AGENDA ITEM NO: 6.6

UNIVERSITY COUNCIL

ACADEMIC PROGRAMS COMMITTEE

REQUEST FOR DECISION

PRESENTED BY:	Carolyn Augusta, Chair, Academic Programs Committee
DATE OF MEETING:	December 19, 2024
SUBJECT:	**Bachelor of Science in Nursing (B.S.N) Major Curricular Revisions**
MOTION:	*It is recommended by the Academic Programs Committee that Council approve the Bachelor of Science in Nursing (B.S.N) major curricular revisions effective May 2025.*

CONTEXT AND BACKGROUND:

The College of Nursing is proposing major curricular revisions to the Bachelor of Science in Nursing program stemming from student and faculty feedback. The intent of the changes is to address overlapping content, content gaps, streamline courses and align theory with practical application. The objective is to provide a more cohesive and streamlined curriculum that supports better student understanding and retention of knowledge, improved clinical judgment and skills, and an enhanced readiness for professional practice. These changes aim to be student-centered by improving clarity, improving learning efficiency, and better preparing students for real world nursing practice and challenges.

CONSULTATION:

On December 4, 2024, the College of Nursing brought forward a proposal to the Academic Programs Committee of Council (APC). Members thoroughly reviewed the proposal, asked questions and participated in a fulsome discussion. APC voted in favour of the curriculum revisions.

ATTACHMENTS:

1. Bachelor of Science in Nursing (B.S.N) Major Curricular Revisions Proposal

College of Nursing BSN Curriculum Revision Proposal to the Academic Programs Committee

Table of Contents

College of Nursing Executive Summary 1

Motions approved by the College 7

Proposed changes and rationale 8

Pre and co requisite information 23

Consultation with the Registrar form 30

Bachelor of Science in Nursing Mark-up 49

Financial implications form 60

Proposal for new programs or curricular changes form 63

List of Appendices 73

Appendix A – Learning Objectives 74

Appendix B – Teaching Philosophy 84

Appendix C – Curriculum Map 86

Appendix D – Course Creation Forms 101

Appendix E – Program Level Outcomes 173

Appendix F – College Statement 179

Report on Revisions of the Bachelor of Science in Nursing Program

Executive Summary

Why did we make revisions? The revisions to the Bachelor of Science in Nursing (BSN) program at the University of Saskatchewan were made to address overlapping content, content gaps, to streamline courses for better learning outcomes, and align theory with practical application. These changes aim to enhance the educational experience and student success by providing clearer connections between theory and practice, reducing redundancy, and improving the coherence of the curriculum.

What were the revisions? The key revisions include merging overlapping content from multiple courses, introducing new courses, updating language in items such as course names, objectives, and calendar descriptions to better reflect the content, focus, and current trends. Specific changes involve consolidating skills labs, realigning similar courses to parallel content and eliminate identified gaps, and assigning praxis opportunities in a variety of simulation modalities to multiple courses.

Intended Positive Outcomes The intended positive outcomes of these revisions are to provide a more cohesive and streamlined curriculum that supports better student understanding and retention of knowledge, improved clinical judgment and skills, and an enhanced readiness for professional practice. These changes aim to be student- centered by improving clarity, improving learning efficiency, and better preparing students for real-world nursing practice and challenges.

Year 2 Overview

Overall, year 2 needed to be streamlined to be more focused and student centered. In the current program, year 2 is lab heavy, with limited time for students to apply concepts.

NURS 200.3 - Foundational Concepts in Nursing, Health, and Wellness

- **Changes**: Content from NURS 201 incorporated, Interprofessional Education (IPE) removed, and added later in the curriculum, and updated objectives and calendar description.
- **Rationale:** The changes addressed content overlap and refocused the course on the professional nurse's role at the program's start.

NURS 245.4 - Relational Nursing and Communication for Professional Practice

- **Changes**: Integrated IPE content from NURS 200/201, updated objectives and calendar description. This course also has concepts from NURS 204.
- **Rationale**: The changes eliminated overlaps, streamlined focus on relationship building and interprofessional learning.

NURS 244.4 - Health Assessment

- **Changes**: Formerly NURS 203, removed skills content to focus on health assessment, updated objectives and calendar description.
- **Rationale**: The changes clarified and streamlined content for a better focus on health assessments.

NURS 246.3 - Physiology

- **Changes**: Streamlined content, reduced hours, updated course description.
- **Rationale**: The changes better align with health assessment, focus on learner-centered content delivery.

NURS 247.3 - Adult Health Challenges I

- **Changes**: Incorporated content from NURS 220, updated objectives and calendar description.
- **Rationale**: The changes introduced foundational clinical judgment and nursing processes early in the program for better integration throughout the curriculum. The introduction of clinical judgment early in the program provides a foundation and development for the licensing exam based on clinical judgment.

NURS 241.4 - Foundational Skills for Nursing Practice and Clinical Judgement

- **Changes**: Combined skills labs from 202, 203, 220, updated objectives and calendar description.
- **Rationale**: The streamlined skills learning provides better connections and progression of learning and knowledge development.

MCIM 223.3 - Principles of Microbiology and Immunology for Nursing

- **Changes**: No major changes; recommended coordination with skills courses.
- **Rationale**: Linked microbiology content with sterile technique skills for better understanding.

Pharm 250.3 - Pharmacology for Nursing

- **Changes**: Streamlined content, collaborative input from pharmacy faculty.
- **Rationale**: Connected theory to practical application, addressing current program gaps.

NURS 231.4 - Medication Administration in Nursing Practice

- **Changes**: New course incorporates medication administration theory and labs from former NURS 220. Application and praxis activities of simultaneous learned medication theory will also be incorporated to practice clinical judgement.
- **Rationale**: The course will focus on safe medication management, linking theory to practice for better clinical judgment.

NURS 260.2 ~~206.2~~ - Foundational Care in Nursing Practice

- **Changes**: Increased hours and credit units, added pre-clinical lab/simulation experiences.
- **Rationale**: Moving into term 2 allows for enhanced early clinical exposure for better skill development and professional identity formation. Using simulation to support active learning.

NURS 221.3 - Patient and Family Centered Care in Clinical Practice I

- **Changes**: Updated objectives and calendar description.
- **Rationale**: The changes will better preparation for managing patients and medications, improved workload from a coordination perspective.

NURS 205.3 - Nursing Research

- **Changes**: Offered over extended timeframe, 6 weeks, as opposed to 2 ½ weeks.
- **Rationale**: Improved knowledge retention over a longer period and responded to student and instructor feedback.

Year 3 Overview

The year 3 content is extremely clinical and application heavy. Simulation course was very med-surg focused. Proposed simulation will now be collaborative with the clinical and theory course that students take. Courses streamlined for more meaningful learning.

NURS 367.4 ~~307.4~~ - Integrating Mental Health and Addiction

- **Changes**: Added mental health-specific simulation, updated objectives and calendar description.

- **Rationale**: Improved theory-practice alignment, enhancing practical learning experiences.

NURS 308.3 - Integrating Mental Health and Addiction Into Practice

- **Changes**: Returned hours to include orientation, updated objectives and calendar description.
- **Rationale**: Improved clinical education and preparation.

NURS 361.4 ~~321.4~~ - Therapeutic Interventions and Leadership in Education and Care

- **Changes**: Combined NURS 321/322, added seminar component, updated objectives and calendar description.
- **Rationale**: The changes are based on student feedback of overlap. Focused on teaching, leadership, and interprofessional teamwork that are essential for nurses in practice.

NURS 362.4 ~~332.4~~ - Health Challenges II

- **Changes**: Added med-surg simulation, reduced theory hours from 52-39, updated objectives and calendar description.
- **Rationale**: Improved theory-practice gaps, aligning content to practical learning experiences. Critical care course content removed. The previous name suggested critical care.

NURS 333.3 - Patient and Family Centered Care in Clinical Practice II

- **Changes**: Name change from Complex Nursing Care, updated objectives and calendar description.
- **Rationale**: Name change more accurately reflects a level of acute care, while previous eluded to high expectations.

NURS 304.3 - Family Nursing

- **Changes**: Added content from NURS 201, updated objectives and calendar description.
- **Rationale**: Better alignment of content to learning outcomes.

NURS 306.3 - Navigating Health and Wellness in Caring with Older Adults

- **Changes**: Name change, updated objectives and calendar description.
- **Rationale**: Reduced stigma of older adult care, better matched curriculum to content.

NURS 371.4 ~~331.4~~ - Infant, Child, Adolescent, and Family Centered Nursing Practice

- **Changes**: Added pediatric simulation, separated from obstetrics, updated objectives and calendar description.
- **Rationale**: Improved theory-practice alignment, student-centered approach.

NURS 370.4 ~~330.4~~ - Perinatal and Family Centered Nursing Practice

- **Changes**: Added obstetrics simulation, separated from pediatrics, updated objectives and calendar description.
- **Rationale**: Improved theory-practice alignment, student-centered approach.

Year 4 Overview

Minimal changes to the flow of year 4, but rather focused on updating language.

NURS 430.3 - Community Health Nursing Building Partnerships

- **Changes**: No major changes, updated objectives and calendar description.
- **Rationale**: Ensured content remains current and relevant.

NURS 431.6 - Community Nursing Practice

- **Changes**: No major changes, updated objectives and calendar description.
- **Rationale**: Improved course structure for better clinical learning.

NURS 440.3 - Interprofessional Perspectives: Health Systems and Policy Development within a Global Context

- **Changes**: Added content from NURS 201, needs work on delivery method.
- **Rationale**: Better alignment of content to student learning needs.

NURS 422.3 - Issues in Leadership and Management: Transformative Practice in Healthcare Organizations

- **Changes**: Updated objectives and calendar description.
- **Rationale**: Improve link of theory to practice.

NURS 441.3 - Transition to Professional Practice

- **Changes**: Added seminars, updated content delivery flow.
- **Rationale**: Better connected theory to practice, enhancing clinical learning.

NURS 460.8 ~~450.8~~ - Practice Integration

- **Changes**: Addition of pre-clinical labs and simulation, with more defined hours.

- **Rationale**: Better link of clinical judgment and practice.

Elective (3cu)

- **Changes**: Recommendation to build new nursing-specific electives.
- **Rationale**: Connected electives for the development of nursing skills, providing opportunities for student specializations (i.e., critical care).

The following motions were approved by faculty council on October 7, 2024

Motion: The Undergraduate Education Committee recommends Faculty Council to approve the revised Year 2 BSN undergraduate courses.

Motion: The Undergraduate Education Committee recommends Faculty Council to approve the course progression/sequencing of the Year 2 BSN undergraduate courses.

Motion: The Undergraduate Education Committee recommends Faculty Council to approve the revised Year 3 BSN undergraduate courses.

Motion: The Undergraduate Education Committee recommends Faculty Council to approve the course progression/sequency of the Year 3 BSN undergraduate courses.

Motion: The Undergraduate Education Committee recommends Faculty Council to approve the revised Year 4 BSN undergraduate courses.

Motion: The Undergraduate Education Committee recommends Faculty Council to approve the course progression/sequency of the Year 4 BSN undergraduate courses.

Proposed Changes and Rationale

Year 2

NURS 200.3 – Course Revision

NURS 205.3 – Course Revision

NURS 221.3 – Course Revision

NURS 231.4 – New Course

NURS 241.4 – Course Relabel *from NURS 203*

NURS 244.4 – Course Relabel *from NURS 202*

NURS 245.4 - Course Relabel *from NURS 204*

NURS 246.3 – New Course

NURS 247.3 – New Course

NURS 260.2 – Course Relabel *from* NURS 206

Year 3

NURS 304.3 – Course Revision

NURS 306.3 – Course Revision

NURS 308.3 – Course Revision

NURS 333.3 – Course Revision

NURS 361.4 – Course Relabel *from NURS 321*

NURS 362.4 – Course Relabel *from NURS 332*

NURS 367.4 – Course Relabel *from NURS 307*

NURS 370.4 – Course Relabel *from NURS 330*

NURS 371.4 – Course Relabel *from NURS 331*

Year 4

NURS 422.3 – Course Revision

NURS 430.3 – Course Revision

NURS 431.6 – Course Revision

NURS 440.3 – Course Revision

NURS 460.8 – Course Relabel *from NURS 450*

AD-Hoc Curriculum Committee Recommendations for Sequencing of Courses

Proposed Changes and Rationales

Term 1	**Hours**	**Proposed Changes**	**Rationale**
NURS 200.3 Foundational Concepts in Nursing, Health, and Wellness	39 hours theory	Content change NURS 201 removed & incorporated into 200. IPE content transferred to 245. Name change to reflect content. Objective updated. Calendar description updated.	NURS 201 overlaps with other courses. The content moved to make this a course about the role of the professional. Important concepts to provide at the beginning of the nursing program.
NURS 245.4 Relational Nursing and Communication for Professional Practice	39 hours theory 36 hours seminar/lab	IPE content is integrated from NURS 200/NURS 201/NURS 204 Professionalism/relationships. Objectives and Calendar description updated.	Several overlaps in content between NURS 200 and NURS 440. This course will be more streamlined towards relationship building and will house the exposure to interprofessional education modules.The course incorporates Indigenous ways of knowing by exploring the application of the principles of wahkohtowin within a nursing context. The lab component provides for increased hours to apply requisite knowledge, attitude, clinical judgment, and skill in communication and relational practice.
NURS 244.4 Health Assessment	39 hours theory 36 hours labs	Former content from NURS 202 and 203. This class removes skills and focuses solely on health assessment, documentation, and vital signs. Objectives and Calendar description are updated. Content is realigned.	Too much varying content in NURS 202/203. This course will take the assessment piece from both courses and streamline the content for the learner.
NURS 246.3 Physiology	39 hours of theory	There is a loss of hours here. Course content needs to be	Anatomy content has been moved to the pre-

AD-Hoc Curriculum Committee Recommendations for Sequencing of Courses

Proposed Changes and Rationales

		more streamlined to be learner centered. Health Assessment and physiology needs to be matched so learning is adaptable between the courses.	professional year in course NURS 120.
NURS 247.3 Adult Health Challenges I	39 hours of theory	Former theory content from NURS 220, and the cognitive skills needed to practice nursing. Content will include • Nursing process/planning care/CJMM (from 202) • Intro to disease processes, DM, CKD, COPD, CAD (from former 220,332) Objectives and Calendar description updated. Content is realigned.	NGN evidence supports introducing the nursing process and clinical judgement (CJ) early in the program. This introduction will help foster student success on the NCLEX. Foundation of CJ in this course can then be threaded throughout the semesters. The course provides the foundation for practice and exam success. Content will provide a foundation to care for hospitalized adults.

Workload term 1

	Theory	**Clinical**	**Lab/Seminar**
Current Hours	181	42	53
Proposed hours	195	0	72

Term 2	**Hours**	**Proposed Changes**	**Rationale**
NURS 241.4 ** relabeled course Foundational Skills for Nursing Practice and Clinical Judgement	39 theory, 36 lab	This course streamlines all 3 previous skills lab courses into one (202,203,220). The progression of skills in this course is deliberate so students can “add on” skills as they learn them.	To streamline the skills in one course so that there is clear linking of learning in the lab to provide connections to learning and building on previous content.
MCIM 223.3	39 theory	Recommend working collaboratively with the	Important to link micro with sterile technique

AD-Hoc Curriculum Committee Recommendations for Sequencing of Courses

Proposed Changes and Rationales

Principles of Microbiology and Immunology for Nursing		skills course (NURS 241) to line up sterile technique skills with asepsis content.	skills on NURS 241 so that students see the connections.
PHAR 250.3 Pharmacology for Nursing	39 theory	Must be streamlined with med admin lab below and synchronous. Collaborative input from faculty assigned to the med admin course is required.	The foundational theory is necessary, and needs to be connected to the practical application. This essential connection is currently missing in our program. Have already collaborated with pharmacy faculty on this content.
NURS 231.4 ** new course. Realigned content Medication Administration in Nursing Practice	Seminar/Lecture 39 hours Lab 36 hours	Restructured lab course. Med administration labs from former NURS 220. Combination of online synchronous (e.g., med calculation practice, med theory application/clinical judgement) and lab hours to practice med admin skills. Includes learning modules, 2D simulation, case studies, medication calculations and the medication administration process and practice. Must be streamlined with Pharm 250 content.	Students currently struggle with medication safety and knowledge. This lab will include more practical application to build clinical judgment surrounding safe med administration. This will include case studies, medication calculations and hands on administration. This course will link the theory content to the nursing specific application necessary to provide safe medication management in all clinical settings. Additionally, this new course will allow more time to practice medication administration, particularly IV medications. An increase in lab time to focus specifically on

			medication administration and the application of knowledge supports the current evidence in reducing medication errors in practice. (CRNS Trends in Nursing Practice, 2020)
NURS 260.2 ~~206.2~~ Foundational Care in Nursing Practice	96 hours clinical (includes orientation and some simulation) - 2 cu	Increase hours and credit units. Placement in term 2. Add some pre-clinical lab/simulation experiences. With hours and credit units changing, this constitutes a major change.	Early clinical exposure is valuable to the development of professional identity and knowledge, skills, and judgement. Context in the clinical setting helps students make sense of the theory, thus strengthening their knowledge. This early exposure and application of skills will strengthen the students' clinical skills. With the amount of clinical students in the health care settings the system is becoming overwhelmed with students. Building their capacity in a lower risk environment will improve their clinical skillset in clinical rotations. Financial sustainability of NURS 206 as it currently runs is costly in terms of coordination for low credit unit. Some students also express that they are "not able to do much" in the current NURS 206 offering. By progressively integrating newly learned

			skills and prior knowledge of assessments will allow students to do more in the new NURS 206 offering.

Workload term 2

	Theory	Clinical	Lab/seminar
Current Hours	195	0	67
Proposed hours	156	96	72

Term 3	Hours	Proposed changes	Rationale
NURS 221.3 Patient and Family Centered Care in Clinical Practice I	144 hours clinical over 4 weeks	Orientation is included in the clinical hours. Objectives and Calendar description updated.	With the increase of hours in NURS 206, and the opportunity to practice assessments students should be better prepared to manage 2 patients with medications. This course is also coordination heavy and employs many new casual instructors. We suggest 2 offerings of the course, each over 4 weeks. The value would be the ability to utilize more consistent experienced instructors. A smaller cohort of experienced instructors will be less labor intensive for the course coordinators, offer more secure employment for casual and PT instructors,

AD-Hoc Curriculum Committee Recommendations for Sequencing of Courses

Proposed Changes and Rationales

			offer greater consistency in delivery, and ultimately a more meaningful experience for students.
NURS 205.3 Nursing Research	39 hours theory	Longer time frame is needed in term 3. Tried to place this course in a regular term (1 or 2), but did not work.	Current instructors and students identified a need to offer the course over a longer time frame to facilitate students' knowledge retention.

	Theory	**Clinical**	**Lab**
Previous Hours	39	132	n/a
Proposed hours	39	144	n/a

Year 3

Note- the flow of year 3 cannot follow same pathway in Saskatoon. Clinical courses will be offered in all 3 terms in Saskatoon. This is the distributed pathway.

Term 1	**Hours**	**Proposed Changes**	**Rationale**
NURS 367.4 ~~307.4~~ Integrating Mental Health and Addiction	39 hours theory **Praxis integration** 4 days SIMx2 scenarios= 24 lab hours	Adding mental health specific simulation linked to the theory course as a required component. Hours match 1/3 of previous simulations. Objectives and Calendar description updated.	Improve theory- practice gaps by aligning content to practical learning experiences.

AD-Hoc Curriculum Committee Recommendations for Sequencing of Courses

Proposed Changes and Rationales

NURS 308.3 Integrating Mental Health and Addiction Into Practice	144 hours clinical	Hours returned to include orientation and any specific training/education required for the site. Objectives and Calendar description updated.	PART and orientation taken away from clinical hours.
NURS 361.4 ~~321.4~~ Therapeutic Interventions and Leadership in Education and Care	39 hours of theory 36 hours of seminar	Realigned course. This course is a combination of former NURS 321/322. The main focus is teaching and leading within individual and group settings. Objectives and Calendar description updated. Content realigned. Collaboratively matched in term with mental health (NURS 307 and 308).	Feedback from students is that there is an overlap between 204/321. NURS 321 does not have enough content for a full course. There is also additional overlap between 321/322. Addition of seminars to work through scenarios and existing praxis pursuits. The course content includes leadership concepts, interprofessional teamwork, advocacy, case management and health education concepts, counselling and group facilitation. Linking the skills together with active learning approaches (i.e., seminars).

	Theory	**Clinical**	**Lab/sim**
Previous Hours	111	132	16/36
Proposed hours	78	144	36/24

AD-Hoc Curriculum Committee Recommendations for Sequencing of Courses

Proposed Changes and Rationales

Term 2	Hours	Proposed Changes	Rationale
NURS 362.4 ~~332.4~~ Health Challenges II	39 hours theory **Praxis integration** 4 days SIMx2 scenarios= 24 lab hours	Adding med-surg specific simulation linked to the theory course as a required component. Hours match 1/3 of previous simulations. Name change - the previous term "high acuity" is advanced for a year 3 course, and the "critical care" content will be eliminated from the course. Reduction of lecture hours from 52 to 39, some basic content will be moved to 247.3. Objectives and Calendar description updated. Content realigned.	Improve theory- practice gaps by aligning content to simulated practical learning experiences. This course currently contains some advanced content related to critical care nursing. Too complex for a year 3, and better fit for an elective. Also, some content overlap with 220.
NURS 333.3 Patient and Family Centered Care in Clinical Practice II	144 hours clinical	Name change from Complex Nursing care Objectives and Calendar description updated. Content realigned.	Feedback from students. The term "high acuity" was anxiety producing for many students. While the client population is more acute and complex than NURS 221, the name change reflects leveling
NURS 304.3 Family Nursing	39 hours of theory	Some EDI content additions from NURS 201. Objectives and Calendar description updated. Some content realigned.	Ensure this course contains updated EDI concepts to be up to date with current language and health care trends.

AD-Hoc Curriculum Committee Recommendations for Sequencing of Courses

Proposed Changes and Rationales

NURS 306.3 Navigating Health and Wellness in Caring with Older Adults	39 hours of theory	Name change to better reflect content and reduce stigmas. Align curriculum documents to match content. Increase ELCs and change stigma language. Objectives and Calendar description updated. Content realigned.	This course has adapted over the years. ELCs added. Initially only 4 ELCs officially linked in this course, despite many others being present. This process will better align the content to the learning outcomes.

	Theory	**Clinical**	**Lab/sim**
Previous Hours	142	144	0/36
Proposed hours	117	144	0/24

AD-Hoc Curriculum Committee Recommendations for Sequencing of Courses

Proposed Changes and Rationales

Term 3	Hours	Proposed Changes	Rationale
NURS 371.4 ~~331.4~~ PEDS **Infant, Child, Adolescent and Family Centered Nursing Practice**	26 hours theory **Praxis integration** 2 days SIMx2 scenarios= 12 lab hours 78 hours of clinical time to include lab content For orientation	Adding pediatric specific simulation linked to the theory course as a required component. Hours matches 1/3 of previous simulations. Separated from obstetrics. Clinical included in course.	Improve theory- practice gaps by aligning theory content to practical and active learning experiences. Assists students' learning by linking theory, simulation and practice. Peds/obs are separated as own ½ course instead of tied to each other. Various challenges led to this decision particularly being more student centered. Previously, if a student failed one component, they had to repeat everything. Students may be in obs clinical at begin beginning but did not learn the theory/content until after they were done the rotation.
NURS 370.4 ~~330.4~~ Perinatal **Perinatal and Family Centered Nursing Practice**	26 hours theory **Praxis integration** 2 days SIMx2 scenarios= 12 lab hours 78 hours of clinical time to include lab content For orientation	Adding obstetrics specific simulation linked to the theory course as a required component. Hours matches 1/3 of previous simulations. Separated from pediatrics. Clinical included in the course.	Improve theory- practice gaps by aligning theory content to practical and active learning experiences. Assists students' learning to have the link between theory, simulation and practice. Peds/obs are separated as own ½ course instead of tied to each other. Various challenges led to this decision particularly being more student centered. Previously, if a student failed one component, they had to repeat everything. Students may be in obs clinical at begin beginning but did not learn the theory/content until after they were done the rotation.

AD-Hoc Curriculum Committee Recommendations for Sequencing of Courses

Proposed Changes and Rationales

	Theory	Clinical	Lab/sim
Previous Hours	52	156	0
Proposed hours	52	156	0/24

Note year 4 classes unable to follow same pattern due to clinical placement spaces. Students will be in either Term A or Term B.

Year 4

Year 4- Term A	Hours	Proposed Change	Rationale
NURS 430.3 Community Health Nursing Building Partnerships	39 hours	No change Objectives and Calendar description updated.	No change due to the uniqueness of the community course. Ensure some of the content of disaster and pandemic planning are included as per CRNS request.
NURS 431.6 Community Nursing Practice	216 hours	No change Objectives and Calendar description updated.	This clinical course has recently had a large deduction in hours.
NURS 440.3 Interprofessional Perspectives: Health Systems and Policy Development within a Global Context	39 hours	Additional content added from NURS 201. Some updated language in curriculum manual, and course content realignment.	Overlap between the 2 courses, despite leveling of content. Course needs to be delivered in a manner where students' learning needs are identified and addressed. More specific changes may come to this course as many faculty new and have requested an

AD-Hoc Curriculum Committee Recommendations for Sequencing of Courses

Proposed Changes and Rationales

			opportunity to teach it first before they can recognize where changes are needed.
NURS 422.3 Issues in Leadership and Management: Transformative Practice in Healthcare Organizations	39 hours	Objectives and Calendar description updated to better reflect ELCs and leveling of Bloom's taxonomy.	Updated language necessary to reflect current practice and leveling.

	Theory	**Clinical**	**Lab/sim**
Previous Hours	117	216	0
Proposed hours	117	216	0

AD-Hoc Curriculum Committee Recommendations for Sequencing of Courses

Proposed Changes and Rationales

Year 4- Term B	Hours	Proposed Changes	Rationale
NURS 441.3 Transition to Professional Practice	39 theory Add seminars	No change to content. Change the flow of content and reconstructed the manner it is delivered. More focus on relevant issues will enhance clinical learning.	Better connection of theory to practice.
NURS 460.8 ~~450.8~~ Practice Integration (9 weeks)	360 hours TOTAL= Orientation / Med Exam 8 hours / 8 hours education / 8 hours IPE - reduced practice hours to 300 hours – 25 (12s) plus 36 hours (week one lab/simulation) 9 weeks to allow for 441.	Addition of pre-clinical labs and simulation. More defined hours. Finish after 9 weeks to make room for 441.	It is becoming challenging to find preceptors given the long time commitment of the experience. Shortening the preceptor experience would be enhanced by adding labs and simulation prior to students starting the rotation. This will build the connections from theory to practice.
Elective (3cu)	39 hours	Recommendation to build new nursing specific electives and progressively integrate into programming. E.g., Palliative care Critical Care and ER Complex Mental Health	Current list of electives from arts and science do not necessarily connect to development of nursing skills. Opportunities for faculty with specializations.

AD-Hoc Curriculum Committee Recommendations for Sequencing of Courses

Proposed Changes and Rationales

	Theory	**Clinical**	**Lab/sim/seminar**
Previous Hours	78	360	0
Proposed hours	78	324	36/addition to 441 but included in hours

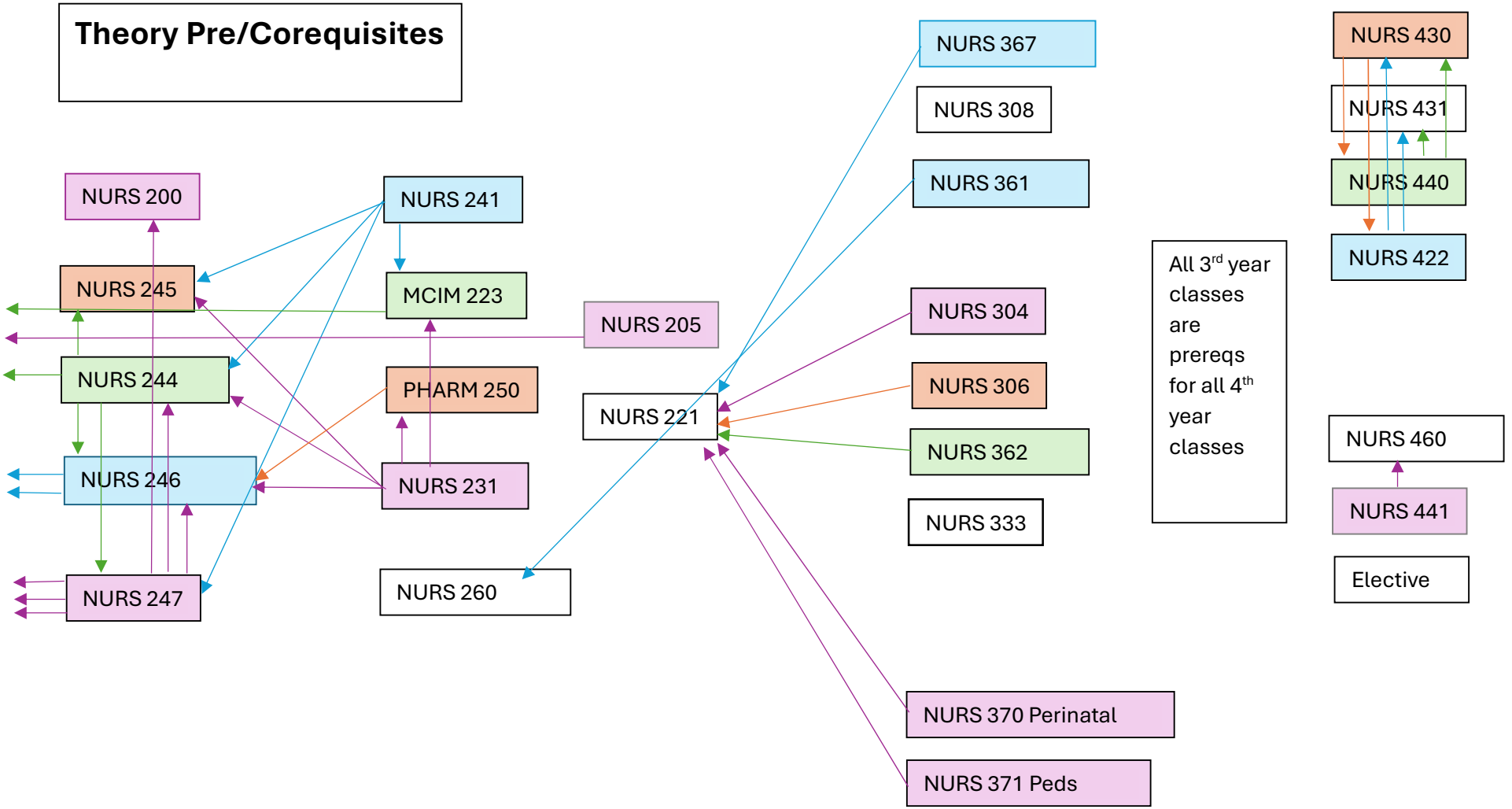
Term	Course	Prerequisites	Pre/Co-Requisites
Year 2 Term 1	NURS 200.3 Foundational Concepts in Nursing, Health and Wellness	N/A	N/A
	NURS 245.4 Relational Nursing and Communication for Professional Practice	N/A	N/A
	NURS 244.4 Health Assessment	NURS 120.3	NURS 245.4, NURS 246.3, NURS 247.3
	NURS 246.3 Physiology	NURS 120.3, BIOL 120.3	N/A
	NURS 247.3 Adult Health Challenges I	NURS 120.3, BIOL 120.3, NUTR 120.3	NURS 200.3, NURS 246.3, NURS 244.4
Year 2 Term 2	NURS 241.4 Foundational Skills for Nursing Practice and Clinical Judgement	NURS 245.4, NURS 244.4, NURS 247.3	MCIM 223.3
	MCIM 223.3 Principles of Microbiology and Immunology for Nursing	Biol 120.3 (or equivalent)	N/A
	PHARM 250.3 Pharmacology for Nursing	PHSI 208.6 or BMSC 208.3 or NURS 208.3 (or equivalent)	N/A
	NURS 231.4 Medication Administration in Nursing Practice	NURS 245.4, NURS 244.4, NURS 246.3	PHARM 250.3, MCIM 223.3
	~~NURS 206.~~2 NURS 260.2 Foundational Care in Nursing ~~Clinical~~ Practice	NURS 200.3, NURS 245.4, NURS 246.3, NURS 244.4	MCIM 223.3, NURS 241.4
Year 2 Term 3	NURS 205.3 Nursing Research	STAT 244.3 or STAT 245.3 or STAT 246.3 or STAT 242.3 or GE 210.3 or PLSC 214.3 or COMM 104.3 or PSY 233.3 or SOC 225.3. Statistics courses from other post-secondary institutions may also be	N/A

		acceptable. Please see the College of Nursing for information.	
	NURS 221.3 Patient and Family Centered Care in Clinical Practice I	NURS 206.2, NURS 241.4, NURS 231.4, PHAR 250.3, NURS 247.3, MCIM 223.3	N/A
Year 3 Term 1	~~NURS 307.4~~ NURS 367.4 Integrating Mental Health and Addiction ~~into Nursing~~	NURS 221.3	N/A
	NURS 308.3 Integrating Mental Health and Addiction ~~within Nursing~~ into Practice	N/A	NURS 307.4
	~~NURS 321.4~~ NURS 361.4 Therapeutic Interventions and Leadership in Education and Care	NURS 206.2	NA
Year 3 Term 2	~~NURS 332.4~~ NURS 362.4 Health Challenges II ~~2~~	NURS 221.3	N/A
	NURS 333.3 Patient and Family Centered Care in Clinical Practice II ~~2~~	N/A	NURS 332.4
	NURS 306.3 Navigating Health and Wellness in Caring with Older Adults	NURS 221.3	N/A
	NURS 304.3 Family Nursing	NURS 221.3	N/A
Year 3 Term 3	~~NURS 331.4~~ NURS 371.4 Infant, Child, Adolescent and Family Centered Nursing Practice	NURS 221.3	N/A
	~~NURS 330.4~~	NURS 221.3	N/A

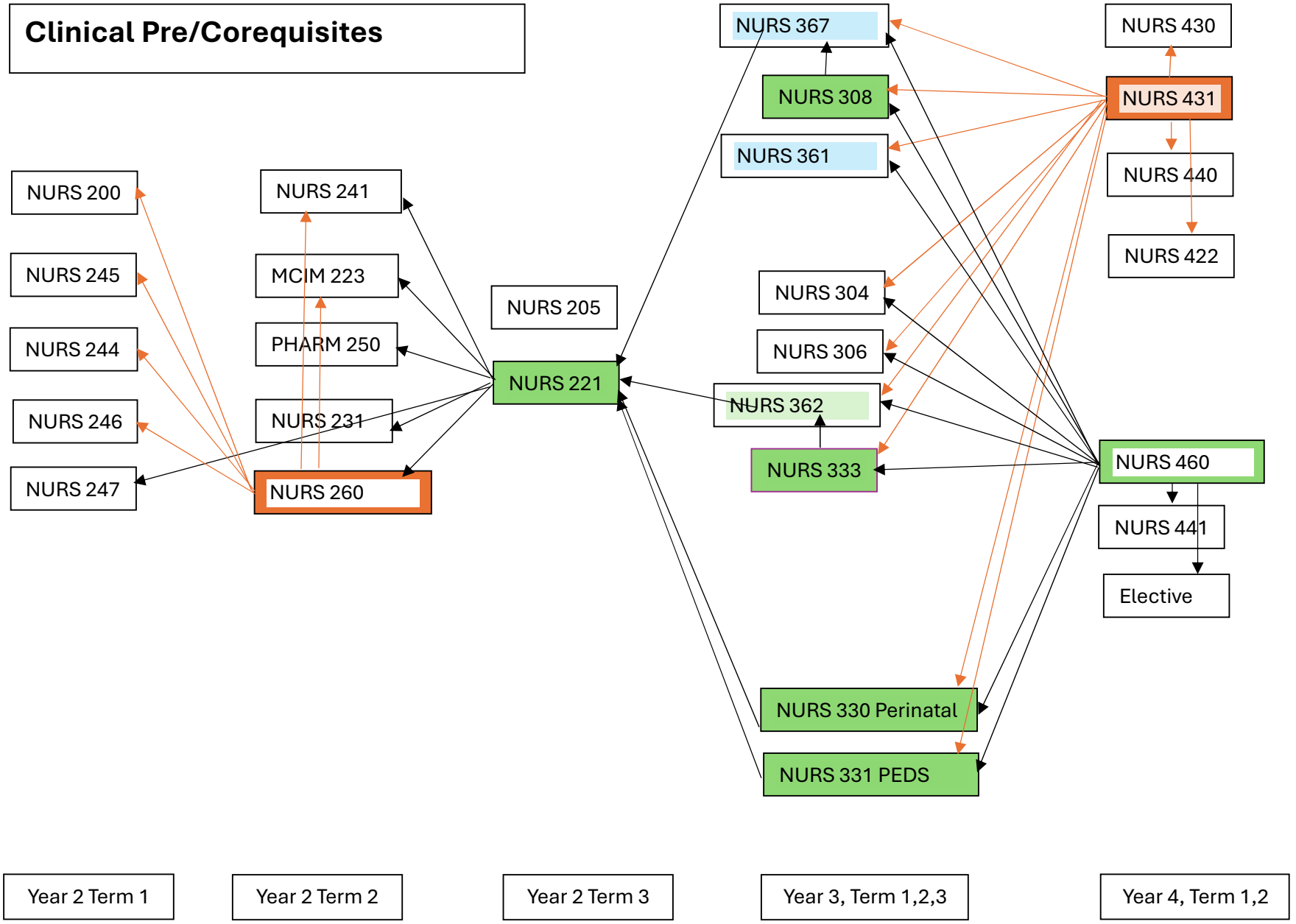
	NURS 370.4 Perinatal and Family Centered Nursing Practice		
Year 4 Term 1	NURS 430.3 Community Health Nursing Building Partnerships	NURS 304.3, NURS 306.3, NURS 307.4, NURS 308.3, NURS 321.4, NURS 331.4, NURS 330.4, NURS 332.4, NURS 333.3	NURS 422.3, NURS 440.3
	NURS 431.6 Community ~~Health~~ Nursing Practice	NURS 304.3, NURS 306.3, NURS 307.4, NURS 308.3, NURS 321.4, NURS 331.4, NURS 330.4, NURS 332.4, NURS 333.3	NURS 422.3, NURS 430.3, NURS 440.3
	NURS 440.3 Interprofessional Perspectives: Health Systems and Policy Development within a Global Context	NURS 304.3, NURS 306.3, NURS 307.4, NURS 308.3, NURS 321.4, NURS 331.4, NURS 330.4, NURS 332.4, NURS 333.3	NURS 430.3, NURS 431.6
	NURS 422.3 Issues in Leadership and Management: Transformative Practice in Healthcare Organizations	NURS 304.3, NURS 306.3, NURS 307.4, NURS 308.3, NURS 321.4, NURS 331.4, NURS 330.4, NURS 332.4, NURS 333.3	NURS 430.3, NURS 431.6
Year 4 Term 2	NURS 441.3 Transition to Professional Practice	NURS 304.3, NURS 306.3, NURS 307.4, NURS 308.3, NURS 321.4, NURS 331.4, NURS 330.4, NURS 332.4, NURS 333.3	NURS 450.8

	~~NURS 450.8~~ NURS 460.8 Practice Integration	NURS 304.3, NURS 306.3, NURS 307.4, NURS 308.3, NURS 321.4, NURS 331.4, NURS 330.4, NURS 332.4, NURS 333.3	NURS 441.3 The restricted elective must be completed before or at the same time as NURS 450.8
	Elective.3	Varies	

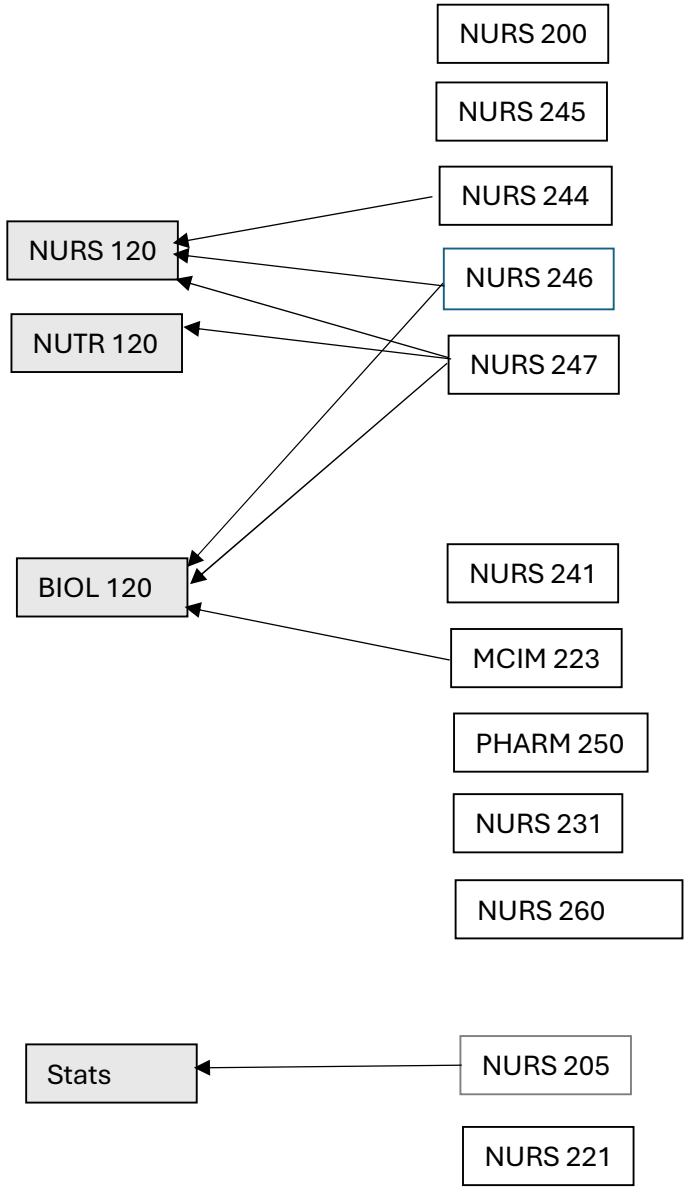
Theory Pre/Corequisites



Clinical Pre/Corequisites



Year Two to Year One Prerequisites



Consultation with the Registrar (CWR) – Proposal Highlights

Title of Proposal: Bachelor of Science in Nursing (B.S.N.) – Major Curricular Revisions

General Description: The college is revising the upper years (Years 2, 3, and 4) of their B.S.N. program. Overall credit units for the B.S.N. program will be reduced from 133 to 130. Pending approval, the revised program will be offered to students being admitted to Year 2 of the B.S.N. program in 2025-26. Current students (those admitted to the B.S.N. program *prior* to 2025-26) will complete the program that they started. There may be some out-of-cohort students between the two programs. Students will have 6 years to complete their program, per the college's Time Limit for Degree Completion rules, as stated in the University Catalogue.

