

# Bachelor of Science in Nursing (BScN)

## What differentiates us?

- Oulton College, founded in 1956, is a proven leader in health care education.
- The 3-year compressed Bachelor of Science in Nursing (BScN) program at Oulton College offers you an opportunity to achieve your goal to become a Registered Nurse (RN) in a shorter time period and get you into the workplace more quickly than traditional programs.
- Experienced educators share evidence-based theory in class, in lab, and in clinical settings to provide you with the knowledge and expertise necessary to be successful in the rapidly growing and changing field of nursing.
- Classroom theory guides practical learning in the lab, simulation sessions, and clinical settings. Over 1700 practical hours of learning accompany in-class instruction; over 1300 hours are spent hands-on in clinical settings.
- Nursing is a challenging and dynamic field – the BScN program will support you to build the knowledge and skills in the classroom to apply in the clinical setting.
- The BScN program provides opportunities to network and engage with nurse leaders in all areas of the profession.
- Oulton College has a long-standing history of academic excellence in the preparation of students in the field of health sciences. This, along with our commitment to building relationships with community partners and health organizations, has led to employment rates over 95% across all programs year after year. Our dedicated Career Services Advisors and Clinical Coordinators ensure each graduate has the opportunity to find employment.

### **Why choose Oulton College?**

- Offered here in our home province of Moncton, New Brunswick.
- Students will study in a three-year compressed program and get into the workforce earlier.
- Upon successful completion of the Bachelor of Science program, graduates will earn a BScN credential. Following graduation, students are eligible to complete the NCLEX exam that will grant them the title of Registered Nurse.
- Smaller class sizes provide opportunity for more one-on-one time with instructors, to build trust, enhance communication, and create a more supportive and positive learning environment. Our maximum class size is 36 students, with smaller groups in the hands-on setting.
- Learning occurs over time and with practice. At Oulton College students receive over 1700 hours of practical hands-on learning (lab, simulation, and clinical).
- Opportunities to engage in learning with students in other health care fields.

### **Program Outline**

The BScN program prepares nursing students to practice as generalists who, upon entry to practice, provide safe, competent, compassionate, and ethical care to all ages. The concept-based, student-centered curriculum is guided by the philosophy of caring, informed by a blend of natural and social sciences, and grounded in evidence-informed nursing theory and practice. The BScN program will be delivered full time and in-person over 36 consecutive months within nine 15-week terms. Students who successfully complete the requirements of the BScN program will be eligible to apply to write the national certification examination for registered nurses i.e., National Council Licensure Examination (NCLEX).

The program has received preliminary approval from the Nurses Association of New Brunswick (NANB) and aligns with the entry-level competencies outlined by NANB for professional practice.

## Admissions Requirements

- Grade 12 Diploma
- Grade 12 Biology\* with a minimum average of 70%
- Grade 12 Chemistry\* with a minimum average of 70%
- Grade 12 English or French\* with a minimum average of 70%
- Grade 12 Math Foundations\* with a minimum average of 70%
- Meeting with an Admissions Advisor
- Faculty/ Group Interviews
- Successful completion of the CASPER test (<https://my.acuityinsights.app/dates-times>)
- Acceptance by the Admissions Committee
- Once accepted, completion of the Post-Admissions Package
- Geographical quotas may apply.

*\*Lower-Level courses are not accepted. Based on New Brunswick Anglophone High School Curriculum. For other provincial or international requirements please contact us directly.*

*The academic criteria are the minimum required to be eligible for the process. These grades do not guarantee acceptance. Candidates can expect that higher-grade average will be required to be accepted.*

*Two (2) seats have been designated for prospective Indigenous Nursing Students. If, after a predetermined deadline, these seats are not filled by Indigenous Nursing Students they will be filled by non-Indigenous Nursing Students.*

## English Language Requirements

Unless they have completed a minimum of three years of study at a school where English is the language of instruction, international students whose first language is not English must submit proof of English language proficiency:

- IELTS – 7.0 in all areas
- TOEFL (IBT) – 85 with individual minimum scores in each area to be determined
- Duolingo – under review
- Cambridge English – minimum score of 169
- CAEL – minimum score of 60 in each area
- Pearson Test of English – overall score of 65, with each above 50
- MELAB – minimum score of 80

Standards for licencing in provinces vary and may not directly align with these, Candidates must be prepared to prove language proficiency to meet licencing standards by the end of the program.

