



# **MASTER OF SCIENCE IN NURSING MScN (Professional Practice Leadership)**

**Joint MScN Program Proposal**

**Faculty of Health Sciences, UOIT –DC Collaborative Nursing Program  
Trent/Fleming School of Nursing, TrentU**

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## 1. Introduction

### 1.1 Background

In response to current and emerging trends in health care delivery, nursing practice, and health care workforce needs, the University of Ontario Institute of Technology-Durham College (UOIT-DC) Nursing Program and the Trent-Fleming School of Nursing (TFSON) formed a partnership in 2015 to design and implement the proposed Masters of Science in Nursing (MScN) program. The MScN will focus on Professional Practice Leadership. Professional practice leaders are responsible for ensuring and implementing expert practice, facilitating professional development, providing leadership, and research; also they are often charged with quality assurance and safety<sup>1</sup>. The MScN program will prepare graduates to contribute to an increasingly complex health care sector by providing an education that includes mentorship, interdisciplinary opportunities, and experiential learning through research, projects, and class assignments. Graduates of the program will be granted an MScN by UOIT in collaboration with Trent University, or a MScN by Trent University in collaboration with UOIT.

There are two unique aspects of the proposed program ensuring that the program is appealing to potential candidates. First, the program will offer a full course focused on informatics, an emerging subject in nursing and health care. The impact of informatics in nursing has yet to be fully realized, and attention to this will contribute to the employability of our graduates in an evolving healthcare environment. Second, the MScN will be an online program, with a time-efficient residency component, to ensure that current professionals with high working demands are able to pursue this program. The residency will facilitate the establishment of a cohort relationship amongst students and facilitate project or thesis work. Faculty will also use the residency as a pre-assessment of students' level of proficiency in accessing and using the online learning platform such that the necessary training accommodations can be made for our mature students who may not have sufficient experience utilizing this type of platform. Together these aspects align with the foci of Trent University to "prepare students to make significant contributions to an increasingly complex world"<sup>2</sup> and the Strategic Plan Challenge at UOIT to "produce and inspire future leaders who have real-world skillsets"<sup>3</sup>.

The UOIT-DC/TFSON affiliation capitalizes on several important factors that further support the joint proposal for an MScN in Professional Practice Leadership including the:

1. geographic proximities of the institutions (both reside in the Central East LIHN, Trent University also has a site in Oshawa situated in close proximity to UOIT and DC campus);
2. number and interest of shared practice partners (see Appendix A)
3. benefit for working Registered Nurses, both programs, and the communities they serve who currently do not have access to a locally based graduate nursing program;
4. experience of both partners with successful collaborations; and
5. support from their respective institutions to form this partnership.

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<sup>1</sup> Lankshear, S., et al. (2013). "Professional practice leadership roles: The role of organizational power and personal influence in creating a professional practice environment for nurses". *Health Care Manager Review*, 38(4), 349-360.

<sup>2</sup> Trent. (2017). *Trent University's Vision and Mission*. [http://www.trentu.ca/newsevents/newsreleases\\_100625bog.php](http://www.trentu.ca/newsevents/newsreleases_100625bog.php)

<sup>3</sup> UOIT. (2017). *2017-2022 Strategic Plan: Challenge, Innovate, Connect*. <https://www.uoit.ca/about/office-of-the-president/strategicplanning/index.php>.

Respective practice partners of both UOIT-DC and TFSON were engaged in the development of the program. Collaboration on program development has been ongoing since 2015, with multiple meetings with practice partners and stakeholders. This has resulted in a program proposal that meets the existing and emerging regional needs of the healthcare sector (in various contexts) as well as the needs of our graduates from the nursing programs at both institutions. The joint development of the program has served to further strengthen the UOIT-DC – TFSON partnership. Both partner institutions have agreed to have, at minimum, quarterly meetings with the necessary faculty and staff supporting the MScN to discuss any issues that may arise. With regard to student supports at each institution, student level of preparedness, and other such student related issues, cases will be marked and noted for resolution at quarterly meetings, or additional meetings may be set to accommodate. Further, as the budget models for both institutions vary, the Planning and Budgeting officers from each institution will attend meetings when necessary to collaborate on the efficiency of each model.

The collaborative MScN program reflects the philosophical underpinnings of the undergraduate programs at both UOIT-DC and TFSON. Both programs build on a critical theoretical perspective with principles of social justice underpinning the curriculum and pedagogical approaches. As outlined in their Strategic Mandate Agreements, both institutions design and implement programming that acknowledges basic legal, civil, and human rights. In addition we strive, in our programs, to facilitate a deeper acknowledgement and understanding of the lived realities created by inequity and inequality and their impact on health. This involves, a consideration of the impact of social determinants of health in order to effect direct patient care, shape health care systems, and inform health policy recognizing the needs of all people and communities. Wherever possible, we will also create awareness of the recommendations of the Truth and Reconciliation commission, particularly with respect to closing gaps in health outcomes for Aboriginal peoples, creating opportunities for Aboriginal peoples to receive health care training, recognizing the value of Aboriginal healing practices, and increasing awareness of intercultural competency, conflict resolution, human rights, and anti-racism. Our uniquely close collaborations with community partners allow both institutions to extend experiences within academic programming into direct action within our communities and beyond. (Please see section 1.4 below for additional details).

Ideally, the target implementation date for the first residency is the Spring/Summer term of the 2018/2019 academic year. Students of the MScN program will enrol in either a project stream (33 credits) or a thesis stream (33 credits). Both streams are equivalent to two years of full-time study, require the completion of a set of required courses with a focus on professional practice leadership, and the option to complete either a project or a thesis. This layout provides students with the opportunity to apply their coursework to specific areas of practice and build leadership competencies that align with their individual career goals. Thesis and project work will be grounded in the domain of professional practice leadership. Project stream students will develop projects with real-world impact supported by the identification of an onsite mentor, to assist with project guidance. The onsite mentor will be someone who works within the student's area of interest, identified prior to the project course commencing, and will normally be at the student's workplace or within their geographical region. Within the project course, the mentor will provide leadership mentoring to complement the academic mentoring and coordination provided by the

project course coordinator. The thesis stream is for students who would like to engage in and learn more about research, as well as students with academic career aspirations (e.g. teaching, pursuing further graduate education, etc.). Although it is 3 additional credits due to the thesis, there is no additional cost to the student as the project stream needs to take an additional 2 electives.

The experience and knowledge gained through required and elective course work as well as through completion of the research thesis or project will position graduates of MScN to:

- a) Practice with nursing core values incorporating both holism and social justice perspectives;
- b) Occupy and/or engage leadership positions in healthcare, government, and other health related settings;
- c) Provide Nursing leadership in a variety of settings (academic, clinical, and administration).
- d) Lead and support policy change at all levels;
- e) Lead health care delivery system redesign/design, implementation, and evaluation of changes;
- f) Manage health systems that include information systems/technology, evidence-based practices, information, and outcomes management;
- g) Provide expertise in management, legal and ethical issues, and strategic and organizational planning;
- h) Engage in and guide change at varying levels (e.g. unit change, organizational change)

Practice is an integral component of the nursing profession. Undergraduate nursing education provides an important segue to graduate nursing education. The latter is “often associated with advanced clinical nursing roles rather than the full range of professional roles performed by master prepared nurses”.<sup>4</sup> The concept of professional practice has its roots in the Greek word *praxis*, identified by Aristotle as knowledge regarding action, concerned with particulars, and acquired by experience<sup>4</sup>. The proposed MScN program will prepare nurses at a graduate level to take on leadership roles in professional practice with particular attention to experiential learning in a health care system that continues to experience significant and ongoing transformation.

## 1.2 Unique Features of the MScN Program

The collaborative MScN program offers a number of unique features that sets it apart from other MScN degree programs currently being offered.

- a) **Dual admission streams.** The program will offer dual-admission streams. Stream A will be for students who have a BScN. Stream B will attract diploma prepared nurses with considerable experience in the health care system.
- b) **Health Informatics (HI) and Technology :** UOIT is home to cutting-edge HI researchers. These researchers will be positioned to prepare students to identify, develop, and manage health-care information systems that support the latest in administration, management, policy, training, and clinical management and research. In addition the Science, Technology, Engineering, and Mathematics focus of UOIT will position students to engage in innovative multidisciplinary work.

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<sup>4</sup> CASN (2015). *Nursing Practice in Master's Education*. Retrieved from: <https://www.casn.ca/wp-content/uploads/2014/10/Nursing-Practice-in-Masters-paper.pdf>

- c) Accessibility: The combination of online education with the physical catchment area of both UOIT and Trent University will naturally allow for more increased opportunity for Registered Nurses' in rural populations to pursue a MScN. The Trent/Fleming School of Nursing has more than 15 years of experience in teaching online nursing courses. The online nature, and relationships with surrounding communities could create pathways never before envisioned for nurses working in rural areas.
- d) Graduates will be well prepared to manage change and work within dynamic and transforming health care systems.
- e) Partnership Program (UOIT-DC & Trent-Fleming) with Community Practice Partners
- f) Mentorship Component (Practice Partners)
- g) Interdisciplinary learning environments and culture. The program offers opportunities to learn with and from other professionals.
- h) **Hybrid delivery model:** Intensive one week residency at the beginning of year one (Spring/Summer [May or August]); the remainder of the program will be offered online. The residency is built to support student success, giving students the space to foster relationships with student peers, faculty, and staff. While the mainly online component of the program provides the flexibility for working professionals to pursue the post-graduate education successfully. Teaching and supervision in tandem with academic mentors and practice partners.

### 1.3 Alignment with Mission and Vision of the Institutions

The proposed MScN is consistent with, and contributes to, the overarching vision and mission of both UOIT and Trent University. The vision of UOIT is to advance "...the discovery and application of knowledge that accelerates economic growth, regional development and social innovation and inspires graduates who will continue to make an impact on the world, as it is and as it will be."<sup>5</sup> Trent University encourage[s] and celebrate excellence and innovation in teaching, learning, research and student development" and "strive[s] to make valued and socially responsible contributions to our local communities, to Canada, and to the world"<sup>6</sup>. The MScN program itself reflects these vision in it's responsiveness to an existing regional need, while the learning outcomes, development process, and the proposed collaboration with educational and health care institutions, are fully consistent with this vision. Furthermore, the graduates will be prepared to respond to current needs and practice issues, as well as emerging needs within health care settings in a collaborative and interdisciplinary manner.

The proposed MScN is consistent with all of the UOIT mission statements:

- *"Provide superior undergraduate and graduate programs that are technology enriched and responsive to the needs of students and the evolving workplace"*<sup>5</sup>

Through the creation of an online, flexible MScN program, responsive to the needs of professionals and the workplace, with a focus on health informatics, graduates will be well positioned to be leaders in the future of healthcare.

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<sup>5</sup> UOIT. (2017). *University Vision, Mission and Values*. Retrieved from <https://uoit.ca/about/university-vision-mission-and-values.php>.

<sup>6</sup> Trent (2017). *Strategic Mandate Agreement (2017-20)*. Retrieved from: <https://www.trentu.ca/president/communications>

- *“Conduct research that creates knowledge, solves problems, results in economic and social innovation, and engages students”<sup>5</sup>*  
Providing the option of a project or thesis stream, students will be supported to contribute to scholarly activities and inquiry that address practice driven questions and needs. The mentorship component of the program will engage students in connecting classroom based learning to ‘real-world’ application.
- *“Develop academic and research collaborations with industry and community that stimulate and enhance the region and university at home and abroad”<sup>7</sup>*  
By working collaboratively with existing practice partners, program faculty, staff and students will further develop both academic and research relationships with industry and community partners at local, regional, and provincial levels. Coordinating the creation of this program with multiple institutions will lead to an advancement of nursing research in the region and on a national level.
- *“Facilitate life-long learning that is flexible, inclusive, and emphasizes college - university transfers.”<sup>8</sup>*  
Given that many of the potential students for this program will be engaged in full or part time employment, and some may not have completed a bachelor’s degree, flexible options have been created that reflect the need to reach these groups (e.g. part time, prior learning recognition).
- *“Cultivate a dynamic learning environment for students by promoting social engagement, fostering critical thinking, and integrating experiences inside and outside the classroom.”<sup>9</sup>*  
Integrating students into existing health science classes fosters interdisciplinary education. And conducting research and projects will provide opportunities for students to apply knowledge outside the classroom in diverse contexts.

In relation to the mission statements of Trent University, one of the missions is to: “Prepare students to make significant contributions to an increasingly complex world by providing them with a distinctive liberal arts, science or professionally focused education, which is enhanced by global perspectives, experiential learning and interdisciplinary approaches to personal and professional development.”<sup>6</sup> This proposed Masters degree for nurses, with a focus on professional practice leadership, will “Prepare graduates to make significant contributions to an increasingly complex health care sector by providing them with a distinctive education, which is enhanced by global perspectives, experiential learning and interdisciplinary approaches to develop their personal and professional capacity to:

- Occupy and/or engage leadership positions in healthcare, government, and other health related settings;
- Manage health systems that include information systems/technology, evidence-based practices, information, and outcomes management;

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<sup>7</sup> Ibid

<sup>8</sup> Ibid

<sup>9</sup> Ibid

- Lead and support policy change at all levels;
- Lead health care delivery system redesign/design, implementation, and evaluation of changes.

Another of Trent's mission statements is to "Develop strong partnerships and collaborations with external communities, professions, and other institutions, as well as within our Colleges, departments, and programs."<sup>10</sup> The proposed MScN program is a collaborative endeavour between the two-university/college partnerships and in collaboration with the larger health care institutions in both the Durham and Peterborough Counties.

This proposed Masters degree for nurses, with a focus on professional practice leadership, will prepare graduates to contribute to an increasingly complex health care sector by providing an education that includes mentorship, interdisciplinary opportunities, and experiential learning through research, project, and class assignments. The collaborative approach to the MScN program, engaging two post-secondary nursing programs (UOIT-DC, Trent-Fleming) signifies the potential for meaningful partnerships that will impact the health of individuals and communities and contribute to expanding research programs in both Durham and Peterborough Counties. Furthermore, the collaboration with health care institutions (e.g. Durham Public Health, Lakeridge Health, Ontario Shores, Peterborough Regional Health Centre, Peterborough City/County Public Health Unit, Ross Memorial Hospital, Northumberland Hills Hospital) will contribute to the impact on the local communities.

#### **1.4 Alignment with Provincial Strategic Mandate Agreements and Demonstrating Program Impact**

In relation to the Strategic Mandate Agreements (SMA), both the Health Sciences (including nursing) and social justice are highlighted as areas of institutional strength for both UOIT<sup>11</sup> and Trent University<sup>12</sup>. In relation to UOIT, growth within Health Sciences programming is identified as a proposed area of growth in the UOIT SMA. Trent University's SMA highlights Nursing as a program area of strength. In addition, two of Trent University's identified program areas of expansion are in alignment with this proposed program: 4. Social Justice and Global Development and 5. Health, Culture and Society.

The approach to teaching in the proposed MScN will be innovative, the degree is designed to increase access to graduate nursing studies, build on partnerships with local institutions, and incorporate application of knowledge in practice. In collaboration with our community partners, interdisciplinary research training opportunities will ensure that graduates are well prepared to take on leadership positions within the healthcare sector. To allow for this level of training, the program has been designed for community partners to have a direct role in the education of our students. Beginning with the first core course in the program map, students will have the

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<sup>10</sup>Ibid. page 4

11. UOIT. (2018) Strategic Mandate Agreement. Retrieved from:

<https://shared.uoit.ca/shared/departement/opp/Governance/Office-of-the-Provost/university-administrative-council/documents/2018/UOIT%20SMA%20Final%20December%2021%20-%20For%20publication.pdf>

12. MTCU, Trent University (2014). Strategic Mandate Agreement (2014-17). Retrieved from:

<https://www.trentu.ca/vpacademic/initiatives/strategic-mandate-agreement>.



opportunity to learn directly from qualified community partners. In both the thesis and projects streams, students are expected to become effective research brokers in both professional and research settings. It is critical that students have the scholarly ability to evaluate and implement best practices for knowledge synthesis, dissemination and exchange, as described in the CIHR knowledge translation framework<sup>13</sup>. Students will be provided with a foundational understanding of knowledge translation and given opportunities to practice this, in order to ensure that graduates can effectively apply their knowledge in practice. Exposure to interdisciplinary perspectives through program content, course design, and interactions with community partners will prepare graduates of this MScN program to be effective Professional Practice Leaders.

The need to “capture institutional strength in program delivery methods that expand learning options for students and improve the learning experience and career preparedness” is addressed in Section 2 (Teaching and Learning) of both UOIT’s and Trent’s SMA. Offering an online MScN, with a short residency component will make this program a viable option for students living in rural regions who may be unable to commit to taking studies in an urban centre or travelling for classes on a regular basis. Metrics, which will demonstrate program impact, that will improve through the creation of this program are:

- The number of students participating in experiential learning opportunities
- An increase in the number of online courses and registrations
- Student and host satisfaction rates with experiential learning opportunities.

The proposed program is consistent with section 6 of UOIT’s and Trent’s SMA - Institutional Collaboration to Support Student Mobility. This program will be offered through a collaboration of two university/college partnerships (UOIT/Durham and Trent/Fleming). These institutions have long-standing and successful collaborations for their Bachelor of Science in Nursing degree programs. The advantages of having multiple collaborations involved includes access to the support and expertise of a diverse faculty, increased regional access to programming, an awareness and responsiveness to the unique regional needs, geographic proximity and relevancy for students, the promotion of lifelong learning at local institutions, as well as access to existing infrastructure at all institutions. These are two of the most integrated and successful nursing program university/college partnerships in the province. Specifically, metrics represented in both SMAs<sup>14, 15</sup> which will be improved, through implementation of this program, are increases in:

- The number of joint programs established between Trent University and UOIT
- The number of new students attracted to joint UOIT-Trent programs
- Financial efficiencies achieved through collaboration between UOIT and Trent University

### **1.5 Alignment with Strategic Planning**

The proposed MScN aligns with existing strategic plans at both UOIT and Trent University in relation to the nursing programs. The creation of the MScN will increase the capacity for nursing research within and across the collaborative partnerships. We anticipate a positive impact on the average total research funding per full-time faculty as well as total research investment from social enterprises.

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13. CIHR (2012). *Moving into action: We know what practices we want to change, now what? An implementation guide for health care practitioners*. Retrieved from: <http://cihr-irsc.gc.ca/e/45669.html>.

While UOIT is currently in the process of updating the Nursing Strategic Plan, the proposed MScN aligns with the previous Strategic Plan and is reflective of the recommendations from a recent Undergraduate Program Review. It will support the involvement of UOIT-DC experts in research, provide opportunities to expand programs of research, and provide access to graduate students. This will assist faculty in expanding their individual and collective programs of research and increase the awareness of faculty research, bringing it to the broader community of front line and administrative leaders, which will have the potential to expedite the uptake and translation of knowledge into practice.

The proposed MScN is congruent with, and builds upon, existing resources from current UOIT FHSc graduate programs – including the Masters of Health Science (MHSc) and the Workplace Disability Prevention (WDP) Graduate Diploma. UOIT has been offering a MHSc since 2010 and there are well-established courses in Health Research Approaches, Biostatistics and Qualitative Research Methods. These courses can be adapted to be run online for similar courses in the MScN. The faculty has a solid record of accomplishment in MHSc supervision, having graduated 104 Masters students to date. The new WDP Graduate Diploma is fully on-line, and has two courses: HLSC 5040G Studies in Work Disability Prevention and HLSC 5413G, Occupational Ergonomics and Work Disability Prevention that will serve as relevant electives for the MScN students. Further, Trent's faculty are qualified and experienced in delivering core courses in Quantitative and Qualitative Research Methods and Statistics as evidenced through teaching successes in Queen's University's online MN-NP program.

The proposed MScN is also congruent with the Strategic Priorities (2014-19) of the Trent/Fleming School of Nursing. These include: "Become a network of excellence for nursing and social justice" and to realize this, one of our goals (2.1) is to "be recognized for our unique, integrated framework for nursing and social justice" and that "We have a unique Master's degree with a concentration in nursing and social justice."<sup>14</sup>

Within the FHSc at UOIT, the UOIT-DC Nursing Program, and the TFSON, there are a number of small research clusters in areas relevant to professional practice. For example, experts at both institutions explore mental health awareness and healthcare simulation; UOIT's University Student Mental Health Awareness Research Team (U-SMART) assesses determinants of mental health in undergraduate students; experts from UOIT, DC, and Trent investigate how simulation training through serious gaming can be used to improve the way first responders respond to individuals with mental illness, and more. UOIT faculty have developed Mindsight, a free on-line resource to teach people about mental illness, and a new mindfulness online resource. Experts at Trent have created an Application that connects students to mental health services in their community. Due to their breadth of faculty with mental health expertise, Trent also has a graduate diploma in mental health and addiction approved and forthcoming in 2018. Currently UOIT is recruiting a Canada Research Chair in Simulation who will be well positioned to advance research and mentor students and faculty in the use of simulation for improving professional practice.

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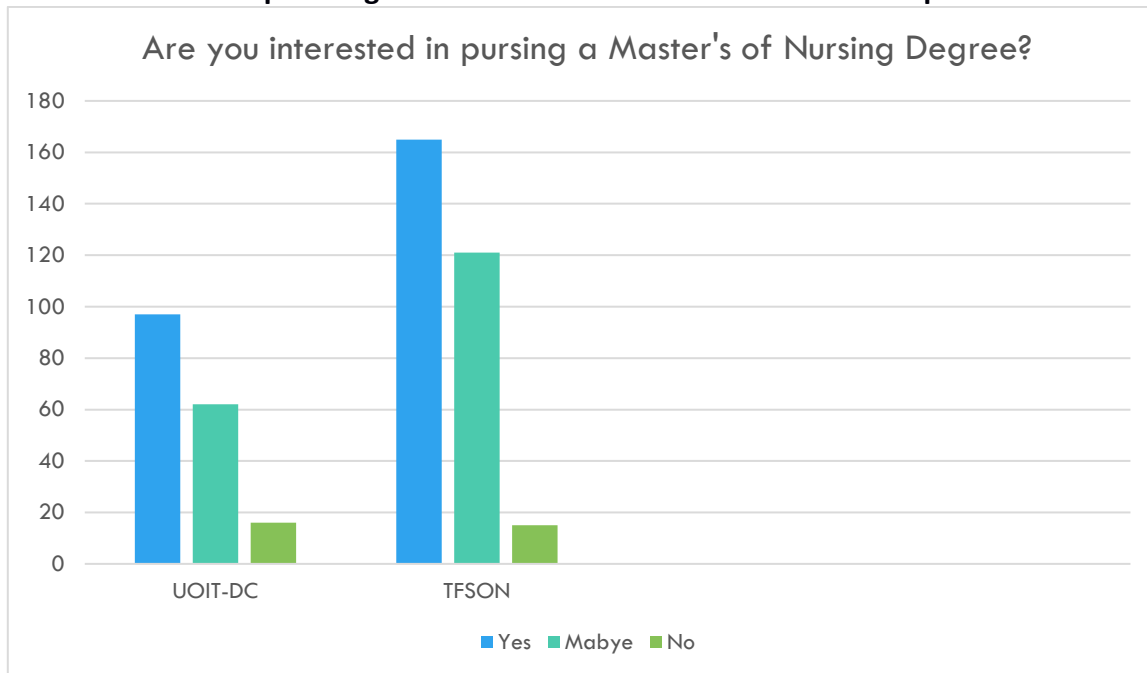
<sup>14</sup> Trent (2014). *Preparing Nurses to Foster Social Change: The Strategy for the Trent-Fleming School of Nursing 2014-2019*. <http://www.trentu.ca/nursing/documents/TFSONStrategicPlan2014-2019.pdf>

**1.6 Student Demand**

As noted earlier, prospective students will be those individuals currently in good standing as Registered Nurses practicing in various positions within regional health care agencies/institutions and government. This may include nurse managers, nurse educators, and professional practice leaders, as well as front line registered nurses who wish to advance their knowledge and skills. Demand for a program with a focus in Professional Practice Leadership within the nursing profession was clearly communicated in discussions with practice partners.

Both UOIT-DC and TFSON surveyed students in relation to their interest in pursuing a MScN in the spring of 2017 (see Table 1). UOIT-DC surveyed former graduates and 4<sup>th</sup> year nursing students (n=175), specifying their interest in pursuing a MScN at UOIT-DC. Recurring comments were: “I love the idea of a new Masters program” and “Wish you had this sooner.” Trent University also surveyed students and graduates; 143 students and 156 Graduates responded to the survey (n=299). When asked about their preferred mode of delivery, 32.3% favoured online only and 52.7% favoured a hybrid format, which combined face-to-face and on-line learning.

**Table 1. Interest in pursuing an MScN Professional Practice Leadership.**



**1.7 Proposed Admissions**

A total of twenty students will be admitted to the MScN on a yearly basis (see Table 2); approximately 10 students will be admitted through UOIT-DC admissions and an additional 10 students through TFSON. The year of operation being 2018/19 initially is due to the fact that students begin their program in the Spring which is the end of the Academic Year. The initial class sizes are not expected to exceed 20 students. However, some MHSc students may choose to enroll in some of the nursing courses (e.g., Health Research Approaches or Biostatistics) because they are offered online, which may increase the class size to 25. While this may increase class size to some extent, it will also add an element of interdisciplinary education. The converse holds true as well: if

a student has the flexibility, they could take the face-to-face version of these two courses should they wish to. Students will begin their studies in the Spring/Summer term of the academic year.

**Table 2. Projected enrolment by year of operation and program year at UOIT\* and Trent University**

Year of Operation	MScN Year 1 UOIT	MScN Year 1 TrentU	MScN Year 2 UOIT	MScN Year 2 TrentU	Total Enrollment
2018/2019	10	10	0	0	20
2019/2020	10	10	10	10	40
2020/2021	10	10	10	10	40
2021/2022	10	10	10	10	40
2022/2023	10	10	10	10	40

\*These are numbers of students not FTE course equivalents

### 1.8 Societal Need for a MScN

A Masters of Science in Nursing (Professional Practice Leadership), especially in the Durham and Peterborough areas, is timely given several current contextual factors that require specially prepared leaders in nursing practice. The current Canadian health care context is undergoing reform with increasing attention on the provision of community care, primary health care approaches across all domains of practice, as well as a focus on the social determinants of health and health equity. This requires health system transformation, and nursing professional practice leaders are required to further this agenda. Despite high graduation rates, there is a tightening and compromised nursing labour market<sup>15</sup>. In fact, there is an expected shortfall of almost 60,000 FTE Registered Nurses by 2022 in Canada. There are important trends influencing leadership and health care delivery within complex healthcare settings including quality/safety initiatives, restructuring and redesign (e.g., program management), and changing scope of practice. MScN programs that are responsive to the shifting landscape of nursing and health care are essential in preparing existing and future health care leaders. In addition, new and ever-changing technologies are being incorporated in healthcare environments to maximize patient safety and access to care. These elements create complexities at the interface of practice and information technology (Health Informatics). As well, the use of technology, clinical guidelines, information systems, and data management practices, require professional practice leaders in nursing to know how to optimize the collection, storage, and use of information with patients, and in healthcare.

