

**Faculty of Health, Community and Education**

**PROGRAM LEVEL** Bona Fide Educational Requirements (BFERs)

**Department of Child Studies and Social Work, Social Work Diploma**

The Mount Royal University Social Work Diploma program is an accredited program through the Alberta College of Social Workers under the Health Protection Act. Graduates of the program are eligible to be registered as Social Workers in the province of Alberta. As an approved program, the Mount Royal University Social Work program is responsible for providing a program of study to enable students to achieve the knowledge, skills, and attributes necessary to fulfill the expectations associated with professional practice.

It is important to note that professional regulators, program accreditation and agencies providing field placements or practicum may have standards or policies that preclude particular ways of demonstrating knowledge and/or skills if it is perceived to not meet the requirements of the placement environment, the bona fide occupational requirements, professional standards or may jeopardize the safety of the student, instructor, patient/client or staff/practitioner. This disclaimer applies to all categories of BFERs listed below.

<b>BFERs</b>	<b>Essential Requirements Rationale</b>
<ul style="list-style-type: none"><li>• Knowledge and skills that must be acquired or demonstrated in order for a student to successfully meet the learning objectives of the program.</li><li>• Do not include references to Policy 517, accommodations or disability.</li></ul>	<ul style="list-style-type: none"><li>• Is there only one way in which the required skill/knowledge can be demonstrated? <b>If NO</b>, state “there are many ways the skill/knowledge can be demonstrated”. <b>If YES</b>, it is important to state why this is the case and provide evidence that the requirement can only be demonstrated in the way specified. What is the evidence that this requirement is demonstrably necessary?</li></ul>

**Foundational Knowledge**

Social work requires the integration of the knowledge, skills, attitude, and values in order to promote the well-being of individuals, families, groups, and communities. Our knowledge base is drawn from critical and practice theories that explain problems and guide the change process from multiple perspectives. Social work students are required to demonstrate a beginning level understanding of the link between theory and practice through careful and critical consideration of lens, self-awareness, location and practice.	Foundational knowledge may be assessed in a variety of ways.
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**Critical Thinking/Analysis**

Students must be able to critically evaluate personal performance, seek	Critical thinking/analysis may be assessed in a variety of ways.
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feedback and demonstrate attributes and skills that contribute to a positive, respectful learning and work environment.	
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**Practice Skills**

Students must be able to participate in situations that require skills in: <ul style="list-style-type: none"> <li>a. observation;</li> <li>b. assessment; and</li> <li>c. intervention.</li> </ul>	Practice skills may be assessed in a variety of ways.
Students must be able to accurately observe the client (individual, family, group or community) and acquire visual, auditory and tactile information.	Practice skills may be assessed in a variety of ways.
Students must be able to: <ul style="list-style-type: none"> <li>a. assess the client’s needs;</li> <li>b. have the capacity to develop a written plan using an agreed upon format, typically oral and written reports;</li> <li>c. be able to articulate the plan to colleagues and supervisors/instructors; and</li> <li>d. address client needs guided by social work values and ethics.</li> </ul>	Practice skills may be assessed in a variety of ways.
Students are required to communicate effectively and sensitively orally and in written documents including reports, assessments and presentations with clients, members of the community, organization or agency staff. Specifically, students must demonstrate the language skills, cognitive skills and memory necessary to reason in order to analyze, integrate and synthesize information. All of these problem-solving activities must be done in a timely fashion.	Practice skills may be assessed in a variety of ways.
Students are required to be aware of and practice within professional social work boundaries in their relationships with clients, supervisors, colleagues and instructors.	Practice skills may be assessed in a variety of ways.

**Academic Skills**

Social work students must be able to speak, listen to, perceive non-verbal communication, respond to, and collaborate with peers, instructors, and other resources within the university community.	Academic skills may be assessed in a variety of ways.
Students are required to communicate effectively and sensitively orally and in written documents including reports, assessments and presentations. Specifically, students must demonstrate the language skills, cognitive skills and memory necessary to reason in order to analyze, integrate and synthesize information. All of these problem-	Academic skills may be assessed in a variety of ways.

solving activities must be done in a timely fashion.	
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**Personal and Social Responsibility**

<p>Social work students must consistently demonstrate the emotional health required for full utilization of their intellectual abilities and to manage personal life issues that affect professional practice. This includes the:</p> <ul style="list-style-type: none"> <li>a. application of good judgment;</li> <li>b. prompt completion of all responsibilities associated with successful completion of educational requirements including working with others; and</li> <li>c. development of mature, sensitive and effective relationships with peers, clients (individuals, families, groups, and communities) and members of agency staff.</li> </ul>	<p>Personal and social responsibility may be assessed in a variety of ways.</p>
<p>Students must be able to:</p> <ul style="list-style-type: none"> <li>a. tolerate physical, emotional, and mental demands of the program;</li> <li>b. function effectively under stress; and</li> <li>c. demonstrate adaptability to changing environments and the ability to function in the face of uncertainties that are inherent in working with all client groups.</li> </ul>	<p>Personal and social responsibility may be assessed in a variety of ways.</p>
<p>Compassion, integrity, concern for others, interpersonal skills, interest and motivation are all personal qualities that social work students must demonstrate and are expected qualities for professionals as outlined by the Code of Ethics (Canadian Association of Social Workers, 2005) and the Standards of Practice (Alberta College of Social Workers, 2013).</p>	<p>Personal and social responsibility may be assessed in a variety of ways.</p>

