

## UNIVERSITY COUNCIL

### Agenda – December 19, 2024

Location: Convocation Hall (PMB 120)

Time: 2:30 - 4:30pm

#### Call to Order

1. **Tribute**
  - 1.1. Tribute to Professor Emeritus Mel Hosain from the College of Engineering presented by Jim Kells, Professor Emeritus in Civil, Geological and Environmental Engineering
2. **Agenda**
  - 2.1. Adoption of the Agenda
  - 2.2. Council Motions
3. **Chair's Opening Remarks-** Dr. Vicki Squires, Council Chair, College of Education
4. **Minutes**
  - 4.1. Approval of Minutes – November 21, 2024
5. **Business Arising**
  - 5.1. Clarification on English Proficiency for Nursing
  - 5.2. Clarification on Awards Opt Out for Students
6. **Academic Programs Committee**
  - 6.1. Request for Decision: Certificate in Human Nutrition
  - 6.2. Request for Decision: Certificate in Internationally Trained Dietitians
  - 6.3. Request for Decision: Graduate Certificate in Financial Management
  - 6.4. Request for Decision: Doctor of Veterinary Medicine (D.V.M.) Major Curricular Revisions
  - 6.5. Request for Decision: M.Sc. Project in Veterinary Pathology and Termination of M.Vet.Sc. in Veterinary Pathology
  - 6.6. Request for Decision: Bachelor of Science in Nursing (B.S.N.) Major Curricular Revisions
  - 6.7. Request for Decision: Post-Degree Bachelor of Science in Nursing (PDBSN) Curricular Revisions
  - 6.8. Request for Decision: Bachelor of Science in Nursing (B.S.N.) Admission Qualifications
  - 6.9. Item for Information: Certificate in Curation Studies
  - 6.10. Item for Information: 2025-2026 Academic Calendar
7. **Research, Scholarly and Artistic Work Committee**
  - 7.1. Item for Information- Annual Reports from the Research Ethics Boards
8. **Reports**
  - 8.1. President
  - 8.2. Acting Provost and Vice-President Academic

- 8.3. Graduate Students Association (GSA)
- 8.4. University of Saskatchewan Student's Union (USSU)

## 9. Other Business

## 10. Question Period

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

## 11. Adjournment

*Next Council meeting is on January 30, 2024- please send regrets to [governance.office@usask.ca](mailto:governance.office@usask.ca)*

*The deadline to submit motions and items to the Executive Committee for the January meeting is January 3, 2024. A full list of submission deadlines can be found [online](#).*

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### Zoom Link:

Join Zoom Meeting:

<https://usask-ca.zoom.us/j/99861803182?pwd=A89GRJeYRaKvNuQojCXzjUHKy00QN0.1>

Join by Telephone:

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

Other Zoom Dial-in Numbers: <https://usask-ca.zoom.us/j/99861803182?pwd=A89GRJeYRaKvNuQojCXzjUHKy00QN0.1>

Join by Video Conferencing Device (SIP):

99861803182@zoomcrc.com

Meeting ID: 998 6180 3182

Passcode: 07534233

Telephone Passcode: 07534233



## University Council Agenda Motions

### December 19, 2024

#### Academic Programs Committee

##### **6.1 Request for Decision:** Certificate in Human Nutrition

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

##### **6.2 Request for Decision:** Certificate in Internationally Trained Dietitians

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

##### **6.3 Request for Decision:** Graduate Certificate in Financial Management

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

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

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

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

***Motion:** It is recommended by the Academic Programs Committee that Council approve the M.Sc. Project in Veterinary Pathology and Termination of M.Vet.Sc. in Veterinary Pathology effective May 2025.*

##### **6.6 Request for Decision:** 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.*

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

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

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

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

USask University Council Meeting Minutes  
Thursday November 21, 2024  
2:30-4:30pm  
Convocation Hall and Zoom

**Call to Order**

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

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

No members of the media identified themselves.

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

**1. Tribute**

Donna Canevari de Paredes, Librarian Emerita provided a tribute for Professor Emeritus Ian Nelson.

**2. Adoption of the agenda**

**2.1 Adoption of the Agenda**

Motion: (Dobson/Shin): *That the agenda be approved as circulated.*

CARRIED

**3. Chair's Opening Remarks**

Chair Squires welcomed everyone and noted the provincial and municipal elections that have taken place as well as the American election. Council Chairs had a wide-ranging discussion regarding government relations at their President's Executive Committee meeting. This topic will be revisited in the new year.

The Chair mentioned the Financial Town Hall which took place yesterday and the opportunity to submit questions to CFO Dee Henne.

Chair Squires closed her opening remarks by bringing attention to the first issue of the Council Gazette for the 2024-2025 year which is produced to communicate updates from the discussions taking place at the Council Committees.

**4. Minutes**

Motion: (Shin/Noppen): *That the minutes of October 24, 2024 be approved as circulated.*

CARRIED.

Abstention: Freywald



## **5. Business Arising**

### **5.1 Election Results for the Presidential Search Committee**

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

### **5.2 Response from ADR Forum- Pls paying Provincial Sales Tax**

Trevor Batters, Controller and Director, Financial Operations notified members that most research revenue does not attract GST or PST. In some circumstances, when research has a tangible deliverable there could be tax implications which would hopefully be known early in the process where a tax specialist could review. These circumstances are rare but can occur.

## **6. Academic Programs Committee**

Carolyn Augusta, Chair of the Academic Programs Committee presented the committee's item as outlined in the agenda package.

### **6.1 Request for Decision: Admissions Qualification Changes- Graduate Nursing Programs**

There were no questions.

Motion (Augusta/Jones): *It is recommended by the Academic Programs Committee that Council approve the new English language proficiency test score requirements for admission to all graduate programs (MN-Thesis, the MN-Professional Practice (CB), the MN-NP, and the PhD) in the College of Nursing effective May 2026.*

CARRIED

## **7. Governance Committee**

Dr. Roy Dobson, Chair of the Governance Committee presented the committee's item as outlined in the agenda package.

The College of Nursing is proposing some minor changes to a few of their committees, specifically on how the chairs of the committees are selected. In addition, there have been some changes to representation by students.

### **7.1 Request for Decision: College of Nursing Bylaw Changes**

There were no questions.

Motion (Dobson/Delbaere): *That Council approve revisions to the Bylaws of Faculty Council of the College of Nursing as shown in Attachment 1 and the Council Bylaws be amended accordingly.*

CARRIED

## **8. Planning and Priorities Committee**

A written update was included in the agenda package.

Chair Christian Willenborg mentioned the discussions PPC has had regarding the transition and scope in the Provost Office and the upcoming changes in the President's Office. PPC is introducing a few additions to their meeting structure including 'in camera' sessions for their meetings where only voting members participate in the discussion. The intent of these in camera discussions is to provide more robust feedback to proponents.

President Stoicheff connected in with PPC at their first meeting regarding the Provost Office changes, where members received transparent and insightful answers to their questions.

Major agenda items have included the situations surrounding international students, Saskatchewan Polytechnic's move as well as finances and budget planning processes. Questions were raised regarding PPC's role on the Strategic Finance Committee and assurance was received from CFO Dee Henne that PPC will be involved.

Vice President Greg Fowler provided an update to the committee on their priorities and continued maintenance required on campus.

Chair Willenborg welcomes feedback from Council members and invites members to connect with him on any items they would like brought forward or if they have any questions.

## **9. Joint Committee on Chairs and Professorships**

Co-Chair Scott Walsworth presented the committee's item as outlined in the agenda package.

Dr. Walsworth noted the important work taking place with the faculty in the College of Agriculture and Bioresources, stating that there is no larger accolade than when the community sees the value of coming forward with a generous gift. The gift of 6.4 million was donated to fund a faculty technician position as well as the Chair over several years.

A member asked what will happen with the position if the Chair does not meet the standards for tenure. Dr. Walsworth responded that this position is a continuing status appointment. The position ends if the funding is ever withdrawn and if the Chair does not meet the standards for tenure, the university would work with the donor to find another chair.

### **9.1 Request for Decision: Saskatchewan Wheat Development Commission Applied Genomics and Pre-breeding Chair**

*Motion (Walsworth/Perepelkin): It is recommended by the Joint Committee on Chairs and Professorships that University Council approve the Saskatchewan Wheat Development Commission Applied Genomics and Pre-breeding Chair in the College of Agriculture and Bioresources within the Crop Development Centre and Department of Plant Sciences.*

*CARRIED  
1 Opposed*

## **10. Reports**

### **10.1 Report of the President**

President Stoicheff sent his regrets and is travelling this week. The full report can be found in the agenda package.

#### **10.2 Report of the Acting Provost**

Acting Provost Bruni-Bossio took the opportunity to provide an update on the IRCC challenges. USask continues to lobby the federal government and the provincial government as the next MOU discussions have recently begun. USask continues to seek information and understanding regarding the permit process for international students. Information will be brought forward as it is learned.

Dr. Bruni-Bossio also mentioned that information will come forward on Strategic Enrolment Management and Faculty Complement Planning as they unfold throughout the year.

There were no questions.

#### **10.3 Report of the GSA President**

A formal report will be posted in the coming days.

President David Ohene-Amoako reported their budget was approved in October and they now have a running budget. The executive is continuing to work on a future strategy plan for the office. David also shared that he was elected as the Deputy National Chair of the Canadian Federation of Students (CFS).

What is the GSA and International students' stance on the IRCC changes? President Ohene-Amoako commented that students are gathering information and want to have a firm stance when they come forward. The GSA plans to collaborate with USSU on this matter as well.

A member commented that the voices of students are important and help inform; the member suggested students should feel they can speak and help inform the decision of the government and not just react.

#### **10.4 Report of the USSU President**

President Krunal Chavda was pleased to inform Council that the USSU is now part of the Canadian Alliance of Student Associations (CASA). This move signifies a commitment to support students at the highest level. A couple of the executive members are going to Ottawa next week.

There are 118 ratified campus groups, which are an essential part of the campus ecosystem for students. In addition, there is about \$16,000 in funding for student led initiatives on campus.

A member inquired about academic advocacy and what the next steps are as well as what can Council do to support this initiative? Vice Provost, Students and Learning, Jerome Cranston mentioned the report has been presented to several of the senior leader committees as well as Beth Bilson is working on an intake process.

The USSU Vice-President Academic Affairs mentioned that they will continue to help navigate for students; however, they would like to take on more of a student advocate role rather than a mediator.

The full report is in the agenda package.

#### **11. Other business**

There was no other business.

#### **12. Question period**

A member raised an additional question to the October business arising on student awards. What does a college/department do in the event if a student opts out of having their name released? When a student receives an award automatically without applying, where do they get an option for opting out? This question and a response will come back under business arising at the December University Council.

A member shared the announcement that two more USask students have been accepted for Rhodes Scholarships. USask has now had 4 Rhodes Scholars in 2 years.

#### **13. Adjournment**

(Jones): The meeting was properly adjourned at 3:36 pm.

UNIVERSITY COUNCIL  
FOR INFORMATION

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**DATE OF MEETING:** December 19, 2024

**SUBJECT:** Clarification on English Proficiency for Nursing

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**SUMMARY:**

During the Council meeting held on November 21, 2024 a member asked a question on item 6.1 which was later found to have been answered incorrectly.

The Governance Office and Chair of APC, Carolyn Augusta, connected with the Council member to verify the question as well as provide a corrected answer. For the record, the question and the revised answer are listed below:

Q: Is the increase to the English Language Proficiency for grad programs the same as the increased requirement passed a couple years ago for the undergraduate (B.S.N.) degree program? Are the Proficiency requirements now the same across ALL programs in the College of Nursing with the approved change?

The answer given at the time was yes, the English proficiency level of the undergraduate and graduate programs would match.

The correct answer is no, the English Language Proficiency level of the undergraduate program is a few points lower than the new graduate levels.

UNIVERSITY COUNCIL  
FOR INFORMATION

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**DATE OF MEETING:** December 19, 2024

**SUBJECT:** Clarification on Awards Opt Out for Students

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**SUMMARY:**

During the Council meeting held on November 21, 2024 a member asked for additional information in response to item 5.1 from the October 24<sup>th</sup> Council meeting.

The University Registrar spoke with the Council member on the following questions and, for the record, the answers to those questions are also below:

Q1. If a student opts out when applying for an award, I believe that opting-out should not disqualify or impair the consideration for the award. If they are the recipient, how to we handle notice for the opted-out student?

Opting out would not disqualify a student from receiving an award. There are a small number of awards, as part of the terms of reference, which state that information will be shared with third parties (donor individuals or organizations for example). But this stipulation is upfront as part of the award application and would therefore be an opt-in situation, as to be eligible the student would have to be willing to do so.

Q2. Some awards do not require an application: students are automatically considered for the award simply because of their ethnic background, programme of study, or other factors. What is their opportunity to opt-out of publication, should they receive one of these “no application necessary: all qualified are considered” awards?

All awards, including those where students are automatically considered, require notification of the student that they received it, and language regarding opt-outs should be included in that notification, giving the student a chance to opt-out at that point as well. The Student Finance and Awards office will work with college/department partners to ensure this is always done.

**UNIVERSITY COUNCIL  
ACADEMIC PROGRAMS COMMITTEE  
REQUEST FOR DECISION**

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<b>PRESENTED BY:</b>	Carolyn Augusta, Chair, Academic Programs Committee
<b>DATE OF MEETING:</b>	December 19, 2024
<b>SUBJECT:</b>	<b>Certificate in Human Nutrition</b>
<b>MOTION:</b>	<i>It is recommended by the Academic Programs Committee that Council approve the Certificate in Human Nutrition effective May 2025.</i>

**CONTEXT AND BACKGROUND:**

The College of Pharmacy and Nutrition is proposing a new certificate in Human Nutrition. The minor in Human Nutrition has had decreased enrolment due to Kinesiology and Food Science students having limited electives. The addition of a certificate would broaden the appeal by allowing students outside of the College to enroll in a credential-granting course sequence. In addition, the Certificate can be used as a gateway for students to apply to the College of Nutrition for degree-based programs.

**CONSULTATION:**

On November 20, 2024, the College of Pharmacy and Nutrition put forward a proposal to the Academic Programs Committee of Council (APC). The committee was supportive and voted in favour of the proposed certificate.

**ATTACHMENTS:**

1. Certificate in Human Nutrition Proposal

## **New Program (Undergraduate Non-Degree level Certificate):**

### **Certificate in Human Nutrition**

#### **Rationale**

The Certificate in Human Nutrition is offered by the College of Pharmacy and Nutrition. This six course, 18-credit unit certificate program provides the opportunity to current USask students, USask graduates, and those who have never attended the University of Saskatchewan complete core courses that cover the fundamentals of human nutrition. It also allows students to choose courses of interest that range from science to community-based topics.

Currently, students with an interest in nutrition who are not enrolled in the Bachelor of Science in Nutrition (BScNutr) program through the College of Pharmacy and Nutrition do not have many options for receiving academic credit for taking a suite of human nutrition science courses outside of Minors offered by a limited number of USask Colleges (Kinesiology, Agriculture and Bioresources). The Certificate expands on the current Minor offerings and provides non-BscNutr students who complete a set of core courses in nutrition with a formal acknowledgement of their accomplishment.

Offering of a Certificate in Human Nutrition aligns with the University's goal of increased options for certificate programs and microcredentials in specialized areas. Formally recognizing Human Nutrition as an area of specialization through a certificate program will allow students, who are interested in pursuing such, a quality education through a reputable College and institution.

Those with a BSc(Nutr.) or BSc (Food and Nutrition) degree or Minor in Nutrition, or enrolled in these programs are not eligible to receive the Certificate.

#### **Certificate Requirements**

##### Required courses

Note: Highlighted editorial information added on December 17th, 2024. UCC course proposals clearly identified that students who had credit for Nutr 221 or 321 could NOT take 223 or 323 for credit.

- NUTR 120.3 Basic Nutrition
- NUTR 221.3 Advanced Nutrition Micronutrients for Nutrition Program OR NUTR 223.3 Advanced Nutrition Micronutrients
- NUTR 321.3 Advanced Nutrition Macronutrients and Energy for Nutrition Program OR NUTR 323.3 Advanced Nutrition Macronutrients

Plus 9 credit units from the following courses

- NUTR 200.3 Introduction to Nutrition in Fitness, Sport, and Health (Students with academic credit for KIN 428.3 cannot use NUTR 200.3 for the Certificate Program)
- NUTR 210.3 Food Fundamentals and Preparation
- NUTR 201.3 (formerly 310.3) Food Culture and Human Nutrition
- NUTR 322.3 Nutrition Throughout the Lifespan
- NUTR 350.3 Community Nutrition



- NUTR 420.3 Current Issues in Nutrition

**Consultation**

This certificate program was developed in consultation with the Division of Nutrition, College of Pharmacy and Nutrition. In consultation with the College of Arts and Science regarding adoption of a Minor in Nutrition, Arts and Science preference was a Certificate Program (i.e. not in favour of a Minor). Formal approval for the certificate program was granted by the College of Pharmacy and Nutrition Faculty Council on October 9, 2024.

**Resources**

No additional resources are required for library and ICT services. Physical resources and space requirements are to be met with current arrangement. No budgetary and financial implications exist in the carrying out of this new program.

**Additional Documents**

Consultation with the Registrar (CWR) and Cover Sheet (separate attachments)

## **CATALOGUE ENTRY**

### **Certificate in Human Nutrition**

The Certificate in Human Nutrition is offered by the College of Pharmacy and Nutrition. This six course, 18 credit-unit certificate program provides the opportunity to current USask students, USask graduates, and those who have never attended the University of Saskatchewan complete core courses that cover the fundamentals of human nutrition. It also allows students to choose courses of interest that range from science to community-based topics. Those with a BSc(Nutr.) or BSc (Food and Nutrition) degree or Minor in Nutrition, or enrolled in these programs are not eligible to receive the Certificate.

#### **Program Requirements (18 credit units)**

##### Required courses

- NUTR 120.3 Basic Nutrition
- NUTR 221.3 Advanced Nutrition Micronutrients
- NUTR 321.3 Advanced Nutrition Macronutrients and Energy

##### Plus 9 credit units from the following courses

- NUTR 200.3 Introduction to Nutrition in Fitness, Sport, and Health (Students with academic credit for KIN 428.3 cannot use NUTR 200.3 for the Certificate Program)
- NUTR 210.3 Food Fundamentals and Preparation
- NUTR 201.3 (formerly 310.3) Food Culture and Human Nutrition
- NUTR 322.3 Nutrition Throughout the Lifespan
- NUTR 350.3 Community Nutrition
- NUTR 420.3 Current Issues in Nutrition

## **ADMISSION QUALIFICATIONS**

### **Regular Admission – post-secondary (18 credit units of transferable post-secondary)**

- Minimum average of 60% on 18 or more transferable credit units or the cumulative weighted average from a recognized and/or accredited post-secondary institution; average calculated on all attempted courses which are transferable to the University of Saskatchewan.
- 30-level English or equivalent
- History 30 or Social Studies 30 or Native Studies 30 or equivalent
- Prerequisite subjects from each of the following subject areas:
  - **Natural Sciences:** Biology 30 or equivalent and Chemistry 30 or equivalent
  - **Mathematics:** 30-level mathematics (Foundations of Math 30 or equivalent, Calculus 30 or equivalent, Pre-Calculus 30 or equivalent)
- Proficiency in English.

### **Special Mature Admission (less than 18 credit units of transferable post-secondary)**

- Proof of age (21 or older);
- Have not previously attended university or college;
- A written submission demonstrating capacity to undertake university-level studies;
- Have attempted or completed less than 18 credit units of post-secondary coursework;
- Do not meet the standards for regular admission (this includes not having a Grade 12 standing and/or not having a minimum admission average of 70%, and/or having deficiencies in the required Grade 12 courses/prerequisites);
- Proficiency in English.

### **Selection Criteria**

- **Regular Admission: Academic average – 100% weighting**
  - Average is calculated using five high school subjects or on 18 or more transferable credit units from a recognized and/or accredited post-secondary institution.
- **Special (Mature) Admission:** Special admission package – 100% weighting
  - Applicants are admitted at the discretion of the college. The admission decision is based on the applicant's written submission and demonstrated academic potential.

### **Categories of Applicants**

#### **Regular Admission**

Admission is based on successful completion of secondary level standing with a minimum overall average of 70% in the required subjects; or admission is based on the successful completion of at least 18 credit units of transferable university-level coursework from a recognized and/or accredited post-secondary institution, with an average of at least 60%.

### **Special (Mature) Admission**

Special (Mature) Admission is available to applicants who do not qualify for Regular Admission. Applicants must be 21 years of age or older by the first day of classes, be entering their first-year of study, and have successfully completed less than 18 credit units of transferable university-level coursework. Applicants must submit a special admission package including proof of age, a written request for Special (Mature) Admission that demonstrates reasonable probability of academic success and a summary of work and personal experience since leaving school. Academic transcripts must be submitted if any Grade 12 or post-secondary courses have been completed.

### **Certificate Requirements**

#### Required courses

- NUTR 120.3 Basic Nutrition
- NUTR 221.3 Advanced Nutrition Micronutrients
- NUTR 321.3 Advanced Nutrition Macronutrients and Energy

#### Plus 9 credit units from the following courses

- NUTR 200.3 Introduction to Nutrition in Fitness, Sport, and Health (Students with academic credit for KIN 428.3 cannot use NUTR 200.3 for the Certificate Program)
- NUTR 210.3 Food Fundamentals and Preparation
- NUTR 201.3 (formerly 310.3) Food Culture and Human Nutrition
- NUTR 322.3 Nutrition Throughout the Lifespan
- NUTR 350.3 Community Nutrition
- NUTR 420.3 Current Issues in Nutrition

UNIVERSITY COUNCIL  
ACADEMIC PROGRAMS COMMITTEE  
REQUEST FOR DECISION

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<b>PRESENTED BY:</b>	Carolyn Augusta, Chair, Academic Programs Committee
<b>DATE OF MEETING:</b>	December 19, 2024
<b>SUBJECT:</b>	<b>Certificate in Internationally Trained Dietitians</b>
<b>MOTION:</b>	<i>It is recommended by the Academic Programs Committee that Council approve the Certificate in Internationally Trained Dietitians effective May 2025.</i>

**CONTEXT AND BACKGROUND:**

The College of Pharmacy and Nutrition is proposing a new certificate in Internationally Trained Dietitians. The intention of this certificate is to provide dietitians who have trained in other countries with training in a Canadian context, as is required for practice in Canada. These internationally trained Dietitians would now receive a certificate for taking the already required courses (18 credit units) as outlined by the accrediting body of the College of Dietitians of Saskatchewan, which in turn may encourage these students to become more engaged in the College. This certificate is not sufficient to allow internationally trained dietitians to practice in Canada; an additional licensing exam and practicum is also required.

**CONSULTATION:**

On November 20, 2024, the College of Pharmacy and Nutrition put forward a proposal to the Academic Programs Committee of Council (APC). Following questions and a discussion, the committee was supportive and voted in favour of the proposed certificate.

**ATTACHMENTS:**

1. Certificate in International Trained Dietitians Proposal

## **New Program (Undergraduate Non-Degree level Certificate):**

### **Certificate in Human Nutrition for Internationally Trained Dietitians**

#### **Rationale**

This proposal is based on a need for formal acknowledgement of academic upgrading taken by Internationally Trained Dietitians at the University of Saskatchewan.

For over 20 years, Internationally Trained Dietitians (ITD) who require academic upgrading prior to applying for licensure through the Saskatchewan College of Dietitians (SCD) have taken Nutrition courses offered through the College of Pharmacy and Nutrition; historically these ITDs have registered through the College of Arts and Science as a non-degree student.

The Certificate in Human Nutrition for Internationally Trained Dietitians will allow ITDs registration through the College of Pharmacy and Nutrition which will provide them with opportunities to participate in College-supported activities related to their profession (e.g., student events, professional development). More importantly, this certificate will provide formal recognition of their academic upgrading through the achievement of a certificate.

The courses chosen to be included in this certificate represent three key dietetic practice domains including nutrition care, population health promotion, and food provision. Taking these courses will ensure ITDs have the necessary foundation across all practice areas which will prepare them for their subsequent practical training.

#### **Certificate Requirements**

NUTR 350.3 Introduction to Public Health and Community Nutrition

NUTR 365.3 Quantity Food Production and Service

NUTR 425.3 Nutritional Assessment

NUTR 441.3 Clinical Nutrition I

NUTR 442.3 Clinical Nutrition II

NUTR 466.3 Organization and Management of Nutrition Services

Restrictions: Restricted to students who have been approved through the Saskatchewan College of Dietitians licensure pathway.

#### **Consultation**

This certificate program was developed in consultation with the Division of Nutrition, College of Pharmacy and Nutrition and the Saskatchewan College of Dietitians. Formal approval for the certificate program was granted by the College of Pharmacy and Nutrition Faculty Council on October 9, 2024.

#### **Resources**

No additional resources are required for library and ICT services. Physical resources and space requirements are to be met with current arrangement. No budgetary and financial implications exist in the carrying out of this new program.

**Additional Documents**

Consultation with the Registrar (CWR) and Cover Sheet (separate attachments)

## **CATALOGUE ENTRY**

### **Certificate in Human Nutrition for Internationally Trained Dietitians**

The Certificate in Human Nutrition for Internationally Trained Dietitians is offered by the College of Pharmacy and Nutrition. It will provide internationally trained dietitians (ITD) formal recognition of their academic upgrading through the achievement of a certificate. The courses chosen to be included in this certificate represent three key dietetic practice domains including nutrition care, population health promotion, and food provision. Taking these courses will ensure ITDs have the necessary foundation across all practice areas which will prepare them for their subsequent practical training. The certificate program is restricted to students who have been approved through the Saskatchewan College of Dietitians licensure pathway.

#### **Program Requirements (18 credit units)**

NUTR 350.3 Introduction to Public Health and Community Nutrition

NUTR 365.3 Quantity Food Production and Service

NUTR 425.3 Nutritional Assessment

NUTR 441.3 Clinical Nutrition I

NUTR 442.3 Clinical Nutrition II

NUTR 466.3 Organization and Management of Nutrition Services



## **ADMISSION QUALIFICATIONS**

### **Special Admission**

- Letter of assessment from the provincial dietetic regulatory body (i.e., Saskatchewan College of Dietitians)
- Proficiency in English.

### **Selection Criteria**

- **Special Admission:** Special admission package – 100% weighting
  - Applicants are admitted at the discretion of the college. The admission decision is based on the applicant's written submission, letter of assessment from the provincial dietetic regulatory body, and demonstrated academic potential.

### **Categories of Applicants**

#### **Special Admission**

Applicants must submit the letter of assessment from the provincial dietetic regulatory body as well as proof of English proficiency.

#### **Certificate Requirements**

NUTR 350.3 Introduction to Public Health and Community Nutrition

NUTR 365.3 Quantity Food Production and Service

NUTR 425.3 Nutritional Assessment

NUTR 441.3 Clinical Nutrition I

NUTR 442.3 Clinical Nutrition II

NUTR 466.3 Organization and Management of Nutrition Services

UNIVERSITY COUNCIL  
ACADEMIC PROGRAMS COMMITTEE  
REQUEST FOR DECISION

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<b>PRESENTED BY:</b>	Carolyn Augusta, Chair, Academic Programs Committee
<b>DATE OF MEETING:</b>	December 19, 2024
<b>SUBJECT:</b>	<b>Graduate Certificate in Financial Management</b>
<b>MOTION:</b>	<i>It is recommended by the Academic Programs Committee that Council approve the Graduate Certificate in Financial Management effective May 2025.</i>

**CONTEXT AND BACKGROUND:**

The College of Graduate and Postdoctoral Studies is proposing a new Graduate Certificate in Financial Management offered by the Edwards School of Business. The purpose of this certificate is to attract current and emerging managers looking to grow professionally as well as faculty who are new to working with research grants or moving into administrative roles. The hope is that this certificate will also give students an interest in the MBA program and the potential for enrollment to increase in the future.

**CONSULTATION:**

On December 4, 2024, the College of Graduate and Postdoctoral Studies along with the Edwards School of Business put forward a proposal to the Academic Programs Committee of Council (APC). This new certificate and possible pathway to the MBA program was well received by the committee. APC voted in favor of the proposal.

**ATTACHMENTS:**

1. Graduate Certificate in Financial Management Proposal

# Graduate Certificate in Financial Management Proposal

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# MEMORANDUM

**To:** Academic Programs Committee of Council

**From:** Graduate Programs Committee, CGPS

**Date:** November 13, 2024

**Re:** New Program Proposal – Graduate Certificate in Financial Management

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The College of Graduate and Postdoctoral Studies is recommending the approval of a new Graduate Certificate in Financial Management (GCFM), offered by the Edwards School of Business. This certificate will attract current and emerging managers looking to enhance their fiscal skillset and grow professionally, as well as faculty members who are new to working with research grants or stepping into new administrative roles. The program will be available on a part-time or full-time basis to meet the needs of working professionals. The admission pathway is similar to the Master of Business Administration (MBA) program with all applicants considered using a holistic admission approach. The GCFM is nine credit units and may be used to ladder into the MBA program. The program will be effective for the 2025-26 University Catalogue, with the first cohort starting September 2025.

The Graduate Programs Committee of the College of Graduate and Postdoctoral Studies reviewed the proposed revisions at its meeting on November 13, 2024 and recommended approval of the proposal with the following motion:

**Motion:** “To recommend approval of the new Graduate Certificate in Financial Management”  
**McIntyre/Yang – CARRIED unanimously**

Attached please find the proposal for the Graduate Certificate in Financial Management.

If you have any questions, please contact the Academic Affairs Specialist at [gradprograms.academicaffairs@usask.ca](mailto:gradprograms.academicaffairs@usask.ca)



UNIVERSITY OF SASKATCHEWAN  
**Governance Office**

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105 Administration Place  
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## PROPOSAL IDENTIFICATION

### Title of proposal:

Degree(s): **Graduate Certificate in Financial Management (GCFM)**

Field(s) of Study: n/a

Level(s) of Concentration: n/a

Option(s): n/a

Degree College: **College of Graduate and Postdoctoral Studies / Edwards School of Business**

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

**Dr. Craig Wilson** | Professor of Finance & Acting Associate Dean of Research, Graduate Programs, and Faculty Relations | [wilson@edwards.usask.ca](mailto:wilson@edwards.usask.ca) | 306-966-8430

**Smita Garg** | Director, Graduate Programs | [garg@edwards.usask.ca](mailto:garg@edwards.usask.ca) | 306-966-8636

**Adam Solie** | Manager, MBA & MSc Programs | [solie@edwards.usask.ca](mailto:solie@edwards.usask.ca) | 306-966-8392

Proposed date of implementation: **September 2025**

## Proposal Document

### Academic Justification:

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

One of the key components in the efficient and effective running of any business is understanding finance and accounting. The Graduate Certificate in Financial Management (GCFM) will provide a student with necessary skills to understand and interpret financial statements, including the development of a performance measurement system, recommending management control systems to enable strategic execution, making decisions using fiscal knowledge, and depending on their situation, learning and honing skills that are crucial for developing business plans, budgeting techniques, securing funding, and evaluating investments.

The GCFM will be attractive to current or emerging managers looking to enhance their fiscal skillset and grow professionally. It will enable managers to understand financials from a user instead of a preparer perspective. This program may also be attractive to faculty members who are new to working with research grants, or to those stepping into new administrative roles. The program will cater to part-time or full-time, working professionals through convenient evening and weekend offerings, with the potential to eventually offer blended (online and in-person), remote, or high-flex (combination of blended and remote) delivery. Students who complete the GCFM can apply the completed courses to the MBA program if they choose.

The Edwards School of Business currently offers a Master of Business Administration (MBA) program and a Graduate Certificate in Leadership (GCL). A holistic review of the MBA program and current market conditions for Graduate Business programs identified opportunities to better serve our university and province with 'stackable' programming. The proposed certificate would allow the Edwards School the opportunity to increase accessibility to graduate and managerial level programming in Saskatoon, especially for those students who are unable to commit to the full MBA.

- 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 vision of the Edwards School is to be recognized as a Canadian leader in preparing learners the world needs and creating knowledge for sustainable business and communities. Our strategic goals are to accomplish this through impactful research and knowledge creation, provide transformative learning experiences, and entrepreneurial thought at USask. This certificate will provide fiscal knowledge that will positively impact businesses and communities in Saskatchewan and beyond.

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

This program is specifically targeted to managers at any level in an organization who aim to enhance their understanding of finance and accounting and be better stewards of making fiscally responsible decisions that affect their own business or the organization that they work in. This in turn will help them grow in their current position or seek new opportunities. The Edwards GCFM aims to attract senior, mid-career professionals, faculty members, mature working students, and recent graduates from all disciplines. Conversations, inquiries, and observations within the on and off campus communities/associations/departments indicate that this program will address a need for fiscal skills that would uplift professionals who are supporting the strategic objectives of their organization. The program will allow flexibility for those working traditional hours due to the timing of the offerings.

International students interested in pursuing this program would need to take the certificate alongside another program to be eligible for Immigration, Refugee and Citizenship Canada (IRCC) requirements.

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

Several Canadian institutions offer non-credit financial and accounting programming through their centres for Executive or Continuing Education; we have not found any other graduate degree level certificates in finance and accounting that would ladder into an MBA program, in Canada nor Saskatchewan. Using this program as a ladder to the MBA is especially attractive to mature students who are looking to get back into academic studies and are looking for a way to ease back into studies, and give themselves a chance to learn how to balance their work, school, and personal lives.

McGill offers a Graduate Certificate in Financial Analysis, the competencies of which are directly relevant to the Level 1 CFA® Exam. Our program is not tied to any designation, and that is not our target market. This program will be attractive to students who are managers and leaders in any industry or academic sectors that are seeking to better understand and thereby make better financial decisions for their organizations.

## Admissions:

- 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?***

As the GCFM may be used to ladder into the Master of Business Administration program, the admission requirements are the same for the certificate as they are for the Master's program **with the exception of the GMAT and the leadership experience requirement.**

- Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English.
- a cumulative weighted average of at least a 70% (U of S grade system equivalent) in the last two years of study (i.e. 60 credit units)
- a four-year degree, or equivalent, from a recognized college or university
  - Applicants with three-year degrees and strong demonstrable potential for success in the program may be considered for admission. All applicants will be considered using a holistic admissions approach.
- Statement of Intent: Applicants must provide a written Statement of Intent (1000-word maximum) describing why they want to undertake the program and how their expertise, work and/or volunteer experience make them an ideal candidate for the program and their chosen field of study. This statement is a key component in adjudicating each applicant's suitability to the program. An interview may also be required to assess communication skills.
- Current resume detailing positions held and a description of responsibilities
- Two confidential letters of recommendation (minimum one academic)
- Completion of the following two [GMAC Business Fundamentals](#)\* courses and their scores submitted to the school before starting the GCFM:
  - GMAC Business Fundamentals: Finance
  - GMAC Business Fundamentals: Accounting

This requirement may be waived if:

- An applicant has successfully completed a Bachelor of Commerce degree from the Edwards School of Business within the last 10 years and achieved an average of 75% in their last two years of full-time study (60 credit units).
- An applicant has successfully completed the Edwards School of Business Master of Professional Accounting program.
- An applicant holds a PMI issued PMP, or a recognized Canadian professional designation, namely, CPA, CFA, CPHR and PEng.
- An applicant is currently enrolled in the University of Saskatchewan's Doctor of Veterinary Medicine program or Doctor of Pharmacy program.
- An applicant has achieved the minimum required score on the LSAT, MCAT, or DAT, and have been admitted to the respective University of Saskatchewan colleges
- An applicant holds one of the following degrees from a Canadian university:
  - Doctor of Veterinary Medicine (DVM)
  - Medical Doctor (MD)
  - Juris Doctor (JD)



- Doctor of Pharmacy (PharmD)
- Doctor of Dental Medicine (DMD)
- Earned Doctoral Degree
- An applicant has successfully completed an undergraduate business degree from an accredited Canadian business school (i.e. AACSB) and has a converted entrance average of a minimum of 80% in the last two years of full-time study (60 credit units) of their respective business program.

Please note: Meeting the minimum requirements does not guarantee admission.

\* GMAC Business Fundamentals are preparatory courses designed to give students crucial quantitative knowledge and a vocabulary on critical concepts in Finance and Accounting to gain a good foundation for success in the program.

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

Applicants will be assessed on a holistic basis for admission purposes. We will look at a variety of factors when making admission decisions including undergraduate degree, grade point average, work experience, and reference letters. Applicants whose qualifications do not meet the minimum requirements will be encouraged to contact the Edwards graduate programs office to discuss potential opportunities for admission. Applications will be accepted on a rolling basis as their applications are completed.

- c. **What are admission categories** – regular admission, special admission, and Indigenous equity admission?*

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

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

The GCFM is a non-direct entry program.

- 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?

Since the GCFM is part of the MBA, there are no minimum seats that are required to be filled. No seats are reserved for any student category as applications are accepted on a rolling basis. Having said that, the program expects to enroll 5-10 students in the first year with a goal to grow to 15 students by the programs fifth year. We are seeing the success of our Graduate Certificate in Leadership. We had 12 participants in Year 1, 18 in Year 2, and 20 in Year 3. We have heard from participants that they like the shorter nature of the program and appreciate that it ladders to the MBA.

This program is specifically targeted to managers at any level in an organization who aim to enhance their understanding of finance and accounting and be better stewards of making fiscally responsible decisions that affect their own business or the organization that they work in. This in turn will help them grow in their current position or seek new opportunities. The Edwards GCFM aims to attract senior, mid-career professionals and recent graduates from all disciplines. Conversations, inquiries, and observations within the on and off campus communities/associations/departments indicate that this program will address a need for fiscal skills that would uplift professionals who are supporting the strategic objectives of their organization. The program will allow flexibility for those working traditional hours due to the timing of the offerings.

- f. What are the application process and timelines – September or January intakes, online application, application and document deadlines, and scholarship deadlines to consider?

Applications will open in October of the previous year for Fall enrollment of the following year; same pattern as the MBA and GCL programs. There will only be one intake in September, with the same deadlines as the MBA program, i.e: May 31<sup>st</sup>.

- g. Which office will manage the admission process – TLSE, college, department, or a combination?

The Edwards School of Business MBA office and CGPS.

- h. Marketing and Promotion of New Program – consideration needs to be given to a communications plan and marketing of the new program.*

We have started working on the development of this program with our marketing and communications team. Once we have received formal approval of this program a more concrete communications and marketing plan will be developed. This plan will likely be similar to our GCL and MBA programs with advertisements through (but not limited to) the following: On-campus newsletters, PAWS, ASPA emails, Edwards/CGPS/USask website, LinkedIn, Instagram, Facebook, professional newsletters such as APEGS and PMP, and others. We would also aim to target external businesses as well by leveraging college relationships and contacts.

Similar to other new programs here at the Edwards School of Business there will likely be a “launch” of the program in which our communications team works with the USask central communications team to create stories, web content, social media content, and other advertisements to showcase the new program.

- i. Admissions Appeal – what will this process be.*

Admissions appeals are handled by the College of Graduate and Postdoctoral Studies.

- j. Transfer Credit – when will this be assessed and by which office?*

n/a

## Description of the program:

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

Students who complete Graduate Certificate in Financial Management will be prepared to:

- Master financial statement analysis to evaluate organizational performance.
- Apply various financial valuation techniques, including discounted cash flow analysis, to assess investments.
- Utilize management accounting calculations for cost analysis, break-even points, and profitability.
- Develop performance measurement systems like the balanced scorecard.
- Create budgets, understand the process, and implement business process improvement projects.
- Craft value propositions and recommend management control systems for strategic execution.
- Utilize accounting knowledge to make informed decisions, measure cash flows, assess financial health, and manage operational assets.

These objectives will be accomplished via these three courses:

- 1) **MBA 860.3 Financial Analysis (new course):** This course integrates key principles of finance and accounting from two existing courses that will be blended, preparing students to interpret and evaluate financial statements and understand organizational operations through revenue and expense cycles. Core topics include financial statement analysis, discounted cash flow, and capital budgeting techniques, with a strong practical component using Microsoft Excel for financial modeling.

Pre-requisite to MBA 865.3 and MBA 870.3

- 2) **MBA 865.3 Accounting for Planning and Decision Making:** This course introduces students to the vital role that management accounting information plays in business, including concepts, definitions and calculations. It integrates this knowledge into the decision-making aspects of management control systems that assist managers in executing their business strategy.

Pre-requisite: MBA 860.3

- 3) **MBA 870.3 Corporate Finance:** This course focuses on developing skills of the financial manager at an executive level through deeper understanding of finance concepts, theories and methodologies. Students will gain a deeper understanding of how to value investment opportunities, measure risk and return, negotiate and structure deals, raise capital in private and public markets and manage risk.

Pre-requisite: MBA 860.3

- 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.*

**Modes of delivery.** The Edwards MBA is offered in a modular format that students can complete in one to four years. At implementation, students will have access to existing MBA offerings which are offered on campus or remotely (as dictated by university guidelines). The School is currently exploring flexible and blended modes of delivery for MBA courses.

**Experiential learning opportunities.** All three classes employ case studies where students work with groups through real-world scenarios. Some classes may have simulation activities and/or guest speakers from industry.

**General teaching philosophy.** The mission of the Edwards School of Business is: Together, we enable learners to become socially conscious professionals through transformative educational experiences and we create knowledge that positively impacts business and communities in Saskatchewan and beyond. The vision of the school is to be recognized as a Canadian leader in preparing learners the world needs and creating knowledge for sustainable business and communities. This vision is supported by three strategic goals: Impactful research and knowledge creation, transformative learning experiences, and entrepreneurial thought at USask. The Edwards School of Business keeps the following values at the forefront: Respect & Reconciliation, Integrity & Critical Thinking, Collaboration & Support, and Open Inquiry & Critique. The school wishes to extend its reach and provide those students not seeking a full MBA program access to management programming, the opportunity to benefit from our scholars, and gain the financial skills they need to succeed in a quickly changing workforce.

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

The courses selected to be a part of Graduate Certificate in Financial Management are designed to equip students with the skills they need to understand and interpret financial statements, including the development of a performance measurement system, recommending management control systems to enable strategic execution, making decisions using fiscal knowledge, and depending on their situation, learning and honing skills that are crucial for developing business plans, budgeting techniques, securing funding, and evaluating investments.

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

<b>GCFM Courses</b>	<b>Acquiring Business Knowledge</b>	<b>Fostering Sustainability and Social Consciousness in Business</b>	<b>Nurturing Successful Relationships</b>	<b>Leveraging Technology</b>	<b>Solving Problems and Adaptive Design</b>	<b>Communicating Meaningfully</b>
<b>MBA 860.3 Financial Analysis</b>	X		X	X	X	X
<b>MBA 865.3 Accounting for Planning and Decision Making</b>	X		X	X	X	X
<b>MBA 870.3 Corporate Finance</b>	X	X	X	X	X	X

e. *Explain the comprehensive breadth of the program.*

n/a

- 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 table below illustrates how the Graduate Certificate in Financial Management addresses each of the five learning goals.

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

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

Classes from other programs/institutions are not transferable to this program. Students must meet the admission requirements for the program. Students may pursue this program alongside another graduate level program.

- h. Specify the criteria that will be used to evaluate whether the program is a success within a specified timeframe

Low enrolment in the Certificate does not present a financial risk to the College given the fact that it is completed with existing courses.

Measures of success will include:

- Tracking student enrolment and completion;
- A survey of graduating students to understand the perceived value of the program (e.g: increased salary, promotion, etc.);
- Usefulness of attracting more students to the MBA program; ie. Number of students pursuing the MBA program after completing the GCFM.

After five years of programming if expected enrollment does not meet expectations (minimum of 5-10 new students per year) the program will be reviewed.

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

n/a



**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?*

**Edwards MBA.** The Certificate will be comprised of three MBA courses, thereby, Certificate students will share the classroom experience with MBA students, encouraging collaboration and connectivity. Students who complete the GCFM will be eligible to apply to the MBA program with advanced standing. Students must meet the admission requirements for the MBA program as outlined in the ADMISSIONS section of this document.

**Edwards Executive Education.** The Edwards School of Business offers assorted business programming through its Executive Education program. The GCFM will be attractive to emerging managers who are pursuing a university experience. As Edwards manages both programs, administrators will be able to advise prospective students which program is right for them.

**U of S Programming.** The GCFM will be of interest to anyone that is interested in becoming more effective in managing the financial aspects of the department or organization they are in. It will help them make better financial decisions and plan more effectively and strategically for the future.

- 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.*

Consultations were initially held internally between Dr. Marjorie Delbaere, Associate Dean Research, Graduate Programs & Faculty Relations, and the Accounting and Finance Department Heads, Dr. Regan Schmidt and Dr. Craig Wilson respectively. Following those discussions, two Associate Professors from Accounting and Finance, Dr. Mark Klassen and Dr. Brian Lane, respectively, along with a Lecturer from Accounting, Gerry Visentini, all current professors teaching in the MBA were approached and they assisted with the design of the new course and development of the certificate.

We have had informal conversations with students who have expressed learning financial management from a user perspective versus getting into preparer mode. Dr. Devan Mescall was recently in a central role as Chief Financial Officer, and in our conversations with him, he too was supportive of this certificate even for university administrators.

A Town Hall was held on May 14<sup>th</sup>, 2024, with Edwards Faculty to present this new program. There were no concerns raised, on the contrary, everybody was excited and complimentary about this certificate. PowerPoint presentation attached.

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

n/a

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

Discussed concept at the Edwards School of Business & CGPS Spring Leadership Meeting on May 2<sup>nd</sup>, 2024 and was positively received.

**Budget:**

The [Financial Implications Form](#) must be completed to determine the cost impact of the proposed program. **Information about budget and financial implications appears in that form.**

Please refer to the completed Financial Implications Form.

## College Statement

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

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

The Edwards School of Business is pleased to support and highly recommend the proposed Graduate Certificate in Financial Management (GCFM). This certificate will equip students with essential skills to interpret financial statements, develop performance measurement systems, and make strategic fiscal decisions. It is designed for current or emerging managers seeking to enhance their financial acumen.

The College has been closely monitoring application and admission trends, staying informed about the latest directions in graduate management education, and gathering insights on industry expectations for Edwards MBA graduates. Discussions have been held with staff, faculty, the MBA Committee, and the Accounting and Finance departments to address any issues. Since this program will be integrated into the MBA, no additional resources are required in terms of faculty and staff. Students without a commerce or business background will be advised to take Business Fundamentals courses in Accounting and Finance through GMAC, the agency that administers the GMAT.

Feedback from faculty at the town hall where this certificate was introduced was overwhelmingly positive and supportive. Faculty members also collaborated to blend two existing courses into a new one, specifically designed to make this certificate practical from a user perspective.

The Edwards School of Business aims to increase accessibility to graduate-level programs through this stackable certificate, complementing their existing MBA and Graduate Certificate in Leadership (GCL) offerings. Graduates can apply their GCFM courses towards an MBA.

The College has no reservations in recommending this program. (Please refer to included support letter)

## **Appendix i: Financial Implications Form**



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:	Graduate Certificate in Financial Management
2	Sponsoring unit (department/college/school):	Edwards School of Business
3	Is this an interdisciplinary program? If yes, provide details:	No
4	Is there a formal agreement required with any parties external to USask for this program?	No

**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?	<i>The program expects to enroll 5-10 students in the first year with a goal to grow to 15 students by the programs fifth year. We are seeing the success of our Graduate Certificate in Leadership. We had 12 participants in Year 1, 18 in Year 2, and are expecting 20 in Year 3. We have heard from participants that they like the shorter nature of the program and appreciate that it ladders to the MBA.</i> <i>This program is specifically targeted to managers at any level in an organization who aim to enhance their understanding of finance and accounting and be better stewards of making fiscally responsible decisions that affect their own business or the organization that they work in. This in turn will help them grow in their current position or seek new opportunities. The Edwards GCFM aims to attract senior, mid-career professionals and recent graduates from all disciplines. Conversations, inquiries, and observations within the on and off campus communities/associations/departments indicate that this program will address a need for fiscal skills that would uplift professionals who are supporting the strategic objectives of their organization. The program will allow flexibility for those working traditional hours due to the timing of the offerings.</i>
6	What is the minimum number of students needed for this program to be viable? Please provide support for calculation.	<i>Delivery of the program does not depend on the number of students enrolled, as the required courses are already offered in the MBA program. Low enrollment will not impact course offering.</i>
7	What is the maximum enrolment, given the limitations of the resources allocated to the program?	20
8	How is enrolment expected to increase or decrease in the sponsoring college/department, and in other colleges/departments as a 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.	<i>Based on our experience with the GCL, students appreciate the laddering into the MBA and some have availed of that opportunity thereby increasing enrolment in the MBA.</i>

**Faculty and Staff:**

9	Are there sufficient numbers of appropriately qualified faculty and staff to support the program (teaching, advising, etc)? Yes If not, will you be looking to hire? If hiring, what positions and FTE are needed? No, existing staff and faculty will respectively administer and teach in this program.
10	Please explain if/how teaching assignments of (each) unit and instructor are affected by this proposal? Not affected
11	Are courses or programs being eliminated in order to provide time to teach the additional courses? If so, please list. No

**Resource Implications**

12	Are there any capital or start-up costs anticipated, and how will these costs be covered? Proposed shift of some of the marketing & promotion costs from GCL to GCFM. 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".
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)? N/A
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. N/A
15	If this is an interdisciplinary program, please indicate whether there is a pool of resources available from other colleges involved in the program. N/A
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. N/A

**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. Existing tuition categories. Please see Budget Sheet
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) N/A
19	What is the total annual cost of the program for a student (tuition and fees included, if any)? \$6734.29
20	Will there be a tuition deposit for this program? If yes, what is the planned rate? \$500 Please visit the Fee Review Committee website for information on the processes to set-up a tuition deposit
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). N/A
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? None at the moment as this is a certificate program. We will work with our Advancement Team to seek donors for potential funding.



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					Comments
	2025-26	2026-27	2027-28	2028-29	Year 5	
<b>Revenue</b>						
<b>Tuition</b>						
New domestic students	5	7	9	11		
Domestic students continuing in the program						
Total # of domestic students (headcount)	5	7	9	11	0	
Domestic tuition rate per credit unit, <i>if known</i>	\$ 740.82	\$ 814.90	\$ 855.65	\$ 898.43		10%, 10%, 5%, 5%
Domestic tuition rate per student	6121.61	6182.83	6491.97	6816.57		10%, 10%, 5%, 5%
Total tuition revenue - domestic	\$ 30,608.05	\$ 43,279.81	\$ 58,427.73	\$ 74,982.27	\$ -	
New international students						Not enough credits to maintain full time status
Int'l students continuing in the program	0					
Total # of international students (headcount)	0	0	0	0	0	
Int'l tuition rate per credit unit, <i>if known</i>						
International tuition rate per student						
Total tuition revenue - international	\$ -	\$ -	\$ -	\$ -	\$ -	
Total Tuition Revenue	\$ 30,608.05	\$ 43,279.81	\$ 58,427.73	\$ 74,982.27	\$ -	
<b>Student fees (specific to course or program)</b> <i>use total amount, not per student</i>						
(Choose from drop down menu)	\$ 612.68	\$ 612.68	\$ 612.68	\$ 612.68		from: <a href="https://students.usask.ca/money/tuition-fees/graduate-tuition.php?_ga=2.193874091.726880660.1720115643-468875613.1716845734">https://students.usask.ca/money/tuition-fees/graduate-tuition.php?_ga=2.193874091.726880660.1720115643-468875613.1716845734</a>
(Choose from drop down menu)						
Other (list in Comments)						
Total Student Fees	\$ 612.68	\$ 612.68	\$ 612.68	\$ 612.68	\$ -	
<b>External funding support (list in Comments)</b>						
<b>Internal re-allocation (list in Comments)</b>						
<b>Total Revenue</b>	<b>\$ 31,220.73</b>	<b>\$ 43,892.49</b>	<b>\$ 59,040.41</b>	<b>\$ 75,594.95</b>	<b>\$ -</b>	
<b>Costs</b>						
<b>Start-up costs</b>						
New space/renovations (classroom, office, laboratory, workshop, etc.)						
Equipment, including IT (e.g. hardware, software, lab material)						
Faculty Recruitment						
Marketing and Promotion, <i>if not using centralized services</i>	20,000					
Curriculum Development, <i>if not using centralized services</i>						
Other start-up costs						
Total Start-up Costs	\$ 20,000.00					
<b>Salary and benefits (if hired new)</b>						
Faculty						
Sessionals or limited term instructional support						
Students (Teaching and/or Marking Assistants)						
Staff						
Honoraria						
Total New Salary and Benefits	\$ -	\$ -	\$ -	\$ -	\$ -	
<b>Other Operational Costs</b>						
Scholarships and bursaries						
Marketing and promotion		\$ 20,000.00	\$ 20,000.00	\$ 20,000.00		
Materials and supplies						
Travel						
Equipment and IT						
Other costs (list in Comments)						
Total Other Operational Costs	\$ -	\$ 20,000.00	\$ 20,000.00	\$ 20,000.00	\$ -	
<b>Total Costs</b>	<b>\$ 20,000.00</b>	<b>\$ 20,000.00</b>	<b>\$ 20,000.00</b>	<b>\$ 20,000.00</b>	<b>\$ -</b>	
<b>Estimated Surplus or Deficit*</b>	<b>\$ 11,220.73</b>	<b>\$ 23,892.49</b>	<b>\$ 39,040.41</b>	<b>\$ 55,594.95</b>	<b>\$ -</b>	
per student	\$ 2,244.15	\$ 3,413.21	\$ 4,337.82	\$ 5,054.09	#DIV/0!	

\* If deficit in any given year, explain how it will be managed:



University of Saskatchewan  
Saskatoon, Saskatchewan, Canada

Financial Implications - New or Major Revision of Existing Program Proposal

Person Office Rating	Comments
Remaining questions	
Reviewed(s)	
Date reviewed	
Recommendation	
Rationale for recommendation	
Date assessed	

Application Fee \_\_\_\_\_  
 Compulsory Academic Fee \_\_\_\_\_  
 Compulsory Academic Fee - Lab Fee \_\_\_\_\_  
 Service Fee \_\_\_\_\_  
 Supplemental Fee - Materials \_\_\_\_\_  
 Supplemental Fee - Professional \_\_\_\_\_  
 Supplemental Fee - Clinical \_\_\_\_\_  
 Supplemental Fee - Supplemental Learning  
 (Third Party Fee - USG) \_\_\_\_\_  
 Third Party Fee - USG \_\_\_\_\_  
 Third Party Fee - CPE \_\_\_\_\_  
 Third Party Fee - Recreation \_\_\_\_\_  
 Third Party Fee - Other \_\_\_\_\_  
 Third Party Fee - Other \_\_\_\_\_  
 Third Party Fee - Subsidies \_\_\_\_\_  
 Third Party Fee - Other \_\_\_\_\_  
 Tuition (Acceptance Deposit) \_\_\_\_\_  
 Other (please specify) \_\_\_\_\_

**total amount, not per student**

10. *How many times have you been arrested in the last 12 months?*  
 Yes \_\_\_\_\_  
 No \_\_\_\_\_



## **Appendix ii: GCFM Town Hall Presentation – May 14, 2024**

# Graduate Certificate in Financial Management (GCFM)

Town Hall – Tuesday, May 14, 2024

# Why a new Certificate?

- Landscape of Graduate Management education is changing
  - Continued interest and value in MBA
  - Desire to acquire credentials in smaller offerings
  - Stackable Certificates
- 2 years of Graduate Certificate in Leadership (GCL)
  - Positive feedback
  - Desire for more certificates
  - Increased accessibility for those unable to commit to the full MBA
- Understand financials from a 'user' instead of a 'preparer' perspective

# External Scan

- Many non-credit certificates through Centres for Executive or Continuing Education
- McGill offers a Graduate Certificate in Financial Analysis, directly relevant to the Level 1 CFA<sup>®</sup> Exam
- No graduate level Financial Certificate that ladders into MBA



# Proposed Program Structure

- MBA xxx.3 Financial Analysis (new course)
- MBA 865.3 Accounting for Planning and Decision Making
- MBA 870.3 Corporate Finance

# Program Design

Pre-requisite	MBA xxx: Financial Analysis	MBA 865: Accounting for Planning & Decision Making	MBA 870: Corporate Finance
GMAC Business Fundamentals courses in Finance and Accounting	Finance: Day 1: Intro to TVM Day 2: Discounted Cash Flow Day 3: DCF, Stock Valuation Day 4: Stock, Bond Valuation Day 5: Investment Criteria	Management Accounting Calculations • Management Accounting Concepts • Costing • Cost Volume Profit & Profitability Analysis	• Short term Finance • Dividend Policy • Mergers & Acquisitions • Risk Management • Leasing?
	Financial Accounting: Day 6: Assets, Liabilities and Equity Day 7: Revenues, Expenses and Accruals Day 8: Financial Statement & Ratio Analysis Day 9: Financial Statement & Ratio Analysis Day 10: Financial Statement & Ratio Analysis	Performance Measurement (e.g. KPIs & Balanced Scorecards) Management Control Systems Business Process Improvement Budgeting Business Cases Decision Making using Accounting Information	• Capital Structure • Behavioural Finance • Raising Capital
	At the end of the course students will be able to:		
	Understand and interpret financial statements	Perform basic management accounting calculations: costing an object, break-even, profitability analysis	Measure cash flows and determine the financial health of a company
	Understand revenue and expense cycles	Develop a performance measurement system (e.g. balanced scorecard)	Value projects, strategic business units and the firm itself
	Evaluate an organization's performance using financial statement analysis.	Create a budget and understand the budget process	Measure risk, determine a cost of capital for the firm, and finance a company's assets and operations
	Analyze corporate statements in a finance context, recognizing and articulating the links between accounting and finance	Run a business process improvement project	Manage operational assets.
	Apply discounted cash flow analysis to bond and stock valuation; apply project valuation methods in Microsoft Excel	Create a value case and sell it	
	Apply capital budgeting techniques, including pro forma financial analysis	Recommend management control systems to enable strategic execution	
	Plan for working capital requirements	Make decisions using their accounting and control knowledge	



# Timeline – Approvals to Acceptance

- Present to MBA Executive Committee - May 27, 2024
- Endorsement by Edwards Faculty Council – Sept 2024
- Budget Consultation with Strategic Finance Office – June 2024
- Submit New Course and Program proposal to CGPS - Oct 2024
- Academic Program Committee - Nov/Dec 2024
- University Council – Jan 2025
- Application Launch – Winter 2025
- Finalize Marketing & Promotion Plan – Winter 2025
- First Cohort – Sept 2025

# Curiosities



## **Appendix iii: Edwards School of Business Strategic Plan**



**EDWARDS**  
SCHOOL OF BUSINESS  
UNIVERSITY OF SASKATCHEWAN

# Edwards Strategic Plan

## Mission

Together, we enable learners to become socially conscious professionals through transformative educational experiences and we create knowledge that positively impacts businesses and communities in Saskatchewan and beyond.

