St. Francis Xavier University

RANKIN SCHOOL OF NURSING
CURRICULUM FRAMEWORK:
COURSE CONCENTRATIONS, THEMES AND CONCEPTS

Course Concentration 1: The Discipline and Professional Practice
The Discipline and Professional Practice: These courses focus on nursing standards, ethics, legal issues, evidence informed practice and collaboration. Three curricular themes and related concepts are introduced and concepts are integrated and applied into nursing practice situations of increasing complexity from Semester 3-Semester 8.

Theme: Professional and Ethical Nursing Practice: Behavior that demonstrates accountability and responsibility within the profession, while adhering to a code of ethics and standards of practice (NSCN, 2020).	
Related Concepts	**ELCs**
Professional Ethics: Refers to the principles, standards, and expectations of a particular profession, which provides guidance for ethical relationships, behaviours, and decision-making. It is used in conjunction with professional standards, best practice, research, laws, and regulations that guide practice (Gregory, 2020; CNA, 2017). "The Canadian Nurses Association (CNA) Code of Ethics for Registered Nurses is a statement of the ethical values of nurses and of nurses' commitments to persons with health-care needs and persons receiving care" (CNA, 2017, p. 2).	1.1,1.15, 2.1, 2.4, 2.7, 2.8, 2.10, 2.14, 7.6, 7.12
Professional Presence: Demonstration of respect, confidence, self-awareness, integrity, optimism, passion, and empathy in accordance with professional standards, guidelines, and codes of ethics. It includes a nurse's verbal and nonverbal communications and the ability to articulate a positive role and professional image, including the use of full name and title. The demonstration of professional presence leads to trusting relationships with clients, families, and communities and effective collaborative relationships in a professional context (adapted from NSCN, 2018, p 2).	1.1, 2.2, 2.5, 2.6, 3.1, 6.4
Legal Issues: Pertains to federal and provincial legislation affecting health and health care, the education of nurses, and the regulation of nursing (Keatings & Adams, 2019).	1.15, 2.1, 2.4, 2.9 2.11, 2.12 2.13, 7.10, 7.13
Theme: Nursing Scholarship: Scholarship refers to a lifelong commitment to rigorous and reflective thinking, questioning, and pursuing answers. It encompasses a full range of intellectual and creative activities that includes the generation, validation, synthesis, application, and/or evaluation of knowledge to advance science and art, teaching, and practice in order to meeting evolving health and health system needs (Boyer, 1990; Canadian Association of Schools of Nursing, 2013; Sevean, Poole, & Strickland, 2005).	
Related Concepts	**ELCs**
Evidence Informed Practice: A continuous interactive process involving the explicit, conscientious, and judicious consideration of the best available evidence to provide care. Involves successful strategies that improve client outcomes and are derived from a combination of various sources of evidence, including client perspective, research, national guidelines, policies, consensus statements, expert opinion, and quality improvement data (College of Registered Nurses of Nova Scotia, 2017; Canadian Nurses Association, 2010a, p. 1)	1.1, 1.4, 1.12, 1.21, 1.22, 1.23, 9.1. 9.7
Critical Inquiry: This term expands on the meaning of critical thinking and clinical judgement to encompass critical reflection in and on action in order to achieve a desired outcome in the context of nursing practice; a purposeful, disciplined, and systematic applied process of continual questioning, logical reasoning, and reflecting through interpretation, inference, analysis, synthesis, and evaluation (Brunt, 2005; College of Registered Nurses of Nova Scotia, 2017, Canadian Council of Registered Nurse Regulators, 2013).	1.5, 2.3,9.6, 9.8
Theme: Leadership "A relational process in which an individual seeks to influence others towards a mutually desirable goal. It [is] not limited to formal leadership roles" (NSCN, 2017, p. 21).	
Related Concepts	**ELCs**
Interprofessional Practice: Signals a focus on regulated professions working in collaboration toward a centralized goal of patient-centered care within complex health care systems. Effective interprofessional practice requires a clear understanding of the persons own role and the role of the other health professions (Petrovskaya, 2019).	4.1, 4.3, 4.5, 6.5 6.9

