders, Intimate Partner Violence, Suicide Risk Assessment.</p>	<p>Dunphy et al. (2019). <i>Primary Care the Art and Science of Advanced Practice Nursing (5th Edition)</i>. Read the following Sections: Chapter 64 – Common Psychosocial Complaints and Chapter 68 – Anxiety, stress, and Trauma-Related Disorders</p> <p>Garzon Maaks et al. (2020). <i>Pediatric Primary Care</i> 7th Edition. Read: Chapter 30 – Neurodevelopmental, Behavioural, and Mental Health Disorders</p> <p>Canadian ADHD Resource Alliance (CADDRA). (2017). <i>Canadian ADHD practice guidelines 4. 1st edition</i>. Available at: http://www.caddra.ca/</p> <p>(You will need to create a guest account to download the free version of these guidelines)</p> <p><i>Suicide: Facing the Difficult Topic Together – Empowering Physicians, Instilling Hope in Patients</i>. Complete this mdBriefcase eLearning module which is available at: https://www.mdbriefcase.com/Landingage.aspx?PID=177605&switchlanguage=en</p> <p>(If you do not already have an mdBriefcase account, you will need to create one. This is no cost.)</p> <p>Supplemental Readings & Resources:</p> <p>Review your lecture from Nursing 884 regarding mental health examination</p> <p>Canadian Association of Schools of Nursing. (2017). <i>NP e-resource. Prescribing controlled drugs and substances</i>. http://nperesource.casn.ca/case-studies/</p> <p>(In particular, students may find it useful to review the interactive case studies on mental health and addictions.)</p>
#7 Feb 13 0900 - 1140	Concepts in Nutritional assessment and counseling	<p>Dunphy et al. (2019). <i>Primary Care the Art and Science Advanced Practice Nursing</i>, (5th Edition). Read Chapter 70 Behavioral Disorders Related to Physical/Physiological Disturbances</p>

		<p>Guest Speaker Amy Pickering RD will speak on nutritional assessment</p> <p>A beginners' guide to the Non-diet / HAES approach: https://www.nourishnotdiet.com/blog/changing-the-way-you-thinkfeel-about-food-and-your-body-the-non-diethaes-approach</p>
#8 Feb 13 1330 - 1620	Endocrine System Assessment & Diagnostic Reasoning: Common tools & investigations: Diabetes, Thyroid & Anemia.	<p>Diabetes Canada (2018). <i>Canadian Diabetes Association 2018 clinical practice guidelines for the prevention and management of diabetes in Canada</i>. Available at: www.guidelines.diabetes.ca</p> <p>Read the following sections:</p> <ul style="list-style-type: none"> 3 - Definition, Classification and Diagnosis of Diabetes, Prediabetes, and Metabolic Syndrome 4 – Screening for Type 1 and Type 2 Diabetes 8 – Targets for Glycemic Control 9 – Monitoring Glycemic Control 23 – Screening for the Presence of Coronary Artery Disease 24 – Dyslipidemia 29 – Chronic Kidney Disease in Diabetes 36 – Diabetes in Pregnancy 37 – Diabetes in Elderly 38 – Type 2 Diabetes in Aboriginal Peoples Appendix 8 – Rapid Screening for Diabetic Neuropathy Quick Reference Guides <p>Dunphy, et al. (2019). <i>Primary Care the Art and Science of Advanced Practice Nursing, (5th Edition)</i>. Read Section 11: Endocrine and Metabolic Problems sections on Hyperthyroidism, Hypothyroidism, Thyroid Cancer.</p> <p>Van Leeuwen, A.M. (2017). <i>Davis's comprehensive handbook of laboratory & diagnostic tests with nursing implications (7th ed)</i>. Read about the following diagnostic tests:</p> <ul style="list-style-type: none"> • Glucose, Glucose tolerance tests, Glycated hemoglobin • Thyroglobulin, Thyroid-binding inhibitory immunoglobulins, Thyroid-binding globulins, Thyroid-stimulating immunoglobulins • Thyroid scan

		<ul style="list-style-type: none"> • Thyroid stimulating hormone (TSH) • Thyroxine, free (Free T4), Thyroxine, total (T4) • Triiodothyronine, free (Free T3), Triiodothyronine, Total (T3) <p>Supplemental Readings & Resources:</p> <p>Towards Optimized Practice (2014). <i>Investigation and management of primary thyroid dysfunction clinical practice guideline</i>. Available at: https://actt.albertadoctors.org/CPGs/Pages/Thyroid Dysfunction.aspx</p> <p>Dunphy, et al. (2019). <i>Primary Care the Art and Science of Advanced Practice Nursing, (5th Edition)</i>. Read Section 11 – Endocrine and Metabolic Problems sections on Diabetes mellitus type 1 and 2.</p>
#9 Mar 5 0900 - 1140	Musculoskeletal System Assessment, Diagnostic testing & Diagnostic Reasoning	<p>Bickley, S. (2021). <i>Bates' Guide to Physical Examination and History Taking (13th ed.)</i>. Read Chapter 23</p> <p>Dains, J. E., Baumann, L. C., & Scheibel, P. (2020). <i>Advanced health assessment and clinical diagnosis in primary care</i>. Read Chapters 22, 23, 24,</p> <p>Garzon Maaks et al. (2020). <i>Pediatric primary care 7th edition</i>. Read: Chapter 23</p>
#10 Mar 5 1330 - 1620	Systemic & Multisystem Concerns: Anemia, Dermatological concerns, and Infectious Diseases.	<p>Bickley, S. (2021). <i>Bates' Guide to Physical Examination and History Taking (13th ed.)</i>. Read Chapter 10</p> <p>Dains, J. E., Baumann, L. C., & Scheibel, P. (2020). <i>Advanced health assessment and clinical diagnosis in primary care</i>. Read Chapter 28</p> <p>Garzon Maaks et al. (2020). <i>Pediatric primary care 7th edition</i>. Read: Chapter 34</p> <p>Dunphy et al. (2019). <i>Primary Care the Art and Science of Advanced Practice Nursing, (5th Edition)</i>. Read the following: Section 9 – Gender-Related Health Problems sections on prostate cancer and sexually transmitted infections; sections on breast mass and vulvovaginal infections and sexually</p>

