



**Dalhousie School of Health Sciences
Halifax, Nova Scotia**

Curriculum Framework

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Preamble

This document was created to provide a portrait of the graduate of the Bachelor of Health Science program and to show how learning experiences are structured over the four years of the program. The framework allows students to progress toward achievement of the described professional qualities by thinking, communicating and behaving in increasingly complex and sophisticated ways.

The program provides the student with discipline specific expertise and an interprofessional approach to healthcare.

The document contains four distinct segments:

1. Purpose of the Bachelor of Health Sciences Program
2. A profile of the graduate
3. A statement of the aims of undergraduate education at Dalhousie
4. Outcome statements, supplemented by learning objectives which progress from year to year

This document will be used in the following ways:

1. The curriculum committee will use it as a template to ensure that outcomes are being addressed and achieved by the discipline-specific curriculum of each professional stream and by the overall curriculum plan. The outcomes and objectives will be valuable tools as individual faculty members and the committee creates and assesses proposals for curriculum revision
2. Students enrolled in the BHSc program will be able to see how all of their learning experiences are connected into an integrated whole
3. External stakeholders, such as the university community, regulatory authorities, professional associations, the clinical practice community (including preceptors), accrediting bodies and their survey teams, will find the information contained in this document useful in solidifying their understanding of the program. The document will be used in accreditation submissions, clinical education manuals, student manuals and other appropriate publications

The purpose statement, graduate profile and outcomes substantiate our efforts to ensure that new practitioners holding a BHSc degree are well-prepared to meet the challenges of a complex and dynamic health system.

In response to the needs of a changing healthcare environment, the shift in healthcare philosophy, public expectations, demands for qualified healthcare professionals by representative associations and regulators, the QEII Health Sciences Centre in partnership with Dalhousie University developed the Bachelor of Health Science program.

The partnership capitalizes on the unique expertise of each to deliver this integrated degree model. The program encompasses the professional streams of Diagnostic Medical Ultrasound, Nuclear Medicine Technology, Radiological Technology, Magnetic Resonance Imaging and Respiratory Therapy.

The BHSc is a four-year program that provides an interprofessional approach towards discipline-specific content to challenge professional certification examinations and an array of science and health professional learning opportunities. The program provides students the opportunity to develop competencies, to practice and acquire additional expertise in their respective field along with the adaptability and leadership to contribute as part of a healthcare system. The program graduates students who are knowledgeable about the changing healthcare system and able to work professionally and ethically. Graduates of the program are knowledgeable about the changing healthcare system and have the skills to work interprofessionally, ethically, and competently.

Graduates will possess additional competencies related to cultural sensitivities and research to contribute to evidence-based decision making. They will have strong communication and leadership skills and be committed to continued professional



development.

Purpose of the Bachelor of Health Science Program

Profile of the Graduate of the Bachelor of Health Science Program

Graduates of the BHS program practice in their specific discipline and support interdisciplinary practice by working collaboratively with all other healthcare professionals. As members of the healthcare team, graduates are competent and compassionate professionals who respect diversity and provide care in an ethical manner. They are engaged in advocacy for quality care, promotion of the profession and participate in continued professional development.

Graduates have intellectual curiosity, leadership abilities and a strong foundation for academic and career advancement. They use effective written and verbal communication skills. Graduates act as role models and mentors for other healthcare professionals and as health promoters for the general public.

Graduates have a strong professional identity that is demonstrated through their knowledge, skills and competencies unique to their scope of practice. They understand and respect a research environment and evidence-based practice. Graduates utilize research techniques to benefit all areas of professional practice, and are prepared to pursue graduate studies.

Graduates are prepared to work across a continuum of healthcare settings and patient population. They are able to function effectively in the public and private sectors. Their adaptability and innovativeness allow them to practice independently and in collaboratively performing effectively in a variety of settings with diverse populations. Interprofessional health education is a mainstay of the graduate's preparedness for professional practice.

A Statement of the Aims of Undergraduate Education at Dalhousie

Dalhousie University offers undergraduate education enriched by a long-standing institutional commitment to research and to graduate and professional education. The University tries to assist all its undergraduate students to become independent thinkers and articulate communicators, knowledgeable about their chosen disciplines or professions, conversant with a reasonable body of general knowledge, and committed to learning throughout their lives.

