

Historical Profile 2009 - 2017

# Saskatchewan Collaborative Bachelor of Science in Nursing (SCBSn) Program



February 2018



University  
of Regina



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## President and Provost Message



Our historical profile is an account of a very successful collaborative partnership that Saskatchewan Polytechnic is proud to be a part of. The SCBScN program offered jointly by Saskatchewan Polytechnic and the University of Regina launched in September 2011, and continues to deliver quality nursing education across the province of Saskatchewan today.

Outlined in this document is the historical context and process for the development of the program, along with the many milestones related to program development, implementation and evaluation. You will read within this document, over a short period of time how, as partners, we built a world-class program, recruited exceptional faculty, launched innovative curriculum, and achieved program approval and accreditation.

The SCBScN program has evolved and continues to be innovative to meet the needs of employers and students. By adding two early exit options enabling completion of the program in 3 or 3.5 years, employers have benefitted by having a steady stream of graduates to sustain a qualified and well prepared workforce. In a short time, there have been 844 graduates from the program, which is a significant milestone for nurses, the health care system, and the province, and one that we are proud to celebrate. Learner pathways have also been established for licensed practical nurses and those students who already have a degree in another discipline.

We are also proud of the SCBScN students' leadership and achievements. The Saskatchewan Registered Nurses' Association has recognized the leadership of our students with the presentation of the Ruth Hicks Award for Student Leadership in 2012, 2014, 2015, and 2017. They will be an inspiration to their patients, to their colleagues, and to the entire health care team.

All of this was possible due the innovative and committed leadership of the Sask Polytech School of Nursing's Dean, Dr. Netha Dyck and the University of Regina Faculty of Nursing's founding Dean, Dr. David Gregory. Dean Dyck and Dean Gregory, we commend you for your passion for nursing, your perseverance, and your determination to succeed.

The School of Nursing has a rich history as one of the primary providers of superior nursing education in the province of Saskatchewan, and we highly value our partnership with our University of Regina colleagues to deliver this outstanding program. We are very excited and confident about our future.

Sincerely,

A blue ink signature of Dr. Larry Rosia, consisting of a large, stylized 'L' followed by a smaller 'R' and a trailing flourish.

**Dr. Larry Rosia**  
President and CEO

A blue ink signature of Dr. Anne Neufeld, written in a cursive style with a prominent 'A' and 'N'.

**Dr. Anne Neufeld**  
Provost & Vice President, Academic

## President and Provost Message



As we approach the ten-year anniversary of the creation of a two-provider model for registered nursing education in Saskatchewan, a widely quoted old adage seems especially fitting: “You can’t know where you’re going unless you know where you’ve been.”

This Historical Profile clearly outlines where we have been over the past decade, and in doing so demonstrates the tremendous amount of progress the Saskatchewan Collaborative Bachelor of Science in Nursing Program (SCBScN) has made in a very short time. What began on paper as an idea to ensure that enough registered nurses are being educated to meet Saskatchewan’s needs is now graduating more than 200 registered nurses per year and transforming health care delivery in our province.

The rapid and continuing success of the SCBScN is due to a productive partnership between the University of Regina, Saskatchewan Polytechnic, and the Government of Saskatchewan. Leading up to the first intake of students in the fall of 2011, the University’s newly created Faculty of Nursing and Saskatchewan Polytechnic’s existing School of Nursing collaborated meaningfully with the province to develop a program and curriculum that built on our institutional strengths.

That collaboration has continued to this day, guided by two educational leaders in particular – the University of Regina Faculty of Nursing’s founding Dean, Dr. David Gregory, and the Saskatchewan Polytechnic School of Nursing’s Dean, Dr. Netha Dyck. Together, Dean Gregory and Dean Dyck have built and maintained a robust partnership between our two institutions and overseen the high-quality education of the more than 800 registered nurses who have graduated from the program.

Based on this success, the University of Regina and Saskatchewan Polytechnic have expanded their joint nursing program in recent years. Local intakes of students occur in both Swift Current and North Battleford in addition to Regina and Saskatoon, for example. Licensed practical nurses can now enroll to complete their nursing degree within two years, and an after-degree program is available for those students who already have a degree in another discipline. More than 50 seats are designated for students of Indigenous ancestry, and students will be admitted to a bilingual French/English option in the fall of 2018 to help address the nursing needs of Saskatchewan’s French-language communities.

The SCBScN program has come a long way in a short time, and its history has been characterized by a spirit of collaboration and innovation that will help define its future. As we celebrate this history, we will explore new ways to meet the changing needs of our province and its people, continuing the tradition of health care innovation for which Saskatchewan is known around the world.

Sincerely,

Dr. Vianne Timmons  
President and Vice-Chancellor

Dr. Thomas Chase  
Provost and Vice-President (Academic)



Saskatchewan Collaborative  
Bachelor of Science in Nursing  
SIAMT

Saskatchewan Collaborative  
Bachelor of Science in Nursing  
University of Regina

## Deans' Message

One of the most powerful things about history is the opportunity to look back on events, reflect on what transpired, and better understand what happened. Such is the case with the outcome of the Nursing Education Strategy for Saskatchewan, the Two Provider Model. The model, established by the Government of Saskatchewan, ensured that the education of registered nurses would be entrusted to the University of Regina, Saskatchewan Polytechnic, and the University of Saskatchewan. To this end, the Faculty of Nursing was created at the University of Regina. The School of Nursing, Saskatchewan Polytechnic partnered with the Faculty of Nursing, University of Regina, and resulted in the establishment of the Saskatchewan Collaborative Bachelor of Science in Nursing (SCBScN) program.

In a very short period of time, the SCBScN was launched; the first intake of students occurred in September 2011. Since then, almost 1,000 students and more than 75 Indigenous students have graduated from the SCBScN. The SCBScN program has proven itself to be a workhorse. This single program has multiple education pathways including early exits where students can obtain their Bachelor of Science in Nursing (BScN) degree in 3, 3.5 or 4 years. The SCBScN program is the only nursing program in Saskatchewan that offers this early exit feature. Licensed practical nurses (LPNs) and registered psychiatric nurses (RPNs) can obtain their BScN in 24 months of study as upper year admits. An After Degree Nursing Program has been overlaid, enabling students who hold a degree in any subject, to complete the SCBScN program in 24 months of study. The SCBScN also offers students the opportunity to complete minors (e.g., in the Faculties of Science; Arts; Media, Art, and Performance; or La Cité universitaire francophone). And finally, the SCBScN has initiated a local cohort model whereby the SCBScN can better meet the labour market needs for registered nurses in rural and northern sectors of the province. For example, students (n=8) are admitted from Swift Current (and surrounding region) and North Battleford (n=16) as a local cohort. The students complete their first three years in Regina or Saskatoon and then their final year in Swift Current or North Battleford. This local cohort intake model will enable the SCBScN program to dedicate seats to rural and northern students.

The work entailed in mobilizing the SCBScN has been substantial and not without challenge. Some of this work is revealed in the retrospective account and work continues to ensure the ongoing success of the SCBScN program. We acknowledge the "heavy lifting" done by the faculty members from both the University of Regina and Saskatchewan Polytechnic. We are grateful to our colleagues for their work and support of the program.

Finally, we wish all of the graduates from the SCBScN health, happiness, and success in their nursing careers.

Sincerely,



Dr. David Gregory  
Dean  
Faculty of Nursing  
University of Regina



Cindy Smith  
Interim Dean  
School of Nursing and School of Health Sciences  
Saskatchewan Polytechnic

## Overview

The Two-Provider model was determined by the Ministry of Advanced Education Employment and Labour as an outcome of the Nursing Education Strategy for Saskatchewan. As a result the Saskatchewan Collaborative Bachelor of Science in Nursing (SCBScN) program was created.

The SCBScN program is offered jointly by Saskatchewan Polytechnic (Sask Polytech) and the University of Regina (U of R). Launched in September 2011, the SCBScN is a four-year degree program, leading to a Bachelor of Science in Nursing (BScN) from the University of Regina. The University of Regina parchment indicates that the nursing degree has been awarded by the University of Regina in affiliation with Saskatchewan Polytechnic. The SCBScN program is delivered in Regina and Saskatoon, along with a local cohort in Swift Current and North Battleford.

There are two early exit options available enabling completion of the program in three (3) or three and one half (3 ½) years. The After Degree Nursing Program (ADNP) provides an option for students who have already obtained a degree to complete the program in 24 months (6 terms).

This historical profile of the SCBScN program, spanning 2009 to 2017, describes the collaborative partnership, the context and process for the development of the program, along with the many milestones related to program development, implementation and evaluation.



## Planning and Development

In June 2008, the Ministry of Advanced Education, Employment and Labour (AEEL) received the report it had commissioned on the future of registered nurse education entitled, Nursing Education Strategy for Saskatchewan. The report recommended the dissolution of the Nursing Education Program of Saskatchewan (NEPS) and that the province move to a two-provider model for registered nursing education in Saskatchewan.

The NEPS had been offered through a partnership among the University of Saskatchewan, First Nations University of Canada, and Saskatchewan Institute of Applied Science and Technology (SIAST). The University of Saskatchewan, however, had signalled its preference to independently offer undergraduate nursing education using a different delivery model.

In February 2009, the Ministry announced its support for the report's recommendations and plans to increase baccalaureate nursing seats from 512 to 690, to meet the future staffing needs of health care in Saskatchewan. Also announced was a new collaborative partnership between the University of Regina and SIAST to engage in the delivery of baccalaureate nursing education. Each of the two providers – the U of R/SIAST collaboration and the U of S – was allotted 345 seats.

This announcement was significant given that the University of Regina had not previously been a provider of nursing education and did not have a Faculty of Nursing at the time. SIAST had been a primary provider of nursing education for more than 40 years, including 13 years of experience with the delivery of the Nursing Education Program of Saskatchewan (NEPS).



L to R: Laura Soparlo (Facilitator), Netha Dyck (SIAST Dean of Nursing), Carrie Bourassa (U of R), Lynda Kushnir Pekrul (SIAST Associate Dean of Nursing), Katherine Bergman (Special Advisor to the President (Nursing) (U of R), Sheila Dresen (Acting Dean, U of R).