References

Alberta College of Social Workers Standards of Practice (2013). Retrieved from: <http://www.acsw.ab.ca/>

Canadian Association of Social Workers' Code of Ethics (2005). Retrieved from: <http://www.acsw.ab.ca/>

Canadian Association for Social Work Education. (2014). Standards for accreditation. Retrieved from: <http://caswe-acfts.ca/wp-content/uploads/2013/03/CASWE-ACFTS-Standards-11-2014.pdf>

Decaire, B., Warthe, G., Spencer, E., Ip, E., & Brake, S. (2014, June). Readiness for Practicum Placement. Presented at the Alberta Association of Diploma Programs Conference, Blue Quills College, St. Paul, AB.

School of Social Work, Memorial University of Newfoundland (MUN). (2007, October). Suitability for the Profession Policy Undergraduate Program, Author. Retrieved February 2, 2015 <http://www.mun.ca/socwrk/undergraduate/current/policy.pdf>

**PROGRAM LEVEL** Bona Fide Educational Requirements (BFERs)

**Department of Child Studies and Social Work, Bachelor of Child Studies**

The *Bachelor of Child Studies* prepares students with the knowledge, skills, and attributes necessary to fulfill the expectations associated with professional practice in the field of Child and Youth Care Counselling (CYCC) and Early Learning and Child Care (ELCC). This includes the proficiency necessary to fulfill the Child Studies program outcomes as well as *National* and *Provincial Occupational Standards* for both the CYCC and ELCC majors.

The Child Studies degree has theory classes and practicum placements that allow for the integration of theoretical knowledge with a practice component. Bona fide education requirements (BFERS) must therefore be approached from two perspectives: the classroom setting and the lab and practicum setting. Students require the ability to integrate the knowledge, skills, attitude, and values of Child Studies in order to promote the well-being of children and youth.

It is important to note that professional regulators, program accreditation and agencies providing field placements or practicum may have standards or policies that preclude particular ways of demonstrating knowledge and/or skills if it is perceived to not meet the requirements of the placement environment, the bona fide occupational requirements, professional standards or may jeopardize the safety of the student, instructor, patient/client or staff/practitioner. This disclaimer applies to all categories of BFERs listed below.

<b>BFERs</b>	<b>Essential Requirements Rationale</b>
<ul style="list-style-type: none"><li>• Knowledge and skills that must be acquired or demonstrated in order for a student to successfully meet the learning objectives of the program.</li><li>• Do not include references to Policy 517, accommodations or disability.</li></ul>	<ul style="list-style-type: none"><li>• Is there only one way in which the required skill/knowledge can be demonstrated? <b>If NO</b>, state “there are many ways the skill/knowledge can be demonstrated”. <b>If YES</b>, it is important to state why this is the case and provide evidence that the requirement can only be demonstrated in the way specified. What is the evidence that this requirement is demonstrably necessary?</li></ul>

**Knowledge**

Students require the ability to integrate the knowledge, skills, attitude, and values of Child Studies in order to promote the well-being of children and youth. This knowledge base is drawn from critical, postmodern and developmental theories that support interdisciplinary collaboration from multiple perspectives. Child Studies students are required to demonstrate a beginning level understanding of the link between theory and practice through careful and critical consideration of lens, self-awareness, location and practice.	Knowledge may be assessed in a variety of ways.
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**Skills**

Students must be able to participate in situations that require skills in observation, assessment and intervention. In particular, students must	Skills may be assessed in a variety of ways.
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<p>be able to:</p> <ul style="list-style-type: none"> <li>a. accurately observe children/youth and acquire visual, auditory and tactile information; and</li> <li>b. assess a child/youth's needs in order to meet those needs in a timely manner.</li> </ul>	
<p>Students must be able to speak, listen to, perceive non-verbal communication, respond to, and guide children/youth. Students must be able to communicate effectively with:</p> <ul style="list-style-type: none"> <li>a. children/youth, families and any member of community, organization or agency staff.</li> </ul>	Skills may be assessed in a variety of ways.
<p>Students must be able to:</p> <ul style="list-style-type: none"> <li>a. critically evaluate personal performance;</li> <li>b. seek feedback; and</li> <li>c. demonstrate attributes and skills that contribute to a positive, respectful learning and work environment.</li> </ul>	Skills may be assessed in a variety of ways.