Dalhousie assists its students to learn how to think for themselves. Students in all disciplines and professions can expect to develop skills and attitudes crucial for logical and independent thought. The faculty strives to teach students how to think, rather than what to think and to enable them to make fair-minded enquiries in their fields of study and into the broader ethical, cultural and social issues that shape our lives. An educated person thinks carefully, reconsiders received ideas, and leads an examined life. The development of these habits of mind is the primary goal of undergraduate study.

Dalhousie assists its students to express themselves, orally and in writing with clarity, precision and style. It does so, not only because communication skills permit the efficient transfer of information, but also because they make possible dialogues which lead to new ideas and to deeper appreciation of existing knowledge. Because a communal effort to exchange ideas and information is at the heart of university life, students in all disciplines and professions need opportunities to develop their skills in writing and in speaking at all levels of the undergraduate curriculum.

Dalhousie assists students to master a combination of specialized and general knowledge. The specialized knowledge acquired by undergraduates at Dalhousie varies from discipline to discipline and even from student to student. Such knowledge should include not only data skills, but also an understanding of the theories, structures and processes central to the discipline or profession in question, and awareness of their practical applications and ethical consequences. Undergraduate students at Dalhousie should become familiar with a significant body of general knowledge as well. All should become acquainted with concepts central to our own culture and those of others. All should acquire basic quantitative skills and some knowledge of the principles of science and technology. All should share a sense of history and an appreciation of achievements in literature, philosophy and the arts. Such general knowledge helps us not only to confront the practical demands of work and life, but also to comprehend more fully our experience of the human condition.

Dalhousie assists its students to develop the capacity for commitment to learning throughout their lives. Their educational experiences within and outside the classroom should be rich and diverse. By providing social, cultural, recreational and other opportunities for student involvement and leadership, Dalhousie acknowledges responsibility for promoting both personal and intellectual growth.

OUTCOME #1

Practice competently

Year 1

- Demonstrate knowledge of foundational theory as a basis for professional practice
- Understand the connection between cognitive, affective and psychomotor domains in clinical practice
- Demonstrate the ability to perform requisite competencies
- Apply safe practice

Year 2

- Apply knowledge of foundational theory to professional practice and clinical problem-solving
- Demonstrate integration of cognitive, affective and psychomotor domains in clinical practice
- Demonstrate the ability to perform the required competencies in increasingly independent practice
- Apply safe practice

Year 3

- Perform required competencies at the defined level
- Demonstrate critical thinking, to improve and enhance clinical practice and outcomes using evidence based practice
- Apply problem solving and clinical reasoning in all practice areas
- Apply safe practice

Year 4

- Complement professional practice with enhanced knowledge in clinical areas
- Practice in a competent manner, developing advanced competencies in a practice area
- Set educational goals for maintaining ongoing professional competence
- Apply safe practice

OUTCOME #2

Practice professionalism

Year 1

- Recognize ethical issues within healthcare
- Understand the principles and values of professional conduct
- Apply the principles and values of professional conduct

Year 2

- Demonstrate the principles of ethical decision-making
- Recognize the scope of accountability in professional practice
- Apply the principles and values of professional conduct

Year 3

- Apply knowledge of ethics to situations encountered in clinical practice
- Practice the principles and values of professional conduct
- Contribute professional expertise to collaborative decision-making and outcomes

Year 4

- Practice in an ethical manner as it relates to clinical, research and education
- Practice the principles and values of professional conduct
- Utilize leadership abilities to enhance collaborative models of practice

OUTCOME #3

Provide person centered care

Year 1

- Identify the caring dimension of their professional role
- Develop empathy and respect for patients and individuals
- Acknowledge personal beliefs, values and attitudes in diverse situations
- Identify the organizations that comprise the healthcare team across the continuum of care

Year 2

- Demonstrate an understanding of culture and diversity in healthcare
- Respect individual diversity and provide caring interventions
- Describe the contribution and interplay of organizations comprising the health system and the continuum of care

Year 3

- Analyze the effectiveness of caring interventions
- Recognize the influence of diversity on individual health and plan appropriate approaches
- Integrate knowledge of the continuum of care in practicing in individual health settings