Reflecting these factors, the purpose of the proposed MScN in Professional Practice Leadership program is to prepare graduates who (1) are grounded in the core knowledge of the discipline of nursing; (2) are able to enact advanced leadership roles in nursing practice and health systems more broadly; and (3) have substantive knowledge in the domain of nursing practice, health systems, health informatics, and policy. The program is designed to the promote evidence-informed practice in the many contexts in which master's prepared nurses influence the delivery of care, the advancement and application of knowledge, and the evolution of policy and system change.

<sup>15</sup> Canadian Nurses Association (2009). *Tested Solutions for Eliminating Canada's Registered Nurse Shortage*. Ottawa. Author.

It is the responsibility of a graduate program to create a conscientious scholar whose research is just, rigorous, and useful to society. A MScN graduate trained to be cognizant of the ways in which the social determinants of health, including, but not limited to ethnicity, socioeconomic status, disability, sexual orientation, migration status, age, and geography, intersect to determine health outcomes will be better able to meet the societal need for appropriate health care delivery. The proposed program will create a scholar who integrates Sex-and Gender- Based Analysis into their work to reflect the type of rigorous science which expands our understanding of health determinants for all people. Dr. Michelle McIntosh, Associate Professor/Trent, brings expertise in the area of sex and gender based analysis/research. Wherever appropriate, Indigenous Health Research will be implemented and adapted into research projects to honour Indigenous culture, language, history, and traditions for equitable research opportunities. Explicit learning outcomes relevant to Indigenous culture are identified in the course outlines (see Appendix F.). UOIT Assistant Professor, Dr. Serene Kerpan, is an expert in Indigenous research and scholarship and will lend her expertise to ensure that course content and learning outcomes reflects these principles. Consistent with policies described in the Tri-council Policy Statement 2, chapter 9 for research involving Indigenous peoples and communities, students will understand the role of community-engaged research founded on reciprocity and respectful relations as a means to promote ethical research. MScN graduates will recognize Indigenous health research is based on the right to respectful engagement and equitable opportunities, as it honours culture, language, history, and traditions.

### **1.9 Duplication of Programming**

As of 2014 there were 32 Master of Nursing programs offered across Canada, 11 of which were located at Ontario Universities<sup>16</sup>. The Canadian Association of Schools of Nursing (CASN) has identified the need for master prepared nurses who can use their education and position in clinical settings to influence systems change and promote nursing care at a variety of levels in both clinical and other settings<sup>17</sup>. Despite the existence of 11 Masters of Nursing programs in Ontario, the creation of this MScN in Professional Practice Leadership will provide opportunities for those who have been unable to access Master's level education and provide flexible options (online).

Registered Nurses in the Peterborough and Durham regions, who want to pursue graduate education either for advancement and preparation for nursing positions (nurse managers, educators, advanced practice nursing), or to gain additional knowledge in research and academia, have had to pursue this education at universities outside of these regions. This has a negative impact on the metrics of Section 1 (Jobs, Innovation and Economic Development) of UOIT's and Trent's SMA (i.e., graduate employment rates and number of graduates employed full-time in a related job). The needs and realities of the health systems and potential students have been recognized through the utilization of a hybrid approach to the program along with the development with local organizations.

Both Trent and UOIT have met with regional health care sector employers and there is strong

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<sup>16</sup> Canadian Association of Schools of Nursing (2013). *Nursing Masters Education in Canada Final Report: 2012*. Ottawa: Author. Retrieved from: <http://www.casn.ca/education-home/>

<sup>17</sup> Canadian Association of Schools of Nursing. (2015). *National Nursing Education Framework: Master's*. Ottawa: Author. Retrieved from: <http://www.casn.ca/education-home/>

interest in offering this graduate degree locally with the active participation of our partners. Ontario Shores has worked closely with the team in the development process to develop one a required course (NURS 5119G Program Evaluation for Healthcare Leaders) and will continued to be involved in its delivery. In addition to making it feasible for local nurses to obtain advanced degrees in nursing, a locally available MScN will also increase the possibility for change and innovation in health care in the region. From the perspective of metrics – the areas of the SMA in which this impact would be demonstrated are:

- Number of students engaged with local employers and social enterprises in experiential learning
- Number of industry [institutional] research partners.

## 2. Degree Requirements

### 2.1 Graduate Degree Level Expectations and Program Level Outcomes

The table below maps the Ontario Council of Academic Vice President's (OCAV) graduate degree level expectations (GDLES)<sup>18</sup> for a Master's degree with learning outcomes (informed by the CASN National Nursing Education Framework) to the proposed MScN in relation to program design, learning outcomes from courses, and assessment methods.

Expectation	Learning Outcomes	How program design and elements support the attainment of student learning outcomes	Learning outcome: Method of assessment
1. Depth and Breadth of Knowledge	<ul style="list-style-type: none"> <li>• Develop an in-depth knowledge of health systems, policy, and changing contexts of nursing and healthcare that builds on the knowledge of a baccalaureate nurse.</li> <li>• Demonstrate an in-depth understanding of interprofessional collaboration in preparation for advanced nursing leadership roles.</li> <li>• Appraise nursing related safety and quality assurance initiatives</li> </ul>	<p>Students are required to take the following compulsory courses to attain the learning outcomes:</p> <p>NURS 5119G Program Evaluation for Health Care Leaders</p> <ul style="list-style-type: none"> <li>• Critically examine the key concepts, theories, and frameworks of planning, monitoring and evaluation</li> <li>• Comprehend ethics, cultural competencies, and professional standards to bring rigour and quality in evaluation practices</li> </ul> <p>NURS 5010G Research Approaches for Nursing and Health Sciences</p> <ul style="list-style-type: none"> <li>• Understand and differentiate between the types of research methods, their strengths,</li> </ul>	<p>Students will be assessed on a combination of 'real world' applications in combination with traditional evaluative components including:</p> <ul style="list-style-type: none"> <li>• Quizzes, midterm and final examinations to assess knowledge depth and breadth, critiques of case studies and course related themes (e.g. evaluation types), academic papers (e.g. policy)</li> <li>• Individual student work in the thesis or project stream will provide the opportunity for additional focused knowledge growth in a specific area</li> </ul>

<sup>18</sup> Ontario Universities Council on Quality Assurance. (2012). *Appendix 1: OCAV's Undergraduate and Graduate Degree Level Expectations*. Retrieved from: <http://oucqa.ca/framework/appendix-1/>



		<p>weakness, and rigour, used in the field of Health Sciences</p> <ul style="list-style-type: none"> <li>• Produce a research product (such as a grant or scholarship application) that addresses important elements of research methods</li> </ul> <p>NURS 5123 Qualitative Research Methods</p> <ul style="list-style-type: none"> <li>• Explain principles of knowledge translation as they pertain to qualitative research</li> </ul> <p>NURS 5111G Health and Public Policy</p> <ul style="list-style-type: none"> <li>• Critically examine the different theoretical and ideological perspectives from which policy is conceptualized</li> </ul> <p>NURS 5021G Advancing Nursing through Leadership</p> <ul style="list-style-type: none"> <li>• Critically evaluate the applicability of selected theories and concepts to nursing leadership</li> <li>• Examine current evidence-informed competencies for effective nursing leadership at all levels of practice (e.g., front-line care provider, middle-level nurse leadership, executive</li> </ul>	
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		<p>nurse leadership), including, for example, effective change management and innovation, effective teamwork and the ability to manage conflict</p> <ul style="list-style-type: none"> <li>• Identify the key change management strategies and tools associated with successful healthcare innovations.</li> <li>• Critically reflect on the important trends influencing leadership and health care delivery within complex healthcare settings, particularly quality/safety initiatives, restructuring and redesign (e.g., program management), changing scope of practice.</li> <li>• Explore healthcare finance, including business case development.</li> </ul> <p>NURS 5118G Applied Biostatistics in Health Sciences</p> <ul style="list-style-type: none"> <li>• Design an analytical plan to analyze health-related data</li> <li>• Conduct descriptive analyses of data collected in a research project</li> </ul>	
<p>2. Research and Scholarship</p>	<ul style="list-style-type: none"> <li>• Apply a systematic approach to gather evidence, plan, implement</li> </ul>	<p>NURS 5119G Program Evaluation for Health Care Leaders</p>	<p>Students will be assessed on a combination of ‘real world’</p>

	<p>and evaluate solutions to nursing practice and health care system problems.</p> <ul style="list-style-type: none"> <li>• Collaborate in research, engage knowledge development, synthesis and quality assurance related initiatives using core research methods within current practice settings.</li> <li>• Analyze different methods of inquiry used while engaging in written and oral scholarly activities relevant to nursing professional practice leadership.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore traditional and innovative methods for data collection and analysis for evaluation</li> </ul> <p>NURS 5010G Research Approaches for Nursing and Health Sciences</p> <ul style="list-style-type: none"> <li>• Understand and differentiate between the types of research methods, their strengths, weakness, and rigour, used in the field of Health Sciences</li> <li>• Generate research questions and plan research studies utilizing different types of research methods</li> <li>• Evaluate different measurement tools and for their utility in proposed studies</li> <li>• Produce a research product (such as a grant or scholarship application) that addresses important</li> <li>• Identify and describe ethical principles involved with health sciences research, and critically examine the role of institutional and national research ethics boards.</li> </ul>	<p>applications in combination with traditional evaluative components including:</p> <p>Papers, responses to case studies, policy analysis in presentations and papers, critical appraisals of research, in class assignments and discussion related to research design</p> <p>Specifically NURS 5010G (Research Approaches for Nursing and Health Sciences) includes the development of a research question, critical appraisal of original research, development of a research product (e.g. research proposal, grant application).</p> <p>Within both thesis and project streams students will have the opportunity to demonstrate a systematic approach to their thesis or project and will have to integrate and apply knowledge of research, quality assurance and demonstrate a connection to the practice environment.</p>
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		<p>NURS 5111G Health and Public Policy</p> <ul style="list-style-type: none"> <li>• Analyze the social, political and economic contexts in which policy is created and enacted</li> <li>• Interpret health and social policy processes in the context of larger social trends and political mandates;</li> <li>• Examine how policies differentially affect particular populations and shape health and social inequities</li> </ul> <p>NURS 5021G Advancing Nursing through Leadership</p> <ul style="list-style-type: none"> <li>• Explore relational capabilities associated with effective leadership (e.g., emotional intelligence)</li> <li>• Identify the role of professional practice leaders in optimizing the collection, storage, and use of information in healthcare</li> </ul> <p>NURS 5118G Applied Biostatistics in Health Sciences</p>	
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		<ul style="list-style-type: none"> <li>• Develop a research question and select the appropriate bio-statistical method to answer the question</li> <li>• Design an analytical plan to analyze health-related data</li> </ul> <p>Conduct descriptive analyses of data collected in a research project</p> <p>NURS 5123 Qualitative Research Methods</p> <ul style="list-style-type: none"> <li>• Compare qualitative and quantitative research approaches in terms of: research assumptions, logic of design and analysis, core objectives, and central limitations;</li> <li>• Compare the various types of qualitative designs, identifying their similarities, differences, and the types of issues each is best suited to explore;</li> <li>• Critically assess the strengths and limitations of various qualitative approaches and techniques of data collection;</li> <li>• Analyze and critically assess data derived from interviews and other</li> </ul>	
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		qualitative data	
<p>3. Level of Application of Knowledge</p>	<ul style="list-style-type: none"> <li>• Design innovative solutions to problems/issues in a specialized area of the nursing practice.</li> <li>• Critique complex health system issues across multiple levels, from individual patient care to coordination amongst different organizations</li> <li>• Analyze current and emerging trends in nursing and the health sciences, to synthesize evidence to inform strategic responses at both the unit and organizational level.</li> </ul>	<p>NURS 5119G Program Evaluation for Health Care Leaders</p> <ul style="list-style-type: none"> <li>• Analyze how to integrate planning, monitoring and evaluation into project management</li> </ul> <p>NURS 5010G Research Approaches for Nursing and Health Sciences</p> <ul style="list-style-type: none"> <li>• Produce a research product (such as a grant or scholarship application) that addresses important elements of research methods</li> </ul> <p>NURS 5111G Health and Public Policy</p> <ul style="list-style-type: none"> <li>• Analyze the social, political and economic contexts in which policy is created and enacted</li> <li>• Interpret health and social policy processes in the context of larger social trends and political mandates</li> </ul> <p>NURS 5021G Advancing Nursing</p>	<p>Level of application knowledge will be assessed through in class assignments as well as the completion of either the thesis or project. In addition students, through course work, will be required to complete policy analysis papers, critical appraisals of research and case studies, and engage in a mentorship change project. Application will also be assessed through traditional methods (i.e. quizzes, exams).</p>

		<p>through Leadership</p> <ul style="list-style-type: none"> <li>• Critically reflect on the important trends influencing leadership and health care delivery within complex healthcare settings, particularly quality/safety initiatives, restructuring and redesign (e.g., program management), changing scope of practice.</li> <li>• Further develop effective strategies and competencies to address challenges facing nursing leaders at all levels of leadership practice (e.g., conflict management, coaching and mentoring, empowering leadership).</li> <li>• Explore healthcare finance, including business case development</li> </ul> <p>NURS 5118G Applied Biostatistics in Health Sciences</p> <ul style="list-style-type: none"> <li>• Develop a research question and select the appropriate biostatistical method to answer the question</li> <li>• Design an analytical plan to analyze health-related data</li> <li>• Conduct descriptive analyses</li> </ul>	
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		<p>of data collected in a research project</p> <ul style="list-style-type: none"> <li>• Perform basic biostatistical analyses and interpret results of health-related projects</li> <li>• Critically appraise the analysis of health-related data</li> </ul>	
<p>4. Professional Capacity/ autonomy</p>	<ul style="list-style-type: none"> <li>• Illustrate professional and ethical accountability and respectful communication</li> <li>• Analyze the impact of professionalism and ethical accountability within nursing practice environments</li> </ul> <p>Demonstrates initiative, professional responsibility and accountability to address the complex issues in an advanced nursing professional practice role</p>	<p>NURS 5010G Research Approaches for Nursing and Health Sciences</p> <ul style="list-style-type: none"> <li>• Identify and describe ethical principles involved with health sciences research, and critically examine the role of institutional and national research ethics boards</li> </ul> <p>NURS 5111G Health and Public Policy</p> <ul style="list-style-type: none"> <li>• Examine how policies differentially affect particular populations and shape health and social inequities</li> <li>• Critically examine how nurses and other health professionals can influence policy development and implementation</li> </ul>	<p>All courses and in particular research project and thesis will address and assess professional capacity and autonomy.</p>



		<p>NURS 5021G Advancing Nursing through Leadership</p> <ul style="list-style-type: none"> <li>• Critically evaluate the applicability of selected theories and concepts to nursing leadership</li> <li>• Examine current evidence-informed competencies for effective nursing leadership at all levels of practice (e.g., front-line care provider, middle-level nurse leadership, executive nurse leadership), including, for example, effective change management and innovation, effective teamwork and the ability to manage conflict</li> <li>• Further develop effective strategies and competencies to address challenges facing nursing leaders at all levels of leadership practice (e.g., conflict management, coaching and mentoring, empowering leadership)</li> </ul> <p>NURS 5123 Qualitative Research Methods</p> <ul style="list-style-type: none"> <li>• Describe key ethical issues surrounding the conduct of</li> </ul>	
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<p>5. Level of Communication Skills</p>	<ul style="list-style-type: none"> <li>Formulate effective ways to communicate nursing related research with multiple audiences (ie: general public, health professionals, academic journals and conferences, etc.)</li> </ul> <p>Evaluate different communication strategies to ensure clear and respectful communication to manage change and conflict in a variety of nursing leadership roles</p>	<p>qualitative research;</p> <p>NURS 5010G Research Approaches for Nursing and Health Sciences</p> <ul style="list-style-type: none"> <li>Communicate research findings from studies employing different methods effectively to lay audiences and the scientific community</li> </ul> <p>NURS 5021G Advancing Nursing through Leadership</p> <ul style="list-style-type: none"> <li>Explore relational capabilities associated with effective leadership (e.g., emotional intelligence)</li> <li>Further develop effective strategies and competencies to address challenges facing nursing leaders at all levels of leadership practice (e.g., conflict management, coaching and mentoring, empowering leadership)</li> </ul>	<p>Communication will be heavily assessed within the NURS 5010G course, and the Advancing Nursing through Leadership course. Specifically in relation to the mentorship change project. All courses and in particular research project and thesis. In class discussions as well as scholarly writing (e.g. analysis papers, scholarly papers) will be included as methods of assessment</p>
<p>6. Awareness of Limits of Knowledge</p>	<ul style="list-style-type: none"> <li>Demonstrate an awareness of gaps in their own nursing knowledge and the need to seek further knowledge when appropriate.</li> <li>Support the value of nursing practices that are different from</li> </ul>	<p>NURS 5021G Advancing Nursing through Leadership</p> <ul style="list-style-type: none"> <li>Explore traditional and innovative methods for data collection and analysis for evaluation</li> </ul>	<p>Courses : All courses and in particular research project and thesis</p>

	<p>one's own work</p>	<p>NURS 5010G Research Approaches for Nursing and Health Sciences</p> <ul style="list-style-type: none"> <li>• Identify and describe ethical principles involved with health sciences research and critically examine the role of institutional and national research ethics boards</li> </ul> <p>NURS 5111G Health and Public Policy</p> <ul style="list-style-type: none"> <li>• Examine how policies differentially affect particular populations and shape health and social inequities</li> <li>• Identify new directions needed in health and social policy development</li> </ul> <p>NURS 5118G Applied Biostatistics in Health Sciences</p> <p>Critically appraise the analysis of health-related data</p> <p>NURS 5123 Qualitative Research Methods</p> <ul style="list-style-type: none"> <li>• Identify and assess techniques to ensure the quality and rigor of qualitative research.</li> </ul>	
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## 2.2 Admission Requirements

As previously identified, two streams will be available for entry to the MScN program. In 2004, the basis for entry-to-practice in nursing in Ontario became a four-year university degree. Prior to that time, nurses could be licensed as a Registered Nurse upon completion of an accredited college program. There are still practicing nurses in Ontario who do not have a baccalaureate degree but who occupy leadership positions (educators, managers etc.) in clinical practice settings, or are interested in professional practice leadership. Normally, these nurses would need to return to school to complete a baccalaureate prior to entering a master's program. This cohort of nurses possesses an extensive body of experience and knowledge and providing an alternate admission stream will reduce the barrier to this cohort to entering graduate studies.

This program would not be unique in offering an alternate admission stream. Currently, York University offers an alternate admission process to nurses with diplomas. Qualified applicants are admitted to the Faculty of Health as visiting students and complete upper-level courses in nursing at the undergraduate level. They are not granted a baccalaureate but after completion of specific courses are considered to have met the requirements for admission to York's MScN program.

a) *Stream A: Bachelors of Science degree in nursing (or equivalent).*

Registration in good standing, as a Registered Nurse, with the licensing body in the province in which they work (e.g. In Ontario this would be the College of Nurses of Ontario); GPA of at least 3.0 (B grade or a 73%) from an accredited university, in the last two years of study.

b) *Stream B: RN + Experience*

Registered Nurses with 10 or more years of experience, registered and in good standing with the licensing body in the province in which they work (e.g. In Ontario this would be the College of Nurses of Ontario), will be considered for admission. Candidates will be required to have completed the academic equivalent of the following University level courses. A minimum weighted average of 80% across the three courses must have been achieved (may apply for course equivalency and/or recognition of experience through a Prior Learning Assessment & Recognition – PLAR - process).

- i. Course 1: Nursing Theory (e.g.: NURS 1420 - Development of the professional self; or NURS 2420 – Knowing Through Inquiry)
- ii. Course 2: Research Methods & Theory (e.g. HLSC 3910U Research Methods for Health Care Professionals)
- iii. Course 3: Communications Course (Writing) (e.g. HLSC 1701U Academic Writing Perspectives in Health)

The PLAR will include a review of an applicant's prior experience and education for equivalency to a baccalaureate in nursing. The listed courses may be taken at any accredited university either in the classroom or online. In the case of UOIT prospective graduate students who wish to upgrade or take university courses would apply as a non-degree undergraduate student, and subsequently apply for admission to graduate studies (admission would not be guaranteed).

International students who hold a baccalaureate degree in nursing from an accredited university,

with a GPA of not less than 73% and who are registered/authorized to practice in their home country will be considered for admission.

The admission criteria proposed here are consistent with those of other master's programs at universities across Ontario (see Appendix G).

### 2.3 Program Structure – Program Maps

Two program options will be available to students 1) thesis-based and 2) project-based. Both options engage students in independent scholarly inquiry and students from either program will be eligible for admission to most nursing PhD programs. The full time program map is presented below, and a Part Time completion option can be found in Appendix C.

A thesis will include thorough research of the topic, a demonstration of rigorous critical thinking and analysis, detailed methodology and results, and includes thorough discussion and verification of knowledge claims. Theses would generally be 100-130 pages in length. The project paper is shorter than a thesis but also involves extensive research and a strict methodology. As with a thesis, students must demonstrate their ability to work independently in a scholarly manner. The questions or problems the students in this stream choose will in general be more applied than in the thesis stream and will likely come out of issues that have arisen in their practice settings or in the practice settings in which they do their practicums. Major papers would generally be 50-60 pages in length.

#### ***Thesis-based*** – 33 credits

The thesis option prepares nurses for professional practice leadership with an emphasis on simultaneously building advanced knowledge and understanding in research. Through engagement in a thesis, students will have the opportunity to contribute to the advancement of nursing knowledge and be prepared to work in research, health care, or academic environments with an advanced understanding of research.

- 6 semesters full time
- 7 1-semester courses
  - 7 required (21 credits)
- Thesis (12 credits)

#### ***Project-Based*** – 33 credits

The project-based option prepares nurses for professional practice leadership. Given the additional coursework, students explore additional content in their particular areas of interest. Through engagement in a research project, students focus their scholarly inquiry on a project that may involve quality assurance, policy analysis or the investigation of a clinical issue.

- 6 semesters full-time
- 9-1 semester courses
  - 7 required (21 credits)
  - 2 electives (6 credits)
- Research Project (6 credits)

### 2.4 Calendar Copy

The Master of Science in Nursing (MScN) program focuses on professional practice leadership and will prepare graduates to contribute to an increasingly complex health care sector by providing an education that includes mentorship, interdisciplinary opportunities, and experiential learning through research, project, and class assignments. Professional practice leaders are responsible for ensuring and implementing expert practice, the facilitation of professional development, research,

and providing leadership; they are often charged with quality assurance and safety as well and the program is designed to develop expertise in these areas. The program is largely on-line but begins with a one week face to face residency component to ensure that current professionals with high working demands are able to pursue this program.

The course outlines for all both new and existing courses can be found in Appendix F. Required courses, for both the thesis and project based streams are:

- NURS 5020G Philosophy of Nursing Science
- NURS 5010G Research Approaches for Nursing and Health Sciences
- NURS 5118G Applied Biostatistics for Nursing and Health Sciences

**OR**

NURS 5123G Qualitative Research Methods

- NURS 5119G Program Evaluation for Healthcare Leaders
- NURS 5111G Health and Public Policy
- NURS 5021G Advancing Nursing through Leadership
- NURS 5205G Informatics for Nursing and Health Sciences

**2.5 Program Map**

The program map presented below is based on full time study, with students beginning in the Spring/Summer Session of the academic calendar.

<b>Full Time Program Map – Master of Science in Nursing, Professional Practice Leadership – Year 1</b>		
<b>Spring</b>	<b>Fall</b>	<b>Winter</b>
NURS 5119G Program Evaluation for Health Care Leaders	NURS 5020G Philosophy of Nursing Science	NURS 5118G Applied Biostatistics for Nursing and Health Sciences <b>Pre-Requisite:</b> NURS 5010G Research Approaches for Nursing  OR  NURS 5123G Qualitative Research Methods <b>Pre-Requisite:</b> NURS 5010G Research Approaches for Nursing
Orientation (on site residency required), identification of thesis topic or research project, identification of supervisor	NURS 5010 G Research Approaches for Nursing and Health Sciences  <b>Pre-Requisite:</b> Undergraduate nursing courses in statistics and research methods (or equivalent)	NURS 5205G Informatics for Nursing and Health Sciences

Full Time Program Map – Master of Science in Nursing, Professional Practice Leadership – Year 2		
Spring	Fall	Winter
NURS 5021G Advancing Nursing through Leadership	NURS 111G Health and Public Policy	NURS 5096G MScN Thesis in Nursing Advanced/Professional Practice  OR  NURS 5097G Nursing Advanced/Professional Practice Research Project <b>PreRequisite:</b> HLSC 5010G / HLSC 5118G OR NURS 5123G Qualitative Research Methods
Thesis Students – REB Proposal  Elective (Project Stream)	NURS 5096G MScN Thesis in Nursing Advanced/Professional Practice  OR  NURS 5097G Nursing Advanced/Professional Practice Research Project <b>PreRequisite:</b> HLSC 5010G / HLSC 5118G OR NURS 5123G Qualitative Research Methods	Elective (Project Stream)



**2.6 Possible Electives (but not limited to):**

The following is a list of possible electives open to students enrolled in the project stream at both Trent University and UOIT.