		transmitted infections; and Section 12 – Hematologic and Immune Problems sections on anemias, polycythemia, rheumatoid arthritis, HIV, AIDS.
#11 Mar 19 0900 - 1140	Head, Eyes, Ears, Nose, and Throat: Assessment & Diagnostic Reasoning	<p>Bickley, S. (2021). <i>Bates' Guide to Physical Examination and History Taking (13th ed.)</i> Read Chapters 11 – 14</p> <p>Dains, J. E., Baumann, L. C., & Scheibel, P. (2020). <i>Advanced health assessment and clinical diagnosis in primary care</i>. Read Chapters 15, 21, 25, 30, 32, 38,</p> <p>Garzon Maaks et al. (2020). <i>Pediatric primary care 7th edition</i>. Read: Chapters 35 & 36</p>
#12 Mar 19 1330 - 1620	Pediatric Assessment & Diagnostic Reasoning	<p>Bickley, S. (2021). <i>Bates' Guide to Physical Examination and History Taking (13th ed.)</i> Read Chapters 25</p> <p>Dains, J. E., Baumann, L. C., & Scheibel, P. (2020). <i>Advanced health assessment and clinical diagnosis in primary care</i>. Read Chapters 15, 17, 31</p> <p>Garzon Maaks et al. (2020). <i>Pediatric primary care 7th edition</i>. Read: Chapters 8 – 13.</p> <p>Rourke, L., Leduc, D. and Rourke, J. (2020). Rourke Baby Record. http://www.rourkebabyrecord.ca/default (Links to an external site.)</p> <p>Canadian Pediatric Society (2018). Promoting optimal monitoring of child growth in Canada: Using the WHO growth charts. http://www.cps.ca/tools-outils/who-growth-charts</p> <p>Greig Health Record (2016). Available at https://www.cps.ca/en/tools-outils/greig-health-record</p>
#13 Apr 2 1330 - 1620	Review class for final exam.	
Final Exam		April xx, 2024 (1100 - 1300)

NURS 881.3 Pathophysiology and Pharmacology for Advanced Nursing Practice I

2021 – 2022 Term 1

Course Dates: September 7th to November 30th, 2021

Class Time: Weekly 0900 - 1140

Method of Delivery and Location: Distributive Web Conference. Students attend class online via Zoom - connection links in the Canvas course site under the 'Zoom Meetings' tab.

Course Calendar Description

Students will integrate pathophysiology and drug therapy concepts as a basis for advanced primary health care nursing practice. Students will develop diagnostic reasoning based on understanding the pathophysiology of human body systems across the lifespan, and make therapeutic decisions based on pharmacotherapeutic principles, professional, ethical, regulatory, and practical aspects of prescribing.

Co-requisites

- Admission to the Master of Nursing Primary Health Care Nurse Practitioner or Post Graduate Nurse Practitioner Certificate program.
- College of Graduate and Postdoctoral Studies (GSR 960).

Land Acknowledgement

As we engage in Remote Teaching and Learning, I would like to acknowledge that the Saskatoon campus of the University of Saskatchewan 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. I would also like to recognize that some may be attending this course from other traditional Indigenous lands. I 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.

Remote Learning Context

In the Nurse Practitioner program, we value a 'Learn where you live' approach to continuing nursing education towards obtaining an Advanced Practice - Master of Nursing degree. Although students maybe new to this learning approach, we encourage you to be open to participating in the lectures, learning activities and class discussions. Please remember that online synchronous learning can be an adjustment for some learners. If you are having concerns with the online interactions, please communicate with your instructors and your peers in the course. Please also note that online communication can, at time be challenging with delays in transmission. Remember to be kind to each other, indicate when communication is not clear, and treat your classmates and instructors with empathy and care.

Learning Outcomes

After completing this course, students will be able to:

1. Solidify their understanding of normal functional anatomy, physiology of major body systems, and demonstrate knowledge of basic physiology, pharmacokinetic and pharmacodynamic concepts.
2. Solidify their knowledge of the basic terminology associated with pathophysiology and have a good understanding of pharmacotherapeutics terminology, including key terms present in drug package inserts.
3. Increase knowledge of the basic pathogenesis of common disorders and diseases related to the cardiovascular, gastrointestinal, and renal organ systems.
4. Develop diagnostic reasoning skills based on understanding the pathophysiology of common disorders and diseases of the organ systems to make evidence-based therapeutic decisions founded upon pharmacotherapeutic principles.
5. Develop the knowledge to make informed determinations of possible pharmacotherapeutic outcomes and how to explain the rationale for specific pharmacotherapeutic regimens to both the patient and other caregivers.

Course Overview

Material in this course builds on the previous knowledge of human physiology and pharmacology. This course comprises two distinctive disciplines of medicine. They are pathophysiology and pharmacotherapy. Pathophysiology is the study of the alteration of normal physiological body function. Any alteration of homeostasis in our body is usually associated with the onset of discomfort or disease. Symptoms of a disease are the manifestation of physiological disturbances. By identifying a systematic way of examining disease manifestations, clinical presentations related to pathophysiological and psychopathological changes, patient assessments and diagnostic formulations (i.e. differential diagnosis), and recommended treatment planning focused on pharmacotherapeutics will be studied. The focus of this course is on common disorders found in primary care settings pertaining to individuals across the lifespan. It is not the intention to comprehensively address all diseases and conditions typically encountered in acute care, community and global health settings but to highlight common illnesses in order to provide students with a framework from which to organize knowledge application within any specialty area.

Learning Environment Overview

Master's level education moves beyond the type of educational delivery that you were exposed to during your undergraduate nursing education. The expectation of students returning to educational programs to advance their clinical knowledge, and become a Nurse Practitioner, begins a series of steps in becoming a self-directed life-long learner. As an adult learner, you have come to a Primary Care NP program with the goal of advancing your nursing career and ability to provide safe, competent nursing care to individuals, families and communities, across the lifespan; in an autonomous role as a Nurse Practitioner.

Instructors in the USask College of Nursing program are here to facilitate your learning towards meeting this goal. However, in tandem with self-directed adult learning theory, students accept the responsibility for learning the course materials. The instructors in the program will facilitate learning through application of information to the professional role, responsibilities, and

accountabilities of NP students aligned with the SRNA ELCs and CNA ethical conduct of nurses. As such, the synchronous online seminar is a professional, nurse-led, self-directed, learning environment.

The synchronous online seminars in theory courses 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 is expected of all seminar participants.

- Your camera should be on and your microphone on mute unless you are asking a question or participating in a discussion.
- The chat box is usually not enabled during seminars. When the chat box is enabled, it is a source for information sharing when requested by the instructor – and not an open text messaging forum for student discussions. Instructors will not read the messages box unless the seminar activity requires the chat box as a method of communication.
- When eating, please turn your camera off.
- Dress in a professional-casual manner when attending online seminars.
- Ensure that you are positioning yourself at a desk or table to attend seminar. Attending seminar as a RN continuing your education requires participating in seminars from a location in your home that provides you with some privacy and does not display an abundance of personal effects (or the kitchen dishes).
- Although there are private social media groups for NP students, that students may choose to become a member, remember that the content of the private groups are not secure, and that if any course materials, exams questions, videos, or disparaging comments that are posted; there may be grounds for academic misconduct or reporting to a jurisdictional regulatory body.
- Information found in private communication about the course may be incorrect. The most accurate source of information in a course is the course syllabus.

It is important to understand there are different education models for NP education and different perceptions of the pros and cons of these models. USask College of nursing offers a “front loaded” educational program, where the bulk of theory is taught upfront prior to starting clinical practicum. We believe this is the ideal model for delivering NP education, however, recognize there are differing views on this point. Reading this article will help enhance your understanding of these different views and help you discuss them in an evidence-informed manner.

