

UNDERGRADUATE PROGRAM

Bachelor of Nursing Science

The program of study for the undergraduate degree program consists of two tracks:

1. The Four-Year Track of study (<https://nursing.queensu.ca/undergraduate/bachelor-nursing-science-bnsc/>) is for secondary school graduates and students with some university education. The Four-Year Track of study is 4 years in length.
2. The Accelerated Standing Track of study (<https://nursing.queensu.ca/undergraduate/AST/>) is for students who have completed at least 60.0 units of graded university credits and certain pre-requisite courses (equivalent to 2 years of full-time studies). The program is 2 calendar years in length (including Summer term) and students are required to take a full normal course load. All courses must be taken at Queen's University. A maximum of 33.0 units will be transferred from previous university studies upon admission to the Accelerated Standing Track (AST).

Graduates of these two tracks may apply to the regulatory body of the province in which they plan to work in order to secure registration to practice with the title "Registered Nurse."

Students are expected to complete the courses within the track to which they were accepted.

Bachelor of Nursing Science Philosophy

The philosophy of Queen's University School of Nursing is consistent with the mission and vision of Queen's University and reflects the nursing faculty belief that exemplary nursing practice is built upon the foundational blocks of the sciences and arts. The purpose of the nursing program is to educate individuals to competently address the health needs of individuals, families, and communities in a variety of environments. Central to the program are the five core concepts of health, populations with complex conditions, health care quality, transitions, and practice environments.

Nursing is a dynamic profession requiring critical and reflective thinking based on current scientific rationale, as well as humanistic perspectives. Partnering with individuals, families, and communities, nurses assist the people who are in their care through various life transitions, using sound decision-making and therapeutic communication in their interactions. Competent care requires not only an understanding of bio-psychosocial processes, but also the

socio-environmental and cultural contexts that affect clients, families, and communities.

We believe these approaches to academic excellence prepare practitioners to make caring connections and allow learners to transition – integrating sciences, humanities, and evidence-informed health care – into their professional roles as nurses and life-long learners.

We believe students should have the opportunity to learn interprofessionally with, from, and about each other. Students learn best from nursing faculty and nursing role models who foster caring and inquiry into human transitions from theoretical, practice, and research perspectives.

Program Goals

Graduates of the BNSc program will:

1. Provide competent, professional, and culturally sensitive nursing care in response to changing needs of society and according to prevailing legal and ethical standards.
2. Use critical thinking, problem-solving and scientific inquiry in the practice of nursing, and in monitoring and ensuring quality of health care practices.
3. Effectively communicate and collaborate in relationships with clients* and health care professionals.
4. Use nursing knowledge and skills in partnership with clients* and health care professionals to maintain and promote health and well-being and provide care and support during illness.
5. Use population-based and intersectoral approaches to assess, protect and promote the health of communities.
6. Demonstrate understanding and responsiveness to how specific environments and socio-political conditions affect health behaviour and influence professional practice and public policy.
7. Apply leadership and managerial abilities and political skills to attain quality care for clients* and quality of work-life for themselves and their co-workers.
8. Engage in self-directed learning, reflective, and evidence-informed practice.

* Clients are defined as individuals, families, communities, and populations.