Collaboration: Interpersonal, interdependent, and interactive process in which people, systems, and communities work together, while utilizing resources, skills, and expertise efficiently to meet the group's shared goals and objectives. Collaboration is willing cooperation that is mutually trusting and respectful, non-hierarchical, and welcoming of varying perspectives. It is characterized by shared planning, decision making, responsibility, and leadership (Bookey-Bassett, Markle-Reid, Mckey, & Akhtar-Danesh, 2017; Breen, 2013; Rakhudu, Davhana-Maselesele, & Useh, 2016; Petrovskaya, 2019).	4.2, 4.4, 5.1, 5.5, 7.2
Care Coordination: Organization and facilitation of the integration of interprofessional and intersectoral health and social care services and resources to provide people-centred, holistic, comprehensive, and cost-effective quality care (Prokop, 2016).	5.2,5.3, 5.4, 5.6, 5.7, 5.8, 6.2, 6.3, 6.8

Semester 3	Semester 4	Semester 5	Semester 6	Semester 7	Semester 8
NURS 206 Foundations of the Discipline and Profession of Nursing (3 Cr)	NURS 231 Fundamentals of Research and Collective Collaborative Practice (3 Cr)	NURS 306 Advanced Nursing Leadership, Management and Evidence-Informed Practice (3 Cr)	*Nursing Elective or Non-Nursing Course (3 Cr)	NURS 406 Preparing for Professional Role Transition (3 Cr)	

Course Concentration 2: The Art and Science of Health and Nursing
The Art and Science of Health and Nursing. These courses focus on broad cognitive, relational and psychomotor skills necessary to provide care to people along the health-illness continuum. Two curricular themes and related concepts are integrated and applied into nursing practice situations of increasing complexity from Semester 3-Semester 8

Theme: Relational Practice Refers to an inquiry that is guided by conscious participation with persons using relational skills including listening, questioning, empathy, mutuality, reciprocity, self- observation, reflection, and a sensitivity to emotional contexts. Relational practice encompasses therapeutic nurse-person relationships and relationships among health care providers. (Adapted from College of Registered Nurses of Nova Scotia, 2013, p.17; Doane & Varcoe, 2007)	
Related Concepts	**ELCs**
Therapeutic Relationship: A relationship the nurse establishes and maintains with a client, using professional knowledge, skills, and attitudes in order to provide nursing care that is expected to contribute to the client's well-being (Canadian Nurses Association, 2017a)	1.3, 3.2, 3.3, 3.4, 3.5, 6.6
Documentation & Reporting: A nursing action that involves oral, written, and electronic accounts of pertinent client data, nursing clinical decisions and interventions, and the client's responses in a health record. Constitutes part of the broader interprofessional documentation that informs the clients health record and supports the exchange of client information among the interprofessional care team (Perry, Potter, Stockert, & Hall, 2017; Nova Scotia College of Nurses, 2017)	3.7, 3.8
Nursing Informatics: Nursing informatics science and practice integrates nursing, its information and knowledge, and their management, with information and communication technologies to promote the health of people, families, and communities worldwide (Canadian Nurses Association, 2017b; Canadian Association of Schools of Nursing, Canada Health Infoway, 2012).	2.8, 3.6, 8.5, 9.4, 9.5
Theme: Health-Illness Continuum A process of change, in which individuals, families and populations, experience fluctuating biophysical, psychosocial, and spiritual states of health and illness throughout the lifespan and across contexts (Adapted from Ryan and Travis (1972) model; Draper et al., 2008).	
Related Concepts	**ELCs**
Holistic Nursing: "The practice of "healing the whole person." This means that nurses should consider a patient's body, mind, spirit, culture, socioeconomic background and environment when delivering care." (Adopted by the Canadian Holistic Nursing Association from the American Holistic Nurses Association, 2017).	1.2, 1.3, 1.24, 1.25, 1.26
Nursing Therapeutics: The knowledge, understanding and application of evidence informed biophysical, psychosocial and spiritual aspects of nursing care, interventions, treatment approaches, and health education across the health-illness continuum (Adapted from Salter, 2000).	1.6, 1.7, 1.8, 1.9, 1.10, 1.11,1.13 1.27

