



University  
of Regina

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NURSING

**Master of Nursing  
Course-Based  
Proposal**

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## 1. Checklist of Approvals for New Graduate Programs

- Faculty of Nursing Programs Council, approved June 26, 2023
- Faculty of Graduate Studies and Research (FGSR) & Council Committee Faculty of Graduate Studies and Research (CCFGSR), September 2023
- Executive of Council, September 2023
- Senate, October 2023

## 2. Executive Summary

There is a growing need for Registered Nurses, Registered Psychiatric Nurses and baccalaureate-prepared Licensed Practical Nurses with advanced degrees to educate and lead in the healthcare system. The University of Regina, Faculty of Nursing is well-positioned to develop and provide Graduate Certificates, a course-based Master's degree, a thesis-based Master's degree, and a PhD program in Nursing. Completing these advanced certificates and degrees will prepare nurses to meet the demands of an ever-changing healthcare system.

Currently, the University of Regina (U of R), in collaboration with Saskatchewan Polytechnic, offers a Graduate Collaborative Nurse Practitioner Program (CNPP), which prepares Registered Nurses to provide advanced nursing practice. Learners completing this program are awarded a Master of Nursing-Nurse Practitioner (MN-NP) degree from the University of Regina. Learners were first admitted to the MN-NP program in 2014. A Special Case PhD option has been available since 2012.

The Master of Nursing Graduate Program outlined in this proposal will be offered solely by the Faculty of Nursing, allowing complete academic control and financial benefit to the U of R. The Master of Nursing will enhance the current graduate nursing program complement available at the U of R and offer accessible alternative graduate options to the nurses of Saskatchewan and beyond.

Provision of expanded graduate nursing programming will occur in two phases.

### Phase I (launch September 2024)

- Graduate Certificate of Nursing Education, GCNE
- Graduate Certificate of Nursing Leadership, GCNL
- Master of Nursing (course-based) degree, MN

### Phase II (launch September 2025)

- Master of Nursing (thesis-based) degree, MN
- PhD of Nursing, PhD

The enclosed proposal is submitted as part of Phase I of program development: Master of Nursing (course-based stream).

## 2.1 Program Objectives

- a) Unit, Faculty, and University benefits from offering the program.
- Will invite students who wish to focus their study in an area of their interest on health policy, nursing education, and nursing leadership.
  - With the increased prevalence of vulnerable or marginalized populations (e.g., Indigenous communities, rural and remote communities, aging population, people experiencing houselessness, and recent immigrants/refugees), the programs will be designed to prepare graduates with the knowledge, values, attitudes, and competencies reflecting the philosophy, nature and scope of nursing for the vulnerable and diverse populations, in urban, rural, and remote communities.
  - Diversify the student population of graduate students by attracting Saskatchewan-based candidates: rural and remote communities, Indigenous students, out-of-province students, and international students.
  - Students from the MN program may transfer to the PhD program upon FON recommendation to the Faculty of Graduate Studies and Research.
  - Increased opportunities for research grants profile in research nationally and beyond, and provide opportunities to attract more faculty with research connections.
  - Provide graduate students opportunities to work with highly skilled Faculty of Nursing personnel in areas of graduate research and/or teaching assistant roles.
  - Generate increased funds from donors to develop a consistent source of funding for students.
  - Increase the enrollment of students from FON in nursing graduate programs.
  - Increase the profile of the FON in nursing research nationally and beyond, which will increase opportunities to acquire research funding.
  - Attract more faculty who already have funding and national/international research profiles.
  - Provide opportunities for FON to collaborate with other U of R faculties, such as Education, Kinesiology and Health Studies, Social Work, and academic units, such as the Johnson Shoyama Graduate School of Public Policy, and Psychology.
  - Revenue from student tuition will be the source of funding for all student costs, including faculty and staff salaries and operational expenses. Programs will be revenue-generating and self-sufficient.
  - Generate increased funds from donors to develop a consistent source of funding for students.
  - Increase tuition revenue for the U of R; see section 9.7.
- b) The specific academic focus of the program.
- The proposed Master of Nursing degree is a response to the Canadian Association of Schools of Nursing (CASN) (2016; 2017) call to prepare nurses for advanced professional nursing roles and to integrate knowledge, skills, and abilities for nursing scholarship (CASN, 2016, p. 1) in diverse settings, including academic and clinical settings, leadership, management, as well as emerging roles in healthcare organizations.
  - Learners will develop a deeper understanding of the discipline of nursing and its relationship to the context of healthcare service delivery and policy issues. The proposed MN program will broaden learners' nursing knowledge by encouraging them to collaborate with scholars from

other disciplines. Upon completion of the program, graduates will contribute to generating and disseminating new knowledge and skills to improve nursing practice, quality of healthcare and patient outcomes and develop strengthened leadership capacity.

- Recognizing and addressing the specific needs of vulnerable populations is essential for promoting health equity and reducing health disparities. Preparing nurses to take on leadership, research, and educational roles that have a special focus on vulnerable populations can ultimately improve health outcomes for these individuals and work towards achieving better health for everyone.
- c) Description of the area of knowledge or professional training not currently available at the University of Regina that the program will initiate or uniquely reconfigure.
- The proposed MN course-based degree is a new program at the U of R and would bring in additional graduate students not currently enrolled in other programs.
  - The proposed MN program will apply to many practice settings and will create opportunities for Registered Nurses (RNs), Registered Psychiatric Nurses (RPNs), and Licensed Practical Nurses (LPNs) with any baccalaureate degree to address current and emerging issues in healthcare and nursing practice. Graduates of the proposed MN program will be equipped to take on expanded roles related to care coordination, team leadership, change management, advocacy, education, and scholarship.
  - Currently, within the FON there are very few opportunities for students to engage in interprofessional education. Students within the MN course-based program may interact, learn, and conduct research with others from Education, Kinesiology and Health Studies, Social Work, Johnson Shoyama Graduate School of Public Policy, and Psychology.
  - Flexible program delivery modes provide increased access for a variety of students from rural, remote, northern, and Indigenous communities, as well as students from local, provincial, national, and international geographical areas. Students can complete their programs through online, blended, and web delivery, as well as on-campus, either as full-time or part-time students.

## 2.2 Program Outcomes

Program outcomes are based on the CASN National Nursing Education Framework (CASN, 2022). Upon completion of the MN degree, graduates will be able to:

- Integrate in-depth knowledge across education, research, practice, communication and collaboration domains, professional autonomy, and leadership. (*CASN Domain 1: Knowledge*).
- Develop advanced knowledge and skills to enhance healthcare quality for vulnerable or marginalized populations or communities. (*CASN Domain 1: Knowledge*).
- Integrate theories and evidence-informed knowledge in leading healthcare teams to design, coordinate, implement, and evaluate the delivery of care. (*CASN Domain 1: Knowledge*).
- Apply in-depth knowledge of advanced research methods to collaborate in research, engage in systematic inquiry/investigation of complex nursing and health problems, knowledge

development, critical appraisal, knowledge translation, and scholarship. (*CASN Domain 2: Research, methodologies, critical inquiry & evidence*).

- Apply knowledge and skills to implement evidence-based interventions and improve health outcomes for vulnerable and/or marginalized populations. (*CASN Domain 1: Knowledge*).
- Generate nursing knowledge through systematic inquiry, knowledge development, translation, and scholarship (*CASN Domain 2: Research, methodologies, critical inquiry & evidence*).
- Demonstrate in-depth knowledge and awareness of complex healthcare systems, policy environments, changing contexts of nursing, and their impact on health outcomes of vulnerable populations in urban, rural, and remote communities. (*CASN Domain 1: Knowledge*).
- Explore interprofessional collaborations to influence change and create better healthcare systems and health outcomes for vulnerable populations in urban, rural, and remote communities. (*CASN Domain 4: Communication and collaboration*).
- Demonstrate leadership skills in promoting the advancement of nursing education and practice. (*CASN Domain 6: Leadership*).

### **3. Detailed Program Description**

#### **3.1 Program Overview**

The MN course-based program will prepare students for advanced practice in focused areas, including:

- clinical nursing practice
- education with skills to improve healthcare delivery and patient outcomes
- strengthened leadership capacity to expand and evaluate nursing practice

Academic content will focus on vulnerable or marginalized populations. A vulnerable population refers to a group of individuals who are at a higher risk of experiencing negative health outcomes or facing challenges due to various factors such as age, socioeconomic status, race/ethnicity, disability, geographic location, sexual orientation, gender identity, or other social determinants of health. These populations often have limited access to resources, face discrimination, and may have unique healthcare needs that are not adequately addressed. Examples of vulnerable populations include children, elderly individuals, low-income communities, racial and ethnic minorities, houseless individuals, individuals with disabilities, and refugees or immigrants.

Graduates of the MN program will be prepared to engage in opportunities, such as leadership roles in healthcare organizations (e.g., coordinator, manager, and director), faculty/clinical education and research roles in university and college, and clinical/community education roles. The MN program will provide solid foundation for students who are interested in progressing to doctoral studies in future.



### 3.2 Courses

The proposed MN course-based program will be comprised of 10 courses (30 credit hours), including four core courses (12 credit hours) plus six elective courses (18 credit hours). In the course-based MN program, 60% of the courses will be nursing courses. The remaining courses (40%) can be filled with non-nursing electives.

**Table 3.2.1 MN course-based Program: Required Nursing Courses (12 Credit Hours):**

Course Name	Course Number	Course Description	Credit Hours	Required	Exists
NURS	700	Theoretical and Philosophical Foundations of Nursing	3	Required	No
NURS	701	Qualitative Research Methods	3	Required	No
NURS	702	Quantitative Research Methods	3	Required	No
NURS	703	Working with vulnerable populations	3	Required	No

**Table 3.2.2 MN course-based Program: Nursing Elective Courses (6 Credit Hours):**

Course Name	Course Number	Course Description	Credit Hours	Required	Exists
NURS	775	Foundations and Theories of Learning	3	Elective	No
NURS	777	Approaches to Learning and Teaching Innovation in Nursing	3	Elective	No
NURS	778	Curriculum Development and Evaluation Process in Nursing	3	Elective	No
NURS	785	Ethical Leadership in Nursing	3	Elective	No
NURS	786	Leading in Rural and Remote Communities	3	Elective	No
NURS	787	Leadership and Managing Change in Healthcare	3	Elective	No
NURS	788	Leadership in Nursing and Health	3	Elective	No
NURS	799	Special Topics AA-ZZ	3	Elective	No
NURS	804	Global Health	3	Elective	Exists

NURS	815	Health Care Ethics	3	Elective	Exists
NURS	820	Patterns of Health and Illness in Older Adults	3	Elective	Exists

**Table 3.2.3 MN course-based Program: Non- Nursing Elective Courses (12 Credits):**

Course Name	Course Number	Course Description	Credit Hours	Required	Exists
EAHR	810	Program Design and Planning	3	Elective	Exists
EC & I	804	Curriculum Development	3	Elective	Exists
EC & I	834	Designing for Online and Blended Learning	3	Elective	Exists
ED	817	Research Methods with Indigenous Peoples	3	Elective	Exists
AGIN	803	End-of-Life Issues for Human Service Workers	3	Elective	Exists
AGIN	816	Aging, Society, and Human Service Work	3	Elective	Exists
JSGS	823	Health Promotion	3	Elective	Exists
JSGS	824	Health Program Planning and Evaluation	3	Elective	Exists
JSGS	826	Human Resources Management in Health Care	3	Elective	Exists
JSGS	829	Decision Making and Leadership in Health Care Organizations	3	Elective	Exists
JSGS	887	Health Informatics and Health Information Technology Master	3	Elective	Exists

### 3.2 MN Curricular Details:

The six domains for Master's level education identified in the Canadian Association of Schools of Nursing (CASN) National Nursing Educational Framework are mapped out against the program courses.