In March 2009, the University of Regina and SIAST established a Collaborative Nursing Education Project Team. The team was charged with developing principles of collaboration and of the collaborative program, establishing a vision, mission and values, and exploring the structure and process for the collaborative partnership. The team was comprised of Katherine Bergman, Dean of Science and Special Advisor to the U of R President, Dr. Netha Dyck, Dean of Nursing at SIAST, Lynda Kushnir Pekrul, associate dean of nursing at SIAST, Chris Barlow, Marg Olfert, and Joyce Bruce, program heads at SIAST, and Marian Morrissey, curriculum coordinator at SIAST. Subsequently, the U of R appointed an acting dean, Dr. Sheila Dresen, who participated on the Project Team.

The Collaborative Nursing Education Project Team hosted a planning session with SIAST faculty to discuss best practices related to collaborative models, principles of collaboration, models of collaboration, as well as models for curriculum development.

Since the University of Regina had never been involved in the delivery of nursing education, engaging in the partnership with SIAST required the creation of a new Faculty. On July 16, 2009, the University of Regina, Board of Governors approved the creation of a Faculty of Nursing. An acting dean of the Faculty of Nursing was appointed in September 2009.

The U of R acting dean and SIAST Nursing Division leadership team collaborated on the management of the initiative. In addition, in order to commence necessary work on curriculum development, two curriculum coordinators were appointed, one by SIAST and one by the University of Regina. Their responsibility was to collaborate with faculty from SIAST and U of R as they were hired, along with instructional designers and external stakeholders in the development of the curriculum.

On April 23, 2009, the first facilitated Planning Session was conducted with the SIAST Nursing Division Leadership Team, University of Regina representatives and the Provosts of both the U of R and SIAST to discuss the development of the new partnership between the U of R and SIAST. The principles of collaboration and of the collaborative nursing education program included one governance structure;

single shared vision; use of a single academic policy framework, i.e., the U of R; a fully integrated model of delivery; a student centred approach to education; a strong clinical practice focus including offering nursing courses in the first year; interprofessional education opportunities; a distributed model of education; Indigenous recruitment, engagement and services; and complementarity of faculty expertise.

A Discussion Paper (June 2009) was prepared and reviewed with the Presidents of both institutions articulating the principles of collaboration, the proposed governance and administrative structure to support the partnership and collaborative program delivery, roles and responsibilities of both institutions, admission and registration of students and financial management. The discussion paper formed the basis for the development of the Affiliation Agreement.

An Administrative Retreat was conducted on October 19, 2009 with the administration and all support services of both SIAST and the U of R to conduct further joint planning for the development of the new collaborative nursing education program. The discussion focused on human resource matters such as faculty qualifications, classroom technologies including videoconferencing, student services including admission and registration, marketing and communications and the need for a website, availability of facilities, and financial management.



**Back row L to R:** Chris Barlow (SIAST), Lynda Kushnir Pekrul (SIAST), Karen Ulliyott (SIAST), Sheila Dresen (U of R), Sandi Pettit (SIAST) **Middle row L to R:** Marian Morrissey (SIAST), Marg Olfert (SIAST), Cindy Smith (SIAST), Joyce Bruce (SIAST), Sue Myers (SIAST), Diane Harrison (SIAST), Kathy Dreher (SIAST) **Front row L to R:** Katherine Bergman (U of R), Netha Dyck (SIAST), Carrie Bourassa (U of R)

The University of Regina Senate approved the affiliation with SIAST for the purpose of delivering the SCBScN program on June 9, 2010. The SCBScN Program Affiliation Agreement was prepared and on November 4, 2010 the Agreement was signed by the presidents and vice-presidents of both the U of R and SIAST. This agreement addressed the creation of the program, governing principles, responsibilities of the parties, joint management of the program, role of the deans, delivery of the program, communications and marketing, confidentiality, dispute resolution, and authority for academic matters.



Institutional costs, funding and revenues were addressed by a separate Tuition and Fee Sharing Agreement, which was signed July 20, 2011. Each institution assumed responsibility for managing its own operational budget. Tuition revenue, collected by the U of R, was shared on a 50-50 basis. Over time, the SIAST Nursing Division transitioned its team of 118 faculty and staff from the NEPS program to the SCBScN program.

In the spring of 2011, SIAST opened the Parkway Centre, a beautifully renovated building designed for the delivery of the SCBScN and Psychiatric Nursing programs in Regina. Parkway Centre featured a state-of-the-art simulation centre to facilitate the integration of simulation into the SCBScN curriculum. Additional simulation labs and high-fidelity simulation were available at the SIAST main campus.

The SCBScN program was officially launched on September 4, 2011 in Regina. The four-year, direct-entry program was offered on the SIAST Wascana and University of Regina campus in Regina and the SIAST Kelsey campus in Saskatoon. There was an intake of 195 students at the Regina site and 150 students at the Saskatoon site.

The collaborative program was differentiated from the University of Saskatchewan undergraduate program in that nursing courses were offered in the first year of the SCBScN program. In comparison, the U of S offered one pre-nursing year following which students applied for admission to the College of Nursing.

## Governance / Structure



The Governance Team for the SCBScN program was established in March 2009 to develop the governance model for the SCBScN program, the partnership agreement, and the joint budget submission. The governance team was comprised of the:

- **Presidents:** U of R: Dr. Vianne Timmons (2008 – present)  
SIAST\*: Dr. Bob McCulloch (2002 – June 2012); Dr. Larry Rosia (July 2012 – present)
- **Provosts:** U of R: Dr. Thomas Chase (July 2011 – present)  
SIAST\*: David Walls (2006 – January 2013); Arnold Boldt, Interim Provost, (January 2013 – January 2014); Dr. Anne Neufeld (February 2014 – present)
- **Deans:** U of R, Faculty of Nursing: Dr. Sheila Dresen, Acting Dean (September 2009 – May 2011)  
Dr. David Gregory, Founding Dean, (April 2011 – present)  
SIAST\*: Dr. Netha Dyck (August 2005 – January 2018); Cindy Smith, Interim Dean, (February 2018 – present)
- and Special Advisor to the President at the U of R, Dr. Katherine Bergman (March 2009 – September 2009).

\*SIAST name changed September 24, 2014 to Saskatchewan Polytechnic (Sask Polytech).

The Affiliation Agreement articulated the joint governance and management structure for the SCBScN program.

The SCBScN Program Steering Committee was established to resolve matters that were considered joint responsibility for the delivery of the program. If a decision could not be reached by the Committee, the matter would be referred to the respective presidents of the U of R and SIAST. To date, only one matter

has been referred to the Committee. The committee was comprised of senior management representatives from both institutions (Provost & Vice-Presidents, Academic; the Deans of the School of Nursing and Faculty of Nursing; and Associate Vice-President, Academic, (U of R) who was the chair and a non-voting member. The deans have worked collaboratively with an equal voice in decision-making; dispute resolution has primarily been by agreement between the deans.

The SCBScN Program Administrative Committee (PAC) was established to oversee the day-to-day management of the SCBScN program and provide leadership and direction for the development, implementation and evaluation of the program. The committee was initially comprised of the deans from SIAST and the U of R who served as rotating chairs; the Associate Dean, Undergraduate (U of R); and the Program Heads (SIAST) / Academic Chairs (Sask Polytech) [in 2015 Sask Polytech changed the structure within the School of Nursing]. As the program matured this committee augmented to also include the Associate Dean, (School of Nursing, Sask Polytech); Associate Dean, Student Affairs (U of R); Faculty Administrator (U of R) and the Outreach and Community Engagement Administrator (U of R).

Over time, a sub-group of the PAC, known as the Operations Program Team (OPT), was established to facilitate the day-to-day management of program matters. Membership included the Associate Dean, (Undergraduate) and the Program Heads/Academic Chairs for the SCBScN in Regina and Saskatoon (Sask Polytech). In 2016, the position of the Associate Dean (Student Affairs) was created in the Faculty of Nursing and subsequently joined the OPT.

The Undergraduate Nursing Council was established to provide input into the design, delivery and evaluation of the curriculum and discuss any identified areas of the curriculum needing attention. The committee was comprised of the Deans of the Faculty of Nursing and School of Nursing (both share rotating chair duties) and all full-time and part-time faculty at Sask Polytech and all term, tenure-track and tenured faculty at the U of R. All faculty were required to hold teaching appointments in nursing and be involved in the delivery of the program.

The establishment of the Program Advisory Council served to provide input from the external community to ensure program relevance and quality. The composition of the council included the deans of the U of R and Sask Polytech (serving as co-chairs) and others as appointed by the deans including representatives from regulatory bodies, regional health authorities, consumer groups and patient advocacy groups.

Faculty Council was comprised of members as prescribed by Senate. The Faculty Council initially included members of both the U of R and Sask Polytech. However, in August 2015 the Faculty of Nursing was advised by the University Secretary that the membership did not fit within the regulations set out in The University of Regina Act (1978). In order to provide more equal representation in decisions affecting the program, and to comply with the University Act, the SCBScN Program Council was created. This committee was co-chaired by the Associate Dean, (Undergraduate) (U of R) and the Associate Dean School of Nursing (Sask Polytech) and included equal representation from both the U of R and Sask Polytech. Proposed motions flowed from PAC to the SCBScN Program Council to Faculty Council and forward through the U of R approval processes as necessary.

Other committees included the Curriculum Committee (established June 2009), Evaluation Committee (established January 2011), and Internationalization Committee (established September 2015). All committees included representatives from all sites and both institutions. See Appendix A for governance structure.

Both Sask Polytech and the U of R faculty taught courses across all four years of the program and participated in the planning, evaluation and revision of courses. Beginning in 2011, Sask Polytech faculty teaching full-time in the SCBScN were designated as adjunct undergraduate professors at the U of R; U of R faculty teaching full-time in the SCBScN were designated as professional affiliates at Sask Polytech.



