

SOLUTIONS MANUAL

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Fundamentals of Canadian Nursing

SECOND CANADIAN EDITION



Concepts, Process and Practice

CHAPTER 2

NURSING EDUCATION IN CANADA

OVERVIEW

This chapter describes the various types of Canadian educational nursing programs and examines the baccalaureate degree as entry to professional nursing practice. The importance of continuing nursing education is explained and the role that national nursing associations play in shaping nursing education is explored. Lastly, this chapter analyzes contemporary issues that influence nursing education in Canada.

LEARNING OBJECTIVE 1

Describe the different types of educational nursing programs

CONCEPTS FOR LECTURE

1. Types of educational programs include practical nursing, registered nursing, graduate nursing, continuing education, and in-service education. There are two types of entry-level generalist nurses: the registered nurse (RN), and the licensed practical or registered practical nurse (LPN, RPN). Practical nurses are educated and licensed or registered in all provinces and territories. LPN and RPN programs vary in length but the trend is moving to a two-year program leading to a diploma in practical nursing. Entrance requirements vary but usually include a high-school diploma. Bridging programs for practical nurses who want to obtain a baccalaureate in nursing are becoming more formalized. Two major educational routes lead to RN licensure: diploma and baccalaureate programs.

Currently, baccalaureate programs are offered by universities and university-colleges either alone or in collaboration with other postsecondary institutions. The curricula offer courses in the liberal arts, sciences, humanities, and nursing. Degrees offered are either a bachelor of science in nursing (BScN, BSN) or bachelor of nursing (BN). Most baccalaureate programs that admit registered nurses who have diplomas have specifically designed curricula to meet the needs of these students. These programs are referred to as BScN completion, BN transition, or postdiploma programs.

A nurse practitioner (NP) is a registered nurse with additional education and experience in health assessment, diagnosis, and management of illnesses and injuries, including ordering tests and prescribing medications. Nurse-practitioner programs were available in 1967 at Dalhousie University. All provinces and territories except the Yukon have legislation and regulations in place or in progress regarding nurse practitioner status. Some NP programs are offered at the post-diploma RN level, but there is a growing trend to have NP programs offered at the master's level.

Graduate nursing programs include master's degree and doctoral programs. Master's programs generally take from 1.5 to 2 years to complete and provide specialized knowledge and skills that enable nurses to assume advanced roles in practice, education, administration, and research. Doctoral programs further prepare nurses for advanced clinical practice, administration, education, and research.

Continuing education (CE) refers to formalized experiences designed to expand the knowledge or skills of practitioners. CE courses tend to be shorter and more specific.

An in-service education program is administered by an employer and is designed to upgrade the knowledge or skills of employees.

POWERPOINT LECTURE SLIDES

(NOTE: The number on each PPT Lecture Slide directly corresponds with the Concepts for Lecture.)

1. Types of Nursing Education
 - Practical nursing
 - Registered nursing
 - Diploma
 - Baccalaureate
 - Nurse practitioner
 - Graduate nursing
 - Master's
 - Doctoral
 - Continuing education and in-service education

SUGGESTIONS FOR CLASSROOM ACTIVITIES

- Invite nurses who have obtained master's and doctoral degrees to discuss the programs, why they decided to obtain advanced education, and their current positions.
- Review the difference between the functions of the RPN/LPN and the RN.
- Review the qualifications necessary for licensure and license renewal.

SUGGESTIONS FOR CLINICAL ACTIVITIES

- Assign students to interview nurses who graduated from various types of education programs to determine why these nurses selected the type of nursing program they attended.

LEARNING OBJECTIVE 2

Identify aspects of the baccalaureate level for entry to professional nursing practice

CONCEPTS FOR LECTURE

1. In 2004, the Canadian Association of Schools of Nursing (CASN) and the Canadian Nurses Association (CNA) issued a joint statement supporting the baccalaureate degree as the entry-to-practice credential in Canada. In 2007, only Quebec and Manitoba did not endorse the baccalaureate as entry to practice.

POWERPOINT LECTURE SLIDES

(NOTE: The number on each PPT Lecture Slide directly corresponds with the Concepts for Lecture.)

1. Entry to Professional Practice
 - CASN and CNA statement
 - Debate
 - Implications

SUGGESTIONS FOR CLASSROOM ACTIVITIES

- Have the students debate the pros and cons of establishing the BSN degree as the entry requirement for professional nursing practice.

SUGGESTIONS FOR CLINICAL ACTIVITIES

- Have the students determine the institution's educational requirements for various nursing positions.
- Obtain the job descriptions of LPNs/RPNs, and RNs. Compare and contrast their roles and responsibilities.

