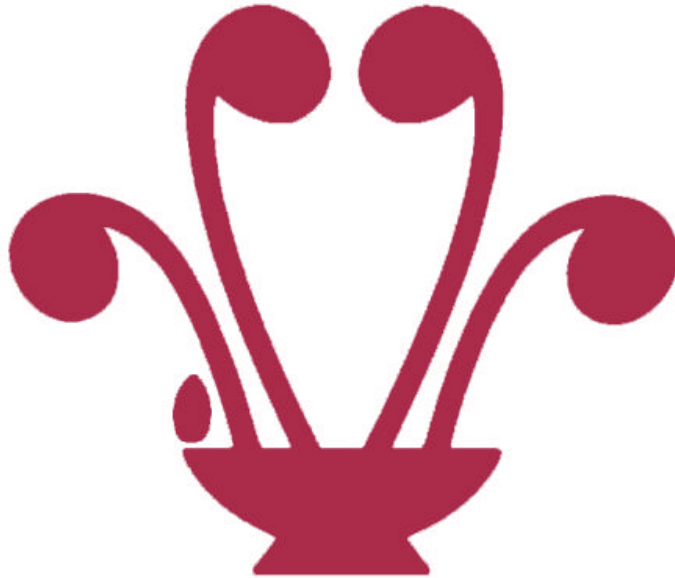




**STANDARDS FOR
NURSING EDUCATION
IN NEW BRUNSWICK**

NURSES ASSOCIATION
OF NEW BRUNSWICK



OUR MISSION

The Nurses Association of New Brunswick is a professional regulatory organization that exists to protect the public and to support nurses by promoting and maintaining standards for nursing education and practice and by advocating for healthy public policy.

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Introduction

The *Nurses Act* (1984) [Part II, section 5.1 (d) and (e)] gives the Nurses Association of New Brunswick the legislated responsibility to establish standards for nursing education and to approve nursing education programs in the province.

Standards for nursing education influence and support the development and maintenance of high quality nursing education in the interest of the public. Their ultimate purpose is to provide guidance to nursing education programs in preparing nurse students to function effectively and competently within the present and future health care systems.

At the end of a nursing education program, the graduate is expected to function as an entry level nurse in providing safe, competent, ethical nursing care in a variety of practice settings. The entry level nurse is expected to have achieved the entry level competencies as described by the Nurses Association of New Brunswick and practices according to the *NANB Standards of Nursing Practice*, the *CNA Code of Ethics for Registered Nurses* and to the "Scope of Practice" as documented in the *Nurses Act*.

The standards for nursing education are based on the following four principles, considered essential in nursing education:

- I Relevance,
- II Relatedness,
- III Accountability, and
- IV Accessibility.

Principle I – Relevance

The mission and goals of a program reflect a response to the major trends in society that impact on the health needs, present and future, of the larger community (CASN, 2004).

Principle II – Relatedness

The components of a program support and build on other parts, thereby promoting the achievement of goals. The elements are: 1) curriculum, 2) program, 3) student, and 4) graduate.

Principle III – Accountability

The program teaches the student that the primary responsibility in nursing is to the client, the family, the community, group, and to the profession.

Principle IV – Accessibility

The program promotes access regardless of gender, geographic location, language and culture. Furthermore, students of both gender have accessibility to full comprehensive education.

STANDARDS

STANDARD I

The CURRICULUM provides learning experiences across the life span necessary for students to achieve the competencies required for the entry level nurse as defined by the Nurses Association of New Brunswick.

Indicators:

- 1.1 The philosophy, mission, curriculum framework and goals of the nursing education program is grounded in the requirements for professional nursing practice in New Brunswick
- 1.2 The curriculum describes the full program of studies including the organizing structure of the curriculum, courses in nursing, the biological and physical sciences, the behavioral and social sciences, and the humanities.
- 1.3 The curriculum describes the process (for example, teaching approaches, nature of interactions/transactions, values) through which students learn.
- 1.4 Learning activities (for example, classes/seminars/conferences, laboratory experiences or combinations of these or equivalent approaches) and the clinical fieldwork experiences provide students with the opportunity to meet outcomes/goals/objectives.
- 1.5 The curriculum is responsive to trends in the health care delivery:
 - a) nursing practice and nursing research;
 - b) education;
 - c) health and service delivery; and
 - d) society.
- 1.6 The curriculum addresses trends, issues, legal and ethical considerations in nursing within a primary health care framework.
- 1.7 Learning takes place in a broad context that is sensitive to linguistic, ethnic, spiritual, cultural and social diversity.
- 1.8 Systematic and continuous evaluation of all curriculum components, including the goals/objectives/outcomes, learning activities and student evaluation methods is carried out by students, graduates, clients, employers, educators and researchers to ensure ongoing development, maintenance and enhancement of the curriculum.
- 1.9 The curriculum prepares students to work collaboratively within nursing and with other disciplines/care providers.

STANDARD II

The PROGRAM has sufficient fiscal, human, physical, clinical resources, facilities, services and policies to support students to achieve the competencies required for the entry level nurse as defined by the Nurses Association of New Brunswick.