Year 4

- Evaluate the effectiveness of caring approaches and interventions
- Demonstrate skill in individualizing interventions and advocating for the unique needs of diverse communities

OUTCOME #4

Demonstrate leadership

Year 1

- Identify professional standards of practice as they relate to the profession
- Demonstrate an awareness of the principles and styles of leadership
- Demonstrate an awareness of the responsibilities of student association membership and student representation on committees
- Share knowledge and expertise

Year 2

- Practice and evaluate performance in relation to professional standards of practice
- Develop skills or methods of effective leadership approaches
- Participate in mentoring practices for peers

Year 3

- Ensure that professional standards of practice are fully developed and maintained
- Practice collaborative leadership skills

Year 4

- Promote professional standards of practice in the healthcare community
- Assume a leadership role in promoting healthcare administration and management opportunities

OUTCOME #5

Communicate effectively

Year 1

- Understand and apply the principles of verbal and nonverbal communication when interacting with patients, families, and other members of the healthcare team
- Apply effective communication strategies in the academic and clinical environments
- Utilize objective and effective communication during patient documentation

Year 2

- Implement the principles of effective communication in a team environment
- Demonstrate knowledge of communication strategies with other healthcare professionals and colleagues

Year 3

- Practice effective communication strategies when interacting with patients, families, and colleagues
- Employ a range of communication strategies when interacting with the interprofessional healthcare team

Year 4

- Communicate with patients, families and clients in a respectful way that develops trusting relationships
- Effectively use information and communication technologies that improves interprofessional, patient and client centered care

OUTCOME #6

Provide evidence informed care

Year 1

- Understand the principles of research and peer review as a resource for practice
- Search the literature for evidence relevant to practice

Year 2

- Critically evaluate information from a variety of sources
- Use research findings as resources in developing and evaluating clinical practices

Year 3

- Apply evidence to practice
- Critically evaluate effectiveness of problem-solving and clinical decisions

Year 4

- Apply critical thinking, and research to improve and enhance clinical practice and outcomes
- Contribute to the identification of research questions and pursue research opportunities
- Apply an evidence based approach to problem solving and clinical judgment in all practice areas

OUTCOME #7

Value professional development and foster citizenship

Year 1

- Recognize the role of professional associations and regulatory authorities and the requirement for continuing professional development
- Investigate the benefits of student membership in the professional association and involvement in educational activities
- Seek out opportunities to be involved in and contribute to our diverse communities (citizenship)

Year 2

- Identify sources for continuing professional development
- Increase involvement and participation in professional development activities
- Increase involvement and participation in fostering citizenship

Year 3

- Evaluate clinical standards and reflect on the benefits of continuing professional development
- Contribute to our diverse communities by engaging in volunteer activities
- Be a champion for health

Year 4

- Initiate and actively pursue independent inquiry
- Employ reflective practice by identifying strengths and areas for further development
- Lead and participate in learning opportunities
- Recognize the principles of adult education and apply them to any roles and/or responsibilities of preceptorship in the clinical setting

OUTCOME #8

Practice Interprofessional Collaboration

Year 1

- Understand the roles of various members of the healthcare team including their own profession
- Understand the principles of teamwork that enable effective interprofessional collaboration among learners/practitioners/patients/clients/families
- Recognize the potential for interprofessional conflict and identify conflict resolution strategies

Year 2

- Apply knowledge of profession specific competencies/expertise to enable the appropriate sharing of responsibilities for the planning and coordination of collaborative care.
- Apply the principles of teamwork that enable interprofessional collaboration
- Demonstrate knowledge of effective conflict resolution strategies by dealing with different viewpoints and reaching compromises.
- Understand the principles of collaborative leadership and collaborative decision making

Year 3

- Establish and maintain effective collaborative relationships with team members that facilitate shared decision making to support optimal patient outcomes.
- Implement a range of communication strategies when interacting with the interprofessional team that is consistently authentic and demonstrates trust
- Demonstrate shared leadership in the planning, implementation and evaluation of care.

Year 4

- Effectively use information and communication technologies to improve interprofessional patient/client/community centered care