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***SUBMITTED TO OUCQA FOR INFORMATION – October 30, 2019***

***APPROVED BY TRENT UNIVERSITY’S SENATE COMMITTEE – October 29, 2019***

# Cyclical Program Review Committee (CPRC)

# Final Assessment Report & Implementation Plan

**Nursing BScN**

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| **Degree Programs Being Reviewed** | **BScN Nursing** |
| **External Reviewers** | **Dr. Glenna Knutson, Lakehead University**  **Sr. Nancy Walton, Ryerson University** |
| **Internal Representative** | **Dr. Blair Niblett, School of Education, Trent University** |
| **Year of Review** | **2018-2019** |
| **Date of Site Visit** | **March 6& 7, 2019** |
| **Due Date for Implementation Report by NURS** | **October 1, 2020** |
| **Date of Next Cyclical Review** | **2026-2027** |
| **Date Prepared by CPRC** | **September 18, 2019** |
| **Date Approved by Provost & VP Academic** | **October 9, 2019** |
| **Signature Of Provost & VP Academic** | **Provost Muldoon** |

The Trent/Fleming School of Nursing emphasizes a holistic approach to healthcare. The Program prepares skilled nursing professionals with strong scientific knowledge and compassion rooted in the values of professional and social responsibility.

Accredited by the Canadian Association of Schools of Nursing, the program spans a variety of nursing contexts. Starting in first year, theory and practice occur simultaneously, and skills are developed through lectures, seminars, case studies, online coursework and using Trent’s state-of-the-art clinical learning centre. The Centre features a number of low, medium, and high fidelity simulation mannequins, giving students the opportunity to practice their technical, critical thinking and decision making skills.

By the final year of study, students will have had the opportunity to practice nursing in a range of hospital and community settings. Graduates from the Programs are eligible to apply for registration as a Registered Nurse in Ontario.

**Summary of Process**

During the 2018-2019 academic year, the BScN Nursing program underwent a review. Two arm’s-length external reviewers (Dr. Glenna Knutson, Lakehead University and Dr. Nancy Walton, Ryerson University) and one internal representative (Dr. Blair Niblett, School of Education, Trent University) were invited to review the self-study documentation and then conducted a site visit to the University on March 6th and 7th, 2019.

This Final Assessment Report (FAR), in accordance with Trent University’s Institutional Quality Assurance Policy (IQAP), provides a synthesis of the cyclical review of the undergraduate degree program. The report considers four evaluation documents: the Program’s Self-Study, the External Reviewers’ Report, and the School’s Response (joint response by faculty and Dean).

A summary of the review process is as follows: the academic unit(s) completed a self-study which addressed all components of the evaluation criteria as outlined in Trent’s IQAP. Appendices included: Curriculum Vitae; Course Syllabi; Enrolment, Retention and Student Data; Library Statement of Support; Alumni Surveys and Student Surveys. Qualified external reviewers were invited to conduct a review of the program which involved a review of all relevant documentation (self-study, appendices, IQAP) in advance of the site visit. A two-day site visit took place where reviewers met with senior administration, faculty, and students.

Once the external reviewers’ report was received the School provided responses to the report. The Cyclical Program Review Committee (CPRC) reviewed and assessed the quality of the degree program based on the four review documents and reports on significant program strengths, opportunities for improvement and enhancement, and the implementation of recommendations.

The Implementation Plan identifies those recommendations selected for implementation and specifies: proposed follow-up, who is responsible for leading the follow-up, and the specific timeline for addressing the recommendation, if applicable. Academic units, in consultation with the respective Dean, will submit an Implementation Report in response to the recommendations identified for follow-up. The Report is due October 1, 2020.

**Significant Program Strengths**

* The School of Nursing introduces students to clinical practice as early as possible, allowing students to explore the role of student nurse in a low-risk context while developing direct hands-on care and relationship skills.
* Graduation rates have improved significantly since 2011 and graduates continue to have high levels of employment in nursing related positions at six months and two years post graduation.
* Reviewers were impressed with the experiential learning labs offered to students. The innovative nature of these labs provides opportunities for highly interactive student engagement and practical application of concepts.

**Opportunities for Program Improvement and Enhancement**

* The School should consider reviewing and implementing guidelines with respect to the percentage of a student’s final grade that can be attributed to group work.

* Students and faculty perceived the third year of the program to be particularly intense with heavy workload.
* The programs NCLEX-RN graduation rates could be improved.

