

Bachelor of Science in Nursing Program Review

Faculty of Health Sciences

Dean's Summary

Submitted by:

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Program Review: Bachelor of Science in Nursing (BSN)

Dean's Summary Report

Dr. Joanne MacLean

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The Baccalaureate Nursing program resides within the School of Health Studies, in the Faculty of Health Sciences. Thirty full-time members of faculty and a range of sessional instructors deliver courses culminating in a Bachelor of Science in Nursing (BSN) 4 year degree and 3 year Fast-Track (BSN - FT) degree option. A total of 88 students are admitted to the program each year, divided as follows: Fall BSN intake (32), Fall BSN - FT intake (16), Fall designated seats for Licensed Practical Nurse (LPN) Access (8), and Winter BSN intake (32). Students in the BSN - FT complete the program in 3 calendar years and LPN access students complete in 2 calendar years. It should be noted that curricular revisions will change the LPN access to a January intake, and students will complete the program in 2.5 calendar years beginning January, 2017. Applications to the program are strong, with qualified pools regularly extending over 600 applicants.

Program curriculum and pedagogical approach has recently been revised, and is balanced across theoretical, lab and simulation, and clinical learning opportunities. The updated curriculum was initiated for new incoming students in September, 2015. It includes a move to concept-based curriculum, the redistribution of nursing practice hours, an enhancement of community health learning, the use of simulation for interprofessional learning, and the maintenance of the consolidated practicum experience involving a 16 week preceptorship (full-time hospital-based experiential learning) opportunity in the final semester. Program changes were acknowledged as important for both entry to practice professional standards and the student-centred learning outcome approach desired at UFV and intended to best prepare nursing graduates for the future. Further, transition plans to implement the new curriculum were commented upon by the external reviewers as being well thought-out for currently enrolled students.

Members of faculty engaged an extensive self-study program review process initiated in Fall, 2014 and submitted their report to the College of Registered Nurses of British Columbia (CRNBC) in accordance with the Education Program Review Committee Policies in September, 2015. In October, 2015 CRNBC Program Review Committee (PRC) representatives conducted a two-day site visit at UFV. PRC site visitors, who originated from Queen's University School of Nursing and Nursing Practice Leadership in Kelowna, BC, met with program administrators, faculty, staff, current students, graduates, Advisory Committee members, employer representatives, the Dean, and the Provost while on campus. PRC site visitors also toured all facilities and support

services on the CEP campus and compiled a report of site information that was then forwarded to the eleven member CRNBC PRC for evaluation.

The report of the site visitors to the PRC affirmed the academic excellence of the BSN program. For the first time in our history, CRNBC PRC provided recognition to the UFV Baccalaureate Nursing program for the full period of seven years, “without terms or conditions attached”. This is a remarkable, significant achievement given that, “seven years is the longest period of recognition provided for in CRNBC Board policy” and many reviews are accompanied by both terms and conditions for change.

The PRC evaluation of the program against CRNBC nursing education standards and indicators focused on three areas: Curriculum, Students, and Graduates. Comments on staffing, development, governance structure, and facilities are embedded in the aforementioned.

A. Committee recommendations, program response and Dean’s summary of actions on: CURRICULUM

The PRC found the entry-level competencies and Standards of Practice to be well-leveled and integrated into the curriculum. The committee noted that, following an extensive curriculum review, UFV planned and is implementing highly effective, innovative, and relevant pedagogical changes to the curriculum. As well these curricular and pedagogical changes do not reduce the total credits of the BSN program.

The following indicators of curriculum standard were assessed as being “completely addressed” by BSN curriculum.

- a) The curriculum is clearly described and its foundations are congruent with the achievement of competencies and Standards of Practice.
- b) The achievement of the competencies and Standards of Practice are clearly included in the program outcomes/goals/objectives.
- c) The applicable competencies and three categories of CRNBC Standards of Practice (Scope of Practice, Professional Standards, and Practice Standards) are leveled within the program.
- d) The curriculum requires students to apply RN or NP competencies and Standards of Practice while learning to provide nursing care directly with clients and engaging with interprofessional education and care.
- e) Processes are used to ensure the ongoing currency and relevance of the curriculum to nursing practice.

CRNBC requires a detailed analysis of 102 specific curriculum competencies that address a broad and comprehensive scope of performance indicators. Through this analysis each competency indicator is reviewed in terms of the extent and level in which each are addressed in both the theory and clinical components of the program. These competencies reflect the UFV Institutional Learning Outcomes (ILOs) and DQAB

Bachelor's degree level standards with considerable depth. Competencies include breadth and scope of knowledge including critical thinking and critical inquiry, theory application and problem solving, research methodology and application, communication skills, community and global health issues, health disparities for vulnerable populations, and aboriginal health. These competencies are integrated across the curriculum and as such ensure student progression towards the ILOs and degree level standards and outcomes.

