



SCHOLAR PRACTITIONER PROGRAM (SPP)

PANDEMIC INFORMATION

ALL ACADEMIC AND PRACTICUM COMPONENTS OF THE ACADEMIC YEAR WILL ADHERE TO DIRECTIVES ISSUED BY GOVERNMENT AGENCIES, NIPISSING UNIVERSITY AND/OR PARTNERING HEALTH DELIVERY ORGANIZATIONS.

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Background

- The second degree Nipissing University (NU) BScN Scholar Practitioner Program (SPP) was created in response to the evolving and shifting nursing and health care profession, necessitating an option in models of facilitating nursing education.
- The premise of this program is in the understanding that nurses need to be clinically competent and theoretically sound thinkers as developing “scholar practitioners.”
- The compressed Second Degree Entry Bachelor of Science in Nursing (BScN) SPP program for previous undergraduate degree holders is instrumental to meeting the demands of an evolving society and complex health care system.
- This program offers professional graduates who carry out knowledge work in a wholistic healing relationship, serving individuals, societies and participating in the generation of new forms of knowledge used in ever-increasing complexity of inter-professional health-care practice.

Partnerships

- Program learners are aligned with partner health care agencies upon program admission and subject to rotation between agencies, sites and units throughout the program curriculum.
 - SickKids Hospital - Holland Bloorview Kids Rehabilitation Hospital
 - University Health Network
- Additional health care agencies are utilized for practicum placement assignment at the discretion of program administration in response to capacity and learning opportunities.

Target Applicants and Admissions

- Applicants who have completed a four year university undergraduate degree in any discipline and wish to transition into the healthcare sector within the field of nursing.
- Individuals who display innovation, self-directedness, maturity and flexibility in meeting semester and program learning objectives.
- Please note this compressed program is offered on a **full-time basis only** and does not offer transfer credits nor advanced standing options of program curriculum.
- The admissions process is via OUAC (www.ouac.on.ca) using program stream 105. Application entails submission of all undergraduate and professional development transcripts, CASPer® assessment score and proof of program pre-requisites (completed or in progress).
- Additional program pre-requisites include completion of a university level Anatomy & Physiology and Psychology courses if not already done so with previous university level studies. All applicants who do not have this pre-requisite **must** provide evidence of completion to the NU Admissions and Enrollment Services as per communicated due date prior to commencing SPP studies.
- Due to the unique curricular delivery model, the program application to program admission process is a multi-step assessment and inclusive of all submitted documents as received by the Admissions office of Nipissing University North Bay main campus.
- The total number of successful applicants admitted to any annual cohort varies and dependent upon partner capacity and program infrastructure, such as clinical-practicum experience capacity.
- Experiential practicums are offered each semester and 1:1 preceptored throughout the course of study for a strong and meaningful learning experience. Practicum scheduling, ratio, modality and time frame are subject to change without notice due to unforeseen circumstance.
- Curriculum delivery is hosted via virtual platforms and within affiliate health care organizations throughout the six semesters of study.
- All program learners are responsible for securing residence, transportation and resources (e.g.: text references, practicum uniforms/equipment) while enrolled in the program.
- Successful applicants must complete SPP specific documentation/certification in preparation to commence program studies and on an annual basis, such as, **but not limited to** the following:
 - Communicable Disease Screening Form (CDSF)

- Police/Vulnerable Sector Screening clearance
- BCLS-Health Care Provider level (HCP) certification
- N95 mask-fit testing
- Ministry of Labour Workplace Health and Safety certificate (on-line training module)
- Nipissing University WHMIS training certificate (on-line training module)

Program learner document submission requirements are located on the NU clinical clearance website. <https://selfservice.nipissingu.ca/Student/Student/NursingApplication>

Timeline

- Program intake occurs annually in September, with a continuous, sequential course of study over six semesters. (see Course of Study outline on page 10).
- Learners enrolled in the Scholar Practitioner Program study full time within a variety of curricular platforms, health settings and clinical experiences. All learners will be subject to rotate to at least one other organizational setting during program study.
- The program curriculum is divided by themes. One overarching semester theme is further studied within each corresponding semester courses as per course of study outline. (see page 9)
- Each 13-week semester comprises of three required courses: Inquiry (theory over three weeks), Transformative (practicum over nine weeks), and Reflection (threaded within Practicum and evaluation over one week). Learners must register for all three courses offered each semester.
- In the event of unsuccessful academic standing, deferral or withdrawal, immediate course remediation is not offered in this program. Learners will be subject to program withdrawal and/or reapplication to the program as per NU Admission policies at the time of withdrawal.

