



CASN ACCREDITATION PROGRAM STANDARDS

June 2014

CASN

ACESI 



Canadian Association
of Schools of Nursing
Association canadienne des
écoles de sciences infirmières

**Canadian Association of Schools of Nursing
Association canadienne des écoles de sciences infirmières**

1145 Hunt Club Ave, Suite 450

Ottawa Ontario K1V 0Y3

Ph: 613-235-3150

Fax: 613-235-4476

www.casn.ca

ISBN : 0-921847-48-3

Version 1- 2005 CASN Accreditation Program

Version 2 - 2009 Revisions

Version 3 - 2012 Minor Edits

Version 4 - 2013 Revisions

Version 5 - 2014 Revisions

©Canadian Association of Schools of Nursing, 2014

CASN Accreditation Program

1. Framework

The CASN Accreditation Program is guided by core values and fundamental principles. Its standards are divided into two sets; one applies to the school of nursing itself, referred to as the educational unit, and the other applies to the nursing education program. In addition, the program provides two accreditation paths: path A is for new programs or new collaborations, whereas path B is for existing programs. Both use the same standards but a path A review is more formative, and the school must undergo a path B review within two years of the first graduates.

CASN Accreditation Values

Values underpinning the CASN accreditation program guide the review process, as well as those involved in the implementation of the program including the CASN Board of Directors, reviewers, members of the CASN Accreditation Bureau, the Accreditation Advisory Committee, and CASN accreditation staff.

Table 1: CASN Accreditation Values

Respect	Regard for, and appreciation of, others
Fairness	Openness to reason, freedom from bias, objective, and equitable
Confidentiality	Protection of the identity, privacy rights, and anonymity of individuals and sources of information
Transparency	Clear articulation of the structure, process, and steps of the accreditation program and an accreditation review, and provision of relevant information
Accountability	Responsibility and answerability for following policies, processes, and procedures of the accreditation program
Integrity	Honesty and adherence to moral and ethical principles

Principles Guiding the CASN Accreditation Program Framework

The following principles guide the development of the CASN accreditation program Framework:

- The standards for baccalaureate nursing education are set to reflect excellence;
- The review process is designed to lead to ongoing quality improvement towards standards of excellence in nursing education;
- The program is congruent with CASN's *Position Statement on Baccalaureate Education and Baccalaureate Programs*;
- The program measures educational outcomes related to development as a learner, and development as a professional nurse;
- The program utilizes a broad definition of scholarship;
- Evidence that standards are met include both quantitative and qualitative measures; and
- The program framework provides clear definitions of terms used.

Principles Guiding the CASN Accreditation Review Process

The CASN Accreditation program review process:

- Is aligned with provincial regulatory and university/college evaluations when possible.

Educational Unit/ Nursing Education Program

In order to obtain Accreditation, schools of nursing undergo a review of both the educational unit and the nursing education program. Each is assessed against a separate set of predetermined standards, and receives a separate accreditation decision.

The educational unit standards relate to the administrative structures, processes, and the human and material resources that support the implementation of a high quality program, whereas the nursing education program standards are focused on the curriculum and its evaluation. If a school offers more than one nursing education program leading to a baccalaureate degree in nursing, each must be reviewed independently of the other programs to be accredited.

Nursing Program

A **nursing program** refers to a course of study that has a single and unique university degree conferred on the student by a single degree-granting institution; a single organization curriculum framework; and/or a single sequence of defined courses with single course descriptions and specified options designed to meet a single and specified set of program outcomes. A program also has a set of specific admission requirements.

A **stream** of a program refers to a cohort of students following a minor variation of the program. A stream is the same as a "track". A stream shares the unique university degree, the courses, the course descriptions, and the admission requirements. Overall, the sequence of courses are shared, however, there may be some variation in the order of courses. Some non-nursing course requirements may have been taken elsewhere prior to admission.

Relationship between Educational Unit and Nursing Education Program Accreditation

Although a nursing education program under review, and the nursing educational unit(s) delivering it, receive separate accreditation decisions, the two sets of standards are essential to meet in order to deliver a high quality program. In the event that either the educational unit or the nursing education program is awarded a shorter accreditation term, the longer term expires when the shorter term ends.

Collaborative Partnership Degree Program in Nursing

A collaborative partnership degree program in nursing refers to a baccalaureate degree program in nursing that is offered in a partnership by a university-based educational unit and one or more college-based educational units, each of whom have signed a collaborative agreement, with dates of review specified in the agreement to ensure the program does not operate under an expired agreement (see Council of Ontario Universities, *Best Practices in Collaborative Nursing Agreements*, May 2012).

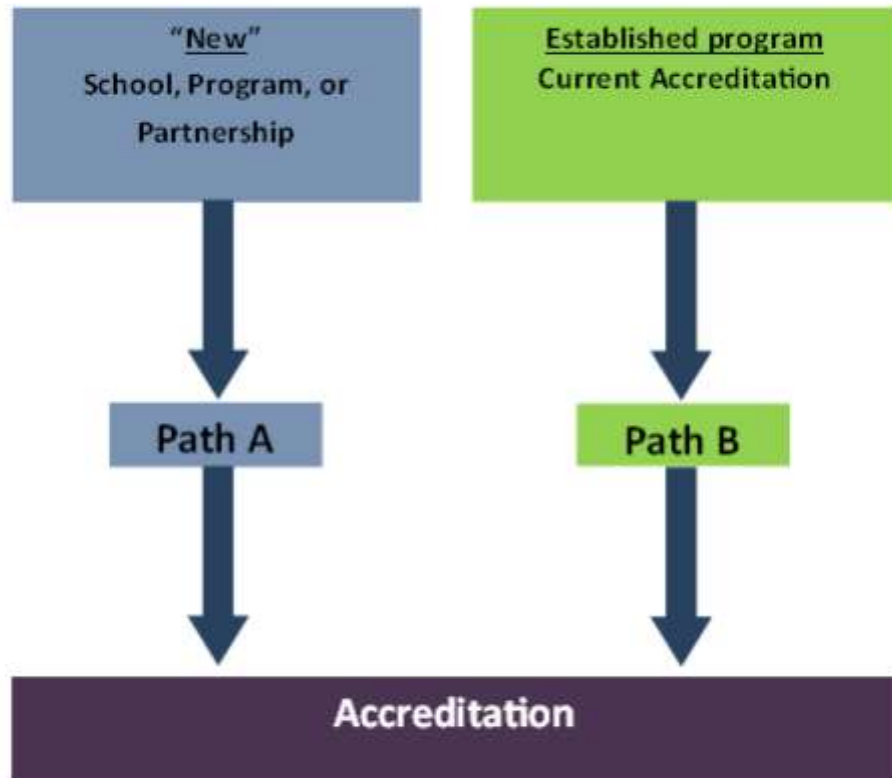
In the case of a nursing education program delivered collaboratively, the educational unit of each of the partner institutions will be assessed independently and receive its own accreditation decision whereas the collaborative nursing education program will be reviewed collectively and will obtain a single accreditation decision.