## Program Approval and Accreditation

The SCBScN program curriculum and program delivery were approved in April 2010 by the SIAST Deans' Council, thereby meeting SIAST approval process requirements. The program and admission requirements were approved through the University processes, culminating in Senate approval on June 9, 2010.

The SCBScN program was also successful in achieving the required program approval from the Saskatchewan Registered Nurses' Association (SRNA) prior to the launch of the program. The SRNA Nursing Education Program Approval Committee confirmed that the program met the approval standards of the regulatory body and prepared graduates with the required competencies to be successful on the national licensing exam and qualify them to be licensed as a Registered Nurse. Preliminary approval was granted by the SRNA on February 15, 2011, which represented the highest level of approval available until there were graduates of the program. Full approval was sought after there were graduates from the program, and the SRNA granted program approval for a five-year period on September 20, 2016.

The SCBScN program also sought voluntary program accreditation through the Canadian Association of Schools of Nursing (CASN). Path A accreditation was granted in June 2014. This accreditation is the highest level available prior to having graduates of a program. The program then sought Path B accreditation (once there were graduates from the program) which was granted on June 28, 2016 for a seven-year period, the highest level of accreditation available. CASN accreditation signifies that the SCBScN program meets national standards of excellence in nursing education.



## The Curriculum

The SCBScN Program Administrative Committee established the program's vision, mission and values with full consultation and support of faculty. The program mission and values were linked to the missions and values of both institutions. Common to all was the use of terms/concepts such as accountability; ethics; diversity; student focus and student success; and service to, and partnership with, the larger Canadian society. The curriculum framework expands on and supports the vision, mission and values (Appendix B) of the SCBScN. The student and learning-centredness aspects of the values statements and the strategic plan are illustrative of the vital link to the curriculum framework.

Leaders from both the U of R and SIAST (deans and senior administration) supported and directed resources to facilitate active participation by all faculty and staff in planning sessions, seminars and other meetings to promote a collaborative program development process. In addition, SIAST and the U of R allocated resources for the hiring of curriculum developers and coordinators in 2009 to facilitate the curriculum development process. A Curriculum Committee was established in September 2009. Provisions were made for faculty to engage in individual course development. Instructional designers were added in 2010 to assist with planning and implementation of content for online components of courses.

The curriculum was designed with input from persons representing both institutions in Regina and Saskatoon. Faculty meetings were conducted to facilitate full engagement of faculty in the development of the curriculum framework and the curriculum (See Appendix C). A retreat was hosted in December

2009 in Moose Jaw. A subsequent retreat was held on April 23, 2010 in Davidson. The collaborative approach resulted in support of the curriculum and the implementation of a common curriculum used at all locations. The curriculum framework was based on the SRNA competencies and the context within the current health care environment. The tenets of critical social theory served as the curriculum philosophy. Action-sensitive pedagogy supported critical social theory and learning-centredness. There was support for a strong clinical practice focus, service learning, and integration of simulation. There was also endorsement of a fully integrated model of program delivery, in which faculty from both institutions would teach courses across all four years of the program.

The integration of theory and practice is emphasized in the SCBScN program and begins in the first term of the first year of the program; students begin practice in the clinical setting during their first year. Learning occurs as students care for specific patient and client groups promoting knowledge development that is relevant and directly applicable to the practice context. Clinical reasoning, defined as the ability to reason and act as a patient situation changes and as the context and patient/family concerns become known, is emphasized, and fostered by the integration of theory and practice.

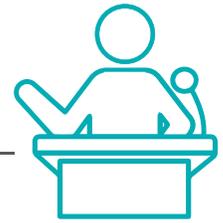
The SCBScN program invested significantly in faculty development and hosted a number of educational sessions including Curriculum Development presented by Christine Tanner and Julia Munkvold, educators with The Oregon Consortium on Nursing Education on February 5, 2010; Best Practices for Today's Nursing Educators presented by Donna Ignatavicius, author, educator and President of DI Associates, Inc. in August 2010; and Transforming Nursing Education presented by Lisa Day, educator and consultant, The Oregon Consortium on Nursing Education in April 2011.

Oversight and coordination of the curriculum was provided initially by curriculum coordinators from SIAST; curriculum liaisons from the U of R later joined this group. This resulted in representation for both partners in both Regina and Saskatoon assuming overall responsibility for the curriculum.



First facilitated planning session – April 23, 2009





## Program Delivery

The first intake to the SCBScN program occurred in September 2011. A first-qualified, first-admitted admission process served as the basis for the first intake into the program; this was subsequently changed. For the Fall 2012 intake, a hybrid admission process was used; first-qualified, first-admitted applicants on the wait list from 2011 were considered for admission along with a competitive entry admission process based on GPA. Beginning with the 2013 intake, the process was changed to solely competitive entry based on GPA.

There was significant interest in the program as evidenced by the number of applicants to the program each year, ranging from 1,220 to 1,436 applications, which translates to more than four applicants per seat.

With a commitment to continuous quality improvement, a number of changes have been made to the program over the years, in the admission requirements, the curriculum, academic regulations, and other areas.



## Changes to Admission Requirements

The admission requirements at the beginning of the program included a minimum of 70% in each of the required high school courses: English Language Arts A30 and B30; one of Math A30, B30, C30, Calculus 30, Foundations of Math 30 or pre-calculus 30; Biology 30; and Chemistry 20 (Chemistry 30 was preferred) for high school graduates and applicants who had attempted fewer than 24 credit hours of approved post-secondary education. The criteria for admission for applicants who had attempted 24 or more credit hours of approved post-secondary education included: completion of either each high school course or a post-secondary course equivalent or higher to the high school course; a minimum 65% undergraduate program average (UGPA) on all post-secondary courses presented; and a minimum UGPA of 65% and a positive recommendation on a clinical placement reference form if the applicant was transferring from another nursing program.

In April 2013, admission requirements were amended so that both BIOL 100 and BIOL 140 were acceptable courses to meet the BIOL 30 admission requirement.

Effective for the Fall 2014 intake, a number of changes were made. The criteria for the post-secondary admission category was revised from 24 or more credit hours to 15 or more credit hours. This was done so that applicants with a significant number of credit hours with poorer grades in their post-secondary education would no longer be admitted based solely on high school. In addition, applicants who had been out of high school for a number of years would not have to go back to high school; instead they would be able to qualify for admission based on one full term of post-secondary work.

The requirement that all applicants who had completed post-secondary course work needed to be considered “in good standing” at either the U of R or their former academic institution as of the start date of the program in order to retain their seat was also added. This was intended to prevent applicants with a lower GPA (putting them at increased risk of being on academic probation very early in

their program) from being admitted to the program; the intent was to admit students who had the greatest chance to be successful in the program. For the 2017 admission intake, this was changed to “students who were not on university or faculty probation”, once it was discovered that consideration of “good standing” was interpreted by the university to mean that a student could enrol in classes.

Conditional admission for both high school and post-secondary applicants who were enrolled in courses at or beyond the application deadline was also implemented for the Fall 2014 intake.

Beginning with the Fall 2015 intake, Chemistry 30 was added as a final admission subject. Previously the requirement had been Chemistry 20, however, a renewal of the Senior Secondary Science curriculum had resulted in significant changes to the 20-level Science offerings. After a review of the new courses and the associated content, it was identified that Chemistry 20 no longer existed and Physical Science 20, the new course, did not include all of the key required elements of Chemistry 20.

For this intake also, the admission guideline for demonstration of English language proficiency was revised to remove the option “A grade of 80% or better in a Grade 12 provincially-examined English course, as part of one full term of study”. Previous experience had shown that this did not prepare potential nursing students sufficiently for their studies in Nursing, especially for clinical courses.

Early conditional admission criteria were modified for the Fall 2017 intake eliminating Fine Arts, Christian Ethics and Physical Education courses that had been previously accepted. Analysis of failures in BIOL 110 Human Anatomy & Physiology and CNUR 102 Foundations of Care I: A Developing Professional in the first semester of the program revealed that the majority of the affected students were admitted through the Early Conditional admission process. Further analysis revealed a significant decrease from the early conditional admission average to the final admission average (based solely on required courses). The excluded courses were most commonly present in the early conditional admission averages but not in the final average in the required courses.

Also effective for the Fall 2017 intake was an extension of the restrictions on transfer to the SCBScN program. Transfer applicants who were registered in post-secondary courses at the time of admission could be granted conditional acceptance; however, the final admission was contingent on meeting the final admission requirements. In addition, those applicants who were on Faculty level or University level probation were no longer considered for admission.

## Changes to Curriculum

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Electives in the program were originally to have been chosen from a list of “approved” courses. In May 2011 “approved” was changed to “open” electives allowing students to complete a total of three open electives in their program.

In January 2012 CNUR 104 Health & Education Across the Lifespan was changed to CNUR 106 Health & Education Across the Lifespan to eliminate confusion that students were having with the numbering of CS 104 Introduction to Informatics for Health Professionals which was taken in the same term.

In the original design of the curriculum, the research class (Psych 204) was to have been offered by

the Department of Psychology in the Faculty of Arts. In May 2012 a new course CNUR 209 Nursing Research Methods was approved after determination that a nursing specific research course was required. In addition, CNUR 210 AA-ZZ Selected Topics in Nursing allowed new courses to be developed for special purposes or when there was uncertainty about continuing interest in a course.

In the Fall 2013, KIN 261 Human Anatomy and Physiology I was offered for the first time. This course was developed by the Faculty of Kinesiology and Health Studies in collaboration with the Faculty of Science, Department of Biology to be equivalent to BIOL 110 but delivered in an online format rather than in person. This enabled students in Swift Current to complete the Biology requirements. KIN 262 Human Anatomy and Physiology II (online equivalent to BIOL 111) was offered for the first time in the Winter 2014. While BIOL 110 and BIOL 111 would eventually be offered through Zoom videoconferencing technology to Swift Current, these KIN courses would later be offered in semesters alternatively with the Biology equivalents to provide additional opportunities for students to complete the courses and potentially return to their cohort of admission.

