

Queen's University Quality Assurance Processes

Cyclical Program Review Progress Report

This form is for use by academic units and Deans to report on the progress made on Cyclical Program Review Implementation Plans. Progress Reports are important steps in the overall cycle of continuous improvement as they provide opportunity for reflection as well as for planning ahead to the next stage of the Cyclical Program Review (QUQAP 6.9.3.1).

Please complete the table below to report on progress made in the past Choose an item. against the implementation plan.

Once the unit completes their section of the form, please return a signed copy to quqap@queensu.ca. The form will then be sent to the Faculty Dean and the Dean, SGSPA (if applicable) for their comments and signatures, then to the Vice-Provost, Teaching and Learning for review and signature. It will then be submitted to the Senate Cyclical Program Review Committee (SCPRC) for review and approval, then to Senate for information. **All monitoring reports will be posted on the Provost's Quality Assurance website**, and academic units are strongly encouraged to post the reports on their own websites.

Name of Program(s) under Review
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

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1. Academic Unit Report

1.1 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:	September 2023 N.B. Timeline set in implementation plan: By September 2021"
What is the current status of the follow-up?	Completed
Include a completion percentage:	100%
Please provide a brief description of the current, completed or planned work:	<p>A new learning plan process was created in collaboration with the students. The process was trialed with a cohort of students and suggestions and lessons learned were incorporated. With a person-centeredness approach, the new Collaborative Support Plan (CSP) is a redesigned learning plan that is a 'Student Plan' with each student's individual needs in mind. Each plan is tailored directly to the student and their learning styles in conjunction with the student and their Clinical Instructor. Information about the CSP, including the process, is outlined in each clinical course syllabus.</p> <p>An OnQ site was developed to support Clinical Instructors with resources specifically aimed at developing the new CSPs. Each student plan is now tailored and aimed at the clinical level for which the student is being evaluated. Students discuss their plans directly with their respective Clinical Lead to ensure consistency with the clinical course.</p> <p>In the Fall 2023 Clinical Orientation, the Associate Director shared this new clinical instructor handbook. It includes examples of ways to supporting student-led learning, and approaches to equity amongst students in the clinical environment. This handbook is a living document, and its development is a process that will be ongoing as we receive feedback from learners and instructors.</p> <p>The undergraduate program continues to evaluate the effectiveness of learning plans as well, through feedback from Clinical Instructors, faculty and students.</p>
If the recommendation has not been fully addressed within the proposed timeline, please provide a	

rationale as well as a plan for moving forward:	
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1.2 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:	September 2026 N.B. Timeline set in implementation plan: By September 2021
What is the current status of the follow-up?	Completed
Include a completion percentage:	100%
Please provide a brief description of the current, completed or planned work:	<p>Over the last four academic years, the School of Nursing (SON) has engaged with the Centre for Teaching and Learning (CTL): 65 sessions were attended by 106 faculty and graduate students, averaging almost 2 sessions per individual. In 2024, the MSChQ program underwent a major modification, which included updated Program Learning Outcomes (PLO) with a focus on I-EDIAA. Lindsay Brant (Educational Developer, Indigenous Pedagogies and Ways of Knowing), individuals from the office of the Vice-Principal (Culture, Equity, and Inclusion) and Giselle Valarezo (EDI Program Manager, Queen's Health Sciences (QHS)) were consulted in the development of the new PLOs.</p> <p>Through the SON's work in undergraduate curriculum re-envisioning, the following instructional design experts were consulted: Lindsay Brant (Educational Developer, Indigenous Pedagogies and Ways of Knowing), Brittney Pratt (Good Medicine Wellness on Tyendinaga Territory), Shelley Cobbett (Site Administrator, Dalhousie University School of Nursing), Mary van Soeren (Arthur Labatt Family School of Nursing faculty member at Western University), Rylan Egan (Associate Director Graduate Programs, SON), Yasmine Djerbal (Associate Director, CTL), and Giselle Valarezo (EDI Program Manager, QHS. SON has been exploring using instructional design and IT resources centralized in QHS such as Office of Professional Development & Educational Scholarship (OPDES), IT, and Clinical Lab and Simulation.</p>

