

**REPORT OF THE ACADEMIC PLANNING COMMITTEE
TO THE REGULAR JUNE 2020 SENATE**

FOR DISCUSSION

**QUALITY ASSURANCE - CYCLICAL PROGRAM REVIEW OF LAURENTIAN
UNIVERSITY'S
BScN Collaborative NURSING PROGRAM
FINAL ASSESSMENT REPORT & IMPLEMENTATION PLAN**

In accordance with the Laurentian University's Institutional Quality Assurance Process (IQAP), the Final Assessment Report has been prepared to provide a synthesis of the external evaluation and Laurentian's response and action plan. This report identifies the significant strengths of the program, opportunities for program improvement and enhancement, and sets out and prioritizes the recommendations that have been selected for implementation.

The report includes an Implementation Plan that identifies who will be responsible for approving the recommendations set out in the Final Assessment Report; who will be responsible for providing any resources made necessary by those recommendations; any changes in organization, policy or governance that will be necessary to meet the recommendations; who will be responsible for acting on those recommendations; and timelines for acting on and monitoring the implementation of those recommendations.

**SUMMARY OF THE CYCLICAL PROGRAM REVIEW OF THE BScN Collaborative
NURSING PROGRAM**

The current MOA for the collaborative BScN was signed in 2011 and has been renewed in 2017. The Laurentian University School of Nursing leads the BScN with the following partner institutions:

Cambrian College – Sudbury, Northern College – Timmins, Sault College – Sault Ste. Marie and St. Lawrence College – Kingston.

The collaborative BScN consists of 124 credits. In addition, the English section of the School of Nursing offers the following programs: Masters of Science in Nursing (MScN and MScN-PHCNP) and is developing a Master's of Health Administration with the Faculty of Management.

Currently, the School of Nursing has a total of 14 tenured faculty members teaching for the English programs as well as one bilingual Master Lecturer. The Director's workload is entirely administrative and this position is currently held by a French program faculty member (July 1st 2014 to June 30th 2020). In addition the BScN utilizes 4 Sessional Lecturers (4.5 credits for three of them and 3.5 credits for one) and 45 Clinical Sessionals.

None of the positions for retired faculty members in the last 10 years has been replaced (6) and one more retirement is coming up, leading to an increase on individual workloads and the need to hire part-time sabbatical replacements. The Unit states that the current faculty resources are not sufficient to meet the current strategic plan.

The collaborative BScN had a site visit review for CASN (Canadian Association of Schools of Nursing) accreditation from October 28th to November 04th, 2017 with a follow-up report submitted on March 15th, 2019. The documentation provided there is also used for this process.

In March 2019, the program submitted its self-study to the Office of Vice-President Academic and Provost of Laurentian University.

The self-study, based on the CASN process 2017/2018 and documentation therein, presented an overview of the program, the status of the recommendations from the CASN review committee, the program's faculty and staff resources and environment, its physical resources, its students, and the program's regulations and courses and comments on partnerships. The self-study concluded with an overall assessment of the program. There were also eight Appendices: Appendix A – BScN partnerships MOA; Appendix B – CASN accreditation material; Appendix C – Accreditation letter; Appendix D – Interim report for accreditation; Appendix E – English Program Meeting material; Appendix F – Evidence of Scholarship; Appendix G – Human Resource Planning Document English program (under review); Appendix H – Faculty CV's.

The recommendations of the CASN site review and the status at the time of the self-study are as follows:

1. Program Framework – Key Element 3 – Partially Met

CAB recommends that the units submit evidence of levelling and yearly progression of program outcomes throughout the curriculum, and evidence of the integration of the regulatory entry-to-practice competencies in the curriculum, in a report due by November 30, 2020.

2. Program Framework – Key Element 6 – Partially Met

CAB recommends the units submit a report demonstrating the curriculum includes general, foundational knowledge in the humanities, sciences, and social sciences, which the graduates need for professional nursing practice and to address current and emerging needs of society by November 30, 2020.

3. Professional Growth – Key Element 7 – Partially Met

CAB recommends the units submit a report providing evidence that the curriculum is updated to include current competencies related to interprofessional collaborative practice by November 30, 2020.

4. Professional Growth – Key Element 8 – Partially Met

CAB recommends the units submit a report providing evidence that the curriculum is updated to include current trends of relational practice, cultural safety, and social and political advocacy by November 30, 2020.

5. Evaluation – Key Element 1 – Partially Met

CAB recommends that the units submit a report providing evidence that the evaluation plan assesses program outcomes in relation to the regulatory entry-to-practice competencies by November 30, 2020.

6. Evaluation – Key Element 3 – Partially Met

CAB recommends that the units develop a clear plan for monitoring and evaluating the students' progression towards meeting the entry-to-practice competencies and standards of practice, and that a report on this plan be submitted by November 30, 2020.