Eligibility for a CASN accreditation review of a nursing education program is based on an entry-to-practice preparation degree or a post-RN diploma baccalaureate degree conferred by a degree-granting institution. Therefore, if a non-degree granting collaborating institution wishes to come forward for accreditation, the degree grantor must also be involved in the accreditation review, along with all institutions delivering the same program who will share the program accreditation status. There is some flexibility in the process, however, to accommodate multiple types of situations. The CASN Accreditation Bureau makes the decision on what needs to be reviewed following its assessment of the particular situation of the school (s) applying for accreditation.

Paths to Accreditation

CASN offers two paths for Accreditation: path A and path B. Path A is for new schools of nursing, new collaborative partnerships offering nursing education programs, and new nursing education programs that have not yet graduated students. Path B applies to existing collaborations or schools of nursing with on-going nursing education programs that already have graduates. Typically, such programs hold a current accreditation status from CASN. There are no differences in the standards or process for a path A and path B review. Some elements of the standards, however, are not applicable until a cohort of students have completed the program and are not assessed in a path A review. The program must undergo a path B review within two years following graduation of the first students. Thus, this path incorporates a formative review of the program or partnership during its initial implementation.

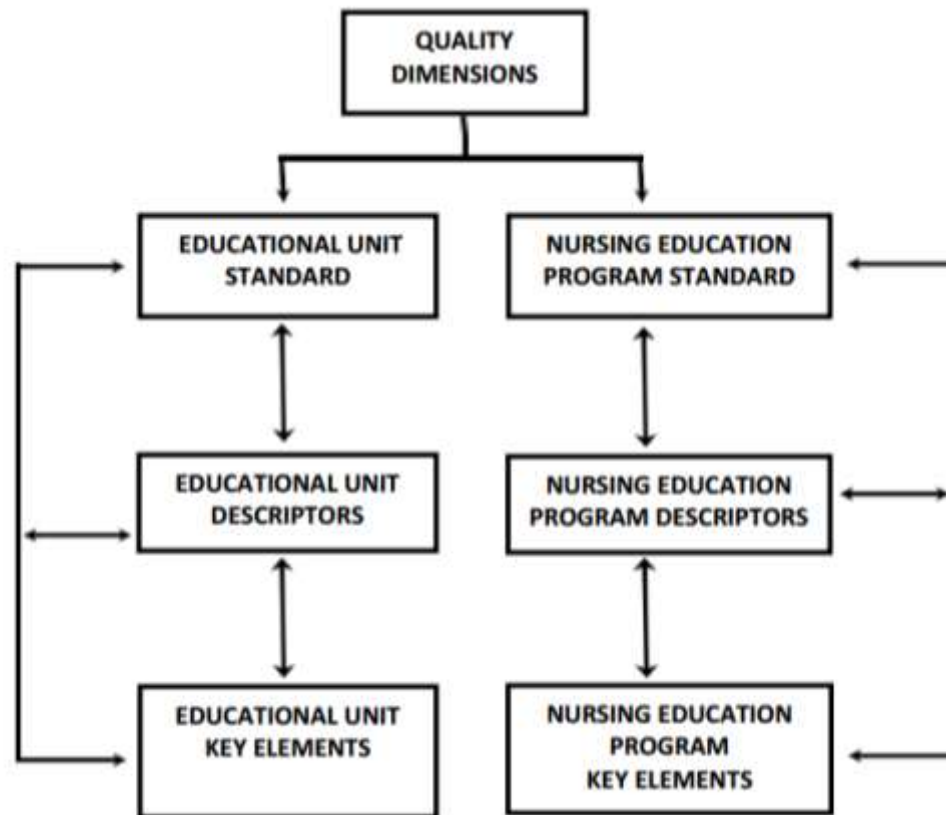
Figure 1



CASN Accreditation Standards Framework

The CASN accreditation standards framework consists of a set of standards for both the educational unit and the nursing education program. Each standard has descriptors and key elements (See Figure 2). Four overarching quality dimensions are reflected in the standards, descriptors, and key elements of each set.

Figure 2: Accreditation Standards Framework



Quality Dimensions

Four overarching quality dimensions are infused throughout the formulation and interpretation of the standards, descriptors, and key elements:

- **Relevance:** The structure, processes, and constituents of an educational unit and a nursing education program are pertinent, appropriate, and responsive to the current and emerging needs of society and the profession.
- **Accountability:** The educational unit takes responsibility for and is answerable in all its relationships, and the education program fosters the development of learners who integrate the value of taking responsibility for professional practice that is safe, ethical and legal.

- **Relatedness:** There is an inter-connectedness of all components of an educational unit and its nursing education programs that promote achievement of goals.
- **Uniqueness:** While the structure, processes, and constituents of an educational unit and nursing education program meet standards of excellence, they nevertheless, embody a distinctiveness or unique character reflective of the context in which it exists.

