



**Degree Level Expectations for Graduates Receiving the  
Degree of Bachelor of Science in Nursing  
Second-Entry Program**

**1 Introduction**

The degree level expectations are based on the Ontario Council of Academic Vice Presidents (OCAV) Guidelines for University Undergraduate Degree Level Expectations for Baccalaureate Degree (honours), the College of Nurses (2007) Entry-to-Practice Competencies and the Canadian Nurses Association (2007) Competencies.

In June 2004 the Bachelor of Science in Nursing Program was accredited by the Canadian Association of Schools of Nursing (CASN) for seven years—the longest possible term.

**2 Degree Learning Objectives and Requirements**

**2.1 Overall Learning Objectives**

The Lawrence S. Bloomberg Faculty of Nursing enables its undergraduate students to be:

**Academically excellent**

**Graduates will:**

- Have a strong sense of intellectual integrity and the ethics of scholarship
- Have in-depth knowledge of professional practice
- Reach a high level of achievement in writing, generic research activities, problem solving and communication
- Be critical and creative thinkers, with an aptitude for continued self-directed learning
- Be adept at learning in a range of ways, including through information and communication technologies

**Knowledgeable**

**Graduates will:**

- Examine critically, synthesize and evaluate knowledge across a broad range of disciplines related to health
- Expand their analytical and cognitive skills through learning experiences in diverse subjects
- Have the capacity to participate fully in collaborative learning and to confront unfamiliar problems

**Proficient**

**Graduates will:**

- Have a set of flexible and transferable skills
- Be prepared to practice nursing safely, competently, and ethically
- Have excellent interpersonal and decision-making skills, including an awareness of personal strengths and limitations

## **Active Global Citizen access**

### **Graduates will**

- Be well-informed citizens able to contribute to their communities wherever they choose to live and work
- Have an understanding of the social and cultural diversity of their community
- Have a broad global understanding, with a high regard for human rights, equity and ethics

In order to graduate, each student must have met the requirements outlined in Section 2.2, each of which is based on assessment of specific learning outcomes associated with the learning objectives summarized above.

### **2.2 Requirements to Graduate**

In order to graduate with a BScN degree, students must complete over 2 years a set of courses, which combine lecture, laboratory and clinical components. Because of the nature of the program, all courses are mandatory, and there is no opportunity for students to take an “elective” course in the program, with an exception of the optional international clinical placement at the end of the second year. Students are not allowed to proceed to the second year of the program until all first year courses have been successfully completed with a minimum GPA of 1.7 (or “Pass” in Pass/Fail courses).

#### First year

The content of the first year curriculum focuses on the theory, research, and practice relevant to the care of patients, families and communities. In the first term (fall session), students are introduced to health and assessment skills, nurse patient relationships, health promotion and the determinants of health, therapeutic communication, discipline and professional issues, and concepts of health across the lifespan. Students address the developmental needs of healthy families, children, and seniors. Clinical practice takes place in hospital and community settings. In the second term (winter session), students concentrate on the pathophysiology and care of individuals experiencing acute illnesses that require hospitalization. Concurrently clinical practice occurs in pediatric, mental health and adult medical-surgical units. In the third term (spring session), students are introduced to the theories and concepts guiding community health nursing in Canada and internationally. A course in medical microbiology rounds out the first year curriculum.

#### Second year

In the second year of the program, in addition to the courses on Nursing and the Health Care System: Policy, Ethics and Politics, Research and Scholarship in Nursing and Advanced Nursing Theory, which provide a theoretical basis for practice, students take two consecutive seminar /clinical courses that integrate theory, research into clinical practice. The first concentrates on complexity and persistent illness, and the second focuses on primary health care. Students are required to select a focus and speciality area for practice in which they wish to gain more clinical experience. In preparation for independent practice after graduating, students undertake a 10 week continuous clinical practicum at the end of the program, the purpose of which is to provide opportunities for integrating theoretical and substantive knowledge bases and acquire competence and confidence in clinical skills at the entry to practice level. .

Below are the list of required courses and the breakdown of classroom and clinical hours covered by the courses.

