Cyclical Program Review of Academic Programs offered by the School of Nursing
Progress Report on Implementation Plan: 18-month

Date: 2/28/2023

Contact: Erna Snelgrove-Clarke Director, School of Nursing and Vice-Dean (Health Sciences) erna.snelgroveclarke@queensu.ca

Programs	Degrees
Bachelor of Nursing Science (Four-Year)	BNSc
Bachelor of Nursing Science (2-Year Accelerated)	BNSc
Master of Nursing Science	MNSc
Master of Nursing (Post-NP Certificate)	Not offered
PhD (Nursing Science)	PhD
Primary Health Care Nursing Practitioner (Diploma)	DPHCNP
Master of Nursing (Primary Health Care Nursing Practitioner)	MN(PHCNP)
Master of Science (Healthcare Quality)	MSc
PhD (Health Quality)	PhD

Table 1 Add/delete rows as required

At the conclusion of the cyclical program review, a final assessment report and implementation plan was agreed by the Teaching and Learning Office and the Deans of the School of Nursing and [School of Graduate Studies]. These deans are responsible for monitoring the implementation plan. This report is an important step in the overall cycle of continuous improvement and is an opportunity to reflect on, and document, the progress made on incremental improvements to address recommendations in the implementation plan.

Please complete the table below to report on progress made in the past 18 Months against the implementation plan. Add further explanation, if necessary, in the *additional notes* section.

Please complete this report and return it to quqap@queensu.ca by 2/28/2023. The Teaching and Learning Office will review this progress report. It will then be appended to the Deans' annual reports for the [2022-23] academic year, filed in the Office of the Provost and Vice-Principal (Academic). Please note that monitoring reports will be posted on the University web site.

Signature of Unit Head	*Date* February 28, 2023
Signature of Faculty Dean	*Date* March 24, 2023
Signature of Dean (SGSPA)	*Date* March 31, 2023
Signature of Vice-Provost (Teaching and Learning)	*Date* September 20, 2023

Note from SGSPA March 2023: After reviewing the document, there does not seem to be significant progress in implementing some of the major recommendations by September 2021, as outlined in the original implementation plan. It would be beneficial for the School of Nursing to provide a rationale behind delays in implementation.

With addition of the July 2023 update, the progress report was approved by SCPRC on 18 September 2023.

Recommendation 1: The Reviewers recommend ensuring consistency and clarification around Learning Plans (and the orientation of clinical faculty). A clear policy or handbook would be helpful.	
Proposed follow-up	Create policy handbook that addresses standardization of how Learning Plans are introduced, how information is made consistent and, clarifies the protocols for using them. Consult widely within the School including students. Use resources in Centre for Teaching and Learning where applicable.
Responsibility for leading follow-up	Director, School of Nursing and Vice-Dean (Health Sciences)
Timeline for addressing recommendation	By September 2021
Are there additional deliverables associated with the proposed follow-up?	No
Which support units have been engaged as collaborators in supporting additional deliverables? **(If no, please indicate 'N/A')**	n/a
What is the current status of the follow-up? **Include a completion percentage**	In process >75%
Please provide a brief description of the current, completed or planned work	In the Fall of 2021, a change in language and approach was implemented to shift the focus of the learning plans. We initiated the implementation of a revised learning plan (LP) with the goal of moving from a perceived negative approach to a positive and collaborative engagement between student and clinical instructor. The guidelines for this LP, provided to the instructors, focused on the specifics of implementing a LP that was developed from a working group. The working group was comprised of two students and two faculty. In the guidelines we emphasized the positive aspects of

	a LP, outlining the purpose, confidentiality, and opportunities they present. Guidelines included that LPs were to be initiated in person between the Clinical Instructors (CIs) and their students, which allows for clarification prior to the implementation. A student would no longer be informed of a LP through email. The modifications to the process of the implementation of LPs were presented to students during their clinical orientation at the start of term, as well as shared and reviewed in detail with the Course Coordinators (CCs) and CIs at the start of every term. In response to additional student feedback, and to provide further consistency, in the Fall of 2022, the undergraduate program introduced the Focused Learning Pathway (FLP). The FLP replaces the former LP. The Clinical Evaluation tool was expanded (also in response to student feedback) to include a numeric rating system (1-4) for each Learning Outcome (LO) the student is assessed on. The CI and the student each complete a weekly evaluation where they rate the student's performance. This rating system allows the clinical instructor and student to see the change in the student's performance each week. These objective indicators are used to initiate a FLP when a student and clinical instructor find the student is consistently having lower ratings related to a specific LO. A FLP can be initiated by either the student or clinical instructor. On a FLP, the student creates learning goals and strategies related to those outcomes. Unlike the traditional LPs, students on FLPs can close the FLP before the end of the course when they meet the outcome or benchmark, and thereby may not have remediation through to the end of the course. The modified clinical evaluation (with the rating system) and the FLP were piloted in one course in Fall 2022. Feedback from both the students, faculty and staff were incorporated and the trial was expanded for use in four Winter 2023 courses. Consultation with the user groups continues. Should no further revisions be deemed necessary by faculty and students, we aim for full implementation in all practicum courses in the Spring/Fall 2023.The FLP will have an accompanying handbook with guidelines and clarification of use.