**Complete List of Recommendations**

**Recommendation 1**

**That curriculum redevelopment take place to address gaps in existing curriculum and continue to maintain a focus on rural nursing, gerontology, aging, Indigenous health and social justice.**

Joint Response by School & Dean

In the Spring of 2017, members of the School identified the need to review the currency and coherence of curriculum. The School consulted with curriculum experts to support TFSON’s Curriculum Committee in the curriculum revision process. The Curriculum Committee agreed on new curriculum values and philosophical approaches, key professional abilities, core curriculum concepts and principal teaching/learning concepts. The School will use relational inquiry as the conceptual framework for curriculum and the next task will be to identify the philosophical lenses and key concepts associated with translating the relational inquiry framework into nursing theory and nursing practice courses in the new curriculum. The five foci, Indigenous communities, women's health and gender, rural health, aging and mental health, will continue to be present in the new curriculum. The target date to implement the first year of the new curriculum is Fall 2021.

**Recommendation 2**

**That, as part of curriculum renewal, the program consider adding more content and focus on patient assessment; some focused content on pediatric nursing; and the integration of a lifespan approach.**

Joint Response by School & Dean

As part of the curriculum revisions, the School is considering the additions of a stand-alone patient assessment course and a course in growth and development theory. A lifespan approach would include more focused content related to care of children and families. New curriculum will aim to deliberately integrate lifespan considerations into more courses.

The 2018 NCLEX results have recently been made public and while the University’s pass rates were below average in 2017 they are above average for both “first writes” and for all writers the year in 2018.

To further improve NCLEX\_RN pass rates, curriculum revisions will include more emphasis on the categories of nursing process (including patient assessment), client needs, clinical concepts and specialty areas.

**Recommendation 3**

**That, as part of the curriculum renewal, important foundational concepts be introduced in first year, and reinforced and further developed in subsequent years.**

Joint Response by School & Dean

This has been discussed as part of the current curriculum revision process. At present the foundational concepts are introduced in NURS 1000 (Individual as Nurse) and NURS 1001.

**Recommendation 4**

**That the School emphasize content on relational practice and communication skills in first year in a purposeful way that is coherently integrated throughout both theory and clinical courses.**

Joint Response by School & Dean

In the next iteration of NURS 1001 an effort has been made to integrate more elements of relational inquiry as it is enacted in communication and nurse-patient relationships. The School passed a motion at its May 2019 meeting formally adopting relational inquiry as the philosophical and conceptual foundation of the new curriculum. The next piece of this will involve the specific integration of relational inquiry concepts into all new courses.

**Recommendation 5**

**That the idea of nursing as a profession be a key part of the first year by interacting with faculty to learn fundamental patient assessment skills. This should be provided, ideally, within a stand-alone health assessment course.**

Joint Response by School & Dean

The School is considering a stand-alone health assessment course. Fundamental patient assessment skills re how vital signs are taught are presently taught by highly skilled Clinical Learning Centre Demonstrators who are nurses often with advanced degrees. While the details of courses in the revised curriculum are still being developed, at the present time the proposal is to have stand-alone health assessment courses in years 1 and 2. In year one health assessment may be integrated with physiology 1, including multiple systems, special senses and hands on practice. A second-year course may include advanced/specialized health assessment including infants, antepartum/postpartum, ECG interpretation and focused assessment.

**Recommendation 6**

**That the School consider, in curriculum redevelopment, a standalone ethics course.**

Joint Response by School & Dean

The School is considering a course in the second year of the program, and it is their intent to incorporate ethical considerations into almost every course in keeping with the principles of nursing as relational inquiry.

**Recommendation 7**

**That the School continue to build opportunities to attract new faculty to the program, as well as ensuring adequate space for current (and future) faculty and staff to practice and engage with students, in offices, meeting space and laboratory space.**

Joint Response by School & Dean

The School continues to work on maximizing the use of current space and increasing the space available for faculty and staff offices as well as learning space for the Clinical Learning Centre. The School will be reconstructing the front office space in the summer of 2019 to accommodate more support staff. This will free up offices in LHS-C for faculty some of whom are presently three to an office in OC rather than in LHS.

**Recommendation 8**

**That, as an interim measure while heading into curriculum redevelopment, the program provides additional focused assessment content, and engage students in more theoretical preparation in terms of both mental health and maternal/child health. While students get a placement in either mental health or maternal/child health, all students should have access to theoretical content and discussion of these key areas.**

Joint Response by School & Dean

This content is being integrated into NURS 2001H and NURS 2021.

**Recommendation 9**

**That in curriculum redevelopment, consideration be given to replacing electives with more nursing focused content and more focused content that reflects the five areas of focus as well as addressing new and important areas of focus in nursing, e.g. the opioid crisis, the aging population, recommendations of the Truth and Reconciliation Commission of Canada.**

Joint Response by School & Dean

The draft plan for the revised curriculum includes fewer electives than in the present curriculum.

The program’s emphasis on social justice means that continued efforts have been made to integrate recommendations of the Truth and Reconciliation Commission. These recommendations are now also part of the new College of Nurses of Ontario competencies and therefore will be addressed. All students at Trent, including nursing students, are required to take one Indigenous Studies course. Students in NURS 1000 receive an introduction to First Nations spirituality and healing practices. Students are also introduced to the concept of trauma and trauma-informed care in NURS 1000 and opioid crisis is being integrated into pharmacology (NURS 3550) and harm reduction into NURS 2000.