Hicks, R. & Crosely-Koschnitzki, C. (2017). Point Counterpoint. Should Nurse Practitioner student didactic content be “front loaded”? *The Journal for Nurse Practitioners*, 13(4), 254-255. [https://www.npjournal.org/article/S1555-4155\(17\)30023-5/pdf](https://www.npjournal.org/article/S1555-4155(17)30023-5/pdf)

Instructor Information

Name: Erin Boyce, BSc, BSN, MN, RN(NP)

Email Address: erin.boyce@usask.ca

Phone: 306-227-9927

Office Hours: Variable - request appointments through messages on Canvas.

Please use the Canvas messages function for all course related communications with the Instructor. The Instructor will review and respond to all student messages within 48 hours. Please be advised that the Instructor will not regularly monitor Canvas over weekends or statutory holidays. If you would like to arrange meeting with the Instructor, please send them a Message in Canvas to request a meeting. In your message indicate:

- the reason for the meeting,
- two to three specific dates and times that would work for the meeting, and
- your preferred method of being contacted (i.e. telephone number, Zoom).

Relationship between Literal Descriptor and Percentage Score for Courses in the College of Graduate Studies and Research		
Percentage	Literal Descriptor	Description
90-100	Exceptional	<p>A superior performance with consistent strong evidence of:</p> <ul style="list-style-type: none"> - 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-	<p>A very good to excellent performance with strong evidence of:</p> <ul style="list-style-type: none"> - 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	<p>A satisfactory to good performance with evidence of:</p> <ul style="list-style-type: none"> - 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 related to the subject matter
60-69	POOR	<p>A generally weak performance, but with some evidence of:</p> <ul style="list-style-type: none"> - a basic grasp of the subject matter; - some understanding of the basic issues; - some familiarity with the relevant literature & techniques; - some ability to develop solutions to moderately difficult problems related to the subject matter; - some ability to examine the material in a critical & analytical manner
<60	FAILURE	An Unacceptable performance

Information on literal descriptors for grading at the University of Saskatchewan can be found at: <http://students.usask.ca/current/academics/grades/grading-system.php>

Please note: There are different literal descriptors for undergraduate and graduate students. information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at:

http://www.usask.ca/university_secretary/council/academiccourses.php

Seminar Schedule & Pre-Seminar Readings

Date	Seminar Topic(s), Guest Speakers and Student Presentations
Seminar 1 09/07/21	Welcome and review of normal physiology Understanding Pathophysiology: Ch 1, 2, 3, 4; 6, 7, 8, 9
Seminar 2 09/14/21	Review of basic pharmacology Pharmacotherapeutics: Ch 1, 2, 3, 4, 5, 6
Seminar 3 09/21/21	Cardiovascular System Pathophysiology & Pharmacology Hypertension Pharmacotherapeutics: Ch 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45 Understanding Pathophysiology: Ch 23, 24
Seminar 4 09/28/21 Guest Speaker: Lynnette Kosar, BSP	Cardiovascular System Pathophysiology & Pharmacology Heart failure Pharmacotherapeutics: Ch 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45 Understanding Pathophysiology: Ch 23, 24
Seminar 5 10/05/21	Cardiovascular System Pathophysiology & Pharmacology Ischemic heart disease (focus on post-MI); Dyslipidemia Pharmacotherapeutics: Ch 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45 Understanding Pathophysiology: Ch 23, 24
Seminar 6 10/12/21	Cardiovascular System Pathophysiology & Pharmacology Arrhythmias, Thromboembolism, Stroke Pharmacotherapeutics: Ch 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45 Understanding Pathophysiology: Ch 23, 24
Seminar 7 10/19/21 Guest Speaker: Wendy Fehr, RN(NP)	GI System Pathophysiology & Pharmacology Inflammatory bowel disease Pharmacotherapeutics: 62, 64, 64 Understanding Pathophysiology: 35, 36
Seminar 8 10/26/21	Midterm Exam: 0900-1030

Date	Seminar Topic(s), Guest Speakers and Student Presentations
Seminar 9 11/02/21	GI System Pathophysiology & Pharmacology Gastroesophageal reflux, Peptic ulcer, Portal HTN & cirrhosis Pharmacotherapeutics: 87 Understanding Pathophysiology: 5, 29, 30
Seminar 10 11/09/21	Renal System Pathophysiology & Pharmacology Electrolyte disorders, AKI, urinary tract obstruction Understanding Pathophysiology: 29, 30, 31
Seminar 11 11/16/21	Renal System Pathophysiology & Pharmacology UTI Understanding Pathophysiology: 29, 30, 31
Seminar 12 11/23/21 Guest speaker: Angi McKinnon, BSP	Renal System Pathophysiology & Pharmacology CKD Understanding Pathophysiology: 29, 30, 31
Seminar 13 11/30/21	Review
	Final Exam: December 6, 2021 (1100-1300 SK time)

Midterm and Final Examination Scheduling

Midterm and final examination in this course must be written on the date and time scheduled. Final examinations may be scheduled at any time during the examination period; 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 examination policies and procedures: <http://students.usask.ca/academics/exams.php>.

NP Program Exam Procedures

All exams for NURS 881.3 are closed book and will be written individually online with remote invigilation using Zoom. Students are required to have a reliable internet connection and a Webcam that can be positioned to provide a side view of the student (e.g., Webcam on a tripod, separate device with a Webcam). Throughout the exam the student's Webcam should be positioned to capture a side profile of the student, including their upper torso, head, desktop and computer screen. See Example below:



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 exam sessions in Zoom 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.
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 start to minimize disruptions during the exam.
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, papers, 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. Students should wear clothing acceptable in an in-person environment.
9. Students should avoid using inappropriate language.
10. 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.

11. 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.
12. 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.
13. 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.
14. Students should write the exam in a private space (e.g., home office or kitchen

table). **Required Textbooks & Seminar Preparation Readings**

Textbooks

American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author.

Understanding Pathophysiology, Canadian Edition. Huether (2018 Apr) Publisher: Elsevier Canada; Edition
ISBN: 9781771721172

Lehne's Pharmacotherapeutics for Advanced Practice Nurses and Physician Assistants 2nd Edition Rosenthal & Burchum (2020 Feb). Publisher: Elsevier
ISBN: 9780323554954

Selected literature from evidence-based journals and websites as chosen by Instructor –will be posted to Canvas.

Supplementary Readings

Textbooks

Dunphy, L., Winland-Brown, J.E., Porter, B.O. & Thomas, D.J. (2019). *Primary care: The art and science of advanced practice nursing*. (5th ed.). Philadelphia, PA: F.A. Davis.

Provincial Documents

College of Registered Nurses of Saskatchewan (2020). Clinical Decision Tools.

<https://www.crnsc.ca/nursing-practice/nursing-practice-resources/rnaap-resources/>

College of Registered Nurses of Saskatchewan (2017). *SRNA Registered Nurse (Nurse Practitioner) entry-level competencies*.