<https://www.nanb.nb.ca/wp-content/uploads/2023/07/Approved-Language-Tests-E.pdf>

### **Career Opportunities**

- Hospitals – acute care
- Public Health
- Community Nursing
- Rehabilitation centers
- Long term care
- Primary healthcare
- Travel nursing
- Private clinics

### **You Will Learn**

- Anatomy & Physiology
- Health Assessment
- Microbiology
- Pathophysiology
- Pharmacology
- Medical Terminology
- Simple & Complex Skills
- Communication Strategies
- Research Methods ... and much more.

### **Course Descriptions**

#### **Introduction to Professional Practice**

This course is designed to introduce the student to the historical and philosophical perspectives of nursing, nursing theories, professionalism in nursing, advocacy, leadership, legislated scope of practice, the role of registered nurse in Canada, the entry level competencies, standards of practice and Canadian Nurses Association Code of Ethics, culture and cultural safety, Truth and Reconciliation and antiracism. Foundational concepts, processes, and practices essential to nursing in the Canadian health care context and the purpose of nursing unions will be discussed. Also, emphasis will be placed on caring, collaboration, professional boundaries, self-regulation and the Educative Nursing Practice Framework in clinical practice.

### **Basic Nursing Competencies**

This course provides students with the theoretical concepts and basic nursing skills required to provide safe, competent, ethical, compassionate, and evidence informed care in response to client needs. A focus will be placed on assessment, clinical decision making, collecting, and interpreting data, and developing and implementing therapeutic nursing interventions that contribute to the needs of the client. A variety of teaching and learning strategies will be used including interactive classroom sessions, clinical simulation, lab demonstrations and practice, and case studies. Resources will include text, on-line learning resources, demonstrations, and peer practice sessions. ***There is a required Lab component in this course.***

### **Anatomy & Physiology I**

The Anatomy & Physiology course in Term I provides learners with an introduction to the organization of the human body and then follows a systems approach to study of the structure and function of the integumentary, skeletal, muscular, endocrine, cardiovascular systems, and the blood. The importance of interactions between organ systems in the maintenance of homeostasis will be emphasized. ***There is a required lab component in this course.***

### **Indigenous Studies**

This course offers an interdisciplinary introduction to contemporary challenges faced by Indigenous peoples in Canada. Topics may include, but will not be limited to, political mobilization, legal challenges, jurisdictional authorities, self-determination, land rights, treaty relationships, examination of significant policy documents, Royal Commission on Aboriginal Peoples, Truth and Reconciliation Commission, and the National Inquiry into Missing and Murdered Indigenous Women and Girls.

### **English and Scholarly Writing**

This course introduces students to the basic elements of effective written communication for professional settings. It includes instruction and extensive practice in the areas of sentence grammar, paragraph unity and coherence, word choice, concision, and clarity, as well as the composition of memos, e-mails, letters, summaries, essays, reports, and other forms of writing related to the study and practice of nursing.

### **Health Assessment**

This course is designed to help nursing students to develop competency in interviewing and history taking and physical examination skills and psychosocial assessment. Content will focus on using relational, ethical, culturally appropriate, and trauma-informed approaches in health assessment practices. Interpretation of subjective and objective data to differentiate between findings which are within expected limits and findings which would denote deviation will be used as the basis for the formulation of nursing diagnoses and nursing interventions to promote health, and to prevent or manage illness. ***There is a required lab component in this course.***

### **Therapeutic & Interpersonal Communication in Nursing Practice**

This course provides students with the opportunity to apply concepts and clinical skills in simulation in the provision of nursing care to adults in a stable client population. Students will have an opportunity to apply entry-level competencies at a beginning level. Emphasis is placed on developing a nurse-client relationship and applying introductory problem-solving, critical thinking skills and clinical judgement, communication, collaboration in providing basic nursing care. Students will discuss and practice documentation and reporting in the simulation experience.

