

Curriculum Renewal: Analysis and Action Plan Template 2014/15

Program Coordinator:	Kimberley Bell	School:	Health and Wellness
Program Code:	PN	Date Completed:	Dec/14
Program Name:	Practical Nursing		

A. Analysis of Indicators

Reflect on, and discuss, the following indicators in the context of the curriculum and program:

1. Industry / Sector Trends

- 1.1 Identify any new or emergent *industry or sector* related issues and trends over the past year that will impact your program?
Budget cuts in the health care industry, decreased jobs, decreased beds, increased strain on staff due to cuts. This creates fewer learning opportunities in the clinical setting and the nursing staff stretched with their time to care for their caseload of patients that has increased from 4-5 patients to 6-7. This in turn leaves less time for the floor nurses to spend with the students on the floor.
We are seeing patients being discharged much sooner from the hospital. This means they are returning home faster and sicker and there is greater need for home care and health teaching with the patient and the family.
There has been an increase in the use of PPE during the Ebola outbreak this past fall and therefore stricter protocols surrounding the proper use of PPE has emerged.
Ministry of Labor has made changes in the protocols for safe and proper foot wear while working in the hospital and has now increased the rule of absolutely no food or drink at the nursing station.
- 1.2 What are the Advisory Committee recommendations from the past year that will affect the positioning, nature, or scope of your program?
An area of improvement as identified by the members of the PAC this past fall – the students ability to have professional conversation/communications with Dr's, patients, family members especially during times of confrontation.
Action Plan – to include more theory into their classes about how to effectively communicated and critically think during times of confrontation. Giving the students more opportunities to practice professional communication both in the classroom and in a clinical setting.
The committee also discussed the benefits to having the students complete GPA during the program so that they have it when the graduate and are being hired. GPA would take the place of NVCI. The LTC agencies are currently using GPA widespread and think that it would be an asset for the student to have.
- 1.3 What information / observations have been generated via faculty and staff professional development, engagement in sectoral and profession associations, or involvement in community and employer networks connected to the field?
The role of the RPN has greatly increased and we need to match our Theory and Skills within the program to that of the practicing PRN.

2. Curriculum Development

- 2.1 Identify any curriculum changes in the last year such as changes in course content and course materials, course / program outcomes, innovative delivery approaches, and/or assessment practices.

- Sequencing of Labs have changed to move skills around
- Changes in Sem 1 Lab Increased hands on Decreased time in seats, delivery of theory.
- Health Theory – Topics have changes to match the skills being taught in the Lab.
- Rubrics were given before Practical Testing

2.2 Does the current curriculum align with the college's e-learning strategy which strives to have all Fleming graduates experience technology enhanced learning in each semester of their program? Identify courses where possible.

- We incorporate online nursing skills that are attached to our skills Lab in each semester of the program to enhance the students learning.
- We also have simulation mannequins in our Skills Lab to help give our students a more realistic learning environment.
- Sem 2 Theory would like to incorporate the "Point Click Care" used at St Joseph's at Fleming to give students a firsthand look at how to document using this system.
- Each faculty member includes many different E-Learning tools on their D2L sites for the students to access and use during their own time or as course requirements, i.e. quizzes, assignments, independent studies, etc.

2.3 Does the current curriculum align with the College's Strategic Plan to "infuse sustainability across the curriculum and across the student experience so that graduates understand and address sustainability issues." (Goal 3.3) Please identify which courses/experiences in the students' program that sustainability issues are addressed.

2.4 Identify any recent or anticipated initiatives that promote student pathways including partnerships with high schools, program laddering, university transfer / articulations, or continuing education?

Discussion continues between

- Fleming College and Trent University about forming a bridging program
- There is discussion about creating a part-time or a Summer intake for the PN program. This would allow students more flexibility to move in and out of the program.*

2.5 Identify any new competitor programs and/or re-positioning of existing programs?

None identified.

2.6 Identify if there are any new or changing provincial standards, standards for accreditation, credentials, and / or industry or sector certifications over the past year?

- Widespread use of GPA in the LTC setting
- We have seen several requests from the College of Nurses of Ontario related to students who successfully passed their registration exams but did so having requested accommodations for writing those exams. This is occurring in other programs as well. The CNO is seeking extensive detailed information from Learning Support Services, Counselling, Physicians and others related to these accommodations. In particular, extended time and undisturbed environments are being raised within the context of how these are/are not possible in the practice setting. In these situations, the CNO is not approving registration status at least until after a formal review of all requested documentation. It is anticipated that this will become increasingly common and will be an additional challenge to graduates achieving registration. Faculty are continuing to encourage the student to not use special accommodations when writing the CNO.

3. Applied Learning

3.1. Does the current program contain a discrete Applied Learning opportunity for students? If yes, which category of Applied Learning is fulfilled?

- Yes_ Field Work (Indirect Supervision)
- YES_ Field Work (Direct Supervision)
- Co-op
- Applied Project / Applied Research Project

3.2. If the answer to 3.1 is no, are there plans to create a discrete Applied Learning opportunity for students within this program? Why or why not?

4. Student and Graduate Satisfaction

4.1 Comment upon this year's Key performance indicators (KPI # 4, 8, 9, and 11) regarding student and graduate satisfaction (*reference Fleming Data Research website)

4.2 Review and discuss student retention on a semester by semester basis over the past year.
- *Sem 1*

B. Curriculum Strengths and Challenges

Summarize the curriculum strengths and challenges identified by the team.

- Strength = clinical practice experiences (strong applied learning) including enhanced focus on LTC and focus on skills development;
- Strength = higher performance than Ontario and at/above National levels in the most recent registration exam cycle which correlates with positive reputation
- Weakness = size; lab groups are too large; clinical groups are too large; there are insufficient opportunities for seminar based learning.
- Weakness = sim lab status
- Weakness = at this point in time we do not have criteria for re-entry into the program if they have been out less than 5 years. After 5 years they need to start the program again from Sem 1.
- Weakness – lack of communication between the Full Time Faculty and the Clinical instructors

C. Action Plan

Identify priority actions for the next year and the rationale for their inclusion. For each, indicate the project lead, and the proposed timelines for completion. **What resources are required to complete the action plan, i.e., software, equipment, and training?**

- *Implementation of HsPNet – Deborah Long and Benita Brett have had training in Fall 2014; requires time release be negotiated, target to be live = Winter 2015*

- *Sim enhancement (Elsevier) – led by **Julie Huschilt** – additional upgraded sim equipment may be required; redesign of course outlines (each Sem) will be required. Simulation has been added to Sem 3 and 4 labs, still needs to be developed for Sem 1 and 2 labs*
- *Threading PAN courses across all 4 semesters; in Sem 1 new elements + Field Prep + selected elements of PN Theory 1; new in Sem 2 and redesigned in Sems 3 and 4; explore potential of seminar based learning in Sems 3 and 4; - led by **Joan Ayre**; introduce new thread in Fall 2014 or 2015 Continue on with this plan.*

D. Deferred Actions

Record any issues that will need to be monitored, researched, or deferred for future action.

- Connection with LSS tutors and content – continue connecting with LSS
- *Continue to open lines of communication between the Full Time Faculty and the Clinical Instructors – Led by **Emily Hughes**.*

E. Attach an updated **Program Curriculum Map to your report**

Please file an updated Program Curriculum Map in folder named Program Curriculum Map.:
S:\shared data\CLT\School Name\Program Name\Program Curriculum Map