

Integrating the GDLEs at uOttawa: Example of the Doctoral Program in Nursing

**Documents to accompany the presentation.
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Program Learning Outcomes: Nursing PhD Program (2010)

uOttawa

With comparison to GDLEs

	Nursing PhD Program uOttawa (2010)	OCGS Degree Level Expectations <i>GDLEs</i>
Expectations	<i>Recognizing that this program includes three different fields/streams of research, upon completion of this program, students will be able to...</i>	<i>This degree extends the skills associated with the Master's degree and is awarded to students who have demonstrated:</i>
1. Depth and Breadth of Knowledge	<ol style="list-style-type: none"> 1. Integrate and critique a broad range of literature in nursing and other disciplines relevant to their chosen area of research 2. Identify and appraise controversies in their field of research 3. Articulate the broader implications of their research within and beyond particular contexts of nursing and health 	A thorough understanding of a substantial body of knowledge that is at the forefront of their academic discipline or area of professional practice including, where appropriate, relevant knowledge outside the field and/or discipline.
2. Research and Scholarship	<ol style="list-style-type: none"> 4. Comprehensively and critically review the literature associated with their research topic 5. Design original research according to standards and quality required to satisfy peer review 6. Conduct original research according to standards and quality required to satisfy peer review 7. Evaluate the strengths and limitations of a range of various research approaches in relation to their research and to the discipline of nursing 	<ol style="list-style-type: none"> a. The ability to conceptualize, design, and implement research for the generation of new knowledge, applications, or understanding at the forefront of the discipline, and to adjust the research design or methodology in the light of unforeseen problems; b. The ability to make informed judgments on complex issues in specialist fields, sometimes requiring new methods; and c. The ability to produce original research, or other advanced scholarship, of a quality to satisfy peer review, and to merit publication.

<p>3. Level of Application of Knowledge</p>	<p>8. Contribute new ideas, theories, skills, techniques, tools, and/or practices to nursing</p> <p>9. Synthesize and integrate findings from research (into) scholarly activities</p> <p>10. Demonstrate teaching and learning strategies applied to specific instances</p>	<p>The capacity to</p> <p>i) Undertake pure and/or applied research at an advanced level; and</p> <p>ii) Contribute to the development of academic or professional skills, techniques, tools, practices, ideas, theories, approaches, and/or materials.</p>
<p>4. Professional Capacity/Autonomy</p>	<p>11. Engage with academic and professional organizations related to their field of scholarship</p> <p>12. Demonstrate leadership within their chosen field of health care</p> <p>13. Model/facilitate the development of scholarship in novice and developing practitioners (inside and outside of their field)</p> <p>14. Demonstrate ethical behaviour consistent with academic integrity and the responsible conduct of research</p>	<p>a. The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and largely autonomous initiative in complex situations;</p> <p>b. The intellectual independence to be academically and professionally engaged and current;</p> <p>c. The ethical behavior consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and</p> <p>d. The ability to evaluate the broader implications of applying knowledge to particular contexts.</p>
<p>5. Level of Communication Skills</p>	<p>15. Communicate complex ideas, issues, arguments and research findings clearly and effectively in both oral and written formats in a manner that is accessible and appropriate to a variety of audiences</p> <p>16. Debate various types of knowledge and application of methods within nursing and other relevant disciplines</p> <p>17. Disseminate findings to advance nursing scholarship</p>	<p>The ability to communicate complex and/or ambiguous ideas, issues and conclusions clearly and effectively.</p>
<p>6. Awareness of Opportunities and Limits of Methodologies and Methods</p>	<p>18. Recognize the limitations of one's own work and discipline, of the complexity of knowledge, and of the potential contributions of other interpretations, methods, and disciplines (Therefore, next step)</p> <p>19. Recognize when and how to seek opportunities to collaborate with others to build knowledge</p>	<p>An appreciation of the limitations of one's own work and discipline, of the complexity of knowledge, and of the potential contributions of other interpretations, methods, and disciplines.</p>

Adapting the curriculum mapping process to graduate degree levels.

1. Add supervisors to the “course” category
2. Modify the list of assessment methods
3. Consider inviting students (current, graduate) to map the curriculum as well.

Analyse du cursus/Curriculum Map	= Renforcement / Reinforcement A =							
Cours /Course	NSG 7103 Decision Making in Nursing (ou 7104)				NSG 7104: EVALUATING COMPLEX NURSING INTERVENTIONS (ou #7103)			
Recognizing that this program includes three different fields/streams of research, upon completion of this program, students will be able to...	Niveau d'inclusion/Inclusion level	Évaluation / assessment	Niveau d'inclusion/Inclusion level	Évaluation / assessment	Niveau d'inclusion/Inclusion level	Évaluation / assessment	Niveau d'inclusion/Inclusion level	Évaluation / assessment
1. Connaissances / Knowledge								
1. Integrate and critique a broad range of literature in nursing and other discipline relevant to their chosen area of research								
2. Identify and appraise (controversies?) in their field of research								
3. Articulate the broader implications of their research within and beyond particular contexts of nursing and health								
2. Research and Scholarship								
4. Comprehensively and critically review the literature associated with their research topic								
5. Design original research according to standards and quality required to satisfy peer review								
6. Conduct original research according to standards and quality required to satisfy peer review								

See next page for list of assessment methods.

Excerpt from “Curriculum Mapping Instructions” for professors at uOttawa.

Assessment of learning outcomes

For each of the learning outcomes that you have indicated is being addressed by your course:

- Indicate how the student is assessed in terms of achieving the outcome.
 - What method do you use to know when the student is achieving that learning outcome?

Assessment methods could include one or more of the following:

- In the chart, please indicate the assessment method, either by typing the assessment method used or by writing the corresponding number, as per the above chart.
- If there is more than one number, please separate with a comma.
- If you select “#12, Other”, please specify the assessment method used.

When you have completed the entries for your course, please save the document, return it by email to the program representative who sent it to you.

Comparison of undergraduate and graduate (as defined by the Nursing PhD program) assessment methods.

	Undergraduate
1	Test/Quiz/Exam
2	Project (group)
3	Participation (in class)
4	Participation (on-line discussions)
5	Oral presentation, performance
6	Journal / lab notebook / portfolio
7	Poster or graphics (maps, blueprints, schematics)
8	Self or peer evaluation
9	Written assignment
10	Case studies analysis
11	Experiential learning (placement, co-op)
12	Other: please specify

	Graduate (PhD)
1	Research proposal
2	Thesis
3	Thesis defense
4	Written assignments, short (1-4 pages)
5	Written assignments, medium (5-20)
6	Written assignments, long (20+)
7	Comprehensive exam
8	Oral presentation, performance
9	Case studies
10	Online tutorial
11	Poster presentation
12	Experiential learning
13	Other: please specify