Beginning in Spring/Summer 2014 the prerequisite for CNUR 300 Family Health, CNUR 301 Leadership and Influencing Change and CNUR 401 Theory & Practice Education: Population Health & Community Partnerships were changed from completion of 24 credit hours to completion of CNUR 204 Alterations in Health and Advanced Assessment II and CNUR 206 Practice Education: Acute Care Partnerships I. Students required this level of theory in order to be successful in these courses, i.e., CNUR 300 Family Health, CNUR 301 Leadership and Influencing Change, and CNUR 401 Theory and Practice Education: Population Health and Community Partnerships.

Effective for the Fall 2014 semester, clinical hours for the third year clinical courses were reduced and reallocated to CNUR 101 Practice Education: Stable Populations, CNUR 205 Practice Education: Acute Care Partnerships I and CNUR 206 Practice Education: Acute Care Partnerships II such that each of these courses were increased by 13 hours over the term. Feedback from students and faculty supported the increase in time (hours) in year 1 and 2 clinical courses. Experience also revealed that the clinical hours that had been originally scheduled in the year 3 clinical courses were greater than the capacity hours available in the clinical settings. Theory hours were increased in each of the third year clinical courses by 6 hours.

For students admitted to the program in the Fall 2014 and later, CS 104 Introduction to Informatics for Health Professionals was replaced with CNUR 107 Introduction to Health Assessment. This change resulted from feedback from students and faculty teaching in upper year courses who identified the need to have an increased focus and content related to health assessment. The nursing informatics content in CS 104 was integrated into other nursing courses throughout the four years of the program, consistent with best practices with respect to nursing education.

At the same time (2014), a number of changes occurred with CNUR 403 and CNUR 404. The names of the courses were changed: CNUR 403 from Transition to Practice I to Focused Practice; CNUR 404 from Transition to Practice II to Transition to Practice. The credit hours allocated to CNUR 403 and CNUR 404 were changed from 6 and 6 to 3 and 9 (respectively) and CNUR 403 was moved from a preceptored experience to a faculty led experience. This was done to reduce the need for preceptors, since there were significant challenges in recruiting nurses to preceptor opportunities; the change in the credit hours reflected a movement of clinical hours from CNUR 403 to CNUR 404. This change was later reversed (in the Spring/Summer 2015 semester) following student, faculty and agency feedback.

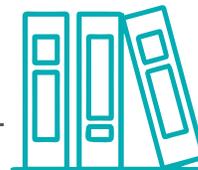
Beginning in the Spring/Summer 2015 term the prerequisites for CNUR 107 Introduction to Health Assessment and CNUR 202 Pharmacology were changed such that BIOL 111 required a minimum grade of 60%. A statistically significant correlation between a grade of less than 60% in BIOL 111 and

grade of 60%. A statistically significant correlation between a grade of less than 60% in BIOL 111 and a grade of less than 60% in CNUR 203 Alterations in Health and Advanced Assessment I, CNUR 204 Alterations in Health and Advanced Assessment II and CNUR 202 prompted this change.

Beginning in Spring/Summer 2015 the prerequisites for CNUR 403 Focused Practice and CNUR 404 Transition to Practice were changed to having completed 108 credit hours in the nursing program (all but 403 and 404) with a minimum 65% average in required CNUR courses and a minimum 65% PGPA. Because these courses were both pass/fail, this change required students to meet all other requirements for graduation prior to registering in the courses. This reduced the risk that a student could have completed their entire program but be required to complete a previous course because their GPA and/or PGPA did not meet the required 65%.

The program was originally comprised of 123 credit hours and was later reduced to 120 credit hours when CNUR 405 Interprofessional Partnership Project was deleted beginning with the Fall 2015 semester. The deletion was based on the difficulties expressed by students in having to take the course at the same time as either CNUR 403 Focused Practice or 404 Transition to Practice (it was a co-requisite requiring concurrent registration); working the equivalent of full-time hours during these courses created a workload that students and faculty reported as unmanageable. The interprofessional aspects of the course were transferred to other courses so as not to be lost. The 120 credit hours were distributed across 24 nursing courses, 3 electives and 6 cognate courses, including 1,452 hours of clinical practice education.

## Changes to Academic Regulations



In January 2012 faculty level regulations regarding minimum academic performance were approved. Students were required to maintain an overall GPA of at least 65% in required CNUR courses. If placed on faculty academic probation, students were given 15 credit hours to raise their overall GPA in required CNUR courses to 65%. Failure to meet this requirement, or a failure in a second attempt of a course (other than ENGL 100) would result in a student being required to discontinue (RTD) from the Faculty for a minimum of three semesters. Students who were RTD were required to petition for re-admission, which was not guaranteed.

This regulation was revised in April 2014 so that Faculty Academic probation was based on a PGPA of 65% rather than the CNUR GPA of 65%. Experience had shown that the policy as originally developed was not in the best interest of a student. Students had only 15 credit hours to clear probation and it was not always possible for a student to register in needed, or in sufficient numbers of, CNUR classes in each semester. Students who failed a CNUR course did not always have the opportunity to re-register in the failed course in the subsequent semester. In addition, some CNUR courses were graded as Pass/Fail, and did not get calculated in the student's average. The student was often fairly far into their program of studies before the faculty academic performance regulations took effect and there was a risk that the University Academic Performance regulations could take effect prior to the Faculty regulations.

In April 2013 the Policy and Procedures for Student Performance of Professional Responsibilities and Professional Unsuitability was approved. The policy provided further clarification and elaboration of

the non-academic misconduct policy, specific to the practice of nursing students. It was intended to be utilized in situations where patient safety was at risk; where the student, despite repeated feedback, counselling, and support, did not demonstrate awareness of his/her limitations; or did not show any systematic growth in the program, including the clinical context. In addition, the policy would apply to behaviours and actions so grievous that it would not be appropriate to address using the low level resolution processes in place at the time. The name of the policy would later be changed to Policy and Procedures for Student Performance of Professional Responsibilities and Professional Suitability to provide a more positive or balanced perspective.

Beginning in the 2015 Spring/Summer semester, the passing grade for all CNUR courses was increased from 50% to 60%. Analysis over the previous years had revealed that students who achieved a passing grade of less than 60% in nursing courses were at a high risk of experiencing difficulty in later CNUR courses and with respect to the NCLEX-RN exam.

At the same time, a policy was added that a withdrawal from any clinical course that occurred after the end of the no-record drop period (i.e. with a grade of W) would be considered an attempt. This policy was developed to deal with the issue of students who enrolled in a clinical course multiple times, and withdrew from the course when they experienced difficulties in the clinical setting - early enough to avoid a failing grade. Placements in the clinical setting were becoming very limited and there were frequent challenges to find sufficient experiences for all students needing placements. Agencies were also starting to express concerns with the decreasing size of clinical groups.

A third policy added the provision that a student could be removed from clinical practice or lab for persistent non-attendance/lateness or unsafe clinical practice. If the program initiated the action the student was not able to voluntarily withdraw (with a grade of W) from the course where the removal occurred. A provision allowing the program to identify conditions that needed to be met prior to the student being registered in another course was intended to increase student success.

Regulations for Re-admission to the Faculty was added effective Spring/Summer 2016 which included the provision that there may be conditions attached to the re-admission and that failure to meet any identified conditions would result in a requirement to discontinue indefinitely. In addition, a provision was added that a failure in a third attempt at a course would also result in an indefinite RTD (Required to Discontinue).

## Changes to Graduation



In January 2012 the GPA required for graduation was changed from 70% to 65% with the required average of the CNUR courses also at 65%. This change reflected a previous agreement between the U of R and SIAST regarding graduation requirements.

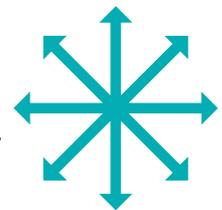


## Other changes

In January 2012 the Deans' Honours List was established with criteria including a CGPA of at least 85.00% on a minimum of 15 credit hours, of which at least 12 credit hours were numerically graded. This achievement was listed on the student's official transcript. At the same time, an appeal process for a clinical grade was established.

Beginning in the fall 2017 term nursing students had the option to graduate with a minor by completing a concentration of at least six courses in a discipline from the one of the Faculties of Science; Arts; Media, Art and Performance; or La Cité universitaire francophone. Three of those courses would be credited for both the minor and for the open electives within the SCBScN program. This was seen as of potential interest to students who wanted to focus on a specific area or those who needed to take additional courses when they were out-of-cohort to meet scholarship or funding requirements.

## Exit Options



When the SCBScN program launched in September 2011 there was one exit option in April. Once students were in the second year of the program, it was anticipated that there would be issues with the number of student placements required in the Winter term of Year 4 when all students in both the SCBScN and the U of S programs would be completing senior preceptored experiences. As a result, two additional exit options were created. As an added benefit, employers had the opportunity to hire new graduates three times a year as opposed to annually.

The August exit (originally known as the accelerated option) began implementation in May 2013 when students who had completed Year 2 courses began Year 3 courses in the Spring/Summer semester. Students who complete their program in August would then finish in three years.

The December exit (originally known as the fast track option) was launched in May 2014 when students who had completed Year 3 courses began Year 4 courses in the Spring/Summer semester. Students in this exit option complete the program in December of their fourth year (three and a half calendar years).

In addition to distributing the demand on practice education (clinical) placements throughout the year, these exit options provide students who are out of cohort the opportunity to take courses throughout the year and complete their program in a more efficient manner. As a result, the names of the exit options were changed to more accurately reflect the reality that many of the students completing their program in August or December were actually out-of-cohort students rather than those completing their program in a shorter period of time. It also provided clarity for students interested in applying for the early exit options.

## Distance Delivery

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At the time of the development of the Nursing Education Strategy and acceptance of the report by the Ministry of Advanced Education, Employment and Labour (AEEL), the government signaled its' requirement that post-secondary education should be distributed to all areas of the province. This belief was inherent in the report. A well-recognized assumption at the time, of both the government and the regional health authorities, was that if students could access their post-secondary education close to home, there was a greater likelihood they would remain in their communities after graduation. This goal was of particular importance to regional health authorities who worried about recruiting and retaining health care professionals.

