CASN Accreditation Nurse Practitioner Program Standards and Framework

August 2022

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CASN Accreditation Nurse Practitioner Program Standards and Framework

The CASN accreditation program for nurse practitioner programs of nursing is characterized by the following:

- It is guided by core values and fundamental principles.
- Quality dimensions provide overarching quality guidelines for accreditation standards, their descriptors, and key elements.
- The standards are divided into two sets; one set applies to the school of nursing itself, referred to as the educational unit, and the other applies to the program of nursing, referred to as the education program.
- The unit of an accreditation review is a single nurse practitioner nursing education program, assessed using the education program standards, and a single educational unit delivering the program, assessed using the educational unit standards.
- Educational units and their nurse practitioner programs undergoing an accreditation review carry out a self-study against the key elements of the standards and provide evidence to demonstrate how they are meeting the standards.
- Peer reviewers conduct an on-site or virtual visit and collect evidence through interviews, a review of documents, and observations to validate the self-study report.
- The Nurse Practitioner CASN Accreditation Bureau (NP-CAB) is the decision-making body that determines the accreditation status and terms of the educational unit and education program under review. It functions independently and at arms length from the CASN Board of Directors and the CASN Council.

Core Values

Values underpinning CASN's accreditation programs guide the review process itself and all those involved in the implementation of the accreditation programs, including the CASN Board of Directors, reviewers, members of the CASN accreditation bureaus, the accreditation advisory committees, and accreditation staff.

Table 1: CASN Accreditation Program Values

Respect	Regard for and appreciation of others
Fairness	Openness to reason, freedom from bias, objective, and equitable
Confidentiality	Protection of identity, privacy rights, and anonymity of individuals and sources of information
Transparency	Clear articulation of the structure, process, and steps of the accreditation program, and an accreditation review and provision of relevant and timely information
Accountability	Responsibility and answerability for following policies, processes, and procedures of the accreditation program
Integrity	Honesty and adherence to moral and ethical principles

Guiding Principles

The following principles underpin the CASN accreditation nurse practitioner program.

1. The role of accreditation is to enhance the quality of nurse practitioner programs of nursing by fostering **continuous quality improvement** and providing **quality assurance**.
2. The quality of nurse practitioner programs represents **fitness of purpose**.
3. Quality expectations of nurse practitioner programs encompass both the **educational unit** delivering the program and the **education program** itself.
4. **Accountability** is a quality dimension of the educational unit and an outcome of the nurse practitioner education program.
5. The **relevance** of the educational unit and the education program represents a quality dimension of nurse practitioner programs.
6. The alignment and interconnectedness of the various components of the educational unit and the education program create a **relatedness** that is a quality dimension of nurse practitioner programs.
7. As health professional education needs to be flexible, creative, and innovative, **uniqueness** is a quality dimension, fostering a distinctiveness in how standards of the educational unit and education program are met.
8. The accreditation program utilizes a broad definition of scholarship.
9. It is congruent with the core expectations of master's level nursing education, as published in the most recent version of the *CASN National Nursing Education Framework.*

10. It is informed by the guidelines, principles, and essential components for nurse practitioner education in Canada as published by CASN in *Nurse Practitioner Education in Canada: National Framework of Guideline Principles & Essential Components.*

Quality Dimensions

What quality represents has been debated extensively. Fitness of purpose is the most generally accepted understanding of the concept in accreditation of higher education (Council for Higher Education Accreditation, 2016). In terms of fitness of purpose, nurse practitioner programs have the responsibility to appropriately prepare nurse practitioners to enter a complex, regulated, and evolving health care profession in diverse sectors of health care delivery and in diverse regions of the country. The quality dimensions identified for nurse practitioner programs and their educational units to achieve fitness of purpose are relevance, relatedness, accountability, and uniqueness. These quality dimensions are defined below.

- **Relevance**: The structure, processes, and constituents of the educational unit and the education program under review are pertinent, appropriate, and responsive to the current and emerging needs of society and the profession.

  Thus, current societal and professional policies, technologies, and services are integrated into standards related to the governance, administration, and delivery of the program. Contemporary societal and professional needs, including the need for graduates to be prepared for continuous change in the future, are incorporated in the education program standards.

- **Accountability**: The educational unit takes responsibility for the quality of its programs and is answerable in all its relationships. The education program prepares students to be life-long learners who take responsibility for a professional practice that is safe, competent, ethical, and legal.

  The educational unit, therefore, is expected to demonstrate a commitment to quality improvement through strategic planning, human resource planning, ongoing assessment, and evaluation of processes, teaching, and services. The education program is expected to foster ethical practice, self-regulation, life-long learning, and a commitment to person-centred, collaborative, and safe care. It is expected to conduct ongoing assessment and evaluation of curricula and outcomes.

- **Relatedness**: There is an inter-connectedness of all components of the educational unit and education program that promotes the achievement of goals and specified outcomes.

  The interconnectedness includes the alignment of the educational unit with the education program. An example would be the connectedness of the teaching and the information resource needs of a given program. It also includes the interconnections within the education program, such as the alignment of the vision, mission, goals, learning activities, and outcomes.

- **Uniqueness**: While the structure, processes, and constituents of an educational unit and education program are expected to meet standards, how these expectations are met may

be of a distinctive or unique character that allows for innovation as well as responsiveness to a particular context.

Since education programs must continually evolve, innovation in nursing education is important for the profession (Council for Higher Education Accreditation, 2016). Moreover, the contexts of schools of nursing vary considerably across the country, and different approaches may be used to meet the specific quality expectations of the standards. Nurse practitioner programs are encouraged to innovate and to develop ways of meeting standards that are aligned with their context.

Accreditation Unit

The unit of an accreditation review and subsequent accreditation status is a given education program delivered by a given educational unit. Canadian educational institutes may offer more than one nurse practitioner program including, for example, a post-graduate diploma program for those who have completed a master's nursing program, and a master's level nurse practitioner program for registered nurses who have completed a designated number of years in nursing practice. As they may vary in quality, each education program is reviewed against the education program standards.

For some education programs in Canada, a collaboration of academic institutions may be involved in its delivery. The quality of the educational units offering a given collaborative program may also vary. Each academic institution involved in a collaborative program is therefore reviewed independently against the educational unit standards.

Diagram 1: Accreditation Program Structure
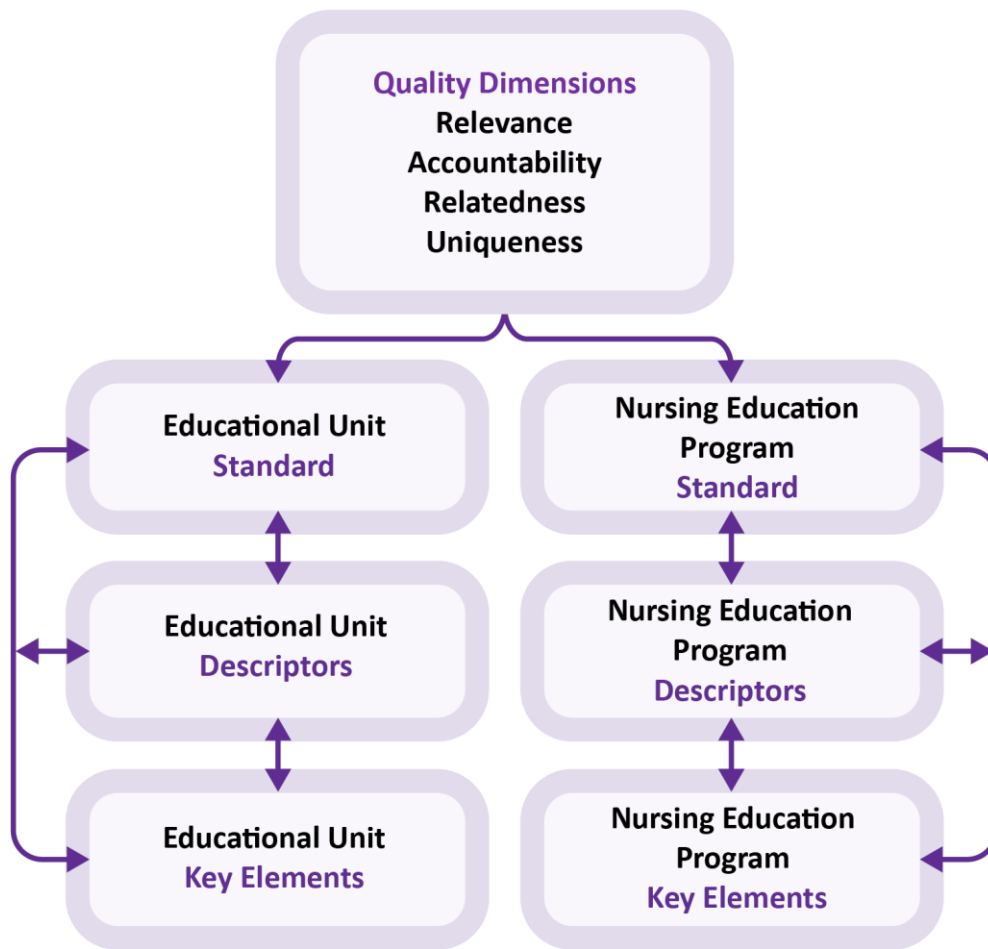
Educational Unit Standards

The educational unit refers to the faculty, school, or department of a post-secondary institution delivering a nurse practitioner program, either solely or in collaboration with other educational units in other academic institutions. The educational unit includes the leadership, organizational and administrative structures, policies, processes, faculty, resources, and environment of the education program under review.