Additional Notes:

Please note any additional issues affecting progress, if applicable.

Recommendation 2: The Reviewers recommend that there should be enhanced support for instructional design within SON and include strong connections to university and faculty level support units.	
Proposed follow-up	Seek teaching support from the Centre for Teaching and Learning on broad issues such as decolonizing, inclusivity and curriculum design. Explore feasibility of establishing internal instructional design and IT resources within the School.
Responsibility for leading follow-up	Director, School of Nursing and Vice-Dean (Health Sciences)
Timeline for addressing recommendation	By September 2021
Are there additional deliverables associated with the proposed follow-up?	No
Which support units have been engaged as collaborators in supporting additional deliverables? **(If no, please indicate 'N/A')**	CTL
What is the current status of the follow-up? **Include a completion percentage**	In process >50%
Please provide a brief description of the current, completed or planned work	Faculty members continue to be encouraged to attend the workshops and seminars provided on decolonizing, inclusivity and curriculum design, to ease the necessary transition. There has been a renewed focus toward curricular design, specifically relevant to addressing EDIIA. Specific examples include: • SON hosted Leela Viswanathan in June 2021 for a workshop on EDII Curriculum and Syllabus Design.

	• SON faculty and staff attended the September 2022 CTL Foundations of Indigenous Pedagogies presentation. • In 2022, the Graduate program handbook, previously a static PDF document, was converted to a digital format in the OnQ Graduate Community site. Program staff have been working with the SON IT group to improve course development and teaching support. • SON hosted Professor Tanya McCance in October 2022 for a full week of facilitated workshops on person-centered care. • The Associate Director, Graduate Programs and program staff have attended multiple sessions offered by the CTL and distributed learning resources to program faculty to foster curricular improvement. • The Associate Director, Undergrad programs is a member of the new QHS Faculty Development Planning Committee, led by OPDES, which is in the process of developing two programs that will be offered to all QHS Faculty and students. The scope of the programs will span clinical and classroom instructional design in the spring and fall of 2023. Future initiatives include: • Brittany Pratt has joined the QHS and OPDES Education Team as an Indigenous Education Developer. She has a broad base of experience and knowledge and is a fabulous addition to QHS. She will be instrumental in supporting the SON. • March 30, 2023, Dr. Jacqueline Galica will bring two representatives from the Canadian Indigenous Nurses Association (CINA) to speak in NURS324 as well as having an evening session for faculty and staff. • We are currently revisioning a role description to hire an Indigenous faculty member who is also a researcher in Person Centered Teaching and Curriculum. We hope to hire this scholar in July 2023. • Initiatives for internal instruction design and IT resources continue to be explored as we redesign the undergraduate curriculum to implement a curriculum that reflects the current health care system and those for whom Queen's SON students provide care. • Currently in the SON, we have in house IT support as well as IT support from the QHS IT Department. OPDES provides instruction design support as needed.

Recommendation 3: The Reviewers recommend that wraparound supports be available for distance students	
Proposed follow-up	Consult with the Health Sciences Library and the nursing librarian regarding eReserve services. Provide equivalent online opportunities for distance students to participate in and communicate these opportunities frequently.
Responsibility for leading follow-up	Director, School of Nursing and Vice-Dean (Health Sciences)
Timeline for addressing recommendation	By July 2021
Are there additional deliverables associated with the proposed follow-up?	No
Which support units have been engaged as collaborators in supporting additional deliverables? (If no, please indicate 'N/A')	n/a
What is the current status of the follow-up? **Include a completion percentage**	Completed, and ongoing 100%
Please provide a brief description of the current, completed or planned work	The SON has increased its availability of IT support, accessible to faculty and students. The focus of one IT staff is on SON technology projects, and a second QHS IT staff has their primary workspace in the SON to facilitate access to resolve day-to-day IT issues. These two persons reflect an increase in the availability of IT support. Weekly e-newsletters continue to be distributed to students, faculty, and staff. The newsletters provide information that keep all informed of regular updates and highlights.