## Vision

Our vision at the Edwards School of Business is to be recognized as a Canadian leader in preparing learners the world needs and creating knowledge for sustainable business and communities.

## Values

Respect and  
Reconciliation

Integrity and Critical  
Thinking

Collaboration and  
Support

Open Inquiry and  
Critique

## Strategic Commitments

Integrate the sustainable development goals across all strategic areas.

Develop meaningful collaborations with Indigenous Peoples and Indigenous communities to foster our growth and strengthen our impact.

Build collaborative relationships with alumni and employers to enhance the value of the research and education offered by Edwards.

Strategic Goals

Impactful research and knowledge creation

Transformative learning experiences

Entrepreneurial thought at USask

## Values

At the Edwards School of Business we are guided by the following values:

### Respect and Reconciliation

We commit to integrating Indigenous perspectives and knowledge into our curriculum and our research, fostering meaningful relationships with Indigenous Peoples and communities, and creating an inclusive campus environment for Indigenous students, faculty, and staff.

### Collaboration and Support

We encourage a collaborative environment where students, faculty, staff, and alumni come together, leveraging their diverse perspectives, talents, and expertise in the classroom, in research, and in our community. We are committed to providing students and researchers with the support they need to realize their full potential.

### Integrity and Critical Thinking

We foster an environment where honesty, ethical conduct, and accountability are upheld by all members of the Edwards community. We encourage and nurture the development of critical thinking skills, empowering individuals to approach challenges and opportunities with open-mindedness, intellectual rigor, and analytical reasoning.

### Open Inquiry and Critique

We believe that intellectual growth and progress are fostered through an environment that encourages the free exchange of ideas and respectful dialogue. We value curiosity and encourage our students, faculty, and staff to respectfully explore diverse perspectives, challenge assumptions, and engage in intellectual exploration.

**The culture at Edwards leads to a sense of community amongst all students, staff, faculty, and partners in which principles of equity, diversity, and inclusion are integral to all activities and strategies.**

## Strategic Goals and Commitments

The three goals of the Edwards strategic plan are:

1. to advance impactful research and knowledge creation;
  - focus on the relevance of research
  - expand research-based graduate programs
  - increase ability for faculty to focus on research
2. to provide transformational learning experiences;
  - enrich our teaching and learning environments to position all students for success
  - advance the development of core skills and enable lifelong learning to grow leaders at all levels
3. to lead entrepreneurial thought and action at USask
  - nurture the entrepreneurial mindset
  - support innovation and entrepreneurial thinking across USask and our community

Woven throughout all our goals are three commitments:

1. to develop meaningful collaborations with Indigenous Peoples and Indigenous communities to foster our growth and strengthen our impact;
2. to integrate the sustainable development goals across all strategic areas; and
3. to build collaborative relationships with alumni and employers to enhance the value of the research and education offered by Edwards.

**TOGETHER**

## **Appendix iv: Letters of Support**

GCFM Letter of Support – Edwards School of Business (Marjorie Delbaere)

GCFM Letter of Support – CGPS (Dean Debbie Burshtyn)

GCFM Letter of Support – Edwards Department of Accounting (Regan Schmidt)

GCFM Letter of Support – Edwards Department of Finance (Abdullah Mamun)

GCFM Letter of Support – School of Rehabilitation Science (Brenna Bath)

September 11, 2024

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

To whom it may concern:

The Edwards School of Business is pleased to support and highly recommend the proposed Graduate Certificate in Financial Management (GCFM). This certificate will equip students with essential skills to interpret financial statements, develop performance measurement systems, and make strategic fiscal decisions. It is designed for current or emerging managers seeking to enhance their financial acumen.

The College has been closely monitoring application and admission trends, staying informed about the latest directions in graduate management education, and gathering insights on industry expectations for Edwards MBA graduates. Discussions have been held with staff, faculty, the MBA Committee, and the Accounting and Finance departments to address any issues. Since this program will be integrated into the MBA, no additional resources are required in terms of faculty and staff. Students without a commerce or business background will be advised to take Business Fundamentals courses in Accounting and Finance through GMAC, the agency that administers the GMAT.

Feedback from faculty at the town hall where this certificate was introduced was overwhelmingly positive and supportive. Faculty members also collaborated to blend two existing courses into a new one, specifically designed to make this certificate practical from a user perspective.

The Edwards School of Business aims to increase accessibility to graduate-level programs through this stackable certificate, complementing their existing MBA and Graduate Certificate in Leadership (GCL) offerings. Graduates can apply their GCFM courses towards an MBA.

College of Graduate and Postdoctoral Studies  
September 11, 2024

Page 2

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The College has no reservations in recommending this program.

Yours truly,

A handwritten signature in blue ink, appearing to read 'M. Delbaere', with a stylized flourish at the end.

Marjorie Delbaere, Ph.D.  
Acting Dean  
Professor of Marketing  
Edwards School of Business, University of Saskatchewan  
E-mail: [delbaere@edwards.usask.ca](mailto:delbaere@edwards.usask.ca)



August 26, 2024

Marjorie Delbaere  
Acting Dean  
Edwards School of Business  
University of Alberta

Dear Dean Delbaere,

It is a pleasure to provide a letter of support for the proposed Graduate Certificate in Financial Management.

Graduate certificates provide wonderful opportunities especially for working professionals to upgrade their skills and shift career trajectories without needing to make the full investment of time and resources required for a master's program. Certificates that build upon bundles of courses within master's programs that can then ladder into master's programs allow potential master's students to gain the efficiency of stackable credentials and leverage many existing resources to lower the barrier for students to gain training in specific areas.

The proposed certificate program fulfils the criteria mentioned above and provides a focused set of courses with clear objectives for training in Financial Management geared to those already in the workforce. Moreover, the courses are delivered in a format that will enable students to study while maintaining their careers. I view that having these certificate students integrated into the MBA courses to give these students a firsthand experience the quality an Edwards School of Business MBA offers to be a great benefit. Edwards School of Business has already shown that such certificates can be a gateway to the MBA program with the success of the Graduate Certificate in Leadership as I recently learned eight students from the certificate are enrolling in the MBA program this fall.

CGPS Program Services is prepared to support the certificate students from admissions to convocation and facilitate advanced standing should the students want to pursue their MBA as a model of stackable credentials.

I congratulate you and your team on creating this innovative and exciting program to meet the needs of life-long learners and their career development.

Sincerely

Debby Burshtyn  
Dean Graduate and Postdoctoral Studies



## Memorandum

To: Dr. Craig Wilson, Acting Associate Dean Research, Graduate Programs and Faculty Relations  
From: Dr. Regan Schmidt, Department Head & Professor of Accounting  
Date: September 6, 2024  
Re: Graduate Certificate in Financial Management (GCFM)

---

The Edwards School of Business currently delivers a Graduate Certificate in Leadership (GCL) that consists of three MBA courses focused on leadership issues. The graduate certificate enables students to subsequently apply to the MBA program and receive credit for these courses already completed. Using the same approach, the college is proposing a new Graduate Certificate in Financial Management (GCFM) which will be comprised of three MBA courses – one accounting course, one finance course, and one course that integrates the subject areas. Consistent with the previous graduate certificate, students who subsequently enroll in the MBA program will receive credit for these three courses. Given the MBA renewal process, the number of accounting/finance courses for the MBA program will decrease from four to these three courses. Hence, MBA students will receive one less accounting/finance course creating flexibility for other content.

Two accounting faculty members (Dr. Mark Klassen, FCPA, FCMA and Mr. Gerry Visentini CPA, CA) have worked closely with finance faculty (Mr. Brian Lane) to structure the three courses to optimize content and flow. For example, synergies may be achieved by having the same faculty member teach both the introductory integrated course and the subsequent accounting or finance course.

I believe the proposed GCFM provides a reasonable amount of accounting and finance content to justify a graduate certificate. Graduate certificates based on MBA courses is used by other universities, albeit there are differences in approach and content. For example, Queen's University Smith School of Business offers graduate certificates for specializations in the elective phase of its MBA program with the finance specialization consisting of four finance courses.<sup>1</sup> For the Edwards School of Business, I believe the greatest benefit of the GCFM to both students and the college pertains to recruitment: students who are contemplating an MBA get to "try it out" with this graduate certificate which may increase future MBA enrollment. I do not see a risk of one program undermining the other. Finally, the college certainly has faculty with expertise to deliver the graduate certificate courses which would already be offered in the MBA program. As such, I support the creation of the GCFM.

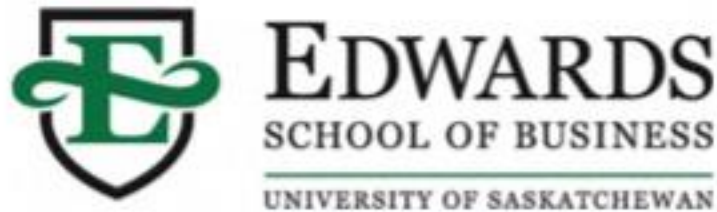
If you have any questions, please do not hesitate to contact me.

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<sup>1</sup> For more information, refer to: [https://smith.queensu.ca/mba\\_programs/mba/customize-your-program/index.php](https://smith.queensu.ca/mba_programs/mba/customize-your-program/index.php)







## Memo

**To:** Craig Wilson, Acting Associate Dean Research, Graduate Programs and Faculty Relations  
**From:** Abdullah Mamun, Acting Department Head, Finance and Management Science  
**Date:** September 16, 2024  
**Re:** Graduate Certificate in Financial Management (GCFM)

---

The proposed Graduate Certificate in Financial Management (GCFM) comprises of three courses one is an accounting course, one is a finance course and one course which integrates these two subject areas. All these courses are MBA courses. Two accounting faculty members (Dr. Mark Klassen, FCPA, FCMA and Mr. Gerry Visentini CPA, CA) and one finance faculty member (Brian Lane CFA, CFP) have worked closely to develop these courses. All of these faculty members have vast experience in teaching in Edwards MBA program. Student who enrolls in this program can subsequently enroll in the MBA program and can get three course credit for the three courses taken as a part of GCFM. This approach is similar to the Graduate Certificate in Leadership (GCL) which also consists of three MBA courses but with focus in the area of leadership.

These kind of certificate programs allows potential students with non-business background to explore graduate business program without committing too much financial recourse. These programs would allow new migrants who are generally financially constraint to gain necessary knowledge to compete in job market. Other universities in Canada also offers similar program in different variation, such as York University offers graduate certificate program<sup>1</sup> in business, accounting, marketing and human resources management. Some of these programs are even eligible for Ontario Student Assistance Program (OSAP). University of Regina<sup>2</sup> also offers such programming consistent with three courses. Both for University of Regina and York University these programs are delivered from continuing education department. Our programs are developed and delivered by Edwards School of business and the main benefit of programs like these is that it creates pathways to the MBA program. Which I think will be more sought after by potential students. As such I support this program.

If there is any question about this letter, please do not hesitate to contact me.

---

<sup>1</sup> <https://continue.yorku.ca/program/full-time/>

<sup>2</sup> <https://continue.yorku.ca/program/full-time/>



July 30, 2024

**Re. Letter of support for Graduate Certificate in Financial Management (GCFM)**

To Whom It May Concern:

I am writing in support of the proposal for a Graduate Certificate in Financial Management (GCFM) being submitted by the Edwards School of Business.

The University has emphasized being attentive to market demands especially in a skills-driven economy. Guided by the University Plan: The University the World needs, Edwards is doing just that by proposing this new graduate certificate in addition to their existing, successful Graduate Certificate in Leadership (GCL), which I had the privilege of being a part of their inaugural cohort in 2022-23.

Taking part in the GCL provided me with critical knowledge and skill development that facilitated my personal and professional growth as a leader. The GCL addresses a significant gap in formal leadership training with academic rigor and I believe that this new proposed certificate will also do the same. Financial management skills, especially in light of the importance of prudent fiscal administration, are crucial to any organization, including our own institution. I have not seen a graduate level certificate in this field, and I think it will be a great addition to Edwards' repertoire of programs, especially since it will ladder into the MBA.

As the Director of the School of Rehabilitation Science in the College of Medicine, it is my hope that this new certificate at Edwards will prove a basis for future collaborations between various colleges around leadership and financial management issues. I foresee many current and future staff members within the School of Rehabilitation Science who would benefit from the new proposed GCFM along with the GCL, possibly leading to the MBA. Furthermore, I anticipate future potential for offering joint programming (i.e. joint degree and/or certificate options) for School of Rehabilitation Science students with the current Master of Physical Therapy program along with future Occupational Therapy and Speech Language Pathology programs.

Please don't hesitate to contact me if you require any further information or clarification.

Sincerely,

Brenna Bath BScPT, MSc, PhD, FCAMPT  
Director & Professor  
School of Rehabilitation Science  
College of Medicine  
University of Saskatchewan  
Phone: (306) 966-6573  
Email: [brenna.bath@usask.ca](mailto:brenna.bath@usask.ca)

## **Appendix v: Course Catalogue Entry**

## GCFM Course Catalogue Entry

### Financial Management Graduate Certificate (G.Cert.)

#### Admission Requirements

This certificate may be used to ladder into the Master of Business Administration program.

- Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English.
- a cumulative weighted average of at least a 70% (U of S grade system equivalent) in the last two years of study (i.e. 60 credit units)
- a four-year degree, or equivalent, from a recognized college or university
  - Applicants with three-year degrees and strong demonstrable potential for success in the program may be considered for admission. All applicants will be considered using a holistic admissions approach.
- Statement of Intent: Applicants must provide a written Statement of Intent (1000-word maximum) describing why they want to undertake the program and how their expertise, work and/or volunteer experience make them an ideal candidate for the program and their chosen field of study. This statement is a key component in adjudicating each applicant's suitability to the program. An interview may also be required to assess communication skills.
- Current resume detailing positions held and a description of responsibilities
- Two confidential letters of recommendation (minimum one academic)
- Completion of the following two GMAC Business Fundamentals\* courses and their scores submitted to the school before starting the GCFM:
  - GMAC Business Fundamentals: Finance
  - GMAC Business Fundamentals: Accounting

This requirement may be waived if:

- An applicant has successfully completed a Bachelor of Commerce degree from the Edwards School of Business within the last 10 years and achieved an average of 75% in their last two years of full-time study (60 credit units).
- An applicant has successfully completed the Edwards School of Business Master of Professional Accounting program.
- An applicant holds a PMI issued PMP, or a recognized Canadian professional designation, namely, CPA, CFA, CPHR and PEng.
- An applicant is currently enrolled in the University of Saskatchewan's Doctor of Veterinary Medicine program or Doctor of Pharmacy program.
- An applicant has achieved the minimum required score on the LSAT, MCAT, or DAT, and have been admitted to the respective University of Saskatchewan colleges
- An applicant holds one of the following degrees from a Canadian university:
  - Doctor of Veterinary Medicine (DVM)
  - Medical Doctor (MD)

- Juris Doctor (JD)
  - Doctor of Pharmacy (PharmD)
  - Doctor of Dental Medicine (DMD)
  - Earned Doctoral Degree
- o An applicant has successfully completed an undergraduate business degree from an accredited Canadian business school (i.e. AACSB) and has a converted entrance average of a minimum of 80% in the last two years of full-time study (60 credit units) of their respective business program.

Applicants will be assessed on a holistic basis for admission purposes. We will look at a variety of factors when making admission decisions including undergraduate degree, grade point average, work experience, and reference letters. Applicants whose qualifications do not meet the minimum requirements will be encouraged to contact the Edwards graduate programs office to discuss potential opportunities for admission. Applications will be accepted on a rolling basis as their applications are completed.

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

### **Certificate Requirements (9 credit units)**

The Graduate Certificate in Financial Management (GCFM) is a three-course program designed to equip students with the skills they need to understand and interpret financial statements, including the development of a performance measurement system, recommending management control systems to enable strategic execution, making decisions using fiscal knowledge, and depending on their situation, learning and honing skills that are crucial for developing business plans, budgeting techniques, securing funding, and evaluating investments.

All three of the courses in this program are fully transferrable to the Master of Business Administration (MBA) degree at the University of Saskatchewan.

- **MBA 860.3** Financial Analysis
- **MBA 865.3** Accounting for Planning and Decision Making
- **MBA 870.3** Corporate Finance

## **Appendix vi: GCFM Tentative Schedule**

### 2025-26 GCFM Course Calendar (Tentative)

	September	October	November	December	January	February	March	April	May	June	July	August
1								MBA 830				
2												
3												
4		MBA 823 (New Course - Dana)		MBA 819 - Marketing for Organizational Decision Making		MBA 865 - Accounting for Planning & Decision Making	MBA 850 - Business Analytics Management			MBA 877 - Leadership & Organizational Dynamics		
5												
6												
7												
8								MBA 992				
9	MBA 803 - Business & Society											
10			MBA 846 - Intro to Entrepreneurs hip & Venture Management									
11												
12					MBA 813 - Strategic Human Resources					MBA 992		
13												
14												
15												
16												
17												
18				MBA 992								
19												
20												
21		MBA 860 - Financial Analysis										
22												
23												
24												
25	MBA 823 (New Course - Dana)		MBA 819 - Marketing for Organizational Decision Making									
26												
27												
28												
29												
30												
31												
	Fall Term				Winter Term				Spring Term		Summer Term	



## Consultation with the Registrar (CWR) – Proposal Highlights

**Title of Proposal:** Graduate Degree-Level Certificate in Financial Management

**General Description:** The College of Graduate and Postdoctoral Studies proposes a certificate using 3 MBA courses. A key function of the program is to facilitate students' ability to "ladder" or "stack" credentials. Laddering of credentials allows students to progress through successive programs through the practice of double-counting, or "applying credit from one course toward more than one degree requirement," per USask's *Academic and Curricular Nomenclature Guidelines*. Colleges have purview over the practice "double or multiple counting." Students may pursue this certificate on its own or alongside another degree program.

**Degree College:** College of Graduate and Postdoctoral Studies

**College Approval:** College Faculty Council meeting will review the proposal and vote on November 13, 2024

**Effective Term:** May 2025

### Course implications

- No new courses, course changes, or deletions

### Registration and classes

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

### Convocation

- No new hood

### Financial and Budget

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

### Student Mobility

- No unique mobility or external partners/agreements





UNIVERSITY COUNCIL  
ACADEMIC PROGRAMS COMMITTEE  
REQUEST FOR DECISION

---

<b>PRESENTED BY:</b>	Carolyn Augusta, Chair, Academic Programs Committee
<b>DATE OF MEETING:</b>	December 19, 2024
<b>SUBJECT:</b>	<b>Doctor of Veterinary Medicine (D.V.M.) Major Curricular Revisions</b>
<b>MOTION:</b>	<i>It is recommended by the Academic Programs Committee that Council approve the major curricular revisions to the Doctor of Veterinary Medicine program (D.V.M) effective May 2025.</i>

**CONTEXT AND BACKGROUND:**

The Western College of Veterinary Medicine is proposing 4<sup>th</sup> year classes change to pass/fail grading system with a pass increasing to a 60% from the standard 50% to ensure a greater likelihood of achieving competence and maintaining alignment with progression standards.

Additional changes in the attached proposal were also put forward to APC such as clinical hour and credit unit increases; however, these changes do not require Council level approval.

**CONSULTATION:**

On November 20, 2024, the Western College of Veterinary Medicine put forward a proposal to the Academic Programs Committee of Council (APC). Following several questions and a fulsome discussion, the committee was supportive and voted in favour of the curricular revisions as well as the grading system changes.

**ATTACHMENTS:**

1. Doctor of Veterinary Medicine (D.V.M.) Major Curricular Revisions Proposal

## PROPOSAL FOR NEW PROGRAMS OR CURRICULAR CHANGES

**TITLE:** Doctor of Veterinary Medicine (D.V.M.) – Major Curricular Revisions

### SUMMARY:

The Western College of Veterinary Medicine (WCVN) is proposing the following changes:

1. Increase in the clinical (4<sup>th</sup>) year **from** 32 weeks **to** 40 weeks. This is an accreditation requirement.
2. This results in a total degree credit increase **from** 178 credits **to** 186 credits
3. Create two new courses (**VINT 581.36 and VINT 582.4**) to replace the existing clinical year course (VINT 581.32)
4. Change the grading scheme **from** numeric **to** Pass/Fail for the new clinical year courses (VINT 581.36 and VINT 582.4)
5. Change in the grading scheme **from** numeric **to** Pass/Fail for VINT 415.1: Communications
6. Change the minimum passing threshold for all Pass/Fail courses **from** 50% **to** 60%

### CONTEXT AND BACKGROUND:

In June 2024, The American Veterinary Medical Association (AVMA) announced a requirement to increase the weeks of instruction in the Doctor of Veterinary Medicine (D.V.M.) program, specifically in year 4 of the program. To maintain accreditation standards, D.V.M. students must now complete 40 weeks of clinical experience, rather than the current 32 weeks. As a result, the program will increase by 8 credit units. Both incoming and current students will be required to complete the new requirement to be accredited to practice veterinary medicine in Canada. The college also proposes a change to the grading system in year 4 of the D.V.M. Pending approval, year 4 of the D.V.M. program will be graded as pass/fail, with a passing grade of 60%.

### ACADEMIC JUSTIFICATION:

The American Veterinary Medical Association (AVMA) provided notice on June 15, 2024 that a recent update to Standard 9, Curriculum in the *Accreditation Policies and Procedures of the AVMA Council on Education*. To maintain compliance, all veterinary programs are mandated to have a minimum of 40 weeks of hands-on clinical education for all students beginning their clinical training in 2026.

### ADMISSIONS/REQUIREMENTS:

1. There are no changes to the admission framework.
2. There are no changes to library requirements.
3. There are no changes to ICT requirements.
4. There are no changes to space requirements.

### RELATED DOCUMENTATION:

- a. [AVMA Notice Re: Standard 9, Curriculum](#)

- b. [Consultation with the Registrar \(CWR\) cover sheet](#)
- c. [CPC Changes](#)
- d. [VINT 581.36 Course Creation Form](#)
- e. [VINT 582.4 Course Creation Form](#)
- f. [Financial Implications Form](#)
- g. [Academic Progression and Graduation Policy](#)

**CONSULTATION:**

- I. Faculty Council in the WCVM reviewed the proposal and unanimously approved the following motions on **November 14, 2024**:

**Motion:** The WCVM faculty approve the following amendments to the new 4th-year curriculum as described below:

- o Establishment of a pass/fail 36-week course that incorporates the current components of the VINT 580 program, with a maximum of 14 weeks of experiences outside of the university's Veterinary Medical Centre (VMC).
- o Approval of a new separate pass/fail 4-week external primary care experience, where students will gain hands-on practice in a primary care setting outside of the university's Veterinary Medical Centre (VMC).

*(Moved by Dr. Joe Rubin, Seconded by Dr. Colin Palmer)*

**Motion:** That WCVM faculty approve the following changes to the pass/fail requirements in the DVM Program:

- o A passing grade in all pass/fail courses increase from 50% to 60% to align with competence and progression of promotion standards.

*(Moved by Dr. Chris Luby, Seconded by Dr. Diego Moya)*

**Motion:** The WCVM Faculty approve the changes to the WCVM Academic Progression and Graduation Policy. An update to the current promotion standards is required to address the change to two courses in the clinical year and Pass/Fail in the final year of the DVM program.

*(Moved by Dr. Chris Clark, Seconded by Dr. Colin Palmer)*

**Motion:** The WCVM Faculty approve the recommended VINT 415 – Core Communications student evaluation be changed from a numeric/percentage grade to a Pass/Fail.

*(Moved by Dr. Al Chicoine, Seconded by Dr. Tammy Owens)*

II. The Curriculum Committee in the WCVM reviewed the proposal and unanimously approved the following motions on **October 28, 2024**:

**Motion:** To recommend to the WCVM faculty the proposal for the new 4th-year curriculum as described below:

A pass/fail 36-week course that incorporates the current components of the VINT 580 program, with an additional requirement for students to complete at least four weeks of internal elective rotations.

A separate pass/fail 4-week external primary care experience, where students will gain hands-on practice in a primary care setting outside of the university's Veterinary Medical Centre (VMC).

*(Moved by Dr. Al Chicoine, Seconded by Dr. Daniel Macphee)*

**Motion:** To recommend to the WCVM faculty the grading to be considered a pass in all pass/fail courses increase from 50% to 60% to ensure a greater likelihood of achieving competence and maintaining alignment with progression standards.

*(Moved by Dr. Cindy Shmon, Seconded by Dr. Chris Luby)*

**Motion:** To recommend the updated WCVM Academic Progression and Graduation Policy be approved. An update to the current promotion standards is required to address the change to two courses in the clinical year and Pass/Fail in the final year of the DVM program.

*(Moved by Dr. Chris Luby, Seconded by Dr. Al Chicoine)*

**Motion:** To recommend VINT 415 – Core Communications student evaluation be changes from a numeric/percentage grade to a Pass/Fail.

*(Moved by Dr. Bruce Wobeser, Seconded by Dr. Al Chicoine)*

III. The 4<sup>th</sup>-Year Teacher's Committee reviewed the proposal and approved the following motions on **October 11, 2024**:

**Motion:** To recommend to the curriculum committee the proposal for the new 4th-year curriculum as described below:

- A pass/fail 36-week course that incorporates the current components of the VINT 580 program, with an additional requirement for students to complete at least four weeks of internal elective rotations.

- A separate pass/fail 4-week external primary care experience, where students will gain hands-on practice in a primary care setting outside of the university's Veterinary Medical Centre (VMC).

*(Moved by Dr. Jordan Woodsworth, Seconded by Dr. Jen Lowen)*

*10 in favour, 2 abstain*

**Motion:** To recommend to the curriculum committee that the grading within 4<sup>th</sup> year to be pass/fail in all courses, acknowledging that a numerical grade will be maintained within VetNet (using the current grading processes) for student ranking and awards purposes.

*(Moved by Dr. Kathy Linn, Seconded by Dr. Dennilyn Parker)*

*11 in favour, 1 abstain*

**BUDGET:**

The Budgetary and Financial Implications Form is included in this package.

**COLLEGE STATEMENT:**

In response to the announcement from the AVMA in June 2024 regarding the required increase in credit units, the Western College of Veterinary Medicine (WCVN) established a subcommittee to address this mandate. The subcommittee conducted a comprehensive review of how other Doctor of Veterinary Medicine (DVM) programs are providing 40 weeks or more of clinical experience to their students in the final year of the program.

The college recognized that it does not have the capacity to offer additional rotations beyond those currently offered by WCVN faculty within the college. Consequently, a thorough review of the existing offerings and openings within the college and its external rotations was undertaken, utilizing data from the past five years. This analysis revealed that there is sufficient capacity for students to undertake an additional four weeks of clinical experience within the college without altering the current rotation complement.

Furthermore, based on a review conducted several years ago of the fourth-year program, it was identified that WCVN students would greatly benefit from increased exposure to primary care clinical material in greater abundance than is currently available in the program. However, due to space constraints within the college, and the Veterinary Medical Centre Small Animal Clinic in particular, it was determined that an external or externship program would be the most feasible solution to provide this additional experience.

The proposal to implement these changes has undergone rigorous review by the subcommittee, the fourth-year teachers committee, the curriculum committee, and the WCVN faculty council. Each committee has provided valuable feedback and support, ensuring that the proposed changes are both practical and beneficial for the students.

The AVMA Notice regarding mandatory curricular changes is included in this package.

**POLICY:**

The WCVM has updated its promotion policy, attached:

*Academic Progression and Graduation Policy*

*Approval Date: November 14, 2024*



June 15, 2024

VIA ARMATURE

To CEO's/Deans of all Accredited, Provisionally Accredited, and developing programs:

Pursuant to the recent update to Standard 9, Curriculum in the *Accreditation Policies and Procedures of the AVMA Council on Education*, the Council on Education (Council) has provided further guidance regarding implementation of the new requirements for weeks of instruction. Please see below for specific details.

For all programs that are **currently Accredited** by the Council on Education:

The recent modification to Standard 9, Curriculum, includes language defining the Council's expectations for weeks of instruction, including hands-on clinical instruction, for veterinary educational programs. The Council acknowledges that ongoing compliance with the Standards may require a formal curricular revision for some programs. The Council recognizes that proposal, acceptance, and implementation of a formal curricular revision may be a time-consuming process and has provided an extended timeline for compliance for those programs who already hold full accredited status to meet the revised requirements.

All programs will be expected to have implemented changes as necessary to demonstrate compliance with the Standard 9 changes related to weeks of instruction for the Academic Calendar Year that begins in 2026. All cohorts of students who matriculate into their first year of training in 2026 will be expected to be enrolled in a curriculum delivering at least 130 weeks of direct instruction, including a minimum of 40 weeks of hands-on clinical education during the summative, concluding portion of the educational program. All students who begin their clinical training in 2026 will be expected to complete the stated 40 weeks of clinical education prior to graduation.

Until such time at which programs are expected to be in compliance with the updated Standard 9 as written, all annual reporting should describe the progress being made towards compliance. For programs that are already in compliance with the new requirements, this should be described at the next reporting period (annual interim report or self-study report).

For all **Provisionally Accredited** programs:

If the current curriculum is not in compliance with the updated Standard 9 requirements, please follow the guidelines above regarding timelines for implementation.

For all programs holding a **Letter of Reasonable Assurance** without students currently enrolled:

If the current proposed curriculum is not already in compliance with the updated Standard 9 requirements, the Council expects that the curriculum is revised at the time of enrollment of

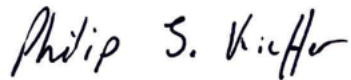
the second cohort of students and applied to all enrolled students thereafter. Updates to this process must be communicated and compliance demonstrated through interim or biannual reporting as appropriate.

For all programs in the **in the process of** seeking a Letter of Reasonable Assurance:

The Standard update is considered to be in immediate effect and will be in force as of the next scheduled site visit.

If you have any questions regarding this action of the Council, please contact Dr. Karen Martens Brandt, Director of the AVMA Education and Research Division at 1-800-248-2862, ext. 6674 or email [kbrandt@avma.org](mailto:kbrandt@avma.org).

Sincerely,

A handwritten signature in black ink that reads "Philip J. Kieffer". The signature is written in a cursive, flowing style.

Philip J. Kieffer, DVM, DACVS – LA  
Chair, Council on Education

PJK/slm



## Consultation with the Registrar (CWR) – Proposal Highlights

**Title of Proposal:** Doctor of Veterinary Medicine (D.V.M.) – Major Curricular Revisions

**General Description:** In June 2024, The American Veterinary Medical Association (AVMA) announced a requirement to increase the weeks of instruction in the Doctor of Veterinary Medicine (D.V.M.) program, specifically in year 4 of the program. To maintain accreditation standards, D.V.M. students must now complete 40 weeks of clinical experience, rather than the current 32 weeks. As a result, the program will increase by 8 credit units. Both incoming and current students will be required to complete the new requirement to be accredited to practice veterinary medicine in Canada. The college also proposes a change to the grading system in year 4 of the D.V.M. Pending approval, year 4 of the D.V.M. program will be graded as pass/fail, with a passing grade of 60%.

**Degree College:** Western College of Veterinary Medicine

**College Approval:** Pending College Faculty Council approval on November 14, 2024

**Effective Term:** 2025-26 Catalogue

### Course implications

- Replace VINT 580.32 Applied Veterinary Medicine (clinical practice course) with 2 new clinical courses: VINT 581.36 and VINT 582.4.
- Use the existing “VINT” (Veterinary Interdepartmental Courses) course subject code

### 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
- Most students will continue to graduate at Spring Convocation Ceremony

### Financial and Budget

- No changes to existing tuition rate or method of assessment
- SFO and Provost’s Office approved to proceed with CWR step

### Student Mobility

- No unique mobility or external partners/agreements

# Doctor of Veterinary Medicine (D.V.M.) (~~178~~ 186 credit units)

The Western College of Veterinary Medicine's (WCVM) Doctor of Veterinary Medicine (D.V.M.) degree is a 4-year program. The first 3 years of the program provide pre-clinical instruction consisting of lectures, seminars and laboratory sessions. The final year is a clinical year based almost entirely working alongside the clinical staff in our Veterinary Medical Centre.

For further information on the WCVM admission and program requirements please see the information below and the WCVM website.

All D.V.M. students will be required to successfully complete eight Demonstrated Entrustable Professional Activities (DEPA), as follows:

- Anesthesia
- Clinical Pathology
- Anatomic Pathology
- Surgery (LA or SA) and/or Spay
- History (LA or SA)
- Physical Examination (LA or SA)
- Diagnostic Approach (LA or SA)
- Discharge Notes (LA or SA)

## Year 1

### 43 Credit Units

- [VBMS 208.1](#) Biomedical Rounds
- [VBMS 222.3](#) Veterinary Neuroscience
- [VBMS 250.9](#) Veterinary Anatomy
- [VBMS 260.13](#) Form and Function
- [VINT 202.5](#) Veterinary Clinical Skills I
- [VINT 203.1](#) Professional Foundations I
- [VINT 210.1](#) Veterinary Career Seminars

- [VINT 211.1](#) Veterinary Business I
- [VLAC 215.2](#) Animal Welfare and Behaviour
- [VTMC 230.2](#) Veterinary Immunology
- [VTMC 238.2](#) Disease Ecology and Epidemiology
- [VTPA 252.3](#) Veterinary General Pathology

## Year 2

### 48 Credit Units

- [VBMS 306.5](#) Veterinary Pharmacology
- [VBMS 334.3](#) Veterinary Toxicology
- [VINT 302.5](#) Veterinary Clinical Skills II
- [VINT 303.1](#) Professional Foundations II
- [VINT 312.1](#) Veterinary Business II
- [VLAC 315.6](#) Animal Production
- [VLAC 320.2](#) Evidence Based Medicine
- [VLAC 325.1](#) Public Health for Veterinarians
- [VSAC 304.3](#) Veterinary Anesthesia and Analgesia
- [VSAC 310.2](#) Surgical Principles
- [VSAC 315.1](#) Introduction to Veterinary Medical Imaging
- [VSAC 320.3](#) Diagnostic Medicine
- [VTMC 334.2](#) Veterinary Virology
- [VTMC 336.2](#) Veterinary Parasitology
- [VTMC 347.3](#) Veterinary Bacteriology and Mycology
- [VTPA 346.3](#) Veterinary Clinical Pathology
- [VTPA 353.5](#) Veterinary Systemic Pathology

## Year 3

### 55 Credit Units

- [VBMS 436.3](#) Veterinary Clinical Pharmacology
- [VINT 402.5](#) Veterinary Clinical Skills III
- [VINT 412.1](#) Veterinary Business III

- [\*\*VINT 415.1\*\*](#) Communications
- [\*\*VLAC 415.5\*\*](#) Food Animal Production Medicine
- [\*\*VLAC 461.5\*\*](#) Equine Medicine and Surgery
- [\*\*VLAC 473.3\*\*](#) Food Animal Reproductive Management
- [\*\*VLAC 474.2\*\*](#) Companion Animal Theriogenology
- [\*\*VSAC 410.1\*\*](#) Surgical Exercises
- [\*\*VSAC 415.2\*\*](#) Veterinary Medical Imaging
- [\*\*VSAC 450.10\*\*](#) Small Animal Medicine and Surgery
- [\*\*VSAC 458.1\*\*](#) Small Animal Dentistry
- [\*\*VSAC 460.1\*\*](#) Exotic Animal Medicine and Surgery
- [\*\*VSAC 462.1\*\*](#) Veterinary Ophthalmology

## Electives

Choose 14 credit units from the following:

- [\*\*VBMS 422.1\*\*](#) Current Issues in Regulatory Veterinary Pharmacology
- [\*\*VBMS 435.1\*\*](#) Drugs and the Performance Horse
- [\*\*VBMS 437.2\*\*](#) Pain and Analgesia in Non-Mammalian Animals
- [\*\*VINT 400.2\*\*](#) Selected Topics
- [\*\*VINT 416.1\*\*](#) Four Seasons of Reconciliation
- [\*\*VINT 438.1\*\*](#) Research Selected Topics
- [\*\*VINT 439.2\*\*](#) Research Projects
- [\*\*VINT 440.2\*\*](#) Mindful Veterinary Practice
- [\*\*VINT 442.2\*\*](#) Communications Elective
- [\*\*VINT 498.3\*\*](#) Special Topics
- [\*\*VLAC 429.1\*\*](#) Zoonotic Diseases
- [\*\*VLAC 430.1\*\*](#) History of Veterinary Medicine
- [\*\*VLAC 437.2\*\*](#) Advanced Bovine Ruminant Medicine
- [\*\*VLAC 439.2\*\*](#) Swine Production Medicine
- [\*\*VLAC 440.1\*\*](#) Small Ruminant Health Management Elective.
- [\*\*VLAC 441.2\*\*](#) Clinical Procedures in Bovine Practice
- [\*\*VLAC 445.2\*\*](#) Advanced Equine Reproduction
- [\*\*VLAC 447.2\*\*](#) Sustainable Development Social Political Cultural Economic and Environmental Pressures on Ecosystems
- [\*\*VLAC 453.2\*\*](#) Dairy Industry
- [\*\*VLAC 455.1\*\*](#)
- [\*\*VLAC 491.1\*\*](#) Beef Industry Elective
- [\*\*VLAC 492.2\*\*](#) Equine Nutrition

- [VLAC 493.2](#) Ruminant Nutrition
- [VLAC 494.2](#) Equine Surgery
- [VLAC 495.1](#) Equine Health Management and Clinical Techniques
- [VSAC 412.2](#) Emergency and Critical Care Elective 2
- [VSAC 437.2](#) Small Animal Oncology
- VSAC 439.2
- [VSAC 441.1](#) Advanced Small Animal Anesthesiology
- [VSAC 445.2](#) Small Animal Clinical Nutrition
- [VSAC 449.2](#) Small Animal Clinical Orthopedics
- [VSAC 456.1](#) Large Animal Medical Imaging
- [VSAC 457.1](#) Small Animal Dermatology
- [VSAC 474.2](#) Feline Internal Medicine Elective 2
- [VSAC 475.1](#) Advanced Large Animal Anesthesiology
- VSAC 477.1
- [VSAC 478.2](#) Small Animal Clinical Behaviour
- [VTMC 405.1](#) Antibiotics and Alternatives
- [VTPA 420.1](#) Introduction to Fish Health
- [VTPA 421.1](#) Veterinary Cytology
- [VTPA 431.2](#) Poultry Disease Management
- [VTPA 434.1](#) Introduction to Wildlife Veterinary Medicine
- [VTPA 435.2](#) Honey Bee Diseases
- [VTPA 447.2](#) Introduction to Diagnostic Pathology

## Year 4

### 32 40 Credit Units

- ~~VINT 580.32~~ Applied Veterinary Medicine
- **VINT 581.36** Applied Veterinary Medicine
- **VINT 582.4** Primary Care Clinical Placement in Community Practice Rotation



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

- 1.1 College or School with academic authority: **Western College of Veterinary Medicine**
- 1.2 Department with academic authority: **Dean's Office**
- 1.3 Term from which the course is effective: **202609**

**2. Information required for the Catalogue**

- 2.1 Label & Number of course: **VINT 581**
- 2.2 Academic credit units: **36**
- 2.3 Course Long Title (maximum 100 characters): **Applied Veterinary Medicine Rotations**  
Course Short Title (maximum 30 characters): **Applied Veterinary Medicine**
- 2.4 Total Hours:      Lecture              Seminar              Lab              Tutorial              **Other – Clinic**  
**Rotations 80 hours per two-week rotation, total of 36 weeks of rotations over one academic year**
- 2.5 Weekly Hours:      Lecture              Seminar              Lab              Tutorial              **Other – Clinic**  
**Rotations 40 hours weekly**
- 2.6 Term in which it will be offered:      T1              T2              T1 or T2              T1 and T2  
  
**One academic year – XX05, XX07, XX09, XX01**
- 2.7 Prerequisite:

Successful completion of Year 3 of the Doctor of Veterinary Medicine program.  
Students who require a supplemental exam will not be eligible to enroll in any  
Spring or Summer rotations until they have successfully completed their 3<sup>rd</sup> year requirements.

If there is a prerequisite waiver, who is responsible for signing it? **None permitted**

D – Instructor/Dept Approval

H – Department Approval

I – Instructor Approval

- 2.8 Catalogue description (150 words or less):

Provides students an opportunity to develop, integrate and apply veterinary medical knowledge and skills in a clinical setting under supervision. Consists of 36 weeks of clinical and other applied experiences within the WCV. These clinical rotations may take place in the WCV but experiences outside of WCV are permitted.

2.9 Do you allow this course to be repeated for credit? **NO**

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

Deletion of VINT 580.32 and introduction of VINT 581.36 and VINT 582.4 to address the following direction from the American Veterinary Medical Association (June 15, 2024):

*The recent modification to Standard 9, Curriculum, includes language defining the Council's expectations for weeks of instruction, including hands-on clinical instruction, for veterinary educational programs. The Council acknowledges that ongoing compliance with the Standards may require a formal curricular revision for some programs. The Council recognizes that proposal, acceptance, and implementation of a formal curricular revision may be a time consuming process and has provided an extended timeline for compliance for those programs who already hold full accredited status to meet the revised requirements.*

*All programs will be expected to have implemented changes as necessary to demonstrate compliance with the Standard 9 changes related to weeks of instruction for the Academic Calendar Year that begins in 2026. All cohorts of students who matriculate into their first year of training in 2026 will be expected to be enrolled in a curriculum delivering at least 130 weeks of direct instruction, including a minimum of 40 weeks of hands-on clinical education during the summative, concluding portion of the educational program. All students who begin their clinical training in 2026 will be expected to complete the stated 40 weeks of clinical education prior to graduation*

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

This 36-credit course is comprised of core and elective rotations.

**Core Rotations**

The core rotations offered within the WCVM under the direct supervision of a member of the WCVM clinical team (faculty, clinical associates, residents, interns) are Anesthesia, Diagnostic Pathology, Small Animal Medicine and a Small Animal Surgery rotation (either electives, majors or combined), four weeks of Large Animal internal rotations (not including either Field Service option) and a choice of Field Service Equine, Field Service Ruminant, or Wellness & Preventative Medicine, totaling 18 weeks.

**Internal Rotations**

Internal rotations are those that are under the direct supervision of a member of the WCVM clinical team (faculty, clinical associates, residents, interns). The majority of these are taken on campus although some may require off campus travel.

**External Rotations**

An external rotation is an off-campus rotation that the College has organized, usually in areas that are not offered at the College or in areas that are oversubscribed. These experiences are not under the direct supervision of a member of the WCVM faculty. The specific objectives, assignments and requirements for an external rotation are established by the external supervisor and are reviewed by the Associate Dean Clinical Programs.

**Externships**

An externship is an off-campus experience organized by the student and is not under the direct

supervision of a member of the WCVM faculty. Externships allow the student the opportunity to gain a greater depth of knowledge in an area of their particular interest.

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) **N/A**

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? **VINT 580.32**

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? **NO**

7. **Course outline**

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

The courses equal one credit unit per week of each successfully completed rotation. Students are required to fulfill all requirements of rotation selections.

The course consists of a number of rotations of varying length. Most of the rotations are internal and are offered by departments or groups within the WCVM. Students may also elect external rotations and externships, which are subject to the guidelines discussed below.

Students should expect to be in rotations throughout entire academic year (Spring/Summer/Fall/Winter). Some external rotations may also be scheduled outside the academic year with the approval of the Associate Dean Clinical Programs. Students must complete a rotation evaluation and at least one instructor evaluation for each rotation as part of the rotation requirements.

**1. Mandatory Rotations**

The core rotations offered within the WCVM under the direct supervision of a member of the WCVM clinical team (faculty, clinical associates, residents, interns) are Anesthesia, Diagnostic Pathology, Small Animal Medicine and a Small Animal Surgery rotation (either electives, majors or combined), four weeks of Large Animal internal rotations (not including either Field Service option) and a choice of Field Service Equine, Field Service Ruminant, or Wellness & Preventative Medicine, totaling 18 weeks.

**2. Internal Rotations**

Internal rotations are those that are under the direct supervision of a member of the WCVM clinical team (faculty, clinical associates, residents, interns). The majority of these are taken on campus although some may require off campus travel.

Costs related to travel may be at the expense of the student. The instructors within the rotations establish the specific objectives, assignments and requirements for individual internal rotations. Department Heads will assume final responsibility for the rotations offered by their departments.

**3. External Rotations**

An external rotation is an off-campus rotation that the WCVM has organized, usually in areas that are not offered at the College or in areas that are oversubscribed. These experiences are not under the direct supervision of a member of the WCVM faculty. The specific objectives, assignments and



requirements for an external rotation are established by the external supervisor and are reviewed by the Associate Dean Clinical Programs. All costs related to travel will be at the expense of the student.

A case log and a student evaluation are a mandatory part of the rotation. All required paperwork is reviewed by the Associate Dean Clinical Programs as approved by the 4th Year Teachers Committee. Only under very extenuating circumstances along with a detailed discussion with the Associate Dean Clinical Programs will a student be allowed to cancel an External rotation.

#### 4. Externships

For complete Externship details refer to the *Externship Program Policies and Procedures* booklet which students received in their 3rd year of study prior to arranging their externships. All costs related to travel will be at the expense of the student.

An externship is an off-campus experience organized by the student and is not under the direct supervision of a member of the WCVM faculty. Externships allow the student the opportunity to gain a greater depth of knowledge in an area of their particular interest. The Fourth Year Teachers and Examiners Committee will approve applications for externships on an individual basis.

The criteria and application procedure for externships was provided to students via email in the third year of the program within the 'Externship Policies and Procedures' document. A case log signed by your externship supervisor and a student evaluation are a mandatory part of the rotation. All applications and the follow-up required paperwork are reviewed by the Associate Dean Clinical Programs as approved by the 4th Year Teachers Committee.

#### 8. Enrolment

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

**WCVM 4<sup>th</sup>-year students only – normal maximum enrolment is 88**

8.2 For room bookings, please indicate the maximum estimated room size required for this course: **N/A – Clinical Rotations**

☐ 10-50

☐ 50-90

☐ 90-130

☐ 130+

#### 9. Student evaluation

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

9.1 How should this course be graded?

C – Completed Requirements

*(Grade options for instructor: Completed Requirements, Fail, IP In Progress)*

N – Numeric/Percentage

*(Grade options for instructor: grade of 0% to 100%, IP in Progress)*

**P – Pass/Fail**

***(Grade options for instructor: Pass, Fail, In Progress)***

S – Special

*(Grade options for instructor: NA – Grade Not Applicable) If other, please specify:*

9.2 Is the course exempt from the final examination?

10. **Required text**

Include a bibliography for the course.

**NONE**

11. **Resources**

11.1 Proposed instructor: **Coordinator - Associate Dean, Clinical Programs, WCVM**

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) **DVM Program Fee**

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>

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**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
<b>CL</b>	<b>Clinical</b>	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** **N/A**

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 **Successful completion of Year 3 of the Doctor of Veterinary Medicine program.**
- 3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course
- 3.4 Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course **VINT 582.4**
- 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: **NONE****

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

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

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

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

**5. List Mutually-Exclusive Course(s) here: **VINT 580.32****

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

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

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

**6. Additional Notes:**

Updated 2022



### 1. Approval by Department Head or Dean

- 1.1 College or School with academic authority: **Western College of Veterinary Medicine**
- 1.2 Department with academic authority: **Dean's Office**
- 1.3 Term from which the course is effective: **202609**

### 2. Information required for the Catalogue

- 2.1 Label & Number of course: **VINT 582**
- 2.2 Academic credit units: **4**
- 2.3 Course Long Title (maximum 100 characters): **Primary Care Clinical Rotation in Community Practice Rotation**  
Course Short Title (maximum 30 characters): **Primary Care Clinical Rotation**
- 2.4 Total Hours:      Lecture              Seminar              Lab              Tutorial              **Other – Clinic Rotations 160 hours, minimum, per four-week rotation**
- 2.5 Weekly Hours:      Lecture              Seminar              Lab              Tutorial              **Other – Clinic Rotations 40 hours, minimum, weekly**
- 2.6 Term in which it will be offered:      T1              T2              T1 or T2              T1 and T2  
  
**One academic year – XX05, XX07, XX09, XX01**
- 2.7 Prerequisite:

Successful completion of Year 3 of the Doctor of Veterinary Medicine program.  
Students who require a supplemental exam will not be eligible to enroll in any  
Spring or Summer rotations until they have successfully completed their 3<sup>rd</sup> year requirements.

If there is a prerequisite waiver, who is responsible for signing it? **None permitted**

D – Instructor/Dept Approval

H – Department Approval

I – Instructor Approval

- 2.8 Catalogue description (150 words or less):

Provides students an opportunity to practice and apply veterinary medical knowledge and skills on primary care cases in real-world settings. This rotation is a mandatory experience to take place outside of the WCVI, hosted by approved sites and clinicians. It will consist of four consecutive weeks of clinical experiences to enhance the student's communication, preventative medicine, diagnostic, treatment and general care skills.

2.9 Do you allow this course to be repeated for credit? **NO**

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

Deletion of VINT 580.32 and introduction of VINT 581.36 and VINT 582.4 to address the following direction from the American Veterinary Medical Association (June 15, 2024):

*The recent modification to Standard 9, Curriculum, includes language defining the Council's expectations for weeks of instruction, including hands-on clinical instruction, for veterinary educational programs. The Council acknowledges that ongoing compliance with the Standards may require a formal curricular revision for some programs. The Council recognizes that proposal, acceptance, and implementation of a formal curricular revision may be a time consuming process and has provided an extended timeline for compliance for those programs who already hold full accredited status to meet the revised requirements.*

*All programs will be expected to have implemented changes as necessary to demonstrate compliance with the Standard 9 changes related to weeks of instruction for the Academic Calendar Year that begins in 2026. All cohorts of students who matriculate into their first year of training in 2026 will be expected to be enrolled in a curriculum delivering at least 130 weeks of direct instruction, including a minimum of 40 weeks of hands-on clinical education during the summative, concluding portion of the educational program. All students who begin their clinical training in 2026 will be expected to complete the stated 40 weeks of clinical education prior to graduation*

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

- Develop and refine clinical skills in a primary care setting.
- Gain practical experience in diagnosing and treating common veterinary conditions.
- Enhance client communication skills through direct interactions with pet owners.
- Understand the workflow and management of a primary care veterinary practice.
- Participate in routine and emergency surgical procedures.
- Apply knowledge of preventive medicine and wellness care.

5. **Impact of this course**

Are the programs of other departments or Colleges affected by this course? **NO**

If so, were these departments consulted? (Include correspondence) **N/A**

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? **VINT 580.32**

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? **NO**

7. **Course outline**

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

The courses equal one credit unit per week of successfully completed rotation. Students are required to fulfill all requirements of rotation selections.

This experience provides students an opportunity to practice and apply veterinary medical knowledge and skills on primary care cases in real-world settings. This rotation is a mandatory experience to take place outside of the WCVM, hosted by approved sites and clinicians. Externship sites must be pre-approved by the program to ensure they meet educational standards with the expectation that the supervising veterinarian will have a minimum of 5 years of experience in practice and be in good standing within their local VMA. It will consist of four consecutive weeks of clinical experiences to enhance the student's communication, preventative medicine, diagnostic, treatment and general clinical skills.

8. **Enrolment**

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

**WCVM 4<sup>th</sup>-year students only – normal maximum enrolment is 88**

8.2 For room bookings, please indicate the maximum estimated room size required for this course: **N/A – Clinical Rotations**

☐ 10-50

☐ 50-90

☐ 90-130

☐ 130+

9. **Student evaluation**

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

9.1 How should this course be graded?

C – Completed Requirements

*(Grade options for instructor: Completed Requirements, Fail, IP In Progress)*

N – Numeric/Percentage

*(Grade options for instructor: grade of 0% to 100%, IP in Progress)*

**P – Pass/Fail**

***(Grade options for instructor: Pass, Fail, In Progress)***

S – Special

*(Grade options for instructor: NA – Grade Not Applicable) If other, please specify:*

9.2 Is the course exempt from the final examination? **YES**

10. **Required text**

Include a bibliography for the course.

**NONE**

11. **Resources**

11.1 Proposed instructor: **Coordinator - Associate Dean, Clinical Programs, WCVM**

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) **DVM**  
**Program Fee**

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>

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## 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
<b>CL</b>	<b>Clinical</b>	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 **N/A**

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 **Successful completion of Year 3 of the Doctor of Veterinary Medicine program.**
- 3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course
- 3.4 Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course **VINT 581.36**
- 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: NONE**

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

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

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

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- If a 6 credit unit course is considered to be equivalent to a 3 credit unit course, ALL 6 of the credit units may be used to fulfill the 3 credit unit requirement.

**5. List Mutually-Exclusive Course(s) here: VINT 580.32**

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

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

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

**6. Additional Notes:**

Updated 2022



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					Comments
	Year 1	Year 2	Year 3	Year 4	Year 5	
Revenue						
Tuition						
New domestic students						
Domestic students continuing in the program						
Total # of domestic students (headcount)	88	88	88	88	88	
Domestic tuition rate per credit unit, if known						
Domestic tuition rate per student						
Total tuition revenue - domestic					\$ -	
New international students						
Int'l students continuing in the program						
Total # of international students (headcount)	0	0	0	0	0	
Int'l tuition rate per credit unit, if known						
International tuition rate per student						
Total tuition revenue - international					\$ -	
Total Tuition Revenue					\$ -	
Student fees (specific to course or program) use total amount, not per student						
(Choose from drop down menu)						
(Choose from drop down menu)						
Other (list in Comments)						
Total Student Fees	\$ -	\$ -	\$ -	\$ -	\$ -	
External funding support (list in Comments)						IPA
Internal re-allocation (list in Comments)						
Total Revenue	\$ -	\$ -	\$ -	\$ -	\$ -	
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						
Sessionals or limited term instructional support						
Students (Teaching and/or Marking Assistants)						
Staff	\$ 75,000.00	\$ 75,000.00	\$ 75,000.00	\$ 75,000.00	\$ 75,000.00	admin position - likely ASPA #1
Honoraria						
Total New Salary and Benefits	\$ 75,000.00	\$ 75,000.00	\$ 75,000.00	\$ 75,000.00	\$ 75,000.00	
Other Operational Costs						
Scholarships and bursaries		\$ 176,000.00	\$ 176,000.00	\$ 176,000.00	\$ 176,000.00	student stipend (if 50 km outside of Saskatoon) * confirm international student possible
Marketing and promotion	\$ 10,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	communication and recruitment costs (entertainment)
Materials and supplies						
Travel	\$ 20,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	accomodations, flights, per diems, mileage
Equipment and IT						
Other costs (list in Comments)		\$ 176,000.00	\$ 176,000.00	\$ 176,000.00	\$ 176,000.00	host stipend
Total Other Operational Costs	\$ 30,000.00	\$ 367,000.00	\$ 367,000.00	\$ 367,000.00	\$ 367,000.00	
Total Costs	\$ 105,000.00	\$ 442,000.00	\$ 442,000.00	\$ 442,000.00	\$ 442,000.00	
Estimated Surplus or Deficit*	\$ (105,000.00)	\$ (442,000.00)	\$ (442,000.00)	\$ (442,000.00)	\$ (442,000.00)	
per student	\$ (1,193.18)	\$ (5,022.73)	\$ (5,022.73)	\$ (5,022.73)	\$ (5,022.73)	

\* If deficit in any given year, explain how it will be managed:  
Costs for year 1 are lower until implementation in year two when students and hosts will have stipend/honorariums.