**Table 3.2.1 Relation between MN courses to CASN Domains**

CASN Domains	Courses
<p><b>Knowledge –</b> Advanced knowledge developed at the master's level that builds on and adds further depth and greater complexity to the knowledge learned at the baccalaureate levels</p>	<p><b>Required Courses:</b></p> <ul style="list-style-type: none"> <li>▪ <b>NURS 700:</b> Theoretical/Philosophical Foundations of Nursing (3cr)</li> </ul> <p><b>Elective Courses:</b></p> <ul style="list-style-type: none"> <li>▪ <b>NURS 777:</b> Approaches to Learning and Teaching Innovation in Nursing (3cr)</li> <li>▪ <b>NURS 778:</b> Curriculum Development and Evaluation Process in Nursing (3cr)</li> <li>▪ <b>AGIN 803:</b> End-of-Life Issues for Human Service Workers (3cr)</li> <li>▪ <b>AGIN 816:</b> Aging, Society, and Human Service Work (3cr)</li> <li>▪ <b>JSGS 823:</b> Health Promotion (3cr)</li> </ul>
<p><b>Leadership –</b> This refers to processes of social influence that help others achieve health related goals or improve the health care system (CASN, 2022, p. 7)</p>	<p><b>Elective Course:</b></p> <ul style="list-style-type: none"> <li>▪ <b>NURS 785:</b> Leadership in Nursing (3cr)</li> <li>▪ <b>NURS 787:</b> Leadership and Managing Change in Healthcare (3cr)</li> <li>▪ <b>NURS 788:</b> Leadership in Nursing and health (3cr)</li> <li>▪ <b>JSGS 829:</b> Decision Making and Leadership in Health Care Organizations (3cr)</li> <li>▪ <b>JSGS 824:</b> Health Program Planning and Evaluation (3cr)</li> </ul>
<p><b>Communication and Collaboration –</b> This refers to interactions and relationships between the nurse and individuals; family (biological and chosen); communities and populations; other members of the healthcare team; members in other sectors; and key stakeholders (CASN, 2022, p. 7)</p>	<p><b>Required Courses:</b></p> <ul style="list-style-type: none"> <li>▪ <b>NURS 703:</b> Working with vulnerable populations (3cr)</li> </ul> <p><b>Elective Courses:</b></p> <ul style="list-style-type: none"> <li>▪ <b>NURS 786:</b> Leading in Rural and Remote Communities (3cr)</li> <li>▪ <b>NURS 787:</b> Leadership and Managing Change in Healthcare (3cr)</li> </ul>
<p><b>Professionalism –</b> Refers to accountability, ethics, and values of a nurse (CASN, 2022, p. 7)</p>	<p><b>Elective Courses:</b></p> <ul style="list-style-type: none"> <li>▪ <b>MNUR 815:</b> Health Care Ethics (3cr)</li> </ul>
<p><b>Research, Methodologies, Critical Inquiry and Evidence –</b> The domain includes thinking and inquiry skills and the processes used to appraise, generate, synthesize, translate, and implement knowledge.</p>	<p><b>Required Courses:</b></p> <ul style="list-style-type: none"> <li>▪ <b>NURS 701:</b> Qualitative Research Methods (3cr)</li> <li>▪ <b>NURS702:</b> Quantitative Research Methods (3cr)</li> </ul> <p><b>Elective Courses:</b></p> <ul style="list-style-type: none"> <li>▪ <b>ED 817:</b> Research Methods with Indigenous Peoples (3cr)</li> </ul>

### 3.3 Completion path for MN Course-and Thesis courses/Sequence: Full-Time and Part-time

The proposed MN course-based program will be offered full-time or part-time. The expected completion time is two years, while the maximum completion time permitted by FGSR is six years. Courses will be offered via multiple delivery methods: students can enrol in online, blended and on-campus course sections. Please see Table 3.3.1 for the completion path if a student takes two years to complete their program.

**Table 3.3.1 MN Completion Paths Example full-time completion**

YEAR 1		
Semester	Course (s)	Total Credit Hours
Fall	NURS 700 & Elective	6
Winter	NURS 701 & NURS 702	6
Summer	NURS 703	3
YEAR 2		
Fall	2 Electives	6
Winter	2 Electives	6
Summer	1 Elective	3
		<b>Total 30 Credits</b>

### 3.4 Program Routes

As the Master of Nursing Program has rolling admissions, students can start in any of the three semesters and complete in two years. Graduate Nursing courses will not have pre-requisites, so students can begin their programs by taking any course offered in the given term.

### 3.5 Relation between MN Courses and Program Outcomes

**Table 3.5.1 Relation between MN Courses and Program Outcomes**

Course Number, Title, Description	Outcomes
<p>NURS 700: Theoretical and Philosophical Foundations of Nursing</p> <p>This introductory MN course provides students with the opportunity to explore and critically analyse the philosophical and theoretical foundations of nursing knowledge. Students will examine the evolution of nursing knowledge throughout various key points in the development of the nursing profession and critically review how nursing knowledge is structured, developed, and applied to the work of nurses. Throughout this</p>	<ul style="list-style-type: none"> <li>▪ Generate nursing knowledge through systematic inquiry, knowledge development, translation, and scholarship</li> </ul>

Course Number, Title, Description	Outcomes
course, students will formulate their philosophical views of nursing.	
<p>NURS 701: Qualitative Research Methods</p> <p>The course will provide an overview of qualitative methodology and methods frequently used in nursing and health care research is provided. Topics include but are not limited to, an in-depth examination of action research, ethnography, grounded theory, hermeneutics phenomenology, and narrative. Students will be provided with an opportunity to develop research questions, data collection techniques, and data analysis.</p>	<ul style="list-style-type: none"> <li>▪ Generate nursing knowledge through systematic inquiry, knowledge development, translation, and scholarship</li> <li>▪ Integrate in-depth knowledge across domains of education, research, practice, communication and collaboration, professional autonomy, and leadership</li> <li>▪ Apply in-depth knowledge of advanced research methods to collaborate in research, engage in systematic inquiry/investigation of complex nursing and health problems, knowledge development, critical appraisal, knowledge translation, and scholars</li> </ul>
<p>NURS 702: Quantitative Research Methods</p> <p>This course aims to develop the student's ability to critique and use existing quantitative research and to conduct original quantitative research. The research process will be examined with respect to the philosophical underpinnings of quantitative research; research ethics; developing research problems, questions, and hypotheses; writing literature reviews; using conceptual/theoretical frameworks; using experimental, quasi-experimental, and non-experimental designs; sampling; measurement; collecting and analyzing data; and interpreting results.</p>	<ul style="list-style-type: none"> <li>▪ Generate nursing knowledge development through systematic inquiry, knowledge development, translation, and scholarship</li> <li>▪ Integrate in-depth knowledge across domains of education, research, practice, communication and collaboration, professional autonomy, and leadership</li> <li>▪ Incorporate in-depth knowledge of advanced research methods to collaborate in research, engage in systematic inquiry/investigation of complex nursing and health problems, knowledge development, critical appraisal, knowledge translation, and scholars</li> </ul>
<p>NURS 703: Working with vulnerable populations</p> <p>The course will focus on health issues of vulnerable populations. The students will examine and analyze theories, concepts, research, and nursing practice knowledge regarding vulnerable populations [those systematically pushed away from economic, social, political, and cultural participation and power]. Students will be challenged to develop a deeper understanding of vulnerable populations' unique health challenges and experiences.</p>	<ul style="list-style-type: none"> <li>▪ Incorporate in-depth knowledge and awareness of complex healthcare systems, policy environments, changing contexts of nursing, and their impact on health outcomes of vulnerable populations in urban, rural, and remote communities</li> <li>▪ Explore interprofessional collaborations to influence change and create better healthcare systems and health outcomes for vulnerable populations in urban, rural, and remote communities</li> </ul>

Course Number, Title, Description	Outcomes
<p>NURS 775: Foundations and Theories of Learning</p> <p>This course will examine the fundamental theories of learning and development and the role of psychological and educational theory in the design of curriculum, conduct of teaching, and assessment of learning.</p>	<ul style="list-style-type: none"> <li>▪ Integrate in-depth knowledge across domains of education, research, practice, communication and collaboration, professional autonomy, and leadership</li> </ul>
<p>NURS 778: Curriculum Development and Evaluation Process in Nursing</p> <p>This course focuses on developing the knowledge and skills of nurse educators in applying principles of curriculum development, evaluation, and related processes in nursing education.</p>	<ul style="list-style-type: none"> <li>▪ Generate nursing knowledge development through systematic inquiry, knowledge development, translation, and scholarship</li> </ul>
<p>NURS 785: Leadership in Nursing</p> <p>This course facilitates the critical analysis of leadership concepts, functions, and skills in the nursing role. Ongoing integration of theoretical and research principles are stressed.</p>	<ul style="list-style-type: none"> <li>▪ Demonstrate leadership skills in promoting the advancement of nursing education and practice</li> <li>▪ Integrate in-depth knowledge across domains of education, research, practice, communication and collaboration, professional autonomy, and leadership</li> </ul>
<p>NURS 786: Leading in Rural and Remote Communities</p> <p>The course will focus on health issues of rural and remote communities. The students will examine and analyze theories, concepts, research, and nursing practice knowledge. Students will be challenged to develop a deeper understanding of rural and remote communities' unique health challenges and experiences and the key issues related to applying the principles of primary healthcare and interprofessional practice in rural and remote populations.</p>	<ul style="list-style-type: none"> <li>▪ Demonstrate in-depth knowledge and awareness of complex healthcare systems, policy environments, changing contexts of nursing, and their impact on health outcomes of vulnerable populations in urban, rural, and remote communities</li> <li>▪ Engage in interprofessional collaborations to influence change and create better healthcare systems and health outcomes for vulnerable populations in urban, rural, and remote communities</li> </ul>
<p>NURS 787: Leadership and Managing Change in Healthcare</p> <p>This course will examine how to lead change within the health care system. Students will explore change management theories and the practical applications of the theories in the context of current health care challenges.</p>	<ul style="list-style-type: none"> <li>▪ Demonstrate leadership skills in promoting the advancement of nursing education and practice</li> <li>▪ Integrate in-depth knowledge across domains of education, research, practice, communication and collaboration, professional autonomy, and leadership</li> </ul>

Course Number, Title, Description	Outcomes
<p>NURS 788: Leadership in Nursing and Health</p> <p>In this course, students will develop an in-depth theoretical and experiential understanding of leadership in health care. Students will critically analyze and apply various theories, models, concepts, competencies, and leadership frameworks. Students will participate in an organizational assessment of nursing leadership in various health care settings to formulate an understanding of contemporary nursing leadership. Finally, students will examine their personal leadership attributes.</p>	<ul style="list-style-type: none"> <li>▪ Integrate theories and evidence-informed knowledge in leading healthcare teams to design, coordinate, implement and evaluate the delivery of care</li> </ul>

### 3.6 Comparable Programs at the University of Regina

There are two reasons for adding the Master of Nursing to the graduate programs complement at the University: to emphasize nursing healthcare for vulnerable populations and to introduce a focus on non-clinical nursing in graduate education.

The Master of Nursing will focus on vulnerable populations, enabling graduates to provide additional skills in healthcare to enhance the quality of life for these communities. The Master of Nursing will be the only U of R program to provide such a focus.

Leadership and education are taught in other faculties or academic units at the U of R. For example, the Faculty of Education offers a Master of Education in Adult Education and Human Resource Development degree; the Kenneth Levene Graduate School of Business offers a Master of Administration in Leadership, and, the Johnson Shoyama Graduate School of Public Policy offers a Master of Health Administration. However, these programs do not have the nursing focus required for nursing leaders and researchers, which has led to a knowledge gap.

### 3.7 Comparable Programs at Other Institutions

The main distinguishing feature of the proposed U of R MN program from other MN programs in Western Canadian universities is the focus on vulnerable populations.

As indicated in table 6.7.1, the proposed MN course-based program is similar to and different from the other comparable programs in three significant ways: 1) program name; 2) duration of the program; 3) the delivery modality; 4) practicum requirement; 5) Capstone requirement; and, 6) in providing cohort-based learning.

**Program Names:** As at many other western Canadian universities: University of Alberta (U of A); University of Manitoba (U of M); University of Saskatchewan (U of S); University of Lethbridge (U of L); and the University of Victoria (UVIC), the name of the U of R proposed program is Master of Nursing, MN.

In contrast, at the University of British Columbia (UBC), and Trinity Western University (TWU), the course-based Master's programs are referred to as Master of Science in Nursing, MSN. At the University of Calgary (U of C), the program is titled Master of Nursing: course-based, MNCB, and at Athabasca University (AU), the program is named Master of Nursing-Generalist, MN-GEN.

**Duration of the Programs:** Similar to most of the Nursing Master's degree programs in Western Canada, the duration of the proposed U of R MN program for full-time studies is two years, with a maximum completion length of 6 years part-time. In contrast, at the U of S, the maximum completion time for part-time MN studies is three years and 3 to 4 years at UVIC.