Semester 3	Semester 4	Semester 5	Semester 6	Semester 7	Semester 8
NURS 207 Introduction to Human Functioning, Homeostasis and Nursing Therapeutics (6 Cr)	NURS 232 Alterations in Health and Nursing Therapeutics I (3 Cr)	NURS 307 Alterations in Health and Nursing Therapeutics II (3 Cr)	NURS 332 Advanced Therapeutics for Care of Persons Experiencing Complex Multi-System Health Challenges (3 Cr)	*Nursing Elective or Non-Nursing Course (3 Cr)	

Course Concentration 3: Supporting Health	
Supporting Health: These courses focus on theory and their application related to population health, health promotion and primary, secondary, and tertiary prevention as well as to people experiencing diverse degrees of health and wellness; acute, episodic, and life-threatening challenges; and co-morbidities in diverse settings. Two curricular themes and related concepts are integrated and applied into nursing practice situations of increasing complexity from Semester 3-Semester 8	
Theme: Theory for Practice The use of theories, a set of interrelated concepts and ideas, to guide creative and rigorous thinking in describing, predicting, and explaining nursing practice (Adapted from Kerlinger & Lee, 2000)	

Related Concepts	ELCs
Theoretical Knowledge: Understanding and applying fundamental theories and principles to systematically describe, predict and explain nursing practice (Adapted from Kerlinger & Lee, 2000)	1.3, 1.12, 1.15, 1.16, 1.17., 1.21, 1.22, 6.2, 7.11, 8.3. 8.4, 9.2, 9.6
Applied Theoretical Thinking: The process of applying theoretical concepts and ideas to formulate problem solving approaches or innovative strategies to address complexities arising in nursing practice (Adapted from Kivunja, 2018; Kerlinger & Lee, 2000)	1.3, 1.12, 1.15, 1.16, 1.17., 1.21, 1.22, 6.2, 7.11, 8.3. 8.4, 9.2, 9.6

Theme: Health & Health Equity. Health is broadly defined as "the physical, spiritual, mental, emotional, environmental, social, cultural, and economic wellness of the individual, family, and community" (NCCDH, 2014, p.2), with an emphasis on health promotion, primordial, primary, secondary, and tertiary prevention. Health Equity is **a**n approach to health that aims to improve the health of the entire population and to reduce health inequities among population groups. In order to reach these objectives, it looks at and acts upon the broad range of factors and conditions that have a strong influence on our health (NCCDH, 2014). **T**he pursuit of health equity requires an understanding of social justice, defined as: "Studying and understanding the root causes and consequences of disparities regarding the unfair distribution of society's benefits and responsibilities by focusing on the relative position of one social grouping in relation to others (CNA, 2017a, p.22).	

Related Concepts	ELCs
Cultural Humility: "Process of self-reflection to understand personal and systemic biases and to develop and maintain respectful processes and relationships based on mutual trust. Cultural humility involves humbly acknowledging oneself as a learner when it comes to understanding another's experience" (First Nations Health Authority, 2018).	6.1, 7.14, 9.3
Cultural Safety: An outcome based on respectful engagement that recognizes and strives to address power imbalances inherent in the healthcare system. It results in an environment free of racism and discrimination, where people feel safe when receiving health care" (First Nations Health Authority, 2018).	1.26, 2.5, 6.1, 6.7
Advocacy: "Involves engaging others, exercising your voice and mobilizing evidence to influence policy and practice. It means speaking out against inequity and inequality. It entails participating directly and indirectly in political processes and acknowledging the importance of evidence, power and politics in advancing policy options" (CNA, 2018).	6.10, 7.1, 7.3, 7.4, 7.6, 7.10
Healthy Public Policy: An explicit concern for health and equity in all areas of policy and by an accountability for health impact. The main aim of healthy public policy is to create a supportive environment to enable people to live healthy lives" (WHO, 1988).	6.8, 6.11, 7.8
Population Health Promotion: An approach to health that aims to improve the health of the entire population and to reduce health inequities among population groups. In order to reach these objectives, it looks at and acts upon the broad range of factors and conditions that have a strong influence on our health" (PHAC, 2012).	1.16, 1.25, 1.7, 1.17, 5.9, 7.5, 7.6, 7.11, 9.6
People Centered Care: is an "approach to care that consciously adopts the perspectives of individuals, families and communities, and sees them as participants as well as beneficiaries of trusted health systems that respond to their needs and preferences in humane and holistic ways. People-centered care requires that people have the education and support they need to make decisions and participate in their own care. It is organized around the health needs and expectations of people rather than diseases" (WHO, 2015, p. 11)	1.18, 1.19, 1.20, 5.3, 7.7, 7.9

