

Bachelor of Science in Nursing (BScN Honours), Faculty of Health

York-Seneca-Georgian Collaborative BScN

2nd Entry BScN Program

Post-RN Internationally Educated Nurses (IEN) Program

Cyclical Program Review – 2008 to 2015

Final Assessment Report and Implementation Plan Executive Summary

Reported to Joint-Committee on Quality Assurance: December 4, 2017

Program Description

The York-Seneca-Georgian Collaborative BScN program is offered collaboratively with Georgian College and Seneca College, is a geographically articulated model, the first 2 years of the 4-year curriculum are completed at on of the college sites. The final 2 years are completed at York University. The 2nd Entry BScN Program is a 2-year accelerated program begun in 2005 and is intended for learners with no previous nursing experience. The Post-RN Internationally Educated Nurses programs supports IENs residing in Ontario to acquire the knowledge and skills needed to successfully transition to practicing nursing in Ontario.

	Registration (new intake) 2015/16	Enrolment FTES 2015/16	Degrees Awarded 2016
2 nd Entry BScN	102	406	134
IEN BScN	50	91	49
Collaborative BScN	n/a	821	422

Reviewers appointed by the Vice-Provost Academic:

Dr. Olive Wahoush, Associate Director, Newcomer Health, Community and International Outreach, McMaster University

Dr. Robert Cribbie, Psychology, York University



Documentation Provided to the External Reviewers

Prior to the site visit, the external reviewers are provided with the following:

- Dean's/Principal's Agenda of Concerns
- Program Self-Study Brief, which includes program structure, curriculum and learning outcomes, program reflection, enrolment and retention data, resources, student input and quality enhancement opportunities
- Faculty CVs
- University, Faculty and Program planning documents

Cyclical Program Review Process

From the Self-Study Report: *"In preparation for this self-study, School of Nursing leadership/administrative faculty and staff attended an orientation by the Associate Vic-President's office. The Institute for Social Research (ISR) assisted the School in surveying students and alumni and submitted a report. The faculty met with collaborative partners at usual and annual retreats that focused on program review for both accreditation and preparing this self-study. In addition, both reviews were an item on monthly School of Nursing Council meetings for the 2015-16 academic year. Lastly, the School's leadership team held separate meetings to consolidate input."*

Site Visit: Wednesday, November 3, 2016

The site visit for the Nursing BScN programs took place on the York University campus and began with a meeting with the Vice-Provost Academic Alice Pitt. The Itinerary offered the reviewers the opportunity to meet Dean of the Faculty of Health, Paul McDonald and with the following administrators of the Nursing programs:

- Janet Jeffrey, Interim Director, Nursing, York University
- Mina Singh & Nancy Sangiuliano, Associate Directors, York University
- Grace Ross & Monica Gola, Undergraduate Program Directors
- Pat Bradley, Undergraduate Program Coordinator
- Maria May & Nadia Torresan-Doodnaught (Seneca College)
- Deb Witmer, Nina Koniuch & Kathy Weatherall (Georgian College)
- York University Librarians

There were meetings with each group of students (Collaborative, 2nd Entry and IEN) as well as tours of the INSC Lab and Facilities where they met the director Laura Nicholson. The day ended with a meeting of the Nursing Faculty members.

Outcome:

The Joint-Committee on Quality Assurance concluded that the Decanal response adequately addressed the review recommendations. Progress on the recommendations will be included in the Follow-up Report due June 2019. The next CPR will launch in the Fall of 2023.

Strengths:

The Reviewers noted that the curriculum reflects the current state of nursing and that the courses offered seem appropriate. They noted, *“There are opportunities with the reading courses and clinical practice options in year four to help students begin to understand their potential future roles in case management, capacity building, policy development and emerging specialist roles”*. The Review Report affirms that curricular content is aligned with program goals, Nursing standards and the undergraduate degree level expectations. In addition, there was recognition for the innovation described here: *“The clinical preparedness permit is a novel structure ensuring that students are prepared to enter the practice areas and likely represents York University favourably”*. Evaluation and assessment of students is varied and effective, and relates directly to the type of course being taken.

Opportunities for Enhancement:

The Reviewers noted, *“There were multiple reports from students regarding substantial overlap from one course to the next. Although overlap from course to course can help solidify knowledge, too much overlap can stunt development. Issues were also raised that course titles did not reflect the material being taught in those courses (which may relate to the overlap issue)”*.