**Course Delivery Modalities:** Similar to most of the MN programs offered in western Canadian universities, courses in the proposed U of R MN program will be offered using multiple delivery methods: online, blended, and on-campus. In contrast, the MN at UBC is offered in person, and at Trinity Western University, one of the courses (NURS 550 Health Care Policy) includes a 1-week online or in-person residency in Ottawa.

**Practicum Requirement:** The other difference is the practicum requirement. While the proposed MN at the U of R does not require practicum experience, some MN programs, U of C, UBC, and UVIC, have a practicum requirement. For example, one of the courses in the education focus stream at UBC, N530 Advanced Practice in Nursing, includes a mini-practicum experience, as does UVIC's NUED 573 Nurse Educator Practice 1, and the U of C's NURS 668, Specialized Practice Demonstration: Healthcare Grand Challenge.

**Capstone Project:** In contrast to the proposed U of R MN program, students in several MN or MSN programs in western Canadian universities are required to complete a capstone project (U of M, UBC, TWU, and the U of C). Other western Canadian universities do not have a capstone project requirement.

**Cohort-based delivery program:** At Trinity Western University, students are to complete a cohort-based Knowledge Translation project. The MNCB program is offered as part of a Laddered Certificate Pathway at U of C. Admission to the program requires completion of the Advanced Nursing Practice I and II Graduate Certificates, which are offered as a cohort-based, one-year, part-time program. With no cohort requirement, the U of R program provides entry for students in any term of the year and rapid completion if desired.



## **4. Admission Information**

### **4.1 Target Students**

The proposed Master's program is designed to accommodate the schedules and learning needs of working professionals and a diverse workforce through a blended online/face-to-face or HyFlex program design. This curricular format will allow students from across Saskatchewan, Canada, and internationally to participate in graduate nursing education at the University of Regina.

Registered Nurses, Registered Psychiatric Nurses, and Licensed Practical Nurses with any baccalaureate degree are the targeted applicants. Priority will be accorded to Saskatchewan-based applicants, with all other applicants being given consideration.

### **4.2 Admission Requirements**

- Applicants must satisfy the admission requirements of the Faculty of Graduate Studies & Research
- Must be a Registered Nurse, Registered Psychiatric Nurse, and/or a Licensed Practical Nurse with any baccalaureate degree

### **4.3 Application Deadline**

By implementing a rolling application process, applicants can complete their applications anytime throughout the year. Applications will be processed as they are received. Once the applicant is accepted into their program, they may begin to take courses the following semester.

### **4.4 Program Intake Terms**

Program intake terms (check all that apply)

Fall

Winter

Spring

## **5. Professional Accreditation Requirements**

### **5.1 Accreditation Bodies**

Although program approval is needed for entry to practice programs within Saskatchewan, the course-based MN does not provide preparation for entry to practice.

### **5.2 Accreditation Standards**

Not applicable.

## 6. Program Rationale

Master's programs foster research and evidence-informed solutions to advance best practices and optimize client and health-system outcomes for Canadians (CASN/CNA, 2009). Masters-prepared nurses can articulate an advanced nursing perspective, lead teams and communicate to a wide range of audiences related to healthcare delivery. They are prepared to address complex issues in advanced nursing roles, demonstrating initiative, professional responsibility, and accountability (CASN, 2015).

The proposed course-based Master of Nursing will prepare Registered Nurses (RNs), Registered Psychiatric Nurses (RPNs), and License Practical Nurses (LPNs) with any baccalaureate degree for advanced nursing roles and the integration of knowledge, skills and abilities for nursing scholarship (CASN, 2016). The MN programs will provide opportunities for students to engage in research in an area of their interest and for those wanting to pursue doctoral studies.

The current and emerging trends in healthcare delivery, nursing practice, and the healthcare workforce need to emphasize the need for nursing as a profession to look to the future and anticipate the healthcare needs that nurses must be prepared to address. For example, with the increased prevalence of vulnerable populations (e.g., Indigenous communities, rural and remote communities, aging populations, people who experience houselessness, and recent immigrants/refugees), the proposed MN program will prepare graduates to develop and evaluate evidence-informed and strength-based approaches that will engage vulnerable populations in their care; improve the accessibility and quality of healthcare services; and improve equity and health outcomes. This aligns with one of CASN's research priorities for nursing, "Indigenous and vulnerable and/or equity - seeking communities" (CASN, 2018, p. 6) and CASN's mission, "to lead nursing education and scholarship in the interest of a healthier Canada (CASN, 2018, p. 2).

Educational institutions need qualified faculty to meet growing student demand. According to the Canadian Association of Schools of Nursing (CASN, 2021), the current supply of Registered Nurses (RNs) faculty members is a significant factor affecting the capacity of nursing programs to educate nurses. "This is influenced by retirement of existing faculty, the inflow of newly prepared faculty, and variables such as the ability to attract and retain qualified faculty" (p.15). Additionally, many Masters and Doctoral nursing graduates enter faculty roles with little preparation for teaching.

Additionally, there is a need in Canada and globally for the continued supply of health human resources. Against a background of extreme ongoing health and economic inequalities (CASN, 2010), a report by Bourgeault et al. (n.d.) on the current situation of health human resources in Canada describes the current landscape as still characterized by complex distortions of supply, distribution, and mix of health workforce coupled with additional concerns about mobility and productivity. As such, this report has recommended that along with measures of supply, mix, distribution, and changing population demographics, Canada must take into account the diversity in working patterns of male and female healthcare professionals (Bourgeault et al., n.d., p. 24). In addition, through the use of appropriate planning tools, management practices and policy levers, health systems can align the available health workforce to the needs of the populations they serve while increasing efficiency, efficacy, and equity (Bourgeault et al. n.d., p. 24).

## 6.1 Need for Program

The proposed Master of Nursing program will provide nurses with an opportunity to advance their education and skills to fill needed roles in the healthcare system. Graduate programs in nursing prepare nurses to fulfill advanced professional nursing roles, which require advanced integrative knowledge competencies, skills, and abilities for nursing scholarship (CASN, 2016, p. 1). Nurses prepared at a graduate level are required in diverse settings, including education roles in academic and clinical settings, leadership and management roles, as well as emerging roles in healthcare organizations as the healthcare system adapts to labour shortages, inadequate primary healthcare support and increasingly diverse patients within the province of Saskatchewan. Specific areas of study will include advancing nursing knowledge in educator, advocate, leadership, coordination, collaborator, communication, and professionalism.

There continue to be challenges to addressing the critical need for graduate nurses available to work within the province of Saskatchewan. There is limited graduate program diversity and opportunity for advanced study in Nursing currently within Saskatchewan. Saskatchewan has only one thesis-based MN program and one PhD (Nursing) program. More Nursing graduate programs at the University of Regina will provide expanded opportunities for research and teaching. More opportunities will exist for Saskatchewan nurses who wish to achieve advanced nursing credentials while remaining in the province to make a positive difference in the health of the people of Saskatchewan and beyond.

To gather evidence of program need, surveys were conducted of external stakeholders (e.g., prospective students, potential employers of graduates of the program, accrediting bodies, and funders such as the Ministry of Advanced Education) to get their input and opinions on the program. Additionally, consultations were held with internal stakeholders, such as FGSR and the Faculty of Nursing, to ensure the proposed program will be eligible for student loans, funding, or financial aid and awards.

**Student Survey.** A survey of current students, applicants, students who withdrew from and graduates from the Collaborative Nurse Practitioner Program, and the Saskatchewan Collaborative Bachelor of Science in Nursing (SCBScN) was distributed to document interest in the proposed programs and assist in determining estimated enrollment numbers. Data was collected anonymously through January 2023 using the Qualtrics Survey tool. Of the 1541 surveys distributed, 84 persons responded for a response rate of 19%. 66% of these responses were positive towards and expressed interest in the proposed programs. There appears to be the greatest interest in the course-based Master's and PhD program, as well as options to complete the programs as part-time students, affordable tuition, rapid completion options, and online or blended course delivery modalities. Please refer to Appendix 12.3.3 for the Needs Assessment Report - Student Survey.

**Employers Survey.** The survey was also sent out to 50 prospective employers in Saskatchewan; 32 employers responded with a response rate of 60%. The employer survey closed on February 1, 2023. Overall, 76.92% of the respondents indicated that there is a need for graduate-prepared nurses in their organizations. The graduate credential of greatest interest among the respondents were: 30.8% Master

of Nursing course-based program (30.8%), Graduate Certificate of Leadership (23.08%), and PhD in Nursing (15.38%).

With regard to the main knowledge or skills gaps among new hires, 25.64% of the respondents identified 'Team leadership' and 'Change management' as the most significant. If vacant positions occur in their organizations, 61.54% of the respondents indicated that they would likely prioritize applicants who have completed graduate programs in Nursing: preference for Master of Nursing (43.75%) and Graduate Certificates, with plans to complete further graduate education (37.50%). Table 6.1.3 shows these results.

Regarding funding for a current employee to complete one or more of these programs, 30.77% indicated they would provide funding, 38.46% indicated they would not, and 30.77% were unsure. 46.15% of respondents said that applicants who complete one or more of these programs would have an excellent chance of finding employment in their sector, and 30.77% indicated applicants would have an advantage in finding employment in this sector over otherwise similarly-qualified applicants who have not completed graduate education. Please refer to Appendix 12.3.2 for the employer survey results.

**Table 6.1.3 Employer Hiring priority**

	<b>Answer</b>	<b>%</b>	<b>Count</b>
Graduate Certificate (three graduate courses), with no plans to complete further graduate education		0.00%	0
Graduate Certificate, with plans to complete further graduate education		37.50%	6
Master of Nursing		43.75%	7
Ph.D. of Nursing		12.50%	2
Other		6.25%	1
Not sure		0.00%	0
Total		100%	16

## 6.2 Alignment with the Strategic Direction of the University

The proposed expanded graduate programs in Nursing at the U of R align with the University's strategic plan (2022-2025) *kahkiyaw kiwâhkômâkaninawak* (All Our Relations) call to enhance: "student success, improve teaching quality and enhance flexible learning options" (Discovery/Student Success).

The proposed program also aligns with one of the areas addressed in the Faculty of Nursing Strategic Plan 2021–2026-*Discovery Encouraging New Discoverers*, which proposes "establishment of graduate-level programs" to further augment graduate programming at the University of Regina (p. 3) (Faculty of Nursing, 2021, June 7, <https://www.uregina.ca/strategic-plan/assets/docs/pdf/nursing-strategic-plan-2021-2026.pdf>).

- Through discovery, our Strategic Plan builds on the strengths of these programs by actively supporting faculty and student recruitment and retention. When the Nursing Graduate programs are fully implemented, we anticipate a 7-10% increase in the overall nursing student body. By using an inclusive approach to admission criteria, there will also be greater opportunities for intraprofessional learning from the entire discipline of nursing (Registered Nurses, Registered Psychiatric Nurses, Nurse Practitioners, Licensed Practical Nurses with any baccalaureate degree, and Registered Practical Nurses). This will foster the creation of an environment that values and supports diverse ways of being and knowing, supported by the University's commitment to equality, diversity, and inclusion (EDI).
- Creating a diverse learning environment is not just about a diversity of culture; it's also about encouraging a diversity of people's lived experiences, such as people with differing nursing roles, gender and sexually diverse individuals, persons with disabilities, Indigenous people, and visible minorities - people who bring different knowledge systems to research and their studies.
- Increasing the diversity of graduate students by attracting Saskatchewan rural, remote, northern and Indigenous students, as well as out-of-province and international students, aligns with the University's commitment to equality, diversity, and inclusion.

The MN program will also remove barriers to discovery by solving problems through intensive partnerships with government, industry, and community. This will create opportunities to move our commitment to discovery towards viability, commercialization, and job creation within Saskatchewan. In the U of R's role in advancing Saskatchewan, it is essential that the U of R's program be accessible for students - whether they wish to study in their home communities throughout Saskatchewan, on our main or satellite campuses, or from a country thousands of miles away. The MN program will provide tailored education that enhances flexible learning and distance learning options to meet students' needs better, and by working with communities, we will discover solutions to local nursing challenges and issues. The courses in the MN program that will be transferable to other nursing programs (MN thesis-based and the Ph.D. in Nursing) will also positively impact achieving the University of Regina's strategic goals.