	Similar to the undergraduate and Health Quality (HQ) programs, a distribution list (nurs-grad-l@lists.queensu.ca) was created to facilitate communications from program leadership, staff, and the Graduate Program Committee (GPC) student representative to all current graduate students. Graduate Nursing student-led Communities of Practice, and a newly formed (Dec 2022) graduate student society, meet online and are ongoing and spreading beyond the SON and student representatives across programs. The following Graduate forums: Grad Research Day, Academic series, Journal Club are online, and all graduate program meetings, are in a hybrid format. Our Health Sciences representative, Amanda Ross-White, continues to work with us to enable the availability of eReserve Services and we are working towards all UG courses having their textbooks available via e-reserve.

Recommendation 4: The Reviewers recommend that in any decisions regarding space that co-location of services, support staff and programs be prioritized. Sharing of information, best practices and resources should be a continuing effort.	
Proposed follow-up	Leverage ongoing work regarding harmonizing processes and approaches to identify overlapping resources. Create concrete plan to address co-location of services to streamline administrative functions.
Responsibility for leading follow-up	Director, School of Nursing and Vice-Dean (Health Sciences)
Timeline for addressing recommendation	By July 2021
Are there additional deliverables associated with the proposed follow-up?	No
Which support units have been engaged as collaborators in supporting additional deliverables? **(If no, please indicate 'N/A')**	n/a
What is the current status of the follow-up? **Include a completion percentage**	In process 75%
Please provide a brief description of the current, completed or planned work	In 2021, SON achieved efficiency in the administration of the graduate programs. The Health Quality (HQ) Associate Director, HQ Program Manager and HQ Program Coordinator positions were retired and in their place, the Associate Director of Graduate Nursing programs is now also the Associate Director of the HQ programs. A new SON Programs Manager position was created and filled in January 2022 for both undergraduate and graduate programs, which will help provide consistent practices across the school and can better identify overlapping or gaps in resources. The Graduate

	Program Coordinator position now provides coverage for both Graduate Nursing and HQ programs. The combining of all these roles enables consistency as well as an opportunity to harmonize processes, forms, and approaches to student activities across the graduate and undergraduate programs. QHS is taking concrete steps towards collocating the SON and the School of Rehabilitation Therapy. A site has been selected and a SON Building Working Group created. The group met November 2022 to assess the current SON facilities and future needs based on the expected growth of the nursing programs. The findings were submitted to the QHS Building committee in December 2022, opportunities for swing spaces were identified as well as persons that needed to be dedicated SON space. The SON continues to seek efficiencies and harmonize staffing responsibilities, where feasible. In January 2021 an IT Coordinator was hired. After careful consideration and collaboration with Queen's Health Sciences IT, the position was modified to eliminate responsibilities replicated in other QHS staff positions; a team support approach was adopted. While the IT Coordinator provides OnQ support, the position has evolved so that more complex queries are referred to CTL for support. In the QHS budget submission for 2023, task forces have been established to seek opportunities for efficiencies, some of which may include staffing across QHS supports.

Recommendation 5: The Reviewers recommend that efforts be made to remove existing barriers to offer more interdisciplinary offerings for graduate student choice.	
Proposed follow-up	Explore opportunities to partner with other Units to expand interdisciplinarity which will assist students with broadening their thinking and perspectives across artificial disciplinary boundaries.
Responsibility for leading follow-up	Director, School of Nursing and Vice-Dean (Health Sciences)
Timeline for addressing recommendation	By July 2021
Are there additional deliverables associated with the proposed follow-up?	No
Which support units have been engaged as collaborators in supporting additional deliverables? **(If no, please indicate 'N/A')**	n/a
What is the current status of the follow-up? **Include a completion percentage**	In process 50%
Please provide a brief description of the current, completed or planned work	The SON leadership, represented by the Associate Directors of the Undergraduate and Graduate programs, reside on the QHS Interprofessional Education Committee, since it was established in 2019. In 2021, the Undergraduate program incorporated select seminars of the IPE series as mandatory elements of the fourth-year curriculum. All SON fourth-year undergraduate and graduate students are encouraged to attend the QHS Interprofessional seminars. In March 2023, there will be an IP Leadership Symposium that all fourth-year nursing students will attend.