Faculty

- Adjunct and Associate Professor program faculty collaborate with learners to support the learning experience through use of learning technologies and systems within program infrastructures and affiliate health care agencies.
- The program utilizes a blended delivery model to accommodate the various needs of learner experiences in collaboration between partner health care agencies and Nipissing University.
- Invited guest speakers as subject matter experts also participate and collaborate with learners during scheduled learning sessions of academic or transformative practicum topic discussions.

Educational Approach

- The SPP follows a **Narrative Inquiry Pedagogy**, which emphasizes the collaborations between program faculty and learners to understand immersive experiences.
- **Narrative Pedagogy** focuses on the processes of teaching, interpreting, critically thinking and analyzing concepts, ideas, and situations. This particular teaching method fosters the creation of partnerships in learning in response to continuously changing healthcare environments.
- Through unique partnerships amongst affiliate health care agencies and Nipissing University, a gateway for research, knowledge, and nursing education is established for program learners to create and foster valuable evidence informed networks. This distinctive partnership provides an experientially rich learning environment with prospective employment opportunities upon successful program completion and professional licensure.
- Program learners are responsible to work independently and in collaboration with program faculty mentors ensuring both their learning needs and program requirements are met each semester for successful completion of the program.
- Successful completion is achieved in accordance to required academic/performance assignments, such as individual Learning Plan activities, completion of required experiential practicums and submission of semester Learning Portfolio; as outlined within the comprehensive course syllabus of each semester.

- Program curriculum is reflective of the College of Nurses of Ontario Entry to Practice Competencies (CNO) and program accreditation standards as set forth by the Canadian Association of Schools of Nursing (CASN).

Program Deliverables

- Cultivate a strong sense of responsibility for contribution to the knowledge-based economy and prepared to act as knowledge-workers in the field of nursing.
- Graduate practice-ready scholar practitioners proficient in the following skills and exhibiting the following characteristics:
 - Curious:** The SPP graduate is passionate about exploring new possibilities through their spirit of inquiry and creativity.
 - Insightful:** The SPP graduate reflects on actions and thinking in relational practice.
 - Technologically Competent:** The SPP graduate has the capability, (reference), to locate, apply and adapt new and existing technologies and bodies of knowledge to multiple practice situations.
 - Courageous:** The SPP graduate questions what is known in the world, seeks and discovers new perspectives, and lives dangerously in the fluidity of new and known thought.
 - Knowledgeable:** The SPP graduate is a learned practitioner who has the capability to question and think-in-action.
- Successful completion of 90 course credits is required for program graduation.
- Graduates from the **Scholar Practitioner Program** will be conferred a Bachelor of Science in Nursing degree by Nipissing University. Graduates are then eligible to commence the process, as per College of Nurses of Ontario requirements, to write the National Council Licensure Examination (NCLEX-RN) in obtain Registered Nurse licensure.

Nipissing University School of Nursing Mission and Vision

Mission:

“The Nipissing University School of Nursing is committed to innovation, leadership and excellence in teaching and learning through evidence informed nursing education, research, and practice. Guided by imaginative faculty and innovative programming, our graduates learn to practice relationally and are dedicated to advancing health and systems transformation.”

Vision:

“We will be an innovative leader in state-of-the-art experiential learning, curricula and program delivery. We educate and empower a diverse population of nurse leaders who will be relational, and evidence-informed; transforming health, health systems and societal structures through knowledge, inquiry and service.”

Programmatic Learning Outcomes

- ✓ Apply semester theme concepts of *Generativity & Life, Functionality of Mind, Body & Spirit, Hope & Possibility, Experiential Integration, Retooling & Redesign, and Challenging the System* to professional nursing practice; guided by professional regulation, health care, policy and professional standards.
- ✓ Use knowledge and insightfulness to develop and sustain therapeutic relationships with clients within a complex changing healthcare environment.
- ✓ Utilize evidence-based knowledge to co-create health with individuals, families and populations in increasingly complex and changing healthcare environments.
- ✓ Use *multiple ways of knowing*, sciences and information technological advancements to ensure client outcomes are achieved in collaboration with the healthcare team and other stakeholders.

- ✓ Engage in leadership activities to courageously transform nursing practice on a local and/or global level based on relevant principles and theories.