7. Evaluation – Key Element 4 – Unmet

CAB recommends that the units submit a report providing evidence that the results from the evaluation plan are used to make improvements to the program by November 30, 2020.

For the educational unit, the Laurentian University School of Nursing was granted a 5-year term, by CASN, with the following recommendations and interim reports:

1. Leadership and Governance – Key Element 2 – Partially Met

CAB recommends the school increase student representation on committees in order to ensure meaningful student representation in the governance of the School of Nursing in a meaningful way. CAB recommends the school to submit a report on this by March 15, 2019.

2. Partnerships – Key Element 2 – Partially Met

CAB recommends the unit submit a report providing evidence that the educational unit is respecting the terms of the Memorandum of Understanding by January 15, 2020.

3. Partnerships – Key Element 3 – Partially Met

CAB recommends the unit provide evidence of respect and effective communication between the unit and its partners by January 15, 2020.

4. Partnerships – Key Element 4 – Partially Met

CAB recommends the unit submit a report providing evidence of joint evaluations being completed with all partners by January 15, 2020.

5. Partnerships – Key Element 5 – Partially Met

CAB recommends the unit submit a report providing evidence that all partners are active contributors to the partnership, benefit from the relationship, and are achieving mutual goals by January 15, 2020.

6. Resources – Key Element 1 – Partially Met

CAB recommends the unit provide evidence that there are sufficient financial resources to sustain the human resources needed to achieve the unit's mission and goals by March 15, 2019.

7. Resources – Key Element 2 – Partially Met

CAB recommends the school provide evidence that a strategic student enrolment plan is being adhered to in order to align admissions with faculty resources and available

clinical placements in a report due by March 15, 2019.

8. Resources – Key Element 3 – Partially Met

CAB recommends the school submit a report providing evidence that students and faculty from the partner sites have equitable access to library services from Laurentian University by March 15, 2019.

9. Resources – Key Element 4 – Partially Met

CAB recommends the school submit a report providing evidence that additional administrative support has been engaged, due by November 30, 2020.

10. Teaching and Learning – Key Element 1 – Partially Met

CAB recommends the unit submit a report providing evidence that faculty, with the academic qualifications and professional experience for the areas in which they teach, are sufficient in number to accomplish the mission, goals, and expected program outcomes, due by March 15, 2019.

11. Teaching and Learning – Key Element 5 – Partially Met

CAB recommends the unit submit a report providing evidence of the faculty's involvement in on-going curriculum development, review, and revision by March 15, 2019.

12. Teaching and Learning – Key Element 6 – Partially Met

CAB recommends the unit submit a report providing evidence that the clinical evaluation tools are levelled across the years of the program and include the regulatory entry-to-practice competencies, due by March 15, 2019

13. Teaching and Learning – Key Element 7 – Partially Met

CAB recommends the unit provide a report demonstrating integration of inter-professional education activities into the curriculum, due by January 15, 2020.

14. Environment – Key Element 3 – Partially Met

CAB recommends that the unit submit a report providing evidence of efforts to encourage student participation in decision-making committees and student-led organizations by March 15, 2019.

15. Environment – Key Element 5 – Partially Met

CAB recommends that the unit submit a report providing an update on the unit's plans for ensuring adequate physical space for the simulation lab, to support the delivery of the nursing education programs by November 30, 2020.

16. Scholarship – Key Element 1 – Partially Met

CAB recommends the unit submit a report providing evidence of adequate support for the development and maintenance of faculty scholarship by November 30, 2020.

17. Scholarship – Key Element 3 – Partially Met

CAB recommends the unit submit a report providing evidence that the faculty are involved in the scholarship of discovery by November 30, 2020.

18. Scholarship – Key Element 4 – Partially Met

CAB recommends the unit submit a report providing evidence that the faculty are involved in the scholarship of teaching by November, 2020.

19. Scholarship – Key Element 5 – Partially Met

CAB recommends the unit submit a report providing evidence that the faculty are involved in the scholarship of integration by November 30, 2020.

20. Scholarship – Key Element 6 – Partially Met

CAB recommends the unit submit a report providing evidence that the faculty are involved in the scholarship of application by November 30, 2020.

The interim reports due March 15th 2019 were submitted to CASN (see Appendix D) and a decision from the CASN Accreditation Bureau is anticipated in May 2019. Work on the other reports, due January 2020 and November 2020, is progressing.