The MN course-based program will contribute to the University of Regina's Strategic plan in the following ways:

- Increase enrollment of graduate students overall for the University of Regina
- Attract alumni into our graduate programming instead of their enrolling at other universities for graduate Nursing degrees
- Increase the diversity of graduate students by attracting Saskatchewan rural, remote, northern and Indigenous students and out-of-province and international students
- Provide a sustainable source of funding for Nursing graduate programs

The proposed programs also align with the University's strategic plan for retention and recruitment by providing pathways and transferability to other programs (PhD in Nursing).

Prospective students to the MN program are, or aspire to be, case managers, unit managers, care coordinators, program managers, site directors, and educators. As students in the MN program, learners will be supported to advance their critical reasoning skills, engage in ethical reasoning to better understand their worlds and the worlds of others, and actively contribute to the betterment of society - including their work environments. MN Nursing graduate students will pave the way for academic success for future U of R students.

Graduates will gain and apply their learnings in complexity science, intersectionality, leadership, evaluation, and advanced communication skills. Graduates will be leaders within the health system across Saskatchewan and improve healthcare systems within Saskatchewan communities in Saskatchewan, throughout Canada, and worldwide.

As the proposed MN program competencies include the generation of research that has an impact, it is anticipated that graduates will have an impact on the health of the people of Saskatchewan by creating and using evidence informed practice. In addition, concerted efforts will be made to recruit Indigenous and other minority students to the proposed program.

### **6.3 Contribution to the Reputation of the University**

For decades, the University has been building a solid reputation for providing high-quality, career-focused educational opportunities to bolster student success. In doing so, the University of Regina has become one of the biggest economic drivers in the City of Regina and southern Saskatchewan. In addition to directly supporting the Saskatchewan economy, the MN program exemplifies the University of Regina's commitment to leadership in engaging learners across their life- and career spans and curating education to meet individual and provincial workforce needs. The knowledge and skills offered through the proposed MN program support the up-skilling and re-skilling needs of our communities of learners working within the healthcare sector. The Master of Nursing course-based program can be delivered remotely and speak to a broad student base, such as people in mid-career who want to upgrade their skills or change careers or newcomers to Canada. Creating the Master of Nursing is a vital opportunity for the U of R to strengthen its role as an economic driver in Saskatchewan, helping to build a better quality of life for families and communities.

### **6.4 Alignment with the Strategic Direction of the Academic Unit**

The Faculty of Nursing has four key strategic areas of focus that work in conjunction with the interconnected goals of the U of R's 2020-2025 Strategic Plan *kahkiyaw kiwâhkomâkâninawak - All Our Relations* and supports a strong sense of mutuality and interdependence to help guide us in our quest to live in a world that values empowered citizens, generates high-impact research, and embraces Canada's diversity.

### Faculty of Nursing Areas of Focus

- Value the connectedness between the environment, the person, health, and nursing
- Generate curiosity to investigate influential questions
- Engage in and develop reciprocal relations
- Dismantle oppression, racism and hate

The metaparadigm of nursing (environment, person, health, and nursing) is taught in various types of nursing programs, including general nursing programs (RN entry to practice), practical nursing programs (LPN entry to practice), and psychiatric nursing programs (RPN entry to practice). The MN program continues to build learner knowledge about the utility of this paradigm. The lived intraprofessional experiences of the learners will provide opportunities to develop the discipline of nursing and further develop reciprocal relations with other nursing professionals. Although the MN program is course-based, they will be scaffolded to allow opportunities for learners to bridge into a thesis-based Master of Nursing or a PhD in Nursing. This will provide opportunities for students to actively engage with research faculty investigating wicked and challenging nursing questions. We envision all regulated nurses (Canadian and International) with an undergraduate degree as learners within the MN. In the currently existing undergraduate and graduate programming, the Faculty of Nursing has minimal opportunity to provide education to international students. By recognizing the contributions of all the “nursing family” to the sustainability of the healthcare sector, there are opportunities to dismantle the current barriers between RNs, LPNs, and RPNs within Saskatchewan and beyond.

### 6.5 Employment Outlook

Over the last two decades, there has been a global shortage of nurses in practice and academia, directly impacting the quality and safety of patient care (Institute of Medicine, 2011). The World Health Organization (WHO) projects that there will be a global shortage of 18 million healthcare workers by 2030 (WHO, 2020).

It is well documented that while baccalaureate nursing education programs are vital for preparing generalist nurses for entry to practice (Canadian Association of Schools of Nursing [(CASN), 2015; CASN, 2016; International Council of Nurses (ICN), 2016] Master’s-level nursing education programs prepare Registered Nurses for advanced professional nursing roles and the integration of knowledge, skills, and abilities for nursing scholarship. The Canadian healthcare system benefits when the voices of nurses in advanced roles are added to the interdisciplinary discourse on healthcare. Within graduate programs, an emphasis is placed on developing the ability to analyze, critique, and use research and theory to further nursing practice. Provision is also made for the examination of current issues in healthcare and the ethical values that influence decision-making.

Graduate nursing education ensures a sufficient supply of nurse educators, policymakers, and administrators to sustain the delivery of high-quality health services and nursing education. Moreover, Master’s and Doctoral programs foster research and evidence-informed solutions to advance best practices and optimize client and health-system outcomes for Canadians (CNA, 2009).

The proposed MN program will create opportunities for students to develop advanced knowledge to address current and emerging healthcare and nursing practice issues. The proposed graduate program will be applicable to many practice settings and will create opportunities for Registered Nurses (RNs), Registered Psychiatric Nurses (RPNs), and Licensed Practical Nurses (LPNs) with any baccalaureate degree to address current and emerging issues in healthcare and nursing practice. Graduates of the proposed MN program will be equipped to take on expanded roles related to care coordination, team leadership, advocacy, education, and scholarship.

### **6.6 Enrolment Trends in similar programs at other institutions**

There are currently 489 students enrolled in PhD nursing programs in Canada, at least 110 of which are current faculty members. The potential future supply of new faculty from current PhD enrolment in Canada is 379 (CASN, 2021, p.21).

When examined in relation to the numbers of current enrolments in graduate programs, the data indicates an imminent shortage of qualified faculty if current entry-to-practice enrolments are maintained (CASN, 2021). In 2021, schools could not fill 40 full-time positions, representing a 1.6% vacancy rate, and they projected a need to hire 225 full-time faculty (CASN, 2021, p.17). The demand for nurse educators/faculty has exceeded the supply, and currently, there are not enough qualified nurse academics to educate the next generation of nurses (Gazza, 2019). By increasing enrollment capacity in U of R graduate Nursing programs, our four programs (Phases I and II) will significantly increase enrolment trends in the country (GCNE, GCNL, MN course-based, MN thesis-based, PhD in Nursing).

### **6.7 Comparable Programs**

Table 6.7.1 shows program descriptions of the MN programs at the following universities and notes similarities to, and differences from the U of R course-based Master program.

- University of Alberta (U of A)
- University of Manitoba (U of M)
- University of Saskatchewan (U of S)
- University of Lethbridge (U of L)
- Trinity Western University (TWU)
- University of Victoria (UVIC)



**Table 6.7.1 U of R MN - Comparison with Western Canadian Universities MN Programs**

Institution	Program Name	Program Elements
University of Regina	<p>Master of Nursing Course-Based (MN)</p> <p>The program is Focused primarily on vulnerable population</p> <p>Program areas of focus/ options</p> <ul style="list-style-type: none"> <li>▪ Education</li> <li>▪ Leadership</li> </ul>	<p>Duration. Full-time, two years. Part-time: maximum completion time is six years.</p> <p>Course delivery model. Online blended and on-campus course sections.</p> <p>Courses. Students complete a total of 30 credits, comprising four core courses (12 credits) plus six electives (18 credits).</p> <ul style="list-style-type: none"> <li>▪ The following four core courses (12 credits) must be completed during the first two terms of the program <ul style="list-style-type: none"> <li>▪ NURS 700: Theoretical/Philosophical Foundations of Nursing (3cr)</li> <li>▪ NURS 701: Qualitative Research Methods (3cr)</li> <li>▪ NURS 702: Quantitative Research Methods (3cr)</li> <li>▪ NURS 703: Working with vulnerable populations (3cr)</li> </ul> </li> </ul> <p>In addition to core courses, students will complete an additional 18 credit hours of electives from their area of focus (e.g., education or leadership)</p> <p>The course-based MN will require 60% of courses to be nursing courses, and 40% of other requirements can be fulfilled with non-nursing electives.</p>
University of British Columbia	<p>Masters of Science in Nursing (MSN)</p> <p>Program areas of focus/options</p> <ul style="list-style-type: none"> <li>▪ Education</li> <li>▪ Leadership</li> </ul>	<p>Duration. Minimum time to completion is 1.33 years. Maximum time is 6.00 years, with an average of 3.51 years of study.</p> <p>Course delivery model. In person at UBC Vancouver.</p> <p>Courses. Students complete a total of 30 credits, comprising four core courses, focus, and elective courses and a 3-credit research Scholarly Practice Advancement Research project (NURS 595 – SPAR Project).</p> <p>All MSN students take the same four core courses during the first two terms of the program.</p> <ul style="list-style-type: none"> <li>▪ N504 (Research and Evidence-Based Practice)</li> <li>▪ N511 (Theoretical Foundations of Nursing Practice)</li> <li>▪ N502 (The Ethics and Politics of Nursing)</li> <li>▪ N552 (Methods in Nursing Science with a statistics)</li> </ul> <p>•After completing the four core courses during the first two terms of the program, students are encouraged to choose an education, leadership or thesis focus. refresher module).</p> <p>Education foci courses:</p> <ul style="list-style-type: none"> <li>▪ N540 (Educational Processes in Nursing)</li> <li>▪ N541 (Clinical Nursing Education)</li> <li>▪ N530 (Advanced Practice in Nursing), which includes a mini-practicum experience</li> </ul> <p>Leadership foci courses:</p> <ul style="list-style-type: none"> <li>▪ N512 Leadership in Nursing and Health)</li> <li>▪ N520 (Administrative Leadership in Nursing)</li> <li>▪ N577A (Graduate Practicum in Nursing - Advanced Practice Nursing and the Role of the Administrator)</li> </ul>

		<ul style="list-style-type: none"> <li>▪ N577A is a 12-week experiential learning practicum with a nurse leader in one of the nursing domains: practice, policy, education, research, and ethics.</li> </ul> <p><a href="https://www.grad.ubc.ca/prospective-students/graduate-degree-programs/master-of-science-nursing">https://www.grad.ubc.ca/prospective-students/graduate-degree-programs/master-of-science-nursing</a></p>
<b>Similarity to/differences from the U of R MN course-based program</b>		<p>Differences</p> <ul style="list-style-type: none"> <li>▪ No need for entirely onsite delivery</li> <li>▪ No project</li> </ul>
University of Victoria	<p>Master of Nursing</p> <p>Program focus areas/options</p> <ul style="list-style-type: none"> <li>▪ Nurse Educator</li> <li>▪ Advanced Practice Leadership</li> </ul>	<p>Duration. 2 years full-time, 3-4 years part-time.</p> <p>Course delivery model. Online/Web-based: Mandatory onsite at the start of the program.</p> <p>Courses. General courses taken by all streams. One required practicum, option for second.</p> <p>Course sequencing for either full-time (2 courses per semester over two years) or part-time (1 course per semester over four years).</p> <p>Students complete five core courses, three foci courses and three electives (one of which may be a practice course)</p> <p>General courses</p> <ul style="list-style-type: none"> <li>▪ NURS520 - Philosophy for Advanced Practice Nursing (1.5)</li> <li>▪ NURS521 - Advanced Practice Nursing and Professional Identity (1.5)</li> <li>▪ NURS522 - Nursing Ethics for Health System Transformation (1.5)</li> <li>▪ NURS524 - Evidence for Advanced Practice Nursing (1.5)</li> <li>▪ NURS525 - Disciplinary Research for Advanced Practice Nursing (1.5)</li> </ul> <p>Nurse Educator focus:</p> <ul style="list-style-type: none"> <li>▪ NUED570 - Engaging with Pedagogy in Nursing Education (1.5)</li> <li>▪ NUED573 - Nurse Educator Practice I (1.5)</li> <li>▪ NURS596 - Nursing Scholarship Integration and Dissemination (1.5)</li> </ul> <p>Advanced Practice Leadership:</p> <ul style="list-style-type: none"> <li>▪ NURA516 - Advancing Nursing Practice (1.5)</li> <li>▪ NURA517 - Leading in Practice Settings (1.5)</li> <li>▪ NURS596 - Nursing Scholarship Integration and Dissemination (1.5)</li> </ul> <p><a href="https://www.uvic.ca/hsd/nursing/graduate/program/index.php">https://www.uvic.ca/hsd/nursing/graduate/program/index.php</a></p>
<b>Similarity to/differences from the U of R MN course-based program</b>		<p>Differences</p> <ul style="list-style-type: none"> <li>▪ No practicum</li> <li>▪ No course sequencing necessary</li> </ul>
Trinity Western University (BC)	<p>Master of Science in Nursing (MSN)</p> <p>Program focus areas/options</p> <ul style="list-style-type: none"> <li>▪ Nursing Education</li> <li>▪ Nursing Leadership</li> </ul>	<p>Duration. Not known.</p> <p>Course delivery model. Either 100% online or blended learning.</p> <p>Courses.</p> <p>Core courses – 19 credit hrs</p> <ul style="list-style-type: none"> <li>▪ NURS 510 Foundations of Nursing Knowledge (3)</li> <li>▪ NURS 520 Knowledge Synthesis (3)</li> <li>▪ NURS 530 Nursing Inquiry I (Qualitative) (3)</li> <li>▪ NURS 540 Nursing Inquiry II (Quantitative) (4)</li> <li>▪ NURS 550 Health Care Policy (<i>includes a 1-week online or person residency in Ottawa</i>) (3)</li> <li>▪ NURS 633 Health Care Ethics and Decision Making (3)</li> </ul>