Degree College: College of Nursing

College Approval: Received College of Nursing Faculty Council approval on October 7, 2024

Effective Term: May 2025

Course implications

- New courses, re-numbered courses, other minor course revisions, and course deletions
- Utilizing the existing "NURS" course subject code; no new course subject code is necessary

Registration and classes

- Class time slots, terms, and sessions will be similar to the existing schedule
- Room scheduling needs will be similar to current needs

Convocation

- No new hood

Financial and Budget

- Standard, existing tuition rates and per credit unit method of assessment
- SFO and Provost's Office approved to proceed with CWR step

Student Mobility

- No unique mobility or external partners/agreements

Consultation with the Registrar Form

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

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

1 Is this a new degree, diploma, or certificate? Yes [ ] No [X]

Is an existing degree, diploma, or certificate being renamed? Yes [ ] No [X]

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

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

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

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

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

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

6 If this is a new degree level certificate, can a student take it at the same time as pursuing another degree level program? Yes [ ] No [ ]

7 If YES, a student attribute will be created and used to track students who are in this certificate alongside another program. The attribute code will be:

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

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

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

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

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

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

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

NOTE: This change is for the Bachelor of Sc Nursing [BSN] program and is curricular changes for years 2, 3, and 4.

1 Is this a new program? Yes [ ] No [X]
Is an existing program being revised? Yes [X] No [ ]
If you've answered NO to each of the previous two questions, please continue on to the next section.

2 If YES, what degree, diploma, or certificate does this new/revised program meet requirements for?
Bachelor of Science in Nursing [BSN]

3 What is the name of this new/revised program?
Bachelor of Sc Nursing [BSN]

4 What other program(s) currently exist that will also meet the requirements for this same degree(s)?
Post-Degree BSN Option [PSDEGREE-BSN]

5 What College/Department is the academic authority for this program?
College of Nursing / Department of Nursing (Dean's Office)

6 Is this a replacement for a current program? Yes [X] No [ ]

7 If YES, will students in the current program complete that program or be grandfathered?
Current students will complete the program they started. May be some out-of-cohort students between the two programs. Students have 6 years to complete their program.

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

9 If this is a new non-degree or undergraduate level program, what is the expected completion time?
No Change

Section 3: Mobility

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

1 Does the proposed degree, program, major, minor, concentration, or course involve mobility? Yes [ ] No [X]

If yes, choose one of the following?

- Domestic Mobility (both jurisdictions are within Canada) [ ]
- International Mobility (one jurisdiction is outside of Canada) [ ]

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

- Joint Program [ ]
- Joint Degree [ ]
- Dual Degree [ ]
- Professional Internship Program [ ]
- Faculty-Led Course Abroad [ ]
- Term Abroad Program [ ]

3 The U of S enters into partnerships or agreements with external partners for the above mobility types in order to allow students collaborative opportunities for research, studies, or activities. Has an agreement been signed? Yes [ ] No [ ]

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

5 What is the name of the external partner?

6 What is the jurisdiction for the external partner?

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

1 Is this a new or revised major, minor, or concentration attached to an existing degree program? Yes [ ] No [X] Revised [ ]
If you've answered NO, please continue on to the next section.

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

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

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

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

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

1 Is this a new or revised disciplinary area attached to an existing graduate degree program? Yes [ ] No [X] Revised [ ]
If you've answered NO, please continue on to the next section.

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

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

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

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

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

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

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

1	Is this a new college, school, center, or department?	Yes		No	X
	Is an existing college, school, center, or department being renamed?	Yes		No	X
	Is an existing college, school, center, or department being deleted?	Yes		No	X

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

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

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

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

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

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

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

Section 7: Course Information - AS PER CURRENT SET-UP OTHER THAN NOTED BELOW

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

No

2

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

N/A

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

4

Does the program timetable use standard class time slots, terms, and sessions? NOTE: The set-up is similar to how it is now. Yes [X] No [ ]

If NO, please describe.

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

5 Does this program, due to pedagogical reasons, require any new special space or type or rooms? NOTE: The set-up will be similar to what is done now. Yes [ ] No [X]

If YES, please describe.

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

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

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

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

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

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

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

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

6 Does this impact enrollment?

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

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

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

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

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

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

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

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

15 Will the standard application fee apply?

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

17 Is there a tuition deposit required? Yes ☐ No ☐

NOTE: Tuition deposits are non-refundable.

If YES, what is the amount?

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

18 Are international students admissible to this program? If YES, see Section 18 for Tuition and Fees information. Yes ☐ No ☐

NOTE

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

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

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

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

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

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

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

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

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

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

3 When is the first class expected to graduate?

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

Section 11: Schedule of Implementation Information

1 What is the start term?

202505 [May 2025]

2 Are students required to do anything prior to the above date (in addition to applying for admission)? Yes [ ] No [X]

If YES, what and by what date?

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

1 What year in program is appropriate for this program (NA or a numeric year)?
(General rule = NA for programs and categories of students not working toward a degree level qualification; undergraduate degree level certificates will use numeric year.)

2 Will students register themselves? Yes ☐ No ☐
If YES, what priority group should they be in?

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

1 Will instructors submit grades through self-serve? Yes ☐ No ☐
2 Who will approve grades (Department Head, Assistant Dean, etc.)?

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

1 Should classes count towards T2202s? Yes ☐ No ☐
Internship/Coop CRA Requirements
2 Is this an internship or coop program? Yes ☐ No ☐
If yes, proceed to the following questions.
3 Is the coop a requirement of the student's degree program? If this is a requirement of their degree proceed to the below questions; otherwise, no months are to be provided. Yes ☐ No ☐
4 Is the student required to work 10 hours per week on "work in the program" that is evaluated (i.e. graded) by someone from the University (for full time months) or 12 hours per month (for part-time months)? These hours would typically be over and above the hours worked for the 3rd party employer (see question 5 below). Yes ☐ No ☐
5 Is the "work in the program that is graded by USask" a minimum of 3 consecutive weeks? Yes ☐ No ☐
6
The work hours done in the coop for 3rd party employer typically, would not count unless it was graded by someone hired by USask. If it is graded by someone hired by USask, please explain exactly what is graded and how many hours approximately a student spends each week on these assignments (for full time months) or time spent each month (for part-time months).

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

1 Will terms of reference for existing awards need to be amended? Yes ☐ No ☐

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

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

1 Will this program qualify for the Government of Saskatchewan graduate retention (tax) program? Yes ☐ No ☐

To qualify the program must meet the following requirements:

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

Section 17: Program Termination

1 Is this a program termination? Yes [ ] No [X]

If yes, what is the name of the program?

2 What is the effective date of this termination?

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

If yes, what courses?

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

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

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

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

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

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

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

Partnership agreements, coordinated by the International Office, are signed for these types of mobility activities. Has the International Office been informed of this program termination? Yes [ ] No [ ]

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

1 How will tuition be assessed?

Standard Undergraduate per credit ☐
Standard Graduate per credit ☐
Standard Graduate per term ☐
Non standard per credit* ☐
Non standard per term* ☐
Other * ☐
Program Based* ☐

* See attached documents for further details

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

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

4 Does proponent's proposal contain detailed information regarding requested tuition? Yes ☐ No ☐

If NO, please describe.

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

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

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

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

9 Do standard cancellation fee rules apply?

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

11 Are you moving from one tuition code (TC) to another tuition code? Yes ☐ No ☐

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

12 If international students are admissible to the program, will they pay the international tuition differential? If YES, explain the amount. Yes ☐ No ☐

13

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

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

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

1	Has TLSE, Marketing and Student Recruitment, been informed about this new / revised program?	Yes		No
2	Has TLSE, Admissions, been informed about this new / revised program?	Yes		No
3	Has TLSE, Student Finance and Awards, been informed about this new / revised program?	Yes		No
4	Has TLSE, Transfer Credit, been informed about any new / revised courses?	Yes		No
5	Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration?	Yes		No
6	Has the Library been informed about this new / revised program?	Yes		No
7	Has ISA been informed of the CIP code for new degree / program / major?	Yes		No
8	Has Room Scheduling/Scheduling Hub/Senior Coordinator of Scheduling been informed of unique space requirements for the new courses and/or informed of program, course, college, and department changes?	Yes		No
9	Has the Convocation Coordinator been notified of a new degree?	Yes		No

10 What is the highest level of financial approval required for this submission? Check all that apply.

a. None - as it has no financial implications

OR

b. Fee Review Committee
c. Financial Strategy Office (FSA)
d. Office of the Provost
e. Board of Governors
f. Other

SIGNED

Date:

Registrar (Russell Isinger):

College Representative(s):

IPA Representative(s):

Revised: March 7, 2024

Bachelor of Science in Nursing (B.S.N.) (~~133~~ 130 credit units)

The College of Nursing offers three years of nursing education that builds upon a pre-professional year leading to the Bachelor of Science in Nursing (B.S.N.) degree. Students in the pre-professional year study courses in the humanities, natural, social and health sciences, all of which are foundational for the nursing program. The complete program is offered at the College of Nursing campuses in Saskatoon and Prince Albert, or through distributed learning at satellite sites in Ile-a-la-Crosse, La Ronge, Lloydminster, Muenster, North Battleford, Swift Current, Weyburn, and Yorkton

Part-time study is an option in second and third year, but all courses must be completed within six years of commencing the first nursing course.

For additional information on the B.S.N. and other nursing educational programming, please contact the College of Nursing at 306-966-6221 or visit the **College of Nursing website**.

In order to be eligible for licensure with the College of Registered Nurses of Saskatchewan (CRNS) graduates must pass a national council licensure examination (NCLEX) and pay the required fees.

Admission and Academic Requirements

For information, please visit the **Admissions website**.

Indigenous Students

For information, please visit the **Indigenous Students website**.

Persons with Disabilities

For information, please visit the Access and Equity Services **website**.

International Students

For information, please visit the International Students **website**.

Pre-Professional Year 1 (30 credit units)

In order to study some university-level courses, you are required to have completed certain high school classes.

FOR EXAMPLE:

- to study university-level biology, chemistry or physics, the Grade 12 (senior-level) course of the same subject is required.
- to study university-level calculus, Grade 12 (senior-level) pre-calculus or a university-level pre-calculus class is required.

The pre-professional year of study at a post-secondary level consists of 30 credit units of courses. A minimum weighted average of 60% in these pre-professional courses is required for admission. Admission to Year 2 of Nursing is competitive. The average for admission to Year 2 is normally higher than 60%. Please contact the College of Nursing for details.

The pre-professional year classes: 60% weighting

Situational Judgement Test Score: 40% weighting

The pre-professional year classes and the situation judgement test together form the admission score. Applicants are ranked according to admission score and the top candidates are selected.

English Language Proficiency: If you have been asked to provide proof of your English proficiency, details on acceptable examinations and minimum requirements that must be attained are available under Information for Students. For information, please visit the **English Language Requirements**.

After receiving admission to the BSN., the following program requirements must be completed. Please check the following website for completion dates: **https://nursing.usask.ca/clinical/health-and-safety.php**

- HSPnet Consent Form
- CPR-C Certification with AED
- Workplace Hazardous Materials Information System (WHMIS)
- Transferring Lifting Repositioning (TLR) course*
- N95 Respiratory Protection Fit Testing
- Immunizations
- Criminal Record Check with Vulnerable Sector Search
- Workers Compensation Board (WCB) form
- Confidentiality forms
- Uniforms
- Other supplies and resources

Please visit the **College of Nursing website** for more information.

Students who fail to submit proof of the above requirements will be unable to attend clinical placements.

Registration:

Students are responsible for the continuing completeness and accuracy of their registration(s). Note that clinical placements are arranged across the province and students will not always be placed in their place of residence, nor at one site for their whole program.

Students are not usually permitted to register in more than 15 credit units per term. Permission to take an extra course may be given in special situations and is limited to students with a cumulative weighted average of 70% or over.

The following University of Saskatchewan courses meet the requirements for the Pre-Professional year in the nursing program. Other educational institutions may offer equivalent courses. Please consult the College of Nursing regarding equivalencies from other institutions.

Register for the following courses (or their equivalents) (30 credit units):

- **BIOL 120.3** The Nature of Life
- **NUTR 120.3** Basic Nutrition**
- **PSY 120.3** Biological and Cognitive Bases of Psychology or **PSY 121.3** Social Clinical Cultural and Developmental Bases of Psychology
- **SOC 112.3** Foundations in Sociology Social Construction of Everyday Life
- **INDG 107.3** Introduction to Canadian Indigenous Studies or **HIST 195.3** History Matters Indigenous Perspectives on Canadian History
- **NURS 120.3** Human Anatomy for Nursing
- **3 credit units from the following:**
    - **ENG 110.6** Literature and Composition
    - **ENG 111.3** Literature and Composition Reading Poetry
    - **ENG 112.3** Literature and Composition Reading Drama
    - **ENG 113.3** Literature and Composition Reading Narrative
    - **ENG 114.3** Literature and Composition Reading Culture
    - **ENG 120.3** Introduction to Creative Writing
    - **PHIL 133.3** Introduction to Ethics and Values

**Pre-existing credits must have been obtained within the past 10 years.
*Courses that exceed the number of required subject credits may be used to fulfill the restricted humanities elective.

- **3 credit units of Statistics**:
    - **STAT 244.3** Elementary Statistical Concepts, or equivalent, as follows:
    - **STAT 242.3** Statistical Theory and Methodology
    - **STAT 245.3** Introduction to Statistical Methods
    - **STAT 246.3** Introduction to Biostatistics
    - **PLSC 214.3** Statistical Methods
    - **COMM 104.3** Foundations of Business Statistics

    - PSY 233.3 Statistical Methods in Behavioural Sciences A
    - SOC 225.3 An Introduction to Survey Research and Data Analysis in Sociology
    - GE 210.3 Probability and Statistics
- **Choose 6 credit units** of unrestricted electives from the following Humanities and Social Sciences lists (3 cu from Humanities and 3 cu from Social Sciences), as defined by the College of Arts & Science:

Humanities

- ARBC 114.3 Beginning Arabic I
- ARBC 117.3 Beginning Arabic II
- CHIN 114.3 Introductory Chinese I
- CHIN 117.3 Introduction to Chinese II
- CLAS 110.3 Greek Civilization
- CLAS 111.3 Roman Civilization
- CMRS 110.3 The Graeco Roman Tradition Evolution and Reception
- CMRS 111.3 Medieval and Renaissance Civilization
- CREE 101.6 Introductory Cree
- CREE 110.3 nehiyawetan Let Us Speak Cree
- DENE 110.3 Dene Language and Culture An Introduction
- ENG 110.6 Literature and Composition
- ENG 111.3 Literature and Composition Reading Poetry
- ENG 112.3 Literature and Composition Reading Drama
- ENG 113.3 Literature and Composition Reading Narrative
- ENG 114.3 Literature and Composition Reading Culture
- ENG 120.3 Introduction to Creative Writing
- ESL 115.3
- ESL 116.3
- FREN 103.3 Beginning French I
- FREN 106.3 Beginning French II
- FREN 122.3 Intermediate French I

- **FREN 125.3** Intermediate French II
- **FREN 160.3** Stardom in French Cinema
- **FREN 218.3** Advanced French II
- **GERM 114.3** Elementary German I
- **GERM 117.3** Elementary German II
- GRK 112.3
- GRK 113.3
- **HEB 114.3** Introduction to Hebrew I
- HEB 117.3
- **HIST 115.3** History Matters Ideas and Culture
- **HIST 125.3** History Matters Indigenous Colonial and Post Colonial Histories
- **HIST 135.3** History Matters Gender Sex and Society
- **HIST 145.3** History Matters War Violence and Politics
- **HIST 155.3** History Matters Science and Environment
- **HIST 165.3** History Matters Health and Society
- **HIST 175.3** History Matters Identities and Communities in Transition
- **HIST 185.3** History Matters Conflict Law Politics and the State
- **HIST 193.3** History Matters Topics in Canadian History
- **HIST 194.3** History Matters Topics in European History
- **HIST 195.3** History Matters Indigenous Perspectives on Canadian History
- HNDI 114.3
- HNDI 117.3
- **JPNS 114.3** Introductory Japanese I
- **JPNS 117.3** Introductory Japanese II
- **LATN 112.3** Latin for Beginners I
- **LATN 113.3** Latin for Beginners II
- **LING 110.3** Introduction to Grammar
- **LING 113.3** Language Use in the Digital Era
- **LING 114.3** Indigenous Languages and Stories Introduction to the Structure of Language

- **LIT 110.3** Journeys in Masterpieces of European Languages in English Translation
- **LIT 111.3** Rebellion in Masterpieces of European Languages in English Translation
- **MUS 101.3** Fundamentals of Music I Exploring Foundations
- **MUS 111.3** History of Popular Music
- **MUS 112.3** The History of Country Music
- **PHIL 110.6** Introduction to Philosophy
- PHIL 115.3
- **PHIL 120.3** Knowledge Mind and Existence
- **PHIL 121.3** Introduction to World Philosophies
- **PHIL 133.3** Introduction to Ethics and Values
- **PHIL 140.3** Critical Thinking
- **RLST 111.3** Asian Religions
- **RLST 112.3** Western Religions in Society and Culture
- **RLST 113.3** Islamic Civilization and Culture
- **SNSK 114.3** Introduction to Sanskrit I
- SNSK 117.3
- **SPAN 114.3** Elementary Spanish I
- **SPAN 117.3** Elementary Spanish II
- **UKR 114.3** Elementary Ukrainian I
- **UKR 117.3** Elementary Ukrainian II
- **WGST 112.3** Introduction to Womens and Gender Studies
- Any senior-level humanities course provided that the prerequisite is met.
- CLAS 101, CLAS 103, CLAS 104, CLAS 105, CLAS 107 and CLAS 203 may not be used to fulfill the Humanities requirement.

Social Sciences

- **ANTH 111.3** One World Many Peoples Introduction to Cultural Anthropology
- **ARCH 112.3** The Human Journey Introduction to Archaeology and Biological Anthropology
- ARCH 116.3
- **ECON 111.3** Introductory Microeconomics

- **ECON 114.3** Introductory Macroeconomics
- **GEOG 130.3** Environment Health and Planning
- **GEOG 150.3** Introduction to the Circumpolar World
- **HLST 110.3** Introduction to Health Studies
- **INDG 107.3** Introduction to Canadian Indigenous Studies
- **LING 111.3** Structure of Language
- **LING 112.3** Dynamics of Language
- **LING 113.3** Language Use in the Digital Era
- **LING 114.3** Indigenous Languages and Stories Introduction to the Structure of Language
- **POLS 110.3** Understanding our Globalized World
- **POLS 111.3** Politics Power and Government
- **POLS 112.3** Justice and Injustice in Politics and Law
- **PSY 120.3** Biological and Cognitive Bases of Psychology
- **PSY 121.3** Social Clinical Cultural and Developmental Bases of Psychology
- **SOC 111.3** Foundations in Sociology Society Structure Process
- **SOC 112.3** Foundations in Sociology Social Construction of Everyday Life
- **WGST 112.3** Introduction to Womens and Gender Studies
- Any senior-level social science course provided that the prerequisite is met.
- Statistics courses in social sciences are not eligible for use in this requirement (e.g. PSY 233, PSY 234, SOC 225 and SOC 325).

Students may be considered for admission with a deficiency in ONE of the following pre-professional year courses:

- INDG 107 or HIST 195
- NUTR 120
- STAT 242, 244, 245, 246 or PLSC 214 (formerly PLSC 314), COMM 104, PSY 233, SOC 225 or GE 210
- SOC 112
- NURS 120
- Social Science restricted elective

NOTE: It is recommended that students complete all required pre-professional year courses by April 30; however, students will be considered for admission with a deficiency as listed above.

A deficiency in the application to the BSN is defined by the College of Nursing as a pre-professional year course not completed by April 30 of the admission year. When the admission average is calculated, 50% will be used as the grade for the deficient class. This deficiency must be completed by the end of December of the year you are admitted but it is recommended that all deficiencies are completed in the spring and summer terms before beginning the nursing program. Proof of completion must be received by January 31 of the academic year the student was admitted.

Nursing Year 2 (~~37~~ 39 credit units)

Fall Term (~~16~~ 17 credit units)

- ~~**MCIM 223.3** Principles of Microbiology and Immunology for Nursing* (Moved to Winter)~~
- **NURS 200.3** Foundational Concepts in Nursing, Health and Wellness ~~Nursing Foundations Perspectives and Influences~~
- **NURS 244.4** Health Assessment ~~and Competencies of Care 1~~
- **NURS 245.4** Relational Nursing and Communication for Professional Practice
- **NURS 246.3** Physiology
- **NURS 247.3** Adult Health Challenges I
- ~~**NURS 202.3** Assessment and Components of Care I~~
- ~~**NURS 204.3** Communication and Professional Relationships~~
- ~~**NURS 206.1** Foundational Care in Clinical Practice~~
- ~~**NURS 207.3** Human Body Systems for Nursing I~~

~~*Students who have taken other courses that meet the requirements for **MCIM 223.3** Principles of Microbiology and Immunology for Nursing, or **NURS 207.3** Human Body Systems for Nursing I and **NURS 208.3** Human Body Systems for Nursing II must have a minimum weighted average of 60% and the course(s) must be less than ten years old from the time of admission.~~

~~**Please note**: The **MCIM 223.3** Principles of Microbiology and Immunology for Nursing requirement can be met by the following courses: MCIM 224.3, **BMSC 210.3** Microbiology; **FABS 212.3** Agrifood and Resources Microbiology (formerly FAMS 212)~~

Winter Term (~~15~~ 16 credit units)

- **NURS 241.4** Foundational Skills for Nursing Practice and Clinical Judgement
- MCIM 223.3 Principles of Microbiology and Immunology for Nursing (moved from Fall to Winter term)

- **NURS 231.4** Medication Administration in Nursing Practice
- **NURS 260.2** Foundational Care in Nursing Practice
- ~~**NURS 201.3** Perspectives on Health Wellness and Diversity in a Global Context~~
- ~~**NURS 203.3** Assessment and Components of Care II~~
- ~~**NURS 208.3** Human Body Systems for Nursing II~~
- ~~**NURS 220.3** Concepts of Patient and Family Centered Care~~
- **PHAR 250.3** Pharmacology for Nursing*

Please note: The **MCIM 223.3** Principles of Microbiology and Immunology for Nursing requirement can be met by the following courses: ~~MCIM 224.3,~~ **BMSC 210.3** Microbiology; **FABS 212.3** Agrifood and Resources Microbiology (formerly FAMS 212)

*Students who have taken other courses that meet the requirement for **PHAR 250.3** Pharmacology for Nursing must have a minimum weighted average of 60% and the course(s) must be less than 5 years old from the time of admission.

Spring Term (6 credit units)

- **NURS 205.3** Nursing Research ~~Research for Evidence Informed Practice~~
- **NURS 221.3** Patient and Family Centered Care in Clinical Practice I*

*Students are expected to have at least one clinical experience outside of the city in which they study.

Nursing Year 3 (~~36~~ 32 credit units)

Terms 1, 2, 3 (~~36~~ 32 credit units)

- **NURS 304.3** Family Nursing
- **NURS 306.3** Navigating Health and Wellness in Caring for Older Adults ~~Exploring Chronicity and Aging~~
- NURS 361.4 Therapeutic Interventions and Leadership in Education and Care
- ~~**NURS 311.3** Core Competencies for the Management of Complex Patient Care I~~
- ~~**NURS 312.3** Core Competencies for the Management of Complex Patient Care II~~
- ~~**NURS 321.3** Therapeutic Interventions for Individuals and Groups~~
- ~~**NURS 322.3** Leadership in Education and Care~~

And one of the following pairs each semester:

- ~~**NURS 330.3** Maternal Child and Adolescent Family Centered Nursing and **NURS 331.3** Maternal Child and Adolescent Family Centered Nursing Practice*~~

- ~~**NURS 332.3** Exploring Complexity and Acuity and~~
- **NURS 362.4** Health Challenges II and
- **NURS 333.3 Patient and Family Centered Care in Clinical Practice II** ~~Complex Nursing Care Practice*~~

- ~~**NURS 307.3** Integrating Mental Health and Addiction into Nursing~~
- **NURS 367.**4 Integrating Mental Health and Addiction and
- NURS 308.3 Integrating Mental Health and Addiction ~~Within~~ Into Nursing Practice*

- **NURS 370.4** Perinatal and Family Centered Nursing Practice and
- **NURS 371.4** Infant, Child, Adolescent and Family Centred Nursing Practice

*Students are expected to have at least one clinical experience outside of the city in which they study.

Nursing Year 4 (~~30~~ 29 credit units)

- NURS 422.3 Issues in Leadership and Management Transformative Practice in Health Care Organizations
- NURS 430.3 Community Health Nursing Building Partnerships
- NURS 431.6 Community Nursing Practice*
- NURS 440.3 Interprofessional Perspectives Health Systems and Policy Development within a Global Context
- NURS 441.3 Transitioning to Professional Practice
- NURS 460.8 Practice Integration*
- ~~**NURS 450.9** Practice Integration*~~
- Restricted elective (3 credit units). Students will choose one of the eligible electives from the Restricted Electives List below. Students must complete the Restricted Elective at the same time or before NURS 431.6 Community Nursing Practice and **NURS 460.8** Practice Integration ~~**NURS 450.9** Practice Integration~~

*Students are expected to have at least one clinical experience outside of the city in which they study.

Restricted Electives List

To receive credit for a restricted elective, the course must have been completed within the last 6 years from the date of admission to the program. A grade of 60% will be required to receive credit from courses taken outside the College of Nursing.

University of Saskatchewan:

Athabasca University:

Saskatchewan Polytechnic:

University of Regina:

University of Saskatchewan

Financial Implications - New or Major Revision of Existing Program Proposal

Requirements:

Of primary importance to the University of Saskatchewan is that academic programs:

- be of high quality
- be in demand by students and the public
- use resources efficiently.

This form identifies the relevant financial implications that should be summarized in your proposal and is to be completed for all new programs and major revisions **(that require new resources).**

Please ensure that this form is completed and reviewed with Office of Institutional Planning & Assessment **prior** to submission of the program proposal to the Academic Programs Committee of Council.

Program Information:

1 Name of the program:

Bachelor of Science in Nursing (BSN)

2 Sponsoring unit (department/college/school):

College of Nursing

3 Is this an interdisciplinary program? If yes, provide details:

Yes, some courses are taught by faculty from other colleges/departments, including PHAR, MCIM, senior elective, and physiology.

4 Is there a formal agreement required with any parties external to USask for this program?

Yes — The "Learn Where You Live" aspect of the distributed BSN is relies on MOA with several regional colleges as distribution partners, however, the partners do not hold a stake in the academic or professional oversight of the BSN program.

Enrolment Expectations:

5 What is the projected student enrolment in the program initially, and over time, and on what evidence is the projection based?
Comment upon whether the program is primarily designed to: a) cater to graduates of sponsoring college/school/USask, b) meet a provincial demand (as presented in the SK Growth Plan), c) meet national demand, or d) meet an international demand?

Projected intake into the undergraduate program is 407 students per year, matching the current target of the existing BSN program. The revised curriculum will be phased in over 3 years. The projected number of students enrolled in any one year at full ramp up is ~1,200.

6 What is the minimum number of students needed for this program to be viable? Please provide support for calculation.

Intake quota is directed by Ministry Advanced Education as part of provincial Health Human Resource (HHR) renewal. In 2022, USask submitted a funding proposal to increase annual intake from 345 to 407.

7 What is the maximum enrolment, given the limitations of the resources allocated to the program?

The maximum number of new students per year is 407. Once the program ramps up fully, that translates into ~1,200 students enrolled in a given year (407 new + 814 continuing).

8 How is enrolment expected to increase or decrease in the sponsoring college/department, and in other colleges/departments as result of this new program?
Is the expectation that total enrolment for USask would increase as a result of this new program? *Especially comment if any new courses are being created.*

There is no major change to enrolment expected as a result of this curriculum revision. The "1+3" program format is maintained with mandatory spring/summer session for 200 and 300 level courses.

Faculty and Staff:

9 Are there sufficient numbers of appropriately qualified faculty and staff to support the program (teaching, advising, etc.)?
If not, will you be looking to hire? If hiring, what positions and FTE are needed?

In 2024/25, Nursing budgeted for 10 additional faculty associated with restoring the base and fulfilling the HHR expansion targets. These positions will support teaching, research, and academic administration functions college-wide. The college has a strong cadre of part time RN instructors (~250 people and $3M annual payroll) who offset lab and clinical requirements not covered by core faculty. While there are additional staff positions being recruited for the HHR expansion, there are no additional staff requirements associated with the BSN revision.

10 Please explain if/how teaching assignments of (each) unit and instructor are affected by this proposal?

Teaching assignments for nursing faculty are not affected by the BSN revision. Nursing uses a formula to equate the teaching effort for faculty under Assignment of Duties to assess equivalent effort across theory, coordination, lab, and clinical teaching types. Any changes to course composition can be accommodated by the formula. There is an increase in lab and clinical hours that will be covered by a combination of in-scope faculty and contract RN instructors. Measuring course coordination effort for lab and clinical courses will need to be revised due to the changes of course configuration in BSN. (i.e., associating simulation hours with theory courses, rather than a stand alone sim course)

11 Are courses or programs being eliminated in order to provide time to teach the additional courses? If so, please list.

There has been an overall reduction in credit units in the program to better align with U15 comparators. The nursing years (2-4) will be 100 credit units under the revision, compared with 103 credits previously. The college has also redistributed credit units to better recognize overall academic effort in a given course (i.e., courses with a heavy lab component are now 4 credit units, rather than 3, even if course hours are unchanged under the revision). Teaching requirements for entry level competency (ELC) are streamlined in the BSN revision resulting in some courses being amalgamated and/or sequenced differently for improved learning outcomes and patient safety. No programs have been eliminated.

Resource Implications

12 Are there any capital or start-up costs anticipated, and how will these costs be covered?
Costs can include new space, renovations, equipment, computer hardware and software, marketing and promotion, faculty recruitment, curriculum development, etc. Please provide the exact amounts on sheet titled "Budget".

There are minimal capital and/or start-up costs anticipated as a result of the revisions. Some additional simulation equipment may be required for pediatrics and obstetrics. The college has resources to cover one-time start up costs.

13 Explain budget allocations and how the unit resources will be reallocated to accommodate this proposal. (Unit administrative support, space issues, classroom availability, studio/practice rooms laboratory/clinical or other instructional space requirements)?

There should be no need to reallocate any resources. The BSN program has resources to cover the revision and meet the HHR expansion targets.

14 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. Please describe the resources available and committed to the program, both in terms of one-time costs and ongoing operating costs.

Yes, the BSN is a distributed "Learn Where you Live" program. The base cost of nursing education is driven mostly by the professional regulatory requirement of student to instructor ratio in lab and clinical settings. The baseline costs of educating a nursing student are subject to these regulatory requirements and the course configuration, regardless of where the students are physically located. Therefore, any additional costs of distributed learning are considered incremental costs. Distributed learning helps to spread the demand for classrooms, lab space, and clinical placements across numerous geographic locations while serving the province to improve healthcare and create economic development in rural areas. The estimated incremental cost of distributed learning is $100K-$200K per site per year. The college has HHR funding to cover the BSN program expansion to serve rural, remote, and Indigenous communities across the province. The BSN revision does not alter distributed requirements but will improve student learning.

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

Nursing is interdisciplinary. The BSN program engages expertise from Arts & Science, Pharmacy & Nutrition and Medicine for particular courses. Tuition sharing is factored in.

16 List all new funding sources and amounts (including in-kind) and the anticipated contribution of each to offset incremental program costs. Please identify if any indicated funding is contingent on subsequent approval by a funding authority and/or future conditions.

The College of Nursing is receiving targeted funding from the Ministry Advanced Education to restore the base and meet HHR expansion goals. The college has a strategic reserve for one-time costs related to development of the revised BSN and any start up costs associated with the revision. In 2023/24, a new course (NURS 120 Anatomy) was introduced to the pre-professional year and generates a significant amount of new tuition (~$500K per year) for the college that can offset the increased costs for lab and clinical hours. The college has used a conservative tuition increase in future years to promote accessibility to nursing education in the province. Working closely with ministry and the Sask Health Authority on revitalizing the Registered Nursing workforce, USask Nursing is "being what the world needs" with the revision to the BSN program.

Tuition and Student Cost:

17 What tuition will the program be charging (Will the program utilize a special tuition model or existing tuition categories)? *Note: As per the Tuition & Fees policy, authority for tuition approval is delegated to the Provost on behalf of the Board of Governors*

BSN uses existing per credit undergraduate tuition. The majority of courses are NURS courses which are currently $276.60 per cu (category 9). The tuition rate is anticipated to increase at 2% per year. At 100 total CUs for the program (and assuming a 2% annual tuition increase), the total program tuition will be $28,371 per student.

18 If this is an interdisciplinary program, please explain the proposal for how tuition could be shared amongst the participating colleges/schools? ? (please provide supporting documents)

Nursing is interdisciplinary. The BSN program engages expertise from Arts & Science, Pharmacy & Nutrition and Medicine for particular courses. Default tuition sharing, including NURS 120, is already in place.

19 What is the total annual cost of the program for a student (tuition and fees included, if any)?

Total tuition for the program would be $28,371 (assuming a full time student and 2% tuition increases per year). Credit units are not evenly distributed across 200, 300, and 400 level studies so annual tuition costs will vary. Nursing students are subject to variable institutional fees based on full- or part time- study and respective geographic location. (Saskatoon campus fees, Prince Albert campus fees, and distributed fees.) The college has several FRC approved cost-recovery fees for software licenses and lab consumables throughout the BSN program. The college will seek to realign lab consumable fees given the changes to lab and simulation hours in the BSN revision.

20 Will there be a tuition deposit for this program? if yes, what is the planned rate?

Please visit the Fee Review Committee website for information on the processes to set-up a tuition deposit

No.

21 Compare the proposed total annual cost of the program per student (both domestic and international) with that of similar programs at USask or other relevant institutions (i.e. U15).

USask BSN has historically been among the most costly nursing programs in U15 and Western Canada. The program revision aims to bring the program closer to median. While USask's Nursing program costs are close to the high end of the U15 group's costs (surpassing the median), it is not the highest out of the group (relative to the 24/25 preliminary tuition comparator data). Students gain value in the taking the BSN program at USask, especially considering the benefits of "Learn Where You Live" accessibility of an approved and accredited nursing degree in rural settings.

22 What provisions are being provided for student financial aid and to promote accessibility of the program? What scholarships will students be able to apply for, and what proportion of students would be eligible?

There is a number of scholarships & bursaries offered to nursing students in years 2, 3, and 4. Continuing scholarships & bursaries are offered in the spring (for students entering years 3 & 4 in the fall); convocation awards are awarded in the summer to those graduating in June (these are strictly based on academic achievement); entering, fall and relisted scholarships & bursaries are offered in the fall (for students entering years 2, 3, and 4 in the fall); continuing scholarships are offered in the fall to students entering years 2, 3, and 4 in the fall (these are strictly based on academic achievement); undergraduate students may apply for the Education Enhancement Bursary for financial support to participate in academic-related conferences, academic competitions and other formal academic activities (i.e., rural or international clinical placements); and finally, undergraduate nursing students (who are Indigenous) may apply for the “Nursing Undergraduate Emergency Fund for Indigenous Students” if they are facing an unexpected financial hardship (approximately $10,000 available annually). The college subsidizes lab consumables and software costs for students.

University of Saskatchewan

Financial Implications - New or Major Revision of Existing Program Proposal

Instructions:

1. Identify limited term and ongoing revenue and expenditure estimates directly in the worksheet below.
2. Areas shaded in grey denote required inputs. All other cells are auto-calculated.
3. For programs expected to generate a deficit in any given year, provide an explanation (in the Comments section) of how that deficit will be managed in future year(s) in order to ensure long-term financial sustainability.

	Academic Year					
	Year 1	Year 2	Year 3	Year 4	Year 5	Comments
Revenue						
Tuition						
New domestic students	407	407	407	407	407	Assumed that 407 student enrollment target met 1st year and each year after that.
Domestic students continuing in the program	0	407	814	814	814	Student cohorts carry over each year until completing the 3 years of the BSN program (pre-professional year excluded from analysis).
Total # of domestic students (headcount)	407	814	1221	1221	1221	
Domestic tuition rate per credit unit, *if known*	$ 277	$ 282	$ 288	$ 294	$ 299	Projecting 2% tuition rate growth per year.
Domestic tuition rate per student	$ 553	$ (172)	$ (153)	$ (100)	$ (102)	Tuition per student based on applicable program year of each student cohort, number of students in each cohort, and incremental course tuition and credit units. (See "Tuition Calculation" tab for details.)
Total tuition revenue - domestic	$ 225,152	$ (140,136)	$ (186,574)	$ (122,373)	$ (124,820)	
New international students						Attracting domestic students is the primary goal; any international enrollment is seen as incidental and therefore international enrollment has been excluded from analysis.
Int'l students continuing in the program	$ -					
Total # of international students (headcount)	$ -	$ -	$ -	$ -	$ -	
Int'l tuition rate per credit unit, *if known*						
International tuition rate per student						
Total tuition revenue - international	$ -	$ -	$ -	$ -	$ -	
Total Tuition Revenue	$ 225,152	$ (140,136)	$ (186,574)	$ (122,373)	$ (124,820)	Tuition calculated for each specific year.
Tuition Received (Accounting for tuition lag)		$ 225,152	$ (140,136)	$ (186,574)	$ (122,373)	Tuition assigned to each year (accounts for 1-year tuition lag).
Student fees (specific to course or program) *use total amount, not per student*						
Supplemental Fee - Materials						
(Choose from drop down menu)						
Other *(list in Comments)*						
Total Student Fees	$ -	$ -	$ -	$ -	$ -	
External funding support *(list in Comments)*						
Internal re-allocation *(list in Comments)*	$ -	$ (108,073)	$ -	$ -	$ -	Estimated tuition sharing with Central modelled at 48% of gross tuition revenue.
Total Revenue	**$ -**	**$ 117,079**	**$ (140,136)**	**$ (186,574)**	**$ (122,373)**	
Costs						
Start-up costs						
New space/renovations *(classroom, office, laboratory, workshop, etc.)*						
Equipment, including IT *(e.g. hardware, software, lab material)*						
Faculty Recruitment						
Marketing and Promotion, *if not using centralized services*						
Curriculum Development, *if not using centralized services*						
Other start-up costs						
Total Start-up Costs	$ -					
Salary and benefits (if hired new)						
Faculty	$ 13,188	$ (75,181)	$ (118,995)	$ (121,375)	$ (123,803)	Faculty costs based on estimated incremental curriculum TUs, average faculty salary + benefits per TU, and projected student enrolment. Salary + benefit values indexed at 2% per annum.
Sessionals or limited term instructional support	$ 219,383	$ 305,138	$ 424,075	$ 432,557	$ 441,208	Estimates based on incremental contract costs. Values indexed at 2% per annum.
Students (Teaching and/or Marking Assistants)						
Staff						
Honoraria						
Total New Salary and Benefits	$ 232,571	$ 229,957	$ 305,080	$ 311,181	$ 317,405	
Other Operational Costs						
Scholarships and bursaries						
Marketing and promotion						
Materials and supplies						
Travel						
Equipment and IT						
Other costs *(list in Comments)*						
Total Other Operational Costs	$ -	$ -	$ -	$ -	$ -	
Total Costs	**$ 232,571**	**$ 229,957**	**$ 305,080**	**$ 311,181**	**$ 317,405**	
Estimated Surplus or Deficit*	**$ (232,571)**	**$ (112,878)**	**$ (445,215)**	**$ (497,756)**	**$ (439,778)**	
per student	**$ (571)**	**$ (139)**	**$ (365)**	**$ (408)**	**$ (360)**	

** If deficit in any given year, explain how it will be managed:*	It is projected that the program will run a deficit each year. This reflects the nature of Nursing education; that is, the ***BSN program needs to be subsidized*** by the Ministry to be feasible. This has historically been the case and will continue to be the case. Receipt of unrestricted grants as well as targeted funding will cover the deficit in each program year.

