

Indicator	
1.0 Industry Trends	Summary of Key Findings
<p>1.1 Sectoral Standards and Industry Trends</p> <p><b>Review / discuss:</b></p> <ul style="list-style-type: none"> <li>• New or emergent industry / sector themes or issues that may have a potential impact on program positioning</li> <li>• Industry / sector issues identified by the Program Advisory Committee</li> <li>• Recent labour market data or sector reports</li> <li>• Recent or anticipated changes in occupational standards, level of entry and credential and / or standards of accreditation</li> <li>• Program alignment to labour market and sectoral trends</li> </ul>	<ul style="list-style-type: none"> <li>• Health Canada is funding an initiative exploring national education standards needed for personal care providers. The National Forum on Developing Educational Standards for Unregulated Personal Care Providers was held in March 2011. This forum included an overview of research on existing personal care provider programs across the country.</li> <li>• Accreditation of Personal Support Worker Programs (PSW) is currently being investigated provincially according to most recent PSW subcommittee meeting (April 2011). The Personal Support Network of Ontario (PSNO) is currently looking at creating an accreditation process in the hopes of all PSW programs adopting this. MTCU response: because PSW are unregulated, having an accreditation process is not necessary, rather it's a nice to have</li> <li>• At the same subcommittee meeting, there was also initial discussion regarding entry to practice standards or expectations. This will continue on future meeting agendas.</li> <li>• Current MTCU approved PSW program standards (<b>Appendix I</b>)</li> <li>• Current changes to the Long Term Care Act will have a direct impact on the PSW program in the following ways:        Revision to HLTH 244 and NRSRG 177 to include the following changes;        Residents' Bill of Rights from 19 to 27        Admission criteria to long term care        Reporting and documentation of incidents        Responsive behaviours- approaches and strategies        Restraint use and specific criteria related to PASD (Personal Assistance Service Device)</li> </ul>

	<ul style="list-style-type: none"> <li>• Feedback from the PSW PAC identified documentation, computerized charting, and <b>professionalism</b> as sector trends/ issues.</li> <li>• Revisions to Clinical Prep and Success NRSG177 and Concepts in Health for PSWs HLTH244- see below</li> <li>• Gentle Persuasive Approach –approach to dementia care which addresses responding to persons with challenging behaviours.</li> <li>• Peterborough agencies are training staff in this approach</li> <li>• Responds to new LTCHA requirements for care providers to receive education in mental health issues such as Dementia.</li> <li>• Discussed at PSW Subcommittee in Fall 2010 as education needed to be included in PSW curriculum.</li> <li>• Guest speaker Lori Schindel Martin (GPA) presenting at PSW Subcommittee meeting scheduled for April 8, 2011 and coordinator will attend</li> <li>• Criminal Record Checks (CRC) issue with length of time in receiving vulnerable sector screening and impact on clinical placements. See below</li> <li>• OCSA (Ontario Community Support Association) identified need for accreditation of PSW programs in Ontario</li> <li>• Professional Associations (<b>Appendix II</b>)</li> </ul> <p><u>Key Issues: See Action Plan</u>  Accreditation of PSW Programs  Non – Academic requirements – Police checks  Inclusion of Gentle Persuasive Approach Training  Impact of Long Term Care Act  Documentation, computerized charting and professionalism</p>
<p><b>1.2 Program Advisory Committee Feedback</b></p> <p><b>Review / discuss:</b></p> <ul style="list-style-type: none"> <li>• Key regional issues identified by the Program Advisory Committee that may not have emerged in labour market data</li> <li>• The Advisory Committee’s assessment of the response, or capacity</li> </ul>	<p><u>As per PAC meeting Nov 5/10</u></p> <p>The following questions were sent to the group in advance of the meeting date for discussion:</p> <ol style="list-style-type: none"> <li><b>1. What are the new trends that you are incorporating into the</b></li> </ol>

to respond, to the above issues or trends

**workplace?**

- 2. How can we make sure that our graduates are job ready?**
- 3. As someone who employs our graduates, what do we need to improve on to make our graduates stand out?**
- 4. What are some of areas that we do well in?**
- 5. What trends do you see across all candidates?**
- 6. Describe the level of technology expertise you expect from our graduates.**
- 7. Identify any key regional issues that may impact the PSW program.**

Snap shot of comments: (See **Appendix III** for detailed minutes)

New Trends:

- Computer charting
- Resident rights
- Multi-disciplinary teams and roles within

Job Readiness:

- Use of portfolio a strength for interviews
- Continue to emphasize professionalism
- Current CRC and vulnerable search

Confirmation of Program Completion

- For students applying for employment who have completed their studies but not yet graduated, industry confirmed they would accept a letter from the College confirming all requirements had been met.

