



**Nursing**  
**Final Assessment Report & Implementation Plan**  
**June 2023**

<b>Faculty / Affiliated University College</b>	Faculty of Health Sciences	
<b>Degrees Offered</b>	Bachelor of Science in Nursing (BScN)	
<b>Date of Last Review</b>	2014-2015	
<b>Programs</b>	<ul style="list-style-type: none"> <li>• Western-Fanshawe Collaborative</li> <li>• Compressed Time Frame BScN</li> </ul>	
<b>External Reviewers</b>	Dr. Amanda Vandyk, School of Nursing University of Ottawa	Dr. Susan Duncan, School of Nursing, University of Victoria
<b>Internal Reviewer</b>	Dr. Susan Knabe, Associate Dean, Undergrad. Faculty of Information and Media Studies	Jordan Ramnarine Year 4 Medical Sciences Student
<b>Date of Site Visit</b>	February 8, 9 & 10, 2023	
<b>Date Review Report Received</b>	April 6, 2023	
<b>Date Program/Faculty Response Received</b>	Program: May 30, 2023 Faculty: May 30, 2023	
<b>Evaluation</b>	Good Quality	
<b>Approval Dates</b>	SUPR-U: June 28, 2023 ACA: September 6, 2023 Senate (for information): September 15, 2023	
<b>Year of Next Review</b>	2030-2031	
<b>Progress Report</b>	June 2026	

### **Overview of Western’s Cyclical Review Assessment Reporting Process**

In accordance with Western’s Institutional Quality Assurance Process (IQAP), the Final Assessment Report (FAR) provides a summary of the cyclical review, internal responses, and assessment and evaluation of the Western-Fanshawe Collaborative and Compressed Time Frame BScN Programs delivered by the Faculty Health Sciences.

This FAR considers the following documents:

- the program’s self-study brief;
- the external reviewers’ report;
- the response from the Program; and
- the response from the Dean, Faculty of Health Sciences.

This FAR identifies the strengths of the program and opportunities for program enhancement and improvement, and details the recommendations of the external reviewers – noting those recommendations to be prioritized for implementation.

The Implementation Plan details the recommendations from the FAR that have been selected for implementation, identifies who is responsible for approving and acting on the recommendations, specifies any action or follow-up that is required, and defines the timeline for completion.

The FAR (including Implementation Plan) is sent for approval through the Senate Undergraduate Program Review Committee (SUPR-U) and ACA, then for information to Senate and to the Ontario Universities’ Council on Quality Assurance. Subsequently, it is publicly accessible on Western’s IQAP website. The FAR is the only document from the undergraduate cyclical review process that is made public; all other documents are confidential to the Arthur Labatt Family School of Nursing, Faculty of Health Sciences, and SUPR-U.

## **Executive Summary**

The Arthur Labatt Family School of Nursing at Western University celebrated 100 years of nursing at Western in 2020. The School now offers two undergraduate programs culminating in a Bachelor of Science in Nursing (BScN). The Collaborative BScN Program and the Compressed Time Frame BScN Program (CTF). The Collaborative nursing program is a 4-year degree offered in a partnership between Western University and Fanshawe College. Half of the cohort of students attend the first two years at Fanshawe College and then attend Western University for the rest of the program, while the other half of the cohort of students attend all 4 years of the program at Western University. The concentrated 5-term CTF program requires students to study in the fall, winter and summer terms over the 19-month period. Both programs prepare graduates to write the National Council Licensure Examination (NCLEX-RN) and to apply for registration as a Registered Nurse with the College of Nurses of Ontario (CNO).

The overarching mission is to educate nurses who are reflective practitioners capable of providing recognized leadership in nursing theory, research, practice, interprofessional health teaching and learning, and policy advancement. Enrolment across both programs was 990 in 2020-21.

The self-study was informed by feedback from students, alumni, practice partners and preceptors using surveys, interviews and focus groups. Through regular team lead meetings between Fanshawe and Western, the program-level learning outcomes were reviewed and mapped with the support of the Centre for Teaching and Learning.

The external reviewers shared a positive assessment of the programs in Nursing. They offer six recommendations for further enhancement.

## **Summary of Strengths and Innovative Features Identified by the Program**

- EDID initiatives implemented by the school include:
  - The formation of the Indigenous Engagement Committee in 2018.
  - An Ontario Indigenous Cultural Safety (San'yas) program that was initially completed by 95% of faculty and staff and is now an orientation requirement of the School.
  - Courses specifically focusing on Indigenous perspectives and social justice.
  - The Decolonization, Anti-racism, Anti-oppression (DARAO) Committee, developed in 2020, to unify curriculum actions and faculty development to support anti-racist, anti-oppressive work in the School.
  - Undergraduate Recruitment & Admissions (URA) formed to infuse EDID-I policies and practices into the Recruitment and Admissions processes.
- Several faculty members hold research chairs and have received recognition for teaching excellence and innovation.