Currently the college will be reprioritization within the budget to absorb the costs of the adjusted program. We are currently in the final stages of a new interprovincial agreement. The new program expenses will likely be an additional discussion point through the next negotiations. The college also intends to explore options the VMAs (mentorship program), and other porgrams such as iHubb.



## Academic Progression and Graduation Policy

**RESPONSIBILITY:** Dean, Western College of Veterinary Medicine

**AUTHORIZATION:** Faculty Council, Western College of Veterinary Medicine

**APPROVAL DATE:** November 14, 2024

### REVISIONS:

### Purpose:

The purpose of the *Academic Progression and Graduation Policy* is to establish standards for satisfactory academic progress and graduation standards in the Western College of Veterinary Medicine (“College”) at the University of Saskatchewan (“University”). The policy also sets the criteria for supplemental examinations and outlines rules regarding Distinction/Great Distinction at time of graduation.

### Authority and Responsibility:

Under College Faculty Council bylaws, Faculty Council is granted the authority to establish and publish rules and methods for the progression and graduation of students and for their suspension or requirement to withdraw permanently for failure to meet the requirements for progression. Faculty Council is granted authority to make decisions concerning progression of students and concerning their suspension or requirement to withdraw, in accordance with the rules approved by the Faculty Council.

This college-level policy is subject to the [\*Academic Courses Policy on Class Delivery, Examinations, and Assessment of Learning\*](#), under the authority of University Council. To the extent that this policy is inconsistent with University policy, University regulations will prevail.

Students graduate according to the regulations effective for the year in which they are approved to graduate. In all other cases, unless otherwise stated, the most current rules will apply.

Students must meet all course and program catalogue requirements for the year in which they are approved to graduate, including satisfactory academic progress, academic standing, and successful completion of all degree requirements.

### Scope

All undergraduate students registered in the College are subject to the provisions detailed in the *Academic Progression and Graduation Policy*.



## Policy Overview

The *Academic Progression and Graduation Policy* prescribes college-level regulations for the following:

- I. Registration and Attendance
  - a. Registration
  - b. Attendance
  - c. Absences
  - d. Date of Completion
- II. Saskatchewan Veterinary Medical Association Registration
- III. Progression Regulations Years 1 – 3
  - a. Progression
  - b. Minimum Passing Grade
  - c. Supplemental Examination
  - d. Student Academic Performance Review
- IV. Progression and Graduation Regulations Year 4
  - a. Pass/Fail
  - b. Rotation Minimum Passing Grade
  - c. Failed Rotation
  - d. Failed Course
  - e. Repeat the Year
  - f. 4<sup>th</sup>-year Courses Requirements
  - g. DEPAs
- V. Supplemental Examinations
  - a. Timeline for Consideration
  - b. Courses without Final Examination
  - c. Eligibility
  - d. Weighting of the Supplemental Examination
  - e. Calculation of the Final Grade
- VI. Failure to Meet Progression Standards
  - a. Repeat the Year
  - b. Required to Withdraw
  - c. Appeals
- VII. Degree with Distinction or Great Distinction
  - a. Distinction
  - b. Great Distinction
- VIII. Requirements for License to Practice



## Registration and Attendance

Students are expected to familiarize themselves with registration and attendance policies, as well as the timeframe in which they have to complete their degree requirements.

- a. Students admitted to the Doctor of Veterinary Medicine (DVM) degree program register themselves in classes through the University of Saskatchewan Personalized Access to Web Services system (PAWS). Detailed information regarding accessing PAWS registration and class selection is sent to students upon confirmation of admission.
- b. In accordance with University policy, regular and punctual attendance is expected of all students at the Western College of Veterinary Medicine in all lectures, laboratories and tutorials. Students will be provided with the laboratory attendance requirements for individual courses at the beginning of each academic session.
- c. Student absences should be requested and approved following the Excused Absence process.
- d. Degree requirements must be completed within 6 years from the date that a student first enrolls in the DVM program.

## Saskatchewan Veterinary Medical Association

The Saskatchewan Veterinary Medical Association (SVMA) is the provincial licensing body for veterinary practitioners. Students enrolled in the DVM program must be registered and in good standing as veterinary students at the beginning of Year 1. This educational license must be renewed and maintained by the student on an annual basis.

## Progression Regulations: Years 1 - 3

Progression through Years 1 – 3 of the DVM program is determined on a yearly basis.

- a. Students must have a minimum academic year weighted average of 60.0 percent or better and successful completion of all courses taken.
- b. The minimum passing grade for courses in years 1 - 3 of the DVM program is 50.0 percent in all numerically graded courses. The Clinical Skills Courses in years 1 - 3 of the DVM program (VINT 202, VINT 302, VINT 402) require a pass of all OSCE (Objective Structured Clinical Exam) stations to pass the course. All other pass/fail courses require a minimum 60.0 percent to receive a pass.
- c. Subject to the regulations following in years 1- 3 of the DVM program, a student who has received a failing grade in one course of the veterinary medical program will be required to write a supplemental examination and pass that course before starting studies in a subsequent year.
- d. At the end of each academic year, faculty will review the performance of all students and make recommendations according to these standards.



### **Progression and Graduation Regulations: Year 4**

The following applies to the clinical year of the DVM program (4<sup>th</sup> year) which consists of VINT 581.36 and VINT 582.4:

- a. Students will be provided a Pass/Fail grade on their transcript for the clinical year courses, VINT 581.36 and VINT 582.4. Numerical grades will be maintained confidentially to provide ranking and Distinction/Great distinction calculation.
- b. Each rotation taken within the VINT 581.36 and VINT 582.4 courses requires a grade of 60.0 percent or better to receive a Pass. Note: Receiving a Critical Fail in any competency will lead to a failure of the rotation.
- c. A student obtaining less than 60.0 percent in a rotation will be deemed to have failed the rotation. The student will be given the opportunity to improve their performance in that rotation to a passing level in accordance with the individual rotation requirements as outlined in the Handbook/Syllabus. This privilege will be granted only once for the entire clinical year.
- d. Failure to successfully upgrade the rotation in accordance with the above, failure of a second rotation, or failure to complete all evaluation components of a course will result in a failure of the course. In certain elective or external rotations, where repetition of the rotation is not possible, at the discretion of the faculty, students may be permitted an alternate opportunity to improve their grade.
- e. Students must successfully complete all requirements of both VINT 581.36 and VINT 582.4 to meet degree requirements.
- f. All Demonstrated Entrustable Professional Activities (DEPAs), as listed in the Program Catalogue, must successfully be completed within the clinical year to be eligible to graduate from the DVM program.
- g. A student repeating the year would be required to meet the requirements for promotion as outlined above.

### **Supplemental Examinations**

- a. Supplemental examination privileges will not be considered until the final grades from all courses for the academic calendar year have been reported and tabulated (typically the beginning of May).
- b. If a course does not have a final examination, supplemental assignments or experiences may be considered.
- c. Supplemental examinations are granted to those students who have failed one course but have attained a weighted average of at least 60.0 percent.
- d. The supplemental final examinations will be accorded the same weight as the original final examination used in the computation of the student's final grade for the course.
- e. The course grade using the supplemental examination grade will be used to calculate the weighted average for the Academic Session.



### Failure to meet progression standards

- a. Students who fail to meet progression standards outlined in any of the above may be permitted to repeat the entire year or be required to permanently withdraw from the program.
- b. Under exceptional circumstances and in the best interests of the student or the College, the College may require an individual to be suspended or withdraw permanently from the program for reasons other than failure to meet promotion standards.
- c. Appeals of evaluation, grading, and academic standing are governed by the [\*Academic Courses Policy on Class Delivery, Examinations, and Assessment of Learning\*](#)

### Degree with Distinction or Great Distinction

The College considers a student's performance in all years of their degree for the purposes of conferring a DVM degree with Distinction or Great Distinction.

- a. The DVM degree with Distinction will be awarded to students who have:
  - i. Four-year averages between 0.70 and 1.5 standard deviations above the mean of the four-year averages for their class; and
  - ii. Four-year averages of greater than 75.0%; and
  - iii. Weighted averages of greater than 70.0% in Year 4.
- b. The DVM degree with Great Distinction will be awarded to students who have:
  - i. Four-year averages of more than 1.5 standard deviations above the mean of the four-year averages for their class; and
  - ii. Four-year averages of greater than 80.0%; and
  - iii. Weighted averages of greater than 75.0% in Year 4.

### Requirements for License to Practice

A DVM degree does not automatically confer the right to practice veterinary medicine. By legislation this right is the prerogative of the recognized veterinary associations. Further information on provincial licenses is obtainable from the offices of the provincial veterinary associations.



UNIVERSITY COUNCIL  
ACADEMIC PROGRAMS COMMITTEE  
REQUEST FOR DECISION

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<b>PRESENTED BY:</b>	Carolyn Augusta, Chair, Academic Programs Committee
<b>DATE OF MEETING:</b>	December 19, 2024
<b>SUBJECT:</b>	<b>M.Sc. Project in Veterinary Pathology and Termination of M.Vet.Sc. in Veterinary Pathology</b>
<b>MOTION:</b>	<i>It is recommended by the Academic Programs Committee that Council approve the M.Sc. Project in Veterinary Pathology and Termination of M.Vet.Sc. in Veterinary Pathology effective May 2025.</i>

**CONTEXT AND BACKGROUND:**

The College of Graduate and Postdoctoral Studies is recommending the approval of a new Master of Science (M.Sc.) project-based program in Veterinary Pathology delivered through the Western College of Veterinary Medicine (WCVM). The proposed M.Sc. program will provide a flexible framework for students to obtain clinical competency and will provide a pathway for graduates to acquire American College of Veterinary Pathologists diplomat status.

With this new project-based program, the College of Graduate and Postdoctoral Studies is also recommending termination of the Master of Veterinary Science (M.Vet.Sc.) program currently delivered through the WCVM. The proposed termination is responding to a lack of recognition for the M.Vet.Sc. degree internationally and the program's lack of adaptability to the needs of future students.

**CONSULTATION:**

On December 4, 2024, the College of Graduate and Postdoctoral Studies along with WCVM put forward a proposal to the Academic Programs Committee of Council (APC). Members participated in a thorough discussion and voted in favour of the new project-based program in Veterinary Pathology as well as the termination on the Master of Veterinary Science (M.Vet.Sc.) program.

**ATTACHMENTS:**

1. M.Sc. Project in Veterinary Pathology and Termination of M.Vet.Sc. in Veterinary Pathology Proposal

# Master of Science in Veterinary Pathology; Termination of Master of Veterinary Science

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# MEMORANDUM

**To:** Academic Programs Committee of Council

**From:** Graduate Programs Committee, CGPS

**Date:** November 18, 2024

**Re:** New: Master of Science in Veterinary Pathology; Termination: Master of Veterinary Science

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The College of Graduate and Postdoctoral Studies is recommending the approval of a new Master of Science (M.Sc.) project-based program in Veterinary Pathology delivered through the Western College of Veterinary Medicine (WCVN). The proposed M.Sc. program will provide a flexible framework for students to obtain clinical competency and will provide a pathway for graduates to acquire American College of Veterinary Pathologists diplomat status. The new program will be able to be completed in 2 to 3 years and will be effective May 1, 2025.

The College of Graduate and Postdoctoral Studies is also recommending termination of the Master of Veterinary Science (M.Vet.Sc.) program currently delivered through the WCVN. The proposed termination is responding to a lack of recognition for the M.Vet.Sc. degree internationally and the programs lack of adaptability to the needs of future students. The termination will be effective for the 2025-26 University Catalogue and will be deleted once all students have completed the program (anticipated December 2027).


The Graduate Programs Committee reviewed the new program proposal and consulted with proponents from WCVN in fall 2024. The committee was encouraged that the new program would allow students to access different funding sources and allow graduates to meet requirements for accreditation. Based on feedback from the committee the proponent clarified program pathways and mapped out program timelines. The committee approved the new M.Sc. in Veterinary Pathology project-based program and termination of the Master of Veterinary Science program at its meeting on November 13<sup>th</sup>, 2024 with the following motions.

**Motion:** To recommend approval of the new MSc in Veterinary Pathology project-based program, pending minor corrections to the proposal. **Singh/Martin CARRIED unanimously** (corrections cleared November 15<sup>th</sup>)

**Motions:** To recommend termination of the Master of Veterinary Science (M.Vet.Sc.) program. **Martin/Heavin CARRIED unanimously.**

Attached please find the proposal for the new Master of Science in Veterinary Pathology project-based program and termination of the Master of Veterinary Science program.

If you have any questions, please contact the Academic Affairs Specialist at [gradprograms.academicaffairs@usask.ca](mailto:gradprograms.academicaffairs@usask.ca).

 <b>UNIVERSITY OF SASKATCHEWAN</b>	Proposal for Academic or Curricular Change
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## PROPOSAL IDENTIFICATION

**Title of proposal: Project based (non-thesis) Master of Science for graduate students of the Department of Veterinary Pathology, WCV**

Degree(s): **Master of Science (project based)**

Field(s) of Specialization: **Veterinary Pathology**

Level(s) of Concentration: **None**

Option(s): **Project-based (non-thesis) Master of Science**

Degree College: **College of Graduate and Postdoctoral Studies**

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

**Susan Detmer, Associate Professor and Graduate Chair. 306-966-7346  
susan.detmer@usask.ca**

Proposed date of implementation: **May 1, 2025**

## Proposal Document

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

### **1. Academic justification:**

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

The Department of Veterinary Pathology proposes to initiate a new “project-based” (non-thesis) Master of Science graduate degree program, to replace its present Master of Veterinary Science (MVetSc) degree. It is anticipated that the MVetSci program will be deleted by December 2027 when all current students have completed the program (2 just started and 1 is completing this year). Once this program is approved, we will not accept any new students in the MVetSci program.

Training graduate students in diagnostic pathology in order to obtain American College of Veterinary Pathologists (ACVP) diplomat status is a major objective of the Department of Veterinary Pathology. The goal of training as a pathologist should be to acquire knowledge sufficient to assume responsibility for the broad spectrum of assessment and interpretation of specimens, problems and situations encountered by veterinary pathologists. This MSc-project degree program will provide training that partially fulfills ACVP requirements.

The College of Graduate and Postdoctoral Studies describes a project-based Master’s program: “The project (which could be a publishable paper) is usually smaller in scope than a thesis, and it is expected it can be completed in 4-6 months. A project-based Master’s program includes a minimum of 24 credit units of course work, and may include up to 30 credit units of course work. The project portion of the program is generally worth between 0 and 6 credit units, depending on the program.” *[NOTE: The 2-year MVetSc degree, which this is replacing, requires a minimum of 30 credit units of course work and a 4–6-month long project submitted to the committee as a manuscript that could be published].*

This new program will provide a more flexible framework to accommodate some of the academic needs of the graduate students while also recognizing excellence. Most students will be expected to complete this program within 3 years, and we have an alternative pathway for students who need additional practice and guidance to obtain the necessary clinical competency to become a pathologist. Students may wish to also complete a certificate in Advanced Veterinary Diagnostic Pathology where they will work independently on cases and gain teaching experience. Since the primary source of stipend for the Masters-project is limited to 3 years of funding, exceptional students who finish the three-year program in 2 years will have this opportunity.

It is anticipated that the proposed change will increase international recognition of the degree achieved for the diagnostic training/graduate degree program. The University of PEI and WCVm are the only Veterinary Colleges in North America that offer an MVetSc degree. Most Veterinary Colleges in North America offer diagnostic pathology training programs in specialty fields. Many combine the diagnostic pathology training with coursework and a research project and provide a project or course-based MSc degree. This change by our department would promote a more accurately recognized global understanding of the degree awarded. Recently the Departments of Large Animal Clinical Sciences and Small Animal Clinical Sciences have successfully proposed similar changes in their degree structures (from an MVetSc to a four-year Residency/project-based MSc program) so this would maintain alignment within the WCVm.

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

The proposed program change maintains alignment with our departmental strategic objectives by offering a graduate degree combined with diagnostic pathology training program for graduate students engaged in research projects focused on enhancing the state of animal health care and diagnostic medicine. The program enables students who wish primarily to enter clinical diagnostic pathology practice to experience applied clinical research of a scale that is manageable within a busy diagnostic training program.

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

The program is targeted toward students that have a Doctor of Veterinary Medicine (DVM) or equivalent degree and are seeking advanced specialty training in a specific discipline recognized by the American College of Veterinary Pathologists. These have very specific guidelines developed by the specialty college, including restrictions on the number of students supervised. Students are often mature and may also be returning and international students.

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

There are no similar competing programs in Saskatchewan or Western Canada. Post graduate veterinary pathology training is very competitive as there are always more students wishing to complete the training than available programs. The University of PEI offers an MVetSc program similar to our current program. The University of Guelph offers a Doctor of Veterinary Science (DVSc) degree which is a combination of clinical specialty training and a research program resulting in a Thesis. Our current department offers a thesis-based MSc program with a diagnostic focus. The program differs from the above mentioned as the research project is smaller in scale, resulting in a published manuscript rather than a Thesis. It would primarily be of interest to students who wish to go into diagnostic pathology careers with little or no research components (primarily into private practices or government diagnostic laboratories).

## **2. Admissions**

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

- A Doctor of Veterinary Medicine (DVM) or equivalent, from a recognized college or university.
- A cumulative weighted average of at least 70% (U of S grade system equivalent) in the last two years of study (e.g. 60 credit units).

- Eligibility for restricted, EDUCATIONAL SVMA licensure to practice veterinary medicine in Saskatchewan. <https://svma.sk.ca/become-a-member/dvm/>
- International applicants or applicants whose first language is not English must meet the English proficiency requirements set forth by the College of Graduate and Postdoctoral Studies.
- A personal statement explaining your interest in the program and why you want to be an anatomic or clinical pathologist (limit 1 page, single spaced).

### **3. Description of the program**

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

The Master of Science (project-based) program is a professionally oriented Master's degree. The program's goals are to provide diagnostic veterinary pathology training within a specialty area (anatomic or clinical pathology) along with introductory research training.

The primary objective of clinical training is achieved through practical, experiential learning under direct supervision and mentorship of veterinary pathologists. Most of these skills will be learned as part of the diagnostic coursework which will comprise most of the 24 credit units and a non-credit clinical course (VTPA 980) taken for one to four terms.

The second objective is to develop critical thinking and skills in clinical research and scientific writing. This is achieved through completion of a research project. The project is usually smaller in scope than a thesis, and it is expected it can be completed in 4-6 months. Students are expected to produce a manuscript suitable for publication based on the research project. A project-based Master's program includes a minimum of 24 credit units of course work plus the non-credit project course (VTPA 992).

Students will complete this degree in two to three years and will provide training that partially fulfills ACVP requirements to sit the American College of Veterinary Pathologists board exam in August of their 3rd year. While we anticipate that most students will continue the 2 + 1 model of 2 years of coursework and project plus 1 year of gaining clinical proficiency and independence, there is some flexibility for students who need more oversight in the last year of training and outstanding students who need less oversight. *See diagram in section 3c below.*

We are aware that many of the project-based master's courses on campus are 18 CU plus a 6 CU project course. Due to the intensity of the training and time commitments expected of the students seeking board certification in pathology, these students will be required to take 24 CU of coursework plus the zero-credit project and clinical courses. All of our graduate programs have zero-credit project or research components and this, along with our seminar course are the only courses that our graduate students are registered for at times. These students are still considered full-time students, they pay the full tuition rates and the international students have not been having issues with this.

- 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 general teaching philosophy of the program is one of experiential, mentored learning as well as development of self-directed learning skills. The clinical training component of the program is primarily delivered through practical and graduated experiential learning under the direct supervision and mentorship of veterinary pathologists in the WCVN, primarily through case material submitted to Prairie Diagnostic Services Inc. (PDS), as well as, discipline specific course work, clinical rounds and seminars, and literature review tailored to the discipline.

Development of critical thinking, clinical research and scientific writing skills is achieved through completion of a clinical research project under the supervision of an experienced faculty supervisor and guidance of the Advisory Committee. A paper suitable for publication in a peer-reviewed journal is completed and the research is presented and defended at the “Competency Exam” at the end of the program (See section 3d below).

The program is not delivered in a distributed format due to intensive clinical training on client animals and required daily clinical supervision.

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

**Mandatory course requirements would be as follows:**

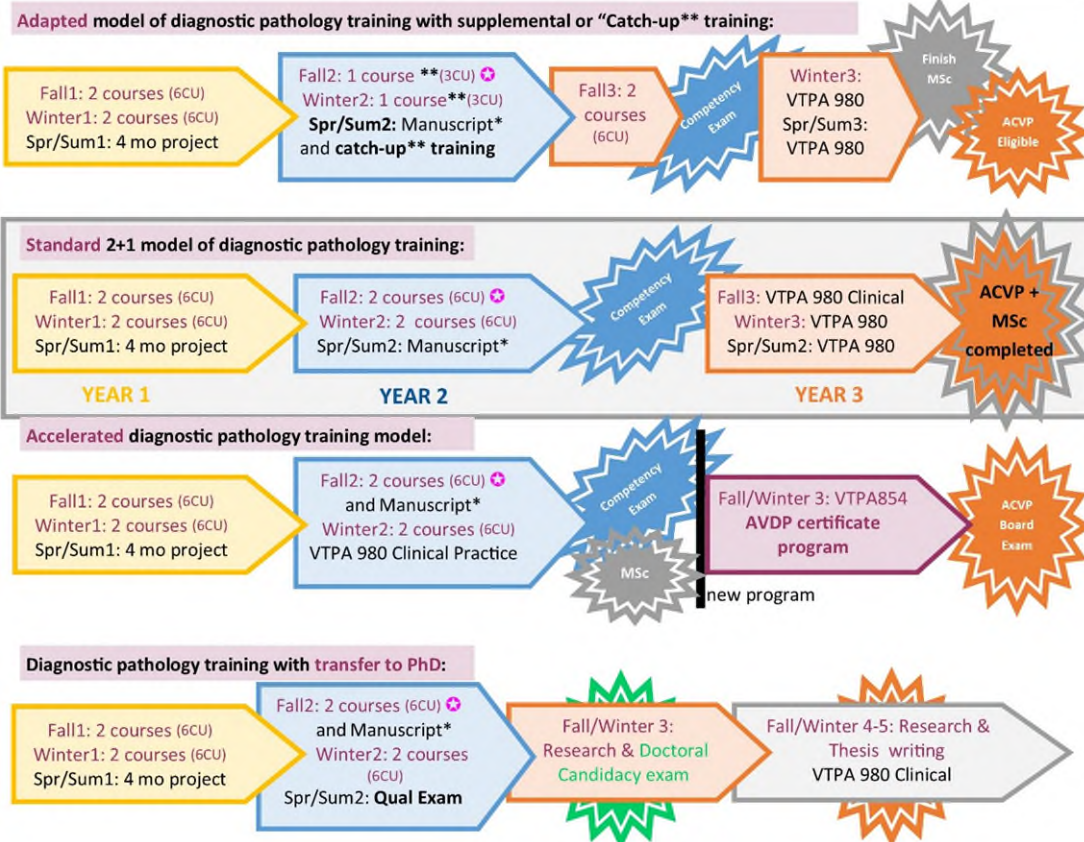
- GPS 960.0 : **Introduction to Ethics and Integrity**
- GPS 961.0 : **Ethics and Integrity in Human Research** (if research involves human subjects)
- GPS 962.0 : **Ethics and Integrity in Animal Research** (if research involves animal subjects)
- VTPA 990.0 : **Seminar (Mystery Slides)** – Required registration for Terms 1 & 2 throughout program
- VTPA 991.0 : **Seminar in Pathology (Research / Diagnostic)** – Required registration for all terms enrolled in diagnostic courses
- VTPA 992.0: non-credit **Research – Project** (maintain continuous registration)
- VTPA 980.0: non-credit **Clinical Practice** course, at least one term, up to 3 terms

Also, a minimum of 24 Credit Units from the available courses listed. **Appendix 3, VETERINARY PATHOLOGY, COURSES OFFERED AND INSTRUCTORS IN CHARGE.** Credit units can be obtained through graduate level courses in either the anatomic or clinical pathology stream with each term increasing in skill level, during all three years of the program. Possible discipline areas of pathology within the department include Anatomic pathology and Clinical pathology. Within the Anatomic pathology discipline there is opportunity for specialized training in Avian and Wildlife species through the courses on mammalian, surgical, toxicological, avian, and wildlife pathology. These courses are available to students in the Clinical pathology discipline as well as diagnostic clinical pathology, clinical hematology and clinical chemistry courses.



**Examples of program of studies for the MSc-Project:** ‡VTPA 990.0 + VTPA 991.0 + VTPA 992.0 (mandatory)

Term	Anatomic Pathology Adapted	Anatomic Pathology Standard	Anatomic Pathology Advanced	Clinical Pathology Standard
Fall – year 1	‡VTPA 830.3 + 820.3, Surg 1 and Mammalian 1 GPS 960.0 + GPS 962.0	‡VTPA 830.3 + 820.3, Surg 1 and Mammalian 1 GPS 960.0 + GPS 962.0	‡VTPA 830.3 + 820.3, Surg 1 and Mammalian 1 GPS 960.0 + GPS 962.0	‡VTPA 830.3 + 850.3 Surg 1 and Clin Path 1 GPS 960.0 + GPS 962.0
Winter – year 1	‡VTPA 831.3 + 821.3 Surg 2 and Mam 2	‡VTPA 831.3 + 821.3 Surgi 2 and Mam 2	‡VTPA 831.3 + 821.3 Surgi 2 and Mam 2	‡VTPA 811.3 + 851.3 Clin Chem & Clin Path 2
Spr/Sum – year 1	‡ Project	‡ Project	‡ Project	‡ Project
Fall – year 2	‡VTPA 822.3 *catch-up Surgicals 3	‡VTPA 832.3 + 822.3 Surg 3 and Mamm 3	‡ VTPA 832.3 + 822.3 Surg 3 and Mamm 3 Manuscript	‡VTPA 831.3 + 852.3 Surg 2 and Clin Path 3
Winter – year 2	‡VTPA 832.3 *catch-up Mammalian 3	‡VTPA 833.3 + 869.3 Surg 4 and Avian path	‡ VTPA 980.0 + 898 + 869.3 = Clinical practice, Spec Topics and Avian	‡VTPA 810.3 + 853.3 Hematol and Clin Path 4
Spr/Sum – year 2	‡ Manuscript and *Catch-up training to standards	‡ Manuscript and Competency exam	‡ VTPA 980.0 Competency exam AND completion of MSc	‡ Manuscript and Competency exam
Fall – year 3	‡ VTPA 898.3 + 875.3 Spec topics and Wildlife Competency exam	‡ VTPA 980.0 Clinical practice	<b>AVDP Certificate Program</b> 9 Credit course VTPA 854	‡ VTPA 980.0 Clinical practice
Winter – year 3	‡ VTPA 980.0 Clinical practice	‡ VTPA 980.0 Clinical practice		‡ VTPA 980.0 Clinical practice
Spr/Sum – year 3	‡ VTPA 980.0 Clinical practice	‡ VTPA 980.0 Clinical practice		‡ VTPA 980.0 Clinical practice

**MSc-Project Program FLOW CHART for Department of Veterinary Pathology:**


All students in the Diagnostic Training programs are assessed in January of their second year as to their competency and potential ability to perform independent diagnostic casework by a panel of at least 5 faculty who teach the diagnostic courses. 🌟 The students are assessed as: **Standard** = will be ready by Fall of their 3rd year to complete casework on their own; **Accelerated** = ready now or within 3 months to complete cases on their own; Needing remedial work or an **Adapted** program with supplemental or “catch-up”, casework experience that is closely supervised—these students may have delayed completion of their manuscript and clinical competency exam requirements; Students wishing to **transfer to a PhD** program must be at or near an accelerated level.

*[Note: this assessment is already being done for the MSc-diagnostic and MVetSc students (year 1-3) in January every year and is based on a student's performance in clinical cases as part of their coursework with several different instructors]*

Upon completion of the “Competency exam” students will participate in clinical practice with indirect supervision in the non-credit clinical practice course (VTPA 980). VTPA 980 is a requirement for the MSc-project program and students must take it at least once and for a maximum of three terms. Students will have a clinical supervisor which may or may not be their primary (project) supervisor, but this should be at least a member of their Advisory Committee.

Credit units can also be obtained through courses in other departments or outside of the WCVI which are approved to be specific to a student's area of research project. The spring / summer term between the first and second year and the third year of the program will predictably be characterized by a progression of the student's research project.

Timelines: Students are expected to complete the MSc degree in two to three years. Based on the specialty board's requirements for an approved clinical training program, students typically complete 24 credits and the project by the summer of their second year so that they can spend time during their final year concentrating on clinical competency and board exam preparations. The project paper in the format of a manuscript is due by August of the second year, at which time students will be assessed for progress on clinical competency and their research project (see *section d below*).

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

Skills and knowledge will be obtained in a number of learning environments. Working on client submitted diagnostic material submitted to PDS provides the opportunity to apply foundational knowledge, problem solve and synthesize clinical data from a number of sources. Critical thinking skills will be further developed during daily and weekly case rounds, journal clubs and student seminars which will be discipline specific. The completion of a clinical research project will provide opportunities for formulating research questions, designing experiments, developing data collection plans, analyses and interpretation of data, scientific writing. Students may, depending on the situation, be directly involved in any required laboratory analyses. Required

laboratory techniques training will be provided formally through course offerings, or informally by working with supervisors or laboratory technicians supported by the college.

The student will prepare a scientific paper based on their research project suitable for publication in a peer reviewed journal. A critical review of research results will be conducted by peers, supervisors/examiners, and external reviewers at the end of the student's program in the format of a "Competency Exam" which includes an oral presentation and examination by the advisory committee. [NOTE: the Competency Exam is not Pass/Fail and has no bearing on degree requirements. It will be used to advise students on areas that need improvement for future clinical practice and/or ACVP board preparation.]

### **Policy on Competency Exams for MSc-project Students\***

**The final comprehensive competency exam will be oral and will consist of two parts:**

1. Exam of general and specific knowledge of **diagnostic veterinary pathology** appropriate to the student's program of study.
2. Exam of the student with respect to the **research project**, including background knowledge and understanding, materials and methods, results and conclusions.

It is expected that both parts of this exam will be conducted at the same session, but separately within the session. **Approximately 15%-30% percent of the exam should be devoted to the research project.** The exam will normally take place after presentation of a seminar by the student regarding the research project. A draft of the final written report of the project, in the form of a manuscript suitable for submission to a scientific journal, will have been available for review by the committee prior to this exam. Participants in the exam will include all Advisory Committee members as well as other members of the department that may be invited by the Graduate Chair, in consultation with the Advisory Committee.

Under unusual circumstances, the two parts of the exam may be given separately at two different sessions and may be separated in time from the seminar presentation made by the student. In these situations, all committee members should participate in both sessions. A draft of the research project report will be made available to the committee prior to the exam of the research project. Two copies of the revised and final research project report must be received by the department before forms required for convocation will be submitted to the CGPS and the Convocation Office. The normal deadline for submission of the final research paper is August 14 in the second year of the program.

*\*This policy was adapted from the "Policy on Comprehensive Exams for MVetSc Students" in the Dept. of Vet Path Graduate Student Manual.*

- e. *Explain the comprehensive breadth of the program.*

The proposed program is similar to the department's current MVetSc program. Clinical course work in diagnostic pathology, either anatomic or clinical pathology, is a major component of study for all students. Students completing this Master Program should be well on their way to successful writing of the American College of Veterinary Pathologists (ACVP) examination. (Note: ACVP eligibility requires 3 years of training.)

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

### **Discovery Goals**

While formal instruction will be an important component of the training program, a substantial focus will be on the development of self-directed learning in both the clinical and research environment. This will lead to self-assessment, redirection, and refinement of critical thinking skills, as well as independent thought with the goal to developing strong skills as a life-long learner.

### **Knowledge Goals**

The combination of formal instruction, and its application in clinical and research settings will provide comprehensive specialty training in the students' chosen discipline. Veterinary medicine, by nature, provides ample opportunity for cross-species and cross-disciplinary training.

### **Integrity Goals**

Veterinary medicine is a highly regarded profession, largely because of the high standards of trust and integrity that are maintained by the self-regulating profession. Maintenance of high moral and ethical standards is the guiding principle interwoven into most daily clinical activities. The Saskatchewan Veterinary Medical Association will serve as an external organization through which ethical standards and morals will be assessed if called into question. Similar principles apply to the development of research techniques, analyses and interpretation. The peer-review process, whether internal or external, should help maintain research integrity and judgement.

### **Skills Goals**

Communication skills will be developed and assessed on an ongoing basis. During diagnostic work students must communicate with owners or veterinarians on matters related to animal health, and through this, learn to communicate effectively at a level appropriate for the client. Communication with cohorts, supervisors, and specialists will be at a more technical level. A thorough understanding of the scientific literature in ones' discipline is expected as part of the program.

### **Citizenship Goals**

The WCVM is an ethnically diverse college that provides an opportunity to learn and work with experts from around the world. Moreover, the departmental faculty strives to reach out to the international community by way of conferences, research exchanges, and other work with industry and international groups. These, and our efforts strengthening the human-animal bond, contribute to a sense of satisfaction in society.

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

Students entering the proposed project-based MSc will require a degree in veterinary medicine. Application may be made directly to the department. Students who desire more focus in research may transfer to a thesis-based MSc or PhD program with the permission of their advisory committee and subject to CGPS policy.

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

The ultimate success of this program will be evaluated on the proportion of graduate students who successfully achieve board certification during or within 1-2 years of graduation, publish their research, and are employed as pathologists in industry, government/regulatory and academic positions.

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

The MSc program itself is not certifiable. However, the clinical residency training programs require accreditation by the ACVP.

#### **4. Consultation**

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

This project-based MSc program will replace our existing MVetSc program, which will be phased out as soon as all present students have graduated or transferred to the new program. Provided the project-based MSc program starts May 1, 2025, we anticipate the MVetSc will be phased out by December, 2027. The proposed program is similar to the project-based MSc program proposed by SACS and LACS at the WCVI but is different from all other thesis-based MSc programs offered at WCVI. It is less research intensive, has a substantial requirement for clinical training, and requires the completion of a manuscript suitable for publication rather than a thesis.

The program provides opportunities for interested graduate students and interns to obtain specialty training in a number of disciplines and ideally become board certified specialists in their chosen field. It also exposes and provides introductory training in clinical research. In those graduate students with an interest in doing a more research-intensive program there are options for completing a thesis-based MSc or PhD program.

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

As both LACS and SACS have undergone a similar program change; however, they elected to extend their program to 4 years. We have consulted with these departments informally regarding development of our program. We have experience with our own MVetSc and MSc-Diagnostic programs and will maintain the diagnostic training as before.

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

Not applicable

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

No consultations have been undertaken at this time. The library has provided adequate support for the MVetSc and our other diagnostic training programs and no change is anticipated.

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

Not applicable

## **5. Budget**

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

The content of these courses has already been taught as part of the present MVetSc program. The same number of instructors will be involved in the delivery of this project-based MSc program as for the MVetSc program.

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

We anticipate the MVetSc will be discontinued within 36 months of implementation of this program.



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

There will be little to no impact on teaching assignments as these will remain the same as they were within the MVetSc program.

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

There will be no impact on budget as allocations will remain similar to those required for the MVetSc program.

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

Not applicable

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

Not applicable

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

Two primary pools managed by the WCVM Associate Dean Research will provide student salary support:

1. Interprovincial Graduate Student Fellowship (IPGF) provides \$40K per year for Canadian Veterinarians (or eligible Canadian residents) for the duration of the program
2. Operating funds for research projects will be provided by supervisors and obtained through competitive research grants or new faculty start-up funds. Departmental administered graduate scholarships such as the SSFs would be available for students entering this program who are not eligible for the IPGF funding with the remaining funding from supervisor's research grants.

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

Standard per term tuition rates established by CGPS for all Canadian and international graduate students apply.

### **Thesis or project-based master's program**

Graduate students in a thesis or project-based program pay tuition three times a year for as long as they are enrolled in their program.

Term	Canadian students	International students
September 1 - December 31, 2024	 \$1,726.00 CAD	 \$3,883.50 CAD
January 1 - April 30, 2025	 \$1,726.00 CAD	 \$3,883.50 CAD
May 1 - August 31, 2025	 \$1,726.00 CAD	 \$3,883.50 CAD
<b>Total per academic year</b>	 <b>\$5,178.00 CAD</b>	 <b>\$11,650.50 CAD</b>

Students will pay the master's tuition rate for the full 3 years whether they are in Standard 2+1 or Adapted model (see flow chart).

**Accelerated students** will pay 2 years of the MSc tuition and then pay the certificate tuition for a year. This is the no change from the MVetSc program (that is, standard master's tuition x 6 terms plus 3 additional terms for the certificate program).

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

There will be no impact on budget as allocations will remain similar to those required for the MVetSc program.

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

No change to previous programs. We currently have 11 total: 2 CDVP certificate program, 3 MVetSc, 2 MSc-Diagnostic, and 6 PhD students that had at least 4 terms with diagnostic training courses, plus MSc-thesis and 11 PhD students without pathology training as a primary component of their program.



Enrolment is dependent on the number of available diagnostic training positions within the department. The ACVP sets limits on the number of pathology residents that can be trained relative to the specialist complement. For example, 1 ACVP certified pathologists may train a maximum of 2 trainees at any given time. Therefore, we can have up to 10 Clinical pathology trainees and up to 14 Anatomic pathology trainees within our MVetSc, MSc-project, MSc-Diagnostic, MSc-thesis, or PhD programs, but our realistic capacity due to limited case load and faculty time commitments is 12-14 diagnostic trainees across programs at any given time.

The other limitation is the funding for these trainees. The main source of funding is from IPGF (WCVm provides \$42,000/year per student) which is limited to 12 graduate students in the department across all our programs for DVMs with PR or Canadian citizenship. Non-Canadian DVMs, can be personally funded, funded by their home government or by research grants.

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

No change required compared to the current diagnostic training programs as we have a limited capacity of trainees in pathology whether they are in MVetSc, MSc-project, MSc-Diagnostic, MSc-thesis, or PhD. We anticipate variations from year to year based on student preference for the intensity of their training programs and professional outcomes (more intense clinical training vs. more research content).

There will be no net increase or decrease in cost of delivery and no revenues through tuition (Review conducted by APP). The faculty salaries are linked to the Interprovincial agreement and delivery of the DVM program. The casework completed in PDS is linked to the WCVm agreement with PDS. The diagnostic training programs are subsidized by the Western Provinces because veterinary diagnostic pathologists are required for regulatory agencies, diagnostic laboratories, pharmaceutical and research industry, and both small and large animal veterinarians for clinical diagnoses.

**Between 2012 and 2022**, our department trained 41 pathologists, most of whom are ACVP-boarded and working in their specialty. On average, we graduate 4 pathologists from our MVetSc (plus clinical year), MSc-diagnostic, and PhD program each year.

- l. *At what enrolment number will this program be independently sustainable? If this enrolment number is higher than the enrolment target, where will the resources come from to sustain the program, and what commitments define the supply of those resources?*

No change is anticipated, See answer in sections j and k above.

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

No change is anticipated, See answer in sections j and k above.

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

No change is anticipated, See answer in sections j and k above.

## College Statement

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

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

## Related Documentation

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

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

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

## Consultation Forms

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

Required for all submissions:

- Consultation with the Registrar form

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

Required for all new courses:

- New Course Proposal forms
- Calendar-draft list of new and revised courses

Required if resources needed:

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



April 22, 2024

Dear Dr. Wobeser,

I strongly support this proposal to develop a project-based Master of Science program in the Department of Veterinary Pathology. This program will provide graduates with a degree that is well-recognized internationally and reflects their level of exposure to research, which, along with their extensive diagnostic training in anatomic or clinical pathology, prepares graduates to work across a range of sectors, including academia, private industry and government. The program is flexible and will also allow students interested in research to transfer to a thesis-based MSc or PhD. Similar programs in other Departments within the WCVM function effectively and I trust that this program will be as successful.

Sincerely,

A handwritten signature in blue ink, appearing to read "Gillian Muir".

Gillian Muir DVM PhD  
Professor and Dean  
Western College of Veterinary Medicine

## **Veterinary Pathology**

### **Master of Science (M.Sc.) - Project-based**

This program is intended to be completed in two or three years.

#### **Admission requirements**

- Proof of English proficiency may be required for applicants to graduate programs. Proof of English proficiency may be demonstrated through:
  - A minimum of three consecutive years of full-time study or completion of a graduate degree at a recognized post-secondary institution, where the exclusive language of instruction and examination of the program and/or institution is English; or
  - Provision of evidence of English language proficiency, using one of the approved tests listed in the English Language Proficiency Policy.
- A Doctor of Veterinary Medicine (DVM) or equivalent, from a recognized college or university
- A cumulative weighted average of at least 70% (U of S grade system equivalent) in the last two years of study (e.g. 60 credit units)
- Eligibility for restricted, educational SVMA licensure to practice veterinary medicine in Saskatchewan
- A personal statement explaining your interest in the program and why you want to be an anatomic or clinical pathologist (limit 1 page, single spaced)

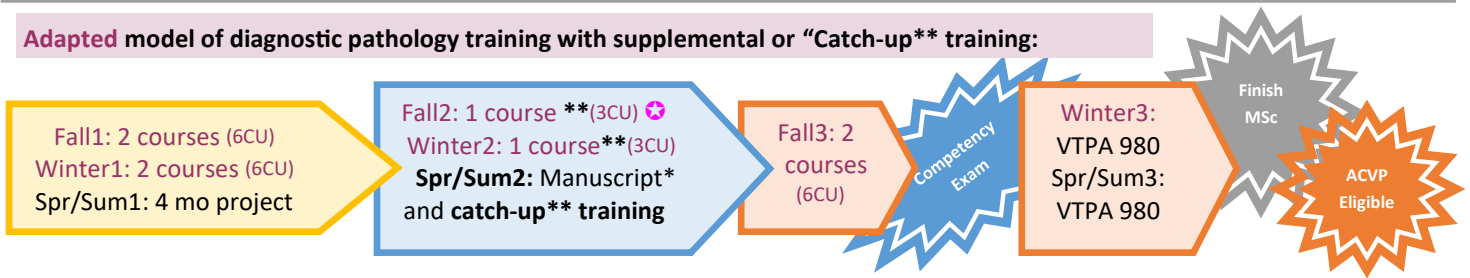
#### **Degree requirements**

Students must maintain continuous registration in the 992 course.

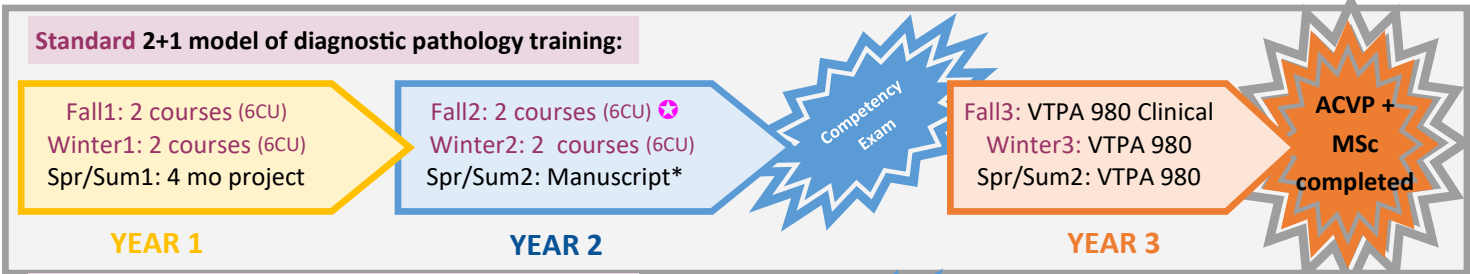
- GPS 960.0 Introduction to Ethics and Integrity
- GPS 961.0 Ethics and Integrity in Human Research, if research involves human subjects
- GPS 962.0 Ethics and Integrity in Animal Research, if research involves animal subjects
- VTPA 990.0 Seminar
- VTPA 991.0 Seminar in Pathology
- VTPA 992.0 Research – Project
- A minimum of 24 credit units of course work at the 800-level
- VTPA 980.0 Clinical Practice

## MSc-Project Program FLOW CHART for Department of Veterinary Pathology:

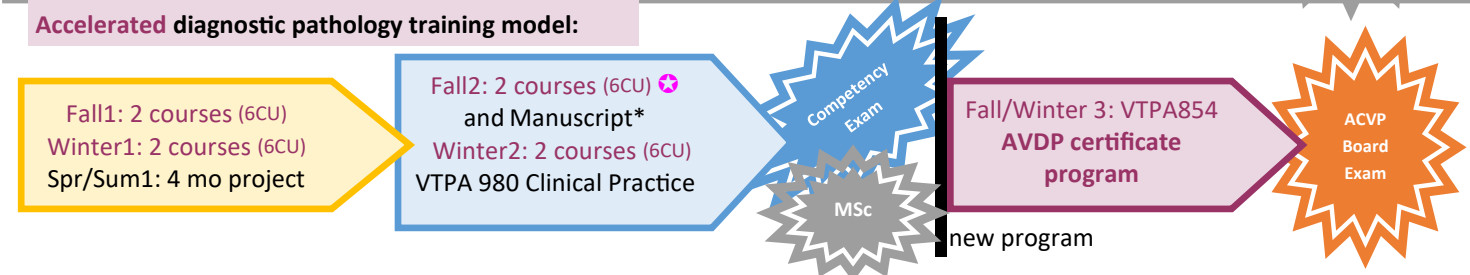
### Adapted model of diagnostic pathology training with supplemental or "Catch-up\*\* training:



### Standard 2+1 model of diagnostic pathology training:



### Accelerated diagnostic pathology training model:



### Diagnostic pathology training with transfer to PhD:



### Current 30CU with project, MVetSc program plus certificate:



**Note:** the current MVetSc program plus the AVDP certificate only differs from the **Accelerated** program by replacing 6 CU with a term of clinical practice.

✨ All students (first, second and third year) in the Diagnostic Training programs are assessed in January of their second year as to their competency and potential ability to perform independent diagnostic casework by a panel of at least 5 faculty who teach the diagnostic courses. The decision is based on the student's grades and work in diagnostic courses. The students are assessed as:

- **Standard** = will be ready by Fall of their 3rd year to complete casework on their own;
- **Accelerated** = ready now or within 3 months to complete cases on their own;
- **Behind** = Needing remedial work or an **Adapted** program with supplemental or "catch-up" casework experience that is closely supervised—these students may have delayed completion of their manuscript and clinical competency exam requirements;
- Students wishing to **transfer to a PhD** program must be at or near an **accelerated** level.

## Policy on Comprehensive Exams for MVetSc Students

Will be used for:

## Policy on Competency Exams for MSc-project Students

The final ~~comprehensive~~ **competency** exam will be oral and will consist of two parts:

1. Exam of general and specific knowledge of **diagnostic veterinary pathology** appropriate to the student's program of study.
2. Exam of the student with respect to the **research project**, including background knowledge and understanding, materials and methods, results and conclusions.

It is expected that both parts of this exam will be conducted at the same session, but separately within the session. **Approximately 15%-30% percent of the exam should be devoted to the research project.** The exam will normally take place after presentation of a seminar by the student regarding the research project. A draft of the final written report of the project, in the form of a manuscript suitable for submission to a scientific journal, will have been available for review by the committee prior to this exam. Participants in the exam will include all Advisory Committee members as well as other members of the department that may be invited by the Graduate Chair, in consultation with the Advisory Committee.

Under unusual circumstances, the two parts of the exam may be given separately at two different sessions and may be separated in time from the seminar presentation made by the student. In these situations, all committee members should participate in both sessions. A draft of the research project report will be made available to the committee prior to the exam of the research project. Two copies of the revised and final research project report must be received by the department before forms required for convocation will be submitted to the CGPS and the Convocation Office. The normal deadline for receipt of the final research paper is August 14 in the second year of the program.

## Advisory Committee Membership for MVetSc and MSc-Diagnostic Students

The Advisory committee should have 2-3 members, including the supervisor:

1. **At least two** members of faculty involved in teaching **diagnostic veterinary pathology** courses appropriate to the student's program of study.
2. **At least one** member of advisory committee must have research expertise relative to the **research project**. This may be the Supervisor or other member of the committee.
3. It may be appropriate to add an adjunct faculty or member from another department at USask for additional research expertise relative to the **research project**.

2022/23 course offering

# **VETERINARY PATHOLOGY**

## **COURSES OFFERED AND INSTRUCTORS IN CHARGE**

Updated: May 2022

Course Number	Course Name	Instructor in Charge	CRN	T 1	CRN	T 2	CRN	T 3
Graduate								
<del>VT PA 810.3</del>	<del>Clinical Hematology</del>	Meachem						
VT PA 811.3	Clinical Chemistry	Meachem			29331	✓		
VT PA 820.3	Mammalian Pathology 1	Wobeser	81012	✓				
VT PA 821.3	Mammalian Pathology 2	Aburto	81013	✓	20872	✓		
VT PA 822.3	Mammalian Pathology 3	Aburto	81014	✓	20873	✓		
VT PA 823.3	Mammalian Pathology 4	Aburto	86824	✓	27412	✓		
VT PA 830.3	Surgical Pathology 1	Philibert	81015	✓				
VT PA 831.3	Surgical Pathology 2	Philibert	81016	✓	20875	✓		
VT PA 832.3	Surgical Pathology 3	Philibert	81017	✓	20876	✓		
VT PA 833.3	Surgical Pathology 4	Philibert		✓		✓		
<del>VT PA 841.3</del>	<del>Toxicologic Pathology</del>							
VT PA 850.3	Diagnostic Clin Pathology 1	Burgess	81010	✓				
VT PA 851.3	Diagnostic Clin Pathology 2	Fernandez			20869	✓		
<del>VT PA 852.3</del>	<del>Diagnostic Clin Pathology 3</del>	Fernandez						
<del>VT PA 853.3</del>	<del>Diagnostic Clin Pathology 4</del>	Fernandez						
VT PA 869.3	Avian Pathology	Gomis			22311	✓		
<del>VT PA 871.3</del>	<del>Avian Necropsy 1</del>							
<del>VT PA 872.3</del>	<del>Avian Necropsy 2</del>							
<del>VT PA 873.3</del>	<del>Wildlife Diseases</del>							
VT PA 875.3	Diag Wildlife Diseases 1	Bollinger	81020	✓	20879	✓		
VT PA 876.3	Diag Wildlife Diseases 2	Bollinger	82444	✓	20884	✓		
VTPA 878.3	Clinpath for Residents	Burgess	86814	✓				
VTPA 879.3	Anat. Path for Residents	Philibert	86815	✓				
VT PA 898.3	Special Topics	Philibert, Allen	89846	✓				
VT PA 990	Noon & Research Seminar	Fernandez	81021	✓	20880	✓		
VT PA 980	Clinical Practice -MVetSc	GOMIS	82446	✓	22403	✓		✓
VT PA 992	Project, MVetSc	Gomis	82669	✓	22404	✓		✓
VT PA 994	Research, MSc	Gomis	81385	✓	21441	✓		✓
VT PA 996	Research, PhD	Gomis	81484	✓	21577	✓		✓
Mystery Slides		Philibert						
VT PA 835	Grad Student General Path	Dickinson						✓



2023/24 course offering

# VETERINARY PATHOLOGY

## COURSES OFFERED AND INSTRUCTORS IN CHARGE

Updated: May 2023

Course Number	Course Name	Instructor in Charge	CRN	T 1	CRN	T 2	CRN	T 3
Graduate								
VT PA 810.3	Clinical Hematology	Meachem			20871	✓		
<del>VT PA 811.3</del>	<del>Clinical Chemistry</del>							
VT PA 820.3	Mammalian Pathology 1	Wobeser	81012	✓				
VT PA 821.3	Mammalian Pathology 2	Aburto	81013	✓	20872	✓		
VT PA 822.3	Mammalian Pathology 3	Aburto	81014	✓	20873	✓		
VT PA 823.3	Mammalian Pathology 4	Aburto	86824	✓	27412	✓		
VT PA 830.3	Surgical Pathology 1	Philibert	81015	✓				
VT PA 831.3	Surgical Pathology 2	Philibert	81016	✓	20875	✓		
VT PA 832.3	Surgical Pathology 3	Philibert	81017	✓	20876	✓		
VT PA 833.3	Surgical Pathology 4	Philibert		✓		✓		
VT PA 841.3	Toxicologic Pathology	Al-Dissi			24550	✓		
<del>VT PA 850.3</del>	<del>Diagnostic Clin Pathology 1</del>							
<del>VT PA 851.3</del>	<del>Diagnostic Clin Pathology 2</del>							
VT PA 852.3	Diagnostic Clin Pathology 3	Dickinson	81019	✓				
VT PA 853.3	Diagnostic Clin Pathology 4	Meachem			20877	✓		
VT PA 869.3	Avian Pathology	Gomis			22311	✓		
<del>VT PA 871.3</del>	<del>Avian Necropsy 1</del>							
<del>VT PA 872.3</del>	<del>Avian Necropsy 2</del>							
<del>VT PA 873.3</del>	<del>Wildlife Diseases</del>							
VT PA 875.3	Diag Wildlife Diseases 1	Bollinger	81020	✓	20879	✓		
VT PA 876.3	Diag Wildlife Diseases 2	Bollinger	82444	✓	20884	✓		
VTPA 878.3	Clinpath for Residents	Burgess	86814	✓				
<del>VTPA 879.3</del>	<del>Anat. Path for Residents</del>							
VT PA 835	Grad Student General Path	Dickinson					42111	✓
VT PA 990	Noon & Research Seminar	Wood	81021	✓	20880	✓		
VT PA 980	Clinical Practice -MVetSc	Gomis	82446	✓	22403	✓	40378	✓
VT PA 992	Project, MVetSc	Gomis	82669	✓	22404	✓	40214	✓
VT PA 994	Research, MSc	Gomis	81385	✓	21441	✓	40188	✓
VT PA 996	Research, PhD	Gomis	81484	✓	21577	✓	40236	✓

Mystery Slides

Philibert

2024/25 course offering

# **VETERINARY PATHOLOGY**

## **COURSES OFFERED AND INSTRUCTORS IN CHARGE**

Updated: May 2023

Course Number	Course Name	Instructor in Charge	CRN	T 1	CRN	T 2	CRN	T 3
Graduate								
<del>VT PA 810.3</del>	<del>Clinical Hematology</del>							
VT PA 811.3	Clinical Chemistry	Meachem	87312	✓	29331	✓		
VT PA 820.3	Mammalian Pathology 1	Al-Dissi	81012	✓				
VT PA 821.3	Mammalian Pathology 2	Aburto	81013	✓		✓		
VT PA 822.3	Mammalian Pathology 3	Aburto	81014	✓		✓		
VT PA 823.3	Mammalian Pathology 4	Aburto	86824	✓		✓		
VT PA 830.3	Surgical Pathology 1	Philibert	81015	✓				
VT PA 831.3	Surgical Pathology 2	Philibert	81016	✓		✓		
VT PA 832.3	Surgical Pathology 3	Philibert	81017	✓		✓		
<del>VT PA 833.3</del>	<del>Surgical Pathology 4</del>	Philibert						
<del>VT PA 841.3</del>	<del>Toxicologic Pathology</del>	Al-Dissi	87313					
VT PA 850.3	Diagnostic Clin Pathology 1	Burgess	81010	✓				
VT PA 851.3	Diagnostic Clin Pathology 2	Fernandez	82442			✓		
VT PA 852.3	Diagnostic Clin Pathology 3	Fernandez	81019	✓		✓		
VT PA 853.3	Diagnostic Clin Pathology 4	Fernandez	82443	✓		✓		
<del>VT PA 869.3</del>	<del>Avian Pathology</del>							
<del>VT PA 871.3</del>	<del>Avian Necropsy 1</del>							
<del>VT PA 872.3</del>	<del>Avian Necropsy 2</del>							
<del>VT PA 873.3</del>	<del>Wildlife Diseases</del>							
VT PA 875.3	Diag Wildlife Diseases 1	Bollinger	81020	✓				
VT PA 876.3	Diag Wildlife Diseases 2	Bollinger	82444	✓				
VTPA 878.3	Clinpath for Residents	Burgess	86814	✓				
VTPA 879.3	Anat. Path for Residents	Philibert	86815	✓				
VT PA 990	Noon & Research Seminar	Wood	81021	✓	20880	✓		
VT PA 980	Clinical Practice -MVetSc	Gomis	82446	✓	22403	✓	40378	✓
VT PA 992	Project, MVetSc	Gomis	82669	✓	22404	✓	40214	✓
VT PA 994	Research, MSc	Gomis	81385	✓	21441	✓	40188	✓
VT PA 996	Research, PhD	Gomis	81484	✓	21577	✓	40236	✓

Mystery Slides

Philibert



UNIVERSITY OF  
SASKATCHEWAN

## Report Form for Program Termination

**Program(s) to be deleted:** Master of Veterinary Science (MVetSc) in Veterinary Pathology

**Effective date of termination:** December 31, 2027 (as soon as last current student completes)

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

The program was successfully run from 1974 to present but recent changes in the funding opportunities for students in this program, lack of recognition for the MVetSc degree outside of Canada, regulatory changes and other changes outside of our control have created a situation where this degree is no longer adaptable to our future students' needs.