### **Introduction to Clinical Nursing Practice**

This clinical course provides nursing students with the opportunity to integrate theory and clinical nursing skills learned to date through the application of beginning nursing competencies including basic patient care, health assessment, therapeutic communication skills, documentation for professional nursing practice, and health informatics. This clinical course will take place in a clinical practice setting supervised by a clinical instructor.

### **Anatomy & Physiology II**

The Anatomy & Physiology course in Semester II is a continuation from Semester I and studies the relationship between structure and function of the lymphatic, respiratory, gastrointestinal, urinary, endocrine, nervous and reproductive systems. Fluid and electrolyte and acid-base balance as well as the special senses are also covered. The importance of interactions between organ systems in the maintenance of homeostasis will be emphasized throughout. ***There is a required lab component for this course.***

### **Microbiology for Nurses**

This course examines the fundamentals of microbiology, with an emphasis on medical microbiology. The focus will be on bacteria, viruses, fungi and protozoans and their role in the acquisition and spread of infectious diseases. Students will learn methods to control microbial growth and human immune system responses. Infections of each of the body systems will be examined. Additional laboratory sessions are required and will reinforce the understanding of the characteristics of microorganisms and practical exercises in control of microorganisms and use of light microscope are included.

### **Pharmacology**

This course utilizes a pathophysiologic perspective to explore principles and concepts surrounding pharmacology and the use of medications for the management of common health problems across the lifespan. Learners will identify the main drug classifications and examine drug legislation, pharmacological actions, and the role of the nurse in the safe administration of medications. The registered nurse's role in assessing the efficacy, side effects, adverse reaction, and interactions of drugs, the administration of medications, and the education of clients regarding over-the-counter medications and natural health care products are discussed. Legal, ethical, and ethno-cultural considerations are emphasized. Learners will have the opportunity to apply theoretical concepts to the practice of safe medication administration, utilizing all routes, in a simulated lab environment. ***There is a required lab component in this course.***

### **Pathophysiology**

This course builds on knowledge acquired from the study of anatomy and physiology and other program courses to date. It focuses primarily on the adult population and examines the disease processes that result from alterations in homeostasis of the normal body structure and function. Etiology, pathogenesis, clinical manifestations, suggested diagnostic tests, therapeutic interventions (including pharmacological) representative of specific health problems are explored.

### **Social Diversity, Equity, & Inclusion**

The course explores the bases of discrimination, exclusion, and inequity and experiences of racialized and poor persons, sex/gender minorities, and persons with various levels of visible and invisible abilities. It is designed to help the student gain a greater understanding of, and have empathy for, some of the resulting lifelong experiences of individuals in their care.

### **Principles of Statistics**

This course is designed to introduce the learner to the basic concepts of statistics and the fundamental techniques for data analysis and statistical inference used in health sciences, including but not limited to hypothesis testing in experimental science for nursing. Major topics include descriptive statistics, probability, definition of variables, correlation between quantitative variables and the basics of statistical inference, namely one-way and two-way analysis of variance, simple and multiple regression, as well as parametric and non-parametric statistical testing. Students will use a statistical package.

### **Lifespan Psychology**

This course will explore the basic aspects of growth and development throughout the life span. Focus will be placed on developing an understanding of social, emotional, physical, cognitive, moral, sexual, and psychological growth through exploring widely accepted theories. Emphasis will also be placed on exceptionalities in development including at-risk and special needs circumstances.

### **Healthy Aging**

This course discusses healthy aging in Canada and highlights the importance of understanding the changes that population demographics, personal health domains (e.g., physical, emotional, social, psychological, spiritual) and social determinant dimensions (e.g., biology, education, income, housing, social networks, work) have on successful and healthy aging. The course will emphasize contemporary 'health across the lifespan' aging and identify the primary health care approach to build health and attend to determinants of health. Students will discuss methods and strategies to provide safe, ethical, competent, compassionate, client-centered, and evidence-informed care to older adults. Spiritual health and cultural issues are also addressed as they relate to aging, death, and dying.