A portion of the representatives of our PAC hire private college trained

	<p>PSWs. It is sometimes difficult to determine which general comments apply specifically to Fleming students if the representative does not clarify this up front.</p> <p><b>New members</b>  <b>Fall 2010-Spring 2011 Catherine Brumwell (Victoria Manor, Lindsay), Peggy McQuaid (Carressant Care, Lindsay) Corinne Patterson (Student Rep), Debra Peel (Christian Horizons, Peterborough), Amy Gilson (William Place, Lindsay), Tracey Maw (Para Med, Lindsay), Tammy Finn (Church Hill Retirement, Peterborough)</b></p>
<p><b>1.3 Industry Liaison</b></p> <p><b>Review / discuss:</b></p> <ul style="list-style-type: none"> <li>• Program initiatives to maintain involvement with the industry / sector such as field placement supervisions, clinical, faculty renewal, professional learning, other professional affiliations, or community-based projects</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of available placements due to increasing student numbers and competition for placements requires need for site visits to maintain contact with industry and frequency of visits to be increased. Facility related issues rather than related to Fleming College PSW program. Co-ordinator has invited the managers to participate in the PAC.</li> <li>• Dedicated PSW faculty to organize and communicate with community sector is on-going</li> <li>• Field placement supervisors are generally dedicated to a specific location/site to facilitate a smooth transition for students and employees</li> <li>• Develop a PSW consolidation handbook for agency preceptors as a resource for clinical 2B (NRSG 178)</li> <li>• Opportunity for collaboration with St. Joseph's at Fleming in the development of a "Putting it all together" DVD for students and PSWs in the workplace.</li> <li>• Co-ordinator is currently the chair of the PSW subcommittee (province wide membership for educators of PSW programs)</li> <li>• Currently, consolidation is delivered in a very restrictive way that does not really mirror a consolidation experience. Students have a different preceptor every shift and are not getting a true sense of the experience as it was intended. ( The 3<sup>rd</sup> clinical/consolidation experience is 2 days a week with the remaining 3 days for class)</li> </ul>

	<p><u>Key Issues: See Action Plan</u>  Lack of available placement sites  Consolidation Handbook  <u>Parking Lot</u>  Lack of true consolidation experience</p>
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2.0 Curriculum Development and Framework	Summary of Key Findings
<p><b>2.1 Curriculum Framework</b></p> <p><b>Review / discuss:</b></p> <ul style="list-style-type: none"> <li>The program faculty's approach to, and philosophy of, teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>Significant amount of program is Applied Learning with focus on practical skills – continue to offer lab practice for students at both campuses</li> <li>Varied approach including problem based learning to develop critical thinking.</li> <li>Partnerships with students vital to learning</li> <li>Faculty decisions related to curriculum delivery, site placements, and faculty availability support student learning first.</li> <li>Emphasis on critical thinking with practical/experiential learning are the foundations upon which we base our teaching principles</li> </ul> <p>Program Philosophy:</p> <p>Fleming's Personal Support Worker philosophy emerges from the College's Core Promise-Learn, Belong and Become. We engage students in personalized learning and provide personalized support. Close relationships, high expectations and a hands-on, minds- on learning experience help develop the knowledge and skills, attitudes and values that lead to success at work and in life. We aim for excellence in student learning by providing superior education to maximize the potential of every learner. We strive to prepare flexible, novice care providers who can function in a variety of settings in the community by supporting, assisting and caring for individuals requiring personal care provision.</p> <p>The following assumptions, beliefs and values inherent in our program contribute to our overall philosophy:</p>

	<ul style="list-style-type: none"><li>• <b>Discipline:</b> The PSW discipline is practice oriented and aims to provide supervised care for clients and their families who are vulnerable, unable to meet their own needs and/or require support.</li><li>• <b>Clients:</b> Clients are at the centre of our education and ultimately our service provision. Each client is a unique, biopsychosocial, cultural individual worthy of dignity and respect. Ethical principles are employed to protect the health, safety and rights of clients.</li><li>• <b>Care:</b> The concept of care incorporates two principles: care provision and care as an art:<ol style="list-style-type: none"><li>1. <b>Care Provision:</b> PSWs provide personal care and support that is competent, evidence based and implemented using the nursing process. A team based approach to care is determined within the professional health care team. This directs the plan of care aimed at the promotion and maintenance of a safe and comfortable environment for clients and their families.</li><li>2. <b>Care as an Art:</b> Caring is an empathic, relational process in which the aim is to nurture the whole person. Caring involves recognizing and respecting the unique needs of the individual and the family in a compassionate, culturally sensitive, and holistic manner. Therapeutic communication is the tool implemented to establish and build the relationship.</li></ol></li><li>• <b>Environment:</b> The environment consists of both internal and external influences and changes that produce a response from the individual. Care providers assist individuals to adapt or adjust to these changes in their preferred manner.</li><li>• <b>Nursing Process:</b> The nursing process provides an effective approach to making, collecting and reporting observations during care provision. As a tool, it assists in organizing the care providers focus and provides a means of communicating observations to professional staff.</li><li>• <b>Education:</b> Education is the key to human potential, intellectual development and personal fulfillment.</li></ul>
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	<ul style="list-style-type: none"><li>• <b>Learners:</b> Every individual has his/her own unique potential that can be maximized in a supportive environment. As such learners require accommodation, cultivation, support, and encouragement to achieve their greatest potential. High expectations are placed on the learner to engage in the learning and accept accountability to identify his/her unique needs. It is a requisite that learners reflect and evaluate their progress to ensure continuous growth and improvement.</li><li>• <b>Educators:</b> Educators are partners in the path to maximizing student potential. Faculty facilitate the learning so that students can actively participate. Open, respectful communication is paramount to determining the needs of learners to ensure a supportive, individualized approach to each student.</li></ul> <p><b>Overall program themes:</b> The following themes have been imbedded through-out the curriculum.</p> <ol style="list-style-type: none"><li>1. individualized, sensitive, supportive care of clients and families</li><li>2. personal care provision based on care plans, therapeutic communication and evidence based practices</li><li>3. team member participation</li><li>4. ethical &amp; legal interactions and interventions</li><li>5. safety principles and practice</li><li>6. reflective thought and self evaluation</li><li>7. <b>accountability</b></li></ol> <p><b>Overall clinical themes:</b> The following themes are assessed through-out the program in the clinical practice setting.</p> <ol style="list-style-type: none"><li>1. personal care provision and knowledge application</li><li>2. accountability in practice and relationships</li><li>3. safety in practice and environment</li><li>4. therapeutic communications</li><li>5. team member participant</li><li>6. time management to provide care within a timeframe and appropriate prioritizing</li></ol>
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	<p>7. ethical, legal &amp; professional behaviour</p> <p><b>Program Highlights</b></p> <p>The Personal Support Worker program at Fleming College provides students the training and credentials to provide practical support services to individuals and families in need of help. With this satisfying, people-focused career, students will be prepared to assist children, adults, and seniors with special needs or disabilities, and help them maximize their life experience. Students can start the program in September or in January at both our Peterborough and Lindsay campuses.</p> <p>This two-semester Personal Support Worker program may particularly appeal to those re-entering the workforce. In total, students will receive approximately 400 hours of relevant theory and approximately 300 hours of real-life, clinical training. The focus of this program is on:</p> <ul style="list-style-type: none"> <li>• lab components throughout both semesters</li> <li>• hands-on, task-oriented skills and practice time</li> <li>• course content related to long term care and to community care to diversify your experience</li> <li>• innovative new lab facilities that simulate the work environment</li> <li>• more theory related to practice</li> </ul> <p><b>NOTE:</b> The clinical placement agency will request that students submit a current police records check, including vulnerable sector. Applicants who have been convicted of an offence under the criminal code for which they have not been pardoned may be denied the opportunity to enter clinical placement.</p> <p><u>Key Issues: See Action Plan</u> Lab Practice Times</p>
<p><b>2.2 Outcomes from Curriculum Renewal</b></p> <p><b>Review / discuss:</b></p> <ul style="list-style-type: none"> <li>• Key outcomes from the Curriculum Renewal processes of the past few years</li> </ul>	<p style="text-align: center;"><b>Template for Curriculum Renewal</b></p> <p style="text-align: center;"><b>Curriculum Renewal: Analysis and Action Plan Template</b></p> <p><b>Program: PSW    Co-ordinator: Janice Lee Foxon    Date: March 2010</b></p> <div style="border: 1px solid black; background-color: #cccccc; padding: 5px; margin-top: 10px;"> <p><b>A. Analysis of Indicators</b></p> </div>