<https://www.srna.org/nursing-practice/nursing-practice-resources/rnnp-resources/>

College of Registered Nurses of Saskatchewan (2017). *SRNA Registered Nurse (Nurse Practitioner) practice standards*.

<https://www.srna.org/nursing-practice/nursing-practice-resources/rnnp-resources/>

College of Registered Nurses of Saskatchewan (2021). *Registered Nurse (Nurse Practitioner) practice resources*. *

<https://www.srna.org/nursing-practice/nursing-practice-resources/rnnp-resources/>

New classes of practitioners regulations, S.O.R./2012-230.

<https://laws-lois.justice.gc.ca/eng/regulations/SOR-2012-230/page-1.html> Saskatchewan Registered Nurses Association (2020). *SRNA bylaws*, 2020. <https://www.srna.org/about-us/how-we-govern/act-bylaws/>

*See Guidelines related to Medical Assistance in Dying, Cannabis, Completing Medical Certificate of Death, Prescription Review Program, Controlled Drugs and Substances.

Seminar Preparation Readings

Students are expected to complete assigned readings prior to class and come to class prepared to discuss and critically appraise information from readings. A list of the assigned readings can be found further in this course syllabus.

Please note: Given the evolving landscape of policy, politics, regulation and evidence-based practice, additions may be made to the course reading list during the term to introduce new and relevant literature as applicable. Any changes to the course reading list will be communicated to students through a Canvas announcement.

Textbooks and assigned readings were carefully selected to address course learning outcomes. Relevant national and provincial documents as well as journal articles are included complement and supplement course textbooks. Additional assigned readings will help formulate the Canadian and regional context on theoretical, regulatory, political and practice considerations for nurse practitioners.

Grading Scheme for Evaluation Components

Midterm Exam	40%
Final Exam	60%

Note: GSR 960 - Introductory to Ethics and Integrity **must** be completed prior to submission of the first written assignment in graduate courses. Please print or take a digital picture to show you have completed the course. Submit this proof in the assignment drop-box 'GSR 960' as there is sometimes a delay in the University processing completion of the course in your official grades.

Evaluation Components

1. Midterm Exam

Value: 40%

Dates: October 26, 2021, 0900 – 1030 SK time

Type: This online exam, written on ExamSoft, is scheduled for 1.5 hours, closed book, with remote invigilation by Zoom.

Description: The midterm exam will consist of 80 questions/marks covering content from the first half of the course, seminars 1 - 6. The exam may consist of multiple choice and matching questions, short answer and short essay questions evaluating knowledge and application of entire course content including lectures, required readings, guest speakers, and class discussion.

2. Final Online Exam

Value: 60%

Date: December 6, 2021, 1100 – 1300 SK time

Type: This online exam, written on ExamSoft, is scheduled for 2 hours, closed book, with remote invigilation by Zoom.

Details: The final exam will consist of 120 questions/marks will evaluate knowledge, application and critical thinking on the course content from seminars 1 through 13. The exam may consist of multiple choice and matching questions, short answer and short essay questions evaluating knowledge and application of entire course content including lectures, required readings, guest speakers, and class discussion.

Criteria That Must Be Met to Pass

- **Students must complete all evaluation elements to receive credit for this course.**
- **Students must achieve an overall grade of 60% or higher to pass this course.**
- **A student must pass each component of a theory or clinical course in the MN-NP program in order to pass the course.**
- **Students are not eligible for a supplemental exam in the graduate program except for an OSCE.**
- **Where a grade of less than 60% is obtained in a course and on the recommendation of the College of Nursing graduate program and the approval of the Dean of the College of Graduate and Postdoctoral Studies (CGPS), the student may repeat a course once for higher standing or take an alternate course if approved by the Graduate Chair in the College of Nursing.**
- **Students receiving a grade less than 60% in any two required courses within a graduate program in the College of Nursing will be recommended to discontinue by the College of Graduate and Postdoctoral Studies (CGPS).**

Late Assignments

Students must submit all required course elements before or on the specified dates. Late submission of an assignment without prior written consent will result in a deduction of 5% in the overall assignment grade per calendar day and a grade of 0% for all assignments not submitted unexcused five business days after the assignment deadline.

Attendance Expectations

Regular, punctual attendance is an expectation for students in the graduate program for courses with synchronous online course delivery.

Participation

Participation in seminars will assist students to apply knowledge and think critically about the course material. Active participation in seminar learning is an expectation of NP students at the graduate level.

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.

Remember feedback is to be provided in a respectful, professional manner on the course and course delivery by the instructor. Review the CNA Code of Ethics for Registered Nurses prior to submission of comments. Instructors are provided access to your feedback when the final grades are submitted to the registrar's office.

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 alternative arrangements for mid-term and final examinations. Students must arrange such accommodations through AES by the stated deadlines. Instructors shall provide the examinations for students who are being accommodated by the deadlines established by AES.

Virtual Class Recordings

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).

University of Saskatchewan Learning Charter

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: http://www.usask.ca/university_secretary/LearningCharter.pdf

Integrity Defined (from the Office of the University Secretary)

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. All students should read and be familiar with the Regulations on Academic Student Misconduct (http://www.usask.ca/university_secretary/honesty/StudentAcademicMisconduct.pdf) as well as the Standard of Student Conduct in Non-Academic Matters and Procedures for Resolution of

Complaints and Appeals (http://www.usask.ca/university_secretary/honesty/StudentNon-AcademicMisconduct2012.pdf)

For more information on what academic integrity means for students see the Student Conduct & Appeals section of the University Secretary Website at:

<http://www.usask.ca/secretariat/student-conduct-appeals/index.php>

Student Supports

Student Learning Services

Student Learning Services (SLS) offers assistance to U of S undergrad and graduate students. For information on specific services, please see the SLS web site

<http://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 performance in the course 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.

International Student and Study Abroad Centre

The International Student and Study Abroad Centre (ISSAC) supports student success in their international education experiences at the U of S and abroad. ISSAC is here to assist all international undergraduate, graduate, exchange and English as a Second Language students and their families in their transition to the U of S and Saskatoon. ISSAC offers advising and support on all matters that affect international students and their families and, on all matters, related to studying abroad. Please visit students.usask.ca for more information.

Essential Course Conduct

1. Learn how to use the electronic technology relevant to the course and contact IT services for assistance as needed (Canvas, Examsoft, Smart Phone Apps, computer video and audio equipment).
2. Keep up with course announcements in Canvas and use the NURS 881.3 course in Canvas

for all communications. Always use the messages function in Canvas to contact the instructors.

3. Notify faculty of any difficulties related to factors affecting participation or performance in this course as soon as reasonably possible.
4. Use the writing center for help but be prepared to access the center early as they are not required to work within your deadline.
5. Learn APA 7th edition style of referencing and independently find resources for scholarly writing.
6. At a Master of Nursing level of scholarship, only outlines of papers using headings will be reviewed with students if requested at least two weeks prior to the paper date due. Papers are considered assignments and as such will not be proofread or reviewed by the professor prior to submission.

