

**REPORT OF THE ACADEMIC PLANNING COMMITTEE
TO THE REGULAR May 2016 SENATE**

FOR INFORMATION

Eighteen-month follow-up from ACAPLAN's recommendations from the Undergraduate Program Review for the following program: **Masters in Science in Nursing**.

Below is an excerpt from the Institutional Quality Assessment Process at Laurentian University approved at the Quality Council in June 2011.

PROCESS FOR FOLLOW-UP

No later than 18 months after Senate submission, those responsible for implementing the changes write a report to the Dean and to ACAPLAN, on the actions it has taken in response to the review. If ACAPLAN does not find the response satisfactory, it may ask the program for further actions.

Report of Progress Relative to ACAPLAN Implementation Plan for the MScN PROGRAM in Laurentian University's School of Nursing

This report, submitted to the Dean of the Faculty of Health & Vice-President, Academic and Provost, summarizes the progress relative to the implementation plan for the MScN program, School of Nursing. The report provides a brief synopsis of the serial events related to the Institutional Quality Assurance Process (IQAP) Review of the MScN program. The external reviewers' report included 19 recommendations. Of these, 11 recommendations were included in the ACAPLAN Implementation Plan. The School's self-identified progress relative to these 11 recommendations is detailed in Table 1. Although ACAPLAN deemed the remaining 8 recommendation were considered completed. The School's self-identified progress relative to these 8 remaining recommendations is presented in Table 2. The original submission by ACAPLAN to SENATE in October 2014 is found as Appendix A.

Synopsis of IQAP Review Progress

- In December 2012, the School Nursing submitted its IQAP self-study to the office of the Vice-President Academic and Provost.
- The external evaluation was held on site June 17 and 18, 2013.
- The external reviewer's report was July 31, 2013.
- Overall, this positive review addressed all IQAP key elements: Objectives, Admission Requirements, Curriculum, Teaching and

Assessment, Resources, Quality Indicators, Additional Graduate Program Criteria, and Quality Enhancement.

- On December 20, 2013, the School submitted its written response to the reviewer's report to the Dean of the Faculty of Health
- On February 27, 2014, the Dean of the Faculty of Health provided individual responses to the reviewers' report and the School's response to each recommendation.
- On May 22, 2014, the Director of Graduate Studies responded to the recommendations contained in the original report as well as the comments from the Dean of the Faculty of Health and the School.
- In October 2014, ACAPLAN submitted a report (Appendix A) inclusive of the Implementation Plan, inclusive of 11 recommendations, with proposed follow-up, responsibility for leading the follow-up, and timelines for addressing each recommendation.
- The School considered strategic action relative to each of the 19 recommendations, in particular, those 11 that were identified as priorities by ACAPLAN.
- The School completed its' preparation of their progress report to the ACAPLAN Implementation Plan prior to the 18 month deadline.
- The approved program is scheduled for its' next IQAP review during 2021-2022.

NOTE: The IQAP self study and review in the School of Nursing was specific to the Master of Science in Nursing Program and degree. Since this review, the MScInf program and the integrated MScN/NP and MScInf/IIP programs have been established. The following report reflects the recommendations for the MScN program and reflects the additional programs that are now fully operational.

Table 1. School's self-identified progress to ACAPLAN's Implementation Plan

Recommendation	Proposed Follow-up	Responsibility for Leading Follow-up	Timelines for Addressing Recommendation	School's Progress subsequent to the IQAP Review
<p>1.i. Consider changing the required theory courses within the MScN – APN stream so that NURS 5136 (Nursing Science and Theory) is included.</p> <p>1.ii. Consider more structure to the Thesis Seminar Course (NURS 5046) in order to support students in the development of their thesis proposals.</p>	<p>Discussed in February 2014 at MScN/MScInf faculty meeting where it was decided to continue with current curriculum for another year but re-evaluate recommendation in 2015</p> <p>Course syllabus revisions for delivery of NURS 5046 in Winter 2014. MScN/MScInf Faculty review course description and pre-requisites.</p>	<p>MScN/MScInf Coordinator</p> <p>MScN/MScInf Coordinator to submit prerequisites to Faculty of Graduate Studies Council</p>	<p>September 2015</p> <p>September 2014</p>	<p>The School has addressed the curricular structure to support the delivery of theoretical content to students registered in the Advanced Practice Nursing (APN) stream. Of note, offering of the APN stream has not occurred subsequent to the review demonstrating limited student interest.</p> <p>NURS 5046 (3cr) in the English program and SCIN 5046 (3 cr) in the French program have been restructured to optimize students development of their thesis proposals. Students take a leadership role in scholarly dialogue about their cognitive processing of nursing research inquiry. Interactions between and among students, the course professor, and thesis supervisor promote the development of research competencies.</p>
<p>7. Continue the development of the database that tracks applications, registrations, attrition, completion times, graduation rates and employment rates.</p>	<p>Registration list including registrations, courses and completion times. Potentially will become more difficult with changes to access to student transcripts. To date, have not tracked applications or employment rates. Explore ways to monitor these other areas.</p>	<p>MScN/MScInf Coordinator and Admin. staff</p>	<p>Ongoing</p>	<p>Tracking tools have been implemented to track applications, attrition, completion times and graduation rates as much as is possible. However, although tracking is being done for year of registration and graduation; however the course tracking is</p>