<ul style="list-style-type: none"> <li>• Progress to date in implementing the recommendations arising from Curriculum Renewal</li> <li>• Success of the changes implemented and the means by which they are being evaluated</li> </ul>	<p>Note: data is <b>not</b> recorded in this section of the template.</p> <p><b>Reflect on, and discuss, the following indicators in the context of the curriculum and program:</b></p> <p><b>1. Industry / Sector Trends</b></p> <p>1.1 New or emergent <i>industry or sector</i> related issues and trends identified over the past year and their potential impact on the program.</p> <p>1.2 Advisory Committee recommendations from the past year that will affect the positioning, nature, or scope of the program.</p> <p>1.3 Information / observations generated via faculty and staff professional development, engagement in sectoral and profession associations, and involvement in community and employer networks connected to the field.</p> <p><b>2. Curriculum Development</b></p> <p>2.1 Curriculum changes in the last year such as changes in program positioning, course content, course / program outcomes, and delivery mode.</p> <p>2.2 Recent or anticipated initiatives that promote student pathways including high school articulations, program laddering, and university transfer / articulations.</p> <p>2.3 New competitor programs and/or re-positioning of existing programs.</p> <p>2.4 New or changing provincial standards, standards for accreditation, credentials, and / or industry or sector certifications over the past year.</p> <p>2.5 Progress made from the last curriculum renewal initiative.</p> <p><b>An updated curriculum map should be submitted with this document.</b></p> <p><b>3. Student and Graduate Satisfaction</b></p> <p>3.1 Key performance indicators # 4, 8, 9, and 11 (see <b>Appendix C</b> for a description of these).</p>
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	<div data-bbox="821 277 2039 646"> <p><b>4. Employment Trends</b></p> <p>4.1 New or changing employment trends in the industry or sector.</p> <p>4.2 Curriculum issues / strengths that have been identified by employers pertaining to graduate job readiness.</p> </div> <div data-bbox="821 678 2039 954"> <p><b>Program Personal Support Worker Co-ordinator Janice Lee Foxon Date: May 2010</b></p> <p><b>B. Curriculum Strengths and Challenges</b></p> <p>Summarize the curriculum strengths and challenges identified by the team.</p> </div> <div data-bbox="821 959 2039 1425"> <p><u>Advisory Meeting:</u> Ongoing support of the revised program. Limited community membership. Next meeting scheduled for April 2010</p> <p><u>Discussion:</u></p> <ol style="list-style-type: none"> <li>1. Awareness that PSW role in the community setting frequently includes delegation of skills, such as administration of eye drops, Oxygen. On-going lab skills revolved around and emphasize ASSISTING with these functions and medication administration.</li> <li>2. Recognizing that there is a specific skill set for supportive housing, which incorporates its own training module. Awaiting documentation from Linda Myers *****</li> </ol> <p>On-going consensus that changes to the Application and Intervention for the PSW have been successful in reflecting learning outcomes in the both the theory and practical portions of the</p> </div>
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program. Revision of the framework for Concepts in Health Care was supported by student feedback. Lab restructuring utilizing “task” sheets has assisted in students meeting practical application of skills. Additional supports in place for those students from Second Career who require assistance with time management, organization and college experience.