Year One Program and Curriculum Highlights

Year one consists of the following formative core semester themes which must be completed sequentially as follows:

- 1) Generativity and Life (fall semester; NURS 1176, NURS 1195, NURS 1187)
- 2) Functionality of Body, Mind and Spirit (winter semester; NURS 1276, NURS 1295, NURS 1287)
- 3) Hope and Possibility (spring/summer semester; NURS 2376, NURS 2395, NURS 2387)

During **Year 1**, learners identify their learning style, beliefs and values of assessment models, determining health needs, and implementing and evaluating a health teaching session. Core knowledge, skills, judgement and ethical components are developed and continually strengthened each semester. This places the learner in a societal context, which furthers broadens their perspective of health care issues and challenges facing the Canadian population.

Year Two Program and Curriculum Highlights

Year 2 consists of the following advanced core semester themes offered only sequentially during year two as follows:

- 4) Experiential Integration (fall semester; NURS 2476, NURS 2495, NURS 2487)
- 5) Retooling and Redesign (winter semester; NURS 3576, NURS 3595, NURS 3587)
- 6) Challenging the System (spring/summer semester; NURS 3676, NURS 3695, NURS 3687)

During **Year 2**, program learners build upon core concepts, knowledge, skill, judgement and ethical components of year one, while working towards continued depth in articulation, application and evaluation of nursing evidence based knowledge.

The Experiential Integration (semester four), may place learners within an alternate affiliate health care agency as per criteria/organizational capacity. During this practicum, program learners integrate past knowledge and experiences within a different point of care context setting.

During semester five, (Retooling and Redesign), learners may commence initial development and formulation of cumulative projects within assigned groups and/or health care organization environments.

During the sixth semester (Challenging the System), a semester project provides the opportunity to evidence cumulative learning by conducting a literature review, developing and answering research questions, and producing a final submission and/or presentation for evaluation by peers and program faculty. This project exemplifies application of all theory, knowledge and learning and challenges the scholar practitioner to impact their area of interest in a professional manner. The required transformative practicum clinical hours increases to 303.75 to enhance synthesis and integration of all previous course leanings in transition from learner-student nurse to graduate nurse.

Curriculum Details

Each semester of the six-semester program comprises of three course as follows: Inquiry, Transformative Practicum and Reflection.

Inquiry Phase: a three-week introduction to the semester to include administrative/semester orientation, theoretical topic discussions facilitated by program faculty, learner and/or guest speakers and resulting formulation of individual learning plans. This is an individualized learner centered activity facilitated by program faculty to identify additional program content and learning processes required to explore and

enhance their understanding of the core program learning outcomes. The program design schedules additional time for personal learning activities to take place during each semester to review progress, to update and continue development each learner's individualized Learning Plan.

Transformative Practicum Phase: Learners are assigned to a partner or affiliate health care agency to share and implement individualized Learning Plans in collaboration with assigned preceptor/s to complete point of care hour requirements within the practicum learning environment. Minimum point of care clinical hours are required per semester, as monitored by learner/program faculty mentor/preceptor verification. Reflection seminar sessions (weekly or bi-weekly) are scheduled with assigned program faculty mentor. Learners will prepare and submit a comprehensive semester based Narrative Learning Portfolio, which demonstrates attainment of individual learner and required program learning objectives for evaluation by program faculty.

Reflection Phase: All program learners reconvene to reflect and share on semester experiences, engage in scholarly discussions, presentations and/or formal evaluation assessments.

In addition to required academic and/or performance evaluations, learners will develop an individualized Learning Plan and Learning Portfolio each semester, as stated above. The **Learning Plan** is created and revisited each semester in the inquiry phase and revised throughout the semester accordingly. Flexibility exists within each semester to allow learners to enhance personal learning while meeting core semester objectives, which fosters alignment to programmatic outcomes. The **Narrative Learning Portfolio** is created and submitted each semester to demonstrate achievement of semester requirements and individual learning plan objectives through individual collections of artefacts, narrative journaling, required academic assignments, discussions and/or evaluations per semester syllabus. **Reflective sessions** are scheduled weekly (or bi-weekly in the sixth semester) during the transformative practicum phase to share in point of care learning experiences with other learners and program faculty. Each semester cumulates with a **Reflection Week** schedule of session to provide evaluative/graded and comprehensive discussion activities.

NU SPP Course of Study

Curriculum Outline: see Course of Study on page 10 (specific dates subject to NU Academic Calendar)

For each successful semester of completion, learner transcripts will document:

- 3 credits for the Inquiry course (recorded as a percentage grade, as per NU policy)
- 9 credits for the Transformative Practicum course (recorded as SAT or UNSAT)
- 3 credits for the Reflection course (recorded as SAT or UNSAT)

Final semester grades are calculated from all required components as outlined within each semester comprehensive syllabus. Grading comprises of, but is not limited to, academic assignments, presentations, tests, quizzes, required practicum professionalism assessment, simulation scenario performance, individualized learning plan, journal reflectives and learning portfolio, as per specific semester syllabus requirements.