<b>Trent University – Possible Electives</b>
<ul style="list-style-type: none"> <li>• CSID-ENGL 5501H-CAST 6401H: Identities and social movements</li> <li>• CSID 5701H-HIST 5101H-SUST 5701H-TCPS 5503H-CAST 6501H: Feminist, gender &amp; women's studies</li> <li>• CSID-SUST 5801H-CAST 6801H: Aging, health &amp; society</li> <li>• EDUC-5110H: Curriculum Theory</li> <li>• EDUC-5120H: Evaluation of Curriculum &amp; Instruction: A Critical Approach</li> <li>• EDUC-5420H: Issues in Post Secondary Education</li> <li>• PSYC 5560H: Relationships and Health</li> </ul> <p>Courses from the Mental Health and Addictions Graduate Diploma, and when approved, Master's program</p>
<b>University of Ontario Institute of Technology – Possible Electives (online and on campus)</b>
<ul style="list-style-type: none"> <li>• HLSC 5040G - Studies in Work Disability Prevention</li> <li>• HLSC 5413G - Occupational Ergonomics and Work Disability Prevention</li> <li>• HLSC 5050G - Patient Journey Modelling</li> <li>• HLSC 5060G - Special Topics in Health Sciences Research</li> <li>• HLSC 5102G - Intro to Community Based Research</li> <li>• HLSC 5111G - Public Policy and Health Promotion</li> <li>• HLSC 5113G - Strategies in Health Promotion Practice</li> <li>• HLSC 5115G - Community Health of Vulnerable Populations</li> <li>• HLSC 5117G - Epidemiology</li> <li>• HLSC 5119G - Program Evaluation</li> <li>• HLSC 5121G - Living with Persistent Conditions</li> <li>• HLSC 5122G - Successful Ageing</li> <li>• HLSC 5124G - Public Health in Canada</li> <li>• HLSC 5125G - Health of Individuals with Disabilities</li> <li>• HLSC 5190G - Advanced Topics in Community Health Research</li> <li>• HLSC 5203G - Adoption, Use and Impact of Health Informatics Systems</li> <li>• HLSC 5204G - Artificial Intelligence in Health Care</li> <li>• HLSC 5205G - Multidisciplinary Perspectives in Health Informatics</li> <li>• HLSC 5290G - Advanced Topics in Patient Journey Modelling</li> <li>• HLSC 5291G - Advanced Topics in Health Informatics Research</li> <li>• HLSC 5301G - Exercise Rehabilitation I</li> <li>• HLSC 5302G - Exercise Rehabilitation II</li> <li>• HLSC 5303G - Clinical Biomechanics</li> <li>• HLSC 5310G - Biology of Infectious Disease</li> <li>• HLSC 5312G - Research Topics on Human Pathophysiology</li> <li>• HLSC 5314G - Environmental Determinants of Health</li> <li>• HLSC 5316G - Cancer Biology</li> </ul>

- HLSC 5320G - Neuroscience in Rehabilitation Kinesiology
- HLSC 5322G - Theory and Application of Biomedical Signals and Images
- HLSC 5323G - Physical Activity and Chronic Health Conditions
- HLSC 5324G - Critical Issues in Skilled Performance
- HLSC 5390G - Advanced Topics in Kinesiology
- HLSC 5391G - Advanced Topics in Neuromuscular Physiology and Pathophysiology
- HLSC 5392G - Selected Topics in Physical Activity and Health
- HLSC 5393G - Advanced Exercise Prescription

In addition, the Faculty of Education at UOIT has a fully on-line Masters in Education. This program has clusters in Education and Digital Technologies, Leadership and Administration, Curriculum and Adult Education, (listed below). Given that many MScN candidates may have an interest in leading practicing leadership through teaching, either in Nursing programs or as clinical educators, these electives would provide excellent elective options for them to pursue.

- EDUC 5101G - Digital Tools for Constructing Knowledge
- EDUC 5102G - Educational Technology and Communication
- EDUC 5103G - Online Technology in Education
- EDUC 5104G - Analysis and Design of Web-Based Learning Tools
- EDUC 5105G - Technology Diffusion in Education
- EDUC 5199G - Special Topics in Education and Digital Technologies
- EDUC 5205G - Leadership and Technology
- EDUC 5303G - Technology and the Curriculum
- EDUC 5304G - Digital Literacy: Theory, Practice and Research
- EDUC 5405G - Digital Technologies in Adult Education
- EDUC 5201G - Foundations of Leadership
- EDUC 5203G - Dynamics of Change
- EDUC 5205G - Leadership and Technology
- EDUC 5207G - Law & Order (EDU): Legal, Ethics and Policy Issues in a Digital World
- EDUC 5299G - Special Topics in Leadership and Administration
- EDUC 5301G - Foundations of Curriculum for the 21st Century
- EDUC 5302G - Curriculum Planning and Implementation
- EDUC 5303G - Technology and the Curriculum
- EDUC 5304G - Digital Literacy: Theory, Practice and Research
- EDUC 5305G - Authentic Assessment
- EDUC 5401G - Foundations of Adult and Higher Education
- EDUC 5402G - The Adult Learner in a Digital Age
- EDUC 5404G - Teaching in an Adult Learning Environment
- EDUC 5405G - Digital Technologies in Adult Education

### 3. Resource Requirements

#### 3.1 Faculty Members, Current and New Faculty requirements

Faculty at both UOIT and TFSON have experience teaching in Master's level programs as well as supervisory privileges with their home institution. Tables 3 and 4 identify the UOIT and TFSON faculty members, by rank, unit and supervisory privileges.

**Table 3. UOIT Faculty members by rank, home unit, and supervisory privileges.**

NAME	RANK	HOME UNIT	SUPERVISORY PRIVILEGES
Jennifer Abbass Dick	Assistant	FHSc	CO
JoAnne Arcand	Assistant	FHSc	FULL
Robert Balogh	Assistant	FHSc	FULL
Caroline Barakat-Haddad	Associate	FHSc	FULL
Emma Bartfay	Associate	FHSc	FULL
Wally Bartfay	Associate	FHSc	FULL
Toba Bryant	Assistant	FHSc	FULL
Pierre Côté	Associate	FHSc	FULL
Shilpa Dogra	Associate	FHSc	FULL
Brenda Gamble	Associate	FHSc	FULL
Holly Jones-Taggart	Associate	FHSc	FULL
Serene Kerpan	Assistant	FHSc	CO
Nick La Delfa	Assistant	FHSc	CO
Manon Lemonde	Associate	FHSc	FULL
Lori Livingston	Professor	FHSc	FULL
Meghann Lloyd	Associate	FHSc	FULL
Janet McCabe	Associate	FHSc	CO
Carolyn McGregor	Professor	FBIT	FULL
Bernadette Murphy	Professor	FHSc	FULL
Mika Nonoyama	Assistant	FHSc	FULL
Efrosini Papaconstantinou	Assistant	FHSc	FULL
David Rudoler	Assistant	FHSc	CO
Otto Sanchez	Professor	FHSc	FULL
Heather Sprenger	Assistant	FHSc	CO
Wendy Stanyon	Associate	FHSc	FULL
Winnie Sun	Assistant	FHSc	CO
Ellen Vogel	Associate	FHSc	FULL
Nick Wattie	Assistant	FHSc	CO
Paul Yelder	Associate	FHSc	FULL
Hilde Zizelsberger	Assistant	FHSc	FULL

**Table 4. TFSON Faculty members by rank, home unit, and supervisory privileges.**

NAME	RANK	HOME UNIT	SUPERVISORY PRIVILEGES
Simon Adam	LTA	TFSON	CO
Ingrid Brenner	Associate	TFSON	FULL
Ellen Buck-McFadyen	Fleming	TFSON	CO
Beryl Cable-Williams,	Fleming	TFSON	CO
Ann Mary Celestini	Senior Lecturer	TFSON	CO
Kim English	Fleming	TFSON	CO
Cyndi Gilmer	Associate	TFSON	FULL
Jane Mackie	Assistant	TFSON	FULL
Ann MacLeod	Fleming	TFSON	CO
Michele McIntosh	Associate	TFSON	FULL
Melissa Pestill	Senior Lecturer	TFSON	CO
Victoria Reid-de Jong	LTA	TFSON	CO
Jaime Sims	LTA	TFSON	CO
Catherine Thibeault	Associate	TFSON	FULL
Patti Tracey,	Fleming	TFSON	FULL
Jane Tyerman	Fleming	TFSON	FULL
Kirsten Woodend	Associate	TFSON	FULL

Many faculty at each institution have also been engaged in the supervision of graduate students at the Master's, PhD, and PostDoctoral level, adding to the ability of the programs to offer a robust education to students in the MScN program. At all available opportunities, faculty members with strong supervisory records will be available to mentor faculty members with less experience. At both universities, faculty members of other units may also be part of supervisory committees. One supervisor would have to have a nursing background. At Trent, departments and programs whose faculty might be invited to co-supervise or sit on thesis committees include: Education, Business Administration, Gender and Women's Studies, International Development Studies, Psychology, Social Work, and Sustainability Studies, while at UOIT, faculty members from Education, Social Sciences and Humanities, and the Faculty of Business and Information Technology. For the most part only nursing faculty would have the expertise to teach the mandatory courses in this program, however outside experts from practice partners with doctoral qualifications and specialized expertise will also contribute.

The following tables outline the supervisory experiences of faculty at each site, along with each institutions 5 year publication and funding record (2013 – 2017). Co-supervision between institutions will be possible and add to the breadth and depth of possibilities for students, while providing an enriching experience for faculty. Both Trent and UOIT graduate faculty will go through the other institution's adjunct process.



**Table 5. UOIT Supervisory record/experience by faculty member.**

NAME	COMPLETED			CURRENT		
	MASTER'S	Ph.D.	PDF	MASTER'S	Ph.D.	PDF
Jennifer Abbass Dick				3		
JoAnne Arcand	5			6	3	
Robert Balogh	15			4		
Caroline Barakat-Haddad	3			6		
Emma Bartfay	7			1		
Wally Bartfay	14			3		
Toba Bryant	5			3		
Sue Coffey						
Pierre Côté	2		2	8	2	1
Shilpa Dogra	4			4	1	
Brenda Gamble	9			4		
Holly Jones-Taggart	8				3	
Serene Kerpan	-	-	-	-	-	-
Nick La Delfa				2		
Manon Lemonde	8			7		
Lori Livingston	6	1		2		
Meghann Lloyd	13			4		
Janet McCabe				1	2	
Bernadette Murphy	29	7		2	2	
Mika Nonoyama	2			2		
Efrosini Papaconstantinou	2			3		
David Rudoler	-	-	-	-	-	-
Otto Sanchez	9	2		2		
Heather Sprenger	-	-	-	-	-	-
Wendy Stanyon	14			2		
Winnie Sun				4		
Ellen Vogel	2			2		
Nick Wattie	1			4	1	
Paul Yelder	12	1		2	1	
Hilde Zizelsberger	6			3	1	

**Table 6. Trent Supervisory record/experience by faculty member.**

NAME	COMPLETED			CURRENT		
	MASTER'S	Ph.D.	PDF	MASTER'S	Ph.D.	PDF
Simon Adam						
Ingrid Brenner						
Ellen Buck-McFadyen						
Beryl Cable-Williams,						
Ann Mary Celestini						
Kim English				1		

Cyndi Gilmer						
Jane Mackie						
Ann MacLeod						
Michele McIntosh						1
Melissa Pestill						
Victoria Reid-de Jong						
Jaime Sims						
Catherine Thibeault						
Patti Tracey,						
Jane Tyerman						
Kirsten Woodend	5	3		2		

**Table 7. Publication records at UOIT by year and outlet.**

YEAR	FACULTY MEMBERS	ARTICLES	BOOKS	BOOK CHAPTERS	REPORTS	CONFERENCE PRESENTATIONS
2017	24	92	1	14	2	90
2016	25	87	3	24	6	120
2015	21	93	1	25	8	117
2014	23	67	-	7	26	91
2013	20	50	-	12	18	91

**Table 8. Publication records at TFSON by year and outlet.**

YEAR	FACULTY MEMBERS	ARTICLES	BOOKS	BOOK CHAPTERS	REPORTS	CONFERENCE PRESENTATIONS
2017	12	9		1		5
2016	12	4		1		9
2015	11	4		1		8
2014	11	5		1	1	16
2013	11	2		1	2	8

**Table 9. Publication records, regardless of affiliation, by year and outlet.**

YEAR	FACULTY MEMBERS	ARTICLES	BOOKS	BOOK CHAPTERS	REPORTS	CONFERENCE PRESENTATIONS
2017	26	97	1	14	2	94
2016	29	100	3	25	7	134
2015	27	105	2	30	9	136
2014	28	77	-	9	26	108
2013	29	63	-	13	22	113

**Table 10. Research funding at UOIT by source and year.**

YEAR	FACULTY MEMBERS	CANADIAN GRANTING COUNCILS	CANADIAN GOVERNMENT	INTERNATIONAL GOVERNMENT	OTHERS

2017	27	\$196,788	\$310,430	\$0	\$704,980
2016	28	\$207,203	\$100,000	\$0	\$548,193
2015	28	\$157,230	\$155,000	\$0	\$1,664,072
2014	25	\$47,327	\$145,000	\$0	\$477,006
2013	25 <sup>19</sup>	\$103,950	\$15,000	\$4,990	\$1,499,814

**Table 11. Research funding at TFSON by source and year.**

YEAR	FACULTY MEMBERS	CANADIAN GRANTING COUNCILS	CANADIAN GOVERNMENT	INTERNATIONAL GOVERNMENT	OTHERS
2017	12				
2016	12	\$4,794	\$416,000		
2015	11				\$74,000
2014	11				
2013	11	\$34,403	\$282,213		

**Table 12. Research funding, regardless of affiliation, by source and year.**

YEAR	FACULTY MEMBERS	CANADIAN GRANTING COUNCILS	CANADIAN GOVERNMENT	INTERNATIONAL GOVERNMENT	OTHERS
2017	-	-	-	-	-
2016	-	-	-	-	-
2015	1	-	-	-	\$50,000
2014	3	\$457,763	-	-	\$7,673
2013	6	\$1,034,400	-	-	\$69,000

### 3.2 Additional Academic and Non-academic Human Resources

The Faculty of Health Sciences at UOIT offers some of the required courses (Health Research Approaches and Applied Biostatistics). The courses will be cross-listed, using the corresponding HLSC code, and offered as a distinct online section belonging to the MScN. In some cases, other part-time health science students may request to enrol in these two classes.

The individual courses will be taught by current faculty at UOIT-DC and TFSON, complemented by sessional instructors with relevant expertise in the field. Our practice partners have expressed interest in acting as sessional course instructors for the program. Within the business plan, all courses have been budgeted at sessional rates to acknowledge the fact that faculty member teaching in the MScN will then need to have an undergraduate course covered by a sessional instructor. One course co-ordinator from Trent and one from UOT have been allocated to the Project course (e.g. overseeing 10 students each), this is reflected in terms of course releases in the budgets. The project course coordinators will work with the mentor at the community partner site to ensure that the research project incorporates the principles from the program at Masters level.

<sup>19</sup> This number is an approximation based on cumulative data as an exact number could not be pulled from our records.



One of the Faculty of Health Science's Program Assistants is already dedicated to graduate student issues. This individual works closely with the Associate Dean Research and Graduate Studies within the Faculty of Health Sciences, assisting with everything from the process of reviewing potential applicants to the submission of a graduate student's final thesis document. The success and experience with the faculty's MHS will be invaluable to graduate students in the proposed programs, as well. The administrative side of the Nursing Masters will be supported by this role.

**Student Support Requirements.** The UOIT Faculty of Health Sciences currently has a Manager of Academic Advising, two Senior Academic Advisors, one additional Academic Advisor, three Program Assistants, two Practicum coordinators, an Executive Assistant, and a Manager, Planning & Operations. The TFSON has a full-time Academic Coordinator and a faculty member will be granted some course release to support graduate nursing students.

At the TFSON, there are 1.4 FTE dedicated academic advisors for the programs, and part of a program administrator's role and recruiter role will be expanded as programming continues to grow within the school in relation to the MScN and the Graduate Diploma in Mental Health.

### **3.3 Physical Resource Requirements**

**Current computer resources.** UOIT operates a "bring your own device (BYOD)" program. At both UOIT and Trent, should students wish to work on campus, desktop computers are available for use by graduate students in laboratories, libraries, and the learning commons. Classrooms and learning spaces at the both campuses are fully networked and feature full multimedia support. The latest wireless technology is available in all main public areas of the campus. At UOIT, offices and research spaces are also wired for access to UOIT's network. There is wireless access for students in the TFSON graduate student's office.

**Existing library resources at UOIT.** The goal of the UOIT Libraries is to enrich the research, teaching, study, and conversation of the University by providing exceptional library and information services and facilities to support all academic programs. The UOIT Library system consists of four locations – North Oshawa, Social Science and Humanities, Education, and Whitby-Durham College. Each site provides individual and group study spaces, print and media collections targeted to the local audience, in-person reference and discipline specific classes, reserves, intercampus and interlibrary loans, and photocopiers and printers.

As of October 2012, over 110,000 books are provided collectively by the UOIT Library system. Patrons can visit locations in person or they can take advantage of intercampus borrowing services. Through the library's website [www.uoit.ca/library](http://www.uoit.ca/library), both on and off campus via student, faculty or staff number and secure password, members of the UOIT community have access to 696,500 e-books and 46,000 full text electronic journals. In addition, librarians are available in person, through e-mail and through virtual reference to assist patrons navigate through the information environment.

An interlibrary loan service is also provided, so that UOIT students can acquire materials from other libraries and organizations free of charge. Similarly, there is a reciprocal borrowing

agreement with other Canadian university libraries that allows UOIT students, staff and faculty to borrow resources in person from these institutions. Materials can be returned to the UOIT library for forwarding to the lending library.

The UOIT Libraries have had excellent support from administration over the institution's fifteen year history. Current resources are more than adequate to support the launch of the MScN. The Library looks forward to serving a new cohort of faculty and students.

**Existing library resources at Trent University.** The proposed Nursing Masters of Science program will be mostly supported by existing resources in the undergraduate Nursing program as well as the undergraduate degree programs in Biology, Psychology and Sociology. The library subscribes to most important journals in the subject area of nursing. Google Scholar and SCImago are open sources providing metrics regarding the impact of scholarly journals. Comparing the library's journal collection to their ranked lists of journals can be a useful way to assess a collection. The library subscribes to most top journals in these lists. The library also subscribes to most nursing, health and medical journals published in Canada.

Trent currently subscribes to databases that index the journals important to nursing including the Academic Search Elite, ACP Journal Club, Canadian Periodical Index, CINAHL, Cochrane Database of Systematic Reviews, Database of Abstracts and Reviews, Healthstar, Medline, PsycINFO, Sociological Abstracts and Web of Science. Additional indexes are not required at this time.

The Trent University Library offers a variety of instructional supports in all subjects. This includes a Library Skills Program which is an online course customized to suit the needs of any course, on request. Librarian instructional sessions are also available for courses, they involve a librarian visiting a lecture, or seminar groups can be brought to a Library instruction room on request for a hands-on workshop related to a course or specific assignment. The Library also can arrange: special workshops can be arranged for students outside of class time and individual help is available in person, by phone, or online – which will support an online cohort. As well as the range of Library Skills Tutorials and Subject Guides are available online, and specialized guides for a particular program/course or sub-topic can be designed on request. The TFSON is assigned a Learning & Liaison Librarian to work with their faculty and students which will be an asset in supporting the information literacy of graduate students.

In relation to journals and indexes available at the Trent University library, subscriptions are purchased through a central Library budget, and are selected by Librarians, with input from Faculty and students. Relevant indexes include: Academic Search Elite, ACP Journal Club, Canadian Periodical Index, CINAHL, Cochrane Database of Systematic Reviews, Database of Abstracts and Reviews, Healthstar, Medline, PsycINFO, Sociological Abstracts and Web of Science. Preference is for e-journals, but a small percentage of our subscriptions remain in print, either because they're not easily available online or the cost is preventative. Trent University currently subscribes to approximately 30,000 current e-journal titles, and when a license permits, e-journals are loaded on the Scholars Portal Journals platform, a Trusted Digital Repository to provide perpetual access and a single search engine. Trent University utilizes SFX link resolver to locate specific articles available in e-journals. Table 13 provides an approximate breakdown of the areas of study

represented by our e-journal subscriptions (a complete listing can be viewed on the SFX Category Display).

**Table 13. E-Journal titles by category**

Category	# of Titles
Health Sciences	8132
Medical Informatics	84
Nursing	396
Social Sciences	7083
Public Policy & Administration	925
Business, Economy & Management	7043
Organizational Psychology	58
Organizational change & development	116
Personnel Management & Training	158

## 4. Business Plan

### 4.1 Administration of the program

The program will be administered collaboratively, with a steering committee created to facilitate the administration and ongoing delivery of the program (e.g. long-range planning, procedural guidelines, budget and financial issues). The graduate director at Trent/Flemming and the Associate Dean Research and Graduate Studies at UOIT in consultation with the Nursing Director will oversee ongoing functioning of the program. Each University will grant the MScN for students registered at that university. However, given this is a joint degree through a collaborative relationship, the Master's parchment will include the crests of both institutions. Admission standards will be established collaboratively and, at least initially, admission decisions will be made collaboratively to ensure that equal numbers of qualified students are enrolled at UOIT and Trent. Each institution will offer half of the required courses in the program each year. Tuition will be paid at the institution at which each student is registered. The head of each School and financial officers will meet twice a year to monitor and resolve any budget issues. Financial principles will be established and revised on an ongoing basis as needed (similar to our present relationships for the collaborative BScN with Fleming).

All courses, except the initial 1-week orientation and some of the electives, will be online. Students will have the option to select electives at either site and some of the listed electives are classroom based. Any revisions to the courses or to the program requirements will be approved by graduate studies at both sites. At UOIT a nursing representative will be appointed to serve on the Graduate Studies Committee of the FHS.

## 4.2 Statement of Funding Requirement

**Table 14. Projected graduate intake and enrolment for MScN. program by year.**

TERM	ENROLMENT (for each institution)				
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Semester 1 (Spring 2019)	10	10	10	10	10
Semester 2 (Fall 2019)		10	10	10	10
Semester 3 (Winter 2020)		10	10	10	10
Semester4 (Spring 2020)		8	8	8	8
Semester 5 (Fall 2020)			8	8	8
Semester 6 (Winter 2021)			8	8	8

**Table 15. Required number of course sections by year and term\*.**

YEAR	COURSE SECTIONS			
	FALL	WINTER	SPRING	TOTAL
2018-19			1	1
2019-20	2	2	2	6
2020-21	5	3	2	10

\*Based on a Full-time Thesis stream student

**Table 16. UOIT - Draft Budget – With Grant Funding**

	5 year budget model (based on program years 01May-30Apr model)						Scenario B
	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	
Total HeadCount per Program Year - Full-Time - Year 1	-	2.00	2.00	2.00	2.00	2.00	2.00
Total HeadCount per Program Year - Full-Time - Year 2		-	2.00	2.00	2.00	2.00	2.00
<b>Total HeadCount per Program Year - Full-Time</b>	-	<b>2.00</b>	<b>4.00</b>	<b>4.00</b>	<b>4.00</b>	<b>4.00</b>	<b>4.00</b>
Total HeadCount per Program Year - Part-Time - Year 1	-	8.00	8.00	8.00	8.00	8.00	8.00
Total HeadCount per Program Year - Part-Time - Year 2		-	8.00	8.00	8.00	8.00	8.00
Total HeadCount per Program Year - Part-Time - Year 3		-	-	4.00	4.00	4.00	4.00
Total HeadCount per Program Year - Part-Time - Year 4		-	-	-	4.00	4.00	4.00
Total HeadCount per Program Year - Part-Time - Year 5							
<b>Total HeadCount per Program Year - Full-Time</b>	-	<b>8.00</b>	<b>16.00</b>	<b>20.00</b>	<b>24.00</b>	<b>24.00</b>	<b>24.00</b>
Total HeadCount per Program Year - Full-Time	-	2.00	4.00	4.00	4.00	4.00	4.00
Total HeadCount per Program Year - Part-Time		8.00	16.00	20.00	24.00	24.00	24.00
<b>Total HeadCount per Program Year</b>	-	<b>10.00</b>	<b>20.00</b>	<b>24.00</b>	<b>28.00</b>	<b>28.00</b>	<b>28.00</b>
<b>Tuition Fees - Flat-Fee Program</b>							
Full-Time Domestic Tuition Fee - Per Term		\$ 3,100.00	\$ 3,100.00	\$ 3,100.00	\$ 3,100.00	\$ 3,100.00	\$ 3,100.00
Part-Time Domestic Tuition Fee - Per Term		\$ 1,550.00	\$ 1,550.00	\$ 1,550.00	\$ 1,550.00	\$ 1,550.00	\$ 1,550.00
<b>Operating Grant (FT = 1.0 BIU, PT = 0.3 BIU):</b>							
Full-Time Operating Grant - Per Term		\$ 5,806.00	\$ 5,806.00	\$ 5,806.00	\$ 5,806.00	\$ 5,806.00	\$ 5,806.00
Part-Time Operating Grant - Per Term		\$ 1,741.80	\$ 1,741.80	\$ 1,741.80	\$ 1,741.80	\$ 1,741.80	\$ 1,741.80
Domestic Tuition - Full-Time		18,600	37,200	37,200	37,200	37,200	37,200
Domestic Tuition - Part-Time		37,200	74,400	93,000	111,600	111,600	111,600
Operating Grant - Full-Time		34,836	69,672	69,672	69,672	69,672	69,672
Operating Grant - Part-Time		41,803	83,606	104,508	125,410	125,410	125,410
<b>Total Revenue</b>		<b>\$ 132,439</b>	<b>\$ 264,878</b>	<b>\$ 304,380</b>	<b>\$ 343,882</b>	<b>\$ 343,882</b>	<b>\$ 343,882</b>
<b>Expenses:</b>							
# of courses offered/instructors required		5.0	8.0	8.0	8.0	8.0	8.0
Plus: NURS 5123G - Qualitative Research Methods		1.0	1.0	1.0	1.0	1.0	1.0
Less: Trent-Fleming portion		(3.0)	(4.5)	(4.5)	(4.5)	(4.5)	(4.5)
Remaining UOIT portion		3.0	4.5	4.5	4.5	4.5	4.5
Plus: NURS 5096G Professional Practice Project - Course Supervisor					2.0	2.0	2.0
Sessional rates - \$8,400 (premium) + 9% benefits		\$ 27,468	\$ 41,202	\$ 41,202	\$ 59,514	\$ 59,514	\$ 22,890
Tenure Track Prof. @ 1.0 FTE + 18.5% benefits							148,125
Administrative course release - \$7,200 + 9% benefits		7,848	7,848	7,848	7,848	7,848	7,848
TA/RAships for FT - \$34 x 140 hours x 2 terms + 9% benefits		20,754	41,507	41,507	41,507	41,507	41,507
Dean's Office + Support Staff				22,729	22,729	22,729	22,729
Planning & Operations Office							-
<b>Total Labour</b>		<b>\$ -</b>	<b>\$ 56,070</b>	<b>\$ 90,557</b>	<b>\$ 113,286</b>	<b>\$ 131,598</b>	<b>\$ 243,099</b>
Start-Up Costs (e.g. program development, other)							
Travel	500	500	500	500	500	500	500
Promotion & Advertising	5,000	5,000	5,000	5,000	2,500	2,500	2,500
Honorarium (\$500 per student); re: Mentorship with Professional Practice Lead	-	-	-	-	3,000	3,000	3,000
Other Expenditures	5,000	5,000	5,000	5,000	5,000	5,000	5,000
<b>Total Operating Expenditures</b>	<b>\$ 10,500</b>	<b>\$ 10,500</b>	<b>\$ 10,500</b>	<b>\$ 10,500</b>	<b>\$ 11,000</b>	<b>\$ 11,000</b>	<b>\$ 11,000</b>
<b>Total Expenses</b>	<b>\$ 10,500</b>	<b>\$ 66,570</b>	<b>\$ 101,057</b>	<b>\$ 123,786</b>	<b>\$ 142,598</b>	<b>\$ 142,598</b>	<b>\$ 254,099</b>
Expenses as % of Revenue		50.3%	38.2%	40.7%	41.5%	41.5%	73.9%
<b>Net Revenue</b>	<b>\$ (10,500)</b>	<b>\$ 65,870</b>	<b>\$ 163,821</b>	<b>\$ 180,594</b>	<b>\$ 201,284</b>	<b>\$ 201,284</b>	<b>\$ 89,783</b>
Net Contribution %		49.7%	61.8%	59.3%	58.5%	58.5%	26.1%

