

## DALHOUSIE UNIVERSITY SCHOOL OF NURSING LEARNING CHARTER

**Purpose:** Consistent with the School of Nursing’s philosophy and approach to culturally relevant, people-centred teaching, the Learning Charter outlines the foundational framework, roles and responsibilities of Faculty, Students and Service Sector partners to support a positive, innovative environment of discovery, integration, application, teaching and learning.

The Learning Charter is both an educational and evaluative tool which may serve to inform and guide policy, curriculum, professional and personal development.

The Learning Charter aligns with the School of Nursing, Faculty of Health and Dalhousie University’s Mission, Vision and Strategic Plan. Furthermore, it is grounded in the core values of the School. Finally, it is informed by work within *Educating Nurses: A Call for Radical Transformation* (Benner, 2009); *5 Minds for the Future* (Gardner, 2009); *Creating Significant Learning Experiences* (Fink, 2013); and *Cultivating Communities of Practice* (Wenger, McDermott and Snyder, 2002).

The Learning Charter is also consistent with the Nova Scotia College of Nursing (NSCN) *Entry-to-Practice Competencies for RNs* (2013) which encompasses knowledge and ethical practice, service to the public and self-regulation. The entry-to-practice competencies clearly outline expectations specific to:

1. Professional Responsibility and Accountability – demonstrate professional conduct in the competent, compassionate ethical care to the client
2. Knowledge-Based Practice (and application) – a specialized body of knowledge that encompasses nursing, science, humanities, research, ethics, spirituality, relational practice, and critical inquiry
3. Ethical Practice – guided by values of ethical responsibilities within the CNA Code of Ethics (2018)
4. Service to the Public – understanding of the concept of public protection and provision of nursing care that is in the best interest of the public
5. Self-Regulation – understands the requirements of self-regulation including but not limited to “fitness to practice”

The Learning Charter consists of three key elements: 1) a vision for learning; 2) roles and responsibilities of students, faculty and instructors; and, 3) core learning goals.

### **V**ision

Dalhousie University is committed to facilitating students to:

- Think for themselves
- Express themselves orally and in writing with clarity, precision and professionalism
- Master a combination of specialized and general knowledge
- Develop the capacity for commitment to life-long learning

Dalhousie University School of Nursing is committed to facilitating students to:

- Become the future leaders in nursing practice, education, research, and scholarship
- Engage in interdisciplinary, interprofessional, inter-sectoral and collaborative approaches to learning, practice and research
- Influence health policy that supports an integrative people-centered approach to care delivery
- Contribute to the betterment of society, regionally, nationally and globally through organizational and public policy development

## **R**oles and Responsibilities

Students will learn to:

- Be active participants in the learning process
  - Be independent and interdependent practitioners in collaborative teams
- Demonstrate the knowledge, understanding and commitment necessary to be relational practitioners with a people-centred philosophy
- Engage in self-reflective practice to promote professional transformation, leadership and advocacy skills
- Demonstrate critical reasoning skills through communication, both orally and in writing
- Master the knowledge and skills central to the discipline of nursing which enables them to practice competently, safely and ethically
- Master the ability to interpret, synthesize and integrate evidence into nursing practice
- Contribute to and model intra and interprofessional practice
- Understand the need to commit to a philosophy of life-long learning
- Demonstrate professional behaviour in all settings
- Adhere to Dalhousie University, Faculty of Health, and School of Nursing's principles of academic integrity and Code of Conduct

Faculty will:

- Provide a challenging and supportive educational environment for students through a pedagogical framework that guides the development of five minds: disciplined, synthesizing, creating, respectful and ethical (Gardner, 2008)
- Demonstrate an integrative educational approach that clearly links theory to practice
- Foster a collaborative team approach to teaching and learning
- Engage in ongoing professional development that supports the advancement of learning and scholarship
- Acknowledge and implement Boyer's Model of Scholarship to which they have committed for transformational learning
- Engage in reflective practice to support growth as educators
- Demonstrate the value of clinical nursing practice through engagement in clinical service. Clinical service affords all faculty an opportunity to engage in practice, research, policy development etc., in alignment with their area of expertise

- Serve as mentors and role models for one another, as well as students, across the nursing programs to support capacity building of the next generation of practitioners, educators, researchers and leaders

Service Sector Partners will:

- Promote an environment to support student learning
- Facilitate nursing and Interprofessional Education (IPE) requirements through clinical practice placement opportunities
- Support the development of preceptors for student learners
- Work in partnership with students and faculty to foster a collaborative approach to learning, practice, research and interprofessional practice
- Provide students and faculty with feedback to support students and program success

## **C**ore Learning Goals

Upon completion of a Baccalaureate degree in Nursing, learners will be competent ethical practitioners who:

- Demonstrate application of people-centred nursing art and science through:
  - critical inquiry
  - commitment to life-long learning
  - evidence-informed practice.
- Inform and influence health care policy, practice and planning as emerging leaders through:
  - social and political analysis of current health care issues
  - application of leadership skills
  - integration of innovative, flexible, strength-based problem-solving approaches
- Impact health and social justice through
  - an understanding and value of the importance of diversity and health equity
  - application of the principles of primary health care with diverse clients in a variety of health care contexts
- Communicate, collaborate and partner with clients, and other members of the health care team to increase capacity and enhance health of populations
- Demonstrate ethical, legal and professional accountability in the practice of nursing
- Remain committed to professional competence through life-long learning.
- Respond to healthcare challenges and changes as reflective, innovative, flexible, organized and evidence-informed practitioners
- Build research capacity through individual engagement

References

Benner, P., Sutphen, M., Leonard, V., Day, L., & Shulman L. (2009). *Educating Nurses: A Call for Radical Transformation*. Jossey-Bass.

Fink, L.D. (2013). *Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses*. Jossey-Bass.

Gardner, H. (2009). *Five Minds for the Future*. Harvard Business Review Press.

Wenger, E., McDermott, R., & Snyder, W. (2002). *Cultivating Communities of Practice: A Guide to Managing Knowledge*. Harvard Business School Press.