#### **Motor (Physical) Function**

<p>Students must demonstrate sufficient motor function to safely conduct activities, based upon the age of child they are supervising. For example; when working with infants and toddlers, the student must be able to physically care for the child's safety and health as required of an adult in a primary care position.</p>	Motor function may be assessed in a variety of ways.
<p>Students must be able to execute motor movements reasonably required to provide appropriate experiences to meet the needs of children, youth and the agency environment expectations. For example; when working with children in an outdoor setting the student must be able to physically care for the child's safety and health as required of an adult in a primary care position.</p>	Motor function may be assessed in a variety of ways.

#### **Intellectual-Conceptual, Integrative Abilities**

<p>Students must demonstrate the language skills, cognitive skills and memory necessary to reason, analyze, integrate and synthesize information. In addition, students must be able to comprehend and demonstrate ethical judgments and practice. All of these problem-solving activities must be done in a timely responsive fashion.</p>	Intellectual-conceptual, integrative abilities may be assessed in a variety of ways.
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#### **Behavioural and Social Attributes**

<p>Compassion, integrity, concern for others, interpersonal skills, interest and motivation are personal qualities that students must demonstrate and are required skills for the child studies professions.</p>	<p>Behavioural and social attributes may be assessed in a variety of ways.</p>
<p>Students must consistently demonstrate the emotional health required for full utilization of her/his intellectual abilities. The application of good judgment and the prompt completion of all responsibilities attendant to working with and caring for others are necessary. The development of effective interpersonal relationships with children, youth, families and members of the agency staff are also required.</p>	<p>Behavioural and social attributes may be assessed in a variety of ways.</p>
<p>Students must be able to tolerate the emotional and mental demands of the workplace environment and function effectively under stress. Adaptability to changing environments and the ability to function in the face of uncertainties that are inherent in working with children and youth are necessary.</p>	<p>Behavioural and social attributes may be assessed in a variety of ways.</p>
<p>Students must be able to critically evaluate personal performance, seek feedback and demonstrate attributes and skills that contribute to a positive, respectful learning and work environment.</p>	<p>Behavioural and social attributes may be assessed in a variety of ways.</p>



**Bachelor of Health and Physical Education (BHPE)**

The Department of Health and Physical Education provides a Bachelor of Health and Physical Education degree that supports graduate achievement to execute the knowledge, skills, and attributes necessary to fulfill the degree program outcomes as well as *National and Provincial Occupational Standards*.

Degree graduates in the program must demonstrate the required skills and abilities described in this document. All individuals are expected to review these expectations to assess their ability to meet these expectations. This requirement does not preclude individuals with disabilities. Students who anticipate requiring disability-related accommodation are responsible for notifying *Accessibility Services* at Mount Royal University.

**Categories of Abilities**

The following specific categories provide additional details of the Bona Fide Educational Requirements for graduates of the Bachelor of Health and Physical Education. The general details are provided first, followed by, where appropriate additional details specific to one or more majors.

Students will be required to complete learning experiences in a variety of settings, which may include: lectures, labs, practicum, field experiences (expeditions and field schools), and clinical settings.

For each major, the following organizations/accrediting agencies have been consulted in the building of the related BFER’s and Bona Fide Occupational Requirements (BFOR’s).

BHPE Major	Organizations informing BFER’s / BFOR’s
Athletic Therapy (AT)	Canadian Athletic Therapists Association (CATA) – Core Competencies for Athletic Therapists  Canadian Council of University Physical Education and Kinesiology Administrators (CCUPEKA)– program accreditation guidelines
Ecotourism and Outdoor Leadership (EL)	No specific agency in Canada - we use CCUPEKA as a guide.
Physical Literacy (PL)	Canadian Council of University Physical Education and Kinesiology Administrators (CCUPEKA) – program accreditation guidelines  PHE Canada -
Sport and Recreation Management (SR)	No specific agency in Canada - we use CCUPEKA as a guide.

**Learning Outcomes**

The following learning outcomes were developed as part of the degree submission process (Campus Alberta Quality Council) and approved in February 2014.