The educational unit standards are:

1. Leadership, Governance, and Administration
2. Resources and Environment
3. Teaching, Learning, and Scholarship

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           │        │    and Administration        │        │
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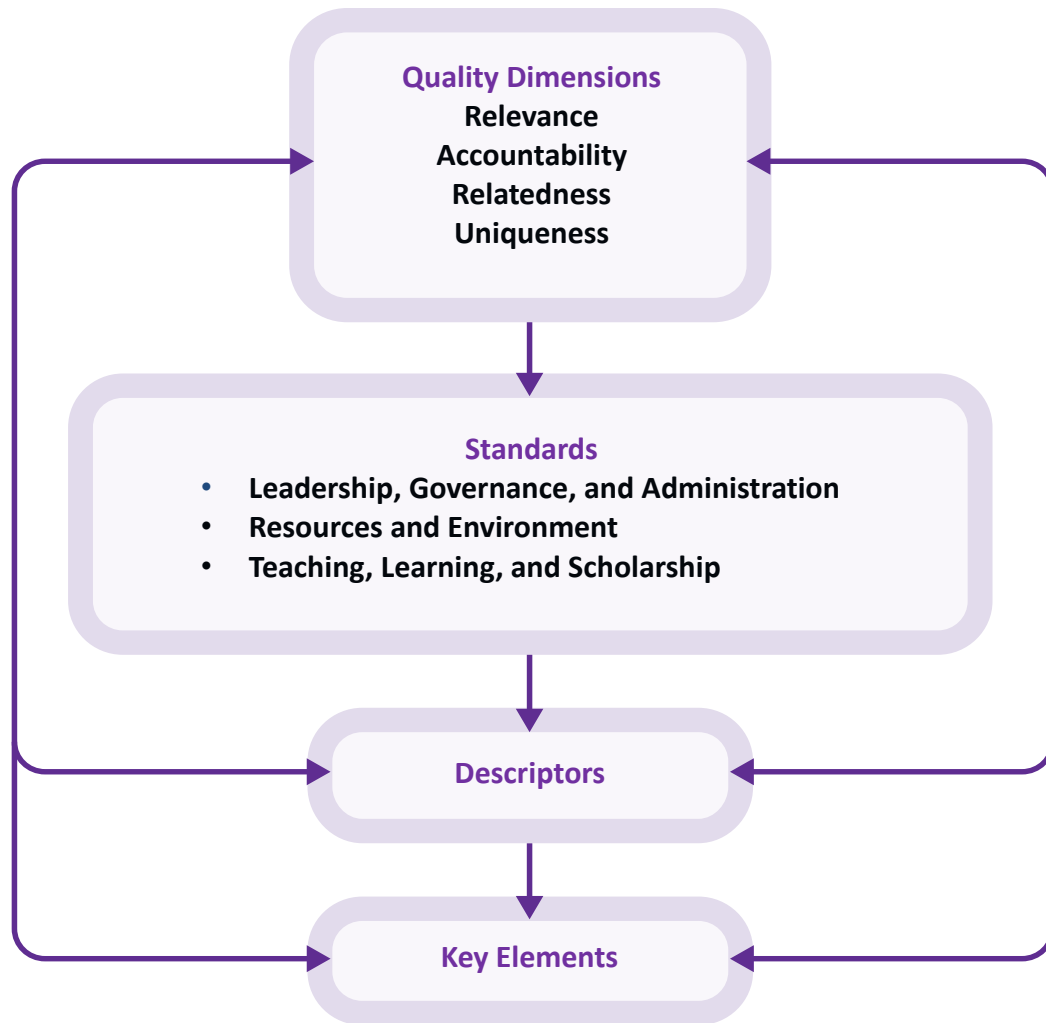
Educational Unit Criteria

The following criteria delineate an educational unit:

- A faculty, school, or department that delivers part or all of a nurse practitioner program.
- The faculty, school, or department is part of a post-secondary academic institution authorized jurisdictionally to deliver nurse practitioner nursing education.
- If the faculty, school, or department is delivering a nurse practitioner nursing education program under review on its own, the post-secondary academic institution it is a part of must be authorized jurisdictionally to grant master's degrees; if it is part of a collaborative partnership, at least one institutional partner of the collaboration must be authorized jurisdictionally to grant master's degrees.

A **site** is a location in which classes or laboratory sessions take place. An educational unit may

deliver a nurse practitioner program of nursing in a number of **sites**. A site is not separated out for an accreditation review, but each site of an educational unit is visited virtually or in person by the peer reviewers in an accreditation review in order to ensure that the quality of the educational program is consistent. In the event that a distributed model is utilized for program delivery, the Nurse Practitioner CASN Accreditation Bureau (NP-CAB) members will read the information provided and make a decision about which of the sites are to be visited.
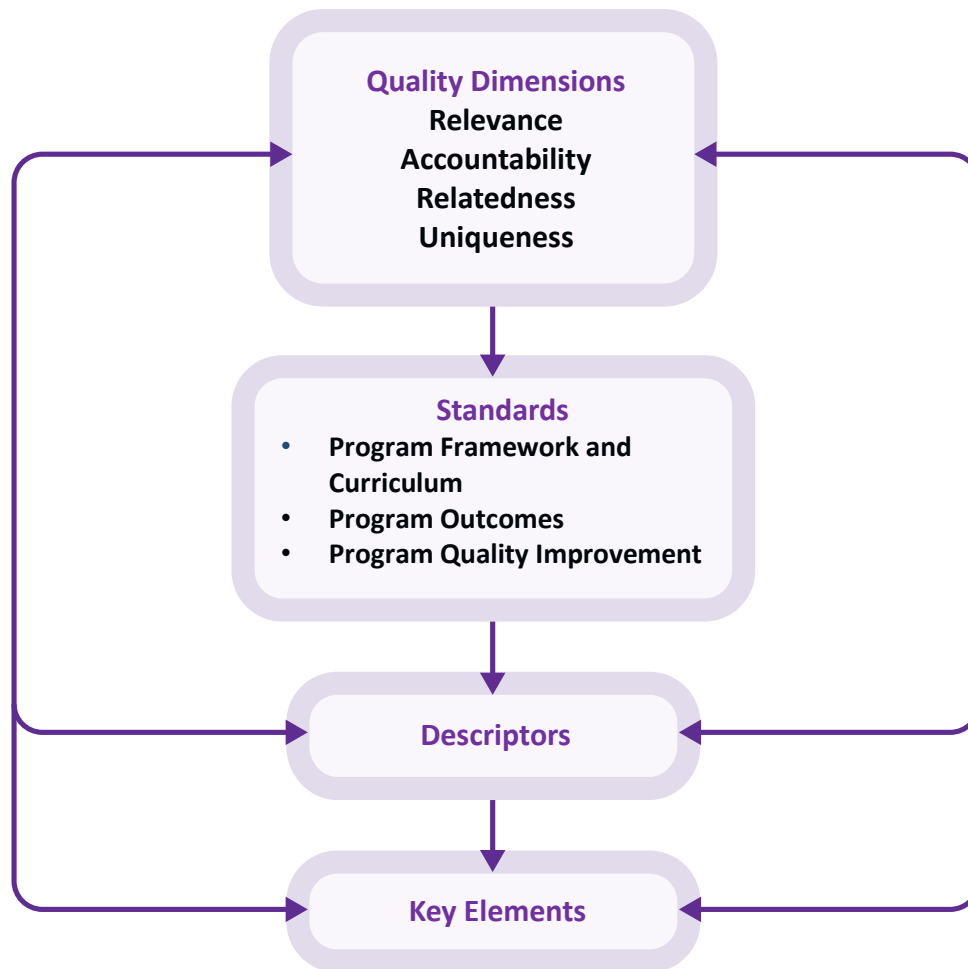
Nurse Practitioner Education Program

A nurse practitioner nursing education program prepares students for a health professional career as a nurse practitioner. Nurse practitioners are "registered nurses with additional educational preparation and experience who possess and demonstrate the competencies to autonomously diagnose, order and interpret diagnostic tests, prescribe pharmaceuticals and perform specific procedures within their legislated scope of practice" (Canadian Nurse Practitioner Initiative, 2006 p. iii). The nurse practitioner role is an advanced nursing role (CASN, 2015 p. 19).

The nurse practitioner education program provides learning opportunities for students to develop the knowledge, skills, and attitudes they will need initially to enter practice as a nurse practitioner. It must also develop the academic, interpersonal, and leadership knowledge as well as the abilities graduates need to grow and advance in the profession. In addition, it builds on the academic foundation of baccalaureate studies and clinical practice in nursing. The education program must also develop the generic, analytical, reflective, and critical thinking skills expected of graduates of all master's programs in every academic discipline. Nurse practitioner programs integrate entry-level competencies required by the regulatory body in the jurisdiction of the school.

The education program standards are:
1. Program Framework and Curriculum
2. Program Outcomes
3. Program Quality Improvement.

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Nurse Practitioner Education Program Criteria

A nurse practitioner education program refers to an educational program at a master's or post-master's level in Canada that qualifies its graduates to write a licensing examination to practice as a nurse practitioner in a specific province or territory. It also fosters the development of a master's level of learning outcomes to be attained across the domains of research, practice, communication and collaboration, professional autonomy, and leadership.

A nurse practitioner nursing education program is delineated by the following criteria:

- A set of specific admission requirements;
- A single and unique university degree certification or diploma at the master's or post master's level conferred on the student;
- A single degree-granting institution;
- A course of study with a single curriculum framework; and
- A single sequence of defined courses with single course descriptions and specified options designed to meet a single and specified set of program outcomes at the master's or post-

master's level.

A **stream** of a nurse practitioner nursing education program refers to a cohort of students following a minor variation of the program. A stream is the same as a "track." A stream shares the unique university degree, the courses, the course descriptions, and the admission requirements. Overall, the sequence of courses is shared, however, there may be some variation in the order of courses. Some non-nursing course requirements may have been taken elsewhere prior to admission. A stream of a program is not separated out for an accreditation review but is a part of the education program under review.

Collaborative Nursing Education Program

A collaborative nursing education program refers to a nurse practitioner program that is offered in a partnership of post-secondary institutions in which one or more partner is a master's degree granting institution, and each partner has signed a collaborative agreement with dates of review specified. A master's degree granting institution grants the post master's diploma or master's degree to all graduates of the collaborative program from institutions that are not jurisdictionally authorized to grant master's degrees.

The written agreement between the institutions must describe the program delivery model and the roles and responsibilities of each partner clearly. Faculty and unit administrators who are engaged in a collaborative program are expected to collaborate and share responsibility for developing and implementing a program that is effective in meeting mutually agreed upon program outcomes.

Educational Unit and Education Program Accreditation

To achieve accreditation, a nurse practitioner program undergoes a review of both the educational unit delivering it and the nursing education program(s). The educational unit and education program(s) is (are) assessed against a separate set of predetermined standards and receive a separate accreditation decision.

Both sets of standards, however, are essential to the quality of the program. Both must therefore be accredited for the nurse practitioner program of nursing to be accredited. If there is a difference in the length of the accreditation term accorded to the unit and the program, the shorter term prevails. Similarly, if one receives a probationary status, this applies to the other. Thus, although the Nurse Practitioner - CASN Accreditation Bureau makes a separate accreditation decision for the educational unit and for the education program, a single accreditation status is published for the program and the educational unit delivering it. As noted, it is the weaker status that prevails if there is a difference between the accreditation decision for the educational unit and for the education program.

Standards, Descriptors, Key Elements

The four quality dimensions of relevance, accountability, relatedness, and uniqueness guide the quality expectations for the standards of both the educational unit and the education program.

Each standard has a descriptor and key elements.

- **Standards** are stated broadly.
- **Descriptors** provide additional and more specific information to further delineate standards.
- **Key elements** are the qualitative and quantitative indicators of the standard descriptors that are used to determine whether the standard is being met.

