

**UNIVERSITY OF WINDSOR**  
**UNIVERSITY PROGRAM REVIEW (UPR)**  
**REPORT ON: NURSING**  
**UNDERGRADUATE AND GRADUATE PROGRAMS**  
 May 2014

**EXECUTIVE SUMMARY**

**Review Preparation**

In preparing this document, the Program Development Committee reviewed the following Nursing's Self-Study (SS) (March 2013), the report of the external reviewers (ER) (April 2013), and the response from the Dean of Nursing (January 2014) to the above material. The external reviewers were: Dr. Colleen McKey, Dr. Alice Gaudine, and Dr. Thecla Damianakis.

**Undergraduate Programs**

The Faculty offers a four-year undergraduate program leading to a Bachelor of Science in Nursing (BScN), in collaboration with St. Clair College and Lambton College. The first two years of the program are offered at all three locations. The third and fourth years of the program are completed at the University. As stated in the undergraduate calendar: "The curriculum is designed on the premise that professional nursing is multidisciplinary in nature, applying nursing, biological and social sciences, as well as the arts, to the care of individuals, families and communities." The BScN is accredited by the Canadian Association of Schools of Nursing.

**Graduate Programs**

The Faculty offers a thesis-based Master of Science in Nursing with two fields: Advanced Clinical Nursing, and Nursing Leadership; and a course-based Master of Nursing (with practicum) with three fields: Advanced Clinical, Leadership, and Primary Health Care Nurse Practitioner.

The Faculty also offers a Graduate Diploma in Advanced Practice Oncology/Palliative Care for individuals with a BScN or health-related 4 year honours degree and a Primary Health Care Nurse Practitioner Graduate Diploma for individuals with a Master's degree in Nursing, who wish to establish their own practice as primary health care providers.

**Enrolments**

**Undergraduate**

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
<b>Undergraduate Full-Time</b>	798	825	801	820	847
<b>Undergraduate Part-Time</b>	96	92	81	48	34

**Graduate**

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
<b>MN Full-Time</b>	23	21	21	27	27
<b>MN Part-Time</b>	26	23	20	13	12
<b>MSc Full-Time</b>	5	4	4	14	7
<b>MSc Part-Time</b>	17	14	12	8	6

**Human Resources**

**Faculty/Instructors**

Tenure/tenure-track faculty (including Dean)	17
AAS as Learning Specialist	3
Limited Term Appointments	2
Faculty members involved in graduate program delivery	11

**Full/Part-time Staff**

Assistant to the Dean	1
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Clinical Placement Coordinator	2
Secretary to the Dean	1
Secretaries	2
Lab and Education Coordinator	1

## FINAL ASSESSMENT REPORT (with Implementation Plan)

### Significant Strengths of the Programs

“The FON is an innovative, entrepreneurial, and responsive Faculty that provides quality undergraduate and graduate programs. They are seen as leaders in the province for the strength and preparation of their students for their entry to practice roles as new graduates. As well, students of the graduate program are recognized for their clinical and scholarly contributions to the profession.” (ER, p.13) The strength of the programs is evidenced in the Bachelor of Science in Nursing program receiving the highest accreditation award of 7 years by the Canadian Association of Schools of Nursing, and in reporting strong satisfaction with the programs and the support they receive from their instructors. The Faculty has established mechanisms to monitor program quality, to remain at the forefront with ongoing curriculum improvements, and to support faculty research/scholarship. (see ER report, pp.1-11)

Excerpt from ER report, p. 12:

#### “Key Strengths

- Well designed, delivered, and evaluated undergraduate and graduate programs’ curriculum.
- The 4<sup>th</sup> year Transitions course is seen as strength of the program by faculty, students and clinical agency partners.
- Well-developed simulation program that supports curriculum and does not replace clinical placement experiences
- The scholarship arm of the simulation program has engaged in research to support simulation, curriculum, and decision making.
- Graduate program offerings that incorporate research methodology and statistics in both the MN and MSc streams of the program.
- Integration of student peer tutors into the undergraduate program to support students to succeed.
- The inaugural counselor role to provide student care and support. This role is now being rolled out throughout the University.
- The role of Research Leadership Chair and work of the incumbent fosters a culture of
- research and scholarship across the faculty.
- Work of Graduate Coordinator and faculty members who teach graduate students to integrate scholarship opportunities into graduate courses: There are opportunities for faculty and students to work collaboratively to present at conferences.
- Effective partnerships with clinical practice agencies to provide and support the educational mission.”