<b>Nursing Course</b>	<b>Classroom</b>	<b>Clinical/Lab</b>	<b>Total</b>
NUR350 - Introduction to Nursing Practice	104	26	130
NUR351 - Introduction to Discipline/Prof	26	0	26
NUR360 - Nursing Perspectives in Health & Wellness Through the Lifespan	50	192	242
NUR370 – Pathophysiology and Pharmacotherapeutics	94	0	94
NUR371 - Intro to Acute Care: Adults	31	136	166
NUR372 - Intro to Identity, Difference and Mental Health Nursing	39	112	151
NUR373 - Intro to Nursing Care Children and Families	31	136	166
NUR390 - Intro to Community Health: Nursing Perspectives	21		21
<b>Entry Year Subtotal:</b>	<b>377</b>	<b>602</b>	<b>975</b>
NUR410 - Policy, Ethics, Politics	26	0	26
NUR420 - Advanced Nursing Theory	26	0	26
NUR430 - Research and Scholarship	26		26
NUR460 - Complexity: Illness and Health	39	312	351
NUR461 - Primary Health Care	39	312	351
NUR470 - Integration	40	372	412
<b>Senior Year Subtotal</b>	<b>196</b>	<b>996</b>	<b>1192</b>
<b>Total: Nursing Courses</b>	<b>573</b>	<b>1588</b>	<b>2167</b>
NUR480 - Optional Clinical Elective	12	222	234
<b>Senior Year Subtotal (with 480)</b>	<b>170</b>	<b>1810</b>	<b>1426</b>
<b>Total: Nursing Courses (with 480)</b>	<b>723</b>	<b>2412</b>	<b>2287</b>

<b>Non-Nursing Course</b>	<b>Classroom</b>	<b>Lab/Tutorial</b>	<b>Total</b>
MPL202 - Medical Microbiology	26	0	26
<b>Total: Non-Nursing Courses</b>	<b>26</b>	<b>0</b>	<b>26</b>
<b>GRAND TOTAL HOURS</b>	<b>749</b>	<b>1588</b>	<b>2199</b>

**Breakdown by Clinical Area**

<b>Area</b>	<b>Classroom</b>	<b>Clinical</b>	<b>Total</b>
Med Surg			
Adults	31	136	166
Children	31	136	166
Mental Health	39	112	151
Maternity	25	96	121
Geriatric/Older Persons	25	96	121
Community	63	312	375
Clinical Electives (varies among students depending on the placement chosen by the students)	79	684	763
<b>Totals (not including optional clinical elective)</b>	<b>293</b>	<b>1572</b>	<b>1863</b>

### **3 Degree Level Expectations for the Bachelor of Science in Nursing**

The Lawrence S. Bloomberg Faculty of Nursing has adopted the six categories of degree level expectations outlined in the OCAV Guidelines. The following section describes how these expectations are relevant for students meeting the degree requirements outlined in Section 2.2.

#### **3.1 *Depth and Breadth of Knowledge***

Students develop a depth of knowledge and critical understanding of the key concepts, methodologies, current advances, theoretical approaches and assumptions in nursing. Nursing courses have a strong basis in nursing knowledge, health and social sciences, humanities, research methods, and ethics. Interdisciplinary approaches are the norm to explore and address the variety of illness experiences students encounter in both their classroom and clinical learning. Because students come into the program with previous university experience, generally a previous degree, they bring an additional breadth of knowledge to their studies. Classroom discussions encourage students to bring their diverse backgrounds to bear on nursing issues and practices to foster the learning of all students. Students also develop an understanding of other professional perspectives and how they intersect with nursing through interprofessional learning opportunities with medical, pharmacy, dentistry, social work, occupational therapy and physiotherapy students. For example, students participate in the pain curriculum, a mandatory 20 hour curriculum, with students from across the health science departments/faculties.

Students develop the ability to gather, review, evaluate and interpret information and acquire a detailed knowledge of and experience in research in nursing. These skills are obtained through learning and applying the principles of evidence based practice throughout their program. The required research course also teaches both research methods and critical appraisal skills. Students with a particular interest in attaining advanced research skills can elect to work with a senior nursing researcher during the summer. This program is made available through a variety of funded opportunities.