Evidence

The educational unit provides evidence to show how each key element of each standard is being met in a self-study report. In addition, peer reviewers collect additional evidence for the key elements during an on-site or virtual visit through interviews and observation. The source of evidence, therefore, includes documentation, interview data, and reviewers' observations. The type of evidence required for each key element is specified. It falls into the following categories:

- **Documentation**
  - Information the school is requested to provide in the application form for an accreditation review
  - Information the school provides on each key element in the self-study report
  - Core documents that the school is required to submit with the self-study report
  - Supplementary documentation the school may choose to provide with the self-study report
  - Documents the school provides to reviewers on-site or virtually

- **On-site/virtual interviews conducted by reviewers**
  - Leadership (of the unit and the institution)
  - Administrative staff
  - Curriculum and program evaluation related committees
  - Faculty
  - Preceptors
  - Students
  - Employers/representatives of placement services
  - Recent graduates

- **On-site/virtual observation by reviewers**
  - Classroom teaching
  - Simulation teaching
  - Clinical placements
  - Library, digital, online courses, teaching, and learning resources
  - Facilities and other resources

Eligibility

Eligibility for a CASN accreditation review of a nurse practitioner education program is based on a master's degree or post-master's diploma being conferred by a degree-granting institution that is formally recognized as such by the appropriate governmental authority in the jurisdiction.

For collaborative programs in Canada, generally all educational units participate in the accreditation review. Given the diversity of models, however, there is some flexibility in determining which educational units must participate to accommodate multiple types of situations.

Initial Accreditation for International Schools

The CASN International Accreditation Program offers accreditation reviews for existing programs that have graduates. An international nurse practitioner program, however, accepted for its first CASN accreditation undergoes a formative **pre-accreditation review** process that includes a self-study and site visit by peer reviewers. The reviewers provide the school with a formative report to assist faculty in their preparation for the **summative accreditation** review. No accreditation decision, however, is made until after the summative accreditation review.

Table 2: Accreditation Standards

Relevance Accountability Relatedness Uniqueness	
Educational Unit	**Education Program**
Leadership, Governance, & Administration Resources & Environment Teaching, Learning, & Scholarship	Program Framework & Curriculum Program Outcomes Program Quality Improvement

Educational Unit Standards

Standard 1: Leadership, Governance, and Administration

Standard 1:	Leadership, Governance, and Administration
STANDARD STATEMENT	**The leadership, governance, and administration of the educational unit facilitate the achievement of the education program outcomes.**
Descriptor	The educational unit is committed to continuous quality improvement; is accountable and takes responsibility for achieving the education program's mission, goals, and outcomes; and provides operational processes, including partnerships that are aligned with the education program and relevant in the context of current sociocultural trends.
Key Elements	1. Faculty engage in systematic strategic planning for the unit and its education programs. 2. The strategic plan reflects societal, cultural, academic, and practice trends; facilitates achievement of the nurse practitioner program goals and objectives; and is aligned with the mission and goals of the school. 3. The leadership of the educational unit makes decisions through shared governance and consultation with faculty, staff, and students. 4. The leadership of the educational unit promotes, advocates for, and advances the achievements of the faculty, staff, and students in the nurse practitioner education program(s). 5. The nursing leader/academic head of the educational unit is accountable for decision-making in human resources, finances, and policy. 6. The nursing leader/academic head possesses the experience and academic qualifications to provide academic leadership. 7. Clearly defined, transparent organizational structures, policies, and processes facilitate the effective functioning of the nurse practitioner program(s). 8. Clearly defined, appropriate and transparent policies and processes guide student admission to the nurse practitioner nursing education program(s) and student progression. 9. Ethical, legal, and regulatory standards of the socio-political context are reflected in the policies, procedures, and practices of the educational unit.

Standard 1:	Leadership, Governance, and Administration
	10. Security, confidentiality, and privacy are ensured by policies and procedures that reflect current legislation, regulations, and target digital, paper, and oral forms of communication.
	11. Student complaints, grievances, and appeals are dealt with fairly using established policies, procedures, and practices.
	12. Faculty complaints, grievances, and appeals are dealt with fairly using established policies, procedures, and practices.
	13. Written agreements for clinical placements are current and specify expectations for all parties.
	14. Joint evaluations of clinical placements with service agency partners are conducted in a manner that supports reciprocity in the partnership.
	15. (If applicable) Collaborative partnerships are based on a written agreement that specifies the delivery model, responsibilities of all parties, a shared decision-making process, and lines of communication.
	16. (If applicable) The educational unit respects the terms of the collaborative agreement, demonstrates respect for its partners, maintains good lines of communication, and participates in evaluations of the collaboration.

Evidence: Standard 1- Leadership, Governance, and Administration

Key Element 1: Leadership, Governance, & Administration

Faculty engage in systematic strategic planning for the unit and its education programs.

Documentation

Accreditation Self-Study Report:

- A brief summary of the strategic planning and review processes should be provided and should include how faculty are involved in this.
- If one or more program is being offered in a collaborative partnership, a brief overview of the strategic planning and review processes for the collaborative strategic plan should be provided, as well as the involvement of the faculty of the educational unit in these processes.

Supporting Document Section:

- Meeting agendas, minutes, or other documents **may** be submitted with the self-study if they specifically and clearly demonstrate the involvement of faculty in developing, reviewing, and/or updating the strategic plan.

- If one or more program(s) under review is a collaborative program, meeting agendas, minutes, or other documents **may** be submitted with the self-study if they specifically and clearly demonstrate the involvement of faculty in strategic planning.

Interviews

- Interviews with the unit leader and faculty will be conducted to ascertain how the faculty in the nurse practitioner nursing education program(s) is (are) engaged in the strategic planning process for the unit and, if applicable, for the collaborative partnership.

Key Element 2: Leadership, Governance, & Administration

The strategic plan reflects societal, cultural, academic, and practice trends; facilitates achievement of the nurse practitioner program goals and objectives; and is aligned with the mission and goals of the school.

Documentation

Application for Accreditation:

- The mission and goals of the school should be outlined in the application for accreditation.

Accreditation Self-Study Report:

- A brief overview of the strategic plan for the unit should be provided. If one or more programs under review is in a collaborative partnership, a brief overview of the strategic plan for the collaboration and the program should also be provided (*e.g.,* dates of the plan, strategic priorities).
- A brief statement should be provided regarding how the strategic plan is aligned with the mission and goals of the unit and of the nurse practitioner program.

Core Document Section:

- The strategic plan for the unit **should** be submitted in the core document section of the self-study report.
- If one or more programs is being offered through a collaborative partnership, the strategic plan for the collaboration **should** be submitted in the core document section of the self-study report.

Key Element 3: Leadership, Governance, & Administration

The leadership of the educational unit makes decisions through shared governance and consultation with faculty, staff, and students.

Documentation

Accreditation Self-Study Report:

- A brief description of how governance is shared and how leadership consultation guides decision-making related to the nurse practitioner programs of education under review.

- Interviews with the unit's nursing leader/academic head, faculty, staff, and students will be conducted to ascertain that there is shared governance and that the decision making involves a consultative process.

Key Element 4: Leadership, Governance, & Administration

The leadership of the educational unit promotes, advocates for, and advances the achievements of the faculty, staff, and students in the nurse practitioner education program(s).

Documentation

Accreditation Self-Study Report:

- A brief description of how the leadership of the unit advocates for and advances the achievements of faculty, staff, and students involved in the nurse practitioner nursing education program(s) under review.

Interviews

- Interviews with the unit's nursing leader/academic head, faculty, staff, and students in the program will be conducted to ascertain that leadership promotes, advocates for, and advances the achievement of faculty, staff, and students.

Key Element 5: Leadership, Governance, & Administration

The nursing leader/academic head of the educational unit is accountable for decision-making in human resources, finances, and policy.

Documentation

Accreditation Self-Study Report

- A brief outline of the responsibilities of the nursing leader/academic head related to decision-making in human resources, finances, and policy.

Core Document Section

- An organization chart that identifies the governance structure and provides a description of the leadership position **should be** submitted in the core document section of the self-study.

Interviews

- Interviews will be conducted with the nursing leader/academic head and with senior administration regarding the responsibilities of the academic head for decision-making related to human resources, finances, and policy.

Key Element 6: Leadership, Governance, & Administration

The nursing leader/academic head possesses the experience and academic qualifications to provide academic leadership.

Documentation

Accreditation Self-Study Report

- The academic qualifications of the nursing leader/academic head of the unit should be outlined.
- A brief description of the nursing leader/academic head's work experience in relation to academic leadership should be provided.

Core Document Section

- A curriculum vitae (CV) of the nursing leader/academic head of the education unit **should** be submitted in the core document section of the self-study to show that this person holds a master's or doctoral degree, is a registered nurse, and possesses the experience to provide academic leadership.

Key Element 7: Leadership, Governance, & Administration

Clearly defined, transparent organizational structures, policies, and processes facilitate the effective functioning of the nurse practitioner nursing education program(s).

Documentation

Accreditation Self-Study Report

- A summary of the organizational structure and major organizational processes of the education programs should be provided.
- A brief description of how these contribute to the effective functioning of the education programs should be included.

Supporting Document Section

- Documents **may** be submitted with the self-study in the supporting document section articulating the committee structure, unit policies, and governance procedures to show that the school of nursing's internal governance of its education programs is transparent.

Interviews

- Interviews will be conducted with the nursing leader/academic head, administrators of the program(s), faculty, staff, and students to ascertain:
  - Their understanding of the organizational committee structure, unit policies, and governance procedures.
  - The extent that these are being actualized.
  - Their impact on the effective functioning on the education programs.

Key Element 8: Leadership, Governance, & Administration

Clearly defined, appropriate and transparent policies and processes guide student admission to the nurse practitioner nursing education program(s) and student progression.

Documentation

Application for Accreditation

- Criteria and processes for student admissions to the nurse practitioner program(s) under review and for student progression should be outlined briefly in the application for accreditation for each program under review.

Accreditation Self-Study Report

- A brief overview of the admission criteria for each education program under review.
- A brief overview of the admissions process to each education program under review.

Supporting Document Section

- Documents **may** be submitted with the self-study in the supporting document section that specifically articulate eligibility requirements for the nurse practitioner nursing education program(s) under review.
- Documents **may** be submitted with the self-study in the supporting document section that specifically articulate the admission process for one or more nurse practitioner nursing education programs under review.

Key Element 9: Leadership, Governance, & Administration

Ethical, legal, and regulatory standards of the socio-political context are reflected in the policies, procedures, and practices of the education unit.

Documentation

Accreditation Self-Study Report

- A brief description should be provided of how ethical and legal standards, including human rights and accommodation requirements, are reflected in policies, procedures, and practices of the unit.
- A brief description of policies and/or processes that ensure regulatory determination of scope of practice, including competencies, standards of practice, and reporting of errors, are integrated into the education program.

On-Site/Virtual

- Documents outlining program policies, procedures, and/or practices that demonstrate ethical, legal, or regulatory standards of the socio-cultural context **may** be made available on-site or virtually.
- Documentation related to reporting of errors in clinical placements **should** be made available.