2. Standards, Descriptors and Key Elements

Standards, descriptors, key elements and interpretations are outlined for both the educational unit and for the nursing education program. They provide what CASN schools should attain in their baccalaureate nursing education programs. As statements of excellence, they identify the level needed to provide high quality undergraduate education.

The standards are stated broadly; their descriptors provide additional and more specific statements to further delineate them. Key elements provide qualitative and quantitative indicators of the standard descriptors that can be used to verify whether or not the standard is being met. Standard interpretations describe the types of evidence needed to assess each key element. In an accreditation review, schools of nursing are assessed against the key elements of each standard. Schools are expected to provide evidence showing how they are achieving these key elements or, if applicable, future plans they may have to do so.

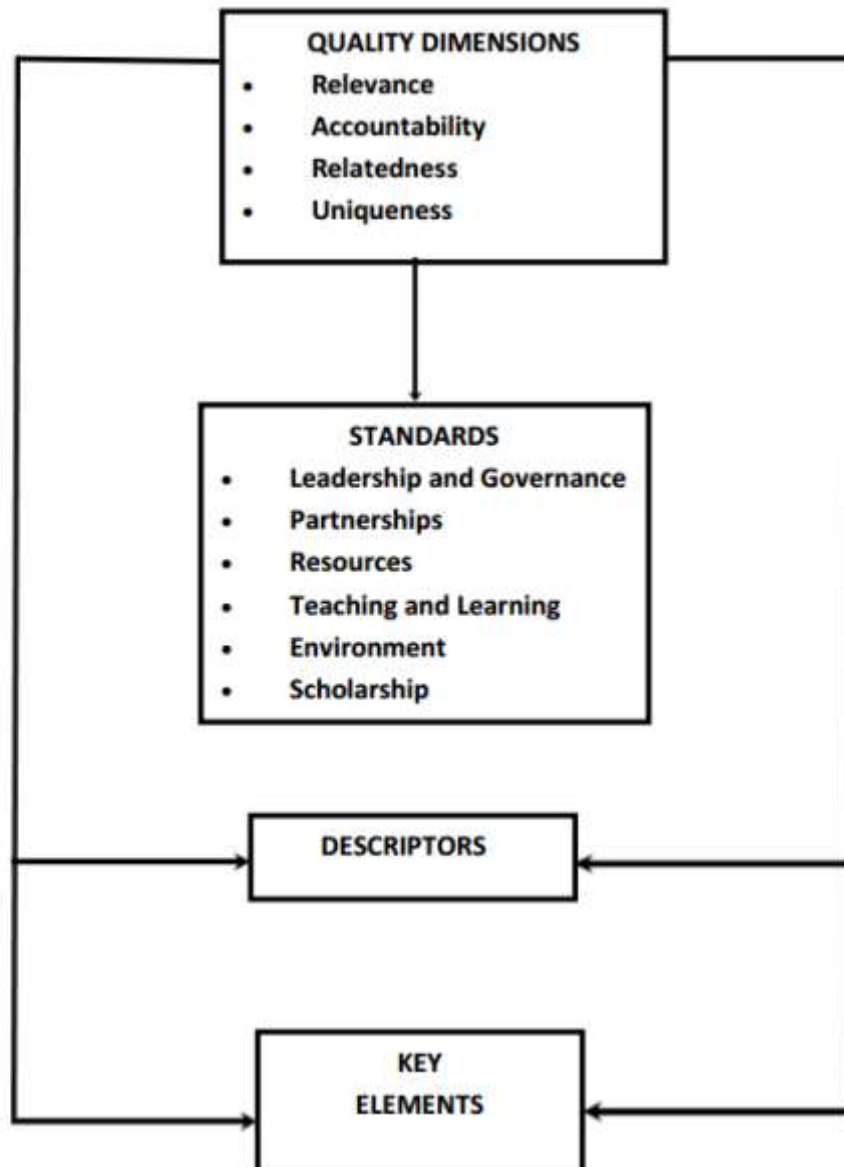
Standards, Descriptors, and Key Elements

The standards, descriptors, key elements, and interpretations for the educational unit and the nursing education program are outlined in this section.

3.1 Educational Unit

The educational unit provides leadership in shaping the nursing education programs and scholarship among faculty and learners. It provides resources and information management, and engages with the internal and external environment to deliver nursing education program(s). Educational units may be in partnerships with other units or groups to ensure coherent delivery of shared nursing education programs. Hence, the educational unit Standards are: leadership and governance, partnerships, resources, teaching and learning, environment, and scholarship. All of these standards are essential to support excellence in nursing education (see Figure 3).

Figure 3: Educational Unit Standards Framework



Leadership and Governance

STANDARD STATEMENT	<ul style="list-style-type: none"> • The leadership and system of governance of the educational unit are effective and facilitate the achievement of its mission and goals.
Descriptor	<ul style="list-style-type: none"> • The leadership and governance of the educational unit facilitate the effective delivery of high quality nursing education, and scholarship among its faculty.
Key Elements	<ol style="list-style-type: none"> 1. Faculty of the educational unit engage in systematic strategic planning, and are guided by a current strategic plan that reflects societal, cultural, academic, and practice trends which facilitates achievement of the unit's mission, goals, and objectives. 2. The leadership of the educational unit makes decisions through consultation and promotes, advocates for, and advances the achievements of the faculty, staff, and students. 3. The nursing leader/academic head of the educational unit is accountable for decision-making in human resources, finances, and policy and possesses the experience and academic qualifications to provide academic leadership. 4. Clearly defined, transparent organizational structures, policies, and processes facilitate the effective functioning of the educational unit , its academic program(s), and student admissions. 5. Ethical, legal, and regulatory standards of the socio-political context are reflected in the policies, procedures, and practices of the educational unit . 6. Security, confidentiality, and privacy are ensured by policies and procedures that reflect current legislation and regulations. 7. Student and faculty complaints, grievances, and appeals are dealt with fairly using established policies, procedures, and practices.