Recommendation	Proposed Follow-up	Responsibility for Leading Follow-up	Timelines for Addressing Recommendation	School's Progress subsequent to the IQAP Review
				<p>difficult due to the university access policy.</p> <p>At present, the MScN Coordinator, and in fact, no one in the School of Nursing has access to course registration data. Faculty members have access to registration data for their individual course, however, there is not an efficient and agreed upon process for receiving this information. Webadvisor is often incorrect and reviewing upwards of 70 individual files is not a reasonable activity for the Grad Coordinator.</p> <p>Efforts to address this collection and tracking of data have been undertaken. A dialogue among key decision makers in Spring 2015 (with representatives from the Registrar office, IT department, the Dean of the Faculty of Health's office, LUFA, and the School of Nursing) revealed that the access policy was not reflective of privacy legislation, rather it was designed to meet IT program's requirement for ministry reporting. No adjustments can be easily made to allow Grad</p>

Recommendation	Proposed Follow-up	Responsibility for Leading Follow-up	Timelines for Addressing Recommendation	School's Progress subsequent to the IQAP Review
				<p>Coordinator access to class lists.</p> <p>MScN students are Registered Nurses as a requirement of registration, each of whom is employed. As such, employment rates are not tracked.</p>
<p>8. Consider increasing Indigenous knowledge within the MScN program to be consistent with the Academic Plan (2010) priority.</p>	<p>i. Faculty members will invite a speaker from an Indigenous program to present to students or offer guidance and input. ii. Students will be encouraged to take an elective re: Indigenous Studies through the IRNH PhD, or the new masters in Indigenous Studies offered at Laurentian</p>	<p>MScN/MScInf Coordinator</p>	<p>Ongoing</p>	<p>NURS/SCIN 5126, Health Care Policy and Nursing Practice in North, Rural and Remote Environments integrates learning activities specific to indigenous health. Guests are invited as speakers where available.</p> <p>In addition, MScN and MScInf students are made aware that they are eligible to extend their knowledge by registering in electives offered by Indigenous Studies through the Interdisciplinary PhD in Rural and Northern Health, or the new Masters in Indigenous Studies.</p>
<p>9. Develop back-up delivery plans when core faculty are on leave so that courses are taught in a logical sequence and students are able to enroll in courses each term.</p>	<p>Adding to adjunct faculty. Adding cross-appointments. Recruitment from within nursing faculty.</p>	<p>MScN/MScInf Coordinator</p>	<p>Ongoing</p>	<p>On an annual basis, the MScN and MScInf faculty meet to plan the subsequent year's deliver of core and elective courses based on human resources. The schedule of upcoming sabbaticals is considered in this planning process.</p>

Recommendation	Proposed Follow-up	Responsibility for Leading Follow-up	Timelines for Addressing Recommendation	School's Progress subsequent to the IQAP Review
				Recruitment of both internal faculty and external adjunct faculty is a regular undertaking. Since 2012, 4 English and 1 French full-time faculty member became accredited to teach within the MScN program, some of whom met eligibility for supervisory privileges.
10. Continue exploring strategies to address recruitment and retention of doctorally-prepared faculty (eg. Grow your Own).	Recruitment within faculty. Explore options with full faculty.	MScN/MScInf Coordinator	Ongoing	Several faculty members in the School of Nursing have started, or completed doctoral programs and several of these faculty have been accredited to the nursing graduate program. However, in the recent past, the School has not been granted any permanent, tenure track positions. Given that faculty who become accredited to the masters programs are, therefore, less available to teach in undergraduate programs, faculty resources across all programs continue to be stretched very thin.
11. Support students to apply for OGS, and include the process in the Survival Guide Handbook.	Add to MScN Survival Guide/GuideDe survie pour la MSc.Inf. Most MScN students don't qualify for OGS because they work more than 10 hours per week as an RN. However, there are other scholarship options which will be added to the	MScN/MScInf Coordinator	Ongoing	Students are made aware of scholarship and bursary opportunities at orientation and as they progress through the program.