**Recommendation 10**

**That cultural safety, cultural competence, interpersonal communication and conflict management be better integrated into the curriculum.**

*Given that students are introduced into clinical placement early on in the program, exposure to this content and these concepts should be provided before students are first in clinical placements.*

Joint Response by School & Dean

Students in the first year of the program are introduced to person-centered communication and the concept of culture. In the Fall of 2019, NURS 1000 will include an intensified focus on self-awareness and helping/therapeutic communication, and include cross-cultural and cross-generational considerations. Students in the first year of the program also learn the Gentle Persuasive Approach to assist them in providing person-centred, compassionate care to individuals with dementia. In their second year, TFSON students in the Compressed and Collaborative programs become certified in Nonviolent Crisis Intervention which equips them with an effective framework to safely manage and prevent difficult behaviour.

**Recommendation 11**

**That the School consider changing the system by which the NARS (Non-Academic Requirements) are collected and records kept.**

Joint Response by School & Dean

In order to streamline the NARs process, the School has outsourced its NARs tracking to a Canadian company called Synergy Gateway. A number of Universities and Colleges in the province use Synergy. This new system permits students to submit help desk tickets 24/7 and they also have access to a virtual doctor (OHIP covered) who can order lab testing, conduct follow ups, review lab testing results, complete forms and answer questions. The School will review the process and continue to work with Synergy to improve the process.

**Recommendation 12**

**That the second year community placements be assessed, on an ongoing basis, for level of quality in terms of being able to provide experiences for students to meet course learning outcomes.**

Joint Response by School & Dean

This is done on an ongoing basis. These assessments influence selection of placements and inform the curriculum revision process. The School recognizes that Interdisciplinary work is valuable and strives to provide experiences that help the student gain the knowledge and skill that will ultimately be incorporated into nursing practice. This is an ongoing challenge and our curriculum revision planning will take these factors into account.

**IMPLEMENTATION PLAN**

The applicable Dean, in consultation with the Department Chair/Director of the relevant Academic Unit shall be responsible for monitoring the Implementation Plan. The Reporting Date for submitting a follow-up Implementation Report is indicated below and is the responsibility of the Academic Unit in consultation with the Dean.

**DUE DATE FOR IMPLEMENTATION REPORT: October 1, 2020**

The Implementation Report should be submitted to the applicable Dean(s) who will then forward the Report to the Office of the Provost.

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| **Recommendation** | **Proposed Follow-Up**  *If no follow-up is recommended, please clearly indicate ‘No follow up report is required’ and provide rationale.*  *Indicate specific timeline for completion or addressing recommendation if different than Due Date for Implementation Report* | **Position Responsible for Leading Follow-up** |
| CURRICULUM RENEWAL  Recommendation 1  That prior to the next cyclical review, there is a redeveloped curriculum in place.  Recommendation 2   * Add more content and focus on patient assessment * Focused content on pediatric nursing * Integration of a lifespan approach.   Recommendation 3   * introduce important foundational concepts in first year; reinforce and develop concepts in subsequent years   Recommendation 4   * In 1st year emphasize content on relational practice and communication; purposely and coherently integrate through both theory and clinical courses.   Recommendation 5   * consider stand alone patient assessment course to provide students with opportunity to interact with faculty to learn fundamental assessment skills   Recommendation 6   * Consider offering a stand alone ethics course   Recommendation 8  in the interim while curriculum is being redeveloped   * + provide additional focused assessment content   + engage students in more theoretical preparation in terms of both mental health and maternal/ child health   Recommendation 9   * consider replacing elective courses with courses that provide more nursing-focused content, specifically reflecting the five areas of focus and new/important areas of focus in nursing   Recommendation 10   * Better integration of specific topics (cultural safety, cultural competence, interpersonal communication and conflict management) into curriculum throughout the degree. including | School to provide update.  No follow-up is required. The School implemented this in Fall 2019.  No follow-up is required. The School has implemented this recommendation.  No follow up is required. The School has implemented this recommendation. | Dean |
| Recommendation 7  That the School continue to build opportunities to attract new faculty to the program, as well as ensuring adequate space for current (and future) faculty and staff to practice and engage with students, in offices, meeting space and laboratory space. | No follow up required.  This is a resource issue and is part of annual staffing plan discussions under the purview of the Dean. |  |
| Recommendation 11  That the School consider changing the system by which the NARS (Non-Academic Requirements) are collected and records kept. | No follow-up is required.  The School has implemented this recommendation. |  |
| Recommendation 12  That the second year community placements be assessed, on an ongoing basis, for level of quality in terms of being able to provide experiences for students to meet course learning outcomes. | School to provide update. | Dean |