Interviews

- Interviews will be conducted with the nursing leader/academic head, faculty, staff, and students in the education program to review program policies, procedures, and practices to ascertain that they are congruent with ethical and legal standards for faculty, staff.
- Interviews will be conducted with faculty regarding the incorporation of regulatory standards related to scope of practice and reporting of errors.

Key Element 10: Leadership, Governance, & Administration

Security, confidentiality, and privacy are ensured by policies and procedures that reflect current legislation, regulations, and target digital, paper, and oral forms of communication.

Documentation

Accreditation Self-Study Report

- A description should be provided of policies and procedures ensuring the security, confidentiality, and privacy of information related to faculty, staff, and students of the nurse practitioner nursing education program(s) under review.

Supporting Document Section

- Policy documents on security, confidentiality, and privacy **may** be submitted in the supporting document section of the self-study.

Interviews

- Interviews will be conducted with faculty, staff, and students to ascertain what policies and processes on security, confidentiality, and privacy exist and to what extent they are being followed. Special attention will be given to digital information.

Observation

- On-site or virtual observation of the milieu will include taking note of information that is displayed, posted digitally, or evident to others to ensure security, confidentiality, and privacy considerations are not being breached.

Key Element 11: Leadership, Governance, & Administration

Student complaints, grievances, and appeals are dealt with fairly using established policies, procedures, and practices.

Documentation

Accreditation Self-Study Report

- A brief summary should be provided of policies and processes related to student complaints, grievances, and appeals.

On-Site/Virtual

- Formal documents that <u>specifically</u> demonstrate policies on complaints, grievances, and appeals for students **should** be available during the on-site or virtual review.

Interviews

- Interviews will be conducted with the nursing leader/academic head, faculty, staff, and students to ascertain that there are policies on complaints, grievances, and appeals for students, and ensure they are being followed.

Key Element 12: Leadership, Governance, & Administration

Faculty complaints, grievances, and appeals are dealt with fairly using established policies, procedures, and practices.

Documentation

Accreditation Self-Study Report

- A brief summary should be provided of policies and processes related to faculty complaints, grievances, and appeals.

On-Site/Virtual

- Formal documents that <u>specifically</u> demonstrate policies on complaints, grievances, and appeals for faculty **should** be available during the review.

Interviews

- Interviews will be conducted on-site or virtually with the nursing leader/academic head, faculty, staff, and students to ascertain that there are policies on complaints, grievances, and appeals for students and for faculty, and ensure that these policies are being followed.

Key Element 13: Leadership, Governance, & Administration

Written agreements for clinical placements are current and specify expectations for all parties.

Documentation

Accreditation Self-Study Report

- Overview of the clinical placement agreements indicating whether they include expectations for all parties, and how the process in developing them is kept current.

On-Site/Virtual

- Written agreements **should** be provided during the review visit.

Key Element 14: Leadership, Governance, & Administration

Joint evaluations of clinical placements with service agency partners are conducted in a manner that supports reciprocity in the partnership.

Documentation

Accreditation Self-Study Report

- A brief overview of how clinical placements are jointly evaluated with service agency partners should be provided.

Interviews

- Interviews will be conducted with the nursing leader/academic head, faculty, and staff of clinical partners and preceptors to determine how clinical placements are evaluated jointly.

Key Element 15: Leadership, Governance, & Administration

(If applicable) Collaborative partnerships are based on a written agreement that specifies the delivery model, responsibilities of all parties, a shared decision-making process, and the lines of communication.

Documentation

Accreditation Self-Study Report

- The partner institutions should be identified; the type(s) of written agreement that has been signed specified (i.e., contract, memorandum of understanding); the date of review of the agreement indicated; the delivery model(s) identified; and the responsibilities of the parties and lines of communication outlined.

Core Document Section

- The memorandum of understanding, written agreement or contract for the collaborative partnership **should** be submitted with the self-study in the core document section of the self-study. This agreement should address the following:

  - Purpose of the collaboration;
  - Delivery model;
  - Responsibilities of the partners in the collaboration;
  - The collaborative decision-making process related to the education program;
  - Communication mechanisms among partners related to the collaboration;
  - Termination and renewal mechanisms, times; and
  - Dispute resolution.

Key Element 16: Leadership, Governance, & Administration

(If applicable) The educational unit respects the terms of the collaborative agreement, demonstrates respect for its partners, maintains good lines of communication, and participates in evaluations of the collaboration.

Documentation

Accreditation Self-Study Report

- A brief overview of how the unit respects the terms of its partnerships with other academic institutions in the partnership, how it maintains good lines of communication, and how it participates in evaluations of the collaboration.

Interviews

- Interviews with the unit's nursing leader/academic head, program administrators, faculty, and students will be conducted to ascertain the extent that the terms of the agreement are being followed by the unit and good lines of communication are being maintained.

Standard 2: Resources and Environment

Standard 2:	Resources and Environment
STANDARD STATEMENT	**The resources and environment of the educational unit support the effective delivery of its education programs, faculty scholarship, and student services.**
Descriptor	Resources refer to the financing, materials, information systems, and support services required to meet the mission and goals of the education programs. The environment includes the spatial and geographic context of the program(s). It also includes the practice learning settings in the external environment. The resources and environment are aligned with and related to the needs of the educational unit and the education program.
Key Elements	1. Financial resources are sufficient for the educational unit to achieve the mission, goals, and outcomes of the nurse practitioner education program(s). 2. A strategic student enrolment plan, aligned with faculty resources, guides student admissions to the nurse practitioner nursing education program(s). 3. Information resources and library services support the learning and scholarship needs of faculty and students. 4. Administrative services facilitate the effective delivery of the nurse practitioner program(s) and support faculty and clinical/nurse educators appropriately. 5. The information technology system and technical support meet the operational and educational requirements of the nurse practitioner nursing education program(s). 6. Policies, procedures, and program information are clearly communicated to students. 7. Student services are provided that are consistent with the needs of nurse practitioner nursing students. 8. Equity, inclusion, and respect for diversity are reflected in the stated values, policies, and relationships of the educational unit. 9. The socio-cultural environment of the unit provides opportunities that foster student leadership and professionalism. 10. The physical space of the unit, including classrooms, faculty offices, laboratories, and their layout, effectively supports the delivery of the nurse practitioner nursing education program(s). 11. Practice placement sites provide learning opportunities that effectively foster the outcomes of the nurse practitioner nursing education program(s).

Standard 2:	Resources and Environment
	12. Practice placement sites facilitate intraprofessional collaboration.
	13. Practice placement sites facilitate interprofessional and intersectoral collaboration[1].

Evidence: Standard 2 - Resources and Environment

Key Element 1: Resources & Environment

Financial resources are sufficient for the educational unit to achieve the mission, goals, and outcomes of the nurse practitioner nursing education program(s).

Documentation

Application for Accreditation

- The mission and goals of the nurse practitioner nursing education program(s) under review **should** be described in the application.

Accreditation Self-Study Report

- A brief overview of the financial resources for the nurse practitioner programs of nursing and their adequacy in supporting the achievement of the mission and goals of the program.

On-Site/Virtual

- A budget **may** be provided during the review visit.

Interviews

- Interviews will be conducted with the unit nursing leader/academic head and administrators to ascertain that the resources are sufficient for the sustainability of the nurse practitioner nursing education program(s) being reviewed for the next five years.

Key Element 2: Resources & Environment

A strategic student enrolment plan, aligned with faculty resources, guides student admissions to its nurse practitioner nursing education program(s).

Documentation

Accreditation Self-Study Report

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[1] Intersectoral collaboration refers to actions undertaken with social groups outside the health sector, on health or health equity outcomes or on the determinants of health or health equity.

- A brief summary of plans for student enrolments in the nurse practitioner nursing education program(s) under review in relation to plans for human resources to deliver the program.

Core Document Section

- The template for the human resources and student enrolment plan **should** be submitted with the self-study in the core document section of the self-study.

Interviews

- Interviews with the unit nursing leader/academic head, program administrators, and staff will be conducted to ascertain that human resources in the nurse practitioner nursing education program(s) under review will be sufficient to support the program(s) for the next five years.

Key Element 3: Resources & Environment

Information resources and library services support the learning and scholarship needs of faculty and students.

Documentation

Application for Accreditation

- Descriptions of the library and its holdings; liaison mechanisms of the educational unit and a professional librarian; and faculty and student access to electronic information, are provided in the application for accreditation.

Accreditation Self-Study Report

- A brief overview of the access of faculty and students to library holdings (if one or more nurse practitioner programs are being reviewed, the same overview may be provided if applicable to both).

Interviews

- Interviews will be conducted with the library and information technology (IT) staff and with faculty and students to ascertain that that there are sufficient resources to support faculty and student learning and scholarship.

Observation

- Direct or virtual observation of the library and the information technology resources will be conducted by reviewers.

Key Element 4: Resources & Environment

Administrative services facilitate the effective delivery of the nurse practitioner program(s) and support faculty and clinical/nurse educators appropriately.

Documentation

Accreditation Self-Study Report

- A brief summary is provided of the administrative services described in the application.

Interviews

- Interviews with the unit nursing leader/academic head, program administrators, faculty, and preceptors in the nurse practitioner nursing education program(s) under review will be conducted to ascertain that there is adequate support by administrative staff and administrative systems within the unit and in the wider institution.

Key Element 5: Resources & Environment

The information technology system and technical support meet the operational and educational requirements of the nurse practitioner nursing education program(s).

Documentation

Accreditation Self-Study Report

- A brief summary of the information technology system described in the application should be provided.

Interviews

- Interviews will be conducted with program administrators, faculty, staff, and students to ascertain that the information management system and technology infrastructure function well and support the delivery of the nurse practitioner nursing education program(s).

Observation

- Direct observation of laboratory and simulation equipment and/or laboratory functioning for the nurse practitioner program(s) will be conducted to ascertain that they are up-to-date, well-kept, and relevant to the stated learning objectives.

Key Element 6: Resources & Environment

Policies, procedures, and program information are clearly communicated to students.

Documentation

Accreditation Self-Study Report

- A brief outline of what policies and procedures related to program admission, progress through the program, program completion, graduation, and curriculum information are communicated to students, including what methods and mechanisms are used to do so. Electronic links may be provided to digital documentation that is available to student.

On-Site/Virtual

- Information on policies, procedures, and program information communicated to students **may** be available on-site or virtually during the reviewers' visit.

Interviews

- Interviews will be conducted with students to ascertain how policies, procedures, and program information are communicated regarding:
  - Admissions
  - Progress through the program
  - Program completion
  - Graduation
  - Curriculum.

Key Element 7: Resources & Environment

Student services are provided that are consistent with the needs of nurse practitioner nursing students.

Documentation

Accreditation Self-Study Report

- A brief summary of the student services described in the application for accreditation should be provided.

Supporting Document Section

- Orientation programs for students prior to the start of the formal curriculum **may** be submitted with the self-study in the supporting document section of the self-study.