<p><b>BFERs</b></p> <ul style="list-style-type: none"> <li>• Knowledge and skills that must be acquired or demonstrated in order for a student to successfully meet the learning objectives of the program.</li> <li>• Do not include references to Policy 517, accommodations or disability.</li> </ul>	<p><b>Essential Requirements Rationale</b></p> <ul style="list-style-type: none"> <li>• Is there only one way in which the required skill/knowledge can be demonstrated?  <i>If NO</i>, state “there are many ways the skill/knowledge can be demonstrated”.  <i>If YES</i>, it is important to state why this is the case and provide evidence that the requirement can only be demonstrated in the way specified. What is the evidence that this requirement is demonstrably necessary?</li> </ul>
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<p>Graduates of the BHPE will...</p> <ul style="list-style-type: none"> <li>• have knowledge and be able to apply the theoretical foundations within the disciplines of health &amp; physical education.</li> <li>• integrate relevant interdisciplinary components to health &amp; physical education</li> <li>• apply leadership &amp; communication principles in human development within the health &amp; physical education disciplines</li> <li>• develop and actively use reflective practice in health &amp; physical education</li> <li>• apply professional behaviours into theoretical and practical environments within the health &amp; physical education disciplines</li> <li>• evaluate and integrate technology into the health &amp; physical education disciplines</li> <li>• demonstrate a diverse set of physical competencies and application of theoretical components to the health &amp; physical education disciplines</li> <li>• apply appropriate evidence-based research methods and information literacy</li> <li>• demonstrate critical thinking when evaluating information and problem solving</li> </ul> <p><b>Observation, Assessment, Sensory and Intervention skills</b>                  A student must be able to participate in situations that require skills in observation, assessment, physical examination and intervention. In particular, a student must be able to accurately observe others (participants, students, clients, coworkers) and acquire visual, auditory and tactile information. A student must also be able to assess the needs of others and plan to meet those needs.</p>	<p>There may be various ways this may be demonstrated. It is important to note that professional regulators, program accreditation and placement providers, may have standards or policies that preclude particular ways of demonstrating knowledge and/or skills, if it is perceived to not meet the requirements of the placement environment, the bona fide occupational requirements, professional standards or may jeopardize the safety of the student, instructor, patient/client or staff/practitioner.</p>
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*Athletic Therapy major:* The level of assessment and intervention for AT is higher due to the nature of the profession, which includes the need for students and graduates to respond to emergency situations where time pressures are extremely high, as well as perform complicated evaluation and physical examination of injuries where the level of assessment requires very thorough analysis combined with psychomotor skills.

**Communication, Leadership and Collaboration skills**

A student must be able to speak, listen to, perceive non-verbal communication, respond to, and guide others (including classmates, agency participants, etc.). A student must be able to communicate effectively and sensitively with participants (including classmates) and any member of community, organization or agency staff. In addition, the student must be able to critically evaluate personal performance, seek feedback and demonstrate attributes and skills that contribute to a positive, respectful learning and work environment.

**Motor Function and Physical Requirements**

A student must demonstrate sufficient motor function to safely conduct activities, including the ability to lift and move significant weights, stand, walk, push and pull, and perform complex eye/hand coordination. A student must be able to execute motor movements reasonably required to provide experiences as required by needs of others and the environment setting.

All students in the BHPE are required to participate in a two-day overnight camping trip. This may require students to haul gear, set-up camp, cook, and otherwise manage their environment.

*Athletic Therapy major:* Graduate competencies, as specific for AT students, requires the ability of the student to physically examine and manipulate patients, including palpation, physical manipulations of others' bodies, providing emergency and non-emergency treatment of injuries, including performing cardio-pulmonary resuscitation (CPR), bandaging and taping of injuries, and carrying AT-specific gear.

*Ecotourism and Outdoor Leadership major:* Students in the EL major, to graduate, are required to perform a variety of motor skills, including successful completion of a course in canoeing, backpacking, and 4 of 6 additional outdoor activities. Students are also required to complete two multi-day outdoor expeditions, one in a group with a faculty leader, and the second, that is student led.

*Physical Literacy major:* A key graduation requirement for PL graduates, as described by CCUPEKA, is the completion of 12 credit hours of physical activity courses. These courses may be accommodated for a variety of disabilities, but all students must be able to demonstrate and/or articulate proficiency in the general concepts of movement education, individual activities, outdoor leadership, and teaching games for understanding.

**Intellectual-Conceptual, Integrative Abilities**

A student must demonstrate the language skills, cognitive skills and memory necessary to reason in order to analyze, integrate and synthesize information. In addition, the student must be able to comprehend dimensional and spatial relationships. All of these problem-solving activities must be done in a timely fashion.

