Evidence of Scholarship

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DECLARATION

No Conflict of interest.

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CASN
ACESI

Canadian Association
of Schools of Nursing
Association canadienne des
écoles de sciences infirmières

...to lead nursing
education and
nursing scholarship
in the interest of
healthier Canadians

...orienter la formation
infirmière et l'avancement
des connaissances en
sciences infirmières dans
l'intérêt d'une meilleure
santé des Canadiennes et
des Canadiens

Education / Formation
Research / Recherche
Scholarship / Connaissance
Accreditation / Agrément
Data / Données

CASN's mission is "to *lead nursing education and nursing scholarship in the interest of healthier Canadians"*.
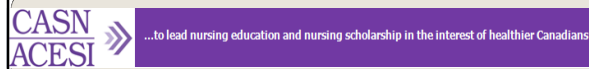
(http://www.casn.ca/en/20.html)

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Purpose of Accreditation

Provide an overarching, systematic, and objective method to assess quality.

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CASN ACESI ...to lead nursing education and nursing scholarship in the interest of healthier Canadians
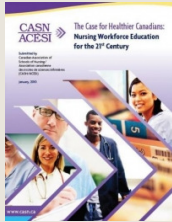
- Accreditation involves an objective method of assessment through a third party, peer review of an institution's and program's structures, processes and outcomes in terms of strengths, vulnerabilities and opportunities for improvement.

- Underlying values of:
  - Mutual respect
  - Fairness
  - Openness of communication
  - Confidentiality
  - Trust
  - Transparency
  - Accountability
  - Integrity

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### Guiding Principles of CASN Accreditation Program

- Non-prescriptive
- Emphasizes quality improvement
- Congruent with CASN's position statements
- Assesses structure, process and outcomes
- Qualitative and quantitative evidence

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Overarching Quality Dimensions

- ☑ Relevance
- ☑ Relatedness
- ☑ Accountability
- ☑ Uniqueness

RELEVANT AWESOME UNIQUE
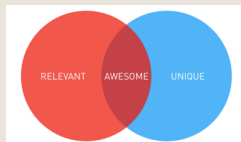
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Insight and Vision

OR
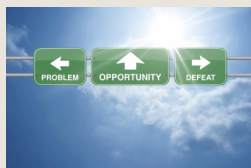
PROBLEM OPPORTUNITY DEFEAT

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QUALITY
DIMENSIONS

EDUCATIONAL
UNIT
STANDARD

NURSING EDUCATION
PROGRAM
STANDARD

EDUCATIONAL
UNIT
DESCRIPTORS

NURSING EDUCATION
PROGRAM
DESCRIPTORS

EDUCATIONAL
UNIT
KEY ELEMENTS

NURSING EDUCATION
PROGRAM
KEY ELEMENTS
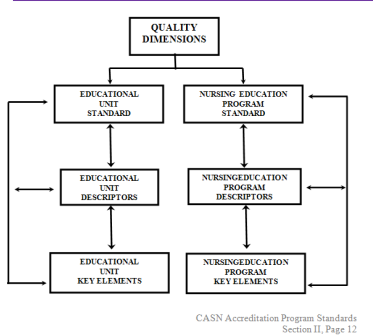
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Educational Unit Standards Framework

QUALITY DIMENSIONS

STANDARDS
- Leadership
- Partnerships
- Resources
- Information Management Systems
- Environment
- Scholarship

DESCRIPTORS

KEY ELEMENTS

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Nursing Education Program Standards

QUALITY DIMENSIONS

STANDARD Curriculum

STANDARD Evaluation

DESCRIPTORS
- Framework
- Knowledge-based practice
- Professional growth

DESCRIPTORS

KEY ELEMENTS

KEY ELEMENTS

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Educational Unit Standards Framework