This program is a project based master's degree requiring 30 credit units of coursework and a small (4-6 month) project with written paper. The MVetSc is supposed to take up to 2 years to complete and is usually followed by a year of clinical practice as a separate program.

We have proposed a replacement program that is a project-based MSc program requiring 24 credit units of coursework and a small (4-6 month) project with written paper and a 3<sup>rd</sup> year of clinical practice that is part of the 3-year degree.

---

### 2. Technical information.

- 2.1 Courses offered in the program and faculty resources required for these courses.  
No changes
  - 2.2 Other resources (staff, technology, physical resources, etc) used for this program.  
No changes
  - 2.3 Courses to be deleted, if any. 0
  - 2.4 Number of students presently enrolled. 2
  - 2.5 Number of students enrolled and graduated over the last five years. 7
- 

### 3. Impact of the termination.

Internal

- 3.1 What if any impact will this termination have on undergraduate and graduate students? How will they be advised to complete their programs?  
Current students may transfer to the newly created MSc – project program. Otherwise, they must complete within the 2 year window that they were given when they enrolled if

they want to be eligible for their specialty board examinations (diplomat American College of Veterinary Pathologists, ACVP).

- 3.2 What impact will this termination have on faculty and teaching assignments?  
None, we have a replacement program proposed.
- 3.3 Will this termination affect other programs, departments or colleges?  
Not applicable.
- 3.4 If courses are also to be deleted, will these deletions affect any other programs?  
Not applicable.
- 3.5 Is it likely, or appropriate, that another department or college will develop a program to replace this one? No
- 3.6 Is it likely, or appropriate, that another department or college will develop courses to replace the ones deleted? No
- 3.7 Describe any impact on research projects.  
None, we have a replacement program proposed.
- 3.8 Will this deletion affect resource areas such as library resources, physical facilities, and information technology? No
- 3.9 Describe the budgetary implications of this deletion.  
None, we have a replacement program proposed.

#### External

- 3.10 Describe any external impact (e.g. university reputation, accreditation, other institutions, high schools, community organizations, professional bodies).  
The MVetSci degree is only offered in the Department of Veterinary Pathology and at the Atlantic Veterinary College in PEI.
- 3.11 Is it likely or appropriate that another educational institution will offer this program if it is deleted at the University of Saskatchewan?  
The MVetSci degree is only offered in the Department of Veterinary Pathology and at the Atlantic Veterinary College in PEI.

#### Other

- 3.12 Are there any other relevant impacts or considerations? no
- 3.13 Please provide any statements or opinions received about this termination.  
As both LACS and SACS have undergone a similar program change, we have consulted with these departments informally regarding development of our program. We have experience with the MVetSc program and will maintain the diagnostic training as before.

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

## Consultation with the Registrar (CWR) – Proposal Highlights

**Title of Proposal:** New M.Sc. Project in Veterinary Pathology and Termination of M.Vet.Sc. in Veterinary Pathology

**General Description:** The new M.Sc. in Veterinary Pathology program will replace the M.Vet.Sc. program. The 4 students currently enrolled in the M.Vet.Sc. will be able to complete the program to which they were admitted, according to the Time Limit for Degree Completion rules in the College of Graduate and Postdoctoral Studies.

**Degree College:** College of Graduate and Postdoctoral Studies

**College Approval:** Graduate Programs Committee meeting on November 13, 2024

**Effective Term:** May 2025

### Course implications

- Existing courses will be used; no new courses

### Registration and classe

- 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 graduate tuition rate; standard per term method of assessment
- SFO and Provost's Office approved to proceed with CWR step

### Student Mobility

- No unique mobility or external partners/agreements

UNIVERSITY COUNCIL  
ACADEMIC PROGRAMS COMMITTEE  
REQUEST FOR DECISION

---

<b>PRESENTED BY:</b>	Carolyn Augusta, Chair, Academic Programs Committee
<b>DATE OF MEETING:</b>	December 19, 2024
<b>SUBJECT:</b>	<b>Bachelor of Science in Nursing (B.S.N) Major Curricular Revisions</b>
<b>MOTION:</b>	<i>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.</i>

**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

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## 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

		<p>more streamlined to be learner centered.</p> <p>Health Assessment and physiology needs to be matched so learning is adaptable between the courses.</p>	professional year in course NURS 120.
<p>NURS 247.3</p> <p>Adult Health Challenges I</p>	39 hours of theory	<p>Former theory content from NURS 220, and the cognitive skills needed to practice nursing. Content will include</p> <ul style="list-style-type: none"> <li>Nursing process/planning care/CJMM (from 202)</li> <li>Intro to disease processes, DM, CKD, COPD, CAD (from former 220,332)</li> </ul> <p>Objectives and Calendar description updated. Content is realigned.</p>	<p>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.</p>

### Workload term 1

	Theory	Clinical	Lab/Seminar
<b>Current Hours</b>	181	42	53
<b>Proposed hours</b>	195	0	72

Term 2	Hours	Proposed Changes	Rationale
<p>NURS 241.4 ** relabeled course</p> <p>Foundational Skills for Nursing Practice and Clinical Judgement</p>	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	<p>Must be streamlined with med admin lab below and synchronous.</p> <p>Collaborative input from faculty assigned to the med admin course is required.</p>	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.
<p>NURS 231.4 ** new course. Realigned content</p> <p>Medication Administration in Nursing Practice</p>	<p>Seminar/Lecture 39 hours</p> <p>Lab 36 hours</p>	<p>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.</p> <p>Includes learning modules, 2D simulation, case studies, medication calculations and the medication administration process and practice.</p> <p>Must be streamlined with Pharm 250 content.</p>	<p>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.</p> <p>Additionally, this new course will allow more time to practice medication administration, particularly IV medications.</p> <p>An increase in lab time to focus specifically on</p>

## AD-Hoc Curriculum Committee Recommendations for Sequencing of Courses

### Proposed Changes and Rationales

			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 <del>206.2</del>  Foundational Care in Nursing Practice	96 hours clinical (includes orientation and some simulation) - 2 cu	<p>Increase hours and credit units. Placement in term 2. Add some pre-clinical lab/simulation experiences.</p> <p>With hours and credit units changing, this constitutes a major change.</p>	<p>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.</p> <p>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</p>

## AD-Hoc Curriculum Committee Recommendations for Sequencing of Courses

### Proposed Changes and Rationales

			skills and prior knowledge of assessments will allow students to do more in the new NURS 206 offering.
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#### Workload term 2

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

Term 3	Hours	Proposed changes	Rationale
<p>NURS 221.3</p> <p>Patient and Family Centered Care in Clinical Practice I</p>	144 hours clinical over 4 weeks	<p>Orientation is included in the clinical hours.</p> <p>Objectives and Calendar description updated.</p>	<p>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.</p> <p>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,</p>

## 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
<b>Previous Hours</b>	39	132	n/a
<b>Proposed hours</b>	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 <del>307.4</del>  Integrating Mental Health and Addiction	39 hours theory  <b>Praxis integration</b> 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 <del>321.4</del>  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 <del>332.4</del> Health Challenges II	39 hours theory <b>Praxis integration</b>  4 days SIMx2 scenarios= 24 lab hours	<p>Adding med-surg specific simulation linked to the theory course as a required component.</p> <p>Hours match 1/3 of previous simulations.</p> <p>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.</p> <p>Reduction of lecture hours from 52 to 39, some basic content will be moved to 247.3.</p> <p>Objectives and Calendar description updated.</p> <p>Content realigned.</p>	<p>Improve theory- practice gaps by aligning content to simulated practical learning experiences.</p> <p>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.</p>
NURS 333.3  Patient and Family Centered Care in Clinical Practice II	144 hours clinical	<p>Name change from Complex Nursing care</p> <p>Objectives and Calendar description updated.</p> <p>Content realigned.</p>	<p>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</p>
NURS 304.3  Family Nursing	39 hours of theory	<p>Some EDI content additions from NURS 201.</p> <p>Objectives and Calendar description updated.</p> <p>Some content realigned.</p>	<p>Ensure this course contains updated EDI concepts to be up to date with current language and health care trends.</p>

## AD-Hoc Curriculum Committee Recommendations for Sequencing of Courses

### Proposed Changes and Rationales

<p>NURS 306.3</p> <p>Navigating Health and Wellness in Caring with Older Adults</p>	<p>39 hours of theory</p>	<p>Name change to better reflect content and reduce stigmas.</p> <p>Align curriculum documents to match content. Increase ELCs and change stigma language.</p> <p>Objectives and Calendar description updated.</p> <p>Content realigned.</p>	<p>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.</p>
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	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
<p>NURS 371.4 <del>331.4</del> PEDS</p> <p><b>Infant, Child, Adolescent and Family Centered Nursing Practice</b></p>	<p>26 hours theory</p> <p><b>Praxis integration</b></p> <p>2 days SIMx2 scenarios= 12 lab hours</p> <p>78 hours of clinical time to include lab content For orientation</p>	<p>Adding pediatric specific simulation linked to the theory course as a required component.</p> <p>Hours matches 1/3 of previous simulations.</p> <p>Separated from obstetrics.</p> <p>Clinical included in course.</p>	<p>Improve theory- practice gaps by aligning theory content to practical and active learning experiences. Assists students' learning by linking theory, simulation and practice.</p> <p>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.</p> <p>Students may be in obs clinical at begin beginning but did not learn the theory/content until after they were done the rotation.</p>
<p>NURS 370.4 <del>330.4</del> Perinatal</p> <p><b>Perinatal and Family Centered Nursing Practice</b></p>	<p>26 hours theory</p> <p><b>Praxis integration</b></p> <p>2 days SIMx2 scenarios= 12 lab hours</p> <p>78 hours of clinical time to include lab content For orientation</p>	<p>Adding obstetrics specific simulation linked to the theory course as a required component.</p> <p>Hours matches 1/3 of previous simulations.</p> <p>Separated from pediatrics.</p> <p>Clinical included in the course.</p>	<p>Improve theory- practice gaps by aligning theory content to practical and active learning experiences.</p> <p>Assists students' learning to have the link between theory, simulation and practice.</p> <p>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.</p> <p>Students may be in obs clinical at begin beginning but did not learn the theory/content until after they were done the rotation.</p>

## AD-Hoc Curriculum Committee Recommendations for Sequencing of Courses

### Proposed Changes and Rationales

	Theory	Clinical	Lab/sim
<b>Previous Hours</b>	52	156	0
<b>Proposed hours</b>	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**

<b>Year 4- Term A</b>	<b>Hours</b>	<b>Proposed Change</b>	<b>Rationale</b>
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
<b>Previous Hours</b>	117	216	0
<b>Proposed hours</b>	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 <del>450.8</del>  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
	<del>NURS 206.2</del> 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

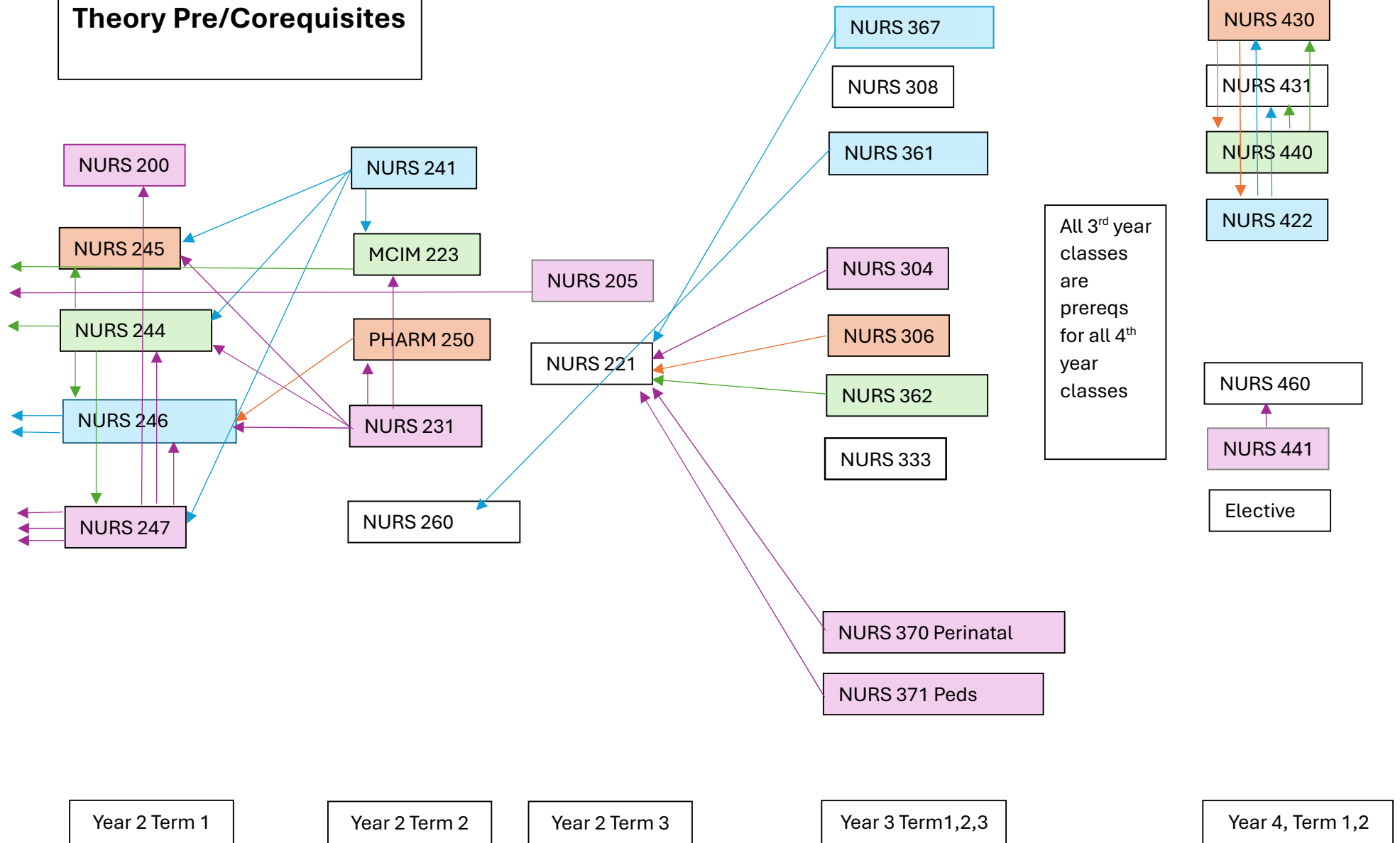
		acceptable. Please see the College of Nursing for information.	
	NURS 221.3 Patient and Family Centered Care in Clinical Practice I	NURS 206.2, NURS 241.4, NURS 231.4, PHAR 250.3, NURS 247.3, MCIM 223.3	N/A
Year 3 Term 1	<del>NURS 307.4</del> NURS 367.4 Integrating Mental Health and Addiction into Nursing	NURS 221.3	N/A
	NURS 308.3 Integrating Mental Health and Addiction within Nursing into Practice	N/A	NURS 307.4
	<del>NURS 321.4</del> NURS 361.4 Therapeutic Interventions and Leadership in Education and Care	NURS 206.2	NA
Year 3 Term 2	<del>NURS 332.4</del> 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	<del>NURS 331.4</del> NURS 371.4 Infant, Child, Adolescent and Family Centered Nursing Practice	NURS 221.3	N/A
	<del>NURS 330.4</del>	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

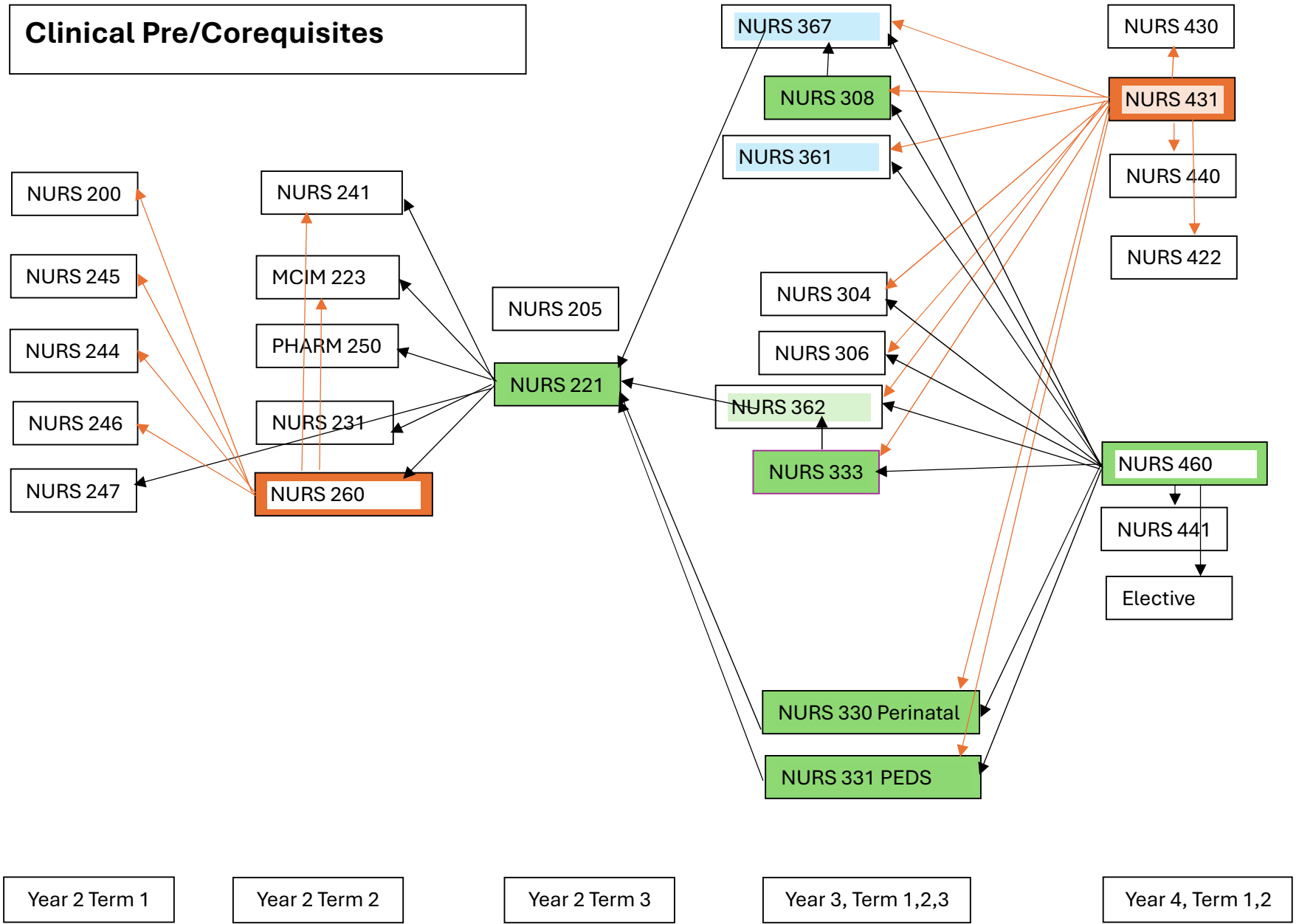


	NURS 450.8 NURS 460.8 Practice Integration	NURS 304.3, NURS 306.3, NURS 307.4, NURS 308.3, NURS 321.4, NURS 331.4, NURS 330.4, NURS 332.4, NURS 333.3	NURS 441.3 The restricted elective must be completed before or at the same time as NURS 450.8
	Elective.3	Varies	

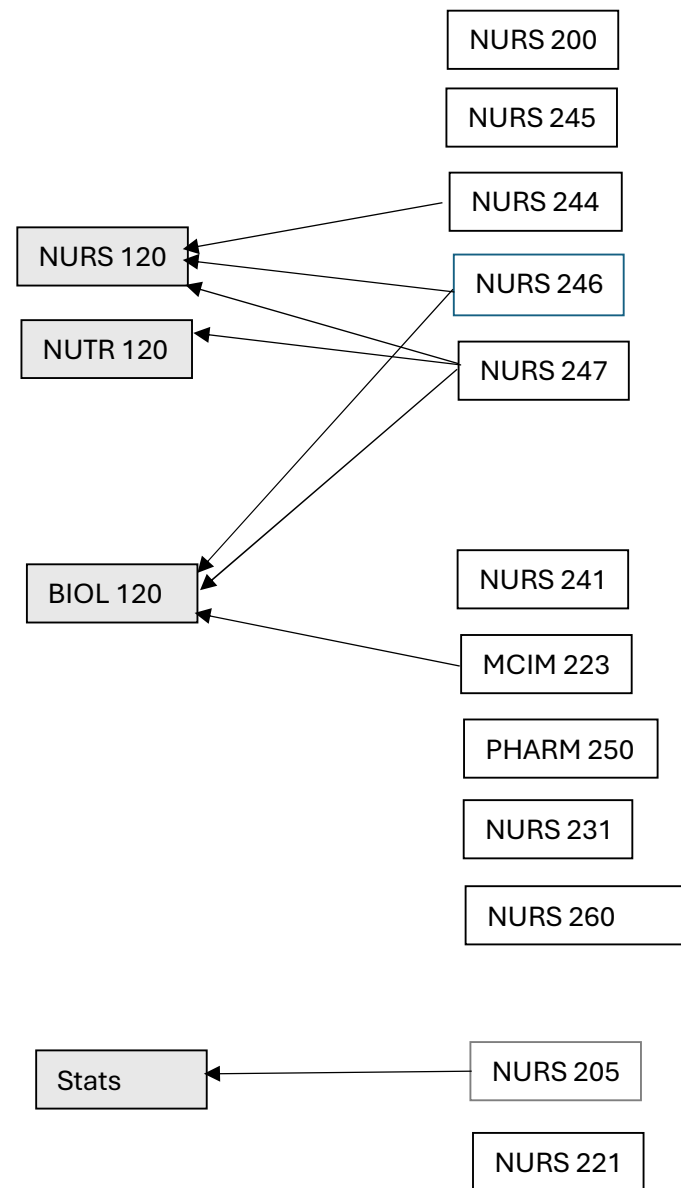
## Theory Pre/Corequisites



# 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 ☒

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

Yes ☐ No ☒

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?

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**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 ☒

Is an existing program being revised?

Yes ☒ No ☐

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

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

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 ☒ 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 ☒

If yes, choose one of the following?

Domestic Mobility (both jurisdictions are within Canada)

☐

International Mobility (one jurisdiction is outside of Canada)

☐

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

Joint Program

☐

Joint Degree

☐

Dual Degree

☐

Professional Internship Program

☐

Faculty-Led Course Abroad

☐

Term Abroad Program

☐

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

Yes ☐ No ☐

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

5 What is the name of the external partner?

6 What is the jurisdiction for the external partner?

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

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

Yes ☐ No ☒ Revised ☐

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

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

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

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

5

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

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

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

Yes ☐ No ☒ Revised ☐

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

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

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

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

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

4b

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

If YES, please describe.

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

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

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

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

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

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

4 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?

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

Yes ☐ No ☒

If YES, what and by what date?



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

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

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

2 Will students register themselves?

Yes ☐ No ☐

If YES, what priority group should they be in?

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

1 Will instructors submit grades through self-serve?

Yes ☐ No ☐

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

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

1 Should classes count towards T2202s?

Yes ☐ No ☐Internship/Coop CRA Requirements

2 Is this an internship or coop program?

Yes ☐ No ☐

If yes, proceed to the following questions.

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

Yes ☐ No ☐

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

Yes ☐ No ☐

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

Yes ☐ No ☐

6

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

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

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

Yes ☐ No ☐

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

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

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

Yes ☐ No ☐

To qualify the program must meet the following requirements:

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

Section 17: Program Termination

1

Is this a program termination?

Yes☐ No☒

If yes, what is the name of the program?

2

What is the effective date of this termination?

3

Will there be any courses closed as a result of this termination?

Yes☐ No☐

If yes, what courses?

4

Are there currently any students enrolled in the program?

Yes☐ No☐

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

5

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

6

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

7

Is there mobility associated with this program termination?

Yes☐ No☐

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

Dual Degree Program

Joint Degree Program

Internship Abroad Program

Term Abroad Program

Taught Abroad Course

Student Exchange Program

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

Yes☐ No☐

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

1 How will tuition be assessed?

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

\* See attached documents for further details

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

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

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

Yes ☐ No ☐

If NO, please describe.

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

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

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

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

9 Do standard cancellation fee rules apply?

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

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

Yes ☐ No ☐

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

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

Yes ☐ No ☐

13

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

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

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

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

SIGNED

Date:

Registrar (Russell Isinger):

College Representative(s):

IPA Representative(s):

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:**



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 re-listed 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					Comments
	Year 1	Year 2	Year 3	Year 4	Year 5	
<b>Revenue</b>						
<b>Tuition</b>						
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						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, <i>if known</i>	\$ 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, <i>if known</i>						
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).
<b>Student fees (specific to course or program)</b> <i>use total amount, not per student</i>						
Supplemental Fee - Materials						
(Choose from drop down menu)						
Other (list in Comments)						
Total Student Fees	\$ -	\$ -	\$ -	\$ -	\$ -	
<b>External funding support (list in Comments)</b>						
Internal re-allocation (list in Comments)	\$ -	\$ (108,073)	\$ -	\$ -	\$ -	Estimated tuition sharing with Central modelled at 48% of gross tuition revenue.
<b>Total Revenue</b>	<b>\$ -</b>	<b>\$ 117,079</b>	<b>\$ (140,136)</b>	<b>\$ (186,574)</b>	<b>\$ (122,373)</b>	
<b>Costs</b>						
<b>Start-up costs</b>						
New space/renovations (classroom, office, laboratory, workshop, etc.)						
Equipment, including IT (e.g. hardware, software, lab material)						
Faculty Recruitment						
Marketing and Promotion, <i>if not using centralized services</i>						
Curriculum Development, <i>if not using centralized services</i>						
Other start-up costs						
Total Start-up Costs	\$ -					
<b>Salary and benefits (if hired new)</b>						
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	
<b>Other Operational Costs</b>						
Scholarships and bursaries						
Marketing and promotion						
Materials and supplies						
Travel						
Equipment and IT						
Other costs (list in Comments)						
Total Other Operational Costs	\$ -	\$ -	\$ -	\$ -	\$ -	
<b>Total Costs</b>	<b>\$ 232,571</b>	<b>\$ 229,957</b>	<b>\$ 305,080</b>	<b>\$ 311,181</b>	<b>\$ 317,405</b>	
<b>Estimated Surplus or Deficit*</b>	<b>\$ (232,571)</b>	<b>\$ (112,878)</b>	<b>\$ (445,215)</b>	<b>\$ (497,756)</b>	<b>\$ (439,778)</b>	
per student	<b>\$ (571)</b>	<b>\$ (139)</b>	<b>\$ (365)</b>	<b>\$ (408)</b>	<b>\$ (360)</b>	

\* 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.



## 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 1<sup>st</sup>. Deadline to apply for regular admission is March 31<sup>st</sup>.**

**g. Which office will manage the admission process - TLSE, college, department, or a combination? University Admissions Office in combination 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](https://admissions.usask.ca/programs/find-a-program) OR [gradprograms.usask.ca](https://gradprograms.usask.ca) as appropriate.
- ☐ Entry for the Tuition website: [students.usask.ca/money/tuition](https://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](mailto: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**

	<b>Required Consultation/Office</b>	<b>Required Form (as applicable)</b>	<b>Date completed (if not required, briefly explain why)</b>	<b>Who did you meet with</b>
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	<i>Budgetary and Financial Implications Worksheet</i>	Nov. 7/24	Kyla Shea, Tiffany Lepage, Jennifer Beck
3	Consultation with Manager, Admissions and Transfer Credit	<i>Admissions Template</i>	n/a	n/a
4	Budget Consultation with Institutional Planning and Assessment	<i>Budgetary and Financial Implications Worksheet</i>	Nov. 7/24	Kyla Shea, Tiffany Lepage, Jennifer Beck
5	Provost sign-off on Budgetary and Financial Implications Worksheet	<i>Budgetary and Financial Implications Worksheet</i>	Nov. 7/24	Kyla Shea, Tiffany Lepage, Jennifer Beck
6	Secure College Faculty Council Approval	<ul style="list-style-type: none"> <li>• <i>Proposal for Academic or Curricular Change Form</i></li> <li>• <i>Completion of Physical Resource and Space Requirement Form</i></li> <li>• <i>Completion of Library Requirement Form</i></li> <li>• <i>Completion of ICT Requirement Form</i></li> <li>• <i>Completion of New Course Creation Form</i></li> <li>• <i>Completion of Catalogue Entry</i></li> </ul>	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	<i>Consultation with the Registrar Form (completed during the consultation)</i>	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



## BSN Revised Courses: Learning Objectives

Course	Learning Objectives
<b>NURS 200.3</b>  <b>Foundational Concepts in Nursing, Health, and Wellness</b>	<ol style="list-style-type: none"> <li>1. Explore the development of nursing as a profession and responsibilities of the registered nurse.</li> <li>2. Describe professional presence and its components.</li> <li>3. Examine the CNA Code of Ethics and its implications for the practice of nursing.</li> <li>4. Examine values, beliefs, and ethics in the practice of nursing.</li> <li>5. Examine the importance of critical thinking in nursing and maintaining a reflective practice as part of continuing professional competence.</li> <li>6. Identify components needed for safe, competent practice and factors necessary for a safe environment.</li> <li>7. Demonstrate the use of evidence-informed literature to support development of nursing knowledge.</li> <li>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.</li> <li>9. Explore health and wellness from diverse perspectives including primary health care and health promotion using an evidence-informed perspective.</li> <li>10. Examine nursing practice applied in diverse settings and diverse clienteles (individuals, groups, communities, and populations) from a local to a global context.</li> <li>11. Explore Indigenous perspectives on health and healing.</li> </ol>
<b>NURS 245.4</b>  <b>Relational Nursing and Communication for Professional Practice</b>	<ol style="list-style-type: none"> <li>1. Establish and maintain effective, safe, professional relationships with clients and other members of the health care team, including maintenance of professional boundaries.</li> <li>2. Articulate nurses' and other health professionals' roles as both leaders and members of interprofessional health teams.</li> <li>3. Explore with knowledge keeper how to apply principles of Wahkohtowin</li> <li>4. Demonstrate self-awareness of personal values, beliefs, influences, and positional power.</li> <li>5. Provide a culturally safe environment for themselves and their clients;</li> <li>6. Demonstrate verbal and non-verbal communication techniques to establish a relational practice</li> <li>7. Support clients in making informed decisions and advocate for clients using principally ethical and sound decision making;</li> <li>8. Demonstrate skills that support professional, effective conflict resolution;</li> <li>9. Demonstrate skills to manage potentially abusive situations.</li> <li>10. Examine trends in electronic communication</li> </ol>
<b>NURS 244.4</b>	<ol style="list-style-type: none"> <li>1. Understand the complex nature of assessment and the integral part assessment plays in carrying out the nursing role.</li> <li>2. Demonstrate assessment skills required to collect client data.</li> </ol>

<b>Health Assessment</b>	<ol style="list-style-type: none"> <li>Interprets client assessment data to identify normal and abnormal findings.</li> <li>Maintain a safe environment for self and clients.</li> <li>Communicate using effective communication skills.</li> <li>Demonstrate skills related to accurate documentation of assessments findings for continuity of care.</li> </ol>
<b>NURS 246.3</b>  <b>Physiology</b>	<ol style="list-style-type: none"> <li>Explain fundamental concepts of anatomy and physiology.</li> <li>Describe the role of the body systems in maintenance, regulation and integration, and support of the body.</li> <li>Apply the concept of homeostasis to the body systems.</li> <li>Explain how cell and tissue structures relate to organ function.</li> <li>Explain the functions of components for the neurological, cardiovascular and lymphatic, endocrine, hematological, pulmonary, renal and urological, reproductive, digestive, and musculoskeletal and integumentary systems.</li> <li>Describe how common chronic diseases can affect the normal function of the body systems.</li> <li>Identify the nursing role in the assessment of the body systems.</li> <li>Apply appropriate nursing interventions to respond to changes in normal body system function in simulation education settings.</li> </ol>
<b>NURS 241.4</b>  <b>Foundational Skills for Nursing Practice and Clinical Judgement</b>	<ol style="list-style-type: none"> <li>Demonstrate safety measures to protect self, colleagues, clients from injury and infection.</li> <li>Communicate with clients, families and health care team members for continuity of care and to support informed decision making.</li> <li>Demonstrate foundational nursing skills required to provide interventions for safe client care.</li> <li>Use critical thinking skills to support clinical judgment and to build plans of care.</li> <li>Demonstrate skills effective communication and documentation of nursing skills.</li> </ol>
<b>MCIM 223.3</b>  <b>Principles of Microbiology and Immunology for Nursing</b>	<p><b>No Change</b></p> <ol style="list-style-type: none"> <li>Describe the basic structural and biological characteristics of four main groups of microorganisms: bacteria, viruses, fungi, and protozoa</li> <li>List the requirements for bacterial growth and describe the procedures employed by the clinical laboratory for microbial culture and identification</li> <li>Describe the physical and chemical methods used to destroy microorganisms and/or control their growth, including the use of antibiotics in clinical practise</li> <li>Describe the life cycle of viruses and discuss how the life cycle can be interrupted through the use of anti-viral drugs</li> <li>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</li> <li>Describe the elements of the human immune system, including the main cellular and humoral components and how they protect against foreign microbes</li> </ol>

	<ol style="list-style-type: none"> <li>Discuss practical applications of immunology including how immune responses can be used to diagnose diseases and how vaccines can protect against diseases</li> <li>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</li> <li>Define "healthcare-associated infections" and discuss the types of infection control practices used in healthcare settings</li> <li>List the common microbial causes of diseases of various body systems (respiratory, urinary, and gastrointestinal tracts, reproductive system, skin, etc.)</li> <li>Describe the functions of the clinical microbiology laboratory and understand the role of healthcare providers in ensuring the efficient operation of the laboratory</li> </ol>
<b>PHAR 250.3 Pharmacology for Nursing</b>	<p>No Change</p> <ol style="list-style-type: none"> <li>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.</li> <li>Describe drug nomenclature, classification, pharmacokinetics (including the processes of absorption, distribution, metabolism, and excretion), pharmacodynamics, drug interactions, drug-receptor 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</li> <li>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.</li> <li>Describe nutritional and natural therapies, the role nutritional status on body function, role of probiotics and electrolytes, and creatinine clearance levels.</li> <li>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.</li> <li>Illustrate the steps in use of drugs to relieve acute and chronic pain, comparing different nonpharmacological and pharmacological strategies and administration techniques.</li> <li>Compare and contrast different drug administration modalities.</li> <li>Discuss special drugs such as Beers List, highly toxic or narrow therapeutic range drugs.</li> </ol>
<b>NURS 231.4 ** new course. Realigned content</b>	<ol style="list-style-type: none"> <li>Utilize the nursing process in the safe administration of medications for clients with various health challenges across the lifespan.</li> <li>Describe nursing roles and responsibilities in the administration of medications.</li> <li>Demonstrate proficiency in medication math to calculate safe doses, amount to administer and infusion rates.</li> </ol>

<b>Medication Administration in Nursing Practice</b>	<ol style="list-style-type: none"> <li>4. Demonstrate the ability to use a variety of medication resources to research common medications.</li> <li>5. Describe critical nursing responsibilities in safe administration of common medications, including controlled substances and high alert medications.</li> <li>6. Demonstrate medication administration safety measures to protect self, colleagues, and clients from injury.</li> <li>7. Demonstrate knowledge and skills in the administration of medications by various routes, using the 10 rights and 3 checks and appropriate aseptic technique.</li> <li>8. Use critical thinking skills to support professional judgement and decision making in safe medication administration.</li> <li>9. Demonstrate appropriate and accurate documentation of medications.</li> <li>10. Verbalize an understanding of policies and procedures for safe medication administration in the clinical settings.</li> </ol>
<b>NURS 260.2 <del>206.2</del></b>  <b>Foundational Care in Nursing Practice</b>	<ol style="list-style-type: none"> <li>1. Demonstrate foundational nursing knowledge and skills in a clinical setting.</li> <li>2. Apply the nursing process and develop client centered care plans.</li> <li>3. Communicate with clients, families, and health care team members.</li> <li>4. Demonstrate a foundational understanding of the nursing role in client care.</li> <li>5. Maintain a safe environment for self and clients.</li> </ol>
<b>NURS 221.3</b>  <b>Patient and Family Centered Care in Clinical Practice I</b>	<ol style="list-style-type: none"> <li>1. Use appropriate techniques and interventions in the provision of patient care.</li> <li>2. Apply knowledge and skills for the safe administration of medications.</li> <li>3. Apply concepts in clinical judgement in developing and implementing plans of care.</li> <li>4. Organize and manage patient care for individual and multiple patients.</li> </ol>
<b>NURS 205.3</b>  <b>Nursing Research</b>	<ol style="list-style-type: none"> <li>1. Develop concepts, principles, and skills needed to locate, extract, interpret, appraise, and integrate evidence from published quantitative and qualitative research.</li> <li>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.</li> <li>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.</li> <li>4. Demonstrate knowledge and skill in finding, rating, translating and using published research evidence as a basis for professional nursing practice.</li> </ol>
<b>NURS 367.4</b>	<ol style="list-style-type: none"> <li>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.</li> </ol>

<b>Integrating Mental Health and Addiction</b>	<ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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</li> <li>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.</li> <li>6. Demonstrate advocacy and leadership utilizing interdisciplinary, interprofessional, and intersectoral approaches necessary for quality nursing practice of clients with mental health and addiction conditions.</li> <li>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</li> <li>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.</li> <li>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.</li> <li>10. Demonstrate ability to self-reflect on practice, and both receive and provide constructive feedback to promote professional growth of self and peers.</li> </ol>
<b>NURS 308.3</b>  <b>Integrating Mental Health and Addiction Into Practice</b>	<ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>3. Administer, monitor, and evaluate evidence based therapeutic interventions germane to the provision of safe, competent, culturally appropriate, and ethical nursing practice.</li> <li>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.</li> <li>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.</li> </ol>

	<ol style="list-style-type: none"> <li>Demonstrate advocacy and leadership utilizing interdisciplinary, interprofessional, and intersectoral approaches necessary for quality nursing of mental health and addiction conditions</li> <li>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.</li> <li>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.</li> </ol>
<b>NURS 361.4</b>  <b>Therapeutic Interventions and Leadership in Education and Care</b>	<ol style="list-style-type: none"> <li>Reflect on personal values, positionality, and ethical principles to develop culturally safe and intentional therapeutic relationships.</li> <li>Describe the nursing role in collaborative caring experiences and case management in an interprofessional context.</li> <li>Critically examine theoretical frameworks and evidence-informed interventions.</li> <li>Holistically assess culture, determinants of learning, barriers and obstacles in achieving therapeutic, client-centered outcomes.</li> <li>Create appropriately tailored approaches for counselling and educating diverse clients.</li> <li>Utilize theoretical concepts related to supporting, counselling, educating, advocating, and case managing patients and families in lab, course assignments, and simulations.</li> <li>Manage therapeutic groups effectively.</li> <li>Describe the landscape of technology and telecommunications in health care management.</li> </ol>
<b>NURS 362.4</b>  <b>Health Challenges II</b>	<ol style="list-style-type: none"> <li>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.</li> <li>Apply clinical judgement in planning care of complex acute care patients.</li> <li>Understand management of complex, acute acutely ill patients in simulated situations.</li> <li>Interpret diagnostic information related to the complex acute care patient.</li> <li>Demonstrate awareness of the factors affecting safe nursing practice in settings where nurses care for the complex, acutely ill patient.</li> </ol>
<b>NURS 333.3</b>  <b>Patient and Family Centered Care in Clinical Practice II</b>	<ol style="list-style-type: none"> <li>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.</li> <li>Develop patient-centered evidence-based plans of care reflective of sound clinical judgment to meet the needs of complex patients.</li> <li>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.</li> <li>Demonstrate clinical judgement in the management of complex patients in acute care settings.</li> </ol>

	<ol style="list-style-type: none"> <li>5. Use a skill set effectively related to the direct care complex patients</li> </ol>
<b>NURS 304.3</b>  <b>Family Nursing</b>	<ol style="list-style-type: none"> <li>1. Show knowledge, including reflective self-awareness, in providing competent, culturally safe and effective family nursing care.</li> <li>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.</li> <li>3. Demonstrate nursing practice applied in diverse settings and diverse families.</li> <li>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.</li> <li>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.</li> <li>6. Evaluate therapeutic communication skills with families in conflict, including conducting family meetings and engaging families in difficult conversations.</li> <li>7. Explain the leadership role of the nurse in health promotion and quality improvement in the care of families within an inter-professional context.</li> </ol>
<b>NURS 306.3</b>  <b>Navigating Health and Wellness in Caring with Older Adults</b>	<ol style="list-style-type: none"> <li>1. Apply a relationship-centered caring approach across the continuum of care</li> <li>2. Illustrate the holistic approach to caring with older adults</li> <li>3. Justify interprofessional roles, responsibilities, and the scope of practice within care teams</li> <li>4. Appraise the aging discourse to advocate for care informed by the person, legislation, practice standards, and ethics</li> <li>5. Integrate age-related assessment, diagnosis, planning, intervention, and evaluation into care</li> <li>6. Compare assumptions of intergenerational understanding of growing older</li> <li>7. Evaluate self-awareness through reflective practice</li> </ol>
<b>NURS 371.4</b> <b>PEDS</b>  <b>Infant, Child, Adolescent and Family Centered Nursing Practice</b>	<ol style="list-style-type: none"> <li>1. Identify sources of evidenced-based information related to health concepts and challenges in this population.</li> <li>2. Demonstrate critical thinking about health challenges in this population.</li> <li>3. Develop a plan of care using evidence and theory relevant to infants, children, adolescents, and their families.</li> <li>4. Provide holistic assessment and care to a variety of pediatric clients and their families in a self-directed manner.</li> <li>5. Provide safe and competent care that considers the age and stage of development of the client.</li> <li>6. Demonstrate cultural humility and cultural safety within the context of family centered care.</li> <li>7. Demonstrate effective communication and interprofessional collaboration with the client, family, and health care team.</li> <li>8. Plan and engage in health promotion activities with clients, families, and agencies.</li> <li>9. Demonstrate professional and accountable care.</li> <li>10. Demonstrate leadership and advocacy skills.</li> </ol>

<b>NURS 370.4</b> <b>Perinatal</b>  <b>Perinatal and Family Centered Nursing Practice</b>	<ol style="list-style-type: none"> <li>1. Identify sources of evidenced-based information related to health concepts and challenges in this population.</li> <li>2. Demonstrate critical thinking about health challenges in this population.</li> <li>3. Develop a plan of care using evidence and theory relevant to childbearing families.</li> <li>4. Provide holistic assessment and care to a variety of clients and families in a self-directed manner.</li> <li>5. Provide safe and competent care that considers the age and stage of development of the client.</li> <li>6. Demonstrate cultural humility and cultural safety within the context of family centered care.</li> <li>7. Demonstrate effective communication and interprofessional collaboration with the client, family, and health care team.</li> <li>8. Plan and engage in health promotion activities with clients, families, and agencies.</li> <li>9. Demonstrate professional and accountable care.</li> <li>10. Demonstrate leadership and advocacy skills.</li> </ol>
<b>NURS 430.3</b>  <b>Community Health Nursing Building Partnerships</b>	<ol style="list-style-type: none"> <li>1. Integrate the concept of community with the community health nursing role, congruent with the Canadian Community Health Nursing standards of practice.</li> <li>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.</li> <li>3. Utilize theoretical pluralism to assess, plan, evaluate, and implement nursing practice in a community.</li> <li>4. Identify resources within the community setting, their relevance to client needs and create strategies to utilize them for the enhancement of health.</li> <li>5. Apply evidence-informed strategies in community nursing practice.</li> <li>6. Explain the community health nurse role within collaborative, interdisciplinary and interprofessional partnerships that incorporate the uniqueness and diversity of community.</li> <li>7. Recognize the community health nursing role within a collaborative and interprofessional team approach to emergency and disaster preparedness.</li> </ol>
<b>NURS 431.6</b>  <b>Community Nursing Practice</b>	<ol style="list-style-type: none"> <li>1. Practice the community health nursing role congruent with the Canadian Community Health Nursing Standards of Practice</li> <li>2. Apply community-based concepts such as Epidemiology, Primary Health Care, Code of ethics, Population Health, Capacity-building to community nursing practice.</li> <li>3. Utilize theoretical pluralism to assess, plan, evaluate, and implement nursing practice in a community.</li> <li>4. Access and advocate for appropriate tailored resources within the community setting and responsively create strategies for enhancement of client health outcomes.</li> <li>5. Apply evidence-informed strategies within the context of community and community health nursing.</li> <li>6. Engage in collaborative, interdisciplinary and/or interprofessional partnerships that incorporate the uniqueness and diversity of community.</li> </ol>



	<ol style="list-style-type: none"> <li>7. Recognize the community health nursing role within a collaborative and interprofessional team approach to global health and emergency and disaster preparedness.</li> </ol>
<b>NURS 440.3</b>  <b>Interprofessional Perspectives: Health Systems and Policy Development within a Global Context</b>	<p>No update:</p> <ol style="list-style-type: none"> <li>1. Compare and contrast health systems, policies, and structures in Canada and beyond.</li> <li>2. Articulate interdisciplinary, inter-professional, and inter-sectorial approaches to global health.</li> <li>3. Interpret the impact of socio-political policies on human rights in the allocation of health resources, health system reform, and globalization.</li> <li>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.</li> <li>5. Interpret Indigenous Knowledge Systems and their relationship with contemporary health system structures.</li> <li>6. Articulate the role of Registered Nurses in reframing policy discourse within communities of inquiry – scientific and political.</li> </ol>
<b>NURS 422.3</b>  <b>Issues in Leadership and Management: Transformative Practice in Healthcare Organizations</b>	<ol style="list-style-type: none"> <li>1. Explain the core concepts of leadership and management and differentiate between leadership, management, and following roles in health care settings.</li> <li>2. Analyze the multi-dimensional roles of nurse leaders and managers, focusing on innovative leadership strategies.</li> <li>3. Evaluate ethical and legal frameworks, assessing their impact on nursing leadership decisions and actions.</li> <li>4. Apply decision-making models and problem-solving techniques to enhance organizational structure and functionality within the Canadian health care system.</li> <li>5. Develop and implement strategies for effective resource management, including budget handling and technological enhancements to improve care delivery and communication.</li> <li>6. Build and lead effective teams, focusing on strategic planning, change management, and collective advocacy for health care improvements.</li> <li>7. Utilize conflict resolution tactics and personnel management to create respectful and psychologically safe workplaces.</li> <li>8. Promote quality, risk management, and patient safety standards, translating research into practice to optimize health care outcomes.</li> <li>9. Foster interprofessional collaboration and personal leadership growth, managing stress, and planning career advancements in nursing.</li> </ol>
<b>NURS 441.3</b>  <b>Transition to Professional Practice</b>	<p>No update</p> <ol style="list-style-type: none"> <li>1. Explore the role of the environment and how it can impact exemplar professional practice.</li> <li>2. Explore personal skills required for beginning professional practice</li> </ol>

	3. Identify how exemplar beginning professional practice utilizes the eight guiding principles of the conceptual framework of the U of S Nursing Program
<b>NURS 460.8</b>  <b>Practice Integration (9 weeks)</b>	<p>No update</p> <ol style="list-style-type: none"> <li>1. Professional Practice <ul style="list-style-type: none"> <li>• Students will demonstrate “safe, compassionate, competent and ethical nursing practice” and “professional conduct as reflected by the attitudes, beliefs and values espoused in the <i>Code of Ethics for Registered Nurses</i>” (CNA, 2017).</li> </ul> </li> <li>2. Nurse-Client Partnership <ul style="list-style-type: none"> <li>• 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).</li> </ul> </li> <li>3. Health and Wellness <ul style="list-style-type: none"> <li>• 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).</li> </ul> </li> <li>4. Changes in Health <ul style="list-style-type: none"> <li>• 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).</li> </ul> </li> </ol>

## 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: 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 Wabshahwe																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																												
Course Outcomes		SJ1	SJ2	SJ3	SJ4	SJ5	SJ6	SJ7	SJ8	SC1	SC2	SC3	SC4	SC5	SC6	SC7	SC8	SJ9	SJ10	SJ11	SJ12	SJ13	SJ14	SJ15	SJ16	SJ17	SL1	SL2	SL3	SL4	SL5	SL6	SL7	SL8	SL9	SL10	SL11	SL12	SL13	SL14	SL15	SL16	SL17	SL18	SL19	SL20	SL21	SL22	SL23	SL24	SL25	SL26	SL27	SL28	SL29	SL30	SL31	SL32	SL33	SL34	SL35	SL36	SL37	SL38	SL39	SL40	SL41	SL42	SL43	SL44	SL45	SL46	SL47	SL48	SL49	SL50	SL51	SL52	SL53	SL54	SL55	SL56	SL57	SL58	SL59	SL60	SL61	SL62	SL63	SL64	SL65	SL66	SL67	SL68	SL69	SL70	SL71	SL72	SL73	SL74	SL75	SL76	SL77	SL78	SL79	SL80	SL81	SL82	SL83	SL84	SL85	SL86	SL87	SL88	SL89	SL90	SL91	SL92	SL93	SL94	SL95	SL96	SL97	SL98	SL99	SL100																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																												
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Course Outcomes:

[illegible]

## Appendix C: 400-level

[illegible]

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
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5.2.5 Describe the importance of following nursing standards and policies.
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2.2.5 Conduct holistic nursing assessments to gather comprehensive information on client health status,
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5.2.7 Identify ethical nursing practice.
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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.
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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																							
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
<b>NURS 200.3</b>		
	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 nursing
	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. 5.2.1 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 clientele (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.
<b>NURS 245.4</b>		
	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 Wahnkohtowin	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.
<b>NURS 244.4</b>		
	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.
<b>NURS 246.3</b>		
	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.
<b>NURS 241.4</b>	
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.
<b>NURS 231.4</b>	
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.
<b>NURS 260.2</b>	
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.
<b>NURS 221.3</b>	
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.
<b>NURS 205.3</b>	
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.

 <b>UNIVERSITY OF SASKATCHEWAN</b>	<b>New Course Proposal &amp; Creation Form</b>
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**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, ophthalmic, 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:

<b>Code</b>	<b>Description</b>	<b>Code</b>	<b>Description</b>
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
<b>LL</b>	<b>Lecture/Laboratory</b>	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



**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
<b>LL</b>	<b>Lecture/Laboratory</b>	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



### 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>

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**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
<b>LL</b>	<b>Lecture/Laboratory</b>	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



**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>

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**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
<b>LL</b>	<b>Lecture/Laboratory</b>	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



**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
<b>LEC</b>	<b>Lecture</b>	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



**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>

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**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
<b>LEC</b>	<b>Lecture</b>	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



### 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
<b>CL</b>	<b>Clinical</b>	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





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>

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## **Detailed Course Information**

### **1. Schedule Types**

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

<b>Code</b>	<b>Description</b>	<b>Code</b>	<b>Description</b>
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
<b>LL</b>	<b>Lecture/Laboratory</b>	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



**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

Ignatavicius (2023). Medical Surgical Nursing Concepts for Interprofessional Collaborative Care, 11<sup>th</sup> 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>

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## 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
<b>LL</b>	<b>Lecture/Laboratory</b>	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



### 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 builds 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:

<b>Code</b>	<b>Description</b>	<b>Code</b>	<b>Description</b>
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.**



### 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**

<b>Code</b>	<b>Description</b>	<b>Code</b>	<b>Description</b>
<b>CL</b>	<b>Clinical</b>	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
<b>LL</b>	<b>Lecture/Laboratory</b>	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.