<p><b>Behavioural, Social Attributes and Interpersonal Skills and Abilities</b>                  A student should consistently demonstrate the emotional health required for full utilization of her/his intellectual abilities. The application of good judgment, and the prompt completion of all responsibilities attendant to working with and caring for others are necessary. The development of mature, sensitive and effective relationships with others is also required. The student must be able to tolerate the physical, emotional, and mental demands of the workplace environment and function effectively under stress. Adaptability to changing environments and the ability to function in the face of uncertainties that are inherent in working with children, youth, seniors, or marginalized populations are both necessary. Compassion, integrity, concern for others, interpersonal skills, interest and motivation are all personal qualities that students must demonstrate and are expected qualities of graduates of the BHPE.</p> <p><b>Environmental Considerations</b>                  The student must be able to participate in a variety of learning environments, including classroom, recreation facilities, outdoors (specifics are described below) and unique practical environments. All students are required to participate in an overnight camping trip in a wilderness environment, and are required to recognize dangers in all environments.</p> <p><i>Athletic Therapy major:</i> The various environments that AT students will be required to work in include sites for field practicum (gymnasiums, indoor and outdoor fields, various sporting facilities, rodeo grounds) and clinical practicum (multidisciplinary clinics).</p> <p><i>Ecotourism and Outdoor Leadership major:</i> Students in the EL major are required to participate in active learning in a range of outdoor environments, including rivers, lakes, ice, snow, high altitude and remote backcountry wilderness. Of particular importance is the ability to care for oneself and others in extreme weather in these environments.</p> <p><i>Physical Literacy major:</i> Students in PL are required to complete activity courses in a variety of environments, including gymnasium, pools, fields, and other outdoor environments.</p> <p><b>Professional Requirements</b>                  A student is required to abide by professional standards that include maintaining and respecting confidentiality, ethical behaviour, accepting responsibility and demonstrating accountability. At certain practicum agencies, students will have the additional responsibility of ensuring patient/client safety and practicing universal precautions.</p>	
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<p>For the Athletic Therapy major the specific outcomes are that the graduate will...</p> <ul style="list-style-type: none"> <li>• develop and demonstrate patient evaluation skills in both clinical and field environments</li> <li>• plan and implement management and treatment for patient</li> <li>• apply knowledge and skills that will prevent sport and activity-related injuries</li> <li>• apply leadership and management principles as they relate to the athletic therapy discipline</li> <li>• demonstrate skills with patient education and counselling</li> </ul> <p>The CATA list of Competencies in Athletic Therapy provide specific detail on the level of performance by graduating</p>	<p>There may be various ways this may be demonstrated. It is important to note that professional regulators, program accreditation and placement providers, such as Alberta Health Services (2015), may have standards or policies that preclude particular ways of demonstrating</p>
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<p>students. The Competencies may be found at: <a href="https://www.athletictherapy.org/pdf/accreditation/5-40.pdf">https://www.athletictherapy.org/pdf/accreditation/5-40.pdf</a></p> <p>The CCUPEKA accreditation standards are found at: <a href="http://www.ccupeka.ca/en/index.php/accreditation">http://www.ccupeka.ca/en/index.php/accreditation</a></p>	<p>knowledge and/or skills if it is perceived to not meet the requirements of the placement environment, the bona fide occupational requirements, professional standards or may jeopardize the safety of the student, instructor, patient/client or staff/practitioner.</p>
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<p>For the Ecotourism and Outdoor Leadership major the specific outcomes are:</p> <ul style="list-style-type: none"> <li>• plan, execute, and evaluate outdoor programs, including sustainable tourism, for diverse audiences</li> <li>• plan and execute multi-day expeditions</li> <li>• assess, evaluate, and mitigate risk within outdoor programs and expeditions, and travel programs, including competence in developing and implementing emergency action plans</li> <li>• demonstrate innovation, risk-taking, entrepreneurial spirit, and general business acumen</li> <li>• demonstrate an appreciation and personal and professional responsibility for the physical, social, cultural, economic, and geo-political environments</li> </ul>	<p>There may be various ways this may be demonstrated. It is important to note that professional regulators, program accreditation and placement providers, may have standards or policies that preclude particular ways of demonstrating knowledge and/or skills if it is perceived to not meet the requirements of the placement environment, the bona fide occupational requirements, professional standards or may jeopardize the safety of the student, instructor, patient/client or staff/practitioner.</p>
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<p>The outcomes that are specific to the Physical Literacy major are; the graduate will:</p> <ul style="list-style-type: none"> <li>• Apply curriculum content and disciplinary concepts related to the development of a physically-educated student.</li> <li>• Plan and implement a variety of developmentally-appropriate instructional strategies that are sensitive to the diversity of student learning needs.</li> <li>• Employ assessment strategies to foster physical, cognitive, social and emotional development.</li> </ul> <p>The CCUPEKA accreditation standards are found at: <a href="http://www.ccupeka.ca/en/index.php/accreditation">http://www.ccupeka.ca/en/index.php/accreditation</a></p>	<p>There may be various ways this may be demonstrated. It is important to note that professional regulators, program accreditation and placement providers, may have standards or policies that preclude particular ways of demonstrating knowledge and/or skills if it is perceived to not meet the requirements of the placement environment, the bona fide occupational requirements, professional standards or may jeopardize the safety of the student, instructor, patient/client or staff/practitioner.</p>
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For the Sport and Recreation Management major the specific outcomes are:

- Development and demonstration of content and disciplinary concepts related to the field of sport and recreation management
- Transformation of theory into practice
- Integrate the merits and values of sport, recreation, and physical activity into program and community development and management
- Exhibit management and organizational skills within the field of sport and recreation management
- Formulate, design and deliver an experience within the field of sport and recreation management

There may be various ways this may be demonstrated. It is important to note that professional regulators, program accreditation and placement providers, may have standards or policies that preclude particular ways of demonstrating knowledge and/or skills if it is perceived to not meet the requirements of the placement environment, the bona fide occupational requirements, professional standards or may jeopardize the safety of the student, instructor, patient/client or staff/practitioner.

