

Practical Nursing Diploma Program Review

Faculty of Health Sciences

Dean's Summary

Submitted by:

Dr. Joanne MacLean, Dean of the Faculty of Health Sciences

Accepted by:

Senate in April 2017

Academic Planning and Priorities Committee in March 2017

Program Review: Practical Nursing Diploma

Dean's Summary Report

Dr. Joanne MacLean

January 2017

The Practical Nursing (PN) Diploma program resides within the School of Health Studies, in the Faculty of Health Sciences. Three full-time members of faculty and one sessional instructor deliver courses culminating in the 2 year PN Diploma. A total of 16 students are admitted to the cohort program each year and students complete the program in 2 calendar years. Applications to the program are stable and targeted recruitment of students is on-going. The job market for graduates is strong.

The PN program complies with the mandated Provincial curriculum which was revised in 2012 and updated in 2015, and is balanced across theoretical, lab and simulation, and clinical learning opportunities. The updated curriculum includes lecture, case-based learning, small group work activities, simulation learning, blended course delivery, and clinical placements.

Members of faculty engaged in an extensive self-study program review process initiated in winter, 2015 and submitted their report to the College of Licensed Practical Nurses of British Columbia (CLPNBC) in accordance with the Standards of Education Committee Policies in February, 2016. On March 1st, 2016 CLPNBC Standards of Education Committee (SEC) representatives began a one-day site visit at UFV. SEC appointed site visitors met with program administrators, faculty, staff, current students, graduates, Advisory Committee members, employer representatives, the Dean, and the Provost while on campus. SEC site visitors also toured all facilities and support services on the CEP campus and compiled a comprehensive report of site visit information that was then forwarded to the full membership of CLPNBC Standards of Education Committee for evaluation.

The report of the site visitors to the SEC affirmed the academic excellence of the PN program and provided recognition to the UFV Practical Nursing program for the maximum period of five years with no reporting requirements. This is a significant achievement and external support for the work of our faculty and program administrators.

The SEC evaluation of the program against CLPNBC 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 SEC found the PN Curriculum Standards completely met, such that the curriculum provides the learning experiences necessary for students to achieve the licensed practical nurse entry to practice competencies and Standards of Practice. A comprehensive integration of program outcomes is noted, along with the clear levelling of key curriculum concepts throughout the program and practice experiences.

Evidence was evaluated on the following indicators of curriculum standard.

- a) The curriculum is clearly described and its foundations are congruent with the achievement of the competencies and Standards of Practice.
- b) The achievement of the competencies and Standards of Practice are clearly included in the program learning outcomes.
- c) The competencies and the three categories of CLPNBC Standards of Practice: (1) Scope of Practice: Standards, Limits, and Conditions; (2) Professional Standards; and (3) Practice Standards are systematically introduced and built upon in nursing theory and practice courses.
- d) The curriculum requires students to apply the competencies and Standards of Practice while learning to provide nursing care directly with clients, and while engaging in collaborative practice of an interprofessional health care team.
- e) Learning resources sufficient to support student achievement of the competencies and Standards of Practice are established.
- f) Processes are used to ensure the ongoing currency and relevance of the curriculum to nursing practice.

CLPNBC requires a detailed analysis of 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 is addressed in both the theory and clinical components of the program. These competencies reflect the UFV Institutional Learning Outcomes (ILOs).

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 and the PN Provincial Articulation Committee, and
- review of emerging nursing education trends and student-centred integrative teaching strategies.

The program is responsive to emerging trends in health care and nursing education.

1. Self-Evaluation Report Recommendation: Opportunities for intra and inter-professional course experiences

Action: develop additional intra-professional experiences: (psychomotor lab and theory classes, HCA and PN in oral hygiene lab; PN and BSN in ostomy care lab).

Timeline: ongoing, with 2016-17 implementation of joint labs.

Accountability: PN faculty, Program Leads, Nursing Programs Coordinator, Simulation Committee.

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 across our health sciences programs, as well as other disciplines such as Social Work, Medical Office Assistant, and Library & Information Technology 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.

2. Self-Evaluation Report Recommendation: Opportunities for further theory application

Action: clinical experience added to PNUR 246; expand simulation in pediatrics, maternity, and home health.

Timeline: September 2016; December 2016.

Accountability: PN faculty members.

This recommendation has been implemented and is being monitored by faculty members.

3. Self-Evaluation Report Recommendation: Monitor curriculum and courses

Action: review feedback Program Advisory Committee, Provincial Articulation meetings; monitor for modifications to Entry-to-Practice Competencies and Standards of Practice and integrate into content as necessary; develop new teaching strategies.

Timeline: Fall/Spring 2016-17; Spring/Fall 2016.

Accountability: PN faculty members.

This recommendation has been implemented and is being monitored in an ongoing fashion by PN faculty members.

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

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

- a) The students are informed about the requisite skills and abilities need to achieve the competencies and the requisite skills and abilities are used to support student achievement of the competencies and Standards of Practice.
- b) Students receive well-timed formative and summative feedback from faculty and preceptors about their practice learning to facilitate their achievement of the competencies and Standards of Practice.
- c) Students demonstrate their ability to provide safe nursing care before they practise directly with clients, through the use of simulated nursing practice settings and other simulation learning modalities.
- d) Practice learning experiences are systematically tracked and monitored to ensure all students have sufficient experiences, e.g., health status, age groups, and settings.
- e) Students and preceptors are supported by quality faculty in sufficient numbers.
- f) Consistent expectations of student performance at different levels of the program/course are upheld through orientation and support strategies for faculty, contract faculty, and preceptors.
- g) Students are supported to enact evidence-informed practice through questioning, the use of credible sources of knowledge, and the integration of evidence-informed findings into PN practice.
- h) Faculty decisions to remove students from practice settings or fail students for reasons of unprofessional behavior, unsafe practice and public protection are supported by policies and resources.
- i) Student fitness to practice and public protection are considered in progression, failure and re-admission decisions.
- j) Students, at program completion, have achieved the competencies and Standards of Practice.

The PN program has 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.

4. Self-Evaluation Report Recommendation: Further enhance new faculty orientation/mentorship program

Action: develop additional orientation resources that target the development of instructional skills for new educators: update orientation manual, develop online teaching manual.

Timeline: Ongoing, 2016.

Accountability: Director, Program Coordinator, Program Leads.

Action on this recommendation has been completed and will be reviewed periodically by the Program Committee.

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 Canadian Practical Nurse Registration Exam, 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 PN program:

- a) A plan for formative and summative program evaluation that addresses the achievement of the competencies and Standards of Practice 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 examination(s) are monitored, analyzed and used to inform program decisions.
- d) Graduates have opportunities to provide feedback about how well their education prepared them to successfully achieve.
- 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 successfully achieve.

5. Self-Evaluation Report Recommendation: Continued review of graduates' performance on the CPNRE.

Action: continued analysis of exam result reports and review of any potential curriculum gaps.

Timeline: Ongoing.

Accountability: PN faculty members, 2nd Year Program Lead, Nursing Programs Coordinator.

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

6. 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: 2nd year Program Lead, Nursing Programs Coordinator.

The Program Lead and Coordinator 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.

The academic program review of the Practical Nursing diploma program identifies the quality of the program and alignment with UFV's ILOs. Further, the external review supports the high standards of educational practice delivered by faculty members and the maintenance of high professional standards. The program is adequately resourced and contributes to the mission and strategic goals of the institution. Graduates of this program are well recognized and recruited by employers.