

ACAPLAN COMMITTEE

CYCLICAL PROGRAM REVIEW FINAL ASSESSMENT AND IMPLEMENTATION PLAN

Academic program(s) assessed:

Bachelor of Science in Nursing (B.Sc.N.) / Master of Science in Nursing (M.Sc.N.) / Maîtrise en sciences infirmières (M.Sc.Inf.), School of Nursing, Faculty of Education and Health

Executive Summary of the Cyclical Program Review

Review Team for B.Sc.N.

External reviewer: Kristen Jones-Bonofiglio (PhD, RN) Director & Associate Professor, School of Nursing, Faculty of Health and Behavioural Sciences, Lakehead University

Laurentian reviewers:

Yovita Gwekwerere (PhD) Associate Professor, Science and Environmental Education, Faculty of Education and Health; Brent Lievers (PhD) Associate Professor, Bharti School of Engineering and Computation Science, Faculty of Science, Engineering, and Architecture; Makaylah Kruk, 4th year BScN student; and Logan Bach, 4th year BScN student.

- Self-Study report was received on September 2, 2022
- The Review Team conducted an on-site review on March 2 and 3, 2023.
- External review report was received April 14, 2023
- Response for the School's director received May 8, 2023
- Response from the Dean received June, 2023
- Final Assessment Report and Implementation Plan was presented to ACAPLAN on October 27, 2023, then to the Senate at the November 2023 meeting.

Review Team for M.Sc.N./M.Sc.Inf.

External reviewers: Dr. Dawn Stacey, University of Ottawa, and Dr. Mona Sawhney, Queen's University

Laurentian reviewers:

Dr. Stephen Ritchie from the School of Kinesiology and Health Sciences, and Dr. Abdel Omri, from the School of Science Engineering and Architecture and Karine Taillon and Carli Gerris, students in the programs.

- Self-Study report was received on October 2020
- The Review Team conducted a virtual-site review on June 21 and 23, 2021.
- External review report was received July 14, 2021
- Combined responses for the School's director received September 28, 2023
- Final Assessment Report and Implementation Plan was presented to ACAPLAN on October 27, 2023, then to the Senate at the November 2023 meeting.

Program strengths, weaknesses and opportunities as identified in the External Reviewer's Report

a) B.Sc.N

The report states: "One notable attribute of the BScN Program is that "people care deeply." This sentiment was put forward by the Dean at the outset (in the very first meeting with the Review Team) and it carried through as a tangible theme during all review meetings with various stakeholders.

In support of Laurentian's tricultural mandate, Indigenous learning occurs specifically in 3rd and 4th year clinical placements, with guest speakers, videos, case studies, and simulations with an Indigenous client and/or population focus. Other noted strengths include:

- Innovative clinical placements available to students via intersectoral partnerships such as with daycares, a Secondary School (contributing to health curriculum for grades 9 and 10 and health fair exhibits), and with the lab technologist in the BScN Program's simulation lab (4th yr placement).
- Program incorporates non-nursing electives to allow students to pursue other interests.
- Access to simulations provide opportunities to learn and practice skills in a safe, constructive environment.
- Access to interprofessional opportunities through collaboration with the Northern Ontario School of Medicine University (NOSMU).

The report identified some areas of improvement and opportunities for program enhancement including the development of students' research skills earlier in the program by leveraging the library's expertise. Additionally, the following were noted:

- The possibility of resuming minors and certificate opportunities for BScN students.
- Inclusion of nursing-specific components to the interprofessional education projects with NOSMU.
- The simulation and skills training laboratories and activities are under-resourced in terms of personnel and technology that needs updating. Access to new technologies that exist in current practice is important to ensure students gain the necessary skills and experience.
- A clear and well communicated plan that addresses simulation content and priorities would "maintain the quality of the experiences and better integrate them into the curriculum".
- The academic unit maximizes its space, budget and human resources to deliver a high-quality program, though many faculty members are taking on overload to do so. Consequently, there is insufficient time to focus on research/scholarship and service.

Notably the review team expressed that they "commend faculty for their awareness of the changes seen over time in the student population. Currently there are increased numbers of international students, a variety of ages of students, and approximately 10% are second-degree students. Faculty are asking important questions about how to best support students, especially with their success in the sciences courses. The program reports an impressive retention rate of approximately 80%."

"Program delivery seems to be very effective in the achievement of learner and program outcomes. From the Review Team's perspective this is, in part, due to dedicated faculty who work hard to

deliver effective pedagogy. Nursing students appear to be well guided and well supported by faculty who care deeply for and about them, as evidenced through student and alumni comments.”