Guidelines for Communication

Respectful communication is expected at all times, in both written and verbal conversations. The following guidelines are provided to help achieve this:

Canvas Messages

- Always use subject line.
- Use proper email etiquette addressing the recipient (Hello Dr. Labrecque), identifying the reason for the email (e.g., clarification, question about an assignment, request for a telephone conversation), a closing statement (e.g., Kind Regards) and your name.
- Use care in wording emails, using standard fonts (do not use emoticons).
- Attempt to keep the email short. As a method of communication, email is not a discussion forum.
- Respect the privacy of other classmates and the professor by avoiding 'reply all.'

Please view the following on expectations for professional written communication (i.e. email, messages, discussion boards).

- Video: https://www.youtube.com/watch?time_continue=74&v=IC_b57-4eh0
- Article on Email Etiquette: <https://www.math.uh.edu/~tomforde/Email-Etiquette.html>

Below are some suggestions for making the most of your time in relation to learning the content of the course, and the application and evaluation in the course learning activities and assignments.

Identify your learning needs: Review and reflect on course learning outcomes, ELC's expected in the course, and personal strengths/weaknesses to identify your learning needs.

Be prepared: In advance of your seminars – read and review course materials and expectations.

Get oriented to the electronic software using for courses at USask: Look for information on Canvas, Examsoft and Zoom on the university website or using online webpages.

Be self-directed: Seek out learning opportunities to meet your learning needs. If you do not know the answer (which will happen) admit this and if it is something you can find the answer for, show self-initiative by looking it up.

Be an active learner: Don't just observe, participate.

Don't be afraid to ask for help: Remember you are a student. You are not expected to know everything, and the instructors are here to guide and support your learning.

Syllabus Changes

The instructor reserves the right to make changes to the syllabus reading material and seminar schedule to accommodate scheduling and content of guest lectures or clinical updates. If changes are made students will be contacted by email, using their university of Saskatchewan email address, and a posting will be placed in the course Blackboard site. It is the students' responsibility to routinely check their USask and Canvas email.

Technical Support

If you need assistance with technical support, contact IT services help desk or the College of Nursing IT services.

There can be technical difficulties associated with accessing the class online. Students accessing the course by computer will need to test their hardware and software prior to the beginning of the course. All online students must connect from a computer with high-speed cable/phone line connections and use a headset with a microphone. Satellite connections are not supported as the connection can be unreliable. Please log in 15 minutes prior to the class. If you experience technical problems during a class – please phone the College of Nursing ITS to get assistance with your connection. Be aware that the class will proceed, and you will need to contact the instructor or a classmate after class for content that has been missed.

Acknowledgements

Contributions to this course were provided College of Nursing, NP faculty and staff, and the guest seminar facilitators who graciously shared their time and knowledge.



NURS 886.3 SYLLABUS

2021 – 2022 Term 2

Course Dates: January 4th to April 5th, 2022

Class Time: Weekly Tuesdays 0900 - 1140

Method of Delivery and Location: Distributive Web Conference. Students attend class online via Zoom - connection links in the Canvas course site under the 'Zoom Meetings' tab.

Course Calendar Description:

Pre or Co-requisites:

- Admission into the NP-MN or PGDSC-NP Programs.
- College of Graduate Studies & Research (GSR 960)
- NURS 881.3

Instructor Information

Instructor: Erin Boyce

Email: Canvas email

Phone: (306) 227-9927

Office: Online office hours vary – please email for requests

Please use the Canvas In-Box for all course related communications with the Instructor. The Instructor will review and respond to all student messages within 48 hours. Please be advised that the Instructor will not regularly monitor Canvas over weekends or statutory holidays. If you would like to arrange meeting with the Instructor, please send an email in Canvas to request a meeting. In your message indicate the reason for the meeting, two to three specific dates and times that would work for the meeting and your preferred method of being contacted (i.e. telephone number, WebEx).

Canvas: <https://canvas.usask.ca/>

Land Acknowledgement

As we engage in Remote Teaching and Learning, I would like to acknowledge that the Saskatoon campus of the University of Saskatchewan 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. I would also like to recognize that some may be attending this course from other traditional Indigenous lands. I 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.

Remote Learning Context

In the Nurse Practitioner program, we value a 'Learn where you live' approach to continuing nursing education towards obtaining an Advanced Practice - Master of Nursing degree. Although students maybe new to this learning approach, we encourage you to be open to participating in the lectures,

learning activities and class discussions. Please remember that online synchronous learning can be an adjustment for some learners. If you are having concerns with the online interactions, please communicate with your instructors and your peers in the course. Please also note that online communication can, at times be challenging with delays in transmission. Remember to be kind to each other, indicate when communication is not clear, and treat your classmates and instructors with empathy and care.

Acknowledgements

Contributions to this course were provided College of Nursing, NP faculty and staff, and the guest seminar facilitators who graciously shared their time and knowledge.

Course Calendar Descriptions

Building on the knowledge and skill learned in Pathophysiology-Pharmacotherapy for Advanced Nursing Practice I, students will complete the body systems across the life span. They will incorporate both an understanding of pathophysiology and the utilization of pharmacotherapeutic principles, and professional, ethical, regulatory and practical aspects of prescribing to make therapeutic decisions.

Learning Outcomes

The College of Nursing MN-NP and PGDSC-NP programs are approved by the SRNA (Saskatchewan Registered Nurses Association). All courses are mapped to the Entry Level Competencies of the [SRNA](#) and the [CASN](#) national framework for NP education and competencies for prescribing controlled drugs and substances.

Building on knowledge from NURS 881.3, through a process of critical inquiry that includes independent reading, lectures, discussion and participation, students will be able to:

1. Explain pathophysiological processes leading to clinical manifestations of common acute and chronic diseases.
2. Apply understanding of pathophysiological processes to support clinical decisions about the diagnosis and treatment of common acute and chronic diseases.
3. Recognize variations of pathophysiological processes and therapeutic implications in pediatric and geriatric individuals; and explain factors influencing the incidence and manifestations of disease in populations.
4. Explain the fundamental scientific principles of drug action, pharmacokinetics and the various mechanisms by which drugs can mediate their pharmacological effect.
5. Examine major classes of drugs used to treat common medication disorders including the indications, uses, mechanism of action, contraindications, adverse effects, costs and other prescribing considerations.
6. Identify special considerations when prescribing for special populations including pregnancy, breastfeeding, older adults, pediatrics, renal and hepatic disorders.
7. Enhance understanding of pathophysiological and pharmacological processes for controlled drugs and substances.