**PROGRAM LEVEL** Bona Fide Educational Requirements (BFERs)

**Department of Education**

<b>BFERs</b>	<b>Essential Requirements Rationale</b>
<ul style="list-style-type: none"> <li>Knowledge and skills that must be acquired or demonstrated in order for a student to successfully meet the learning objectives of the program.</li> <li>Do not include references to Policy 517, accommodations or disability.</li> </ul>	<ul style="list-style-type: none"> <li>Is there only one way in which the required skill/knowledge can be demonstrated?  <b>If NO</b>, state “there are many ways the skill/knowledge may be demonstrated”.  <b>If YES</b>, it is important to state why this is the case and provide evidence that the requirement may only be demonstrated in the way specified. What is the evidence that this requirement is demonstrably necessary?</li> </ul>

<b>Planning for Learning</b>	
Uses programs of study to set learning goals	<p>The list on the left reflects the program outcomes in the Bachelor of Education – Elementary program. These outcomes may be demonstrated in a variety of ways. They are adapted from the Alberta Education Teacher Certification Requirements; all graduates must be able to achieve these outcomes to achieve Interim Professional Certification.</p> <p>It is important to note that professional certification bodies such as Alberta Education may have standards or policies that preclude particular ways of demonstrating knowledge and/or skills if it is perceived to not meet the requirements of the placement environment, the bona fide occupational requirements, professional standards or may jeopardize the safety of the child, student, instructor, teacher, or staff.</p>
Analyzes resources (e.g. programs of study, teaching materials, textbooks) to select appropriate teaching strategies and design relevant learning experiences	
Translates outcomes into coherent short range plans	
Demonstrates understanding of pedagogies appropriate to the discipline	
Demonstrates knowledge of learner development and differences and uses this knowledge to plan learning experiences	
Develops activities and assignments that are clearly aligned with learning goals, require deep thinking and support student engagement and choice.	
Plans for multiple paths to learning for individuals and groups of learners	

<b>Facilitating Learning</b>	
Uses a variety of teaching strategies to engage learners in rich learning experiences	
Incorporates the appropriate use of digital technologies	
Communicates and monitors high and achievable expectations in student-friendly language	
Scaffolds student understanding including knowledge, skills, and strategies	
Provides clear explanations with rich language and examples	
Analyzes and responds to student misconceptions	
Engages in discussions and inquiry that invite high level thinking and engagement of all students	
Paces lessons appropriately for all students including time for reflection and closure	

<b>Assessment</b>	
Uses assessments to identify learner needs and adjusts instruction including varied ways of addressing misunderstandings	
Creates assessment tools that align with outcomes	
Develops learner understanding of learning goals and achievement expectations to promote self-monitoring	
Provides specific, timely, constructive feedback to help students monitor their own learning	
Reflects on assessment data with students, parents, and colleagues	

<b>Classroom Environment</b>	
Makes reasoned decisions in response to contextual variables (e.g. gender, SES, culture)	
Plans a classroom environment that is physically, socially, culturally and psychologically secure	
Creates and manages effective classroom routines and procedures to ensure positive student behaviour	
Creates a respectful and ethical learning community that encourages learners to take risks, build trust, embrace diversity, and increase self-confidence	

<b>Professional Responsibilities</b>	
Identifies and implements specific changes to practice based on reflection and feedback from Mentor Teacher and Faculty Supervisor	
Collaborate with teachers, parents, learners, and community members	
Engages with colleagues in professional learning	
Establishes professional and ethical relationships	
Demonstrate deep thinking through seminar responses, lesson critiques, and journal reflections.	



**PROGRAM LEVEL** Bona Fide Educational Requirements (BFERs)

**Department of the School of Nursing and Midwifery**

The School of Nursing and Midwifery (SONM) has two baccalaureate programs preparing entry level Registered Nurses (Bachelor of Nursing) and Registered Midwives (Bachelor of Midwifery), one certificate program preparing internationally educated nurses for practice in the Canadian health care system (Bridge to Canadian Nursing) and one certificate program offering registered nurses advanced certification in emergency or intensive care nursing (Advanced Studies in Critical Care Nursing).

The baccalaureate degrees in nursing and midwifery are approved programs accredited through their professional colleges (College and Association of Registered Nurses for the BN program and the College of Midwives of Alberta for the BMid program). Graduates of the program are eligible to be registered as Registered Nurses or Registered Midwives in the province of Alberta. All programs offered through the School of Nursing and Midwifery are responsible for providing programs of study to enable their students to achieve the knowledge, skills, and attributes necessary to fulfill the expectations associated within their scope of professional practice.