	Grad Nursing Students in the course-based stream of the MNSc have begun to take courses outside the SON to fulfill the need for electives. Most-commonly taken, are courses within the MScHQ and the MSc Aging and Health. Interdisciplinary supervisors for PHD HQ students are sought and cross-appointed to the SON. In addition, the QHS strategic plan accounts for 20% interprofessional education. In collaboration with the Vice Dean, Education, the SON faculty continue to explore interprofessional opportunities.

Recommendation 6a: Reviewers recommend that faculty and course leads avail themselves of the teaching and learning supports at Queen's.	
Proposed follow-up	Consult with Centre for Teaching and Learning and leverage its expertise in crafting learning outcomes to reflect progression from introductory to higher-order thinking skills.
Responsibility for leading follow-up	Director, School of Nursing and Vice-Dean (Health Sciences)
Timeline for addressing recommendation	Consultation to begin by September 2021
Are there additional deliverables associated with the proposed follow-up?	No
Which support units have been engaged as collaborators in supporting additional deliverables? **(If no, please indicate 'N/A')**	CTL
What is the current status of the follow-up? **Include a completion percentage**	In process >50%
Please provide a brief description of the current, completed or planned work	In the spring of 2022, the Undergraduate Curriculum Committee (UCC) turned their focus to leveling learning outcomes. In May, the CTL gave a presentation to the UCC: Levelling Learning Outcomes in Nursing. UCC is now actively reviewing the learning outcomes of each course. A one-day workshop is being planned for April 2023. A facilitator from CTL and each course professor will be in attendance to actively participate in leveling the learning outcomes for the undergraduate nursing program.

	Learning outcomes for courses and Program outcomes in the PhD Nursing, PhD Health Quality and the MSc Health Quality (MScHQ) have been reviewed and reworked by a working group of faculty members. A validation exercise for this work was started in 2022 and involved broad consultation from both within and beyond the SON. Only minor modifications were required for PhD outcomes. MScHQ outcome modifications will be included in the major modification of that program's curriculum planned for submission in early 2023. Activities of this group will be extended to the MNSc and MN programs once the current work is complete. The MScHQ program submitted a successful application for Candidacy with the goal of full CAHME accreditation within 5 years. Through this process we reviewed and strengthened many aspects of our program, including: mapping course outcomes to program level outcomes; ensuring assessments were mapped to, and reflective of, course outcomes; developing competency-based language for all course outcomes; and aligning both the competencies and the courses in which they are taught. Further supports for teaching and learning will be sought as we revise the undergraduate curriculum.

Recommendation 6b. Ongoing curricular review should include examining duplicate courses and where collaborative/efficiencies can be found.	
Proposed follow-up	Consult with Centre for Teaching and Learning and leverage its expertise with curricular reviews.
Responsibility for leading follow-up	Director, School of Nursing and Vice-Dean (Health Sciences)
Timeline for addressing recommendation	Complete Curricular Review by December 2021
Are there additional deliverables associated with the proposed follow-up?	No
Which support units have been engaged as collaborators in supporting additional deliverables? **(If no, please indicate 'N/A')**	n/a
What is the current status of the follow-up? **Include a completion percentage**	In process 50%
Please provide a brief description of the current, completed or planned work	The graduate programs continue to evaluate the amalgamation of NURS 905 and HQRS 905 for student impact and content delivery. Course instructors and students remain in support of keeping the distinction between the two programs for NURS 902 & 903 and HQRS 902 & 903. There is opportunity to share some teaching of these courses with other schools as the interprofessional education agenda related to the QHS strategic plan rolls out. In December 2022, the SON held a full day retreat where SON faculty, staff, students, QHS Dean, QHS Vice-Dean of Education, and community partners engaged in appreciative inquiry to imagine

	and discuss the design of the future of a growing Undergraduate Nursing Program. The strategies discussed are needed to enhance students' preparation for the realities of practice; enhance student wellness, including mental and physical health; enhance faculty, staff, and partners' mental and physical health; enhance EDIIA for all SON members and partners from admissions to instruction, through graduation; strengthen foundations with, and expand clinical partnerships; and the strategies need to be scalable to accommodate increased student numbers. The breadth of perspective and expertise of the participants resulted in many new ideas and opportunities, which the SON leadership will apply in ongoing work to revise the undergraduate curriculum to best meet the needs of todays health care system. In this curriculum review and revision, we will identify areas for collaboration and efficiencies.