Interviews

- Interviews will be conducted with faculty, staff, and students in the program to ascertain that student services are available to nurse practitioner students regarding access to:
  - Financial aid
  - Health service
  - Counselling services
  - Academic advising
  - Student accommodation.

Key Element 8: Resources & Environment

Equity, inclusion, and respect for diversity are reflected in the stated values, policies, and relationships of the educational unit.

Documentation

Accreditation Self-Study Report

- A summary assessment should be provided of the respect for diversity in the unit. Documents or policies should also be identified that state values or clearly reflect values related to equity and inclusion, such as in admission policies and processes; accommodation of learners; integration of Indigenous students; and hiring and integration of faculty and staff.

Supporting Document Section

- Documentation of policies, processes, guidelines, and minutes of meetings that clearly and specifically state or reflect values related to equity inclusion, and diversity **may be** submitted with the self-study in the supporting document section. Examples include admission policies; accommodation policies; policies and processes related to the integration and support of Indigenous students; and hiring policies.

On-Site/Virtual

- Policies, processes, guidelines, and minutes of meetings that clearly demonstrate equity, inclusion, and respect for diversity **may** be available on-site or virtually.

Interviews

- Interviews with faculty, staff, and students will be conducted to ascertain that there is a climate of inclusion and respect for diversity in the educational unit.

Key Element 9: Resources & Environment

The socio-cultural environment of the unit provides opportunities that foster student leadership and professionalism.

Documentation

Accreditation Self-Study Report

- Brief examples should be provided in the self-study report illustrating how leadership and professionalism among nurse practitioner students are promoted by the education unit.

Supporting Document Section

- Documents **may** be submitted in the supporting document section of the self-study report demonstrating promotion of student leadership and professionalism, such as terms of reference related to student government, student participation in the committees of the program or unit, forums for student dialogue, a student code of professional conduct, or documentation of student participation in external professional organizations and leadership within committees.

Interviews

- Interviews with students and faculty students will be conducted to ascertain how leadership and professionalism is promoted by the unit.

Key Element 10: Resources & Environment

The physical space of the unit, including classrooms, faculty offices, laboratories and their layout, effectively supports the delivery of the nurse practitioner nursing education program(s).

Documentation

Accreditation Self-Study Report

- A brief description is provided of the physical and virtual space used by the nurse practitioner nursing education program(s) as well as an assessment of its adequacy in promoting the program goals.

Observation

- A tour of the physical and/or virtual space available to the educational unit in relation to:
    - The quality of the space for meeting learning goals and its suitability for the learning activities of the nurse practitioner nursing education program(s).
    - The size of the faculty and student body.
    - Ease of access to the space.
    - Spatial accommodations for persons with disabilities.
    - If any of the programs is delivered online, virtual spaces for student interaction (i.e., chat rooms, video conferencing, etc.).

Key Element 11: Resources & Environment

Practice placement sites provide learning opportunities that effectively foster the outcomes of the nurse practitioner nursing education program(s).

Documentation

Application for Accreditation

- Documentation is provided with the application for accreditation describing the clinical placement sites.

Accreditation Self-Study Report

- A general overview of the adequacy of the placement sites in relation to the program outcomes **should** be provided in the accreditation report.

Core Document Section

- A template (see Templates section in the CASN Accreditation Manual for NP Programs**) should** be provided that lists:
    - Anticipated learning outcomes of the program.
    - Clinical placement sites being used, categorized by service category, (*e.g.*, primary health care, acute care, long-term care, community, other) for each clinical/practical course.
    - Length of the rotation and the type of learning opportunities provided by each placement site.

Interviews

- Interviews with students, preceptors and graduates of the nurse practitioner nursing education program(s) will be conducted to ascertain that the placement sites are appropriate for the achievement of program outcomes.

Key Element 12 : Resources & Environment

Practice placement sites facilitate intraprofessional collaboration.

Documentation

Accreditation Self-Study Report

- A summary is provided of how intraprofessional collaboration is integrated into practice placements with some examples described briefly to illustrate this.

Interviews

- Interviews with students and preceptors in the nurse practitioner nursing education program(s) will be conducted to ascertain how intraprofessional collaboration is integrated into the placements.

Key Element 13: Resources & Environment

Practice placement sites facilitate interprofessional and intersectoral collaboration.

Documentation

Accreditation Self-Study Report

- A summary is provided of how interprofessional[2] and intersectoral collaboration are integrated into practice placements with some examples described briefly to illustrate this.

Interviews

- Interviews with students and preceptors in the nurse practitioner nursing education program(s) will be conducted to ascertain how interprofessional collaboration is integrated into the placements.

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[2] Interprofessional collaboration refers to opportunities during a clinical placement to collaborate with one or more non-nursing health professional or non-nursing health professional student to provide team-based, person-centred care.

Standard 3: Teaching, Learning, and Scholarship

Standard 3:	Teaching, Learning, and Scholarship
STANDARD STATEMENT	**Well-qualified educators foster excellence in the achievement of learning outcomes among students and advance nursing knowledge through scholarship.**
Descriptor	Faculty, instructors, and preceptors have the relevant qualifications, expertise, and experience to facilitate optimum learning, and faculty advance nursing knowledge through scholarship.
Key Elements	1. Faculty teaching in the nurse practitioner nursing education program(s) use evidence-informed pedagogical approaches that foster excellence in students' achievement of learning outcomes. 2. Faculty teaching in the nurse practitioner nursing education program(s) possess the academic qualifications and professional experience for the areas in which they teach. 3. Contractual educators teaching in the nurse practitioner program(s) possess the academic, professional, and experiential qualifications for the areas in which they instruct. 4. There is a sufficient number of regular and contractual faculty to accomplish the mission, goals, and expected outcomes of the nurse practitioner nursing education program(s). 5. Contractual faculty teaching in the nurse practitioner nursing program(s) are well oriented, mentored, and evaluated. 6. Faculty teaching in the nurse practitioner program(s) integrate the program philosophy. 7. Faculty teaching in the nurse practitioner program(s) adhere to the integrity of the curriculum. 8. Preceptors of nurse practitioner students have the academic professional and experiential qualifications for the clinical setting in which they instruct. 9. Preceptors of nurse practitioner nursing students are well oriented, mentored, and monitored by faculty of the unit. 10. Regular and contractual faculty evaluate[3] students effectively and constructively in theoretical and clinical courses. 11. Preceptors assess students in clinical courses/practical experiences effectively and constructively.

[3] Evaluate refers to interpretations about the value or degree of student learning that has occurred based on an appraisal process.

Standard 3:	Teaching, Learning, and Scholarship
	12. The institutional infrastructure and workloads support the development and maintenance of faculty scholarship.
	13. Faculty scholarship is integrated into educational activities of the nurse practitioner program.
	14. A scholarly climate in the nurse practitioner nursing education program(s) strengthens faculty scholarship and the use of evidence among students.
	15. Faculty advance nursing knowledge through the scholarship of discovery, teaching, integration, and/or application.

Evidence: Standard 3 - Teaching, Learning, and Scholarship

Key Element 1: Teaching, Learning, & Scholarship

Faculty teaching in the nurse practitioner nursing education program(s) use evidence-informed pedagogical approaches that foster excellence in students' achievement of learning outcomes.

Documentation

Accreditation Self-Study Report

- A brief overview of some of the pedagogical approaches used by faculty to foster excellence in the achievement of learning outcomes among students.

On-Site/Virtual

- Course outlines/syllabi demonstrating pedagogical approaches should be provided.

Interviews

- Interviews will be conducted with faculty to determine pedagogical approaches being used.

Observation

- If feasible, reviewers will observe a portion of some of the theory courses being taught.

Key Element 2: Teaching, Learning, & Scholarship

Faculty teaching in the nurse practitioner nursing education program possesses the academic qualifications and professional experience for the areas in which they teach.

Documentation

Accreditation Self-Study Report

- A summary of the number of faculty engaged in teaching in the nurse practitioner nursing education program(s), their status (e.g., part-time, full time, and contractual), and their qualifications.

Core Document Section

- A completed template listing regular and contractual faculty teaching in the nurse practitioner nursing education program(s), including their academic and professional qualifications along with the courses they teach, **should** be submitted with the self-study as a core document that indicates that:

    - All regular faculty members have master's preparation.
    - A portion hold doctoral degrees.
    - All faculty members have expertise in the particular areas in which they teach.

Key Element 3: Teaching, Learning, & Scholarship

Contractual educators teaching in the nurse practitioner nursing education program(s) possess the academic, professional, and experiential qualifications for the areas in which they instruct.

Documentation

Accreditation Self-Study Report

- A summary is provided of the number of contractual educators teaching in the nurse practitioner nursing education program(s), their academic qualifications, and their experiential qualifications in relation to what they teach.

Core Document Section

- The completed template submitted for Key Element 1 listing the regular and contractual faculty teaching in the program(s) with their academic and professional qualifications and the courses they teach is a source of evidence for Key Element 2 as well.

Key Element 4: Teaching, Learning, & Scholarship

There is a sufficient number of regular and contractual faculty to accomplish the mission, goals, and expected outcomes of the nurse practitioner nursing education program(s).

Documentation

Accreditation Self-Study Report

- A summary is provided of the number of regular and contractual faculty, and the adequacy of the faculty complement to cover the needs of the nurse practitioner nursing education program(s).

Interviews

- Interviews will be conducted with the administrative leadership and faculty to ascertain that there are sufficient faculty with the qualifications needed to achieve the mission, goals, and expected outcomes.

Key Element 5: Teaching, Learning, & Scholarship

Contractual faculty teaching in the nurse practitioner nursing education program(s) are well oriented, mentored, and evaluated.

Documentation

Accreditation Self-Study Report

- The orientation program/process for contractual faculty should be outlined briefly in the self-study report, including who delivers it, when, and where.
- The mentoring process for contractual faculty should be outlined briefly.
- The evaluation process for contractual faculty should be outlined briefly.

Supporting Document Section

- Documentation related to the orientation of contractual faculty **may** be submitted with the self-study in the supporting documents section of the self-study.
- The evaluation form that is used to conduct evaluations **may** be submitted as a supporting document.

Interviews

- Interviews will be conducted with regular and contractual faculty teaching in the nurse practitioner nursing education program(s) to ascertain that there is an orientation process, ongoing mentoring, and evaluation of contractual faculty.

Key Element 6: Teaching, Learning, & Scholarship

Faculty teaching in the nurse practitioner nursing education program(s) integrate the program philosophy.

Documentation

Application for Accreditation

- The philosophy and curriculum framework should be described in the application.

Accreditation Self-Study Report

- A brief assessment should be provided of whether the faculty implementation of the nurse practitioner nursing education program(s) reflects its philosophy and the description of any processes or measures taken to foster this.

Core Document Section

- Course syllabi **should** be submitted with the self-study in the core document section of the self-study report.