### 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 Management/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 with 307, 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:

<b>Code</b>	<b>Description</b>	<b>Code</b>	<b>Description</b>
<b>CL</b>	<b>Clinical</b>	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
<b>LL</b>	<b>Lecture/Laboratory</b>	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



**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>

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**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:	
<p><b>1. Evidence Informed Practice &amp; Scholarship</b></p> <p>Learners demonstrate critical thinking to appraise and use evidence to inform nursing practice.</p> <p>They demonstrate a spirit of inquiry, curiosity, and lifelong learning to support nursing scholarship and research activities.</p>	1.2.1	Explain the relevance of research in nursing as a profession and discipline.	1.3.1	Examining research studies in nursing to inform nursing practice.	1.4.1	Analyze how research is used to inform nursing practice.
	1.2.2	Develop foundational information searching skills and identify relevant information.	1.3.2	Develop information searching skills and identify relevant information.	1.4.2	Demonstrate information searching skills and analyze relevant information.
	1.2.3	Define fundamental research concepts and process.	1.3.3	Develop knowledge of research concepts and process.	1.4.3	Demonstrate knowledge of research concepts and process.
	1.2.4	Describe the relationship between theory, research, and practice in nursing.	1.3.4	Examine the relationship between theory, research, and practice in nursing.	1.4.4	Identify theory, research, and practice gaps in nursing.
	1.2.5	Develop initial skills for academic writing.	1.3.5	Practice academic writing skills.	1.4.5	Demonstrate synthesis in academic writing.
	1.2.6	Explore the concept and role of informatics in nursing practice.	1.3.6	Apply the concept and role of informatics in nursing practice.	1.4.6	Integrate the concept and role of informatics in nursing practice.
	1.2.7	Recognize qualitative and quantitative data presented in various formats and representations.	1.3.7	Differentiate between qualitative and quantitative data presented in various formats and representations.	1.4.7	Appraise qualitative and quantitative data presented in various formats and representations.
	1.2.8	Develop a curious mindset in various environments.	1.3.8	Exhibit a curious mindset in reviewing situations in various environments.	1.4.8	Integrate a curious mindset in various environments.
<p><b>2. Safe and Competent Practice &amp; Clinical Judgement</b></p> <p>Learners will provide safe, competent care across the lifespan in response to client needs using the clinical judgement</p>	2.2.1	Explore the concept of safe practice in response to client needs.	2.3.1	Demonstrate safe practice in response to client needs.	2.4.1	Provides 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.	2.3.2	Connect knowledge from nursing science, humanities, social sciences, and health related research into plans of care.	2.4.2	Incorporates knowledge from 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.	2.3.3	Apply strategies for promoting wellness, preventing illness, and minimizing disease and injury for clients, oneself, and others.	2.4.3	Integrate strategies for promoting wellness, preventing illness, and minimizing disease and injury for clients, oneself, and others.
			2.3.4	Interpret changing client conditions.	2.4.4	Respond to changing client conditions.
			2.3.5	Interpret holistic nursing assessments to gather comprehensive information on client health status.		

model, knowledge, and skills.	<p>2.2.4 Recognize changing client conditions.</p> <p>2.2.5 Conducts holistic nursing assessments to gather comprehensive information on client health status.</p> <p>2.2.6 Describe holistic client, or family-centered plans of care throughout the lifespan.</p> <p>2.2.7 Identify the steps of the clinical judgement model.</p> <p>2.2.8 Explore care of basic, stable clients in scenarios and early clinical practice.</p> <p>2.2.9 Recognize cues within client needs in stable clients in a variety of settings.</p>	<p>2.3.6 Delivers holistic client, or family-centered plans of care throughout the lifespan</p> <p>2.3.7 Apply the steps of the clinical judgement model in a variety of settings.</p> <p>2.3.8 Provide care of complex clients in scenarios and nursing practice.</p> <p>2.3.9 Prioritize care of client needs in a variety of settings.</p>	<p>2.4.5 Evaluate holistic nursing assessments to gather comprehensive information on client health status.</p> <p>2.4.6 Provides holistic client, or family-centered plans of care throughout the lifespan.</p> <p>2.4.7 Integrate the clinical judgement model in nursing practice.</p> <p>2.4.8 Provide comprehensive care to a variety of clients in all nursing practice settings.</p> <p>2.4.9 Respond to client needs in a variety of settings.</p>
<p><b>3. Social Justice, and Advocacy, Diversity, Equity and Inclusion.</b></p> <p>Learners will demonstrate a comprehensive understanding of the role of ethics (The CNA <i>Code of Ethics for Registered Nurses</i>, 2017), the principles of social justice and the development advocacy skills to provide socially responsible client care.</p>	<p>3.2.1 Recognize social justice principles in providing holistic care.</p> <p>3.2.2 Identify a structured framework of resolving ethical dilemmas in nursing practice.</p> <p>3.2.3 Identify strategies for advocacy in nursing.</p> <p>3.2.4 Discuss equity, diversity and inclusion in all aspects of nursing care and client interactions.</p> <p>3.2.5 Explore concepts of anti-racism.</p> <p>3.2.6 Recognize barriers for Indigenous, and other traditionally diverse populations seeking healthcare.</p>	<p>3.3.1 Apply social justice and advocacy principles in providing holistic and culturally safe care.</p> <p>3.3.2 Utilize a structured framework to resolve ethical dilemmas in nursing practice.</p> <p>3.3.3 Explore own agency for political activism and advocacy for individual clients nursing practice.</p> <p>3.3.4 Apply equity, diversity and inclusion strategies in all aspects of nursing care and client interactions.</p> <p>3.3.5 Apply concepts of anti-racism.</p> <p>3.3.6 Examine barriers for Indigenous, and diverse populations seeking healthcare.</p>	<p>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.</p> <p>3.4.2. Create advanced and nuanced ethical decision-making tools and models to guide comprehensive resolution of complex ethical dilemmas in nursing practice.</p> <p>3.4.3. Design advocacy campaigns and political initiatives that address systemic healthcare challenges, leveraging advanced political strategies for healthcare reform.</p> <p>3.4.4. Adopt equity, diversity and inclusion strategies in all aspects of nursing care and client interactions.</p> <p>3.4.5. Incorporate anti-racism in approach to practice.</p> <p>3.4.6. Respond to barriers for Indigenous, and diverse populations seeking healthcare.</p>

<p><b>4. Leadership &amp; Self-awareness:</b></p> <p>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.</p>	<p>4.2.1 Define adherence to professional standards, particularly those outlined by CRNS</p> <p>4.2.2 Articulate personal beliefs and biases, and health behaviours.</p> <p>4.2.3 Identify the different roles of nursing.</p> <p>4.2.4 Relate the concept of reflective practice in nursing to the development of clinical skills and decision-making.</p> <p>4.2.5 Identify influencing factors of self-management, considering basic stable client needs.</p> <p>4.2.6 Define various leadership styles within nursing and healthcare settings</p> <p>4.2.7 Describe the concept of change agency.</p> <p>4.2.8 Identify the roles of interprofessional health care members.</p> <p>4.2.9 Examine various conflict resolution strategies commonly used in nursing contexts.</p> <p>4.2.10 Describe elements of an education plan.</p>	<p>4.3.1 Analyze the implications of adherence to professional standards, particularly those outlined by CRNS on nursing practice and client care.</p> <p>4.3.2 Examine personal beliefs, biases, health behaviors, and the significance of lifelong learning in nursing practice.</p> <p>4.3.3 Evaluate the varying roles of nursing.</p> <p>4.3.4 Apply the concept of reflective practice in nursing to enhance clinical skills and decision-making.</p> <p>4.3.5 Apply strategies for effective self-management, considering individualized client needs and contexts.</p> <p>4.3.6 Apply various nursing and healthcare leadership styles to different scenarios.</p> <p>4.3.7 Identify opportunities for change within healthcare systems at the client level.</p> <p>4.3.8 Engage in meaningful interprofessional collaboration with healthcare teams.</p> <p>4.3.9 Reflect on potential conflict resolution strategies within clinical settings.</p> <p>4.3.10 Applies knowledge of education plan to address learning needs of the client.</p>	<p>4.4.1 Evaluate the ethical implications of adhering to professional standards, particularly those outlined in the CRNS in complex healthcare scenarios.</p> <p>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.</p> <p>4.4.3 Integrate the various roles of nursing.</p> <p>4.4.4 Adapt a reflective practice to guide nursing practice and inform healthcare decision-making.</p> <p>4.4.5 Propose individualized self-management strategies that consider a wide range of influencing factors.</p> <p>4.4.6 Demonstrate leadership approaches in nursing and healthcare settings, contributing to transformative change and excellence in healthcare delivery.</p> <p>4.4.7 Discern possible healthcare transformation initiatives at the client and/or system level.</p> <p>4.4.8 Advocate within the interprofessional team in various health care settings involving the client.</p> <p>4.4.9 Analyze conflict resolution strategies commonly used in nursing contexts to maintain safe working environments.</p> <p>4.4.10 Evaluates effectiveness of, and revises education plan if needed.</p>
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<b>5. Professionalism</b>  Learners will demonstrate an authentic and intentional commitment to professional responsibilities and adherence to ethical principles, professional practice standards, and societal expectations.	<p>5.2.1 Describe professional presence and its components.</p> <p>5.2.2 Identify psychologically safe workplace principles.</p> <p>5.2.3 Describe responsibility and accountability in nursing.</p> <p>5.2.4 Explain the principles of professional healthcare communication.</p> <p>5.2.5 Describe the importance of following nursing standards and policies.</p> <p>5.2.6 Examine the relationship of nurses within intraprofessional and interprofessional teams.</p> <p>5.2.7 Identify ethical nursing practice.</p>	<p>5.3.1 Demonstrate professional presence and its components in a variety of settings.</p> <p>5.3.2 Practice psychologically safe workplace principles in the workplace.</p> <p>5.3.3 Demonstrate responsibility and accountability in nursing.</p> <p>5.3.4 Employ the principles of professional healthcare communication.</p> <p>5.3.5 Adhere to nursing standards and policies.</p> <p>5.3.6 Engage in relationships within intraprofessional, and interprofessional teams.</p> <p>5.3.7 Provide ethical care to clients in a variety of settings.</p>	<p>5.4.1 Establish professional presence and its components in a variety of settings.</p> <p>5.4.2 Establish a psychologically safe practice in the workplace.</p> <p>5.4.3 Integrate responsibility and accountability in nursing practice.</p> <p>5.4.4 Integrate the principles of professional healthcare communication.</p> <p>5.4.5 Adhere to nursing standards and policies.</p> <p>5.4.6 Advocate within intraprofessional, and interprofessional teams.</p> <p>5.4.7 Advocate for ethical care to clients in a variety of settings.</p>
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<b>6. Globalization</b>  Learners will have developed proficiency in interconnecting concepts of globalization at a local, national, and international level	<p>6.2.1 Define the principles of global citizenship.</p> <p>6.2.2 Examine socio-ecological models to identify healthcare challenges for individuals and populations.</p> <p>6.2.3 Describe Eco-Social Determinants of Health.</p> <p>6.2.4 Explore the intersections of healthy public policy and healthcare service provision.</p> <p>6.2.5 Describe population-based concepts.</p> <p>6.2.6 Describe socio-political policies.</p> <p>6.2.7 Define concepts of health equity.</p>	<p>6.3.1 Apply the principles of global citizenship.</p> <p>6.3.2 Apply socio-ecological models to identify healthcare challenges for individuals, and health care providers and populations.</p> <p>6.3.3 Analyze Eco-Social determinants of health, including key social determinants that impact health.</p> <p>6.3.4 Analyze the intersections of healthy public policy, and healthcare service provision.</p> <p>6.3.5 Apply population-based concepts to practice.</p> <p>6.3.6 Analyze the impact of socio-political policies.</p> <p>6.3.7 Apply concept of health equity at the individual and societal levels.</p>	<p>6.4.1 Demonstrate the principles of global citizenship in a variety of practice settings.</p> <p>6.4.2 Critique effectiveness of socio-ecological models to identify healthcare challenges for individuals and populations.</p> <p>6.4.3 Incorporate understanding of eco-social determinants that impact health into practice.</p> <p>6.4.4 Advocate for healthy public policy and healthcare service provision.</p> <p>6.4.5 Critique effectiveness of population-based concepts of health in nursing.</p> <p>6.4.6 Advocate for positive change in socio-political policies on human rights, healthcare resource allocation, health system reform, and globalization</p> <p>6.4.7 Promote health equity at both the individual and societal levels.</p>
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<p><b>7. Principles of <i>Wahkotwin</i>: Relating in a Good Way</b></p> <p>Learners will provide client-centred care that is relational, compassionate, and effective in meeting the diverse needs of individuals, families, communities, and populations.</p>	<p>7.2.1 Describe the background of the Truth and Reconciliation Commission (TRC) calls to action.</p> <p>7.2.2 Identify Indigenous worldviews of wellness (physical, emotional, mental, and spiritual).</p> <p>7.2.3 Define anti-racism.</p> <p>7.2.4 Examine barriers for Indigenous populations seeking healthcare.</p> <p>7.2.5 Define the principles of cultural humility.</p> <p>7.2.6 Describe verbal and non-verbal communication strategies for authentic therapeutic relationships with Indigenous and non-Indigenous peoples.</p> <p>7.2.7 Define concepts related to equity, diversity, and inclusion.</p> <p>7.2.8 Describes principles of healing-centered care.</p>	<p>7.3.1 Explore the TRC calls to action in relation to nursing practice.</p> <p>7.3.2 Apply Indigenous worldviews of wellness (physical, emotional, mental, and spiritual) in various clinical settings.</p> <p>7.3.3 Demonstrate anti-racism approaches in practice.</p> <p>7.3.4 Develop strategies to remove barriers for Indigenous populations seeking healthcare.</p> <p>7.3.5 Incorporate the principles of cultural humility into various environments.</p> <p>7.3.6 Practice verbal and non-verbal communication strategies for authentic therapeutic relationships with Indigenous and non-Indigenous peoples.</p> <p>7.3.7 Explore concepts related to equity, diversity and inclusion</p> <p>7.3.8 Applies principles of healing-centered care.</p>	<p>7.4.1 Advocate for the implementation of the TRC calls to action in relation to nursing practice.</p> <p>7.4.2 Create an enduring commitment to Indigenous wellness (physical, emotional, mental and spiritual) in various clinical settings.</p> <p>7.4.3 Adopt an anti-racist approach to practice.</p> <p>7.4.4 Implement strategies to remove barriers for Indigenous, and diverse populations seeking healthcare (i.e. demonstrate in a case study).</p> <p>7.4.5 Adopt the principles of cultural humility into various environments.</p> <p>7.4.6 Demonstrate verbal and non-verbal communication strategies for authentic therapeutic relationships with Indigenous and non-Indigenous peoples.</p> <p>7.4.7 Promote concepts related to equity, diversity and inclusion.</p> <p>7.4.8 Uses principles of healing-centered care.</p> <p>1.</p>
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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.

UNIVERSITY COUNCIL  
ACADEMIC PROGRAMS COMMITTEE  
REQUEST FOR DECISION

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<b>PRESENTED BY:</b>	Carolyn Augusta, Chair, Academic Programs Committee
<b>DATE OF MEETING:</b>	December 19, 2024
<b>SUBJECT:</b>	<b>Post- Degree Bachelor of Science in Nursing (PDBSN) Major Curricular Revisions</b>
<b>MOTION:</b>	<i>It is recommended by the Academic Programs Committee that Council approve the Post-Degree Bachelor of Science in Nursing (PDBSN) major curricular revisions effective May 2025.</i>

**CONTEXT AND BACKGROUND:**

The College of Nursing is proposing major curricular revisions to the Post-Degree Bachelor of Science in Nursing (PDBSN) program stemming from student and faculty feedback. The changes to the PDBSN are identical to the BSN, and are intended 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 to the PDBSN.

**ATTACHMENTS:**

1. Post-Degree Bachelor of Science in Nursing (PDBSN) Major Curricular Revisions Proposal

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

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**Note: This proposal is nearly identical to the BSN changes. The only difference is the PDBSN does not include the new physiology course or the MCIM course.**

## 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 November 4, 2024

**Motion:** The Undergraduate Education Committee recommends Faculty Council to approve the revised PDBSN undergraduate courses.

**Motion:** The Undergraduate Education Committee recommends Faculty Council to approve the course progression/sequencing of the PDBSN 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 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 PDBSN

### Proposed Changes and Rationales

Year 1	Hours	Proposed Changes	Rationale
<b>NURS 200.3</b>  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.
<b>NURS 245.4</b>  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.
<b>NURS 244.4</b>  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.
<del>NURS 246.3</del>  <del>Physiology</del>	<del>39 hours of theory</del>	<del>There is a loss of hours here. Course content needs to be</del>	<del>Anatomy content has been moved to the pre-</del>

## AD-Hoc Curriculum Committee Recommendations for Sequencing of Courses PDBSN

### Proposed Changes and Rationales

		<del>more streamlined to be learner centered.</del>	<del>professional year in course NURS 120.</del>
		<del>Health Assessment and physiology needs to be matched so learning is adaptable between the courses.</del>	
<b>NURS 247.3</b>  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 <ul style="list-style-type: none"> <li>Nursing process/planning care/CJMM (from 202)</li> <li>Intro to disease processes, DM, CKD, COPD, CAD (from former 220,332)</li> </ul> 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.
<b>NURS 241.4 **</b> 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.
<del><b>MCIM 223.3</b></del>  <del>Principles of Microbiology and Immunology for Nursing</del>	<del>39 theory</del>	<del>Recommend working collaboratively with the skills course (NURS 241) to line up sterile technique skills with asepsis content.</del>	<del>Important to link micro with sterile technique skills on NURS 241 so that students see the connections.</del>
<b>Pharm 250.3</b> Pharmacology for Nursing	39 theory	Must be streamlined with med admin lab below and synchronous.	The foundational theory is necessary, and needs to be connected to the practical application. This essential connection is currently missing in our

## AD-Hoc Curriculum Committee Recommendations for Sequencing of Courses PDBSN

### Proposed Changes and Rationales

		Collaborative input from faculty assigned to the med admin course is required.	program. Have already collaborated with pharmacy faculty on this content.
<p><b>NURS 231.4</b> ** new course. Realigned content</p> <p>Medication Administration in Nursing Practice</p>	<p>Seminar/Lecture 39 hours</p> <p>Lab 36 hours</p>	<p>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.</p> <p>Includes learning modules, 2D simulation, case studies, medication calculations and the medication administration process and practice.</p> <p>Must be streamlined with Pharm 250 content.</p>	<p>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.</p> <p>Additionally, this new course will allow more time to practice medication administration, particularly IV medications.</p> <p>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)</p>



## AD-Hoc Curriculum Committee Recommendations for Sequencing of Courses PDBSN

### Proposed Changes and Rationales

<p><b>NURS 260.2 <del>206.2</del></b></p> <p>Foundational Care in Nursing Practice</p>	<p>96 hours clinical (includes orientation and some simulation) - 2 cu</p>	<p>Increase hours and credit units. Placement in term 2. Add some pre-clinical lab/simulation experiences.</p> <p>With hours and credit units changing, this constitutes a major change.</p>	<p>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.</p> <p>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.</p>
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## AD-Hoc Curriculum Committee Recommendations for Sequencing of Courses PDBSN

### Proposed Changes and Rationales

<p><b>NURS 221.3</b></p> <p>Patient and Family Centered Care in Clinical Practice I</p>	<p>144 hours clinical over 4 weeks</p>	<p>Orientation is included in the clinical hours.</p> <p>Objectives and Calendar description updated.</p>	<p>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.</p> <p>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, offer greater consistency in delivery, and ultimately a more meaningful experience for students.</p>
<p><b>NURS 205.3</b></p> <p>Nursing Research</p>	<p>39 hours theory</p>	<p>Longer time frame is needed in term 3.</p> <p>Tried to place this course in a regular term (1 or 2), but did not work.</p>	<p>Current instructors and students identified a need to offer the course over a longer time frame to facilitate students' knowledge retention.</p>

## AD-Hoc Curriculum Committee Recommendations for Sequencing of Courses PDBSN

### Proposed Changes and Rationales

<p><b>NURS 367.4</b> <del>307.4</del></p> <p>Integrating Mental Health and Addiction</p>	<p>39 hours theory</p> <p><b>Praxis integration</b> 4 days SIMx2 scenarios= 24 lab hours</p>	<p>Adding mental health specific simulation linked to the theory course as a required component.</p> <p>Hours match 1/3 of previous simulations.</p> <p>Objectives and Calendar description updated.</p>	<p>Improve theory- practice gaps by aligning content to practical learning experiences.</p>
<p><b>NURS 308.3</b></p> <p>Integrating Mental Health and Addiction Into Practice</p>	<p>144 hours clinical</p>	<p>Hours returned to include orientation and any specific training/education required for the site.</p> <p>Objectives and Calendar description updated.</p>	<p>PART and orientation taken away from clinical hours.</p>
<p><b>NURS 361.4</b> <del>321.4</del></p> <p>Therapeutic Interventions and Leadership in Education and Care</p>	<p>39 hours of theory</p> <p>36 hours of seminar</p>	<p>Realigned course. This course is a combination of former NURS 321/322.</p> <p>The main focus is teaching and leading within individual and group settings.</p> <p>Objectives and Calendar description updated. Content realigned.</p> <p>Collaboratively matched in term with mental health (NURS 307 and 308).</p>	<p>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.</p> <p>Addition of seminars to work through scenarios and existing praxis pursuits.</p> <p>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).</p>

## AD-Hoc Curriculum Committee Recommendations for Sequencing of Courses PDBSN

### Proposed Changes and Rationales

<p><b>NURS 362.4 332.4</b></p> <p>Health Challenges II</p>	<p>39 hours theory <b>Praxis integration</b></p> <p>4 days SIMx2 scenarios= 24 lab hours</p>	<p>Adding med-surg specific simulation linked to the theory course as a required component.</p> <p>Hours match 1/3 of previous simulations.</p> <p>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.</p> <p>Reduction of lecture hours from 52 to 39, some basic content will be moved to 247.3.</p> <p>Objectives and Calendar description updated.</p> <p>Content realigned.</p>	<p>Improve theory- practice gaps by aligning content to simulated practical learning experiences.</p> <p>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.</p>
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	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 PDBSN

### Proposed Changes and Rationales

<b>Year 2</b>			
<b>NURS 333.3</b>  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
<b>NURS 304.3</b>  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.
<b>NURS 306.3</b>  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.

## AD-Hoc Curriculum Committee Recommendations for Sequencing of Courses PDBSN

### Proposed Changes and Rationales

<p><b>NURS 371.4 <del>331.4</del> PEDS</b></p> <p><b>Infant, Child, Adolescent and Family Centered Nursing Practice</b></p>	<p>26 hours theory <b>Praxis integration</b></p> <p>2 days SIMx2 scenarios= 12 lab hours</p> <p>78 hours of clinical time to include lab content For orientation</p>	<p>Adding pediatric specific simulation linked to the theory course as a required component.</p> <p>Hours matches 1/3 of previous simulations.</p> <p>Separated from obstetrics.</p> <p>Clinical included in course.</p>	<p>Improve theory- practice gaps by aligning theory content to practical and active learning experiences. Assists students' learning by linking theory, simulation and practice.</p> <p>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.</p> <p>Students may be in obs clinical at begin beginning but did not learn the theory/content until after they were done the rotation.</p>
<p><b>NURS 370.4 <del>330.4</del> Perinatal</b></p> <p><b>Perinatal and Family Centered Nursing Practice</b></p>	<p>26 hours theory <b>Praxis integration</b></p> <p>2 days SIMx2 scenarios= 12 lab hours</p> <p>78 hours of clinical time to include lab content For orientation</p>	<p>Adding obstetrics specific simulation linked to the theory course as a required component.</p> <p>Hours matches 1/3 of previous simulations.</p> <p>Separated from pediatrics.</p> <p>Clinical included in the course.</p>	<p>Improve theory- practice gaps by aligning theory content to practical and active learning experiences.</p> <p>Assists students' learning to have the link between theory, simulation and practice.</p> <p>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.</p> <p>Students may be in obs clinical at begin beginning but did not learn the theory/content until after they were done the rotation.</p>

## AD-Hoc Curriculum Committee Recommendations for Sequencing of Courses PDBSN

### Proposed Changes and Rationales

<b>NURS 430.3</b>  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.
<b>NURS 431.6</b>  Community Nursing Practice	216 hours	No change  Objectives and Calendar description updated.	This clinical course has recently had a large deduction in hours.
<b>NURS 440.3</b>  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 opportunity to teach it first before they can recognize where changes are needed.
<b>NURS 422.3</b>  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.

# AD-Hoc Curriculum Committee Recommendations for Sequencing of Courses PDBSN

## Proposed Changes and Rationales

Year 4- Term B	Hours	Proposed Changes	Rationale
<b>NURS 441.3</b>  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.
<b>NURS 460.8 450.8</b>  Practice Integration (9 weeks)	316 hours TOTAL=  292 clinical 24 lab/sim	Addition of pre-clinical labs and simulation. More defined hours. Finish after 9 weeks to make room for 441.  Orientation / Med Exam 8 hours / 8 hours education / 8 hours IPE	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.
<b>Elective (3cu)</b>	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.

	Theory	Clinical	Lab/sim/seminar
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## AD-Hoc Curriculum Committee Recommendations for Sequencing of Courses PDBSN

### Proposed Changes and Rationales

<b>Previous Hours</b>	78	360	0
<b>Proposed hours</b>	78	324	36/addition to 441 but included in hours

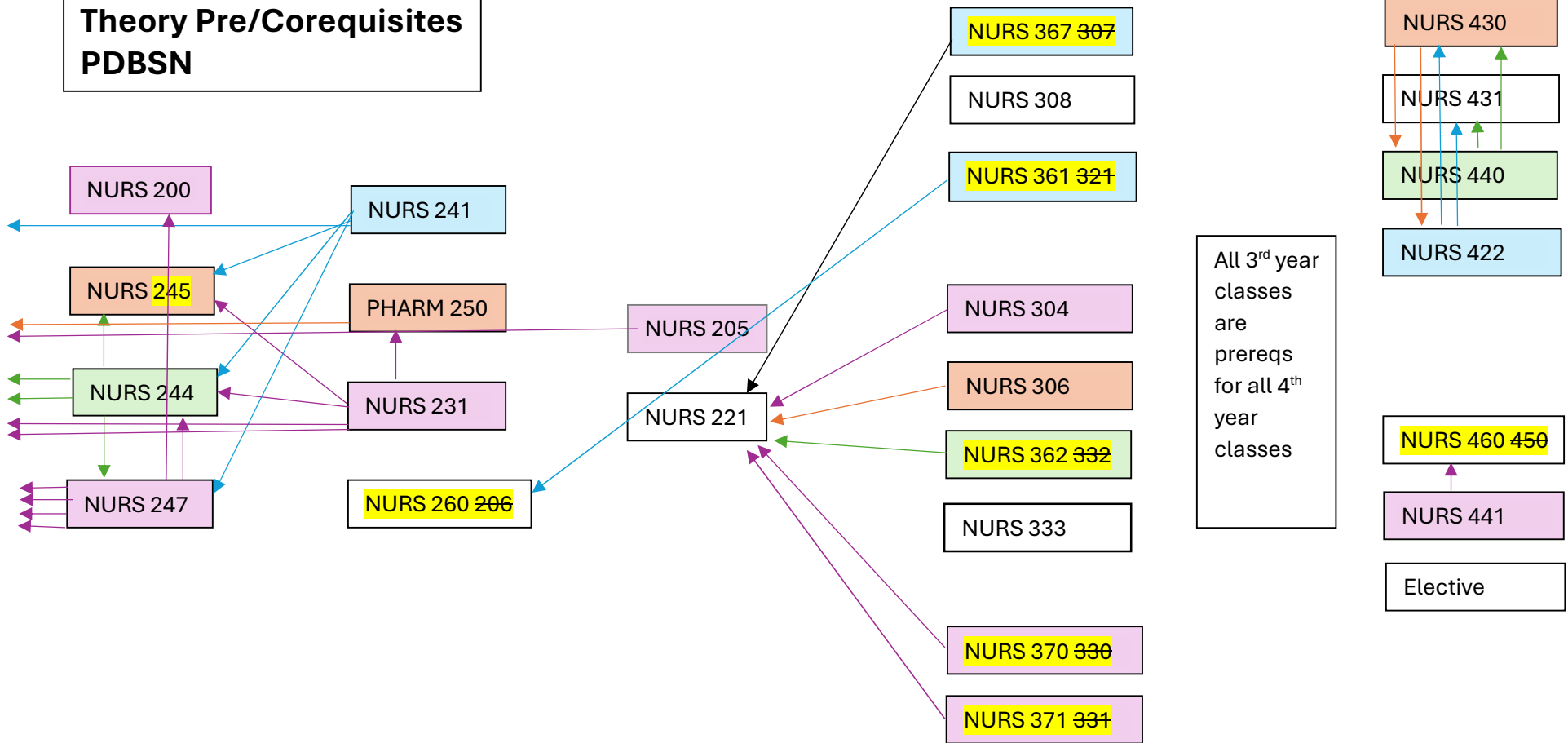
Term	Course	Prerequisites	Pre/Co-Requisites
Year 2 Term 1	NURS 200.3 Foundational Concepts in Nursing, Health and Wellness	N/A	N/A
	NURS 245.4 Relational Nursing and Communication for Professional Practice	N/A	N/A
	NURS 244.4 Health Assessment	NURS 120.3 or equivalent	NURS 245.4, NURS 246.3 or equivalent, NURS 247.3
	<del>NURS 246.3</del> Physiology	<del>NURS 120.3, BIOL 120.3</del>	<del>N/A</del>
	NURS 247.3 Adult Health Challenges I	NURS 120.3 or equivalent, BIOL 120.3, NUTR 120.3	NURS 200.3, NURS 246.3 or equivalent, 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
	<del>MCIM 223.3</del> Principles of Microbiology and Immunology for Nursing	<del>Bio 120.3 (or equivalent)</del>	<del>N/A</del>
	PHARM 250.3 Pharmacology for Nursing	PHSI 208.6 or BMSC 208.3 or NURS 208.3 or (or equivalent)	N/A
	NURS 231.4 Medication Administration in Nursing Practice	NURS 245.4, NURS 244.4, NURS 246.3 or equivalent	PHARM 250.3, MCIM 223.3
	<del>NURS 206.2</del> NURS 260.2 Foundational Care in Nursing Clinical Practice	NURS 200.3, NURS 245.4, NURS 246.3 or equivalent, 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	N/A

		104.3 or PSY 233.3 or SOC 225.3. Statistics courses from other post-secondary institutions may also be acceptable. Please see the College of Nursing for information.	
	NURS 221.3 Patient and Family Centered Care in Clinical Practice I	NURS 206.2 260.2, NURS 241.4, NURS 231.4, PHAR 250.3, NURS 247.3, MCIM 223.3	N/A
Year 3 Term 1	<del>NURS 307.4</del> 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 307 367.4
	<del>NURS 321.4</del> NURS 361.4 Therapeutic Interventions and Leadership in Education and Care	NURS 206.2 260.2	NA
Year 3 Term 2	<del>NURS 332.4</del> 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 362.4
	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	<del>NURS 331.4</del>	NURS 221.3	N/A

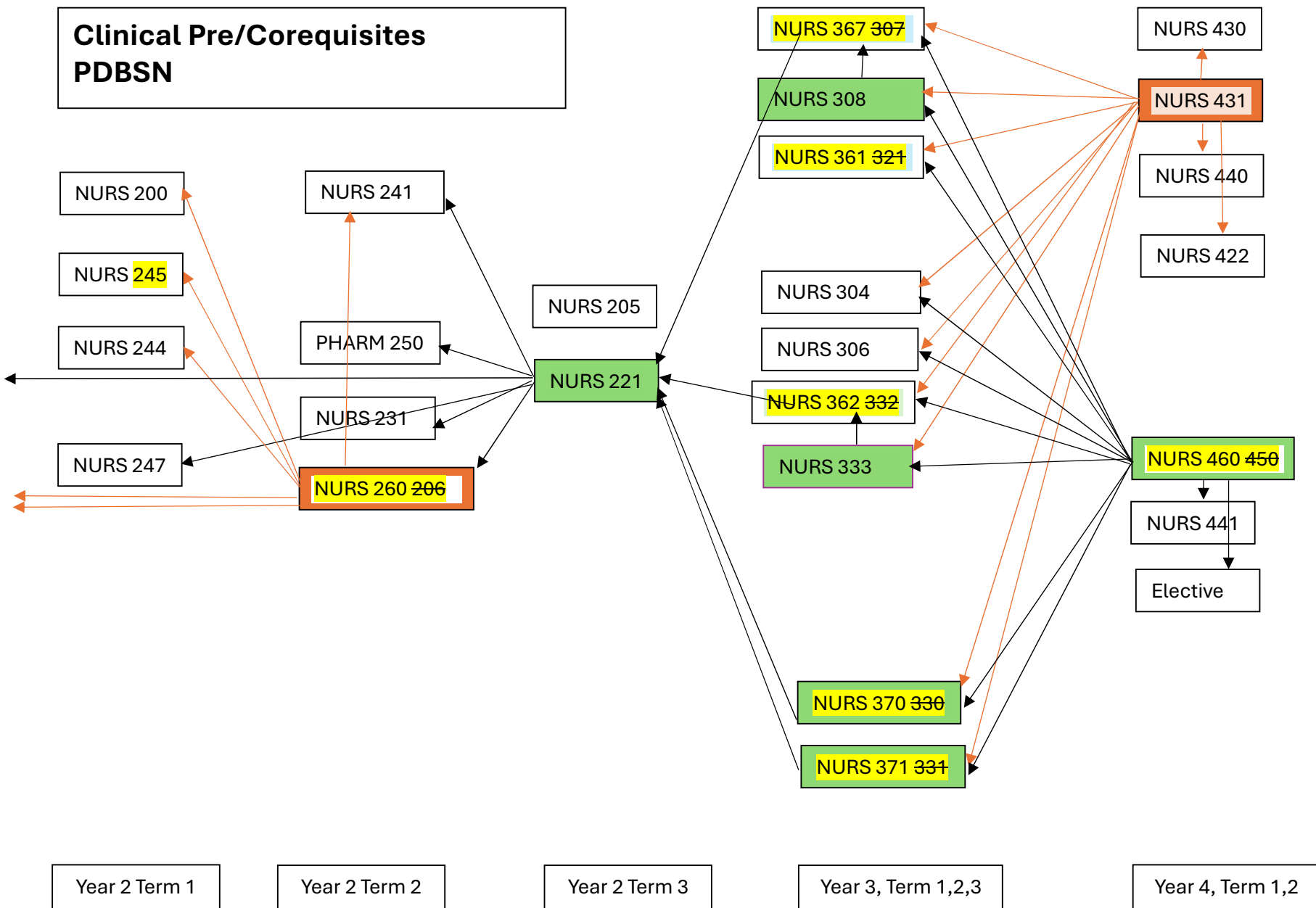
Term 3	NURS 371.4 Infant, Child, Adolescent and Family Centered Nursing Practice		
	<del>NURS 330.4</del> NURS 370.4 Perinatal and Family Centered Nursing Practice	NURS 221.3	N/A
Year 4 Term 1	NURS 430.3 Community Health Nursing Building Partnerships	NURS 304.3, NURS 306.3, NURS <del>307</del> 367.4, NURS 308.3, NURS <del>321</del> 361.4, NURS <del>331</del> 371.4, NURS <del>330</del> 370.4, NURS 362.4, NURS 333.3	NURS 422.3, NURS 440.3
	NURS 431.6 Community Health Nursing Practice	NURS 304.3, NURS 306.3, NURS <del>307</del> 367.4, NURS 308.3, NURS <del>321</del> <del>321</del> 361.4, NURS <del>331</del> 371.4, NURS <del>330</del> 370.4, 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 <del>307</del> 367.4, NURS 308.3, NURS <del>321</del> 361.4, NURS <del>331</del> 371.4, NURS <del>330</del> 370.4, NURS 362.4, 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 <del>307</del> 367.4, NURS 308.3, NURS <del>321</del> 361.4, NURS <del>331</del> 371.4, NURS <del>330</del> 370.4, NURS 362.4, 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 <del>307</del> 367.4, NURS 308.3, NURS <del>321</del> 361.4, NURS <del>331</del> 371.4,	NURS <del>450</del> 460.8

		NURS 330-370.4, NURS 362.4, NURS 333.3	
	NURS 450.8 NURS 460.8 Practice Integration	NURS 304.3, NURS 306.3, NURS 307-367.4, NURS 308.3, NURS 321-361.4, NURS 331-371.4, NURS 330-370.4, NURS 362.4, NURS 333.3	NURS 441.3 The restricted elective must be completed before or at the same time as NURS 450-460.8
	Elective.3	Varies	

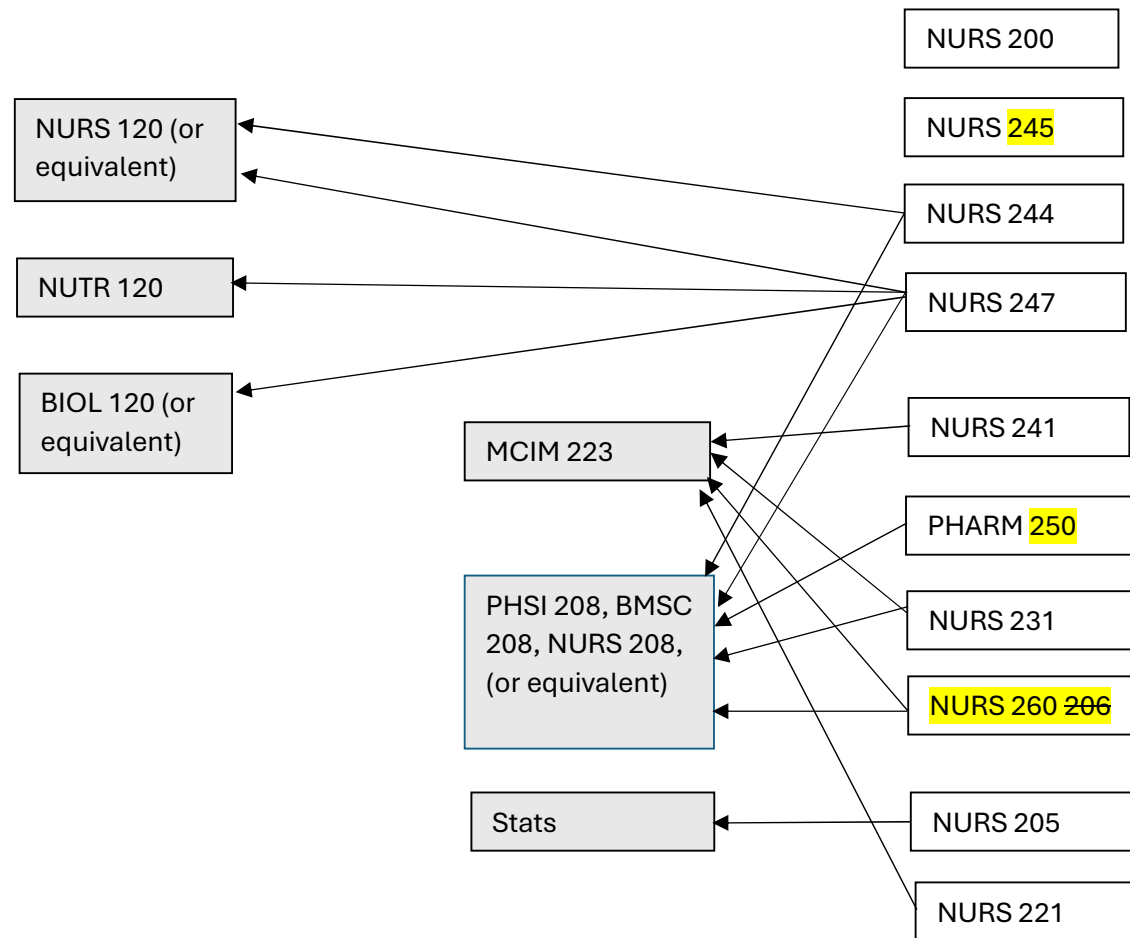
## Theory Pre/Corequisites PDBSN



## Clinical Pre/Corequisites PDBSN



## Year Two to Previous Degree Prerequisites PDBSN





## Consultation with the Registrar (CWR) – Proposal Highlights

**Title of Proposal:** Post-Degree Bachelor of Science in Nursing Option – Major Curricular Revisions

**General Description:** *Note: This is a pathway designed for students already holding bachelor's degrees to complete the B.S.N. degree within a condensed period of time. Students admitted to the Post-Degree B.S.N. Option complete this full-time intensive program in two calendar years.*

Course changes proposed for the Post-Degree B.S.N. Option will mirror those proposed for the B.S.N. program. Overall credit units for the Post-Degree B.S.N. Option will remain unchanged at 94 credit units. Pending approval, the revisions will be offered to students being admitted to the program in 2025-26. Current students (those admitted to the 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 3 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?  
Is an existing degree, diploma, or certificate being renamed?  
If you've answered NO to each of the previous two questions, please continue on to the next section.

Yes

No

X

Yes

No

X

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 Post-Degree BSN Option [PSDEGREE-BSN] program and is curricular changes for years 1 and 2.**

1 Is this a new program?

Yes ☐ No ☒

Is an existing program being revised?

Yes ☒ No ☐

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

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

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

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

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

6 Is this a replacement for a current program?

Yes ☒ No ☐

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

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

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

**Section 3: Mobility**

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

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

Yes ☐ No ☒

If yes, choose one of the following?

Domestic Mobility (both jurisdictions are within Canada)

☐

International Mobility (one jurisdiction is outside of Canada)

☐

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

Joint Program

☐

Joint Degree

☐

Dual Degree

☐

Professional Internship Program

☐

Faculty-Led Course Abroad

☐

Term Abroad Program

☐

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

Yes ☐ No ☐

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

5 What is the name of the external partner?

6 What is the jurisdiction for the external partner?

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

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

Yes ☐ No ☒ Revised ☐

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

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

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

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

5

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

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

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

Yes ☐ No ☒ Revised ☐

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

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

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

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

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

4b

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

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

--

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

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

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

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

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

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

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

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

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

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

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

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



Section 7: Course Information - AS PER CURRENT SET-UP 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	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

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

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

If YES, please describe.

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

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

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

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

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

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

4 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?

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

Yes ☐ No ☒

If YES, what and by what date?

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

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

YesNo

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?

YesNo
- 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?

YesNo

Internship/Coop CRA Requirements
- 2 Is this an internship or coop program?

YesNo

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.

YesNo
- 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).

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

YesNo
- 6  
The work hours done in the coop for 3rd party employer typically, would not count unless it was graded by someone hired by USask. If it is graded by someone hired by USask, please explain exactly what is graded and how many hours approximately a student spends each week on these assignments (for full time months) or time spent each month (for part-time months).

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

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

Yes ☐ No ☐

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

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

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

Yes ☐ No ☐

To qualify the program must meet the following requirements:

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

Section 17: Program Termination

1

Is this a program termination?

Yes☐ No☒

If yes, what is the name of the program?

2

What is the effective date of this termination?

3

Will there be any courses closed as a result of this termination?

Yes☐ No☐

If yes, what courses?

4

Are there currently any students enrolled in the program?

Yes☐ No☐

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

5

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

6

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

7

Is there mobility associated with this program termination?

Yes☐ No☐

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

Dual Degree Program

Joint Degree Program

Internship Abroad Program

Term Abroad Program

Taught Abroad Course

Student Exchange Program

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

Yes☐ No☐

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

1 How will tuition be assessed?

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

\* See attached documents for further details

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

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

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

Yes ☐ No ☐

If NO, please describe.

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

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

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

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

9 Do standard cancellation fee rules apply?

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

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

Yes ☐ No ☐

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

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

Yes ☐ No ☐



13

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

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

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

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

SIGNED

Date:

Registrar (Russell Isinger):

College Representative(s):

IPA Representative(s):

Revised: March 7, 2024

# Post-Degree Bachelor of Science in Nursing (PDBSN) Option

- [Admissions](#)
- [Academic policies](#)
  - [Year 1 \(46 48 credit units\)](#)
  - [Year 2 \(48 46 credit units\)](#)
  - [Restricted Electives List](#)
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## Post-Degree Bachelor of Science in Nursing (PDBSN) Option (94 credit units)

The Post-Degree Bachelor of Science in Nursing (PDBSN) option is not a separate program, but rather an option within the existing undergraduate program at the College of Nursing. The policies of the B.S.N. program apply to the Post-Degree B.S.N. (PDBSN) option, unless exceptions are identified. The purpose of this option is to recognize previous university achievements of qualified students and provide them with the opportunity to receive a B.S.N. in a shortened period of time. It is available to students who have completed a baccalaureate degree of at least 90 credit units from a post-secondary institution recognized by the University of Saskatchewan, or have made significant progress toward a bachelor's degree (completed 90 credit units of recognized post-secondary study towards a degree by December 31st of the year of their expected entrance date. A minimum of 36 credit units must be at the senior level. Senior level courses are defined as comparable to courses at the 200 level and beyond at the University of Saskatchewan). The option provides an opportunity for full-time intensive study with program completion in two calendar years. Students graduate with a Bachelor of Science in Nursing from the University of Saskatchewan. 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: <https://admissions.usask.ca/indigenous-students.php>

## **Persons with Disabilities**

For information, please visit the Access and Equity Services [website](#).

## **International Students**

For information, please visit the International Students [website](#).

After receiving admission to the PDBSN, 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
- 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.

## Year 1 (46 **48** credit units)

- **NURS 200.3** Nursing Foundations Perspectives and Influences **Foundational Concepts in Nursing, Health, and Wellness**
  - **NURS 244.4** Health Assessment and Components of Care I
  - **NURS 245.4** Communication and Professional Relationships **Relational Nursing and Communication for Professional Practice**
  - **NURS 247.3** Adult Health Challenges I
  - **NURS 241.4** Foundational Skills for Nursing Practice and Clinical Judgement
  - **NURS 231.4** Medication Administration in Nursing Practice
  - **NURS 205.3** Nursing Research for Evidence Informed Practice
  - **NURS 260.2** Foundational Care in Nursing Practice
  - **NURS 221.3** Patient and Family Centered Care in Clinical Practice I\*
  - **NURS 362.4** Health Challenges II
  - **NURS 361.4** Therapeutic Interventions and Leadership in Education and Care
  - **NURS 367.4** Integrating Mental Health and Addiction
  - **NURS 308.3** Integrating Mental Health and Addiction Within **Into** Nursing Practice\*
  - **PHAR 250.3** Pharmacology for Nursing
- 
- ~~**NURS 201.3** Perspectives on Health Wellness and Diversity in a Global Context~~
  - ~~**NURS 202.3** Assessment and Components of Care I~~
  - ~~**NURS 203.3** Assessment and Components of Care II~~
  - ~~**NURS 206.1** Foundational Care in Clinical Practice~~
  - ~~**NURS 220.3** Concepts of Patient and Family Centered Care~~
  - ~~**NURS 305.6** Core Competencies for the Management of Complex Patient Care~~
  - ~~**NURS 321.4** Therapeutic Interventions and Leadership in Education and Care~~
  - ~~**NURS 307.3** Integrating Mental Health and Addiction into Nursing and~~

\* Students are expected to have at least one clinical experience outside of Saskatoon.

## Year 2 (48 **46** credit units)

- **NURS 370.4** Perinatal and Family Centered Nursing Practice -
  - **NURS 371.4** Infant, Child, Adolescent and Family Centered Nursing Practice
  - **NURS 304.3** Family Nursing
  - **NURS 306.3** Navigating Health and Wellness in Caring with Older Adults Exploring Chronicity and Aging
  - **NURS 333.3** Patient and Family Centered Care in Clinical Practice II Complex Nursing Care Practice\*
  - **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\*
  - 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 450.8** Practice Integration
- 
- **NURS 321.3** Therapeutic Interventions for Individuals and Groups
  - **NURS 322.3** Leadership in Education and Care
  - **NURS 330.3** Maternal Child and Adolescent Family Centered Nursing
  - **NURS 331.4** Maternal Child and Adolescent Family Centered Nursing Practice\*
  - **NURS 332.3** Exploring Complexity and Acuity
  - **NURS 450.6** Practice Integration\*

\* Students are expected to have at least one clinical experience outside of Saskatoon.

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

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.

12	Are there any capital or start-up costs anticipated, and how will these costs be covered? <i>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".</i>
	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:

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*

17 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 re-listed 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					Comments
	Year 1	Year 2	Year 3	Year 4	Year 5	
<b>Revenue</b>						
<b>Tuition</b>						
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						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, <i>if known</i>	\$ 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, <i>if known</i>						
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).
<b>Student fees (specific to course or program)</b> <i>use total amount, not per student</i>						
Supplemental Fee - Materials						
(Choose from drop down menu)						
Other (list in Comments)						
Total Student Fees	\$ -	\$ -	\$ -	\$ -	\$ -	
<b>External funding support (list in Comments)</b>						
Internal re-allocation (list in Comments)	\$ -	\$ (108,073)	\$ -	\$ -	\$ -	Estimated tuition sharing with Central modelled at 48% of gross tuition revenue.
<b>Total Revenue</b>	<b>\$ -</b>	<b>\$ 117,079</b>	<b>\$ (140,136)</b>	<b>\$ (186,574)</b>	<b>\$ (122,373)</b>	
<b>Costs</b>						
<b>Start-up costs</b>						
New space/renovations (classroom, office, laboratory, workshop, etc.)						
Equipment, including IT (e.g. hardware, software, lab material)						
Faculty Recruitment						
Marketing and Promotion, <i>if not using centralized services</i>						
Curriculum Development, <i>if not using centralized services</i>						
Other start-up costs						
Total Start-up Costs	\$ -					
<b>Salary and benefits (if hired new)</b>						
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	
<b>Other Operational Costs</b>						
Scholarships and bursaries						
Marketing and promotion						
Materials and supplies						
Travel						
Equipment and IT						
Other costs (list in Comments)						
Total Other Operational Costs	\$ -	\$ -	\$ -	\$ -	\$ -	
<b>Total Costs</b>	<b>\$ 232,571</b>	<b>\$ 229,957</b>	<b>\$ 305,080</b>	<b>\$ 311,181</b>	<b>\$ 317,405</b>	
<b>Estimated Surplus or Deficit*</b>	<b>\$ (232,571)</b>	<b>\$ (112,878)</b>	<b>\$ (445,215)</b>	<b>\$ (497,756)</b>	<b>\$ (439,778)</b>	
per student	<b>\$ (571)</b>	<b>\$ (139)</b>	<b>\$ (365)</b>	<b>\$ (408)</b>	<b>\$ (360)</b>	

\* 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.



## Proposal for New Programs or Curricular Changes

### Title of proposal:

Degree(s): **Post Degree 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: **January 2026**

### Proposal Document

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

#### Academic Justification:

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

*The revisions to the Post Degree Bachelor of Science in Nursing (PDBSN) option 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?*

Prospective students must complete academic and non-academic requirements to be eligible for consideration. Admission to the College of Nursing PDBSN option is competitive and based on:

1. Admission average (60% weighting)

The calculated average of your most recent 60 credit units of coursework towards a degree; all courses towards a degree within each academic year must be included

2. Situational judgment test score (40% weighting)
3. Completion of all other admission requirements

#### **Baccalaureate degree**

To be considered for admission to the PDBSN option, you must have one of the following:

- a baccalaureate degree of at least 90 credit units (cu) from a post-secondary institution recognized by the University of Saskatchewan; or
- significant progress toward a bachelor's degree (completed 90 credit units of recognized post-secondary study towards a degree) by December 31 of the year

- prior to January of your expected entrance date. At least 36 credit units must be at the senior level (senior level courses are defined as comparable to courses at the 200 level and beyond at the University of Saskatchewan).

### **Admission average (60% weighting)**

A minimum average of 70% is required to be considered for admission. However, the actual admission average may be higher depending on the number of competitive applicants who apply each year. A competitive average will be calculated based on post-secondary coursework completed before June 30 of the year prior to the desired entrance date.

Averages are calculated as follows:

- An initial admissions average will be calculated on your most recent 60 credit units of coursework towards a degree. **All** courses towards a degree within each academic year must be included. If a class is taken twice within the last 60 credit units of coursework, the grade from the most recent attempt will be used in the average calculation.
- Coursework completed between July 1 and December, prior to January 1 admission will not be used in the initial admission average. However, the coursework can count towards the final admission average (if used to meet degree(s) program requirements) and pre-requisite requirements.
- Applicants will be required to maintain a final admission average of 70%.

### **Situational judgment test (40% weighting)**

The College of Nursing requires applicants to complete an online situational judgement test. This test, called Casper (Computer-Based Assessment for Sampling Personal Characteristics) assesses non-academic attributes and inter-personal skills essential for success in nursing.

The situational judgement test involves a series of video-or text-based scenarios and asks test-takers what they would do and why they would do it. The test assesses for communication, collaboration, equity, professionalism, problem solving, empathy, motivation, and ethics. There are no wrong answers.

To take the test, applicants must create an account and reserve a test date. Government issued photo identification is required. Note "Snapshot" is not required.

### **English language proficiency**

The language of instruction at the University of Saskatchewan (USask) College of Nursing is English. A high level understanding and functionality in English is essential for safe client care in health professions in Saskatchewan.

For students to understand, communicate, and be successful in programs at the university, an acceptable level of academic English is required. You may be asked to provide 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?*

See above

- 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.