This process led to the following priorities of the school of nursing:

- 1) Revise the School of Nursing Strategic Plan and the Collaborative Strategic Plan to align with the revised Laurentian University Strategic Plan.
- 2) Obtain the Faculty complement necessary to accomplish the mission, goals, and expected program outcomes and to maintain quality offering of the Collaborative BScN program.
- 3) Obtain administrative support in the implementation of an enrollment plan for the SON programs.
- 4) Obtain fair workloads.
- 5) Enhance inter-professional learning opportunities for student.
- 6) Encourage Faculty to take advantage of the supports available in obtaining their terminal degrees.
- 7) Promote partnership in scholarship.
- 8) Laurentian University human resources are an issue and faculty numbers to fulfil and sustain the collaborative program roles require attention.
- 9) Work will continue to better link the Program Evaluation plan to curriculum on an annual basis.
- 10) A quality assurance process is being developed to reflect the changes in the revised Collaborative MOA.

The school of nursing has developed the Strategic Plan, which is summarized here:

The plan consists of six goals, where each has a number of objectives, followed by strategies, responsibilities, outlines and timelines.

GOAL 1: (Director, Dean, Partners, etc.) – ongoing and in progress

Provide a premier student-centered educational experience that is relevant, current and responsive to all health care contexts (local, regional, provincial, national and international)

- Clinical learning environments that are appropriate class sizes, have adequate learning spaces and reflect provincial standards
- Provide education that is current and serves communities by course mapping, curriculum review, using entry-to-practice standards, examination and other appropriate learning tools
- Develop new educational opportunities, including online learning opportunities
- Program evaluation program being developed
- Maintain integrity of all programs in view of current empirical, theoretical and policy literature
- Include inter-professional education and collaboration

GOAL 2: (Director) – ongoing

Provide a holistic, responsive, informative teaching and learning environment that fosters retention and success in all programs.

- Demonstrate student supports and program innovation promote retention through adequate staffing, consultation and communication with library and Centre for academic excellence and increase of variation in clinical settings and simulated lab experiences
- Employ effective use of technology for enhanced course delivery and increased accessibility by strengthening collaboration, repairing equipment and streamlining the process for distribution of teaching evaluations
- Create an environment for nursing students that fosters learning by continued joint student/faculty meetings, including students in curriculum development, maintenance of senior student mentorship program, ensuring students with special needs are integrated and that required teaching spaces and resources are available
- Explore seats for northern students by assessing student data upon admission to discuss reserving seats for local students to meet the needs of northern communities

GOAL 3: (Director) - ongoing

Provide a teaching and learning experience that respects cultural diversity and ensures cultural safety.

- Support Laurentian University’s tricultural mandate through revision of the “Nursing Practice with Aboriginal Peoples: A Nursing Student’s Guide to Cultural Competence and Cultural Safety”, inclusion of cultural safety concepts, more 4th year clinical placements in Indigenous communities, education of students on services available for Indigenous students, supporting access to scholarships for Indigenous students and ensuring that seats are filled, English (6) and French (4) for Indigenous students
- Integrate cultural competence within the curriculum and programming, including training of faculty and students, referring students to international services as needed and more 4th year placements in northern, rural and international communities
- Ensure that students have proficient written and verbal communication skills to maximize safety in all learning settings

GOAL 4: (Director, Dean) – completed and ongoing

Recruit, retain, support and mentor faculty and staff who bring appropriate expertise and who are committed to providing quality learning opportunities for students.

- Faculty and staff complement is sufficient to meet the needs of the programs with particular emphasis on maintaining and acquiring tenure track faculty through consultation, evaluation, advocate for 12-credit workload, maintaining coordinator credits and succession plan for directorship

- Organizational structure allows efficient and effective delivery of its programs

GOAL 5: (Director, Dean) – ongoing

Foster sustainable faculty and student research, scholarship and creative activity within the School of Nursing.

- Promote an environment of cooperation and collaboration by supporting individual faculty and students in implementation of research and scholarly activity, development of professional, inter-professional and inter-sectoral partnerships, regular engagement with community partners and advocating resources such as research assistant, teaching assistants, facilitators of proposals/ethics submissions

GOAL 6: (Director, Dean) – ongoing

Provide a respectful and healthy environment for students, staff, faculty and others associated with the School of Nursing.

- Provide a work and learning environment that is supportive of academic achievement and respects the dignity and worth of all members of the community by enhancing cooperative decision-making, communication, transparent and clear processes, creating of review forums for student representation in governance, focus groups for students and supporting and engaging in research
- Continue initiatives to support clinical educators, clinical advisors and preceptors through professional development/networking, ongoing membership with HSN Student Liaison Committee, regular one to one interaction, annual forums and webinars

For the 2019-2020 academic year, 93% of the BScN courses are covered by Full Time Faculty , 3.7% clinical teaching and 12% in overload teaching responsibilities. The total student enrolment in the program is 241.

Faculty resources are not sufficient to meet the current strategic plans. The unit needs at least one full time tenure track Faculty position, ideally two, which have been and will continue to be advocated to the Dean.

ACAPLAN supports the process to accomplish all goals outlined by the CASN accreditation review and provided strategic plan.

CONCLUSION

The B.Sc.N. Program is approved to continue and it will be reviewed in the fall of 2026.