Interviews

- Interviews with faculty teaching in the nurse practitioner nursing education program(s) will be conducted to ascertain their understanding of the program philosophy and their implementation of it in their teaching.

Observation

- Observations of classroom (or online) teaching will be conducted to ascertain how faculty teaching in the nurse practitioner nursing education program(s) are implementing the program framework and curriculum in their teaching.

Key Element 7: Teaching, Learning, & Scholarship

Faculty teaching in the nurse practitioner nursing education program adhere to the integrity of the curriculum.

Documentation

Application for Accreditation

- The philosophy and curriculum framework should be described in the application.

Accreditation Self-Study Report

- A brief assessment should be provided of whether the faculty implementation of the nurse practitioner nursing education program reflects the curriculum framework and the description of any processes or measures taken to foster this.

Core Document Section

- Course syllabi **should** be submitted with the self-study in the core document section of the self-study report.

Interviews

- Interviews with faculty teaching in the nurse practitioner nursing education program(s) will be conducted to ascertain their understanding of the program curriculum and their implementation of it in their teaching.

Observation

- Observations of classroom (or online) teaching will be conducted to ascertain how faculty teaching in the nurse practitioner nursing education program(s) are implementing the program curriculum in their teaching.

Key Element 8: Teaching, Learning, & Scholarship

Preceptors of nurse practitioner nursing students have the academic professional and experiential qualifications for the clinical setting in which they instruct.

Documentation

Accreditation Self-Study Report

- A brief summary overview of the preceptors and their qualifications should be outlined in the self-study report.

Core Document Section

- A completed template (see Templates section in the CASN Accreditation Manual for NP Programs) listing the preceptors with their academic and professional qualifications, their current position, and the agency where they are precepting nurse practitioner students **should** be submitted as a core document in the self-study.

Key Element 9: Teaching, Learning, & Scholarship

Preceptors of nurse practitioner nursing students are well oriented, mentored, and monitored by faculty of the unit.

Documentation

Accreditation Self-Study Report

- The orientation program/process for preceptors of nurse practitioner students should be outlined briefly in the self-study report, including who delivers it, when, and where.
- The mentoring process should be outlined briefly.
- The process for evaluating preceptors should be outlined briefly.

Supporting Document Section

- Documentation related to the orientation of preceptors of nurse practitioner students **may** be submitted in the supporting documents section of the self-study.
- The evaluation form that is used to assess preceptors **may** be submitted in the supporting document section of the self-study.

Interviews

- Interviews will be conducted with program administrators, faculty, and preceptors to ascertain that preceptors who teach or supervise nurse practitioner students in clinical settings are licensed/registered in the jurisdiction in which they practice.
- Interviews will be conducted with faculty and preceptors to ascertain there is a system of orientation, mentoring, supervision, and evaluation in place that is respected and meets preceptors' needs.

Key Element 10: Teaching, Learning, & Scholarship

Regular and contractual faculty evaluate students effectively and constructively in theoretical and clinical courses.

Documentation

Accreditation Self-Study Report

- Brief overview description is provided of evaluation methods used in theoretical and clinical courses in relation to identified objectives/outcomes, timing, and type of feedback provided.

On-Site/Virtual

- A review will be conducted during the review visit of evaluations of assignments, exams, papers, and clinical performance to ascertain that students are appropriately evaluated in relation to the identified objectives/ outcomes.

Interviews

- Interviews with students in the nurse practitioner nursing education program(s) will be conducted to ascertain their perceptions of evaluations in relation to identified objectives/outcomes, timing, and usefulness of feedback.

Key Element 11: Teaching, Learning, & Scholarship

Preceptors assess students in clinical courses/practical experiences effectively and constructively.

Documentation

Accreditation Self-Study Report

- A brief description of preceptor assessments in relation to outcomes/objectives, timing, and feedback is provided.

On-Site/Virtual

- A review will be conducted of preceptor assessments of students to ascertain that students are appropriately assessed in relation to the identified objectives/ outcomes.

Interviews

- Interviews with preceptors and students will be conducted to ascertain that students are assessed in relation to the objectives/outcomes and in a timely fashion.

Key Element 12: Teaching, Learning, & Scholarship

The institutional infrastructure and workloads support the development and maintenance of faculty scholarship.

Documentation

Accreditation Self-Study Report

- A brief description should be provided of how scholarship among faculty is supported by the unit. Examples of institutional support include, but are not limited to, research orientation/information, sessions on grantsmanship, information on creating a research program, mentorship programs for new faculty, and workload support for scholarship activities.

Interview

- Interviews with the unit leader and faculty will be conducted to ascertain how the infrastructure and workload support scholarship amongst faculty teaching in programs.

Key Element 13: Teaching, Learning, & Scholarship

Faculty scholarship is integrated into educational activities of the nurse practitioner program.

Documentation

Accreditation Self-Study Report

- A brief description should be provided of examples of how scholarship among faculty is integrated into educational activities.

Supporting Document Section

- Course outlines/syllabi demonstrating that scholarship is incorporated into educational activities **may** be submitted in the supporting document section.

Interviews

- Interviews with faculty will be conducted to determine how faculty scholarship is integrated into courses in the nurse practitioner program(s).

Key Element 14: Teaching, Learning, & Scholarship

A scholarly climate in the nurse practitioner nursing education program(s) strengthens faculty scholarship and the use of evidence among students.

Documentation

Accreditation Self-Study Report

- A brief overview of unit activities that create a scholarly climate in the nurse practitioner, and the use of evidence among students is provided. Examples of such activities include, but are not limited to, lunch and learn series for faculty and students; journal club for faculty and students; postings of faculty publications; a research day; and research internship for students.

Interviews

- Interviews with faculty will be conducted to ascertain what activities are being conducted that create a scholarly climate and support the use of evidence among students.

Key Element 15: Teaching, Learning, & Scholarship

Faculty advance nursing knowledge through the scholarship of discovery, teaching, integration, and/or application[4].

Documentation

Self-Study Report

- A brief overview of the scholarship undertaken by faculty should be outlined.

Core Document Section

- CASN's position statement on scholarship in nursing provides a definition of four overlapping domains of scholarship (discovery, teaching, integration, and application) and the defining criteria of scholarship in all four domains (documentation, peer review, and dissemination). Although every faculty member is not expected to contribute to all four domains, the educational unit as a whole is encouraged to engage in scholarship in all the domains.

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[4] See CASN *Position Statement on Scholarship* for definitions of the scholarship of discovery, teaching, integration, and application.

- Documented evidence of scholarship (e.g., publications, presentations, and grant funding within the last five to seven years) **should** be provided in the core document section using the scholarship template.

Program Standards

Standard 4: Program Framework and Curriculum

Standard 4:	Program Framework and Curriculum
STANDARD STATEMENT	**The education program is based on a clear, coherent, and relevant framework and curriculum.**
Descriptor	A program-based curriculum identifies key components of a nurse practitioner program, including clear statements of the mission, goals, and learning outcomes. The curriculum provides a planned sequence of learning opportunities aligned with the mission and goals to achieve the outcomes. It is anchored in nursing knowledge; captures relevant current and emerging trends; and includes appropriate learning processes (pedagogy).
Key Elements	1. The curriculum is based on clear statements of expected learning outcomes that are congruent with the program's mission and goals and with the nursing roles for which nurse practitioner students are being prepared.
	2. The curriculum provides a sequence of learning opportunities and a logical flow for students as they move through the program to achieve the program outcomes.
	3. The curriculum prepares graduates to address current and emerging needs of society.
	4. The curriculum is congruent with the essential components for master's education in nursing as articulated in the *CASN National Nursing Education Framework*.
	5. The curriculum addresses jurisdictional entry-to-practice competencies and standards of practice for nurse practitioners.
	6. The curriculum provides learning experiences relevant to the stream of practice and to the area of focus of the nurse practitioner program.
	7. The curriculum provides learning opportunities to apply relevant knowledge from the nurse practitioner and related fields to formulate, implement, and evaluate a plan of care in collaboration with clients.
	8. The sequence, selection, and implementation of planned practice experiences prepare graduates to address complex health issues that affect clients in a variety of settings.

Standard 4:	Program Framework and Curriculum
	9. The curriculum provides learning opportunities for nurse practitioner students to acquire information from a variety of sources and apply critical appraisal skills related to evidence.
	10. The curriculum provides learning opportunities to use information communication technology in accordance with professional and regulatory standards and workplace policies.
	11. The curriculum promotes intraprofessional team-based collaborative practice and provides opportunities for intraprofessional education.
	12. The curriculum promotes interprofessional team-based collaborative practice and provides opportunities for interprofessional and intersectoral collaboration.
	13. The approaches for teaching, learning, and student evaluation articulated in the program framework facilitate achievement of the expected learning outcomes.
	14. *For Canadian Schools of Nursing:* The curriculum implements Action 24 of the Truth and Reconciliation Commission's call to programs of nursing to integrate the United Nations Declaration on the Rights of Indigenous Peoples, human rights, the history of Indigenous peoples in Canada, Indigenous teachings and practice, intercultural competency, and anti-racism.

Evidence: Standard 4 - Program Framework and Curriculum

Key Element 1: Program Framework & Curriculum

The curriculum is based on clear statements of expected learning outcomes that are congruent with the program's mission and goals and with the nursing roles for which nurse practitioner students are being prepared.

Documentation

Application for Accreditation

- The philosophy or conceptual framework of the curriculum, expected outcomes, mission and goals of the program, and the curriculum structure should be described in the application for accreditation.

Accreditation Self-Study Report

- A brief summary of the information presented in the application should be provided in the accreditation self-study.
- A brief description should be provided of how the program aligns with the CASN *National Nursing Education Framework* expectations.

Core Document Section

- Course syllabi **should** be submitted in the core document section.

Interviews

- Interviews will be conducted with faculty and students in the nurse practitioner nursing education program to ascertain that they are aware of the philosophy and program framework.

Key Element 2: Program Framework & Curriculum

The curriculum provides a sequence of learning opportunities and a logical flow for students as they move through the program to achieve the program outcomes.

Documentation

Application for Accreditation

- The philosophy or conceptual framework of the curriculum, expected outcomes, mission and goals of the program, and the curriculum structure are described in the application for accreditation.

Accreditation Self-Study Report

- A brief description should be provided in the self-study report outlining the rationale for the sequence of learning opportunities in the program in relation to the expected outcomes at the end of the program.

Interviews

- Interviews will be conducted with faculty and students in the nurse practitioner nursing education program to ascertain that the sequence of learning opportunities provide a logical flow and foster expected outcomes.

Key Element 3: Program Framework & Curriculum

The curriculum prepares graduates to address current and emerging needs of society.

Documentation

Application for Accreditation

- The philosophy or conceptual framework of the curriculum, expected outcomes, mission and goals of the program, and curriculum structure should be described in the application for accreditation.

Accreditation Self-Study Report

- A brief overview should be provided of how the curriculum addresses current and emerging needs of society

Interview

- Faculty involved in the curriculum will be interviewed regarding how the curriculum addresses the current and emerging needs of society.