UNIVERSITY OF SASKATCHEWAN GRADING SYSTEM FOR GRADUATE COURSES

Information on literal descriptors for grading at the University of Saskatchewan can be found at: <https://students.usask.ca/academics/grading/grading-system.php>

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: http://www.usask.ca/university_secretary/LearningCharter.pdf

The following describes the relationship between literal descriptors and percentage scores for courses in the College of Graduate Studies and Research:

Relationship between Literal Descriptor and Percentage Score for Courses in the College of Graduate Studies and Research		
Percentage	Literal Descriptor	Description
90-100	Exceptional	A superior performance with consistent strong evidence of: <ul style="list-style-type: none">- a comprehensive, incisive grasp of subject matter;- an ability to make insightful critical evaluation of information;- a 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: <ul style="list-style-type: none">- 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: <ul style="list-style-type: none">- 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;

		<ul style="list-style-type: none"> - 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 related to the subject matter
60-69	POOR	A generally weak performance, but with some evidence of: <ul style="list-style-type: none"> - a basic grasp of the subject matter; - some understanding of the basic issues; - some familiarity with the relevant literature & techniques; - some ability to develop solutions to moderately difficult problems related to the subject matter; - some ability to examine the material in a critical & analytical manner
<60	FAILURE	An Unacceptable performance

Course Overview

Date	Seminar Topic	Required Readings
Seminar 1 01/05/2021	Respiratory physiology, Asthma, COPD	Pharm: Ch. 62 (Drugs for Asthma & COPD)
		Patho: Unit 8 The Pulmonary System https://cts-sct.ca/wp-content/uploads/2019/10/CTS-
		COPD-Rx-2019-Guideline_Final.pdf
		https://ginasthma.org/pocket-guide-for-asthma-management-and-prevention/
Seminar 2 01/12/2021	Pulmonary Arterial Hypertension, Cystic Fibrosis; Smoking Cessation	Pharm: Ch 34 (Nicotine and Smoking)
		Patho: see above
		https://phacanada.ca/For-Physicians/Sometimes-It-s-PH
		https://www.cysticfibrosis.ca/about-cf/what-is-cystic-fibrosis
Seminar 3 01/19/2021	Alzheimer Disease, ADHD	https://www.cmaj.ca/content/188/17-18/E484
		Pharm: Ch. 20 (Drugs for Alzheimer Disease), Ch. 31 (Central Nervous System Stimulants and Attention-Deficit/Hyperactivity Disorder)
		Patho: Unit 4: The Neurological System

Date	Seminar Topic	Required Readings
Seminar 4 01/26/2021	Controlled Drugs and Substances	Pharm: Ch. 24 (Opioid Analgesics, Opioid Antagonists, and Nonopioid Centrally Acting Analgesics) Patho: see above
Seminar 5 02/02/2021	Dizziness (Kregg O.)	Pharm: https://www.aafp.org/afp/2017/0201/afp20170201p154.pdf Patho: see above
Seminar 6 02/09/2021	Midterm exam: 0900-1030 Controlled Drugs and Substances – Opioid Self-Assessment Program	Students complete module independently in lieu of Seminar this week. https://opioidassessment.ca/
Seminar 7 02/23/2021	Multiple Sclerosis, Epilepsy, Parkinson's	Pharm: Ch 19 (Drugs for Parkinson's Disease), Ch 21 (Drugs for Seizure Disorders), Ch 22 (Drugs for Muscle Spasm and Spasticity), Patho: see above
Seminar 8 03/02/2021	Diabetes I	Pharm: Ch 48 (Drugs for Diabetes Mellitus) Patho: Ch 19 (focus on Diabetes) Canadian Diabetes Guidelines: https://guidelines.diabetes.ca/
Seminar 9 03/09/2021	Diabetes II; thyroid (including thyroid in pregnancy)	Pharm: see above Patho: Ch 19 (focus on thyroid)
Seminar 10 03/16/2021	Deprescribing (Erin Y.)	Pharm: Ch. 10 (Drug Therapy in Geriatric Patients) https://choosingwiselycanada.org/geriatrics/ (review "Five Things Patients and Physicians Should Question") http://52.207.93.195/wp-content/uploads/ppi-deprescribing-algorithm-cc.pdf http://52.207.93.195/wp-content/uploads/deprescribing-algorithm-benzodiazepines.pdf http://52.207.93.195/wp-content/uploads/antipsychotic-deprescribing-algorithm.pdf
Seminar 11 03/23/2021	Anemia, Infectious Diseases I	Pharm: Ch 70-83 (Unit XVII Therapy for Infectious and Parasitic Diseases); Ch 47 (Drugs for Deficiency Anemias) Patho: Unit 6: The Hematological System
Seminar 12	Cancer for Primary Care (Pat Y.)	Pharm: Ch 85 (Anticancer drugs for the nonspecialist) Patho: Unit 3: Cellular Proliferation: Cancer

Date	Seminar Topic	Required Readings
03/30/2021		
Seminar 13 04/06/2021	Infectious diseases II, Wrap-up and review.	Pharm: see Infectious Diseases I Patho: read something you like

Required Textbooks & Seminar Preparation Reading

Textbooks

Understanding Pathophysiology, Canadian Edition

Huether (2018 Apr)

Publisher: Elsevier Canada; Edition

ISBN: 9781771721172

Lehne's Pharmacotherapeutics for Advanced Practice Nurses and Physician Assistants 2nd Edition

Rosenthal & Burchum (2020 Feb)

Publisher: Elsevier

ISBN: 9780323554954

Selected literature from evidence-based journals and websites as chosen by Instructor – will be posted to Canvas.

Provincial Documents

College of Registered Nurses of Saskatchewan (2020). Clinical Decision Tools.

<https://www.crns.ca/nursing-practice/nursing-practice-resources/rnaap-resources/>

College of Registered Nurses of Saskatchewan (2017). SRNA Registered Nurse (Nurse Practitioner) entry-level competencies.

<https://www.srna.org/nursing-practice/nursing-practice-resources/rnnp-resources/>

College of Registered Nurses of Saskatchewan (2017). SRNA Registered Nurse (Nurse Practitioner) practice standards.

<https://www.srna.org/nursing-practice/nursing-practice-resources/rnnp-resources/>

*College of Registered Nurses of Saskatchewan (2021). Registered Nurse (Nurse Practitioner) practice resources.**

<https://www.srna.org/nursing-practice/nursing-practice-resources/rnnp-resources/>

New classes of practitioners regulations, S.O.R./2012-230. <https://laws-lois.justice.gc.ca/eng/regulations/SOR-2012-230/page-1.html>

Saskatchewan Registered Nurses Association (2020). *SRNA bylaws, 2020*. <https://www.srna.org/about-us/how-we-govern/act-bylaws/>

*See Guidelines related to Medical Assistance in Dying, Cannabis, Completing Medical Certificate of Death, Prescription Review Program, Controlled Drugs and Substances.

Seminary Preparation Readings

Students are expected to complete assigned readings prior to class, and come to class prepared to discuss and critically appraise information from readings. A list of the assigned readings can be found further in this course syllabus.

Please note: Given the evolving landscape of policy, politics, regulation and evidence-based practice, additions may be made to the course reading list during the term to introduce new and relevant literature as applicable. Any changes to the course reading list will be communicated to students through a Canvas announcement.

Text books and assigned readings were carefully selected to address course learning outcomes. Relevant national and provincial documents as well as journal articles are included complement and supplement course textbooks. Additional assigned readings will help formulate the Canadian and regional context on theoretical, regulatory, political and practice considerations for nurse practitioners.

