Ongoing Improvement Progress Report

Instructions and Report Template

As part of the protocols outlined in Western's Institutional Quality Assurance Process (IQAP), to facilitate the continuous improvement of academic programs between review cycles, in connection with the Final Assessment Report (FAR) and Implementation Plan, a monitoring process will include an Ongoing Improvement Progress Report. The outcomes of this report will be considered as part of the program's next cyclical review.

The purpose of this report is to provide an update on the operationalization of the implementation plan following a Cyclical Program Review (or the review of a New Program). This should include a brief summary of actions taken by the Program and the Dean's Office since the completion of the review (usually about three years), as well as an update on the stage of implementation for all applicable items. These include:

- whether the action item(s) are in progress, complete or no longer applicable (with a brief explanation);
- the timelines of each item and how they are progressing or expected to progress, particularly if they are diverting from original timelines in the FAR and Implementation Plan, and;
- a short description of any other program developments and improvements that have taken place following the review.
- For new programs only, an evaluation of the initial administration and resourcing of the program.

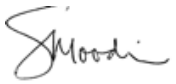
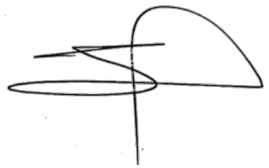
The following report template has been created for the program to report on progress made regarding recommendations presented in the Implementation Plan, and any other relevant program developments and enhancements.

- The program will complete the template and submit it to the faculty Dean's Office for sign-off.
- The program will then submit the completed Ongoing Improvement and Progress Report to the Office of Academic Quality and Enhancement (OAQE). Reports are due by June 30.
    - The OAQE will present all Ongoing Improvement and Progress Reports to SUPR-U/G. Any follow-up questions/concerns, will be communicated to the program and Dean's Office by the OAQE.

Ongoing Improvement Progress Report

Program / Faculty Information

Program	Advanced Health Care Practice, MClSc	**Faculty / Affiliated University College**	Health Sciences
Approval Dates of the Review	SUPR-G: June 27,2022 ACA: September 7, 2022 Senate: September 16, 2022	**Year of the Next Review**	2028-2029
Link to the Programs Final Assessment Report (FAR)	https://www.uwo.ca/pvp/vpacademic/iqap/academic_programs/iqap_reports/fac_of_health_science_grad/Advanced%20Health%20Care%20Practice.pdf		
If applicable, submission of follow-up report(s)	*Dates to be populated by the OAQE (if applicable)*		

	Name	**Signature**	**Date**
Program Chair/Director	Sheila Moodie, PhD Assistant Dean – Interdisciplinary Health Sciences Graduate Programs; and Chair – Advanced Health Care Practice Program		June 19, 2025
Dean (or delegate)	Shaun Boe Dean Faculty of Health Sciences		June 24, 2025

Progress Update on the Implementation Plan

Recommendation #1	Proposed Action and Follow-up	Responsibility	Timeline
Development of a program-wide strategy to address Equity, Diversity, Inclusion, and Decolonization.	1) With the support of the new Assistant Dean EDIDA and the Faculty's EDIDA coordinator, initiate a dedicated discussion at upcoming AHCP Program Committee meetings and outline an actionable EDID strategy. ○ Consider adding this topic as a standing item at each AHCP Program Committee meeting. 2) Share and co-develop EDID best practices with other graduate programs.	Graduate Chair AHCP Program Committee Assistant Dean EDIDA EDIDA coordinator Manager Communication & Technology Marketing & Student Engagement Specialist	By April 2023

Recommendation Implemented

☐ Yes □ No **X** Partially

If no, or partially, is implementation on schedule with the timeline? □ Yes **X** No

Progress

What specific actions have been taken? At AHCP Field Leader meetings we identified that we needed to further investigate how to consider EDIDA and social determinants in the application review process. We will work to address this in the 2025-2026 academic year with the incoming Assistant Dean EDIDA in the FHS.

Next Steps (if applicable)

What actions remain? Is there further follow-up? In 2023, Western University launched plans to engage the Western community in the development of an EDIDA plan. Western University recently released (December 2024) its EDI Strategic Plan (available at EDI Strategic Plan) which will influence the direction of our EDIDA efforts within the AHCP program. The Faculty of Health Science has recently developed their own EDIDA plan that aligns with the broad Western University plan. In 2025-2026, the AHCP program will co-develop along with the broader FHS community measurable and feasible EDIDA objectives to report on in our next progress report.