For each program, the following organizations/accrediting bodies have been consulted in the building of the related BFERs and Bona Fide Occupational Requirements (BFORS).

<b>Program</b>	<b>Organizations informing BFERs / BFORS</b>
Bachelor of Nursing	Alberta Health Services College and Association of Registered Nurses of Alberta Canadian Nurses Association
Bachelor of Midwifery	Alberta Health Services Canadian Association of Midwives College of Midwives of Alberta Association of Alberta Midwives
Bridge to Canadian Nursing	Alberta Health Services College and Association of Registered Nurses of Alberta
Advanced Studies in Critical Care Nursing	Alberta Health Services College and Association of Registered Nurses of Alberta Emergency Nurses Association (US) American Association of Critical Care Nurses (US)

The programs in the School of Nursing and Midwifery (BN, BCN, ACCN, BMid) have theory classes and practicum placements that allow for the integration of theoretical knowledge with the practice component of each program. Bona fide education requirements (BFERS) must therefore be approached from two perspectives: the classroom setting and the lab<sup>1</sup> and clinical setting. Students in all programs of the SONM must meet both sets of BFERs.

## Learning Environment Context

For lab and clinical practica, “fitness to practice”, defined as the physical, mental and emotional capacity to practice safely with clients must be considered (Student Placement Agreement (SPA), 2013). The Bona Fide Occupational Requirements (BOFRS) for Registered Nurse and Registered Midwifery practice must also be consulted (College and Association of Registered Nurses of Alberta, 2011; Alberta Health Services, 2015). If there is a condition that may affect fitness to practice, an occupational health assessment may be required (SPA, 2013; Alberta health Services, 2015). Depending on these results, MRU or Alberta Health Services (AHS) (or other care providers) will collaborate to offer accommodations to mitigate the risk unless there is undue hardship (Alberta Human Rights Commission, 2009) or high risk to AHS patients or property (Alberta Health Services, 2015).

Students in these programs must work with vulnerable people. A Police Information Check (PIC) and, where applicable, a Vulnerable Sector Search (VSS) must be conducted and found to be “clear” (SPA, 2013). This is a requirement of most health regions in Canada for the placement of health care providers. Cardiopulmonary resuscitation (CPR) health care provider level, and N-95 Fit Testing are also a requirement prior to clinical practica (SPA, 2013). For BMid students, Neonatal Resuscitation Provider (NRP) status and Midwifery Emergency Skills are also pre-requisite skills. Third parties (e.g., AHS) may have additional requirements that may change and affect the student’s ability to gain access to practicum experiences.

<p style="text-align: center;"><b>BFERs</b></p> <ul style="list-style-type: none"> <li>• Knowledge and skills that must be acquired or demonstrated in order for a student to successfully meet the learning objectives of the program.</li> <li>• Do not include references to Policy 517, accommodations or disability.</li> </ul>	<p style="text-align: center;"><b>Essential Requirements Rationale</b></p> <ul style="list-style-type: none"> <li>• Is there only one way in which the required skill/knowledge can be demonstrated?  <i>If NO</i>, state “there are many ways the skill/knowledge can be demonstrated”.  <i>If YES</i>, it is important to state why this is the case and provide evidence that the requirement can only be demonstrated in the way specified. What is the evidence that this requirement is demonstrably necessary?</li> </ul>
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## Knowledge