#### **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

- 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?* **January intake, application process begins in September of each year, the document deadline for admission is August 1<sup>st</sup>. Deadline to apply for admission is July 15<sup>th</sup>.**
- g.** *Which office will manage the admission process - TLSE, college, department, or a combination?* **University Admissions Office in combination 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).*
- 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 the 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](https://admissions.usask.ca/programs/find-a-program) OR [gradprograms.usask.ca](https://gradprograms.usask.ca) as appropriate.
- ☐ Entry for the Tuition website: [students.usask.ca/money/tuition](https://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](mailto: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**

	<b>Required Consultation/Office</b>	<b>Required Form (as applicable)</b>	<b>Date completed (if not required, briefly explain why)</b>	<b>Who did you meet with</b>
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	<i>Budgetary and Financial Implications Worksheet</i>	Nov. 7/24	Kyla Shea, Tiffany Lepage, Jennifer Beck
3	Consultation with Manager, Admissions and Transfer Credit	<i>Admissions Template</i>	n/a	n/a
4	Budget Consultation with Institutional Planning and Assessment	<i>Budgetary and Financial Implications Worksheet</i>	Nov. 7/24	Kyla Shea, Tiffany Lepage, Jennifer Beck
5	Provost sign-off on Budgetary and Financial Implications Worksheet	<i>Budgetary and Financial Implications Worksheet</i>	Nov. 7/24	Kyla Shea, Tiffany Lepage, Jennifer Beck
6	Secure College Faculty Council Approval	<ul style="list-style-type: none"> <li>• <i>Proposal for Academic or Curricular Change Form</i></li> <li>• <i>Completion of Physical Resource and Space Requirement Form</i></li> <li>• <i>Completion of Library Requirement Form</i></li> <li>• <i>Completion of ICT Requirement Form</i></li> <li>• <i>Completion of New Course Creation Form</i></li> <li>• <i>Completion of Catalogue Entry</i></li> </ul>	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	<i>Consultation with the Registrar Form (completed during the consultation)</i>	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

## PDBSN Revised Courses: Learning Objectives

Course	Learning Objectives
<b>NURS 200.3 Foundational Concepts in Nursing, Health, and Wellness</b>	<ol style="list-style-type: none"> <li>1. Explore the development of nursing as a profession and responsibilities of the registered nurse.</li> <li>2. Describe professional presence and its components.</li> <li>3. Examine the CNA Code of Ethics and its implications for the practice of nursing.</li> <li>4. Examine values, beliefs, and ethics in the practice of nursing.</li> <li>5. Examine the importance of critical thinking in nursing and maintaining a reflective practice as part of continuing professional competence.</li> <li>6. Identify components needed for safe, competent practice and factors necessary for a safe environment.</li> <li>7. Demonstrate the use of evidence-informed literature to support development of nursing knowledge.</li> <li>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.</li> <li>9. Explore health and wellness from diverse perspectives including primary health care and health promotion using an evidence-informed perspective.</li> <li>10. Examine nursing practice applied in diverse settings and diverse clienteles (individuals, groups, communities, and populations) from a local to a global context.</li> <li>11. Explore Indigenous perspectives on health and healing.</li> </ol>
<b>NURS 245.4 Relational Nursing and Communication for Professional Practice</b>	<ol style="list-style-type: none"> <li>1. Establish and maintain effective, safe, professional relationships with clients and other members of the health care team, including maintenance of professional boundaries.</li> <li>2. Articulate nurses' and other health professionals' roles as both leaders and members of interprofessional health teams.</li> <li>3. Explore with knowledge keeper how to apply principles of Wahkohtowin</li> <li>4. Demonstrate self-awareness of personal values, beliefs, influences, and positional power.</li> <li>5. Provide a culturally safe environment for themselves and their clients;</li> <li>6. Demonstrate verbal and non-verbal communication techniques to establish a relational practice</li> <li>7. Support clients in making informed decisions and advocate for clients using principally ethical and sound decision making;</li> <li>8. Demonstrate skills that support professional, effective conflict resolution;</li> <li>9. Demonstrate skills to manage potentially abusive situations.</li> <li>10. Examine trends in electronic communication</li> </ol>
<b>NURS 244.4 Health Assessment</b>	<ol style="list-style-type: none"> <li>1. Understand the complex nature of assessment and the integral part assessment plays in carrying out the nursing role.</li> <li>2. Demonstrate assessment skills required to collect client data.</li> <li>3. Interprets client assessment data to identify normal and abnormal findings.</li> <li>4. Maintain a safe environment for self and clients.</li> <li>5. Communicate using effective communication skills.</li> </ol>

	6. Demonstrate skills related to accurate documentation of assessments findings for continuity of care.
<b>NURS 241.4 Foundational Skills for Nursing Practice and Clinical Judgement</b>	<ol style="list-style-type: none"> <li>1. Demonstrate safety measures to protect self, colleagues, clients from injury and infection.</li> <li>2. Communicate with clients, families and health care team members for continuity of care and to support informed decision making.</li> <li>3. Demonstrate foundational nursing skills required to provide interventions for safe client care.</li> <li>4. Use critical thinking skills to support clinical judgment and to build plans of care.</li> <li>5. Demonstrate skills effective communication and documentation of nursing skills.</li> </ol>
<b>PHAR 250.3 Pharmacology for Nursing</b>	<p><b>No Change</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>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</li> <li>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.</li> <li>4. Describe nutritional and natural therapies, the role nutritional status on body function, role of probiotics and electrolytes, and creatinine clearance levels.</li> <li>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.</li> <li>6. Illustrate the steps in use of drugs to relieve acute and chronic pain, comparing different nonpharmacological and pharmacological strategies and administration techniques.</li> <li>7. Compare and contrast different drug administration modalities.</li> <li>8. Discuss special drugs such as Beers List, highly toxic or narrow therapeutic range drugs.</li> </ol>
<b>NURS 231.4 ** new course. Realigned content  Medication Administration in Nursing Practice</b>	<ol style="list-style-type: none"> <li>1. Utilize the nursing process in the safe administration of medications for clients with various health challenges across the lifespan.</li> <li>2. Describe nursing roles and responsibilities in the administration of medications.</li> <li>3. Demonstrate proficiency in medication math to calculate safe doses, amount to administer and infusion rates.</li> <li>4. Demonstrate the ability to use a variety of medication resources to research common medications.</li> <li>5. Describe critical nursing responsibilities in safe administration of common medications, including controlled substances and high alert medications.</li> <li>6. Demonstrate medication administration safety measures to protect self, colleagues, and clients from injury.</li> <li>7. Demonstrate knowledge and skills in the administration of medications by various routes, using the 10 rights and 3 checks and appropriate aseptic technique.</li> </ol>



	<ol style="list-style-type: none"> <li>8. Use critical thinking skills to support professional judgement and decision making in safe medication administration.</li> <li>9. Demonstrate appropriate and accurate documentation of medications.</li> <li>10. Verbalize an understanding of policies and procedures for safe medication administration in the clinical settings.</li> </ol>
<b>NURS 260.2 <del>206.1</del> Foundational Care in Nursing Practice</b>	<ol style="list-style-type: none"> <li>1. Demonstrate foundational nursing knowledge and skills in a clinical setting.</li> <li>2. Apply the nursing process and develop client centered care plans.</li> <li>3. Communicate with clients, families, and health care team members.</li> <li>4. Demonstrate a foundational understanding of the nursing role in client care.</li> <li>5. Maintain a safe environment for self and clients.</li> </ol>
<b>NURS 221.3 Patient and Family Centered Care in Clinical Practice I</b>	<ol style="list-style-type: none"> <li>1. Use appropriate techniques and interventions in the provision of patient care.</li> <li>2. Apply knowledge and skills for the safe administration of medications.</li> <li>3. Apply concepts in clinical judgement in developing and implementing plans of care.</li> <li>4. Organize and manage patient care for individual and multiple patients.</li> </ol>
<b>NURS 205.3 Nursing Research</b>	<ol style="list-style-type: none"> <li>1. Develop concepts, principles, and skills needed to locate, extract, interpret, appraise, and integrate evidence from published quantitative and qualitative research.</li> <li>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.</li> <li>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.</li> <li>4. Demonstrate knowledge and skill in finding, rating, translating and using published research evidence as a basis for professional nursing practice.</li> </ol>
<b>NURS 367.4 Integrating Mental Health and Addiction</b>	<ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>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</li> <li>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.</li> <li>6. Demonstrate advocacy and leadership utilizing interdisciplinary, interprofessional, and intersectoral approaches necessary for quality nursing practice of clients with mental health and addiction conditions.</li> </ol>

	<ol style="list-style-type: none"> <li>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</li> <li>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.</li> <li>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.</li> <li>Demonstrate ability to self-reflect on practice, and both receive and provide constructive feedback to promote professional growth of self and peers.</li> </ol>
<b>NURS 308.3 Integrating Mental Health and Addiction Into Practice</b>	<ol style="list-style-type: none"> <li>Utilize the therapeutic relationship as a foundation for the assessment, health promotion, treatment, and evaluation of mental health and addiction conditions throughout the lifespan.</li> <li>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.</li> <li>Administer, monitor, and evaluate evidence based therapeutic interventions germane to the provision of safe, competent, culturally appropriate, and ethical nursing practice.</li> <li>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.</li> <li>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.</li> <li>Demonstrate advocacy and leadership utilizing interdisciplinary, interprofessional, and intersectoral approaches necessary for quality nursing of mental health and addiction conditions</li> <li>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.</li> <li>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.</li> </ol>
<b>NURS 361.4 Therapeutic Interventions and Leadership in Education and Care</b>	<ol style="list-style-type: none"> <li>Reflect on personal values, positionality, and ethical principles to develop culturally safe and intentional therapeutic relationships.</li> <li>Describe the nursing role in collaborative caring experiences and case management in an interprofessional context.</li> <li>Critically examine theoretical frameworks and evidence-informed interventions.</li> <li>Holistically assess culture, determinants of learning, barriers and obstacles in achieving therapeutic, client-centered outcomes.</li> </ol>

	<ol style="list-style-type: none"> <li>5. Create appropriately tailored approaches for counselling and educating diverse clients.</li> <li>6. Utilize theoretical concepts related to supporting, counselling, educating, advocating, and case managing patients and families in lab, course assignments, and simulations.</li> <li>7. Manage therapeutic groups effectively.</li> <li>8. Describe the landscape of technology and telecommunications in health care management.</li> </ol>
<b>NURS 362.4 Health Challenges II</b>	<ol style="list-style-type: none"> <li>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.</li> <li>2. Apply clinical judgement in planning care of complex acute care patients.</li> <li>3. Understand management of complex, acute acutely ill patients in simulated situations.</li> <li>4. Interpret diagnostic information related to the complex acute care patient.</li> <li>5. Demonstrate awareness of the factors affecting safe nursing practice in settings where nurses care for the complex, acutely ill patient.</li> </ol>
<b>NURS 333.3 Patient and Family Centered Care in Clinical Practice II</b>	<ol style="list-style-type: none"> <li>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.</li> <li>2. Develop patient-centered evidence-based plans of care reflective of sound clinical judgment to meet the needs of complex patients.</li> <li>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.</li> <li>4. Demonstrate clinical judgement in the management of complex patients in acute care settings.</li> <li>5. Use a skill set effectively related to the direct care complex patients</li> </ol>
<b>NURS 304.3 Family Nursing</b>	<ol style="list-style-type: none"> <li>1. Show knowledge, including reflective self-awareness, in providing competent, culturally safe and effective family nursing care.</li> <li>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.</li> <li>3. Demonstrate nursing practice applied in diverse settings and diverse families.</li> <li>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.</li> <li>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.</li> <li>6. Evaluate therapeutic communication skills with families in conflict, including conducting family meetings and engaging families in difficult conversations.</li> </ol>

	<ol style="list-style-type: none"> <li>7. Explain the leadership role of the nurse in health promotion and quality improvement in the care of families within an inter-professional context.</li> </ol>
<b>NURS 306.3</b>  <b>Navigating Health and Wellness in Caring with Older Adults</b>	<ol style="list-style-type: none"> <li>1. Apply a relationship-centered caring approach across the continuum of care</li> <li>2. Illustrate the holistic approach to caring with older adults</li> <li>3. Justify interprofessional roles, responsibilities, and the scope of practice within care teams</li> <li>4. Appraise the aging discourse to advocate for care informed by the person, legislation, practice standards, and ethics</li> <li>5. Integrate age-related assessment, diagnosis, planning, intervention, and evaluation into care</li> <li>6. Compare assumptions of intergenerational understanding of growing older</li> <li>7. Evaluate self-awareness through reflective practice</li> </ol>
<b>NURS 371.4 PEDS</b>  <b>Infant, Child, Adolescent and Family Centered Nursing Practice</b>	<ol style="list-style-type: none"> <li>1. Identify sources of evidenced-based information related to health concepts and challenges in this population.</li> <li>2. Demonstrate critical thinking about health challenges in this population.</li> <li>3. Develop a plan of care using evidence and theory relevant to infants, children, adolescents, and their families.</li> <li>4. Provide holistic assessment and care to a variety of pediatric clients and their families in a self-directed manner.</li> <li>5. Provide safe and competent care that considers the age and stage of development of the client.</li> <li>6. Demonstrate cultural humility and cultural safety within the context of family centered care.</li> <li>7. Demonstrate effective communication and interprofessional collaboration with the client, family, and health care team.</li> <li>8. Plan and engage in health promotion activities with clients, families, and agencies.</li> <li>9. Demonstrate professional and accountable care.</li> <li>10. Demonstrate leadership and advocacy skills.</li> </ol>
<b>NURS 370.4 Perinatal</b>  <b>Perinatal and Family Centered Nursing Practice</b>	<ol style="list-style-type: none"> <li>1. Identify sources of evidenced-based information related to health concepts and challenges in this population.</li> <li>2. Demonstrate critical thinking about health challenges in this population.</li> <li>3. Develop a plan of care using evidence and theory relevant to childbearing families.</li> <li>4. Provide holistic assessment and care to a variety of clients and families in a self-directed manner.</li> <li>5. Provide safe and competent care that considers the age and stage of development of the client.</li> <li>6. Demonstrate cultural humility and cultural safety within the context of family centered care.</li> <li>7. Demonstrate effective communication and interprofessional collaboration with the client, family, and health care team.</li> <li>8. Plan and engage in health promotion activities with clients, families, and agencies.</li> <li>9. Demonstrate professional and accountable care.</li> <li>10. Demonstrate leadership and advocacy skills.</li> </ol>
<b>NURS 430.3</b>  <b>Community Health Nursing</b>	<ol style="list-style-type: none"> <li>1. Integrate the concept of community with the community health nursing role, congruent with the Canadian Community Health Nursing standards of practice.</li> <li>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.</li> <li>3. Utilize theoretical pluralism to assess, plan, evaluate, and implement nursing practice in a community.</li> </ol>

<b>Building Partnerships</b>	<ol style="list-style-type: none"> <li>Identify resources within the community setting, their relevance to client needs and create strategies to utilize them for the enhancement of health.</li> <li>Apply evidence-informed strategies in community nursing practice.</li> <li>Explain the community health nurse role within collaborative, interdisciplinary and interprofessional partnerships that incorporate the uniqueness and diversity of community.</li> <li>Recognize the community health nursing role within a collaborative and interprofessional team approach to emergency and disaster preparedness.</li> </ol>
<b>NURS 431.6</b>  <b>Community Nursing Practice</b>	<ol style="list-style-type: none"> <li>Practice the community health nursing role congruent with the Canadian Community Health Nursing Standards of Practice</li> <li>Apply community-based concepts such as Epidemiology, Primary Health Care, Code of ethics, Population Health, Capacity-building to community nursing practice.</li> <li>Utilize theoretical pluralism to assess, plan, evaluate, and implement nursing practice in a community.</li> <li>Access and advocate for appropriate tailored resources within the community setting and responsively create strategies for enhancement of client health outcomes.</li> <li>Apply evidence-informed strategies within the context of community and community health nursing.</li> <li>Engage in collaborative, interdisciplinary and/or interprofessional partnerships that incorporate the uniqueness and diversity of community.</li> <li>Recognize the community health nursing role within a collaborative and interprofessional team approach to global health and emergency and disaster preparedness.</li> </ol>
<b>NURS 440.3</b>  <b>Interprofessional Perspectives: Health Systems and Policy Development within a Global Context</b>	<p><b>No update:</b></p> <ol style="list-style-type: none"> <li>Compare and contrast health systems, policies, and structures in Canada and beyond.</li> <li>Articulate interdisciplinary, inter-professional, and inter-sectorial approaches to global health.</li> <li>Interpret the impact of socio-political policies on human rights in the allocation of health resources, health system reform, and globalization.</li> <li>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.</li> <li>Interpret Indigenous Knowledge Systems and their relationship with contemporary health system structures.</li> <li>Articulate the role of Registered Nurses in reframing policy discourse within communities of inquiry – scientific and political.</li> </ol>
<b>NURS 422.3</b>  <b>Issues in Leadership and Management: Transformative Practice in</b>	<ol style="list-style-type: none"> <li>Explain the core concepts of leadership and management and differentiate between leadership, management, and following roles in health care settings.</li> <li>Analyze the multi-dimensional roles of nurse leaders and managers, focusing on innovative leadership strategies.</li> <li>Evaluate ethical and legal frameworks, assessing their impact on nursing leadership decisions and actions.</li> <li>Apply decision-making models and problem-solving techniques to enhance organizational structure and functionality within the Canadian health care system.</li> </ol>

<b>Healthcare Organizations</b>	<ol style="list-style-type: none"> <li>5. Develop and implement strategies for effective resource management, including budget handling and technological enhancements to improve care delivery and communication.</li> <li>6. Build and lead effective teams, focusing on strategic planning, change management, and collective advocacy for health care improvements.</li> <li>7. Utilize conflict resolution tactics and personnel management to create respectful and psychologically safe workplaces.</li> <li>8. Promote quality, risk management, and patient safety standards, translating research into practice to optimize health care outcomes.</li> <li>9. Foster interprofessional collaboration and personal leadership growth, managing stress, and planning career advancements in nursing.</li> </ol>
<b>NURS 441.3</b>  <b>Transition to Professional Practice</b>	<p>No update</p> <ol style="list-style-type: none"> <li>1. Explore the role of the environment and how it can impact exemplar professional practice.</li> <li>2. Explore personal skills required for beginning professional practice</li> <li>3. Identify how exemplar beginning professional practice utilizes the eight guiding principles of the conceptual framework of the U of S Nursing Program</li> </ol>
<b>NURS 460.8</b>  <b>Practice Integration (9 weeks)</b>	<p>No update</p> <ol style="list-style-type: none"> <li>1. Professional Practice <ul style="list-style-type: none"> <li>• Students will demonstrate “safe, compassionate, competent and ethical nursing practice” and “professional conduct as reflected by the attitudes, beliefs and values espoused in the <i>Code of Ethics for Registered Nurses</i>” (CNA, 2017).</li> </ul> </li> <li>2. Nurse-Client Partnership <ul style="list-style-type: none"> <li>• 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).</li> </ul> </li> <li>3. Health and Wellness <ul style="list-style-type: none"> <li>• 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).</li> </ul> </li> <li>4. Changes in Health <ul style="list-style-type: none"> <li>• 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).</li> </ul> </li> </ol>

## Teaching Philosophy Statement

The revised Bachelor of Science in Nursing (BSN) program and the revised Post Degree Bachelor of Science in Nursing (PDBSN) 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/PDBSN Program is the belief that learning should be an active, iterative process that builds both confidence and competence. The revised BSN/PDBSN 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/PDBSN 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/PDBSN 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/PDBSN 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/PDBSN graduates will be prepared to advocate for and provide quality care within Saskatchewan's healthcare system and beyond.



[illegible]

## Appendix C: 300-level

[illegible]

## Appendix C: 400-level

[illegible]

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.
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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.
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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.
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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.
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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 wahoiktowin																											
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
<b>NURS 200.3</b>		
	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 nursing
	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. 5.2.1 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 clientele (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.
<b>NURS 245.4</b>		
	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 Wahnkohtowin	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.
<b>NURS 244.4</b>		
	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.
<b>NURS 246.3</b>		
	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.
<b>NURS 241.4</b>	
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.
<b>NURS 231.4</b>	
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.
<b>NURS 260.2</b>	
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.
<b>NURS 221.3</b>	
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.
<b>NURS 205.3</b>	
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.



 <b>UNIVERSITY OF SASKATCHEWAN</b>	<b>New Course Proposal &amp; Creation Form</b>
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**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, ophthalmic, 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
<b>LL</b>	<b>Lecture/Laboratory</b>	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



**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>
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## 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
<b>LL</b>	<b>Lecture/Laboratory</b>	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



### 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>

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**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
<b>LL</b>	<b>Lecture/Laboratory</b>	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



**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>

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**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
<b>LL</b>	<b>Lecture/Laboratory</b>	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



**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>

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**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
<b>LEC</b>	<b>Lecture</b>	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



### 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
<b>CL</b>	<b>Clinical</b>	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



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>

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## **Detailed Course Information**

### **1. Schedule Types**

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

<b>Code</b>	<b>Description</b>	<b>Code</b>	<b>Description</b>
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
<b>LL</b>	<b>Lecture/Laboratory</b>	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



**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**

Ignatavicius (2023). Medical Surgical Nursing Concepts for Interprofessional Collaborative Care, 11<sup>th</sup> 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>

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**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
<b>LL</b>	<b>Lecture/Laboratory</b>	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



### 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 builds 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:

<b>Code</b>	<b>Description</b>	<b>Code</b>	<b>Description</b>
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.**



### 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**

<b>Code</b>	<b>Description</b>	<b>Code</b>	<b>Description</b>
<b>CL</b>	<b>Clinical</b>	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
<b>LL</b>	<b>Lecture/Laboratory</b>	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.



### 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 Management/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 with 307, 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



**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>

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**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:	
<p><b>1. Evidence Informed Practice &amp; Scholarship</b></p> <p>Learners demonstrate critical thinking to appraise and use evidence to inform nursing practice.</p> <p>They demonstrate a spirit of inquiry, curiosity, and lifelong learning to support nursing scholarship and research activities.</p>	1.2.1	Explain the relevance of research in nursing as a profession and discipline.	1.3.1	Examining research studies in nursing to inform nursing practice.	1.4.1	Analyze how research is used to inform nursing practice.
	1.2.2	Develop foundational information searching skills and identify relevant information.	1.3.2	Develop information searching skills and identify relevant information.	1.4.2	Demonstrate information searching skills and analyze relevant information.
	1.2.3	Define fundamental research concepts and process.	1.3.3	Develop knowledge of research concepts and process.	1.4.3	Demonstrate knowledge of research concepts and process.
	1.2.4	Describe the relationship between theory, research, and practice in nursing.	1.3.4	Examine the relationship between theory, research, and practice in nursing.	1.4.4	Identify theory, research, and practice gaps in nursing.
	1.2.5	Develop initial skills for academic writing.	1.3.5	Practice academic writing skills.	1.4.5	Demonstrate synthesis in academic writing.
	1.2.6	Explore the concept and role of informatics in nursing practice.	1.3.6	Apply the concept and role of informatics in nursing practice.	1.4.6	Integrate the concept and role of informatics in nursing practice.
	1.2.7	Recognize qualitative and quantitative data presented in various formats and representations.	1.3.7	Differentiate between qualitative and quantitative data presented in various formats and representations.	1.4.7	Appraise qualitative and quantitative data presented in various formats and representations.
	1.2.8	Develop a curious mindset in various environments.	1.3.8	Exhibit a curious mindset in reviewing situations in various environments.	1.4.8	Integrate a curious mindset in various environments.
<p><b>2. Safe and Competent Practice &amp; Clinical Judgement</b></p> <p>Learners will provide safe, competent care across the lifespan in response to client needs using the clinical judgement</p>	2.2.1	Explore the concept of safe practice in response to client needs.	2.3.1	Demonstrate safe practice in response to client needs.	2.4.1	Provides 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.	2.3.2	Connect knowledge from nursing science, humanities, social sciences, and health related research into plans of care.	2.4.2	Incorporates knowledge from 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.	2.3.3	Apply strategies for promoting wellness, preventing illness, and minimizing disease and injury for clients, oneself, and others.	2.4.3	Integrate strategies for promoting wellness, preventing illness, and minimizing disease and injury for clients, oneself, and others.
			2.3.4	Interpret changing client conditions.	2.4.4	Respond to changing client conditions.
			2.3.5	Interpret holistic nursing assessments to gather comprehensive information on client health status.		

model, knowledge, and skills.	<p>2.2.4 Recognize changing client conditions.</p> <p>2.2.5 Conducts holistic nursing assessments to gather comprehensive information on client health status.</p> <p>2.2.6 Describe holistic client, or family-centered plans of care throughout the lifespan.</p> <p>2.2.7 Identify the steps of the clinical judgement model.</p> <p>2.2.8 Explore care of basic, stable clients in scenarios and early clinical practice.</p> <p>2.2.9 Recognize cues within client needs in stable clients in a variety of settings.</p>	<p>2.3.6 Delivers holistic client, or family-centered plans of care throughout the lifespan</p> <p>2.3.7 Apply the steps of the clinical judgement model in a variety of settings.</p> <p>2.3.8 Provide care of complex clients in scenarios and nursing practice.</p> <p>2.3.9 Prioritize care of client needs in a variety of settings.</p>	<p>2.4.5 Evaluate holistic nursing assessments to gather comprehensive information on client health status.</p> <p>2.4.6 Provides holistic client, or family-centered plans of care throughout the lifespan.</p> <p>2.4.7 Integrate the clinical judgement model in nursing practice.</p> <p>2.4.8 Provide comprehensive care to a variety of clients in all nursing practice settings.</p> <p>2.4.9 Respond to client needs in a variety of settings.</p>
<p><b>3. Social Justice, and Advocacy, Diversity, Equity and Inclusion.</b></p> <p>Learners will demonstrate a comprehensive understanding of the role of ethics (The CNA <i>Code of Ethics for Registered Nurses</i>, 2017), the principles of social justice and the development advocacy skills to provide socially responsible client care.</p>	<p>3.2.1 Recognize social justice principles in providing holistic care.</p> <p>3.2.2 Identify a structured framework of resolving ethical dilemmas in nursing practice.</p> <p>3.2.3 Identify strategies for advocacy in nursing.</p> <p>3.2.4 Discuss equity, diversity and inclusion in all aspects of nursing care and client interactions.</p> <p>3.2.5 Explore concepts of anti-racism.</p> <p>3.2.6 Recognize barriers for Indigenous, and other traditionally diverse populations seeking healthcare.</p>	<p>3.3.1 Apply social justice and advocacy principles in providing holistic and culturally safe care.</p> <p>3.3.2 Utilize a structured framework to resolve ethical dilemmas in nursing practice.</p> <p>3.3.3 Explore own agency for political activism and advocacy for individual clients nursing practice.</p> <p>3.3.4 Apply equity, diversity and inclusion strategies in all aspects of nursing care and client interactions.</p> <p>3.3.5 Apply concepts of anti-racism.</p> <p>3.3.6 Examine barriers for Indigenous, and diverse populations seeking healthcare.</p>	<p>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.</p> <p>3.4.2. Create advanced and nuanced ethical decision-making tools and models to guide comprehensive resolution of complex ethical dilemmas in nursing practice.</p> <p>3.4.3. Design advocacy campaigns and political initiatives that address systemic healthcare challenges, leveraging advanced political strategies for healthcare reform.</p> <p>3.4.4. Adopt equity, diversity and inclusion strategies in all aspects of nursing care and client interactions.</p> <p>3.4.5. Incorporate anti-racism in approach to practice.</p> <p>3.4.6. Respond to barriers for Indigenous, and diverse populations seeking healthcare.</p>

<p><b>4. Leadership &amp; Self-awareness:</b></p> <p>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.</p>	<p>4.2.1 Define adherence to professional standards, particularly those outlined by CRNS</p> <p>4.2.2 Articulate personal beliefs and biases, and health behaviours.</p> <p>4.2.3 Identify the different roles of nursing.</p> <p>4.2.4 Relate the concept of reflective practice in nursing to the development of clinical skills and decision-making.</p> <p>4.2.5 Identify influencing factors of self-management, considering basic stable client needs.</p> <p>4.2.6 Define various leadership styles within nursing and healthcare settings</p> <p>4.2.7 Describe the concept of change agency.</p> <p>4.2.8 Identify the roles of interprofessional health care members.</p> <p>4.2.9 Examine various conflict resolution strategies commonly used in nursing contexts.</p> <p>4.2.10 Describe elements of an education plan.</p>	<p>4.3.1 Analyze the implications of adherence to professional standards, particularly those outlined by CRNS on nursing practice and client care.</p> <p>4.3.2 Examine personal beliefs, biases, health behaviors, and the significance of lifelong learning in nursing practice.</p> <p>4.3.3 Evaluate the varying roles of nursing.</p> <p>4.3.4 Apply the concept of reflective practice in nursing to enhance clinical skills and decision-making.</p> <p>4.3.5 Apply strategies for effective self-management, considering individualized client needs and contexts.</p> <p>4.3.6 Apply various nursing and healthcare leadership styles to different scenarios.</p> <p>4.3.7 Identify opportunities for change within healthcare systems at the client level.</p> <p>4.3.8 Engage in meaningful interprofessional collaboration with healthcare teams.</p> <p>4.3.9 Reflect on potential conflict resolution strategies within clinical settings.</p> <p>4.3.10 Applies knowledge of education plan to address learning needs of the client.</p>	<p>4.4.1 Evaluate the ethical implications of adhering to professional standards, particularly those outlined in the CRNS in complex healthcare scenarios.</p> <p>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.</p> <p>4.4.3 Integrate the various roles of nursing.</p> <p>4.4.4 Adapt a reflective practice to guide nursing practice and inform healthcare decision-making.</p> <p>4.4.5 Propose individualized self-management strategies that consider a wide range of influencing factors.</p> <p>4.4.6 Demonstrate leadership approaches in nursing and healthcare settings, contributing to transformative change and excellence in healthcare delivery.</p> <p>4.4.7 Discern possible healthcare transformation initiatives at the client and/or system level.</p> <p>4.4.8 Advocate within the interprofessional team in various health care settings involving the client.</p> <p>4.4.9 Analyze conflict resolution strategies commonly used in nursing contexts to maintain safe working environments.</p> <p>4.4.10 Evaluates effectiveness of, and revises education plan if needed.</p>
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<p><b>5. Professionalism</b></p> <p>Learners will demonstrate an authentic and intentional commitment to professional responsibilities and adherence to ethical principles, professional practice standards, and societal expectations.</p>	<p>5.2.1 Describe professional presence and its components.</p> <p>5.2.2 Identify psychologically safe workplace principles.</p> <p>5.2.3 Describe responsibility and accountability in nursing.</p> <p>5.2.4 Explain the principles of professional healthcare communication.</p> <p>5.2.5 Describe the importance of following nursing standards and policies.</p> <p>5.2.6 Examine the relationship of nurses within intraprofessional and interprofessional teams.</p> <p>5.2.7 Identify ethical nursing practice.</p>	<p>5.3.1 Demonstrate professional presence and its components in a variety of settings.</p> <p>5.3.2 Practice psychologically safe workplace principles in the workplace.</p> <p>5.3.3 Demonstrate responsibility and accountability in nursing.</p> <p>5.3.4 Employ the principles of professional healthcare communication.</p> <p>5.3.5 Adhere to nursing standards and policies.</p> <p>5.3.6 Engage in relationships within intraprofessional, and interprofessional teams.</p> <p>5.3.7 Provide ethical care to clients in a variety of settings.</p>	<p>5.4.1 Establish professional presence and its components in a variety of settings.</p> <p>5.4.2 Establish a psychologically safe practice in the workplace.</p> <p>5.4.3 Integrate responsibility and accountability in nursing practice.</p> <p>5.4.4 Integrate the principles of professional healthcare communication.</p> <p>5.4.5 Adhere to nursing standards and policies.</p> <p>5.4.6 Advocate within intraprofessional, and interprofessional teams.</p> <p>5.4.7 Advocate for ethical care to clients in a variety of settings.</p>
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<b>6. Globalization</b>  Learners will have developed proficiency in interconnecting concepts of globalization at a local, national, and international level	<p>6.2.1 Define the principles of global citizenship.</p> <p>6.2.2 Examine socio-ecological models to identify healthcare challenges for individuals and populations.</p> <p>6.2.3 Describe Eco-Social Determinants of Health.</p> <p>6.2.4 Explore the intersections of healthy public policy and healthcare service provision.</p> <p>6.2.5 Describe population-based concepts.</p> <p>6.2.6 Describe socio-political policies.</p> <p>6.2.7 Define concepts of health equity.</p>	<p>6.3.1 Apply the principles of global citizenship.</p> <p>6.3.2 Apply socio-ecological models to identify healthcare challenges for individuals, and health care providers and populations.</p> <p>6.3.3 Analyze Eco-Social determinants of health, including key social determinants that impact health.</p> <p>6.3.4 Analyze the intersections of healthy public policy, and healthcare service provision.</p> <p>6.3.5 Apply population-based concepts to practice.</p> <p>6.3.6 Analyze the impact of socio-political policies.</p> <p>6.3.7 Apply concept of health equity at the individual and societal levels.</p>	<p>6.4.1 Demonstrate the principles of global citizenship in a variety of practice settings.</p> <p>6.4.2 Critique effectiveness of socio-ecological models to identify healthcare challenges for individuals and populations.</p> <p>6.4.3 Incorporate understanding of eco-social determinants that impact health into practice.</p> <p>6.4.4 Advocate for healthy public policy and healthcare service provision.</p> <p>6.4.5 Critique effectiveness of population-based concepts of health in nursing.</p> <p>6.4.6 Advocate for positive change in socio-political policies on human rights, healthcare resource allocation, health system reform, and globalization</p> <p>6.4.7 Promote health equity at both the individual and societal levels.</p>
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<p><b>7. Principles of <i>Wahkotwin</i>: Relating in a Good Way</b></p> <p>Learners will provide client-centred care that is relational, compassionate, and effective in meeting the diverse needs of individuals, families, communities, and populations.</p>	<p>7.2.1 Describe the background of the Truth and Reconciliation Commission (TRC) calls to action.</p> <p>7.2.2 Identify Indigenous worldviews of wellness (physical, emotional, mental, and spiritual).</p> <p>7.2.3 Define anti-racism.</p> <p>7.2.4 Examine barriers for Indigenous populations seeking healthcare.</p> <p>7.2.5 Define the principles of cultural humility.</p> <p>7.2.6 Describe verbal and non-verbal communication strategies for authentic therapeutic relationships with Indigenous and non-Indigenous peoples.</p> <p>7.2.7 Define concepts related to equity, diversity, and inclusion.</p> <p>7.2.8 Describes principles of healing-centered care.</p>	<p>7.3.1 Explore the TRC calls to action in relation to nursing practice.</p> <p>7.3.2 Apply Indigenous worldviews of wellness (physical, emotional, mental, and spiritual) in various clinical settings.</p> <p>7.3.3 Demonstrate anti-racism approaches in practice.</p> <p>7.3.4 Develop strategies to remove barriers for Indigenous populations seeking healthcare.</p> <p>7.3.5 Incorporate the principles of cultural humility into various environments.</p> <p>7.3.6 Practice verbal and non-verbal communication strategies for authentic therapeutic relationships with Indigenous and non-Indigenous peoples.</p> <p>7.3.7 Explore concepts related to equity, diversity and inclusion</p> <p>7.3.8 Applies principles of healing-centered care.</p>	<p>7.4.1 Advocate for the implementation of the TRC calls to action in relation to nursing practice.</p> <p>7.4.2 Create an enduring commitment to Indigenous wellness (physical, emotional, mental and spiritual) in various clinical settings.</p> <p>7.4.3 Adopt an anti-racist approach to practice.</p> <p>7.4.4 Implement strategies to remove barriers for Indigenous, and diverse populations seeking healthcare (i.e. demonstrate in a case study).</p> <p>7.4.5 Adopt the principles of cultural humility into various environments.</p> <p>7.4.6 Demonstrate verbal and non-verbal communication strategies for authentic therapeutic relationships with Indigenous and non-Indigenous peoples.</p> <p>7.4.7 Promote concepts related to equity, diversity and inclusion.</p> <p>7.4.8 Uses principles of healing-centered care.</p> <p>1.</p>
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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 Post Degree Bachelor of Science in Nursing (PDBSN) option 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 PDBSN option. 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 November 4, 2024 faculty council meeting.

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

Motion: The Undergraduate Education Committee recommends Faculty Council to approve the course progression/sequencing of the PDBSN 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.

UNIVERSITY COUNCIL  
ACADEMIC PROGRAMS COMMITTEE  
REQUEST FOR DECISION

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**PRESENTED BY:** Carolyn Augusta, Chair, Academic Programs Committee

**DATE OF MEETING:** December 19, 2024

**SUBJECT:** Bachelor of Science in Nursing (B.S.N.) Admission Qualifications

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

**PURPOSE:**

University Council has the authority to approve changes to admissions qualifications. Senate confirmation of the decision is required before the changes can take effect.

**CONTEXT AND BACKGROUND:**

The College of Nursing is proposing a new deficiency for admission to the BSN program. Pending approval, students will be eligible for admission to the B.S.N. if they are deficient in a Humanities course. Currently students are allowed a deficiency in the Social Sciences; therefore, this is an additional deficiency that students would have to satisfy within their first term upon admission. A student may only have one deficiency on the list; the intent here is to add a subject to the list of potential deficiencies.

**CONSULTATION:**

On December 4, 2024, the College of Nursing brought forward a proposal to the Academic Programs Committee of Council (APC). Members reviewed the deficiency proposal and voted in favour of the change.

**ATTACHMENTS:**

1. Bachelor of Science in Nursing (B.S.N.) Admission Qualifications

The following motion was approved by faculty council on November 4, 2024

**Motion:** The Undergraduate Education Committee recommends Faculty Council to add a humanities elective to the current list of approved deficiencies allowed in the pre-professional year courses effective 2026-27.

**Rationale:** Currently, social sciences are allowed as deficiencies, but humanities are not. The committee found no reason for this discrepancy.

## Consultation with the Registrar (CWR) – Proposal Highlights

**Title of Proposal:** Introduce a new deficiency for admission to the Bachelor of Science in Nursing (B.S.N.) program

**General Description:** Add 3 credit units of Humanities courses to the list of deficiencies that a student may have upon admission to the Bachelor of Science in Nursing (B.S.N.) program

**Degree College:** College of Nursing

**Effective Term:** 2026-27 Admission Intake Year

**Course implications:** N/A

**Registration and classes:** N/A

**Convocation:** N/A

**Financial and Budget:** N/A

**Student Mobility:** N/A

# Bachelor of Science in Nursing (B.S.N.)

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[Admissions](#)

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[Academic policies](#)

- [Pre-Professional Year 1 \(30 credit units\)](#)
- [Nursing Year 2 \(37 ~~39~~ credit units\)](#)
- [Nursing Year 3 \(36 ~~32~~ credit units\)](#)
- [Nursing Year 4 \(30 ~~29~~ credit units\)](#)

- [Top](#)

## 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, North Battleford, **Muenster**, 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 or **Humanities** 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.

**UNIVERSITY COUNCIL  
ACADEMIC PROGRAMS COMMITTEE  
ITEM FOR INFORMATION**

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<b>PRESENTED BY:</b>	Carolyn Augusta, Chair, Academic Programs Committee
<b>DATE OF MEETING:</b>	December 19, 2024
<b>SUBJECT:</b>	<b>Certificate in Curation Studies</b>
<b>ACTION:</b>	<b>For Information Only</b>

**SUMMARY:**

The Curation Studies Certificate is intended to provide a foundation in both the theory and practice of the curation and exhibition of materials, especially those originating from the pre-modern period. The certificate provides an opportunity for students to form a focused and distinct skill set that can be used toward employment in museums, galleries, and institutions that engage in collections management.

The College of Arts and Science brought forward a proposal to the Academic Programs Committee of Council (APC) on December 4, 2024. Members reviewed the proposal and voted in favour of this new certificate. This is an item of information as Arts and Science submitted the proposal using a Council approved certificate template.

**ATTACHMENTS:**

1. Certificate in Curation Studies Proposal

# Certificate in Curation Studies Proposal


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 <b>UNIVERSITY OF SASKATCHEWAN</b>	<b>Proposal for Academic or Curricular Change</b>
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## PROPOSAL IDENTIFICATION

**Title of proposal: Degree-level Certificate in Curation Studies**

Field(s) of Specialization: Curation Studies

Level(s) of Concentration: Degree-level Certificate

Degree College: Arts & Science

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

Sharon Wright  
Director, Classical, Medieval and Renaissance Studies  
Professor, Department of History, STM  
[swright@stmcollege.ca](mailto:swright@stmcollege.ca)  
306-966-8938

Tracene Harvey  
Director/Curator, Museum of Antiquities  
College of Arts and Science  
[tracene.harvey@usask.ca](mailto:tracene.harvey@usask.ca)  
306-966-7818

Proposed date of implementation: May 2025



## Proposal Document

The objective of the Curation Studies Certificate is to provide a foundation in both the theory and practice of the curation and exhibition of materials, especially those originating from the pre-modern period. The certificate provides an opportunity for students to form a focused and distinct skill set that can be used toward employment in museums, galleries, and institutions that engage in collections management.

The certificate makes use of key resources that already exist: (1) in the CMRS program; (2) the Museum of Antiquities, (3) Courses in Anthropology and Art History:

1. CMRS is an interdisciplinary degree program currently housed within the History Department that provides a broad foundation in the humanistic, cultural, and learned traditions of the Classical (Greece and Rome), Medieval, and Renaissance eras of western Europe and the Mediterranean. Built around a small framework of core courses and languages, this program allows students great flexibility and breadth of choice to explore the creative, cultural, intellectual, social, and scientific legacy of the pre-modern western world. Students in CMRS access thematically and temporally related offerings from the pre-existing slates in: Anthropology; Art History; Catholic Studies; Classics; Drama; English; History; Latin; Languages, Literature, and Cultural Studies; Music; Political Science; Philosophy; and Religious Studies.
2. A key to our student success is the opportunity to engage with the Museum of Antiquities. The long-term aim of the Museum is to offer a reliable and critical account of the artistic accomplishments of major Western and Middle Eastern civilizations from approximately 3000 BCE to 1500 CE. The first step in this endeavor was the presentation of a dependable picture of ancient Greco-Roman sculptural art, as it has heavily influenced much later Western art. The present collection focuses on items from the Middle Helladic (c. 1500 BC) to the Late Antique (c. AD 500) period. In recent years, it has been expanded to include pieces from the ancient Near East and ancient Egypt. Students from any department or college on campus can volunteer at the MOA. For twenty-five years the museum has also served as a teaching and training resource. Many faculty use the MOA regularly and the current director of the museum has built an extensive volunteer training program, public school outreach program, and well attended summer camp program.
3. Anthropology and Art History both have strong programs which naturally focus on the study of objects, their preservation, and cultural sensitivity in their presentation. Students will be able to draw on the expertise in these departments, if they choose to do so, when registered in the Curation Studies Certificate.

The Curation Studies Certificate is an essential part of the CMRS renewal plan. It is a direct response to student feedback about the difficulty of participating in volunteer training opportunities when so many of them must also maintain paid part time work outside of the university. We need a formal way to acknowledge their efforts that does not add to their

financial burden. Providing student access to career competency training within our program and to other interested students at the university is, therefore, a priority.

---

## **College Statement**

From Jennifer Lang, Acting Vice-Dean Academic

I am pleased to confirm that the College of Arts and Science supports the development of a Degree-Level Certificate in Curation Studies. This proposal neither requires nor seeks additional resources to offer the program.

The College of Arts and Science is working to provide innovative program options that meet student needs and demand. This program will provide the opportunity for students to develop and demonstrate the necessary skills to work as a curator at a museum, gallery or other institution that house collections. This certificate can be taken on its own, but will also provide a valuable add-on for students who are pursuing or have completed degrees in related fields.

The Academic Programs Committee (BA, BFA, BMus) approved the proposals on October 2, 2024, as did the College Faculty Council on October 9, 2024.

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## **Program Description**

### **Curation Studies**

Certificate (Cert.)

Through focused scholarly analysis and applied practice as museum interns, the Curation Studies Certificate provides students with the knowledge and practical skills necessary for employment in museums, galleries, and institutions that engage in collections management, particularly those housing objects from the pre-modern period. Students will gain foundational knowledge in current curatorial practices and theory including history of museum and gallery display and collecting; collections management (cataloging, conservation, research); exhibition development, digital approaches to collections and exhibitions, education and outreach best practices, and curatorial ethics (representation of diverse voices, handling of sensitive subjects).

### **Major Average**

The major average in the Certificate in Curation Studies includes the grades earned in:

- All courses eligible to be used in the program

## Residency Requirements in the Major

To receive a Certificate in Curation Studies, students must complete at least half of the required coursework (to the nearest highest multiple of 3 credit units) from the University of Saskatchewan.

See [Residency](#) for additional details.

## Requirements (27 credit units)

This program requires that students take prerequisite courses not listed below. Please see the course descriptions for details.

- [CMRS 315.3](#) Curating Collections in Theory and Practice
- [CMRS 415.3](#) Museum Internship

Choose **6 credit units** from the following:

- [ANTH 250.3](#) Introduction to Archaeological Science
- [ANTH 251.3](#) Introduction to Archaeological Interpretation
- [ANTH 257.3](#) Archaeology of Ancient Egypt
- [ANTH 258.3](#) Archaeology of Ancient Mesopotamia

Choose **6 credit units** from the following:

- [ARTH 306.3](#) Medieval Art and Architecture
- [ARTH 308.3](#) Art of High Renaissance and Reformation Era 1500 to 1550
- [ARTH 318.3](#) Exhibition Technique The Social Construction of Art
- [CLAS 240.3](#) Ancient Art and Architecture I Bronze Age to Classical Greece
- [CLAS 242.3](#) Ancient Art and Architecture II Graeco Roman World

Choose **9 credit units** from the following:

Many of these courses are taught every other year. Please consult with departments or the CMRS director well ahead of planning your schedule.

- [ANTH 365.6](#) Study Abroad: Museology and Egyptian Material Culture
- [CMRS 333.3](#) Exploring Medieval and Early Modern Manuscripts
- [CMRS 403.3](#) Analysis and Public Exhibition of Cultural Artifacts or [ANTH 406.3](#) Analysis and Public Exhibition of Cultural Artifacts
- [CMRS 405.3](#) Texts and Materials of Early European Cultures
- [CMRS 406.3](#) Coinage in Ancient Greece and Rome

- [CMRS 433.3](#) Advanced Manuscript Studies
- [HIST 304.3](#) Exhibiting History
- [HIST 308.6](#) Rome Building and Living in the Ancient City
- [HIST 396.3](#) Digital History

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**Program prerequisites:**

The certificate requires 15cu's of prerequisite courses not included in the program. CMRS 315 and 415 have prerequisites that are included in the program, but the other course requirements do not:

- 6 credit units from ANTH 250, 251, 257, 258 – requires ANTH 112.3 or 116.3  
= minimum 3 credit units.
  - 6 credit units from
    - ARTH 306 – requires ARTH 120 and 121, or 6 credit units 100-level HIST, or CMRS 111 and permission
    - ARTH 308 – requires ARTH 120 and 121
    - ARTH 318 – requires ARTH 120 and 121
    - CLAS 240 – requires CLAS 110 and 111, or 6 credit units ARTH, or 30 credit units
    - CLAS 242 – requires CLAS 110 and 111, or 6 credit units ARTH, or 30 credit units university classes
 = minimum 6 credit units.
  - 9 credit units from:
    - ANTH 365 – requires minimum of 30 credit units of university classes
    - CMRS 333 – requires 6 credit units of 200-level HIST, ENG, or CMRS
    - CMRS 403/ANTH 406 – requires 60 credit units of university classes
    - CMRS 405 – requires 12 credit units Humanities courses, but as a study abroad course all students must have completed 30 credit units to be accepted
    - CMRS 406 – requires 9 credit units Humanities courses, of which 3 must be at the 300-level
    - CMRS 433 – requires CMRS 333
    - HIST 304 – requires 3 credit units of 200-level HIST (which in turn requires at 3 credit units 100-level HIST or 30 cu) or 60 credit units
    - HIST 308 – 3 credit units HIST, CLAS, ARCH or ARTH or 45 credit units, but as this is a study abroad course all students must have completed 30 credit units to be accepted.
    - HIST 396 - requires 3 credit units of 200-level HIST (which in turn requires at 3 credit units 100-level HIST or 30 cu)
 = minimum 6 credit units
-

## CMRS Curation Studies Certificate Notice of Intent August 2024

Submitted by Dr. Sharon Wright, Director of CMRS  
sharon.wright@usask.ca

**1. What is the motivation for proposing this program at this time? What elements of the University and/or society support and/or require this program?**

The Curation Studies Certificate is part of the planned Classical, Medieval and Renaissance Studies (CMRS) three-year program revision that has taken part in stages since the planning phase of 2021. A full revision of the degree at all levels of concentration was put into place for 2023. New courses were added to meet student interest and to address the College of Arts and Science's interest in building career competencies in the Humanities. (See CMRS 300.0 The Directors Colloquy: <https://catalogue.usask.ca/CMRS-300>)

Specifically, it is a response to students' request for more formal recognition of their work in the Museum of Antiquities (MOA). For years students in CMRS and other programs have volunteered at the MOA under the supervision of the Museum director. Volunteering allowed students to gain valuable work experience, but not to gain academic recognition for what was often a challenging scholarly endeavour. The Curation Studies Certificate provides an opportunity for students to form a focused and distinct skill set that can be used toward employment in museums, galleries, and institutions that engage in collections management.

**2. What is the anticipated student demand for the program? Does the program meet a perceived need, particularly within a national context? What is the projected student enrolment in the program initially and over time, and on what evidence is the projection based?**

Projecting the demand for the Certificate in Curation studies is somewhat complicated because it is open to all students who have been admitted to the University of Saskatchewan. We have had as many as 23 volunteers in a year in the Museum of Antiquities (MOA) although their numbers have been decreasing as the financial pressure on students has increased. Student interest in the certificate has been high and the majority of our volunteers and students who do not go on to graduate school, education, or to study the law find work in public facing institutions, galleries, and museums.

**3. The university has articulated new strategies for internationalization, Indigenization, and interdisciplinarity in its strategic and visionary planning. How does this proposal fit with the priorities of the current college or school plan, the *University Plan 2025*, and the university's *Vision, Mission and Values*? If the program was not envisioned during the college/school strategic planning process, what circumstances have provided the impetus to offer the program at this time? Are there measurable benefits to offering the program at this time?**

This is a Certificate proposal. The Certificate will be part of a pre-existing interdisciplinary program and will provide significant hands-on training to our students. The core of the certificate provides a foundational knowledge in current curatorial practices and theory including history of museum and gallery display and collecting; collections management (cataloging, conservation, research); exhibition development, digital approaches to collections and exhibitions, education and outreach; and curatorial ethics (representation of diverse voices, handling of sensitive subjects).

- 4. What is the relationship of the proposed program to other programs offered by the college or school and to programs offered elsewhere (interactions, similarities, differences, relative priorities)? What effect will the proposed program have on other similar or related programs, and, in particular, on student enrolment in these programs? Is there justification to proceed regardless of any perceived duplication? Will a program be deleted as a result of offering the new program?**

The certificate makes use of two key resources that already exist: (1) the CMRS program and (2) the Museum of Antiquities.

CMRS is an interdisciplinary degree program currently housed within the History Department that provides a broad foundation in the humanistic, cultural, and learned traditions of the Classical (Greece and Rome), Medieval, and Renaissance eras of western Europe and the Mediterranean. Built around a small framework of core courses and languages, this program allows students great flexibility and breadth of choice to explore the creative, cultural, intellectual, social, and scientific legacy of the pre-modern western world. Beyond the core CMRS courses, students access thematically and temporally related offerings from the pre-existing slates in: Archaeology; Art History; Catholic Studies; Classics; Drama; English; History; Latin; Languages, Literature, and Cultural Studies; Music; Political Science; Philosophy; and Religious Studies.

A key to our student success is the opportunity to engage with the Museum of Antiquities. Students from any department or college on campus can volunteer at the MOA. For twenty-five years the museum has also served as a teaching and training resource. Many faculty use the MOA regularly and the current director of the museum has built an extensive volunteer training program, public school outreach program, and well attended summer camp program.

- 5. Please describe the resources available and committed to the program, both in terms of one-time costs and ongoing operating costs. What tuition will be assessed for the program and what is the rationale for the tuition proposed? Does the college or school possess the resources required to implement and support the program (faculty teaching and supervision, administrative and other support, student funding, classroom space, infrastructure)? Will additional university resources be required, for example, library or laboratory resources, IT support? Has the Provost or the Institutional Planning and Assessment Office been involved in any discussions related to resources? Please attach a**

**letter of support outlining the resource commitments that have been made to the new program.**

The Curation Studies Certificate requires no new infrastructure, resources, or faculty. It is built entirely on resources already in place and will enhance rather than compete with pre-existing programs. It formally acknowledges student interest and training that has been going on successfully for years within the Museum of Antiquities through the museum's volunteer programs and public outreach programs that are part of the innovations put into practice by our current Museum Director. Volunteers, who have been decreasing in numbers due to the pressures on students' budgets, will still be welcomed at the museum and there is still a role for them; one which will have greater flexibility in terms of time commitment. The certificate also makes use of the established courses that are regularly being taught by faculty in the many departments that contribute to CMRS, so we are not introducing courses that will compete for enrollments, but rather we hope to boost enrolments in pre-existing courses and programs. There are many students both in CMRS and in the departments that make up our program who have already completed a significant number of the courses on our certificate list who would be able to complete the certificate within the first or second year that it will be offered.

- 6. Please describe the risks, assumptions, or constraints associated with initiating this new program at this time. Has a risk analysis of this program been conducted, relative to the probable success of the program and those factors that impact on the likelihood of success? What risks are associated with not proceeding with the program at this time?**

No risk analysis of the certificate were conducted. The Certificate requires no new facilities or faculty. It does not compete with enrolments in other programs. The only threat to the certificate is the decline in the humanities as a discipline. Certificates can be discontinued if there are not enough faculty to support them. That is not a concern at this time or in the near future.

- 7. What is the anticipated start date of the program? What considerations apply to the start date, including changes within the Student Information System?**

May 2025.

Friday, September 6, 2024 at 10:32:45 Central Standard Time

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**Subject:** Re: Curation Studies Certificate - Draft  
**Date:** Thursday, September 5, 2024 at 2:50:19 PM Central Standard Time  
**From:** Lieverse, Angela  
**To:** Wright, Sharon  
**CC:** Westman, Clinton  
**Attachments:** clip\_image001.jpg

Hi Sharon

We agree completely. Thanks for considering our feedback and don't hesitate to reach out. We'd love to work more closely with your department, especially to benefit our students. Dr. Nomkonova taught a special topics course last term (winter 2024) that involved outreach with and collections from small museums in several towns across Saskatchewan. If that is ever developed into a stand-alone course, we'll let you know.

Hope the term is beginning smoothly!

Angela

On Sep 5, 2024, at 2:28PM, Wright, Sharon <[shw205@mail.usask.ca](mailto:shw205@mail.usask.ca)> wrote:

Dear Angela,

Thank you very much for your swift response and for taking the time to read through the proposal. I will be most happy to make the correction to CMRS 403 to add ANTH 406. Also, to make all the additions you suggest (Add ANTH 250, 251, and 386). Really, we just want students to be able to leave the university with something that will help them find work and the more programs we can support while doing that the better. It's a testing time for the humanities and social sciences.

Sharon

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**From:** Lieverse, Angela <[angela.lieverse@usask.ca](mailto:angela.lieverse@usask.ca)>  
**Sent:** Thursday, September 5, 2024 1:50:19 PM  
**To:** Wright, Sharon <[shw205@mail.usask.ca](mailto:shw205@mail.usask.ca)>  
**Cc:** Westman, Clinton <[clint.westman@usask.ca](mailto:clint.westman@usask.ca)>  
**Subject:** Re: Curation Studies Certificate - Draft

Dear Sharon (CC: Clint Westman)



Thank you sharing your draft document for the Curation Studies Certificate with us and seeking feedback. My archaeology colleagues and I have no issue with the certificate, but have the following suggestions.

- 1) Please indicate that CMRS 403 is the same as ANTH 406 (formerly ARCH 403).
- 2) Please consider including ANTH 386 (formerly ARCH 385) to your list of courses, since this course focuses heavily on artifacts and museum presentation (including digitizing, augmented reality, etc.). Please reach out to Terry Clark directly for more information, as the course description available online doesn't fully capture how the course has been offered in the last eight years.
- 3) We've noticed that the certificate description isn't actually reflected by the list of courses. While the former suggests a broad level certificate dealing with multiple aspects of collection management and display, the latter clearly indicates that the certificate is geographically restricted (e.g., to the Mediterranean Basin and adjacent regions). We think it would be helpful to either make this narrow focus clear in the description, OR include broader course options, such as our ANTH 250 and 251. If your department goes with the broader option, we may be able to offer items from our archaeological collections to use for CMRS 403 (ANTH 406), HIST 304, and HIST 396 (with supervision).

Thank you again and good luck,

Angela Lieverse

---

**From:** Wright, Sharon <[shw205@mail.usask.ca](mailto:shw205@mail.usask.ca)>

**Sent:** August 28, 2024 20:30

**To:** Labelle, Katie <[kathryn.labelle@usask.ca](mailto:kathryn.labelle@usask.ca)>; Yuzwa, Zachary <[zachary.yuzwa@usask.ca](mailto:zachary.yuzwa@usask.ca)>; Bath, Jon <[jon.bath@usask.ca](mailto:jon.bath@usask.ca)>; Westman, Clinton <[clint.westman@usask.ca](mailto:clint.westman@usask.ca)>

**Cc:** Meyers, Mark <[mark.meyers@usask.ca](mailto:mark.meyers@usask.ca)>; Harvey, Tracene <[tracene.harvey@usask.ca](mailto:tracene.harvey@usask.ca)>

**Subject:** Curation Studies Certificate - Draft

Dear Colleagues,

I humbly apologize for putting this into your inboxes on such a tight timeline for its submission to course challenge and at this dreadful time of year.

Here is what you need to know about this draft:

- The certificate requires no new infrastructure, no resources, and no new faculty (brave new world)
- It makes use of courses that are pre-existing and does not compete for enrollments in your programs, we hope the opposite, that it will help fill your classes
- It is open to all students admitted to the university (so long as they meet the pre-requisites in your classes or get permissions).
- It is part of the three-year renewal plan for CMRS
- It supports the career competencies that the College is promoting

What I am asking from you:

- I would be very grateful for an email from each of you as (overworked) department heads (or undergraduate coordinators if that is the appropriate role to respond) saying that you have seen the proposal and that we can include your department courses on our list of elective courses. Your department will not be required to offer the courses on the list because they are electives.
- Also, I will shower you with gratitude if you have good things to say about the certificate being helpful for your enrolments (which is our intention).
- Suggestions if you have any (in time to use them)
- I need this by **September 5<sup>th</sup>** which is the course challenge deadline.

A thousand thank you's

Sharon

---

Dr. Sharon Wright, Ph.D.  
 Professor of History  
 Director of Classical, Medieval & Renaissance Studies  
 St Thomas More College  
 University of Saskatchewan  
 Treaty Six, Nehiyaw Territory, and Metis Homeland  
[sharon.wright@usask.ca](mailto:sharon.wright@usask.ca)  
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[\(306\) 966-8938](tel:(306)966-8938)

<http://artsandscience.usask.ca/cmrs/>

**Angela R. Lieverse, PhD**

Professor and Undergraduate Chair, Department of Anthropology

Associate Editor, International Journal of Paleopathology

Ph: 306-966-7097

[angela.lieverse@usask.ca](mailto:angela.lieverse@usask.ca)

<clip\_image001.jpg>

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

**Angela R. Lieverse, PhD**

Professor and Undergraduate Chair, Department of Anthropology

Associate Editor, International Journal of Paleopathology

Ph: 306-966-7097

[angela.lieverse@usask.ca](mailto:angela.lieverse@usask.ca)



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

Friday, September 6, 2024 at 10:35:43 Central Standard Time

**Subject:** RE: Curation Studies Certificate - Draft  
**Date:** Friday, August 30, 2024 at 9:04:44 AM Central Standard Time  
**From:** Bath, Jon  
**To:** Labelle, Katie, Meyers, Mark, Wright, Sharon  
**CC:** Yuzwa, Zachary, Westman, Clinton, Harvey, Tracene

Looks good to me – given that this is CMRS I think the courses from A&AH offerings make sense (the exhibition techniques class is based on contemporary practice, but, like Hist 272, I think the lessons in it apply across current curatorial practice.

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jon

---

**From:** Labelle, Katie <[kathryn.labelle@usask.ca](mailto:kathryn.labelle@usask.ca)>  
**Sent:** Thursday, August 29, 2024 4:24 PM  
**To:** Meyers, Mark <[mark.meyers@usask.ca](mailto:mark.meyers@usask.ca)>; Wright, Sharon <[shw205@mail.usask.ca](mailto:shw205@mail.usask.ca)>  
**Cc:** Yuzwa, Zachary <[zachary.yuzwa@usask.ca](mailto:zachary.yuzwa@usask.ca)>; Bath, Jon <[jon.bath@usask.ca](mailto:jon.bath@usask.ca)>; Westman, Clinton <[clint.westman@usask.ca](mailto:clint.westman@usask.ca)>; Harvey, Tracene <[tracene.harvey@usask.ca](mailto:tracene.harvey@usask.ca)>  
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Hi Sharon,  
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 Katie

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**Department Head, History Department**  
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**Author:** *Dispersed, But Not Destroyed* (UBC: 2013), *Le Pari de la dispersion* (PUL: 2014), *Daughters of Aataentsic* (MQUP: 2021)  
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- The certificate requires no new infrastructure, no resources, and no new faculty (brave new world)
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- Suggestions if you have any (in time to use them)
- I need this by **September 5<sup>th</sup>** which is the course challenge deadline.