LEARNING OBJECTIVE 3

Explain the importance of continuing nursing education

CONCEPTS FOR LECTURE

1. Continuing education (CE) refers to formalized experiences designed to enlarge the knowledge or skills of practitioners. The purposes of CE programs include keeping nurses abreast of new techniques and knowledge, attaining expertise in a specialized area of practice, and providing nurses with information essential to nursing practice. To provide competent nursing care, an RN must continuously enhance the knowledge, skills, and critical thinking required to meet client needs in a changing health-care system. Continuing education or lifelong learning is a strategy to achieve this goal. Continuing education is the responsibility of each practicing nurse and of employers. Continuing education programs: (1) keep nurses abreast of new techniques and competence; (2) help nurses attain expertise in specialized areas of practice; and (3) provide nurses with information essential to nursing practice.

POWERPOINT LECTURE SLIDES

(NOTE: The number on each PPT Lecture Slide directly corresponds with the Concepts for Lecture.)

- 1 Continuing Education
 - Definition
 - Purpose

SUGGESTIONS FOR CLASSROOM ACTIVITIES

- Have the students investigate the continuing education requirements as established by the profession.

SUGGESTIONS FOR CLINICAL ACTIVITIES

- Have the students review the in-service schedule for the month.
- Have the students attend one in-service education program at the institution.
- Review the mandatory in-service education programs at the institution.
- Have each student locate one CE article in a nursing journal and review the journal's requirements to obtain these CE credits.

LEARNING OBJECTIVE 4

Describe the role of national nursing associations in shaping nursing education in Canada

CONCEPTS FOR LECTURE

1. *Canadian Nurses Association (CNA)*: The CNA is a federation of 11 provincial and territorial registered nurses' associations, representing more than 133 500 Canadian RNs. Quebec nurses do not belong to the CNA. The CNA co-sponsored the Weir Report in 1932, and in 1948, with financing from the Red Cross, established the first independent nursing school (Metropolitan School of Nursing in Windsor, Ontario), separated physically and financially from any hospital. Recently, the CNA, in conjunction with the provincial and territorial bodies completed and endorsed entry-level competencies for new RN graduates. In 1980, the CNA initiated certification, which is a voluntary and periodic process by which an organized specialty group verifies that a registered nurse has demonstrated competence in one of 17 nursing specialties. In Quebec, the first two specialty certificates will be available in mental health and in the prevention and control of infections.

The Canadian Association of Schools of Nursing (CASN): The Provisional Council of University Schools and Departments was formed in 1942. The name of the organization was changed in 1971 to the Canadian Association of University Schools of Nursing, with a mandate in 1973 to provide accreditation to university nursing programs in Canada. In 2002 the organization was re-named the Canadian Association of Schools of Nursing (CASN). The CASN (1) speaks for Canadian nursing education and scholarship; (2) establishes and promotes national standards of excellence for nursing education; (3) promotes the advancement of nursing knowledge; (4) facilitates the integration of theory, research, and practice; (5) contributes to public policy; and (6) provides a national forum for issues in nursing education and research.

The Canadian Nursing Students' Association (CNSA): The CNSA is a national organization that maintains an influence on nursing education through its partnership with other national and international organizations.

POWERPOINT LECTURE SLIDES

(NOTE: The number on each PPT Lecture Slide directly corresponds with the Concepts for Lecture.)

1. National Nursing Associations
 - CNA
 - CASN
 - CNSA

SUGGESTIONS FOR CLASSROOM ACTIVITIES

- Have the students explore the Canadian Nurses Association on the Internet and report on the mission, goals and objectives of the association.

SUGGESTIONS FOR CLINICAL ACTIVITIES

- Invite a nurse with a CNA specialization to discuss to his or her reasons for obtaining specialization in their chosen field.

LEARNING OBJECTIVE 5

Analyze issues influencing nursing education in Canada

CONCEPTS FOR LECTURE

1. *Changes in Health-Care Needs:* There has been a shift from acute-care to primary health-care and community-based care. Canada has an aging population. Nurses are involved in new roles, such as case managers, program managers or community developers. New administrative roles include participating on boards, chairing committees, and preparing budgets.

Entry to Practice: In 2004, the CASN and the CNA issued a joint statement supporting the baccalaureate degree as the entry-to-practice credential in Canada. In 2007, only Quebec and Manitoba did not endorse the baccalaureate as entry to practice.