Since the program was being developed almost simultaneously with delivery of courses there was initially limited opportunity to focus on distance delivery. However, this development also provided opportunities to implement strategies for non-traditional course offerings that could be used in future distance delivery. Multiple teaching and learning strategies and delivery methods were used to enact the innovative curriculum including face-to-face, online, and videoconferencing. Using a distributed learning approach, online learning was combined with the support of experienced faculty who used innovative technological tools. Online learning was blended with in-person nursing simulations, laboratory, clinical practice and tutorial sessions.

In September 2012, a memorandum of agreement was signed with SIAST, University of Regina, Great Plains College and Cypress Health Region for the delivery of the SCBScN program in Swift Current beginning in September 2013 with a yearly cohort of 8 students. The SCBScN program theory was delivered by the U of R and SIAST through videoconference; local clinical practica coaches were hired to teach labs, seminars and clinical in Swift Current. Great Plains College provided the classroom and lab facilities, and Cypress Regional Health Authority provided the clinical practice education placements for the students. The same SCBScN program curriculum was therefore delivered in Regina, Saskatoon and Swift Current.

In February 2017, the model of program delivery in Swift Current was revised to offer a more cost effective delivery model. The eight seats were retained and the students admitted completed years 1, 2, and 3 in Regina or Saskatoon and returned to Swift Current to complete year 4. The Cypress Health Region benefited from continuing to have graduates to recruit each year and students had the opportunity to return to their home community to complete their nursing education.

In January 2016, following discussions with the Prairie North Health Region and North West College, a one-year pilot project was begun in North Battleford. Fourth year courses were offered in North Battleford for seven students completing the program in April 2016 and seven students completing the program in August 2016. Given its' early success, the pilot continued during the formal evaluation to determine the feasibility of setting up a distance site in North Battleford that would offer more than Year 4 courses. In June 2017, it was decided to allocate 16 seats in the North Battleford area beginning with the Fall 2018 intake of students. Those students admitted would complete years 1, 2, and 3 in Saskatoon and return to North Battleford in Year 4.



MOU signing with Cypress Health Region, Great Plains College, SIAST, University of Regina – November 1, 2012 Pictured left to right: Dr. Luigi Benedicenti, Associate VP Academic, University of Regina, Ms. Beth Vachon, CEO Cypress Health Region; Dr. Larry Rosia, President & CEO, SIAST; and Dr. David Keast, President, Great Plains College.

## Upper Year Admission



This admission category initially began in 2015 as a way for currently licensed practical nurses (LPNs) to complete the program in two calendar years. Since the inception of the SCBScN program, block transfer credit had been provided to LPNs who had graduated from the diploma program offered by Sask Polytech from 2008 onward and NorQuest from 2003 onward. In 2015, these LPNs were guaranteed seats in the August exit as long as they continued to meet the pre-requisite condition of a PGPA of 70%. This enabled these students to complete the program in two calendar years.

As the first clinical course that these LPNs enrolled in was CNUR 206 Practice Education: Acute Care Partnerships II, the number of admissions was capped based on available space in the course. In 2016 the Upper Year admission category was also expanded to include LPN graduates from other programs as well as applicants wishing to transfer from nursing programs in other institutions or any applicant who had completed a minimum of 9 credit hours of nursing courses. The number of offers extended continues to be dependent on where the applicant lands in the program following assessment of transfer credit and the availability of space in those courses. Space is created as a consequence of attrition in particular courses, when students either choose to leave the SCBScN program entirely or fall out of cohort. Thus, seats that would have remained empty are filled and lost tuition revenue is “rescued.”

## After Degree Nursing Program



The SCBScN After Degree Nursing Program (ADNP) was approved by Senate in June 2016 with the first intake of 28 students in September 2017 in Regina. Advanced standing is provided for individuals accepted into the program based on completion of a university degree. Applicants are also required to have completed a number of non-nursing courses as part of the admission requirements. These include BIOL 110, BIOL 111, STAT 100 Elementary Statistics for Applications, ENGL 100 Critical Reading and Writing I, and INHS 100 Introduction to Indigenous Health Studies/INDG 100 Introduction to Indigenous Studies. The program provides an alternate path for individuals that recognizes previous post-secondary education and affords students the opportunity to complete the SCBScN program in six terms or two calendar years.

## Bilingual Option



The University of Regina Institut français (as of 2015 known as La Cité) conducted a feasibility study in September 2013 to determine the need for, and viability of, a bilingual option for nursing education. Based on the findings, a funding proposal was submitted in February 2016 to the Consortium national de formation en santé (CNFS) to secure federal funding for this initiative.

In Fall 2016 a Letter of Interest was endorsed by the U of R Faculty of Nursing and La Cité, and Sask Polytech to develop a Bilingual option in the SCBScN program. The intake for this option is 7 bilingual (English-French) students. Two proposals supporting the option were funded: CNFS (\$50,000) and the Western Diversification Fund (\$136,000). A proposal will be submitted to the Consortium national de formation en sante' in December 2018 which will provide the remainder of the funding needed to support the program. The U of R hired two faculty (instructor; assistant professor) for the Bilingual program in July 2017 to develop and teach the bilingual nursing courses. A third position (instructor) will be supported by CNFS funding. Applications to the program opened in October 2017 with the proviso that implementation of this option is dependent on federal funding, i.e., CNFS. Should the federal funding not be realized, options are being explored to offer an alternate format.

## Aboriginal Nursing Student Achievement Program



The SCBScN program has 53 equity or designated seats per year of the program for persons of Indigenous ancestry. The Aboriginal Nursing Student Achievement Program (ANSAP) is designed to provide personal, cultural, and academic support for Indigenous nursing students. The ANSAP was implemented at Saskatchewan Polytechnic in May 2012, replacing the existing Native Access Program to Nursing (NAPN) program, and was implemented at the University of Regina in September 2013, with

a name change for the SCBScN program in 2017 to the Indigenous Nursing Student Support (INSS).

ANSAP (now INSS) uses a holistic approach to foster Indigenous student success within the SCBScN program through a number of initiatives. This includes guiding prospective Indigenous students through the application process; orientating students and their families to the SCBScN program; and facilitating student support services such as academic supports, cultural activities, counselling, access to elders, financial support, employment services and lifelong learning opportunities. Student support is customized to each student's unique needs as they journey through the SCBScN program.

### University of Regina Nursing Students Society (URNSS)



In 2012, with the guidance of the Dean, Faculty of Nursing, a group of students established the University of Regina Nursing Students Society (URNSS) as a campus club under the University of Regina Students' Union (URSU). This status provides access to funding through URSU and provides a seat as a director on the URSU Board of Directors. URNSS creates a social community and support network, as well as promotes a high standard of nursing practice and values among students.

URNSS organizes events and activities for students as well as fundraising for local charities. From sports nights, to steak nights, to a semi-formal mock wedding social, URNSS has put on well-attended events to raise money for the society and foster interaction among nursing students. They have also organized OSCE (Objective Structured Clinical Examination) and NCLEX-RN (national exam for registered nurse licensure) prep nights to support students and foster success in the program.

The society has also engaged in Faculty of Nursing events such as student orientation to create awareness about the Society among new students and make them feel welcomed and supported by their peers. Executive members of URNSS have had the opportunity to attend the Canadian Nurses Association's National Health Leadership conference with faculty members, as well as national and regional meetings of the Canadian Nursing Students' Association (CNSA).

### Saskatoon Nursing Students Society (SNSS)



In 2011 a group of forward thinking Year 1 SCBScN students collaborated on the development of a constitution to establish the Saskatoon Nursing Students Society (SNSS).

The SNSS promotes the exchange of ideas and information among students, and within the greater university and polytechnic community. The SNSS works diligently to encourage a strong sense of collegiality, professional identity and belonging, including, but not limited to: social events, professional and leadership development opportunities, social advocacy, student supports, and peer mentorship.

Some of the events have included the NCLEX-RN educational event panel, Canadian Nursing Student Association (CNSA) conference fundraising, welcome week and National Nursing Student's Week activities, the SCBScN Men in Nursing calendar to raise funds and awareness for prostate cancer, an annual winter formal event, and sporting events (such as trampoline park, bowling, yoga, dodgeball, spin classes). As well as promoting communication within the University and Sask Polytech, the SNSS advocates on behalf of students to other administrative bodies (i.e. CNSA and SRNA).

## Canadian Nursing Students' Association (CNSA)



Students of the SCBScN program are members of the CNSA, a national voice of Canadian nursing students. The goal of the CNSA is to increase understanding and support of the legal, ethical, professional, and educational aspects of registered nurse education which are an integral part of nursing practice. For over 40 years, CNSA has represented the interests of nursing students to federal, provincial, and international governments and to other nursing and health care organizations. As a member of CNSA, students have the opportunity to interact with other nursing students on education, professional, and social levels. CNSA members connect with each other through annual national and regional conferences, CNSA member forums, Facebook, and Twitter.

SCBScN students have taken active roles within the CNSA over the years. Each of the URNSS and SNSS have an Official Delegate who represents their chapter and votes on behalf of their student body at regional and national meetings; an Associate Delegate assists the Official Delegate and may vote in place of the Official Delegate in his or her absence. A number of SCBScN students have also served on the Board of Directors: Kendra Wilson as the Prairie Regional Director (2013-2014); Fred Entz as the Prairie Regional Director (2016-2017); Sabrina Millis as Informatics Committee Chair (2017-2018); and Jayden Meville as Diversity Committee Chair (2017-2018).



## International Engagement

The SCBScN program provides opportunities for students to engage in a number of international experiences.



### Colima, Mexico

In the winter of 2014 and 2016, and fall 2017, six students and a faculty member from the SCBScN program travelled to Colima, Mexico for a six-week pediatrics practicum (CNUR 302). Students worked alongside Mexican students and health care providers in an acute care hospital, a health clinic, and a long-term care facility. The students travelled to two villages, joining a mobile medical unit from the Unidades Medicas Moviles (UMM), a federally funded health and development program. They visited an orphanage and observed the efforts of the staff and volunteers to improve the lives of disadvantaged children.