Review Team’s Assessment

The Review team’s overall assessment is that the BScN program “excels in effective teaching and appropriate means of evaluation that demonstrate students’ ability to meet program and institutional expectations.” Further, “the faculty as a whole demonstrates tremendous ability and commitment to delivering the BScN Program in ways that potentiates the highest quality outcomes for learning and new graduates’ success”.

b) M.Sc.N. / M.Sc.Inf.

The report they noted six strengths of the graduate programs in Nursing:

1. Distance teaching to provide broader access to graduate programs for graduate nurses living in their communities including northern, rural, and remote settings.
2. Good access to library resources including resources available through Northern Ontario School of Medicine (NOSM).
3. Access and use of nursing-related library databases (by faculty and students) is higher compared to access and use of other library databases.
4. Almost all professors supervise graduate students and the requirement to co-supervise has been removed.
5. Three full time tenured NPs and one sessional instructor NP are course leads in the PHCNP consortium.
6. Success of students in the NP program finding employment as NPs within northern and rural communities and 100% pass rates for the national examination. This is resulting from students residing closer to home and having clinical placements in a large catchment area.

The report also identified some areas of improvement and opportunities for program enhancement:

- Grow your own doctorally prepared nurses – by describing pathways for doctoral students within Laurentian and explore introducing a nursing PhD program with a fast-track option. There is also some demand from community stakeholders for PhD prepared nurses.
- Integrate concepts of equity, diversity and inclusion that can be addressed within the curriculum and within the School of Nursing and Allied Health Professions.
- Explore opportunities to improve collaboration and sense of research community for students in the online thesis stream.
- Gathering potential electives in English and French for graduate nursing students from across graduate programs at Laurentian University and through the Ontario Visiting Graduate Student program (OVGS).
- Embrace new opportunities for collaboration in providing interprofessional learning within electives, given the new merging of the School of Nursing with the School of Orthophonie

and the School of Social Work.

- Obtain access to Covidence as an electronic resource to help graduate students conduct their literature reviews and systematic reviews.
- Strengthen formal communication channels between faculty, staff, and the community stakeholders (e.g., hospital, health unit) and facilitate communication channels beyond formal leaders including frontline staff by...?
- Strengthen mutual (LU and Stakeholders) social accountability for addressing pressing healthcare needs such as aging population, mental health, and opioid crisis.

CYCLICAL PROGRAM REVIEW IMPLEMENTATION PLAN

School of Nursing (BScN – English)

Recommendations selected for implementation are listed in the Table

Recommendation	Proposed follow-up	Responsibility for leading follow-up	Timeline
1. Address hidden workloads for faculty, staff, and students. Examples include: i) the workload associated with essential processes such as accreditation, CNO approval, and IQAP and reporting process outcomes; and ii) training in the use of new services/software; and iii) students challenged by time spent communicating with science professors.	i) Director of the School of Nursing to meet with the Dean to ensure appropriate faculty workload allocations for external reviews (e.g. credit release for English BScN Program External Review Coordinator) ii) Training/orientation to new software and services will be planned at the outset iii). More information is required to understand the challenges students face with respect to the science courses. Action: A consultation will occur between the Director of the School of Nursing and representatives from the Science Programs to share and develop insight into this raised concern. This will be included in the annual focus group program evaluation with students to determine the extent and nature of the concern and co-identify possible remedies prior to reaching out to science professors.	i) Director and Dean ii) Relevant lead program/department iii) Consultation between the Director of the School of Nursing and representatives from the Science Programs. Program Evaluation Co-Leads for the Focus Group	i). Fall 2023 ii) ongoing iii) Fall 2023/ Winter 2024
2. Address the need to receive and respond to Nursing Alumni feedback. Enhance the connection between the program and its alumni through collaboration with the Nursing Student Council members as it may contribute to “grown your own” approaches to recruit new faculty, staff, and clinical instructors	Program Coordinator to meet with the Nursing Student Council to address the possibility of setting up a communication structure with recent and past program graduates. Director of the School of Nursing to determine if any current institutional structures (e.g. Alumni Office) can support this communication.	Program Coordinator Director of the School of Nursing	Winter 2024 Fall 2023/Winter 2024