	In 2025, the Undergraduate Program is planning the addition of an elective course offering for 2026-2027 that explores and examines cultural humility in Nursing. Also in 2025, the Canadian Association of Schools of Nursing (CASN) released the Cultural Humility and Cultural Safety Standards for Nursing Education. Queen's BNSc programs will begin implementing these standards and learning outcomes in the curriculum.
If the recommendation has not been fully addressed within the proposed timeline, please provide a rationale as well as a plan for moving forward:	

1.3 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:	July 2021
What is the current status of the follow-up?	Completed
Include a completion percentage:	100%
Please provide a brief description of the current, completed or planned work:	Completed before submission of 18-month report. 18-month report available at: Progress Reports
If the recommendation has not been fully addressed within the proposed timeline, please provide a rationale as well as a plan for moving forward:	

1.4 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:	December 2026 N.B. Timeline set in implementation plan: By July 2021
What is the current status of the follow-up?	Completed
Include a completion percentage:	100%
Please provide a brief description of the current, completed or planned work:	Over the last four years, SON has created efficiencies in the following areas: the leadership and administration of the Health Quality (HQ) and Graduate Nursing programs were combined and both work in the Cataraqui Building; a Programs Manager position was created to work with both undergraduate and graduate programs, which helps to promote consistent processes across all SON programs; QHS IT and marketing resources are shared across all of QHS; both undergraduate and graduate students now have dedicated spaces in the Cataraqui Building to study and meet; the PhD programs have undergone a minor modification to the Comprehensive Exam process that will result in benefits to both HQ and Nursing students while improving administrative efficiency; the SON Simulation Lab (SimLab) and School of Medicine (SOM) SimLab have begun to share resources and by Summer 2025 the spaces will be fully amalgamated. QHS is pursuing rationalized centralization to which SON has contributed in large strides. SON is currently seeking approval for a Nursing Simulation Consultant position that would enhance interprofessional simulation across Queen's Health Sciences. They would be responsible for planning, implementing and evaluating programs and services to support the research, training and teaching and learning needs of the SON and QHS community.
If the recommendation has not been fully addressed within the proposed timeline, please provide a rationale as well as a plan for moving forward:	

1.5 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
What is the current status of the follow-up?	Completed
Include a completion percentage:	100%
Please provide a brief description of the current, completed or planned work:	Completed before submission of 18-month report.
If the recommendation has not been fully addressed within the proposed timeline, please provide a rationale as well as a plan for moving forward:	

1.6 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:	September 2026 N.B. Timeline set in implementation plan: "Consultation to begin by September 2021"

What is the current status of the follow-up?	Completed
Include a completion percentage:	100%
Please provide a brief description of the current, completed or planned work:	<p>The CTL office has reported that over the last four academic years, 65 sessions were attended by 106 SON faculty and graduate students, averaging almost 2 sessions per individual.</p> <p>MSchQ PLOs were updated in 2024 via a major modification. There are plans to update the PLOs for Nursing PhD, MNSc, MN-PHCNP and BNSC within the coming year. The undergraduate programs have started work on curriculum updates and have already leveraged expertise from the CTL in the development of the Guiding Principles for the undergraduate program.</p>
If the recommendation has not been fully addressed within the proposed timeline, please provide a rationale as well as a plan for moving forward:	

1.7 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:	September 2026 N.B. Timeline set in implementation plan: "Complete curricular review by December 2021"
What is the current status of the follow-up?	Completed
Include a completion percentage:	100%
Please provide a brief description of the current, completed or planned work:	<p>The MSchQ and MN-PHCNP programs are in the process of curricular reviews. In consultation with OPDES, the course offerings for MSchQ are being examined to ensure the program remains current and effectively addresses today's evolving healthcare challenges. SON is currently proposing a minor modification of the MN-PHCNP Masters courses by adding course options that better align with their academic and career goals. The MN-PHCNP program will be working with the PHCNP Consortium when the clinical curriculum is reviewed.</p> <p>The undergraduate courses are being examined to review for overlapping content.</p>