Evaluation Components

Component Title	Due Date	Grade Weight
Midterm Exam	February 9, 2021 0900-1030	40%
Final Exam	April 19, 2021 1100-1300	60%
		100%

All evaluation components must be completed in order to receive credit for the course. Evaluation components marked with an asterisk (*) are considered essential components. Students must receive a passing grade on essential components to receive credit for the course.

Midterm Exam

Value: 40%

Due Date: February 9, 2021, 0900-1030

Purpose: The exam will evaluate knowledge and application of course content from weeks **1 through 5** including lectures, guest speakers, class discussion, student presentations and required readings.

Description: Students will log into the exam during the specified exam period. The exam may consist of 80 questions multiple choice questions evaluating knowledge and application of entire

course content including lectures, required readings, guest speakers, class discussion and student presentations.

Instructions:

Additional Information for this component:

Three WebEx sessions will be created for the exam.

Session 1: Students with surnames beginning with A – L.

Session 2: Students with surnames beginning with M – Z.

Session 3: Students registered with AES.

Final Exam

Value: 60%

Due Date: This online exam, written on ExamSoft, is scheduled for 2-hours **DATE**.

Purpose: The exam will evaluate knowledge and application of course content from weeks **1 through 13** including lectures, guest speakers, class discussion, student presentations and required readings.

Description: Students will log into the exam during the specified exam period. The exam may consist of 120 questions multiple choice questions evaluating knowledge and application of entire course content including lectures, required readings, guest speakers, class discussion and student presentations.

Instructions:

Additional Information for this component:

Three WebEx sessions will be created for the exam.

Session 1: Students with surnames beginning with A – L.

Session 2: Students with surnames beginning with M – Z.

Session 3: Students registered with AES.

Midterm and Final Exam Scheduling

Midterm and final examination in this course must be written on the date and time scheduled.

Final examinations may be scheduled at any time during the examination period; 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 examination policies and procedures:

<http://students.usask.ca/academics/exams.php>.

All exams for **NURS 886** are closed book and will be written individually online with remote invigilation using WebEx. Students are required to have a hardwired internet connection with their webcams turned on, capturing an image of their face and upper torso/head, for the duration of the exam. 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 exam sessions in Webex will be recorded. Once the course is completed, the recorded sessions will be deleted.

Competition of Work Policy

As per graduate program policy

(<https://nursing.usask.ca/policies/overview.php#Graduate>).

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 assignment will be communicated in each course syllabus.
4. Students must achieve an overall grade of 60% or higher to pass this course.

Please see College of Graduate and Postdoctoral Studies [Literal Descriptors](#) (under adherence to academic standards) that will be used to indicate the level of competency a student has obtained pertaining to the learning objectives of this course. A rubric, specific to each assignment, may be provided to indicate how this mark was calculated.

Attendance Expectations

Regular, punctual attendance is an expectation for students in the graduate program for courses with synchronous online course delivery.

Participation

Participation in seminars will assist students to apply knowledge and think critically about the course material. Active participation in seminar learning is an expectation of students at the graduate level.

Use of Video and 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).

Required Video Use

There will be many instances in this course you will be required to have your video on during video conferencing sessions. It will be necessary for you to use of a webcam built into or connected to your computer. For questions about use of video in your sessions, including those related to your privacy, contact your instructor.

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> where there is information for students available at <https://library.usask.ca/copyright/students/rights.php>, or contact the University's Copyright Coordinator at <mailto:copyright.coordinator@usask.ca> or 306-966-8817.

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 alternative arrangements for mid-term and final examinations. Students must arrange such accommodations through AES by the stated deadlines. Instructors shall provide the examinations for students who are being accommodated by the deadlines established by AES.

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.

College Policies

Students are expected to follow the College Policies for Graduate students found on the College of Nursing website at:

<https://nursing.usask.ca/policies/overview.php>.

University Policies

Students are expected to follow the University Policies found on the University website at: <https://policies.usask.ca>.

University of Saskatchewan Learning Charter

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: http://www.usask.ca/university_secretary/LearningCharter.pdf

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 ever 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.

All students should read and be familiar with the Regulations on Academic Student Misconduct (<https://secretariat.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://secretariat.usask.ca/student-conduct-appeals/academic-misconduct.php#IXXIIAPPEALS>)

For more information on what academic integrity means for students see the Academic Integrity section of the University Library Website at: <https://library.usask.ca/academic-integrity#AboutAcademicIntegrity>

You are encouraged to complete the Academic Integrity Tutorial to understand the fundamental values of academic integrity and how to be a responsible scholar and member of the USask community - <https://library.usask.ca/academic-integrity.php#AcademicIntegrityTutorial>

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>

A guide on netiquette, principles to guide respectful online learning interactions
<https://teaching.usask.ca/remote-teaching/netiquette.php>

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' web site <http://students.usask.ca>.

Financial Support

Any student who faces 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>).

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.

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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://students.usask.ca/remote-learning/tech-requirements.php>.

Course Ground Rules

1. Learn how to use the electronic technology relevant to the course and contact IT services for assistance as needed (Canvas, Smart Phone Apps, computer video and audio equipment).
2. Keep up with course announcements in Canvas and use the NURS xxx course in Canvas for all communications. Always use the messages function in black board to contact the instructors.
3. Notify faculty of any difficulties related to factors affecting participation or performance in this course as soon as reasonably possible.
4. Use the writing center for help; be prepared to access the center early as they are not required to work within your deadline.

5. Learn APA 7th edition style of referencing and independently find resources for scholarly writing.
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- Always use subject line.
- Use proper email etiquette addressing the recipient (Hello Dr. Labrecque), identifying the reason for the email (e.g., clarification, question about an assignment, request for a telephone conversation), a closing statement (e.g., Kind Regards) and your name.
- Use care in wording emails, using standard fonts (do not use emoticons).
- Attempt to keep the email short. As a method of communication, email is not a discussion forum.
- Respect the privacy of other classmates and the professor by avoiding 'reply all.'

Please view the following on expectations for professional written communication (i.e. email, messages, discussion boards).

- Video: https://www.youtube.com/watch?time_continue=74&v=IC_b57-4eh0
- Article on Email Etiquette: <https://www.math.uh.edu/~tomforde/Email-Etiquette.html>

Syllabus Changes

The instructor reserves the right to make changes to the syllabus reading material and seminar schedule to accommodate scheduling and content of guest lectures or clinical updates. If changes are made students will be contacted by email, using their university of Saskatchewan email address, and a posting will be placed in the course Blackboard site. It is the students' responsibility to routinely check their USask and Canvas email.

Technical Support

If you need assistance with technical support, contact IT services help desk or the College of Nursing IT services.

There can be technical difficulties associated with accessing the class online. Students accessing the course by computer will need to test their hardware and software prior to the beginning of the course. All online students must connect from a computer with high-speed cable/phone line connections and use a headset with a microphone. Satellite connections are not supported as the connection can be unreliable. Please log in 15 minutes prior to the class. If you experience technical problems during a class – please phone the College of Nursing ITS to get assistance with your connection. Be aware that the class will begin and you will need to contact the instructor or a classmate after class for content that has been missed.