Recommendation 7. The Reviewers recommend that strong relationships with clinical partner agencies are prioritized and optimized. Consider the development of post-graduate certificates.	
Proposed follow-up	Develop strategic plan regarding the development of post-graduate certificates to build on existing strong relationships with clinical partner agencies.
Responsibility for leading follow-up	Director, School of Nursing and Vice-Dean (Health Sciences)
Timeline for addressing recommendation	Strategic Plan by December 2021
Are there additional deliverables associated with the proposed follow-up?	No
Which support units have been engaged as collaborators in supporting additional deliverables? **(If no, please indicate 'N/A')**	n/a
What is the current status of the follow-up? **Include a completion percentage**	In process 50%
Please provide a brief description of the current, completed or planned work	SON continues to prioritize building strong relationships with clinical partner agencies. The Director meets monthly with nurse leaders in KHSC and Providence Care. She also maintains an ongoing and active relationship with nurse leaders in Napanee and Quinte Health. Community health care agencies were invited to and attended the week-long workshop series in October 2022, hosted by SON. In this workshop, we explored person-centred theory and practice. Several Community partners also attended the SON curriculum retreat in December 2022 where the school engaged participants in an envisioning exercise for the future of the Undergraduate

	Program. Because of this outreach, the number of placement partners continues to increase. Two new relationships were sparked from the curriculum retreat alone. At this time of fiscal restraint, the QHS CFAO has asked that all revenue-generating activities be suspended until we, as a faculty, are more financially prudent. Opportunities for strategic development of post-graduate certificates is currently placed on hold. We are currently formalizing our process with our clinical partners to document shared goals and requirements, and in Spring 2023 will introduce an annual “satisfaction” survey as a tool to expand our dialogue with our placement partners.

Recommendation 8. The Reviewers recommend that the Health Quality graduate programs engage in the collection of evaluative information, student feedback, suggestions for improvement and the development of an evaluation plan.	
Proposed follow-up	Develop overarching evaluation plan for all academic programs in the School of Nursing.
Responsibility for leading follow-up	Director, School of Nursing and Vice-Dean (Health Sciences)
Timeline for addressing recommendation	By September 2021
Are there additional deliverables associated with the proposed follow-up?	No
Which support units have been engaged as collaborators in supporting additional deliverables? **(If no, please indicate 'N/A')**	
What is the current status of the follow-up? **Include a completion percentage**	In process >25%
Please provide a brief description of the current, completed or planned work	The HQ Advisory committee met September 22, 2021. The advisory committee membership has changed to include members from previous years and updated to include members from the current environment. Note, in the three years since the committee last met, some organizational leadership has changed and new organizations formed (e.g. Healthcare Excellence Canada). Faculty teaching in HQ Programs, the Associate Director and Director of the School of Nursing were in attendance. The discussion was facilitated by the SON graduate programs' Associate Director, as Chair. Attendees received an overview of program structure, learning outcomes and program

	evaluation data from the last 5 years. In particular, attendees were asked for feedback for program outcomes and structure, incorporation of EDIIA content and foci and strategic direction for research and program evaluation. Some very astute suggestions were recorded relevant to the major modification to MScHQ and the recommendation made to revise the HQ Programs' Mission, Vision, Values. The next Advisory Committee meeting will be in Fall 2023. A Major modification to the course plan for the MScHQ will address recommendations from the Advisory Council and structural issues at the Program level, specifically a change to the HQRS 840 offering, and an addition of an individual project option. There will also be a modification of Program outcomes including the addition of EDIIA language, refresh of focus and mapping to new Graduate Degree Level Expectations. Outcomes modified in draft by the Program Outcomes Working Group will be circulated to the following groups for comment: faculty, Centre for Teaching and Learning, OPDES, and the Equity Office. The new Programs Manager position, filled in January 2022, oversees the administration of program evaluation for the Undergraduate, Graduate Nursing, and Health Quality Programs. A Program Evaluation Working Group for the graduate programs was formed in fall 2022 with a focus on developing a Program Evaluation "blueprint" for the Grad Nursing and HQ programs, including identifying key statistics and data to collect, and creating evaluation tools to collect the data for the 2023-2024 academic year.