UNIVERSITY OF SASKATCHEWAN
Governance Office

E290 Administration Building 105
Administration Place Saskatoon,
SK S7N 5A2 Canada Telephone:
(306) 966-6253 Email:
governance.office@usask.ca
academic programs@usask.ca

Proposal for New Programs or Curricular Changes

Title of proposal:

Degree(s): Bachelor of Science in Nursing

Field(s) of Study: Nursing

Level(s) of Concentration:

Option(s):

Degree College: College of Nursing

Contact person(s) (name, telephone, fax, e-mail): Donna Ludwar, donna.ludwar@usask.ca

Proposed date of implementation: September 2025

Proposal Document

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

Academic Justification:

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

The revisions to the Bachelor of Science in Nursing (BSN) program at the University of Saskatchewan were made to address overlapping content, content gaps, to streamline courses for better learning outcomes, and align theory with practical application. These changes aim to enhance the educational experience and student success by providing

clearer connections between theory and practice, reducing redundancy, and improving the coherence of the curriculum.

b. *Considering strategic objectives, specify how the new program fits the university signature areas and/or institutional plans and/or the college/school and/or department plans.*

The intended positive outcomes of these revisions are to provide a more cohesive and streamlined curriculum that supports better student understanding and retention of knowledge, improved clinical judgment and skills, and an enhanced readiness for professional practice. These changes aim to be student- centered by improving clarity, improving learning efficiency, and better preparing students for real-world nursing practice and challenges.

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

N/A

d. What are the most similar competing programs in Saskatchewan and Canada? How is this program different? There is no change to the current program targets.

Admissions:

The *Admission Framework* document must be reviewed to determine how an applicant will be considered for admission. There are several factors to consider when creating a new program. The Manager, Admissions and Transfer Credit, can assist in the development of the criteria. Information determined here should then be used to inform the completion of an Admission Template as found on https://programs.usask.ca/programs/admission-requirements.php

a. What are the admissions requirements of this program — high school subjects, secondary or post-secondary standing, minimum averages, English proficiency, and minimum scores on standardized tests?

Minimum weighted average of 60% on 30 credit units pre-professional year with the following required courses:

- Indigenous Studies 107 **OR** History 195: 3 credit units
- Nutrition 120: 3 credit units*
- Biology 120: 3 credit units
- Psychology 120 or 121: 3 credit units
- Sociology 112: 3 credit units
- Philosophy 133 OR English 110, 111, 112, 113, 114, or 120: 3 credit units
- Statistics 242, 244, 245 or 246 or Plant Science 214 or Commerce 104 or Psychology 233 or Sociology 225 or General Engineering 210: 3 credit units
- Nursing 120: 3 credit units*
- Two Unrestricted Electives:
    - Humanities: 3 credit units
    - Social Sciences: 3 credit units
- Situational Judgement test score
- Proof of English proficiency

b. What are the selection criteria — how will you rank and select applicants? For example, ranking by admission average, admission test scores, interview scores, departmental recommendations, auditions, portfolios, letters of reference, admission essays, and definition of essential abilities for professional practice?

Admission to Years 2-4 of the College of Nursing Bachelor of Science in Nursing (BSN) program is competitive and based on completion of academic and non-academic requirements to be eligible for admission. Applicants are ranked according to admission score and the top candidates are selected. Enrolment in the program is limited to the number that can be accommodated in class and clinical practice.

c. What are admission categories — regular admission, special admission, and Indigenous equity admission?

Standard Applicants

- Applicants are admitted on the basis of the required post-secondary course work and the results of their Casper exam.
- Applications are accepted from residents of all Canadian provinces and territories and international countries. Canadian or international residency status is not considered in the application process.

Early admission average calculation and consideration:

A total of 150 early admission seats are available across Saskatchewan*.

The same admission requirements and selection criteria apply for early admission as for regular admission.

Applicants must have completed at least five of the ten required pre-professional classes to be considered for early admission. Any five of the ten required classes can be considered. If more than five pre-professional classes are complete by December, then the five classes with the highest grades will be used to calculate the academic average for early admission.

Students must complete the final five pre-professional classes to ensure all requirements are met. An early admission offer will be revoked if a sufficient average is not maintained for the remaining courses (minimum 60% across 10 courses per approved admission guidelines) and/or if pre-professional classes are not completed. A deficiency may be allowed per the regular admission process.

If an applicant has not met the requirements to be considered for early admission by the early admission deadlines (application deadline: December 15, 2024; document deadline, including Casper: January 15, 2025) or does not rank high enough to be offered an early admission seat at their first-choice site, then the applicant will be considered for regular admission, including second-choice site selection, later in the year without having to reapply.

*Note: The Lloydminster distributed nursing site at Lakeland College will be exempt from the BSN early admission pilot in 2024/25, due to complications related to the configuration and sequencing of the pre-professional courses at Lakeland College. Prospective nursing students applying to Lloydminster will be considered under the regular admission processes this year to ensure equity among the "Learn Where You Live" Lakeland College students.

Indigenous Candidates:

16.6% of seats in this program are designated for Indigenous candidates who verified Indigenous membership/citizenship and verification of Indigenous membership/citizenship with documentation is required if you wish to be considered for one of these seats.

Candidates under consideration for these seats will be evaluated according to either:

- the standard selection criteria: academic record (60% weighting) and situational judgement test score (40% weighting)
  or
- academic record (100% weighting).

d. What are the admission models — direct entry, non-direct entry, ranked competitive or cut-off average? Is a confirmation of admission required?

- Non-direct entry
- Admission to Years 2-4 of the College of Nursing Bachelor of Science in Nursing (BSN) program is competitive and based on completion of academic and non-academic requirements to be eligible for admission. Applicants are ranked according to admission score and the top candidates are selected. Enrolment in the program is limited to the number that can be accommodated in class and clinical practice.
- A minimum average of 60% in the pre-professional classes is required to be eligible for consideration for admission. However, because admission is based on a competitive ranking, the competitive admission average may be higher depending on the averages of applicants being considered.

e. ***Intake - how many seats are required to be filled — for first year and transfer students, reserved for Indigenous, Saskatchewan, out-of-province, and international students?*** ***Seats are determined by the Ministry of Advanced Ed each year.***

16.6% of seats in this program are designated for Indigenous candidates

f. ***What are the application process and timelines - September or January intakes, online application, application and document deadlines, and scholarship deadlines to consider?*** ***September intake, application process begins in September of each year, the document deadline for admission is in June 1st. Deadline to apply for regular admission is March 31st.***

g. ***Which office will manage the admission process - TLSE, college, department, or a combination? University Admissions Office in comibination with the College.***

h. ***Marketing and Promotion of ~~New~~ Revised Program — consideration needs to be given to a communications plan and marketing of the new program. We are working with the internal Marketing and Communications team at the College of Nursing to develop a plan to distribute revised course and program information.***

L ***Admissions Appeal — what will this process be. There is no change to the admissions appeal process.***

j. Transfer Credit — when will this be assessed and by which office? No change to this process.

Description of the program:

a. *What are the curricular objectives, and how are these accomplished? These are attached in Appendix A.*

b. *Describe the modes of delivery, experiential learning opportunities, and general teaching philosophy relevant to the programming. Where appropriate, include information about whether this program is being delivered in a distributed format. The teaching philosophy of the revised program is included in Appendix B. The program will follow the current modes of delivery, and experiential learning opportunities (i.e. clinical, and simulations). This program continues to be offered in a distributed format across six sites, and will increase to eight sites beginning in Fall of 2025.*

c. *Provide an overview of the curriculum mapping. This is attached in Appendix C*

d. *Identify where the opportunities for synthesis, analysis, application, critical thinking, problem-solving are, and other relevant identifiers. See course forms for this information in Appendix D.*

e. *Explain the comprehensive breadth of the program. See program level outcomes in Appendix E.*

f. *Referring to the university "Learning Charter", explain how the learning pursuits are addressed and what degree attributes and skills will be acquired by graduates of the program. The College of Nursing program revisions align with the learning pursuits and the student competencies outlined in the Learning Charter. Evidence can be shown through the Program Level Outcomes (Appendix E) as well as the curricular objectives for each course (Appendix A). Nursing students in the revised program will be required to demonstrate their ability to achieve curricular competencies in a variety of ways, in theory courses, lab, and clinical settings. Evaluation of students is competency, and outcomes based, and will provide students with a firm understanding of their level of acquired skills and attributes upon graduation.*

g. *Describe how students can enter this program from other programs (program transferability). Students cannot transfer from other programs.*

h. *Specify the criteria that will be used to evaluate whether the program is a success within a specified timeframe. Program evaluation criterion is determined by the Program Accreditation standards set forth by CRNS, and CASN. Internally, college program evaluation includes data collected from SLEQ surveys, NCLEX pass rates, informal student and faculty engagement surveys, course reports, and consultation with an external Program Evaluation Specialist. Evaluation occurs in*

a yearly format. The college received a seven-year Program Approval from CRNS / NEPAC in September 2023.

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

Consultation:

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

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. N/A***

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

d. ***List other pertinent consultations and evidence of support, if applicable (e.g., professional associations, accreditation bodies, potential employers, etc.). CRNS (accreditation body) is aware of potential curricular revisions, as was described in the annual report, sent in August, 2024.***

Budget:

The ***Budgetary and Financial Implications Form*** must be completed to determine the cost impact of the proposed program. **Information about budget and financial implications appears in that form. Please see the completed form with CWR form**

College Statement – Appendix F

Please provide here a statement from the College which contains the following:

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

Related Documentation

In the submission, please attach any related documentation which is relevant to this proposal, such as:

- **Relevant sections of the College's/School's plan**
- **Accreditation review recommendations**
- **Letters of support - if courses from colleges outside the sponsoring unit are required, please include letters of support for each.**
- **Memos of consultation**
- **External Agreements - if the new program or major revision is dependent upon an external partnership or agreement, this must be completed and included.**

Consultation Forms **Attach the following forms, as required.**

Required for all submissions:

- ❑ **Consultation with the Registrar form (Note: this form will be completed by SIS during the Consultation with the Registrar meeting. Completion is based upon the proposal and the meeting discussion; no preliminary work from the college is required).**
- ❑ **Budget forms, including tuition.**

- ❑ **Complete Catalogue entry, if proposing a new program, or excerpt of existing program with proposed changes marked in red (markup)**
  - **o Please include admission requirements, complete program of study, and all new, deleted or changed courses in the entry.**

- ❑ **Entry for marketing website: admissions.usask.ca/programs/find-a-program OR gradprograms.usask.ca as appropriate.**
- ❑ **Entry for the Tuition website: students.usask.ca/money/tuition**

Required for all new courses:

- ❑ **New Course Proposal Form (need N304, and N308).**

Required if resources needed: Please consult the attached checklist below for a list of necessary forms to be completed and included in the application package.

Submission of Form:
Please submit all completed Proposal for Curricular Changes and other required forms to this email address: academic programs@usask.ca

Academic Programs Approval Process

Checklist of forms and consultations to be completed before submission of a *Proposal for New Programs or Curricular Changes* to Academic Programs Committee of Council

	Required Consultation/Office	**Required Form (as applicable)**	**Date completed (if not required, briefly explain why)**	**Who did you meet with**
1	Consultation with other colleges re: impact or similar programs	N/A	Nov. 29/24 Nov. 27/24 Nov. 27/24 Nov. 21/24	Pharmacy (Dr. El-Aneed) Physiology (Dr. Lee) Microbiology (Bill Roesler, Yannick Tremblay) CLRC (Mark Walkner)
2	Financial Sustainability/Tuition Review	*Budgetary and Financial Implications Worksheet*	Nov. 7/24	Kyla Shea, Tiffany Lepage, Jennifer Beck
3	Consultation with Manager, Admissions and Transfer Credit	*Admissions Template*	n/a	n/a
4	Budget Consultation with Institutional Planning and Assessment	*Budgetary and Financial Implications Worksheet*	Nov. 7/24	Kyla Shea, Tiffany Lepage, Jennifer Beck
5	Provost sign-off on Budgetary and Financial Implications Worksheet	*Budgetary and Financial Implications Worksheet*	Nov. 7/24	Kyla Shea, Tiffany Lepage, Jennifer Beck
6	Secure College Faculty Council Approval	• *Proposal for Academic or Curricular Change Form* • Completion of *Physical Resource and Space Requirement Form* • Completion of *Library Requirement Form* • Completion of *ICT Requirement Form* • Completion of *New Course Creation Form* • *Completion of Catalogue Entry*	Oct. 7/24	College of Nursing Faculty Council
7	(For graduate programs) Secure College of Graduate and Postdoctoral Studies Approval	(As above)	n/a	n/a
8	Consultation with Registrar	*Consultation with the Registrar Form (completed during the consultation)*	Oct. 16/24	Seanine Warrington, Eileen Zagiel, Rob Beever, Rose Lien, Jason Doell, Lynette Murza

Updated August 2023

List of Appendices

Appendix A: Learning Objectives

Appendix B: Teaching Philosophy

Appendix C: Curriculum Map

Appendix D: Course Creation Forms

Appendix E: Program Level Outcomes

Appendix F: College Statement

Appendix A

BSN Revised Courses: Learning Objectives

Course	Learning Objectives
NURS 200.3 **Foundational Concepts in Nursing, Health, and Wellness**	1. Explore the development of nursing as a profession and responsibilities of the registered nurse. 2. Describe professional presence and its components. 3. Examine the CNA Code of Ethics and its implications for the practice of nursing. 4. Examine values, beliefs, and ethics in the practice of nursing. 5. Examine the importance of critical thinking in nursing and maintaining a reflective practice as part of continuing professional competence. 6. Identify components needed for safe, competent practice and factors necessary for a safe environment. 7. Demonstrate the use of evidence-informed literature to support development of nursing knowledge. 8. Develop an understanding of the principles of the determinants of health, social justice and advocacy in the context of providing holistic, culturally safe care. 9. Explore health and wellness from diverse perspectives including primary health care and health promotion using an evidence-informed perspective. 10. Examine nursing practice applied in diverse settings and diverse clienteles (individuals, groups, communities, and populations) from a local to a global context. 11. Explore Indigenous perspectives on health and healing.
NURS 245.4 Relational Nursing and Communication for Professional Practice	1. Establish and maintain effective, safe, professional relationships with clients and other members of the health care team, including maintenance of professional boundaries. 2. Articulate nurses' and other health professionals' roles as both leaders and members of interprofessional health teams. 3. Explore with knowledge keeper how to apply principles of Wahkohtowin 4. Demonstrate self-awareness of personal values, beliefs, influences, and positional power. 5. Provide a culturally safe environment for themselves and their clients; 6. Demonstrate verbal and non-verbal communication techniques to establish a relational practice 7. Support clients in making informed decisions and advocate for clients using principally ethical and sound decision making; 8. Demonstrate skills that support professional, effective conflict resolution; 9. Demonstrate skills to manage potentially abusive situations. 10. Examine trends in electronic communication
NURS 244.4	1. Understand the complex nature of assessment and the integral part assessment plays in carrying out the nursing role. 2. Demonstrate assessment skills required to collect client data.

Health Assessment	3. Interprets client assessment data to identify normal and abnormal findings. 4. Maintain a safe environment for self and clients. 5. Communicate using effective communication skills. 6. Demonstrate skills related to accurate documentation of assessments findings for continuity of care.
NURS 246.3 **Physiology**	1. Explain fundamental concepts of anatomy and physiology. 2. Describe the role of the body systems in maintenance, regulation and integration, and support of the body. 3. Apply the concept of homeostasis to the body systems. 4. Explain how cell and tissue structures relate to organ function. 5. Explain the functions of components for the neurological, cardiovascular and lymphatic, endocrine, hematological, pulmonary, renal and urological, reproductive, digestive, and musculoskeletal and integumentary systems. 6. Describe how common chronic diseases can affect the normal function of the body systems. 7. Identify the nursing role in the assessment of the body systems. 8. Apply appropriate nursing interventions to respond to changes in normal body system function in simulation education settings.
NURS 241.4 **Foundational Skills for Nursing Practice and Clinical Judgement**	1. Demonstrate safety measures to protect self, colleagues, clients from injury and infection. 2. Communicate with clients, families and health care team members for continuity of care and to support informed decision making. 3. Demonstrate foundational nursing skills required to provide interventions for safe client care. 4. Use critical thinking skills to support clinical judgment and to build plans of care. 5. Demonstrate skills effective communication and documentation of nursing skills.
MCIM 223.3 **Principles of Microbiology and Immunology for Nursing**	No Change 1. Describe the basic structural and biological characteristics of four main groups of microorganisms: bacteria, viruses, fungi, and protozoa 2. List the requirements for bacterial growth and describe the procedures employed by the clinical laboratory for microbial culture and identification 3. Describe the physical and chemical methods used to destroy microorganisms and/or control their growth, including the use of antibiotics in clinical practise 4. Describe the life cycle of viruses and discuss how the life cycle can be interrupted through the use of anti-viral drugs 5. List the types of interactions that can occur between a microbe and a human host, especially in the context of the normal human flora or human microbiota 6. Describe the elements of the human immune system, including the main cellular and humoral components and how they protect against foreign microbes

	7. Discuss practical applications of immunology including how immune responses can be used to diagnose diseases and how vaccines can protect against diseases 8. Describe the ways in which microbial infectious diseases can be transmitted and the methods that can be used to prevent the transmission of infectious diseases 9. Define "healthcare-associated infections" and discuss the types of infection control practices used in healthcare settings 10. List the common microbial causes of diseases of various body systems (respiratory, urinary, and gastrointestinal tracts, reproductive system, skin, etc.) 11. Describe the functions of the clinical microbiology laboratory and understand the role of healthcare providers in ensuring the efficient operation of the laboratory
PHAR 250.3 Pharmacology for Nursing	No Change 1. Understand the historical and sociocultural aspects of pharmacology within the professional context, using the evidence-based medicine approach and considering risk versus benefit of drug use. 2. Describe drug nomenclature, classification, pharmacokinetics (including the processes of absorption, distribution, metabolism, and excretion), pharmacodynamics, drug interactions, drugreceptor relationships, determining the concentration of drug delivered to target effector molecules, and rationale for loading and maintenance doses. Pharmacology for Nursing (PHAR 250.3) Jan 2024 Page 2 of 7 3. Use a system approach to understand the action and effect of drugs, including the role of immune function, indication for drug therapy, variability between patients in response to medication therapy, potential side effects, and parameters to monitor including signs and symptoms of reactions, medication effectiveness, and relevant lab tests. 4. Describe nutritional and natural therapies, the role nutritional status on body function, role of probiotics and electrolytes, and creatinine clearance levels. 5. Describe topical drugs used for skin and eye – topical steroids, anti-fungal, antibiotics, moisture and barrier creams, perianal creams, pain creams, burn creams – for various types of burns, topical NSAID use, and the importance of skin integrity. 6. Illustrate the steps in use of drugs to relieve acute and chronic pain, comparing different nonpharmacological and pharmacological strategies and administration techniques. 7. Compare and contrast different drug administration modalities. 8. Discuss special drugs such as Beers List, highly toxic or narrow therapeutic range drugs.
NURS 231.4 ** new course. Realigned content	1. Utilize the nursing process in the safe administration of medications for clients with various health challenges across the lifespan. 2. Describe nursing roles and responsibilities in the administration of medications. 3. Demonstrate proficiency in medication math to calculate safe doses, amount to administer and infusion rates.

Medication Administration in Nursing Practice	4. Demonstrate the ability to use a variety of medication resources to research common medications. 5. Describe critical nursing responsibilities in safe administration of common medications, including controlled substances and high alert medications. 6. Demonstrate medication administration safety measures to protect self, colleagues, and clients from injury. 7. Demonstrate knowledge and skills in the administration of medications by various routes, using the 10 rights and 3 checks and appropriate aseptic technique. 8. Use critical thinking skills to support professional judgement and decision making in safe medication administration. 9. Demonstrate appropriate and accurate documentation of medications. 10. Verbalize an understanding of policies and procedures for safe medication administration in the clinical settings.
NURS 260.2 **~~206.2~~** **Foundational Care in Nursing Practice**	1. Demonstrate foundational nursing knowledge and skills in a clinical setting. 2. Apply the nursing process and develop client centered care plans. 3. Communicate with clients, families, and health care team members. 4. Demonstrate a foundational understanding of the nursing role in client care. 5. Maintain a safe environment for self and clients.
NURS 221.3 **Patient and Family Centered Care in Clinical Practice I**	1. Use appropriate techniques and interventions in the provision of patient care. 2. Apply knowledge and skills for the safe administration of medications. 3. Apply concepts in clinical judgement in developing and implementing plans of care. 4. Organize and manage patient care for individual and multiple patients.
NURS 205.3 **Nursing Research**	1. Develop concepts, principles, and skills needed to locate, extract, interpret, appraise, and integrate evidence from published quantitative and qualitative research. 2. Develop the ability to view data in text, table, and graphic formats and demonstrate understanding of basic and introductory statistical concepts and math skills. 3. Develop the knowledge to critically appraise various types of research designs (i.e., qualitative, quantitative; mixed) and to appraise their unique roles in complementing, augmenting, and reframing evidence from the various research paradigms, of qualitative research to complement evidence that cannot be obtained from statistical data. 4. Demonstrate knowledge and skill in finding, rating, translating and using published research evidence as a basis for professional nursing practice.
NURS 367.4	1. Be prepared to utilize the therapeutic relationship as a foundation for the assessment, health promotion, treatment, and evaluation of mental health and addiction conditions in the adult population.

Integrating Mental Health and Addiction	2. Be familiar with the dynamic psychopathology of common mental health and addiction problems in conjunction with select concepts, theories and research relevant to the provision of mental health nursing while embracing diversity across a variety of dynamic service delivery continuums. 3. Be prepared to administer, monitor, and evaluate evidence based therapeutic interventions germane to the provision of safe, competent, culturally appropriate, and ethical nursing practice of mental health and addiction. 4. Engage in teaching and learning opportunities that support strength-based approaches to the promotion of health and wellness, illness, and recovery, from an individual, family, community, and population perspective 5. Consider the ethical, legal, and contextual issues unique to the provision of nursing care of mental health and addiction in accordance with provincial and federal laws and acts, professional standards for practice, and codes of ethics. 6. Demonstrate advocacy and leadership utilizing interdisciplinary, interprofessional, and intersectoral approaches necessary for quality nursing practice of clients with mental health and addiction conditions. 7. Discuss recovery-oriented nursing practice through exploring what recovery means in the context of individuals with mental health and substance use disorders. Identify key components of recovery, and familiar with the guidelines for recovery-oriented practice 8. Understand Trauma informed care (TIC) is a patient-centered approach to healthcare that not only attends to the quality of care, but also requires healthcare providers to attune to the distinct experience of trauma survivors. Grounded in an understanding of the impact of trauma on patients and the workforce, TIC is conceptualized as a lens through which policy and practice are reviewed and revised to ensure settings, and services are safe and welcoming for both patients and staff. 9. Demonstrate ability to provide nursing care in increasingly complex clinical situations. For example: performing assessments, administering therapeutic interventions, integrating counselling strategies, interpreting orders, performing SBAR, verbalizing appropriate collaborative opportunities with interprofessional team members. 10. Demonstrate ability to self-reflect on practice, and both receive and provide constructive feedback to promote professional growth of self and peers.
NURS 308.3 **Integrating Mental Health and Addiction Into Practice**	1. Utilize the therapeutic relationship as a foundation for the assessment, health promotion, treatment, and evaluation of mental health and addiction conditions throughout the lifespan. 2. Examine the psychopathology of common mental health and addiction disorders in conjunction with select concepts, theories and research relevant to the provision of nursing of mental health and addiction while embracing diversity across a variety of dynamic service delivery continuums. 3. Administer, monitor, and evaluate evidence based therapeutic interventions germane to the provision of safe, competent, culturally appropriate, and ethical nursing practice. 4. Engage in teaching and learning opportunities that support strength-based approaches to the promotion of health and wellness, illness, and recovery, from an individual, family, community, and population perspective. 5. Consider the ethical, legal, and contextual issues unique to the provision of nursing care of mental health and addiction in accordance with provincial and federal laws and acts, professional standards for practice, and codes of ethics.

	6. Demonstrate advocacy and leadership utilizing interdisciplinary, interprofessional, and intersectoral approaches necessary for quality nursing of mental health and addiction conditions 7. Integrate the Recovery-oriented nursing practice into clinical settings by utilizing the key components of recovery-oriented model through group discussions and assignments including nursing care plans. 8. Practice trauma informed care (TIC) during clinical practice by understanding TIC, self-reflection, creating a safe environment for each encounter of interaction with patients and staff, and focusing on strengths and empowerment.
NURS 361.4 **Therapeutic Interventions and Leadership in Education and Care**	1. Reflect on personal values, positionality, and ethical principles to develop culturally safe and intentional therapeutic relationships. 2. Describe the nursing role in collaborative caring experiences and case management in an interprofessional context. 3. Critically examine theoretical frameworks and evidence-informed interventions. 4. Holistically assess culture, determinants of learning, barriers and obstacles in achieving therapeutic, client-centered outcomes. 5. Create appropriately tailored approaches for counselling and educating diverse clients. 6. Utilize theoretical concepts related to supporting, counselling, educating, advocating, and case managing patients and families in lab, course assignments, and simulations. 7. Manage therapeutic groups effectively. 8. Describe the landscape of technology and telecommunications in health care management.
NURS 362.4 **Health Challenges II**	1. Understand physiological changes related to illness and injury of various body systems [cardiovascular, respiratory, neurology, gastrointestinal and hepatic, nephrology, integumentary, hematology and immunology, infectious and trauma injuries] that lead to physiological instability and complexity. 2. Apply clinical judgement in planning care of complex acute care patients. 3. Understand management of complex, acute acutely ill patients in simulated situations. 4. Interpret diagnostic information related to the complex acute care patient. 5. Demonstrate awareness of the factors affecting safe nursing practice in settings where nurses care for the complex, acutely ill patient.
NURS 333.3 **Patient and Family Centered Care in Clinical Practice II**	1. Recognize and effectively manage the strain created with the use of high-tech interventions in the management of complex patients in the acute care setting. 2. Develop patient-centered evidence-based plans of care reflective of sound clinical judgment to meet the needs of complex patients. 3. Effectively and efficiently organize and carry out evidence-based plans of care for complex patients in collaboration with registered nurses and the interprofessional team in the care of these patient populations. 4. Demonstrate clinical judgement in the management of complex patients in acute care settings.

	5. Use a skill set effectively related to the direct care complex patients
NURS 304.3 **Family Nursing**	1. Show knowledge, including reflective self-awareness, in providing competent, culturally safe and effective family nursing care. 2. Critically examine and apply specific theoretical approaches (systems theory, structure, function and development, and family strengths and resiliency) used in the assessment and planning of interventions with families. 3. Demonstrate nursing practice applied in diverse settings and diverse families. 4. Apply research and principles of evidence-based practice to identify the needs and health concerns of families in the context of contemporary society facing challenges including chronic illnesses, interpersonal violence, grief and loss, caregiving stress, end-of-life, and sexual health concerns. 5. Identify specific beliefs and behaviors of a holistic nursing approach to leading change in the context of the health care system and global environments, to improve the health of families. 6. Evaluate therapeutic communication skills with families in conflict, including conducting family meetings and engaging families in difficult conversations. 7. Explain the leadership role of the nurse in health promotion and quality improvement in the care of families within an inter-professional context.
NURS 306.3 **Navigating Health and Wellness in Caring with Older Adults**	1. Apply a relationship-centered caring approach across the continuum of care 2. Illustrate the holistic approach to caring with older adults 3. Justify interprofessional roles, responsibilities, and the scope of practice within care teams 4. Appraise the aging discourse to advocate for care informed by the person, legislation, practice standards, and ethics 5. Integrate age-related assessment, diagnosis, planning, intervention, and evaluation into care 6. Compare assumptions of intergenerational understanding of growing older 7. Evaluate self-awareness through reflective practice
NURS 371.4 PEDS **Infant, Child, Adolescent and Family Centered Nursing Practice**	1. Identify sources of evidenced-based information related to health concepts and challenges in this population. 2. Demonstrate critical thinking about health challenges in this population. 3. Develop a plan of care using evidence and theory relevant to infants, children, adolescents, and their families. 4. Provide holistic assessment and care to a variety of pediatric clients and their families in a self-directed manner. 5. Provide safe and competent care that considers the age and stage of development of the client. 6. Demonstrate cultural humility and cultural safety within the context of family centered care. 7. Demonstrate effective communication and interprofessional collaboration with the client, family, and health care team. 8. Plan and engage in health promotion activities with clients, families, and agencies. 9. Demonstrate professional and accountable care. 10. Demonstrate leadership and advocacy skills.

NURS 370.4 Perinatal **Perinatal and Family Centered Nursing Practice**	1. Identify sources of evidenced-based information related to health concepts and challenges in this population. 2. Demonstrate critical thinking about health challenges in this population. 3. Develop a plan of care using evidence and theory relevant to childbearing families. 4. Provide holistic assessment and care to a variety of clients and families in a self-directed manner. 5. Provide safe and competent care that considers the age and stage of development of the client. 6. Demonstrate cultural humility and cultural safety within the context of family centered care. 7. Demonstrate effective communication and interprofessional collaboration with the client, family, and health care team. 8. Plan and engage in health promotion activities with clients, families, and agencies. 9. Demonstrate professional and accountable care. 10. Demonstrate leadership and advocacy skills.
NURS 430.3 **Community Health Nursing Building Partnerships**	1. Integrate the concept of community with the community health nursing role, congruent with the Canadian Community Health Nursing standards of practice. 2. Describe community-based concepts such as Epidemiology, Primary Health Care, Ethical Issues, Population Health, Capacity-building and be able to apply this knowledge to community nursing practice. 3. Utilize theoretical pluralism to assess, plan, evaluate, and implement nursing practice in a community. 4. Identify resources within the community setting, their relevance to client needs and create strategies to utilize them for the enhancement of health. 5. Apply evidence-informed strategies in community nursing practice. 6. Explain the community health nurse role within collaborative, interdisciplinary and interprofessional partnerships that incorporate the uniqueness and diversity of community. 7. Recognize the community health nursing role within a collaborative and interprofessional team approach to emergency and disaster preparedness.
NURS 431.6 **Community Nursing Practice**	1. Practice the community health nursing role congruent with the Canadian Community Health Nursing Standards of Practice 2. Apply community-based concepts such as Epidemiology, Primary Health Care, Code of ethics, Population Health, Capacity-building to community nursing practice. 3. Utilize theoretical pluralism to assess, plan, evaluate, and implement nursing practice in a community. 4. Access and advocate for appropriate tailored resources within the community setting and responsively create strategies for enhancement of client health outcomes. 5. Apply evidence-informed strategies within the context of community and community health nursing. 6. Engage in collaborative, interdisciplinary and/or interprofessional partnerships that incorporate the uniqueness and diversity of community.

	7. Recognize the community health nursing role within a collaborative and interprofessional team approach to global health and emergency and disaster preparedness.
NURS 440.3 **Interprofessional Perspectives: Health Systems and Policy Development within a Global Context**	No update: 1. Compare and contrast health systems, policies, and structures in Canada and beyond. 2. Articulate interdisciplinary, inter-professional, and inter-sectorial approaches to global health. 3. Interpret the impact of socio-political policies on human rights in the allocation of health resources, health system reform, and globalization. 4. Examine critical social theory as an approach to analytically link the lived worlds of individuals to existing social structures using an Emic and Etic approach. 5. Interpret Indigenous Knowledge Systems and their relationship with contemporary health system structures. 6. Articulate the role of Registered Nurses in reframing policy discourse within communities of inquiry – scientific and political.
NURS 422.3 **Issues in Leadership and Management: Transformative Practice in Healthcare Organizations**	1. Explain the core concepts of leadership and management and differentiate between leadership, management, and following roles in health care settings. 2. Analyze the multi-dimensional roles of nurse leaders and managers, focusing on innovative leadership strategies. 3. Evaluate ethical and legal frameworks, assessing their impact on nursing leadership decisions and actions. 4. Apply decision-making models and problem-solving techniques to enhance organizational structure and functionality within the Canadian health care system. 5. Develop and implement strategies for effective resource management, including budget handling and technological enhancements to improve care delivery and communication. 6. Build and lead effective teams, focusing on strategic planning, change management, and collective advocacy for health care improvements. 7. Utilize conflict resolution tactics and personnel management to create respectful and psychologically safe workplaces. 8. Promote quality, risk management, and patient safety standards, translating research into practice to optimize health care outcomes. 9. Foster interprofessional collaboration and personal leadership growth, managing stress, and planning career advancements in nursing.
NURS 441.3 **Transition to Professional Practice**	No update 1. Explore the role of the environment and how it can impact exemplar professional practice. 2. Explore personal skills required for beginning professional practice

	3. Identify how exemplar beginning professional practice utilizes the eight guiding principles of the conceptual framework of the U of S Nursing Program
NURS 460.8 **Practice Integration (9 weeks)**	No update 1. Professional Practice • Students will demonstrate "safe, compassionate, competent and ethical nursing practice" and "professional conduct as reflected by the attitudes, beliefs and values espoused in the *Code of Ethics for Registered Nurses*" (CNA, 2017). 2. Nurse-Client Partnership • Students will demonstrate a therapeutic nurse-client partnership through "therapeutic use of self, communication skills, nursing knowledge and collaboration to achieve the client's identified health goals" (CNA, 2017). 3. Health and Wellness • Students will "partner with clients [and other health-care team members and key partners] to develop personal skills [and] create supportive environments for health" (CNA 2017). 4. Changes in Health • Students will collaborate with clients and other health-care team members and key partners in order to provide appropriate holistic care to clients experiencing changes in health across the lifespan with a "focus on acute, chronic, rehabilitative, palliative [or] end-of-life care" (CNA, 2017).

Appendix B

Teaching Philosophy Statement

The revised Bachelor of Science in Nursing (BSN) program at the University of Saskatchewan has been thoughtfully revised to elevate nursing education by fostering a cohesive, well-integrated curriculum that meets the needs of today's healthcare landscape. Our goal is to support students in developing into safe, competent, and professional nurses by offering a streamlined educational experience that aligns theoretical knowledge with practical application. Guided by a commitment to reducing redundancy and closing content gaps, courses have been restructured to improve coherence, making it easier for students to draw meaningful connections between course content and their evolving nursing competencies.

Central to the teaching philosophy of the BSN Program is the belief that learning should be an active, iterative process that builds both confidence and competence. The revised BSN program prioritizes assessment for learning, where formative assessments provide students with the chance to practice essential skills and receive constructive feedback from faculty before undergoing summative evaluations. This feedback-oriented approach allows students to identify areas of improvement, helping them to prepare more thoroughly for final assessments that are rooted in clear learning objectives and entry-level competencies. The summative evaluations serve as a measure of students' progress in achieving the program's comprehensive outcomes and prepare them for real-world nursing responsibilities.

Our instructional approach is designed to offer a balance between theoretical and practical knowledge, leveraging both in-person and online teaching methods depending on the site. In doing so, all students are provided with equitable learning opportunities, recognizing the diversity of the BSN student population. By incorporating diverse teaching strategies, students are not only able to meet course-specific outcomes but are also equipped with the broader skills necessary for lifelong learning in the dynamic field of nursing.

Instruction of the BSN program is centered around seven core program level learning outcomes that reflect the priorities of nursing education and practice: 1) Evidence-Informed Practice & Scholarship, 2) Safe and Competent Practice & Clinical Judgement, 3) Social Justice, Advocacy, Diversity, Equity, and Inclusion, 4) Leadership & Self-Awareness, 5) Professionalism, 6) Globalization, and 7) Principles of *Wahkohtowin*. These outcomes guide instructional design, ensuring that each course contributes meaningfully to students' overall development as nurses who are not only clinically proficient but also socially aware and professionally responsible. Through a curriculum structured around

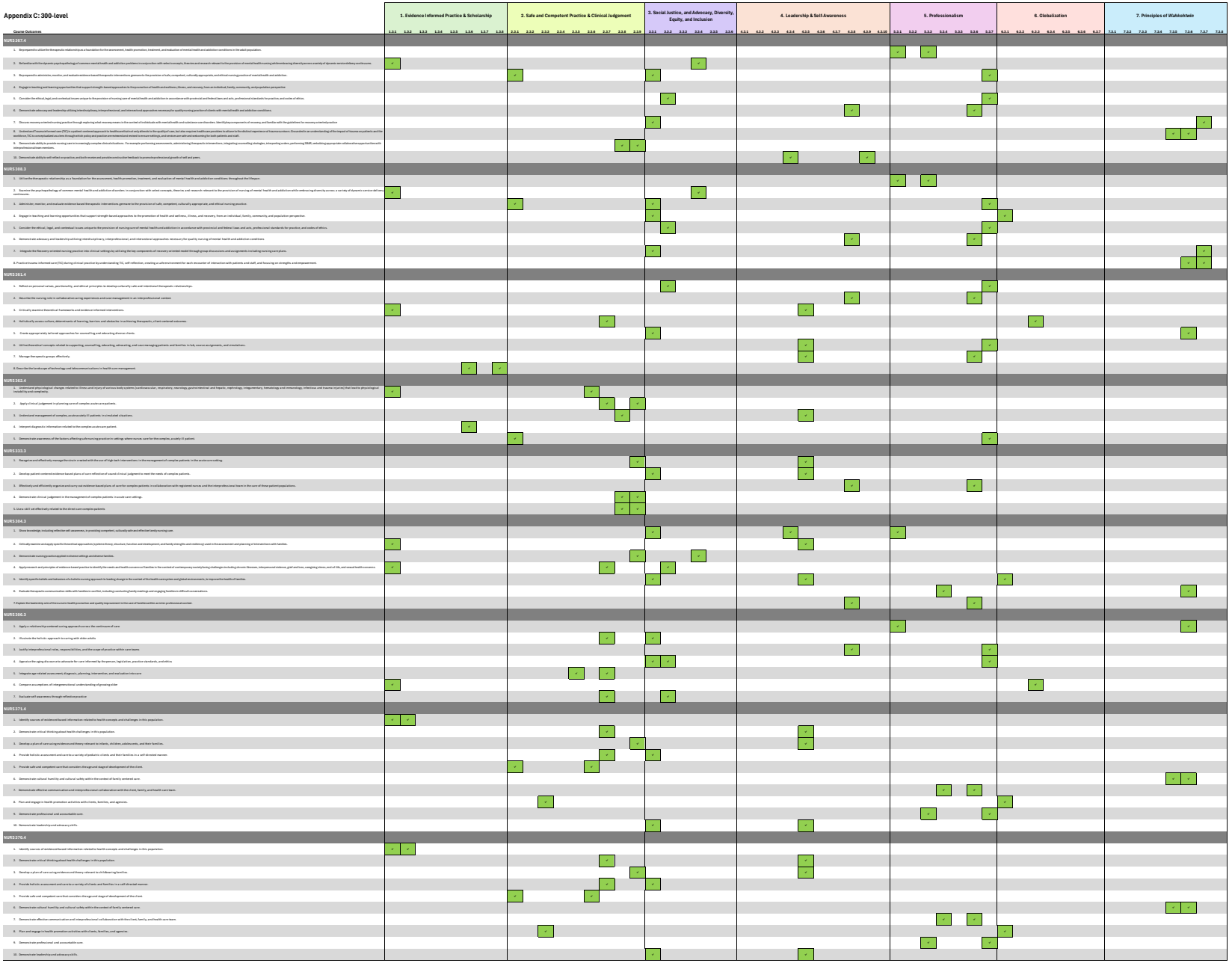
these themes, students are provided with opportunities to develop the necessary entry – level competencies (ELC's) of the College of Registered Nurses of Saskatchewan (CRNS).

In summary, The College of Nursing, BSN teaching philosophy remains grounded in the values of safety, competency, and regulatory compliance empowering students to not only perform nursing tasks proficiently but also to approach each patient with empathy, cultural sensitivity, and respect. By fostering a learning environment that emphasizes social responsibility alongside technical skill, BSN graduates will be prepared to advocate for and provide quality care within Saskatchewan's healthcare system and beyond.