A Shortage Crisis: The number of nursing graduates is inadequate to replace those who are leaving the profession and to meet the health needs of clients. The nursing shortage is a global concern. What is the best educational preparation for a nurse? Should we re-examine the scopes of practice? What are the ethical implications of recruiting nurses from other countries?

Changing Demographics in Nursing Programs: Aboriginal students, older students, male students, and students with disabilities are enrolling in increasing numbers. In addition, more students are working throughout their programs to obtain the funds required for tuition and living expenses. Options such as part-time study and distributed learning are being explored. The average age of nurse educators in Canada is moving toward retirement. Current initiatives include additional PhD programs in nursing.

Technological Advancements: The growth of technology is influencing nursing education. Computer-assisted instruction and computer-mediated distance education offer the potential for flexible, self-directed, interactive learning activities for students in on-site nursing programs and those that offer programs over a large geographic area. Highly technical manikins and virtual reality technology allow nursing students and graduates to practice specific skills in a safe environment.

Interprofessional Education: Health professionals and other stakeholders have advanced the notion that if health professionals are educated together, they will have a greater understanding of each other's roles and will be able to work together more effectively. Health Canada has initiated the Interprofessional Education for Collaborative Patient-Centred Practice (IECPCP) program.

POWERPOINT LECTURE SLIDES

(NOTE: The number on each PPT Lecture Slide directly corresponds with the Concepts for Lecture.)

- 1 Issues Influencing Nursing Education
 - Health-care needs
 - Entry to practice
 - Nursing shortage
 - Demographics
 - Technology
 - Interprofessional education

SUGGESTIONS FOR CLASSROOM ACTIVITIES

- Invite nurse educators with varied experience to discuss the issues that have affected nursing education throughout their careers.

SUGGESTIONS FOR CLINICAL ACTIVITIES

- Have the students interview nurses in the clinical area to gain increased insight into the issues that have influenced nursing education over time.

ANSWERS AND EXPLANATIONS FOR ASSESS YOUR LEARNING QUESTIONS

1. **Answer:** c. University of British Columbia

Explanation: The University of British Columbia housed the first English program of nursing, followed by option (b), McGill University, in 1920. The first French program was opened at Institut Marguerite d'Youville in 1938. The University of Western Ontario, option (a), established the first master's program in 1959. Option (d), the University of Toronto, prepares nurses at all degree levels but was not the first to do so.

Nursing Competency Category: Professional Practice

Question Type: Knowledge/Comprehension

2. **Answer:** c. The recommendations of the Weir Report

Explanation: In 1932, the Canadian Nurses Association and the Canadian Medical Association commissioned Dr. George Weir to conduct a study of nursing education in Canada. He found that education was secondary to hospital service as a priority in the schools. Weir's recommendations ensured that basic education programs for registered nurses progressed to university programs. Option (a): the regulatory bodies look at nurses' competencies and whether an education program produces graduates who meet those requirements. Option (b): the nursing unions have worked to ensure safe workplaces and working conditions for nurses but have not directly influenced nursing education programs. The Mack Training School, option (d), was important because it was the Canadian first school of nursing patterned after the Nightingale schools, but this influence extended only to other Nightingale schools.

Nursing Competency Category: Professional Practice

Question Type: Knowledge/Comprehension

3. **Answer:** a. A course on leadership offered at a college or university

Explanation: To provide competent nursing care, nurses must continually enhance their knowledge, skills, and critical-thinking abilities to meet client needs as the health-care system changes. Option (b): the employer's course would give nurses a needed skill for that employment only; this kind of course is commonly known as inservice training. Option (c): these courses are frequently a condition of employment or part of agency accreditation. Option (d): a fitness course would enhance the nurses' physical health, but it would not increase their nursing skills or knowledge.

Nursing Competency Category: Professional Practice

Question Type: Application

4. **Answer:** a. Yes, with an accelerated or compressed degree in nursing

Explanation: The newest type of basic nursing program for registered nurses is one in which students come with all or part of a university degree in another discipline. These are variously called second entry, second degree, accelerated, or compressed programs. Option (b): programs are available for this student. Option (c): a refresher course is for nurses who have not renewed their registration for some time and who require additional education to obtain the registration again. Option (d): individuals are eligible to write the national examination only after completing an approved education program.

Nursing Competency Category: Professional Practice

Question Type: Knowledge/Comprehension

5. **Answer:** c. The level of education required to achieve licensure

Explanation: In most provinces and territories, the level of education required to achieve licensure as a registered nurse is the baccalaureate degree. In some provinces, a diploma in nursing is required. Option (a): programs leading to the same degree or diploma can have different lengths of time spent in classroom and clinical instruction. Option (b): each educational institution sets its own curriculum, but it must meet the approval of the regulatory body. Option (d): the accreditation process does not set a specific curriculum. The accreditation process is currently available only for baccalaureate nursing programs.