Standard Interpretation for Leadership and Governance Key Element Statement 1

- A current nursing-specific strategic/academic/educational plan is available for the educational unit .
- Evidence, such as meeting agendas/meeting minutes, indicates faculty involvement in developing, reviewing, and updating the plan.
- Documents and examples provided show that the educational unit has been guided by the strategic plan.
- If the educational unit is in a collaborative partnership, there is also a current strategic plan for the collaboration and the collaborative program, and evidence that faculty in the educational unit were involved in the development of, and are guided by the plan.

Standard Interpretation for Leadership and Governance Key Element Statement 2

- Examples provided show organizational structures, processes, and/or events that support and promote unit advancement, leadership initiatives among faculty and students, and the achievements of faculty, staff, and students.
- Evidence such as meeting minutes, and unit policies, show consultative processes.

Standard Interpretation for Leadership and Governance Key Element Statement 3

- The Unit has a qualified nurse leader holding a master's or doctoral degree who is responsible for the quality of the baccalaureate program(s) offered by the educational unit.
- Supporting documentation includes an organizational chart of the governance structure and the *curriculum vitae* (CV) of the nurse leader.

Standard Interpretation for Leadership and Governance Key Element Statement 4

- Evidence such as a documented committee structure, unit policies, and governance procedures show that the school of nursing's internal governance is transparent, and supports the functioning of the unit.
- An academic policy exists and supports the academic freedom of the faculty.
- Student admissions and progression are guided by clear criteria and policies that are followed by the unit.

Standard Interpretation for Leadership and Governance Key Element Statement 5

- The Unit has a process that is consistently followed, ensuring that all nursing faculty and all contractual clinical instructors have current registration in the province in which the unit is located.
- Policies exist that reflect relevant federal, provincial, regional, regulatory body, and professional association legislation, regulation, or standards, such as employment equity, human rights, safety, disability accommodation, and harassment.

Standard Interpretation for Leadership and Governance Key Element Statement 6

- Supporting evidence such as documents outlining unit policies and/or processes related to privacy, security, and confidentiality of student and faculty data show how this expectation is being met.

Standard Interpretation for Leadership and Governance Key Element Statement 7

- Documents show established policies and processes exist and are being followed in response to complaints, grievances, and appeals of students, staff, faculty, and administrators in the unit.

Partnerships

STANDARD STATEMENT	<ul style="list-style-type: none"> The educational unit is engaged in partnerships that support excellence in nursing education.
Descriptor	<ul style="list-style-type: none"> Partnerships refer to collaborations that support the achievement of the unit's strategic goals, collaborations among educational units to deliver a collaborative nursing education program, and formal agreements with health service organizations, community-based agencies, members of other professions, and other relevant groups to provide professional and interprofessional learning opportunities for students.
Key Elements	<ol style="list-style-type: none"> Partnerships are based on a formal written agreement, a memorandum of understanding (MOU), or contract that is mutually agreed upon, meets best practices, and clearly identifies expectations, roles, and responsibilities of all parties. The educational unit respects the terms of the MOU and/or contracts. The educational unit demonstrates respect for its partners and maintains good lines of communication with them. The educational unit participates with its partners in joint evaluations of the achievement of the partnership goals and objectives. The educational unit provides benefits to its partners through its contributions to the achievement of mutual goals.

Standard Interpretation for the Partnership Key Element Statement 1

- A list of partnerships is provided, and evidence of MOUs, written agreements or contracts for each is available.
- For collaborative programs, evidence presented shows how the MOU reflects best practices such as *Best Practices in Collaborative Nursing Agreements*¹.

Standard Interpretation for the Partnership Key Element Statement 2

- For collaborative programs, a document provided by the unit lists each term of the MOU and explains how it meets these.

¹ Council of Ontario Universities. (May, 2012). *Best Practices in Collaborative Nursing Agreements*. Retrieved on January 10, 2014 from <http://www.cou.on.ca/publications/reports/pdfs/best-practices-in-collaborative-nursing-agreements>.

Standard Interpretation for the Partnership Key Element Statement 3

- Examples provided by the educational unit indicate respectful relationships and open communication with its partners, and include activities such as holding regular meetings with them, timely sharing of documents, and providing partners with clear, transparent, and timely information.

Standard Interpretation for the Partnership Key Element Statement 4

- Evidence provided describes how and when the educational unit participated with each partner in joint evaluations of mutual goals, and what the results were.
- For collaborative programs, more detailed information regarding the unit's contribution to the evaluation process, and the Unit's subsequent follow up activities is needed.

Standard Interpretation for the Partnership Key Element Statement 5

- The examples of the benefits that the educational unit has brought to its partnerships indicate it has contributed to the achievement of goals.

Resources

STANDARD STATEMENT	<ul style="list-style-type: none"> • The educational unit has the resources to support scholarship and the effective operations of the nursing education program.
Descriptor	<ul style="list-style-type: none"> • Resources include the financing, material, information systems, and support services required to meet the mission and goals of the educational unit.
Key Elements	<ol style="list-style-type: none"> 1. Financial resources are sufficient for the educational unit to achieve the nursing education program’s mission and goals. 2. A strategic student enrolment plan, aligned with faculty resources and a human resource plan, guides student admissions. 3. Information resources and library services support the learning and scholarship needs of faculty and students. 4. Administrative services facilitate the effective delivery of the nursing education program(s) and support faculty and clinical/nurse educators appropriately. 5. The information technology system and technical support meet the administrative needs of the unit, and the teaching, learning, and scholarship needs of the faculty and students. 6. Student services are commensurate with the needs of nursing students.

Standard Interpretation for the Resources Key Element Statement 1

- The business/budget/risk management/human resource/long-range plan indicates program sustainability for the next five years.

Standard Interpretation for the Resources Key Element Statement 2

- Evidence provided by the educational unit, on the strategic enrolment plan and student admissions; indicates that student enrolments are commensurate with the unit’s resources.