If the recommendation has not been fully addressed within the proposed timeline, please provide a rationale as well as a plan for moving forward:	
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1.8 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:	ongoing N.B. Timeline set in implementation plan: "Strategic Plan by December 2021".
What is the current status of the follow-up?	Completed
Include a completion percentage:	100%
Please provide a brief description of the current, completed or planned work:	To strengthen existing partnerships with clinical agencies, the SON's strategy is to build relationships through site visits. Recent meetings with new and potential community clinical partners include: Northumberland Hills Hospital (Nov 2023), Providence Care Hospital (Dec 2023), Kingston Community Health Centre (Jan 2024), Smiths Falls NPLC (Jan 2024), Peterborough Regional Health Centre (Feb 2024), Yukon Constellation Health Centre in Whitehorse (Feb 2024), Providence Care Hospital (Mar 2024), and Lakeridge Health (Nov 2023, Feb 2025).
If the recommendation has not been fully addressed within the proposed timeline, please provide a rationale as well as a plan for moving forward:	

1.9 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.
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Responsibility for leading follow-up:	Director, School of Nursing and Vice-Dean (Health Sciences)
Timeline for addressing recommendation:	September 2026 N.B. Original timeline set in implementation plan was September 2021.
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:	The Program Evaluation Committee (PEC) has made progress in evolving its terms of reference to better meet the needs of the School of Nursing. Committee membership was expanded to include students who represent the undergraduate nursing programs, graduate nursing programs and HQ programs, and an additional two SON faculty members. In 2023-2024, PEC recommended programs develop Logic Models for all of SON programs, which have been completed for the MSCHQ and MN-PHCNP programs, so far. PEC is currently reviewing its Terms of Reference to enhance its effectiveness in overseeing the creation of a program evaluation framework for both undergraduate and graduate programs and guiding the evaluation activities of the programs administered by SON.
If the recommendation has not been fully addressed within the proposed timeline, please provide a rationale as well as a plan for moving forward:	

1.10 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:	Director, School of Nursing and Vice-Dean (Health Sciences)
Timeline for addressing recommendation:	N/A

What is the current status of the follow-up?	Completed
Include a completion percentage:	100%
Please provide a brief description of the current, completed or planned work:	Completed before submission of 18-month report.
If the recommendation has not been fully addressed within the proposed timeline, please provide a rationale as well as a plan for moving forward:	

1.11 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:	December 2026 N.B. Original timeline set in implementation plan was December 2021.
What is the current status of the follow-up?	Completed
Include a completion percentage:	100%
Please provide a brief description of the current, completed or planned work:	Following program staff attrition and the restructuring of marketing and IT resources in QHS, the Associate Director of Administration, Initiatives, and Operations, in collaboration with the Programs Manager, have launched a comprehensive review of operational tasks for the complement of administrative staff. This initiative aims at identifying operational efficiencies and optimizing support staff roles. Opportunities for cross-training are also being explored. Focus is being placed on ensuring that students' wellness and their academic needs are met effectively. Any proposed changes will be informed by feedback from students, faculty and staff.

If the recommendation has not been fully addressed within the proposed timeline, please provide a rationale as well as a plan for moving forward:	
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1.12 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.
What is the current status of the follow-up?	Completed
Include a completion percentage:	100%
Please provide a brief description of the current, completed or planned work:	Completed before submission of 18-month report.
If the recommendation has not been fully addressed within the proposed timeline, please provide a rationale as well as a plan for moving forward:	