In fall 2016, the SCBScN program hosted two students from Colima, Mexico. The students completed four SCBScN courses during this fall term.



### Malawi, Africa

In partnership with Kamuzu College of Nursing, University of Malawi 12 students and two faculty members had the opportunity to spend three weeks on a study tour in the summer of 2016. The partnership with Malawi was designed to enhance students' understanding of cross-cultural health and nursing practices in Malawi and connect with nursing students at Kamuzu College of Nursing (KCN), health care providers, clients and health care agencies. This course was used as an elective in the students' program.



Kamuzu College of Nursing Hostel, Lilongwe, Malawi, May 2016. Dr. Florence Luhanga (picture centre; holding a bag), along with Dr. Joan Wagner, were the faculty "leads" for this study tour.



### Herbertpur, India

In partnership with the Emmanuel Hospital Association, eight students and two faculty from the SCBScN program travelled to Herbertpur, India in the fall of 2016. Students engaged in a six-week community practicum (CNUR 401). The next experience will take place in fall 2018. The objectives of this international exchange are to develop an awareness, appreciation and greater understanding of Indian culture and how it affects health care. More specifically to gain knowledge of the Indian Nursing program and exchange nursing knowledge through the development of collegial relationships with Indian nursing students and faculty; and to understand the similarities and differences in health care and health care practices between Canada and India.



Receiving line welcome from the Emmanuel Hospital Association in Herbertpur, India October 2016



### Shanghai, China

Two SCBScN students accompanied by one faculty member travelled to Shanghai, China in the fall of 2016 to compete in the Shanghai International Nursing Skills Competition. The team achieved a silver medal, placing second out of 18 teams from 8 countries. In fall 2017, another team of two SCBScN students and a faculty member participated in the competition and achieved a bronze medal.



### Beijing, China and Daegu, South Korea

In April 2017, one SCBScN student participated as part of a team of three SCBScN faculty engaged in an international education and research project conducted in Beijing, China and Daegu, South Korea.



### Ternopil, Ukraine

The SCBScN program hosted two students and a faculty member from Ternopil State Medical University, Institute of Nursing, Ternopil, Ukraine in May 2016.

## Graduates



The program celebrated its first graduates in October 2014 when 54 students convocated from the program in the August exit (20 in Regina and 34 in Saskatoon). The first 35 students in the December exit completed the program in December 2014 and convocated in June 2015 (20 Regina and 15 Saskatoon). In April 2015, the first students from the April exit (n=170 students) convocated. See Appendix D. Within three years, there have been 844 graduates from the program. See chart below.

GRADUATION	REGINA	SASKATOON	SWIFT CURRENT	TOTAL
August 2014	20	34		54
December 2014	20	15		35
April 2015	83	52		135
August 2015	41	34		75
December 2015	42	36		78
April 2016	75	56		131
August 2016	29	36		65
December 2016	22	33		55
April 2017	73	54	5	132
August 2017	48	36		84
December 2017	24	38	7	69
<b>TOTAL</b>	<b>477</b>	<b>424</b>	<b>12</b>	<b>913</b>



Convocation – June 15, 2015; Ms. Chris Barlow, Ms. Christa MacLean, Dr. Robin Evans, Dr. Netha Dyck, and Dr. David Gregory are present in the front row.

## Special Ceremonies



In CNUR 102, students are exposed to what it means to become a professional person, i.e., registered nurse. Beginning in 2011, a pledge ceremony was held at the end of the course. In this ceremony, students were presented with a pin (leaf motif representing the SCBScN curriculum) and a copy of the CNA Code of Ethics for Registered Nurses. Students, faculty and guests recite the Nurses Pledge. By 2015 feedback from students indicated that the pin was not useful or desirable. At subsequent pledge ceremonies, students receive a copy of the CNA Code of Ethics for Registered Nurses and a card on which the Nurses Pledge is imprinted.

On completion of the program, graduands receive a SCBScN program pin at a formal ceremony recognizing their achievement. Beginning in August 2014, the Pinning Ceremony was held after each term to recognize those students completing their program at that time; as of May 2017 annual pinning ceremonies will be held for all graduates and graduands. See Appendix E for sample of the pledge and pinning card.

In 2014, prior to the first pinning ceremony, students were invited to submit proposals for the pin. Selected by students, the final design was submitted by Lyndsie Bachtold. In her submission, Lyndsie noted that the design acknowledged the growth from student or novice learner to an entry-level professional. Each element of the stylized tree is a reminder of the educational journey and represents all that students have learned to provide patient and family-centered, holistic, safe, ethical, and competent care.



## Key People



### University of Regina

- Dr. Vianne Timmons, President & Vice Chancellor (2008 – present)
- Dr. Katherine Bergman, Special Advisor to the President (Nursing) (March 2009 – September 2009)
- Dr. Sheila Dresen, Consultant (April 2009 - August 2009); Acting Dean, Faculty of Nursing (September 2009 – May 2011)
- Dr. David Gregory, Founding Dean, Faculty of Nursing (April 2011 – present)
- Dr. Robin Evans, Associate Dean (Undergraduate), Faculty of Nursing (January 2012 – present)
- Dr. Karen Eisler, Associate Dean (Student Affairs), Faculty of Nursing (September 2016– present)
- Dr. George Maslany, Acting Vice President, Academic (January 2007 – August 29, 2008, and June 2010 – June 2011)
- Dr. Lynn Wells, Associate Vice President (Academic) (May 2009 – June 2012)
- Dr. Gary Boire, Provost (September 2008 - June 2010)
- Dr. Thomas Chase, Provost (July 2011 – present)
- Floralyn Wessel, Curriculum Coordinator (June 2009 – August 2010)
- Dr. Joan Wagner, Curriculum Liaison Regina (February 2011 - 2013)
- Dr. Liz Domm, Curriculum Liaison Regina (2013 – 2017)
- Karen Lehmann, Curriculum Liaison Regina (2017 - 2019)
- Janine Brown, Curriculum Liaison Saskatoon (2016 - 2018)
- Brenda Hackl, Instructional Designer / Project Lead Swift Current (January 2013 – present)
- Robert Keys, E-Learning Coordinator (December 2011 – present)
- Pat Christie, Practice Support Coordinator (September 2013 – present)
- Richelle Leonard, Academic Program Coordinator (July 2011 - May 2013)
- Bonnie Dobson, Faculty Administrator (September 2011 – February 2016)
- Sarina Wowchuk, Faculty Administrator (March 2015 – Present)
- January Hutchinson, Academic Program Coordinator (June 2013 - September 2015)
- Sarah Stewart, Academic Program Coordinator (October 2015 – December 2017)
- Donald Kozlowski, Executive Assistant to the Dean (June 2011 – present)

### Saskatchewan Polytechnic (Sask Polytech) (formerly known as Saskatchewan Institute of Applied Science and Technology (SIASST))

- Dr. Bob McCulloch, President & CEO (2002 – June 2012)
- Dr. Larry Rosia, President & CEO (July 2012 - present)
- David Walls, Provost and Vice-President, Academic (2006– January 2013)
- Arnold Boldt, Interim Provost and Vice-President, Academic (January 2013 – January 2014)
- Dr. Anne Neufeld, Provost and Vice-President, Academic (February 2014 – present)
- Dr. Netha Dyck, Dean, School of Nursing (August 2005 – February 2018)
- Lynda Kushnir Pekrul, Associate Dean, Nursing Division (February 2009 – May 2011)
- Cindy Smith, Associate Dean, School of Nursing (June 2011- present)
- Marian Morrissey, Curriculum Coordinator (July 2009 – June 2011)
- Chris Barlow, Academic Chair (formerly Program Head), SCBScN Saskatoon (June 2009 – present)
- Marg Olfert, Program Head, SCBScN Regina (April 2008 – June 2012)
- Mary Martin-Smith, Program Head, SCBScN Regina (June 2012 – November 2014)
- Christa MacLean, Academic Chair (formerly Program Head), SCBScN Regina (October 2014 – present)

- Sharon Dixon, Curriculum Coordinator, SCBScN Saskatoon (September 2010 - present)
- Charlene Kozak, Curriculum Coordinator, SCBScN Regina (September 2010 - June 2012)
- Christa MacLean, Curriculum Coordinator, SCBScN Regina (September 2012 - October 2014)
- Patti Manson, Curriculum Coordinator, SCBScN Regina (October 2014 - present)
- Norma Wildeman, Project Advisor (Swift Current) (January 2013 - July 2015)
- Sharon Cybulski, Executive Assistant to the Dean (October 1998 - present)



TOP: Dr. Vianne Timmons (U of R President), Dr. David Gregory (Dean, Faculty of Nursing, U of R), Dr. Netha Dyck (Dean, Nursing Division, SIAST), Dr. Larry Rosia (SIAST President & CEO) - August 2014, Regina

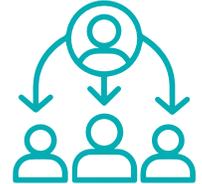
BOTTOM: Chris Barlow (Program Head, SCBScN Kelsey Campus, SIAST), David Gregory (Dean, Faculty of Nursing, U of R), Netha Dyck (Dean, Nursing Division, SIAST), Mary Martin-Smith (Program Head, SCBScN Wascana Campus, SIAST), Robin Evans (Associate Dean (Undergraduate), U of R), August 2014, Saskatoon



## References

Discussion paper, June 2009

## Appendix A – Governance Model 2011



### Bachelor of Science in Nursing Degree (U of R - in affiliation with SIAST)

#### Program Steering Committee

VP, Academic - U of R  
VP, Academic - SIAST  
Dean, Nursing - U of R  
Dean, Nursing - SIAST  
AVP, Academic - U of R (Chair - non voting)

Academic matters and conferral of degrees are referred back to the Faculty of Nursing (Via the U of R Dean) for recommendation for approval to Faculty, Executive of Council, Senate and Board of Governors ( as required)

#### Program Administrative Committee

Dean, Nursing - U of R (rotating chair)  
Dean, Nursing - SIAST (rotating chair)  
Associate Dean Undergraduate - U of R  
Program Heads (2) - SIAST

#### Undergraduate Nursing Council

Dean, Nursing - U of R (rotating chair)  
Dean, Nursing - SIAST (rotating chair)

All full-time and part-time faculty at SIAST and all term, tenure tracked, and tenured faculty at the U of R that hold teaching appointments in nursing and are involved in the delivery of the collaborative undergraduate nursing program.