Recommendation	Proposed Follow-up	Responsibility for Leading Follow-up	Timelines for Addressing Recommendation	School's Progress subsequent to the IQAP Review
	<i>Handbook</i> and emailed to students as they arise.			
12. Continue to explore the possibility of fast-tracking from MScN to PhD.	MScN/MScInf faculty to determine timing of entering into discussions with PhD programs at LU. Currently NP is being integrated to MScN and MScInf starting, both formally in Sept 2014 so timing of these discussions will have to take faculty resources and availability into consideration.	MScN/MScInf Coordinator	Sept. 2015	Registrants in the MScN/MScInf programs are eligible to apply for doctoral study as they near degree completion. Preliminary internal dialogue regarding fast tracking was initiated subsequent to the IQAP review. Given the present resources and commitments within the School, this dialogue has not progressed to an action plan.
15. Strengthen the research culture for students by implementing “brown bag” discussions of thesis/project work, and by encouraging students to participate in Laurentian’s Research Week Symposium as well as the annual December professional conference.	MScN/MScInf faculty to encourage students they supervise to present at symposia at Laurentian when appropriate. Grad Coordinator ensures that students are aware of upcoming opportunities.	MScN/MScInf Coordinator	Ongoing	Students are made aware of multiple venues to engage in scholarly discourse within the university. These include the LU Research Week Symposium, the Annual Faculty of Health and Faculty of Education Conference at LU, the annual Collaborative Nursing Program Scholarship Event. MScN students presented at Pro Schools research day in Dec 2013. MScInf students presented at the 2014 and 2015 Pro Schools research day, Semaine de la recherche, Symposium des Études Supérieures Journée de la recherche en sciences de la santé and an International Nursing

Recommendation	Proposed Follow-up	Responsibility for Leading Follow-up	Timelines for Addressing Recommendation	School's Progress subsequent to the IQAP Review
				Research conference. In addition, students are encouraged to attend thesis defenses across LU graduate programs. The School instituted a Grant to support scholarly development including attendance or presentations at conferences external to LU.
17. An advanced statistics course must be made a priority elective.	<p>i. Students are eligible to take statistics electives from other programs at Laurentian University.</p> <p>ii. There is a strong need for statistical support for both students and faculty. We would support a dedicated biostatistician position for the Faculty of Health</p>	<p>MScN/MScInfCoordinator to communicate this</p> <p>ii. MScN Coordinator working with other health disciplines and Dean and to secure biostatistician position</p>	<p>i. Ongoing</p> <p>ii. Ongoing</p>	Students are made aware of graduate electives in advanced statistics. In addition, students have the opportunity to consult with a designated professor within the Faculty of Health who has been allocated formal workload credits for this service.
18. Change NURS 5046 course so that it may include more structured guidance for students	School will make change	MScN/MScInf Coordinator	June 2015	See above response to recommendation 1.ii.
19. Conduct student survey	Creating a yearly plan, with student input. This information could help identify elective courses	MScN/MScInf Coordinator	Ongoing	Consultation with students about their learning occurs directly with their supervisors and is captured in the annual reports of progress, which are received by the MScN/MScInf Coordinator. Identified of elective course offering is informed by patterns in learning needs.

Table 2. School's self-identified progress relative to external reviews' remaining eight recommendations