A variety of processes are used to ensure currency and relevance of the curriculum to nursing practice, such as student course and program evaluations, graduate evaluations, faculty member feedback, input from different stakeholder groups and professional organizations such as Health Authorities. The program is responsive to emerging trends in health care and nursing.

1. Self-Evaluation Report Recommendation: monitor changes with the updated curriculum.

Action: review implementation of curricular changes ensuring integrity of curriculum and appropriate leveling.

Timeline: ongoing, with biannual reviews based on faculty, student, graduate and stakeholder feedback.

Accountability: BSN Research Committee, Curriculum Committee, Curriculum Renewal Task Force.

The nursing program has several committees engaged in data collection to monitor the impact and efficacy of the updated curriculum and pedagogical approaches to ensuring student success and satisfaction. For example, the Curriculum Committee is comprised of faculty representatives from each semester of the program, a minimum of 2 students (voting members), and the program coordinator. A formalized process to guide the ongoing review of the program curriculum was recently created by this group, involving several avenues for faculty members' input and review of summative evaluation of theory and clinical courses, and student engagement in formative program surveys and course evaluations. Also, students are invited to a Student Forum arranged by faculty members each semester in order to provide feedback, voice concerns and engage in active program learning.

2. Self-Evaluation Report Recommendation: expand opportunities for intra-professional course experiences.

Action: develop additional intra-professional course experiences.

Timeline: 2015/16 and 2016/17.

Accountability: BSN Curriculum Committee and all faculty members.

There are several initiatives underway to expand opportunities for intra-professional student experiences, involving nurses, practical nurses, health care assistants, dental assistants, and other health care professionals (physicians, physiotherapists, social workers, respiratory therapists, pharmacists). The UFV Five Corners Community Outreach Initiative involves nursing students/faculty working with students and faculty from other health sciences programs, as well as Social Work and Child, Youth and Family Studies to promote health and wellness for populations residing in the downtown Chilliwack community. Disaster simulation scenarios involving emergency services personnel and students from JIBC are another example of intra-professional experiences in development for students.

B. Committee recommendations, program response and Dean's summary of actions on: STUDENTS

The PRC found students to demonstrate appropriate and timely progress towards the achievement of the competencies and Standards of Practice; the program to be well resourced, with a good balance of experienced and well supported new faculty members who exhibit supportive mentorship relationships with students; students who consistently viewed faculty as experts; use of advanced educational technology in the nursing laboratory and simulation learning suites, and progressive learning strategies such as flipped classrooms; and an appropriate, effective internal governance structure providing strong leadership, and appropriate support structures within the university-at-large to support student success.

The following indicators of student's standard were assessed as being "completely addressed" by BSN structure, faculty, leadership and physical resources:

- a) The students are informed about the requisite skills and abilities need to achieve RN entry-level competencies and such competencies are used to support student learning and achievement.
- b) Students receive well-timed formative and summative feedback from faculty about their practice learning.
- c) Students demonstrate their ability to provide safe nursing care before they practise directly with clients, through the use of nursing laboratories and other learning modalities.
- d) Students have access to sufficient learning resources to support their achievement of competencies and Standards of Practice.
- e) Practice learning experiences are systematically tracked and monitored to ensure all students have sufficient experiences, e.g., health status, age groups, and settings.
- f) Students and preceptors are supported by the optimum number of qualified faculty.

- g) Consistent expectations of student performance at different levels of the program/course are upheld through orientation and support strategies for faculty, sessionals, and preceptors.
- h) Students are supported to enact evidence-informed practice through the use of research findings, best practices and scholarly activities.
- i) Faculty decisions to remove students from practice settings or fail students for reasons of safe practice and public protection are supported by policies and resources.
- j) Student's fitness to practice and public protection are considered in progression, failure and re-admission decision.
- k) Students, at program completion, have achieved the competencies and Standards of Practice.

The BSN program has an exceptionally strong applicant pool and high enrolment demand. As such, well-developed policies and guidelines related to program admissions, student progress, program continuance and failure, and readmissions and appeals have been developed and strengthened over time. Processes for the evaluation of student progression in the program and delivery of formative and summative feedback are well-established and ensure ongoing review and determination of students' achievement of course goals. A number of laboratory supports, resources, and policies and procedures are in place to ensure students achieve a minimum level of proficiency in order to demonstrate an ability to provide safe nursing care.

Students are referred to and access UFV supports for learning such as Academic Advising and Counselling Services, Disabilities, Financial Aid and Library Services. These resources have been recognized as important by students as they serve to support and facilitate student progression and successful completion of the program.

Faculty professional development and scholarship were also reviewed and reflect research initiatives that support innovation in teaching and learning as well as advancements in nursing theory. Faculty are well supported to engage in scholarly activities and community service initiatives.

3. Self-Evaluation Report Recommendation: further develop strategies to enhance student laboratory skill proficiency.

Action: finalize draft of nursing laboratory guidelines for protocols and strategies enhancing student proficiency.

Timeline: 2015/16.

Accountability: BSN Curriculum Committee.