QUALITY DIMENSIONS

STANDARDS
- Leadership
- Partnerships
- Resources
- Information Management Systems
- Environment
- Scholarship
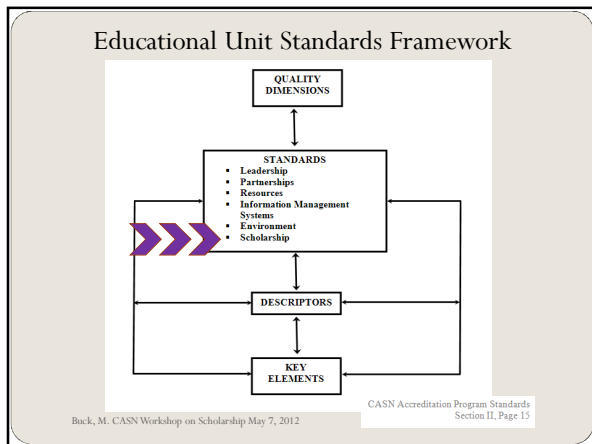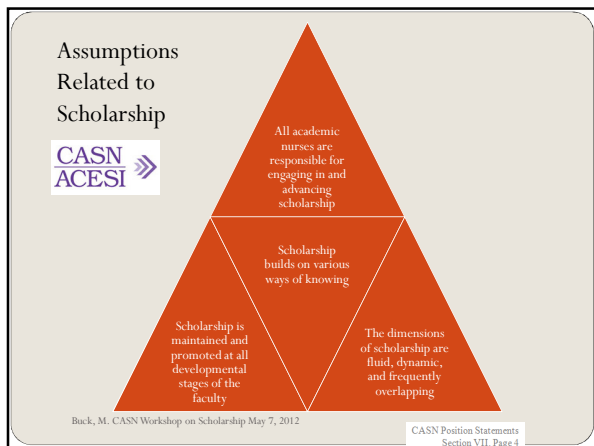
DESCRIPTORS

KEY ELEMENTS

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Assumptions Related to Scholarship

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All academic nurses are responsible for engaging in and advancing scholarship

Scholarship builds on various ways of knowing

Scholarship is maintained and promoted at all developmental stages of the faculty

The dimensions of scholarship are fluid, dynamic, and frequently overlapping

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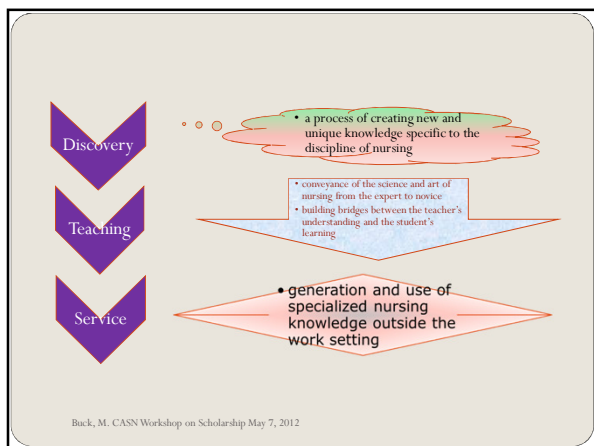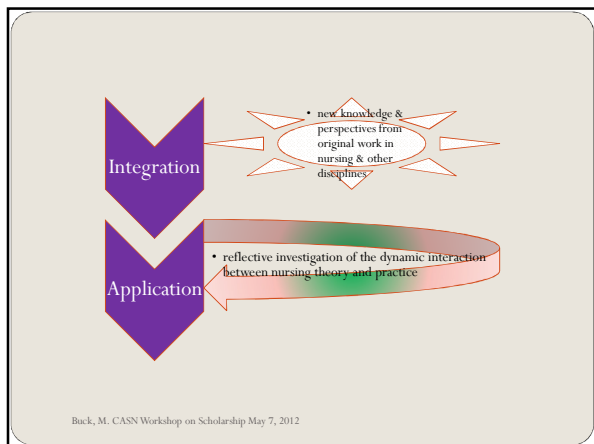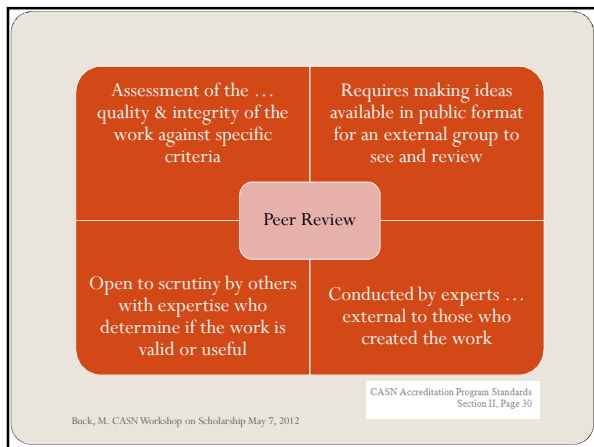
CASN Position Statements Section VII, Page 4