- Major revisions to the CTF program, completed in 2016, create closer alignment with the Collaborative program and supports greater integration of health equity, indigenization and principles of social justice with a dedicated course on Indigenous Health and Public Health.
- Ability for students in the Collaborative program to apply for an Accelerated Year 4 to complete the program one term earlier.
- Peer to peer learning is supported through the STARS program, where upper year nursing students attend some of the labs and coach/mentor students in various skill development.
- Strong local and international affiliations provide students and faculty with valuable interprofessional collaboration.
  - For instance, a professional practice practicum in pediatrics that takes place in Rwanda
- Fully equipped laboratory and simulated learning suites – including extensive use of standardized patients (SPs), use of simulations for mental health and family and community education to augment experiential clinical learning and increasing use of avatars for clinical decision making.
- Implementation of a new model of practice placements will take place in the spring of 2023 which will involve transitioning from group placements to individual preceptored placements.

### **Summary of Concerns and Areas of Improvement Identified by the Program**

- Students expressed a need for greater engagement with faculty and less self-directed learning for both in person and online learning to ensure their understanding of safe nursing practice.
- As part of surveys and focus groups, students indicated the following ideas to improve the curriculum: 1) clearly linking assigned readings to learning outcomes; 2) reducing the number of readings in courses; 3) strengthening linkage between theory and practice courses; 4) providing additional clinical learning opportunities; 5) better distribution of assignments across terms to support student success; 6) ensuring consistent expectations among all clinical and lab instructors.
- Gaps identified in the curriculum as part of the self-study process relate to: 1) greater alignment and review of concepts related to social justice and health equity to ensure they are effectively embedded in the program; 2) closing the theory practice gaps to promote transition to practice in nursing; 3) the need for innovative summative evaluation of students.

## **Review Process**

As part of the external review, the review committee, comprising two external reviewers, an internal reviewer and a student reviewer, were provided with Volume I and II of the self-study brief in advance of the scheduled review and then met virtually over two days with the:

- Vice-Provost (Academic Programs)
- Associate Vice-Provost (Academic Planning, Policy and Faculty Relations)
- Director of Academic Quality and Enhancement
- Dean, Faculty of Health Sciences (Western)
- Associate Dean, Undergraduate Programs (Western)
- Dean, Faculty of Access, Language and Regional Campuses (Fanshawe)
- Vice President Patient Care and Chief Nurse Executive, St. Joseph's Health Care, London
- Director of Professional Practice, St. Joseph's Health Care, London
- Corporate Nursing Executive, London Health Sciences Centre
- Collections & Content Strategies Librarian
- Director, School of Nursing (Western)
- Associate Director, Undergraduate Programs (Western)
- Director, School of Nursing (Fanshawe)
- Graduate Chair of Western's Health Information Science program
- Program Faculty
- Administrative Staff
- Program Students

Following the virtual site visit, the external reviewers submitted a comprehensive report of their findings which was sent to the Program and Dean for review and response. Formative documents, including Volumes I and II of the Self-Study, the External Report, and the Program and Decanal responses form the basis of this Final Assessment Report (FAR) of the Western-Fanshawe Collaborative and Compressed Time Frame BScN Programs. The FAR is collated and submitted to SUPR-U by the Internal Reviewer with the support of the Office of Academic Quality and Enhancement.

## **Summative Assessment – External Reviewers’ Report**

External reviewers shared that “*The School of Nursing leaders, faculty, and students, with their community and academic partners, are meeting challenges by developing new programs and program outcomes focused specifically on global health equity and the preparation of leaders needed for health systems now and in the future.*”

### **Strengths of the Program**

- Outstanding faculty scholars and educators who offer students exemplary experiences in areas such as information technologies, research, and integrated professional practice.
- Facilitation of collegial governance within the faculty complement to move forward on curriculum renewal and program restructuring during challenging times for the profession.
- Commitment to ongoing and transparent evaluation of the Western-Fanshawe collaboration, inclusive of all programs.
- Alignment of program learning outcomes and program functioning/processes with EDI principles.
- Strong relationships with collaborative partners, healthcare agencies, and the community.
- Innovative simulation and virtual reality learning activities that are systematically integrated into curricula.
- Curriculum committees and processes are inclusive of faculty and students across programs, and representation from the College partner.
- Graduates are well received in practice settings.
- Students’ licensure exams pass rates are consistently above provincial averages for both first time pass rates and year-end pass rates.
- Students express appreciation for the School’s responsiveness to providing avenues for student input and appreciate the regular town hall meetings with faculty.
- The clinical placement model, to be piloted in Spring 2023, ensures students’ consistent access to clinical educators, and diverse practice scenarios.