Standard Interpretation for the Resources Key Element Statement 3

- Descriptions of the library and its holdings, liaison mechanisms of the educational unit and a professional librarian, and faculty and student access to electronic information, provide evidence that information needs and scholarship are being adequately supported.

Standard Interpretation for the Resources Key Element Statement 4

- The description provided about the administrative support structure indicates that the functional and operational needs of the unit are adequately supported by administrative staff and administrative systems within the unit and in the wider institution, and that faculty/clinical nurse educators have access to support (e.g. employee assistance).

Standard Interpretation for the Resources Key Element Statement 5

- Evidence provided by the unit indicates that the information management system and technology infrastructure function well and support the operations of the nursing education program.

Standard Interpretation for the Resources Key Element Statement 6

- Evidence of student services such as the provision of information about financial aid, access to health services and counselling services, academic advising, orientation programs prior to the start of the formal curriculum, and student accommodation, indicate that students are well supported.

Teaching and Learning

STANDARD STATEMENT	<ul style="list-style-type: none"> Faculty members teaching in the educational unit foster excellence in nursing education.
Descriptor	<ul style="list-style-type: none"> Knowledge, attitudes, skills, and experience of engaged faculty and clinical teachers facilitate learning and the achievement of program outcomes.
Key Elements	<ol style="list-style-type: none"> Faculty, with the academic qualifications and professional experience for the areas in which they teach, are sufficient in number to accomplish the mission, goals, and expected program outcomes. Contractual clinical faculty have the academic, professional, and experiential qualifications for the areas in which they instruct, and are well oriented, mentored, and evaluated by permanent faculty. Faculty implementation of the nursing education program(s) reflects its philosophy and the formal curriculum model and plan. Preceptors are experientially qualified, supported by the health service organization, and are well oriented, mentored, and monitored by faculty of the unit. Faculty members engage in curriculum development, review, and revision. Faculty and clinical instructors/nurse educators evaluate students effectively and constructively in theoretical and clinical courses. Faculty are supported in providing interprofessional education and opportunities for intersectoral collaboration. *

Standard Interpretation for the Teaching and Learning Key Element Statement 1

- Evidence including CVs and an inventory of regular faculty indicate all have master's preparation and a portion hold doctoral degrees, and all have expertise in the areas in which they teach.
- Evidence of course assignments for the year show that regular full and part-time faculty covered the majority of the non-clinical teaching demands of the program.

*Intersectoral collaboration refers to collaboration with persons working in sectors of society other than health care.

Standard Interpretation for the Teaching and Learning Key Element Statement 2

- Evidence including CVs and an inventory of clinical instructors indicate that all have at least a baccalaureate degree in nursing or a master's degree in nursing; all have appropriate clinical experience in the clinical area they teach.
- A description of the system of orientation, mentoring, supervision, and evaluation received and the documents used indicate that this is being carried out appropriately.

Standard Interpretation for the Teaching and Learning Key Element Statement 3

- Course syllabi and faculty teaching reflect the program framework and curriculum.

Standard Interpretation for the Teaching and Learning Key Element Statement 4

- Preceptors are assigned to a faculty member who clearly identifies the expectation for the course, orients the preceptor, is available by telephone or other means to the preceptor to provide guidance, regularly monitors the preceptor and student, and provides constructive feedback to the preceptor.

Standard Interpretation for the Teaching and Learning Key Element Statement 5

- Supporting evidence, such as minutes of curriculum meetings and calls for feedback on curriculum revisions, indicates faculty involvement in curriculum development and revision.

Standard Interpretation for the Teaching and Learning Key Element Statement 6

- Examples of faculty evaluations of assignments, exams, papers, and clinical performance provide evidence that students are appropriately evaluated in relation to the identified objectives/outcomes.

Standard Interpretation for the Teaching and Learning Key Element Statement 7

- Examples of resources and learning opportunities for faculty, applicable to the context of the program, including mentoring or faculty training workshops for interprofessional education indicate there is institutional support for incorporating interprofessional education and intersectoral collaboration learning opportunities in the program.

Environment

STANDARD STATEMENT	<ul style="list-style-type: none">• The internal and external environments of the educational unit support excellence in nursing education.
Descriptor	<ul style="list-style-type: none">• The environment includes the spatial and geographic context, the socio-cultural and interpersonal climate, and learning opportunities within the institution and in the practice settings.
Key Elements	<ol style="list-style-type: none">1. A climate of openness, respect, and equity shapes the relationships of faculty, students, and staff of the educational unit and supports the achievement of expected learner outcomes.2. Inclusion and respect of diversity are reflected in the stated values and in the relationships of the educational unit.3. The socio-cultural environment of the educational unit fosters student leadership and professionalism.4. The socio-cultural environment of the educational unit fosters the achievement of the program goals/outcomes.5. The physical space of the unit, including classrooms, faculty offices, laboratories, and their layout effectively support the delivery of the nursing education program(s).6. Practice placement sites provide learning opportunities that effectively help learners attain the outcomes of the nursing education program(s) and facilitate intra and interprofessional collaboration

Standard Interpretation for the Environment Key Element Statement 1

- Evidence to indicate that a climate of openness, respect, and equity prevails may include: the stated values of the unit, the lines of communication within the unit and within the classrooms, decision making processes, and methods for communicating decisions among faculty and administrators and between faculty, learners, and administrators.

Standard Interpretation for the Environment Key Element Statement 2

- Evidence may include specific policies and processes related to inclusion and diversity in admission standards and processes, accommodation of learners, and hiring and integration of faculty and staff.

Standard Interpretation for the Environment Key Element Statement 3

- Evidence indicating student leadership and professionalism are promoted may include mechanisms such as the existence of student government, student participation in the committees of the unit, forums for student dialogue, a student code of conduct, and student participation in external professional organizations.