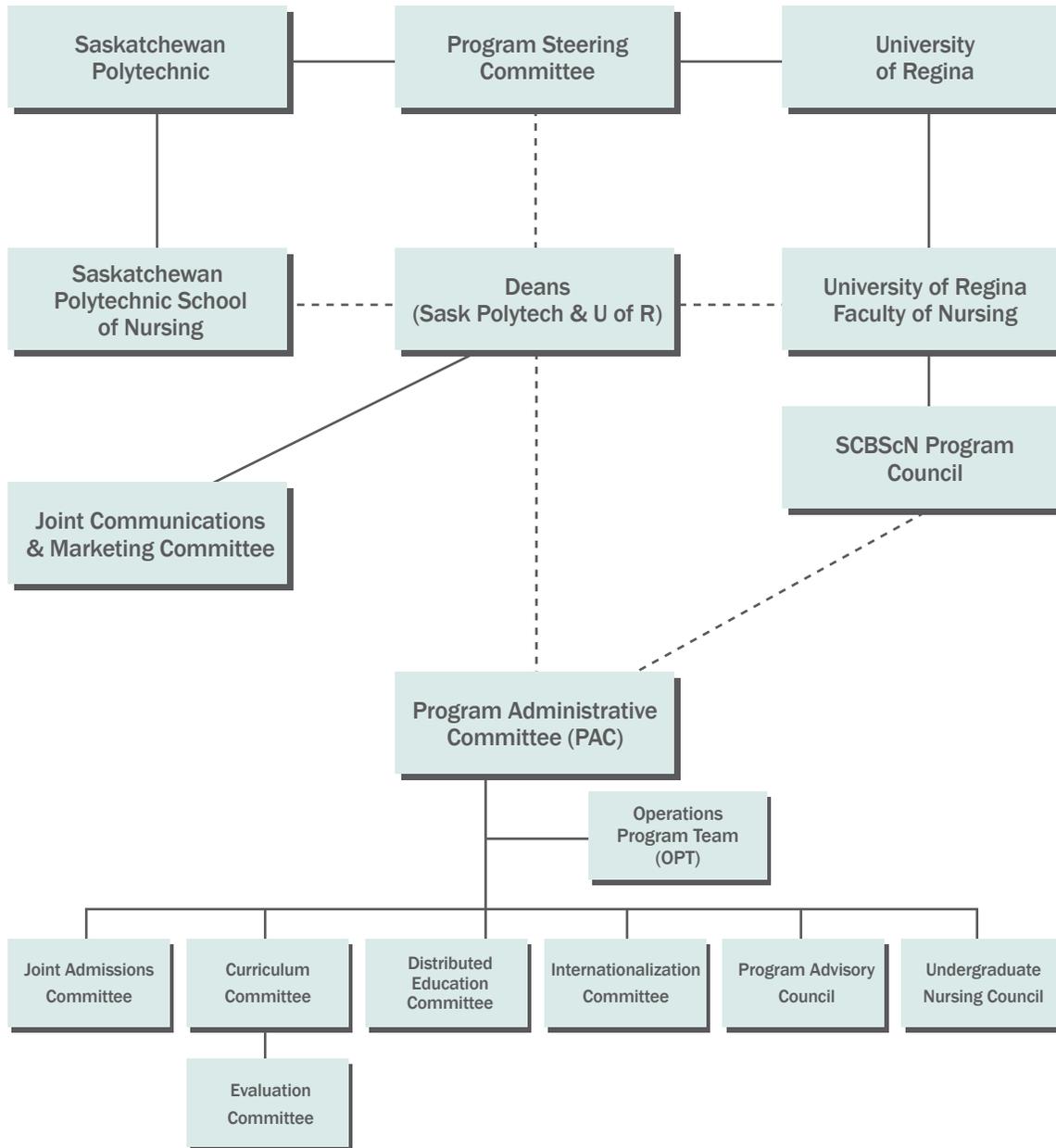
#### Program Advisory Council

(External input - program relevancy)

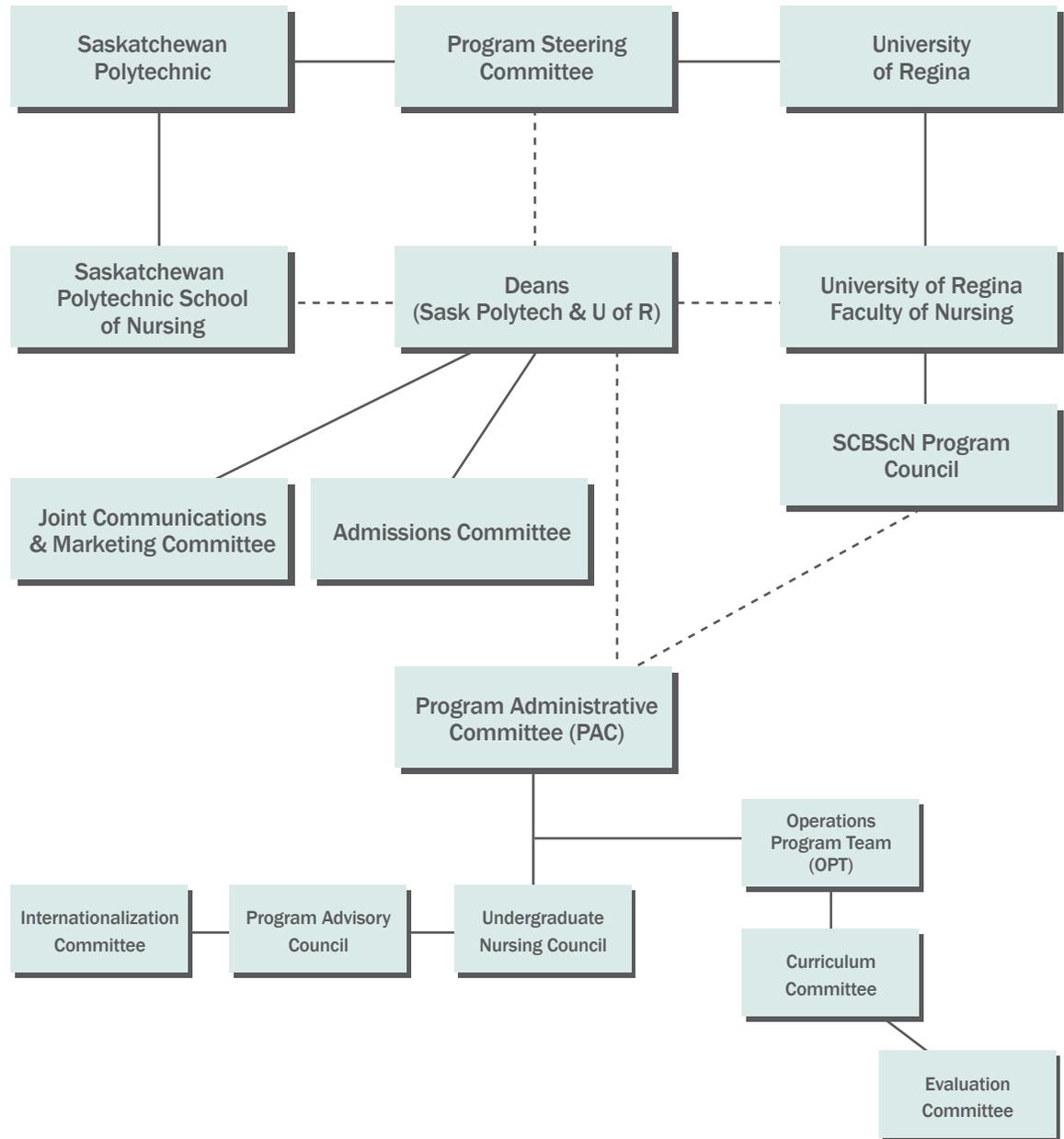
Dean, Nursing - U of R (co-chair)  
Dean, Nursing - SIAST (co-chair)

Others as appointed: representative from regulatory bodies, regional health authorities, consumer groups, patient advocacy groups

### Governance Model (2015-16)

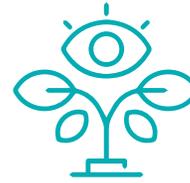


### Current Governance Model (2016-17)



## Appendix B – Mission, Values, Vision

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2011

### Vision

The SCBScN program is a recognized leader in advancing health leadership in relevant, quality nursing education.

### Mission

The SCBScN program delivers innovative nursing education in an environment of interprofessional collaboration, shared governance, and scholarship. The curriculum anticipates and responds to changing nursing roles, population and health system needs. Students and faculty collaborate in the discovery, integration, application and dissemination of knowledge. Graduates contribute to advancing health by demonstrating leadership in practice, research, education and administration.

### Values

- Accountability – we adhere to high standards of ethical behaviours and personal account ability. We make decisions and act based on sound principles. Good character and caring for others.
- Respect – Our treatment of and interactions with each other are principled and respectful.
- Diversity – We embrace people from diverse cultures, heritages, life experiences, and opinions in our efforts to enrich the learning and work environment and foster inclusive decision making.
- Innovation – We foster an environment in which new ideas can emerge and lead to creative approaches, solutions, and actions.
- Integrity – We demonstrate our values through honesty and consistency of principled actions.
- Service – We illuminate socially relevant issues and problems and employ our expertise to serve each other and society. The knowledge we generate enriches the community.

## 2017

### Vision

We are recognized leaders in collaborative practice, excellence in nursing education and advancing health.

### Mission

We learn collaboratively in a global environment of shared governance and scholarship.

We anticipate and respond to changing nursing roles, population and health system needs through innovative, interprofessional practice and community partnerships.

