Collaborative BScN Program Evaluation
2009 – 2010

Program Philosophy & Goals

Submitted to
Collaborative BScN Committee March 4, 2011
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With gratitude to
Dean Mary Bluechardt, Faculty of Health Sciences
For funding our evaluation research

February 2011
Collaborative BScN Program Philosophy

INTRODUCTION

The philosophy of the University of Ontario Institute of Technology and Durham College (UOIT/DC) Collaborative Bachelor of Science in Nursing program is supported and enlightened by pluralistic philosophies/worldviews, including but not limited to, phenomenological, postmodern, & critical social theories which focus on society’s changing health care needs. These perspectives give rise to the core concepts of the nursing program—that of caring and nurturing relationships through being, knowing and doing (praxis).

Caring is the essence of nursing practice; although not unique to nursing, caring is unique in the way the science of caring is actualized in nursing practice (Roach, 2002). We conceptualize caring to include concern for the individual and for their social context as we believe that the person and environment are inextricably connected. Caring, according to Watson (2005, 2008) is the moral imperative, the motivating power underlying all nursing realities and possibilities, which is the attitude and activity of nursing. Bevis and Watson (2000) state that caring is the essence of ethical nursing practice that compels us to act ethically, justly and is an inter-personal interaction, which can be learned. Competence in caring can be acquired, practiced, enhanced, modeled, and evaluated in class and in practicum settings. The concept of caring serves as the organizing framework of our curriculum and is thoughtfully threaded throughout the nursing program. The beliefs, values and assumptions underlying the concept of caring are reflected in the program’s conceptualization of individuals, groups, local and global communities, health and healing, as well as in the teaching-learning process which is informed by various teaching methods encouraging critical thinking, reflection, empowerment, problem solving and inquiry.

PEOPLE

People, as defined in the program, include individuals, families, groups, populations and local and global communities in all their diversity. People’s lives and health are affected by the relationships they have with others. People make choices based on the unique meaning they attribute to their life experiences and are influenced by internal and external factors such as determinants of health, values and dignity.

HEALTH AND HEALING

Health is conceptualized in our program as a personal and a social resource for daily living. Promoting health involves partnering with, and enabling, people to increase control over and to improve their health. Empowerment, whereby people share power, resources and authority for healing, is considered central to health promotion. Health is a constantly changing and holistic human experience exists within all phases and circumstances of living, including illness and dying. Health has physical, socio-cultural, psycho-spiritual, political and economic aspects. Health is also influenced by factors that are intra-personal, relational and environmental. Health and healing is the process of moving towards wholeness, harmony and balance. Health and healing are promoted and preserved through caring relationships that are affirming, enabling, empowering and collaborative.
NURSING
Nursing involves the human capacity to care. Through caring relationships, nurses empower individuals to make the best possible choices for their health by exploring their lived experiences and health goals. Nursing praxis involves people and their experiences with health and healing in their social, economic, political and geographical situation. Nurses are in a unique position to help people understand their health-related experiences and to encourage them to act on their own behalf. Nurses influence society through their leadership in organizations and shaping public policy. The scope of nursing activities has significance locally and globally.

The complex and changing nature of healthcare systems impacts the way that nursing is practiced. As members of a self-regulating profession, (CNO, 2002) nurses are responsible and accountable for their practice to the public and the profession. Nurses have a professional responsibility to participate in life-long learning through critical self-reflection (CNO, 2009a), research and innovation. Nurses practice autonomously and in partnership with other healthcare providers contributing to a holistic perspective of caring.

Nursing knowledge arises out of theory, scientific inquiry and critical reflection on practice. Nurses use theoretical, intuitive, moral and ethical reasoning in caring practice. Nursing as a discipline values multiple ways of knowing. Nursing knowledge emerges from understanding self, is based in practice, and confirmed by theory and research, with each way of knowing, informing and influencing the other.

TEACHING-LEARNING
Teaching-learning is a dynamic process which occurs both formally and informally within a context of caring. Teachers, practitioners, students and people requiring nursing care are co-learners and partners in a collaborative learning process. As teachers, we are committed to fostering a stance of inquiry with students.

Learning is a life-long process of personal and professional growth, which builds on experience, stimulates reflection, and transforms the meaning of life experiences. Reformulation of the meaning of the experience leads to changes in attitudes, feelings and actions. Learning contributes to self-esteem, self-knowledge and self-empowerment. Students bring valuable knowledge and experience to the learning situation. A student’s self-concept is enhanced when s/he has a need to know, when learning is perceived as relevant and meaningful, and when s/he believes in the possibility of success. Learning occurs over time, through a variety of approaches, which are reflected in the diversity of learning activities, informed by pedagogical pluralism.