**Table 17. UOIT - Draft Budget – Without Grant Funding**

	5 year budget model (based on program years 01May-30Apr model)						Scenario B
	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	
Total HeadCount per Program Year - Full-Time - Year 1	-	2.00	2.00	2.00	2.00	2.00	2.00
Total HeadCount per Program Year - Full-Time - Year 2		-	2.00	2.00	2.00	2.00	2.00
<b>Total HeadCount per Program Year - Full-Time</b>	<b>-</b>	<b>2.00</b>	<b>4.00</b>	<b>4.00</b>	<b>4.00</b>	<b>4.00</b>	<b>4.00</b>
Total HeadCount per Program Year - Part-Time - Year 1	-	8.00	8.00	8.00	8.00	8.00	8.00
Total HeadCount per Program Year - Part-Time - Year 2		-	8.00	8.00	8.00	8.00	8.00
Total HeadCount per Program Year - Part-Time - Year 3		-	-	4.00	4.00	4.00	4.00
Total HeadCount per Program Year - Part-Time - Year 4		-	-	-	4.00	4.00	4.00
Total HeadCount per Program Year - Part-Time - Year 5							
<b>Total HeadCount per Program Year - Full-Time</b>	<b>-</b>	<b>8.00</b>	<b>16.00</b>	<b>20.00</b>	<b>24.00</b>	<b>24.00</b>	<b>24.00</b>
Total HeadCount per Program Year - Full-Time	-	2.00	4.00	4.00	4.00	4.00	4.00
Total HeadCount per Program Year - Part-Time		8.00	16.00	20.00	24.00	24.00	24.00
<b>Total HeadCount per Program Year</b>	<b>-</b>	<b>10.00</b>	<b>20.00</b>	<b>24.00</b>	<b>28.00</b>	<b>28.00</b>	<b>28.00</b>
<b>Tuition Fees - Fee-Per-Credit Program</b>							
Full-Time Domestic Tuition Fee - Per 3-Credit Course		\$ 1,717.29	\$ 1,717.29	\$ 1,717.29	\$ 1,717.29	\$ 1,717.29	\$ 1,717.29
Part-Time Domestic Tuition Fee - Per Term		\$ 1,717.29	\$ 1,717.29	\$ 1,717.29	\$ 1,717.29	\$ 1,717.29	\$ 1,717.29
<b>Operating Grant (FT = 1.0 BIU, PT = 0.3 BIU):</b>							
Full-Time Operating Grant - Per Term							
Part-Time Operating Grant - Per Term							
Domestic Tuition - Full-Time		17,173	34,346	34,346	34,346	34,346	34,346
Domestic Tuition - Part-Time		41,215	82,430	103,037	123,645	123,645	123,645
Operating Grant - Full-Time		-	-	-	-	-	-
Operating Grant - Part-Time		-	-	-	-	-	-
<b>Total Revenue</b>		<b>\$ 58,388</b>	<b>\$ 116,776</b>	<b>\$ 137,383</b>	<b>\$ 157,991</b>	<b>\$ 157,991</b>	<b>\$ 157,991</b>
<b>Expenses:</b>							
# of courses offered/instructors required		5.0	8.0	8.0	8.0	8.0	8.0
Plus: NURS 5123G - Qualitative Research Methods		1.0	1.0	1.0	1.0	1.0	1.0
Less: Trent-Fleming portion		(3.0)	(4.5)	(4.5)	(4.5)	(4.5)	(4.5)
Remaining UOIT portion		3.0	4.5	4.5	4.5	4.5	4.5
Plus: NURS 5096G Professional Practice Project - Course Supervisor					2.0	2.0	2.0
Sessional rates - \$8,400 (premium) + 9% benefits		\$ 27,468	\$ 41,202	\$ 41,202	\$ 59,514	\$ 59,514	\$ 22,890
Tenure Track Prof. @ 1.0 FTE + 18.5% benefits							148,125
Administrative course release - \$7,200 + 9% benefits		7,848	7,848	7,848	7,848	7,848	7,848
TA/RAships for FT - \$34 x 140 hours x 2 terms + 9% benefits							
Dean's Office + Support Staff				22,729	22,729	22,729	22,729
Planning & Operations Office							-
<b>Total Labour</b>	<b>\$ -</b>	<b>\$ 35,316</b>	<b>\$ 49,050</b>	<b>\$ 71,779</b>	<b>\$ 90,091</b>	<b>\$ 90,091</b>	<b>\$ 201,592</b>
Start-Up Costs (e.g. program development, other)							
Travel	500	500	500	500	500	500	500
Promotion & Advertising	5,000	5,000	5,000	5,000	2,500	2,500	2,500
Honorarium (\$500 per student); re: Mentorship with Professional Practice Lead	-	-	-	-	3,000	3,000	3,000
Other Expenditures	5,000	5,000	5,000	5,000	5,000	5,000	5,000
<b>Total Operating Expenditures</b>	<b>\$ 10,500</b>	<b>\$ 10,500</b>	<b>\$ 10,500</b>	<b>\$ 10,500</b>	<b>\$ 11,000</b>	<b>\$ 11,000</b>	<b>\$ 11,000</b>
<b>Total Expenses</b>	<b>\$ 10,500</b>	<b>\$ 45,816</b>	<b>\$ 59,550</b>	<b>\$ 82,279</b>	<b>\$ 101,091</b>	<b>\$ 101,091</b>	<b>\$ 212,592</b>
Expenses as % of Revenue		78.5%	51.0%	59.9%	64.0%	64.0%	134.6%
<b>Net Revenue</b>	<b>\$ (10,500)</b>	<b>\$ 12,572</b>	<b>\$ 57,226</b>	<b>\$ 55,105</b>	<b>\$ 56,900</b>	<b>\$ 56,900</b>	<b>\$ (54,601)</b>
Net Contribution %		21.5%	49.0%	40.1%	36.0%	36.0%	-34.6%

**Table 18. Trent - Draft Budget – With Grant Funding**

	2019-2020	2020-21	2021-2022	2022-2023	2023-2024
<b>Enrolment</b>					
Domestic - head counts -new FT	2	2	2	2	2
Domestic - head counts - FT Yr. 2		2	2	2	2
TOTAL FT Students (By head)	2	4	4	4	4
Domestic head counts - PT Yr. 1	8	8	8	8	8
Domestic head counts - PT Yr. 2		6	6	6	6
Domestic head counts - PT Yr. 3			6	6	6
Domestic head counts - PT Yr. 4				6	6
Domestic head counts - PT Yr. 5					
TOTAL PT DOMESTIC STUDENTS (by head)	8	22	28	34	34
International head counts - new		2	2	2	2
International - head counts- continuing Yr. 2			2	2	2
<b>Total - Head Count</b>	<b>10</b>	<b>28</b>	<b>36</b>	<b>42</b>	<b>42</b>
<b>Revenues - Tuition only</b>					
Orientation (Semester 1)	2000	2000	2000	2000	2000
tuition domestic per semester FT	3,000	3,090	3,183	3,278	3,377
tuition domestic per semester PT	1,500	1,545	1,591	1,639	1,688
Annual tuition international (Diff. Fee + semester fee)	18,639	18,639	18,639	18,639	18,639
Domestic First Year	56,000	57,080	58,192	59,338	60,518
Domestic Upper Years	0	46,350	76,385	108,180	111,425
International	0	37,277	74,555	74,555	74,555
<b>Total</b>	<b>56,000</b>	<b>140,707</b>	<b>209,132</b>	<b>242,073</b>	<b>246,498</b>
<b>Revenues - Ministry funding</b>					
eligible BIU (PT = 0.3 & FT = 1.3333 BIUs)	5.0666	11.9332	13.7332	15.5332	15.5332
funding per BIU	21,442	50,501	58,119	65,737	65,737
<b>Total</b>	<b>108,637</b>	<b>602,642</b>	<b>798,159</b>	<b>1,021,098</b>	<b>1,021,098</b>
<b>Revenues - Ancilliary Fees</b>					
<b>Total</b>					
<b>TOTAL Revenue</b>	<b>164,637</b>	<b>743,350</b>	<b>1,007,290</b>	<b>1,263,171</b>	<b>1,267,597</b>
<b>Expenses - Salaries and Benefits</b>					
# of courses offered/instructors required	2	5.0	5.0	5.0	5.0
Total CUPE based on half course stipend	17,478	44,350	45,015	45,690	46,376
Tenture Track Prof.					
Admn. Release for Grad Coordinator/Director	8,739	17,740	18,006	18,276	18,551
Finance Officer (5%)	3,475	3,527	3,580	3,634	3,688
Front Office Support	15,453	15,685	15,920	16,159	16,401
<b>Total Salary &amp; Benefits Expenses</b>	<b>45,145</b>	<b>81,302</b>	<b>82,522</b>	<b>83,759</b>	<b>85,016</b>
<b>Expenses - Operational</b>					
Operating budget	2,000	5,600	7,200	8,400	8,400
Start-up Costs (w eb development, admin etc.)	17,478	8,870			
Promotion	5,000	4,000	3,000	2,000	2,000
<b>Total Operating Expenses</b>	<b>24,478</b>	<b>18,470</b>	<b>10,200</b>	<b>10,400</b>	<b>10,400</b>
<b>TOTAL Expenses</b>	<b>69,623</b>	<b>99,772</b>	<b>92,722</b>	<b>94,159</b>	<b>95,416</b>
<b>Net Revenue (total revenue - total expenditure)</b>	<b>95,014</b>	<b>643,577</b>	<b>914,569</b>	<b>1,169,012</b>	<b>1,172,181</b>
<b>Instructional &amp; Operational Expenditures as % of total Revenue</b>	<b>42%</b>	<b>13%</b>	<b>9%</b>	<b>7%</b>	<b>8%</b>
<b>Overhead to Institution (51%)</b>	<b>\$ 83,965</b>	<b>\$ 379,108</b>	<b>\$ 513,718</b>	<b>\$ 644,217</b>	<b>\$ 646,474</b>
<b>Overhead % to institution</b>	<b>51%</b>	<b>51%</b>	<b>51%</b>	<b>51%</b>	<b>51%</b>
<b>Excess Revenue after expenses and overhead</b>	<b>\$ 11,049</b>	<b>\$ 264,469</b>	<b>\$ 400,851</b>	<b>\$ 524,794</b>	<b>\$ 525,706</b>

**Table 19. Trent - Draft Budget – Without Grant Funding**

	2019-2020	2020-21	2021-2022	2022-2023	2023-2024
<b>Enrolment</b>					
Domestic - head counts -new FT	2	2	2	2	2
Domestic - head counts - FT Yr. 2		2	2	2	2
TOTAL FT Students (By head)	2	4	4	4	4
Domestic head counts - PT Yr. 1	8	8	8	8	8
Domestic head counts - PT Yr. 2		6	6	6	6
Domestic head counts - PT Yr. 3			6	6	6
Domestic head counts - PT Yr. 4				6	6
Domestic head counts - PT Yr. 5					
TOTAL PT DOMESTIC STUDENTS (by head)	8	22	28	34	34
International head counts - new		2	2	2	2
International - head counts- continuing Yr. 2			2	2	2
<b>Total - Head Count</b>	10	28	36	42	42
<b>Revenues - Tuition only</b>					
Orientation (Semester 1)	2000	2000	2000	2000	2000
tuition domestic per semester FT	3,255	3,353	3,453	3,557	3,664
tuition domestic per semester PT	1,628	1,676	1,727	1,778	1,832
Annual tuition international (Diff. Fee + semester fee)	18,639	18,639	18,639	18,639	18,639
Domestic First Year	59,060	60,232	61,439	62,682	63,962
Domestic Upper Years	0	50,290	82,878	117,375	120,897
International	0	37,277	74,555	74,555	74,555
<b>Total</b>	59,060	147,799	218,871	254,612	259,414
<b>Revenues - Ministry funding</b>					
eligible BIU	0	0	0	0	0
funding per BIU	0	0	0	0	0
<b>Total</b>	0	0	0	0	0
<b>Revenues - Ancillary Fees</b>					
<b>Total</b>					
<b>TOTAL Revenue</b>	<b>59,060</b>	<b>147,799</b>	<b>218,871</b>	<b>254,612</b>	<b>259,414</b>
<b>Expenses - Salaries and Benefits</b>					
# of courses offered/instructors required	2	5	5	5	5
Total CUPE based on half course stipend	17,112	43,420	44,075	44,730	45,405
Tenture Track Prof.					
Admin. Release for Grad Coordinator/Director	8,556	8,684	8,815	8,946	9,081
Finance Officer (5%)	3,475	3,527	3,580	3,634	3,688
Front Office Support	15,453	15,685	15,920	16,159	16,401
<b>Total Salary &amp; Benefits Expenses</b>	<b>44,596</b>	<b>71,316</b>	<b>72,390</b>	<b>73,469</b>	<b>74,575</b>
<b>Expenses - Operational</b>					
Operating budget	2,000	5,600	7,200	8,400	8,400
Start-up Costs (w eb development, admin etc.)	16,504	8,252			
Promotion	5,000	4,000	3,000	2,000	2,000
<b>Total Operating Expenses</b>	<b>23,504</b>	<b>17,852</b>	<b>10,200</b>	<b>10,400</b>	<b>10,400</b>
<b>TOTAL Expenses</b>	<b>68,100</b>	<b>89,168</b>	<b>82,590</b>	<b>83,869</b>	<b>84,975</b>
<b>Net Revenue (total revenue - total expenditure)</b>	<b>-9,040</b>	<b>58,631</b>	<b>136,281</b>	<b>170,743</b>	<b>174,438</b>
<b>Instructional &amp; Operational Expenditures as % of total Revenue</b>	115%	60%	38%	33%	33%
<b>Overhead to Institution (51%)</b>	<b>\$ 30,121</b>	<b>\$ 75,377</b>	<b>\$ 111,624</b>	<b>\$ 129,852</b>	<b>\$ 132,301</b>
<b>Overhead % to institution</b>	51%	51%	51%	51%	51%
<b>Excess Revenue after expenses and overhead</b>	<b>\$ (39,161)</b>	<b>\$ (16,746)</b>	<b>\$ 24,657</b>	<b>\$ 40,891</b>	<b>\$ 42,137</b>



## **APPENDICES**

### **Appendix A: UOIT-DC / Trent-Fleming Shared Practice Partners**

1. Durham Public Health Unit
2. Lakeridge Health
3. Rouge Valley Health System
4. Ontario Shores
5. Northumberland Hills
6. Markham Stouffville Hospital
7. Scarborough Hospital
8. Peterborough Regional Health Centre
9. Ross Memorial Hospital
10. Northumberland Hills Hospital
11. AON Long Term Care and retirement Residences
12. Peterborough County City Health Unit
13. St Joseph's at Fleming LTC
14. Fleming College
15. We Care Health Services
16. Campbellford Memorial Hospital
17. Quinte Health Care
18. Fairhaven LTC

## Appendix B - Nursing Masters Programs in Ontario

1. **Brock University** - Master of Arts in Applied Health Sciences (Nursing) (MA)
2. **Lakehead University** - Master of Public Health with Specialization in Nursing (MPH)
3. **Lakehead University** - Master of Public Health Specialization in Nursing with Primary Health Care Nurse Practitioner Elective (MPH)
4. **Laurentian University** - Master of Science in Nursing (MSc)
5. **McMaster University** - Master of Science, Nursing (MSc)
6. **Queen's University** - Master of Nursing Science (MNSc)
7. **Queen's University** - Master of Nursing (Primary Health Care Nurse Practitioner) (MN (PHCNP))
8. **Ryerson University** – Master of Nursing (MN)
9. **Ryerson University** - Combination Master of Nursing and Primary Health Care Nurse Practitioner Certificate (MN (PHCNP))
10. **University of Ottawa** - Master of Science Nursing (MScN)
11. **University of Ottawa** - Master of Science in Nursing Specialization in Women's Studies (MScN)
12. **University of Ottawa** - Master of Science Nursing with Graduate Diploma Primary Health Care for Nurse Practitioners (MScN, PHCNP)
13. **University of Toronto** - Master of Nursing (MN)
14. **University of Western Ontario** - Master of Science in Nursing (MScN)
15. **University of Western Ontario** - Master of Nursing (Advanced Nursing Practice) program (MN-ANP)
16. **University of Western Ontario** - Master of Nursing (Primary Health Care Nursing Practice) program (MN-PHCNP)
17. **University of Windsor** - Master of Science in Nursing (MScN)
18. **University of Windsor** - Master of Nursing (MN)
19. **York University** - Master of Science in Nursing (MScN)
20. **York University** - Master of Science in Nursing Alternate Admission (MScN – Alternate Admission)
21. **York University** - Master of Science in Nursing - Primary Health Care Nurse Practitioner (MScN - PHCNP)

1.

<p><b>Institution:</b> Brock University</p>
<p><b>Program Name and Credential:</b> Master of Arts in Applied Health Sciences (Nursing) (MA)</p>
<p><b>Program Description:</b> “The Master of Arts in Applied Health Sciences (Nursing) provides graduate students with in-depth training, knowledge and research experience through their thesis work, while also</p>

providing a broad, cross-disciplinary pedagogical approach with extensive small group learning. Graduate courses and faculty members' scholarly interests reflect the range of expertise available in areas pertaining to personal, group, community, and population health."

[https://brocku.ca/webfm\\_send/30098](https://brocku.ca/webfm_send/30098)

**Similarities and Differences:** This program has a similar approach to cross-disciplinary pedagogy, however does not include the Professional Practice Leadership focus.

**Links:**

<https://brocku.ca/> (University homepage)

<https://brocku.ca/applied-health-sciences/future-students/future-grad-students/masters-degree/Nursing> (Applied Health Sciences Program page)

[https://brocku.ca/webfm\\_send/30098](https://brocku.ca/webfm_send/30098) (Program Brochure)

2.

**Institution:**

Lakehead University

**Program Name and Credential:**

Master of Public Health with Specialization in Nursing (MPH)

**Program Description:**

"In the Master of Public Health with Specialization in Nursing degree, students will focus on current issues in the science and/or service of public health, so that they may gain experience through opportunities in any of the fundamental disciplines that underlie public health. The program is primarily intended to prepare graduates for a career in public health practice."

<https://www.lakeheadu.ca/academics/graduate/programs/masters/public-health-nursing/node/7276>

**Similarities and Differences:** This program puts similar emphasis on preparing graduates to be leaders in professional practice but differs in the flexibility of delivery and emphasis on community partnerships for experiential learning.

**Links:**

<https://www.lakeheadu.ca/academics/graduate/programs/masters/public-health-nursing/node/7276> (Program page)

<https://www.lakeheadu.ca/> (University homepage)

3.

<p><b>Institution:</b> Lakehead University</p>
<p><b>Program Name and Credential:</b> Master of Public Health Specialization in Nursing with Primary Health Care Nurse Practitioner Elective (MPH)</p>
<p><b>Program Description:</b> “In the Master of Public Health with Specialization in Nursing degree, students will focus on current issues in the science and/or service of public health, so that they may gain experience through opportunities in any of the fundamental disciplines that underlie public health. The program is primarily intended to prepare graduates for a career in public health practice.”</p> <p><b>PHC Nurse Practitioner Elective Option:</b> “Applicants who are interested in the PHC Nurse Practitioner elective option will need to download the additional PHC Nurse Practitioner Application information which can be found within the 'How to Apply' tab.”</p> <p><a href="https://www.lakeheadu.ca/academics/graduate/programs/masters/public-health-nursing/node/7276">https://www.lakeheadu.ca/academics/graduate/programs/masters/public-health-nursing/node/7276</a></p>
<p><b>Similarities and Differences:</b> This program puts similar emphasis on preparing graduates to be leaders in professional practice but differs in the flexibility of delivery and emphasis on community partnerships for experiential learning.</p>
<p><b>Links:</b> <a href="https://www.lakeheadu.ca/sites/default/files/forms/gradstudies/NPMPHNursing_Application_Information.doc">https://www.lakeheadu.ca/sites/default/files/forms/gradstudies/NPMPHNursing_Application_Information.doc</a> (Primary Health Care Nurse Practitioner Elective Application info) <a href="https://www.lakeheadu.ca/academics/graduate/programs/masters/public-health-nursing/node/7276">https://www.lakeheadu.ca/academics/graduate/programs/masters/public-health-nursing/node/7276</a> (Program page) <a href="https://www.lakeheadu.ca/">https://www.lakeheadu.ca/</a> (University homepage)</p>

4.

<p><b>Institution:</b> Laurentian University</p>
<p><b>Program Name and Credential:</b> Master of Science in Nursing (MSc)</p>
<p><b>Program Description:</b> “The Master of Science in Nursing (MScN) program produces graduates who have the knowledge, values, attitudes and competencies reflecting the philosophy, nature and scope of</p>

nursing in northern rural and remote areas. The program provides learners with opportunities to understand discovery, integration, application and dissemination of knowledge delimited by rigor and ethical integrity. The learner will develop a richer understanding of the discipline of nursing and its relationship to the context of health care service delivery and policy issues. The program also broadens learners' understanding of nursing by encouraging them to engage with scholars from other departments and disciplines as well as those with other professional experiences.

Students in the MScN program will complete a thesis, which places emphasis on developing research abilities. Graduates will be eligible for doctoral programs. Applicants are expected to contact MScN faculty members to review their research interests with them and their fit as a supervisor. If confirmed, identification of an MScN faculty supervisor should be identified on their admission essay.

This is not a distance program. Courses are offered in a hybrid model. Technology is utilized to allow for some distance learning, however, learners may be required to come to campus a few times per term for each course for face-to-face interaction between learners and faculty.

**MScN for Post Nurse Practitioners**

Laurentian University has developed an MScN program for people who have completed an NP diploma and are registered as NPs in Ontario. This is a course-based program. Students will need to complete four core MScN courses and one 3 credit elective.”

<https://laurentian.ca/program/nursing-mscn>

**Similarities and Differences:** This program has a focus in training individuals who want to work in rural areas while our program is designed to meet nursing demands across all settings. There is a similar emphasis on ethical integrity and policy.

**Links:**

<https://laurentian.ca/program/nursing-mscn> (MSc Program)

<https://laurentian.ca/> (University homepage)

5.

<p><b>Institution:</b> McMaster University</p>
<p><b>Program Name and Credential:</b> Master of Science, Nursing (MSc)</p>
<p><b>Program Description:</b> “The program offers studies leading to the M.Sc. and Ph.D., as well as Graduate Diplomas in</p>

Advanced Neonatal Nursing and Primary Health Care Nurse Practitioner. Students in the graduate program have access to the educational, research and clinical resources of the Faculty of Health sciences and the services of the Hamilton-Wentworth health care community.”

<https://gs.mcmaster.ca/programs/nursing?degree=20>

**Similarities and Differences:** This program has a neonatal focus while our program is geared toward producing professional graduates with a choice to focus on their own area of interest through their thesis/research project work.

**Links:**

<https://gs.mcmaster.ca/programs/nursing?degree=20> (MSc Program)

<http://www.mcmaster.ca/> (University homepage)

6.

**Institution:**

Queen’s University

**Program Name and Credential:**

Master of Nursing Science (MNSc)

**Program Description:**

“The Queen’s School of Nursing offers a challenging and innovative MNSc program to prepare you with the critical appraisal skills needed for developing the scientific basis for nursing practice, and the knowledge and skills to conduct small research projects and participate in research teams. Situated in an academic environment that embodies scholarship, you will be well prepared for a career as a leader in clinical practice, education or health care management. Our MNSc program consists of course work and a thesis. The thesis requires independent, original research and makes up at least two-thirds of the time normally required for the program. You will be taught primarily in small graduate seminars, in which you will engage in a lively, critical examination of theory, clinical practice, and research, and delve into your own research. Nurtured by close mentoring relationships with faculty supervisors, you will normally complete the program in 2 years.

The [research programs of faculty](#) in the School of Nursing are reflected through 3 clusters of research: 1) populations with complex health conditions, 2) practice environments, and 3) health care quality. Chronic health conditions and transitions in health and illness are two fields of study in our MNSc program.”

[https://nursing.queensu.ca/graduate/master\\_of\\_nursing\\_science\\_mnsc](https://nursing.queensu.ca/graduate/master_of_nursing_science_mnsc)

**Similarities and Differences:**

This program puts similar emphasis on preparing graduates to be leaders in professional practice but differs in the flexibility of delivery and emphasis on community partnerships for experiential learning.

Links:

[https://nursing.queensu.ca/graduate/master\\_of\\_nursing\\_science\\_mnsc](https://nursing.queensu.ca/graduate/master_of_nursing_science_mnsc) (MNSc Program)

<http://www.queensu.ca/sgs/programs-degrees/nursing> (Masters in nursing)

<http://www.queensu.ca/> (University homepage)

7.

**Institution:**

Queen's University

**Program Name and Credential:**

Master of Nursing (Primary Health Care Nurse Practitioner) (MN(PHCNP))

**Program Description:**

“The School of Nursing at Queen's offers a challenging and innovative program to prepare you with the knowledge and skills to provide advanced nursing care to individuals and families in primary care settings and conduct small research projects, as well as the critical appraisal skills needed for developing the scientific basis for practice. Situated in an academic environment that embodies scholarship, graduates are well prepared for careers as leaders in clinical practice and education.

Our MN(PHCNP) program consists of coursework, clinical placements, integrated practicum, and systematic review. In collaboration with a [consortium of nine Ontario universities](#), you will be taught primarily through small in-person graduate seminars, clinical placements, and self-directed learning online. You will engage in a critical examination of theory and research, with application of your knowledge and skills related to pathophysiology, health assessment, diagnostics, therapeutics and the primary health care nurse practitioner role. You will engage early and continuously in clinical practice and research, and complete the program in 2 years. Successful completion of the program allows you to apply to complete the Canadian family/all-ages nurse practitioner licensure examination.”

The [research programs of faculty](#) in the School of Nursing are reflected through 3 clusters of research: 1) populations with complex health conditions, 2) practice environments, and 3) health care quality. Primary health care is the main field of study in our MN(PHCNP) program.”