A thousand thank you's

Sharon

---

Dr. Sharon Wright, Ph.D.  
Professor of History  
Director of Classical, Medieval & Renaissance Studies  
St Thomas More College  
University of Saskatchewan  
Treaty Six, Nehiyaw Territory, and Metis Homeland  
[sharon.wright@usask.ca](mailto:sharon.wright@usask.ca)  
[swright@stmcollege.ca](mailto:swright@stmcollege.ca)  
[\(306\) 966-8938](tel:(306)966-8938)  
<http://artsandscience.usask.ca/cmrs/>

<Curatorial Certificate Draft.docx>

**Friday, September 6, 2024 at 10:34:25 Central Standard Time**

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**Subject:** Re: Curation Studies Certificate - Draft  
**Date:** Sunday, September 1, 2024 at 11:07:05 AM Central Standard Time  
**From:** Yuzwa, Zachary  
**To:** Bath, Jon, Labelle, Katie, Meyers, Mark, Wright, Sharon  
**CC:** Westman, Clinton, Harvey, Tracene

This all looks good on my end. Thanks everyone for their work to develop this certificate.

Cheers,  
 Zach

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Zachary Yuzwa, PhD  
 Assistant Professor  
 Department of History  
 St. Thomas More College  
 University of Saskatchewan  
 Treaty Six, Nehiyaw Territory, and Metis Homeland  
[zachary.yuzwa@usask.ca](mailto:zachary.yuzwa@usask.ca)  
 +1 306 966 8936

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Treaty Six, Nehiyaw Territory, and Metis Homeland  
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<Curatorial Certificate Draft.docx>

 <b>UNIVERSITY OF SASKATCHEWAN</b>	<b>New Course Proposal &amp; Creation Form</b>
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**1. Approval by Department Head or Dean**

- 1.1 College or School with academic authority: **Arts & Science**
- 1.2 Department with academic authority: **History**
- 1.3 Term from which the course is effective: **May 2025**

**2. Information required for the Catalogue**

- 2.1 Label & Number of course: **CMRS 415**
- 2.2 Academic credit units: **3 credit units**
- 2.3 Course Long Title (maximum 100 characters): **Museum Internship**  
Course Short Title (maximum 30 characters): **Museum Internship**
- 2.4 Total Hours: **Seminar 12** **Internship 72**
- 2.5 Weekly Hours: **Seminar 2 (alt weeks)** **Internship 6**
- 2.6 Term in which it will be offered: **T1** **T2** **T1 or T2** **T1 and T2**
- 2.7 Prerequisite: **CMRS 315.3 or permission of the instructor**

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):

The Museum Internship Seminar is designed to provide upper-year students an opportunity to work in a museum and gain experience in hands-on curatorial projects which could be applied in a museum or gallery setting, or as part of a collections-related research project. The course aims to support interns' career competencies by developing practical skills for finding meaningful work after completion of their degree. Interns will spend 6 hours per week working in the Museum of Antiquities. Every two weeks (6 meetings in total) interns will meet for a two-hour seminar to discuss their work and to complete broader work competency training modules that will be focused on transferable work skills. In the final week of the seminar students will be given a mock job interview.

- 2.9 Do you allow this course to be repeated for credit? **No**

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

This course is part of the second stage of CMRS's program renewal (the first part, now complete, was reconfiguring the degree at all levels of concentration). Students in the program require opportunities to engage in practical training that will prepare them for work in a humanities-focused or humanities-adjacent career. Many of our students in CMRS find work in public facing institutions such as museums,

galleries and institutions that require collections management. This course is designed to provide career competencies, practical training and will provide a foundation for a future enriching career.

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

See syllabus.

5. **Impact of this course**

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?

See program proposal.

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

6.1 Courses to be deleted? **None**

6.2 Courses for which this course will be a prerequisite? **None**

6.3 Is this course to be required by your majors, or by majors in another program? **Required for the proposed Certificate in Curation Studies.**

7. **Course outline**

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

See syllabus.

8. **Enrolment**

8.1 Expected enrollment: **8 students**

8.2 From which colleges? **Arts & Science**

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.

See syllabus.

11. **Resources**

11.1 Proposed instructor: **Dr. Tracene Harvey, Dr. Sharon Wright**

11.2 How does the department plan to handle the additional teaching or administrative workload?  
**Teaching and other course expenses will be accommodated within the departmental budget.**

11.3 Are sufficient library or other research resources available for this course? **Yes**

11.4 Are any additional resources required (library, audio-visual, technology, etc.)? **No**

**12. Tuition**

12.1 Will this course attract tuition charges? If so, how much? (use [tuition category](#)) **Yes, TC01**

12.2 Does this course require non-standard fees, such as materials or excursion fees? If so, please include an approved "Application for New Fee or Fee Change Form"  
<http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees>

**No additional fees required**

**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
IND	Independent Studies	TEL	Televised Class
LAB	Laboratory	TUT	Tutorial
LC	Lecture/Clinical (Dent Only)	WEB	Web Based Class
LEC	Lecture	XCH	Exchange Program
LL	Lecture/Laboratory (Dent Only)	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: **No**

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: **N/A**

- 3.2 Restriction(s): course only open to students in a specific college, program/degree, major, year in program **N/A**
- 3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course  
**Prerequisite(s): CMRS 315.3 or permission of the instructor.**
- 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: N/A**

**5. List Mutually-Exclusive Course(s) here: N/A**

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

**6. Additional Notes: N/A**

## **CMRS 415.3 Museum Internship**

**Co-Supervisors:** Museum of Antiquities Director  
CMRS Director

### **Supervisor Contact Information**

#### **Museum Director:**

Dr. Tracene Harvey  
Office: Museum of Antiquities Office, Peter MacKinnon Building Room 116  
Email: [tracene.harvey@usask.ca](mailto:tracene.harvey@usask.ca)  
Office Hours: D hh:00 or by mutually agreed upon appointment.

#### **CMRS Director:**

Dr. Sharon Wright, Director for 2024 - 2025  
Office: STM 202  
Email: [sharon.wright@usask.ca](mailto:sharon.wright@usask.ca) or [swright@stmcollege.ca](mailto:swright@stmcollege.ca)  
Office Hours: D hh:00 or by mutually agreed upon appointment (in person or Zoom).

### **Land Acknowledgement**

The University of Saskatchewan and St. Thomas More College are located on Treaty Six Territory and the Homeland of the Métis. We pay our respect to the First Nation and Métis ancestors of this place and reaffirm our relationship with one another.

### **Admission Interviews**

A 20-minute interview will be required for admission to this course. Interviews will be conducted by appointment in the final week of March for a place in the fall semester or in the final week of November for a place in the winter semester. Interviews will be conducted by the Museum Director and the CMRS Director.

### **Internship Seminar Description**

The Museum Internship Seminar is designed to provide upper-year students an opportunity to work in a museum and gain experience in hands-on curatorial projects which could be applied in a museum or gallery setting, or as part of a collections-related research project. The course aims to support interns' career competencies by developing practical skills for finding meaningful work after completion of their degree. Interns will spend 6 hours per week working in the Museum of Antiquities. Every two weeks (6 meetings in total) interns will meet for a two-hour seminar to discuss their work and to complete broader work competency training modules that will be focused on transferable work skills. In the final week of the seminar students will be given a mock job interview.

Prerequisites: CMRS 315.3 or permission of the instructor.

Additional requirements: Admission requires a short in-person interview.

## Learning Outcomes

- Identify personal strengths and academic aptitudes that are applicable in different work settings.
- Develop a capacity for flexibility and adaptation to a new environment.
- Gain experience working on collaborative projects
- Develop aptitudes in professional communication.
- Develop strategies for navigating a successful job search.
- Develop a regular practice of planning.

## Possible Positions

Once admitted to the course, the Museum director and student intern will meet to discuss a work plan for the duration of the term, so that work can begin as soon as the term starts.

Potential areas of museum work:

- collections management including:
  - o cataloguing/database work
  - o collections research
  - o conservation
  - o collections policy
  - o digitally interactive collections
- special exhibits management including:
  - o exhibit planning and design
  - o exhibit research and writing
  - o exhibit installation
  - o digitally interactive exhibits
- educational programming and community outreach management\*\*
  - o creating and/or delivering educational programs/resources for children, youth, and adults
  - o creating and/or delivering community outreach activities and events
  - o museum social media and communications

*\*\* work with minors requires police background check (paid by Museum).*

## Required Reading / Texts:

1. CMRS 415 Work Journal: Will be available at the Museum of Antiquities 2 weeks before class begins. Please ensure that you have it before the first seminar.
2. Clifton Strengths Assessment Test: Cost of the tests will be covered through the MOA & CMRS.
3. Career Competency Modules



Links for the following modules prepared by Career Services will be available on Canvas

- Module 1: Self-exploration
  - o Identifying your top values and interests; understanding your personal preferences (personality); discovering your strengths and skills; aligning the above with your career goals
- Module 2: Self-preparation
  - o Crafting your career path; goal-setting and individual development plan (IDP); developing and practicing the USASK Student competencies
- Module 3: Self-marketing
  - o Crafting effective cover letters; crafting effective resumes and CVs; acing the job interview; networking and LinkedIn

### **Statement on Academic Expectations**

The instructor(s) reserves the right to amend or alter particular aspects of this Course Outline in order to achieve its general learning objectives. Minor amendments or alterations might be introduced, for example, in the event of unforeseen developments or student feedback. Changes that are made as a result of student feedback will require unanimous consent of the class. The instructor will ensure that students are notified of any changes well in advance of their taking effect.

### **Grade Distribution**

The final grade of the course is based on all components of the class, all of which must be completed in order to be eligible to receive a passing grade. See below for details about the course completion requirement and for guidelines for each of these components.

Work Journal Setup (XX Sep 2025)	5%
Work Journal Entry 1 (XX Sep 2025)	10%
Work Journal Entry 2 (XX Oct 2025)	15%
Work Journal Entry 3 (XX Dec 2025)	15%
Seminar Participation (Attendance is Mandatory)	10%
Poster Presentation and Submission (XX Nov 2025)	10%
Supervisor Assessment 1 (XX Oct 2025)	10%
Supervisor Assessment 2 (XX Dec 2025)	10%
Mock Job Interview (Will be recorded) (XX Dec 2025)	15%

## ASSIGNMENT AND ASSESSMENT GUIDELINES

All course assignments—including participation—will be assessed against the University of Saskatchewan grading scale, which can be found at: <http://www.usask.ca/calendar/exams&grades/gradingsystem/>.

### Seminar Participation 10%

You are expected to attend seminars and to participate in each of the scheduled seminars. These seminars will consist of group discussions of the assigned modules and other materials listed in the course schedule. Your evaluation in these sessions will be based on participation. You will be expected to complete the assigned modules in advance and participate in the group discussion. Participation extends beyond attendance. No seminar can function effectively if students do not read the material and arrive prepared to discuss it. Regular attendance and active participation are mandatory. Please find below an explanation of how your participation will be evaluated.

<b>Superb (9-10)</b>	Contributed frequently and demonstrated a mastery of the assigned material, made insightful comments that pushed fellow classmates to hone/reconsider their conclusions, and related readings to one another in an effective manner.
<b>Proficient (7-8)</b>	Contributed often with comments drawn specifically from the readings, engaged with other student's ideas, and demonstrated a grasp of how the major themes in the course interacted.
<b>Adequate (5-6)</b>	Contributed occasionally, showed a limited understanding of the readings, or had limited success linking multiple readings together.
<b>Inadequate (0-4)</b>	Remained silent, failed to demonstrate an understanding of the readings, made off-topic remarks, restated points already made, or was absent without an excuse.

### The Work Journal including Work Journal Setup (45% in Total)

The work journal is both an exercise in planning and a written record of the work interns will be assigned. It will require interns to keep track of their full weekly academic schedules as well as the immediate workflow of the internship position which they hold. The goal of this assignment is twofold. First, developing a practice of planning (which is different than scheduling) and second, providing a record of practical experience gained at work. Each of the three work journals will require a reflection component of 500 words maximum. Interns will receive commentary on the work journals within a week of their due date.

The Work Journal will be available two weeks before the internship seminar begins and will be discussed in detail in the first seminar. The Work Journal Setup must be submitted by the end of the first week of classes. This will include completing the Semester Goals and first Weekly Preview. Expect this first planning process to take two to three hours. The body of the Work Journal (Daily Plans, Work Notes, Reflection) will be submitted in three batches over the course of the semester (due XX Sept, XX October,

and XX December) and will be used by the supervisor for the two performance assessments given at mid-term and end of term.

Please note that you will not be asked to indicate any personal events on your Weekly Previews or Weekly Plans.

### **Poster Presentation 10%**

In our final seminar meeting interns will present a poster (PowerPoint) which presents their work to other participants in the seminar and to invited members of the CMRS and Museum of Antiquities' community. Presentations must be no more than 10 minutes long. Posters must be submitted on Canvas. Posters will be graded based on the following guidelines.

General Guidelines for posters:

- Posters should have no more than 300 words in text. Think visually. Aim for visual impact and readability
- Target a non-specialist audience who knows nothing about your research area
- Use layout, image, and colour to communicate your research
- Avoid cramming the page. Use space to guide the reader's eye
- Use images if you can. Avoid low resolution images that will look pixelated when printed
- Use colour for visual appeal, and to highlight key points or make connections
- Use colour carefully. Dark text on light backgrounds is easier to read
- Keep text to a minimum (~ 300 words max. Less is more here)
- Break text into small portions
- Leave breathing space around your text
- Ensure font sizes are large enough to read and remember UPPER CASE TYPE IS HARDER TO READ
- Left-aligned text is easier to read than fully justified text
- Avoid jargon
- Include your name

### **Mock Job Interview 15%**

Interviews will be conducted in the first week of the exam period. Interview schedules will be coordinated individually with interns.

### **Two Supervisor Assessments 20% (10% each).**

Two supervisor assessment will be given in writing to interns at mid-term in October and on the last day of formal classes in the semester the course is offered. The type of assessments will vary depending on the position the intern has held. Normally the supervisor will give comments on work quality, productivity, communication, collaboration, initiative, and punctuality.

### Seminar and Assignment Schedule

Activity	Topic	What to Bring / Due Date
Seminar 1: XX Sept 2025 2 Hours	Introduction to your internship team; review of syllabus; review of Museum director expectations; introduction to the Work Journal assignment.	Bring your computer and the Work Journal (available two weeks before class begins at MOA)
Assignment 1: Work Journal Setup		Due Friday of the first week of classes (XX Sept 2025).
Assignment 2: Clifton Strengths Assessment Test	Visit: <a href="http://www.strengthsquest.com">www.strengthsquest.com</a> (code will be provided by XX Sept 2025)	Must be complete by XX Sept 2025 because you will need it for Seminar 2
Reading: Module 1	Values, preferences, strength and skills.	Must be complete before coming to Seminar 2.
Seminar 2: XX Sept 2025 2 Hours	Your Clifton Strengths (you will not be asked to share personal results with the class); Discussion of Module 1.	
Assignment 3: First Work Journal Entry	First month on the job.	Due XX Sept 2025. Upload to Canvas
Reading: Module 2	Plotting a career path.	Must be complete before coming to Seminar 3.
Seminar 3: XX Oct 2025 2 Hours	1. Writing cover letters and building your resume. 2. Discussion of Module 2.	
Reading: Module 3	Getting and Acing an Interview	Must be complete before coming to Seminar 4.
Seminar 4: XX Oct 2025 2 Hours	1. Discussion of Module 3. 2. Mock Job Ad, Drafting a cover letter for the Mock Job Ad.	Bring your computer to class.
Assignment 4: Second Work Journal Entry	Second Month on the Job.	Due XX Oct 2025. Upload to Canvas
Seminar 5: XX Nov 2025 2 Hours	Practicing interview skills in teams.	
Seminar 6: XX Nov 2025 2 Hours	In class poster presentation: share your contributions to the museum workflow.	
Assignment 5: Final Work Journal Entry	Third Month on the Job.	Due XX Dec 2025. Upload to Canvas
Mock Interviews	By appointment / sign up	In exam period.

## ACADEMIC HONESTY & INTEGRITY

The University of Saskatchewan is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Student Conduct & Appeals section of the University Secretary Website and avoid any behavior that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

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

Plagiarism is one of numerous examples of misconduct that are outlined in these regulations. Because it concerns the use of sources in the production of one's own work (research essays, historiographic papers, tests and exams, book reviews, film reviews, artistic or historical reproductions, and any other written requirements), a clear understanding of plagiarism is particularly important in History courses, where such work often constitutes a significant component of the course. Accordingly, every student must understand the distinction between plagiarism and the legitimate use of external sources. As stated in the University's regulations:

"Plagiarism is the presentation of the work or idea of another in such a way as to give others the impression that it is the work or idea of the presenter.

Adequate attribution is required. What is essential is that another person have no doubt which words or research results are the student's and which are drawn from other sources. Full explicit acknowledgement of the source of the material is required.

Examples of plagiarism are:

- (i) The use of material received or purchased from another person, website, or other source or prepared by any person other than the individual claiming to be the author. The use of material received through purchase is also known as "contract cheating."
- (ii) The verbatim use of oral or written material without adequate attribution.
- (iii) The paraphrasing of oral or written material of other persons without adequate attribution."

It is also unethical to submit the same essay (or other course work) to two different classes unless you have prior approval from the instructors of both classes. For useful tips on avoiding plagiarism in history assignments, please consult the relevant chapter in Mary Lynn Rampolla's *A Pocket Guide to Writing in History*, any edition. If your instructor believes that plagiarism or any other type of academic misconduct has occurred, they will follow the University's *Regulations on Student Academic Misconduct* (see link above).

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

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

There are also valuable resources on the Integrity Matters website: <https://academic-integrity.usask.ca/>

Finally, students should read and be familiar with the University's *Standard of Student Conduct in Non-Academic Matters and Procedures for Resolution of Complaints and Appeals* (<https://governance.usask.ca/student-conduct-appeals/non-academic-misconduct.php>)

Grading: Information on literal descriptors for grading at the University of Saskatchewan are available at <http://students.usask.ca/academics/grading/grading-system.php>. Follow the link to "grades" in PAWS for the descriptors.

University of Saskatchewan Academic Courses Policy: information available at: [Academic Courses Policy](#)

**IMPORTANT: ChatGPT and other artificial intelligence text generator tools (also known as large language models), are not permitted to be used in class or in any assignments for this course. Any use of such tools will be considered academic misconduct in this course.**

### Other important information:

Recording: Unauthorized recording and/or distribution in any form of any class session (or portions thereof) is strictly prohibited. The instructor will take swift disciplinary and possibly legal action against anyone who violates this policy. The instructor *may* record sessions for professional reasons such as reviewing how material was covered, improving teaching techniques, or facilitating peer assessment of their teaching. They will inform the class if and when a session is being recorded. They will not distribute any recorded sessions, in whole or in part, to the public in any way. Students may record class sessions only in certain circumstances. Please see the instructor for information on how to receive approval.

Copyright: Material posted on Canvas or distributed in class is provided to you based on your registration in the class and in accordance with Canadian copyright laws. Anything created by your professors and instructors is their intellectual property, unless materials are designated as open education resources. This includes exams, PowerPoint/PDF slides and other course notes. Additionally, other copyright-protected materials created by textbook publishers and authors may be provided to you based on license terms and educational exceptions in the Canadian Copyright Act (see <http://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>). Before you copy or distribute others' copyright-protected materials, please ensure that your use of the materials is covered under the University's Fair Dealing Copyright Guidelines available at <http://www.usask.ca/copyright/basics/copyright-policy/fair-dealing-guidelines/index.php>. For example, posting others' copyright-protected materials on the open web is not covered these guidelines, and doing so requires permission from the copyright holder.

### ACCESS AND EQUITY SERVICES (AES)

Access and Equity Services, formerly Disability Services for Students (DSS), is guided by Saskatchewan's Human Rights legislation and the duty to accommodate individuals requiring accommodations based on disability, religion, family status and gender identity. Students who have disabilities (learning, medical, physical or mental health) or require accommodation are strongly encouraged to contact AES for programs, supports, advice and referrals. Visit <https://students.usask.ca/health/centres/access-equity-services.php>, or contact AES at 306-966-7273 or [aes@usask.ca](mailto:aes@usask.ca).

### STUDENT LEARNING SERVICES (SLS)

The Student Learning Services office offers assistance to U of S undergrad and graduate students. Free and confidential tutoring and writing help is available. For information see: <https://library.usask.ca/studentlearning>

## COLLEGE SUPPORTS

Students in Arts & Science are encouraged to contact the Undergraduate Student Office and/or the Trish Monture Centre for Success with any questions on how to choose a major; understand program requirements; choose courses; develop strategies to improve grades; understand university policies and procedures; overcome personal barriers; initiate pre-career inquiries; and identify career planning resources. Contact information is available at: <http://artsandscience.usask.ca/undergraduate/advising/>

## STUDENT CENTRAL

If you're unsure who to contact with questions about academic life, registration, finances, and other matters, including emergency financial support, consider starting with Student Central. If they can't help, they can refer you to someone who can. 306-966-1212 or <https://students.usask.ca/student-central.php>

## STUDENT AND ENROLMENT SERVICES DIVISION

The Student and Enrolment Services Division (SESD) focuses on providing developmental and support services and programs to students and the university community. For more information, <http://students.usask.ca>.

## INDIGENOUS STUDENTS

For a guide to the supports and opportunities available to Métis, First Nations and Inuit students, including information about the Gordon Oakes Red Bear Student Centre, begin here: <https://students.usask.ca/indigenous/index.php>

## STUDENT WELLNESS

The following services are provided to all students and their families by family physicians, medical specialists, psychiatrists, nurse practitioners, nurses, social workers and a dietitian: doctor and nurse appointments, mental health assessment, consulting and counselling, nutritional counselling, sexual health care including contraception counselling and STI prevention, testing and treatment <https://students.usask.ca/health/centres/wellness-centre.php>

## MENTAL HEALTH AND COUNSELLING

Professional assistance is advised when mental health difficulties are intense persist significantly compromise academic and day-to-day functioning. Common reasons students seek counselling: problematic anxiety, depression, thoughts of suicide, trauma, grief, eating and body image concerns, relationship difficulties, abuse, sexual assault, questions about sexual orientation or gender identity. Self-care, social support, advice and where to seek help <https://students.usask.ca/health/healthy-mind.php> or <https://students.usask.ca/health/be-well.php>

## SEXUAL ASSAULT

If you have been sexually assaulted, tell someone. Students and employees working with students (all U of S students regardless of campus location) are encouraged to contact the [Student Affairs and Outreach](#) team who will provide coordination of support and accommodations for the student. [\(306\) 966-5757](tel:3069665757), [student.outreach@usask.ca](mailto:student.outreach@usask.ca)

## Financial Implications Form Consultation

**From:** Shea, Kyla <[kyla.shea@usask.ca](mailto:kyla.shea@usask.ca)>

**Sent:** Thursday, November 7, 2024 2:05 PM

**To:** Dahl, Alexis <[alexis.dahl@usask.ca](mailto:alexis.dahl@usask.ca)>

**Cc:** Rudulier, Danielle <[danielle.rudulier@usask.ca](mailto:danielle.rudulier@usask.ca)>; Warrington, Seanine <[seanine.warrington@usask.ca](mailto:seanine.warrington@usask.ca)>

**Subject:** Certificate in Curation Studies

Hi Alexis,

I'm reaching out this afternoon to advise that the SFO and the Provost's Office have completed our review of this proposal, and we have no further questions for you. We do ask that you identify in the proposal that the College is not requesting any additional resources to support this program.

If I can be of any other assistance as the proposal moves forward, please do not hesitate to reach out. And thank you for your patience.

Regards,  
Kyla

**Kyla Shea, MSc, BSA, PMP**

Academic Programs and Planning Specialist

Office of the Provost

Ph: 306-966-1413



## Consultation with the Registrar Form – Record of Approvals

On Nov 7, 2024, at 3:33 PM, Warrington, Seanine <[seanine.warrington@usask.ca](mailto:seanine.warrington@usask.ca)> wrote:

Dear Russ and Jennifer,

Please see the attached Consultation with the Registrar (CWR) form outlining a proposal for a new degree-level Certificate in Curation Studies. The CWR cover sheet highlights key implementation and operational details associated with the proposal.

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

Thank you,  
Seanine

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

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

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On Nov 15, 2024, at 9:26 AM, Lang, Jennifer <[jennifer.lang@usask.ca](mailto:jennifer.lang@usask.ca)> wrote:

I approve with thanks!  
Jen

Jennifer Lang, Ph.D.  
Interim Vice-Dean Academic, College of Arts & Science  
Professor, Choral/Music Education  
University of Saskatchewan  
Department of Music  
1049 Education Building  
28 Campus Drive  
[Saskatoon, SK S7N 0X1](mailto:jennifer.lang@usask.ca)  
[jennifer.lang@usask.ca](mailto:jennifer.lang@usask.ca)  
(306) 966-6812

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**From:** Isinger, Russ <russell.isinger@usask.ca>

**Sent:** Friday, November 15, 2024 9:28 AM

**To:** Lang, Jennifer <jennifer.lang@usask.ca>

**Cc:** Warrington, Seanine <seanine.warrington@usask.ca>; Dahl, Alexis <alexis.dahl@usask.ca>; Zagiel, Eileen <eileen.zagiel@usask.ca>; Doell, Jason <jason.doell@usask.ca>; Rudulier, Danielle <danielle.rudulier@usask.ca>; Shea, Kyla <kyla.shea@usask.ca>

**Subject:** Re: Consultation with the Registrar - New Certificate in Curation Studies

Approved.

**Russell Isinger, BA, MA**

he/him

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

Professional Affiliate  
Department of Political Studies  
College of Arts and Science

**University of Saskatchewan**

**Ph: 306-966-6723**

**Website:**

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

## Consultation with the Registrar (CWR) – Proposal Highlights

**Title of Proposal:** New Undergraduate Degree-Level Certificate in Curation Studies

**General Description:** This new certificate aligns with an Arts & Science Undergraduate Degree-Level Certificate Template. One new course called CMRS 415.3 *Museum Internship Seminar* will be created; however, all other courses in the proposed program already exist. The new course will be largely conducted in USask's Museum of Antiquities.

**Degree College:** College of Arts & Science

**College Approval:** October 9, 2024

**Effective Term:** May 2025

### Course implications

- One new course will be proposed (CMRS 415.3), no course deletions, no major course revisions

### Registration and classes

- Standard class time slots, terms, and sessions
- No unique room scheduling needs

### Convocation

- No new hood
- First graduating class in Fall 2025, at the earliest

### Financial and Budget

- Standard tuition rates and per credit unit method of assessment
- Provost approved to proceed with CWR step

### Student Mobility

- No unique mobility or external partners/agreements

**UNIVERSITY COUNCIL  
ACADEMIC PROGRAMS COMMITTEE  
ITEM FOR INFORMATION**

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<b>PRESENTED BY:</b>	Carolyn Augusta, Chair, Academic Programs Committee
<b>DATE OF MEETING:</b>	December 19, 2024
<b>SUBJECT:</b>	<b>Academic Calendar 2025-2026</b>
<b>ACTION:</b>	For Information Only

**SUMMARY:**

The Academic Programs Committee approved the Academic Calendar for 2025-26 at the December 4, 2024 meeting. The Academic Calendar was developed in consultation with academic deans of the colleges as well as with administrative units and is based on the previous year's calendar, adjusting for yearly calendar changes and timing of statutory holidays. The Academic Programs Committee considered the proposed calendar, and a fulsome discussion was had.

**ATTACHMENTS:**

1. Academic Calendar 2025-2026

# Academic Calendar 2025-26

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*Note: while the following dates will apply to most classes, some special cases (such as in the case of internship, externship, clinical and practicum experiences) may follow non-standard dates. Please consult with the college of authority or an academic advisor if you have questions regarding a specific class.*

May		
Thu. May 1, 2025	First day of Spring Term classes for Nursing Year 2 and Year 3 (BSN)	
Fri. May 2, 2025	Last day of classes for Year 4 Nutrition	
Mon. May 5, 2025	Quarter 1, Spring Term (T1), and Multi-term (T1T2) Spring and Summer Session classes begin	
Tue. May 6, 2025	Deadline for registration changes for Quarter 1 classes with 100% tuition credit	
Wed. May 7, 2025	Last day of Winter Term classes for Medicine Year 1 and 2	
Thu. May 8, 2025	First day of Winter Term final examinations for Medicine Year 1 & 2	
Thu. May 8, 2025	Last day to withdraw from Quarter 1 classes with 75% tuition credit	
Fri. May 9, 2025	Last day of Winter Term and Multi-term classes for Dentistry all years (including Dental Assisting)	
Fri. May 9, 2025	Deadline for registration changes for Spring Term classes with 100% tuition credit	
Fri. May 9, 2025	Deadline for registration changes for Multi-term classes with 100% tuition credit	
Fri. May 9, 2025	Last day to withdraw from Quarter 1 classes with 50% tuition credit	
Mon., May 12, 2025	First day of Winter Term and Multi-term final examinations for Dentistry all years (excluding Dental Assisting)	
Mon. May 12, 2025	Convocation faculty meeting	
Tue. May 13, 2025	Convocation faculty meeting	
Tue. May 13, 2025	Last day to withdraw from Spring Term classes with 75% tuition credit	
Wed. May 14, 2025	Last day of Winter Term final examinations for Medicine Year 1 and Year 2	
Wed. May 14, 2025	Deadline for submitting Winter Term and Multi-term supplemental and deferred exam authorizations	

# Academic Calendar 2025-26

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Thu. May 15, 2025	University Council Meeting	
Fri. May 16, 2025	Last day to withdraw from Multi-term classes with 75% tuition credit	
Fri. May 16, 2025	Last day to withdraw from Spring Term classes with 50% tuition credit	
Mon. May 19, 2025	Victoria Day – university closed	
Tue. May 20, 2025	Quarter 1 deadline to change from credit to audit	
Fri. May 23, 2025	Last day of Winter Term and Multi-term final examinations for Dentistry all years (excluding Dental Assisting)	
Fri. May 23, 2025	Last day to withdraw from Multi-term classes with 50% tuition credit	
Mon. May 26, 2025	Last day of instruction for Quarter 1 classes	
Mon. May 26, 2025	Last day to withdraw from Quarter 1 classes	For classes that do not follow the standard start and end dates, please consult an academic advisor.
Wed. May 28, 2025	Midterm break for Spring Term (T1) and Multi-term (T1T2) classes. Classes resume on Mon. Jun 2, 2025.	
Wed. May 28, 2025	Exam Period for Quarter 1 classes	
Thu. May 29, 2025	Exam Period for Quarter 1 classes	
Fri. May 30, 2025	Exam Period for Quarter 1 classes	
June		
Mon. Jun. 2, 2025	Quarter 2 classes begin	
Mon. Jun. 2, 2025	Deadline to pay Spring Term and Multi-term tuition	
Tue. Jun. 3, 2025	Deadline for registration changes for Quarter 2 classes with 100% tuition credit	
Mon. Jun. 2, 2025	Spring Convocation	
Tue. Jun. 3, 2025	Spring Convocation	
Wed. Jun. 4, 2025	Spring Convocation	

# Academic Calendar 2025-26

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Thu. Jun. 5, 2025	Spring Convocation	
Thu. Jun. 5, 2025	Last day to withdraw from Quarter 2 classes with 75% tuition credit	
Fri. Jun. 6, 2025	Last day to withdraw from Quarter 2 classes with 50% tuition credit	
Fri. Jun. 6, 2025	Spring Convocation	
Wed. Jun. 11, 2025	Spring Term (T1) deadline to change from credit to audit	
Wed. June 11, 2025	Orientation for Medicine Year 4	
Thu. Jun. 12, 2025	University Council Meeting	
Mon. Jun. 16, 2025	Quarter 2 deadline to change from credit to audit	
Tue. Jun 17, 2025	Winter Term and Multi-term deferred, and supplemental examinations begin	
Fri. Jun 20, 2025	Winter Term and Multi-term deferred and supplemental examinations end	
Fri. Jun 20, 2025	Last day of instruction for Spring Term (T1) and Quarter 2 classes	
Fri. Jun 20, 2025	Last day to withdraw from Spring Term (T1) and Quarter 2 classes	For classes that do not follow the standard start and end dates, please consult an academic advisor.
Mon. Jun 23, 2025	First day of the Midterm break for Multi-term (T1T2) classes. This break runs from Mon. Jun 23rd to Mon. Jun 30, 2025. Classes resume on Wed. Jul 2, 2025.	
Mon. Jun 23, 2025	Exam Period for Spring Term (T1) and Quarter 2 classes	
Tue. Jun 24, 2025	Exam Period for Spring Term (T1) and Quarter 2 classes	
Wed. Jun 25, 2025	Exam Period for Spring Term (T1) and Quarter 2 classes	
Sun. Jun. 29, 2025	Last day of classes for Medicine Year 3	
July		
Tue. Jul. 1, 2025	Canada Day – university closed	

# Academic Calendar 2025-26

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Wed. Jul 2, 2025	Summer Term (T2) and Quarter 3 classes begin; Multi-term classes resume.	
Thu. Jul. 3, 2025	Deadline for registration changes for Quarter 3 classes with 100% tuition credit	
Fri. Jul. 4, 2025	Last day of Spring Term for Nursing Year 2 and 3 (BSN)	
Mon. Jul. 7, 2025	Last day to withdraw from Quarter 3 classes with 75% tuition credit	
Tue. Jul. 8, 2025	Last day to withdraw from Quarter 3 classes with 50% tuition credit	
Tue. Jul. 8, 2025	Deadline for registration changes for Summer Term classes with 100% tuition credit	
Thu. Jul. 10, 2025	Last day to withdraw from Summer Term classes with 75% tuition credit	
Tue. Jul. 15, 2025	Last day to withdraw from Summer Term classes with 50% tuition credit	
Wed. Jul. 16, 2025	Quarter 3 deadline to change from credit to audit	
Mon. July 21, 2025	Orientation for Medicine Year 3	
Mon. July 21, 2025	Fall Term classes begin for Medicine Year 4	
Tue. Jul 22, 2025	Multi-term (T1T2) deadline to change from credit to audit	
Tue. Jul 22, 2025	Last day of instruction for Quarter 3 classes	
Tue. Jul 22, 2025	Last day to withdraw from Quarter 3 classes	For classes that do not follow the standard start and end dates, please consult an academic advisor.
Wed. Jul 23, 2025	Midterm break for Summer Term (T2) and Multi-term (T1T2) classes. Classes resume on Fri. Jul 25, 2025.	
Wed. Jul 23, 2025	Exam Period for Quarter 3 classes	
Thu. Jul 24, 2025	Exam Period for Quarter 3 classes	
Fri. Jul 25, 2025	Quarter 4 classes begin	
Fri. Jul 25, 2025	Deadline to pay Summer Term tuition	
Mon. Jul. 28, 2025	Deadline for registration changes for Quarter 4 classes with 100% tuition credit	



# Academic Calendar 2025-26

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Wed. Jul. 30, 2025	Last day to withdraw from Quarter 4 classes with 75% tuition credit	
Wed. Jul 30, 2025	Orientation for Medicine Year 1	The orientation period for this year is Wed. July 30 – Fri. Aug. 1, 2025.
Thu. Jul 31, 2025	Last day to withdraw from Quarter 4 classes with 50% tuition credit	
August		
Fri. Aug. 1, 2025	Last day of classes for Dental Therapy Year 1 and 2	
Fri. Aug. 1, 2025	Orientation for Medicine Year 2	
Mon. Aug. 4, 2025	Saskatchewan Day – university closed	
Tue. Aug 5, 2025	Fall Term classes begin for Medicine Year 1, 2 and 3	
Wed. Aug. 6, 2025	Summer (T2) deadline to change from credit to audit	
Mon. Aug. 11, 2025	Quarter 4 deadline to change from credit to audit	
Fri. Aug. 15, 2025	Last day of instruction for Multi-term, Summer Term (T2), and Quarter 4 classes	
Fri. Aug. 15, 2025	Last day to withdraw from Multi-term, Summer Term (T2), and Quarter 4 classes	For classes that do not follow the standard start and end dates, please consult an academic advisor.
Mon. Aug. 18, 2025	First day of Fall Term classes for Year 1, 2 and 3 for the Veterinary Medicine program	
Mon. Aug. 18, 2025	Exam Period for Multi-term (T1T2), Summer Term (T2), and Quarter 4 classes	
Tue. Aug. 19, 2025	Exam Period for Multi-term (T1T2), Summer Term (T2), and Quarter 4 classes	
Wed. Aug 20, 2025	Exam Period for Multi-term (T1T2), Summer Term (T2), and Quarter 4 classes	
Fri. Aug 22, 2025	Deadline for submitting Spring and Summer Term supplemental and deferred exam authorizations	
Mon. Aug 25, 2025,	Clinical placements begin for Physical Therapy Year 3	
Mon. Aug 25, 2025	First day of Fall Term classes for Pharmacy Year 1	

# Academic Calendar 2025-26

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Mon. Aug 25, 2025	First day of Fall Term classes for Nutrition Year 1	
Mon. Aug 25, 2025	Orientation and Fall Term classes begin for Dentistry (including DMD program all years, DETH and Dental Assisting)	
Fri. Aug 29, 2025	Residence move-in for all buildings	
September		
Mon. Sep. 1, 2025	Labour Day – university closed	
Tue. Sep. 2, 2025	First day of Fall Term and Multi-term classes for Engineering Year 1, MBA program, Nutrition Year 4, Pharmacy Year 2 and Year 3, Physical Therapy Year 1 and Year 2.	
Tue. Sep. 2, 2025	College of Law Year 1 Orientation Day 1	
Tue. Sept 2, 2025	Clinical rotations begin for Veterinary Medicine Year 4	Optional DVM Year 4 rotations may start as early as April 28, 2025
Tue. Sep. 2, 2025	Orientation for Nursing Year 2 and NURS 450.9	
Wed. Sep. 3, 2025	College of Law Year 1 Orientation Day 2	
Wed. Sep. 3, 2025	First day of Fall Term and Multi-term classes for the colleges of Agriculture and Bioresources, Arts and Science, Edwards School of Business, Education, Engineering (except Year 1), Graduate and Postdoctoral Studies (except MBA and MPT), Kinesiology, Law (except Year 1), Nutrition (except Year 1 and 4). This excludes the Colleges of Dentistry, Medicine, Pharmacy.	
Wed. Sep. 3, 2025	First day of Fall Term classes for Nurse Practitioner program	
Thu. Sep. 4, 2025	First day of Fall Term classes for Law Year 1	
Mon. Sep. 15, 2025	Application deadline for academic exchanges for Winter 2026	
Mon. Sep. 15, 2025	Last day for Masters and PhD students to submit approved thesis to ETD site and for departments to submit all supporting documentations, indicating completion of the graduate degree, to graduate at Fall Convocation	If this date falls on a weekend/holiday, the last business day prior is observed.
Tue. Sep. 16, 2025	Deadline to register and drop Fall Term and Multi-term (September to April) classes with 100% tuition credit	
Sat. Sep. 20, 2025	Spring and Summer Term supplemental and deferred examinations	

# Academic Calendar 2025-26

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Tue. Sep. 23, 2025	Last day to withdraw from Fall Term classes with 75% tuition credit	
Thu. Sep. 25, 2025	University Council Meeting	
Mon. Sep. 29, 2025	Tuition payment deadline for Fall Term classes	
Mon. Sep. 29, 2025	Last day to withdraw from Multi-term classes with 75% tuition credit	
Mon. Sep. 29, 2025	Last day to withdraw from Fall Term classes with 50% tuition credit	
Tue. Sep. 30, 2025	National Day for Truth and Reconciliation – university closed	
October		
Mon. Oct 6, 2025	No Classes for Veterinary Medicine Year 1 - white coat ceremony	
Tue. Oct 7, 2025	Last day for Convocation faculty meetings	
Mon. Oct. 13, 2025	Thanksgiving Day – university closed	
Mon. Oct. 13, 2025	Fall break week Veterinary Medicine Year 1, Year 2, and Year 3 will run from Mon. Oct. 13 to Fri. Oct. 17, 2025). Classes will resume on Mon. Oct. 20, 2025.	
Wed. Oct. 15, 2025	Last day to withdraw from Multi-term classes with 50% tuition credit	
Thu. Oct. 23, 2025	University Council Meeting	
November		
Mon. Nov.10, 2025	College of Nursing Break Day (both graduate and undergraduate programs)	
Mon. Nov.10, 2025	Fall term midterm break for most colleges including Agriculture and Bioresources, Arts and Science, Edwards School of Business, Education, Engineering, Graduate and Postdoctoral Studies, Kinesiology, Law, Medicine (except Year 3 and 4), Pharmacy (except Year 4) and Nutrition (except Year 4). The midterm break runs from Mon. Nov. 10 to Fri. Nov. 14, 2025. Classes will resume on Mon. Nov. 17, 2025. This excludes the colleges of Dentistry, Nursing and Veterinary Medicine.	
Tue. Nov. 11, 2025	Remembrance Day – university closed	
Wed. Nov. 12, 2025	Fall Convocation	

# Academic Calendar 2025-26

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Sun. Nov. 15, 2025	Fall Term deadline to change from credit to audit	
Thu. Nov. 20, 2025	University Council Meeting	
Fri. Nov. 28, 2025	Last day of Fall Term classes for the College of Dentistry (excluding Dental Assisting and Dental Therapy)	
December		
December 1, 2025	Last day of Fall Term classes for Medicine Year 1 and Year 2	
Mon. Dec. 1, 2025	First day of Fall Term examinations for the College of Dentistry (excluding Dental Assisting and Dental Therapy)	
December 2, 2025	First day of Fall Term examinations for Medicine Year 1 and Year 2	
Fri. Dec. 5, 2025	Last day of Fall Term classes for Agriculture and Bioresources, Arts and Science, Dental Assisting, Dental Therapy, Edwards School of Business, Education, Engineering (except Year 1), Graduate and Postdoctoral Studies, Kinesiology, Law, Pharmacy (except Year 4) and Nutrition (except Year 4). This excludes the Colleges of Dentistry (except Dental Assisting and Dental Therapy).	
Fri. Dec. 5, 2025	Last day to withdraw from Fall Term classes without academic penalty	For classes that do not follow the standard start and end dates, please consult an academic advisor.
Sun. Dec. 7, 2025	Last day of Fall Term classes for the College of Nursing	
Mon. Dec. 8, 2025	First day of Fall Term final examinations for Agriculture and Bioresources, Arts and Science, Edwards School of Business, Education, Engineering (except Year 1), Graduate and Postdoctoral Studies, Kinesiology, Law, Nursing, Nutrition (except Year 4) and Pharmacy (except Year 4). This excludes the Colleges of Dentistry, Medicine and Veterinary Medicine.	
Mon. Dec. 8, 2025	Last day of Fall Term examinations for Medicine Year 1 and Year 2	
Thu. Dec 11, 2025	Last day of Fall Term classes for Veterinary Medicine Year 2	
Friday, Dec 12, 2025	First day of Fall Term examinations for Veterinary Medicine 2	
Fri. Dec 12, 2025	Last day of Fall Term classes for Veterinary Medicine Year 1 and Year 3	
Fri. Dec. 12, 2025	Last day of Fall Term classes for Pharmacy Year 4	

# Academic Calendar 2025-26

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Fri. Dec. 12, 2025	Last day of Fall Term examinations for the College of Dentistry (excluding Dental Assisting)	
Mon. Dec 15, 2025	First day of Fall Term final examinations for Veterinary Medicine Year 1 and Year 3	
Thu. Dec 18, 2025	Last day of Fall Term final examinations for Veterinary Medicine Year 2	
Thu. Dec. 18, 2025	University Council Meeting	
Fri. Dec. 19, 2025	Last day of Fall Term final examinations for Veterinary Medicine Year 1 and Year 3	
Fri. Dec. 19, 2025	Last day of Fall Term classes for Nutrition Year 4	
Sun. Dec. 21, 2025	Last day of Fall Term classes for Medicine Year 3 and Year 4	
Sun. Dec. 21, 2025	Last day of clinical rotations for Veterinary Medicine Year 4	
Tue. Dec. 23, 2025	Last day of Fall Term classes for Engineering Year 1	
Tue. Dec. 23, 2025	Fall Term (Term 1) Residence move out date	
Tue. Dec. 23, 2025	Last day of fall term final examinations for Agriculture and Bioresources, Arts and Science, Edwards School of Business, Education, Engineering (except Year 1), Graduate and Postdoctoral Studies, Kinesiology, Law, Nursing, Nutrition (except Year 4) and Pharmacy (except Year 4). This excludes the Colleges of Dentistry, Medicine and Veterinary Medicine.	
Wed. Dec. 24, 2025	Christmas Eve – university open	
Thu. Dec. 25, 2025	Christmas Day – university closed	
Fri. Dec. 26, 2025	Boxing day – university closed	
Mon. Dec.29, 2025	University Closed	
Tue. Dec. 30, 2025	University Closed	
Wed. Dec. 31, 2025	New Year’s Eve – university closed	
January		
Thu. Jan 1, 2026	New Year’s Day – university closed	
Fri. Jan 2, 2026	USASK re-opens	

# Academic Calendar 2025-26

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Fri. Jan 2, 2026	First day of NURS 888.3 in the Nurse Practitioner program	
Fri. Jan. 2, 2026	Post Degree BSN (PDBSN) Year 1 Orientation	
Fri. Jan 2, 2026	Winter Term classes begin and resumption of Multi-term classes for Dentistry (including DMD program all years, Dental Assisting, Dental Hygiene and Dental Therapy)	
Mon. Jan. 5, 2026	First day of Winter Term classes and resumption of Multi-term classes for Engineering Year 1	
Mon. Jan. 5, 2026	NURS 450.9 Orientation. First day of Winter Term classes for the College of Nursing.	
Mon. Jan. 5, 2026	Residence main move-in – all buildings	
Mon. Jan. 5, 2026	First day of Winter Term classes and resumption of Multi-term classes for the colleges of Law, Medicine, Pharmacy Year 4, Nutrition Year 4, Veterinary Medicine (including Year 4 clinical rotations)	
Tue. Jan. 6, 2026	First day of Winter Term classes and Multi-term classes resume for Agriculture and Bioresources, Arts and Science, Edwards School of Business, Education, Engineering (except Year 1), Graduate and Postdoctoral Studies, Kinesiology, Pharmacy (except Year 4) and Nutrition (except Year 4). This excludes the Colleges of Dentistry, Law, Medicine, Nursing and Veterinary Medicine.	
Tue. Jan. 6, 2026	First day of Winter Term classes for Nurse Practitioner programs	
Wed. Jan. 14, 2026	Deadline for submitting Fall Term supplemental and deferred exam authorizations	
Mon. Jan. 19, 2026	Deadline to register and drop for Winter Term classes with 100% tuition credit	
Fri. Jan. 23, 2026	Last day to withdraw from Winter Term classes with 75% tuition credit	
Fri. Jan. 30, 2026	Last day to withdraw from Winter Term classes with 50% tuition credit	
Thu. Jan. 29, 2026	University Council Meeting	
Fri. Jan 30, 2026	Tuition payment deadline for Winter Term classes	
February		
Sun. Feb 1, 2026	Application deadline for academic exchanges for Spring/Summer 2025, Fall 2025 and full academic year (Multi-term from September to April) exchange programs for 2025-26 programs abroad.	

# Academic Calendar 2025-26

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Wed. Feb. 11, 2026	Registration opens for Spring and Summer classes	
Sun. Feb. 15, 2026	Multi-term class deadline to change from credit to audit	
Mon. Feb. 16, 2026	Family Day – university closed	
Mon. Feb. 16, 2026	Winter midterm break begins for Agriculture and Bioresources, Arts and Science, Dentistry (except DMD Year 4, Dental Assisting and Dental Therapy), Edwards School of Business, Education, Engineering, Graduate and Postdoctoral Studies, Kinesiology, Law, Medicine (except Year 3 and 4), Nursing (except PDBSN), Nutrition (except Year 4), Pharmacy (except Year 4) and Veterinary Medicine (except Year 4). The midterm break week runs from Mon. Feb. 16, 2026 to Feb. 22, 2026. Classes will resume on Mon. Feb. 23, 2026.	
Tue. Feb. 17, 2026	Fall Term deferred and supplemental examinations begin	
Fri. Feb. 20, 2026	Fall Term deferred and supplemental examinations end	
Fri. Feb. 27, 2026	Mid-Term Break begins for Veterinary Medicine Year 4 (no clinical rotations)	This break period will begin Fri. Feb. 27 at 6pm and end Mon. Mar. 2, 2026
March		
Tue. Mar. 3, 2026	Clinical rotations resume for Veterinary Medicine Year 4	
Sun. Mar. 15, 2026	Winter Term deadline to change from credit to audit	
Thu. Mar. 19, 2026	University Council Meeting	
April		
Thu. Apr. 2, 2026	Last day of Winter and Multi-term classes for the College of Law	
Fri. Apr. 3, 2026	Good Friday – university closed	
Mon. Apr. 4, 2026	First day of Winter and Multi-term final examinations for the College of Law	

# Academic Calendar 2025-26

DRAFT

Tue., Apr. 7, 2026	Last day of Winter and Multi-term classes for Agriculture and Bioresources, Arts and Science, Edwards School of Business, Education, Engineering (except Year 1), Graduate and Post-Doctoral Studies, Kinesiology, Pharmacy (except Year 4) and Nutrition (except Year 4). This excludes the Colleges of Dentistry, Law, Medicine, Nursing, Veterinary Medicine	
Tue., Apr. 7, 2026	Last day to withdraw from Winter Term and Multi-term classes	For classes that do not follow the standard start and end dates, please consult an academic advisor.
Thu. Apr. 9, 2026	First day of Winter and Multi-term final examinations for Agriculture and Bioresources, Arts and Science, Edwards School of Business, Education, Engineering (except Year 1), Graduate and Post-Doctoral Studies, Kinesiology, Pharmacy (except Year 4) and Nutrition (except Year 4). This excludes the Colleges of Dentistry, Law, Medicine, Nursing, Veterinary Medicine	
Thu. Apr. 9, 2026	Last day for Masters and PhD students to submit approved thesis to ETD site and for departments to submit all supporting documentations, indicating completion of the graduate degree, to graduate at Spring Convocation	If this date falls on a weekend/holiday, the first business day prior is observed.
Fri. Apr. 10, 2026	Last day of Winter Term classes for Veterinary Medicine Year 2	
Fri. Apr. 10, 2026	Last day of Winter term classes for the College of Nursing	
Sun. Apr. 12, 2026	Last day of Winter Term classes for Medicine Year 4	
Mon. Apr. 13, 2026	First day of Winter Term final examinations for Veterinary Medicine Year 2	
Mon. Apr. 13, 2026	First day of NURS 878.3 in the Nurse Practitioner program	
Mon. Apr. 13, 2026	First day of Winter term final examinations for the College of Nursing	
Thu. Apr. 16, 2026	University Council Meeting	
Fri. Apr. 17, 2026	Last day of winter term classes for Dental Therapy Year 1 and 2	
Mon. Apr. 20, 2026	Last day of Winter Term classes for Veterinary Medicine Year 1 and 3	
Tue. Apr. 21, 2026	First day of Winter Term final examinations for Veterinary Medicine Year 1	



# Academic Calendar 2025-26

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Fri. Apr. 24, 2023	Last day of Winter Term final examinations for Veterinary Medicine Year 3	
Sat. Apr. 25, 2026	Last day of Winter Term final examinations for Pharmacy Year 1, Year 2, and Year 3	
Sat. Apr. 25, 2026	Last day of Winter term final examinations for the College of Nursing	
Sun. Apr. 26, 2026	Last day of clinical rotations for Veterinary Medicine Year 4	
Mon. Apr. 27, 2026	First day of classes for Pharmacy Year 4	
Mon. Apr. 27, 2026	Last day of Winter Term final examinations for Veterinary Medicine Year 2	
Mon. Apr. 27, 2026	First day of Spring/Summer Term for Dental Therapy Year 1 and 2	
Mon. Apr. 27, 2026	First day of Spring Term classes for Nursing Year 2 and Year 3 (BSN)	
April 29, 2026	Last day of Winter Term final examinations for Veterinary Medicine Year 1	
Thu. Apr. 30, 2026	Last day of Winter and Multi-term final examinations for Agriculture and Bioresources, Arts and Science, Edwards School of Business, Education, Engineering (except Year 1), Graduate and Post-Doctoral Studies, Kinesiology and Nutrition (except Year 4). This excludes the Colleges of Dentistry, Law, Medicine, Pharmacy, Veterinary Medicine	
Thu. Apr. 30, 2026	Last day of Winter Term classes Engineering Year 1	
Thu. Apr. 30, 2026	Winter Term (Term 2) Residence move out date	
May		
Wed. May 4, 20–26	Quarter 1, Spring Term (T1), and Multi-term (T1T2) Spring and Summer Session classes begin	
Fri. May 1, 2026	Last day of classes for Year 4 Nutrition	
Tue. May 5, 2026	Deadline to register and drop for Quarter 1 classes with 100% tuition credit	
Thu. May 7, 2026	Last day to withdraw from Quarter 1 classes with 75% tuition credit	
Fri. May 8, 2026	Last day of Winter Term and Multi-term classes for Dentistry all years/programs (excluding Dental Therapy)	
Fri. May 8, 2026	Deadline to register and drop for Spring Term classes with 100% tuition credit	
Fri. May 8, 2026	Deadline to register and drop for Multi-term classes with 100% tuition credit	

# Academic Calendar 2025-26

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Fri. May 8, 2026	Last day to withdraw from Quarter 1 classes with 50% tuition credit	
Fri. May 8, 2026	Last day of Winter Term classes for Medicine Year 1 and 2	
Mon. May 11, 2026	First day of Winter Term final examinations for Medicine Year 1 & 2	
Mon. May 11, 2026	First day of Winter Term and Multi-term final examinations for Dentistry all years/programs (excluding Dental Assisting and Dental Therapy)	
Tue. May 12, 2026	Last day to withdraw from Spring Term classes with 75% tuition credit	
Tue. May 12, 2026	Last day for Convocation faculty meetings	
Thu. May 14, 2026	University Council Meeting	
Thu. May 14, 2026	Deadline for submitting Winter Term and Multi-term supplemental and deferred exam authorizations	
Fri. May 15, 2026	Last day to withdraw from Multi-term classes with 75% tuition credit	
Fri. May 15, 2026	Last day to withdraw from Spring Term classes with 50% tuition credit	
Fri. May 15, 2026	Last day of Winter Term final examinations for Medicine Year 1 and Year 2	
Mon. May 18, 2026	Victoria Day – university closed	
Fri. May 19, 2026	Quarter 1 deadline to change from credit to audit	
Fri. May 22, 2026	Last day of Winter Term and Multi-term final examinations for Dentistry all years/programs (excluding Dental Assisting and Dental Therapy)	
Fri. May 22, 2026	Last day to withdraw from Multi-term classes with 50% tuition credit	
Mon. May 25, 2026	Last day of instruction for Quarter 1 classes	
Mon. May 25, 2026	Last day to withdraw from Quarter 1 classes	For classes that do not follow the standard start and end dates, please consult an academic advisor.