#### **3.2 *Knowledge of Methodologies***

Students attain the capacity to evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques. This capacity is fostered through the development of clinical judgment. Students learn to evaluate the appropriateness of different approaches in solving both clinical problems and more abstract problems. In their writing assignments and seminar presentations they are required to demonstrate the capacity to create a sustained argument that is based on clinical/research evidence and a range of theoretical perspectives. Because methodologies change with scientific developments, our students are kept current by leading clinical experts and researchers who are involved in both teaching and curriculum development and renewal.

#### **3.3 *Application of Knowledge***

Because nursing is a practice based discipline, knowledge of methodology and application of knowledge are closely related. The University's rich network of affiliated teaching hospitals and community partners means that students enter a variety of practice setting in hospitals and the community within weeks of entering the program. In these settings, as well as in the classroom, students develop the knowledge, ability and confidence to understand and manage complex clinical situations. The Faculty's Simulation Laboratory provides a controlled and supportive environment for students to apply knowledge and improve their clinical judgment and skill without undue anxiety. Over the course of the program as their abilities progress, students take on more independent work and clinical responsibility in a range of settings.

### **3.4 Communication Skills**

Students engage in a variety of learning opportunities to develop superior communication skills in receiving and providing information orally and in writing. Writing skills are developed through significant writing assignments and the ability to argue effectively is acquired through interactions with peers and faculty.

A significant focus is placed on the acquisition of communication skills in relation to nursing clinical practice. Students learn to establish trust and rapport in interpersonal relationships with patients/clients and team members and learn to demonstrate respect for the values and beliefs of diverse people. Health teaching for individuals and groups, the documentation and verbal communication of care provided, and health and community assessment skills are all learned in the program.

### **3.5 Awareness of Limits of Knowledge**

Throughout the program students are supported to recognize the limitations of their individual experience and knowledge, and to seek guidance from more experienced practitioners. Early in the program students encounter acutely ill patients in hospital. The immediacy of these experiences impresses upon students the importance of recognizing their own limitations to ensure patient safety. The limits of scientific knowledge to maintain human life also become evident.

Students also learn to engage in quality assurance exercises expected of regulated health care professionals in Ontario. These exercises develop students' capacity to assess their own learning needs, to obtain feedback from other health care team members, and to implement and evaluate their learning objectives.

### **3.5 Autonomy and Professional Capacity**

Professional Standards of Nursing demand the exercise of effective decision-making in complex clinical contexts, team work, life-long, self-directed learning, and effective team work. The exercise of initiative, personal responsibility, and accountability is emphasized throughout the program. A large number of competencies in professional nursing relate to ethical practice and professional responsibility and accountability. Students learn to conduct their practice in accordance with the Canadian Nurses Association (2008) *Code of Ethics for Registered Nurses*, the College of Nurses of Ontario (2008) *Practice Standard: Ethics*, and relevant legislation. They also are exposed to a number of ethical frameworks, ethical and legal issues and ethical decision-making processes in the classroom and clinical settings. The Faculty requires adherence to the Code of Behaviour on Academic Matters to ensure that students' behaviour is consistent with academic integrity.

### **3.7 Other Degree Level Expectations**

Students are expected to become active global citizens. Three capacities are required to develop global citizenship: 1) the critical examination of ourselves and our traditions; 2) the recognition that all persons are fellow citizens who deserve equal moral worth and consideration; 3) narrative imagination, the ability to imagine what it might be like to be a person different from oneself. Central themes of the curriculum are diversity, social justice and global citizenship. Students begin by identifying their own diversity, through self-reflection on their family of origin and their own personal differences, in courses focusing on families in the childbearing years and older persons and their families. During these courses, student complete readings and assignments that identify best practices in caring for diverse patients and clients. In addition, a section on Global Health is contained in the course Primary Health Care: Nursing Perspectives course (NUR 461) and a Global Health elective course (NUR 480) is supported by global placements in Canada and internationally.