Health Education: "Consciously constructed opportunities for learning involving some form of communication designed to improve health literacy, including improving knowledge, and developing life skills, which are conducive to individual and community health" (WHO, 1998, p.4). Health education also builds awareness of the social, economic and environmental determinants of health and aims to improve access to health resources (WHO, 2012).	1.10,8.1, 8.2, 8.3, 8.4, 8.5

Semester 3	Semester 4	Semester 5	Semester 6	Semester 7	Semester 8
NURS 208 Foundations of Health and Health Systems (3 Cr)	NURS 233 Care of Families in Transition: Childbearing and Childrearing Years (6 Cr)	NURS 308 Care of Persons Experiencing Acute, Episodic and Life Threatening Mental and Physical Illness Across the Life Course (6 Cr)	NURS 333 Care of Persons Experiencing Acute, Episodic and Life-Threatening Illness Across the Life Course: Physical Health II (6 Cr)	NURS 408 Advanced Population & Public Health (3 Cr)	

Course Concentration 4: Integrating Nursing Roles & Practice
Integrating Nursing Roles & Practice: These courses focus on the application of cognitive, psychomotor, and affective skills gained from content within the other course concentrations and requires the integration of all curricular themes and related concepts. Application occurs through simulated and practice setting experiences.

Semester 3	Semester 4	Semester 5	Semester 6	Semester 7	Semester 8
NURS 209 Integrating Nursing Roles & Practices I: Introduction to Health Assessment and Clinical Nursing Practice **Clinical Application and Lab** (3 Cr)	NURS 234 Integrating Nursing Roles & Practices II: Care of Childbearing & Childrearing Families **Clinical Application** (3 Cr)	NURS 309 Integrating Nursing Roles & Practices III: Care of Persons Experiencing Acute, Episodic, and Life-Threatening Physical and Mental Health Challenges **Clinical Application and Practicum (P/F)** (3 Cr)	NURS 334 Integrating Nursing Roles & Practices IV: Care of Persons Experiencing Complex Co-Morbidities and Chronic Health Challenges **Clinical Application and Practicum** (3 Cr)	NURS 409 Integrating Nursing Roles & Practices V: Exploratory Nursing Practice **Clinical Application** (6 Cr)	NURS 440 Transition to Nursing Practice: Consolidation **Clinical Practicum** (15 Cr)

References

Bookey-Bassett, S., Markle-Reid, M., Mckey, C.A. & Akhtar-Danesh, N. (2017) Understanding interprofessional collaboration in the context of chronic disease management for older adults living in communities: A concept analysis. *Journal of Advanced Nursing 73*(1), 71– 84. https://doi-org.libproxy.stfx.ca/10.1111/jan.13162

Boyer, E. L. (1990). Scholarship revisited: Priorities of the professoriate. The Carnegie Foundation for the Advancement of Teaching. New York: John Wiley & Sons.

Breen, H. (2013). Virtual collaboration in the online educational setting: A concept analysis. *Nursing Forum, 48*(4), 262-270. https://doiorg.libproxy.stfx.ca/10.1111/nuf.12034

Canadian Association of Schools of Nursing, Canada Health Infoway (2012). *Nursing informatics entry-to-practice competencies for registered nurses*. Retrieved from https://www.casn.ca/wpcontent/uploads/2014/12/Nursing-Informatics- Entry-to-Practice-Competencies-for-RNs_updatedJune-4-2015.pdf. Accessed November, 2018.

Canadian Council of Registered Nurse Regulators (2013). *Competencies in the context of entry-level registered nurse practice*. Retrieved from https://www.ccrnr.ca/ assets/jcp_rn_competencies_2012_edition.pdf. Accessed November 2018

Canadian Nurses Association. (2017a). *Code of ethics*. Ottawa, ON: Canadian Nurses Association.

Canadian Nurses Association (CNA) (2018). Policy and advocacy. Retrieved from https://www.cna-aiic.ca/en/policy-advocacy

College of Registered Nurses of Nova Scotia. (2017). Standards of practice for registered nurses. Halifax, NS: Author.