Recommendation	Proposed follow-up	Responsibility for leading follow-up	Timeline
from the valued alumni pool of well-trained, high quality registered nurses.	Discussions with Information Technology will be undertaken to explore ways to support lifelong networking opportunities	Director, School of Nursing and Information Technology	
3. Identify formalized means of ongoing evaluation of curriculum and documentation of any changes. Secondment of individuals and dedicated workload for faculty/staff to undertake these tasks to ensure, for example, that key/core content and learning is scaffolded across the curriculum year levels.	Director of the School of Nursing to meet with the Dean to ensure appropriate annual workload allocations for external reviews (e.g. teaching release for BScN Program External Program Review Coordinator) Institutional initiatives have been undertaken including 2 new staff positions to bolster the support for institutional quality assurance processes including program reviews	Director of the School of Nursing and the Dean of the Faculty of Education and Health Centre of Teaching and Continuing Learning and the Office of the Provost	Fall 2023 Fall 2023 and ongoing
4. Identify key sources of miscommunication and/or unmet expectations for students. Specifically: i) develop a process and procedures (or adapt existing ones) to respond to academic appeals in nursing with designated program specific information so students have a clear understanding of the professional program of study so that they are aware of the repercussions of failing and justifications for the importance of passing each course before proceeding in the program; ii) consider clear course titles so students more clearly understand the themes and trends being covered in each course within the context of the year level and how repeated content is scaffolded across each year level; and iii) enhance early communication and support for international nursing students to obtain the required clinical documents to ensure	i. Reinforce, clarify, and expand the content regarding progression through the program and the appeal process in the Student Manual (made available to each student annually); Director of the School of Nursing to continue to work with the Registrar and Dean to explore the feasibility of a unique Nursing appeal process timeline to avoid delays in academic and clinical progression. ii. Each Nursing course title and course description have recently been through the internal approval process to communicate linkage within the program streams. In addition to identifying approved course titles and descriptions, each course syllabus lists course learning outcomes and the linkage to program goals. The syllabi will continue to be reviewed with students during the first class of each offering to ensure students see how the course in which they are enrolled supports their progression towards achievement of all program goals as they move towards degree completion. iii. Continue ongoing work to ensure timely submission of documentation required to access	i. Program Coordinator; Director of School of Nursing; Dean; University Registrar ii. Each Nursing Faculty Member teaching an undergraduate course iii. Clinical Praxis Lead; Director of the School of	i. Fall 2023 ii. Fall 2023/Winter 2024 iii. Winter 2024

Recommendation	Proposed follow-up	Responsibility for leading follow-up	Timeline
their ability to participate in first year, fall term clinical experiences.	clinical learning experiences and the possibility of securing an external resource to securely collect and store such requisite information.	Nursing	
5. Enhance peer mentorship and support. The program is rigorous and to support students to flourish consider peer mentoring in labs and simulations (e.g., graduate students, upper year BScN students), tutoring through <i>Student Success</i> particularly with science courses, and in supporting international students in transitioning as a nursing student in a professional community of practice.	Build upon current peer mentorship initiatives to explore expansion as described by the review team. Encourage communication and open dialogue to develop strategies to support international students.	Director of the School of Nursing, Program Coordinator, Nursing Student Council, Student Success Centre, International Recruitment and Services	Fall 2023/Winter 2024 and ongoing
6. Maintain and continue to improve student clinical experiences and opportunities. The growing challenge of accessing clinical placements requires continued flexibility and innovation in generating new placement rotations, consider the different roles for nurses beyond direct patient care, and explore blending traditional placement processes with competency-based placement opportunities and the use of non-traditional settings. The incorporation of simulation and virtual clinical learning may further enhance new and innovative clinical placement experiences.	Continue to support positive practice/education community partnerships; explore opportunities for expansion where feasible. Establish a regional strategy among nursing programs in the Greater Sudbury area, and clinical practice sites	Director of School of Nursing, Clinical Praxis Lead Director of School of Nursing and counterparts at other institutions	Ongoing Ongoing

List any recommendations not selected for implementation below and provide a brief explanation for the decision.

Not applicable

CYCLICAL PROGRAM REVIEW IMPLEMENTATION PLAN

School of Nursing (M.Sc.N./M.Sc.Inf.)

Recommendations selected for implementation are listed in the Table

Recommendation	Proposed follow-up	Responsibility for leading follow-up	Timeline
R1: Facilitate faculty renewal and support for research capacity building among full-time tenured nursing professors and perhaps an Indigenous scholar. Replace recently retired professors with associate and/or full professors and consideration of a Research Chair in nursing. Some current professors need to complete their PhD.	Increase the number of full-time tenured faculty members and replace recently retired professors. Provide opportunities for nursing professors who need to complete their Ph.D.	Dean	July 2024
R2: Lobby to secure more stable funding for the PHCNP program from the Ministry of Health to facilitate more stability for full time administrative support from year to year.	Secure stable funding.	Dean	July 2024
R3: Revise the M.Sc.N.-NP combined program to include Nursing Theory to be consistent with the CNA standards.	Submit the CELP/CPF forms for approval to include NURS 5136 as a required course for the M.Sc.N.-post NP stream.	Director	July 2022 Completed 2022; In place for 2023-2024 PHCNP Program of Study

List any recommendations not selected for implementation below and provide a brief explanation for the decision.

Not applicable