We collaborate in discovery, integration, application and dissemination of knowledge to advance nursing practice in innovative ways.

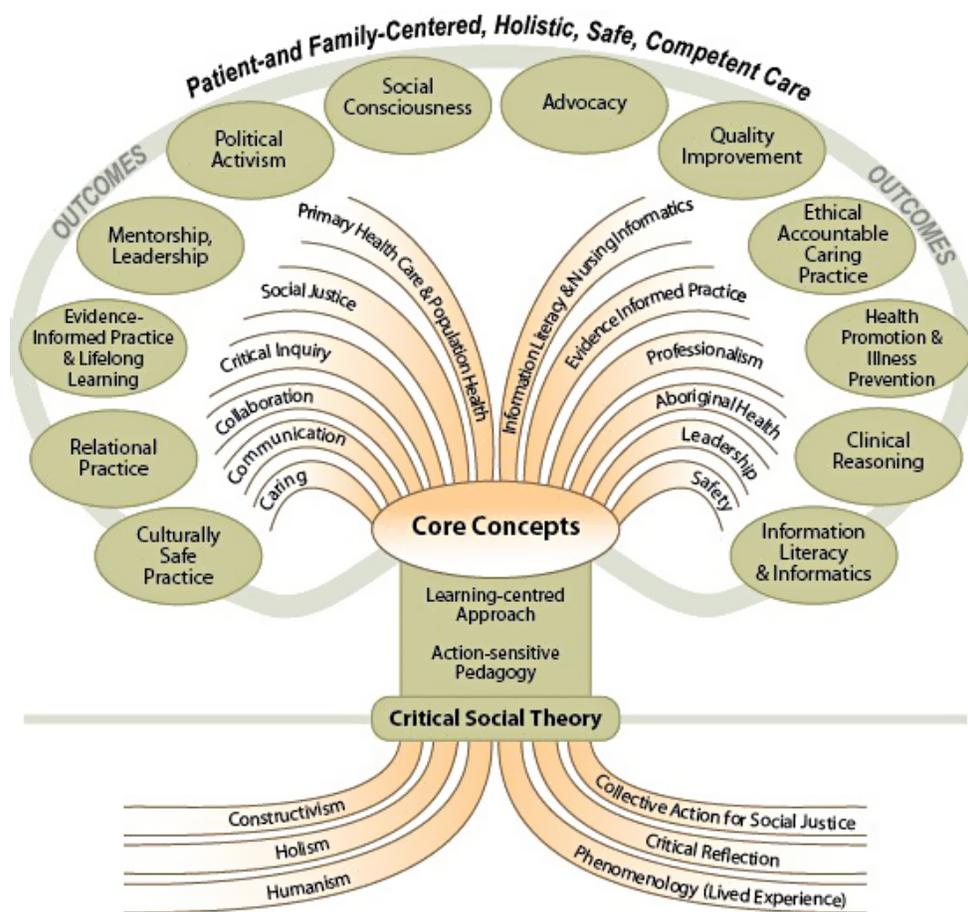
We are responsible and accountable professionals who advance health care, nursing science and practice, through a commitment to lifelong learning, advocacy, research, education and leadership.

### Values

- Accountability – We advance high standards of ethical practice and decisions are based on sound evidence, professional values, good character and the responsibility to safely care for others.
- Respect – Our treatment of and interactions with each other and clients are principled and dignified. We demonstrate respect through honest and consistent actions.
- Diversity – We are diverse people from different cultures, heritages, life experiences and perspectives. Our diversity enriches our learning community and provides for the voices of all to be considered in decision making.
- Innovation – We foster a community in which new ideas can emerge and create positive and innovative approaches, solutions and actions.
- Service – We illuminate socially relevant issues and employ our expertise to work with and for students, clients, families and the global community to advocate for health and educational services for all. The knowledge we generate and disseminate aligns with social and professional responsibilities.

## Appendix C – Curriculum Framework

The curriculum framework presents the impression of a tree, and demonstrates the growth of a novice learner to an entry-level professional nurse. The Saskatchewan Collaborative Bachelor of Science in Nursing program is rooted in selected elements of Critical Social Theory that provide a solid foundation for the curriculum. The trunk represents the delivery system or pedagogy\* through which learners acquire knowledge and competencies related to the core concepts. The core concepts are derived from the current context of nursing practice. The nursing education process culminates in outcomes reflective of the Saskatchewan Registered Nurses' Association standards and competencies and ultimately results in graduates who practice patient-and family-centered, holistic, safe, competent care.



© SCBScN (2013)

\*Recognizing the tension among some educational scholars around the term “pedagogy”, in the context of the SCBScN program, its use is not confined to the narrow interpretation as the teaching of children. Rather, “pedagogy” is used within the broader definition of the art, science, scholarship and work of teaching3).

## Appendix D – List of Graduates from First Convocation

(October 2014)

### FACULTY OF NURSING | Bachelor of Science in Nursing

Nicole Laura Victoria Aasen, Saskatoon  
 Megan Sarah Alberts, Saskatoon - Distinction  
 Caitlan Leigha Bentz, Punnichy - Distinction  
 Kim Ruth Berscheid, Muenster  
 Brittany Genevieve Blais, Lloydminster  
 Aaron John Bloch, Regina  
 Stephanie Jo Bolen, Regina - Distinction  
 Lindsay Trina Bosch, Martensville  
 Jami Dawn Bott, Regina  
 Stephanie Christina Budd, Moose Jaw  
 Mindy Jennifer E Cameron, Saskatoon - Distinction  
 Carlina Marie Carteri, Regina  
 Daniela Cook, Saskatoon  
 Kristina Emily Cowie, Saskatoon  
 Travis Jon Desrosiers, Brock  
 Cheryl Lynn Draper, Buena Vista  
 Janelle Nadine Epp, Saskatoon  
 Brittany Marie Folk, Moose Jaw  
 Nicole Marie Foy, Saskatoon  
 Jacqueline Dawn Gelowitz  
 Theresa Ann Goebel, Regina  
 Marissa Lynn Grant, Saskatoon  
 Jessica Lillian Haley, Riverhurst  
 Shanneen Dawna Ingram, Regina  
 Catherine Jasi  
 Vandana Joshi, Regina  
 Marzieh Kamali, Regina  
 Mariam Khanum, Regina  
 Brooke Rae-lynn Kwochka, Weyburn  
 Richelle Lauren Luba, Regina  
 Nikki Dana Malberg, Carlea  
 Judy Wanjiku Mburu, Saskatoon  
 Bridget Marie McConnell, Quill Lake - Distinction  
 Jacqueline Eliza Mills  
 Kristina Maria Montenegro, Regina - Distinction  
 Nkechinyere Chidiebere Odoh, Regina  
 Natalie Kay Anne Olson  
 Jennifer Marie Papish, Saskatoon  
 Reina-Lee Loyola Perez, Saskatoon  
 Krista Honora Peterson, Edam  
 Tegan Pfefferle  
 Amy Dawn Prychak, Wynyard  
 Amy Blaire Regier, Saskatoon - Distinction  
 Amanda Lynn Rempel, Borden - Distinction  
 Claya Mary Sawchuk, Saskatoon - Distinction  
 Erin Marie Schwindt, Regina  
 Samantha Rae Simonot, Saskatoon  
 Kelsey Mary Ann Steinke, Saskatoon  
 Tera Dawn Tannahill, Regina - Distinction  
 Heather Erin Thompson, Saskatoon - Distinction  
 Lisa Marie Tremblay, Regina  
 Christina Sue Vickaryous, Regina  
 Sarah Jean Weeks, Cut Knife - Distinction  
 Robyn Woodhouse McKenzie, Air Ronge - Distinction

## Appendix E – Pledge Card and Pinning Card

# Nursing Student Pledge

- To practice the art and science of nursing, toward increasing patients' physical, mental, social, and emotional wellbeing, based on evidence and current nursing research.
- To acknowledge the privilege to practice nursing, in partnership with patients.
- To acknowledge the privilege to support patients to live and die with dignity.
- To hold those entrusted to our care with respect, affirm their innate worth and hold their privacies in confidence.
- To advocate for the health and needs of patients, respecting their values and beliefs.
- To act as leaders in promoting health throughout communities.
- To hold in esteem nursing educators, researchers, scholars and experts who have guided our path, and are welcoming us into the profession.
- To help strengthen fellow nurses and advance the aims of the nursing profession.
- To share our knowledge with, encourage, and welcome future nurses.

# Pinning Ceremony

Congratulations on completing the SCBScN program and obtaining your nursing degree. Your dedication, perseverance and determination reveals your commitment to quality education and a journey of ethical care, advocacy and leadership. This pin commemorates your transition from student to graduate nurse and symbolizes the honour and privilege of being a nurse. Take pride in your achievement!



[sasknursingdegree.ca](http://sasknursingdegree.ca)







## SCHOOL OF NURSING

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### Regina Campus

Parkway Building, Room 275  
4635 Wascana Parkway  
Regina, SK S4P 3A3  
Phone: 306-775-7989  
Toll-free: 1-866-467-4278  
Fax: 1-306-775-7992  
Email: [nursing@saskpolytech.ca](mailto:nursing@saskpolytech.ca)

### Saskatoon Campus

Room 308  
1130 Idylwyld Drive North  
Saskatoon, SK S7K 3R5  
Phone: 1-866-467-4278  
Fax: 1-306-659-4067



## FACULTY OF NURSING

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### Regina Campus

Research & Innovation Centre Room 508  
3737 Wascana Parkway  
Regina, SK S4S 0A2  
Regina: 306-337-3300  
Toll-free: 1-855-830-3300  
Fax: 1-306-337-8493  
Email: [nursing@uregina.ca](mailto:nursing@uregina.ca)

### Saskatoon Campus

Concourse Building, Innovation place  
111 - 116 Research Drive  
Saskatoon, SK S7N 3R3  
Phone: 306-664-7370  
Toll-free: 1-855-830-3300  
Fax: 306-664-7131

Saskatchewan Collaborative  
Bachelor of Science in Nursing  
(SCBScN)

My life.  
My **nursing**  
degree.

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