Appendix C

Appendix C: 200-level
1. Evidence Informed Practice & Scholarship
2. Safe and Competent Practice & Clinical Judgement
3. Social Justice, and Advocacy, Diversity, Equity, and Inclusion
4. Leadership & Self-Awareness
5. Professionalism
6. Globalization
7. Principles of Wahkohtiwin
Course Outcomes
NURS 200.3
1. Explore the development of nursing as a profession and responsibilities of the registered nurse.
2. Describe professional presence and its components.
3. Examine the CNA Code of Ethics and its implications for the practice of nursing.
4. Examine values, beliefs, and ethics in the practice of nursing.
5. Examine the importance of critical thinking in nursing and maintaining a reflective practice as part of continuing professional competence
6. Identify components needed for safe, competent practice and factors necessary for a safe environment.
7. Demonstrate the use of evidence-informed literature to support development of nursing knowledge.
8. Develop an understanding of the principles of the determinants of health, social justice and advocacy in the context of providing holistic, culturally safe care.
9. Explore health and wellness from diverse perspectives including primary health care and health promotion using an evidence-informed perspective.
10. Examine nursing practice applied in diverse settings and diverse clientele (individuals, groups, communities, and populations) from a local to a global context.
11. Explore Indigenous perspectives on health and healing.
NURS 245.4
1. Establish and maintain effective, safe, professional relationships with clients and other members of the health care team, including maintenance of professional boundaries.
2. Articulate nurses' and other health professionals' roles as both leaders and members of interprofessional health teams.
3. Explore with knowledge-keeper how to apply principles of Wahkohtiwin
4. Demonstrate self-awareness of personal values, beliefs, influences, and positional power.
5. Provide a culturally safe environment for themselves and their clients;
6. Demonstrate verbal and non-verbal communication techniques to establish a relational practice
7. Support clients in making informed decisions and advocate for clients using principally ethical and sound decision making.
8. Demonstrate skills that support professional, effective conflict resolution;
9. Demonstrate skills to manage potentially abusive situations.
10. Examine trends in electronic communication
NURS 244.4
1. Understand the complex nature of assessment and the integral part assessment plays in carrying out the nursing role.
2. Demonstrate assessment skills required to collect client data.
3. Interprets client assessment data to identify normal and abnormal findings.
4. Maintains a safe environment for self and clients.
5. Communicate using effective communication skills.
6. Demonstrate skills related to accurate documentation of assessments findings for continuity of care.
NURS 246.3
1. Explain fundamental concepts of anatomy and physiology.
2. Describe the role of the body systems in maintenance, regulation and integration, and support of the body.
3. Apply the concept of homeostasis to the body systems.
4. Explain how cell and tissue structure relate to organ function.
5. Explain the functions of components for the neurological, cardiovascular and lymphatic, endocrine, hematological, pulmonary, renal and urological, reproductive, digestive, and musculoskeletal and integumentary systems.
6. Describe how common chronic diseases can affect the normal function of the body systems.
7. Identify the nursing role in the assessment of the body systems.
8. Apply appropriate nursing interventions to respond to changes in normal body system function in simulation education settings.
NURS 241.4
1. Demonstrate safety measures to protect self, colleagues, clients from injury and infection.
2. Communicate with clients, families and health care team members for continuity of care and to support informed decision making.
3. Demonstrate foundational nursing skills required to provide interventions for safe client care.
4. Use critical thinking skills to support clinical judgment and to build plans of care.
5. Demonstrate skills effective communication and documentation of nursing skills.
NURS 231.4
1. Utilize the nursing process in the safe administration of medications for clients with various health challenges across the lifespan.
2. Describe nursing roles and responsibilities in the administration of medications.
3. Demonstrate proficiency in medication math to calculate safe doses, amount to administer and infusion rates.
4. Demonstrate the ability to use a variety of medication resources to research common medications.
5. Describe critical nursing responsibilities in safe administration of common medications, including controlled substances and high alert medications.
6. Demonstrate medication administration safety measures to protect self, colleagues, and clients from injury.
7. Demonstrate knowledge and skills in the administration of medications by various routes, using the 10 rights and 3 checks and appropriate aseptic technique.
8. Use critical thinking skills to support professional judgement and decision making in safe medication administration.
9. Demonstrate appropriate and accurate documentation of medications.
10. Verbalize an understanding of policies and procedures for safe medication administration in the clinical settings.
NURS 260.2
1. Demonstrate foundational nursing knowledge and skills in a clinical setting.
2. Apply the nursing process and develop client centered care plans.
3. Communicate with clients, families, and health care team members.
4. Demonstrate a foundational understanding of the nursing role in client care.
5. Maintain a safe environment for self and clients.
NURS 221.3
1. Use appropriate techniques and interventions in the provision of patient care.
2. Apply knowledge and skills for the safe administration of medications.
3. Apply concepts in clinical judgement in developing and implementing plans of care.
4. Organize and manage patient care for individual and multiple patients.
NURS 205.3
1. Develop concepts, principles, and skills needed to locate, extract, interpret, appraise, and integrate evidence from published quantitative and qualitative research.
2. Develop the ability to view data in text, table, and graphic formats and demonstrate understanding of basic and introductory statistical concepts and math skills.
3. Develop the knowledge to critically appraise various types of research designs (i.e., qualitative, quantitative, mixed) and to appraise their uniqueness in complementing, augmenting, and enhancing evidence from the various research paradigms, of quantitative research to complement evidence that cannot be obtained from statistical data.
4. Demonstrate knowledge and skill in finding, rating, translating and using published research evidence as a basis for professional nursing practice.

Appendix C: 300-level



Appendix C: 400-level

Course	Course Outcomes	1. Evidence Informed Practice & Scholarship								2. Safe and Competent Practice & Clinical Judgement									3. Social Justice, and Advocacy, Diversity, Equity, and Inclusion						4. Leadership & Self-Awareness										5. Professionalism							6. Globalization							7. Principles of *Wahkohtwin*							
		1.4.1	1.4.2	1.4.3	1.4.4	1.4.5	1.4.6	1.4.7	1.4.8	2.4.1	2.4.2	2.4.3	2.4.4	2.4.5	2.4.6	2.4.7	2.4.8	2.4.9	3.4.1	3.4.2	3.4.3	3.4.4	3.4.5	3.4.6	4.4.1	4.4.2	4.4.3	4.4.4	4.4.5	4.4.6	4.4.7	4.4.8	4.4.9	4.4.10	5.4.1	5.4.2	5.4.3	5.4.4	5.4.5	5.4.6	5.4.7	6.4.1	6.4.2	6.4.3	6.4.4	6.4.5	6.4.6	6.4.7	7.4.1	7.4.2	7.4.3	7.4.4	7.4.5	7.4.6	7.4.7	7.4.8
NURS 430.3																																																								
1.	Integrate the concept of community with the community health nursing role, congruent with the Canadian Community Health Nursing standards of practice.																																						✓	✓																
2.	Describe community-based concepts such as Epidemiology, Primary Health Care, Ethical Issues, Population Health, Capacity-building and be able to apply this knowledge to community nursing practice.																		✓																							✓			✓												
3.	Utilize theoretical pluralism to assess, plan, evaluate, and implement nursing practice in a community.			✓													✓																																						
4.	Identify resources within the community setting, their relevance to client needs and create strategies to utilize them for the enhancement of health.																	✓												✓																										
5.	Apply evidence-informed strategies in community nursing practice.	✓				✓																																																	
6.	Explain the community health nurse role within collaborative, interdisciplinary and interprofessional partnerships that incorporate the uniqueness and diversity of community.																									✓														✓																
7.	Recognize the community health nursing role within a collaborative and interprofessional team approach to emergency and disaster preparedness.																													✓									✓																
NURS 431.6																																							✓	✓																
1.	Practice the community health nursing role congruent with the Canadian Community Health Nursing Standards of Practice																																																						
2.	Apply community-based concepts such as Epidemiology, Primary Health Care, Code of ethics, Population Health, Capacity-building to community nursing practice.																		✓																							✓			✓												
3.	Utilize theoretical pluralism to assess, plan, evaluate, and implement nursing practice in a community.			✓													✓																																						
4.	Access and advocate for appropriate tailored resources within the community setting and responsively create strategies for enhancement of client health outcomes.																	✓												✓																										
5.	Apply evidence-informed strategies within the context of community and community health nursing.	✓				✓																																																	
6.	Engage in collaborative, interdisciplinary and/or interprofessional partnerships that incorporate the uniqueness and diversity of community.																																																						
7.	Recognize the community health nursing role within a collaborative and interprofessional team approach to global health and emergency and disaster preparedness.																													✓									✓																
NURS 440.3																																																							
1.	Compare and contrast health systems, policies, and structures in Canada and beyond.																																								✓			✓												
2.	Articulate interdisciplinary, inter-professional, and inter-sectorial approaches to global health.																													✓									✓																
3.	Interpret the impact of socio-political policies on human rights in the allocation of health resources, health system reform, and globalization.																		✓																										✓												
4.	Examine critical social theory as an approach to analytically link the lived worlds of individuals to existing social structures using an Emic and Etic approach.																				✓																									✓												
5.	Interpret Indigenous Knowledge Systems and their relationship with contemporary health system structures.																																																				✓		✓		
6.	Articulate the role of Registered Nurses in reforming policy discourse within communities of inquiry – scientific and political.																											✓		✓																										
NURS 422.3																																																						
1.	Explain the core concepts of leadership and management and differentiate between leadership, management, and following roles in health care settings.																								✓		✓																												
2.	Analyze the multi-dimensional roles of nurse leaders and managers, focusing on innovative leadership strategies.																											✓		✓																								
3.	Evaluate ethical and legal frameworks, assessing their impact on nursing leadership decisions and actions.																			✓																						✓														
4.	Apply decision-making models and problem-solving techniques to enhance organizational structure and functionality within the Canadian health care system.																					✓	✓																																
5.	Develop and implement strategies for effective resource management, including budget handling and technological enhancements to improve care delivery and communication.								✓																																														
6.	Build and lead effective teams, focusing on strategic planning, change management, and collective advocacy for health care improvements.																														✓									✓																
7.	Utilize conflict resolution tactics and personnel management to create respectful and psychologically safe workplaces.																															✓							✓																
8.	Promote quality, risk management, and patient safety standards, translating research into practice to optimize health care outcomes.	✓																																		✓																		
	Foster interprofessional collaboration and personal leadership growth, managing stress, and planning career advancements in nursing.																														✓	✓																								
NURS 441.3																																																						
1.	Explore the role of the environment and how it can impact exemplar professional practice.																																					✓								✓									
2.	Explore personal skills required for beginning professional practice																															✓					✓																	
3.	Identify how exemplar beginning professional practice utilizes the eight guiding principles of the conceptual framework of the U of S Nursing Program	✓																									✓																											
NURS 460.8																																																						
	Professional Practice																																																						
1.	Students will demonstrate "safe, compassionate, competent and ethical nursing practice" and "professional conduct as reflected by the attitudes, beliefs and values espoused in the *Code of Ethics for Registered Nurses*" (CNA, 2017).																																																					
	Nurse-Client Partnership																																																					
2.	Students will demonstrate a therapeutic nurse-client partnership through "therapeutic use of self, communication skills, nursing knowledge and collaboration to achieve the client's identified health goals" (CNA, 2017).																																																				
	Health and Wellness																																																				
3.	Students will "partner with clients [and other health-care team members and key partners] to develop personal skills [and] create supportive environments for health" (CNA 2017).																																																			
	Changes in Health																																																				
4.	Students will collaborate with clients and other health-care team members and key partners in order to provide appropriate holistic care to clients experiencing changes in health across the lifespan with a "focus on acute, chronic, rehabilitative, palliative [or] end-of-life care" (CNA, 2017).																																																				

4.2.1 Define adherence to professional standards, particularly those outlined by CRNS. 4.2.3 Identify the different roles of nursing. 5.2.3 Describe responsibility and accountability in nursing
5.2.1 Describe professional presence and its components.
3.2.2 Identify a structured framework of resolving ethical dilemmas in nursing practice. 5.2.7 Identify ethical nursing practice. 3.2.1 Recognize social justice principles in providing holistic care.
4.2.2 Articulate personal beliefs and biases, and health behaviors. 3.2.1 Recognize social justice principles in providing holistic care.
4.2.4 Relate the concept of reflective practice in nursing to the development of clinical skills and decision-making. 5.2.6 Examine the relationship of nurses within intraprofessional and interprofessional teams.
2.2.1 Explore the concept of safe practice in response to client needs. 5.2.7 Identify ethical nursing practice.
1.2.2 Develop foundational information searching skills and identify relevant information. 1.2.1 Explain the relevance of research in nursing as a profession and discipline.
3.2.1 Recognize social justice principles in providing holistic care. 3.2.5 Explore concepts of anti-racism. 6.2.7 Define concepts of health equity.
6.2.1 Define the principles of global citizenship. 6.2.2 Examine socio-ecological models to identify healthcare challenges for individuals and populations.
6.2.1 Define the principles of global citizenship. 7.2.2 Identify Indigenous worldviews of wellness (physical, emotional, mental, and spiritual). 7.2.4 Examine barriers for Indigenous populations seeking healthcare.
7.2.2 Identify Indigenous worldviews of wellness (physical, emotional, mental, and spiritual). 7.2.1 Describe the background of the Truth and Reconciliation Commission (TRC) calls to action. 7.2.6 Describe verbal and non-verbal communication strategies for authentic therapeutic relationships with Indigenous and non-Indigenous peoples.
5.2.2 Identify psychologically safe workplace principles. 5.2.4 Explain the principles of professional healthcare communication.
4.2.3 Identify the different roles of nursing. 5.2.6 Examine the relationship of nurses within intraprofessional and interprofessional teams.
7.2.4 Examine barriers for Indigenous populations seeking healthcare. 7.2.2 Identify Indigenous worldviews of wellness (physical, emotional, mental, and spiritual).
4.2.2 Articulate personal beliefs and biases, and health behaviours. 4.2.5 Identify influencing factors of self-management, considering basic stable client needs.
3.2.6 Recognize barriers for Indigenous, and other traditionally diverse populations seeking healthcare. 3.2.5 Explore concepts of anti-racism. 7.2.5 Define the principles of cultural humility.
7.2.6 Describe verbal and non-verbal communication strategies for authentic therapeutic relationships with Indigenous and non-Indigenous peoples.
3.2.3 Identify strategies for advocacy in nursing. 5.2.7 Identify ethical nursing practice.
4.2.9 Examine various conflict resolution strategies commonly used in nursing contexts.
5.2.7 Identify ethical nursing practice. 4.2.9 Examine various conflict resolution strategies commonly used in nursing contexts.
1.2.6 Explore the concept and role of informatics in nursing practice. 1.2.8 Develop a curious mindset in various environments.
2.2.5 Conduct holistic nursing assessments to gather comprehensive information on client health status. 2.2.1 Explore the concept of safe practice in response to client needs.
2.2.5 Conduct holistic nursing assessments to gather comprehensive information on client health status. 2.2.9 Recognize cues within client needs in stable clients in a variety of settings.
2.2.9 Recognize cues within client needs in stable clients in a variety of settings.
2.2.1 Explore the concept of safe practice in response to client needs. 5.2.7 Identify ethical nursing practice
5.2.4 Explain the principles of professional healthcare communication. 5.2.2 Identify psychologically safe workplace principles
5.2.5 Describe the importance of following nursing standards and policies. 5.2.7 Adhere to nursing standards and policies in documentation of client care.
2.2.2 Describe foundational knowledge of nursing science, humanities, social sciences, and health-related research into plans of care.
2.2.6 Describe holistic client, or family-centered plans of care throughout the lifespan.
2.2.1 Explore the concept of safe practice in response to client needs. 2.2.9 Recognize cues within client needs in stable clients in a variety of settings.
2.2.1 Explore the concept of safe practice in response to client needs.
1.2.7 Recognize qualitative and quantitative data presented in various formats and representations.
2.2.3 Describe fundamental strategies for promoting wellness, preventing illness, and minimizing disease and injury for clients, oneself, and others.
2.2.5 Conduct holistic nursing assessments to gather comprehensive information on client health status. 5.2.7 Adhere to nursing standards and policies.
2.2.9 Recognize cues within client needs in stable clients in a variety of settings. 5.2.6 Demonstrate responsibility and accountability in nursing.
2.2.1 Explore the concept of safe practice in response to client needs. 2.2.5 Conduct holistic nursing assessments to gather comprehensive information on client health status.

5.2.4 Explain the principles of professional healthcare communication. 5.2.2 Identify psychologically safe workplace principles.
2.2.1 Explore the concept of safe practice in response to client needs. 5.2.7 Identify ethical nursing practice.
4.2.5 Identify influencing factors of self-management, considering basic stable client needs.
5.2.5 Describe the importance of following nursing standards and policies. 5.2.7 Adhere to nursing standards and policies in documentation of client care.
2.2.7 Identify the steps of the clinical judgment model. 2.2.1 Explore the concept of safe practice in response to client needs.
4.2.1 Define adherence to professional standards, particularly those outlined by CRNS.
1.2.5 Develop initial skills for academic writing. 1.2.7 Recognize qualitative and quantitative data presented in various formats and representations.
1.2.2 Develop foundational information searching skills and identify relevant information.
5.2.5 Describe the importance of following nursing standards and policies. 2.2.9 Recognize cues within client needs in stable clients in a variety of settings.
2.2.1 Explore the concept of safe practice in response to client needs. 5.2.7 Identify ethical nursing practice.
2.2.7 Identify the steps of the clinical judgment model. 5.2.7 Identify ethical nursing practice.
4.2.4 Relate the concept of reflective practice in nursing to the development of
5.2.7 Identify ethical nursing practice, 5.2.5 Describe the importance of following nursing standards and policies.
5.2.5 Describe the importance of following nursing standards and policies, 4.2.1 Define adherence to professional standards, particularly those outlined by CRNS.
2.2.5 Conduct holistic nursing assessments to gather comprehensive information on client health status, 2.2.1 Explore the concept of safe practice in response to client needs.,
2.2.6 Describe holistic client, or family-centered plans of care throughout the lifespan, 5.2.7 Identify ethical nursing practice.
5.2.4 Explain the principles of professional healthcare communication, 5.2.6 Examine the relationship of nurses within intraprofessional and interprofessional
4.2.3 Identify the different roles of nursing, 5.2.6 Examine the relationship of nurses within intraprofessional and interprofessional teams.
2.2.1 Explore the concept of safe practice in response to client needs, 5.2.7 Identify ethical nursing practice.
2.2.7 Identify the steps of the clinical judgment model, 2.2.1 Explore the concept of safe practice in response to client needs.
2.2.1 Explore the concept of safe practice in response to client needs, 5.2.7 Identify ethical nursing practice.
4.2.5 Relate the concept of reflective practice in nursing to the development of clinical skills and decision-making, 2.2.6 Describe holistic client, or family-centered plans of care throughout the lifespan.
2.2.6 Describe holistic client, or family-centered plans of care throughout the lifespan, 5.2.6 Examine the relationship of nurses within intraprofessional and interprofessional teams.
1.2.2 Develop foundational information searching skills and identify relevant information, 1.2.3 Explain the relevance of research in nursing as a profession and discipline.
1.2.7 Recognize qualitative and quantitative data presented in various formats and representations, 1.2.6 Recognize qualitative and quantitative data presented in various formats and representations.
1.2.5 Define fundamental research concepts and process, 1.2.3 Explain the relevance of research in nursing as a profession and discipline.
1.2.7 Develop a curious mindset in various environments, 1.2.5 Define fundamental research concepts and process.
5.3.1 Demonstrate professional presence and its components in a variety of settings. 5.3.3 Demonstrate responsibility and accountability in nursing.
1.3.1 Examining research studies in nursing to inform nursing practice. 3.3.4 Apply equity, diversity and inclusion strategies in all aspects of nursing care and client interactions.
5.3.7 Provide ethical care to clients in a variety of settings. 2.3.1 Demonstrate safe practice in response to client needs. 3.3.1 Apply social justice and advocacy principles in providing holistic and culturally safe care.
6.3.1 Apply the principles of global citizenship. 3.3.1 Apply social justice and advocacy principles in providing holistic and culturally safe care.
3.3.2 Utilize a structured framework to resolve ethical dilemmas in nursing practice. 5.3.7 Provide ethical care to clients in a variety of settings.
5.3.6 Engage in relationships within intraprofessional, and interprofessional teams. 4.3.8 Engage in meaningful interprofessional collaboration with healthcare teams.
3.3.1 Apply social justice and advocacy principles in providing holistic and culturally safe care. 7.3.7 Explore concepts related to equity, diversity and inclusion.
7.3.5 Incorporate the principles of cultural humility into various environments. 7.3.6 Practice verbal and non-verbal communication strategies for authentic therapeutic relationships with Indigenous and non-Indigenous peoples.

2.3.8 Provide care of complex clients in scenarios and nursing practice. 2.3.9 Prioritize care of client needs in a variety of settings
4.3.4 Apply the concept of reflective practice in nursing to enhance clinical skills and decision-making. 4.3.9 Reflect on potential conflict resolution strategies within clinical setting
5.3.1 Demonstrate professional presence and its components in a variety of settings. 5.3.3 Demonstrate responsibility and accountability in nursing.
1.3.1 Examine research studies in nursing to inform nursing practice. 3.3.4 Apply equity, diversity, and inclusion strategies in all aspects of nursing care and client interactions.
5.3.7 Provide ethical care to clients in a variety of settings. 2.3.1 Demonstrate safe practice in response to client needs. 3.3.1 Apply social justice and advocacy principles in providing holistic and culturally safe care.
6.3.1 Apply the principles of global citizenship. 3.3.1 Apply social justice and advocacy principles in providing holistic and culturally safe care.
3.3.2 Utilize a structured framework to resolve ethical dilemmas in nursing practice. 5.3.7 Provide ethical care to clients in a variety of settings.
5.3.6 Engage in relationships within intraprofessional, and interprofessional teams. 4.3.8 Engage in meaningful interprofessional collaboration with healthcare teams.
3.3.1 Apply social justice and advocacy principles in providing holistic and culturally safe care. 7.3.7 Explore concepts related to equity, diversity and inclusion.
7.3.5 Incorporate the principles of cultural humility into various environments. 7.3.6 Practice verbal and non-verbal communication strategies for authentic therapeutic relationships with Indigenous and non-Indigenous peoples.
3.3.2 Utilize a structured framework to resolve ethical dilemmas in therapeutic nursing practice. 5.3.7 Provide ethical care to clients in therapeutic settings
5.3.6 Engage in relationships within intraprofessional, interprofessional, and intersectoral teams. 4.3.8 Engage in meaningful interprofessional collaboration with healthcare teams.
1.3.1 Examine research studies in nursing to inform evidence-based interventions. 4.3.5 Apply critical thinking and decision-making skills in therapeutic practice
2.3.7 Conduct holistic nursing assessments to gather comprehensive information on client needs. 6.3.3 Describe eco-social determinants of health and their impact on client-centered outcomes.
3.3.1 Apply social justice and advocacy principles in providing holistic and culturally safe care. 7.3.6 Practice verbal and non-verbal communication strategies for authentic therapeutic relationships.
4.3.5 Apply critical thinking and decision-making skills in counseling, educating, and advocating for clients. 5.3.7 Provide ethical care to clients in case management
4.3.5 Apply critical thinking and decision-making skills in managing therapeutic groups. 5.3.6 Engage in relationships within intraprofessional and interprofessional teams.
1.3.6 Explore the concept and role of informatics in nursing practice. 1.3.8 Develop a curious mindset in various environments to enhance technology use in healthcare.
2.3.6 Recognize cues within client needs in the context of physiological instability and injury. 1.3.1 Examine research studies in nursing to understand physiological changes and complexities.
2.3.7 Conduct holistic nursing assessments to gather comprehensive information on complex client health status. 2.3.9 Prioritize care of complex clients in a variety of settings.
2.3.8 Provide care of complex clients in nursing simulations and practice. 4.3.5 Apply critical thinking and decision-making skills in complex patient management.
1.3.6 Recognize qualitative and quantitative data presented in various formats related to complex acute care patients.
5.3.7 Provide ethical care to clients in acute care settings. 2.3.1 Demonstrate safe practice in response to client needs in complex settings
2.3.9 Prioritize care of complex clients in acute care settings with high-tech interventions. 4.3.5 Apply critical thinking and decision-making skills in managing high-tech interventions.
4.3.5 Apply critical thinking and decision-making skills in developing care plans for complex clients. 3.3.1 Apply social justice and advocacy principles in providing holistic care to complex patients.
5.3.6 Engage in relationships within intraprofessional, interprofessional, and intersectoral teams in the care of complex patients. 4.3.8 Engage in meaningful interprofessional collaboration to enhance patient care
2.3.8 Provide care of complex clients in acute care scenarios and nursing practice. 2.3.9 Prioritize care of complex clients in a variety of acute care settings.
2.3.9 Prioritize care of complex clients in direct care. 2.3.8 Provide care of complex clients in direct nursing practice.
5.3.1 Demonstrate professional presence and its components in family nursing care. 3.3.1 Apply social justice and advocacy principles in providing holistic and culturally safe care to families. 4.3.4 Apply the concept of reflective practice in nursing to enhance self-awareness and family care.
1.3.1 Examine research studies and theoretical frameworks in family nursing to inform practice. 4.3.5 Apply critical thinking and decision-making skills when assessing and planning interventions with families.
2.3.9 Prioritize care of diverse families in a variety of settings. 3.3.4 Apply equity, diversity, and inclusion strategies in family nursing practice.
1.3.1 Examine research studies in family nursing to address contemporary health concerns. 3.3.2 Utilize a structured framework to address ethical dilemmas in the care of families facing challenges. 2.3.7 Conduct holistic nursing assessments to gather comprehensive information on family health concerns.

6.3.1 Apply the principles of global citizenship in family nursing to improve health outcomes. 3.3.1 Apply social justice and advocacy principles to lead change in family nursing. 4.3.5 Apply critical thinking and decision-making skills in leading change to improve family health outcomes.
7.3.6 Practice verbal and non-verbal communication strategies for authentic therapeutic relationships with families. 5.3.4 Explain the principles of professional healthcare communication, especially in difficult conversations.
5.3.6 Engage in relationships within intraprofessional, interprofessional, and intersectoral teams to promote family health. 4.3.8 Engage in meaningful interprofessional collaboration to lead quality improvement initiatives in family nursing care.
5.3.1 Demonstrate professional presence and its components in relationship-centered care for older adults. 7.3.6 Practice verbal and non-verbal communication strategies for authentic therapeutic relationships with older adults.
3.3.1 Apply social justice and advocacy principles in providing holistic care to older adults. 2.3.7 Conduct holistic nursing assessments to gather comprehensive information on older adult health.
5.3.6 Engage in relationships within intraprofessional, interprofessional, and intersectoral teams in the care of older adults. 4.3.8 Engage in meaningful interprofessional collaboration to enhance the quality of care for older adults.
3.3.2 Utilize a structured framework to resolve ethical dilemmas in the care of older adults. 5.3.7 Provide ethical care to older adults, informed by legislation and professional standards. 3.3.1 Apply social justice and advocacy principles in advocating for older adult care
2.3.5 Demonstrate knowledge of safe, competent nursing care for older adults. 2.3.7 Conduct holistic nursing assessments, diagnosis, and planning for older adults in diverse care settings.
6.3.3 Describe eco-social determinants of health and how they shape intergenerational understanding of aging. 7.3.7 Explore concepts related to equity, diversity, and inclusion in intergenerational care of older adults
4.3.4 Apply the concept of reflective practice in nursing to enhance self-awareness in caring for older adults. 5.3.3 Demonstrate responsibility and accountability in self-awareness and reflective practice.
1.3.1 Examine research studies in nursing to inform evidence-based practice for pediatric populations. 1.3.2 Develop foundational information searching skills to identify relevant evidence-based resources.
4.3.5 Apply critical thinking and decision-making skills in addressing pediatric health challenges. 2.3.7 Conduct holistic nursing assessments to gather comprehensive information on pediatric health concerns.
4.3.5 Apply critical thinking and decision-making skills in developing family-centered care plans. 2.3.9 Prioritize care of pediatric clients in developing individualized plans of care.
2.3.7 Conduct holistic nursing assessments to gather comprehensive information on pediatric client health status. 3.3.1 Apply social justice and advocacy principles in providing holistic care to pediatric clients and families.
2.3.6 Recognize cues within client needs in pediatric developmental stages. 2.3.1 Demonstrate safe practice in response to the developmental needs of pediatric clients.
7.3.5 Incorporate the principles of cultural humility into family-centered care. 7.3.6 Practice verbal and non-verbal communication strategies for authentic therapeutic relationships with pediatric clients and families.
5.3.4 Explain the principles of professional healthcare communication. 5.3.6 Engage in relationships within intraprofessional, interprofessional, and intersectoral teams to ensure collaborative care.
6.3.1 Apply the principles of global citizenship in promoting health for pediatric clients and their families. 2.3.3 Describe foundational strategies for promoting wellness and minimizing disease and injury for pediatric clients and their families.
5.3.3 Demonstrate responsibility and accountability in nursing practice. 5.3.7 Provide ethical care to pediatric clients and their families.
4.3.5 Demonstrate leadership in advocating for the health and well-being of pediatric clients. 3.3.1 Apply social justice and advocacy principles in promoting equitable care for pediatric clients and families.
1.3.1 Examine research studies in nursing to inform evidence-based practice for perinatal populations. 1.3.2 Develop foundational information searching skills to identify relevant evidence-based resources.
4.3.5 Apply critical thinking and decision-making skills in addressing perinatal health challenges. 2.3.7 Conduct holistic nursing assessments to gather comprehensive information on perinatal health concerns.
4.3.5 Apply critical thinking and decision-making skills in developing family-centered care plans for childbearing families. 2.3.9 Prioritize care of perinatal clients in developing individualized plans of care.
2.3.7 Conduct holistic nursing assessments to gather comprehensive information on perinatal client health status. 3.3.1 Apply social justice and advocacy principles in providing holistic care to perinatal clients and families.
2.3.6 Recognize cues within client needs in perinatal developmental stages. 2.3.1 Demonstrate safe practice in response to the developmental needs of perinatal clients.
7.3.5 Incorporate the principles of cultural humility into family-centered care. 7.3.6 Practice verbal and non-verbal communication strategies for authentic therapeutic relationships with perinatal clients and families.
5.3.4 Explain the principles of professional healthcare communication. 5.3.6 Engage in relationships within intraprofessional, interprofessional, and intersectoral teams to ensure collaborative care.
6.3.1 Apply the principles of global citizenship in promoting health for perinatal clients and their families. 2.3.3 Describe foundational strategies for promoting wellness and minimizing disease and injury for perinatal clients and their families.
5.3.3 Demonstrate responsibility and accountability in nursing practice. 5.3.7 Provide ethical care to perinatal clients and their families.
4.3.5 Demonstrate leadership in advocating for the health and well-being of perinatal clients. 3.3.1 Apply social justice and advocacy principles in promoting equitable care for perinatal clients and families.
6.4.1 Demonstrate the principles of global citizenship in a variety of practice settings. 5.4.7 Advocate for ethical care to clients in a variety of community settings.
6.4.5 Critique effectiveness of population-based concepts of health in nursing. 6.4.2 Critique effectiveness of socio-ecological models to identify healthcare challenges for populations. 3.4.1 Synthesize social justice and advocacy principles into a unified framework for providing holistic and culturally safe care.

2.4.8 Provide comprehensive care to a variety of clients in all community practice settings. 1.4.3 Demonstrate knowledge of research concepts and processes to apply theoretical models.
4.4.7 Discern possible healthcare transformation initiatives at the client and/or system level. 2.4.9 Respond to client needs in community settings, incorporating resource utilization strategies.
1.4.1 Analyze how research is used to inform community nursing practice. 1.4.5 Demonstrate synthesis in academic writing by integrating evidence-informed strategies.
5.4.6 Advocate within intraprofessional and interprofessional teams in community health settings. 4.4.3 Integrate the various roles of nursing in community practice settings.
5.4.6 Advocate within intraprofessional and interprofessional teams for emergency and disaster preparedness. 4.4.8 Advocate within the interprofessional team for preparedness in various healthcare settings.
6.4.1 Demonstrate the principles of global citizenship in a variety of practice settings. 5.4.7 Advocate for ethical care to clients in a variety of community settings.
6.4.5 Critique effectiveness of population-based concepts of health in nursing. 6.4.2 Critique effectiveness of socio-ecological models to identify healthcare challenges for populations. 3.4.1 Synthesize social justice and advocacy principles into a unified framework for providing holistic and culturally safe care.
2.4.8 Provide comprehensive care to a variety of clients in all community practice settings. 1.4.3 Demonstrate knowledge of research concepts and processes to apply theoretical models.
4.4.7 Discern possible healthcare transformation initiatives at the client and/or system level. 2.4.9 Respond to client needs in community settings, incorporating resource utilization strategies.
1.4.1 Analyze how research is used to inform community nursing practice. 1.4.5 Demonstrate synthesis in academic writing by integrating evidence-informed strategies.
5.4.6 Advocate within intraprofessional and interprofessional teams in community health settings. 4.4.3 Integrate the various roles of nursing in community practice settings.
5.4.6 Advocate within intraprofessional and interprofessional teams for emergency and disaster preparedness. 4.4.8 Advocate within the interprofessional team for preparedness in global health settings.
6.4.4 Describe socio-political policies and how they influence health system structures in various settings. 6.4.1 Demonstrate the principles of global citizenship in understanding different health systems.
5.4.6 Advocate within intraprofessional, interprofessional, and intersectoral teams in addressing global health issues. 4.4.8 Advocate for collaborative interprofessional approaches to global health in practice settings.
6.4.4 Describe socio-political policies and their influence on human rights and health resource allocation. 3.4.1 Synthesize social justice and advocacy principles to address health inequities in health system reform.
6.4.2 Critique the use of socio-ecological models and theories, including critical social theory, to analyze health structures. 3.4.3 Examine equity, diversity, and inclusion strategies using both Emic (insider) and Etic (outsider) perspectives.
7.4.5 Critique contemporary health system structures through Indigenous Knowledge Systems. 7.4.7 Integrate Indigenous perspectives into understanding and transforming healthcare policies.
4.4.7 Discern the potential for nursing leadership to influence healthcare transformation initiatives and policy discourse. 4.4.5 Critique how Registered Nurses can lead policy discussions within scientific and political communities of inquiry.
4.4.1 Analyze various leadership styles within nursing and healthcare settings. 4.4.3 Integrate the roles of leadership, management, and followership in healthcare teams.
4.4.5 Critique the roles of nurse leaders in healthcare system transformation and innovation. 4.4.7 Discern innovative leadership strategies that can transform healthcare systems.
5.4.7 Advocate for ethical care to clients in leadership decisions and actions. 3.4.2 Utilize structured frameworks to navigate ethical and legal dilemmas in nursing leadership.
4.4.5 Apply decision-making models to solve organizational challenges in healthcare settings. 4.4.4 Critically evaluate problem-solving techniques to improve healthcare system functionality.
6.4.7 Explore the intersections of healthy public policy and healthcare service provision, including resource management. 1.4.8 Develop curiosity and adaptability to implement technological innovations in healthcare.
4.4.8 Demonstrate leadership in strategic planning and change management in healthcare organizations. 5.4.6 Advocate within intraprofessional and interprofessional teams for healthcare improvements.
5.4.5 Create psychologically safe workplace environments through effective conflict resolution and personnel management. 4.4.9 Reflect on potential conflict resolution strategies within healthcare teams.
5.4.3 Promote quality improvement and patient safety standards in healthcare. 1.4.1 Translate research into practice to optimize healthcare outcomes.
4.4.8 Advocate for interprofessional collaboration to foster leadership and career development in nursing. 4.4.9 Reflect on leadership growth, stress management, and career planning in nursing
6.4.3 Examine socio-ecological models and how environmental factors impact professional nursing practice. 5.4.5 Reflect on how workplace environments, including psychological safety, influence professional nursing practice.
4.4.9 Reflect on the personal leadership, decision-making, and communication skills required for professional nursing practice. 5.4.3 Demonstrate responsibility and accountability in transitioning to professional practice.
1.4.1 Analyze how research and evidence-informed practice align with the guiding principles of the U of S Nursing Program. 4.4.3 Integrate the roles of leadership, management, and followership into professional practice while adhering to the guiding principles.