### **Medical/Surgical Nursing I**

This course incorporates knowledge from the health sciences and introduces the student to the role of the registered nurse in providing safe, competent, ethical, compassionate, and evidence-informed care in response to clients' needs in various health care settings including medical and surgical units. An introduction to the course includes discussion on challenges facing the current Canadian health care system. The course focuses on the nursing and collaborative management including pharmacotherapy of the patient with acute or chronic health conditions including fluid, electrolyte, and acid-based imbalances, respiratory, cardiac, endocrine, renal, and female and male reproductive health alterations. Peri-operative care, infection and wound healing, nursing management of burn injuries and hematological disorders will be also discussed. The nursing process framework is implemented and factors that affect the delivery of health care by nurses, such as advanced practice nursing, interprofessional practice, the utilization of information technology in planning care that is evidence based, culturally appropriate and patient-centered for the medical surgical client are discussed throughout.

***There is a required lab component in this course.***

### **Medical/Surgical Nursing Clinical I**

This clinical practicum introduces students to medical-surgical nursing and the role of the registered nurse. Students will use the nursing process as a framework to plan, organize, and provide compassionate, patient-centered, culturally appropriate, and evidence-informed nursing care for patients experiencing various acute or chronic health conditions. Students will participate in collaborative, interprofessional practice, self-reflection, and self-evaluation along with personal goal setting to support their learning.

### **Ethics and Multicultural Perspectives**

This course examines the theory, practice, and implications of multicultural client interactions in the nursing profession. Various dimensions of culture, religion, values, norms, and ethics are discussed in the context of different population groups. Through debate, discussion, case study, and role play, students will develop an approach to cultural understanding and client interaction that considers the implications of client and practitioner preferences, methods, and biases.

### **Non-Nursing Elective**

Students are required to complete two non-nursing electives to fulfill their degree requirements. These may be taken at approved institutions within Canada.

### **Foundation of Nursing Research & Application to Professional Nursing Practice**

This course provides an introduction to nursing research. Students will learn quantitative and qualitative research approaches used in the critical appraisal of the research literature. Topics for discussion include: the historical overview of research, evidenced-informed practice, roles and responsibilities of nurses' doing research, the context within which nursing research is conducted; research design, implementation, analysis, and interpretation. Critical appraisal of research is a key focus of the course. Students will work together in groups learning how to critique assigned peer -reviewed research, including approaches to research, design, theory, analysis and interpretation.

### **Medical/Surgical Nursing II**

This course builds on concepts learned in NURS 2402 and focuses on additional acute or chronic health conditions that challenge the well-being and functioning of adults. The course focuses on the nursing and collaborative management and pharmacotherapy of clients with acute or chronic health conditions including disorders of sleep and the special senses, integumentary system, upper and lower gastro-intestinal system, neurological, and musculoskeletal systems. Altered immune response, cancer, intracranial alterations, dementia, arthritis, and connective tissue disorders, as well as nursing care for clients at the end of life and in palliative care, and in the critical care environment will be identified. The nursing process framework is implemented and factors that affect the delivery of health care by nurses, such as advanced practice nursing, interprofessional practice, and the utilization of information technology in planning evidence-based care is included. Culturally appropriate and patient-centered care for the medical surgical client is discussed throughout. ***There is a required lab component in this course.***

### **Medical/Surgical Clinical II**

This course provides students with the opportunity to build on competencies gained in the NURS 2402 and NURS 2403 with a focus on evidence-informed nursing management of adults with a wide range of acute and chronic health alterations along the health-illness continuum. Students will use critical thinking, communication skills, technology, and demonstrate professional responsibility while safely caring for adult patients. The use of evidence-informed practice is emphasized to provide the student with current trends in the implementation of nursing skills and to better facilitate the development of clinical reasoning skills. Cultural and psychosocial influences are considered in the care of diverse patient populations.