PSW sub committee meetings are being attended by co-ordinator: Clinical Prep Strategies: re-evaluate curriculum and assess need for dementia training and PIECES certification

### **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.

1. Solicit additional community representation for Advisory Committee membership
2. Introduce to Advisory committee the new lab emphasis on assisting with med administration and gather their perceptions on like
3. Lab support Lindsay: A more structured approach to practice time for labs and allocation of tech support in the Lindsay program needs to be considered. (completed fall '09)
4. Lab guide/Clinical skills checklist needs to be updated to better reflect learning objectives and evaluation criteria. On-going (specifically language related to scope of practice)
5. Further discussion needed re: possibility of assisting with medication administration for 2b consolidation.
6. Enrolment increase: Impact of Second Career students, ensure awareness of support services available to assist students with success. (on-going)
7. Clinical Prep Strategies: re-evaluate curriculum and assess need for dementia training (PIECES) on-line certification may be available. Will required on-going communication with the PSW to PN bridge coordinator as these bridging students are required to take Clinical

	<p>Prep Strategies in the bridge component.</p> <p><b><u>Spring/summer development projects:</u></b>  Janice Lee Foxon: (15 hours)</p> <ul style="list-style-type: none"> <li>• Solicit additional community representation for PSW Advisory Committee membership</li> <li>• Lab guide/Clinical skills checklist needs to be updated to better reflect learning objectives and evaluation criteria. On-going (specifically language related to scope of practice)</li> <li>• Further discussion needed re: possibility of assisting with medication administration for 2b consolidation.</li> <li>• Formalize task sheets and prep supplies for lab for semester 2</li> </ul> <p><b>D. Deferred Actions</b></p> <p>Record any issues that will need to be monitored, researched, or deferred for future action.</p> <ul style="list-style-type: none"> <li>• Program currently meeting the needs of students and industry</li> </ul>
<p><b>2.3 Curriculum Map</b></p> <ul style="list-style-type: none"> <li>• Review the Program Curriculum</li> </ul>	<p>Curriculum Map updated March 18, 2011.</p> <p>Curriculum map can be found at: S:\shared data\CLT\School of Education, Health and</p>

<p>Map and discuss the extent to which there is alignment of vocational and course outcomes</p> <ul style="list-style-type: none"> <li>Review / discuss the distribution and progression of Vocational Learning Outcomes, Essential Employability Skills, and General Education themes across the curriculum.</li> </ul>	<p>Wellness\H&amp;W_SCHOOL_PROGRAMS\Personal Support Worker\Program Curriculum Map\PSW Map March_2011 (mr) (PMS)</p> <p>At the 2 program meeting with all faculty attending, we reviewed and discussed the distribution and progression of Vocational Learning Outcomes, Essential Employability Skills, and General Education themes across the curriculum. We ensured the courses continued to line up and were leveled appropriately.</p>
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<p><b>2.4 Curriculum Sequencing</b></p> <p><b>Review / discuss:</b></p> <ul style="list-style-type: none"> <li>The extent to which course content, levels of learning, and assessment methodology are successfully sequenced and aligned between courses and across semesters</li> </ul>	<p>The PSW program faculty met in December 2010 and again in March 2011. The purpose of the Dec 2010 meeting was to review the current program vocational learning outcomes, and to revise the program curriculum map.</p> <p>Building on the work in Dec, the March 2011 meeting saw faculty review and revise each course name, description, pre-and co-requisite, aim, and learning outcome. This information was collected on a template called Aligning Learning Outcomes and Assessments. Each faculty then reviewed her course and identified how the course learning outcomes aligned with the assessment. These documents are saved in the shared folder:</p> <p>S:\shared data\CLT\School of Education, Health and Wellness\H&amp;W_SCHOOL_PROGRAMS\Personal Support Worker\Aligning PSW Program Curriculum by Course.</p> <p>A summary of the changes required to be made on each course outline are saved in the shared folder:</p> <p>S:\shared data\CLT\School of Education, Health and Wellness\H&amp;W_SCHOOL_PROGRAMS\Personal Support Worker\Aligning PSW Program Curriculum by Course\Curriculum Summary Action Plan for PSW Program Review</p>
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## 2.5 Delivery Mode

### Review / discuss:

- The *primary* modes used to deliver curriculum such as lecture, seminar, lab, applied project, field camp and web based or hybrid courses
- The rationale for, and appropriateness of, these delivery modes in relation to program learning outcomes

Currently the program is set in the following format:

Course	Hours
Semester 1	
<a href="#">Application and Interventions for PSW I</a>	75.00
<a href="#">Clinical Preparation and Success Strategies for PSW</a>	36.00
<a href="#">Concepts in Health Care</a>	15.00
<a href="#">Healthcare Concepts for Personal Support Worker</a>	30.00
<a href="#">Interpersonal Skills</a>	45.00
<a href="#">Introduction to College Communications</a>	45.00
<a href="#">Non-Violent Crisis Intervention</a>	7.00
<a href="#">PSW Clinical I</a>	84.00
Semester 2	
<a href="#">Applications and Interventions for PSW II</a>	35.00
<a href="#">Client Care in the Community</a>	35.00
<a href="#">Human Growth and Development</a>	45.00
<a href="#">Introductory Computing</a>	45.00
<a href="#">PSW Clinical IIA</a>	84.00
<a href="#">PSW Clinical IIB</a>	112.00

COMM 22 has been flagged from the student and faculty (GAS) perspective as not entirely meeting the needs of the program. There appeared to be a significant amount of overlap from several existing PSW courses and GAS faculty (AL) agreed that this specific course would need detailed attention to better meet the learning outcomes of the students.