A number of issues were raised by students about the transition from the College site to the University site:

- a) Sstudents from Georgian and Seneca Colleges expressed frustration that they were 'cut off' from library and other services at their College site when they transitioned to York. Students mentioned that access to their respective College site facilities might be helpful when they were completing clinical practice placements in Toronto and commuting time home close to their college site on a daily basis.
- b) Students in all programs did report that it was very difficult to obtain assistance from 'Learning Disabilities Services' and the 'Writing Centre' at York.

One concern among students was the amount of time available in the Nursing Simulation Centre, both for course work and for drop-in. Although there appeared to be a disconnect between the students' perceptions of the amount of drop-in time at the simulation centre and the posted hours, it is imperative that sufficient time is allotted for drop-in so that students can hone their skills with different equipment, and in different situations. Drop in times also need to accommodate students who commute to outlying towns (which might already be the case, but could be reviewed to ensure that students are aware and to evaluate uptake).

The reviewers also made an observation about clinical placements and simulations suggestion that a rotation between the two might be an option.

Regarding the RN licensing examination results, the report notes that the Collaborative Nursing levels are improving. The 2nd entry program enjoys substantive success on par with most other programs in Ontario. The Reviewers noted that the IEN program is exceptional in terms of success in writing the NCLEX RN examinations.

Reviewer Recommendations and Dean’s Implementation Plan

The Dean’s plan thanks the reviewers for their investment of time and energy in the process as well as, “faculty, staff and students in the School of Nursing and our collaborative partners at Seneca and Georgian Colleges for their ongoing efforts to create an excellent set of programs”, and for their continuous improvement of our programs. He notes, “An important indication of our good standing is notice from the Canadian Association of Schools of Nursing that all of our programs have been granted accreditation for at least five more years.”

The Dean’s implementation plan addresses the 14 recommendations and the underlying concerns that gave rise to them by clustering them into four overarching themes. The Dean’s Plan describes them as these:

1. *Enhanced enrolment and recruitment of students (recommendations 1, 4)*
2. *Improved oversight and coordination in planning, implementing and monitoring the curriculum and student evaluation (recommendations 2,3,5,7,12)*
3. *Potential alterations in the curricular design and delivery (recommendations 8,10, 13)*
4. *Enhancing program resources including faculty complement, staff, clinical placements, and student transitions. (recommendations 4,6,8,9,11,14).*

The Dean’s Implementation Plan is also appended, however, this report provides the following summary of actions to be taken.

Recommendation theme	Action and Responsible Party	Timeline
Enhanced enrolment and recruitment of students	Undergraduate domestic enrolment must remain at current levels to maintain quality and remain within enrolment caps	Ongoing focus is on improving quality.
	PhD program will launch in 2018	First cohort begins September 2018
	Increase international student enrolments	Ad hoc Committee to present report to Faculty

		Council in Spring of 2018
Improved oversight and coordination of curriculum and student evaluation	MOU of the Collaborative Nursing Partners	Signed at the end of August 2017
	Terms of reference established committee and sub-committee including membership, who chairs, the scope of work, more frequent meeting times, and a requirement to provide regular progress reports	Incorporated into the MOU, August 2017
	Sub committees have been specifically designed to address curricular design and implementation, alignment and implementation of policy, as well as enrolment and other administrative issues	Incorporated into the MOU, August 2017 Subcommittees are meeting and a full report due in May 2018.
	Engage faculty in the collective design of the overall curriculum and inviting instructors to regularly identify where they believe potential unnecessary redundancy exists and to reduce curricular "drift".	Ongoing
	The partners in the collaborative program to meet more regularly, including two day retreats which build relationships and provide suitable time to discuss and work through both simple and more complex challenges.	Ongoing
	Routinely do high quality follow up surveys with all graduates, including but not limited to nursing.	Discussions have begun in the School of Nursing
Alterations in the curricular design and delivery	Ad hoc committee to examine alternative delivery models for the collaborative programs, including but not limited to delivery of all four years of curriculum at each site	Comprehensive review to be submitted to the Steering Committee in May 2018.
	Nursing to identify at least two priority issues and to develop and implement one or more actions to address and improve faculty and staff culture and environmental support	Items and action plan to be finalized.
Enhancing Program resources	School of Nursing Director's position	On track to be filled by January 2018

	Two professorial appointments – one filled; one declined.	One appointment filled as of July 1, 2017
	Three CLA positions filled	July 1, 2017
	Seven additional tenure track positions approved	To be filled for July 2018
	New opportunities for placement with CAMH, Humber River, University Health Network	Ongoing discussions and MOU renewal

A report on the progress of these initiatives will be provided in the Follow-up Report which will be due in June 2019.

Alice J. Pitt
Vice-Provost Academic
York University