		<p>Nursing Education: (6 credit hours)</p> <ul style="list-style-type: none"> <li>▪ NURS 611 Perceptions on Nursing Education</li> <li>▪ NURS 612 Learning. Teaching in Nursing Education</li> </ul> <p>Nursing Leadership: (6)</p> <ul style="list-style-type: none"> <li>▪ NURS 621 Perspectives on Nursing Leadership(3)</li> <li>▪ NURS 622 The Skills of Nursing Leadership(3)</li> <li>▪ NURS 631 Advanced Nursing Practice is taken as one elective in addition to one of the Leadership Electives (6)</li> </ul> <p>Course-Based Project:</p> <ul style="list-style-type: none"> <li>▪ NURS 692 Knowledge Translation I (3)</li> <li>▪ NURS 693 Knowledge Translation II (3)</li> </ul> <p>Total 31 semester hours Core and Elective courses (except Directed Studies) are offered once per academic year. For Capstone course, a THESIS on a topic of interest OR a NON-THESIS, cohort-based Knowledge Translation (KT) project, relevant to clinical practice. <a href="https://www.twu.ca/academics/school-nursing/master-science-nursing-msn">https://www.twu.ca/academics/school-nursing/master-science-nursing-msn</a></p>
<b>Similarity to/differences from the U of R MN course-based program</b>		<p>Similarities</p> <ul style="list-style-type: none"> <li>▪ Delivery models as at other universities</li> <li>▪ Core courses</li> </ul>
University of Alberta	<p>Master of Nursing (MN)</p> <p>Program focus areas/options</p> <ul style="list-style-type: none"> <li>▪ Education</li> <li>▪ Leadership</li> </ul>	<p>Duration. Full-time for two years; Part-time for six years.</p> <p>Course delivery model. Blended.</p> <p>Courses. Total of 36 credit hours. Core courses -3 credits each</p> <ul style="list-style-type: none"> <li>▪ NURS 595 Foundations of scholarship/critical thought</li> <li>▪ NURS 596 Research foundations (NURS 597 Understanding complex systems</li> <li>▪ NURS 598 Translating knowledge</li> <li>▪ NURS 599 Philosophy and ethics in nursing inquiry (*not required for Advanced Clinical NP-focus)</li> </ul> <p>Education focus (3cr each)</p> <ul style="list-style-type: none"> <li>▪ NURS 558 Perspectives on Nursing Pedagogy</li> <li>▪ NURS 559 Approaches to Learning and Teaching Innovation in Nursing</li> </ul> <p>Leadership focus (3 cr each)</p> <ul style="list-style-type: none"> <li>▪ NURS 568 Advanced Nursing Leadership in Health Systems</li> <li>▪ NURS 569 Nursing Power and Policy in Health Care Leadership</li> </ul> <p>Final capstone project (course-based) - a guided scholarly project that is congruent with the student's advanced focus area (education, leadership, clinical-NP).</p> <p><a href="https://www.ualberta.ca/nursing/programs/graduate-programs-and-admissions/master-of-nursing-program/program-description.html">https://www.ualberta.ca/nursing/programs/graduate-programs-and-admissions/master-of-nursing-program/program-description.html</a></p>
<b>Similarity to/differences from the U of R MN course-based program</b>		<p>Similarities</p> <ul style="list-style-type: none"> <li>▪ Delivery models as at other universities</li> <li>▪ Core courses</li> </ul>

<p>University of Calgary</p>	<p>Master of Nursing: Course-based (MNCB)</p> <p>Program focus areas/options</p> <ul style="list-style-type: none"> <li>▪ Leadership for Health System Transformation</li> <li>▪ Innovations in Teaching and Learning</li> <li>▪ Contemporary Topics in Aging <ul style="list-style-type: none"> <li>▪ Addiction and Mental Health</li> <li>▪ Healthcare Innovation and Design</li> <li>▪ Oncology</li> <li>▪ Palliative and End of Life Care</li> </ul> </li> </ul>	<p>Duration. students have a total of six years to complete the program.</p> <p>Course delivery model. Online.</p> <p>This program is available as part of a Laddered Certificate Pathway. Admission to the program requires completion of the <a href="#">Advanced Nursing Practice I and II Graduate Certificates</a>.</p> <p>Required Courses.</p> <p>Graduate Certificate in Advanced Nursing Practice I (12 units) (prior to admission to MN program)</p> <p>Graduate Certificate in Advanced Nursing Practice II (12 units) (prior to admission to MN program)</p> <p>Plus, successful completion of the following core courses (12 units):</p> <p>NURS 683 - Qualitative Designs and Analysis  NURS 630 - Quantitative Research and Statistics  NURS 660 - Cultivating Personal Leadership  NURS 635 - Implementation Science for Health Professions  NURS 632 - Writing Proposals for the Nursing Profession</p> <p>Total 36 credit hours</p> <p>Specializations:</p> <p>Leadership for Health System Transformation</p> <ul style="list-style-type: none"> <li>▪ NURS 660 - Cultivating Personal Leadership</li> <li>▪ NURS 662 - The Future of Nursing: The Future of Health Systems</li> <li>▪ NURS 664 - Innovation in Health Systems</li> <li>▪ NURS 668 - Specialized Practice Demonstration: Healthcare Grand Challenge</li> </ul> <p><a href="https://nursing.ucalgary.ca/current-students/graduate/graduate-certificates/leadership-health-system-transformation">https://nursing.ucalgary.ca/current-students/graduate/graduate-certificates/leadership-health-system-transformation</a></p> <p>Innovations in Teaching and Learning</p> <ul style="list-style-type: none"> <li>▪ NURS 622 - Foundational Philosophy for Teaching and Learning Across Contexts</li> <li>▪ NURS 624 - People, Places, and Relationships</li> <li>▪ NURS 626 - Integrative Seminars: Current Trends in Teaching and Learning</li> <li>▪ NURS 628 - Specialized Practice Demonstration</li> </ul> <p><a href="https://nursing.ucalgary.ca/current-students/graduate/graduate-certificates/innovations-teaching-learning">https://nursing.ucalgary.ca/current-students/graduate/graduate-certificates/innovations-teaching-learning</a></p> <p>Contemporary Topics in Aging</p> <ul style="list-style-type: none"> <li>▪ NURS 602 -Theoretical Perspectives in Aging</li> <li>▪ NURS 604 - Comprehensive Geriatric Assessment</li> <li>▪ NURS 606 -Focused Studies in Aging</li> <li>▪ NURS 608 - Specialized Practice Demonstration</li> </ul> <p><a href="https://nursing.ucalgary.ca/current-students/graduate/graduate-">https://nursing.ucalgary.ca/current-students/graduate/graduate-</a></p>
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		<p><a href="https://nursing.ucalgary.ca/current-students/graduate/graduate-certificates/contemporary-topics-in-aging">certificates/contemporary-topics-in-aging</a></p> <p>Addiction and Mental Health</p> <ul style="list-style-type: none"> <li>▪ NURS 612 - Understanding Comorbidity: Advanced Assessment, Screening, and Practice Implications</li> <li>▪ NURS 614 - Therapeutic Practices: Counseling, Treatment Planning, and Sustained Recovery</li> <li>▪ NURS 616 - Specialized Practice Integration</li> <li>▪ NURS 618 - Specialized Practice Demonstration</li> </ul> <p><a href="https://nursing.ucalgary.ca/current-students/graduate/graduate-certificates/addiction-mental-health">https://nursing.ucalgary.ca/current-students/graduate/graduate-certificates/addiction-mental-health</a></p> <p>Healthcare Innovation and Design</p> <ul style="list-style-type: none"> <li>▪ Nursing 652 - Healthcare Information and Big Data</li> <li>▪ Nursing 654 - Design in Healthcare</li> <li>▪ Nursing 656 – Emerging Technologies in Healthcare</li> <li>▪ Nursing 658 - Specialized Health Design Project</li> </ul> <p><a href="https://nursing.ucalgary.ca/current-students/graduate/graduate-certificates/healthcare-innovation-and-design">https://nursing.ucalgary.ca/current-students/graduate/graduate-certificates/healthcare-innovation-and-design</a></p> <p>Oncology</p> <ul style="list-style-type: none"> <li>▪ NURS 680 - Advanced Oncology Nursing Practice</li> <li>▪ NURS 682 - Enhancing Person-Centered Approaches to Cancer Care</li> <li>▪ NURS 684 - Nursing Roles in Oncology Research</li> <li>▪ NURS 686 - Advanced Oncology Nursing Design Project</li> </ul> <p><a href="https://nursing.ucalgary.ca/current-students/graduate/graduate-certificates/oncology-nursing">https://nursing.ucalgary.ca/current-students/graduate/graduate-certificates/oncology-nursing</a></p> <p>Palliative and End of Life Care</p> <ul style="list-style-type: none"> <li>▪ NURS 670 - Philosophy and Principles of Palliative Care</li> <li>▪ NURS 672 - Optimizing Comfort and Quality of Living in Palliative and End of Life Care</li> <li>▪ NURS 674 - Special Populations and Challenges in Palliative Care</li> <li>▪ NURS 676 -Specialized Practice Demonstration: Design and Leading Change in Palliative and End of Life Care</li> </ul> <p><a href="https://nursing.ucalgary.ca/current-students/graduate/graduate-certificates/palliative-and-end-life-care">https://nursing.ucalgary.ca/current-students/graduate/graduate-certificates/palliative-and-end-life-care</a></p> <p><a href="https://nursing.ucalgary.ca/future-students/graduate/mn-course">https://nursing.ucalgary.ca/future-students/graduate/mn-course</a></p>
<b>Similarity to/differences from the U of R MN course-based program</b>		<p>Similarities</p> <ul style="list-style-type: none"> <li>▪ Delivery models as at other universities</li> <li>▪ Core courses</li> <li>▪ Innovative course topics</li> </ul>
University of Saskatchewan	Master of Nursing (M.N.)	<p>Duration. Full-time for two years; Part-time for three years.</p> <p>Course delivery model. Blended. Offered online, mostly asynchronous learning. A combination of live web conferenced seminars (synchronous) or</p>