Applications and Interventions for PSW 1 (nrsg 175)  
Consider splitting the lab from lecture as a stand alone component

Further discussion regarding Separating lecture from lab if possible

Would like to have lab as a pass/fail course vs graded, but not able to

	<p>do so with it being connected to the theory</p> <p><u>Another issue with lab is the 15 week duration.</u>  Further discussion regarding:  With current lab being a 15 week course, students who are unsuccessful in first practical testing (wk 5/6), and unsuccessful in retest are still able to continue into NRSG 176 (clinical 1)-safety issue  <u>Key Issues: See Action Plan</u>  COMM 22 – GAS has assigned this issue as a spring/summer project within their school to address the PSW needs.</p> <p><b><u>See Parking Lot</u></b>  Separating Lec from Lab  Changing length of delivery of lab from 15 weeks to 2 x 7 week courses</p>
<p><b>2.6 Evaluation Methods</b></p> <p><b>Review / discuss:</b></p> <ul style="list-style-type: none"> <li>• The program approach to learning assessment</li> <li>• The balance and frequency of assessment types across the curriculum and their appropriateness to course / vocational outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Applied lab skills testing at midterm and final semester to demonstrate a minimum level of skill/knowledge. Proving to be challenging to students and difficulty with maintaining consistency between campuses for faculty</li> <li>• Theory Tests are multiple choice and short answer</li> <li>• Change of assessment expectations from sem 1 – sem 2 vary to meet vocational learning outcomes. The options include methods to evaluate information, connections and extensions.</li> <li>• 50% pass. Remain the lowest pass compared to comparator colleges.</li> <li>• Students are required to achieve a 60% pass in all lab practicum testing situations</li> <li>• Review midterm clinical evaluation to ensure appropriate leveling</li> <li>• Evaluating students in clinical remains problematic where attendance is an issue</li> </ul> <p><u>Key Issues: See Action Plan</u>  Applied Lab Testing  Midterm evaluation tool  <u>Parking Lot</u>  Clinical attendance issues</p>

<p><b>2.7 Curriculum and Diversity</b></p> <p><b>Review / discuss:</b></p> <ul style="list-style-type: none"> <li>• Program strategies that support student diversity and promote understanding of diversity, including program culture / climate, curriculum content and approaches to teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>• The program does not have a stand alone Diversity course but the content is captured in Interpersonal Skills</li> <li>• The theme of diversity is imbedded throughout with emphasis on applying the same principles of assessment and treatment of all individuals equally.</li> <li>• Students are all treated respectfully by faculty</li> <li>• Inclusive language related to sexuality and gender roles are used within the program</li> </ul>
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<p><b>2.8 Credentials Framework</b></p> <p><b>Review / discuss:</b></p> <ul style="list-style-type: none"> <li>• The Ontario College Credentials Framework and the extent to which the program aligns with the provincial standards</li> <li>• The program's current admission requirements and their suitability in relation to program rigour and student preparedness</li> </ul>	<p><b>Minimum Admission Requirements</b></p> <ul style="list-style-type: none"> <li>• OSSD with the majority of credits at the Workplace (E) level, including English.</li> </ul> <p>When Workplace (E) is the minimum course level for admission, (C) and (U/C) courses are also accepted.</p> <p><b>Additional Clinical Requirements</b></p> <ul style="list-style-type: none"> <li>• CPR (C level) and Standard First Aid Certificate, before the start of semester one.</li> <li>• Criminal Records Check with vulnerable sector screening, prior to clinical placement</li> <li>• Mask Fit Testing</li> <li>• Health Form with up to date immunizations (including a 2 Step TB)-see below</li> <li>• Seasonal Flu vaccine (mandatory in some agencies)</li> </ul> <p><b><u>Mature Students</u></b> Students who are 19 years of age or older before classes start, and do</p>
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	<p>not possess an OSSD, can write the Canadian Adult Achievement Test to assess eligibility for admission.</p> <p><b>Related Programs</b></p> <p>Students who want to work with people to maximize their quality of life, might also want to consider either the <a href="#">Practical Nursing</a> or <a href="#">Occupational Therapist Assistant/Physiotherapist Assistant</a> programs.</p> <p><b>Health Requirements</b></p> <p><b>Immunization Requirements</b></p> <p>Proof of immunization, including a Two-Step Mantoux Test is compulsory prior to the start of semester one classes. Vaccination against Hepatitis B and influenza is also strongly recommended prior to the first clinical component of the program. For more information, and to print the required immunization form, please see the <a href="#">Immunization Information page</a>.</p>
<p><b>2.9 Learning Pathways</b></p> <p><b>Review / discuss:</b></p> <ul style="list-style-type: none"> <li>Recent or anticipated initiatives that promote student pathways including high school articulations, dual credit, program laddering, dual diplomas, and university transfer, articulations, and partnerships</li> </ul>	<p><b>Personal Support Worker Bridge to Practical Nursing</b></p> <p>Fleming College now offers a bridge program for Personal Support Worker (PSW) graduates to meet admission requirements for entry to the Practical Nursing program:</p> <ul style="list-style-type: none"> <li>To be eligible for the bridge program, you must present an official transcript indicating that you are a Personal Support Worker graduate</li> <li>After successfully completing the required part-time courses, PSWs will be eligible to enter into second semester of Fleming College's full-time Practical Nursing program at the college's campus in Peterborough in January every year. There is room for 30 bridging students to enter the Practical Nursing program.</li> </ul>