1.2.1	1.2.1	1.2.1 Explain the relevance of research in nursing as a profession and discipline.
1.2.2	1.2.2	1.2.2 Develop foundational information searching skills and identify relevant information
1.2.3	1.2.3	1.2.3 Explain the relevance of research in nursing as a profession and discipline.
1.2.5	1.2.5	1.2.5 Develop initial skills for academic writing.
1.2.6	1.2.6	1.2.6 Explore the concept and role of informatics in nursing practice.
1.2.6	1.2.6	1.2.6 Recognize qualitative and quantitative data presented in various formats and representations.
1.2.7	1.2.7	1.2.7 Develop a curious mindset in various environments
1.2.7	1.2.7	1.2.7 Recognize qualitative and quantitative data presented in various formats and representations
1.2.8	1.2.8	1.2.8 Develop a curious mindset in various environments.
1.3.1	1.3.1	1.3.1 Examine research studies and theoretical frameworks in family nursing to inform practice.
1.3.1	1.3.1	1.3.1 Examine research studies in family nursing to address contemporary health concerns.
1.3.1	1.3.1	1.3.1 Examine research studies in nursing to inform evidence-based interventions.
1.3.1	1.3.1	1.3.1 Examine research studies in nursing to inform evidence-based practice for pediatric populations.
1.3.1	1.3.1	1.3.1 Examine research studies in nursing to inform evidence-based practice for perinatal populations.
1.3.1	1.3.1	1.3.1 Examine research studies in nursing to inform nursing practice.
1.3.1	1.3.1	1.3.1 Examine research studies in nursing to understand physiological changes and complexities.
1.3.1	1.3.1	1.3.1 Examining research studies in nursing to inform nursing practice.
1.3.2	1.3.2	1.3.2 Develop foundational information searching skills to identify relevant evidence-based resources.
1.3.6	1.3.6	1.3.6 Explore the concept and role of informatics in nursing practice.
1.3.6	1.3.6	1.3.6 Recognize qualitative and quantitative data presented in various formats related to complex acute care patients.
1.3.8	1.3.8	1.3.8 Develop a curious mindset in various environments to enhance technology use in healthcare.
1.4.1	1.4.1	1.4.1 Analyze how research and evidence-informed practice align with the guiding principles of the U of S Nursing Program.
1.4.1	1.4.1	1.4.1 Analyze how research is used to inform community nursing practice.
1.4.1	1.4.1	1.4.1 Translate research into practice to optimize healthcare outcomes.
1.4.3	1.4.3	1.4.3 Demonstrate knowledge of research concepts and processes to apply theoretical models.
1.4.5	1.4.5	1.4.5 Demonstrate synthesis in academic writing by integrating evidence-informed strategies.
1.4.8	1.4.8	1.4.8 Develop curiosity and adaptability to implement technological innovations in healthcare.
2.2.1	2.2.1	2.2.1 Explore the concept of safe practice in response to client needs
2.2.2	2.2.2	2.2.2 Describe foundational knowledge of nursing science humanities social sciences and health-related research into plans of care.
2.2.3	2.2.3	2.2.3 Describe fundamental strategies for promoting wellness preventing illness and minimizing disease and injury for clients oneself and others.
2.2.5	2.2.5	2.2.5 Conduct holistic nursing assessments to gather comprehensive information on client health status
2.2.6	2.2.6	2.2.6 Describe holistic client or family-centered plans of care throughout the lifespan.
2.2.7	2.2.7	2.2.7 Identify the steps of the clinical judgment model.
2.2.9	2.2.9	2.2.9 Recognize cues within client needs in stable clients in a variety of settings.
2.3.1	2.3.1	2.3.1 Demonstrate safe practice in response to client needs in complex settings
2.3.1	2.3.1	2.3.1 Demonstrate safe practice in response to client needs.
2.3.1	2.3.1	2.3.1 Demonstrate safe practice in response to the developmental needs of pediatric clients.
2.3.1	2.3.1	2.3.1 Demonstrate safe practice in response to the developmental needs of perinatal clients.
2.3.3	2.3.3	2.3.3 Describe foundational strategies for promoting wellness and minimizing disease and injury for pediatric clients and their families.
2.3.5	2.3.5	2.3.5 Demonstrate knowledge of safe competent nursing care for older adults.
2.3.6	2.3.6	2.3.6 Recognize cues within client needs in pediatric developmental stages.
2.3.6	2.3.6	2.3.6 Recognize cues within client needs in the context of physiological instability and injury.
2.3.7	2.3.7	2.3.7 Conduct holistic nursing assessments diagnosis and planning for older adults in diverse care settings.
2.3.7	2.3.7	2.3.7 Conduct holistic nursing assessments to gather comprehensive information on client needs.
2.3.7	2.3.7	2.3.7 Conduct holistic nursing assessments to gather comprehensive information on complex client health status.
2.3.7	2.3.7	2.3.7 Conduct holistic nursing assessments to gather comprehensive information on family health concerns.
2.3.7	2.3.7	2.3.7 Conduct holistic nursing assessments to gather comprehensive information on older adult health.
2.3.7	2.3.7	2.3.7 Conduct holistic nursing assessments to gather comprehensive information on pediatric client health status.
2.3.7	2.3.7	2.3.7 Conduct holistic nursing assessments to gather comprehensive information on pediatric health concerns.
2.3.7	2.3.7	2.3.7 Conduct holistic nursing assessments to gather comprehensive information on perinatal client health status.
2.3.7	2.3.7	2.3.7 Conduct holistic nursing assessments to gather comprehensive information on perinatal health concerns.
2.3.8	2.3.8	2.3.8 Provide care of complex clients in acute care scenarios and nursing practice.
2.3.8	2.3.8	2.3.8 Provide care of complex clients in direct nursing practice.
2.3.8	2.3.8	2.3.8 Provide care of complex clients in nursing simulations and practice.
2.3.8	2.3.8	2.3.8 Provide care of complex clients in scenarios and nursing practice.
2.3.9	2.3.9	2.3.9 Prioritize care of client needs in a variety of settings

2.3.9	2.3.9	2.3.9 Prioritize care of complex clients in a variety of acute care settings.
2.3.9	2.3.9	2.3.9 Prioritize care of complex clients in a variety of settings.
2.3.9	2.3.9	2.3.9 Prioritize care of complex clients in acute care settings with high-tech interventions.
2.3.9	2.3.9	2.3.9 Prioritize care of complex clients in direct care.
2.3.9	2.3.9	2.3.9 Prioritize care of diverse families in a variety of settings.
2.3.9	2.3.9	2.3.9 Prioritize care of pediatric clients in developing individualized plans of care.
2.4.8	2.4.8	2.4.8 Provide comprehensive care to a variety of clients in all community practice settings.
2.4.9	2.4.9	2.4.9 Respond to client needs in community settings incorporating resource utilization strategies.
3.2.1	3.2.1	3.2.1 Recognize social justice principles in providing holistic care.
3.2.2	3.2.2	3.2.2 Identify a structured framework of resolving ethical dilemmas in nursing practice.
3.2.3	3.2.3	3.2.3 Identify strategies for advocacy in nursing.
3.2.5	3.2.5	3.2.5 Explore concepts of anti-racism.
3.2.6	3.2.6	3.2.6 Recognize barriers for Indigenous and other traditionally diverse populations seeking healthcare.
3.3.1	3.3.1	3.3.1 Apply social justice and advocacy principles in advocating for older adult care
3.3.1	3.3.1	3.3.1 Apply social justice and advocacy principles in promoting equitable care for pediatric clients and families.
3.3.1	3.3.1	3.3.1 Apply social justice and advocacy principles in promoting equitable care for perinatal clients and families.
3.3.1	3.3.1	3.3.1 Apply social justice and advocacy principles in providing holistic and culturally safe care to families.
3.3.1	3.3.1	3.3.1 Apply social justice and advocacy principles in providing holistic and culturally safe care.
3.3.1	3.3.1	3.3.1 Apply social justice and advocacy principles in providing holistic care to complex patients.
3.3.1	3.3.1	3.3.1 Apply social justice and advocacy principles in providing holistic care to older adults.
3.3.1	3.3.1	3.3.1 Apply social justice and advocacy principles in providing holistic care to pediatric clients and families.
3.3.1	3.3.1	3.3.1 Apply social justice and advocacy principles in providing holistic care to perinatal clients and families.
3.3.1	3.3.1	3.3.1 Apply social justice and advocacy principles to lead change in family nursing.
3.3.2	3.3.2	3.3.2 Utilize a structured framework to address ethical dilemmas in the care of families facing challenges.
3.3.2	3.3.2	3.3.2 Utilize a structured framework to resolve ethical dilemmas in nursing practice.
3.3.2	3.3.2	3.3.2 Utilize a structured framework to resolve ethical dilemmas in the care of older adults.
3.3.2	3.3.2	3.3.2 Utilize a structured framework to resolve ethical dilemmas in therapeutic nursing practice.
3.3.4	3.3.4	3.3.4 Apply equity diversity and inclusion strategies in all aspects of nursing care and client interactions.
3.3.4	3.3.4	3.3.4 Apply equity diversity and inclusion strategies in family nursing practice.
3.4.1	3.4.1	3.4.1 Synthesize social justice and advocacy principles into a unified framework for providing holistic and culturally safe care.
3.4.1	3.4.1	3.4.1 Synthesize social justice and advocacy principles to address health inequities in health system reform.
3.4.2	3.4.2	3.4.2 Utilize structured frameworks to navigate ethical and legal dilemmas in nursing leadership.
3.4.3	3.4.3	3.4.3 Examine equity diversity and inclusion strategies using both Emic (insider) and Etic (outsider) perspectives.
4.2.1	4.2.1	4.2.1 Define adherence to professional standards particularly those outlined by CRNS.
4.2.2	4.2.2	4.2.2 Articulate personal beliefs and biases and health behaviors.
4.2.2	4.2.2	4.2.2 Articulate personal beliefs and biases and health behaviours.
4.2.3	4.2.3	4.2.3 Identify the different roles of nursing
4.2.3	4.2.3	4.2.3 Identify the different roles of nursing.
4.2.4	4.2.4	4.2.4 Relate the concept of reflective practice in nursing to the development of
4.2.4	4.2.4	4.2.4 Relate the concept of reflective practice in nursing to the development of clinical skills and decision-making.
4.2.5	4.2.5	4.2.5 Identify influencing factors of self-management considering basic stable client needs.
4.2.5	4.2.5	4.2.5 Relate the concept of reflective practice in nursing to the development of clinical skills and decision-making
4.2.9	4.2.9	4.2.9 Examine various conflict resolution strategies commonly used in nursing contexts.
4.3.4	4.3.4	4.3.4 Apply the concept of reflective practice in nursing to enhance clinical skills and decision-making.
4.3.4	4.3.4	4.3.4 Apply the concept of reflective practice in nursing to enhance self-awareness and family care.
4.3.4	4.3.4	4.3.4 Apply the concept of reflective practice in nursing to enhance self-awareness in caring for older adults.
4.3.5	4.3.5	4.3.5 Apply critical thinking and decision-making skills in addressing pediatric health challenges.
4.3.5	4.3.5	4.3.5 Apply critical thinking and decision-making skills in addressing perinatal health challenges.
4.3.5	4.3.5	4.3.5 Apply critical thinking and decision-making skills in complex patient management.
4.3.5	4.3.5	4.3.5 Apply critical thinking and decision-making skills in counseling educating and advocating for clients.
4.3.5	4.3.5	4.3.5 Apply critical thinking and decision-making skills in developing care plans for complex clients.
4.3.5	4.3.5	4.3.5 Apply critical thinking and decision-making skills in developing family-centered care plans for childbearing families.
4.3.5	4.3.5	4.3.5 Apply critical thinking and decision-making skills in developing family-centered care plans.
4.3.5	4.3.5	4.3.5 Apply critical thinking and decision-making skills in leading change to improve family health outcomes.
4.3.5	4.3.5	4.3.5 Apply critical thinking and decision-making skills in managing high-tech interventions.
4.3.5	4.3.5	4.3.5 Apply critical thinking and decision-making skills in managing therapeutic groups.
4.3.5	4.3.5	4.3.5 Apply critical thinking and decision-making skills in therapeutic practice

4.3.5	4.3.5	4.3.5 Apply critical thinking and decision-making skills when assessing and planning interventions with families.
4.3.5	4.3.5	4.3.5 Demonstrate leadership in advocating for the health and well-being of pediatric clients.
4.3.5	4.3.5	4.3.5 Demonstrate leadership in advocating for the health and well-being of perinatal clients.
4.3.8	4.3.8	4.3.8 Engage in meaningful interprofessional collaboration to enhance patient care
4.3.8	4.3.8	4.3.8 Engage in meaningful interprofessional collaboration to enhance the quality of care for older adults.
4.3.8	4.3.8	4.3.8 Engage in meaningful interprofessional collaboration to lead quality improvement initiatives in family nursing care.
4.3.8	4.3.8	4.3.8 Engage in meaningful interprofessional collaboration with healthcare teams.
4.3.9	4.3.9	4.3.9 Reflect on potential conflict resolution strategies within clinical setting
4.4.1	4.4.1	4.4.1 Analyze various leadership styles within nursing and healthcare settings.
4.4.3	4.4.3	4.4.3 Integrate the roles of leadership management and followership in healthcare teams.
4.4.3	4.4.3	4.4.3 Integrate the roles of leadership management and followership into professional practice while adhering to the guiding principles.
4.4.3	4.4.3	4.4.3 Integrate the various roles of nursing in community practice settings.
4.4.4	4.4.4	4.4.4 Critically evaluate problem-solving techniques to improve healthcare system functionality.
4.4.5	4.4.5	4.4.5 Apply decision-making models to solve organizational challenges in healthcare settings.
4.4.5	4.4.5	4.4.5 Critique how Registered Nurses can lead policy discussions within scientific and political communities of inquiry.
4.4.5	4.4.5	4.4.5 Critique the roles of nurse leaders in healthcare system transformation and innovation.
4.4.7	4.4.7	4.4.7 Discern innovative leadership strategies that can transform healthcare systems.
4.4.7	4.4.7	4.4.7 Discern possible healthcare transformation initiatives at the client and/or system level.
4.4.7	4.4.7	4.4.7 Discern the potential for nursing leadership to influence healthcare transformation initiatives and policy discourse.
4.4.8	4.4.8	4.4.8 Advocate for collaborative interprofessional approaches to global health in practice settings.
4.4.8	4.4.8	4.4.8 Advocate for interprofessional collaboration to foster leadership and career development in nursing.
4.4.8	4.4.8	4.4.8 Advocate within the interprofessional team for preparedness in global health settings.
4.4.8	4.4.8	4.4.8 Advocate within the interprofessional team for preparedness in various healthcare settings.
4.4.8	4.4.8	4.4.8 Demonstrate leadership in strategic planning and change management in healthcare organizations.
4.4.9	4.4.9	4.4.9 Reflect on leadership growth stress management and career planning in nursing
4.4.9	4.4.9	4.4.9 Reflect on potential conflict resolution strategies within healthcare teams.
4.4.9	4.4.9	4.4.9 Reflect on the personal leadership decision-making and communication skills required for professional nursing practice.
5.2.1	5.2.1	5.2.1 Describe professional presence and its components.
5.2.2	5.2.2	5.2.2 Identify psychologically safe workplace principles
5.2.2	5.2.2	5.2.2 Identify psychologically safe workplace principles.
5.2.3	5.2.3	5.2.3 Describe responsibility and accountability in nursing
5.2.4	5.2.4	5.2.4 Explain the principles of professional healthcare communication
5.2.4	5.2.4	5.2.4 Explain the principles of professional healthcare communication.
5.2.5	5.2.5	5.2.5 Describe the importance of following nursing standards and policies 4.2.1 Define adherence to professional standards particularly those outlined by CRNS.
5.2.5	5.2.5	5.2.5 Describe the importance of following nursing standards and policies.
5.2.6	5.2.6	5.2.6 Demonstrate responsibility and accountability in nursing.
5.2.6	5.2.6	5.2.6 Examine the relationship of nurses within intraprofessional and interprofessional
5.2.6	5.2.6	5.2.6 Examine the relationship of nurses within intraprofessional and interprofessional teams.
5.2.7	5.2.7	5.2.7 Adhere to nursing standards and policies in documentation of client care.
5.2.7	5.2.7	5.2.7 Adhere to nursing standards and policies.
5.2.7	5.2.7	5.2.7 Identify ethical nursing practice
5.2.7	5.2.7	5.2.7 Identify ethical nursing practice.
5.3.1	5.3.1	5.3.1 Demonstrate professional presence and its components in a variety of settings.
5.3.1	5.3.1	5.3.1 Demonstrate professional presence and its components in family nursing care.
5.3.1	5.3.1	5.3.1 Demonstrate professional presence and its components in relationship-centered care for older adults.
5.3.3	5.3.3	5.3.3 Demonstrate responsibility and accountability in nursing practice.
5.3.3	5.3.3	5.3.3 Demonstrate responsibility and accountability in nursing.
5.3.3	5.3.3	5.3.3 Demonstrate responsibility and accountability in self-awareness and reflective practice.
5.3.4	5.3.4	5.3.4 Explain the principles of professional healthcare communication especially in difficult conversations.
5.3.4	5.3.4	5.3.4 Explain the principles of professional healthcare communication.
5.3.6	5.3.6	5.3.6 Engage in relationships within intraprofessional and interprofessional teams.
5.3.6	5.3.6	5.3.6 Engage in relationships within intraprofessional interprofessional and intersectoral teams in the care of complex patients.
5.3.6	5.3.6	5.3.6 Engage in relationships within intraprofessional interprofessional and intersectoral teams in the care of older adults.
5.3.6	5.3.6	5.3.6 Engage in relationships within intraprofessional interprofessional and intersectoral teams to ensure collaborative care.
5.3.6	5.3.6	5.3.6 Engage in relationships within intraprofessional interprofessional and intersectoral teams to promote family health.

5.3.6	5.3.6	5.3.6 Engage in relationships within intraprofessional interprofessional and intersectoral teams.
5.3.7	5.3.7	5.3.7 Provide ethical care to clients in a variety of settings.
5.3.7	5.3.7	5.3.7 Provide ethical care to clients in acute care settings.
5.3.7	5.3.7	5.3.7 Provide ethical care to clients in case management
5.3.7	5.3.7	5.3.7 Provide ethical care to clients in therapeutic settings
5.3.7	5.3.7	5.3.7 Provide ethical care to older adults informed by legislation and professional standards.
5.3.7	5.3.7	5.3.7 Provide ethical care to pediatric clients and their families.
5.3.7	5.3.7	5.3.7 Provide ethical care to perinatal clients and their families.
5.4.3	5.4.3	5.4.3 Demonstrate responsibility and accountability in transitioning to professional practice.
5.4.3	5.4.3	5.4.3 Promote quality improvement and patient safety standards in healthcare.
5.4.5	5.4.5	5.4.5 Create psychologically safe workplace environments through effective conflict resolution and personnel management.
5.4.5	5.4.5	5.4.5 Reflect on how workplace environments including psychological safety influence professional nursing practice.
5.4.6	5.4.6	5.4.6 Advocate within intraprofessional and interprofessional teams for emergency and disaster preparedness.
5.4.6	5.4.6	5.4.6 Advocate within intraprofessional and interprofessional teams for healthcare improvements.
5.4.6	5.4.6	5.4.6 Advocate within intraprofessional and interprofessional teams in community health settings.
5.4.6	5.4.6	5.4.6 Advocate within intraprofessional interprofessional and intersectoral teams in addressing global health issues.
5.4.7	5.4.7	5.4.7 Advocate for ethical care to clients in a variety of community settings.
5.4.7	5.4.7	5.4.7 Advocate for ethical care to clients in leadership decisions and actions.
6.2.1	6.2.1	6.2.1 Define the principles of global citizenship.
6.2.2	6.2.2	6.2.2 Examine socio-ecological models to identify healthcare challenges for individuals and populations.
6.2.7	6.2.7	6.2.7 Define concepts of health equity.
6.3.1	6.3.1	6.3.1 Apply the principles of global citizenship in family nursing to improve health outcomes.
6.3.1	6.3.1	6.3.1 Apply the principles of global citizenship in promoting health for pediatric clients and their families.
6.3.1	6.3.1	6.3.1 Apply the principles of global citizenship in promoting health for perinatal clients and their families.
6.3.1	6.3.1	6.3.1 Apply the principles of global citizenship.
6.3.3	6.3.3	6.3.3 Describe eco-social determinants of health and how they shape intergenerational understanding of aging.
6.3.3	6.3.3	6.3.3 Describe eco-social determinants of health and their impact on client-centered outcomes.
6.4.1	6.4.1	6.4.1 Demonstrate the principles of global citizenship in a variety of practice settings.
6.4.1	6.4.1	6.4.1 Demonstrate the principles of global citizenship in understanding different health systems.
6.4.2	6.4.2	6.4.2 Critique effectiveness of socio-ecological models to identify healthcare challenges for populations.
6.4.2	6.4.2	6.4.2 Critique the use of socio-ecological models and theories including critical social theory to analyze health structures.
6.4.3	6.4.3	6.4.3 Examine socio-ecological models and how environmental factors impact professional nursing practice.
6.4.4	6.4.4	6.4.4 Describe socio-political policies and how they influence health system structures in various settings.
6.4.4	6.4.4	6.4.4 Describe socio-political policies and their influence on human rights and health resource allocation.
6.4.5	6.4.5	6.4.5 Critique effectiveness of population-based concepts of health in nursing.
6.4.7	6.4.7	6.4.7 Explore the intersections of healthy public policy and healthcare service provision including resource management.
7.2.1	7.2.1	7.2.1 Describe the background of the Truth and Reconciliation Commission (TRC) calls to action.
7.2.2	7.2.2	7.2.2 Identify Indigenous worldviews of wellness (physical emotional mental and spiritual).
7.2.4	7.2.4	7.2.4 Examine barriers for Indigenous populations seeking healthcare.
7.2.5	7.2.5	7.2.5 Define the principles of cultural humility.
7.2.6	7.2.6	7.2.6 Describe verbal and non-verbal communication strategies for authentic therapeutic relationships with Indigenous and non-Indigenous peoples.
7.3.5	7.3.5	7.3.5 Incorporate the principles of cultural humility into family-centered care.
7.3.5	7.3.5	7.3.5 Incorporate the principles of cultural humility into various environments.
7.3.6	7.3.6	7.3.6 Practice verbal and non-verbal communication strategies for authentic therapeutic relationships with families.
7.3.6	7.3.6	7.3.6 Practice verbal and non-verbal communication strategies for authentic therapeutic relationships with Indigenous and non-Indigenous peoples.
7.3.6	7.3.6	7.3.6 Practice verbal and non-verbal communication strategies for authentic therapeutic relationships with older adults.
7.3.6	7.3.6	7.3.6 Practice verbal and non-verbal communication strategies for authentic therapeutic relationships with pediatric clients and families.
7.3.6	7.3.6	7.3.6 Practice verbal and non-verbal communication strategies for authentic therapeutic relationships with perinatal clients and families.
7.3.6	7.3.6	7.3.6 Practice verbal and non-verbal communication strategies for authentic therapeutic relationships.
7.3.7	7.3.7	7.3.7 Explore concepts related to equity diversity and inclusion in intergenerational care of older adults
7.3.7	7.3.7	7.3.7 Explore concepts related to equity diversity and inclusion.
7.4.5	7.4.5	7.4.5 Critique contemporary health system structures through Indigenous Knowledge Systems.
7.4.7	7.4.7	7.4.7 Integrate Indigenous perspectives into understanding and transforming healthcare policies.

		Program Year	Year 2									Year 3									Year 4					
		Course	200	245	244	246	241	231	260	221	205	367	308	361	362	333	304	306	371	370	430	431	440	422	441	460
		Credits	3	4	4	3	4	4	2	3	3	4	3	4	4	3	3	3	4	4	3	6	3	3	3	8
1	**Evidence Informed Practice & Scholarship**																									
1.2.1	1.2.1 Explain the relevance of research in nursing as a profession and discipline.																									
1.2.2	1.2.2 Develop foundational information searching skills and identify relevant information																									
1.2.3	1.2.3 Explain the relevance of research in nursing as a profession and discipline.																									
1.2.4	#N/A																									
1.2.5	1.2.5 Develop initial skills for academic writing.																									
1.2.6	1.2.6 Explore the concept and role of informatics in nursing practice.																									
1.2.7	1.2.7 Develop a curious mindset in various environments																									
1.2.8	1.2.8 Develop a curious mindset in various environments.																									
2	**Safe and Competent Practice & Clinical Judgment**																									
2.2.1	2.2.1 Explore the concept of safe practice in response to client needs																									
2.2.2	2.2.2 Describe foundational knowledge of nursing science humanities social sciences and health-related research into plans of care.																									
2.2.3	2.2.3 Describe fundamental strategies for promoting wellness preventing illness and minimizing disease and injury for clients oneself and others.																									
2.2.4	#N/A																									
2.2.5	2.2.5 Conduct holistic nursing assessments to gather comprehensive information on client health status																									
2.2.6	2.2.6 Describe holistic client or family-centered plans of care throughout the lifespan.																									
2.2.7	2.2.7 Identify the steps of the clinical judgment model.																									
2.2.8	#N/A																									
2.2.9	2.2.9 Recognize cues within client needs in stable clients in a variety of settings.																									
3	**Social Justice, and Advocacy, Diversity, Equity, and Inclusion**																									
3.2.1	3.2.1 Recognize social justice principles in providing holistic care.																									
3.2.2	3.2.2 Identify a structured framework of resolving ethical dilemmas in nursing practice.																									
3.2.3	3.2.3 Identify strategies for advocacy in nursing.																									
3.2.4	#N/A																									
3.2.5	3.2.5 Explore concepts of anti-racism.																									
3.2.6	3.2.6 Recognize barriers for Indigenous and other traditionally diverse populations seeking healthcare.																									
4	**Leadership & Self-Awareness**																									
4.2.1	4.2.1 Define adherence to professional standards particularly those outlined by CRNS.																									
4.2.2	4.2.2 Articulate personal beliefs and biases and health behaviors.																									
4.2.3	4.2.3 Identify the different roles of nursing																									
4.2.4	4.2.4 Relate the concept of reflective practice in nursing to the development of																									
4.2.5	4.2.5 Identify influencing factors of self-management considering basic stable client needs.																									
4.2.6	#N/A																									
4.2.7	#N/A																									
4.2.8	#N/A																									
4.2.9	4.2.9 Examine various conflict resolution strategies commonly used in nursing contexts.																									
4.2.10	#N/A																									
5	**Professionalism**																									
5.2.1	5.2.1 Describe professional presence and its components.																									
5.2.2	5.2.2 Identify psychologically safe workplace principles																									
5.2.3	5.2.3 Describe responsibility and accountability in nursing																									
5.2.4	5.2.4 Explain the principles of professional healthcare communication																									
5.2.5	5.2.5 Describe the importance of following nursing standards and policies 4.2.1 Define adherence to professional standards particularly those outlined by CRNS.																									
5.2.6	5.2.6 Demonstrate responsibility and accountability in nursing.																									
5.2.7	5.2.7 Adhere to nursing standards and policies in documentation of client care.																									
6	**Evidence Informed Practice & Scholarship**																									
6.2.1	6.2.1 Define the principles of global citizenship.																									
6.2.2	6.2.2 Examine socio-ecological models to identify healthcare challenges for individuals and populations.																									
6.2.3	#N/A																									
6.2.4	#N/A																									
6.2.5	#N/A																									
6.2.6	#N/A																									
6.2.7	6.2.7 Define concepts of health equity.																									
7	**Principles of wahkohtowin**																									
7.2.1	7.2.1 Describe the background of the Truth and Reconciliation Commission (TRC) calls to action.																									
7.2.2	7.2.2 Identify Indigenous worldviews of wellness (physical emotional mental and spiritual).																									
7.2.3	#N/A																									
7.2.4	7.2.4 Examine barriers for Indigenous populations seeking healthcare.																									
7.2.5	7.2.5 Define the principles of cultural humility.																									
7.2.6	7.2.6 Describe verbal and non-verbal communication strategies for authentic therapeutic relationships with Indigenous and non-Indigenous peoples.																									
7.2.7	#N/A																									
7.2.8	#N/A																									

APPENDIX C - CURRICULUM MAP

Course	Course Outcomes	Program Level Outcomes
NURS 200.3		
	1. Explore the development of nursing as a profession and responsibilities of the registered nurse.	4.2.1 Define adherence to professional standards, particularly those outlined by CRNS. 4.2.3 Identify the different roles of nursing. 5.2.3 Describe responsibility and accountability in nursin
	2. Describe professional presence and its components.	5.2.1 Describe professional presence and its components.
	3. Examine the CNA Code of Ethics and its implications for the practice of nursing.	3.2.2 Identify a structured framework of resolving ethical dilemmas in nursing practice. 5.2.7 Identify ethical nursing practice. 3.2.1 Recognize social justice principles in providing holistic care.
	4. Examine values, beliefs, and ethics in the practice of nursing.	4.2.2 Articulate personal beliefs and biases, and health behaviors. 3.2.1 Recognize social justice principles in providing holistic care.
	5. Examine the importance of critical thinking in nursing and maintaining a reflective practice as part of continuing professional competence.	4.2.4 Relate the concept of reflective practice in nursing to the development of clinical skills and decision-making. 5.2.6 Examine the relationship of nurses within intraprofessional and interprofessional teams.
	6. Identify components needed for safe, competent practice and factors necessary for a safe environment.	2.2.1 Explore the concept of safe practice in response to client needs. 5.2.7 Identify ethical nursing practice.
	7. Demonstrate the use of evidence-informed literature to support development of nursing knowledge.	1.2.2 Develop foundational information searching skills and identify relevant information. 1.2.1 Explain the relevance of research in nursing as a profession and discipline.
	8. Develop an understanding of the principles of the determinants of health, social justice and advocacy in the context of providing holistic, culturally safe care.	3.2.1 Recognize social justice principles in providing holistic care. 3.2.5 Explore concepts of anti-racism. 6.2.7 Define concepts of health equity.
	9. Explore health and wellness from diverse perspectives including primary health care and health promotion using an evidence-informed perspective.	6.2.1 Define the principles of global citizenship. 6.2.2 Examine socio-ecological models to identify healthcare challenges for individuals and populations.
	10. Examine nursing practice applied in diverse settings and diverse clienteles (individuals, groups, communities, and populations) from a local to a global context.	6.2.1 Define the principles of global citizenship. 7.2.2 Identify Indigenous worldviews of wellness (physical, emotional, mental, and spiritual). 7.2.4 Examine barriers for Indigenous populations seeking healthcare.
	11. Explore Indigenous perspectives on health and healing.	7.2.2 Identify Indigenous worldviews of wellness (physical, emotional, mental, and spiritual). 7.2.1 Describe the background of the Truth and Reconciliation Commission (TRC) calls to action. 7.2.6 Describe verbal and non-verbal communication strategies for authentic therapeutic relationships with Indigenous and non-Indigenous peoples.
NURS 245.4		
	1. Establish and maintain effective, safe, professional relationships with clients and other members of the health care team, including maintenance of professional boundaries.	5.2.2 Identify psychologically safe workplace principles. 5.2.4 Explain the principles of professional healthcare communication.
	2. Articulate nurses' and other health professionals' roles as both leaders and members of interprofessional health teams.	4.2.3 Identify the different roles of nursing. 5.2.6 Examine the relationship of nurses within intraprofessional and interprofessional teams.
	3. Explore with knowledge keeper how to apply principles of Wahkohtowin	7.2.4 Examine barriers for Indigenous populations seeking healthcare. 7.2.2 Identify Indigenous worldviews of wellness (physical, emotional, mental, and spiritual).
	4. Demonstrate self-awareness of personal values, beliefs, influences, and positional power.	4.2.2 Articulate personal beliefs and biases, and health behaviours. 4.2.5 Identify influencing factors of self-management, considering basic stable client needs.
	5. Provide a culturally safe environment for themselves and their clients;	3.2.6 Recognize barriers for Indigenous, and other traditionally diverse populations seeking healthcare. 3.2.5 Explore concepts of anti-racism. 7.2.5 Define the principles of cultural humility.
	6. Demonstrate verbal and non-verbal communication techniques to establish a relational practice	7.2.6 Describe verbal and non-verbal communication strategies for authentic therapeutic relationships with Indigenous and non-Indigenous peoples.
	7. Support clients in making informed decisions and advocate for clients using principally ethical and sound decision making;	3.2.3 Identify strategies for advocacy in nursing. 5.2.7 Identify ethical nursing practice.
	8. Demonstrate skills that support professional, effective conflict resolution;	4.2.9 Examine various conflict resolution strategies commonly used in nursing contexts.
	9. Demonstrate skills to manage potentially abusive situations.	5.2.7 Identify ethical nursing practice. 4.2.9 Examine various conflict resolution strategies commonly used in nursing contexts.
	10. Examine trends in electronic communication	1.2.6 Explore the concept and role of informatics in nursing practice. 1.2.8 Develop a curious mindset in various environments.
NURS 244.4		
	1. Understand the complex nature of assessment and the integral part assessment plays in carrying out the nursing role.	2.2.5 Conduct holistic nursing assessments to gather comprehensive information on client health status. 2.2.1 Explore the concept of safe practice in response to client needs.
	2. Demonstrate assessment skills required to collect client data.	2.2.5 Conduct holistic nursing assessments to gather comprehensive information on client health status. 2.2.9 Recognize cues within client needs in stable clients in a variety of settings.
	3. Interprets client assessment data to identify normal and abnormal findings.	2.2.9 Recognize cues within client needs in stable clients in a variety of settings.
	4. Maintain a safe environment for self and clients.	2.2.1 Explore the concept of safe practice in response to client needs. 5.2.7 Identify ethical nursing practice
	5. Communicate using effective communication skills.	5.2.4 Explain the principles of professional healthcare communication. 5.2.2 Identify psychologically safe workplace principles
	6. Demonstrate skills related to accurate documentation of assessments findings for continuity of care.	5.2.5 Describe the importance of following nursing standards and policies. 5.2.7 Adhere to nursing standards and policies in documentation of client care.
NURS 246.3		
	1. Explain fundamental concepts of anatomy and physiology.	2.2.2 Describe foundational knowledge of nursing science, humanities, social sciences, and health-related research into plans of care.
	2. Describe the role of the body systems in maintenance, regulation and integration, and support of the body.	2.2.6 Describe holistic client, or family-centered plans of care throughout the lifespan.
	3. Apply the concept of homeostasis to the body systems.	2.2.1 Explore the concept of safe practice in response to client needs. 2.2.9 Recognize cues within client needs in stable clients in a variety of settings.
	4. Explain how cell and tissue structures relate to organ function.	2.2.1 Explore the concept of safe practice in response to client needs.
	5. Explain the functions of components for the neurological, cardiovascular and lymphatic, endocrine, hematological, pulmonary, renal and urological, reproductive, digestive, and musculoskeletal and integumentary systems.	1.2.7 Recognize qualitative and quantitative data presented in various formats and representations.
	6. Describe how common chronic diseases can affect the normal function of the body systems.	2.2.3 Describe fundamental strategies for promoting wellness, preventing illness, and minimizing disease and injury for clients, oneself, and others.

	7. Identify the nursing role in the assessment of the body systems.	2.2.5 Conduct holistic nursing assessments to gather comprehensive information on client health status. 5.2.7 Adhere to nursing standards and policies.
	8. Apply appropriate nursing interventions to respond to changes in normal body system function in simulation education settings.	2.2.9 Recognize cues within client needs in stable clients in a variety of settings. 5.2.6 Demonstrate responsibility and accountability in nursing.
NURS 241.4		
	1. Demonstrate safety measures to protect self, colleagues, clients from injury and infection.	2.2.1 Explore the concept of safe practice in response to client needs. 2.2.5 Conduct holistic nursing assessments to gather comprehensive information on client health status.
	2. Communicate with clients, families and health care team members for continuity of care and to support informed decision making.	5.2.4 Explain the principles of professional healthcare communication. 5.2.2 Identify psychologically safe workplace principles.
	3. Demonstrate foundational nursing skills required to provide interventions for safe client care.	2.2.1 Explore the concept of safe practice in response to client needs. 5.2.7 Identify ethical nursing practice.
	4. Use critical thinking skills to support clinical judgment and to build plans of care.	4.2.5 Identify influencing factors of self-management, considering basic stable client needs.
	5. Demonstrate skills effective communication and documentation of nursing skills.	5.2.5 Describe the importance of following nursing standards and policies. 5.2.7 Adhere to nursing standards and policies in documentation of client care.
NURS 231.4		
	1. Utilize the nursing process in the safe administration of medications for clients with various health challenges across the lifespan.	2.2.7 Identify the steps of the clinical judgment model. 2.2.1 Explore the concept of safe practice in response to client needs.
	2. Describe nursing roles and responsibilities in the administration of medications.	4.2.1 Define adherence to professional standards, particularly those outlined by CRNS.
	3. Demonstrate proficiency in medication math to calculate safe doses, amount to administer and infusion rates.	1.2.5 Develop initial skills for academic writing. 1.2.7 Recognize qualitative and quantitative data presented in various formats and representations.
	4. Demonstrate the ability to use a variety of medication resources to research common medications.	1.2.2 Develop foundational information searching skills and identify relevant information.
	5. Describe critical nursing responsibilities in safe administration of common medications, including controlled substances and high alert medications.	5.2.5 Describe the importance of following nursing standards and policies. 2.2.9 Recognize cues within client needs in stable clients in a variety of settings.
	6. Demonstrate medication administration safety measures to protect self, colleagues, and clients from injury.	2.2.1 Explore the concept of safe practice in response to client needs. 5.2.7 Identify ethical nursing practice.
	7. Demonstrate knowledge and skills in the administration of medications by various routes, using the 10 rights and 3 checks and appropriate aseptic technique.	2.2.7 Identify the steps of the clinical judgment model. 5.2.7 Identify ethical nursing practice.
	8. Use critical thinking skills to support professional judgement and decision making in safe medication administration.	4.2.4 Relate the concept of reflective practice in nursing to the development of
	9. Demonstrate appropriate and accurate documentation of medications.	5.2.7 Identify ethical nursing practice, 5.2.5 Describe the importance of following nursing standards and policies.
	10. Verbalize an understanding of policies and procedures for safe medication administration in the clinical settings.	5.2.5 Describe the importance of following nursing standards and policies, 4.2.1 Define adherence to professional standards, particularly those outlined by CRNS.
NURS 260.2		
	1. Demonstrate foundational nursing knowledge and skills in a clinical setting.	2.2.5 Conduct holistic nursing assessments to gather comprehensive information on client health status, 2.2.1 Explore the concept of safe practice in response to client needs., 2.2.6,
	2. Apply the nursing process and develop client centered care plans.	2.2.6 Describe holistic client, or family-centered plans of care throughout the lifespan, 5.2.7 Identify ethical nursing practice.
	3. Communicate with clients, families, and health care team members.	5.2.4 Explain the principles of professional healthcare communication, 5.2.6 Examine the relationship of nurses within intraprofessional and interprofessional
	4. Demonstrate a foundational understanding of the nursing role in client care.	4.2.3 Identify the different roles of nursing, 5.2.6 Examine the relationship of nurses within intraprofessional and interprofessional teams.
	5. Maintain a safe environment for self and clients.	2.2.1 Explore the concept of safe practice in response to client needs, 5.2.7 Identify ethical nursing practice.
NURS 221.3		
	1. Use appropriate techniques and interventions in the provision of patient care.	2.2.7 Identify the steps of the clinical judgment model, 2.2.1 Explore the concept of safe practice in response to client needs.
	2. Apply knowledge and skills for the safe administration of medications.	2.2.1 Explore the concept of safe practice in response to client needs, 5.2.7 Identify ethical nursing practice.
	3. Apply concepts in clinical judgement in developing and implementing plans of care.	4.2.5 Relate the concept of reflective practice in nursing to the development of clinical skills and decision-making, 2.2.6 Describe holistic client, or family-centered plans of care throughout the lifespan.
	4. Organize and manage patient care for individual and multiple patients.	2.2.6 Describe holistic client, or family-centered plans of care throughout the lifespan, 5.2.6 Examine the relationship of nurses within intraprofessional and interprofessional teams.
NURS 205.3		
	1. Develop concepts, principles, and skills needed to locate, extract, interpret, appraise, and integrate evidence from published quantitative and qualitative research.	1.2.2 Develop foundational information searching skills and identify relevant information, 1.2.3 Explain the relevance of research in nursing as a profession and discipline.
	2. Develop the ability to view data in text, table, and graphic formats and demonstrate understanding of basic and introductory statistical concepts and math skills.	1.2.7 Recognize qualitative and quantitative data presented in various formats and representations, 1.2.6 Recognize qualitative and quantitative data presented in various formats and representations.
	3. Develop the knowledge to critically appraise various types of research designs (i.e., qualitative, quantitative; mixed) and to appraise their unique roles in complementing, augmenting, and reframing evidence from the various research paradigms, of qualitative research to complement evidence that cannot be obtained from statistical data.	1.2.5 Define fundamental research concepts and process, 1.2.3 Explain the relevance of research in nursing as a profession and discipline.
	4. Demonstrate knowledge and skill in finding, rating, translating and using published research evidence as a basis for professional nursing practice.	1.2.7 Develop a curious mindset in various environments, 1.2.5 Define fundamental research concepts and process.

UNIVERSITY OF SASKATCHEWAN	**New Course Proposal & Creation Form**

1**. Approval by Department Head or Dean**

1.1 College or School with academic authority: **College of Nursing**
1.2 Department with academic authority:
1.3 Term from which the course is effective: **Fall, 2025**

2. **Information required for the Catalogue**

2.1 Label & Number of course: **NURS 231.4**
2.2 Academic credit units: **4**

2.3 Course Long Title (maximum 100 characters): **Medication Administration in Nursing Practice**

Course Short Title (maximum 30 characters):

2.4 Total Hours: Lecture **39** Seminar Lab **36** Tutorial Other

2.5 Weekly Hours: Lecture **3** Seminar Lab **3** Tutorial Other

2.6 Term in which it will be offered: T1 **T2** T1 or T2 T1 and T2

2.7 Prerequisite: **NURS 204.3, NURS 244.4, NURS 246.3**

If there is a prerequisite waiver, who is responsible for signing it?
D – Instructor/Dept Approval
H – Department Approval
I – Instructor Approval

2.8 Catalogue description (150 words or less): **Students will be introduced to foundational medication administration techniques to be used in the provision of care in patients with acute and chronic health needs. Opportunities will be provided to demonstrate clinical judgment in the performance of these medication administration techniques in simulated clinical situations.**

2.9 Do you allow this course to be repeated for credit? **Yes**

3. **Please list rationale for introducing this course: Opportunities to practice these foundational medication administration techniques in a laboratory setting will build confidence and the ability to provide safe patient care in the clinical setting.**

4. **Please list the learning objectives for this course:**

Learners will:

1. **Utilize the nursing process in the safe administration of medications for clients with various health challenges across the lifespan.**
2. **Describe nursing roles and responsibilities in the administration of medications.**
3. **Demonstrate proficiency in medication math to calculate safe doses, amount to administer and infusion rates.**
4. **Demonstrate the ability to use a variety of medication resources to research common medications.**
5. **Describe critical nursing responsibilities in safe administration of common medications, including controlled substances and high alert medications.**
6. **Demonstrate medication administration safety measures to protect self, colleagues, and clients from injury.**
7. **Demonstrate knowledge and skills in the administration of medications by various routes, using the 10 rights and 3 checks and appropriate aseptic technique.**
8. **Use critical thinking skills to support professional judgement and decision making in safe medication administration.**
9. **Demonstrate appropriate and accurate documentation of medications.**
10. **Verbalize an understanding of policies and procedures for safe medication administration in the clinical settings.**

5. **Impact of this course**

Are the programs of other departments or Colleges affected by this course? No
If so, were these departments consulted? (Include correspondence)
Were any other departments asked to review or comment on the proposal? No

6. **Other courses or program affected** (please list course titles as well as numbers)

6.1 Courses to be deleted? **NURS 220.3: Concepts of Patient and Family Centered Care**

6.2 Courses for which this course will be a prerequisite? NURS 221

6.3 Is this course to be required by your majors, or by majors in another program? **No**

7. **Course outline**

(Weekly outline of lectures or include a draft of the course information sheet.)

- Intro to med admin theory,
- Medication math theory
- Intro lab – case study, look up meds, (similar to clinical prep), use nursing central, 10 rights/3 checks , medication research, nursing responsibilities, documentation
- Case study approach – each lab (align with Pharmacology content per week)
    - Oral/inhalation/reconstitution (sterile technique needed for reconstitution - alternatively, reconstitution can be taught with IV labs)
    - Parenteral meds - Subcut/IM (sterile technique needed) (if hours work - suggest 2 labs to cover this with lab 1 focused on SC (heparins, others) and IM and lab 2 focused on insulin administration)

- IV meds x2-3 labs (sterile technique needed)(increase the number of labs dedicated to IV medications from 1 to 2 or 3); need to include IV push
- Bowel Care-Rectal meds;add to this course the administration of medications through an NG tube - line up schedules so the skill is taught the week before/same week as the med admin)
- Bringing it all together lab/Practice lab (perhaps more than 1 – 3 hour lab)
- Practical med exam lab time
- practical remediation lab.
- Practical med exam reassessment /exam
- potential to add in lab time towards other routes such as ear, opthalmic, topical;

8. **Enrolment**

8.1 What is the maximum enrolment number for this course? And from which colleges? **224, College of Nursing**

8.2 For room bookings, please indicate the maximum estimated room size required for this course:

☐ 10-50 lab 4 sections
☐ 50-90
☐ 90-130 theory 2 sections
☐ 130+

9. **Student evaluation**

Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

9.1 How should this course be graded?
C – Completed Requirements
(Grade options for instructor: Completed Requirements, Fail, IP In Progress)
N – Numeric/Percentage
(Grade options for instructor: grade of 0% to 100%, IP in Progress)
P – Pass/Fail
(Grade options for instructor: Pass, Fail, In Progress)
S – Special
(Grade options for instructor: NA – Grade Not Applicable) If other, please specify:

9.2 Is the course exempt from the final examination? NO

10. **Required text TBD**

Include a bibliography for the course.