	<p>Program focus areas/ options</p> <ul style="list-style-type: none"> <li>▪ Education</li> <li>▪ Leadership</li> </ul>	<p>online delivery (asynchronous) distance learning within North America.</p> <p>Courses. Students must maintain continuous registration, either in a credit course or a tuition bearing maintenance of status.</p> <ul style="list-style-type: none"> <li>▪ GPS 960.0 Introduction to Ethics and Integrity</li> <li>▪ GPS 961.0 Ethics and Integrity in Human Research, if research involves human subjects</li> <li>▪ GPS 962.0 Ethics and Integrity in Animal Research, if research involves animal subjects</li> </ul> <p>Total of 27 credit units of course work</p> <p>Students can focus on Education or leadership</p> <ul style="list-style-type: none"> <li>▪ NURS 812.3 Leadership in Nursing</li> <li>▪ NURS 821.3 Outcome based Research</li> <li>▪ NURS 891.3 Concept clarification in advanced Nursing Practice</li> <li>▪ NURS 818.3 Statistical Methodology in Nursing</li> <li>▪ NURS 824.6 Advanced Integrative Exercise (Final course in the program)</li> </ul> <p>Three credit unit open elective electives AND</p> <ul style="list-style-type: none"> <li>▪ NURS 812.3 Leadership in Nursing</li> <li>▪ NURS 821.3 Outcomes Based Research</li> <li>▪ NURS 824.6 Advanced Integrative Exercise</li> <li>▪ NURS 891.3 Concept Clarification in Advanced Nursing Practice</li> <li>▪ NURS 990.0 Seminar</li> </ul> <p>Six credit units of restricted electives:</p> <ul style="list-style-type: none"> <li>▪ NURS 813.3 Teaching in Nursing</li> <li>▪ NURS 814.3 Indigenous Health Policies</li> <li>▪ NURS 815.3 Advanced Forensic Mental Health</li> <li>▪ NURS 822.3 Advanced Issues in Nursing Education</li> <li>▪ NURS 823.3 Applied Leadership and Management in Clinical Nursing Practice</li> <li>▪ NURS 892.3 Quantitative Research Methods</li> <li>▪ NURS 893.3 Qualitative Research Methods</li> <li>▪ NURS 815.3 Advanced Forensic Mental Health (Not offered every year)</li> </ul> <p><a href="https://programs.usask.ca/grad-studies/nursing/nursing-mn-course.php#DegreeRequirements">https://programs.usask.ca/grad-studies/nursing/nursing-mn-course.php#DegreeRequirements</a></p>
<p><b>Similarity to/differences from the U of R MN course-based program</b></p>		<p>Similarities</p> <ul style="list-style-type: none"> <li>▪ Delivery models as at other universities</li> </ul>
<p>University of Manitoba</p>	<p>Masters of Nursing (MN)</p> <p>Program focus areas/ options:</p> <ul style="list-style-type: none"> <li>▪ Education</li> <li>▪ Administration</li> <li>▪ Clinical</li> </ul>	<p>Duration. 2-4 years. Offered both full-time and part-time.</p> <p>Course Delivery model. Available in several locations in Manitoba.</p> <p>Courses. The MN includes seven credit hours for students completing the course-based capstone project option.</p> <p>Core Courses offered:</p> <ul style="list-style-type: none"> <li>▪ NURS 7320 - Philosophy of Nursing Science (3 credit hours)</li> <li>▪ NURS 7210 - Qualitative Research Methods in Nursing (3 credit hours)</li> <li>▪ NURS 7220 - Quantitative Research Methods in Nursing (3 credit hours)</li> <li>▪ NURS 7340 - Evidence Informed Practice (3 credit hours)</li> </ul>

		<ul style="list-style-type: none"> <li>▪ NURS 7352 - Leadership in Advanced Practice Nursing (3 credit hours)</li> <li>▪ NURS 7360 - Integrative Focus (or Electives outside Nursing) (6 credit hours)</li> </ul> <p>Option A: NURS 7360 - Integrated Focus (6 credits)</p> <ul style="list-style-type: none"> <li>-Teaching</li> <li>-Administration</li> <li>-Clinical</li> </ul> <p>Option B: Select 12 credits of elective coursework</p> <p>Students pursuing the course-based Capstone Project option in the Education, Administration, or Clinical streams complete 21 credit hours plus six additional credit hours of electives, for a total of 27 credit hours, culminating in a Capstone Project.</p> <p>The Capstone Project provides students with the opportunity to demonstrate their ability to analyze, interpret, apply and communicate knowledge acquired throughout their graduate program.</p> <p><a href="https://catalog.umanitoba.ca/graduate-studies/health-sciences/nursing/nursing-mn/">https://catalog.umanitoba.ca/graduate-studies/health-sciences/nursing/nursing-mn/</a></p>
<b>Similarity to/differences from the U of R MN course-based program</b>		<p>Differences</p> <ul style="list-style-type: none"> <li>▪ No capstone project</li> </ul>
University of Lethbridge	<p>Master of Nursing</p> <p>Program focus areas/options</p> <ul style="list-style-type: none"> <li>▪ Educational nursing specialization</li> </ul>	<p>Duration: Full-time study, three years, part-time study, six years.</p> <p>Course Delivery model: Blended delivery format, twice per semester face-face meetings. Three pathways: course-based, project or thesis option.</p> <p>Courses: The MN comprises the equivalent of 11 studies (33.0 credit hours).</p> <p>Core Courses (12 credit hours):</p> <ul style="list-style-type: none"> <li>▪ Nursing 5100 - Nursing Ethics, Policy, and Politics</li> <li>▪ Nursing 5110 - Health Research: Critique, Synthesis, and Application</li> <li>▪ Nursing 5120 - Nursing as Art and Science</li> <li>▪ Nursing 5140 - Populations and Places for Nursing Practice</li> </ul> <p>Educational Nursing Specialty:</p> <ul style="list-style-type: none"> <li>▪ Public Health 5002 - Advanced Program Planning, Implementation and Evaluation</li> <li>▪ Nursing 5170 - Teaching and Learning in Nursing</li> <li>▪ Nursing 5180 - Concepts and Innovations in Nursing Practice</li> </ul> <p>An additional 12.0 credit hours from the following list:</p> <ul style="list-style-type: none"> <li>▪ Advanced Clinical Study of Addiction 5000 – Addiction and Addictive Disorders (3.0 credit hours)</li> <li>▪ Advanced Clinical Study of Addiction 5004 - Social Ecology of Addiction (3.0 credit hours)</li> <li>▪ Advanced Clinical Study of Addiction 5006 - Biological Bases of Addiction (3.0 credit hours)</li> <li>▪ Advanced Clinical Study of Addiction 5008 - Cognitive Processes of Addiction (3.0 credit hours)</li> <li>▪ Health Services Management 5100 – Organization Design (3.0 credit hours)</li> </ul>

		<ul style="list-style-type: none"> <li>▪ Health Services Management 5120 – Health Services Design (3.0 credit hours)</li> <li>▪ Health Services Management 5300 – Leading People in Health Services (3.0 credit hours)</li> <li>▪ Health Services Management 5320 – Marketing in Health Services (3.0 credit hours)</li> <li>▪ Health Services Management 5400 – Strategy, Power, and Politics (1.5 credit hours)</li> <li>▪ Health Services Management 5420 – The Art of Negotiating Relations and Conflict Management (1.5 credit hours)</li> <li>▪ Health Services Management 5430 – Health Systems with a Global Perspective (3.0 credit hours)</li> <li>▪ Health Services Management 5500 – Leading Meaningful Change in Health Services (3.0 credit hours)</li> <li>▪ Nursing 5130 – Practice Experience (3.0 credit hours; see Required Documentation)</li> <li>▪ Public Health 5005 - Advanced Public Health Policy and Ethics (3.0 credit hours)</li> </ul> <p><a href="http://ulethbridge.ca">MN Course &amp; Program Information   University of Lethbridge (ulethbridge.ca)</a></p>
<b>Similarity to/differences from the U of R MN course-based program</b>		<p>Similarities</p> <ul style="list-style-type: none"> <li>▪ Delivery models as at other universities</li> <li>▪ Core courses</li> </ul>
Athabasca University	<p>Master of Nursing – Generalist (MN-GEN)</p> <p>Program focus area/ options</p> <ul style="list-style-type: none"> <li>▪ Teaching</li> <li>▪ Leadership, or</li> <li>▪ Health Research.</li> </ul>	<p>Duration. Students must complete the MN-GEN program requirements within seven years of their initial admission to the program.</p> <p>Course delivery model. Online.</p> <p>Courses. The MN-GEN program is composed of a total of 33 credits (11 courses). Students complete four core courses, five curriculum courses, and two elective courses.</p> <p>Students may elect to complete 1 or 2 focus areas: Teaching, Leadership, or Health Research.</p> <p>Core Courses:  NURS 608 - Philosophical and Critical Foundations in Nursing  MHST/NURS 603 - Facilitating Inquiry  MHST/NURS 609 - Trends and Issues  MHST/NURS 611 - Dissemination Strategies</p> <p>Curriculum Courses:  MHST/NURS 602 - Transforming Health Care through Informatics  MHST/NURS 604 - Leadership Roles in Health  MHST/NURS 605 - Demystifying Policy Analysis and Development  MHST/NURS 606 - Health Systems and Services Evaluation  MHST/NURS 607 - Developing Successful Project and Program Proposals  MHST/NURS 610 - Evidence-Based Practice in Health Care  NURS 614 - Foundations of Advanced Practice Nursing  MHST/NURS 618 - Community Development for Health Care Leaders  MHST/NURS 620 - Culture and Health: Critical Perspectives</p>



	<p>MHST/NURS 621 - Coaching and Leading: The Human Side of Organizational Change</p> <p>MHST/NURS 622 - Understanding Organizations: Theory, Analysis and Application</p> <p>MHST/NURS 623 - Clinical Teaching and Learning</p> <p>MHST/NURS 624 - Teaching in Health Disciplines</p> <p>MHST/NURS 625 - Collaboration in Teaching</p> <p>MHST/NURS 631 - Health Promotion I: Planning</p> <p>MHST/NURS 632 - Health Promotion II: Situational Assessment and Priority Setting</p> <p>MHST/NURS 633 - Health Promotion III: Action and Implementation</p> <p>MHST/NURS 695 - Independent Study</p> <p><a href="https://www.athabasca.ca/calendar/graduate/fhd/master-of-nursing-generalist.html#mngenthesisbasedrouteregulations">https://www.athabasca.ca/calendar/graduate/fhd/master-of-nursing-generalist.html#mngenthesisbasedrouteregulations</a></p>
Similarity to/differences from the U of R MN course-based program	<p>Similarities</p> <ul style="list-style-type: none"> <li>▪ Delivery models as at other universities</li> <li>▪ Core courses</li> </ul>

Table 6.7.2 compares tuition costs between the U of R M Nursing program and Western Canadian universities' MN programs for Canadian and International students.

**Table 6.7. 2 U of R MN – Tuition Cost Comparison with Western Canadian Universities MN Programs, Canadian and International Students**

University	Canadian Student Full-time MN Tuition per Course	Canadian Student Part-time MN Tuition per Course	International Student Full-time MN Tuition per Course	International Student Part-time MN Tuition per Course	Online	In Person	Blended	References
University of British Columbia (UBC)	\$1767.18 Course-based (CB) = 10 courses	\$1009.98 CB = 10 courses	\$3104.66 CB = 10 courses	\$3104.66 CB = 10 courses		✓		<a href="https://www.calendar.ubc.ca/vancouver/index.cfm?tree=14,266,773,1450">https://www.calendar.ubc.ca/vancouver/index.cfm?tree=14,266,773,1450</a>
University of Victoria (UVic)	\$1046.34 CB = 10 courses	\$1046.34 CB = 10 courses	\$1319.75 CB = 10 courses	\$1319.75 CB = 10 courses	✓			<a href="https://www.uvic.ca/graduate/fi">https://www.uvic.ca/graduate/fi</a>

University	Canadian Student Full-time MN Tuition per Course	Canadian Student Part-time MN Tuition per Course	International Student Full-time MN Tuition per Course	International Student Part-time MN Tuition per Course	Online	In Person	Blended	References
								<a href="#">nances/tuition-costs/index.php</a>
University of Alberta (U of A)	Course-Based \$764.40  CB= 10 courses	Course-Based \$764.40  CB= 10 courses	Course-Based \$1901.52  CB= 10 courses	Course-Based \$1901.52  CB= 10 courses	✓	✓	✓	<a href="https://www.ualberta.ca/registrar/costs-tuition-fees/index.html">https://www.ualberta.ca/registrar/costs-tuition-fees/index.html</a>
University of Calgary (U of C)	Course-Based \$875.64  CB= 12 courses	Course-Based \$875.64  CB= 12 courses	Course-Based \$2159.70  CB= 12 courses	Course-Based \$2159.70  CB= 12 courses	✓			<a href="https://www.ucalgary.ca/pubs/calendar/current/p-1-2.html">https://www.ucalgary.ca/pubs/calendar/current/p-1-2.html</a>
University of Lethbridge	\$603  11 courses	\$603  11 courses	\$1416.45  11 courses	\$1416.45  11 courses	✓			MN Tuition <a href="https://www.ulethbridge.ca/sites/default/files/2022/06/master_of_nursing_2022-23.pdf">https://www.ulethbridge.ca/sites/default/files/2022/06/master_of_nursing_2022-23.pdf</a>