	<ul style="list-style-type: none"> <li>Financial support may be available through Ontario Special Bursary Funding (for tuition, books, supplies) or Part-time Canada Student Loans</li> </ul> <p>The bridge program for PSWs who graduated with an Ontario College Certificate in or after 2006 is generally 2 courses. For all other PSW graduates, the bridge program is typically 5 or 6 courses. Your application will be assessed to determine which bridge courses you need and if you are eligible for any exemptions.</p> <p><u>Key Issues: See Action Plan:</u></p> <p>Explore possibilities of project work in collaboration with St. Joseph's at Fleming</p>
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<b>3.0 Student and Graduate Satisfaction</b>	<b>Summary of Key Findings</b>
<p><b>3.1 Formal Measures of Student and / or Graduate Satisfaction</b></p> <p><b>Review / discuss:</b></p> <ul style="list-style-type: none"> <li>Key Performance Indicator results for the program with a focus on #s 4, 8, 9, and 11</li> <li>Program status and positioning in relation to the KPIs of other programs of a similar type (where applicable)</li> <li>Feedback and summary report from Learning Support Services (LSS) summary</li> <li>Themes or issues emerging from a review of course evaluation summaries</li> </ul>	<p><b><u>UPDATE: 2010 KPI Reports</u></b></p> <p><u>KPI 4 – Graduate Satisfaction with Generic and Vocational Learning Outcomes</u></p> <p>Program difference - 7.11 %  College difference 2.29 %  Benchmark gap: - 9.39 %</p> <p>Fleming is ranked Frost # 11/24, Brealey #24/24</p> <p><b>Plans to address differential:</b>  Meeting with GAS Dec 8/10 to address current gen ed offerings, comm. and computer needs.</p> <p><u>KPI 8- Student satisfaction with learning experiences</u></p> <p>Program difference 5.25%  College difference 1.74%  Benchmark gap: 3.51 %</p>

	<p>Fleming ranked Frost # 12/21, Brealey # 3/21</p> <p><u>KPI 9 Student satisfaction with teachers</u>  Program difference 2.44 %  College difference 1.15 %  Benchmark gap: 1.29 %</p> <p>Fleming is ranked Frost # 5 /21 , Brealey # 7/21  <u>KPI 11 Grad satisfaction with program</u>  Program difference -4.29 %  College difference 0.55 %  Benchmark gap: - 4.84%</p> <p>% of graduates indicated satisfaction with the program placing Fleming : Frost # 2 /24, Brealey # 23 /24</p> <p><b>Plans to address differential:</b>  <b>Brealey:</b></p> <ul style="list-style-type: none"> <li>• 5 Peterborough clinical sites were in lock-down which created significant complications and changes for the students. (some had to change sites, some had the same site but different clinical teachers). Establish back up plans with all sites and clinical instructors regarding future potential outbreak situations. Inform students in clinical prep course of the potential of any outbreak situation affecting their clinical rotations.</li> <li>• Lab theory and testing also was a significant concern based on the challenges a new faculty member was faced with and the retesting of the medication experience. Lab testing and curriculum is currently under review to establish consistency between sites and learning outcomes.</li> <li>• Informal assessment now is not flagging any of these as on-going issues</li> </ul>
<p><b>3.2 Other Measures of Student and Graduate Satisfaction</b></p>	<p>Informal student survey by co-ordinator soliciting all students at both sites</p>

<p><b>Review / discuss outcomes from:</b></p> <ul style="list-style-type: none"> <li>• Student or graduate focus groups</li> <li>• Student Advisor observations / reports</li> <li>• Formal or informal discussions with students and graduates such as class councils, class representatives, individuals or delegations</li> <li>• Debriefing sessions following a field placement, clinical placement, or practicum</li> </ul>	<p>Themes:</p> <ul style="list-style-type: none"> <li>• More lab time</li> <li>• Communications course seems repetitive with Interpersonal Skills</li> <li>• Spread out assignments and testing. Seem to accumulate in same weeks</li> <li>• Enjoy clinical</li> <li>• Pleased with teachers</li> </ul> <p>Post conference sessions happen informally within clinical groups</p>
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4.0 Employment Trends	Summary of Key Findings
<p><b>4.1 Employment</b></p> <p><b>Review / discuss:</b></p> <ul style="list-style-type: none"> <li>• Graduate employment statistics over the last few years, including those of students employed in the field, in a related field, outside the field, or unemployed, and any emerging patterns in this data</li> <li>• Student preparedness for entry-level positions</li> <li>• Emergent employment trends such as new types of positions, changing job market, regional distinctions, changing employer profile, or emerging skill shortages</li> </ul>	<p>See Grad Reports (<b>Appendix V</b>)</p> <p><i>2006/2007: (Cobourg, Haliburton, Lindsay, Peterborough)</i></p> <ul style="list-style-type: none"> <li>• Overall employment rate is 87 - 95% with 88-95 % working in related employment. The E,H&amp; W School total is 77.6% with the college total at 62.9 % (in related field)</li> <li>• Recent graduates are employed throughout Ontario</li> </ul> <p><i>2007/2008: (Lindsay, Peterborough)</i></p> <ul style="list-style-type: none"> <li>• Overall employment rate is 100% with 70-100 % working in related employment. The E,H&amp; W School total is 75.7% with the college total at 57.4 % (in related field)</li> <li>• Recent graduates are employed throughout Ontario</li> </ul> <p><i>2008/2009: (Lindsay, Peterborough)</i></p> <ul style="list-style-type: none"> <li>• Overall employment rate is 85 - 100% with 71-87 % working in related employment. The E,H&amp; W School total is 80.5 % with the college total at 57.2 % (in related field)</li> <li>• Recent graduates are employed throughout Ontario</li> </ul> <p>Overview of the Profession – wage rates (<b>Appendix VI</b>) Job Postings (<b>Appendix VII</b>)</p> <ul style="list-style-type: none"> <li>• Emerging employment trends are based on an increasingly aging patient population in addition to those who also wish</li> </ul>