11. **Resources**

11.1 Proposed instructor: TBD
11.2 How does the department plan to handle the additional teaching or administrative workload? TBD
11.3 Are sufficient library or other research resources available for this course? Yes
11.4 Are any additional resources required (library, audio-visual, technology, etc.)? No

12. **Tuition**

12.1 Will this course attract tuition charges? If so, how much? (use tuition category) LAB FEES. Students currently pay lab fees for supplies in current NURS 220

12.2 Does this course require non-standard fees, such as materials or excursion fees? **No** If so, please include an approved "Application for New Fee or Fee Change Form" http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees

---

Detailed Course Information

1. Schedule Types

Please choose the Schedule Types that can be used for sections that fall under this course:

Code	Description	Code	Description
CL	Clinical	PRB	Problem Session
COO	Coop Class	RDG	Reading Class
FLD	Field Trip	RES	Research
ICR	Internet Chat Relay	ROS	Roster (Dent Only)
IHP	Internet Help	SEM	Seminar
IN1	Internship - Education	SSI	Supervised Self Instruction
IN2	Internship - CMPT & EPIP	STU	Studio
IN3	Internship - General	SUP	Teacher Supervision
LAB	Laboratory	TUT	Tutorial
LC	Lecture/Clinical (Dent Only)	WEB	Web Based Class
LEC	Lecture	XCH	Exchange Program
LL	**Lecture/Laboratory**	XGN	Ghost Schedule Type Not Applicable
MM	Multimode	XHS	High School Class
PCL	Pre-Clinical (Dent Only)	XNA	Schedule Type Not Applicable
PRA	Practicum	XNC	No Academic Credit

2. Course Attributes

Please highlight the attributes that should be attached to the course (they will apply to all sections):

2.1 NOAC No Academic Credit

0 Credit Unit courses that possess "deemed" CUs (Called Operational Credit Units). NOAC causes the system to roll 0 academic credit units to academic history.

2.2 For the College of Arts and Science only: To which program type does this course belong?

FNAR Fine Arts
HUM Humanities
SCIE Science
SOCS Social Science
ARNP No Program Type (Arts and Science)

Does this course satisfy one of the official college requirements:

ELWR – English Language Writing Requirement
ILRQ – Indigenous Learning Requirement

QRRQ – Quantitative Reasoning Requirement

3. Registration Information (Note: multi-term courses cannot be automated as corequisites)

3.1 Permission Required: **No**

3.2 Restriction(s): course only open to students in a specific college, program/degree, major, year in program: **College of Nursing**

3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course: **NURS 204.3, NURS 244.4, NURS 246.3, NURS 247**

3.4 Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course: **PHAR 250.3, MCIM 223.3**

3.5 Corequisite(s): course(s) that must be taken at the same time as this course **N/A**

3.6 Notes: recommended courses, repeat restrictions/content overlap, other additional information **N/A**

4. List Equivalent Course(s) here:

An equivalent course can be used in place of the course for which this form is being completed, specifically for the purposes of prerequisite and degree audit checking. Credit will be given for only one of the equivalent courses.

4.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be equivalent:

*__Please note__: If the equivalent courses carry an UNEQUAL number of credit units, DegreeWorks will automatically enforce the following, unless otherwise stated:

- If a 3 credit unit course is considered to be equivalent to a 6 credit unit course, it will fulfill the 6 credit unit requirement and the student will not have to complete another 3 credit units toward the overall number of required credit units for the program.
- If a 6 credit unit course is considered to be equivalent to a 3 credit unit course, ALL 6 of the credit units may be used to fulfill the 3 credit unit requirement.

5. List Mutually-Exclusive Course(s) here: NURS 220.3: Concepts of Patient and Family Centered Care

Mutually exclusive courses have similar content such that students cannot receive credit for both.

5.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be mutually exclusive: **N/A**

***Please note:** SiRIUS cannot enforce a situation where the exclusion goes only one way.

6. Additional Notes:

Students currently struggle with medication safety and knowledge. This lab will include more practical application to build clinical judgment surrounding safe med administration, including case studies, medication calculations and the hands on administration process. This course will link the theory

content to the nursing specific application necessary to provide safe medication management in all clinical settings.

Additionally, this new course will allow for spend more time to practice medication administration, in particular IV medications. An increase in lab time to focus specifically on medication administration and application of knowledge supports current evidence in reducing medication errors in practice.

Updated 2022

UNIVERSITY OF SASKATCHEWAN	**New Course Proposal & Creation Form**

1**. Approval by Department Head or Dean**

1.1 College or School with academic authority: University of Saskatchewan, College of Nursing
1.2 Department with academic authority:
1.3 Term from which the course is effective: Fall 2025

2. **Information required for the Catalogue**

2.1 Label & Number of course: NURS 241.4
2.2 Academic credit units: 4

2.3 Course Long Title (maximum 100 characters): Foundational Skills for Nursing Practice and Clinical Judgement
Course Short Title (maximum 30 characters):

2.4 Total Hours: Lecture 39 Seminar Lab 36 Tutorial Other

2.5 Weekly Hours: Lecture 3 Seminar Lab 3 Tutorial Other

2.6 Term in which it will be offered: T1 T2 T1 or T2 T1 and T2

2.7 Prerequisite: **NURS 245.4, NURS 244.4, NURS 247.3**

If there is a prerequisite waiver, who is responsible for signing it?
D – Instructor/Dept Approval
H – Department Approval
I – Instructor Approval

2.8 Catalogue description (150 words or less):
Students will be introduced to foundational nursing skills to be used in the provision of care in patients with acute and chronic health needs. Opportunities will be provided to demonstrate clinical judgment in the performance of these nursing skills in simulated clinical situations.
2.9 Do you allow this course to be repeated for credit? **Yes**

3. **Please list rationale for introducing this course:**
Students will be provided with opportunities to practice these foundational nursing skills in a laboratory setting which will build confidence and the ability to provide safe patient care in the clinical setting.

4. **Please list the learning objectives for this course:**
Learners will:
1. Demonstrate safety measures to protect self, colleagues, clients from injury and infection.

2. Communicate with clients, families and health care team members for continuity of care and to support informed decision making.
3. Demonstrate foundational nursing skills required to provide interventions for safe client care.
4. Use critical thinking skills to support clinical judgment and to build plans of care.
5. Demonstrate skills effective communication and documentation of nursing skills.

5. **Impact of this course**

Are the programs of other departments or Colleges affected by this course? N/A
If so, were these departments consulted? (Include correspondence)
Were any other departments asked to review or comment on the proposal? **N/A**

6. **Other courses or program affected** (please list course titles as well as numbers)

6.1 Courses to be deleted? N/A
6.2 Courses for which this course will be a prerequisite? NURS 221
6.3 Is this course to be required by your majors, or by majors in another program? **No**

7. **Course outline**

(Weekly outline of lectures or include a draft of the course information sheet.)

1. Care plan/clinical judgment – care plan lab (application of care planning).
2. Bathing/pericare / PPE - (Included GU assessment in theory prior to this lab)
3. Assisting with meals/oral care/ bedmaking/Repositioning/mobility
4. NG insertion/tube feeds /ostomy care (TF could go below also – would be helpful if students had covered the abdomen content in assessment prior to this lab),
5. oxygen therapy /trach care/ chest tubes,
6. Urinary catheter care - Urinary catheter insertion, removal and emptying (sterile technique needed)
7. wound care - Simple dressing changes /setting up sterile field, learning surgical asepsis, etc (sterile technique needed);
8. Wound care - Complex dressing changes (sterile technique needed)
9. IV starts/IV therapy/
10. Blood administration/ PICC/central line care (sterile technique needed) / HDC/
11. Practice scenarios/Putting it all together labs (1 or 2 labs)

8. **Enrolment**

8.1 What is the maximum enrolment number for this course? And from which colleges? 224

8.2 For room bookings, please indicate the maximum estimated room size required for this course:

- 10-50- lab 4 sections
- 50-90
- 90-130- theory, 2 sections

130+

9. **Student evaluation**

Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

9.1 How should this course be graded?
C – Completed Requirements

(Grade options for instructor: Completed Requirements, Fail, IP In Progress)
N – Numeric/Percentage
(Grade options for instructor: grade of 0% to 100%, IP in Progress)
P – Pass/Fail
(Grade options for instructor: Pass, Fail, In Progress)
S – Special
(Grade options for instructor: NA – Grade Not Applicable) If other, please specify:

9.2 Is the course exempt from the final examination? no

10. **Required text TBD**
Include a bibliography for the course.

11. **Resources**
11.1 Proposed instructor: TBD
11.2 How does the department plan to handle the additional teaching or administrative workload? N/A
11.3 Are sufficient library or other research resources available for this course? Yes
11.4 Are any additional resources required (library, audio-visual, technology, etc.)? No

12. **Tuition**
12.1 Will this course attract tuition charges? If so, how much? (use tuition category) Lab Fees which students currently pay in NURS 220.3
12.2 Does this course require non-standard fees, such as materials or excursion fees? **No** If so, please include an approved "Application for New Fee or Fee Change Form" http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees

---

Detailed Course Information

1. Schedule Types
Please choose the Schedule Types that can be used for sections that fall under this course:

Code	Description	Code	Description
CL	Clinical	PRB	Problem Session
COO	Coop Class	RDG	Reading Class
FLD	Field Trip	RES	Research
ICR	Internet Chat Relay	ROS	Roster (Dent Only)
IHP	Internet Help	SEM	Seminar
IN1	Internship - Education	SSI	Supervised Self Instruction
IN2	Internship - CMPT & EPIP	STU	Studio
IN3	Internship - General	SUP	Teacher Supervision
LAB	Laboratory	TUT	Tutorial
LC	Lecture/Clinical (Dent Only)	WEB	Web Based Class
LEC	Lecture	XCH	Exchange Program
LL	**Lecture/Laboratory**	XGN	Ghost Schedule Type Not Applicable
MM	Multimode	XHS	High School Class

PCL	Pre-Clinical (Dent Only)	XNA	Schedule Type Not Applicable
PRA	Practicum	XNC	No Academic Credit

2. Course Attributes
Please highlight the attributes that should be attached to the course (they will apply to all sections):

2.1 NOAC No Academic Credit
0 Credit Unit courses that possess "deemed" CUs (Called Operational Credit Units). NOAC causes the system to roll 0 academic credit units to academic history.

2.2 For the College of Arts and Science only: To which program type does this course belong?

FNAR	Fine Arts
HUM	Humanities
SCIE	Science
SOCS	Social Science
ARNP	No Program Type (Arts and Science)

Does this course satisfy one of the official college requirements:
ELWR – English Language Writing Requirement
ILRQ – Indigenous Learning Requirement
QRRQ – Quantitative Reasoning Requirement

3. Registration Information (Note: multi-term courses cannot be automated as corequisites)

3.1 Permission Required: **Yes**
3.2 Restriction(s): course only open to students in a specific college, program/degree, major, year in program: **College of Nursing**
3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course **NURS 245.4 (new), NURS 244.4 (new); NURS 246; NURS 247;**
3.4 Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course
3.5 Corequisite(s): course(s) that must be taken at the same time as this course **MCIM 223.3**
3.6 Notes: recommended courses, repeat restrictions/content overlap, other additional information - N/A

4. List Equivalent Course(s) here: NURS 202, NURS 203, NURS 220 (lab components from all three)

An equivalent course can be used in place of the course for which this form is being completed, specifically for the purposes of prerequisite and degree audit checking. Credit will be given for only one of the equivalent courses.

4.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be equivalent: **N/A**

*__Please note__: If the equivalent courses carry an UNEQUAL number of credit units, DegreeWorks will automatically enforce the following, unless otherwise stated:

- If a 3 credit unit course is considered to be equivalent to a 6 credit unit course, it will fulfill the 6 credit unit requirement and the student will not have to complete another 3 credit units toward the overall number of required credit units for the program.
- If a 6 credit unit course is considered to be equivalent to a 3 credit unit course, ALL 6 of the credit units may be used to fulfill the 3 credit unit requirement.

5. List Mutually-Exclusive Course(s) here: N/A
Mutually exclusive courses have similar content such that students cannot receive credit for both.

5.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be mutually exclusive:

***Please note:** SiRIUS cannot enforce a situation where the exclusion goes only one way.

6. Additional Notes:

Relabel from NURS 202.3, 203.3, and NURS 220 (all lab components into one course)

To streamline the skills in one course so that there is clear linking of learning in the lab to provide connections to learning and building on previous content

Updated 2022

UNIVERSITY OF SASKATCHEWAN	**New Course** **Proposal & Creation Form**

1**. Approval by Department Head or Dean**

1.1 College or School with academic authority: University of Saskatchewan, College of Nursing

1.2 Department with academic authority:

1.3 Term from which the course is effective: Fall, 2025

2. **Information required for the Catalogue**

2.1 Label & Number of course: **NURS 244.4**

2.2 Academic credit units: **4**

2.3 Course Long Title (maximum 100 characters): **Health Assessment**
Course Short Title (maximum 30 characters):

2.4 Total Hours: Lecture **39** Seminar Lab **36** Tutorial Other

2.5 Weekly Hours: **6** Lecture **3** Seminar Lab **3** Tutorial Other

2.6 Term in which it will be offered: **T1**

2.7 Prerequisite: **NURS 120.3**

If there is a prerequisite waiver, who is responsible for signing it?
D – Instructor/Dept Approval
H – Department Approval
I – Instructor Approval

2.8 Catalogue description (150 words or less):

Students will explore a system for nursing assessment across the lifespan. Using that learning, students will apply knowledge in a laboratory setting.

2.9 Do you allow this course to be repeated for credit? **Yes**

3. **Please list rationale for introducing this course:**

An understanding of patient assessment and the context the assessment takes place in is essential to safe nursing practice. Assessment skills are necessary to safely, effectively, and efficiently provide patient care and are best taught in one course to assist with development of critical thinking skills necessary for good nursing practice.

4. **Please list the learning objectives for this course:**

Learners will:

1. **Understand the complex nature of assessment and the integral part assessment plays in carrying out the nursing role.**
2. **Demonstrate assessment skills required to collect client data.**
3. **Interprets client assessment data to identify normal and abnormal findings.**
4. **Maintain a safe environment for self and clients.**
5. **Communicate using effective communication skills.**
6. **Demonstrate skills related to accurate documentation of assessments findings for continuity of care.**

5. **Impact of this course**

Are the programs of other departments or Colleges affected by this course? **N/A**
If so, were these departments consulted? (Include correspondence)
Were any other departments asked to review or comment on the proposal? N/A

6. **Other courses or program affected** (please list course titles as well as numbers)

6.1 Courses to be deleted? **NURS 202.3 / NURS 203.3**
6.2 Courses for which this course will be a prerequisite? **NURS 231.4, NURS 260.2, NURS 241.4,**
6.3 Is this course to be required by your majors, or by majors in another program? **No**

7. **Course outline**

(Weekly outline of lectures or include a draft of the course information sheet.)

- **Intro to assessment techniques, general survey, IPPA (perhaps Skin here since it is basically with each system?)**
- **Hand hygiene/documentation/medical terminology**
- **Skin , head and neck**
- **Eyes, ears, nose and throat**
- **Respiratory**
- **Cardiac, Peripheral Vascular**
- **Vital signs, pain, measurements**
- **Gastrointestinal**
- **Musculoskeletal/Neurological**
- **Health history/mental status assessment/cultural considerations**
- **Head to toe/putting it all together**
- **Genito-urinary/breast assessment**

8. **Enrolment No Change**

8.1 What is the maximum enrolment number for this course? And from which colleges? **224**

8.2 For room bookings, please indicate the maximum estimated room size required for this course:

☐ **10-50**56 for each lab section if lab occurs on only 1 day/week.
☐ 50-90
☐ 90-130 theory , 2 sections
☐ 130+

9. **Student evaluation**
Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

9.1 How should this course be graded?
C – Completed Requirements
(Grade options for instructor: Completed Requirements, Fail, IP In Progress)
N – Numeric/Percentage
(Grade options for instructor: grade of 0% to 100%, IP in Progress)
P – Pass/Fail
(Grade options for instructor: Pass, Fail, In Progress)
S – Special
(Grade options for instructor: NA – Grade Not Applicable) If other, please specify:

9.2 Is the course exempt from the final examination?

10. **Required text: TBD**
Include a bibliography for the course.

11. **Resources**
11.1 Proposed instructor: TBD
11.2 How does the department plan to handle the additional teaching or administrative workload? N/A
11.3 Are sufficient library or other research resources available for this course? **Yes**
11.4 Are any additional resources required (library, audio-visual, technology, etc.)? **No**

12. **Tuition**
12.1 Will this course attract tuition charges? If so, how much? (use tuition category) **N/A**
12.2 Does this course require non-standard fees, such as materials or excursion fees? If so, please include an approved "Application for New Fee or Fee Change Form" **LAB FEES REQUIRED**
http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees

---

Detailed Course Information

1. Schedule Types
Please choose the Schedule Types that can be used for sections that fall under this course: **LL Lecture/Laboratory**

Code	Description	Code	Description
CL	Clinical	PRB	Problem Session
COO	Coop Class	RDG	Reading Class
FLD	Field Trip	RES	Research
ICR	Internet Chat Relay	ROS	Roster (Dent Only)

IHP	Internet Help	SEM	Seminar
IN1	Internship - Education	SSI	Supervised Self Instruction
IN2	Internship - CMPT & EPIP	STU	Studio
IN3	Internship - General	SUP	Teacher Supervision
LAB	Laboratory	TUT	Tutorial
LC	Lecture/Clinical (Dent Only)	WEB	Web Based Class
LEC	Lecture	XCH	Exchange Program
LL	**Lecture/Laboratory**	XGN	Ghost Schedule Type Not Applicable
MM	Multimode	XHS	High School Class
PCL	Pre-Clinical (Dent Only)	XNA	Schedule Type Not Applicable
PRA	Practicum	XNC	No Academic Credit

2. Course Attributes
Please highlight the attributes that should be attached to the course (they will apply to all sections):

2.1 NOAC No Academic Credit
0 Credit Unit courses that possess "deemed" CUs (Called Operational Credit Units). NOAC causes the system to roll 0 academic credit units to academic history.

2.2 For the College of Arts and Science only: To which program type does this course belong?

FNAR	Fine Arts
HUM	Humanities
SCIE	Science
SOCS	Social Science
ARNP	No Program Type (Arts and Science)

Does this course satisfy one of the official college requirements:
ELWR – English Language Writing Requirement
ILRQ – Indigenous Learning Requirement
QRRQ – Quantitative Reasoning Requirement

3. Registration Information (Note: multi-term courses cannot be automated as corequisites)
3.1 Permission Required: Yes
3.2 Restriction(s): course only open to students in a specific college, program/degree, major, year in program: **College of Nursing BSN Program**
3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course
NURS 120.3

3.4 Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course: **NURS 245.4, NURS 246.3, NURS 247.3**

3.5 Corequisite(s): course(s) that must be taken at the same time as this course
3.6 Notes: recommended courses, repeat restrictions/content overlap, other additional information.

4. List Equivalent Course(s) here: NURS 202.3 / NURS 203.3

An equivalent course can be used in place of the course for which this form is being completed, specifically for the purposes of prerequisite and degree audit checking. Credit will be given for only one of the equivalent courses.

4.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be equivalent:

*__Please note__: If the equivalent courses carry an UNEQUAL number of credit units, DegreeWorks will automatically enforce the following, unless otherwise stated:

- If a 3 credit unit course is considered to be equivalent to a 6 credit unit course, it will fulfill the 6 credit unit requirement and the student will not have to complete another 3 credit units toward the overall number of required credit units for the program.
- If a 6 credit unit course is considered to be equivalent to a 3 credit unit course, ALL 6 of the credit units may be used to fulfill the 3 credit unit requirement.

5. List Mutually-Exclusive Course(s) here:
Mutually exclusive courses have similar content such that students cannot receive credit for both.

5.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be mutually exclusive:

***Please note:** SiRIUS cannot enforce a situation where the exclusion goes only one way.

6. Additional Notes:

This is a relabel: NURS 202.3 / NURS 203.3 to NURS 244.4, and a minor change from 3 credit units to 4. Some course content may be different from the original NURS 202.3, as it has incorporated content from NURS 203.3.

Updated 2022

UNIVERSITY OF SASKATCHEWAN	**New Course Proposal & Creation Form**

1**. Approval by Department Head or Dean**

1.1 College or School with academic authority: **University of Saskatchewan, College of Nursing**
1.2 Department with academic authority:
1.3 Term from which the course is effective: Fall 2025

2. **Information required for the Catalogue**

2.1 Label & Number of course: **NURS 245.4**
2.2 Academic credit units: **4**

2.3 Course Long Title (maximum 100 characters): **Relational Nursing and Communication for Professional Practice**
Course Short Title (maximum 30 characters):

2.4 Total Hours: **75** Lecture **39** Seminar Lab **36** Tutorial Other

2.5 Weekly Hours: **6** Lecture **3** Seminar Lab **3** Tutorial Other

2.6 Term in which it will be offered: **T1** T2 T1 or T2 T1 and T2

2.7 Prerequisite: **N/A**

If there is a prerequisite waiver, who is responsible for signing it?
D – Instructor/Dept Approval
H – Department Approval
I – Instructor Approval

2.8 Catalogue description (150 words or less):
Provides the foundation for understanding nursing as a relational practice. Students will explore the nurse-client relationship, principles of wahkohtowin, interprofessional practice and team leadership. Students will develop skills in communication techniques such as: listening, questioning, empathy, mutuality, reciprocity, self-observation, reflection, sensitivity to emotional contexts, respect, genuineness, and assertiveness, that contribute to safe, relational nursing practice.
2.9 Do you allow this course to be repeated for credit?

3. **Please list rationale for introducing this course:**

This foundational course supports nursing students' understanding, and valuing of nursing as a relational practice. The course incorporates Indigenous ways of knowing by exploring the application of the principles of wahkohtowin within a nursing context. The lab component provides for increased hours to apply requisite knowledge, attitude, clinical judgement, and skill in

communication and relational practice. This course will house the exposure to interprofessional education and collaboration learning modules.

4. **Please list the learning objectives for this course:**

Learners will:

1. Establish and maintain effective, safe, professional relationships with clients and other members of the health care team, including maintenance of professional boundaries.
2. Articulate nurses' and other health professionals' roles as both leaders and members of interprofessional health teams.
3. Explore with knowledge keeper how to apply principles of Wahkohtowin
4. Demonstrate self-awareness of personal values, beliefs, influences, and positional power.
5. Provide a culturally safe environment for themselves and their clients;
6. Demonstrate verbal and non-verbal communication techniques to establish a relational practice
7. Support clients in making informed decisions and advocate for clients using principally ethical and sound decision making;
8. Demonstrate skills that support professional, effective conflict resolution;
9. Demonstrate skills to manage potentially abusive situations.
10. Examine trends in electronic communication

5. **Impact of this course**

Are the programs of other departments or Colleges affected by this course? N/A
If so, were these departments consulted? (Include correspondence)
Were any other departments asked to review or comment on the proposal? N/A

6. **Other courses or program affected** (please list course titles as well as numbers)

6.1 Courses to be deleted? **NURS 204.3** Communication and Professional Relationships

6.2 Courses for which this course will be a prerequisite? **NURS 241.4, NURS 231.4, NURS 206.2**

6.3 Is this course to be required by your majors, or by majors in another program? **No**

7. **Course outline**

(Weekly outline of lectures or include a draft of the course information sheet.)

- Foundational communication theory:
  - communication as transaction
  - perception
  - interpersonal relationship theories
- Communication skills:
  - verbal skills
  - nonverbal skills
- Foundational theory on nursing relationships :
  - relational nursing (relational inquiry: intrapersonal, interpersonal, interprofessional, context)
  - theory on beliefs, values, power, positional power, anti racism concepts
  - cultural humility
  - nursing theory - Peplau
- Self-awareness :

- self awareness of beliefs, values, positional power, cultural humility, microaggression
- self reflection (**CRNS TREND)**

- Indigenous Relational ways of knowing; wahkohtowin: (consultation with and taught by Indigenous Knowledge Keeper)
  - principles of wahkohtowin
  - seven grandfather teachings
  - Medicine wheel
  - (potential lab activity: blanket exercise, writing personal land acknowledgement)
- Professional Relationships including expanded IPE content:
  - SITE/PFN/IPASS included in lab hours
  - interprofessional collaboration and education: goals, CIHC framework
  - role of the nurse, client. interprofessional teams
  - nurse as leader
- Ethical Issues
  - Code of ethics: focus on communication and relational issues
    - confidentiality, colleague inappropriate behavior, self disclosure,
    - communication and informed consent **(CRNS TRENDS)**
    - trauma informed approach to relationships/communication
    - ethical decision making frameworks
    - fitness to practice: self care
    - professional boundaries **(CRNS TRENDS**)
- Communication strategies for:
  - children, older adult
  - language barrier
  - hearing + visual challenges,
  - dementia
  - nonverbal clients
- Challenges:
  - stress, crisis- crisis debriefing, emergency codes, inappropriate behaviors (including sexually inappropriate), client/family anger, workplace violence/lateral violence/bullying
- Conflict :
  - conflict theory, conflict as a process
  - skills in managing conflict
  - conflict in health care environments – client/family
  - conflict in interprofessional teams, student role
- E-communication :
  - writing professional emails/confidentiality
  - professional e-communication within College of Nursing, expectations for communication
  - social media in nursing
  - social media and identity
  - trends in health care and use of e-communication
  - confidentiality/access to information; impacts on client care, safety and professional relationships; access to charts, social media, photos **(CRNS TRENDS)**
  - digital footprint (electronic workplace systems, social media)

8. **Enrolment**

8.1 What is the maximum enrolment number for this course? And from which colleges? **224**

8.2 For room bookings, please indicate the maximum estimated room size required for this course:

☐ 10-50
☐ 50-90
☐ 90-130 2 sections
☐ 130+

9. **Student evaluation**

Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

9.1 How should this course be graded?
C – Completed Requirements
(Grade options for instructor: Completed Requirements, Fail, IP In Progress)
N – Numeric/Percentage
(Grade options for instructor: grade of 0% to 100%, IP in Progress)
P – Pass/Fail
(Grade options for instructor: Pass, Fail, In Progress)
S – Special
(Grade options for instructor: NA – Grade Not Applicable) If other, please specify:

9.2 Is the course exempt from the final examination?

10. **Required text TBD**

Include a bibliography for the course.

11. **Resources**

11.1 Proposed instructor: TBD
11.2 How does the department plan to handle the additional teaching or administrative workload? N/A
11.3 Are sufficient library or other research resources available for this course? Yes
11.4 Are any additional resources required (library, audio-visual, technology, etc.)? No

12. **Tuition**

12.1 Will this course attract tuition charges? **No** If so, how much? (use tuition category)
12.2 Does this course require non-standard fees, such as materials or excursion fees? If so, please include an approved "Application for New Fee or Fee Change Form" No
http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees

---

Detailed Course Information

1. Schedule Types

Please choose the Schedule Types that can be used for sections that fall under this course:

Code	Description	Code	Description
CL	Clinical	PRB	Problem Session
COO	Coop Class	RDG	Reading Class
FLD	Field Trip	RES	Research
ICR	Internet Chat Relay	ROS	Roster (Dent Only)
IHP	Internet Help	SEM	Seminar
IN1	Internship - Education	SSI	Supervised Self Instruction
IN2	Internship - CMPT & EPIP	STU	Studio
IN3	Internship - General	SUP	Teacher Supervision
LAB	Laboratory	TUT	Tutorial
LC	Lecture/Clinical (Dent Only)	WEB	Web Based Class
LEC	Lecture	XCH	Exchange Program
LL	**Lecture/Laboratory**	XGN	Ghost Schedule Type Not Applicable
MM	Multimode	XHS	High School Class
PCL	Pre-Clinical (Dent Only)	XNA	Schedule Type Not Applicable
PRA	Practicum	XNC	No Academic Credit

2. Course Attributes

Please highlight the attributes that should be attached to the course (they will apply to all sections):

2.1 NOAC No Academic Credit

0 Credit Unit courses that possess "deemed" CUs (Called Operational Credit Units). NOAC causes the system to roll 0 academic credit units to academic history.

2.2 For the College of Arts and Science only: To which program type does this course belong?

FNAR Fine Arts
HUM Humanities
SCIE Science
SOCS Social Science
ARNP No Program Type (Arts and Science)

Does this course satisfy one of the official college requirements:

ELWR – English Language Writing Requirement
ILRQ – Indigenous Learning Requirement
QRRQ – Quantitative Reasoning Requirement

3. Registration Information (Note: multi-term courses cannot be automated as corequisites)

3.1 Permission Required: **Yes**

3.2 Restriction(s): course only open to students in a specific college, program/degree, major, year in program: **Restricted to College of Nursing, BSN Program**

3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course: N/A

3.4 Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course N/A

3.5 Corequisite(s): course(s) that must be taken at the same time as this course N/A

3.6 Notes: recommended courses, repeat restrictions/content overlap, other additional information

4. List Equivalent Course(s) here: **NURS 204.3**
An equivalent course can be used in place of the course for which this form is being completed, specifically for the purposes of prerequisite and degree audit checking. Credit will be given for only one of the equivalent courses.

4.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be equivalent: **N/A**

*__Please note__: If the equivalent courses carry an UNEQUAL number of credit units, DegreeWorks will automatically enforce the following, unless otherwise stated:

- If a 3 credit unit course is considered to be equivalent to a 6 credit unit course, it will fulfill the 6 credit unit requirement and the student will not have to complete another 3 credit units toward the overall number of required credit units for the program.
- If a 6 credit unit course is considered to be equivalent to a 3 credit unit course, ALL 6 of the credit units may be used to fulfill the 3 credit unit requirement.

5. List Mutually-Exclusive Course(s) here:
Mutually exclusive courses have similar content such that students cannot receive credit for both.

5.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be mutually exclusive:

***Please note:** SiRIUS cannot enforce a situation where the exclusion goes only one way.

6. Additional Notes:

This is a relabel: NURS 204.3 to NURS 245.4, and a minor change from 3 credit units to 4.

Updated 2022

UNIVERSITY OF SASKATCHEWAN	**New Course Proposal & Creation Form**

1**. Approval by Department Head or Dean**

1.1 College or School with academic authority: College of Nursing
1.2 Department with academic authority:
1.3 Term from which the course is effective: Fall, 2025

2. **Information required for the Catalogue**

2.1 Label & Number of course: NURS 246.3
2.2 Academic credit units: 3

2.3 Course Long Title (maximum 100 characters): Physiology
Course Short Title (maximum 30 characters):

2.4 Total Hours: Lecture 39 Seminar Lab Tutorial Other

2.5 Weekly Hours: Lecture 3 Seminar Lab Tutorial Other

2.6 Term in which it will be offered: **T1** T2 T1 or T2 T1 and T2

2.7 Prerequisite: NURS 120.3, BIOL 120.3

If there is a prerequisite waiver, who is responsible for signing it?
D – Instructor/Dept Approval
H – Department Approval
I – Instructor Approval

2.8 Catalogue description (150 words or less): This course explores the human body building on an understanding of cellular and tissue function as a foundation, and progressing to a full review of key body systems (e.g., endocrine; cardiovascular; lymphatic; respiratory; digestive; urinary; and, reproductive).

2.9 Do you allow this course to be repeated for credit? Yes

3. **Please list rationale for introducing this course:**

A basic understanding of physiology is needed to recognize how the body works in relation to homeostasis with an introduction to the body's response to various disease processes and how/where medications/interventions used in treatment, impact the body.

4. **Please list the learning objectives for this course:**

In this course learners will:

1. Explain fundamental concepts of anatomy and physiology.
2. Describe the role of the body systems in maintenance, regulation and integration, and support of the body.
3. Apply the concept of homeostasis to the body systems.
4. Explain how cell and tissue structures relate to organ function.
5. Explain the functions of components for the neurological, cardiovascular and lymphatic, endocrine, hematological, pulmonary, renal and urological, reproductive, digestive, and musculoskeletal and integumentary systems.
6. Describe how common chronic diseases can affect the normal function of the body systems.
7. Identify the nursing role in the assessment of the body systems.
8. Apply appropriate nursing interventions to respond to changes in normal body system function in simulation education settings.

5. **Impact of this course**

Are the programs of other departments or Colleges affected by this course? No
If so, were these departments consulted? (Include correspondence)
Were any other departments asked to review or comment on the proposal?

6. **Other courses or program affected** (please list course titles as well as numbers)

6.1 Courses to be deleted? **NURS 207.3, NURS 208.3**
6.2 Courses for which this course will be a prerequisite? **PHARM 250, NURS 206**
6.3 Is this course to be required by your majors, or by majors in another program? N/A

7. **Course outline**

(Weekly outline of lectures or include a draft of the course information sheet.)

- Background definitions and concepts
- Homeostasis of the body
- Mechanisms of defense
- Structure and function of the body systems:
  - Neurological system
  - Endocrine system
  - Hematological system
  - Cardiovascular and lymphatic systems
  - Pulmonary system
  - Renal and urological systems
  - Reproductive systems
  - Digestive system
  - Musculoskeletal and Integumentary systems
- Introduction to common disease processes and how they impact homeostasis

8. **Enrolment**

8.1 What is the maximum enrolment number for this course? And from which colleges? **224**

8.2 For room bookings, please indicate the maximum estimated room size required for this course:

☐ 10-50

☐ 50-90
☐ 90-130
☐ 130+

9. **Student evaluation**
Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

9.1 How should this course be graded?
C – Completed Requirements
(Grade options for instructor: Completed Requirements, Fail, IP In Progress)
N – Numeric/Percentage
(Grade options for instructor: grade of 0% to 100%, IP in Progress)
P – Pass/Fail
(Grade options for instructor: Pass, Fail, In Progress)
S – Special
(Grade options for instructor: NA – Grade Not Applicable) If other, please specify:

9.2 Is the course exempt from the final examination? no

10. **Required text**
Include a bibliography for the course. TBD

11. **Resources**
11.1 Proposed instructor: **Dr Lee**
11.2 How does the department plan to handle the additional teaching or administrative workload? **N/A**
11.3 Are sufficient library or other research resources available for this course? Yes
11.4 Are any additional resources required (library, audio-visual, technology, etc.)? No

12. **Tuition**
12.1 Will this course attract tuition charges? If so, how much? (use tuition category) NA
12.2 Does this course require non-standard fees, such as materials or excursion fees? If so, please include an approved "Application for New Fee or Fee Change Form" http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees

---

Detailed Course Information

1. Schedule Types
Please choose the Schedule Types that can be used for sections that fall under this course:

Code	Description	Code	Description
CL	Clinical	PRB	Problem Session
COO	Coop Class	RDG	Reading Class
FLD	Field Trip	RES	Research
ICR	Internet Chat Relay	ROS	Roster (Dent Only)

IHP	Internet Help	SEM	Seminar
IN1	Internship - Education	SSI	Supervised Self Instruction
IN2	Internship - CMPT & EPIP	STU	Studio
IN3	Internship - General	SUP	Teacher Supervision
LAB	Laboratory	TUT	Tutorial
LC	Lecture/Clinical (Dent Only)	WEB	Web Based Class
LEC	**Lecture**	XCH	Exchange Program
LL	Lecture/Laboratory	XGN	Ghost Schedule Type Not Applicable
MM	Multimode	XHS	High School Class
PCL	Pre-Clinical (Dent Only)	XNA	Schedule Type Not Applicable
PRA	Practicum	XNC	No Academic Credit

2. Course Attributes

Please highlight the attributes that should be attached to the course (they will apply to all sections):

2.1 NOAC No Academic Credit

0 Credit Unit courses that possess "deemed" CUs (Called Operational Credit Units). NOAC causes the system to roll 0 academic credit units to academic history.

2.2 For the College of Arts and Science only: To which program type does this course belong?

FNAR	Fine Arts
HUM	Humanities
SCIE	Science
SOCS	Social Science
ARNP	No Program Type (Arts and Science)

Does this course satisfy one of the official college requirements:

ELWR – English Language Writing Requirement
ILRQ – Indigenous Learning Requirement
QRRQ – Quantitative Reasoning Requirement

3. Registration Information (Note: multi-term courses cannot be automated as corequisites)

3.1 Permission Required:

3.2 Restriction(s): course only open to students in a specific college, program/degree, major, year in program – **College of Nursing , BSN**

3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course - **NURS 120.3, BIOL 120.3**

3.4 Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course N/A

3.5 Corequisite(s): course(s) that must be taken at the same time as this course N/A

3.6 Notes: recommended courses, repeat restrictions/content overlap, other additional information

4. List Equivalent Course(s) here: NURS 207.3 / NURS 208.3 (physiology portions)

An equivalent course can be used in place of the course for which this form is being completed, specifically for the purposes of prerequisite and degree audit checking. Credit will be given for only one of the equivalent courses.

4.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be equivalent:

*__Please note__: If the equivalent courses carry an UNEQUAL number of credit units, DegreeWorks will automatically enforce the following, unless otherwise stated:

- If a 3 credit unit course is considered to be equivalent to a 6 credit unit course, it will fulfill the 6 credit unit requirement and the student will not have to complete another 3 credit units toward the overall number of required credit units for the program.
- If a 6 credit unit course is considered to be equivalent to a 3 credit unit course, ALL 6 of the credit units may be used to fulfill the 3 credit unit requirement.

5. List Mutually-Exclusive Course(s) here:

Mutually exclusive courses have similar content such that students cannot receive credit for both.

5.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be mutually exclusive: NURS 207.3 / NURS 208.3

***Please note:** SiRIUS cannot enforce a situation where the exclusion goes only one way.

6. Additional Notes:

Updated 2022

UNIVERSITY OF SASKATCHEWAN	**New Course** **Proposal & Creation Form**

1**. Approval by Department Head or Dean**

1.1 College or School with academic authority: **College of Nursing**
1.2 Department with academic authority:
1.3 Term from which the course is effective: **Fall, 2025**

2. **Information required for the Catalogue**

2.1 Label & Number of course: **NURS 247.3**
2.2 Academic credit units: **3**

2.3 Course Long Title (maximum 100 characters): Adult Health Challenges I
Course Short Title (maximum 30 characters):

2.4 Total Hours: Lecture 39 Seminar Lab Tutorial Other

2.5 Weekly Hours: Lecture 3 Seminar Lab Tutorial Other

2.6 Term in which it will be offered: **T1** T2 T1 or T2 T1 and T2

2.7 Prerequisite: **BIOL 120.3 or 107.3; NUTR 120.3; NURS 120.3;**

If there is a prerequisite waiver, who is responsible for signing it?
D – Instructor/Dept Approval
H – Department Approval
I – Instructor Approval

2.8 Catalogue description (150 words or less):

Students will be introduced to the nursing process and clinical judgement to build the foundation for planning care for patients with acute and chronic needs.

2.9 Do you allow this course to be repeated for credit? Yes

3. **Please list rationale for introducing this course:**

A basic understanding of care planning and the congruent foundational knowledge associated with the provision of care is crucial. A foundational understanding of adult health challenges and the associated management in the clinical setting is critical.

4. **Please list the learning objectives for this course:**

Learners will:

1. **Demonstrate safety measures to protect self, colleagues, and clients from injury and infection.**
2. **Demonstrate familiarity with principles of perioperative nursing care.**
3. **Describe, interpret, and assess for various acute and chronic health challenges, and plan and evaluate nursing care associated with these conditions.**
4. **Develop plans of care using beginning clinical judgement skills.**
5. **Recognize symptoms of various acute and chronic health challenges.**

5. **Impact of this course**

Are the programs of other departments or Colleges affected by this course? No
If so, were these departments consulted? (Include correspondence)
Were any other departments asked to review or comment on the proposal? No

6. **Other courses or program affected** (please list course titles as well as numbers)

6.1 Courses to be deleted? **NURS 220.3**
6.2 Courses for which will this course be a prerequisite? NURS 206, NURS 241.4
6.3 Is this course to be required by your majors, or by majors in another program? **N/A**

7. **Course outline**

(Weekly outline of lectures or include a draft of the course information sheet.)

- Care planning and clinical judgement
- Perioperative Nursing
- End of life care
- fracture care
- CKD
- DM
- Delirium
- Hypertension
- heart failure
- Stroke
- COPD
- Multiple Sclerosis
- cancer care
- colorectal care
- HIV
- IBD
- Chronic pain
- Dementia

8. **Enrolment**

8.1 What is the maximum enrolment number for this course? And from which colleges?
224

8.2 For room bookings, please indicate the maximum estimated room size required for this course:
c 10-50

c 50-90
c 90-130 (2 sections)
c 130+

9. **Student evaluation**
Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

9.1 How should this course be graded?
C – Completed Requirements
(Grade options for instructor: Completed Requirements, Fail, IP In Progress)
N – Numeric/Percentage
(Grade options for instructor: grade of 0% to 100%, IP in Progress)
P – Pass/Fail
(Grade options for instructor: Pass, Fail, In Progress)
S – Special
(Grade options for instructor: NA – Grade Not Applicable) If other, please specify:

9.2 Is the course exempt from the final examination?

10. **Required text TBD**
Include a bibliography for the course.