Also offered through Lakehead University

[https://nursing.queensu.ca/graduate/master\\_of\\_nursing\\_mn\\_phcnp](https://nursing.queensu.ca/graduate/master_of_nursing_mn_phcnp)

**Similarities and Differences:** This program has a similar approach to experiential learning, but lacks the flexibility of our primarily online format.

**Links:**

[https://nursing.queensu.ca/graduate/master\\_of\\_nursing\\_mn\\_phcnp](https://nursing.queensu.ca/graduate/master_of_nursing_mn_phcnp) (MN(PHCNP) program)

<http://www.queensu.ca/sgs/programs-degrees/nursing> (Masters in nursing)

<http://www.queensu.ca/> (University homepage)

8.

**Institution:**

Ryerson University

**Program Name and Credential:**

Master of Nursing (MN)

**Program Description:**

“Equally strong in research, advanced practice and teaching, we educate professional nurses to pursue the career of their dreams. Graduates pursue advanced practice and leadership roles across all health care sectors, helping to shape the future of our health system. Our comprehensive curriculum, programs tailored to learners’ goals, and part-time study options all help students fit graduate education into their professional career development.”

[http://www.ryerson.ca/content/dam/graduate/documents/program\\_brochures/YSGS\\_Nursing\\_w eb.pdf](http://www.ryerson.ca/content/dam/graduate/documents/program_brochures/YSGS_Nursing_w eb.pdf)

**Similarities and Differences:** This program has a similar goal of creating professional practice leaders, but the program lacks the online flexibility our program affords to the already working professional.

**Links:**

[http://www.ryerson.ca/content/dam/graduate/documents/program\\_brochures/YSGS\\_Nursing\\_w eb.pdf](http://www.ryerson.ca/content/dam/graduate/documents/program_brochures/YSGS_Nursing_w eb.pdf) (brochure)

<http://www.ryerson.ca/graduate/programs/nursing-graduate/> (MN Program)

<http://www.ryerson.ca/> (University homepage)



9.

<p><b>Institution:</b> Ryerson University</p>
<p><b>Program Name and Credential:</b> Combination Master of Nursing (MN) and Primary Health Care Nurse Practitioner (PHCNP) Certificate</p>
<p><b>Program Description:</b> “If you want to pursue the many career-enhancing opportunities open to Nurse Practitioners, but don’t already hold a Master of Nursing, our Combined Master of Nursing/Primary Health Care Nurse Practitioner Certificate is for you.</p> <p>In this program, you’ll earn a Master’s degree <b>and</b> prepare to write the <a href="#">College of Nurses of Ontario’s NP – Primary Health Care (Ontario) exam</a> at the same time.</p> <p>It’s a demanding, career-enhancing program that:</p> <ul style="list-style-type: none"> <li>• Prepares students to provide care to individuals, families and communities.</li> <li>• Provides opportunities to analyze and integrate theories, models, concepts, and frameworks from advanced practice nursing and related disciplines.</li> <li>• Incorporates principles of evidence-based practice &amp; contributes to knowledge development for the role of the Primary Health Care Nurse Practitioner.</li> <li>• Prepares nurses to practice in an ethical and legal manner that reflects an understanding of human values, diversity, and health and social policy related issues.</li> </ul> <p>Students who complete this program are well positioned to accelerate their careers in nursing as Primary Health Care Nurse Practitioners in a variety of practice and leadership roles and settings.”</p> <p><a href="http://www.ryerson.ca/graduate/programs/nursing/programs/combined-program/">http://www.ryerson.ca/graduate/programs/nursing/programs/combined-program/</a></p>
<p><b>Similarities and Differences:</b> This program also emphasizes preparedness for leadership careers. However, our program has a specific stream catering to those nurses with 10 or more years of experience as a pathway entry. This program also does not offer the same flexibility that our program offers to suit working professionals.</p>
<p><b>Links:</b> <a href="http://www.ryerson.ca/content/dam/graduate/documents/program_brochures/YSGS_Nursing_w_eb.pdf">http://www.ryerson.ca/content/dam/graduate/documents/program_brochures/YSGS_Nursing_w_eb.pdf</a> (brochure)</p> <p><a href="http://www.ryerson.ca/graduate/programs/nursing/programs/combined-program/">http://www.ryerson.ca/graduate/programs/nursing/programs/combined-program/</a> (MN (PHCNP) Program)</p> <p><a href="http://www.ryerson.ca/">http://www.ryerson.ca/</a> (University homepage)</p>

10.

<p><b>Institution:</b> University of Ottawa</p>
<p><b>Program Name and Credential:</b> Master of Science Nursing (MScN)</p>
<p><b>Program Description:</b> “The goal of the master's program is to educate enrolled nurses for an advanced practice role and/or doctoral studies. Graduates of the program are prepared to assume leadership roles in improving the quality of nursing care in various health care settings. The program provides rigorous academic preparation based on theory and research to address health-related phenomena experienced by individuals, families, groups, aggregates and communities.</p> <p>The courses from the master's program can be offered by distance modalities. The courses from the PHCNP Diploma are offered using a combination of face-to-face and distance modalities. Francophones from minority communities on the Canadian west and east coasts and in the Territories benefit from additional privileges thanks to the Consortium national de formation en santé (CNFS). CNFS is a nationally-represented organization that comprises ten university- and college-level academic institutions offering French-language education in various health-related fields.”</p> <p><a href="http://catalogue.uottawa.ca/en/graduate/master-science-nursing/">http://catalogue.uottawa.ca/en/graduate/master-science-nursing/</a></p>
<p><b>Similarities and Differences:</b> This program puts emphasis on the academic stream toward PhD while our program prepares students who aspire to do a PhD, but also supports those students that want careers outside of academia.</p>
<p><b>Links:</b> <a href="http://catalogue.uottawa.ca/en/graduate/master-science-nursing/">http://catalogue.uottawa.ca/en/graduate/master-science-nursing/</a> (MScN Program)  <a href="http://catalogue.uottawa.ca/">http://catalogue.uottawa.ca/</a> (University homepage)</p>

11.

<p><b>Institution:</b> University of Ottawa</p>
<p><b>Program Name and Credential:</b> Master of Science in Nursing Specialization in Women’s Studies (MScN)</p>
<p><b>Program Description:</b> “The goal of the master's program is to educate enrolled nurses for an advanced practice role and/or doctoral studies. Graduates of the program are prepared to assume leadership roles in improving the quality of nursing care in various health care settings. The program provides</p>

rigorous academic preparation based on theory and research to address health-related phenomena experienced by individuals, families, groups, aggregates and communities.”

<http://catalogue.uottawa.ca/en/graduate/master-science-nursing-specialization-womens-studies/>

**Similarities and Differences:** This program emphasizes Women’s studies while our proposed program focuses on Professional practice leadership careers.

**Links:**

<http://catalogue.uottawa.ca/en/graduate/master-science-nursing-specialization-womens-studies/> (MScN Specialization in Women’s Studies Program)

<http://catalogue.uottawa.ca/> (University homepage)

12.

**Institution:**

University of Ottawa

**Program Name and Credential:**

Master of Science Nursing with Graduate Diploma Primary Health Care for Nurse Practitioners – MScN, PHCNP

**Program Description:**

“The goal of the master's program is to educate enrolled nurses for an advanced practice role and/or doctoral studies. Graduates of the program are prepared to assume leadership roles in improving the quality of nursing care in various health care settings. The program provides rigorous academic preparation based on theory and research to address health-related phenomena experienced by individuals, families, groups, aggregates and communities.

The goal of the graduate diploma program is to educate enrolled nurses for an advanced practice role as a primary health care nurse practitioner (NP). The graduates of this program are prepared to assume leadership roles in improving the quality of nursing care as nurse practitioners in various primary health care settings.

The combined program provides rigorous academic preparation based on theory, research, and practice to address health-related phenomena experienced by individuals, families, groups and communities.”

<http://catalogue.uottawa.ca/en/graduate/graduate-diploma-primary-health-care-masters-nursing/>

**Similarities and Differences:** This program seems to lack both the flexibility of our primarily

online model for already working professionals, and also the rigorous focus on Leadership roles for postgraduate completion.

**Links:**

<http://catalogue.uottawa.ca/en/graduate/graduate-diploma-primary-health-care-masters-nursing/> (MScN with PHCNP Program)

<http://catalogue.uottawa.ca/> (University homepage)

13.

**Institution:**

University of Toronto

**Program Name and Credential:**

Master of Nursing (MN)

**Program Description:**

“There are 3 fields of study in the Master of Nursing program – students can only enroll in one of the fields of study:

- Health Systems Leadership and Administration
- Clinical Nursing
- Nurse Practitioner (Adult, Paediatric, or Primary Health Care-Global Health).

The MN program is designed to provide students with knowledge, skills and competencies required for advanced practice nurses. The program provides opportunities to effectively implement a broad range of theoretical and research evidence in practice, a learning environment that reflects this research-intensive university, and an education that is responsive to a breadth of ideas and the complexities of caring for highly diverse populations within a variety of settings.

The program combines development of scholarly knowledge and professional expertise. Students are engaged in course work, seminars, simulation (Nurse Practitioner field of study), online learning, and advanced nursing practice.

MN students must enrol on a full-time basis. The MN program is normally completed in two years over six consecutive semesters. The learning format for each field of study is unique. The Clinical Nursing field of study program is offered on campus and in-class only. The Nurse Practitioner field is offered primarily online but requires some on-campus residency periods. The Health Systems Leadership and Administration field is also offered primarily online but requires some on-campus residency periods.”

<https://bloomberg.nursing.utoronto.ca/programs/master#content1>

**Similarities and Differences:** The Health Systems Leadership and Administration is the most similar stream to our programming. This program also has a similar level of flexibility with it's primarily online content. However this program also has two other major streams of focus whereas our proposed program focuses on professional practice leadership.

**Links:**

<https://bloomberg.nursing.utoronto.ca/programs/master#content1> (MN homepage)

<http://www.sgs.utoronto.ca/prospectivestudents/Pages/Programs.aspx> (programs homepage)

<https://www.utoronto.ca/> (University homepage)

14.

**Institution:**

University of Western Ontario

**Program Name and Credential:**

Master of Science in Nursing (MScN)

**Program Description:**

“Western's Master of Science in Nursing (MScN) program is the longest-standing graduate nursing program in Canada, and provides the basis for leadership in professional Nursing and the foundation for doctoral studies.

This flexible research-based program provides opportunities for co-op study as well as the option to fast-track to the PhD Program after the first year of full-time study.

Research Programs & Fields of Study

- [Leadership in Nursing Education](#)
- [Nursing Leadership in Health Promotion and Advanced Nursing Practice](#)
- [Nursing Leadership in Health Services Delivery”](#)

<http://www.uwo.ca/fhs/nursing/grad/mscn/index.html>

**Similarities and Differences:** This program has a heavy focus on pursuing a PhD whereas our program supports those students who aspire to a PhD while preparing those who are ready to be leaders in professional practice to also follow those goals with adequate preparedness.

**Links:**

[http://grad.uwo.ca/prospective\\_students/programs/program\\_NEW.cfm?p=107](http://grad.uwo.ca/prospective_students/programs/program_NEW.cfm?p=107) (MScN homepage)

<http://www.uwo.ca/> (University homepage)

15.

<p><b>Institution:</b> University of Western Ontario</p>
<p><b>Program Name and Credential:</b> Master of Nursing (Advanced Nursing Practice) program (MN-ANP)</p>
<p><b>Program Description:</b> “The Master of Nursing (Advanced Nursing Practice) program (MN-ANP) provides the basis for leadership in advanced nursing roles within nursing education, health services or health promotion. This program is offered for both full- and part-time students.</p> <p>Program Outline</p> <ul style="list-style-type: none"> <li>• Students may select one of three unique <a href="#">fields of study</a>, but are encouraged to enrol in courses from other nursing fields and disciplines</li> <li>• Students are required to complete eight courses and a research practicum in one of the fields</li> <li>• Normal time of completion is 16 months of full-time or three years (plus one term) of part-time study</li> <li>• <a href="#">Program curriculum</a>”</li> </ul> <p><a href="http://www.uwo.ca/fhs/nursing/grad/mn/index.html">http://www.uwo.ca/fhs/nursing/grad/mn/index.html</a></p>
<p><b>Similarities and Differences:</b> While this program offers both full and part time options, our students are afforded further flexibility through the primarily online format.</p>
<p><b>Links:</b> <a href="http://grad.uwo.ca/prospective_students/programs/program_NEW.cfm?p=106">http://grad.uwo.ca/prospective_students/programs/program_NEW.cfm?p=106</a> (MN homepage)  <a href="http://www.uwo.ca/">http://www.uwo.ca/</a> (University homepage)</p>

16.

<p><b>Institution:</b> University of Western Ontario</p>
<p><b>Program Name and Credential:</b> Master of Nursing (Primary Health Care Nursing Practice) program (MN-PHCNP)</p>
<p><b>Program Description:</b> “The Master of Nursing (Primary Health Care Nursing Practice) program (MN-PHCNP) program utilizes a combination of on-site and distance learning and offers full- and part-time options in collaboration with a consortium of Ontario universities.</p>

**MN-PHCNP Program Options**

**Full Program:**

- For BScN prepared nurses seeking a graduate degree focused on advanced nursing practice
- This option is offered for both full- and part-time students, with full-time applicants given preference
- Normal time of completion is two years for full-time students and four years for part-time students
- [Program curriculum](#)

**PHCNP Certificate:**

- For nurses with a graduate degree seeking an NP certificate
- Graduates who obtain a PHCNP certificate without the MN graduate degree are eligible to write the CNPE licensing exam
- Normal time of completion is 12 months
- [Program curriculum](#)”

<http://www.uwo.ca/fhs/nursing/grad/phcnp/index.html>

**Similarities and Differences:** This program emphasizes primary health care nursing whereas our program focuses on professional practice leadership. The modalities of the programs are similar.

**Links:**

<http://www.uwo.ca/fhs/nursing/grad/phcnp/index.html> (MN-PHCNP homepage)

<http://www.uwo.ca/> (University homepage)

17.

**Institution:**

University of Windsor

**Program Name and Credential:**

Master of Science in Nursing (MScN)

**Program Description:**

“The MScN program is a thesis-based program, and has two specialization/field options:

- Advanced Clinical Practice Nursing Field where students will explore the human experience of health, well-being, illness and healing within the context of individuals, families, groups and communities. Selected concepts such as health promotion, illness prevention, stress appraisal, and coping resources will be examined through critical appraisal of the literature in nursing and related disciplines.
- Nursing Leadership Field where students will explore concepts of contemporary nursing leadership in management, research and education. Students will critically appraise and

synthesize a variety of educational, environmental, and political issues that influence the Canadian health care system. Students will have the opportunity to develop skills necessary to impact policy and decision-making relevant to the profession of nursing, in particular, and the health care system in general.”

<http://www.uwindsor.ca/graduate/sites/uwindsor.ca.graduate/files/nursinggradflyer.pdf>

**Similarities and Differences:** This program is one stream, thesis-based, whereas our program also offers a research project stream for those students who aspire to immediately professional careers in leadership roles in nursing whereas the thesis stream would be more geared toward those students who have higher aspirations within academia.

**Links:**

<http://www.uwindsor.ca/graduate/sites/uwindsor.ca.graduate/files/nursinggradflyer.pdf>

(brochure)

<http://www.uwindsor.ca/nursing/316/master-science-nursing-degree> (MScN homepage)

<http://www.uwindsor.ca/> (University homepage)

**18.**

**Institution:**

University of Windsor

**Program Name and Credential:**

Master of Nursing (MN)

**Program Description:**

“The MN program is a course-based program, and has three specialization/ field options. In addition to Advanced Clinical Practice and the Nursing Leadership Field, the third specialization is the Primary Health Care Nurse Practitioner Field. These students will be prepared to provide collaborative and autonomous primary health care to individuals, groups or communities, with an emphasis on health promotion as well as illness/injury prevention. Students will develop advanced assessment, diagnostic and clinical reasoning skills in preparation for ordering and interpreting diagnostic tests, communicating diagnoses, prescribing pharmaceuticals, and performing other specific controlled procedures.”

<http://www.uwindsor.ca/graduate/sites/uwindsor.ca.graduate/files/nursinggradflyer.pdf>

**Similarities and Differences:**

This program has 3 specialization field options whereas our program offers honed in expertise on professional practice leadership.

**Links:**



<http://www.uwindsor.ca/graduate/sites/uwindsor.ca.graduate/files/nursinggradflyer.pdf>  
(brochure)

<http://www.uwindsor.ca/nursing/317/master-nursing-degree> (MN homepage)

<http://www.uwindsor.ca/> (University homepage)

19.

**Institution:**

York University

**Program Name and Credential:**

Master of Science in Nursing (MScN)

**Program Description:**

“York University’s unique Master of Science in Nursing program was developed in response to changing attitudes towards the practice of nursing. With an innovative teaching approach that focuses on cultivating human relationships, it is perfectly positioned to respond to these challenges and will prepare you to be an influential voice in this important time of transition. York answers a growing demand for healthcare services and practitioners that focus on the experiences of human beings in a way that respects patients' values and choices about health and quality of life. This recognizes that every patient has a personal story.

Full-time students complete their degree in 4 terms (16 months). With part-time studies, you can achieve the same in three years. Starting September 2015 the generic program will require 5 terms (20 Months) to complete full-time or 8 terms (32 months) to complete.

The core courses include a six-credit theoretical/philosophical foundations of nursing, three research courses (a total of nine course credits), and a three-credit advanced nursing practicum, in which students are encouraged to focus their learning in one of the following areas of faculty expertise: teaching-learning in nursing; nursing theory-based, evidence informed practice; community and global health; and leadership.

Students in the thesis option will take four core courses (the six-credit foundations course, six course credits in research (including qualitative and quantitative methods), and the three-credit advanced nursing practicum course) plus one elective, and, in addition, will complete a thesis. The course-based program consists of 4.5 full course equivalents, including five core courses and three electives (minimum). Some students will take additional electives to support their overall career objectives.”

<http://nursing.gradstudies.yorku.ca/mscn/>

**Similarities and Differences:**

This program puts emphasis on the person-centred approach to care. While our nursing

program teaches this type of practice, our focus is on professional practice leadership with person-centred care being a necessary learning tool.

**Links:**

<http://nursing.gradstudies.yorku.ca/mscn/> (MScN homepage)

<http://futurestudents.yorku.ca/graduate/programs/nursing> (Nursing Grad homepage)

<http://www.yorku.ca/index.html> (University homepage)

20.

**Institution:**

York University

**Program Name and Credential:**

Master of Science in Nursing Alternate Admission (MScN – Alternate Admission)

**Program Description:**

“This is an exciting and innovative option offered for the first time in Ontario. The alternate admissions process enables a registered nurse who is a graduate of a diploma or hospital program to fast-track to an MScN program after fulfilling foundational academic requirements. Potential applicants will be nurses with a diploma and strong academic potential, currently working in leadership positions. Qualified applicants would be admitted to the Faculty of Health as visiting students until they complete the alternate admission requirements of upper-level courses in nursing at the *undergraduate level* in preparation for graduate study. Students who successfully complete the *30-credit baccalaureate equivalency* are not awarded a baccalaureate degree, but are deemed eligible for graduate studies.”

<http://futurestudents.yorku.ca/graduate/programs/rn-mscn>

**Similarities and Differences:** This program offers a similar option for professional nurses with experience to fast-track into the master’s program. Our stream B students will have a similar entry into our program. This program lack the professional practice leadership focus.

**Links:**

<http://futurestudents.yorku.ca/graduate/programs/rn-mscn> (MScN Alternate Admission Grad homepage)

<http://nursing.gradstudies.yorku.ca/mscn-altadmission/> (MScN Alternate Admission homepage)

<http://www.yorku.ca/index.html> (University homepage)

21.

<p><b>Institution:</b> York University</p>
<p><b>Program Name and Credential:</b> Master of Science in Nursing - Primary Health Care Nurse Practitioner (MScN - PHCNP)</p>
<p><b>Program Description:</b>  <p>“The PHCNP program utilizes diverse learning modalities. Two of the 7 PHCNP courses are offered on-line, four require seminar attendance here at York, and five require clinical placements. Clinical placements for York University students are in the GTA only. Please see the map on the link to the NP website. All students will be required to travel to class and to clinical placements sites.</p> <p>Students enrolled in PHCNP must successfully complete 12 core credits from the MScN program which will be taught by York School of Nursing graduate faculty (NURS 5100 6.0: Theoretical and Philosophical Foundations of Nursing Science, NURS 5200 3.0: Qualitative Research Methods in Nursing Science, and NURS 5300 3.0: Quantitative Research Methods in Nursing Science) prior to beginning the seven PCHNP courses. Students will take NURS 5880 0.0 Practice-based Research Proposal (PRP) along with the PHCNP courses after completion of Advanced Health Assessment and Diagnosis II (NURS 5840 3.0) if part-time or simultaneously with their final Integrative Practicum (NURS5870 6.0) if full-time. This non-credit course provides students with the opportunity for a critical and analytic reflection on a topic/issue/problem related to the student's practicum experience. Students will be supervised in the preparation of a research proposal by graduate faculty members in the School of Nursing at York University.</p> <p>Full-time students will complete the program in 6 consecutive semesters and part-time students in three to four years, depending on course load. Graduates are eligible to write the Canadian Nurse Practitioner Exam Examination: Family/All Ages to qualify as an NP-PHC.”</p> <p><a href="http://nursing.gradstudies.yorku.ca/phcnp/">http://nursing.gradstudies.yorku.ca/phcnp/</a></p> </p>
<p><b>Similarities and Differences:</b> This program’s focus is on the Primary Health Care Practitioner whereas our flexible program emphasizes professional practice leadership.</p>
<p><b>Links:</b>  <p><a href="http://nursing.gradstudies.yorku.ca/phcnp/">http://nursing.gradstudies.yorku.ca/phcnp/</a> (MScN- PHCNP homepage)</p> <p><a href="http://www.yorku.ca/index.html">http://www.yorku.ca/index.html</a> (University homepage)</p> </p>

**Appendix C: Part Time Program Map**

<b>Part Time Program Map – Master of Science in Nursing, Professional Practice Leadership – Year 1</b>		
<b>Spring</b>	<b>Fall</b>	<b>Winter</b>
<p>NURS 5119G Program Evaluation for Health Care Leaders</p> <p>Orientation (on site residency required), identification of thesis topic or research project, identification of supervisor</p>	<p>NURS 5010G Research Approaches for Nursing and Health Sciences</p> <p><b>Pre-Requisite:</b> Undergraduate nursing courses in statistics and research methods (or equivalent)</p>	<p>NURS 5118G Applied Biostatistics for Nursing and Health Sciences</p> <p><b>Pre-Requisite:</b> NURS5010G Research Approaches for Nursing</p> <p>OR</p> <p>NURS 5123G Qualitative Research Methods</p> <p><b>Pre-Requisite:</b> NURS5010G Research Approaches for Nursing</p>
<b>Part Time Program Map – Master of Science in Nursing, Professional Practice Leadership – Year 2</b>		
<b>Spring</b>	<b>Fall</b>	<b>Winter</b>
NURS 5021G Advancing Nursing through Leadership	NURS 5020G Philosophy of Nursing Science	NURS 5205G Informatics for Nursing and Health Sciences
<b>Part Time Program Map – Master of Science in Nursing, Professional Practice Leadership – Year 3</b>		
<b>Spring</b>	<b>Fall</b>	<b>Winter</b>
Thesis Students – REB Approval	NURS 5111G Health and Public Policy	Elective (Project Stream)
<b>Part Time Program Map – Master of Science in Nursing, Professional Practice Leadership – Year 4</b>		
<b>Spring</b>	<b>Fall</b>	<b>Winter</b>
<p>Begin thesis/project</p> <p><b>Elective (Project Stream)</b></p>	<p>NURS 5096G MScN Thesis in Nursing Advanced/Professional Practice OR</p> <p>NURS 5097G Nursing Advanced/Professional Practice Research Project</p> <p><b>PreRequisiste:</b></p> <p>HLSC 5010G / HLSC 5118G OR</p> <p>NURS 5123G Qualitative Research Methods</p>	<p>NURS 5096G MScN Thesis in Nursing Advanced/Professional Practice OR</p> <p>NURS 5097G Nursing Advanced/Professional Practice Research Project</p> <p><b>PreRequisiste:</b></p> <p>HLSC 5010G / HLSC 5118G OR</p> <p>NURS 5123G Qualitative Research Methods</p>

## Appendix D: UOIT Library Report

### University of Ontario Institute of Technology (UOIT) Library Submission for the Masters of Science in Nursing

#### **Introduction:**

The following outlines the resources and services provided by the Library in support of the University of Ontario Institute of Technology's (UOIT) proposed Masters of Science in Nursing. This document begins by emphasizing program specifics at the Masters level, and concludes with general Library information.

#### **Program Specific Collections:**

The Library's subject specialists select resources to meet the information needs of both faculty and students. Collection development considerations acknowledge the focus on professional practice, leadership and advanced health studies (interdisciplinary care) with a social justice underpinning. It is also noted that all students, whether pursuing the project or thesis stream, must take at least one course in informatics.

Especially given that the Masters of Science in Nursing is offered online with the exception of a short residency on campus, this report emphasizes electronic Library resources. In fact, approximately 10% of the UOIT Library collection is available in paper, while the remaining 90% is available online. UOIT students, faculty and staff access the Library's licensed electronic resources from any location with their login number and password combination. Arrangements for access to UOIT Library resources will be made for those registering through Trent for nursing courses offered through UOIT. This follows the model currently in place for the UOIT-Trent MSc and PhD Materials Science program.

In addition to obtaining electronic titles through direct vendor licenses, the Library is a member of the provincial (OCUL – Ontario Council of University Libraries) and national (CRKN - Canadian Research Knowledge Network) academic library consortia that provide for the effective group purchase and distribution of online resources.

#### **Print Books**

As acknowledged above, print books are not apt to be a primary resource type for this cohort. Students, however, are most welcome to visit UOIT Library locations (see General Information section) and borrow materials, or use the Library's [Distance Education Borrowing Service](#) tailored to the needs of online students living 50km or more from campus.

During UOIT's initial years (2002-2008), over \$100,000 per annum was invested in science books, and over \$65,000 per annum was invested in health science books. While the print budget was robust until the 2014-15 fiscal, the following years have necessitated purchases by faculty request only.

Collection development practices including weeding to ensure the continued relevancy of titles has created a strong print foundation. At present, approximately 13,000 volumes directly support health science programs. An ongoing influx of funds will soon be required to maintain the print collection as a valuable information base.