### **Areas of Concern or Prospective Improvement**

- Additional resources will be required to maintain current program standards if enrolments, and subsequently student cohorts, increase substantially.
  - In particular, additional administrative staff and resources in key areas such as the Simulated Clinical Education Centre, clinical placement coordination, and student advising.
- Consider increasing resources and supports for preceptor development and training (in the context of the new preceptorship model).

- Design a robust evaluation strategy for preceptorship model for clinical placements and assess whether earlier integration of clinical experiences increases students' perceived competence (and confidence) in the clinical setting.
- Conduct an ongoing evaluation of the capacity of practice partners to supply preceptors and provide effective practice placements.
- Opportunity to expand simulation and virtual reality methods to increase student exposure to diverse practice scenarios not accessible through practicum settings.
- Consider providing students with priority access to online elective courses to facilitate their timely completion of program requirements.
- Importance of evaluating the effectiveness of the new online delivery of the curriculum (in year 3 & 4), with mindful attention paid to student success and satisfaction.
- Monitor whether the increased class sizes in theory-based courses reduces the opportunity for critical inquiry methods of evaluation.

**Summary of the Reviewers’ Recommendations and Program/Faculty Responses**

The following are the reviewers’ recommendations in the order listed by the external reviewers. Recommendations requiring implementation have been marked with an asterisk (\*).

Reviewers’ Recommendation	Program/Faculty Response
<p><b>Recommendation #1</b> Continue to prioritize and allocate resources to the School’s exemplary strengths and leadership in academic and community partnerships to advance local, national, and global initiatives for health equity, diversity, and inclusion.</p>	<p><b>Program:</b> The partnerships with the practice community and between Western and Fanshawe College continue to be priorities. Hiring practices have been strategically directed to support health equity, diversity and inclusion and this will not change. The Diversity, Anti--Racism, Anti-Oppression (DARAO) standing committee of Council provide monthly reports and discussion forums and workshops to support curriculum development and inclusivity across the School.</p> <p><b>Faculty:</b> The Faculty has recently established a faculty-wide EDIDA committee to ensure consistency across Schools in terms of curricular efforts at maintaining our equity and diversity focus in all of our programming. The Faculty has no concerns with regards to the ability of the School of Nursing to meet all academic and clinical expectations for health equity, diversity, and inclusion.</p>
<p><b>Recommendation #2</b> Recognize the pressures on the School of Nursing for expansion and the priority need to allocate sufficient resources and capacities for quality programs scholarship and research initiatives.</p>	<p><b>Program:</b> The director and faculty have supported government mandated enrolment increases and, at the same time, advocated to ensure resources. The University and Faculty of Health Sciences (FHS) have been supportive with ongoing discussions among the Director, Dean and Finance Departments to manage increased capacity. These discussions include concrete requests for Limited-Term and Tenure-Track faculty positions as well as staff support in labs/sim, placements and administration. These discussions have included short, medium and longer term planning for staff, faculty and resource needs for the programs. Facility support in the form of expansion of lab space and equipment is currently underway.</p> <p><b>Faculty:</b> As noted in the Program response, FHS has provided additional resources to support the hiring of staff and faculty and expand the necessary infrastructure within the School.</p>