NU SPP Semester Courses

Semester 1: Generativity and Life

Learning involves the discovery of one's own narrative and those of others through inquiry. Through concepts of narrative inquiry, scholarship and nursing, learners find meaning in embodied experiences; who they are and how they reciprocally influence the world.

Semester 1 Courses	
NURS 1176	This course is a general orientation to the program and to the assigned Academic Health Center's organizational vision, mission and values. Learners are introduced to select clinical areas and patient populations served by the practice environment, and begin to explore and question the practice challenges faced by the future nurse as beginning

	scholar-practitioners from the perspective of Generativity and Life and related concepts. The educational theoretical framework of narrative inquiry is also introduced and discussed. Learners will receive applicable supplemental resources (E.g.: identification cards, learning technologies, resource orientation and required practicum documents).
NURS 1195	This course begins with an orientation to the Academic Health Center point of care environment. Learners are introduced and initially apply the knowledge, skills, judgment and ethical component of individuals and families. The focus is on providing health promotion, restoration and sustainability for individuals and families from the perspective of Generativity and Life and related concepts. (202.5 Point of Care clinical hours)
NURS 1187	This course introduces the learner to the reflective practice process and its application to their personal learning, the clinical setting and knowledge development. Program learners explore and question praxis from the perspective of Generativity and Life and related concepts, utilizing a narrative inquiry framework. Specifically, learners explore the questions “What did I discover?” and “What is my focus for further discovery?”

Semester 2 - Functionality of the Mind, Body, Spirit

Learners refer to previous knowledge, inquiry and practicum experience to deepen the embodied experience of nursing by transitioning to novice practitioners. Learners recognize that health care needs and the nurse's practice must account for growth and change of the whole person over the lifespan. **Successful achievement of Medication Mastery is required as a pre-requisite prior to commencing NURS 1295. Further information is provided within the semester syllabus.**

Semester 2 Courses	
NURS 1276	Program learners explore and question the challenges faced by nurses as beginning scholar-practitioners from the perspective of Functionality of Mind, Body and Spirit and related concepts.
NURS 1295	Learners formulate their knowledge and skills with individuals and families. The focus is on providing health promotion, restoration and sustainability for individuals and families from the perspective of Functionality of Mind, Body and Spirit and related concepts. (202.5 Point of Care clinical hours)
NURS 1287	This course introduces the learner to the reflective practice process and its application to their personal learning, the clinical setting and knowledge development. Learners explore and question praxis from the perspective of Functionality of Mind, Body and Spirit and related concepts. Specifically, learners explore the questions “What did I discover?” and “What is my focus for further discovery?”

Semester 3 - Hope and Possibility

Through authentic engagement, the learner identifies, focuses, and nurtures existing and new capabilities. Focusing on capabilities creates hope and empowers individuals, families/groups and communities to enhance health and healing.

Semester 3 Courses	
NURS 2376	Program learners explore and question the challenges faced by the future nurse as beginning scholar-practitioners from the perspective of Hope and Possibility and related concepts.
NURS 2395	In this course learners apply knowledge and skills with individuals, families, groups and community. The focus is on providing health promotion, restoration and sustainability for individuals and families from the perspective of Hope and Possibility and related concepts. (202.5 Point of Care clinical hrs.)
NURS 2387	This course introduces learners to the reflective practice process and its application to

	their personal learning, the clinical setting and knowledge development. Learners explore and question praxis from the perspective of Hope and Possibility and related concepts. Specifically, learners explore the questions “What did I discover?” and “What is my focus for further discovery?”
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Semester 4 - Experiential Integration

Learners integrate scholarship in new contexts to understand the complexity of health care so that an increase in scope and application to individual practice is expected. The knowledge of leadership and change is analyzed and evaluated through a nursing lens.

Semester 4 Courses	
NURS 2476	Program learners may be assigned in an alternative Academic Health Center, and begin to broaden their perspective of the challenges related to Generativity and Life, Functionality of Mind, Body and Spirit, and Hope and Possibility. This course may include introduction to alternative Academic Health Center organizational vision, mission and values.
NURS 2495	This course includes a general orientation to an <i>alternative</i> Academic Health Center’s practice environment. The learner applies all previous cumulative semester related concepts of knowledge and skills to individuals and families, with the focus on providing health promotion, restoration and sustainability. (202.5 Point of Care clinical hours)
NURS 2487	Learners continue to engage reflective practice process and its application to their personal learning, the clinical setting and knowledge development. Learner explore and question praxis from the perspective of all previous semester related concepts to the alternative practice environment. Specifically, learners explore the questions “What did I discover?” and “What is my focus for further discovery?”