The above is a "snap shot" of the Library's print collection and does not take into account the interdisciplinary nature of the proposed Masters' program; the same trends have occurred for the Social Science, Business and Computing Science collections. Students also benefit from using the Library's texts on presentations, thesis writing, surveys and statistics, feasibility studies, and grant writing. As well, there are books that deal with professional etiquette, workplace conduct, and corporate ethics.

### **E-books**

The Library invests heavily in e-books (see “General Library Information” below). While some are annual subscriptions, others are individual titles or publisher groupings by subject or release date (e.g. titles published in 2015) purchased on a one- time basis. The UOIT Library website ([www.uoit.ca/library](http://www.uoit.ca/library)) offers five distinct points for accessing its e-books – through its discovery layer; through its catalogue; through a select list of vendor sites; through a Research Guide(see description below) tailored to a subject area; and through the Scholars Portal e-book database which also includes numerous open access documents. The Scholars Portal e-book platform is an OCUL initiative that combines titles from numerous vendors (e.g. Canadian Electronic Library (government and policy documents), Kluwer, Elsevier, Springer, Taylor & Francis, Cambridge, Oxford) allowing for a single search.

Examples of e-book databases and e-book references that support the Masters in Nursing program include:

- Bioscience netBase
- Canadian Electronic Library – Canadian Health Research Collection and Canadian Public Policy Collection
- CRC Handbook of Chemistry and Physics
- CRC netBase
- DSM-5 Library
- IEEE eBooks
- Merck Index
- Ovid eBooks
- PsycBooks
- Sage Research Methods (Social Sciences perspective)
- Springer eBooks
- Springer Protocols
- Taylor & Francis eBooks

Especially given the interdisciplinary nature of the proposed MSc in Nursing, it is estimated that there are currently over 35,000 supporting e-books within the UOIT collection. Considering the Program’s three focus areas of Nursing Leadership; Interdisciplinary Care and Informatics, support is further illustrated through the following e-book SAMPLE titles.

<b>Nursing Leadership</b>	<b>Interdisciplinary Care</b>	<b>Informatics</b>
Advanced practice nursing: core concepts for professional role development 4th ed. (2010)	Acute care for elders: a model for interdisciplinary care (2014)	Advances in Healthcare Informatics and Analytics (2016)
Leading in health care organizations: improving safety, satisfaction, and financial performance (2015)	Guidelines for collaborative practice teams and employers of nurse practitioners: strategies for integrating nurse practitioners in healthcare teams (2012)	Biomedical signals and sensors II: linking acoustic and optic biosignals and biomedical sensors (2015)
Developing and sustaining nursing leadership (2011)	High functioning nurse teams: collaborative decisions for quality patient care (2015)	Clinical decision support systems: theory and practice 3rd ed. (2016)

Essentials of nursing leadership and management 5th Ed. (2010)	Interdisciplinary teams: making research make a difference (2011)	Cognitive informatics in health and biomedicine: understanding and modeling health behaviors (2017)
The nurse manager's guide to hiring, firing, and inspiring (2010)	mHealth multidisciplinary verticals (2015)	Distributed computing and monitoring technologies for older patients (2016)
Maximizing community health nursing capacity in Canada: a research summary for decision makers (2010)	Multidisciplinary coordinated caregiving: research, practice, policy (2014)	Introduction to nursing informatics (2014)
The past, present and future of nursing leadership (2009)	Multidisciplinary medication review in long term care: a review of the clinical evidence and guidelines (2011)	Machine learning for health informatics: state-of-the-art and future (2017)

### Journals, Transactions, Conference Proceedings and Standards

Patrons can search for journals through an abstracting or indexing tool such as *Science Citation Index Expanded* for a comprehensive overview or they can choose to search more directly for full text. Journals are available as traditional paper subscriptions, single electronic titles, or as one of several titles within an electronic database. Similar to what is offered for collective e-book searching, Scholars Portal also provides an e-journal platform. Both journal titles and articles from various publishers (Elsevier, Springer, Wiley, Cambridge, Oxford, etc) can be searched in a “one stop shopping” format. Although labeled as journal databases, the resources described within this section often provide more than periodical access; many also offer technical reports, conference proceedings and standards.

Below is an overview of journal holdings relevant to the proposed masters’ program. First, a listing of relevant electronic indexes and databases is provided. While indexes and databases do allow for searching by specific journal title, their intrinsic value lies in their ability to perform subject searches across all content held within the database; the user starts with a concept and pulls articles from numerous journals simultaneously. Secondly, sample listings of individual journal titles are provided.

#### Indexes and Databases:

Extremely Relevant:

- *BMJ* (select British Medical Journals)
- *CINAHL* (Cumulative Index to Nursing & Allied Health Literature) PLUS with Full Text
- *EBM Reviews (Cochrane)*
- *Health Source: Nursing/Academic Collection*
- *Journals @ Ovid Full Text*
- *JOVE* (Journal of Visual Experiments) *Immunology & Infection*
- *Medline/PubMed*
- *Proquest Nursing & Allied Health Source*
- *Scholars Portal Journals* (OCUL portal for simultaneous access to multiple publishers e.g. Elsevier/Science Direct, Springer, Kluwer, Wiley)
- *SportDiscus with Fulltext*

Very Relevant:

- *American Society of Microbiology Journals*
- *Annual Reviews – Biomedical/Life Sciences and Social Sciences –Public Health*
- *BioOne*
- *Biosis Citation Index*
- *CCOHS (Canadian Centre for Occupational Health & Safety)* - includes MSDS (Material Safety Data Sheets) and associated Ontario and federal legislation and standards
- *Proquest Science*

Relevant – Multidisciplinary:

- *Academic One File*
- *Academic Search Premier*
- *JSTOR (Journal Storage – Archive)*
- *Science Citation Index Expanded (Part of Web of Science)*
- *Scopus*

In exploring Nursing Leadership topics, individuals may also wish to consult UOIT Business databases such as *ABI/Inform Complete*, *Business Source Complete*, *Lexis Nexis Academic*, *CBCA Complete* and the *Conference Board of Canada*. Most of these online resources also offer articles on Informatics along with science and engineering databases such as *IEEE (Institute of Electronic and Electrical Engineers)* *Xplore* and *ACM (Association of Computing Machinery)* *Digital Library*. Similarly social justice databases such as *Informit: Indigenous Collection*, *Criminal Justice Abstracts & Full Text*, and *Proquest Sociology* will assist in understanding interdisciplinary topics for Nursing.

**Journals:**

The “core” collection of online nursing journals accessible through Ontario college and university libraries is the result of the vettings of the provincially mandated OLRN (Ontario Learning Resources for Nurses) committee over twenty years ago. This “foundation” has been maintained and enhanced through the ongoing negotiating efforts of both university (OCUL – Ontario Council of University Libraries) and college (OCLS – Ontario College Library Services) library consortia ; the primary online resource vendors are Ebsco and Proquest. Over the years, individual libraries including UOIT have also added their own nursing journal choices to their in house collections beyond what OLRN provides.

What has resulted is a collection of highly ranked nursing journals tailored to the needs of UOIT faculty and students. Here are some samples following the three focus areas of the Masters of Nursing program.

**Nursing Leadership**

- Advancing women in leadership
- Clinical leadership & management review
- Healthcare leadership review
- Human service organizations, management, leadership & governance
- Journal of healthcare leadership
- Journal of leadership, accountability and ethics
- Journal of nursing management



- Nurse leader
- Nursing management
- Reflections on nursing leadership

### **Interdisciplinary Care**

- Hygiea Internationalis: an interdisciplinary journal for the history of public health
- The interdisciplinary journal of problem-based learning
- Journal of multidisciplinary healthcare
- Wiley interdisciplinary reviews. Systems biology and medicine
- Women's Health & Urban Life: An International and Interdisciplinary Journal

### **Informatics**

- Applied medical informatics
- Biomedical informatics insights
- BMC medical informatics & decision making
- Brain informatics
- Canadian journal of nursing informatics
- Cancer informatics
- Computers, informatics, nursing
- Health informatics journal
- Healthcare informatics
- IEEE journal of biomedical and health informatics
- Informatics for health & social care
- International journal of medical informatics
- JMIR medical informatics
- Journal of biomedical informatics
- Journal of Informatics Nursing
- Journal of innovation in health informatics
- Journal of the American Medical Informatics Association: JAMIA
- Oxford Journals
- On-line journal of nursing informatics
- Online journal of public health informatics

The UOIT Library also offers many high impact journals ranked by JCR (Journal Citation Reports) within the subject categories of *Health Care Sciences & Services; Nursing; and Public, Environment & Occupational Health*. Here are a few examples.

- Annual review of public health
- Applied nursing research
- Critical care nurse
- Ethnicity & Health
- International journal of mental health nursing
- JAMA – Journal of the American Medical Association
- Nursing research
- Quality & safety in health care

Whenever available the Library negotiates with publishers for electronic access to archival journal issues ('deep archives') as well as current issues. Here are a few examples:

- Annual review of public health 1980-present
- Epidemiologic reviews 1979-present
- Health policy & planning 1986-present
- Journal of immunology 1916-present
- Medical care research & review 1944-present

The library operates an active donation program searching for specific back run titles in paper format as necessary.

### Additional Resources

#### *Statistics and Data:*

To support research that requires statistics and datasets, the Library subscribes to three collections: Statistics Canada's Data Liberation Initiative (DLI), odesi, and the Interuniversity Consortium for Political and Social Research (ICPSR).

#### *Streaming Video Collections:*

The Library has invested in streaming video collections in order to make media more accessible to faculty and students. DVDs purchases continue by faculty request.

#### *Research Metrics:*

Library-held resources for determining author, article and journal metrics include Web of Science, Scopus, Journal Citation Reports, and SciVal. The Library's Research Metrics guide (<http://guides.library.uoit.ca/researchmetrics>) provides information on metrics and support for these tools.

#### *Theses and Dissertations:*

The Library ensures that the UOIT community has access to national and international theses and dissertation databases. Access to PQDT (Proquest Dissertations and Theses) and the Theses Canada Portal are provided through the Library website. The Library also plays a key role in the dissemination and preservation of UOIT theses, managing copies in the open access institutional digital repository, e-Scholar, as well as print copies in the Archives.

#### **Instructional and Research Support:**

To assist students with approaching their respective areas of study, UOIT Librarians prepare 'Research Guides.' Each discipline specific research guide introduces books and e-books, articles and databases, statistics and data, government and legal resources, librarian evaluated websites, and media. In addition, there are guides that address the use of specialized resource categories such as patents and standards. Research Guides are accessed through the UOIT Library website ([www.uoit.ca/library](http://www.uoit.ca/library)) and have also recently become embedded in Blackboard, UOIT's online learning and course management system. Over the course of the previous academic year, the Health Sciences Guides were viewed over 20,000 times.

The Library provides support to faculty and students in complying with the Tri-Agency Open Access Policy. Faculty and students can make their work open access by publishing in an open access or hybrid journal, by depositing their work in a subject repository, or by depositing their work in UOIT's institutional repository, e-scholar@UOIT (<https://ir.library.dc-uoit.ca>). Support is provided both directly through UOIT subject librarians that provide guidance in selecting

appropriate journals and repositories, and passively through the Library's Open Access Guide at <http://guides.library.uoit.ca/openaccess>. Furthermore, the Library has created a guide to Research Data Management (<http://guides.library.uoit.ca/rdm>) to support faculty and students in creating data management plans and sharing research data.

### **General Library Information:**

The goal of the UOIT Libraries is to enrich the research, teaching, study, and conversation of the University by providing exceptional library and information services and facilities to support all academic programs.

The UOIT Library system consists of three locations – North Oshawa, Social Science and Education, and Whitby-Durham College. Each site provides individual and group study spaces, print and media collections targeted to the local audience, in-person reference and discipline specific classes, reserves, intercampus and interlibrary loans, and photocopiers and printers.

Currently (October 2017), over 103,000 print books are provided collectively by the UOIT Library system. Patrons can visit locations in person or they can take advantage of intercampus borrowing services. Through the library's website [www.uoit.ca/library](http://www.uoit.ca/library), both on and off campus via student, faculty or staff number and secure password, members of the UOIT community have access to 650,145 e-books and 97,375 full text electronic journals. In addition, librarians are available in person, through e-mail and through virtual reference to assist patrons navigate through the information environment.

An interlibrary loan service is provided so that UOIT students can acquire materials from other libraries and organizations free of charge. Similarly, there is a reciprocal borrowing agreement with other Canadian university libraries that allows UOIT students, staff and faculty to borrow resources in person from these institutions. Materials can be returned to the UOIT library for forwarding to the lending library.

UOIT faculty and students may also visit most other Canadian university libraries and borrow books (Reciprocal Borrowing Agreement) directly upon presentation of their UOIT photo identification card. Materials may be returned directly to the lending library or to the UOIT Library.

In this electronic age, most individuals are apt to visit a library virtually before they set foot in the building. The UOIT Library website ([www.uoit.ca/library](http://www.uoit.ca/library)) is therefore designed to be a resource location tool, a teaching venue, and a comprehensive overview of library services, as well as providing immediate full text access to 650,145 e-books and 97,375 e-journals. For example, the Research Help section discusses search strategies, evaluating and analyzing information sources, citing materials, conducting literature reviews, copyright compliance, and other points to consider in writing a quality paper. Librarians also offer further assistance through e-mail and/or virtual reference (*Ask A Librarian*).

Forms and phone numbers are available for making individual or small group appointments. As mentioned previously, online librarian-prepared research guides are tailored to a discipline and are meant to both assist with the identification of key resources and to facilitate access to those materials.

Similarly, there are service sections that outline topics such as borrowing rights and responsibilities, reserve and interlibrary loan processes, and library computer and printer

usage. The website also provides library building descriptions (e.g. addresses, hours, seating and study spaces) and an outline of general operating principles and procedures (e.g. gifts and donations).

The North Oshawa location has increased its regular operating hours since opening in 2004 (i.e. from 77 hours per week to 94 hours per week) and adds extra hours two weeks prior to and during exams. In past years, a number of complaints have been received about insufficient seating. In response, a study den was opened on the lower level in September 2010, and the 4<sup>th</sup> floor was opened as a silent study area in October 2013 (formerly reserved for graduate students who have now found space in their respective Faculty buildings). While there has been an increase in Library staffing in all locations, there is also still a need to hire additional people with more extensive subject and technical expertise.

Comments, surveys and statistics consistently indicate that students, faculty and staff value and appreciate the Library's resources and services. Recent concern about the effects of budget constraints further emphasize the Library's importance. The Library remains committed to the continued support of teaching, learning and research endeavors for all UOIT programs.

Compiled by:

Carol Mittlestead, Associate University Librarian; Ken McFarlan, Health Sciences Librarian

November 2017

## Appendix E: Trent University Library Report

### Report on Trent University Library Support for the proposed Master of Science in Nursing (February 2017),

Compiled by:  
Ellen Olsen-Lynch  
Learning & Liaison Librarian

#### Section 1: Recommendations

The proposed Nursing Masters of Science program will be mostly supported by existing resources in the undergraduate Nursing program as well as the undergraduate degree programs in Biology, Psychology and Sociology.

#### Journals

The library subscribes to most important journals in the subject area of nursing. [Google Scholar](#) and [SCImago](#) are open sources providing metrics regarding the impact of scholarly journals. Comparing the library's journal collection to their ranked lists of journals can be a useful way to assess a collection. The library subscribes to most top journals in these lists ([Appendix A](#)). The library also subscribes to most nursing, health and medical journals published in Canada ([Appendix B](#)). For those journals to which the library doesn't subscribe and are determined to be required, individual subscriptions could be explored. The cost of these would likely require an according increase to the Library's base annual acquisitions budget for each new subscription. Alternately, to obtain articles in journals to which the library doesn't subscribe, students and faculty can use the interlibrary loan service ([RACER](#)).

#### Indexes

Trent currently subscribes to databases that index the journals important to nursing including the *Academic Search Elite*, *ACP Journal Club*, *Canadian Periodical Index*, *CINAHL*, *Cochrane Database of Systematic Reviews*, *Database of Abstracts and Reviews*, *Healthstar*, *Medline*, *PsycINFO*, *Sociological Abstracts* and *Web of Science*. Additional indexes are not required at this time.

#### Monographs

The library's collection of current monographs in the subject areas in this program is not extensive (see [Section 3 Collection Support - Monographs](#)). A sample list of books to purchase is in [Appendix C](#). This is by no means a comprehensive list, but it provides an approximate average of the price of a book in these subject areas (\$90/book). If it is determined that students in this program will require monographs, then to update the collection, a one-time, 'start-up' fund of \$1000-\$2000 should be considered in the budget for this program.

#### Section 2: Teaching & Learning

The Library offers a variety of instructional supports in all subjects.

- *Library Skills Program*

- An online course can be created and customized to suit the needs of any course, on request.
- *Librarian instructional session*
  - A librarian will visit a lecture, or seminar groups can be brought to a Library instruction room on request for a hands-on workshop related to a course or specific assignment.
- Special workshops can be arranged for students outside of class time.
- A range of [Library Skills Tutorials and Subject Guides](#) are available online
  - Specialized guides for a particular program/course or sub-topic can be designed on request.
- Individual help is available in person, by phone, or by email

Each Department is assigned a Learning & Liaison Librarian to work with them.

### Section 3: Collection Support

#### Scope of the Collection

- The Library acquires material to support academic success within current curricula and research needs, as well as material of local significance. All materials purchased with Library funds are housed in the Library or accessed via the Library web site.

#### Monographs

- Normally each department is allocated a budget for monographs. Due to budget constraints, this allocation was discontinued in 2015.
- Each department designates a “[Library Coordinator](#)” to liaise with the Library in acquiring monographs. It is this person’s responsibility to send book requests (when the budget allows) for the department to the Library by the end of December each year, so that the budget can be spent by April. The Liaison Librarian must approve requests before they are purchased.
  - A [faculty webpage on Library Acquisitions](#) explains the purchase process and provides the *Resource Management Guidelines*.
- Where appropriate, the Library purchases e-books over print books currently. Our main e-book platforms are [Scholars Portal Books](#), [ebrary](#), and [EBSCO E-Books](#).
  - Specific to health is the *Canadian Health Research Collection*, a subcollection off the *Canadian Publishers Collection* on [ebrary](#).
  - A list of our [major e-book collections](#) can be found online.

A search of the [Library catalogue](#) with a selection of LC Subject Headings gives us an approximate idea of the number of *print* and *electronic* items in the Library related to areas of focus in this program. Documents in the Canadian Health Research Collection were isolated as these are mostly research reports, not monographs.

#### Nursing Leadership

Publication Year	Print	Electronic	Canadian Health Research Collection (ebrary)
2016	0	0	0
2015	0	0	0
2014	0	0	4

2013	0	2	2
2012	0	0	5
2007-2011	14	6	18

[Subject field search: nurs\$ and (leader\$ or administrat\$ or manage\$ or supervisory or 'political activity' or 'political aspects')]

### Nursing/Health/Medical Ethics

Publication Year	Print	Electronic	Canadian Health Research Collection(ebrary)
2016	0	4	0
2015	1	3	6
2014	1	5	4
2013	0	12	6
2012	1	9	9
2007-2011	9	100	19

[Subject field search: (nurs\$ or health\$ or medical or medicine) and ethic\$]

### Research & Theory

Publication Year	Print	Electronic	Canadian Health Research Collection(ebrary)
2016	0	4	0
2015	0	2	3
2014	0	7	8
2013	4	6	20
2012	7	7	18
2007-2011	82	168	92

[Subject field search: [nurs\$ or health\$ or 'social sciences' or sociology] and (research or theor\$)]

### Health/Medical/Nursing Informatics

Publication Year	Print	Electronic	Canadian Health Research Collection (ebrary)
2016	0	0	0
2015	0	0	4
2014	0	0	7
2013	0	0	2
2012	0	1	1
2007-2011	4	24	15

[Subject field search: (health\$ or nurs\$ or medical) and informatic\$]

### Health Care

Publication Year	Print	Electronic	Canadian Health Research
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	Collection(ebrary)		
2016	0	7	8
2015	0	6	52
2014	3	7	86
2013	1	10	110
2012	4	10	103
2007-2011	26	45	304

[Subject field search: ['health care' or 'health services' or 'medical services' or 'health policy' or 'medical care' or 'medical policy'] AND (polic\$ or evaluation or planning or legislation or program\$ or insurance or reform)]

### Journals and Indexes

- Subscriptions are purchased through a central Library budget. They are selected by Librarians, with input from Faculty and students.
- Relevant indexes include: *Academic Search Elite, ACP Journal Club, Canadian Periodical Index, CINAHL, Cochrane Database of Systematic Reviews, Database of Abstracts and Reviews, Healthstar, Medline, PsycINFO, Sociological Abstracts and Web of Science.*
- Preference is for e-journals, but a small percentage of our subscriptions remain in print, either because they're not easily available online or the cost is preventative.
  - We subscribe to about 30,000 current e-journal titles.
  - When a license permits, e-journals are loaded on the *Scholars Portal Journals* platform, a Trusted Digital Repository to provide perpetual access and a single search engine.
  - We use [SFX link resolver](#) to locate specific articles available in e-journals.
  - The following gives us an approximate breakdown of the areas of study represented by our e-journal subscriptions (a complete listing can be viewed on the SFX Category Display:

Category	# of Titles
Health Sciences	8132
Medical Informatics	84
Nursing	396
Social Sciences	7083
Public Policy & Administration	925
Business, Economy & Management	7043
Organizational Psychology	58
Organizational change & development	116
Personnel Management & Training	158

### Media

- Individual media titles can be purchased, on request from the Library Coordinator.
  - Media can be viewed in class or borrowed from the Library.
- We have a campus membership with the National Film Board which gives us access to titles online.
- Other sources of media are listed on our [E-Resources webpage](#).

### Maps, Data & Government Information Centre (MaDGIC)



- The Maps, Data and Government Information Centre ([MaDGIC](#)) serves as the campus centre for [geospatial data](#), [statistics and numeric data](#), [government publications](#), [aerial photography, maps and other cartographic resources](#).

Statistical and Spatial Data Resources include:

- [CANSIM](#)
  - [CHASS Census Analyzer](#)
  - [ODESI](#) (Ontario Data Documentation, Extraction Service and Infrastructure)
  - [OECD iLibrary: Information at a Glance](#)
  - [Ontario spatial data resources](#)
  - [Scholars GeoPortal](#)
  - [REHA](#) (Regional Environmental History Atlas)
- MaDGIC provides research and teaching support to Trent students, faculty and staff as well as to members of the public. We offer a range of workshops and labs specially developed for specific courses and applications and designed to promote the use and understanding of our collections and the technologies associated to them.
  - In addition MaDGIC manages collections, offers guidance with [GIS technologies](#) (e.g. **ESRI Software**), and collaborates with members of the university and the external community on research projects.

#### Archives & Special Collections

- [Trent University Archives](#) is a regional repository for historical papers and records relating to the Trent Valley area and beyond, with special emphasis on those subject areas which complement undergraduate and graduate teaching at Trent.
- The Archives is guided by a written [Mandate](#).
- Trent University's Institutional Repository is housed on our [Digital Collections platform](#).

#### Interlibrary Loans

- Any article or book which is not available at the Trent Library can be requested through Interlibrary Loan, usually at no cost to the user.

#### Budget for Resources

- Total library acquisitions budget for the past 5 years for Trent:

2016-2017	\$1,171,960
2015-2016	\$1,136,650
2014-2015	\$1,136,650
2013-2014	\$1,086,000
2012-2013	\$1,146,450
2011-2012	\$1,146,450

#### Section 4: Services and Spaces

Trent University Library has two branches: Bata is the main library in Peterborough, and a smaller Durham Branch Library is at our Durham campus an hour's drive away. Beginning in May 2017 the Bata Library will undergo an \$18 million renovation and will become home to the

new [Bata Research and Innovation Centre](#). Some of the data provided below will change, but the renovation will result in a comparable number of updated spaces.