External Reviewer's Recommendation	ACAPLAN's Response	Progress relative to recommendation
<p>2. Consider establishing a yearly plan, with input from students, for the delivery of elective courses and post the schedule on the home website and in the Handbook Survival Guide.</p>	<p>The plan is now in place</p>	<p>The MScN/MScInf electives are annually reviewed to determine scheduling to address the needs of students, and availability of faculty. Over the past 18 months, efforts have been made to augment the courses offered in the program to better meet the needs of the students. The School of Nursing graduate program had the opportunity to collaborate with University of Windsor and Lakehead University to develop courses for a clinical Master's program to be delivered over 3 university sites by distance.</p> <p>Two new electives (NURS 5267 EL – Clinical Evidence: An Inter-Professional Approach and SCIN 5406 - Épidémiologie environnementale) have received Senate approval. They will be offered in Spring/Summer 2016. Course enrollment is open to student across disciplines for the purpose of creating a critical mass of learners, and stimulating interdisciplinarity.</p> <p>To address the universality of social justice within health services, a new elective (NURS 5116--Advancing Social Justice) has been developed and approved for offering to MScN students.</p>
<p>3. Examine ways to expand the use of technology such as videoconferencing and webinars to support distance learners and perhaps reduce the travel time to campus.</p>	<p>As of January 2014, the School began using Collaborate through D21 for seminars in MScN and MScInf courses.</p>	<p>Although the School began use of Collaborate to support distance learners in 2014, Laurentian university's license for this product was not renewed. This is unfortunate for learners as the new system, VideoPlus, has limited application for teaching. Further, it does not fulfill the expectations of faculty who previously used efficacious distance modalities such as Collaborate.</p> <p>It is our understanding that discussions are in progress with the Dean of the Faculty of Health and IT to determine the monetary cost of a license for Collaborate specifically to be used within the Schools of Nursing and Midwifery, where this platform was deemed as suitable. We look forward to ongoing discussions to address the School's need for technological resources that meet the needs of the students at a</p>

External Reviewer's Recommendation	ACAPLAN's Response	Progress relative to recommendation
4. For on-site requirements, consider options such as compressed or intensive course delivery, and coordinate with the other required courses' onsite requirements.	The School agreed to the delivery of an elective (Health Promotion) as an intensive in Sept 2013; onsite coordination between courses has always been implemented informally by faculty. Securing scheduled lab space for MScN courses and thesis defenses will facilitate better scheduling processes.	distance and the program. Courses in the MScN/MScInf programs are offered used a hybrid model, including both face-to-face on campus session and technology-assisted synchronous and asynchronous interactions.
5. Consider a home D2L site for all MScN students that could house the Handbook Survival Guide, and refer to this site in all course syllabi.	The better platform for this dissemination is the LU Intranet. The School would continuously update who had access to the D2L site, whereas all students will have access to intranet. In September 2013, the <i>Handbook</i> was placed on the intranet.	Important documents are housed on LUNET.
6. Explore strategies to provide more formal orientation and mentorship recognizing the unique needs of distant, part-time students.	The School had adopted a range of strategies to meet this goal. <ul style="list-style-type: none"> i. It implemented a June program orientation rather than Sept. to meet supervisor, other classmates, coordinator etc. ii Promoted the use of 'common space' on campus for MScN and other grad students when they are at LU. iii. Implemented 'generic' email addresses for MScN program iv. Updated the MScN 'Survival Guide' and posted it on the intranet v. Expanded use of innovative delivery models to promote student engagement and interaction. 	The graduate program is committed to structuring an annual formal orientation for incoming and returning students. Given the hybrid model of course delivery, students are onsite which provides the opportunity for direct mentorship.

External Reviewer's Recommendation	ACAPLAN's Response	Progress relative to recommendation
	vi. Began exit interviews with students to determine where program can make improvements	
13. Consider creating a dedicated space for students to meet outside of scheduled on-site classes.	Approval has been obtained for MScN/MScInf students to share IRNH PhD and DEVE student space (lounge, study area) in School of Ed building. Students were introduced to space at orientation in June 2014.	There is a designated office space within the School for use by MScN/MScInf students.
14. Continue to plan for the termination of the stand-alone post-baccalaureate PHCNP certificate program around 2015, in alignment with the COUPN PHCNP IQAP review recommendations.	MScN/MScInf faculty gave the Coordinator, Dr. Roberta Heale, approval to pursue the integration of NP/IIP and MScN/MScInf program. Funding mechanisms were confirmed and approval has been obtained from Dean, Director of Grad Studies, and the Registrar. Changes have been made to website and the September 2014 intake will be the first into the integrated program.	The NP/IPP program at LU (both French and English) has been formally integrated into the MScN/MScInf program since September 2014.

Next Steps

The School acknowledges that the Dean of the Faculty of Health is responsible for monitoring the Implementation Plan. Further, it is anticipated that the School's detailed progress relative to the plan will be included in the Dean's Annual Report and filed with the Vice-President Academic and Provost. Finally, it is anticipated that the Dean will report on each of these recommendations to ACAPLAN by May 2016, in accordance with Laurentian's IQAP policy. We look forward to receipt of the Executive Summary and the monitoring reports.