# Academic Calendar 2025-26

DRAFT

Wed. May 27, 2026	Exam Period for Quarter 1 classes. Midterm break for Spring Term (T1) and May break for Multi-term (T1T2) classes.	The exam period runs from May 27, 2026, to May 29, 2026. Classes resume on Mon. Jun 1, 2026.
June		
Mon. Jun. 1, 2026	Quarter 2 classes begin	
Mon. Jun. 1, 2026	Deadline to pay Spring Term and Multi-term tuition	
Mon. June 1, 2026	Spring Convocation	
Tue. Jun. 2, 2026	Deadline for registration changes for Quarter 2 classes with 100% tuition credit	
Tue. June 2, 2026	Spring Convocation	
Wed. June 3, 2026	Spring Convocation	
Thu. Jun. 4, 2026	Last day to withdraw from Quarter 2 classes with 75% tuition credit	
Thu. June 4, 2026	Spring Convocation	
Fri. Jun. 5, 2026	Last day to withdraw from Quarter 2 classes with 50% tuition credit	
Fri. June 5, 2026	Spring Convocation	
Wed. Jun. 10, 2026	Spring Term (T1) deadline to change from credit to audit	
Thu. Jun 11, 2026	University Council Meeting	
Thu. Jun 11, 2026	Winter Term and Multi-term deferred, and supplemental examinations begin	
Mon. Jun. 15, 2026	Quarter 2 deadline to change from credit to audit	
Wed, Jun. 17, 2026	Winter Term and Multi-term deferred and supplemental examinations end	
Fri. Jun. 19, 2026	Last day of instruction for Spring Term (T1) and Quarter 2 classes	

# Academic Calendar 2025-26

DRAFT

Fri. Jun. 19, 2026	Last day to withdraw from Spring Term (T1) and Quarter 2 classes	For classes that do not follow the standard start and end dates, please consult an academic advisor.
Mon. Jun. 22, 2026	Exam Period for Spring Term (T1) and Quarter 2 classes. Midterm break for Multi-term (T1T2) classes	The exam period runs from Jun 22, 2026, to Jun 24, 2026. Classes resume on Thu. Jul 2, 2026.
Tue. Jun. 30, 2026	Last day of Spring Term classes for Nursing Year 2 and 3 (BSN)	
July		
Wed. Jul. 1, 2026	Canada Day - university closed	
Thu. Jul. 2, 2026	Summer Term (T2) and Quarter 3 classes begin	
Fri. Jul. 3, 2026	Deadline to register and drop for Quarter 3 classes with 100% tuition credit	
Sun. July 5, 2026	Last day of Winter term classes Medicine Year 3	
Tue. Jul. 7, 2026	Last day to withdraw from Quarter 3 classes with 75% tuition credit	
Wed. Jul. 8, 2026	Last day to withdraw from Quarter 3 classes with 50% tuition credit	
Wed. Jul. 8, 2026	Deadline to register and drop for Summer Term classes with 100% tuition credit	
Fri. Jul. 10, 2026	Last day to withdraw from Summer Term classes with 75% tuition credit	
Wed. Jul. 15, 2026	Last day to withdraw from Summer Term classes with 50% tuition credit	
Thu. Jul. 16, 2026	Quarter 3 deadline to change from credit to audit	
Wed. Jul. 22, 2026	Multi-term (T1T2) deadline to change from credit to audit	
Wed. Jul. 22, 2026	Last day of instruction for Quarter 3 classes	

# Academic Calendar 2025-26

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Wed. Jul. 22, 2026	Last day to withdraw from Quarter 3 classes	For classes that do not follow the standard start and end dates, please consult an academic advisor.
Thu. Jul 23, 2026	Exam Period for Quarter 3 classes. Midterm break for Summer Term (T2) and July break for Multi-term (T1T2) classes.	The exam period runs from Jul,23 2026, to Jul 24, 2026. Classes resume on Thu. Jul 27, 2026.
Thu. Jul 27, 2026	Quarter 4 classes begin	
Thu. Jul 27, 2026	Deadline to pay Summer Term tuition	
Tue. Jul. 28, 2026	Deadline to register and drop for Quarter 4 classes with 100% tuition credit	
Thu. Jul. 30, 2026	Last day to withdraw from Quarter 4 classes with 75% tuition credit	
Fri. Jul. 31, 2026	Last day to withdraw from Quarter 4 classes with 50% tuition credit	
Fri. Jul. 31, 2026	Last date of classes for Dental Therapy Year 1 and 2	
August		
Mon. Aug. 3, 2026	Saskatchewan Day – university closed	
Thu. Aug. 6, 2026	Summer (T2) deadline to change from credit to audit	
Tue. Aug. 11, 2026	Quarter 4 deadline to change from credit to audit	
Mon. Aug 17, 2026	Last day of instruction for Multi-term, Summer Term (T2), and Quarter 4 classes	
Mon. Aug 17, 2026	Last day to withdraw from Multi-term, Summer Term (T2), and Quarter 4 classes	For classes that do not follow the standard start and end dates, please consult an academic advisor.
Wed. Aug. 19, 2026	Exam Period for Multi-term (T1T2), Summer Term (T2), and Quarter 4 classes	The exam period runs from Aug 19, 2026, to Aug 21, 2026.

# Academic Calendar 2025-26

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Fri. Aug. 21, 2026	Deadline for submitting Spring and Summer Term supplemental and deferred exam authorizations	
Mon. Aug 24, 2026	Orientation and Fall Term classes begin for Dentistry (including DMD program all years, Dental Therapy, Dental Hygiene and Dental Assisting)	
September		
Mon. Sept. 7, 2026	Labour Day - university closed	
Tue. Sep. 15, 2026	Application deadline for academic exchanges for Winter 2027	
Sat. Sep. 19, 2026	Spring and Summer Term supplemental and deferred examinations	
Wed. Sept. 30, 2026	National Day for Truth and Reconciliation - university closed	

Please note the following omissions (dates to be determined):

- University Senate Fall 2025
- University Senate Winter 2026
- University General Academic Assembly 2026

**UNIVERSITY COUNCIL  
RESEARCH, SCHOLARLY, AND ARTISTIC WORK COMMITTEE  
REPORT FOR INFORMATION**

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**PRESENTED BY:** Eric Lamb; chair, Research, Scholarly, and Artistic Work

**DATE OF MEETING:** December 19, 2024

**SUBJECT:** **Annual Reports from the Research Ethics Boards**

**COUNCIL ACTION:** **For Information Only**

**SUMMARY:**

The terms of reference for the Research, Scholarly, and Artistic Work Committee state that the committee will receive and report to the council the annual reports of the research ethics boards

At its November 14, 2024, meeting, RSAW met with the chairs of the Biomedical Research Ethics, the Behavioural Research Ethics, and the Animal Ethics Boards. The reports provided are attached to this report.

Biomedical Research Ethics Board

The Biomedical Research Ethics Board is responsible for the review of all ethics applications involving human participants that include medically invasive procedures; physical interventions and therapies; administration and testing of drugs, natural products or devices; or physiological imaging measures, as well as research projects collective personal health information from medical charts and health records.

Behavioural Research Ethics Board

The Behavioral Research Ethics Board is responsible for the review of all protocols involving human participants which include social, behavioural, and cultural research using methods such as interviews, surveys, questionnaires, observations, psychological, social or behavioural interventions, audio and/or video recording.

University Animal Care Committee

The University Animal Care Committee (UACC) is administratively supported by the Research Services and Ethics Office Animal Ethics Staff, who are overseen by the University Veterinarian.

The UACC reviews and approves any use of animals for research, teaching, production, and testing before animal use is initiated for these purposes. The UACC's primary responsibilities are to ensure animal welfare, adequate veterinary care, and best practices concerning animal care and use in compliance with the University of Saskatchewan Policy, Canadian Council on Animal Care guidelines, and other applicable regulations.

The reports of all ethics boards are attached with details of the work of each board.

With regard to the work of the ethics boards, RSAW was impressed with the marked improvement in processing times, particularly for the Human Research boards. The volume of work board members undertake, both to review protocols and to support research at the U of S and in work with national regulatory bodies, is essential and very large. RSAW thanks everyone who devotes time to these processes.

**ATTACHMENTS:**

1. 2024 Annual Human Research Ethics Office Report
2. Annual Report of the Animal Care and Use Program and University Animal Care Committee (October 1, 2023 – September 30, 2024)



**TO:** University of Saskatchewan Research, Scholarly and Artistic Work Committee

**FROM:** Dr. Susan E Jelinski, Director, Human Research Ethics

**DATE:** Nov 12, 2024

**RE:** 2024 Annual Human Research Ethics Office Report

## **BACKGROUND**

The University of Saskatchewan Research Ethics Boards (USask REBs) provide independent ethics review for all studies that involve human participants and are conducted by University of Saskatchewan faculty, students and staff. The USask REBs also serve as the board of record for the Saskatchewan Cancer Agency, Saskatchewan Polytechnic, and North West College. The purpose of research ethics review is to ensure that participants' rights are respected and protected, and that the intended procedures comply with ethical, scientific, methodological, and legal standards. The REBs apply thoughtful interpretation of national policies for ethics (the Tri-Council Policy Statement: Ethical Conduct of Research Involving Human Participants (2022); TCPS2), as well as other relevant and applicable national regulations, provincial legislation and institutional policies.

The Biomedical Research Ethics Board (Bio REB) is responsible for the review of all research ethics applications involving human participants that involve medically invasive procedures; physical interventions and therapies (including exercise and diet interventions); the administration and testing of drugs, natural products or devices; and physiological imaging and measures (e.g. MRI or CT scans, heart rate, blood pressure). The Bio REB also reviews all research projects that are collecting personal health information from medical charts, health records or administrative healthcare databases.

The Behavioural Research Ethics Board (Beh REB) is responsible for the review of all research ethics applications involving human participants that include social, behavioural, and cultural research using methods such as interviews, surveys, questionnaires, observations, audio and/or video recording, and interventions that are psychological, social, or behavioural.

## **REPORTING PERIOD**

This report highlights the activities of the USask Research Ethics Office (REO) and the REBs for the period of Jan 1, 2024 through Nov 8, 2024. This reporting time period directly aligns with the time that the newly hired Director, Human Research Ethics has served in this leadership role.

## **REB MEMBERSHIP**

Bio REB Chair: Dr. Ildiko Badea (current term: July 1, 2022 to June 30, 2025)

Bio REB Vice-Chair: Dr. Phil Chilibeck (current term: Jan 1, 2023 to Dec 31, 2025)

Bio REB #1 Membership Roster: [https://vpresearch.usask.ca/documents/human-ethics/deadlines,-board-membership,-meetings/bio-reb-1\\_membership-roster.pdf](https://vpresearch.usask.ca/documents/human-ethics/deadlines,-board-membership,-meetings/bio-reb-1_membership-roster.pdf)

Bio REB #2 Membership Roster: [https://vpresearch.usask.ca/documents/human-ethics/deadlines,-board-membership,-meetings/bio-reb-2\\_membership-roster.pdf](https://vpresearch.usask.ca/documents/human-ethics/deadlines,-board-membership,-meetings/bio-reb-2_membership-roster.pdf)

Beh REB Chair: Dr. Pammla Petrucka (current term: April 1, 2022 to March 31, 2025)

Beh REB Vice-Chair: Dr. Vivian Ramsden (current term: April 1, 2024 to March 31, 2027)

Beh REB Membership Roster: [https://vpresearch.usask.ca/documents/human-ethics/deadlines,-board-membership,-meetings/behavioural\\_reb\\_membership.pdf](https://vpresearch.usask.ca/documents/human-ethics/deadlines,-board-membership,-meetings/behavioural_reb_membership.pdf)

## **RESEARCH ETHICS OFFICE (REO) STAFF**

At the time of this report, the USask REO is fully staffed. Positions that support the Behavioural REB include a 1.0 FTE Behavioural Research Ethics Specialist (ASPA II) and 2 x 1.0 FTE Research Ethics Coordinators (ASPA I). A 1.0 FTE Biomedical Research Ethics Specialist (ASPA II) and a 1.0 FTE Research Ethics Coordinator (ASPA I) support the Biomedical REB. A 1.0 FTE Research Ethics Coordinator (ASPA I) equally supports both the Behavioural and Biomedical REBs. The REO receives administration support from a 1.0 FTE Clerical Assistant (CUPE). A 0.5 FTE Clerical Assistant (CUPE) is specifically assigned to data entry duties, where these duties are required by the REO's use of the UnivRS system. A casual Research Ethics Coordinator is also available for periodic file assignment. Finally, the REO is led by a 1.0 FTE Director.

## **2024 RESEARCH ETHICS BOARD MEETINGS**

The Bio REB typically meets twice per month where REB member attendance alternates between Bio REB #1 and Bio REB #2. Twenty (n=20) meetings were scheduled for the 2024 calendar year. The Bio REB reviewed all research applications where the research-related risks were considered to be above minimal risk.

The Beh REB typically meets once per month, excluding the months of July and August. Ten (n=10) meetings were scheduled for the 2024 calendar year. The Beh REB

reviewed all research applications where the research-related risks were considered to be above minimal risk.

## **PERFORMANCE METRICS**

An upward trend is evident in the total number of new files received by the REO in 2024. Projection estimates are applied to year-to-date (YTD) values as of Nov 8, 2024 to predict total files received in the calendar year. Results are presented in Table 1. Files that undergo full board review or delegated review, or files that receive an acknowledgement or exemption determination, are new studies submitted in 2024. Amendments, renewals and closures are files associated with on-going research that was reviewed and approved prior to 2024.

### ***Bio REB – Total Files Received***

A 10% increase in the total number of new research applications is projected for the Bio REB in 2024 compared to 2023 values. This increase is driven by the large growth in requests for exemptions and a small increase in delegated reviews. Typically requests for exemptions submitted to the Bio REB involve projects that are defined as quality improvement, quality assurance and program evaluation. Although these projects may be exempt from formal Bio REB review, the workload for the REO/REB to determine if they meet TCPS2 Chapter 2 requirements for exemption is often equally laborious as standard REB review and approval.

The majority of all files received by the Bio REB in 2024 were submitted by Principal Investigators whose primary academic appointment is with the College of Medicine (Figure 1).

### ***Beh REB – Total Files Received.***

A 14% increase in the total number of new research applications is projected for the Beh REB in 2024 compared to 2023 values. There has been a significant increase in the number of delegated reviews and acknowledgements in 2024. Delegated reviews are conducted on applications where the research-related risks are minimal; these files can be reviewed by one or two REB members and do not require full board review. Applications that receive an acknowledgement determination are files that invoke TCPS2 Chapter 8 for multi-jurisdictional research. These files have been previously reviewed and approved by a non-USask TCPS2 compliant REB and involve, at some level, USask resources or people. These files are given a light review by the Chairs or Vice-Chairs, primarily to ensure they meet the criteria for acknowledgment and to identify any potential revisions due to local context.

The Beh REB receives files from a wide distribution of Colleges and Schools based on the primary academic appointment of the Principal Investigator (Figure 2). The majority of files are received from the College of Medicine and the College of Arts & Science.

**Table 1.** Number of files received from Jan 1, 2024 through Nov 8, 2024 (year-to-date; YTD) and projected to Dec 31, 2024, by file type.

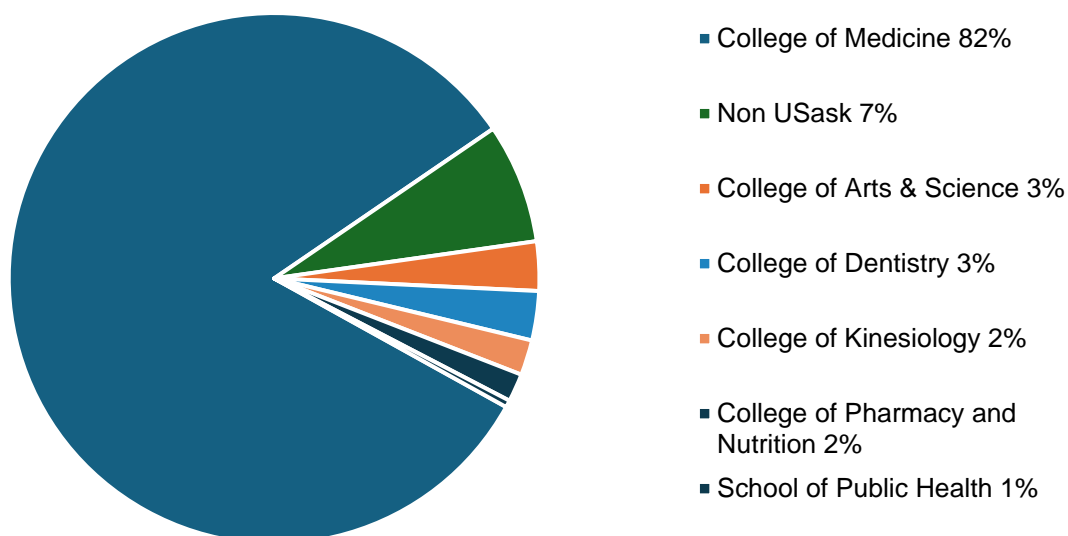
#### BIOMEDICAL REB

	2022	2023	2024 YTD	2024 PROJECTED	Change from 2023
Full Board Review	58	64	39	43	32%↓
Delegated Review	178	163	155	172	5%↑
Acknowledgements	18	9	1	1	88%↓
Exemptions	26	16	57	63	294%↑
Total New Files	280	252	252	279	10%↑
Amendments	574	553	517	574	4%↑
Renewals	694	709	613	681	4%↓
Closures	155	168	123	137	18%↓
TOTAL FILES	1,703	1,682	1,505	1,671	---

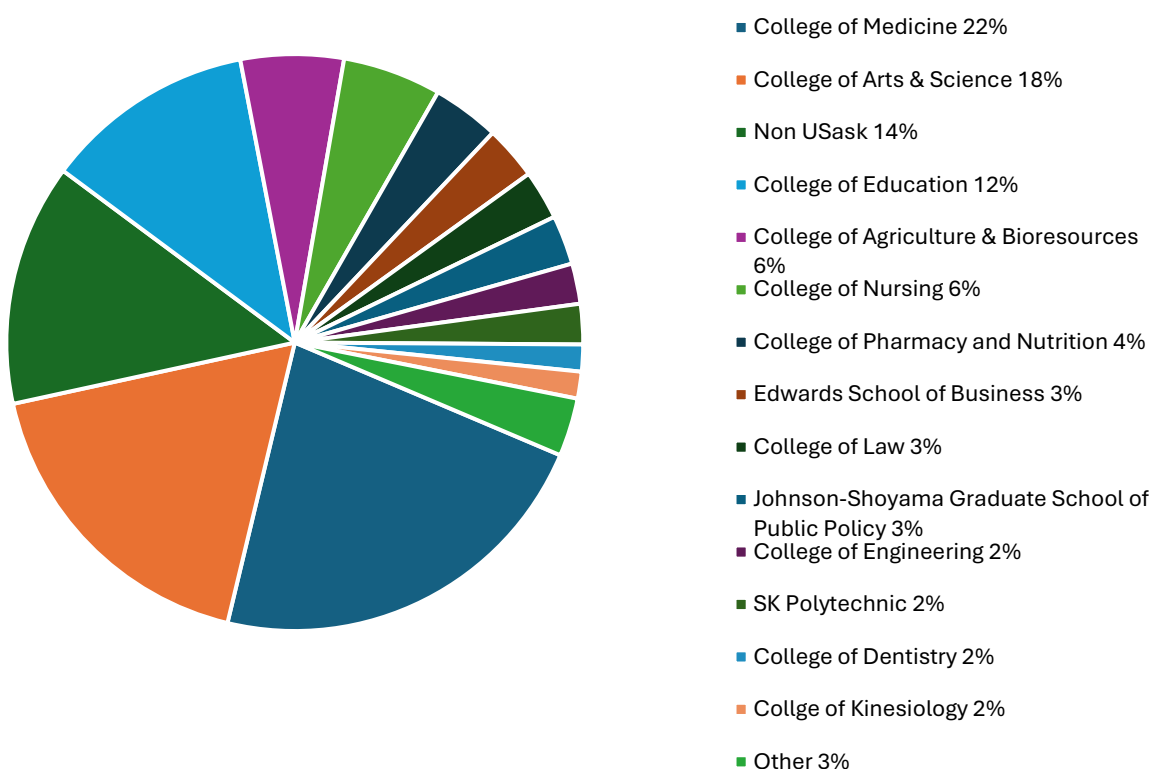
#### BEHAVIOURAL REB

	2022	2023	2024 YTD	2024 PROJECTED	Change from 2023
Full Board Review	9	19	16	18	---
Delegated Review	317	307	344	382	24%↑
Acknowledgements	45	38	41	46	21%↑
Exemptions	130	141	113	131	7%↓
Total New Files	501	505	514	577	14%↑
Amendments	447	423	389	432	2%↑
Renewals	567	633	563	625	1%↓
Closures	225	239	221	245	2%↑
TOTAL FILES	1,741	1,800	1,733	1,879	4%↑

**Figure 1.** Distribution of new files received by the Biomedical REB in 2024 by primary academic affiliation of the principal investigator.



**Figure 2.** Distribution of new files received by the Behavioural REB in 2024 by primary academic affiliation of the principal investigator.



Combining all new files received for both the Bio REB and the Beh REB in 2024, the top twelve (n=12) academic affiliations that submit the greatest number of files are presented in Table 2. The greatest number of new files are submitted by PIs who belong to the College of Medicine.

**Table 2.** Percent of new files received in 2024 for both REBs, by primary academic affiliation of the principal investigator (top twelve only).

Principal Investigator Academic Affiliation	Percent of Total New Files
College of Medicine	45%
College of Arts & Science	12%
Non USask	11%
College of Education	9%
College of Agriculture & Bioresources	4%
College of Nursing	3%
College of Pharmacy & Nutrition	3%
College of Dentistry	2%
Edwards School of Business	2%
College of Law	2%
Johnson-Shoyama Graduate School of Public Policy	2%
College of Kinesiology	2%

### ***Approval Times***

The number of calendar days from file submission (i.e., date the file is received by the REO) to approval (i.e., certificate of approval issue date) is presented in Table 3. There has been a 26% decrease in the time to approval for the full board reviews conducted by the Bio REB compared to 2023. The Beh REB also significantly improved its approval time by 36% for full board reviews.

The Bio REB time to approval for delegated reviews has increased compared to 2023. This is mostly due to an increase in time that the files are with the researchers.

Notably the Beh REB has significantly shortened its time to approval for delegated reviews. The time from submission to approval is 41% faster for delegated reviews compared to 2023.

**Table 3.** Number of calendar days from submission to approval for new delegated and full board reviews approved between Jan 1,2024 and Nov 8, 2024, separated by time with REO, time with REB, and time with researcher.

<b>BIOMEDICAL REB</b>					
	Avg # of Days with REO	Avg # of Days with REB	Avg # of Days with Researcher	Avg # of Days from Submission to Approval	Change from 2023
<b>Delegated</b>	13	21	27	61	22% Slower
<b>Full Board</b>	12	65	45	122	26% Faster
<b>BEHAVIOURAL REB</b>					
<b>Delegated</b>	26	15	17	58	41% Faster
<b>Full Board</b>	36	30	29	95	36% Faster

In the spirit of transparency, the most current approval times are now posted on the REO website: <https://vpresearch.usask.ca/ethics/human-ethics.php>

These publicly posted data represent the approval times for the most recent 8 weeks and are regularly updated. The purpose of this initiative is to enhance capacity for researchers to plan their REO/REB submissions in accordance with their preferred research start dates.

## RESEARCH COMMUNITY OUTREACH

In 2024, the REO continued to prioritize its outreach activities with the research community. These activities included a number of workshops and presentations to various groups and academic units across the campus on how to complete research ethics applications. REO staff also met with individual groups and researchers to discuss research ethics issues that were specific to their areas of research. The intention for these discussions was to improve the research ethics process for both researchers and the REO staff/REB members who are processing and reviewing their files.

In 2024, REO staff have served on the following committees:

- Biosafety Advisory Committee
- Accelerating Clinical Trials Canada Consortium
- Canadian Association of Research Ethics Boards (CAREB) Board of Directors

- Canadian Collaboration for Child Health: Efficiency and Excellence in the Ethics Review of Research (CHEER)
- Research Data Management (RDM) Working Group
- Huron Software Implementation Team

### ***Townhall Sessions***

In May and June, the Director, Human Research Ethics collaborated with faculty members who are leading the Communities and Sustainability Signature Area of Research to learn about the experiences of USask faculty and students with regard to the research ethics application and review process. Topic-specific sessions were hosted by a professional facilitator skilled in Appreciative Inquiry. These sessions were followed by the dissemination of an online, anonymous survey where researchers who were unable to attend the sessions could share their concerns. The themes for improvement are summarized below:

- Shortened approval times
- Increased review process transparency
- Feedback consistency
- Consent form improvements/request for templates
- Community-based research challenges
- Online application system

As an immediate response to these concerns, the REO has identified areas for process improvement and has implemented changes that directly impact approval times.

The REO has enhanced its consultation service. Researchers are invited to book 1:1 consultations to discuss new files in the pre-submission stage. The purpose of these consultations is to provide project-specific advice that is intended to assist with the research ethics application process. This service additionally enhances transparency about the research ethics review process.

Arrangements are underway for specific researchers to meet with the REB Chairs and Vice-Chairs to discuss emerging trends in their research areas that pose challenges for the research ethics review process.

New, user-friendly consent form templates, with associated instruction guides, for the Beh REB are drafted.

A new online research ethics application system is forthcoming, and discussed in more detail below in the Technology Innovation in Research Ethics section.



## **CONTINUING EDUCATION – REO STAFF**

All REO staff attended the 2024 Canadian Association of Research Ethics Board (CAREB) Annual Conference. Keynote sessions included presentations on artificial intelligence and its impact on research ethics, research security, and innovation in adaptive platform trials. A member of our USask REO participated in a national panel discussion regarding multi-jurisdictional research.

REO staff have completed/have participated in training in the following areas:

- Inspiring Change 2.0 – The Center for Implementation
- Prosci™ Change Management Certification Program
- Project Management Institute training
- Hamilton Integrated Research Ethics Board (HiREB) Chart Review Tutorial

## **TECHNOLOGY INNOVATION IN RESEARCH ETHICS**

REO staff, REB members and USask researchers have all identified the challenges that exist with our current UnivRS system for submitting and processing research ethics applications. A technology upgrade is urgently needed. The REO, the Office of the Vice President, Research (OVPR) and the Information and Communications Technology (ICT) unit have collaboratively addressed this need and have sourced a solution. Beginning in Sept 2024 and continuing through to present, staff from the REO and ICT have been engaged in the Phase 1 and Phase 2 Discovery Sessions with the Huron Research Suite software team to work towards implementing the Huron software solution for USask research ethics. This is the same research ethics software system that the University of British Columbia, the University of Alberta and the University of Calgary are currently using. Bringing USask online with this same software solution is expected to improve approval times, enhance research file security, and increase the transparency of the research ethics process for researchers. Huron software implementation also allows USask to fully participate in REB Exchange (<https://www.rebexchange.ca/>), the technology solution that supports the Western Canada Research Ethics Review Reciprocity Agreement between the University of British Columbia, University of Alberta, University of Calgary and University of Saskatchewan.

REO staff are currently working to adapt our Word document application forms into a smart form, online application developed and delivered through Huron.

## **Annual Report of the Animal Care and Use Program and University Animal Care Committee**

### **To the Research, Scholarly and Artistic Work Committee of Council**

**For the period October 1, 2023 to September 30, 2024**

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The University Animal Care Committee (**UACC**) Co-Chairs (Drs. Steven Machtaler and Robert Laprairie), Vice-Chair (Dr. Karen Schwean-Lardner) and University Veterinarian and Director of Animal Care and Research Support (Dr. Kurtis Swekla) are pleased to provide the following overview of the key accomplishments and activities of the Animal Care and Research Support (**ACRS**) office and UACC for the period October 1, 2023 to September 30, 2024.

### **OVERVIEW OF THE RESPONSIBILITIES OF THE UNIVERSITY ANIMAL CARE COMMITTEE**

The UACC must review Animal Use Protocols (AUPs) and approve any use of animals for research, teaching, production, and testing before animal use is initiated. The UACC ensures animal welfare, animal user training, scientific and pedagogical merit review, adequate veterinary care, adequate animal facilities, animal user environmental safety, and best practices to comply with USask Policy, Canadian Council on Animal Care (CCAC) guidelines, and international, federal, provincial, and local regulations. UACC Policy reflects the perspective of USask which views the use of animals in research, teaching, production, and testing as a privilege and thus carries significant responsibility for all animal users. USask is committed to ensuring that all animal care and use is conducted with exemplary standards which is critical for high quality research outcomes.

The UACC receives administrative support from Research Ethics and Infrastructure (REI) Animal Care and Research Support (ACRS) Office staff. The University Veterinarian directs the ACRS Office which includes the following personnel:

- UACC Administrative Support
- UACC Animal Technicians
- UACC Clinical Veterinarians
- UACC Post-Approval Veterinarian
- UACC Aquatics Manager
- Animal Care and Research Support Services Facility Managers and Animal Technicians

### **SUMMARY OF ACTIVITIES (October 1, 2023 – September 30, 2024)**

#### ***Review of research protocols, modifications, and renewals***

There are currently 409 active USask Animal Use Protocols (**AUP**). This includes 19 AUPs which involve a collaboration with another institution, 15 AUPs which are “Category of Invasiveness (**CI**) Level E”, the highest CI level defined by the CCAC. In addition, 20 Exempt Activity submissions (CI level A study or live animal use that does not require AREB review) were received during the reporting period. The UACC serves approximately 200 principal investigators. AUPs, Renewals, and Modifications are reviewed at 2 full board meetings per month (CI Level D and E and major Modifications) and 2 subcommittee meetings per month (CI Level B and C and minor Modifications). During the reporting period the full AREB reviewed 94 AUP, 143 annual renewals and 110 modifications while the subcommittees reviewed 137 annual renewals and 71 modifications. There are 186 active animal researcher Principal Investigators (PI) and a total of 883 active animal users (staff, trainees, graduate students) in research teaching.

#### ***Online Animal Management System Update***

With the cancellation of the Animal Ethics UnivRS module in 2021 we have been working on evaluation for a replacement with a vendor-based system. Initial discovery work revealed that animal use at USask is highly

complex. This prompted us to conduct additional discovery work to thoroughly understand the requirements for an Animal Management Solution that will meet institutional needs. Understanding these requirements is crucial because it ensures that the system we implement will effectively support all aspects of animal use at USask.

The RFP development process addressed the complexity of animal use by including additional consultations to understand the needs of both laboratory and agricultural animal facilities. The RFP has been drafted and will be released in late 2024 to early 2025, we anticipate this initiative will deliver technology and process improvements over the course of FY24/25 and FY25/26.

The procurement of the Animal Management Solution is part of a multi-phased plan for research administration technology and process renewal that is essential to supporting USask's ambition to grow its research enterprise. The necessary funds for implementation will be allocated from ICT and OVPR one-time funding sources, ongoing software licensing fees covered from sustainable institutional funding.

### ***Enhancing Service***

#### *University Animal Care Committee*

Dr. Steven Machtaler (College of Medicine, Department of Medical Imaging) and Dr. Robert Laprairie (College of Pharmacy and Nutrition) are the appointed UACC Co-Chairs along with Dr. Karen Schwean-Lardner (College of Agriculture and Bioresources) as UACC Vice-chair to assist the Co-Chairs with distribution of work and act as a Co-Chair as necessary.

Animal Research Ethics Board meeting frequency: The AREB, a subcommittee of the UACC, meets twice monthly to review and approve animal use protocol submissions and amendments.

Pedagogical Merit Review (PMR) of Teaching and Training AUPs: The CCAC requires pedagogical merit review of all new and 4-year renewal teaching and training AUPs. All USask courses for credit (undergraduate or graduate) that involve the use of animals require review by the TLSE Pedagogical Merit Review Committee (**PMRC**) prior to AREB approval. The PMRC is currently comprised of 10 members, including experts in pedagogy and the Three Rs. This CCAC-mandated committee, chaired by Dr. Al Chicoine, reports through the Office of the Vice Provost Students and Learning to Dr. Jerome Cranston (Vice-Provost); however, PMRC meetings and reviews are coordinated by staff from ACRS REI. This committee was established in spring 2019. PMRC Terms of Reference are in place and the committee worked diligently to develop the review form for course instructors to complete, along with the assessment form the PMRC now uses to evaluate the review forms. The PMRC is using a phased-in approach to review the 30+ active teaching AUPs that require review by the committee. During the reporting period 10 pedagogical merit reviews were completed by the PMRC.

Scientific merit review of research AUPs: The CCAC requires scientific merit review of all new and 4-year renewal research AUPs. For any research AUPs that are not funded via an agency that employs scientific peer review, the AUP must be reviewed by the OVPR Scientific Merit Review Committee for Animal-Based Research (**SMRCABR**). This committee functions at arm's length from the AREB and it reports to the Associate Vice-President Research. The SMRCABR is currently comprised of 11 faculty members, chaired by Dr. Lane Bekar. ACRS staff use SharePoint Online (SPO) as the platform to coordinate and circulate AUPs for merit review. During the current RSAW reporting period, the SMCRABR reviewed 21 AUPs for scientific merit. The Animal Ethics Specialist manually coordinates the SMRCABR review process with the Chair of the committee using SPO. As new data management system vendors are explored, management of the SMRCABR will be taken into consideration as a necessity to improve workflow and work efficiency.

Participation in the USask Live Animal Re-Use and Tissue Share Program has remained consistent this year. Through the tissue share program, investigators donate surplus or control animals to be used by recipient investigators for training or experimental use. This process was previously facilitated through an online user USask SharePoint site. The USask SharePoint site was closed in early 2023 and the current SPO is not adequate for facilitating and processing these requests. As such, the current processes are performed manually through email as there is no effective replacement available resulting in an increased workload for the ACRS administration staff. As new data management system vendors are explored, management of the Tissue Share Program and processes will be taken into consideration to improve workflow and work efficiency.

### **ACRS Office Updates**

The UACC and University Veterinarian report directly to Dr. Terry Fonstad (AVPR Ethics and Infrastructure).

Additional administrative positions are necessary to fulfill the full scope of the ACRS mandate and CCAC reporting requirements and guidelines. Two permanent AREB coordinator positions were approved and hired in early 2024 allowing for more efficient management of the UACC and AREB functions and to maintain compliance with the CCAC guidelines and regulations. A training technician role was developed which will allow for more dedicated focus on the training program as a whole including updating the training information offered and ensuring adequate training sessions are offered to ensure students and staff are trained promptly.

#### *Animal Order Desk*

The Animal Order Desk tracked approximately 140,000 animals during this reporting period. This is an increase (by approximately 37,000 animals) from the previous year representing a significant increase in animal-based research. Animal ordering is centralized through ACRS REI to reduce costs by amalgamating animal orders, to track animal numbers for CCAC reporting, and to facilitate the acquisition of export/import permits. Animal orders historically total approximately \$600,000 annually; however, the fiscal 2023-24 year the Animal Order Desk processed \$927,000 in animal orders representing a combination of a large increase in animal-based research and some inflationary increases.

#### *Animal User Training Opportunities*

- Rodent handling, anesthesia, surgery, and fish user training practical skills workshops are offered regularly.
- ACRS staff offer specialized practical skills training by request.
- ACRS staff deliver animal handling laboratories to veterinary students.

#### *Facility Expansion and Development*

The UACC Veterinarians and animal facility managers actively engage in planning and design of new vivaria and renovations across campus, providing input to optimize facility operations and workflow, optimize biocontainment, ensure compliance with CCAC guidelines, and advise on species-specific requirements.

#### *Crisis Management Planning*

The Emergency Operations Team meets as needed to assess the anticipated or unexpected operational interruptions (inclement weather, on-campus violence, power outage, work action, etc.). The University Veterinarian sits on this committee to advise with respect to potential effects on animals housed at USask and the impacts on animal health and welfare and animal-based research and teaching activities.

#### *Training Initiatives for Laboratory Animal Veterinarians*

USask offers distinct opportunities to engage students in laboratory animal medicine and research. Its diverse research programs, broad aquatics program, well-established veterinary pathology program, and unique, state-of-the-art facilities such as VIDO, the Canadian Light Source, and the Saskatchewan Cyclotron Facility offer ample opportunities and strength of experience for students interested in laboratory animal medicine and research. As such, the ACRS group continues to promote student engagement as follows:

- **Laboratory Animal Medicine Rotation:** A 2-week long fourth year WCVM veterinary student rotation is offered through ACRS. Students learn about laboratory animal medicine, a board specialty, by participating in clinical veterinary care, surgery, anesthesia, compliance activities, AUP review, animal facility management, research support activities, animal user training, and diagnostics activities.
- **Laboratory Animal Medicine Club (for Veterinary Students):** UACC Clinical Veterinarians interact frequently with the WCVM veterinary student laboratory animal club to foster student interest and knowledge in laboratory animal medicine and enhance their opportunities in laboratory animal medicine and residencies upon graduation from WCVM. ACRS offers group hands-on laboratory animal workshops and one-on-one or group discussions with regards to future training and career options in laboratory animal medicine.
- **Veterinary Medicine and Biology Student Engagement:** The University and UACC Clinical Veterinarians are tasked with providing lectures for first year veterinary students and mid-level biology students with respect to the USask Animal Care Program, CCAC requirements, and ethical care and use of animals within research and teaching domains.

### ***International and Community Engagement***

ACRS staff have initiated, coordinated, or collaborated in the development of several activities to bring a very positive international or national spotlight on the USask Animal Care Program.

#### ***Canadian Association for Laboratory Animal Science (CALAS) National Conference***

This annual Canadian conference for animal-based research and teaching was held in Saskatoon June 22-25, 2024. CALAS was last hosted in Saskatoon more than 25 years ago. The planning committee was composed of Michele Moroz, (Animal Care Services Manager), Dr. Kurtis Swekla (University Veterinarian), and Taunia Arthur (Animal Order Desk Technician). This event successfully highlighted the contributions of USask to animal-based research and Saskatoon as a wonderful host city. The feedback from attendees was overly very strong and positive.

#### ***Canadian Council on Animal Care (CCAC) Assessments***

Veterinarians and animal technicians within the ACRS as well as various USask faculty continue to be invited and complete CCAC assessments at other institutions. This provides an excellent opportunity for collaboration with animal research and teaching programs across Canada and heightens USask's role nationally with various regional and national stakeholders.

#### ***CCAC Site Assessment June 2025***

The CCAC conducts full site assessments every six years and interim assessments every three years to ensure compliance with CCAC guidelines and support institutions in achieving best practices in animal ethics and care. The standards are CCAC policy statements, guidelines documents, and other CCAC-recognized standards designed to promote the ethical use and care of animals in science. Maintaining the CCAC Good Animal Practice (GAP) Certificate is vital to continued flow of grants from the Tri-agency and other funding sources to USask and its researchers.

USask's next full CCAC site assessment is scheduled for June 10-13, 2025.

## **Challenges**

### ACRS office Staffing

The ACRS office has experienced historical chronic lean staffing which has impacted their ability to comply with all CCAC guidelines and priorities. To ensure timely review of animal use protocols and projects, the priority has edged towards AUP review rather than other important tasks and projects. With the beginning of increased permanent positions in early 2024, we have started to alleviate some of those issues and take on other tasks and projects which have sat idle for a number of years. Most pressing is the update to the online learning modules for new animal users with plans for completion on these by the end of 2025 along with updates to the procedure and policy documents. Additionally, new and updated CCAC guidelines have been put into force over the last 1-3 years which requires the office and university to work towards complying with these guidelines for the entire USask Animal Care Program. We continue to evaluate staffing levels and will recommend adjustments as needed to fulfill the full roles and responsibilities of the office.

### Facilities Response and Service

Over the past 12 months there has been a dramatic reduction in service and response from the Facilities department for various animal facility issues (plumbing, electrical, etc.). There have been some instances of negative animal welfare impacts (including loss of life) and near misses due to lack of staffing and expertise. Historically, animal facilities are prioritized for urgent attention to ensure the welfare and lives of the animals are not impacted, however with apparent Facilities staffing reduction there is the potential for this priority status to not be fulfilled. All told, Facilities staffing and expertise needs to be maintained and improved to prevent future negative impacts on animal welfare and animal-based research endeavours.

# PRESIDENT'S REPORT TO COUNCIL

## December 2024

### Rhodes Scholars

Two University of Saskatchewan (USask) students have been selected to receive prestigious Rhodes Scholarships. USask College of Law graduate Kennedy Marley and current College of Engineering student Colin Dyck will begin graduate programs at the University of Oxford in fall 2025.

This achievement marks the second time in two years that two USask students have been selected to receive Rhodes Scholarships. This brings us to a total of five awards in three years, and 77 in total, a testament to the high calibre of academic, research and teaching opportunities at the University of Saskatchewan.

### International subject rankings

USask has ranked in the top 100 universities in the world in four subject areas, according to the ShanghaiRanking 2024 Global Rankings of Academic Subjects. These areas are Water Resources (29th), Agricultural Sciences (51-75th), Earth Sciences (76-100th) and Veterinary Sciences (76-100th). USask ranked in the top 10 in Canada in 14 of the 25 ranked subject areas, and in the top 200 worldwide in 10 different subjects.

### Celebrating the 20<sup>th</sup> anniversary of the Canadian Light Source

Twenty years ago, USask became the home of Canada's only synchrotron with the launch of the Canadian Light Source (CLS). Today, more than 1,000 academic, government and industrial scientists use the CLS beamlines to shed light on a wide variety of scientific and medical challenges. The 20th anniversary will be celebrated during the 2024/2025 academic year.

## **ohpahotân | oohpaahotaan symposium**

More than 250 people were in attendance at the sixth bi-annual ohpahotân | oohpaahotaan symposium on Nov. 8, a date that also marks Indigenous Veterans Day. The event is hosted by the Office of the Vice-Provost, Indigenous Engagement, and brings the campus community together twice per year to reflect, learn and focus on the implementation of the university's Indigenous Strategy.

## **Lieutenant Governor's Post-Secondary Teaching Awards**

Four USask educators were awarded Lieutenant Governor's Post-Secondary Teaching Awards at a ceremony in Regina on Nov. 28. This award recognizes post-secondary educators in Saskatchewan who have displayed excellence in teaching, primarily at the undergraduate level. I would like to extend my congratulations to Dr. Ben Hoy, Dr. Colin Laroque, Shannon Forrester and Dr. Amrinderbir Singh on this recognition.

## **Research Highlights**

### **USask and Métis Nation-Saskatchewan agreement supports high-impact research**

A recent agreement between USask and Métis Nation-Saskatchewan (MN-S) government aims to enhance research impact for and with Métis citizens. The agreement is a first-of-a-kind partnership that outlines the commitment of both parties to establish the Métis Nation-Institute for Research and Governance at USask. This agreement builds on the existing relationship between MN-S and USask, including the *Memorandum of Understanding: Advancing Métis Post-Secondary Education* (2019) and the *Agreement for Recognizing Métis Nation Citizenship* (2021).

### **USask to host Canadian National Nuclear Energy Management School**

USask will host the Canadian National Nuclear Energy Management School from May 26 to June 6, 2025, in co-operation with the International Atomic Energy Agency and the College of Engineering. This program is the first of its kind in Western Canada. The program provides foundational skills and knowledge regarding the lifecycle of nuclear energy, greenfield nuclear deployment, small modular reactors and other energy-related topics.



## **USask researchers first to move nanorobots through blood vessels**

Micro/nano-robots are a promising, up-and-coming tool that have the power to substantially advance health care. New, promising research from USask may allow micro/nano-robots to overcome the logistical limitations in the human body that previously prevented their widespread use.



# Provost's Report to Council

December 2024

## GENERAL REMARKS AND CURRENT ISSUES

The topic of federal policy changes related to immigration and the consequent impact on USask's international enrolment continues to be on everyone's mind. This has been and continues to be a top priority for me as Acting Provost. As we get to the end of fall term, it's clear that the impact of the federal international student cap on USask is significant. In 2024-25 undergraduate international students will comprise 7% of total undergraduate enrolment down from 9% in the previous year. In people terms, we estimate that there will be 500 fewer international undergraduate students at USask in 2024-25 compared to 2023-24. Colleagues will recognize that fewer international students means that our campuses are less diverse. Through our International Blueprint we assert, "A diverse and inclusive university community fosters an enriched learning environment, characterized by global connections and enhanced intercultural understanding where members feel a strong sense of belonging." In addition to lost opportunity for enriched learning environments, the reduction in international students is directly tied to a reduction in tuition revenue of \$11.7M in 2024-25. Fortunately, this year the annual graduate international enrolment has remained stable, and our domestic undergraduate enrolment has increased.

What we can see ahead is that the undergraduate international enrolment picture will continue to worsen in 2025-26 and we anticipate that we will begin to see a direct impact on the graduate enrolment picture. The extent of impact on international graduate enrolment for next year remains unclear. Early signs appear in the form of applications. Compared to the same time last year, international undergraduate and graduate applications are down substantially.

As of mid-December, the provincial government has not yet been informed by the Immigration, Refugees and Citizenship Canada about the number of provincial attestation letters (PALs) that Saskatchewan will be allocated for 2025. Accordingly, USask has not been informed about what the allocation of PALs will be to our university in 2025. We will continue to work closely with the Ministry of Advanced Education as we did in 2024 to get

to a fair allocation outcome. We also continue to work strategically at recruiting new international students and retaining current international students.

Those of you who attended the Financial Town Hall on November 20<sup>th</sup> presented by Chief Financial Officer (CFO) Deidre Henne will recall that the financial impact of these international enrolment changes has been difficult but that we will balance our budget in 2024-25. Further, the CFO articulated that the USask budget for 2025-26 is balanced with a draw on our reserves.

Moving into the new year, I will be working alongside the CFO and others on finalizing our MOU2, which will provide our financial operating grant outlook to 2028-29. In parallel, the Provost's Office under the leadership of the Deputy Provost is working on a refreshed strategic enrolment plan mapping the next five years. Inside of this enrolment planning, USask will consider how best to balance resources spent on recruitment and retention of international students with time and energy dedicated to domestic students. Some colleges have been more heavily impacted by changes in international enrolment as compared to others. It is also the case that we have opportunities to grow enrolment in some areas and face constraints in other areas. USask will need to approach the refreshed enrolment planning using specific strategies developed to fit college and school-level contexts.

## **UPDATES, ACHIEVEMENTS AND MILESTONES**

A selection of recent accomplishments, achievements and milestones to be celebrated by the USask community are shared below. College and program expansion updates, and numerous celebrations of student, faculty, staff and alumni success are highlighted.

### **Lieutenant Governor's Post-Secondary Teaching Awards**

Congratulations to USask faculty members, Dr. Ben Hoy, Dr. Colin Laroque, Dr. Amrinderbir Singh and Shannon Forrester, on receiving Lieutenant Governor's Post-Secondary Teaching Awards from the Government of Saskatchewan on November 28. These awards recognize post-secondary educators who have displayed excellence in teaching and learning through a commitment to high-quality student learning experiences, teaching innovation and leadership. We are proud to honour the dedication and commitment to student success that you bring to USask.

### **Rhodes Scholars**

We received the news that two USask students have been awarded Rhodes Scholarships, a coveted award that will cover their tuition, fees and a portion of living expenses while they

pursue graduate studies at the University of Oxford in England. I want to offer my congratulations to College of Law graduate Kennedy Marley and current College of Engineering student Colin Dyck on this achievement. This success marks a total of five Rhode Scholarships awarded to USask students in the past three years.

### [ohpahotân | oohpaahotaan symposium](#)

Members from across USask came together to take the time to focus on the university's Indigenous Strategy [ohpahotân | oohpaahotaan](#) in the sixth bi-annual symposium on November 8, 2024.

### **College of Arts and Science Major Declaration changes**

The College of Arts and Science Faculty Council has approved the requirement for Arts and Science students to declare a major prior to having access to register in most senior Arts and Science courses, effective fall 2025. Students who wish to declare their major earlier than the end of their first year will still be permitted to do so. This change will affect all students registering in Arts and Science classes, even those from other colleges; however, it is expected to have no impact on students from other Colleges as they are expected to declare a major prior to their second year of courses.

### **College of Medicine expansion programs update**

Three new programs will be launched by USask's College of Medicine to expand health-care training opportunities in Saskatchewan — a Master of Occupational Therapy, [Master of Physician Assistant Studies](#), and Master of Speech-Language Pathology. The application deadline for the Fall 2025 MPAS intake has closed. There was an enthusiastic response from applicants for the 20 available seats. Curriculum development for the program is ongoing. Pending all required university-level approvals, the MOT and MSLP programs within the [School of Rehabilitation Science](#) are targeted to begin in the fall of 2026. Progress has been made on curriculum design of both programs. OT and SLP community engagement will occur in the coming months to support the implementation of the programs.

### [EdD celebrates first graduating class](#)

The Doctor of Education in Educational Leadership (EdD) program in the Department of Educational Administration welcomed its inaugural graduating class at USask Fall Convocation on Nov. 13. The program was launched in 2019 with the first cohort of students beginning their studies in Spring 2021. The program provides advanced learning

to enhance leadership capabilities for executive leaders, informs practice and develops the capacity of leaders to conduct educational research in their own contexts.

### **USask's BIRM program director celebrated with Indigenous Educator Award**

Nahanni Olson, the director of the Building Intercultural Resilience Mentorship (BIRM) program housed in the Office of the Vice-Provost, Indigenous Engagement at USask has been honoured with an Indigenous Educator Award from Indspire for contributions she's made to Indigenous youth.

### **Premiere business summit to be established at USask**

A significant gift from the Brownlee Family Foundation will support the establishment and operations of the Prairie Business Summit at the USask Edwards School of Business. The event will take place in Saskatoon on May 5-6, 2025, and will delve into how AI is reshaping business and the global economy.

### **USask graduate inducted into Canada West Hall of Fame**

Jacqueline Lavallee (BSKI'02), USask women's basketball assistant coach and former Huskies all-star, is a member of this year's class of Canada West conference Hall of Fame inductees, a remarkable group of eight individuals in four categories.

### **2024 Edwards School of Business Dean's Speaker Series**

In September 2024, Bill Lomax, CEO and President of First Nations Bank of Canada, headlined the 2024 Edwards School of Business Dean's Speaker Series. This annual event showcases inspiring business professionals from around the world and connects them with students, staff, alumni and donors and the greater business community. Watch Bill Lomax's presentation [here](#) or listen via [podcast](#).

### **Diefenbaker Canada Centre launches new exhibit**

The Diefenbaker Canada Centre has launched a new exhibit, "Hunt. Gather. Fish. Explore." This original exhibition, curated by Helanna Gessner, Curatorial, Exhibits and Collections Manager, features John Diefenbaker's collection and community photos and artefact submissions. "Hunt. Gather. Fish. Explore." celebrates the legacy of hunting, fishing, and sustainable sustenance practices and leisure activities in Saskatchewan as they were experienced by Indigenous peoples and John Diefenbaker in the mid-20th century, as well as today's residents and visitors. The exhibition runs until April 30, 2025.

## RECENT APPOINTMENTS

Dr. Yansun Yao has been appointed as Department Head, Physics and Engineering Physics, College of Arts and Science for a term of up to five years, effective January 1, 2025 and up to December 31, 2029.

Tim Hutchinson has been appointed as Assistant Dean, University Archives and Special Collections, University Library for a term of 19 months, effective November 1, 2024 and up to June 30, 2026.

Dr. Angela Lieverse has been appointed as interim Vice-Dean, Faculty Relations, College of Arts and Science for a term of six months, effective January 1, 2025 and up to June 30, 2025.

Dr. Laura Wright has been appointed as acting Associate Dean, Student Affairs, College of Arts and Science for a term of six months, effective January 1, 2025 and up to June 30, 2025.

### Active Searches & Reviews

#### **Searches:**

Senior Leader for the USask University Library

#### **Reviews:**

Dean, College of Agriculture and Bioresources

Please see [here](#) for information on searches and reviews.



**Graduate Students' Association**

**UNIVERSITY OF SASKATCHEWAN – GRADUATE STUDENTS**

**Association**

**December 19, 2024, Report Presented to The University Council**

**Meeting, Venue – Convocation Hall**

**Dear Members of the University Council,**

We bring you warmth. The Graduate Students' Association (GSA) extends its warm regards and shares updates on several impactful initiatives and upcoming events that aim to support and celebrate our vibrant graduate student community. We wish you a joyful and restful holiday season, and for those celebrating Christmas, we send our warmest wishes for a Merry Christmas.

**Fall 2024 GSA-CGPS Need-Based Bursary**

We have reviewed the applications and will contact the successful applicants on December 19. We will distribute the bursaries electronically before the new year.

**Toy and Kids Cloth Drive**

Following the success of our massive warm clothing drive, we have launched a toy and kids' clothing drive, which will run through January 2025. This initiative reflects our commitment to supporting student parents and emphasizes GSA's dedication to establishing a daycare center. This facility will provide a nurturing environment for children while enabling parents to focus on their studies and complete their programs within the allotted time. The toy drive marks a significant step toward realizing the GSA's vision of establishing a childcare center.

**UPass Opt-Out**

The UPass opt-out application is now open through January 17, 2025. Students who are eligible to opt out should fill out the application as soon as possible. Students must opt out every term. GSA has received student feedback that the opt-out criteria are not representative of student needs, and we are in discussions with SaskTransit and USSU about possible changes. We want to clarify that GSA does not exclusively control these criteria, but these are resultant from a long-standing agreement between GSA, USSU, and SaskTransit, which may not be easy to change rapidly without major agreement renegotiations.



**Black History month**

Plans for Black History Month in February 2025 are still under discussion, and this year, GSA has the privilege of being part of the planning committee.

The Graduate Students' Association (GSA) extends its sincere gratitude to the graduate student community. Their collective unity and collaboration, guided by thoughtful and effective leadership, serve as a powerful foundation for achieving shared goals and overcoming challenges. The students united will never be defeated.

**David Ohene-Amoako**

**DO-A**

**President, Graduate Students' Association (GSA)**

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## **University Council Report – December 2024**

### **USSU Executives in Ottawa**

President Krunal Chavda and VP Moses Ahiabu represented the University of Saskatchewan Students' Union (USSU) at Advocacy Week, organized by the Canadian Alliance of Student Associations (CASA), representing over 400,000 students across Canada. During their time in Ottawa, President Chavda, VP Ahiabu, and student leaders from various post-secondary institutions met with ministers, Members of Parliament, senators, and the CASA board of Directors even met with Prime Minister Justin Trudeau to address key student issues. A town hall led by Minister Marc Miller provided critical discussions on immigration and student experiences in Canada. We advocated for substantial investments, including \$250 million annually to expand the Student-Work Placement Program, measures to increase Canada's skilled trades workforce through mandatory apprenticeship hours in federal projects, and adjustments to Tri-Council Agency funding to reflect inflation and ensure graduate program competitiveness. We also called for enhancements to immigration policies, such as doubling Express Entry points for Canadian post-secondary graduates, and the permanent renewal of financial aid limits to ensure education remains accessible. Additionally, the USSU emphasized the need for a \$1.14 billion annual increase in Indigenous post-secondary support programs, providing all qualified Indigenous students can pursue higher education.

Through these efforts, the USSU continues to advocate for policies that create equitable opportunities and long-term success for all students.

CASA Advocacy Document - [Access and Excellence](#) - Powering Productivity and Innovation in Canada's Future Workforce

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## **USSU AGM**

The USSU Annual General Meeting (AGM) took place on November 28, reviewing the organization's performance over the past year. The key highlights were our financial statements, the appointment of our auditors, reports from the executive, and updates on strategic goals and achievements. USSU members engage by voting on proposed amendments to the USSU Bylaw and allowing attendees to ask questions and raise concerns directly with the executive members. This year's AGM was well attended, and many amendments and motions were proposed by students.

## **Exam Goodie Bags**

To support student wellness during the stressful exam season, VP Upkar Singh led the initiative to prepare and distribute exam goodie bags for students. This thoughtful gesture, filled with snacks and essential items, aimed to provide a small boost of encouragement and care during finals. By prioritizing student well-being, the USSU continues to foster a supportive campus environment where students feel valued and cared for during challenging times.

## **Christmas Lounge Decoration Contest**

The festive spirit came alive this season as five college societies competed in the **Christmas Lounge Decoration Contest**, transforming their spaces into magical winter wonderlands. From twinkling lights and sparkling ornaments to creative themes and cozy vibes, each society showcased incredible teamwork and holiday cheer, spreading joy throughout campus. This friendly competition not only brought out the creativity of our student community but also added warmth and festive energy to the season. The USSU applauds the efforts of all participants for making the holidays on campus truly special and vibrant!

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## **USSU Symposium**

The University of Saskatchewan Students' Union (USSU) is excited to host its annual Undergraduate Symposium on **February 26, 2025**. This event recognizes and celebrates the scholarly and artistic works of undergraduate students at the University of Saskatchewan. Beyond providing the opportunity to showcase undergraduate research, the USSU symposium offers a place for students, faculty, and staff to make valuable and long-lasting connections while building community together. Student registration is now open for the symposium, and registration for faculty and staff judges will be circulated shortly. Please get involved!

## **USSU Winter Welcome Week**

The USSU is excited to kick off the new semester with an incredible **Winter Welcome Week** designed to bring students together and beat the winter blues! From an entertaining **Movie Night** and a fun-filled **Karaoke Night** to the elegant **Winter Whiteout Ball**, there's something for everyone to enjoy. Students can also join an engaging **indoor scavenger hunt**, lace up for some **ice skating**, and grab swag and snacks in the Arts Tunnel throughout the week. This vibrant lineup of events offers a perfect mix of fun, community, and connection as students return to campus. By creating moments to relax, celebrate, and make memories, the USSU continues to prioritize student engagement and well-being.

## **Conclusion**

As the year comes to a close, the USSU remains committed to fostering a vibrant, supportive, and inclusive campus community. Whether through advocacy, wellness initiatives, or engaging events, we continue to prioritize the needs and experiences of our students. On behalf of the entire USSU team, we wish you all a joyful holiday season filled with warmth, peace, and connection. **Merry Christmas and a Happy New Year!** We look forward to welcoming everyone back for an exciting and successful year ahead.

Yours sincerely,

Krunal Chavda

President - University of Saskatchewan Students' Union