11. **Resources**
11.1 Proposed instructor: TBD
11.2 How does the department plan to handle the additional teaching or administrative workload? TBD
11.3 Are sufficient library or other research resources available for this course? Yes
11.4 Are any additional resources required (library, audio-visual, technology, etc.)? No

12. **Tuition**
12.1 Will this course attract tuition charges? If so, how much? (use tuition category) NO
12.2 Does this course require non-standard fees, such as materials or excursion fees? If so, please include an approved "Application for New Fee or Fee Change Form" http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees

---

Detailed Course Information

1. Schedule Types
Please choose the Schedule Types that can be used for sections that fall under this course:

Code	Description	Code	Description
CL	Clinical	PRB	Problem Session
COO	Coop Class	RDG	Reading Class
FLD	Field Trip	RES	Research
ICR	Internet Chat Relay	ROS	Roster (Dent Only)

IHP	Internet Help	SEM	Seminar
IN1	Internship - Education	SSI	Supervised Self Instruction
IN2	Internship - CMPT & EPIP	STU	Studio
IN3	Internship - General	SUP	Teacher Supervision
LAB	Laboratory	TUT	Tutorial
LC	Lecture/Clinical (Dent Only)	WEB	Web Based Class
LEC	**Lecture**	XCH	Exchange Program
LL	Lecture/Laboratory	XGN	Ghost Schedule Type Not Applicable
MM	Multimode	XHS	High School Class
PCL	Pre-Clinical (Dent Only)	XNA	Schedule Type Not Applicable
PRA	Practicum	XNC	No Academic Credit

2. Course Attributes

Please highlight the attributes that should be attached to the course (they will apply to all sections):

2.1 NOAC No Academic Credit

0 Credit Unit courses that possess "deemed" CUs (Called Operational Credit Units). NOAC causes the system to roll 0 academic credit units to academic history.

2.2 For the College of Arts and Science only: To which program type does this course belong?

FNAR	Fine Arts
HUM	Humanities
SCIE	Science
SOCS	Social Science
ARNP	No Program Type (Arts and Science)

Does this course satisfy one of the official college requirements:

ELWR – English Language Writing Requirement
ILRQ – Indigenous Learning Requirement
QRRQ – Quantitative Reasoning Requirement

3. Registration Information (Note: multi-term courses cannot be automated as corequisites)

3.1 Permission Required:

3.2 Restriction(s): course only open to students in a specific college, program/degree, major, year in program **College of Nursing**

3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course - **BIOL 120.3 or 107.3; NUTR 120.3; NURS 120.3;**

3.4 Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course - **NURS 200, NURS 246.3 (physio); NURS 244.4 (assessment)**

3.5 Corequisite(s): course(s) that must be taken at the same time as this course NURS 200, NURS 246, NURS 244

3.6 Notes: recommended courses, repeat restrictions/content overlap, other additional information

4. List Equivalent Course(s) here:
An equivalent course can be used in place of the course for which this form is being completed, specifically for the purposes of prerequisite and degree audit checking. Credit will be given for only one of the equivalent courses.

4.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be equivalent: **N/A**

*__Please note__: If the equivalent courses carry an UNEQUAL number of credit units, DegreeWorks will automatically enforce the following, unless otherwise stated:

- If a 3 credit unit course is considered to be equivalent to a 6 credit unit course, it will fulfill the 6 credit unit requirement and the student will not have to complete another 3 credit units toward the overall number of required credit units for the program.
- If a 6 credit unit course is considered to be equivalent to a 3 credit unit course, ALL 6 of the credit units may be used to fulfill the 3 credit unit requirement.

5. List Mutually-Exclusive Course(s) here: NURS 220.3

Mutually exclusive courses have similar content such that students cannot receive credit for both.

5.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be mutually exclusive:

***Please note:** SiRIUS cannot enforce a situation where the exclusion goes only one way.

6. Additional Notes:
- NGN evidence supports introducing the nursing process and clinical judgement (CJ) early in the program.
- Foundation of CJ in this course can then be threaded throughout the semesters.
- Provides foundation for practice and exam success.
- Content will provide a foundation to caring for hospitalized and chronically ill adults.

Updated 2022

UNIVERSITY OF SASKATCHEWAN	**New Course** **Proposal & Creation Form**

1**. Approval by Department Head or Dean**

1.1 College or School with academic authority: **University of Saskatchewan, College of Nursing**

1.2 Department with academic authority:

1.3 Term from which the course is effective: **Fall, 2025**

2. **Information required for the Catalogue**

2.1 Label & Number of course: **NURS 260.2**

2.2 Academic credit units: **2**

2.3 Course Long Title (maximum 100 characters): Foundational Care in Nursing Practice
Course Short Title (maximum 30 characters):

2.4 Total Hours: Lecture Seminar Lab **16** Tutorial Other 80

2.5 Weekly Hours: Lecture Seminar Lab Tutorial Clinical 8

2.6 Term in which it will be offered: T1 **T2** T1 or T2 T1 and T2

2.7 Prerequisite: **NURS 200.3, NURS 204, NURS 246.3, NURS 244.4**

If there is a prerequisite waiver, who is responsible for signing it?
D – Instructor/Dept Approval
H – Department Approval
I – Instructor Approval

2.8 Catalogue description (150 words or less): **Opportunities to develop a beginning competence in essential nursing and assessment skills, acquired in pre- and co- requisites, in order to provide safe patient care.**

2.9 Do you allow this course to be repeated for credit? **Yes**

3. **Please list rationale for introducing this course: To improve the clinical opportunity for 2nd year students to apply foundational knowledge and skills in a health care setting, by providing additional time for practice and evaluation.**

4. **Please list the learning objectives for this course:**

Learners will:

1. **Demonstrate foundational nursing knowledge and skills in a clinical setting.**
2. **Apply the nursing process and develop client centered care plans.**
3. **Communicate with clients, families, and health care team members.**

4. **Demonstrate a foundational understanding of the nursing role in client care.**
5. **Maintain a safe environment for self and clients.**

5. **Impact of this course N/A**
   Are the programs of other departments or Colleges affected by this course?
   If so, were these departments consulted? (Include correspondence)
   Were any other departments asked to review or comment on the proposal?

6. **Other courses or program affected** (please list course titles as well as numbers)
   6.1 Courses to be deleted?
   6.2 Courses for which this course will be a prerequisite? **NURS 221**
   6.3 Is this course to be required by your majors, or by majors in another program? **N/A**

7. **Course outline – No change**
   (Weekly outline of lectures or include a draft of the course information sheet.)

8. **Enrolment – No Change**
   8.1 What is the maximum enrolment number for this course? And from which colleges?

   8.2 For room bookings, please indicate the maximum estimated room size required for this course:
   ☐ 10-50
   ☐ 50-90
   ☐ 90-130
   ☐ 130+

9. **Student evaluation**
   Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

   9.1 How should this course be graded?
   C – Completed Requirements
   (Grade options for instructor: Completed Requirements, Fail, IP In Progress)
   N – Numeric/Percentage
   (Grade options for instructor: grade of 0% to 100%, IP in Progress)
   P – Pass/Fail
   (Grade options for instructor: Pass, Fail, In Progress)
   S – Special
   (Grade options for instructor: NA – Grade Not Applicable) If other, please specify:

   9.2 Is the course exempt from the final examination?

10. **Required text - TBD**
    Include a bibliography for the course.

11. **Resources**
    11.1 Proposed instructor: TBD

11.2 How does the department plan to handle the additional teaching or administrative workload? TBD
11.3 Are sufficient library or other research resources available for this course? Yes
11.4 Are any additional resources required (library, audio-visual, technology, etc.)? N/A

12. **Tuition**
12.1 Will this course attract tuition charges? No If so, how much? (use tuition category)
12.2 Does this course require non-standard fees, such as materials or excursion fees? If so, please include an approved "Application for New Fee or Fee Change Form" http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees

---

Detailed Course Information

1. Schedule Types
Please choose the Schedule Types that can be used for sections that fall under this course:

Code	Description	Code	Description
CL	Clinical	PRB	Problem Session
COO	Coop Class	RDG	Reading Class
FLD	Field Trip	RES	Research
ICR	Internet Chat Relay	ROS	Roster (Dent Only)
IHP	Internet Help	SEM	Seminar
IN1	Internship - Education	SSI	Supervised Self Instruction
IN2	Internship - CMPT & EPIP	STU	Studio
IN3	Internship - General	SUP	Teacher Supervision
LAB	Laboratory	TUT	Tutorial
LC	Lecture/Clinical (Dent Only)	WEB	Web Based Class
LEC	Lecture	XCH	Exchange Program
LL	Lecture/Laboratory	XGN	Ghost Schedule Type Not Applicable
MM	Multimode	XHS	High School Class
PCL	Pre-Clinical (Dent Only)	XNA	Schedule Type Not Applicable
PRA	Practicum	XNC	No Academic Credit

2. Course Attributes
Please highlight the attributes that should be attached to the course (they will apply to all sections):

2.1 NOAC No Academic Credit
0 Credit Unit courses that possess "deemed" CUs (Called Operational Credit Units). NOAC causes the system to roll 0 academic credit units to academic history.

2.2 For the College of Arts and Science only: To which program type does this course belong?
FNAR Fine Arts
HUM Humanities
SCIE Science

SOCS Social Science
ARNP No Program Type (Arts and Science)

Does this course satisfy one of the official college requirements:
ELWR – English Language Writing Requirement
ILRQ – Indigenous Learning Requirement
QRRQ – Quantitative Reasoning Requirement

3. Registration Information (Note: multi-term courses cannot be automated as corequisites)

3.1 Permission Required: Yes

3.2 Restriction(s): course only open to students in a specific college, program/degree, major, year in program College of Nursing, BSN

3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course **NURS 200.3, NURS 204, NURS 246.3, NURS 244.4**

3.4 Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course **MCIM 223.3, NURS 241.4**

3.5 Corequisite(s): course(s) that must be taken at the same time as this course

3.6 Notes: recommended courses, repeat restrictions/content overlap, other additional information

4. List Equivalent Course(s) here: NURS 206.1

An equivalent course can be used in place of the course for which this form is being completed, specifically for the purposes of prerequisite and degree audit checking. Credit will be given for only one of the equivalent courses.

4.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be equivalent:

*__Please note__: If the equivalent courses carry an UNEQUAL number of credit units, DegreeWorks will automatically enforce the following, unless otherwise stated:

- If a 3 credit unit course is considered to be equivalent to a 6 credit unit course, it will fulfill the 6 credit unit requirement and the student will not have to complete another 3 credit units toward the overall number of required credit units for the program.
- If a 6 credit unit course is considered to be equivalent to a 3 credit unit course, ALL 6 of the credit units may be used to fulfill the 3 credit unit requirement.

5. List Mutually-Exclusive Course(s) here: NURS 206.1

Mutually exclusive courses have similar content such that students cannot receive credit for both.

5.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be mutually exclusive:

***Please note:** SiRIUS cannot enforce a situation where the exclusion goes only one way.

6. Additional Notes:

Summary of changes: Increase hours and credit units. Placement in term two.

Updated 2022

UNIVERSITY OF SASKATCHEWAN	**New Course Proposal & Creation Form**

1**. Approval by Department Head or Dean**

1.1 College or School with academic authority:

1.2 Department with academic authority: College of Nursing

1.3 Term from which the course is effective: **Fall, 2026**

2. **Information required for the Catalogue**

2.1 Label & Number of course: **NURS 361.4**

2.2 Academic credit units: **4**

2.3 Course Long Title (maximum 100 characters): **Therapeutic Interventions and Leadership in Education and Care**

Course Short Title (maximum 30 characters):

2.4 Total Hours: Lecture - 39 Seminar Lab - 36 Tutorial Other

2.5 Weekly Hours: Lecture - 3 Seminar Lab - 3 Tutorial Other

2.6 Term in which it will be offered: T1 T2 T1 or T2 **T1 and T2 and T3**

2.7 Prerequisite: **NURS 221.3**

If there is a prerequisite waiver, who is responsible for signing it?
D – Instructor/Dept Approval
H – Department Approval
I – Instructor Approval

2.8 Catalogue description (150 words or less):

Throughout this course, learners will explore theories, concepts, and frameworks which will guide their provision of culturally safe, ethically competent, and trauma-informed nursing practice. Learners will identify with their roles and impact in supporting, counselling, educating, case management, and advocating for their patients and families. Learners will reflect on their leadership identity and role within interprofessional collaboration. Praxis of theory will be applied in lab, course assignments, and simulations.

2.9 Do you allow this course to be repeated for credit? **Yes**

3. **Please list rationale for introducing this course:**

This course aligns the complimentary content of the previous 321 and 322 courses. Increased lab hours will allow for greater opportunity to apply therapeutic interventions including support, counselling, education, case management, and advocacy in both individual and group contexts.

4. **Please list the learning objectives for this course:**

In this course learners will:

1. Reflect on personal values, positionality, and ethical principles to develop culturally safe and intentional therapeutic relationships.
2. Describe the nursing role in collaborative caring experiences and case management in an interprofessional context.
3. Critically examine theoretical frameworks and evidence-informed interventions.
4. Holistically assess culture, determinants of learning, barriers and obstacles in achieving therapeutic, client-centered outcomes.
5. Create appropriately tailored approaches for counselling and educating diverse clients.
6. Utilize theoretical concepts related to supporting, counselling, educating, advocating, and case managing patients and families in lab, course assignments, and simulations.
7. Manage therapeutic groups effectively.
8. Describe the landscape of technology and telecommunications in health care management.

5. **Impact of this course**

Are the programs of other departments or Colleges affected by this course? N/A
If so, were these departments consulted? (Include correspondence)
Were any other departments asked to review or comment on the proposal?

6. **Other courses or program affected** (please list course titles as well as numbers)

6.1 Courses to be deleted? NURS 322.3
6.2 Courses for which this course will be a prerequisite? All year 4 classes
6.3 Is this course to be required by your majors, or by majors in another program?

7. **Course outline**

The role of the health professional as educator and as case manager
Theories and Perspectives on Teaching, Learning, Leadership
Education for patient/client empowerment and self-care
Educator skills and competencies in teaching, guidance, counseling, and supporting patients & families
Barriers and obstacles to education in health care
Determinants of learning: motivation, readiness, compliance, Spheres of Influence & Spheres of Control
Learner

- Assessment
- Characteristics of Learner:
- Developmental Stages, Motivation, gender/ socioeconomic/culture, Health behavior of learners, learning styles, literacy assessment

Principles of learning, psychological learning assessment, motor learning, growth & development
Populations of Interest: Who's who? Sensory difficulties, learning disabilities, physical disabilities, developmental disabilities, communication disabilities
Client and family decision making:
Decision Support in Nursing practice
Planning for teaching:

· Instructional methods and design & creation, behavioral objectives and teaching plans, settings for learning, discharge teaching, methods
Health promotion
Leadership, relational practice & working with the community
Future innovations in nursing, use of ICT in teaching and learning, future roles for nurses in education

Intro to counselling, counsellor role, characteristics of effective counsellors, and psychotherapy
Intentional interviewing
Counselling approaches: psychoanalysis, person centered therapy, behavior therapy, CBT, Solution focused approach, Motivational interviewing,
Narrative therapy
Integrating counselling skills for effective practice, Crisis response, Trauma informed care, therapeutic interventions for individuals with suicidal thoughts

Working with groups and stages of group development
· Facilitation skills
· Conflict transformation
· De-escalation approaches
Team dynamics amongst Families, Case Management and Interprofessional Teamwork
Ethical Principles applied to relationships, counseling, teaching, & learning in health care
· Cultural safety, culture, cultural intentionality, and cultural humility
· Self-awareness, reflection and appraisal in professional identity and impact
· Addressing spiritual values in counselling
· ethical challenges
· Professional boundaries and boundary violations
· Reducing biases
· Creating safe workplaces

8. **Enrolment**

8.1 What is the maximum enrolment number for this course? And from which colleges? 224

8.2 For room bookings, please indicate the maximum estimated room size required for this course:

☐ 10-50
☐ 50-90
☐ 90-130 2 sections
☐ 130+

9. **Student evaluation**

Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

9.1 How should this course be graded?

C – Completed Requirements
(Grade options for instructor: Completed Requirements, Fail, IP In Progress)
N – Numeric/Percentage
(Grade options for instructor: grade of 0% to 100%, IP in Progress)
P – Pass/Fail
(Grade options for instructor: Pass, Fail, In Progress)

S – Special
(Grade options for instructor: NA – Grade Not Applicable) If other, please specify:

9.2 Is the course exempt from the final examination?

10. **Required text. TBD**
Include a bibliography for the course.

11. **Resources**
11.1 Proposed instructor: TBD
11.2 How does the department plan to handle the additional teaching or administrative workload? TBD
11.3 Are sufficient library or other research resources available for this course? **Yes**
11.4 Are any additional resources required (library, audio-visual, technology, etc.)? No

12. **Tuition**
12.1 Will this course attract tuition charges? If so, how much? (use tuition category)
12.2 Does this course require non-standard fees, such as materials or excursion fees? If so, please include an approved "Application for New Fee or Fee Change Form" http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees

---

Detailed Course Information

1. Schedule Types
Please choose the Schedule Types that can be used for sections that fall under this course:

Code	Description	Code	Description
CL	Clinical	PRB	Problem Session
COO	Coop Class	RDG	Reading Class
FLD	Field Trip	RES	Research
ICR	Internet Chat Relay	ROS	Roster (Dent Only)
IHP	Internet Help	SEM	Seminar
IN1	Internship - Education	SSI	Supervised Self Instruction
IN2	Internship - CMPT & EPIP	STU	Studio
IN3	Internship - General	SUP	Teacher Supervision
LAB	Laboratory	TUT	Tutorial
LC	Lecture/Clinical (Dent Only)	WEB	Web Based Class
LEC	Lecture	XCH	Exchange Program
LL	**Lecture/Laboratory**	XGN	Ghost Schedule Type Not Applicable
MM	Multimode	XHS	High School Class
PCL	Pre-Clinical (Dent Only)	XNA	Schedule Type Not Applicable
PRA	Practicum	XNC	No Academic Credit

2. Course Attributes
Please highlight the attributes that should be attached to the course (they will apply to all sections):

2.1 NOAC No Academic Credit
0 Credit Unit courses that possess "deemed" CUs (Called Operational Credit Units). NOAC causes the system to roll 0 academic credit units to academic history.

2.2 For the College of Arts and Science only: To which program type does this course belong?

FNAR Fine Arts
HUM Humanities
SCIE Science
SOCS Social Science
ARNP No Program Type (Arts and Science)

Does this course satisfy one of the official college requirements:

ELWR – English Language Writing Requirement
ILRQ – Indigenous Learning Requirement
QRRQ – Quantitative Reasoning Requirement

3. Registration Information (Note: multi-term courses cannot be automated as corequisites)

3.1 Permission Required: Yes
3.2 Restriction(s): course only open to students in a specific college, program/degree, major, year in program **College of Nursing**
3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course – **NURS 221.3**
3.4 Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course
3.5 Corequisite(s): course(s) that must be taken at the same time as this course
3.6 Notes: recommended courses, repeat restrictions/content overlap, other additional information

4. List Equivalent Course(s) here: NURS 321.3 and NURS 322.3
An equivalent course can be used in place of the course for which this form is being completed, specifically for the purposes of prerequisite and degree audit checking. Credit will be given for only one of the equivalent courses.

4.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be equivalent:

*__Please note__: If the equivalent courses carry an UNEQUAL number of credit units, DegreeWorks will automatically enforce the following, unless otherwise stated:

- If a 3 credit unit course is considered to be equivalent to a 6 credit unit course, it will fulfill the 6 credit unit requirement and the student will not have to complete another 3 credit units toward the overall number of required credit units for the program.
- If a 6 credit unit course is considered to be equivalent to a 3 credit unit course, ALL 6 of the credit units may be used to fulfill the 3 credit unit requirement.

5. List Mutually-Exclusive Course(s) here:
Mutually exclusive courses have similar content such that students cannot receive credit for both.

5.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be mutually exclusive:

***Please note:** SiRIUS cannot enforce a situation where the exclusion goes only one way.

6. Additional Notes:

Summary of Changes:

- Combination of former NURS 321/322
- The main focus is counselling, teaching and leading within individual and group settings
- Objectives and Calendar description updated.
- Content realigned.
- Increase in credit units from three to four due to addition of praxis lab.

Updated 2022

UNIVERSITY OF SASKATCHEWAN	**New Course Proposal & Creation Form**

1**. Approval by Department Head or Dean**

1.1 College or School with academic authority:

1.2 Department with academic authority: **College of Nursing**

1.3 Term from which the course is effective: **Fall, 2026**

2. **Information required for the Catalogue**

2.1 Label & Number of course: **NURS 362.4**

2.2 Academic credit units: 4

2.3 Course Long Title (maximum 100 characters): **Health Challenges II**
Course Short Title (maximum 30 characters):

2.4 Total Hours: Lecture 39 Seminar Lab 24 Tutorial Other

2.5 Weekly Hours: Lecture 3 Seminar Lab 2 Tutorial Other

2.6 Term in which it will be offered: T1 T2 T1 or T2 **T1 and T2, and T3**

2.7 Prerequisite: **NURS 221.3**

If there is a prerequisite waiver, who is responsible for signing it?
D – Instructor/Dept Approval
H – Department Approval
I – Instructor Approval

2.8 Catalogue description (150 words or less): **Opportunities to develop critical thinking skills in the analysis of information related to the nursing management of more complex patients in acute care settings. Emphasis will be placed upon concepts involved in the interaction of pathophysiological processes, the treatment regimen and the client as a person. Exploring acute care diagnostic and monitoring functions will be emphasized. Students will have an opportunity to develop skills in clinical judgement in acute care situations. Students will have an opportunity apply concepts in simulated settings.**

2.9 Do you allow this course to be repeated for credit? **Yes**

3. **Please list rationale for introducing this course:**

Students will build upon previously learned medical surgical nursing concepts. Students now have a chance to explore the nursing role in rapidly changing patient care situations to prepare them adequately to meet the needs of complex acute care patients.

4. **Please list the learning objectives for this course:**

Learning Outcomes:

1. Understand physiological changes related to illness and injury of various body systems [cardiovascular, respiratory, neurology, gastrointestinal and hepatic, nephrology, integumentary, hematology and immunology, infectious and trauma injuries] that lead to physiological instability and complexity.

2. Apply clinical judgement in planning care of complex acute care patients.

3. Understand management of complex, acute acutely ill patients in simulated situations.

4. Interpret diagnostic information related to the complex acute care patient.

5. Demonstrate awareness of the factors affecting safe nursing practice in settings where nurses care for the complex, acutely ill patient.

5. **Impact of this course**

Are the programs of other departments or Colleges affected by this course? **N/A**
If so, were these departments consulted? (Include correspondence)
Were any other departments asked to review or comment on the proposal?

6. **Other courses or program affected** (please list course titles as well as numbers)

6.1 Courses to be deleted? N/A
6.2 Courses for which this course will be a prerequisite? All year 4
6.3 Is this course to be required by your majors, or by majors in another program? **N/A**

7. **Course outline**

(Weekly outline of lectures or include a draft of the course information sheet.)

Medical surgical nursing 2 introduction
Trauma and triage. Concepts of prioritization including CTAS scoring and Disaster triaging
Respiratory- Resp: Concepts of Oxygenation. Resp failure. PE. COVID pneumonia.
Cardiac- Concepts of Cardiac Output. CAD, ACS, women's heart health , endocarditis, Cardiac rhythm (basic rhythm interpretation & analysis- case examples of other rhythms)
Renal- AKI (as related to trauma/ blood loss) and some CKI -Reference to dialysis in relation to AKI
Diabetes and acuity , including DKA/HHS
GI- Concepts and challenges in GI system illness
Liver – acute liver failure
GI Bleed
Pancreatitis
CNS. Acute brain injury- care of the acute pt- related to trauma, brain death and organ donation, Spinal cord injury
Oncology- adult leukemias/ oncologic emergencies – intro to chemo and care of the acutely ill cancer patient as related to sepsis
Shock (all types of shock- neuro/ anaphylactic etc)- acute focus
Burns- focus is on acute burn care with some reference to treatment modalities.

8. **Enrolment**

8.1 What is the maximum enrolment number for this course? And from which colleges? 80 per term

8.2 For room bookings, please indicate the maximum estimated room size required for this course:

☐ 10-50
☐ 50-90
☐ 90-130
☐ 130+

9. **Student evaluation**

Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

9.1 How should this course be graded?
C – Completed Requirements
(Grade options for instructor: Completed Requirements, Fail, IP In Progress)
N – Numeric/Percentage
(Grade options for instructor: grade of 0% to 100%, IP in Progress)
P – Pass/Fail
(Grade options for instructor: Pass, Fail, In Progress)
S – Special
(Grade options for instructor: NA – Grade Not Applicable) If other, please specify:

9.2 Is the course exempt from the final examination?

10. **Required text**

Ignativicius (2023). Medical Surgical Nursing Concepts for Interprofessional Collaborative Care, 11th edition.

11. **Resources**

11.1 Proposed instructor: **TBD**
11.2 How does the department plan to handle the additional teaching or administrative workload? **TBD**
11.3 Are sufficient library or other research resources available for this course? **Yes**
11.4 Are any additional resources required (library, audio-visual, technology, etc.)? No

12. **Tuition**

12.1 Will this course attract tuition charges? If so, how much? (use tuition category)
12.2 Does this course require non-standard fees, such as materials or excursion fees? If so, please include an approved "Application for New Fee or Fee Change Form" http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees

---

Detailed Course Information

1. Schedule Types

Please choose the Schedule Types that can be used for sections that fall under this course:

Code	Description	Code	Description
CL	Clinical	PRB	Problem Session
COO	Coop Class	RDG	Reading Class
FLD	Field Trip	RES	Research
ICR	Internet Chat Relay	ROS	Roster (Dent Only)
IHP	Internet Help	SEM	Seminar
IN1	Internship - Education	SSI	Supervised Self Instruction
IN2	Internship - CMPT & EPIP	STU	Studio
IN3	Internship - General	SUP	Teacher Supervision
LAB	Laboratory	TUT	Tutorial
LC	Lecture/Clinical (Dent Only)	WEB	Web Based Class
LEC	Lecture	XCH	Exchange Program
LL	**Lecture/Laboratory**	XGN	Ghost Schedule Type Not Applicable
MM	Multimode	XHS	High School Class
PCL	Pre-Clinical (Dent Only)	XNA	Schedule Type Not Applicable
PRA	Practicum	XNC	No Academic Credit

2. Course Attributes

Please highlight the attributes that should be attached to the course (they will apply to all sections):

2.1 NOAC No Academic Credit

0 Credit Unit courses that possess "deemed" CUs (Called Operational Credit Units). NOAC causes the system to roll 0 academic credit units to academic history.

2.2 For the College of Arts and Science only: To which program type does this course belong?

FNAR	Fine Arts
HUM	Humanities
SCIE	Science
SOCS	Social Science
ARNP	No Program Type (Arts and Science)

Does this course satisfy one of the official college requirements:

ELWR – English Language Writing Requirement
ILRQ – Indigenous Learning Requirement
QRRQ – Quantitative Reasoning Requirement

3. Registration Information (Note: multi-term courses cannot be automated as corequisites)

3.1 Permission Required: **Yes**

3.2 Restriction(s): course only open to students in a specific college, program/degree, major, year in program College of Nursing BSN

3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course **NURS 221.3**

3.4 Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course

3.5 Corequisite(s): course(s) that must be taken at the same time as this course

3.6 Notes: recommended courses, repeat restrictions/content overlap, other additional information

4. List Equivalent Course(s) here: NURS 332.4 - Exploring Complexity and Acuity PLUS NURS 312.3

An equivalent course can be used in place of the course for which this form is being completed, specifically for the purposes of prerequisite and degree audit checking. Credit will be given for only one of the equivalent courses.

4.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be equivalent:

*__Please note__: If the equivalent courses carry an UNEQUAL number of credit units, DegreeWorks will automatically enforce the following, unless otherwise stated:

- If a 3 credit unit course is considered to be equivalent to a 6 credit unit course, it will fulfill the 6 credit unit requirement and the student will not have to complete another 3 credit units toward the overall number of required credit units for the program.
- If a 6 credit unit course is considered to be equivalent to a 3 credit unit course, ALL 6 of the credit units may be used to fulfill the 3 credit unit requirement.

5. List Mutually-Exclusive Course(s) here:
Mutually exclusive courses have similar content such that students cannot receive credit for both.

5.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be mutually exclusive:

***Please note:** SiRIUS cannot enforce a situation where the exclusion goes only one way.

6. Additional Notes:

- This is a minor change with a credit unit increase from three to four credit units, and simulation from previous NURS 311/312 content added to supplement the course
- Hours match 1/3 of previous simulations.
- Name change to reduce be more student centered. The term “high acuity” is advanced for a year 3 course, and the “critical care” content will be eliminated
- Reduction of hours from 52 to 39, some basic content moved to NURS 247.3

Updated 2022

UNIVERSITY OF SASKATCHEWAN	**New Course Proposal & Creation Form**

1**. Approval by Department Head or Dean**

1.1 College or School with academic authority: University of Saskatchewan, College of Nursing
1.2 Department with academic authority:
1.3 Term from which the course is effective: Fall 2025

2. **Information required for the Catalogue**

2.1 Label & Number of course: NURS 367.4
2.2 Academic credit units: 4

2.3 Course Long Title (maximum 100 characters): Integrating Mental Health and Addiction
Course Short Title (maximum 30 characters):

2.4 Total Hours: Lecture 39 Seminar Lab 24 Tutorial Other

2.5 Weekly Hours: Lecture 4 Seminar Lab Tutorial Other

2.6 Term in which it will be offered: T1 T2 T1 or T2 T1 and T2 and T3

2.7 Prerequisite: NURS 221.3

If there is a prerequisite waiver, who is responsible for signing it?
D – Instructor/Dept Approval
H – Department Approval
I – Instructor Approval

2.8 Catalogue description (150 words or less):
Critically examines the nursing care of mental health and addiction, including wellness, illness, and recovery within the practice of nursing. Explores all components of the health care continuum to investigate ways to promote optimum mental health across the lifespan. The course takes a strength-based approach in relation to major adult mental health and addictions that students may encounter within the scope of nursing practice. Theories, concepts, and principles from nursing and related disciplines will be explored. Management of complex mental health patient care will be taught in a combination of lecture and simulation.

2.9 Do you allow this course to be repeated for credit? **Yes**

3. **Please list rationale for introducing this course: This** course buillds capacity in caring for individuals with mental health needs and provides opportunity to apply concepts in simulated environments.

4. **Please list the learning objectives for this course:**

Learning Outcomes:

1. Be prepared to utilize the therapeutic relationship as a foundation for the assessment, health promotion, treatment, and evaluation of mental health and addiction conditions in the adult population.
2. Be familiar with the dynamic psychopathology of common mental health and addiction problems in conjunction with select concepts, theories and research relevant to the provision of mental health nursing while embracing diversity across a variety of dynamic service delivery continuums.
3. Be prepared to administer, monitor, and evaluate evidence based therapeutic interventions germane to the provision of safe, competent, culturally appropriate, and ethical nursing practice of mental health and addiction.
4. Engage in teaching and learning opportunities that support strength-based approaches to the promotion of health and wellness, illness, and recovery, from an individual, family, community, and population perspective
5. Consider the ethical, legal, and contextual issues unique to the provision of nursing care of mental health and addiction in accordance with provincial and federal laws and acts, professional standards for practice, and codes of ethics.
6. Demonstrate advocacy and leadership utilizing interdisciplinary, interprofessional, and intersectoral approaches necessary for quality nursing practice of clients with mental health and addiction conditions.
7. Discuss recovery-oriented nursing practice through exploring what recovery means in the context of individuals with mental health and substance use disorders. Identify key components of recovery, and familiar with the guidelines for recovery-oriented practice
8. Understand Trauma informed care (TIC) is a patient-centered approach to healthcare that not only attends to the quality of care, but also requires healthcare providers to attune to the distinct experience of trauma survivors. Grounded in an understanding of the impact of trauma on patients and the workforce, TIC is conceptualized as a lens through which policy and practice are reviewed and revised to ensure settings, and services are safe and welcoming for both patients and staff.
9. Demonstrate ability to provide nursing care in increasingly complex clinical situations. For example: performing assessments, administering therapeutic interventions, integrating counselling strategies, interpreting orders, performing SBAR, verbalizing appropriate collaborative opportunities with interprofessional team members.
10. Demonstrate ability to self-reflect on practice, and both receive and provide constructive feedback to promote professional growth of self and peers.

5. **Impact of this course**

   Are the programs of other departments or Colleges affected by this course? **No**
   If so, were these departments consulted? (Include correspondence)
   Were any other departments asked to review or comment on the proposal?

6. **Other courses or program affected** (please list course titles as well as numbers)

   6.1 Courses to be deleted? N/A
   6.2 Courses for which this course will be a prerequisite? NURS 221
   6.3 Is this course to be required by your majors, or by majors in another program?

7. **Course outline**

   (Weekly outline of lectures or include a draft of the course information sheet.)

- Mental health & mental well-being

- Introduction to the Diagnostic and Statistical Manual of Mental Disorders (DSM-5-TR)
- History of mental health care & PMHN
    - Roles in mental health care acute and community opportunities
- Continuum of care
- Recovery and recovery oriented care
    - 6 Dimensions of recovery oriented care
- Mental health stigma (public, structural and self stigma)
    - Stigma activity (connection to ethics)
- Mental Health Commission of Canada (MHCC)
    - Vision
    - Programs/initiatives
    - Mental health, tech, and online content/services
- Mental Health Service Act (MHSA)
    - Rights, ethics
- MAID update (temp exclusion extended to 2027.) Discussion on MAID and mental health r/t ethics
- Mental Status Assessment (MSA)
- Person Centered therapy
- Motivational interviewing (MI)- connects to N321 content, how to use MI in mental health nursing
- Cognitive Behavioral Therapy (CBT)- connects to N321 content how to use CBT in mental health nursing
- Mindfulness- connects to N321 content
- Violence in health care
- Into to Professional Assault Response Training (PART)
    - De-escalation strategies
- Intro to mental health care planning (based on clinical judgement model)
    - In-class activity- group care plan based on case study (MDD)
- Seclusion & restraint (discussion on ethics r/t involuntary status and treatment, connections to trauma informed care and use of seclusion/restraints)
- Professional boundaries
- Psychopharmacology review
- Self-harm & suicide (high risk groups, stats, protective factors, prevention, and interventions)
    - Zero suicide model (acute and community context)
    - Role of resilience and resilience building
- Depressive disorders

    - Major depressive disorder (MDD)
    - Persistent Depressive Disorder (Dysthymia)
- Treatment options
    - Electroconvulsive Therapy (ECT)
    - Light therapy
- Repetitive Transcranial Magnetic Stimulation (rTMS)
- Bipolar & Related Disorders
    - Bipolar I Disorder
    - Bipolar II Disorder
- Substance-Related & Addictive Disorders
    - Alcohol use disorder
    - Cannabis use disorder
    - Opioid-related disorders
        - Opioid crisis stats and trends
    - Stimulant-Related Disorders
    - Gambling disorder
    - Problematic substance use among nurses (with corresponding discussion r/t a news story about a nurse using substance while at work, connection to ethics)

- Transtheoretical model
- Harm Reduction
- Schizophrenia spectrum & other psychotic disorders
    - Psychosis
    - Delusional Disorder
    - Schizophrenia
    - Schizoaffective Disorder
- Care of persons under forensic purview
    - (class activity: Discussion of Matthew DeGrood case and absolute discharge. Students to consider: ethics, public policy, resources, advocacy, stigma, biases, judgement, societal justice, health inequities, and disparities. To make connections to applicable ELCs).
- Trauma & stressor-related disorders
    - Stress model
    - Acute stress disorder (ASD)
    - Posttraumatic stress disorder (PTSD)
        - And PTSD among nurses
    - Adjustment disorder

- Intergenerational Trauma
    - Adverse childhood experience (ACE scores)
- Mental healthcare and Indigenization
    - Connection to cultural humility
- Trauma-informed care
- Indigenous perspectives on mental health (Guest Lecture by an Indigenous Elder/Leader)
    - Student activity- in-class reflection paper on intergenerational trauma and lessons from guest lecture with application to nursing practice
- Anxiety disorders
    - Generalized anxiety disorder (GAD)
    - Phobia
    - Social anxiety disorder
    - Agoraphobia
    - Relaxation technique discussion
        - Mindfulness connection (grounding, breathing, visualization, guided imagery, etc.)
    - Class activity: Participate in Progressive muscle relaxation session

- Obsessive-compulsive and related disorders
    - Obsessive-compulsive disorder (OCD)
    - Hoarding disorder
- Personality disorders
    - Cluster A Disorders
    - Cluster B Disorders
    - Borderline Personality Disorder
        - Dialectical Behavioral Therapy (DBT)
    - Antisocial Personality Disorder
        - Brief connection to psychopathy
- Somatic symptom disorder

- Neurodevelopmental disorders
    - Attention deficit hyperactivity disorder (ADHD)- connection to childhood
    - Recent increase in adult diagnoses
- Eating disorders
    - Anorexia nervosa (AN)
    - Bulimia nervosa (BN)
    - Binge eating disorder (BED)

- Discussion: Diet culture, society, and mental health impacts
- Sleep-wake disorders
  - Insomnia
  - Sleep hygiene
  - Shift work and sleep

8. **Enrolment**

8.1 What is the maximum enrolment number for this course? And from which colleges? 80

8.2 For room bookings, please indicate the maximum estimated room size required for this course:

☐ 10-50
☐ 50-90 per clinical rotation
☐ 90-130
☐ 130+

9. **Student evaluation**

Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

9.1 How should this course be graded?
C – Completed Requirements
(Grade options for instructor: Completed Requirements, Fail, IP In Progress)
N – Numeric/Percentage
(Grade options for instructor: grade of 0% to 100%, IP in Progress)
P – Pass/Fail
(Grade options for instructor: Pass, Fail, In Progress)
S – Special
(Grade options for instructor: NA – Grade Not Applicable) If other, please specify:

9.2 Is the course exempt from the final examination?

10. **Required text TBD**

Include a bibliography for the course.

11. **Resources**

11.1 Proposed instructor: TBD
11.2 How does the department plan to handle the additional teaching or administrative workload? **TBD**
11.3 Are sufficient library or other research resources available for this course? **Yes**
11.4 Are any additional resources required (library, audio-visual, technology, etc.)? **No**

12. **Tuition**

12.1 Will this course attract tuition charges? If so, how much? (use tuition category) Simulation added so lab fees may be included

12.2 Does this course require non-standard fees, such as materials or excursion fees? If so, please include an approved "Application for New Fee or Fee Change Form" http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees

---

Detailed Course Information

1. Schedule Types
Please choose the Schedule Types that can be used for sections that fall under this course:

Code	Description	Code	Description
CL	Clinical	PRB	Problem Session
COO	Coop Class	RDG	Reading Class
FLD	Field Trip	RES	Research
ICR	Internet Chat Relay	ROS	Roster (Dent Only)
IHP	Internet Help	SEM	Seminar
IN1	Internship - Education	SSI	Supervised Self Instruction
IN2	Internship - CMPT & EPIP	STU	Studio
IN3	Internship - General	SUP	Teacher Supervision
LAB	Laboratory	TUT	Tutorial
LC	Lecture/Clinical (Dent Only)	WEB	Web Based Class
LEC	Lecture	XCH	Exchange Program
LL	Lecture/Laboratory	XGN	Ghost Schedule Type Not Applicable
MM	Multimode	XHS	High School Class
PCL	Pre-Clinical (Dent Only)	XNA	Schedule Type Not Applicable
PRA	Practicum	XNC	No Academic Credit

2. Course Attributes
Please highlight the attributes that should be attached to the course (they will apply to all sections):

2.1 NOAC No Academic Credit
0 Credit Unit courses that possess "deemed" CUs (Called Operational Credit Units). NOAC causes the system to roll 0 academic credit units to academic history.

2.2 For the College of Arts and Science only: To which program type does this course belong?

FNAR	Fine Arts
HUM	Humanities
SCIE	Science
SOCS	Social Science
ARNP	No Program Type (Arts and Science)

Does this course satisfy one of the official college requirements:

ELWR – English Language Writing Requirement
ILRQ – Indigenous Learning Requirement
QRRQ – Quantitative Reasoning Requirement

3. Registration Information (Note: multi-term courses cannot be automated as corequisites)

3.1 Permission Required:
3.2 Restriction(s): course only open to students in a specific college, program/degree, major, year in program: **College of Nursing**
3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course NURS 221.3
3.4 Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course NURS 321 co req or pre req
3.5 Corequisite(s): course(s) that must be taken at the same time as this course N/A
3.6 Notes: recommended courses, repeat restrictions/content overlap, other additional information

4. List Equivalent Course(s) here: NURS 307.3 plus NURS 311.3

An equivalent course can be used in place of the course for which this form is being completed, specifically for the purposes of prerequisite and degree audit checking. Credit will be given for only one of the equivalent courses.

4.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be equivalent:

*__Please note__: If the equivalent courses carry an UNEQUAL number of credit units, DegreeWorks will automatically enforce the following, unless otherwise stated:

- If a 3 credit unit course is considered to be equivalent to a 6 credit unit course, it will fulfill the 6 credit unit requirement and the student will not have to complete another 3 credit units toward the overall number of required credit units for the program.
- If a 6 credit unit course is considered to be equivalent to a 3 credit unit course, ALL 6 of the credit units may be used to fulfill the 3 credit unit requirement.