Recommendation 9. The Reviewers recommend that a full-time librarian be in place at all times	
Proposed follow-up	Responsibility for this recommendation does not rest with the School of Nursing. On behalf of the Provost, the Vice-Provost (Teaching and Learning) will raise this matter with the Vice-Provost and University Librarian.
Responsibility for leading follow-up	n/a
Timeline for addressing recommendation	n/a
Are there additional deliverables associated with the proposed follow-up?	No
Which support units have been engaged as collaborators in supporting additional deliverables? **(If no, please indicate 'N/A')**	n/a
What is the current status of the follow-up? **Include a completion percentage**	Completed 100%
Please provide a brief description of the current, completed or planned work	A full-time librarian (100%) is now in place to support the SON.

Recommendation 10: The Reviewers recommend that work be done to examine where efficiencies can be made, where additional support staff may be required and where to ensure that staff have opportunities to collaborate and share best practices.	
Proposed follow-up	Establish working group to identify gaps in support staff considering the changing learning environment and student needs.
Responsibility for leading follow-up	Director, School of Nursing and Vice-Dean (Health Sciences)
Timeline for addressing recommendation	By December 2021
Are there additional deliverables associated with the proposed follow-up?	No
Which support units have been engaged as collaborators in supporting additional deliverables? **(If no, please indicate 'N/A')**	n/a
What is the current status of the follow-up? **Include a completion percentage**	In process 50%
Please provide a brief description of the current, completed or planned work	The new Programs Manager position plans, prioritizes, and manages work of the program staff. In working with the staff, they will identify the gaps in staff resources and related efficiencies. The program teams meet monthly and discuss opportunities to optimize processes, and how to incorporate best practices, such as providing backups and cross-training for each role so that the program does not experience a break in service or coverage for key tasks. In addition to providing consistency in the school, this strategy is anticipated to promote wellness in the staff and reduce stress.

	Since September 2022, the Associate Director, Undergraduate Programs, Clinical and the SON Director have been meeting with undergraduate student classes in wellness workshops, townhalls and Q&As. Each class has met at least three times with the SON leadership. These meetings provide the student cohorts the opportunity to give feedback on their needs. The leadership will use this information to help identify gaps in support staff. The graduate program team staff meet once a year with other QHS program staff to share best practices across the QHS professional masters programs. The strength in the staff relationships is a noted strength in the SON and we will continue to promote this achievement.

Recommendation 11: The Reviewers recommend that dedicated and permanent resources be put in place to address mental health and well being.	
Proposed follow-up	Work with Student Affairs to explore mechanisms to ensure sustainable supports: meet student needs; identify struggling students.
Responsibility for leading follow-up	Director, School of Nursing and Vice-Dean (Health Sciences)
Timeline for addressing recommendation	To begin by September 2021
Are there additional deliverables associated with the proposed follow-up?	No
Which support units have been engaged as collaborators in supporting additional deliverables? **(If no, please indicate 'N/A')**	n/a
What is the current status of the follow-up? **Include a completion percentage**	Completed, yet ongoing 100%
Please provide a brief description of the current, completed or planned work	At every opportunity SON uses a person-centered approach addressing the wellbeing of the students, faculty, and staff. To support students, in September 2021, a Personal Counsellor (60%) was hired to support all Nursing students and is embedded in Queen's Student Wellness Services. In January 2022, an additional Undergraduate Program Coordinator was hired whose responsibility is 50% academic advising, thereby increasing the advising availability to undergraduate students.

	In October 2022, Wellness Workshops were introduced for undergraduate students. These workshops are facilitated by Student Wellness faculty and second-year nursing wellness representatives. The goal of the workshop for first year nursing students is to help them proactively attend to maintaining health in transitioning to university, nursing student life, and to navigate day to day situations that are common to first year nursing students. The objective for upper-year learners is to adopt a more holistic mindset regarding mental health and identify strategies to improve their wellness during nursing school. The workshops were developed with input from upper-year nursing students and are scheduled to occur once a term in the fall and winter terms, per cohort. From June 2020 to present, the SON faculty have offered bi-weekly Wellness Coaching to all students (this is in additional to the Embedded Mental Health Counsellor). Recognizing the ongoing mental health challenges and the well being of nursing students, we are currently exploring the hiring of an additional Embedded Mental Health Counsellor. The impact of COVID and health care challenges is impacting the landscape and context in which students engage. We recognize this impact and aim to enable additional student supports. To support faculty, in April 2022, "Practice Development School week" was offered to faculty. The facilitator's research interest is in person-centred curriculum development, specifically how healthful relationships influence person-centred transformational learning in the clinical practice setting. A one-day Practice Development session on "Understanding person-centredness to live an authentic life" was offered to staff. In September 2022, the leadership team began monthly leadership coaching to support their productivity and well-being.