	<p>to live in their own homes longer with assistance for activities of daily living.</p> <ul style="list-style-type: none"> <li>• With the continued increase/expansion in scope of practice across medical and nursing disciplines, there is always a potential for further skill acquisition for PSWs.</li> </ul>
<p><b>4.2 Other Graduate Destinations</b></p> <p><b>Review / discuss:</b></p> <ul style="list-style-type: none"> <li>• Alternative graduate destinations such as further education, international opportunities, volunteer service, or other experiences</li> </ul>	<p>PSW Fleming grads have no restrictions placed on their employment related to logistics.</p> <p>Further education includes in-house professional development upon hire and potential PSW to PN bridging programs.</p>

<b>5.0 Strategic Positioning</b>	<b>Summary of Key Findings</b>
<p><b>5.1 College Alignment</b></p> <p><b>Review / discuss:</b></p> <ul style="list-style-type: none"> <li>• Program alignment with college priorities such as vision, mission, values, strategic plan, academic framework, and the educational mandate, and / or academic priorities of the School</li> <li>• Opportunities for new program initiatives based on Program, School, or community strengths and alliances</li> </ul>	<p><b>Fleming Colleges' Vision &amp; Mission</b>  <b>Fleming's Vision:</b>  Students succeeding through opportunities, challenge, and support</p> <p><b>Fleming's Mission</b>  Fleming champions personal and career success through applied learning  We contribute to community success and environmental sustainability through programs, services, and applied research.</p> <p><b>Fleming's Values:</b>  Put student learning first  Value people and community  Commit to our environment  Waste nothing-not time, talent or resources</p> <p>Take inspiration from Sir Sandford Fleming. Innovate with vision, then implement with excellence</p>

### **What it Takes to Succeed**

You've got to like working with and caring for people of all ages -- especially the elderly. The following personality traits and skills would also be helpful in your studies and eventual career:

- empathy
- concern for improving others' quality of life
- respect for cultural differences and family dynamics
- excellent interpersonal skills
- self-discipline
- good oral communication skills
- good physical health

Volunteer work experience of any kind is an asset, as is any previous experience caring for people of differing needs and abilities. Students would benefit by having basic computer skills including e-mail, word processing, file management and web browsing.

### **School of H & W Operational Plan (Appendix VIII)**

#### **Objective 1: Achieving Excellence in Student Learning**

- PSW faculty participation in PD sessions
- Full program participation in Program Review process
- Plans to improve field experiences and assessment tools

#### **Objective 2: Leading in Sustainability**

- Faculty participation in MTCU (Helen Knibb) lecture and workshop regarding understanding sustainability. Recommendations and guidelines related to curriculum

#### **Objective 3: Growing with Positive Results**

- New January intake at Frost for 2011

#### **Objective 5: Developing the Fleming Working Environment**

- Faculty participation in Core Promise Co-ordinators meeting

	and VPA lead workshop
<p><b>5.2 Competitor Programs</b></p> <p><b>Review / discuss:</b></p> <ul style="list-style-type: none"> <li>• Key parallels and differences between this program and those of its closest competitors, where applicable</li> <li>• 'Value-added' program distinctions and their attractiveness to prospective students</li> </ul>	<p>Competitor programs publicly &amp; privately funded (<b>Appendix IX</b>) include:</p> <ul style="list-style-type: none"> <li>• Ontario College programs</li> <li>• Private College programs</li> </ul> <p>The attractiveness to prospective students partially centers around Fleming College itself. Our small college environment is within close distance to the G.T.A. and has a real appeal to students. They find the atmosphere supportive and less overwhelming than a large GTA college, but are not sacrificing their social obligations and opportunities by moving to Peterborough.</p> <p>The dedicated Lab space at both the Frost Campus and Brealey campuses are a significant value-added to the program. This would certainly apply when comparing the program to the local community private college offerings. This includes access to plentiful up to date equipment, experience and enthusiastic Faculty and scheduled practice sessions with a mentor.</p>

<b>6.0 Enrolment Trends</b>	<b>Summary of Key Findings</b>
<p><b>6.1 Demand for the Program</b></p> <p><b>Review / discuss:</b></p> <ul style="list-style-type: none"> <li>• Patterns in the number of program applicants, qualified applicants, and actual registrants over the past 6 years</li> <li>• Changes, if any, in the student demographic profile, including level of maturity, diversity, prior knowledge, technological literacy, work experience, and expectations</li> </ul>	<ul style="list-style-type: none"> <li>• There are considerably more non-direct students registering than non-secondary, predominantly in the 21 – 24 years-of-age demographic who are predominantly female gender at both the Brealey and Frost campuses. (<b>Appendix X &amp; XI</b>)</li> <li>• Currently approx. 70% of the applicants are captured as import under geographical region</li> </ul>