### **Introduction to Psychiatric Mental Health Nursing**

This course focuses on social, political, cultural, and economic contexts of psychiatric care and psychiatric mental health nursing (PMHN) practice. The course begins with the historical development of psychiatry and PMHN as well as foundational discussions about mental health, mental disorders, and mental well-being from individual, societal, and public policy perspectives. It builds on your previous courses, with discussions about stigma and discrimination. Core course concepts such as stress, coping, mood and affect, anxiety, cognition, psychosis, substance use, and interpersonal violence are explored through lenses of oppression, colonialism, and intersections of the social determinants of health. The Diagnostic and Statistical Manual of Mental Disorders (DSM-5) is introduced and discussed. Selected mental health disorders are introduced and explored in detail, including their etiologies, and current Canadian and global prevalence. Clinical assessment, intervention, and evaluation of anxiety, depression, bipolar illness, psychosis, traumatic stress, dementia, and substance use are discussed. Relevant Best Practice Guidelines (BPGs) of the Registered Nurses Association of Ontario (RNAO) are integrated into key content areas as are the Standards of Practice from the Canadian Federation of Mental Health Nurses (CFMHN).

### **Mental Health Clinical**

This clinical learning experience provides students with the opportunity to apply specialized theory, skills, and concepts to patients diagnosed with mental disorders health care setting such as psychiatric hospitals, long-term care facilities and community mental health facilities and services. Cultural and psychosocial influences are considered in the care of diverse patient populations.

### **Care of Clients and Families During the Perinatal Period**

This course focuses on the care of clients and families during the perinatal period. Contemporary issues and trends in perinatal nursing are highlighted. Emphasis is placed on the history of maternal and newborn nursing, theoretical knowledge, evidence-informed practice, importance of safety, competent and ethical care, cultural competence and cultural safety, client's health, healthy pregnancy, high risk pregnancy and care of a healthy and high-risk newborn. There is also concentration on trauma-informed care for clients and families and health disparities and inequities when caring for clients, newborns and families.

### **Care of Clients and Families During the Perinatal Period Clinical**

In this clinical course, nursing students will focus on the care of clients and families during the antepartum, intrapartum and postpartum period. Principles of primary health care, social determinants of health, discussion around culture and cultural safety will be key considerations in addition to the nursing process. Students will apply their knowledge, critical thinking skills and psychomotor skills to practice in the perinatal clinical setting. Students will also apply professional and practice competencies, knowledge in communication, relationship building skills, evidenced-informed practice, spirituality and physical and mental health assessments to the clients they care for practice.

### **Nursing Care of Children and Adolescents**

This course focuses on contemporary issues and trends in the care of children and adolescents. Emphasis is placed on health promotion of children, including growth and development of the toddler, preschool, school age and adolescent. The focus will also be on children with special needs such as eyes and ear disorders, infections and communicable disorders, respiratory and heart disorders. Caring for children with pain and providing pain medication will also be discussed. Discussion on integrating atraumatic care in the care of children and families will be emphasized. Primary health care with attention to promoting health in the community will be addressed.

### **Nursing Care of Children and Adolescents Clinical**

In this clinical course, nursing students will focus on the care of children and adolescents. Principles of primary health care, social determinants of health, discussion around culture and cultural safety will be key considerations. Students will learn to apply their knowledge, critical thinking skills and psychomotor skills in the pediatric clinical setting. Students will also apply professional and practice competencies, knowledge in communication, relationship building skills, evidence-informed practice, spirituality and physical and mental health assessments to children and adolescents. Students will complete a physical health assessment and nursing care plan for clients in the clinical setting.

### **Care of Families in Transition**

This course focuses on the care of families in transition during the lifespan. Emphasis is placed on theories, competencies, family nursing, therapeutic conversation, relational practice and strengths of family related to nursing practice. There is an emphasis on understanding family assessment, Calgary Family Assessment Model, critical thinking, nursing therapeutics, the application of cultural competence and safety, and evidence-informed practice in caring of families.

### **Professional Leadership in Nursing**

This course is focused on preparing students for the professional role to transition to a Registered Nurse. Students will critically analyze issues in contemporary nursing leadership, provincial priorities and global issues, nursing education and delivery of health care in Canada. Students will also discuss theories that guide nursing practice and knowledge development approaches. Emphasis will be placed on transitioning from a nursing student to a beginning practitioner role and on professional career development that includes professional image, professional socialization, leadership, nursing licensure and self-regulation, and interprofessional practice.

### **Health Promotion and Community Health Nursing**

This course will consider population diversity as it focuses on the role of the community health nurse in relation to population health, principles of primary health care, and strategies for health promotion. Basic epidemiological concepts related to nursing of individuals, families, groups, and communities will be discussed. Professional, legal/ethical, economic, cultural, diversity and inclusion, and environmental issues as they apply to community health nursing will be examined. Nursing roles in a variety of health promotion approaches will be examined.