Key Element 4: Program Framework & Curriculum

The curriculum is congruent with the essential components for master's education in nursing as articulated in the *CASN National Nursing Education Framework*.

Documentation

Application for Accreditation

- The philosophy or conceptual framework of the curriculum, expected outcomes, mission and goals of the program, and curriculum structure should be described in the application for accreditation.

Accreditation Self-Study Report

- A brief overview should be provided of how the outcomes address the learning outcomes of the domains of the *CASN National Nursing Education Framework*.

Core Document Section

- A document **should** be completed and submitted electronically in the core document section mapping course outcomes/ objectives/ ends in view/or themes to the essential components of each domain of the *CASN National Nursing Education Framework*.

Interviews

- Faculty involved in the curriculum will be interviewed regarding how the outcomes/objectives address the domains of the *CASN National Nursing Education Framework*.

For international accreditation: The curriculum prepares graduates to be evidence-informed knowledge workers, effective communicators and team-based collaborators, entry-level clinicians, and professional change agents who demonstrate leadership, act professionally, and advocate for clients.

Documentation

Application for Accreditation

- The philosophy or conceptual framework of the curriculum, expected outcomes, mission and goals of the program, and curriculum structure should be described in the application for accreditation.

Accreditation Self-Study Report

- A brief overview should be provided of how the outcomes address the roles of evidence-informed knowledge workers, effective communicators and team-based collaborators, entry-level clinicians, and professional change agents (professionalism, leadership, and advocacy).

Key Element 5: Program Framework & Curriculum

The curriculum addresses jurisdictional entry-to-practice competencies and standards of practice for nurse practitioners.

Documentation

Accreditation Self-Study Report

- A brief overview should be provided of how the outcomes address the regulatory competencies. It is important to note, however, that assessment of this key element will be waived if the program has been approved or is being approved by a regulatory body within the previous two years in a process that verifies integration of regulatory entry-to-practice competencies. In these situations, only the date of the approval need be indicated in the self-study.

Core Document Section

- A template **should** be completed and submitted electronically mapping course outcomes, objectives, and/or themes to regulatory competencies. If the program has been approved or is being approved by a regulatory body within the previous two years in a process that verifies integration of regulatory entry-to-practice competencies, assessment of this key element will be waived, and no mapping is required.

Key Element 6: Program Framework & Curriculum

The curriculum provides learning experiences relevant to the stream of practice and to the area of focus of the nurse practitioner program.

Documentation

Accreditation Self-Study Report

- A description briefly outlining the practice experiences in the curriculum should be provided.

Interviews

- Reviewer interviews with preceptors, faculty, and students will be conducted to ascertain what practice experiences nurse practitioner students in the education program have.

Key Element 7: Program Framework & Curriculum

The curriculum provides learning opportunities to apply relevant knowledge from the nurse practitioner and related fields to formulate, implement and evaluate a plan of care in collaboration with clients.

Documentation

Accreditation Self-Study Report

- A brief description should be provided identifying the learning opportunities in the curriculum to develop knowledge and skills relevant to the stream of practice for treating and managing acute and chronic mental as well as physical disorders, including advanced assessment skills, diagnostic processes, and the prescription of controlled substances.

Core Document Section

- Syllabi/course outlines **should** be submitted to the core document section for Key Element 1 and may provide evidence for this key element as well.

<u>**Interviews**</u>

- Reviewer interviews with preceptors, faculty, and students will be conducted to ascertain that nurse practitioner students have learning opportunities to treat and manage illnesses.

Key Element 8: Program Framework & Curriculum

The sequence, selection, and implementation of planned practice experiences prepare graduates to address complex health issues that affect clients in a variety of settings.

<u>**Documentation**</u>

Accreditation Self-Study Report

- A description briefly outlining how the sequence of practice experience prepare graduates to address complex health issues and includes primary health care, health promotion, prevention, acute care, support and rehabilitation, long-term care, and palliative and end-of-life.

<u>**Interviews**</u>

- Reviewer interviews with faculty, clinical teachers, simulation teachers, and preceptors will be conducted to ascertain how practice experiences in the nurse practitioner nursing education program prepare students to address complex health issues.

Key Element 9: Program Framework & Curriculum

The curriculum provides learning opportunities for nurse practitioner students to acquire information from a variety of sources and apply critical appraisal skills related to evidence.

<u>**Documentation**</u>

Accreditation Self-Study Report

- A description briefly outlining learning opportunities for students to acquire information from multiple sources and critically appraise evidence.

<u>**Interviews**</u>

- Reviewer interviews with preceptors, faculty, and students will be conducted to ascertain what learning opportunities prepare students to critically appraise evidence.

Key Element 10: Program Framework & Curriculum

The curriculum provides learning opportunities to use information communication technology in accordance with professional and regulatory standards and workplace policies.

<u>**Documentation**</u>

- Examples should be provided of learning opportunities that develop students' abilities to use information communication technology in accordance with professional and regulatory standards and workplace policies.

- Faculty will be interviewed to ascertain that there are learning opportunities in the program that foster the use of information communication technologies in accordance with professional and regulatory standards and workplace policies.
- Students in the nurse practitioner nursing education program will be interviewed to ascertain that they are aware of professional and regulatory standards related to the use of information communication technologies.

Key Element 11: Program Framework & Curriculum

The curriculum promotes intraprofessional team-based collaborative practice and provides opportunities for intraprofessional education.

Documentation

Self-Study Report

- An overview should be provided of outcome expectations for graduates related to intraprofessional collaborative practice.
- Courses in which there is intraprofessional education should be identified.
- Examples of teaching and learning strategies in the curriculum that promote intraprofessional collaboration should be provided.

On-Site/Virtual

- Documents that clearly and specifically demonstrate promotion of intraprofessional collaborative practice **may** be made available to reviewers.

Interviews

- Faculty and students in the nursing education program will be interviewed to ascertain how intraprofessional collaborative practice is promoted in the nurse practitioner nursing education program(s).

Key Element 12: Program Framework & Curriculum

The curriculum promotes interprofessional team-based collaborative practice and provides opportunities for interprofessional and intersectoral collaboration.

Documentation

Self-Study Report

- An overview should be provided of outcome expectations for program graduates related to interprofessional collaborative practice.
- Courses in which there is interprofessional education should be identified.

- Examples of teaching and learning strategies in the curriculum that promote interprofessional and intersectoral collaboration should be provided.

On-Site/Virtual

- Documents that clearly and specifically demonstrate promotion of interprofessional and intersectoral collaborative practice **may** be made available during the review.

Interviews

- Faculty and students in the nursing education program will be interviewed to ascertain how interprofessional collaborative practice is promoted.

Key Element 13: Program Framework & Curriculum

The approaches for teaching, learning, and student evaluation articulated in the program framework facilitate achievement of the expected learning outcomes.

Documentation

Application for Accreditation

- A description of the underpinning philosophy or conceptual framework of the curriculum, expected, outcomes, mission, and goals of the program, along with the curriculum structure, should be described in the application for accreditation.

Accreditation Self-Study Report

- A brief description of the approaches for teaching and learning and how these contribute to the expected outcomes should be provided in the self-study.
- A description of how and when students in the nurse practitioner nursing education program are evaluated should be provided as well as how the evaluation process contributes to achievement of expected outcomes.

On-Site/Virtual

- Evaluations of students in the nurse practitioner nursing education program will be reviewed. These may include assignments, papers, clinical evaluation forms, and examinations for a variety of levels of students in the nurse practitioner nursing education program and from a variety of classes and clinical courses.

Interviews

- Faculty and students in the nurse practitioner nursing education program will be interviewed to ascertain what approaches to teaching and learning are being implemented and how these contribute to outcomes.

Key Element 14: Program Framework & Curriculum

For Canadian Schools of Nursing: The curriculum implements Action 24 of the Truth and Reconciliation Commission's call to programs of nursing to integrate the United Nations Declaration on the Rights of Indigenous Peoples, human rights, the history of Indigenous peoples in Canada, Indigenous teachings and practice, intercultural competency, and anti-racism.

Documentation

Accreditation Self-Study Report

- An overview should be provided of outcome expectations for graduates related to Call to Action 24 of the Truth and Reconciliation Commission (TRC).
- Courses which address Call to Action 24 should be identified.
- Examples of teaching and learning strategies in the curriculum that promote decolonisation, indigenization, and reconciliation should be provided.

On-Site/Virtual

- Documents that clearly and specifically demonstrate promotion of decolonization, indigenization, and reconciliation **may** be made available during the reviewers' visit.

Interviews

- Faculty and students in the nurse practitioner nursing education program will be interviewed to ascertain how the TRC is being addressed.

Standard 5: Program Outcomes

Standard 5:	Program Outcomes
STANDARD STATEMENT	**The education program achieves outcomes that are responsive to the needs of society, the health care system, and its graduates.**
Descriptor	The education program fulfills its societal role and develops accountability in nurse practitioner students who possess the knowledge, skills, and attitudes needed to enter the nursing workforce, provide safe and ethical care, and advance in the profession as lifelong learners.
Key Elements	1. The ability to reflect on one's practice, take responsibility for one's actions, and continuously improve is developed among nurse practitioner nursing students. 2. Nurse practitioner nursing students develop the ability to anticipate, recognize, and manage situations that place a person or a community at risk. 3. The ability to recognize, respond to, and disclose adverse events is developed among students in the nurse practitioner program(s). 4. The ability to apply existing codes of nursing ethics in practice is developed among nurse practitioner nursing students. 5. Nurse practitioner nursing students engage in relational practice and advocacy and provide culturally safe care. 6. The program demonstrates evidence of students' achievement of each end-of-program learning outcome. 7. Completion rates demonstrate the education program's effectiveness in achieving its societal mandate. 8. Registration pass rates, certification of graduates, and admission into doctoral programs of nursing demonstrate the program's relevance. 9. Employment rates of graduates demonstrate the education program's effectiveness in meeting societal needs for nurse practitioners.

Evidence: Standard 5 – Program Outcomes

Key Element 1: Program Outcomes

The ability to reflect on one's practice, take responsibility for one's actions, and continuously improve is developed among nurse practitioner nursing students.

Documentation

Accreditation Self-Study Report

- Examples should be provided of learning situations that foster reflection on one's practice, self-regulation, accountability, and responsibility for one's practice.

On-Site/Virtual

- Course documents developed specifically to foster reflection, self-regulation, accountability, and ethics among students in the nursing education program **may** be provided during the reviewers' visit.

Key Element 2: Program Outcomes

Nurse practitioner nursing students develop the ability to anticipate, recognize, and manage situations that place a person or community at risk.

Documentation

Accreditation Self-Study Report

- Examples should be provided of learning activities in which students learn to anticipate, recognize, and manage situations that place clients at risk.