1.13 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
What is the current status of the follow-up?	Completed
Include a completion percentage:	100%
Please provide a brief description of the current, completed or planned work:	<p>The undergraduate programs are actively exploring opportunities to attract and recruit a diverse student body, which includes outreach programming. The SON consulted with the Queen's Engineering Outreach Office, whose program is fully funded externally. With the infusion of external funding, SON looks forward to the possibility of establishing a similar initiative for prospective nursing students. In the meantime, SON has increased its outreach to local grade schools. SON provides several interactive tours on campus, in addition to participating annually in the Queen's Health Sciences Outreach and Summer Program (QHSOSP).</p> <p>In 2023-2024, the BNSc program had its first Promise Scholar.</p> <p>In fall 2024, the undergraduate programs welcomed 21 international students, three times the usual number.</p> <p>In March 2025, SON will be holding its first Queen's BNSc program webinar for high school students in China.</p> <p>For the 2024-2025 academic year, SON appointed an I-EDIIA Champion. This new position was created to support a culture where students and employees feel valued, respected and included by promoting equity, diversity, inclusion, and decolonization. They have the responsibility to raise awareness of I-EDIIA issues that influence culture, practice and decision making in the SON.</p>
If the recommendation has not been fully addressed within the proposed timeline, please provide a rationale as well as a plan for moving forward:	

1.14 Provide 2-3 examples of how the program(s) under review have improved as a result of the cyclical program review process.

1. While SON is committed to continuous improvement through systematic program evaluation, there is a risk of overlooking a comprehensive review when focusing solely on addressing specific issues. The CPR process ensures an in-depth review of gaps and strengths in all aspects of the programs, such as the review and update of program objectives and learning outcomes, in a timely manner. Examples include the update of the MScHQ PLOs, integrating a focus on I-EDIIA; faculty development programs incorporating the expertise in curricular design offered through CTL; and working with Queen's Undergraduate Admissions department to update admission and recruitment practices to increase diversity in our student body.

2. The QUQAP CPR facilitates feedback from industry professionals, alumni, and stakeholders through the lens of external reviewers. External reviewers can provide an unbiased perspective and improved accountability. Their recommendations both reinforce SON's priorities and identify additional opportunities. As an example, the development of a Clinical Instructor OnQ site and handbook that supports the delivery of consistent, student-centered learning in the use of CSPs.
3. The CPR challenges the school to identify opportunities for efficiency and effectiveness. Examples for SON are streamlining leadership roles, and fostering staff wellness through cross-training, backup coverage, and wellness initiatives, improving both administrative and clinical support.

2. Decanal Response

2.1 Include any general comments on the Progress Report:

The School of Nursing is making excellent progress on all action items.

2.2 Comment on any recommendations that have not been addressed within the proposed timeline:

All are completed or on track.

2.3 Comment on any recommendations that require the Dean's action, such as recommendations that involve budgetary considerations.

None.

3. Decanal (School of Graduate Studies and Postdoctoral Affairs) Response (if applicable)

3.1 Include any general comments on the Progress Report:

I would like to commend the School of Nursing for its commitment to the quality assurance process. The School has made excellent progress in the initiatives undertaken and have made good use of the available resources to meet their objectives. I look forward to seeing how the program grows in the years to come.

3.2 Comment on any recommendations that have not been addressed within the proposed timeline:

I would like to note that while some of the progress reports indicate 100% completion, the accompanying descriptions do not always appear to support that assessment. For example, items 1.7 and 1.8 include a recommendation regarding post-graduate certificates that has not been directly addressed by the program. Similarly, item 1.11 seems to reflect a status that is still "in progress" rather than fully complete.

I would also draw attention to item 1.13, which appears to focus solely on undergraduate students and may benefit from consideration of graduate students as well.

Authorizations



March 31, 2025

Signature of Unit Head-

Date



June 10, 2025

Signature of Faculty Dean


Date



June 17, 2025

Signature of Vice Provost and Dean, SGSPA

Date



July 4, 2025

Signature of Vice-Provost, Teaching and Learning

Date

September 24, 2025

Date of Review and Approval by the Senate Cyclical Program Review Committee