Recommendation 12: The Reviewers recommend that SON continue to engage in conversations about attracting and supporting diverse students.	
Proposed follow-up	Explore ways to expand attracting, recruiting and supporting a diverse student body. Enlist the help of the Office of the University Registrar. Examine successful existing programs within the University, for example the Queen's Engineering Outreach Office, for best practices.
Responsibility for leading follow-up	Director, School of Nursing and Vice-Dean (Health Sciences)
Timeline for addressing recommendation	Ongoing
Are there additional deliverables associated with the proposed follow-up?	No
Which support units have been engaged as collaborators in supporting additional deliverables? **(If no, please indicate 'N/A')**	SPSGA
What is the current status of the follow-up? **Include a completion percentage**	In process <25%
Please provide a brief description of the current, completed or planned work	As we expand admission in the undergraduate program, we will continue to seek supports for our diverse student population. The Undergraduate Associate Director is working with the Coordinator, International Agreements & Partnerships to develop a new undergraduate exchange partnership with Vin University in Vietnam as well as exploring other countries and their universities that may fit with the SON program.

	In June 2022, SON participated in the pilot of the QHS Outreach and Summer Program (QHSOSP) workshop, where 15 equity-deserving high school students from Kingston. The SON held a 2-hour interactive workshop with these high school students to expose them to the field of nursing, where they rotated through five different hands-on activities. Current nursing students facilitated the activities and gave a presentation on their own path into the program. In 2023, we expect to have 20 equity-deserving high school students attend the QHSOSP workshop. With a major revision to the undergraduate curriculum, we will avail of this opportunity to continue exploring additional approaches to attracting a diverse student body. In recent endeavours to support a diverse student body is the approval of a new club in the SON, the Canadian Black Nurses Association. The affiliated group in the school has been provided with funds to initiate their support for Black nursing students in the SON. The Nest, a recent endeavour for QHS students, provides a supportive environment for students from all cultural backgrounds. Working with our health colleagues, we will continue to explore approaches to support the student body. For the 2022-2023 admissions cycle, the Graduate Nursing and Health Quality programs implemented an Adjudicator Agreement for the admissions process. This agreement includes the requirement of the adjudicators to complete EDIIA training modules. For the 2023-2024 admissions cycle, the MScHQ program requires application essay questions that prompt for comments and the students impacts with regards to EDIIA. Both of these initiatives were implemented to help remove systemic bias. The development of the MScHQ program has initiated discussions with SGSPA regarding funded spaces for MScHQ, and/or separate admissions pathway for equity-deserving candidates.

July 19, 2023

TO: Senate Cyclical Program Review Committee

FROM: Erna Snelgrove-Clarke Director, School of Nursing and Vice-Dean (Health Sciences)

RE: Cyclical Program Review of Academic Programs offered by the School of Nursing
Progress Report on Implementation Plan: 18-month (Feb 2023)

Thank you for the committee's feedback and the opportunity to address the issue of the timelines.

At the time the Implementation Plan was drafted, the faculty in the School of Nursing were in the process of addressing some of the recommendations and felt that many of the School's proposed actions to satisfy the recommendations had already been completed or would be completed imminently.

In the cases of recommendations 1, 2, 4, and 8, the faculty of the School executed the preliminary plan outlined in June 2020, by the agreed due dates set at that time. However, since receiving the Final Assessment Report in September 2021, the faculty in the School have taken further action in these areas. These actions were documented in the interim report and indicated a percentage for those current initiatives.

In the case of recommendation 5, the Interim Report should have indicated it 100% complete for the Graduate Programs. The faculty of the School are seeking more interdisciplinary opportunities for the undergraduate programs.

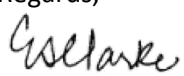
In the cases of recommendations 6a, 6b, and 10, COVID caused the delay in implementation as we experienced reduced staffing due to illness, and fewer opportunities for in-person meetings.

In the case of recommendation 7, fiscal restraint is postponing the School's development of post-graduate certificates.

In the case of recommendation 12, the delay was due to COVID and organizational changes in leadership over the last two years.

The attached table outlines the steps to completion and timeline for delivery of our current initiatives.