On-Site/Virtual

- Documents outlining learning activities that develop the students' abilities to anticipate, recognize, and manage situations that place clients at risk **may** be made available during the reviewers' visit.

Interviews

- Interviews will be conducted with faculty, preceptors, and students in the nurse practitioner nursing education program to ascertain that students have learning opportunities to anticipate, recognize, and manage situations that put clients at risk.

Key Element 3: Program Outcomes

The ability to recognize, respond to, and disclose adverse events is developed among students in the nurse practitioner program(s).

Documentation

Accreditation Self-Study Report

- Examples should be provided of learning situations in which students learn to recognize, respond to, and disclose adverse events.

Core Document Section

- Syllabi submitted to the Core Document Section for the Program Framework and Curriculum Standard, Key Element 1, provide evidence for this element also.

On-Site/Virtual

- Documents outlining learning activities that develop the students' abilities to recognize, respond to, and disclose adverse events **may** be made available during the reviewers' visit.

- Documents outlining learning activities designed to develop the students' abilities to continuously improve competence **may** be made available during the reviewers' visit.

Interviews

- Interviews will be conducted with faculty, preceptors, and students to ascertain that students have learning opportunities to recognize, respond to, and disclose adverse events.

Key Element 4: Program Outcomes

The ability to apply existing codes of nursing ethics in practice is developed among nurse practitioner nursing students.

Documentation

Accreditation Self-Study Report

- Examples should be provided of learning situations in which students learn to apply codes of ethics in clinical situations.

Interviews

- Interviews with students and preceptors will be conducted to ascertain that students and graduates have had learning opportunities related to the application of ethical codes in practice situations.

Key Element 5: Program Outcomes

Nurse practitioner nursing students engage in relational practice and advocacy and provide culturally safe care.

Documentation

Accreditation Self-Study Report

- Examples should be provided of learning opportunities in the program for students to apply relational practice knowledge, provide culturally safe care, and carry out social and political advocacy activities.

Core Document Section

- Syllabi submitted to the Core Document Section for Key Element 1 of the Program Framework and Curriculum Standard may also serve as evidence for this key element.

Interviews

- Interviews will be conducted with faculty, preceptors, and students of the nurse practitioner nursing education program to ascertain that students have opportunities for applying relational skills in practice.
- Interviews will be conducted with faculty, preceptors, and students to ascertain that students have learning opportunities related to the provision of culturally safe care.

- Interviews will be conducted with faculty, preceptors, and students to ascertain that students have opportunities related to advocacy.

Key Element 6: Program Outcomes

The education program demonstrates evidence of students' achievement of each end-of-program learning outcome.

Documentation

Accreditation Self-Study Report

- Description of how students' achievement of the end-of-program learning outcomes is assessed, and the results over recent years should be provided.

Interviews

- Interviews will be conducted with faculty of the nurse practitioner nursing education program to ascertain how students' achievement of the end-of-program learning outcomes is assessed.

Key Element 7: Program Outcomes

Completion rates demonstrates the education program's effectiveness in achieving its societal mandate.

Documentation

Accreditation Self-Study Report

- The process to track completion rates, the formula to calculate the completion rate is described, and the completion rate for the previous three years is outlined. If the average completion rate is less than 70%, a brief analysis is provided.

Interviews

- Interviews will be conducted with the program leadership of all educational units of the program and faculty regarding positive and negative factors affecting the completion rates.

Key Element 8: Program Outcomes

Registration pass rates, certification of graduates, and admission into doctoral programs of nursing demonstrate program relevance.

Documentation

Accreditation Self-Study Report

- Pass rates for program graduates for the previous three years on the registration examination in the jurisdiction should be provided. Supplementary data regarding graduates' success on certification examinations within three years following graduation that demonstrates the program's relevance may also be outlined.

Key Element 9: Program Outcomes

Employment rates of the education program's graduates demonstrate the program's effectiveness in meeting societal needs for nurse practitioners.

Documentation

Accreditation Self-Study Report

- A brief report is provided on data collected on the employment of graduates in the first 12 months following graduation for the previous three years.

Standard 6: Program Quality Improvement

Standard 6:	Program Quality Improvement
STANDARD STATEMENT	**Continuous comprehensive assessment and evaluation of the education program fosters ongoing quality improvement.**
Descriptor	Timely improvements of the program result from rigorous monitoring and evaluation of the relevance of the education program, the program curriculum, student learning, program delivery methods, and program outcomes.
Key Elements	1. An evaluation plan that includes an environmental scan guides the assessment of the curriculum, program delivery, and program outcomes. 2. There is on-going implementation of the evaluation processes, which include data collection from faculty, graduates, preceptors, staff, students, employers, and other relevant stakeholders. 3. Faculty in all sites and all educational units of the nurse practitioner program engage in the assessment and evaluation of the program and in identifying changes to improve the program. 4. Students' and graduates' ability to provide safe, ethical nursing care and to meet entry-to-practice competencies and standards of practice is monitored and evaluated. 5. Evaluation data are used to make improvements to the nurse practitioner program.

Evidence: Standard 6 – Program Quality Improvement

Key Element 1: Program Quality Improvement

An evaluation plan that includes an environmental scan guides the assessment of the curriculum, program delivery, and program outcomes.

Documentation

Accreditation Self-Study Report

- A brief outline should be provided of an ongoing evaluation process that assesses the curriculum, curriculum delivery, clinical placements, and student outcomes.

Core Document Section

- An evaluation plan of the nurse practitioner program **should** be submitted to the Core Document Section articulating an ongoing comprehensive evaluation process that includes assessment of the curriculum, curriculum delivery, clinical placements, and student outcomes.

Key Element 2: Program Quality Improvement

There is on-going implementation of the evaluation processes, which include data collection from faculty, graduates, preceptors, staff, students, employers, and other relevant stakeholders.

Documentation

Accreditation Self-Study Report

- A brief description should be provided of the data collection process conducted over the last two years to obtain evaluation information about the nurse practitioner program from faculty, graduates, preceptors, staff, students, employers, and other relevant stakeholders.

On-Site/Virtual

- Evaluation data collected during the previous two years **should** be provided during the reviewers' visit.

Interviews

- Interviews with program administrators will be conducted to ascertain how the evaluation process was implemented during the previous two years**.**

Key Element 3: Program Quality Improvement

Faculty in all sites and all educational units of the program engage in the assessment and evaluation of the nurse practitioner program and in identifying changes to improve the program.

Documentation

Accreditation Self-Study Report

- A brief overview should be provided of how faculty in all sites and educational units are engaged in the assessment and evaluation of the education program and in identifying changes to improve the program.

Supporting Document Section

- Terms of reference and minutes of committees involved in making post-evaluation changes to the curriculum **may** be submitted.

Interviews

- Interviews will be conducted with faculty of the educational unit(s) to ascertain engagement in the assessment and evaluation process of the nurse practitioner nursing education program.

Key Element 4: Program Quality Improvement

Students' and graduates' ability to provide safe, ethical nursing care and to meet entry-to-practice competencies and standards of practice is monitored and evaluated.

Documentation

Accreditation Self-Study Report

- A brief description of the processes and measures taken to monitor integration of the following among students in the education program:
  - Ethical standards,
  - Practice standard, and
  - Entry-to-practice competencies.

On-Site/Virtual

- Documentation of student evaluations in theoretical and practice courses (simulation and clinical placements) should be provided during the reviewers' visit.
- Examples of adequate and less adequate student assignments should be provided during the reviewers' visit.

Interviews

- Graduates of the education program will be interviewed to ascertain how well prepared they were to practice in accordance with ethical standards and practice standards for nurse practitioner nurses.
- Employers will be interviewed to ascertain that graduates of the program demonstrate preparedness to practice in accordance with ethical and practice standards for nurse practitioner nurses.
- Administrators of the nurse practitioner nursing education program will be interviewed to ascertain what measures or processes are being implemented to monitor that students are being prepared to:
  - Provide ethical care
  - Integrate standards for registered nurses
  - Integrate entry-to-practice competencies into their practice.

Key Element 5: Program Quality Improvement

Evaluation data are used to make improvements to the nurse practitioner program.

Documentation

Accreditation Self-Study Report

- A brief overview should be provided of processes in place to use evaluation data collected to make improvements to the program. Some recent examples of changes made as a result of evaluation data collected may also be provided.

Supporting Document Section

- Terms of reference and minutes of the evaluation or other committee(s) involved in making post-evaluation changes to the curriculum **may** be submitted.

Interviews

- Interviews will be conducted with faculty of the educational unit(s) who are involved with program evaluation to ascertain that evaluation data is used to improve the nurse practitioner nursing education program.

References

Canadian Association of Schools of Nursing. (2015). *National Nursing Education Framework Final Report.* https://www.casn.ca/wp-content/uploads/2014/12/Framwork-FINAL-SB-Nov-30-20151.pdf

Canadian Nurse Practitioner Initiative. (2006). *Nurse practitioners: The time is now – A solution to improving access and reducing wait times in Canada (Technical report).* http://www.npnow.ca/docs/tech-report/section/101_Integrated_Report.pdf

Council for Higher Education Accreditation. (2016). *The CIQG international quality principles: Towards a shared understanding of quality.* https://www.chea.org/ciqg-international-quality-principles-toward-shared-understanding-quality

Truth and Reconciliation Commission of Canada. (2015). *The final report of the Truth and Reconciliation Commission*. https://www.rcaanc-cirnac.gc.ca/eng/1450124405592/1529106060525

Glossary

Clinical instructors: Nursing educators who teach and assess students in clinical placements.

Collaborative Partnership: A nursing education program offered in a partnership of a degree granting educational unit and one or more college-based educational units. The degree granting institution grants the nurse practitioner degree to all graduates of the collaborative program.

Distributed Model: A decentralized instructional model of learning in which educators and students are not co-located, allowing for flexibility in regard to the time and place in which learning and instruction occur.

Faculty: Educators who are employed by the institutional unit to teach students enrolled in the program under review. Regular faculty are employed on an ongoing basis either full-time or part-time. Contractual faculty are employed on a time-limited basis to teach one or more specified theoretical and/or clinical courses.

Intraprofessional Collaboration: Opportunities to collaborate with one or more nursing health professionals, such as registered and practical nurses, or nursing students.

Interprofessional Collaboration: Opportunities during a clinical placement to collaborate with one or more non-nursing health professionals or non-nursing health professional students to provide team-based, person-centred care.

Intersectoral Collaboration: Actions undertaken with social groups outside the health sector, on health or health equity outcomes or on the determinants of health or health equity.

Practice Experiences: Includes clinical placements and simulation experiences.

Preceptor: A service agency staff member assigned to one or more nursing students in a practice placement who guides, tutors, and provides direction to the student to foster the development of their practice competencies.

Student Assessment: An appraisal process involving the collection of data to provide evidence of student learning.

Student Evaluation: Interpretations about the value or degree of student learning that has occurred based on an appraisal.