Standard Interpretation for the Environment Key Element Statement 4

- Evidence includes activities of the educational unit that create a social climate that contributes to the achievement of the program's goals and outcomes.

Standard Interpretation for the Environment Key Element Statement 5

- Evidence includes the amount of space available to the educational unit in relation to the size of the faculty and student body, ease of access to the space, spatial accommodations for persons with disabilities, the quality of the space for meeting the program(s) goals, and its suitability for the learning activities of the program(s).

Standard Interpretation for the Environment Key Element Statement 6

- A detailed list of clinical placement sites for each clinical course provided by the unit, with the length of the rotation, the number of students assigned to each practice placement unit per rotation, and the type of learning opportunities provided.
- Evidence also includes examples of placements involving opportunities for collaborative learning with students or practitioners of other professions and learning opportunities with practical nursing or psychiatric nursing students or students of other health service occupations, as appropriate to the context.

Scholarship

STANDARD	<ul style="list-style-type: none">• Faculty are engaged in scholarship.
Descriptor	<ul style="list-style-type: none">• Scholarship is evident through a variety of dimensions and is supported by the educational unit.
Key Elements	<ol style="list-style-type: none">1. The institutional infrastructure and workloads support the development and maintenance of faculty scholarship.2. Faculty scholarship is integrated into educational activities in the educational unit and contributes to a scholarly climate among faculty and learners.3. Members of the faculty are involved in the scholarship of discovery.4. Members of the faculty are involved in the scholarship of teaching.5. Members of the faculty are involved in the scholarship of integration.6. Members of the faculty are involved in the scholarship of application.

Standard Interpretation related to Scholarship

CASN's position statement (see Guideline 5.7: *CASN Position Statement on Scholarship in Nursing*) provides a definition of scholarship based on Boyer's model of four overlapping domains (discovery, teaching, integration, and application) and the subsequently developed, defining criteria: documentation, peer review, and dissemination. Although each member of the faculty is not expected to contribute to all four domains, the educational unit is expected to show evidence of scholarship in each domain. Commonly, however, scholarship activities fall into at least two domains. Evidence of scholarship (e.g. publications, presentations, and grant funding within the last five to seven years) should be produced. Refer to Guideline 5.7 for examples illustrating the scope of scholarship in all domains.

Standard Interpretation for Scholarship Key Element Statement 1

- Evidence may include, but is not limited to: Support that can lead to increased scholarship in the future such as institutional support of faculty pursuing graduate degrees; teaching assignments that allow faculty to carry out some scholarship activities; support of various kinds that make it possible for faculty to disseminate scholarly work at conferences, participate in external research teams, or engage in application/evaluation projects; availability of institutional seed money for pilot projects; research mentorship programs within the institution; and information systems facilitating access to evidence.

Standard Interpretation for Scholarship Key Element Statement 2

- Evidence may include, but is not limited to: Activities such as “lunch and learn” seminars for faculty and students where faculty present and discuss scholarship activities; invited presentations of scholarship activities by external faculty; journal club for faculty and students; displays of faculty and student publications or poster presentations in a central place in the educational unit; and guiding students in research practicum or research placements.

Standard Interpretation for Scholarship Key Element Statement 3 on the Scholarship of Discovery

- Evidence of the scholarship of discovery is the dissemination of original research in peer-reviewed publications or presentations. Evidence also includes applying for and obtaining research grants as a principal investigator, co-investigator, or collaborator.

Standard Interpretation for Scholarship Key Element Statement 4 on the Scholarship of Teaching

- Evidence includes peer-reviewed publications or presentations of work related to teaching and learning. The work may be research based and, therefore, also falls into the scholarship of discovery or is based on a synthesis of previous work and, therefore represents the scholarship of integration as well as the scholarship of teaching.

Standard Interpretation for Scholarship Key Element Statement 5 on the Scholarship of Integration

- Evidence includes peer-reviewed publications or presentations of work synthesizing existing knowledge to create new knowledge such as systematic reviews, philosophical and theoretical papers, textbooks or chapters in textbooks, historical analyses, and best practice guidelines. Systematic reviews and best practice guidelines using research methodologies such as the Joanna Briggs methodology, the Cochrane methodology, or statistical or qualitative meta-analyses would also fall into the scholarship of discovery. Integrative reviews addressing practice issues belong to the scholarship of application domain as well as the scholarship of integration.

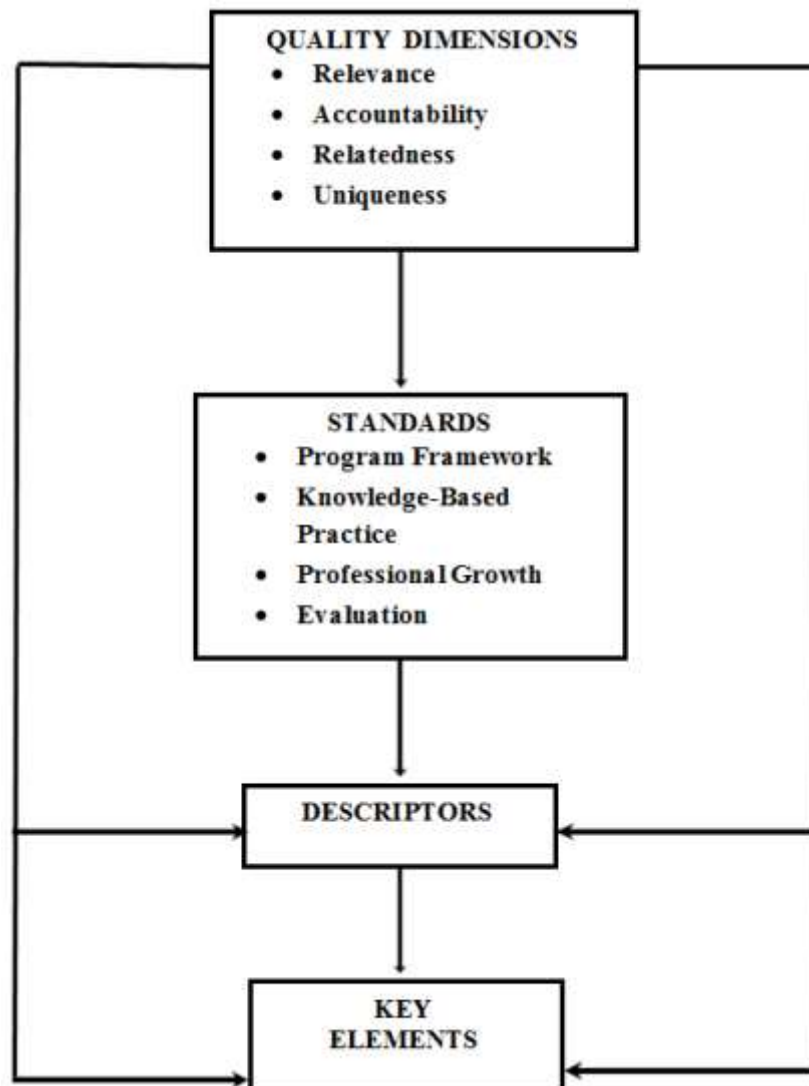
Standard Interpretation for Scholarship Key Element Statement 6 on the Scholarship of Application