The nursing faculty have developed guidelines and performance checklists that ensure nursing skills are performed safely and competently in the laboratory setting prior to implementation with clients during clinical placement experiences. Action on this

recommendation has been completed and will be reviewed periodically by the Curriculum Committee.

4. Self-Evaluation Report Recommendation: create inter-professional simulation events.

Action: develop inter-professional simulation events that include all three nursing programs at UFV and other related disciplines.

Timeline: 2015/16.

Accountability: School of Health Studies Simulation Committee.

New simulation scenarios are in development for each semester in the program and will bring students from each of our Health Studies programs together to work in simulated patient care situations. This work is well underway and will complete within this academic year.

5. Self-Evaluation Report Recommendation: further enhance new faculty orientation program.

Action: develop additional orientation resources that target the development of instructional skills for new educators.

Timeline: 2015/16.

Accountability: School Director, Program Coordinator, BSN Year Leads.

In Spring, 2016 the School of Health Studies Orientation Manual was expanded and updated. During the Fall, 2016 development for an online clinical teaching resource module was initiated, as well as development of teaching and learning simulation workshops for new faculty. The module and workshops are designed to assist new faculty in the development of clinical teaching strategies. Initial materials development is complete and will be monitored for effectiveness going forward.

6. Self-Evaluation Report Recommendation: continue to develop faculty understanding or implementation of updated curriculum to ensure integrity of curriculum.

Action: plan regular faculty sharing and dialogue of experiences with updated curriculum and plan ongoing PD events for faculty.

Timeline: 2015/16 and ongoing.

Accountability: BSN Curriculum Committee, Task Force Committee, and Administrative leadership team.

A formalized process to guide the ongoing review of the program curriculum was recently created by the Curriculum Committee involving several avenues for faculty members' input and review of summative evaluation of theory and clinical courses.

Faculty are encouraged to engage a collaborative curriculum implementation and review process by engaging in committee and sub-committee membership; review of feedback from students, graduates, peers and employers; course content review; and initiation of curricular changes and regular calls for input by the BSN Task Force. Each spring, faculty participate in a curriculum review Retreat to identify strengths and areas for revision.

7. Self-Evaluation Report Recommendation: enhance opportunities for student engagement in research and integration of evidence-informed practice.

Action: develop further course experiences that provide opportunities for students to engage in research and integration of research findings.

Timeline: Ongoing.

Accountability: BSN Curriculum Committee and all faculty members.

Faculty continue to incorporate opportunities for students to engage in research initiatives as a component of the 3rd year nursing research course. In addition, through the self-directed studies course option, students are encouraged to engage in research study projects as well as faculty research initiatives.

C. Committee recommendations, program response and Dean's summary of actions on: GRADUATE

The PRC commented upon strong program evaluation procedures, the utilization of evidence-informed decision making incorporating data collected from graduate and nursing practice leaders, focus groups, and preceptors. Further, they lauded the excellent student pass rate on the NCLEX licensure exams, noting mean scores well above the provincial and national averages as a strong indicator of program and graduate success.

The following indicators of graduate's standards of achievement were assessed as being "completely addressed" by the BSN program:

- a) An action plan for implementation of formative and summative program evaluation is clearly presented.
- b) The results of program evaluation are used in continuing program development to ensure graduates achieve the competencies and Standards of Practice.
- c) Graduate success rates on the registration examinations are monitored, analyzed and used to inform program decisions.
- d) Graduates have opportunities to provide feedback about how well their education prepared them to practice safely, competently and ethically.
- e) Managers and nursing practice leaders, or their designates, who are familiar with the practice of graduates, have the opportunities to provide feedback about the educational preparation of the graduates to practice safely, competently and ethically.

8. Self-Evaluation Report Recommendation: ongoing review of graduates' performance on the NCLEX and impact of preparatory activities.

Action: analysis of NSCBN exam result reports and review of any potential curriculum gaps and ATI preparatory activities.

Timeline: Ongoing.

Accountability: BSN Curriculum Committee and Research Committee.

This recommendation has been implemented and is ongoing each semester. Student achievement on the NCLEX exams has been excellent so far, and regular review of exam results and assessment of potential curricular gaps or shortcomings is followed by both the Curriculum and Research committees.

9. Self-Evaluation Report Recommendation: improve graduate follow-up and employer survey return rates.

Action: implement specific activities to increase survey return rates.

Timeline: 2015/16.

Accountability: Research Committee.

The Program Research Committee plans to implement follow up reminders once surveys have been circulated as well as providing survey completion reminders at Program Advisory Committee meetings. Consideration is also being given to incentive prizes to boost survey completion rates

10. Self-Evaluation Report Recommendation: survey questions that may lack clarity and/or address multiple competencies resulting in respondent misinterpretation.

Action: revise any potentially ambiguous survey questions and ensure clarity with respect to specific competencies.

Timeline: 2015/16.

Accountability: Research Committee.

Survey questions are currently under review and revision as necessary by members of the Research Committee.