#### Study Space: Bata Library

Individual open carrels/desks	338
Computer workstations	133
Private (enclosed carrels) – general use	56
Group Study Rooms	5 rooms
Group tables	206 seats
Teaching Rooms (with computers)	2
Lounging chairs	50
Seats with power outlets	288

#### Study Space: Durham

Individual carrels with power	16
Tables with power outlets	2
Group Study Rooms	2
Computer Workstations	10

#### Hours: Bata Library

	Monday to Thursday	Friday	Saturday	Sunday
Open for Study (Limited services during last three hours)	8:00am - midnight	8:00am-9:00pm	10:00am-9:00pm	10:00am-midnight

*Library hours change for holidays and with the academic schedule.*

#### Trent Library Report Appendix 1 Scimago Journal Rank (SJR) and Google Scholar Metrics for Nursing

Rank	SJR Nursing Issues, Ethics and Legal Aspects	SJR Nursing Research and Theory	SJR Nursing Leadership and Management	Google Scholar Metrics - Nursing
1	Journal of Aging Studies	Biological Research for Nursing	Journal of Hospital Medicine	International Journal of Nursing Studies
2	Legal Medicine	International journal of nursing knowledge	Journal of Nursing Management	Journal of Advanced Nursing
3	Nursing Ethics	International Journal of Speech-Language Pathology* (6	Population Health Management*	Journal of Clinical Nursing

		month embargo)		
4	BMC Medical Ethics	Nursing Philosophy	Health Care Management Review	Nurse Education Today
5	Public Health Ethics	Nurse researcher*	Journal of Nursing Administration	Journal of Pain and Symptom Management
6	Journal of Medical Ethics*	Teaching and Learning in Nursing	Joint Commission Journal on Quality and Patient Safety*	Journal of Palliative Medicine*
7	Journal of Law, Medicine and Ethics	Japan Journal of Nursing Science	Journal of Patient Safety*	Journal of Nursing Management
8	Journal of Medicine and Philosophy	Research and theory for nursing practice*	Nursing Economics	Midwifery
9	Developing World Bioethics	Journal of Research in Nursing	Journal of Healthcare Management	Journal of Nursing Scholarship
10	Hastings Center Report	Asia Pacific Disability Rehabilitation Journal*	Journal for nurses in staff development : JNSD : official journal of the National Nursing Staff Development Organization*	Oncology Nursing Forum* (1 yr embargo)
11	Nursing Philosophy		Quality Management in Health Care	European journal of oncology nursing
12	Kennedy Institute of Ethics Journal		Teaching and Learning in Nursing	Scandinavian Journal of Caring Sciences
13	HEC Forum		Nursing Administration Quarterly	Cancer Nursing
14	Theoretical Medicine and Bioethics		Informatics in Primary Care	Revista Latino-Americana de Enfermagem
15	American Journal of Bioethics		Professional Case Management	American Journal of Critical Care* (1 yr embargo)
16	Online Journal of Issues in Nursing		Health Information Management Journal*	Journal of Nursing Administration
17	International Journal of		Journal for nurses in professional	European Journal of Cancer Care

	Qualitative Studies on Health and Well-being		development	
18	Science and Engineering Ethics		Clinical Nurse Specialist	Nursing Ethics
19	Journal of Clinical Ethics*		Policy, Politics, and Nursing Practice	Journal of Nursing Education
20	Philosophy, Ethics, and Humanities in Medicine		Health Care Manager	International Journal of Mental Health Nursing
21	New Genetics and Society		British Journal of Health Care Management*	
22	Perspectives in Biology and Medicine		Nursing management	
23	Cambridge Quarterly of Healthcare Ethics		Nursing management (Harrow, London, England : 1994)*	
24	Clinical Ethics*		Home Health Care Management and Practice	
25	Health Care Analysis		Nurse Leader	
26	Medicine, Science and the Law*		International Journal of Healthcare Technology and Management*	
27	Zeitschrift für Gerontologie und Geriatrie : Organ der Deutschen Gesellschaft für Gerontologie und Geriatrie		Journal of Health and Human Services Administration	
28	Policy, Politics, and Nursing Practice		Hospital Infection Control	
29	Journal of forensic nursing		Joint Commission: The Source*	
30	Sciences Sociales et Sante			
31	Ethique et			

	Sante*			
32	Ethik in der Medizin			
33	Journal of Law and Medicine*			
34	JONA's Healthcare Law, Ethics, and Regulation*			
35	Revista Romana de Bioetica			
36	Issues in Law and Medicine			
37	Droit, Deontologie et Soins*			
38	Medizinrecht			

\*Trent does not currently subscribe to this journal

### Trent Library Report Appendix 2 Canadian Published Journals in Nursing, Health & Medicine

Canadian Journal of Cardiovascular Nursing*	Canadian Psychology
Canadian Family Physician	Canadian Public Administration
Canadian Geriatrics Journal	Canadian Public Policy
Canadian Gerontological Nurse	Canadian Respiratory Journal
Canadian Journal of Cardiology	CANNT journal
Canadian Journal of Community Mental Health*	Chronic diseases and injuries in Canada
Canadian Journal of Diabetes	Chronic Diseases in Canada
Canadian Journal of Dietetic Practice and Research	Dynamics, the Journal of the Canadian Association of Critical Care Nurses
Canadian Journal of Emergency Medicine*	Global journal of health science
Canadian Journal of Gastroenterology and Hepatology	Health law in Canada*
Canadian Journal of Infectious Diseases and Medical Microbiology	Health Promotion and Chronic Disease Prevention in Canada
Canadian Journal of Neuroscience Nursing	Health Reports
Canadian Journal of Nursing Research	Healthcare Management Forum
Canadian Journal of Occupational Therapy	Healthcare Papers*
Canadian Journal of Physiology and Pharmacology	Healthcare Policy* (we have with one year embargo)
Canadian Journal of Program Evaluation* (we have with one year embargo)	Journal of obstetrics and gynaecology Canada* (we have with 1 yr embargo)
Canadian Journal of Public Health	Journal of Palliative Care
Canadian Journal of Respiratory Therapy*	Nursing Leadership

Canadian journal of rural medicine	Ontario Health Technology Assessment Series*
Canadian Journal of Sociology	Paediatrics and Child Health
Canadian Journal of Surgery	Pain Research & Management : The Journal of the Canadian Pain Society
Canadian Journal on Aging	Perspectives (Gerontological Nursing Association)*
Canadian Medical Association Journal	Physiotherapy Canada*
Canadian Nurse	The Canadian Journal of Program Evaluation*(we have with 1 yr embargo)
Canadian Oncology Nursing Journal	World health & population*
Canadian Operating Room Nursing Journal	

\*Trent does not currently subscribe to this journal

### Trent Library Report Appendix 3 Sample Book Purchase List

Title	Cdn Price
Initiating and sustaining the clinical nurse leader role : a practical guide / [edited by] James Harris, Linda Roussel, Tricia Thomas. Burlington, MA : Jones & Bartlett Learning, [2018]	119
Ethical health informatics : challenges and opportunities / [edited by] Laurinda Beebe Harman, PhD, RHIA, FAHIMA, Associate Professor Emeritus, Department of Health Information Management, College of Public Health, Temple University, Philadelphia, Pennsylv, Burlington, MA : Jones & Bartlett Learning, [2018]	76
Leadership for evidence-based innovation in nursing and health professions / edited by Sandra Davidson, PhD, MSN, RN, Assistant Professor, Faculty of Nursing, University of Alberta, Edmonton, Alberta, Canada, Daniel Weberg, PhD, MHI, BSN, RN, Director, Nu, Burlington, Massachusetts : Jones & Bartlett Learning, [2017]	115
New leadership challenge : creating the future of nursing / Shelia C. Grossman, Theresa M. "Terry" Valiga. Philadelphia, PA : F.A. Davis Company, [2017]	33
Power of ten / Susan B. Hassmiller, PhD, RN, FAAN, Jennifer S. Mensik, PhD, RN, NEA-BC, FAAN. Indianapolis, IN : Sigma Theta Tau International, [2017]	35
Leadership roles and management functions in nursing : theory and application / Bessie L. Marquis, Carol J. Huston., Philadelphia : Wolters Kluwer Health, [2017]	55
Transformational leadership in nursing : from expert clinician to influential leader / Elaine S. Marshall, Marion E. Broome, editors. New York, NY : Springer Publishing Company, [2017]	75
Nursing delegation and management of patient care / Kathleen Motacki, MSN, RN, BC, Clinical Professor Saint Peter's University School of Nursing, Jersey City, New Jersey, Secretary, New Jersey Consortium of Chapters, Sigma Theta Tau International Honor So St. Louis, Missouri : Elsevier, [2017]	97
Nursing leadership and management for patient safety and quality care / Elizabeth J. Murray. Philadelphia : F.A. Davis Company, [2017]	80
Nurses as leaders : evolutionary visions of leadership / William Rosa, editor. New York, NY : Springer Publishing Company, LLC, [2016]	99

Nursing's greatest leaders : a history of activism / [edited by] David Anthony Forrester. New York : Springer Publishing Company, LLC, NY [2016]	85
Caring matters most : the ethical significance of nursing / by Mark Lazenby. New York, NY : Oxford University Press, [2018]	35
Practical introduction to mental health ethics / Grahame Smith. Abingdon, Oxon ; New York, NY : Routledge, 2017.	65
Bioethical decision making in nursing / Gladys L. Husted, PhD, MSNEd, RN, James H. Husted, Carrie J. Scotto, PhD, RN, Kimberly M. Wolf, PhD, PMHCNS-BC. New York : Springer Publishing Company, 2015.	99
Nursing informatics and the foundation of knowledge / [edited by] Dee McGonigle, Kathleen Mastrian. Burlington, MA : Jones & Bartlett Learning, [2018]	120
Informatics and nursing : opportunities and challenges / Jeanne Sewell, MSN, RN-BC, Associate Professor, School of Nursing, College of Health Sciences, Georgia College & State University, Milledgeville, Georgia. Philadelphia : Wolters Kluwer, [2016]	100
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Philosophies and theories for advanced nursing practice / edited by Janie B. Butts, Karen L. Rich. Burlington, MA : Jones & Bartlett Learning, [2018]	68
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Survey scales : a guide to development, analysis, and reporting / Robert L. Johnson, Grant B. Morgan. New York, NY : The Guilford Press, 2016.	47

## Appendix F: Course Information Sheets and Course Outlines

### NURS 5021G Advancing Nursing through Leadership

For changes to existing courses see Course Change Template

<b>Faculty:</b> UOIT Faculty of Health Sciences / Trent/Fleming School of Nursing		
<b>Course title:</b> Advancing Nursing through Leadership		
<b>Course number:</b> NURS 5021G	<b>Cross-listings:</b>	<input checked="" type="checkbox"/> <b>Core</b> <input type="checkbox"/> <b>Elective</b>
<b>Credit weight:</b> 3 cr	<b>Contact hours:</b> <input type="checkbox"/> Lecture <input type="checkbox"/> Lab <input type="checkbox"/> Tutorial <input checked="" type="checkbox"/> Other	
<b>Proposed Enrollment Cap:</b>		

#### CALENDAR DESCRIPTION

The purpose of NURS5 5021G Advancing Nursing through Leadership is to help to prepare students for their role in both informal and formal leadership in a variety of healthcare contexts, including, for example, acute care, community, public health, mental health, and other settings. The focus is on the knowledge, skills, abilities, and attitudes required to be an effective leader in today's complex and ever-changing health care system. This course includes a mix of **theory and application**. By engaging in this course, students will have the opportunity to share your knowledge and experiences with your classmates as well as an array of leaders working in Durham Region.

<b>Prerequisites</b>	
<b>Co-requisites</b>	
<b>Credit restrictions</b>	
<b>Credit exemptions</b>	
<b>Grading scheme</b>	<input checked="" type="checkbox"/> letter grade <input type="checkbox"/> pass/fail

#### LEARNING OUTCOMES

Students will:

- Critically evaluate the applicability of selected theories and concepts to nursing leadership.
- Examine current evidence-informed competencies for effective nursing leadership at all levels of practice (e.g., front-line care provider, middle-level nurse leadership, executive nurse leadership), including, for example, effective change management and innovation, effective teamwork and the ability to manage conflict.
- Explore relational capabilities associated with effective leadership (e.g., emotional intelligence).
- Identify the key change management strategies and tools associated with successful healthcare innovations.
- Critically reflect on the important trends influencing leadership and health care delivery within complex healthcare settings, particularly quality/safety initiatives, restructuring and redesign (e.g., program management), changing scope of practice.



- Understand the potential benefits and challenges to advances in health care delivery methods and systems for Indigenous communities
- Further develop effective strategies and competencies to address challenges facing nursing leaders at all levels of leadership practice (e.g., conflict management, coaching and mentoring, empowering leadership).
- Explore healthcare finance, including business case development.
- Identify the role of professional practice leaders in optimizing the collection, storage, and use of information in healthcare.

**DELIVERY MODE**

(check all that may apply)    face-to-face    hybrid    online

**TEACHING AND ASSESSMENT METHODS**

Critical Appraisal Assignment  
Mentorship Change Project  
Discussions and Group Activities in class

**CONSULTATION AND FINANCIAL IMPLICATIONS, WHERE APPROPRIATE****RATIONALE FOR ENROLLMENT CAP****APPROVAL DATES**

GPC Approval	
Faculty Council approval	
Date of Submission to CPRC/GSC	

## NURS 5020G: Philosophy of Nursing Science

*For changes to existing courses see Course Change Template*

<b>Faculty: UOIT Faculty of Health Sciences / Trent/Fleming School of Nursing</b>		
<b>Course title: Philosophy of Nursing Science</b>		
<b>Course number: NURS 5020G</b>	<b>Cross-listings:</b>	<input checked="" type="checkbox"/> <b>Core</b> <input type="checkbox"/> <b>Elective</b>
<b>Credit weight:</b>	<b>Contact hours:</b> <input type="checkbox"/> Lecture <input type="checkbox"/> Lab <input type="checkbox"/> Tutorial <input type="checkbox"/> Other	
<b>Proposed Enrollment Cap:</b>		

### CALENDAR DESCRIPTION

Major paradigms, theoretical assumptions, and conceptual frameworks of nursing science are covered in this course. Students will explore the evolution of nursing science, both the historical journey and the contribution it makes to health care today. The manner in which social justice and caring paradigm are engrained in nurses' work in a variety of settings across the human lifespan will be explored.

<b>Prerequisites</b>	
<b>Co-requisites</b>	
<b>Credit restrictions</b>	
<b>Credit exemptions</b>	
<b>Grading scheme</b>	<input checked="" type="checkbox"/> letter grade <input type="checkbox"/> pass/fail

### LEARNING OUTCOMES

Upon successful completion of the course the student will:

1. Critically analyze, evaluate and apply the core paradigms, theoretical assumption and conceptual frameworks of nursing science.
2. Explore the contribution nursing science have made to the health of population both historically and in the health care system today both locally and globally.
3. Examine and critically reflect on caring values and leadership attributes which guide nurses' work in promoting health and healing, through research, education, practice and policy.
4. Demonstrate understanding of the manner in which nurses' advocacy for political action supports social justice, creating empowering environments for historically marginalized populations.

### DELIVERY MODE

**(check all that may apply)**     face-to-face     hybrid     online

This course will be a 3 hours online course which will include recorded lectures, videos, assigned readings, Adobe Connect session and online group discussions

### TEACHING AND ASSESSMENT METHODS

1. Short scholarly paper to demonstrate understanding of nurses' advocacy work by presenting an example of where nurses have influenced policy change in the community or clinical setting and critically analyze this policy change using a social justice

<p>framework. (20%)</p> <ol style="list-style-type: none"> <li>2. In a scholarly paper, the student will reflect on and critically analyze on a clinical/administrative practice issue and evaluate the application of one of the core paradigms, theoretical assumption and conceptual frameworks of nursing science. (40%)</li> <li>3. Group video presentations which explore an example of the contribution nursing science have made to the health of population either historically or in the health care system today and how it aligns with one of the core paradigms, theoretical assumption and conceptual frameworks of nursing science. (30%)</li> <li>4. Participation in weekly online discussions related to course content (10%)</li> </ol>
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**CONSULTATION AND FINANCIAL IMPLICATIONS, WHERE APPROPRIATE**

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**RATIONALE FOR ENROLLMENT CAP**

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**APPROVAL DATES**

Grad Program Committee approval	
Faculty Council approval	
Date of Submission to CPRC/GSC	

## NURS 5097G Nursing Advanced/Professional Practice Research Project

*For changes to existing courses see Course Change Template*

<b>Faculty: UOIT Faculty of Health Sciences / Trent/Fleming School of Nursing</b>		
<b>Course title: Nursing Advanced/Professional Practice Research Project</b>		
<b>Course number: NURS 5087G</b>	<b>Cross-listings: HLSC 5291G</b>	___ Core    ___X___ Elective
<b>Credit weight: 6 cr (over 2 semesters)</b>	<b>Contact hours:</b> ___x___ Lecture    ___ Lab    ___ Tutorial ___ Other	
<b>Proposed Enrollment Cap:</b>	<b>10 (UOIT)</b>	

### CALENDAR DESCRIPTION

Students in the practice research project course will have the opportunity to integrate and synthesize the knowledge gained throughout the Master's program. A theoretical perspective will be applied to the project that allows the student to address an issue in Nursing Advanced/Professional practice. The project options may range from a systematic literature review to a small feasibility study.

<b>Prerequisites</b>	<b>HLSC 5010G Health Research Approaches, HLSC 5118G Applied Biostatistics</b>
<b>Co-requisites</b>	
<b>Credit restrictions</b>	
<b>Credit exemptions</b>	
<b>Grading scheme</b>	<b>X letter grade</b> <input type="checkbox"/> <b>pass/fail</b>

### LEARNING OUTCOMES

On successful completion of this course, students will be able to:

- Apply a theoretical framework to evaluate a research issue relevant to nursing professional practice
- Recommend the most appropriate research methodology to address the research issue
- Design, and where possible, implement, a practice based project incorporating appropriate theory and methodology

### DELIVERY MODE

**(check all that may apply)**    **X face-to-face**    **X hybrid**    **X online**

### TEACHING AND ASSESSMENT METHODS

This course will have a course coordinator responsible for academic oversight of proposal. Students will meet with the coordinator and a mentor at a practice setting to develop and conduct their project. Students will meet synchronously, on-line, as a group at least twice per semester. The fall semester will focus on the development of a research project presented both orally, and in written form. The winter semester will include a poster presentation and a knowledge translation product as agreed upon by the course coordinator and workplace mentor. Examples of projects include: a literature review, small pilot study, needs assessment, and evaluations of practice changes. Students will present their projects to the class via online poster presentations with 5 min audio recordings describing their work.

**CONSULTATION AND FINANCIAL IMPLICATIONS, WHERE APPROPRIATE**

none
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**RATIONALE FOR ENROLLMENT CAP**

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**APPROVAL DATES**

GPC Approval	
Faculty Council approval	
Date of Submission to CPRC/GSC	

## NURS 5205G Informatics and Technology for Nursing and Health Sciences

For changes to existing courses see Course Change Template

<b>Faculty: UOIT Faculty of Health Sciences / Trent/Fleming School of Nursing</b>		
<b>Course title: Informatics for Nursing and Health Sciences</b>		
<b>Course number: NURS 5205G</b>	<b>Cross-listings: HLSC 5291G</b>	<u>  X  </u> Core <u>    </u> Elective
<b>Credit weight: 3 cr</b>	<b>Contact hours:</b> <u>  x  </u> Lecture <u>    </u> Lab <u>    </u> Tutorial <u>    </u> Other	
<b>Proposed Enrolment Cap:</b>		

### CALENDAR DESCRIPTION

Students in this course will extend their exploration of the details surrounding health informatics, including big data and the appropriate integration of technology. The focus in Healthcare informatics is on achieving these ends in healthcare. Students will advance their theoretical and methodological foundation of particular domains within health informatics and may have the opportunity to apply their understanding of how health informatics systems intersect with individuals, health, and health care systems.

<b>Prerequisites</b>	
<b>Co-requisites</b>	
<b>Credit restrictions</b>	
<b>Credit exemptions</b>	
<b>Grading scheme</b>	<input checked="" type="checkbox"/> letter grade <input type="checkbox"/> pass/fail

### LEARNING OUTCOMES

Students will be able to:

- Distinguish the different types of Health Information Systems Architecture found in a healthcare environments, including their purpose, adoption rates, advantages and disadvantages
- Examine how health data is aggregated and used for decision-making at local, provincial, and national levels
- Facilitate the student to integrate granularity to their computerized documentation screens with the assistance of the Integrated technology specialist
- Contrast different eHealth standards, leadership and policy, including an overview of how systems are managed / controlled by different provinces, Federal agencies and international groups, and the contribution to the broader eHealth agenda.
- Explain Cloud Computing, it's current use in healthcare, and the implications for privacy and confidentiality
- Illustrate how Machine Learning technologies can be applied for a myriad of healthcare uses ranging from self-driving cars to search algorithms, which can be applied to healthcare diagnosis, scheduling, etc.
- Outline competencies, methods and architectures the role of Big Data computing and information technology as applied to support clinical practice in nursing with particular application to acute care, community health and homecare settings.

- Understand the algorithms used by wireless sensors in collecting and analyzing health data and the implications for advances in health monitoring and delivery.
- Discuss the potential impact of future technology on patients, communities and health care delivery

**DELIVERY MODE**

(check all that may apply)    face-to-face    hybrid    online

**TEACHING AND ASSESSMENT METHODS**

Case studies, Essay and class presentation on one of course topics, Participation and Discussion

**CONSULTATION AND FINANCIAL IMPLICATIONS, WHERE APPROPRIATE**

none

**RATIONALE FOR ENROLLMENT CAP****APPROVAL DATES**

GPC Approval	
Faculty Council approval	
Date of Submission to CPRC/GSC	

## NURS 5010G Research Approaches for Nursing and Health Sciences

*For changes to existing courses see Course Change Template*

<b>Faculty: UOIT Faculty of Health Sciences / Trent/Fleming School of Nursing</b>		
<b>Course title: Research Approaches for Nursing and Health Sciences</b>		
<b>Course number:</b> NURS 5010G	<b>Cross-listings:</b>	<u>  X  </u> Core Elective
<b>Credit weight:</b> 3cr	<b>Contact hours:</b> <u>  3  </u> Lecture <u>      </u> Lab <u>      </u> Tutorial <u>      </u> Other	
<b>Proposed Enrollment Cap:</b>		

### CALENDAR DESCRIPTION

The purpose of this course is to introduce students to the various research paradigms and approaches used by nursing and health scientists, and to understand and critically examine their application in relation to addressing specific research questions. Topics include quantitative methods (e.g. experimental, survey research, clinical trials, empirical data analysis, etc.); qualitative methods (e.g. ethnography, phenomenology, grounded theory, narrative methods); action research, program evaluation; secondary data analysis; and mixed methods approaches. The role of knowledge translation and implementation science in communicating and implementing findings will also be discussed.

<b>Prerequisites</b>	
<b>Co-requisites</b>	
<b>Credit restrictions</b>	
<b>Credit exemptions</b>	
<b>Grading scheme</b>	<b>X letter grade</b> <input type="checkbox"/> <b>pass/fail</b>

### LEARNING OUTCOMES

On the successful completion of the course, students will be able to:

- Identify and describe ethical principles involved with health sciences research, and critically examine the role of institutional and national research ethics boards.
- Understand and differentiate between the types of research methods, their strengths, weakness, and rigor, used in Nursing and Health Sciences.
- Describe implementation science and its role in research
- Generate research questions and plan research studies utilizing different types of research methods.
- Analyze the use of different measurement tools and research data, and examine their application in proposed studies.
- Produce a research product (such as a grant or scholarship application) that addresses important elements of research methods.
- Select appropriate knowledge translation strategies for various audiences (public, clinical, policy, scientific community).
- Examine appropriate knowledge translation and mobilization approaches to facilitate dissemination of research findings to target audiences and stakeholders.



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**DELIVERY MODE**

(check all that may apply)    face-to-face    hybrid    online

**TEACHING AND ASSESSMENT METHODS**

- Participation and Group Work
- Assignments on:
  - Philosophical Approaches and Research Paradigms
  - Completion of Tri-Council Policy Statement (TCPS) tutorial
  - Defining a Research Question and Conducting Literature Review
  - Development of Research Methodology
  - Research Presentation
  - Research Funding Application
  - Knowledge Translation Activities

**CONSULTATION AND FINANCIAL IMPLICATIONS, WHERE APPROPRIATE**

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**RATIONALE FOR ENROLLMENT CAP**

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**APPROVAL DATES**

Grad Program Committee approval	
Faculty Council approval	
Date of Submission to CPRC/GSC	

## NURS 5096G MScN Thesis in Nursing Advanced/Professional Practice

*For changes to existing courses see Course Change Template*

<b>Faculty: UOIT Faculty of Health Sciences / Trent/Fleming School of Nursing</b>		
<b>Course title: MScN Thesis in Nursing Advanced/Professional Practice</b>		
<b>Course number: NURS 5096G</b>	<b>Cross-listings:</b>	<input checked="" type="checkbox"/> <b>Core</b> <input type="checkbox"/> <b>Elective</b>
<b>Credit weight: 9 credits</b>	<b>Contact hours:</b> <input type="checkbox"/> Lecture <input type="checkbox"/> Lab <input type="checkbox"/> Tutorial <input type="checkbox"/> Other	
<b>Proposed Enrollment Cap:</b>		

### CALENDAR DESCRIPTION

The MSc thesis is the culmination of the master's degree program and is conducted under the supervision of the student's supervisory committee. The thesis must investigate a meaningful problem within Nursing Advanced/Professional Practice and employ sound research strategies to address the problem. Through the thesis process, the student must demonstrate significant research skills and substantial understanding of a chosen focus area within nursing professional practice. The final thesis will be defended orally before an examining committee.

<b>Prerequisites</b>	<b>NURS 5010G Research Approaches for Nursing, NURS 5118G Biostatistics for Nursing</b>
<b>Co-requisites</b>	
<b>Credit restrictions</b>	<b>MScN project in professional practice</b>
<b>Credit exemptions</b>	
<b>Grading scheme</b>	<input type="checkbox"/> letter grade <input checked="" type="checkbox"/> pass/fail

### LEARNING OUTCOMES

On successful completion of the thesis, students will be able to:

- Apply a theoretical framework to evaluate a research issue relevant to nursing professional practice
- Recommend the most appropriate research methodology to address the research issue
- Design, and implement, a research project incorporating appropriate theory and methodology

### DELIVERY MODE

(check all that may apply)     face-to-face     hybrid     online

### TEACHING AND ASSESSMENT METHODS

Written thesis and oral examination.

### CONSULTATION AND FINANCIAL IMPLICATIONS, WHERE APPROPRIATE

It is expected that only a small number of students will elect to take the thesis option rather than the project option. Therefore, supervision will be able to be encompassed within existing faculty workloads.

**RATIONALE FOR ENROLLMENT CAP**

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**APPROVAL DATES**

Grad Program Committee approval	
Faculty Council approval	
Date of Submission to CPRC/GSC	

## NURS 5119G Program Evaluation for Healthcare Leaders

*For changes to existing courses see Course Change Template*

<b>Faculty:</b> UOIT Faculty of Health Sciences / Trent/Fleming School of Nursing		
<b>Course title:</b> Program Evaluation for Healthcare Leaders		
<b>Course number:</b> NURS 5119G	<b>Cross-listings:</b>	<input checked="" type="checkbox"/> <b>Core</b> <input type="checkbox"/> <b>Elective</b>
<b>Credit weight:</b> 3 cr	<b>Contact hours:</b> <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Lab <input type="checkbox"/> Tutorial <input type="checkbox"/> Other	
<b>Proposed Enrollment Cap:</b>		

### CALENDAR DESCRIPTION

Students in this course will acquire the necessary knowledge and skills to conduct project planning, monitoring, and evaluation. Practical cases and applied strategies will be used to illustrate the critical components of planning, monitoring and evaluation. This course will be delivered in a 2-week intensive style. In the first week, in-person attendance is mandatory. A combination of lectures, group work and other interactive methods will be employed to engage thinking and participation. The second half of the course may be attended in-person, but attendance is not mandatory.

<b>Prerequisites</b>	
<b>Co-requisites</b>	
<b>Credit restrictions</b>	
<b>Credit exemptions</b>	
<b>Grading scheme</b>	<input checked="" type="checkbox"/> letter grade <input type="checkbox"/> pass/fail

### LEARNING OUTCOMES

The students will:

- Critically examine the key concepts, theories, and frameworks of planning, monitoring and evaluation;
- Analyze how to integrate planning, monitoring and evaluation into project management;
- Explore traditional and innovative methods for data collection and analysis for evaluation; and
- Comprehend ethics, cultural competencies, and professional standards to bring rigor and quality in evaluation practices.

### DELIVERY MODE

**(check all that may apply)**     face-to-face     hybrid     online

### TEACHING AND ASSESSMENT METHODS

Quizzes  
 Critique on evaluation types  
 Student in-class participation (may be virtual)  
 Response to scenario-based case studies  
 Presentation and submission of student-generated evaluation plan

**CONSULTATION AND FINANCIAL IMPLICATIONS, WHERE APPROPRIATE**

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**RATIONALE FOR ENROLLMENT CAP**

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**APPROVAL DATES**

GPC Approval	
Faculty Council approval	
Date of Submission to CPRC/GSC	

## NURS 5111G Health and Public Policy

<b>Faculty:</b> UOIT Faculty of Health Sciences / Trent/Fleming School of Nursing		
<b>Course title:</b> Health and Public Policy		
<b>Course number:</b> NURS 5111G	<b>Cross-listings:</b>	<input checked="" type="checkbox"/> <b>Core</b> <input type="checkbox"/> <b>Elective</b>
<b>Credit weight:</b> 3 cr	<b>Contact hours:</b> <input type="checkbox"/> Lecture <input type="checkbox"/> Lab <input type="checkbox"/> Tutorial <input checked="" type="checkbox"/> Other	
<b>Proposed Enrollment Cap:</b>		

### CALENDAR DESCRIPTION

Students in this course will advance their understanding of the theoretical and ideological foundations of healthy public policy. Students will study and critically appraise the processes and strategies influencing health and social policy within the social and political contexts in which policy is created and have an opportunity to apply their understanding of public policy to their practice as practitioners who can influence future policy directions (development and implementation).