University	Canadian Student Full-time MN Tuition per Course	Canadian Student Part-time MN Tuition per Course	International Student Full-time MN Tuition per Course	International Student Part-time MN Tuition per Course	Online	In Person	Blended	References
Athabasca University	\$1766/ course  CB = 11 courses	\$1766/ course  CB = 11 courses	\$1998/ course  CB = 11 courses	\$1998/ course  CB = 11 courses	✓			<a href="https://www.athabascau.ca/calendar/graduate/fhd/master-of-nursing-generalist.html#fees">https://www.athabascau.ca/calendar/graduate/fhd/master-of-nursing-generalist.html#fees</a>
University of Saskatchewan (U of S)	Course-Based \$759.30  CB= 12 courses  \$265.80 CAD	Course-Based \$759.30  CB= 12 courses	\$4698/yr  CB= 12 courses	\$4698/yr  CB= 12 courses			✓	<a href="https://grad.usask.ca/funding/tuition.php#Doctoralprograms">https://grad.usask.ca/funding/tuition.php#Doctoralprograms</a>
University of Manitoba (U of M)	\$1437.20  CB= 9 courses  Thesis = seven courses	\$1437.20  CB= 9 courses  Thesis = seven courses	\$3161.87  CB= 9 courses  Thesis = seven courses	\$3161.87  CB= 9 courses  Thesis = seven courses		✓		<a href="https://umanitoba.ca/registrar/tuition-fees/graduate">https://umanitoba.ca/registrar/tuition-fees/graduate</a>

University	Canadian Student Full-time MN Tuition per Course	Canadian Student Part-time MN Tuition per Course	International Student Full-time MN Tuition per Course	International Student Part-time MN Tuition per Course	Online	In Person	Blended	References
University of Toronto (U of T)	\$12,180/program	N/A	\$31,500/program	N/A	✓	✓ - clinical, MN		<a href="https://bloomburg.nursing.utoronto.ca/future-students/tuition-fees/">https://bloomburg.nursing.utoronto.ca/future-students/tuition-fees/</a>
Toronto Metropolitan University	Ontario resident: \$1132.69 Canadian resident: \$1223.31 CB = 10 course	Ontario resident: \$1132.69 Canadian resident: \$1223.31 CB = 10 courses	\$3846.93 CB = 10 courses Thesis = seven courses	\$3846.93 CB = 10 courses Thesis = N/A	✓			<a href="https://www.torontomu.ca/current-students/tuition-fees/programs/graduate/">https://www.torontomu.ca/current-students/tuition-fees/programs/graduate/</a>
University of Regina (U of R)	NP & CNS: \$1546.50 11 courses	NP & CNS: \$1546.50 11 courses	NP & CNS: \$3099.05 11 courses	NP & CNS: \$3099.05 11 courses				<a href="https://www.uregina.ca/files/assets/202310-Graduate-Tuition-Schedule-Sep-19-2022.pdf">https://www.uregina.ca/files/assets/202310-Graduate-Tuition-Schedule-Sep-19-2022.pdf</a>

### **6.8 Impact on Other U of R Programs**

Currently, a number of nurses are enrolled in programs offered by the Johnson Shoyama Graduate School of Public Policy (JSGS). A few are taking courses in the Faculties of Education, Social Work, the Kenneth Levine Graduate School of Business, and Interdisciplinary Programs.

We anticipate that as we develop our new courses, students in the proposed Graduate Certificates in Nursing Education and Nursing Leadership will continue to take non-nursing elective courses from other Faculties and academic units.

**Note:** Memoranda of Agreements with the Faculty of Education and Johnson Shoyama Graduate School are pending to maximize and share resources, including available seats in courses to increase teaching capacity and other teaching opportunities.

### **6.9 Impact on Enrollment at the U of R**

This program is expected to:

- ✓ Attract new students to the U of R
- ✓ Assist in retaining current undergraduate students at the U of R
- ✓ Assist in retaining current graduate students at the U of R
- ✓ Attract students in other graduate programs at the U of R
- ✓ Attract students from Saskatchewan
- ✓ Attract students from elsewhere in Canada
- ✓ Attract students from abroad

### **6.10 Domestic and International Enrolments**

The proposed programs are expected to primarily attract domestic students, although they will be marketed internationally. At the moment, it is not possible to predict the level of interest that may be generated internationally, although discussions with UR International have indicated great interest in international recruitment fairs.

Due to the high-quality, career-focused educational opportunity that the Master of Nursing can provide, we anticipate there will also be interest from international students. Unfortunately, the Faculty of Nursing has had few opportunities for international students within the SCBScN or the CNPP. Thus, we estimate that international student interest will increase steadily as the graduate programming matures.

### **6.11 Impact on Research at the U of R**

The array of graduate programs will provide multiple pathways for Registered Nurses (RNs), Registered Psychiatric Nurses (RPNs) and Licenced Practical Nurses (LPNs) with any baccalaureate degree to achieve advanced professional nursing roles and to contribute to nursing scholarship.

Creating an MN course-based program will indirectly increase the research capacity at the University of Regina. Additional opportunities for Graduate Research Assistant (GRA) and Graduate Teaching Assistant (GTA) positions will be integral to generating interest in graduate studies and research. These GTA's and GRA's will help support nursing faculty as they conduct their research.

### **7. Location of the Program**

The proposed MN course-based programs will be offered solely by the Faculty of Nursing at U of R. Faculty from Regina and Saskatoon will teach in the program.

The HyFlex delivery enables students to learn where they live and to complete their courses in appropriate proximal communities. This means students in rural and remote locations and northern students can take courses in their home communities.

### **8. Delivery of the Program**

This program will be offered:

- ✓ Full time
- ✓ Part-time
- ✓ Face-to-face
- ✓ Online
- ✓ Blended (both face-to-face and online components)

The courses in the proposed course-based Master of Nursing program will be offered through blended, online, and face-to-face on-campus delivery models. The blended online/face-to-face model meets the needs of the traditional and non-traditional adult student population. These learning modalities will accommodate students who are a) working professionals; b) provincial, national, and international students who reside at a distance away from Regina; and c) on-campus students (e.g., local, national, and international students). This is in line with the CNA and CASN's positions, which acknowledge that flexible education programs promote access to and opportunities for knowledge acquisition, skill development, evidence-informed care, and the opportunity to balance family, work, and education commitments given the vastness of Canada's population (CNA, 2004, as cited in Lalonde, 2013).

Additionally, the face-to-face delivery will provide an opportunity for students to engage with U of R FON faculty and their colleagues, build the U of R community, and develop a strong network of healthcare leaders.

## 9. Resource Requirements and Revenue

### 9.1 Resource Requirements

*Current Resources.* Current resources within the Faculty of Nursing include academic staff and administrative support to help support the program. However, these will need to be augmented to ensure that the Graduate Certificates and Master of Nursing are sufficiently staffed as enrolment increases. Note: All resource requirements discussed below are for both Graduate Certificates and the Master of Nursing.

*Course Development Funding.* Provide funding for course development of 11 courses for both Graduate Certificates and Master of Nursing. See Table 9.1.1 for the tentative course development schedule. The tentative schedule is based on course delivery scheduling requirements and faculty member availability for development.

**Table 9.1.1 Tentative Course Development Schedule**

<b>2023-24</b>	<b>2024-25</b>	<b>2025-26</b>
NURS 700	NURS 701	NURS 787
NURS 703	NURS 702	NURS 788
NURS 775	NURS777	
NURS 778	NURS 786	
NURS 785		

*Staff Funding.* The FON currently has support/administrative/advising staff for both graduate and undergraduate programs and students. However, additional work from the proposed programs will need to be absorbed into the current workload. Depending on future enrolments, the delivery of the proposed programs would require more staff support. Anticipated funding for additional support is projected in years three, four, and five, as per table 9.7.2.

*Library Resources.* In terms of library resources, the current resources are sufficient for the proposed programs. In addition to the FON Library Liaison, the Graduate Certificates and MN students will all have access to the University of Regina library's resources, such as electronic resources: E-books, E-journals, and Databases Access to Electronic Resources.

*Equipment, IT support, AV support, student employees for HyFlex course supports.* The FON has the potential to absorb and use existing office infrastructure (and equipment) to deliver courses via distributed learning for the current CNPP and proposed graduate program.

*Office and Classroom Resources.* Besides the current office workspace and computer technologies, the FON will require more classroom space for students in the proposed programs, as some of the courses will be offered on campus, as well as office space for graduate students. Two classrooms will need to be outfitted with the appropriate technology for HyFlex course delivery options.

*Faculty Funding.* Depending on future enrolments, the delivery of the proposed programs would require more faculty support (3-year term). Anticipated funding for additional support is shown in Table 9.7.2, beginning in year two of the program offering.

*Financial Resources:* Start-up funding of \$150,000 has been provided, not including tenure-track positions. The FON anticipates absorbing the graduate nursing courses into the current teaching load of its faculty members and is currently in the process of recruiting more nursing faculty to teach in the current undergraduate program

## 9.2 Availability of Expertise

We have included the curricula vitae for the Faculty of Nursing (see Appendix D), who will be involved in the proposed programs to demonstrate their leadership and expertise in nursing practice and teaching. The faculty complement is strategic and provides an opportunity for graduate students' supervision and instruction from scholars with diverse expertise. The faculty listing is below in Table 9.2.1.

**Table 9.2.1 Faculty**

<b>PhD Prepared Faculty</b>	<b>Masters Prepared Faculty</b>
Ebin Arries-Kleyenstüber RN, PhD	Craig Eling, RN (NP)-Paediatric, CNCCP(C), BSc, BScN, MN
Sherry Arvidson, RN, MN, PhD	Melanie Goodwin, RN, BSN, MN, CCNE
Mohamad Baydoun, RN, BSN, MSN, PhD	Kari Greenwood, RN(NP), BN, MN
Janine Brown RN, PhD, CCNE	Lexie Heit, RN, BScN, MN
Laurie Clune, RN, BA, BScN, MEd, PhD	Alexandra Hodson, RN, MN, CCNE
Shauna Davies, RN, MN, PhD	Melissa Hrebenik, RN(NP), BN, MN, CCHN(C)
Robin Evans, RN, PhD	Michell Jesse, RN, BScN, MAED
Shela Hirani, RN, PhD, MScN, BScN, IBCLC	Sara Ilori, MPH, NP-PHC
Florence Luhanga, RN, B.Ed, M.Ed., PhD	Karen Lehmann ,RN, MSN
Jaime Mantesso, RN, MSN, PhD	Sarah Liberman (Tekatch) RN, BScN, MN, CCNE
Elise Matthews, RN, PhD	Priya Ortega, RN, BA, BsN, MN
Heather Nelson, PhD, MA, BScN, RN	Dominique Rislund, RN, BSN, MSc, PNC(c), CCNE
Cheryl Pollard RPN, RN, ANEF, PhD	Selena Talbot, RN, BScN, MAEd
Vivian Pupilampu, RN, PhD	Sasha Tchorzewski, RN, BSN, MBA
Tanis Robinson, RN, PhD	Sarah Todd, RPN, BScPN, MN (CNS)
Abigail Wickson-Griffiths, RN, PhD	



### 9.3 Enrolment Projections

Table 9.3.1 shows enrolment projections for the Master of Nursing for the next five academic years. Table 9.3.2 shows best and worst-case enrolment projections over the same period.

- The number of Masters degrees in the closest related degree field (MN-NP) has shown a positive trend over the past five years. Additionally, based on the enrollment figures in other MN thesis-based programs (e.g., U of S and U of A), this type of degree program appears capable of sustaining large enrollments.
- The FON plans to launch the new MN program and admit the first intake of students in the fall term, September 2024. Anticipated numbers at the start: 10 (at least one international student and nine domestic). Anticipated numbers at steady state: 15 per year, up to 1/3 will be international.