<p><b>Recommendation #3*</b> Create a consistent mechanism to support practice partners in the recruitment, retention, and preparation of preceptors to ensure adequate human resources are available and preceptors are knowledgeable about student evaluation expectations and mechanisms to support student success.</p>	<p><b>Program:</b> The precepted placement model has been supported through a Practice Placement Advisory group with membership across practice sites who meet regularly with members of the Clinical Placement Unit (CPU) at Western. There is ongoing evaluation of preceptors, placement sites and student experiences currently and this will be augmented by research directed specifically to evaluate outcomes of the placement model.</p> <p>Resource material such as a preceptor guide has been developed which is being evaluated with other components of the clinical model. Revisions to student evaluations were completed in collaboration with preceptors and partners and the online evaluation tool (InPlace) was completed to simplify the preceptor workload. The Director and the VP Academic and Chief Nurse Executive at one of the major placement sites (hospital) meet regularly with the director to discuss, support, market and evaluate the preceptor recruitment and practice.</p> <p><b>Faculty:</b> Responsible stewardship of our clinical placements continues to be a key consideration when evaluating the capacity of Nursing to expand its enrolment. We have a Faculty-wide Practice Education Committee that has a mandate to carefully consider the ongoing needs of our clinical partners.</p>
<p><b>Recommendation #4*</b> Ensure an ongoing commitment to evaluate key program changes including the move to hybrid and on-line learning, experiential integration of new PLOs, and clinical models of education.</p>	<p><b>Program:</b> There is a robust annual evaluation framework established within the UG programs. This involves annual and bi-annual evaluation of all aspects of the program. Currently, the class sizes that had increased in recent years are at a steady state. Faculty have started the process of evaluating and refining the course delivery changes related to hybrid and online learning methods. The faculty are currently working with curriculum and teaching and learning experts to review assessment and delivery strategies. These will be included as part of the ongoing regular evaluation directed to ensure learning outcomes are achieved.</p> <p><b>Faculty:</b> The School of Nursing has recently engaged in a substantive curriculum revision, and the School continues to be a model for ongoing quality improvement of its offerings. In order to remain responsive to the scheduling needs of our students and our clinical partners, the School has implemented a number of blended and online courses within the curriculum.</p>
<p><b>Recommendation #5</b> Focus on faculty advancement to ensure that the mix of faculty roles and ranks continue to support the existing strengths of this research-intensive School of Nursing. A key strategy is to recruit Indigenous faculty members and Research Chairs.</p>	<p><b>Program:</b> The School's commitment to scholarship advancement is demonstrated through supports in place within the nursing research committee including the mentorship program for new faculty and monthly writing sessions. The director has begun regular meetings with Assistant Professors to support their success through the probationary period in addition to the yearly individual probationary faculty update meetings. Faculty enrolled in doctoral studies have workload adjusted to allocate time for doctoral studies.</p> <p>Indigenous recruitment is a university-level process and members of the School are involved in this as collaborators. In addition, faculty members actively engage with Indigenous scholars seeking opportunities</p>

	<p>in the broader community for collaboration. Faculty seek input from Office of Indigenous Initiatives to incorporate key learning into courses.</p> <p><b>Faculty:</b> Western has been successful in recruiting highly qualified faculty members over the last few years. We expect that Western will continue to be attractive to new recruits in the future. The Faculty is eager to participate in any Central efforts to recruit Indigenous faculty members.</p>
<p><b>Recommendation #6</b> Allocate resources to protect faculty time for scholarship and research; ensure that shared governance contributions count in promotion and tenure reviews; and strive to allocate teaching assignments that align with individual faculty member’s scholarship.</p>	<p><b>Program:</b> The process of P&amp;T is determined at the university level. At the School level, there is some autonomy relative to workload allocation. To support this, the Workload Committee reviews workload allocation annually. The Workload Committee and the Annual Performance Evaluation (APE) Committee fit within a shared governance model rather than director-led model. Faculty submit requests for teaching to align teaching interests with scholarship. Tenure Track faculty have one non-teaching term. Limited Term faculty who do research have workload for scholarship. Therefore, faculty have a measure of control over the workload within the context of the collective agreement and university standards and policies.</p> <p><b>Faculty:</b> In addition to the School-based mentoring referenced earlier, The Faculty encourages the leadership development of senior faculty members through university-wide training initiatives. Further, the Faculty supports workload modifications (and flexibility in teaching assignments) that encourage faculty to engage in further education.</p>

**Implementation Plan**

The Implementation Plan provides a summary of the recommendations that require action and/or follow-up. In each case, the Program Chair, and the Dean of the Faculty is responsible for enacting and monitoring the actions noted in Implementation Plan.

The number of recommendations prioritized for implementation has been reduced as some are well underway (#1, #2, #5 & #6), as described in the program and faculty responses above. It should equally be noted that prioritizing recommendations in relation to hiring and faculty member workload is outside the scope of this review – this includes a part of recommendation #5 and #6. As a result, the recommendations appearing in the implementation table are recommendations #3 and #4.

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
<p><b>Recommendation #3</b> Create a consistent mechanism to support practice partners in the recruitment, retention, and preparation of preceptors to ensure adequate human resources are available and preceptors are knowledgeable about student evaluation expectations and mechanisms to support student success.</p>	<p>a) Initiate planned evaluation of the outcomes of the placement model. b) Review and refine placement materials and related training.</p>	<p>Clinical Practice Unit faculty and staff  Associate Director</p>	<p>a) By December 2023 and ongoing b) By December 2024</p>
<p><b>Recommendation #4</b> Ensure an ongoing commitment to evaluate key program changes including the move to hybrid and on-line learning, experiential integration of new PLOs, and clinical models of education.</p>	<p>a) Complete an initial evaluation and refinement of course delivery changes related to hybrid and online learning methods, including the review of assessment and instructional strategies. b) Review student and faculty course experiences with this new format.</p>	<p>Associate Director</p>	<p>a) By December 2023 and ongoing b) By December 2024 and ongoing</p>