### Opportunities for Program Improvement/Enhancements

The Faculty continues to struggle with finding enough clinical placements for its students. This is an issue that began when US placements were no longer available after 9/11. The Faculty is working hard to re-introduce these US placement opportunities, and to build a strong roster of other placement opportunities. The reviewers noted that the Faculty should also continue working to ensure consistency among and between clinical placement opportunities and their evaluations, and to increase preceptor engagement and involvement in the programs. With the Western University Schulich School of Medicine – Windsor satellite campus, there are increased opportunities to develop interprofessional education opportunities and research partnerships. (see ER report, pp.1-11)

Excerpt from ER report, p. 12:

#### “Key Vulnerabilities

- Challenges related to filling vacant tenure track positions and creating additional tenure track and AAS positions to support the current undergraduate and graduate programs. This is a particular vulnerability in anticipation of the expansion of the graduate program including the introduction of the PhD program.
- An unknown future for Collaborative BScN Programs across Ontario due to the Colleges of Ontario position of pursuing degree granting status.
- Recognition of faculty members’ workloads with competing demands to manage teaching, scholarship, and service.

- In recognition of these competing faculty demands, the ability of the FON to build research programs that further define the two research streams and are successful in external grant competitions with agencies such as CIHR”

## IMPLEMENTATION PLAN

### Recommendations

*(Final recommendations arrived at by the Program Development Committee, following a review and assessment of the External Reviewers report and the Dean’s response.)*

#### Educational Mandate (in priority order)

1. That the Faculty continue to develop a strategic approach to the integration of Interprofessional Education (IPE) into the undergraduate and graduate program curricula. This approach can support the simulation initiatives as well as theoretical and clinical practice courses. An opportunity to partner with clinical agencies to translate IPE to Interprofessional Care initiatives will further define the uniqueness of the FON Programs.  
**Agents:** Dean, Faculty Council  
**Completion by:** Fall 2016
2. That the Faculty establish a mechanism to involve clinical practice partners in the design, delivery, and evaluation of the Transitions course, through consultation with them, invitations as guest lecturers, *etc.*  
**Agents:** Dean, Faculty members  
**Completion by:** Fall 2015
3. That the Faculty continue efforts and initiatives to reach out to current undergraduate and graduate students, and program graduates and obtain feedback, to help identify key areas for ongoing improvement and opportunities to ensure relevant curricula.  
**Agents:** Dean, Curriculum and Evaluations committees  
**Completion by:** Fall 2014
4. That the Faculty partner with clinical agencies and preceptors to identify mutual learning needs and appropriate education topics and methods of delivery to support preceptors in their education roles.  
**Agents:** Dean  
**Completion by:** Fall 2016
5. Explore opportunities for providing different pathways for pursuing undergraduate and graduate education (*e.g.*, articulation agreements, undergraduate program for university graduates, *etc.*)  
**Agents:** Dean, Faculty Council, Curriculum Committee  
**Completion by:** Fall 2015

#### Research/Scholarship Mandate (in priority order)

6. That the Faculty further operationalize the strategic research plan that clearly defines the research mandate and further develop plans to achieve that mandate. Key areas to consider are
  - a. Further defining the two research streams with a goal of creating programs of research.
  - b. Strategies to support faculty scholarship in particular with external grant agencies such as CIHR.
  - c. Responding to ongoing financial and human resource implications supporting and impacting the research mandate within the Faculty of Nursing.**Agents:** Dean, Faculty Council,  
**Completion by:** Fall 2017