College of Registered Nurses of Nova Scotia (2017a). *Professional boundaries and the nurse-client relationship. Keeping it safe and therapeutic. Guidelines for registered nurses*. Retrieved from https://crnns.ca/wp-content/uploads/2015/02/ProfessionalBoundaries2012.pdf. Accessed January 2018.

Doane, G. H., & Varcoe, C. (2007). Relational practice and nursing obligations. *Advances in Nursing Science, 30*(3), 192-205.

First Nations Health Authority (2018). FNHA's Policy Statement on Cultural Safety and Humility "It Starts with Me". Vancouver, BC: Author. Retrieved from http://www.fnha.ca/wellness/cultural-humility.

Keatings, M. & Adams, P. (2019). *Ethical and legal issues in Canadian Nursing* (4th Ed.). Toronto, Ontario: Mosby Canada.

Kerlinger, F. N. & Lee, H. B. (2000). *Foundations of behavioural research. (4th Ed)*. Belmont, CA: Cengage Learning.

Kivunja, C. (2018). Distinguishing between theory, theoretical framework, and conceptual framework:

Körner, M., Bütof, S., Müller, C., Zimmermann, L., Becker, S., and Bengel, J. (2016). Interprofessional teamwork and team interventions in chronic care: A systematic review. *Journal of Interprofessional Care 30*(1), 15-28. https://doi-org.libproxy.stfx.ca/10.3109/13561820.2015.1051616

National Collaborating Centre for Determinants of Health. (2014). *Glossary of essential health equity terms.* Antigonish, NS: National Collaborating Centre for Determinants of Health, St. Francis Xavier University.

Nova Scotia College of Nurses (2020). *Entry level competencies for the practice of Registered Nurses.* NS: Nova Scotia College of Nurses.

Nova Scotia College of Nurses (2017). *Standards of practice for registered nurses.* Retrieved from NSCN website: https://cdn1.nscn.ca/sites/default/files/documents/resources/RN%20Standards%20of%20Practice.pdf

Petrovskaya, O. (2019). Issues in interprofessional practice. In C. McDonald & M. McIntyre (Eds.) *Realities of Canadian nursing: Professional, practice, and power issues.* Wolters Kluwer.

Prokop, J. (2016). Care coordination strategies in reforming health care: A concept analysis. *Nursing Forum, 51*(4), 268-274. https://doi-org.libproxy.stfx.ca/10.1111/nuf.12157

Public Health Agency of Canada (2012). What is population health? Retrieved from http://www.phacaspc.gc.ca/ph-sp/approach-approche/index-eng.php#What.

Rakhudu, M. A., Davhana-Maselesele, M., & Useh, U. (2016). Concept analysis of collaboration in implementing problem-based learning in nursing education. *Curationis, 39*(1), e1–e13. https://doi.org/10.4102/curationis.v39i1.1586

Rootman, I. & Gordon-El-Bihbrety, D. (2008). A vision for a health literate Canada. Canadian Public Health Agency. Retrieved from https://www.cpha.ca/sites/default/files/uploads/resources/healthlit/report_e.pdf.

Thomson, K., Outram, S., Gilligan, C., & Levett-Jones, T. (2015). Interprofessional experiences of recent healthcare graduates: A social psychology perspective on the barriers to effective communication, teamwork, and patient-centered care. *Journal of Interprofessional Care, 29*(6), 634–640. https://doi-org.libproxy.stfx.ca/10.3109/13561820.2015.1040873

World Health Organization (1988). *Adelaide recommendations on healthy public policy.* Retrieved from: http://158.232.12.119/healthpromotion/conferences/previous/adelaide/en/index6.html

World Health Organization (1998). *Health promotion glossary.* Geneva. Retrieved from https://www.who.int/healthpromotion/about/HPR%20Glossary%201998.pdf?ua=1.

World Health Organization (2012). *Health Education: Theoretical concepts, effective strategies and core competencies.* Cairo: WHO Regional Office for the Eastern Mediterranean. Retrieved from https://applications.emro.who.int/dsaf/EMRPUB_2012_EN_1362.pdf

World Health Organization (2015). WHO global strategy on people centered & integrated health services. Retrieved from https://apps.who.int/iris/bitstream/handle/10665/155002/WHO_HIS_SDS_2015.6_eng.pdf