Nursing Competency Category: Professional Practice

Question Type: Knowledge/Comprehension

6. **Answer:** d. To gain specialized knowledge in a specific area of nursing

Explanation: Certification means that the nurse is recognized as having met a standard of advanced knowledge in a specific area of nursing. Certification is offered on a national basis, or provincially in Quebec. Option (a): certification programs are not necessarily at the graduate level, and recognition of them is given more frequently at the baccalaureate level (e.g., for a student applying for a post-RN diploma program). Option (b): certification may be recognized as an asset when applying for a head or charge nurse position, but is not commonly a requirement. Option (c): the education and clinical experience required for certification includes assessment and evaluation but is not limited to those areas.

Nursing Competency Category: Professional Practice

Question Type: Knowledge/Comprehension

7. **Answer:** a. CASN

Explanation: The Canadian Association of Schools of Nursing is the body that conducts accreditation of baccalaureate programs in nursing. Option (b): the Canadian Nurses Association is a professional organization. It is connected to the approval (not accreditation) process through its regulatory bodies. Option (c): schools of nursing apply to CASN to undergo the accreditation process. Option (d): the provincial and territorial governments, through the legislative acts granting self-regulation to nursing and other health professions, rely on the regulatory bodies to grant accreditation.

Nursing Competency Category: Professional Practice

Question Type: Knowledge/Comprehension

8. **Answer:** a. Prescribe common drugs and order common diagnostic tests

Explanation: Nurse practitioners (NPs) have completed specialized education and have successfully passed a national examination specifically for them. Option (b): although the NP will likely have graduate education in research methods, it usually the doctorally prepared nurse who serves as a principal investigator. Option (c): a doctoral degree is generally required to teach in a graduate program in nursing. Option (d): an advanced practice nurse may be hired in a high-level administrative role but he or she is generally not required to have an NP designation.

Nursing Competency Category: Professional Practice

Question Type: Knowledge/Comprehension

9. **Answer:** c. The practising nurse

Explanation: As a professional, each regulated nurse is responsible for his or her own continuing education and professional development. The regulatory body in that nurse's jurisdiction is responsible for setting the requirements and monitoring members to ensure compliance. Option (a): colleges and universities offer continuing education programs, but they are not responsible for having nurses attend. Option (b): employing agencies typically indirectly monitor nurses' professional development activities by requiring proof of registration in good standing annually. Option (d): the professional association may facilitate continuing education offerings, but it does not accept the responsibility of ensuring individual nurses' attendance.

Nursing Competency Category: Professional Practice

Question Type: Knowledge/Comprehension

10. **Answer:** c. To enable the profession to gain control over the educational process

Explanation: When nursing education took place in hospitals, the hospitals benefitted from the free labour pool, but education came a poor second. Moving the programs to universities and community colleges allowed the profession of nursing to make the education of the students the primary goal of the programs. Option (a): hospital schools of nursing were modelled on the apprenticeship model, rather than on the educational model. Option (b): in university programs, and in later years of the hospital diploma programs, teaching was done by nurses, not physicians. Option (d): Recognition of the many contributions of religious groups to nursing education remains strong.

Nursing Competency Category: Professional Practice

Question Type: Knowledge/Comprehension

ANSWERS TO CASE STUDY 2

1. What questions would you ask before responding?

To give your friend the best response, it will be important for you to gather the following information:

- What is your friend's knowledge of nursing? Is it accurate or based on a stereotype or the media's image of nursing? Does your friend know the different categories of nursing and the education required for each?
- Does your friend have any experience with the health-care system? If yes, how has that experience influenced your friend?
- Does your friend have prior educational experience or degrees? Would this education give your friend advanced standing in a nursing education program?
- What are your friend's professional goals and in what kind of time frame? For example, some students have a professional goal of becoming a nurse practitioner; however, they want to enter the nursing field as soon as possible. They elect to first complete a practical nursing program to allow them to work in nursing while completing course work for an RN program and finally advancing to a graduate program.
- What are the availability and accessibility of nursing programs? People in rural areas may not have as many choices in close proximity as individuals who live in urban areas.

Obtaining answers to these questions will give you enough information to let you help your friend.

2. What went into your decision making when choosing your nursing educational program?

Consider the influences on your decision making, such as other nurses you have known and similar role models, experiences with the health-care system before you applied to nursing school, feedback you received from teachers and friends regarding your skills, your views of health and illness, and similar inspiring situations.