Additional Comments

If applicable

Recommendation #4	Proposed Action and Follow-up	Responsibility	Timeline
Development of supports and resources for new faculty members.	1) Creation of an OWL site for all faculty members and instructors that contains a suite of themes relevant to program operations, policies and teaching in the program. 2) Discussion about the benefits and feasibility of supports such as: a structured mentorship program, an orientation session, and peer coaching.	Graduate Chair AHCP Program Committee FHS Graduate and Postdoctoral Studies Committee	By April 2023

Recommendation Implemented

☐ Yes ☐ No **x** Partially

If no, or partially, is implementation on schedule with the timeline? ☐ Yes **x** No

Progress

What specific actions have been taken? We investigated the development of an OWL site with a suite of themes for program operations, policies and teaching. However, our traditional OWL Sakai site was phased out with Brightspace being introduced and becoming operational for September 2024. This impending change and a shortage of staff in our office for a lengthy period made progress toward this goal challenging. There are several advantages in Brightspace (by D2L) that have helped us in the development of supports and resources for new faculty members. Brightspace offers better self-service support, which has helped new faculty without immediate access to IT or instructional design staff. It has a searchable help center that includes step-by-step guides, screenshots, and videos on tasks like copying lectures, setting up quizzes, and managing grades. We link new faculty members as soon as possible with our FHS DesignEd team who introduce Brightspace, help them set up their course sites, and introduce them to the Brightspace help center. In Winter or Spring 2026, it is anticipated that we will have a consolidation of administrative personnel into a core facility. This will provide more central resources to develop, implement and monitor new faculty resources and supports with a consideration of using OneDrive or Teams to organize and provide access to the resources.

Progress continued

What specific actions have been taken? One of the advantages of Brightspace (by D2L) is that many limited duties faculty members who we have hired recently to teach in the AHCP program already have experience with this widely used learning system. In 2024-2025 we have directed attention towards quality improvement initiatives in our Capstone Experience course (APPLHSCI 9099) which is taken by several different fields in the AHCP program. This course, which is delivered by 4 to 5 different section instructors, will now have a course manager who is a Teaching Scholar and will help to organize course delivery through Brightspace to all subsections. In addition, we are transitioning to using an online experiential course software system (InPlace) that will house a mentor database, links to affiliation agreements, track student progress towards goals, and generally make communication between the AHCP program, mentors and students more seamless. The AHCP program is benefitting from having returning limited duties instructors for courses making course management and delivery more consistent and requiring less onboarding and training. Our graduate administration assistant connects with new hires for the AHCP program to ensure that appropriate paperwork is completed for their hiring process.

Next Steps (if applicable)

What actions remain? Is there further follow-up? There is a need to continue the work shown in the progress section.

While we already hold AHCP field leader meetings, in the upcoming year we will host an AHCP new course instructor meeting in the Fall, Winter, and Summer terms to obtain feedback from new instructors on ways in which they feel they could be better supported and mentored now that Brightspace has launched.

Additional Comments: Before the next progress report we will continue to focus on developing an AHCP handbook for students and new faculty members.

Note: The total number of expandable text boxes will be dependent on the number of prioritized recommendations appearing in the program's most recent Final Assessment Report (FAR).

Continuous Program Enhancement

What additional initiatives or changes has the program been working on in relation to continuous program improvement?

1. In Fall 2025, we are introducing a major modification for the Clinical Epidemiology and Research Management field, changing the in-person residency requirement in London, ON to a synchronous on-line residency requirement. This will facilitate continued and expanded international enrolment in this field, as well as expand opportunities for clinicians working in practice to more easily participate.

2. In Fall 2025 we are introducing major modifications for four AHCP clinical fields: Sport & Exercise Medicine, Upper Extremity Rehabilitation, Wound Healing, and Comprehensive Musculoskeletal Physiotherapy. The modifications are summarized below:
Course reduction & content redistribution: Some courses will be eliminated, with their content integrated into the remaining. This streamlines workload and enhances learning, while preserving program outcomes and meeting Western University's graduate degree expectations.
Standardized coursework across fields: All program fields will follow a unified curriculum, promoting consistency, resource efficiency, and equitable access to high-quality instruction. This also supports interdisciplinary learning and collaboration.
Research project course adjustment: The research project course will be shortened from three terms to two, based on quality improvement efforts and student feedback.
Part-time study option: A new two-year part-time enrolment track will address the needs of working clinicians and aligns with EDIDA recommendations from our recent IQAP review.

3. Implementation of InPlace experiential learning software system is currently ongoing with an aim to introduce it into the 2025-2026 curriculum.