Regards,



Erna Snelgrove-Clarke
Director, School of Nursing and Vice-Dean (Health Sciences)

Attachment: School of Nursing revised timeline for 18-month progress report

Recommendation 1: The Reviewers recommend ensuring consistency and clarification around Learning Plans (and the orientation of clinical faculty). A clear policy or handbook would be helpful.	
Outline of steps to completion	The undergraduate program continues to evaluate the effectiveness of learning plans through feedback from Clinical Instructors, faculty and students. Modifications will be made to the current FLP and it will be redesigned to be a 'Student Plan' built with the student's individual needs in mind. The plan will be tailored directly to the student and their learning styles in conjunction with the student and their Clinical Instructor. This approach is based on person-centeredness as discussed in the Foundation of Nursing Studies article: "Enabling nursing students to have a voice in designing a learning resource to support their participation in a clinical placement" (https://www.fons.org/library/journal/volume11-issue2/article4). An OnQ site is being developed, dedicated to support Clinical Instructors with resources specifically aimed at developing student plans. The student plan will be objective, and aimed at the clinical level for which the student is being evaluated. The Student Plan will be discussed directly with the Clinical Lead to ensure consistency with the clinical course. In the Fall 2023 Clinical Orientation, the Associate Director will be sharing a draft of a new clinical instructor handbook. In the draft, we will be identifying ways of supporting student-led learning, approaches to equity amongst students in the clinical environment. This handbook will enable ways of working that are amenable to faculty, clinical instructors and students. This process will be ongoing as we receive feedback from learners and instructors.
Revised timeline for delivery	September 2023
Recommendation 2: The Reviewers recommend that there should be enhanced support for instructional design within SON and include strong connections to university and faculty level support units.	
Outline of steps to completion	The undergraduate program is embarking on a curriculum redesign. The process is in its early stages and Laurie Gedcke-Kerr, Associate Director, Undergraduate Programs, is currently developing an advisory board and working group with individuals inside and outside the school. The school's Associate Professor Rylan Egan has a background in Educational Psychology and will be supporting the instructional design for the curriculum overhaul.
Revised timeline for delivery	September 2026
Recommendation 4: The Reviewers recommend that in any decisions regarding space that co-location of services, support staff and programs be prioritized. Sharing of information, best practices and resources should be a continuing effort.	

Outline of steps to completion	Efficiencies were achieved in the School of Nursing in 2021, described in the interim report. Co-location of services is outstanding and awaiting funding for the building planned to house the schools of **Nursing and Rehab**, outlined in the QHS Strategic Plan 2021-2026.
Revised timeline for delivery	December 2026
Recommendation 6a: Reviewers recommend that faculty and course leads avail themselves of the teaching and learning supports at Queen's.	
Outline of steps to completion	The undergraduate program is embarking on a curriculum redesign, which will involve leveraging expertise from the Centre for Teaching and Learning in the process.
Revised timeline for delivery	September 2026
Recommendation 6b. Ongoing curricular review should include examining duplicate courses and where collaborative/efficiencies can be found.	
Outline of steps to completion	The undergraduate program is embarking on a curriculum overhaul, which will include examining where collaborative efficiencies can be found.
Revised timeline for delivery	September 2026
Recommendation 7. The Reviewers recommend that strong relationships with clinical partner agencies are prioritized and optimized. Consider the development of post-graduate certificates.	
Outline of steps to completion	Because fiscal restraint has resulted in opportunities for strategic development of post-graduate certificates to be placed on hold, the School continues to develop strategies to build on existing, and grow new, clinical partnerships.
Revised timeline for delivery	ongoing
Recommendation 8. The Reviewers recommend that the Health Quality graduate programs engage in the collection of evaluative information, student feedback, suggestions for improvement and the development of an evaluation plan.	
Outline of steps to completion	Programs Manager hired in 2022 will lead the examination of the current program evaluation activities and development of new evaluation activities where gaps are identified. This will include creating a standardized program evaluation model for all academic programs in the school.

Revised timeline for delivery	September 2026
Recommendation 10: The Reviewers recommend that work be done to examine where efficiencies can be made, where additional support staff may be required and where to ensure that staff have opportunities to collaborate and share best practices.	
Outline of steps to completion	The interim report describes how SON has been examining the staffing complement for efficiencies, gaps and sharing best practices. Approval and implementation of recommendations will resume post hiring freeze.
Revised timeline for delivery	December 2026
Recommendation 12: The Reviewers recommend that SON continue to engage in conversations about attracting and supporting diverse students.	
Outline of steps to completion	As part of the curriculum redesign of the undergraduate program, the admissions requirements will also be examined for opportunities to attract and support diverse students.
Revised timeline for delivery	ongoing