<b>Prerequisites</b>	
<b>Co-requisites</b>	
<b>Credit restrictions</b>	
<b>Credit exemptions</b>	
<b>Grading scheme</b>	<input checked="" type="checkbox"/> letter grade <input type="checkbox"/> pass/fail

### LEARNING OUTCOMES

Students will:

- Critically examine the different theoretical and ideological perspectives from which policy is conceptualized;
- Analyze the social, political and economic contexts in which policy is created and enacted;
- Interpret health and social policy processes in the context of larger social trends and political mandates;
- Examine how policies differentially affect particular populations, including indigenous communities, and shape health and social inequities;
- Identify new directions needed in health and social policy development;
- Critically examine how nurses and other health professionals can influence policy development and implementation.
- Critically explore connections between social inequities and healthy public policy and develop approaches in promoting health equity through political action

### DELIVERY MODE

(check all that may apply)     face-to-face     hybrid     online

**TEACHING AND ASSESSMENT METHODS**

Class Participation Group Policy Analysis Policy Analysis Paper
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**CONSULTATION AND FINANCIAL IMPLICATIONS, WHERE APPROPRIATE**

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**RATIONALE FOR ENROLLMENT CAP**

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**APPROVAL DATES**

GPC Approval	
Faculty Council approval	
Date of Submission to CPRC/GSC	

## NURS 5123G Qualitative Research Methods

<b>Faculty:</b> UOIT Faculty of Health Sciences / Trent/Fleming School of Nursing		
<b>Course title:</b> Qualitative Research Methods		
<b>Course number:</b> NURS 5111G	<b>Cross-listings:</b>	<input checked="" type="checkbox"/> <b>Core</b> <input type="checkbox"/> <b>Elective</b>
<b>Credit weight:</b> 3 cr	<b>Contact hours:</b> <input type="checkbox"/> Lecture <input type="checkbox"/> Lab <input type="checkbox"/> Tutorial <input checked="" type="checkbox"/> Other	
<b>Proposed Enrollment Cap:</b>		

### CALENDAR DESCRIPTION

This advanced course in qualitative research is focused on theoretical and practical instruction in the major methods of qualitative research. The methodological implications of the philosophical assumptions of major qualitative approaches/frameworks will be examined and there will be significant opportunities to apply knowledge to enable to apply key concepts in the development of research questions and techniques for data collections and the analysis of textual and other qualitative data. Additional topics of discussion will include mixed methods research designs, ethical issues in qualitative studies, and knowledge translation.

<b>Prerequisites</b>	NURS 5010G Research Approaches for Nursing
<b>Co-requisites</b>	
<b>Credit restrictions</b>	
<b>Credit exemptions</b>	
<b>Grading scheme</b>	<input checked="" type="checkbox"/> letter grade <input type="checkbox"/> pass/fail

### LEARNING OUTCOMES

Students will:

- Explain principles of knowledge translation as they pertain to qualitative research;
- Compare qualitative and quantitative research approaches in terms of: research assumptions, logic of design and analysis, core objectives, and central limitations;
- Compare the various types of qualitative designs, identifying their similarities, differences, and the types of issues each is best suited to explore;
- Critically assess the strengths and limitations of various qualitative approaches and techniques of data collection;
- Analyze and critically assess data derived from interviews and other qualitative data;
- Describe key ethical issues surrounding the conduct of qualitative research;
- Identify and assess techniques to ensure the quality and rigor of qualitative research.

### DELIVERY MODE

(check all that may apply)     face-to-face     hybrid     online

### TEACHING AND ASSESSMENT METHODS

Class Participation  
Group Policy Analysis



Policy Analysis Paper
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<b>CONSULTATION AND FINANCIAL IMPLICATIONS, WHERE APPROPRIATE</b>
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<b>RATIONALE FOR ENROLLMENT CAP</b>
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<b>APPROVAL DATES</b>
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GPC Approval	
Faculty Council approval	
Date of Submission to CPRC/GSC	



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**APPROVAL DATES**

GPC Approval	
Faculty Council approval	
Date of Submission to CPRC/GSC	

**Appendix G: Comparison with admission criteria at other universities**

University (degree)	Admission Criteria
<b>Brock University</b> - Master of Arts in Applied Health Sciences (Nursing) (MA)	<ul style="list-style-type: none"> <li>• Bachelor's degree in nursing with a minimum B average (second-class honours standing), a sample of written work, a statement of interest and goals, and three letters of reference will be required for application.</li> <li>• Agreement from a faculty advisor to supervise the student is also required for admission to the program.</li> <li>• Successfully completed an undergraduate level course in research methods, including quantitative or qualitative data analysis.</li> <li>• Applicants whose primary language is not English, or who have a degree from a university where the language of instruction was not English, must provide certification of English language proficiency.</li> </ul>
<b>Lakehead University</b> - Master of Public Health with Specialization in Nursing (MPH)	<ul style="list-style-type: none"> <li>• 4 year bachelor's degree or its equivalent with at least second class standing (B) based on their last 20 half courses or equivalent.</li> <li>• Evidence of a commitment to nursing as contained in the student's Curriculum vitae and statement of Goals and Intentions</li> <li>• Proof of current registration or eligibility to register with the CNO</li> <li>• Current Immunization status</li> <li>• Basic Life Support Certificate current</li> <li>• International students must meet the English language proficiency standards</li> </ul>
<b>Lakehead University</b> - Master of Public Health Specialization in Nursing with Primary Health Care Nurse Practitioner Elective (MPH)	<ul style="list-style-type: none"> <li>• 4 year bachelor's degree or its equivalent with at least second class standing (B) based on their last 20 half courses or equivalent.</li> <li>• Evidence of a commitment to nursing as contained in the student's Curriculum vitae and statement of Goals and Intentions</li> <li>• Two years of full time nursing practice within the past five years (3640 hours).</li> <li>• Proof of current registration or eligibility to register with the CNO</li> <li>• Current Immunization status</li> <li>• Basic Life Support Certificate current</li> <li>• International students must meet the English language proficiency standards</li> </ul>

<p><b>Laurentian University</b> - Master of Science in Nursing (MSc)</p>	<ul style="list-style-type: none"> <li>• Must hold a Baccalaureate degree with a GPA of 75%</li> <li>• Licensed as a RN or RNEC with the College of Nurses of Ontario (or equivalent)</li> <li>• If applying for the Advance Practice option, the applicant must have the equivalent of 2 full time years of work experience in a particular domain of nursing practice in the past 5 years.</li> <li>• Three Reference Forms (in separate, sealed envelopes).</li> <li>• Personal Essay</li> <li>• Curriculum Vitae (include education, work experience, publications or awards and service to the community)</li> </ul>
<p><b>McMaster University</b> - Master of Science, Nursing (MSc) (<i>Thesis Based</i>)</p>	<ul style="list-style-type: none"> <li>• Bachelor's Degree in Nursing</li> <li>• Minimum of a B+ average over the final 60 units</li> <li>• Submit two academic and one clinical references</li> <li>• Submit personal essay</li> <li>• Identification of a faculty member who has agreed to supervise the student</li> <li>• Evidence of current registration or eligibility for registration with the CNO</li> <li>• Applicants whose native language is not English are required to supply evidence of their proficiency in the use of the English language. The most common evidence is a score of at least 92 (iBT), 580 (paper-based test) or 237 (computer-based test) on the Test of English as a Foreign Language (TOEFL). The Nursing Graduate Program requires a minimum score of 7.0 for IELTS (Academic Test).</li> </ul>
<p><b>McMaster University</b> - Master of Science, Nursing (MSc) (<i>Course Based</i>)</p>	<ul style="list-style-type: none"> <li>• Bachelor's Degree in Nursing</li> <li>• Minimum of a B+ average over the final 60 units</li> <li>• Submit two academic and one clinical references</li> <li>• Submit personal essay</li> <li>• Applicants whose native language is not English are required to supply evidence of their proficiency in the use of the English language. The most common evidence is a score of at least 92 (iBT), 580 (paper-based test) or 237 (computer-based test) on the Test of English as a Foreign Language (TOEFL). The Nursing Graduate Program requires a minimum score of 7.0 for IELTS (Academic Test).</li> </ul>
<p><b>McMaster University</b> - Master of Science, Nursing (MSc) coursed based PHCNP</p>	<ul style="list-style-type: none"> <li>• Bachelor's Degree in Nursing</li> <li>• Minimum of a B+ average over the final 60 units</li> <li>• Two years of full time nursing practice within the past five years (3640 hours).</li> <li>• Submit two academic and one clinical references</li> <li>• Submit personal essay</li> </ul>
<p><b>Queen's University</b> - Master of Nursing Science (MNSc)</p>	<ul style="list-style-type: none"> <li>• Baccalaureate program in nursing that has been approved by the provincial/territorial authority</li> <li>• Minimum of a B (3.0) GPA</li> <li>• Registration (or eligible to register) as a RN with the CNO</li> </ul>

	<ul style="list-style-type: none"> <li>• Undergraduate courses in research methodology and statistics</li> <li>• For international students, if required, TOEFL iBT minimum scores of: writing (24/30); speaking (22/30); reading (22/30); listening (20/30), for a total of 88/120. Applicants must have the minimum score in each test as well as the minimum overall score.</li> </ul>
<b>Queen's University -</b> Master of Nursing (Primary Health Care Nurse Practitioner) (MN (PHCNP))	<ul style="list-style-type: none"> <li>• Baccalaureate program in nursing that has been approved by the provincial/territorial authority</li> <li>• Minimum of a 3.0 (B) GPA</li> <li>• Registration (or eligible to register) as a RN with the CNO</li> <li>• Undergraduate courses in research methodology and statistics</li> <li>• 2 years of full-time RN practice within the past 5 years</li> <li>• For international students, if required, TOEFL iBT minimum scores of: writing (24/30); speaking (22/30); reading (22/30); listening (20/30), for a total of 88/120. Applicants must have the minimum score in each test as well as the minimum overall score.</li> </ul>
<b>Ryerson University –</b> Master of Nursing (MN) ( <i>Course Stream</i> )	<ul style="list-style-type: none"> <li>• 4 year Bachelor's degree in nursing, or its equivalent</li> <li>• Minimum CGPA or equivalent of 3.00 (B) in the last 20 graded courses</li> <li>• 2 letters of recommendation, one of which must be academic</li> </ul>
<b>Ryerson University –</b> Master of Nursing (MN) ( <i>Thesis Stream</i> )	<ul style="list-style-type: none"> <li>• 4 year Bachelor's degree in nursing, or its equivalent</li> <li>• Minimum CGPA or equivalent of 3.00 (B) in the last 20 graded courses</li> <li>• 2 letters of recommendation with one being academic</li> <li>• Clear evidence of research potential</li> <li>• Description of proposed research</li> </ul>
<b>Ryerson University -</b> Combination Master of Nursing and Primary Health Care Nurse Practitioner Certificate (MN (PHCNP))	<ul style="list-style-type: none"> <li>• 4 year Bachelor's degree in nursing, or its equivalent</li> <li>• Minimum CGPA or equivalent of 3.00 (B) in the last 20 graded courses</li> <li>• 3 letters of recommendation, one of which must be clinical</li> <li>• Equivalent of two years' full-time nursing practice (3,640 hours) within the past five years</li> </ul>
<b>University of Ottawa</b> - Master of Science Nursing (MScN)	<ul style="list-style-type: none"> <li>• Baccalaureate in nursing (equivalent to the degree offered by the University of Ottawa)</li> <li>• At least 70% (B) average</li> <li>• Successfully completed an introductory statistics course within the last six (6) years</li> <li>• Current certificate of competence</li> </ul>
<b>University of Ottawa</b> - Master of Science (MScN)	<ul style="list-style-type: none"> <li>• Bachelor's degree in nursing (equivalent to the degree offered by the University of Ottawa) with at least 70% (B) average.</li> <li>• Have successfully completed an introductory statistics</li> </ul>

	<p>course (or equivalent) within the last six (6) years.</p> <ul style="list-style-type: none"> <li>• A current certificate of competence from the CNO</li> <li>• Resume and letter of intent</li> <li>• 2 recommendation letters from professors</li> <li>• Applicants whose first language is neither French nor English must provide proof of proficiency in the language of instruction.</li> <li>• International candidates must check the admission equivalencies for the diploma they received in their country of origin</li> </ul>
<p><b>University of Ottawa</b> - Master of Science in Nursing Specialization in Women's Studies (MScN)</p>	<ul style="list-style-type: none"> <li>• Bachelor's degree in nursing (equivalent to the degree offered by the University of Ottawa) with at least 70% (B) average.</li> <li>• Have successfully completed an introductory statistics course (or equivalent) within the last six (6) years.</li> <li>• A current certificate of competence from the CNO</li> <li>• Have a background in women's studies, that is, a minimum of two undergraduate level courses or one graduate level course on women, gender, feminism or sexualities. Students who do not have an adequate background may be eligible to our Special Policy for Admissions.</li> <li>• Identify at least one professor who is willing to supervise your research and thesis</li> <li>• Resume and letter of intent</li> <li>• 2 recommendation letters from professors</li> <li>• Applicants whose first language is neither French nor English must provide proof of proficiency in the language of instruction.</li> <li>• International candidates must check the admission equivalencies for the diploma they received in their country of origin</li> </ul>
<p><b>University of Ottawa</b> - Master of Science Nursing with Graduate Diploma Primary Health Care for Nurse Practitioners (MScN, PHCNP)</p>	<ul style="list-style-type: none"> <li>• Bachelor's degree in nursing (equivalent to the degree offered by the University of Ottawa) with at least 70% (B) average.</li> <li>• Have successfully completed an introductory statistics course (or equivalent) within the last six (6) years.</li> <li>• 2 years of nursing practice (3640 hours) within the last 6 years</li> <li>• A current certificate of competence from the CNO</li> <li>• Identify at least one professor who is willing to supervise your research and thesis</li> <li>• Resume and letter of intent</li> <li>• 2 letters of recommendation, one of which must be from a health care professional whom having worked with</li> <li>• Applicants whose first language is neither French nor English must provide proof of proficiency in the language of instruction.</li> </ul>

	<ul style="list-style-type: none"> <li>International candidates must check the admission equivalencies for the diploma they received in their country of origin</li> </ul>
<b>University of Toronto</b> - Master of Nursing (MN)	<ul style="list-style-type: none"> <li>BScN degree of University of Toronto or equivalent degree (a At least a mid-B (75% or 3.0 GPA) standing in the final year of undergraduate study, and at least a B standing in the next-to-final year</li> <li>Applicants seeking admission to the Nurse Practitioner field must also have a minimum of 3,900 clinical hours completed, equivalent to two years of experience (clinical placements in the BScN program cannot be counted)</li> <li>Current registration as a Registered Nurse</li> </ul>
<b>University of Western Ontario</b> - Master of Science in Nursing (MScN)	<ul style="list-style-type: none"> <li>Bachelor's degree in nursing from an accredited program</li> <li>GPA of 78% (B+) or higher</li> <li>Undergraduate preparation in research and statistics</li> <li>RN registration in good standing with the CNO</li> <li>International students must meet English language fluency requirements</li> </ul>
<b>University of Western Ontario</b> - Master of Nursing (Advanced Nursing Practice) program (MN-ANP)	<ul style="list-style-type: none"> <li>Bachelor's degree in nursing from an accredited program</li> <li>GPA of 78% (B+) or higher</li> <li>Undergraduate preparation in research and statistics</li> <li>RN registration in good standing with the CNO</li> <li>International students must meet English language fluency requirements</li> </ul>
<b>University of Western Ontario</b> - Master of Nursing (Primary Health Care Nursing Practice) program (MN-PHCNP)	<ul style="list-style-type: none"> <li>Bachelor's degree in nursing from an accredited program</li> <li>GPA of 78% (B+) or higher</li> <li>Undergraduate preparation in research and statistics</li> <li>RN registration in good standing with the CNO</li> <li>Completion of the equivalent of two years full-time nursing clinical practice experience (3,640 hours) within the past five years</li> <li>International students must meet English language fluency requirements</li> </ul>
<b>University of Windsor</b> - Master of Science in Nursing (MScN)	<ul style="list-style-type: none"> <li>Must have a Bachelor of Science in Nursing or equivalent which includes physical assessment, and courses in research and statistics. Consideration may be given to nurse applicants holding degrees in other cognate disciplines.</li> <li>Must have maintained a minimum 70% average in the last two years of their undergraduate program.</li> <li>Must be eligible for a current certificate of registration with the CNO</li> </ul>
<b>University of Windsor</b> - Master of Nursing (MN)	<ul style="list-style-type: none"> <li>Must have a Bachelor of Science in Nursing or equivalent which includes physical assessment, and courses in research and statistics. Consideration may be given to nurse applicants holding degrees in other cognate disciplines.</li> <li>Must have maintained a minimum 70% average in the last two years of their undergraduate program.</li> </ul>



	<ul style="list-style-type: none"> <li>• Must be eligible for a current certificate of registration with the CNO</li> </ul>
<b>York University - Master of Science in Nursing (MScN)</b>	<ul style="list-style-type: none"> <li>• Bachelor of Science in Nursing degree (or equivalent)\ such Minimum B average</li> <li>• One academic reference from a nurse with a master's or doctoral degree; one from a nurse in a leadership position; one from an individual to whom you directly reported in the last six years</li> <li>• Resume or CV</li> <li>• Statement of interest</li> <li>• Member of CNO, CNA, and carry liability protection with CNPS (Or the equivalent in the province where you reside)</li> <li>• International students must meet their country's equivalency credentials as well as meet the English language proficiency standards</li> </ul>
<b>York University - Master of Science in Nursing Alternate Admission (MScN – Alternate Admission)</b>	<ul style="list-style-type: none"> <li>• Bachelor of Science in Nursing degree (or equivalent)\ such Minimum B+ average</li> <li>• One academic reference from a nurse with a master's or doctoral degree; one from a nurse in a leadership position; one from an individual to whom you directly reported in the last six year</li> <li>• Resume or CV</li> <li>• Statement of interest</li> <li>• Member of CNO, CNA, and carry liability protection with CNPS (Or the equivalent in the province where you reside)</li> <li>• International students must meet their country's equivalency credentials as well as meet the English language proficiency standards</li> </ul>
<b>York University - Master of Science in Nursing - Primary Health Care Nurse Practitioner (MScN - PHCNP)</b>	<ul style="list-style-type: none"> <li>• Bachelor of Science in Nursing degree (or equivalent)\ such Minimum B+ average</li> <li>• One academic reference from a nurse with a master's or doctoral degree; one from a nurse in a leadership position; one from an individual to whom you directly reported in the last six year</li> <li>• Resume or CV</li> <li>• Statement of interest</li> <li>• Member of CNO, CNA, and carry liability protection with CNPS (Or the equivalent in the province where you reside)</li> <li>• International students must meet their country's equivalency credentials as well as meet the English language proficiency standards</li> </ul>

## Appendix H: Letters of Support



Janet McCabe  
 Director of Nursing  
 Associate Professor  
 Faculty of Health Sciences  
 University of Ontario Institute of Technology

March 26, 2018

To Whom It May Concern:

The Regional  
 Municipality  
 of Durham

Health Department

605 ROSSLAND ROAD EAST  
 PO BOX 730  
 WHITBY, ON L1N 0B2  
 CANADA

905-668-7711  
 1-800-841-2729  
 Fax: 905-666-6214

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I am pleased to issue this letter of support to the Faculty of Health Sciences at UOIT Nursing Program and the Trent-Fleming School of Nursing to propose a new Master's of Science in Nursing (MScN) in Professional Practice Leadership. The Durham Region Health Department (DRHD) has provided quality public health nursing placements to UOIT 3<sup>rd</sup> and 4<sup>th</sup> year nursing students for over 15 years. Additionally we have worked on collaborative community and public health research projects with UOIT faculty and students. A MScN program at our local university would be of great value to our organization and our nursing profession as it will continue to expand our knowledge, skill in leadership and professional practice. The hybrid model of this program will allow our professional working nurses and managers the flexibility to enroll and complete their Masters education.

We are pleased to be able to support this proposal. We look forward to our future, continuing to work in collaboration with UOIT and providing this opportunity to our public health nursing staff to continue their education in nursing.

Sincerely,

Jean Nesbitt  
 Director, Population Health Division  
 Chief Nursing Officer

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March 30, 2018

Dr. Janet McCabe  
 Director of Nursing & Associate Professor  
 Faculty of Health Sciences,  
 University of Ontario Institute of Technology  
 2000 Simcoe St N, Oshawa, ON L1H 7K4

RE: Master's of Science in Nursing Professional Practice Degree

Dear Dr. McCabe:

I am very pleased to provide this letter to convey my strong support for the development and implementation of the MScN in Nursing Professional Practice graduate degree proposed by UOIT and Trent University.

In my role as Chief Nursing Executive and Vice President for Professional Practice at Ontario Shores Centre for Mental Health Sciences, I have a mandate to lead efforts to create and sustain a professional practice environment which fully enables nurses to apply their knowledge, experience and leadership to optimizing care and outcomes for our patients and families. The topics included in the proposed program including mentorship, interdisciplinary collaboration, and communication. It is essential that nurses have and utilize theory and practice in those areas (and many others) in their practice. In this era of increasing emphasis on outcome measurement and reporting, detailed and publicly accessible accountability agreements with funders such as our Central East Local Health Integration Network, and inclusion of patients and families in the design and decision-making regarding services and quality, nurses need the knowledge, skills and competencies covered by this unique degree. Moreover, the literature notes that a hallmark of professional practice environments is the availability of professional development and continuing education. This program, with its planned format of short residencies plus on-line learning will maximize nurses' ability to access and complete the required courses.

Ontario Shores Centre for Mental Health Sciences is located in Durham Region (specifically in Whitby, Ontario). We provide tertiary mental health care and services for 320 in-patients and support a large cohort of out-patients through our clinics and satellite locations. We serve patients experiencing a diversity of mental health challenges across the age continuum from adolescents to seniors in a practice environment characterized by Recovery and hope and depend on the knowledge, professionalism and skill of our nurses and allied health professionals to provide exemplary care. While we have a robust program of professional development opportunities, we believe that formal education at a graduate level is a meaningful and effective tool by which nurses (and other clinicians) gain insight, understanding and a deeper commitment to evidence-based, patient and family focused practice. To that end we provide an

annual tuition support program that would be available to nurses taking the proposed MScN program.

As a major healthcare employer in Durham focusing on mental health care, we offer a variety of leadership roles including Clinical Nurse Specialist, Clinical Manager and Administrative Director. These roles require applicants to have a master's degree as one component of their eligibility for these important roles. The proposed program offers another pathway to meet that foundational requirement.

We have a long history of collaboration with UOIT and Trent Universities. For example, we support approximately 500 student learners each year, including large cohorts from Durham College, UOIT and the Trent-Fleming Collaborative BScN Program. Additionally many of our nursing staff hold joint appointments at UOIT, and/or serve on UOIT Advisory Committees.

In closing, I am very pleased to see the proposal for this Master's of Science in Nursing Professional Practice graduate degree program. It has my enthusiastic and unequivocal support.

Sincerely,



Barbara Mildon, PhD, RN, CHE

Vice President, Practice, Research, Human Resources and Chief Nursing Executive

 Child and youth living life at their full potential.

Janet McCabe  
 Director of Nursing, Associate Professor  
 Faculty of Health Sciences  
 University of Ontario Institute of Technology  
 2000 Simcoe St North,  
 Oshawa, Ontario.  
 L1H 7K4



Re: Support for Joint Master of Nursing MScN Program in Professional Practice Leadership

Dear Janet,

I am very pleased to support the UOIT Faculty of Health Sciences in their proposal of a new Joint Master of Nursing program in Professional Practice Leadership.

Grandview Children's Centre provides paediatric assessment, treatment, rehabilitation services and specialized programs and services to children and youth with communication, physical and development needs. Working with organizational partners and community paediatric professionals. Grandview builds capacity in the community through information, knowledge exchange and consultation; we also participate in research activity and teaching in the field of children's rehabilitation. Grandview's demand for services has exceeded 10,000 families per year and last year we provided over 64,000 appointments.

The opportunity to have a Master of Nursing in Professional Practice Leadership program will support the development of practice leaders who will be responsible for ensuring and implementing expert practice, facilitating professional development, providing leadership, and research as well as quality assurance and safety. The Health Care sector is increasingly complex and graduates require educational preparation that includes mentorship. Interprofessional opportunities and experiential learning through research and projects.

Further, this program would allow Grandview and UOIT to advance our existing partnerships in research to extend to on-site research placements, continuity of research projects requiring multiple years or with unique populations and the importance of training locally to retain local talent.





March 21, 2018

To whom it may concern,

I am pleased to write this letter of support for the MScN in Professional Practice Leadership proposed by UOIT. Lakeridge Health is a regional health system including 5 hospital sites, 2 addictions treatment centers and various satellite sites and a long- time partner of UOIT.

In addition to working together to ensure nursing students are provided with quality nursing education, we also partner frequently on research and teaching endeavors. We were pleased to be invited as a regional stakeholder to provide input into the design of this program and are excited about the future collaborations that will be generated with the start-up of the MScN program.

A Professional Practice Leadership Master's degree is a unique opportunity that will prepare graduates to work in a variety of leadership roles, but particularly in practice leadership roles. The program proposed by UOIT will prepare graduates to lead and support high quality, evidence based practice; facilitate professional development; and to engage in research and knowledge translation activities.

A major strength of the program is its flexibility. The program not only allows working professionals to pursue masters preparation through its hybrid online program delivery, but it also allows for dual avenues of entry to the program (i.e. entry with a BScN or entry with a diploma and 10 or more years of experience working in the health care system).

I enthusiastically support this program and know that it is needed in this region. Please don't hesitate to contact me if there are any questions that I can assist with.

Sincerely,

A handwritten signature in blue ink, appearing to read "Colleen Wilkinson".

**Colleen Wilkinson, RN, MS (N)**

Director, Interprofessional Practice and Clinical Informatics &  
Interim Chief Nursing Executive

T. 905.576.8711 ext.4479

[cwilkinson@lakeridgehealth.on.ca](mailto:cwilkinson@lakeridgehealth.on.ca)