**Table 9.3.1: Enrolment Projections for MN Course-Based (part-time) - first five years**

Year of Study	2024-25	2025-26	2026-27	2027-28	2028-29
Year 1	15	15	15	15	15
Year 2		15	15	15	15
Year 3			15	15	15
Year 4				15	15
<b>Total</b>	<b>15</b>	<b>30</b>	<b>45</b>	<b>60</b>	<b>60</b>

**Table 9.3.2: Best/Worst Enrolment projections for MN Course-Based (part-time) - first five years**

	Year 2024-25	Year 2025-26	Year 2026-27	Year 2027-28	Year 2028-29
Best	25	25	25	25	25
<b>Expected</b>	15	15	15	15	15
Worst	10	10	10	10	10

### 9.4 Recruitment Plans

In addition to existing marketing/recruiting strategies used by the FON, promotional materials for the MN programs will be targeted to potential students from Ministries of Health, provincial health authorities, professional associations in the healthcare field, not only in Saskatchewan but across Canada (e.g., Canadian Nurses Association, Canadian Association of Schools of Nursing, Canadian Federation of Nurses Unions, College of Registered Nurses of Saskatchewan, Saskatchewan Union of Nurses), and the U of R nursing undergraduate program. Part of the marketing strategy will involve personal relationship building with current managers, administrators, and other leaders in the health sector to encourage their support for existing employees to pursue the Graduate Certificates and the MN degree (later the MN thesis-based and the PhD). Initial consultations will be the first step in this process while promoting ongoing commitment to the programs from key stakeholder groups.

While the majority of marketing/recruitment efforts will be directed at the Canadian market, targeted international marketing strategies will be employed. The FON and University Advancement and Communications will ensure cost-effective strategies to reach target student populations. A Marketing and Communications Plan is attached as Appendix 12.3.4

### 9.5 Involvement of Personnel in Other Areas

- Faculty of Education
- Johnson-Shoyama Graduate School of Public Policy
- Interdisciplinary Programs

The proposed MN course-based program will provide the opportunity to take some non-nursing elective courses from the Faculty of Education, Johnson Shoyama Graduate School of Public Policy and Interdisciplinary Programs, Graduate Studies. As a result, the related faculty members would work with graduate Nursing students.

Table 3.1.3 in Section 3.1 shows which Faculty or academic unit teaches elective non-nursing courses for the Master of Nursing.

### 9.6 Course coverage

Table 9.6.1 shows the proposed course coverage. See Appendix 12.3.1 Course Inventory Forms (New) and Syllabi (Existing) for course descriptions and additional information.

**Table 9.6.1 Course Coverage - Proposed instructors**

<b>Course</b>	<b>Proposed Instructor</b>
<b>NURS 700:</b> Theoretical/Philosophical Foundations of Nursing	Dr. Sherry Arvidson, Dr. Laurie Clune, Dr. Tanis Robinson
<b>NURS 701:</b> Qualitative Research Methods	Dr. Elise Matthews, Dr. Shela Hirani,
<b>NURS 702:</b> Quantitative Research Methods	Dr. Mohamed Bouydoun, Dr. Tanis Robinson
<b>NURS 703:</b> Working with Vulnerable Populations:	Dr. Sherry Arvidson, Dr. Elise Matthews, Dr. Vivian Puplampu
<b>NURS 775:</b> Foundations and Theories of Learning	Dr. Sherry Arvidson, Dr. Laurie Clune
<b>NURS 777:</b> Approaches to Learning and Teaching Innovation in Nursing	Dr. Laurie Clune, Dr. Shauna Davies
<b>NURS 778:</b> Curriculum Development and Evaluation Process in Nursing	Dr. Cheryl Pollard, Dr. Florence Luhanga
<b>NURS 785:</b> Leadership in Nursing (U of S)	Dr. Sherry Arvidson, Dr. Heather Nelson
<b>NURS 786:</b> Leading in Rural and Remote Communities	Dr. Sherry Arvidson, Dr. Vivian Paplampu
<b>NURS 787:</b> Leadership and Managing Change in Healthcare (TRU)	Dr. Heather Nelson

Course	Proposed Instructor
<b>NURS 788:</b> Leadership in Nursing and Health	Dr. Laurie Clune, Dr. Heather Nelson
<b>NURS 9XX:</b> Advanced Qualitative Research Methods	Dr. Mohamed Baydoun, Dr. Elise Matthews
<b>NURS 9XX:</b> Advanced Quantitative Research Methods	Dr. Mohamed Baydoun, Dr. Ebin Arries-Kleyenstüber
<b>Sample Electives</b>	
<b>NURS 815:</b> Health Care Ethics (3) (existing)	Dr. Ebin Arries- Kleyenstüber
<b>NURS 820:</b> Patterns of Health and Illness in Older Adults (3cr) (Exiting)	Dr. Vivian Puplampu, Dr. Abigail Wickson-Griffiths
<b>NURS 804:</b> Global Health (3) (existing)	

## 9.7 Projected Revenue

**Table 9.7.1 Projected revenues for MN course-based part-time enrolment (as full-time students enrol, revenue will be higher)**

	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
A. Number of credit hour courses taken during year	0	9 credit hours per year	9 credit hours per year	9 credit hours per year	9 credit hours per year
B. Tuition per credit hour	0	\$1,067	\$1,067	\$1,067	\$1,067
C. Total tuition revenue per student (A x B)	0	9,600	9,600	9,600	9,600
D. Expected enrolments	0	15	30	45	60
E. <b>Total revenue</b> (C X D)	0	144,000	288,000	432,000	576,000

B. Tuition per credit hour - based on current graduate tuition rates.

D. Expected Enrolments - refer to Table 9.3.1

**Table 9.7.2: Projected expenses (to be shared with the Graduate Certificates)**

	Year 2023-24	Year 2024-25	Year 2025-26	Year 2026-27	Year 2027-28
F. Number of new hires required to deliver program	Academic = 0 Sessional = 0 Course Design = 5 Administrative = 0	Academic = 1 Sessional = 0 Course Design = 4 Administrative = 0	Academic = 1 Sessional = 2 Course Design = 3 Administrative = .25	Academic = 1 Sessional = 2 Course Design = 0 Administrative = .5	Academic = 1 Sessional = 2 Course Design = 0 Administrative = .5
G. Approximate salary and benefits	\$10,000	\$104,000	\$125,500	\$127,000	\$127,000
H. Total salary costs (F X G)	\$10,000	\$104,000	\$125,500	\$127,000	\$127,000
I. Other costs	\$5,000	\$7,500	\$10,000	\$7,500	\$7,500
J. <b>Total costs</b> (H + I)	\$15,000	\$111,500	\$135,500	\$134,500	\$134,500

Expenses begin to accrue in 2023-2024 for program planning and course development. Revenue does not accrue until 2023-2025.

I. Other costs - associated with recruitment and advertising, new administrative costs, costs of renting space or equipment, costs for software/subscriptions, etc.

**Table 9.7.3: Projected break-even enrolments**

	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
K. Total costs (J from Table 9.7.2)	\$15,000	\$111,500	\$135,000	\$134,500	\$134,500
L. Revenue per student (C from Table 9.7.1)	No students, start in 2024	9,600	9,600	9,600	9,600
M. Minimum enrolments to break even (K / L, rounded to nearest student)	-2 (negative due to having expenses and no students)	12+ 2 from 2023-2024	15	15	15

As expenses are to be shared with the Graduate Certificates and Master of Nursing, enrollment numbers for all proposed programs are combined and shown on these tables.

## 10. Timeline

### 10.1 Implementation Milestones and Remedial Action for Programs Approval

**Table 10.1.1 Implementation Milestones, Remedial Action for Phase I - MN, GCNE, and GCNL Leadership**

	<b>Desired Dates</b>	<b>Alternate Dates</b>	<b>Remedial Action</b>
Nursing Programs Council and Nursing Faculty Council approval	June 2023	August 2023	September 2023 or later. Delays implementation until Sept 2025
The proposal presented to FGSR and CCFGSR	Sept 2023	Nov 2023	Nov 2023 or later. If later, delays implementation until Sept 2025.
The proposal presented at Executive of Council	Sept 2023	Nov 2023	If later than Nov 2023, delays implementation until Sept 2025.
The proposal presented at Senate	Sept 2023	Feb 2024	If later than Feb 2024, delays implementation until Sept 2025.
Marketing and Applications proceed	Oct 2023 (after Executive of Council and Senate approval)	Feb 2024 (reduces the reach of marketing/recruitment for 2024)	If later than Feb 2024, delays implementation until Sept 2025.
Intended Programs Launch	Sept 2024		Sept 2025

### 10.2 Oversight and Quality Assurance

The proposed Master of Nursing program meets the guiding principles and domains as recommended by the Canadian Association of Schools of Nursing (CASN): the National Education Framework; the domains include: knowledge, research methodologies, critical inquiries and evidence, nursing practice; communication and collaboration; professionalism; and leadership. The MN program does not require additional regulation in the field of nursing practice; therefore, no additional approval is required by the College of Registered Nurses of Saskatchewan (CRNS).

The proposed programs have received endorsement from:

- Mr. Andrew McLetchie, Vice President, Integrated Northern Health, Saskatchewan Health Authority
- Liliana Canadic, Chief Nursing Officer, Government of Saskatchewan

Additional letters of support are forthcoming.

## **Assessment of Learning**

Progress aligned with the proposed graduate programs learning outcomes will be assessed throughout the student's course of study, and specifically in relation to the following categories of performance:

**Course Work:** Each course will have specific, defined learning expectations, with course-specific methods for assessing student performance, including examinations, oral presentations, reports/papers, participation in class discussions, etc. These assessments will be conducted at multiple points throughout the courses.

Assessment will vary by course; however, all students will be evaluated in accordance with the FON and the U of R grading system. The standard graduate grading scales will assess student performance against learning objectives and outcomes identified above in Section 2.2.

Rubrics will be developed for each of the proposed programs to measure students' success in achieving the program's learning outcomes.

Students will be invited to evaluate theory courses at the end of each course. Students will also be invited to complete a program evaluation at the end of their program.

### **10.3 Advertisement Blurb**

The University of Regina's (U of R) Faculty of Nursing (FON) has developed additional graduate programs in Nursing to meet the healthcare needs of Saskatchewan. The Master of Nursing, MN, is offered for Registered Nurses (RNs), Registered Psychiatric Nurses (RPNs) and Licensed Practical Nurses (LPNs) with any baccalaureate degree to achieve advanced professional nursing roles and to contribute to nursing scholarship.

With a Master of Nursing degree, you will be prepared for:

- Leadership roles in healthcare
- Clinical and community roles in nursing education and professional development
- Faculty/clinical roles in university and college
- Research roles in healthcare, university and college

Our course-based MN is available in both face-to-face and online formats and offers an exceptional opportunity for nursing professionals who seek to enhance their careers (a thesis-based Master of Nursing is being planned for future delivery).

Your journey will be made compelling by our welcoming faculty, who are dedicated to providing an enriching learning experience, and by the diverse and motivated group of peers of which you will be a part, who share common ambitions and a commitment to lifelong learning. Join us today in our pursuit to enhance health for all!

The Marketing and Communications Plan is included as Appendix 12.3.4.

## 10.4 Advertising Availability

### Key considerations:

The communications and marketing for the MN program will be launched once Senate approves the program.

## 11. Teach-out Provision

With regard to students, the U of R and FON will fulfill their educational and contractual obligations to currently enrolled students prior to voluntarily closing. An option will be suspension or cessation of enrollment with continued operation until students are graduated. It is anticipated that the faculty currently teaching in the MN-NP program will be teaching in the proposed Graduate Certificates and MN course-based program, and as such, will not be affected that much if the program does not succeed.

Currently, there exists a shortage of qualified nursing faculty, therefore if the program were to be discontinued; faculty could be reassigned to other aspects of the graduate and undergraduate programs.

## 12. Appendices

All Appendices are provided under separate cover.

Appendix 12.1 - Course Inventory Forms (New) and Syllabi (Existing)

Appendix 12.2 - CVs

Appendix 12.3.1 - Letters of Support

Appendix 12.3.2 - Grad Program Survey - Employer

Appendix 12.3.3 - Needs Assessment Report – Student Survey

Appendix 12.3.4 - Faculty of Nursing Graduate Programs Communications Plan Phase I

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