- Evidence includes peer-reviewed publications of policies, procedures, products, and evaluation of services and interventions. When research methodologies are used to develop the applied knowledge, the work may also be identified as the scholarship of discovery. If synthesis of existing work was used in developing the document, it may also be considered scholarship of integration.

Nursing Education Program

The standards for each nursing education program are: program framework, knowledge-based practice, professional growth and evaluation. Nursing education programs are all programs offered within an educational unit that lead to a degree in nursing that normally leads to entry-to-practice as a registered nurse. Each nursing education program is expected to reflect the mission, philosophy, and goals of the educational unit. These should be manifested in a program curriculum that facilitates the development of professional growth in its learners. The program's framework provides learners with the opportunities to engage in knowledge-based practice and to progressively develop personally and professionally. The expected educational outcome for learners and graduates of each program is that provincially set nursing practice standards are met. The effectiveness of the program in achieving educational outcomes is evaluated with data obtained from learners, graduates, employers, and consumers. These standards are essential to support excellence in nursing education (See Figure 4).

Figure 4: Nursing Education Program Standards Framework



Program Framework

STANDARD STATEMENT	<ul style="list-style-type: none"> • The program framework articulates a clear and coherent foundation for excellence in nursing education.
Descriptor	<ul style="list-style-type: none"> • The program framework identifies key components of a nursing curriculum including clear statements of student outcomes, and a program structure (planned sequence of learning opportunities) that is anchored in nursing knowledge, captures current and emerging trends, and includes appropriate learning processes (pedagogy).
Key Elements	<ol style="list-style-type: none"> 1. The curriculum is based on clear statements of expected outcomes that are congruent with the program’s mission and goals, the roles for which the program is preparing graduates, and regulatory entry-to-practice competencies and standards of practice. 2. The approaches for teaching, learning, and evaluation of learners’ performances articulated in the program framework facilitate achievement of the expected learner outcomes. 3. The curriculum provides a sequence of learning opportunities that lead to the program outcomes and provide a logical flow for students as they move through the program. 4. The curriculum provides learning experiences related to primary health care, health promotion, prevention, curative, supportive, rehabilitative, and end-of-life care, across the life span of individuals, families, groups, communities, and populations; promotes interprofessional practice, and addresses regulatory entry-to-practice competencies. 5. The curriculum prepares students to address complex health issues that affect clients in a variety of settings. 6. The curriculum prepares graduates with general, foundational knowledge in the humanities, sciences, and social sciences, necessary for professional nursing practice, and for preparing graduates to address current and emerging needs of society. 7. The sequence, selection, and implementation of planned practice experiences support learner achievement of the expected outcomes and entry-to-practice competencies.

Standard Interpretation for Program Framework Key Element Statement 1

- Evidence to indicate how this is met includes a description of the underpinning philosophy or conceptual framework of the curriculum, expected learner outcomes, the curriculum structure, and a map of the expected outcomes against the entry-to-practice competencies. A description of the links between the curriculum and the mission and goals of the school of nursing should be provided. Supporting evidence on site includes course syllabi.

Standard Interpretation for Program Framework Key Element Statement 2

- The description of teaching and learning methodologies and examples provided indicate they are congruent with the expected outcomes. Supporting evidence on site includes student assignments, evaluations, and course evaluations.

Standard Interpretation for Program Framework Key Element Statement 3

- A conceptual map of the curriculum structure demonstrates the congruency of the program and clear flow of learning opportunities towards the expected outcomes.

Standard Interpretation for Program Framework Key Element Statement 4

- Evidence includes: a mapping of the integration of the entry-to-practice competencies in the curriculum, examples of interprofessional education in the program appropriate to the context of the school, and examples of planned learning opportunities across the health illness continuum, across the life span, and with individuals, families, groups, communities, and populations.

Standard Interpretation for Program Framework Key Element Statement 5

- Examples of learning opportunities show that students are being prepared to address complex health issues in a variety of settings.

Standard Interpretation for Program Framework Key Element Statement 6

- Evidence identifying what sciences, social sciences, and humanities are integrated into the curriculum indicates that the curriculum develops this foundational knowledge.

Standard Interpretation for Program Framework Key Element Statement 7

- A sequential plan for practice experiences links to expected outcomes, and indicates that practice experiences support learner outcomes.