<p>The courses in BN, BMid, BCN and ACCN provide the student with :</p> <ul style="list-style-type: none"> <li>• in-depth theoretical knowledge</li> <li>• extensive practice experience in a variety of health care settings</li> <li>• a keen understanding of nursing and midwifery issues and ethics</li> <li>• the ability to collaborate effectively in an interdisciplinary team environment</li> </ul>	<p>There may be many ways this can be demonstrated.</p>
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<p>Students are required to demonstrate a beginning level understanding of the link between theory and practice through careful and critical consideration of:</p> <ul style="list-style-type: none"> <li>• professional values and practice</li> <li>• self-awareness</li> <li>• ethical principles</li> <li>• contextual/environmental factors</li> </ul>	<p>There may be various ways this may be demonstrated. It is important to note that professional regulators, program accreditation and placement providers, such as Alberta Health Services (2015), may have standards or policies that preclude particular ways of demonstrating knowledge and/or skills if it is perceived to not meet the requirements of the placement environment, the bona fide occupational requirements, professional standards or may jeopardize the safety of the student, instructor, patient/client or staff/practitioner.</p>
<p>Skills</p>	
<p><b>Cognitive:</b> A student must have the ability to do basic math, accurately collect and interpret data and engage in critical reasoning. A student must demonstrate the cognitive and memory skills necessary to reason, analyze, integrate and synthesize information. In addition, a student must be able to comprehend and demonstrate ethical judgments and practice. A student must be able to assess the client’s health care needs and have the capacity to develop a plan of intervention to meet those needs guided by nursing care standards and policies, values and ethics. All of these problem-solving activities must be done in a timely fashion.</p>	<p>There may be various ways this may be demonstrated. It is important to note that professional regulators, program accreditation and placement providers, such as Alberta Health Services (2015), may have standards or policies that preclude particular ways of demonstrating knowledge and/or skills if it is perceived to not meet the requirements of the placement environment, the bona fide occupational requirements, professional standards or may jeopardize the safety of the student, instructor, patient/client or staff/practitioner.</p>
<p><b>Communication:</b> The student must be able to speak, listen and perceive verbal and non-verbal communication. The category also includes written documentation and includes use of communication technologies. A student must demonstrate the ability to respond to and guide client populations. A student must be able to communicate effectively with clients (individuals and families and members of communities, organizations and agencies).</p>	<p>There may be various ways this may be demonstrated. It is important to note that professional regulators, program accreditation and placement providers, such as Alberta Health Services (2015), may have standards or policies that preclude particular ways of demonstrating knowledge and/or skills if it is perceived to not meet the requirements of the placement environment, the bona fide occupational requirements, professional standards or may jeopardize the safety of the student, instructor, patient/client or staff/practitioner.</p>
<p><b>Behavioural:</b> The student must be able to manage their time efficiently, professional behavior, and perform as a responsible team member.</p>	<p>There may be various ways this may be demonstrated. It is important to note that professional regulators, program accreditation and placement providers, such as Alberta Health Services (2015), may have standards or policies that preclude particular ways of demonstrating knowledge and/or skills if it is perceived to not meet the requirements of the placement environment, the bona fide occupational requirements, professional standards or may jeopardize the safety of the student, instructor, patient/client or staff/practitioner.</p>
<p><b>Interpersonal:</b> A student must be able to communicate effectively and sensitively with clients and any member of the community, organization or agency.</p>	<p>There may be various ways this may be demonstrated. It is important to note that professional regulators, program accreditation and placement providers, such as Alberta Health Services (2015), may have standards or policies that preclude</p>

	particular ways of demonstrating knowledge and/or skills if it is perceived to not meet the requirements of the placement environment, the bona fide occupational requirements, professional standards or may jeopardize the safety of the student, instructor, patient/client or staff/practitioner.
<b>Physical:</b> A student must demonstrate sufficient motor function to safely conduct activities. A student must be able to execute motor movements reasonably required to meet the health care needs of the clients.	There may be various ways this may be demonstrated. It is important to note that professional regulators, program accreditation and placement providers, such as Alberta Health Services (2015), may have standards or policies that preclude particular ways of demonstrating knowledge and/or skills if it is perceived to not meet the requirements of the placement environment, the bona fide occupational requirements, professional standards or may jeopardize the safety of the student, instructor, patient/client or staff/practitioner.
<b>Sensory perceptual:</b> A student must have the ability to see, hear, touch, and smell for the purpose of gathering and analyzing data. A student must be able to participate in situations that require skills in observation, assessment and intervention. In particular, a student must be able to accurately observe the client (individual, family, group or community) and acquire visual, auditory and tactile information. A student must be able to assess a client's needs in order to meet the needs in a timely manner.	There may be various ways this may be demonstrated. It is important to note that professional regulators, program accreditation and placement providers, such as Alberta Health Services (2015), may have standards or policies that preclude particular ways of demonstrating knowledge and/or skills if it is perceived to not meet the requirements of the placement environment, the bona fide occupational requirements, professional standards or may jeopardize the safety of the student, instructor, patient/client or staff/practitioner.
<b>Environmental:</b> A student must demonstrate their provision of the legal need for immunity against rubella and strong recommendations for Hepatitis B immunization, MMR, TB (etc.) and annual flu vaccines as well as recognizing dangers in the environment, tolerating unpleasant and foul odors.	There may be various ways this may be demonstrated. It is important to note that professional regulators, program accreditation and placement providers, such as Alberta Health Services (2015), may have standards or policies that preclude particular ways of demonstrating knowledge and/or skills if it is perceived to not meet the requirements of the placement environment, the bona fide occupational requirements, professional standards or may jeopardize the safety of the student, instructor, patient/client or staff/practitioner.
<b>Professional:</b> The student must prove their confidentiality, ethical behavior, practise of universal precautions, patient safety, responsibility and accountability. The student must be able to critically evaluate personal performance, seek feedback and demonstrate attributes and skills that contribute to positive and respectful learning, caring and work environments. Students are required to be aware of and practice within professional nursing boundaries in their relationship with clients, supervisors, colleagues and instructors.	There may be various ways this may be demonstrated. It is important to note that professional regulators, program accreditation and placement providers, such as Alberta Health Services (2015), may have standards or policies that preclude particular ways of demonstrating knowledge and/or skills if it is perceived to not meet the requirements of the placement environment, the bona fide occupational requirements, professional standards or may jeopardize the safety of the student, instructor, patient/client or staff/practitioner.

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