Semester 5 - Retooling and Redesign

Learners Integrate and evaluate previous learning within their current understanding of health care. Learners recognize an opportunity for, and create an initiative for change.

Semester 5 Courses	
NURS 3576	Program learners explore and question the challenges faced by the future nurse as beginning scholar-practitioners from the perspective of Retooling and Redesign and related concepts.
NURS 3595	Learners apply knowledge and skills with individuals, families, groups and community acquired in all previous semesters to the original health care agency. The focus is on providing care to clients in an environment of innovation and change from the perspective of Retooling and Redesign, and related concepts. (202.5 Point of Care clinical hours)
NURS 3587	Learners continue to engage the reflective practice process and its application to their personal learning, the clinical setting and knowledge development. Learners explore and question praxis from the perspective of Retooling and Redesign. Specifically the learners explore the questions “What did I discover?” and “What is my focus for further discovery?”

Semester 6 - Challenging the system

Learners make meaning of their discoveries and expand their view of nursing as an integrated component within a larger system enabling them to question the factors that create and influence the health care system.

Semester 6 Courses	
NURS 3676	Program learners explore and question the challenges faced by the future nurse as beginning scholar-practitioners from the perspective of Challenging the System, and related concepts.
NURS 3695	This course focuses on the synthesis and consolidation of all previous program learning outcomes with a focus on the Change Project within a selected health care setting. This consolidation semester requires full-time equivalent hours within point of care setting. (303.75 hrs)
NURS 3687	Learners continually engage in the reflective practice process as it relates to personal learning, the clinical setting and knowledge development. Specifically, the learner explores the questions, “What did I discover?” and “What is my focus for further discovery?” from the perspective of Challenging the System and transition to future practice and preparation for licensure examination.

At the completion of the program, learners will have explored the following health system characteristics, as evidenced through specific course objectives and expectations each sequential semester.

- The Increasing Complexity of Health Care
- Changing Patient Characteristics
- Science and Information Technology Advancements
- Regulation, Policy and Professional Standards
- Globalization
- Leadership

Additional program information is available within the Nipissing University Academic Calendar, the BScN Scholar-Practitioner Student Handbook, and applicable NU School of Nursing policies, located within the Nipissing University, NU School of Nursing and SPP program specific websites.

Course of Study The following dates outline the semesters of study (*subject to change*) for the BScN: SPP program

All transformative practicums require a minimum of 202.5 point of care contact hours; with exception of NURS 3695, which requires 303.75 hours.
Reading Week (RW) option is offered per NU Academic Calendar, as learners are permitted in transformative practicum with program faculty coverage.

Academic Year	Required Courses		Total Credits Offered	Semester Dates	Inquiry Phase (at Med-West)	Transformative Practicum Phase (within Health Care Organization)	Reflective Phase (at Med-West)
2018-2019	Year One	Year Two					
2021	Fall Semester	Fall Semester					
	Generativity and Life Inquiry NURS 1176	Experiential Integration Inquiry NURS 2476	3		Sept 7-Sept 24		
	Transformative Practicum NURS 1195	Transformative Practicum NURS 2495	9	September 7 to December 6 2021		Sept 27-Nov 26 <i>Optional RW: Oct. 11-15</i>	
	Reflection NURS 1187	Reflection NURS 2487	3				Nov 29- Dec 3 (Dec. 6 is a Monday)
Break December 7, 2021 -January 9, 2022							
2022	Winter Semester	Winter Semester					
	Functionality of Mind, Body and Spirit Inquiry NURS 1276	Retooling and Redesign Inquiry NURS 3576	3		Jan 10 -Jan 28		
	Transformative Practicum NURS 1295	Transformative Practicum NURS 3595	9	January 10 to April 8 2022		Jan 31 –April 1 <i>Optional RW: Feb.14-18</i>	
	Reflection NURS 1287	Reflection NURS 3587	3				April 4 -Apr 8
Break April 9–May 2, 2022							
	Spring/Summer Semester	Spring/Summer Semester					
	Hope & Possibility Inquiry NURS 2376	Challenging the System Inquiry NURS 3676	3		May 2-May 20		
	Transformative Practicum NURS 2395	Transformative Practicum NURS 3695	9	May 2 to July 29 2022		May 23-July 22 <i>Optional RW: June.13-17</i>	
	Reflection NURS 2387	Reflection NURS 3687	3				July 25- July 29
Break July 30th -September 6th 2022							