Knowledge-based Practice

STANDARD STATEMENT	<ul style="list-style-type: none"> Learners engage progressively in effective, knowledge-based practice.
DESCRIPTOR	<ul style="list-style-type: none"> The program provides opportunities for learners to develop knowledge, skills, and attitudes in using relevant information, communication technology, critical thinking, and clinical reasoning, in the delivery of collaborative client-centered care.
Key Elements	<ol style="list-style-type: none"> The program provides learning opportunities to apply knowledge from nursing and related fields, and to use clinical reasoning skills to analyse and interpret practice data, draw conclusions, and plan care. The program provides progressive learning opportunities for students to acquire information from a variety of sources and apply critical appraisal skills related to evidence. The program provides learning opportunities that develop students' ability to use information communication technology in accordance with professional and regulatory standards and workplace policies. The program provides learning opportunities that develop students' ability to use information and communication technologies in the delivery of patient/client care.

Standard Interpretation for Knowledge-Based Practice Key Element Statement 1

- Examples provided show how this is incorporated into teaching approaches.

Standard Interpretation for Knowledge-Based Practice Key Element Statement 2

- Examples provided show how this is incorporated progressively in learning opportunities throughout the program.

Standard Interpretation for Knowledge-Based Practice Key Element Statement 3

- Examples provided show how this is incorporated progressively in learning opportunities throughout the program.

Standard Interpretation for Knowledge-Based Practice Key Element Statement 4

- Examples provided show how this is incorporated progressively in learning opportunities throughout the program.

Professional Growth

STANDARD STATEMENT	<ul style="list-style-type: none"> • Learners develop personally and professionally throughout the program.
DESCRIPTOR	<ul style="list-style-type: none"> • The program provides opportunities for learners to develop the knowledge, skills, and attitudes to provide safe, ethical, and client-centred care as a member of the interprofessional team.
Key Elements	<ol style="list-style-type: none"> 1. The program provides opportunities for learners to develop practice patterns that contribute to a culture of patient safety. 2. The program develops learners' abilities to anticipate, recognize, and manage situations that place patients at risk. 3. The program develops students' understanding of and ability to recognize, respond to, and disclose adverse events and to adopt practices that constitute continuing improvement of competence. 4. The program provides opportunities for students that foster self-regulation, the development of accountability and responsibility for one's practice, and ensures their ability to deliver safe, competent, ethical nursing care. 5. The program provides opportunities for students to demonstrate performance of nursing practice standards within their licensing jurisdiction. 6. The program provides students with opportunities to understand and apply existing codes of nursing ethics, guidelines, and standards for nursing practice in clinical situations. 7. The program provides opportunities for students to develop functional working relationships, including intra/interprofessional and intersectoral collaboration. 8. The program provides opportunities for students to develop theoretical and practical knowledge of relational practice, cultural safety, and social and political advocacy.

Standard Interpretation for Professional Growth Key Element Statement 1

- Evidence includes examples showing where students' commitment to applying core patient safety, knowledge, skills, and attitudes to everyday work are fostered.

Standard Interpretation for Professional Growth Key Element Statement 2

- Examples of learning opportunities provided indicate that learners are developing knowledge related to learning to manage safety risks.

Standard Interpretation for Professional Growth Key Element Statement 3

- Examples of learning opportunities provided prepare learners to recognize the occurrence of an adverse event or close call and to respond to mitigate harm to the patient, ensure disclosure, and prevent recurrence.

Standard Interpretation for Professional Growth Key Element Statement 4

- Examples provided, such as teaching approaches or mechanisms, indicate that self-regulation and accountability are being fostered, and learners are being prepared to provide safe and ethical care (referred to as fitness to practice in some jurisdictions).

Standard Interpretation for Professional Growth Key Element Statement 5

- Examples of learning opportunities provided prepare learners to recognize and understand the standards in their jurisdiction that will guide their practice.

Standard Interpretation for Professional Growth Key Element Statement 6

- Evidence includes examples of learning opportunities preparing learners to become ethical practitioners.

Standard Interpretation for Professional Growth Key Element Statement 7

- Examples of opportunities for intra and interprofessional collaborations indicate this is being met.

Standard Interpretation for Professional Growth Key Element Statement 8

- Examples provided show how this is incorporated in learning opportunities for relational practice, cultural safety, and advocacy.

Evaluation

STANDARD STATEMENT	<ul style="list-style-type: none">• On-going comprehensive evaluation continually improves program outcomes.
Descriptor	<ul style="list-style-type: none">• Timely improvements of the program result from rigorous monitoring and evaluation of student learning, the effective delivery of the program, and the relevance of the program and its delivery to current nursing practice.
Key Elements	<ol style="list-style-type: none">1. An evaluation plan guides the assessment of the curriculum, program delivery, and program outcomes.2. There is on-going implementation of the evaluation process, which includes data collection from students, faculty, graduates, employers, and other relevant stakeholders.3. Students' and graduates' ability to provide safe, ethical nursing care, and to meet the entry-to-practice competencies and standards of practice, is monitored and evaluated.4. Evaluation data are used to make improvements to the program.

Standard Interpretation for Evaluation Key Element Statement 1

- Evidence is provided of an evaluation plan specifying an ongoing comprehensive evaluation process that includes assessment of the curriculum, curriculum delivery, and student outcomes.

Standard Interpretation for Evaluation Key Element Statement 2

- Evidence includes regular data collection from students, faculty, graduates, employers, and other stakeholders.
- Evidence includes faculty and student understanding of the philosophy, mission, values, curriculum concepts, the course evaluation process, and interpretations of this data.

Standard Interpretation for Evaluation Key Element Statement 3

- Evidence includes the student evaluation process in theoretical and practice courses during the program, and the feedback obtained from employers and from graduates as well as graduates' performance on the entry-to-practice exam for each educational unit delivering the nursing education program.

Standard Interpretation for Evaluation Key Element Statement 4

- Evidence provided indicates evaluation data has been used to improve the processes, content, and/or the structure of the program.

**Canadian Association of Schools of Nursing
Association canadienne des écoles de sciences infirmières
99 Fifth Ave, Suite 15
Ottawa Ontario K1S 5K4
Ph: 613-235-3150
Fax: 613-235-4476
www.casn.ca**

©Canadian Association of Schools of Nursing 2014

CASN

ACESI