5. List Mutually-Exclusive Course(s) here:

Mutually exclusive courses have similar content such that students cannot receive credit for both.

5.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be mutually exclusive:

***Please note:** SiRIUS cannot enforce a situation where the exclusion goes only one way.

6. Additional Notes:

This is a minor change with a credit unit increase from three to four credit units, and simulation from previous NURS 311/312 content added to supplement the course.

Updated 2022

UNIVERSITY OF SASKATCHEWAN	**New Course Proposal & Creation Form**

1**. Approval by Department Head or Dean**

1.1 College or School with academic authority: University of Saskatchewan, College of Nursing
1.2 Department with academic authority:
1.3 Term from which the course is effective: Fall 2026

2. **Information required for the Catalogue**

2.1 Label & Number of course: NURS 370.4
2.2 Academic credit units: 4
2.3 Course Long Title (maximum 100 characters): Perinatal and Family Centered Nursing Practice **(new title)**
Course Short Title (maximum 30 characters):

2.4 Total Hours: Lecture 26 Seminar Lab 12 Tutorial Clinical 78

2.5 Weekly Hours: Lecture Seminar Lab Tutorial Clinical 12-24

2.6 Term in which it will be offered: T1 T2 T1 or T2 T1 and T2 and T3

2.7 Prerequisite: NURS 221.3

If there is a prerequisite waiver, who is responsible for signing it?
D – Instructor/Dept Approval
H – Department Approval
I – Instructor Approval

2.8 Catalogue description (150 words or less):
Using evidence-based theories students will participate in classroom, lab/simulation, and clinical experiences to explore health concepts and health challenges of the childbearing family. This will occur within the context of family centered care across a continuum of nursing care experiences. Concepts of health promotion, wellness, self-determination, individualized, and safe care within an interprofessional and legally prudent environment are incorporated.

2.9 Do you allow this course to be repeated for credit? **Yes**

3. **Please list rationale for introducing this course:**

Improvements made in theory- practice gaps by aligning theory content to practical and active learning experiences. Assists students' learning to have the link between theory, simulation and practice.
Peds/obs are separated as own ½ course compared to tied to each other. Various challenges led to this decision, which makes the course more student centered. Previously, if a student failed one component, they had to repeat everything. Students may be in obs clinical at beginning, but had not

learned content until after they were done rotation. This change will alleviate the gaps in theory and improve success in clinical.

4. **Please list the learning objectives for this course:**
   At the completion of this course, the learner will achieve the following outcomes with childbearing families. This is inclusive of the prenatal, intrapartum, and postpartum family.
   1. Identify sources of evidenced-based information related to health concepts and challenges in this population.
   2. Demonstrate critical thinking about health challenges in this population.
   3. Develop a plan of care using evidence and theory relevant to childbearing families.
   4. Provide holistic assessment and care to a variety of clients and families in a self-directed manner.
   5. Provide safe and competent care that considers the age and stage of development of the client.
   6. Demonstrate cultural humility and cultural safety within the context of family centered care.
   7. Demonstrate effective communication and interprofessional collaboration with the client, family, and health care team.
   8. Plan and engage in health promotion activities with clients, families, and agencies.
   9. Demonstrate professional and accountable care.
   10. Demonstrate leadership and advocacy skills.

5. **Impact of this course**
   Are the programs of other departments or Colleges affected by this course? N/A
   If so, were these departments consulted? (Include correspondence)
   Were any other departments asked to review or comment on the proposal?

6. **Other courses or program affected** (please list course titles as well as numbers)
   6.1 Courses to be deleted? **N/A**
   6.2 Courses for which this course will be a prerequisite? all year 4 courses
   6.3 Is this course to be required by your majors, or by majors in another program?

7. **Course outline**
   (Weekly outline of lectures or include a draft of the course information sheet.)

- Introduction to obstetrics; pregnancy changes and care
- Factors Affecting Labour and Delivery
- Care in labour; normal birth
- Comfort measures and labour support
- Postpartum adaptation; assessment and care
- Newborn adaptation; assessment and care
- Induction and augmentation
- Health challenges in pregnancy

- Health challenges in labour and birth
- Health challenges postpartum; maternal mental health
- Health challenges in the newborn
- Perinatal loss
- Intimate partner violence
- Obstetrical emergencies

8. **Enrolment**

8.1 What is the maximum enrolment number for this course? And from which colleges? 80 per term /rotation

8.2 For room bookings, please indicate the maximum estimated room size required for this course:

☐ 10-50
☐ 50-90
☐ 90-130
☐ 130+

9. **Student evaluation**

Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

9.1 How should this course be graded?
C – Completed Requirements
(Grade options for instructor: Completed Requirements, Fail, IP In Progress)
N – Numeric/Percentage
(Grade options for instructor: grade of 0% to 100%, IP in Progress)
P – Pass/Fail
(Grade options for instructor: Pass, Fail, In Progress)
S – Special
(Grade options for instructor: NA – Grade Not Applicable) If other, please specify:

9.2 Is the course exempt from the final examination?

10. **Required text. TBD**

Include a bibliography for the course.

11. **Resources**

11.1 Proposed instructor: TBD
11.2 How does the department plan to handle the additional teaching or administrative workload? N/A
11.3 Are sufficient library or other research resources available for this course? Yes
11.4 Are any additional resources required (library, audio-visual, technology, etc.)? No

12. **Tuition**

12.1 Will this course attract tuition charges? If so, how much? (use tuition category) NA

12.2 Does this course require non-standard fees, such as materials or excursion fees? If so, please include an approved "Application for New Fee or Fee Change Form" http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees

---

Detailed Course Information

1. Schedule Types

Please choose the Schedule Types that can be used for sections that fall under this course:
Lecture/Lab/Clinical

Code	Description	Code	Description
CL	**Clinical**	PRB	Problem Session
COO	Coop Class	RDG	Reading Class
FLD	Field Trip	RES	Research
ICR	Internet Chat Relay	ROS	Roster (Dent Only)
IHP	Internet Help	SEM	Seminar
IN1	Internship - Education	SSI	Supervised Self Instruction
IN2	Internship - CMPT & EPIP	STU	Studio
IN3	Internship - General	SUP	Teacher Supervision
LAB	Laboratory	TUT	Tutorial
LC	Lecture/Clinical (Dent Only)	WEB	Web Based Class
LEC	Lecture	XCH	Exchange Program
LL	**Lecture/Laboratory**	XGN	Ghost Schedule Type Not Applicable
MM	Multimode	XHS	High School Class
PCL	Pre-Clinical (Dent Only)	XNA	Schedule Type Not Applicable
PRA	Practicum	XNC	No Academic Credit

2. Course Attributes

Please highlight the attributes that should be attached to the course (they will apply to all sections):

2.1 NOAC No Academic Credit
0 Credit Unit courses that possess "deemed" CUs (Called Operational Credit Units). NOAC causes the system to roll 0 academic credit units to academic history.

2.2 For the College of Arts and Science only: To which program type does this course belong?

FNAR Fine Arts
HUM Humanities
SCIE Science
SOCS Social Science
ARNP No Program Type (Arts and Science)

Does this course satisfy one of the official college requirements:

ELWR – English Language Writing Requirement
ILRQ – Indigenous Learning Requirement

QRRQ – Quantitative Reasoning Requirement

3. Registration Information (Note: multi-term courses cannot be automated as corequisites)

3.1 Permission Required:
3.2 Restriction(s): course only open to students in a specific college, program/degree, major, year in program **College of Nursing**
3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course NURS 221.3
3.4 Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course N/A
3.5 Corequisite(s): course(s) that must be taken at the same time as this course N/A
3.6 Notes: recommended courses, repeat restrictions/content overlap, other additional information

4. List Equivalent Course(s) here:

An equivalent course can be used in place of the course for which this form is being completed, specifically for the purposes of prerequisite and degree audit checking. Credit will be given for only one of the equivalent courses.

4.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be equivalent: **NURS 330.3 and 331.3**

*__Please note__: If the equivalent courses carry an UNEQUAL number of credit units, DegreeWorks will automatically enforce the following, unless otherwise stated:

- If a 3 credit unit course is considered to be equivalent to a 6 credit unit course, it will fulfill the 6 credit unit requirement and the student will not have to complete another 3 credit units toward the overall number of required credit units for the program.
- If a 6 credit unit course is considered to be equivalent to a 3 credit unit course, ALL 6 of the credit units may be used to fulfill the 3 credit unit requirement.

5. List Mutually-Exclusive Course(s) here:

Mutually exclusive courses have similar content such that students cannot receive credit for both.

5.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be mutually exclusive:

***Please note:** SiRIUS cannot enforce a situation where the exclusion goes only one way.

6. Additional Notes:

This course is increasing from 3 credit units to 4, and content is changing to focus on perinatal only. The title of the course has also changed. Perinatal specific simulation will be incorporated. This course includes theory, lab and clinical for perinatal content.

UNIVERSITY OF SASKATCHEWAN	**New Course Proposal & Creation Form**

1**. Approval by Department Head or Dean**

1.1 College or School with academic authority: College of Nursing
1.2 Department with academic authority:
1.3 Term from which the course is effective: Fall, 2026

2. **Information required for the Catalogue**

2.1 Label & Number of course: NURS 371.4
2.2 Academic credit units: 4

2.3 Course Long Title (maximum 100 characters): Infant, Child, Adolescent and Family Centered Nursing Practice

Course Short Title (maximum 30 characters):

2.4 Total Hours: Lecture 26 Seminar Lab 12 Tutorial Clinical 78

2.5 Weekly Hours: Lecture Seminar Lab Tutorial Clinical 12-24

2.6 Term in which it will be offered: T1 T2 T1 or T2 T1 and **T2 T 1, T2, T 3**

2.7 Prerequisite: **NURS 221.3**

If there is a prerequisite waiver, who is responsible for signing it?
D – Instructor/Dept Approval
H – Department Approval
I – Instructor Approval

2.8 Catalogue description (150 words or less):

Using evidence-based theories students will participate in classroom, lab/simulation and clinical experiences to explore health concepts and health challenges of the infant, child, and adolescent. This will occur within the context of family centred care across a continuum of nursing care experiences. Concepts of health promotion, wellness, self-determination, individualized, and safe care within an interprofessional and legally prudent environment are incorporated.

2.9 Do you allow this course to be repeated for credit? **Yes**

3. **Please list rationale for introducing this course:**

Adding pediatric specific simulation linked to the theory course as a required component.	**Improve theory- practice gaps by aligning theory content to practical and active learning experiences. Assists students' learning to have the link between theory, simulation and practice.**

Hours matches 1/3 of previous simulations. **Separated from obstetrics** **Clinical included in course**	**Peds/obs are separated as own ½ course compared to tied to each other. Various challenges led to this decision- more student centered. Previously, if a student failed one component, they had to repeat everything. Students may be in obs clinical at beginning, but had not learned content until after they were done rotation.**

4. **Please list the learning objectives for this course:**

At the completion of this course, the learner will achieve the following outcomes with infants, children, adolescents, and their families.

1. **Identify sources of evidenced-based information related to health concepts and challenges in this population.**
2. **Demonstrate critical thinking about health challenges in this population.**
3. **Develop a plan of care using evidence and theory relevant to infants, children, adolescents, and their families.**
4. **Provide holistic assessment and care to a variety of pediatric clients and their families in a self-directed manner.**
5. **Provide safe and competent care that considers the age and stage of development of the client.**
6. **Demonstrate cultural humility and cultural safety within the context of family centered care.**
7. **Demonstrate effective communication and interprofessional collaboration with the client, family, and health care team.**
8. **Plan and engage in health promotion activities with clients, families, and agencies.**
9. **Demonstrate professional and accountable care.**
10. **Demonstrate leadership and advocacy skills.**

5. **Impact of this course**

Are the programs of other departments or Colleges affected by this course? N/A
If so, were these departments consulted? (Include correspondence)
Were any other departments asked to review or comment on the proposal?

6. **Other courses or program affected** (please list course titles as well as numbers)

6.1 Courses to be deleted? N/A
6.2 Courses for which this course will be a prerequisite? All year 4 courses
6.3 Is this course to be required by your majors, or by majors in another program?

7. **Course outline**

Introduction/Overview to pediatric nursing: G &D, family centered care, newcomer families, ethics, cultural safety, atraumatic care, immunizations

History and Physical Assessment

Pain Managment/Palliative/End of life care

Infectious diseases (under respiratory/GU)

Respiratory conditions: various acute, chronic including asthma, CF, Muscular Dystrophy

GI/GU conditions (surgical, medical)

Diabetes/DKA in Children

Neurological/neuromuscular conditions: seizures, cerebral palsy, spina bifida

Cancer in Children

Pediatric Trauma/injury prevention: ABI, multiple trauma

Child Maltreatment (Child Abuse)

ASD

ADHD

Mental health: anxiety, depression, suicide

Minimal time for mental health * collaborate with307, it's important the child/mental health is not lumped with adult content but focused within the context of child/adolescent development and family centered care

Gender based care

Gynecological conditions in adolescents

School based health, community-based care, prevention/early intervention

8. **Enrolment**

8.1 What is the maximum enrolment number for this course? And from which colleges?

8.2 For room bookings, please indicate the maximum estimated room size required for this course:

☐ 10-50
☐ 50-90
☐ 90-130
☐ 130+

9. **Student evaluation**

Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

9.1 How should this course be graded?

C – Completed Requirements
(Grade options for instructor: Completed Requirements, Fail, IP In Progress)
N – Numeric/Percentage
(Grade options for instructor: grade of 0% to 100%, IP in Progress)
P – Pass/Fail
(Grade options for instructor: Pass, Fail, In Progress)

S – Special
(Grade options for instructor: NA – Grade Not Applicable) If other, please specify:

9.2 Is the course exempt from the final examination?

10. **Required text. TBD**
Include a bibliography for the course.

11. **Resources**
11.1 Proposed instructor: **TBD**
11.2 How does the department plan to handle the additional teaching or administrative workload? **TBD**
11.3 Are sufficient library or other research resources available for this course? **Yes**
11.4 Are any additional resources required (library, audio-visual, technology, etc.)? **No**

12. **Tuition**
12.1 Will this course attract tuition charges? If so, how much? (use tuition category)
12.2 Does this course require non-standard fees, such as materials or excursion fees? If so, please include an approved "Application for New Fee or Fee Change Form" http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees

---

Detailed Course Information

1. Schedule Types
Please choose the Schedule Types that can be used for sections that fall under this course:

Code	Description	Code	Description
CL	Clinical	PRB	Problem Session
COO	Coop Class	RDG	Reading Class
FLD	Field Trip	RES	Research
ICR	Internet Chat Relay	ROS	Roster (Dent Only)
IHP	Internet Help	SEM	Seminar
IN1	Internship - Education	SSI	Supervised Self Instruction
IN2	Internship - CMPT & EPIP	STU	Studio
IN3	Internship - General	SUP	Teacher Supervision
LAB	Laboratory	TUT	Tutorial
LC	Lecture/Clinical (Dent Only)	WEB	Web Based Class
LEC	Lecture	XCH	Exchange Program
LL	Lecture/Laboratory	XGN	Ghost Schedule Type Not Applicable
MM	Multimode	XHS	High School Class
PCL	Pre-Clinical (Dent Only)	XNA	Schedule Type Not Applicable
PRA	Practicum	XNC	No Academic Credit

2. Course Attributes
Please highlight the attributes that should be attached to the course (they will apply to all sections):

2.1 NOAC No Academic Credit
0 Credit Unit courses that possess "deemed" CUs (Called Operational Credit Units). NOAC causes the system to roll 0 academic credit units to academic history.

2.2 For the College of Arts and Science only: To which program type does this course belong?

FNAR Fine Arts
HUM Humanities
SCIE Science
SOCS Social Science
ARNP No Program Type (Arts and Science)

Does this course satisfy one of the official college requirements:

ELWR – English Language Writing Requirement
ILRQ – Indigenous Learning Requirement
QRRQ – Quantitative Reasoning Requirement

3. Registration Information (Note: multi-term courses cannot be automated as corequisites)

3.1 Permission Required: Yes
3.2 Restriction(s): course only open to students in a specific college, program/degree, major, year in program College of Nursing
3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course: NURS 221.3
3.4 Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course: N/A
3.5 Corequisite(s): course(s) that must be taken at the same time as this course N/A
3.6 Notes: recommended courses, repeat restrictions/content overlap, other additional information

4. List Equivalent Course(s) here: NURS 331.3
An equivalent course can be used in place of the course for which this form is being completed, specifically for the purposes of prerequisite and degree audit checking. Credit will be given for only one of the equivalent courses.

4.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be equivalent:

*__Please note__: If the equivalent courses carry an UNEQUAL number of credit units, DegreeWorks will automatically enforce the following, unless otherwise stated:

- If a 3 credit unit course is considered to be equivalent to a 6 credit unit course, it will fulfill the 6 credit unit requirement and the student will not have to complete another 3 credit units toward the overall number of required credit units for the program.
- If a 6 credit unit course is considered to be equivalent to a 3 credit unit course, ALL 6 of the credit units may be used to fulfill the 3 credit unit requirement.

5. List Mutually-Exclusive Course(s) here:
Mutually exclusive courses have similar content such that students cannot receive credit for both.

5.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be mutually exclusive:

***Please note:** SiRIUS cannot enforce a situation where the exclusion goes only one way.

6. Additional Notes:

This is a course title change, credit unit increase, and content change to focus on Pediatrics only. This course includes theory, pediatric specific lab/simulation and clinical.

Updated 2022

UNIVERSITY OF SASKATCHEWAN	**New Course Proposal & Creation Form**

1**. Approval by Department Head or Dean**

1.1 College or School with academic authority: College of Nursing
1.2 Department with academic authority:
1.3 Term from which the course is effective: Fall, 2027

2. **Information required for the Catalogue**

2.1 Label & Number of course: NURS 460.8
2.2 Academic credit units: 8

2.3 Course Long Title (maximum 100 characters): Practice Integration
Course Short Title (maximum 30 characters):

2.4 Total Hours: Lecture Seminar Lab 24 Tutorial **Clinical: 292**

2.5 Weekly Hours: Lecture Seminar Lab Tutorial Other

2.6 Term in which it will be offered: T1 T2 T1 or T2 T1 and T2

2.7 Prerequisite: NURS 304.3, NURS 306.3, NURS 307.4, NURS 308.3, NURS 321 , NURS 331.4, NURS 330.4 , NURS 332.4, NURS 333.3

If there is a prerequisite waiver, who is responsible for signing
D – Instructor/Dept Approval
H – Department Approval
I – Instructor Approval

2.8 Catalogue description (150 words or less): Participants use nursing skills, building on past experiences and learning to strengthen their competencies necessary for safe and effective care in various institutional settings.

2.9 Do you allow this course to be repeated for credit? yes

3. **Please list rationale for introducing this course:** A final practicum is an excellent way to test knowledge and build confidence in students. The varied experiences in practice help to consolidate past learning and the exposure to new challenges contributes to new understanding and development of new skills.

4. **Please list the learning objectives for this course:**

1. Professional Practice
   Students will demonstrate "safe, compassionate, competent and ethical nursing practice" and "professional conduct as reflected by the attitudes, beliefs and values espoused in the *Code of Ethics for Registered Nurses*" (CNA, 2017).
2. Nurse-Client Partnership
   Students will demonstrate a therapeutic nurse-client partnership through "therapeutic use of self, communication skills, nursing knowledge and collaboration to achieve the client's identified health goals" (CNA, 2017).
3. Health and Wellness
   Students will "partner with clients [and other health-care team members and key partners] to develop personal skills [and] create supportive environments for health" (CNA 2017).
4. Changes in Health

Students will collaborate with clients and other health-care team members and key partners in order to provide appropriate holistic care to clients experiencing changes in health across the lifespan with a "focus on acute, chronic, rehabilitative, palliative [or] end-of-life care" (CNA, 2017).

5. **Impact of this course**

Are the programs of other departments or Colleges affected by this course? N/A
If so, were these departments consulted? (Include correspondence)
Were any other departments asked to review or comment on the proposal?

6. **Other courses or program affected** (please list course titles as well as numbers)

6.1 Courses to be deleted? N/A
6.2 Courses for which this course will be a prerequisite? N/A
6.3 Is this course to be required by your majors, or by majors in another program?

7. **Course outline**

(Weekly outline of lectures or include a draft of the course information sheet.)

292 clinical hours; Including 8 hrs IPE; 8 hrs leadership; 8 hrs education.
24 hours for lab practice/ refresher INCLUDING 6 hours for orientation/ med quiz . 2 hours are allowed for midterm and final evaluation. Total hours = 320.

8. **Enrolment**

8.1 What is the maximum enrolment number for this course? And from which colleges?

8.2 For room bookings, please indicate the maximum estimated room size required for this course: NA. Clinical course

☐ 10-50
☐ 50-90
☐ 90-130
☐ 130+

9. **Student evaluation**

Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

9.1 How should this course be graded?

C – Completed Requirements
(Grade options for instructor: Completed Requirements, Fail, IP In Progress)
N – Numeric/Percentage
(Grade options for instructor: grade of 0% to 100%, IP in Progress)
P – Pass/Fail
(Grade options for instructor: Pass, Fail, In Progress)
S – Special
(Grade options for instructor: NA – Grade Not Applicable) If other, please specify:

9.2 Is the course exempt from the final examination?

10. **Required text**

No text as clinical course

Include a bibliography for the course.

11. **Resources**

11.1 Proposed instructor: TBD
11.2 How does the department plan to handle the additional teaching or administrative workload? TBD
11.3 Are sufficient library or other research resources available for this course? Yes
11.4 Are any additional resources required (library, audio-visual, technology, etc.)? No

12. **Tuition**

12.1 Will this course attract tuition charges? If so, how much? (use tuition category) NA
12.2 Does this course require non-standard fees, such as materials or excursion fees? If so, please include an approved "Application for New Fee or Fee Change Form" http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees

---

Detailed Course Information

1. Schedule Types

Please choose the Schedule Types that can be used for sections that fall under this course:

Code	Description	Code	Description
CL	Clinical	PRB	Problem Session
COO	Coop Class	RDG	Reading Class
FLD	Field Trip	RES	Research
ICR	Internet Chat Relay	ROS	Roster (Dent Only)
IHP	Internet Help	SEM	Seminar
IN1	Internship - Education	SSI	Supervised Self Instruction
IN2	Internship - CMPT & EPIP	STU	Studio
IN3	Internship - General	SUP	Teacher Supervision
LAB	Laboratory	TUT	Tutorial
LC	Lecture/Clinical (Dent Only)	WEB	Web Based Class
LEC	Lecture	XCH	Exchange Program
LL	Lecture/Laboratory	XGN	Ghost Schedule Type Not Applicable

MM	Multimode	XHS	High School Class
PCL	Pre-Clinical (Dent Only)	XNA	Schedule Type Not Applicable
PRA	Practicum	XNC	No Academic Credit

2. Course Attributes

Please highlight the attributes that should be attached to the course (they will apply to all sections):

2.1 NOAC No Academic Credit

0 Credit Unit courses that possess "deemed" CUs (Called Operational Credit Units). NOAC causes the system to roll 0 academic credit units to academic history.

2.2 For the College of Arts and Science only: To which program type does this course belong?

FNAR	Fine Arts
HUM	Humanities
SCIE	Science
SOCS	Social Science
ARNP	No Program Type (Arts and Science)

Does this course satisfy one of the official college requirements:

ELWR – English Language Writing Requirement
ILRQ – Indigenous Learning Requirement
QRRQ – Quantitative Reasoning Requirement

3. Registration Information (Note: multi-term courses cannot be automated as corequisites)

3.1 Permission Required:

3.2 Restriction(s): course only open to students in a specific college, program/degree, major, year in program College of nursing

3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course NURS 304.3, NURS 306.3, NURS 307.3, NURS 308.3, NURS 321.3, NURS 330.4, NURS 331.4, NURS 332.4, NURS 333.3

3.4 Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course: NURS 441.3

3.5 Corequisite(s): course(s) that must be taken at the same time as this course

3.6 Notes: recommended courses, repeat restrictions/content overlap, other additional information

4. List Equivalent Course(s) here: NURS 450.9

An equivalent course can be used in place of the course for which this form is being completed, specifically for the purposes of prerequisite and degree audit checking. Credit will be given for only one of the equivalent courses.

4.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be equivalent:

*__Please note__: If the equivalent courses carry an UNEQUAL number of credit units, DegreeWorks will automatically enforce the following, unless otherwise stated:

- If a 3 credit unit course is considered to be equivalent to a 6 credit unit course, it will fulfill the 6 credit unit requirement and the student will not have to complete another 3 credit units toward the overall number of required credit units for the program.
- If a 6 credit unit course is considered to be equivalent to a 3 credit unit course, ALL 6 of the credit units may be used to fulfill the 3 credit unit requirement.

5. List Mutually-Exclusive Course(s) here:
Mutually exclusive courses have similar content such that students cannot receive credit for both.

5.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be mutually exclusive:

***Please note:** SiRIUS cannot enforce a situation where the exclusion goes only one way.

6. Additional Notes:

This course change is concerned with the organization of hours and addition of pre-clinical labs and simulation. More defined hours. Better use of clinical resources. Credit unit decrease from 9 to 8.

Updated 2022

	At the end of Year 2, the learner will be able to:	At the end of Year 3, the learner will be able to:	At the end of Year 4, the learner will be able to:
1. Evidence Informed Practice & Scholarship Learners demonstrate critical thinking to appraise and use evidence to inform nursing practice. They demonstrate a spirit of inquiry, curiosity, and lifelong learning to support nursing scholarship and research activities.	1.2.1 Explain the relevance of research in nursing as a profession and discipline. 1.2.2 Develop foundational information searching skills and identify relevant information. 1.2.3 Define fundamental research concepts and process. 1.2.4 Describe the relationship between theory, research, and practice in nursing. 1.2.5 Develop initial skills for academic writing. 1.2.6 Explore the concept and role of informatics in nursing practice. 1.2.7 Recognize qualitative and quantitative data presented in various formats and representations. 1.2.8 Develop a curious mindset in various environments.	1.3.1 Examining research studies in nursing to inform nursing practice. . 1.3.2 Develop information searching skills and identify relevant information. 1.3.3 Develop knowledge of research concepts and process. 1.3.4 Examine the relationship between theory, research, and practice in nursing. 1.3.5 Practice academic writing skills. 1.3.6 Apply the concept and role of informatics in nursing practice. 1.3.7 Differentiate between qualitative and quantitative data presented in various formats and representations. 1.3.8 Exhibit a curious mindset in reviewing situations in various environments.	1.4.1 Analyze how research is used to inform nursing practice. 1.4.2 Demonstrate information searching skills and analyze relevant information. 1.4.3 Demonstrate knowledge of research concepts and process. 1.4.4 Identify theory, research, and practice gaps in nursing. 1.4.5 Demonstrate synthesis in academic writing. 1.4.6 Integrate the concept and role of informatics in nursing practice. 1.4.7 Appraise qualitative and quantitative data presented in various formats and representations. 1.4.8 Integrate a curious mindset in various environments.
2. Safe and Competent Practice & Clinical Judgement Learners will provide safe, competent care across the lifespan in response to client needs using the clinical judgement	2.2.1 Explore the concept of safe practice in response to client needs. 2.2.2 Describe foundational knowledge nursing science, humanities, social sciences, and health related research into plans of care. 2.2.3 Describe fundamental strategies for promoting wellness, preventing illness, and minimizing disease and injury for clients, oneself, and others.	2.3.1 Demonstrate safe practice in response to client needs. 2.3.2 Connect knowledge from nursing science, humanities, social sciences, and health related research into plans of care. 2.3.3 Apply strategies for promoting wellness, preventing illness, and minimizing disease and injury for clients, oneself, and others. 2.3.4 Interpret changing client conditions. 2.3.5 Interpret holistic nursing assessments to gather comprehensive information on client health status.	2.4.1 Provides safe practice in response to client needs. 2.4.2 Incorporates knowledge from nursing science, humanities, social sciences, and health related research into plans of care. 2.4.3 Integrate strategies for promoting wellness, preventing illness, and minimizing disease and injury for clients, oneself, and others. 2.4.4 Respond to changing client conditions.

model, knowledge, and skills.	2.2.4 Recognize changing client conditions. 2.2.5 Conducts holistic nursing assessments to gather comprehensive information on client health status. 2.2.6 Describe holistic client, or family-centered plans of care throughout the lifespan. 2.2.7 Identify the steps of the clinical judgement model. 2.2.8 Explore care of basic, stable clients in scenarios and early clinical practice. 2.2.9 Recognize cues within client needs in stable clients in a variety of settings.	2.3.6 Delivers holistic client, or family-centered plans of care throughout the lifespan 2.3.7 Apply the steps of the clinical judgement model in a variety of settings. 2.3.8 Provide care of complex clients in scenarios and nursing practice. 2.3.9 Prioritize care of client needs in a variety of settings.	2.4.5 Evaluate holistic nursing assessments to gather comprehensive information on client health status. 2.4.6 Provides holistic client, or family-centered plans of care throughout the lifespan. 2.4.7 Integrate the clinical judgement model in nursing practice. 2.4.8 Provide comprehensive care to a variety of clients in all nursing practice settings. 2.4.9 Respond to client needs in a variety of settings.
3. Social Justice, and Advocacy, Diversity, Equity and Inclusion. Learners will demonstrate a comprehensive understanding of the role of ethics (The CNA *Code of Ethics for Registered Nurses,* 2017), the principles of social justice and the development advocacy skills to provide socially responsible client care.	3.2.1 Recognize social justice principles in providing holistic care. 3.2.2 Identify a structured framework of resolving ethical dilemmas in nursing practice. 3.2.3 Identify strategies for advocacy in nursing. 3.2.4 Discuss equity, diversity and inclusion in all aspects of nursing care and client interactions. 3.2.5 Explore concepts of anti-racism. 3.2.6 Recognize barriers for Indigenous, and other traditionally diverse populations seeking healthcare.	3.3.1 Apply social justice and advocacy principles in providing holistic and culturally safe care. 3.3.2 Utilize a structured framework to resolve ethical dilemmas in nursing practice. 3.3.3 Explore own agency for political activism and advocacy for individual clients nursing practice. 3.3.4 Apply equity, diversity and inclusion strategies in all aspects of nursing care and client interactions. 3.3.5 Apply concepts of anti-racism. 3.3.6 Examine barriers for Indigenous, and diverse populations seeking healthcare.	3.4.1. Synthesize social justice and advocacy principles into a unified framework for providing holistic and culturally safe care, developing innovative strategies for equitable care delivery. 3.4.2. Create advanced and nuanced ethical decision-making tools and models to guide comprehensive resolution of complex ethical dilemmas in nursing practice. 3.4.3. Design advocacy campaigns and political initiatives that address systemic healthcare challenges, leveraging advanced political strategies for healthcare reform. 3.4.4. Adopt equity, diversity and inclusion strategies in all aspects of nursing care and client interactions. 3.4.5. Incorporate anti-racism in approach to practice. 3.4.6. Respond to barriers for Indigenous, and diverse populations seeking healthcare.

4. Leadership & Self-awareness: Learners will demonstrate self-awareness through reflective practice and will be able to take on leadership roles within complex, and ever-changing systems to practice healing centred care.	4.2.1 Define adherence to professional standards, particularly those outlined by CRNS 4.2.2 Articulate personal beliefs and biases, and health behaviours. 4.2.3 Identify the different roles of nursing. 4.2.4 Relate the concept of reflective practice in nursing to the development of clinical skills and decision-making. 4.2.5 Identify influencing factors of self-management, considering basic stable client needs. 4.2.6 Define various leadership styles within nursing and healthcare settings 4.2.7 Describe the concept of change agency. 4.2.8 Identify the roles of interprofessional health care members. 4.2.9 Examine various conflict resolution strategies commonly used in nursing contexts. 4.2.10 Describe elements of an education plan.	4.3.1 Analyze the implications of adherence to professional standards, particularly those outlined by CRNS on nursing practice and client care. 4.3.2 Examine personal beliefs, biases, health behaviors, and the significance of lifelong learning in nursing practice. 4.3.3 Evaluate the varying roles of nursing. 4.3.4 Apply the concept of reflective practice in nursing to enhance clinical skills and decision-making. 4.3.5 Apply strategies for effective self-management, considering individualized client needs and contexts. 4.3.6 Apply various nursing and healthcare leadership styles to different scenarios. 4.3.7 Identify opportunities for change within healthcare systems at the client level. 4.3.8 Engage in meaningful interprofessional collaboration with healthcare teams. 4.3.9 Reflect on potential conflict resolution strategies within clinical settings. 4.3.10 Applies knowledge of education plan to address learning needs of the client.	4.4.1 Evaluate the ethical implications of adhering to professional standards, particularly those outlined in the CRNS in complex healthcare scenarios. 4.4.2 Create personalized learning plans that incorporate self-articulated beliefs, biases, and health behaviors, while recognizing the profound impact of lifelong learning on professional growth. 4.4.3 Integrate the various roles of nursing. 4.4.4 Adapt a reflective practice to guide nursing practice and inform healthcare decision-making. 4.4.5 Propose individualized self-management strategies that consider a wide range of influencing factors. 4.4.6 Demonstrate leadership approaches in nursing and healthcare settings, contributing to transformative change and excellence in healthcare delivery. 4.4.7 Discern possible healthcare transformation initiatives at the client and/or system level. 4.4.8 Advocate within the interprofessional team in various health care settings involving the client. 4.4.9 Analyze conflict resolution strategies commonly used in nursing contexts to maintain safe working environments. 4.4.10 Evaluates effectiveness of, and revises education plan if needed.

5. Professionalism Learners will demonstrate an authentic and intentional commitment to professional responsibilities and adherence to ethical principles, professional practice standards, and societal expectations.	5.2.1 Describe professional presence and its components. 5.2.2 Identify psychologically safe workplace principles. 5.2.3 Describe responsibility and accountability in nursing. 5.2.4 Explain the principles of professional healthcare communication. 5.2.5 Describe the importance of following nursing standards and policies. 5.2.6 Examine the relationship of nurses within intraprofessional and interprofessional teams. 5.2.7 Identify ethical nursing practice.	5.3.1 Demonstrate professional presence and its components in a variety of settings. 5.3.2 Practice psychologically safe workplace principles in the workplace. 5.3.3 Demonstrate responsibility and accountability in nursing. 5.3.4 Employ the principles of professional healthcare communication. 5.3.5 Adhere to nursing standards and policies. 5.3.6 Engage in relationships within intraprofessional, and interprofessional teams. 5.3.7 Provide ethical care to clients in a variety of settings.	5.4.1 Establish professional presence and its components in a variety of settings. 5.4.2 Establish a psychologically safe practice in the workplace. 5.4.3 Integrate responsibility and accountability in nursing practice. 5.4.4 Integrate the principles of professional healthcare communication. 5.4.5 Adhere to nursing standards and policies. 5.4.6 Advocate within intraprofessional, and interprofessional teams. 5.4.7 Advocate for ethical care to clients in a variety of settings.

6. Globalization Learners will have developed proficiency in interconnecting concepts of globalization at a local, national, and international level	6.2.1 Define the principles of global citizenship. 6.2.2 Examine socio-ecological models to identify healthcare challenges for individuals and populations. 6.2.3 Describe Eco-Social Determinants of Health. 6.2.4 Explore the intersections of healthy public policy and healthcare service provision. 6.2.5 Describe population-based concepts. 6.2.6 Describe socio-political policies. 6.2.7 Define concepts of health equity.	6.3.1 Apply the principles of global citizenship. 6.3.2 Apply socio-ecological models to identify healthcare challenges for individuals, and health care providers and populations. 6.3.3 Analyze Eco-Social determinants of health, including key social determinants that impact health. 6.3.4 Analyze the intersections of healthy public policy, and healthcare service provision. 6.3.5 Apply population-based concepts to practice. 6.3.6 Analyze the impact of socio-political policies. 6.3.7 Apply concept of health equity at the individual and societal levels.	6.4.1 Demonstrate the principles of global citizenship in a variety of practice settings. 6.4.2 Critique effectiveness of socio-ecological models to identify healthcare challenges for individuals and populations. 6.4.3 Incorporate understanding of eco-social determinants that impact health into practice. 6.4.4 Advocate for healthy public policy and healthcare service provision. 6.4.5 Critique effectiveness of population-based concepts of health in nursing. 6.4.6 Advocate for positive change in socio-political policies on human rights, healthcare resource allocation, health system reform, and globalization 6.4.7 Promote health equity at both the individual and societal levels.

7. Principles of *Wahkotwin*: Relating in a Good Way Learners will provide client-centred care that is relational, compassionate, and effective in meeting the diverse needs of individuals, families, communities, and populations.	7.2.1 Describe the background of the Truth and Reconciliation Commission (TRC) calls to action. 7.2.2 Identify Indigenous worldviews of wellness (physical, emotional, mental, and spiritual). 7.2.3 Define anti-racism. 7.2.4 Examine barriers for Indigenous populations seeking healthcare. 7.2.5 Define the principles of cultural humility. 7.2.6 Describe verbal and non-verbal communication strategies for authentic therapeutic relationships with Indigenous and non-Indigenous peoples. 7.2.7 Define concepts related to equity, diversity, and inclusion. 7.2.8 Describes principles of healing-centered care.	7.3.1 Explore the TRC calls to action in relation to nursing practice. 7.3.2 Apply Indigenous worldviews of wellness (physical, emotional, mental, and spiritual) in various clinical settings. 7.3.3 Demonstrate anti-racism approaches in practice. 7.3.4 Develop strategies to remove barriers for Indigenous populations seeking healthcare. 7.3.5 Incorporate the principles of cultural humility into various environments. 7.3.6 Practice verbal and non-verbal communication strategies for authentic therapeutic relationships with Indigenous and non-Indigenous peoples. 7.3.7 Explore concepts related to equity, diversity and inclusion 7.3.8 Applies principles of healing-centered care.	7.4.1 Advocate for the implementation of the TRC calls to action in relation to nursing practice. 7.4.2 Create an enduring commitment to Indigenous wellness (physical, emotional, mental and spiritual) in various clinical settings. 7.4.3 Adopt an anti-racist approach to practice. 7.4.4 Implement strategies to remove barriers for Indigenous, and diverse populations seeking healthcare (i.e. demonstrate in a case study). 7.4.5 Adopt the principles of cultural humility into various environments. 7.4.6 Demonstrate verbal and non-verbal communication strategies for authentic therapeutic relationships with Indigenous and non-Indigenous peoples. 7.4.7 Promote concepts related to equity, diversity and inclusion. 7.4.8 Uses principles of healing-centered care. 1.

References

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

Registered Nurse Entry - Level Competencies. (2019). College of Registered Nurses of Saskatchewan. https://www.crns.ca/wp-content/uploads/2019/09/RN-Entry-Level-Competencies-2019.pdf

Recommendation from the College regarding the program

Why did we make revisions? The revisions to the Bachelor of Science in Nursing (BSN) program at the University of Saskatchewan were made to address overlapping content, content gaps, to streamline courses for better learning outcomes, and align theory with practical application. These changes aim to enhance the educational experience and student success by providing clearer connections between theory and practice, reducing redundancy, and improving the coherence of the curriculum.

What were the revisions? The key revisions include merging overlapping content from multiple courses, introducing new courses, updating language in items such as course names, objectives, and calendar descriptions to better reflect the content, focus, and current trends. Specific changes involve consolidating skills labs, realigning similar courses to parallel content and eliminate identified gaps, and assigning praxis opportunities in a variety of simulation modalities to multiple courses.

Intended Positive Outcomes The intended positive outcomes of these revisions are to provide a more cohesive and streamlined curriculum that supports better student understanding and retention of knowledge, improved clinical judgment and skills, and an enhanced readiness for professional practice. These changes aim to be student- centered by improving clarity, improving learning efficiency, and better preparing students for real-world nursing practice and challenges.

Description of the College process used to arrive at that recommendation.

A revised undergraduate curriculum ad hoc committee was formed to work on the revisions to year 2, 3, and 4 of the BSN program. The committee consisted of faculty and staff from the College.

Regular consultations with the larger faculty group were held to ensure the process was transparent and collaborative.

The complete proposal came to the Undergraduate Education Committee and was approved on August 22, 2024

The following motions were made and approved at the October 7, 2024 faculty council meeting.

Motion: The Undergraduate Education Committee recommends Faculty Council to approve the revised Year 2 BSN undergraduate courses.

Motion: The Undergraduate Education Committee recommends Faculty Council to approve the course progression/sequencing of the Year 2 BSN undergraduate courses.

Motion: The Undergraduate Education Committee recommends Faculty Council to approve the revised Year 3 BSN undergraduate courses.

Motion: The Undergraduate Education Committee recommends Faculty Council to approve the course progression/sequency of the Year 3 BSN undergraduate courses.

Motion: The Undergraduate Education Committee recommends Faculty Council to approve the revised Year 4 BSN undergraduate courses.

Motion: The Undergraduate Education Committee recommends Faculty Council to approve the course progression/sequency of the Year 4 BSN undergraduate courses.

Summary of issues that the College discussed and how they were resolved.

Clinical Placement Coordinators helped to manage issues related to placements and the viability of clinical course order.

Issues with the order of the courses and supporting faculty on developing courses. This is resolved by consulting Gwenna Moss Centre for Teaching and Learning.