### **Community Health Clinical**

This clinical course introduces students to the role of the registered nurse in public and community health nursing. It provides the opportunity to enhance critical thinking skills by participating in the planning and implementation of nursing care and health promotion strategies for diverse groups of patients in community settings. Students will participate in collaborative, interprofessional practice, self-reflection, and self-evaluation along with personal goal setting to support their learning.

### **Sociology of Work**

This course examines work generally, but the nursing profession more specifically, in the modern society. Consideration is given to an historical evolution of work and the impact on the individual; the social organization of work; work settings; problems in the workplace; and the meaning of work. Work, and the nursing profession specifically, is examined in terms of historical and social change, with the impact of social/cultural values, technology, global influences, and human health trends and their impact on the individual and the profession. Problems of work, either generating from within or outside of the workplace are examined from a theoretical perspective, and comparisons are made of geographical and historical space. The course seeks to sensitize students to work as “an essential human activity” and nursing as a vocational choice, how the world of work, and specifically nursing, has evolved over history, and the structural problems that persist outside of work but still impact the workplace and the worker.

### **Health Informatics**

This course identifies the use of informatics and explores health care technologies and their role in nursing practice for improving patient outcomes and enhancing client care. The protection of privacy, confidentiality, and security of health information are considered, and social networking tools in communicating health-related information are discussed.

### **Student Nurse Research Presentations**

This nursing course will assist students to build on their knowledge of research and showcase their understanding and application of the research process. Students will select a research topic, conduct a literature review on the topic, develop objectives, research questions and select a method which would include quantitative or qualitative research methodologies to develop their research proposal. These research topics will focus on areas of priority within the province. Students will be required to develop an abstract of their work in preparation for potential submission to a recognized journal such as the Journal of Nursing Research. Students will be required to give a 15-minute power point presentation to the class. The research topic must be pre-approved by faculty member. There will be two course sections for this course with 15-18 students per class. This will give students more individualized assistance in class in addition to assistance by the professors outside of class time to help students develop a research proposal.

### **Exploratory Nursing Clinical Practice**

This clinical course provides nursing students with opportunities to work in areas of provincial priority. The purpose of this course is to give students an opportunity to further develop their theoretical knowledge and clinical skills working in a health care setting supervised by an experienced preceptor (s). The focus will be but are not limited to, professional and ethical practice, legal issues, theoretical and critical thinking, leadership, intraprofessional and interprofessional collaboration, evidence-informed practice, and psychomotor skills building on their clinical competence. Students will integrate the entry level competencies (NANB) into practice as they provide safe, competent and ethical care. Students will be expected to complete 200 hours in the clinical practice setting. Every effort will be made to accommodate students' primary clinical practice choice wherever possible.

### **Exploratory Nursing Clinical Practice**

This clinical course provides nursing students with opportunities to work in areas of provincial priority. The purpose of this course is to give students an opportunity to further develop their theoretical knowledge and clinical.

### **Non-Nursing Elective**

Students are required to complete two non-nursing electives to fulfill their degree requirements.

### **NCLEX Review**

This course will prepare students to write and achieve success on their national certification exam. Using examples, students will get to practice and become familiar with multiple choice, select all that apply, bowtie, matrix, drag and drop, and drop-down questions. Students will also become familiar with the NCLEX-RN Test Plan including categories such as Safe and Effective Care Environment, Health Promotion and Maintenance, Psychosocial Integrity, Physiological Integrity, Clinical Judgement, and Integrated Processes.

### **Transition to Nursing Practice**

This final clinical practicum experience will provide nursing students with an opportunity to work in a preceptored setting with Registered Nurses and other members of the Interprofessional team as they prepare to transition into practice following graduation. Students will increase their knowledge, critical thinking, clinical judgement, leadership and clinical competence at they near completion of their baccalaureate program.

### **Cost Breakdown**

Please refer to your contract for the detailed cost/ tuition breakdown. Costs vary by year, so please ensure you are referring to the correct dates.