TERM 1													
Course	Seminar 1	Seminar 2	Seminar 3	Seminar 4	Seminar 5	Seminar 6	Seminar 7	Seminar 8	Seminar9	Seminar10	Seminar 11	Seminar 12	Seminar 13
NURS 884/879	Introduction and Syllabus Review General Principles of History Taking and Physical Examination Documenting and presenting history and physical exams Types of Medical exams	Client Relationship Building and Communication: Interviewing, relational strategies & Cultural Sensitivity	Introduction to Diagnostic tests and Diagnostic Reasoning	Statistical Concepts in Diagnostic Testing Use of Diagnostic Testing within the Diagnostic Process. Point of care testing	Cardiovascular & Peripheral Vascular System: history & physical assessment	Cardiovascular & Peripheral Vascular System: diagnostic reasoning	ECG Interpretation	Gastrointestinal System: Assessment & Diagnostic Reasoning	Genital/urinary System: Assessment & Diagnostic Reasoning	More common tools & investigations related to: GI concerns GU	Prenatal Health History & Physical Examination.	Prenatal/ Postnatal Care. Therapeutic and Medical Termination	Review class for final exam.
NURS 881	Introduction and Syllabus Review Review of basic physiology	Review of basic pharmacology	Cardiovascular System Pathophysiology & Pharmacology: Hypertension	Cardiovascular System Pathophysiology & Pharmacology: Arrhythmias, Thromboembolism, Stroke	Cardiovascular System Pathophysiology & Pharmacology: Ischemic heart disease (focus on post-MI); Dyslipidemia	Cardiovascular System Pathophysiology & Pharmacology: Heart failure	No class - midterm.	Gastrointestinal System Pathophysiology & Pharmacology: Focus on Inflammatory bowel disease	GI System Pathophysiology & Pharmacology: Gastroesophageal reflux, Peptic ulcer, Portal HTN & cirrhosis	Renal System Pathophysiology & Pharmacology: Electrolyte disorders, AKI, urinary tract obstruction	Renal System Pathophysiology & Pharmacology: UTI	Renal System Pathophysiology & Pharmacology: CKD	Review class for final exam.
TERM 2													
NURS 886	Review of Syllabus Respiratory System Pathophysiology & Pharmacology: focus on Asthma, COPD	Respiratory System Pathophysiology & Pharmacology: Focus on Pulmonary Arterial Hypertension, Cystic Fibrosis; Smoking Cessation	Neurological System Pathophysiology & Pharmacology: Focus on ADHD	Neurological System Pathophysiology & Pharmacology: Focus on Multiple Sclerosis, Epilepsy, Parkinson's	Controlled Drugs and Substances	Neurological System Pathophysiology & Pharmacology: Dizziness	No class - midterm.	Endocrine System Pathophysiology & Pharmacology: Focus on Diabetes type 1	Endocrine System Pathophysiology & Pharmacology: Focus on Diabetes type 2	Immunological System: Infectious Diseases & Immunity	Cancer care for Primary Care Providers	Deprescribing	Review class for final exam.
NURS 884/879	Review of Syllabus Respiratory System Pathophysiology & Pharmacology: Common tools & investigations related to respiratory concerns	Radiology: Chest and, Abdominal/ and MSK X-rays, CT/MR/ US scans; application of the Ottawa ankle and knee rules	Neurological System: Assessment & Diagnostic Reasoning	Geriatric Assessment & Diagnostic Reasoning: Focus on Dementia & concussion	Mental Health Assessment & Diagnostic Reasoning: Common concerns in primary care.	More common tools & investigations related to Mental Health & Addictions: ADHD, Learning disorders, Autism spectrum disorders, Intimate Partner Violence, Suicide Risk Assessment.	Concepts in Nutritional assessment and counseling for primary care providers	Endocrine System Assessment & Diagnostic Reasoning: Common tools & investigations: Diabetes, Thyroid & Anemia.	Musculoskeletal System Assessment & Diagnostic Reasoning	Systemic & Multisystem Concerns: Anemia, dermatologic, infectious diseases.	Head, Eyes, Ears, Nose, and Throat: Assessment & Diagnostic Reasoning	Pediatric Assessment & Diagnostic Reasoning	Review class for final exam.
Note: arrangement of seminar topics may change depending on guest speaker availability.													

Catalogue Entry

Graduate Certificate - Foundations for Registered Nurse Specialty Practice

Admission Requirements

- a bachelor's degree in Nursing from a Canadian college or university.
- Proof of Registered Nurse (RN) Licensure in a Canadian Jurisdiction: applicants must submit a copy of their RN licensure (in good standing) from a Canadian nursing regulatory body.
- a cumulative weighted average of 65% or higher (U of S grade system equivalent) in the last two years of post-secondary study (ie. 60 credits). Applicants are required to submit transcripts from all post-secondary education programs where they have completed course work.
- Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English.
- the equivalent of three credit units in each of: health/physical assessment, pharmacology, and physiology at the undergraduate level.
- Letter of recommendation: Letters of recommendation: (1) from your supervisor, (1) clinical recommendation and (1) academic reference must be submitted. If less than three letters of recommendation are submitted, your application will not be accepted.

Note: Applicants are assessed on a holistic basis for competitive admission purposes. We look at a variety of factors when making admission decisions including undergraduate degree, grade point average, and reference letters. Applicants who do not meet the minimum requirements are encouraged to contact the College of Nursing Graduate Programs office to discuss potential opportunities for admission.

Applicants whose qualifications do not meet the minimum requirements or whose academic qualifications are difficult to assess may be admitted on a probationary status to a program. Applicants in this category may be required to take certain preparatory courses to improve their qualifications. The student's status will be reviewed after a specified amount of academic work is completed. If progress is satisfactory, the College of Nursing - Graduate Admissions Committee may recommend the student is fully qualified. Students who do not achieve the probationary conditions may withdraw voluntarily or, failing this, will be required to discontinue. In certain exceptional situations, the academic unit may extend the probationary period with the new set of conditions, agreed to by the student, the College of Nursing and the College of Graduate and Postdoctoral Studies. For more information on probationary admission, see the College of Graduate and Postdoctoral Studies [Academic Policies](#).

For more information on language proficiency requirements, see the College of Graduate and Postdoctoral Studies [Academic Policies](#).

Certificate Requirements (12 credit units)

The Graduate Certificate – Foundations for Registered Nurse Specialty Practice consists of four core MN-NP courses. Students must complete the following courses:

- NURS 879.3
- NURS 881.3
- NURS 884.3
- NURS 886.3

Upon completion of the certificate, a student will be eligible for transfer of credit towards the Master of Nursing-Primary Health Care Nurse Practitioner program from the Graduate Certificate-Foundations for Registered Nurse Specialty Practice, if the courses are completed within 3 years of starting the Master of Nursing Primary Health Care Nurse Practitioner program.