

Final Assessment Report

Submitted by SUPR-U to SCAPA

Name of Program

Collaborative BScN Program and Compressed Time Frame Program

Degrees Offered

Bachelor of Science in Nursing

External Consultants

Dr. Anita Molzahn, Professor and Dean - Faculty of Nursing, University of Alberta

Dr. Helene Ezer, Associate Professor, Director - Ingram School of Nursing, McGill University

Internal Reviewers

Mary Gillett, Faculty Director, HBA Program - Ivey Business School, Western University

Emma Cuneo, Student - Faculty of Arts and Humanities, Western University

Date of Site Visit

March 10, 2015

Evaluation

Good Quality

Approved by SUPR-U

May 20, 2015

Executive Summary

The BScN programs include a compressed time frame program (CTF) for students entering with a previous undergraduate degree and a Western-Fanshawe collaborative program with two sites of entry. Both programs were reviewed and accredited for seven years by the Canadian Association of Schools of Nursing in 2013. All reviewers were very impressed by the quality of students and the program, as well as student placement and CRNE examination success. There were few recommendations for improvement with most focused on enhanced dialogue with students and with the collaborative partner, Fanshawe College.

Significant Strengths of Program

- Both programs enjoy very strong undergraduate student applicant pools. The Western entry for the collaborative program has a cutoff of approximately 88%; Fanshawe's cutoff is approximately 84%. The CTF program has a cutoff of approximately 81%.
- The curriculum, which underwent a review and refresh process in Fall 2011, is innovative and consistent with the entry level competencies for registered nurses and expectations of regulators of nursing education programs. Further, Fanshawe faculty were involved in the curriculum review process.
- New building will be ready for occupancy in January 2017 and will be a great improvement for the program.
- Several faculty are nationally and internationally renowned scholars. There is a growing number of doctorally prepared faculty in the Fanshawe offering and, in relation to other collaborative programs in Canada, they are considered leaders in developing various forms of scholarship.

Suggestions for improvement & Enhancement

- Explore other strategies that could be used to identify whether or not an applicant is suitable for the nursing profession. Pilot a small cohort of applicants who might not meet the usual admission grade cut-off but otherwise have the characteristics indicative of success both in the program and in the profession.
- The faculty needs to actively engage in faculty renewal.
- There is a need for further communication with the students. Perhaps as a result of the curriculum changes, there is a sense that students need to be better provided with an overview of the program and sequencing of courses. Communication and faculty engagement with the student leaders could also help to manage student anxiety about their clinical competence.

Recommendations required for Program sustainability:

Recommendation	Responsibility	Resources	Timeline
Consider piloting a small cohort using strategies other than grade-only admission requirements	Department		
Identify ways of improving communication with the students re overall program structure, sequencing of courses, and preparedness for clinical work.	Department		Ongoing