Revised/Approved at Collaborative BScN Program Committee September 10, 2010
Collaborative BScN Program -- Program Goals & Levelling

Program Goals

1. Practice nursing based on nursing science, Code of Ethics, knowledge and skills to promote health & healing of individuals, families, groups, communities and populations.

2. Actualize professional caring relationships with individuals, families, groups, communities and populations; and, with nursing and interdisciplinary colleagues.

3. Synthesize critical inquiry, scientific inquiry, research and other ways of knowing to develop nursing knowledge and to demonstrate the professional contributions of nursing in healthcare.

4. Champion social justice, in partnership with vulnerable populations; respecting the autonomy of individuals, families, groups, communities and populations.

5. Demonstrate leadership within the domains of practice, policy and quality of work-life for innovation and advancement of healthcare.

6. Commit to critically reflective practice and self-directed learning, within the regulatory context and accountability to the public, to support life-long learning.

Goal #1

Year one – Recognize and explore nursing science, Code of Ethics, knowledge and skills to promote health & healing of individuals, families, groups, communities and populations.

Year two – Selectively apply nursing science, Code of Ethics, knowledge and skills to promote health & healing of individuals, families, groups, communities and populations.

Year three – Demonstrate critically reflective utilization of nursing science, Code of Ethics, knowledge and skills to promote health & healing of individuals, families, groups, communities and populations.

Year four -- Practice nursing based on nursing science, Code of Ethics, knowledge and skills to promote health & healing of individuals, families, groups, communities and populations.

Goal #2

Year one – Initiate professional caring relationships with individuals, families, groups, communities and populations; and, with nursing and interdisciplinary colleagues.

Year two – Demonstrate professional caring relationships with individuals, families, groups, communities and populations; and, with nursing and interdisciplinary colleagues.
Year three – Facilitate complex professional caring relationships with individuals, families, groups, communities and populations; and, with nursing and interdisciplinary colleagues.

Year four -- Actualize professional caring relationships with individuals, families, groups, communities and populations; and, with nursing and interdisciplinary colleagues.

Goal #3

Year one – Explore critical inquiry, scientific inquiry, research and other ways of knowing to develop nursing knowledge and to demonstrate the professional contributions of nursing in healthcare.

Year two – Practice critical inquiry, scientific inquiry, research and other ways of knowing to develop nursing knowledge and to demonstrate the professional contributions of nursing in healthcare.

Year three – Appraise critical inquiry, scientific inquiry, research and other ways of knowing to develop nursing knowledge and to demonstrate the professional contributions of nursing in healthcare.

Year four -- Synthesize critical inquiry, scientific inquiry, research and other ways of knowing to develop nursing knowledge and to demonstrate the professional contributions of nursing in healthcare.

Goal #4

Year one – Investigate social justice, in partnership with vulnerable populations; respecting the autonomy of individuals, families, groups, communities and populations.

Year two – Understand social justice, in partnership with vulnerable populations; respecting the autonomy of individuals, families, groups, communities and populations.

Year three – Advocate for social justice, in partnership with vulnerable populations; respecting the autonomy of individuals, families, groups, communities and populations.

Year four -- Champion social justice, in partnership with vulnerable populations; respecting the autonomy of individuals, families, groups, communities and populations.

Goal #5

Year one – Understand leadership within the domains of practice, policy and quality of work-life for innovation and advancement of healthcare.

Year two – Develop leadership within the domains of practice, policy and quality of work-life for innovation and advancement of healthcare.
Year three -- Apply leadership within the domains of practice, policy and quality of work-life for innovation and advancement of healthcare.

Year four -- Demonstrate leadership within the domains of practice, policy and quality of work-life for innovation and advancement of healthcare.

Goal #6
Year one – Appreciate critically reflective practice and self-directed learning, within the regulatory context and accountability to the public, to support life-long learning.

Year two – Develop critically reflective practice and self-directed learning, within the regulatory context and accountability to the public, to support life-long learning.

Year three – Demonstrate critically reflective practice and self-directed learning, within the regulatory context and accountability to the public, to support life-long learning.

Year four -- Commit to critically reflective practice and self-directed learning, within the regulatory context and accountability to the public, to support life-long learning.

** Students in the RPN to BScN stream build on their prior nursing knowledge and experience, and begin in the BScN program goals at the second year level.

Revised/Approved at Collaborative BScN Committee February 4, 2011
Conceptual Model for Collaborative BScN Program

Practice based on evidence-informed, theory-guided knowledge

Caring Relationships

Critical Inquiry/Research

Social Justice

Leadership

Critically Reflective Life-long Learning

Health & Healing

Professional Nursing Praxis

Development of Self