Indicators:

- 2.1 The organizational structure, leadership and committee system supports the administration of the program.
- 2.2 There are appropriate resources (fiscal, physical, human, clinical) to facilitate the creation and implementation of the curriculum and to foster its ongoing improvement.
- 2.3 Nursing faculty possesses theoretical nursing knowledge and maintains clinical expertise appropriate to their teaching responsibilities.
- 2.4 Nursing faculty works in a university culture where the sharing of a common philosophy and values is fostered through peer support, teamwork and team building.
- 2.5 Research and scholarly activities that contribute to the extension and expansion of nursing knowledge and curriculum development are conducted by nursing faculty.
- 2.6 The clinical learning activities and clinical placements provide sufficient opportunities for students to meet curriculum goals/objectives/outcomes:
 - a) there is a minimum of 1400 hours of relevant clinical practice in a variety of interdisciplinary practice settings, including but not limited to nursing homes, acute care, community and laboratory; and
 - b) the nursing component as measured by credits and course hours comprises not less than 50% of the program;
- 2.7 Continuous program evaluation includes feedback from students, graduates, clients, employers, educators and researchers.
- 2.8 Library resources, including books, journals, computers, audio-visual and other learning resources are current, available, accessible and in sufficient quantity to meet the curriculum goals/objectives.
- 2.9 Distance education, exchanges and linkages between the university campuses and programs are promoted.

STANDARDS STATEMENTS AND INDICATORS

- 2.10 Physical facilities, such as classrooms, seminars and conference rooms, computer and other laboratories for skill practice, study space and private meeting rooms for feedback on clinical performance are adequate to meet the requirements of the curriculum.
- 2.11 Significant enrollment trends, including but not confined to, admissions, attrition and graduation are monitored and documented including any proactive corrective action taken or planned.

STANDARD III

STUDENTS meet admission criteria and, during their participation in the nursing education program, demonstrate progress towards achieving the competencies required for the entry level nurse as defined by the Nurses Association of New Brunswick.

Indicators:

- 3.1 Students meet established university admission requirements which:
 - a) are congruent with the requirements for registration for nursing practice in New Brunswick;
 - b) include prerequisites that provide reasonable assurance of success in the program; and
 - c) include a selection procedure established by the school/faculty.
- 3.2 Students recruitment strategies are promoted to attract best-qualified students in sufficient numbers.
- 3.3 The student evaluation system provides evidence that students are progressing towards the goals/objectives and expected outcomes of the curriculum and developing the competencies required by the entry level nurse.
- 3.4 Policies and procedures for students, established by the university, are followed for promotion, failure, withdrawal, appeal, re-admission and graduation from the program.

STANDARD IV

GRADUATES of the program are prepared to practice according to professional practice and ethical standards and have achieved the competencies required for the entry level nurse as defined by the Nurses Association of New Brunswick.

Indicators:

- 4.1 Final evaluation of graduating students confirms that the students have achieved the goals/objectives/outcomes of the program and the competencies required for the entry level nurse as defined by the Nurses Association of New Brunswick.
- 4.2 Trends in graduates' performance on the Canadian Registered Nurse Examination are identified. When necessary, action is taken by the nursing education programs if graduate performance falls below an acceptable rate of success.
- 4.3 Graduates meet the NANB *Standards of Practice for Registered Nurses* and the entry level competencies of the graduate nurse as documented through employer evaluation of their performance in their practice setting.
- 4.4 Graduates meet the NANB *Standards of Practice for Registered Nurses* and the entry level competencies of the graduate nurse as documented by the graduates' self-evaluation of their performance in the practice setting.
- 4.5 Undergraduate credits and experience accumulated during the program are recognized, transferable and are portable nationally.
- 4.6 Graduates are prepared to pursue lifelong learning opportunities and apply the principles of continuous learning (for example, maintaining a record of significant activities and experiences).

DEFINITION OF TERMS

Accountability: The concept of primary responsibility to the client, to the profession and to the employer.

Accreditation: Describes a voluntary process of assessment and recognition of a program by a national body.

Approval: A compulsory process of assessment and recognition of a nursing education program by the provincial body. The process is based on standards and competencies required for the registration of the graduate with the provincial regulatory body.

Attrition: The loss of students from an education program prior to graduation.

Client: Individuals, families, groups, populations, or communities who require nursing expertise.

Collaboration: To work jointly with others within the discipline of nursing and within other health care disciplines.

Competencies: The combined knowledge, skills, personal attributes and judgments required for a registered nurse to practice safely and ethically in a designated role and setting (CNA, 2000).

Curriculum: Planned learning activities including philosophy, program objectives, content, sequence of learning activities and evaluation.

Interdisciplinary: Refers to more than one discipline working together collaboratively with the client/family/community. Team members share common goals, collaborate, work interdependently and share responsibility for assuming leadership roles.

Primary Health Care: Primary health care (PHC) is essential health care (promotive, preventive, curative, rehabilitative and supportive) that focuses on preventing illness and promoting health with the optimal individual and community involvement. It is both a philosophy and an approach that provides a framework for health care delivery systems. The five principles of PHC care accessibility, public participation, health promotion, appropriate technology and intersectoral collaboration (World Health Organization 1978; CNA, 2004).

Professional Nursing Practice: Professional Nursing Practice describes the expectations for nursing practice as defined in the *Standards of Practice for Registered Nurses* and *Code of Ethics for Registered Nurses*.

Program: The systems and resources needed to support and deliver the curriculum including: fiscal, human, physical, clinical, facilities and services.

DEFINITION OF TERMS

Standard: Generally accepted written expectation, amenable to measurement through the development of specific behaviours against which actual performance can be judged (CNA, 1988). Characteristics of standards:

a) directed toward an idea, b) realistic, c) attainable, d) acceptable, e) understandable, f) developed by experts in the domain, g) based on current knowledge, h) phrased in positive terms, i) indicative of acceptable performance, j) relevant to the domain under study and k) amendable to measurement (ICN, 1989).

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