STANDARD STATEMENT	• FACULTY ARE ENGAGED IN SCHOLARSHIP.
Descriptor	• Scholarship is evident through a variety of dimensions and is supported by the educational unit.
Key Elements	1. Infrastructure is provided within the educational unit to support the enterprise of scholarship with faculty and learners.
	2. There is peer-reviewed evidence of scholarship of discovery – Faculty in the educational unit pursue original research resulting in the creation of new nursing knowledge.
	3. There is peer-reviewed evidence of scholarship of teaching – Faculty in the educational unit facilitate inquiry that supports the pedagogy of the discipline and the transfer of knowledge to learners.
	4. There is peer-reviewed evidence of scholarship of service - Faculty in the educational unit generate and use specialized nursing knowledge in providing community service.
	5. There is peer-reviewed evidence of scholarship of integration – Faculty in the educational unit synthesize knowledge into new meanings or perspectives.
	6. There is peer-reviewed evidence of scholarship of application – Faculty in the educational unit are role-models with expertise in knowledge-based practice that is grounded in current research.

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Discovery
• a process of creating new and unique knowledge specific to the discipline of nursing

Teaching
• conveyance of the science and art of nursing from the expert to novice
• building bridges between the teacher's understanding and the student's learning

Service
• generation and use of specialized nursing knowledge outside the work setting

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Integration

- new knowledge & perspectives from original work in nursing & other disciplines

Application

- reflective investigation of the dynamic interaction between nursing theory and practice

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Assessment of the … quality & integrity of the work against specific criteria

Requires making ideas available in public format for an external group to see and review

Peer Review

Open to scrutiny by others with expertise who determine if the work is valid or useful

Conducted by experts … external to those who created the work

CASN Accreditation Program Standards
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1.1 Leadership

STANDARD STATEMENT	• THE EDUCATIONAL UNIT LEADS NURSING EDUCATION AND SCHOLARSHIP.
Descriptor	• Leadership is the process that reflects drives and supports the agreed-upon vision, mission, values, and goals of an educational unit to effectively prepare future nursing professionals.
Key Elements	1. The nursing-specific strategic/academic/educational plan for the educational unit, based on vision, mission, values, and goals, guides program delivery and scholarship, and reflects societal and cultural trends.

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1.2 Partnerships

STANDARD STATEMENT	• THE EDUCATIONAL UNIT HAS STRATEGIC PARTNERSHIPS THAT SUPPORT QUALITY NURSING EDUCATION AND SCHOLARSHIP.
Descriptor	• Partnerships are thoughtfully created, value-added and mutually beneficial relationships among consenting organizations that are nurtured over time and lead to measurable results.[8]
	• Partnerships are informal and formal; internal and external.

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1.3 Resources

STANDARD STATEMENT	• THE EDUCATIONAL UNIT HAS THE RESOURCES REQUIRED TO DELIVER QUALITY NURSING EDUCATION AND SUPPORT SCHOLARSHIP.
Descriptor	• Resources include human, financial, physical, and educational supports.
	• The quantity, quality, and use of resources influence achievement of program goals.
Key Elements	1. Marketing, recruitment, retention, orientation, education, performance evaluation, and the required number of staff and faculty are guided by a human resources plan.
	2. Marketing, recruitment, admission, enrolment, retention, orientation, support (financial/bursaries/scholarships), and graduation of students are guided by a strategic enrolment management plan.
	3. The resources (physical, human, clinical, fiscal and materiel) meet the learning, practice, and scholarship needs of students, faculty, staff, and executive leaders.
	4. The required financial resources are reflected in the business/budget/long-range plan and are in place to support the requirements of the educational unit.
	See Standard Interpretation

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1.4 Information Management Systems

STANDARD STATEMENT	• THE EDUCATIONAL UNIT HAS INFORMATION MANAGEMENT SYSTEMS IN PLACE TO DELIVER QUALITY NURSING EDUCATION AND SUPPORT SCHOLARSHIP.
Descriptor	• Information management systems include technical computing support, management of information, provision and support of communication services to meet information needs of students, staff, faculty and executive leaders.
	• They also support scholarship and evidence-based decision-making.
Key Elements	1. A plan guides systems to manage information, procure resources, support communications, and provide training for faculty and staff in the use of information technology.
	2. The systems meet student, staff and faculty information needs for scholarship and evidence-informed decision-making.

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1.5 Environment

STANDARD STATEMENT	• THE EDUCATIONAL UNIT ENGAGES WITH ITS INTERNAL AND EXTERNAL ENVIRONMENTS TO DELIVER QUALITY NURSING EDUCATION AND TO SUPPORT SCHOLARSHIP.
Descriptor	• Internal and external environments include institutional, geographical, cultural, demographic, social, and political contexts, consistent with the concepts of inclusion and diversity. • Engagement by the educational unit includes responding to, employing, influencing its environment and supporting scholarship.

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Section II, Page 20

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