<ul style="list-style-type: none"> <li>Impact, if any, of this changing student profile on program curriculum</li> </ul>	
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<p><b>6.2 Student Progression</b></p> <p><b>Review / discuss:</b></p> <ul style="list-style-type: none"> <li>Patterns of student success and retention on a semester by semester basis over the last six years</li> <li>The effectiveness of any strategies adopted to improve student success and retention</li> </ul>	<p>Retention of students from semester to semester (<b>Appendix XII</b>)</p> <p>Retention from 2005 – 2009 indicates an average retention for the following semesters:</p> <p><u>Lindsay</u></p> <ul style="list-style-type: none"> <li>2005 Sem 1 – Sem 2 : 79%</li> <li>2006 Sem 1 – Sem 2 : 83%</li> <li>2007 Sem 1 – Sem 2 : 93%</li> <li>2008 Sem 1 – Sem 2 : 93%</li> <li>2009 Sem 1 – Sem 2 : 98%</li> </ul> <p><u>Brealey</u></p> <ul style="list-style-type: none"> <li>2005 Sem 1 – Sem 2 : 58%</li> <li>2006 Sem 1 – Sem 2 : 84%</li> <li>2007 Sem 1 – Sem 2 : 86%</li> <li>2008 Sem 1 – Sem 2 : 93%</li> <li>2009 Sem 1 – Sem 2 : 98%</li> </ul> <p>Continued increased interest and enrollment has survived beyond the 2<sup>nd</sup> Career Strategy Influence and necessitated a continued January intake of students at both Brealey and Frost where it was initially only scheduled at Brealey.</p>
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<p><b>7.0 External Relations</b></p>	<p><b>Summary of Key Findings</b></p>
<p><b>7.1 Alumnae</b></p> <p><b>Review / discuss:</b></p>	<p><u>Future Considerations:</u> Plans to build on alumnae support</p>

<ul style="list-style-type: none"> <li>• The type and range of alumnae involvement in the program</li> <li>• Current and future strategies to engage alumnae in the program</li> </ul>	
<p><b>7.2 Community Relations</b></p> <p><b>Review / discuss:</b></p> <ul style="list-style-type: none"> <li>• Significant partnerships, relationships, connections, or offers of support from the community that help to enrich the program and the student experience</li> <li>• Faculty, staff, and student involvement in volunteer projects and events</li> <li>• Contributions to the not for profit sector such as committee or board service by program-associated faculty and staff</li> <li>• Community recognition in the form of student bursaries, awards and scholarships</li> </ul>	<p>The following awards are available to students at both campuses:</p> <ol style="list-style-type: none"> <li>1. Faculty Award:--strong academic standing, professional practice, high commitment to their colleagues:</li> <li>2. Faculty Award: --compassion, perseverance and positive relationships with colleagues and clients:</li> <li>3. Kawartha Participation Projects Award: presented to the PSW graduating student who has displayed the most respect.</li> </ol>
<p><b>7.3 Program Advisory Committee</b></p> <p><b>Review / discuss:</b></p> <ul style="list-style-type: none"> <li>• The distribution of Committee membership by constituency, sector, and / or region</li> <li>• The vitality of the Committee such as the frequency of meetings, and members' level of participation, engagement, and turnover</li> <li>• The extent to which Committee operations are aligned with the Fleming College Advisory Committee Orientation Manual and Advisory Committee policy.</li> </ul>	<ul style="list-style-type: none"> <li>• PSW Advisory Board Membership (<b>Appendix XIII</b>)</li> <li>• Distribution of committee membership with representation from many area LTC and Retirement Care facilities and Fleming College faculty</li> <li>• Participation of student representation</li> <li>• Established questionnaire for recent meeting</li> <li>• Meet generally twice a year</li> <li>• Minutes are taken and distributed after each meeting</li> <li>• Committee operations align entirely with the PAC policies.</li> </ul>

8.0 Program Resources	Summary of Key Findings
<p><b>8.1 Human Resources</b></p> <p><b>Review / discuss:</b></p> <ul style="list-style-type: none"> <li>• The number and distribution of all faculty, technicians, and technologists associated with the program including full-time, part-time, sessional, and cross-appointments</li> <li>• Profile of the Dean, faculty, and staff associated with the program including cumulative credentials, scholarship, work-related and teaching experience, and expertise in education</li> <li>• Significant faculty or staff accomplishments such as professional recognition and awards, achievement of credentials, and appointments</li> <li>• Contributions to the professional community or industry by program-associated faculty and staff including board / committee service, research, and presentations / publications</li> <li>• Current staffing levels for the program in relation to program numbers, curriculum, delivery modes and areas of specialization / generalization</li> <li>• Hiring priorities over the next few years based on the above</li> <li>• Current professional development and renewal plans in relation to program or student needs</li> </ul>	<p>Dean:  <u>Credentials:</u> B.Sc. (P.T.), M.Sc. (Physiology)  <u>Work related experience:</u> Clinical practice (specialty in cardio/resp care), University of Toronto 5 years, Ass't Professor, Dept. of Physical Therapy, Self employed: education &amp; consulting, Clinical Practice Guidelines, SSFC: Professor, Curriculum Lead, Coordinator, ATL, Dean</p> <ul style="list-style-type: none"> <li>• 2 F/T faculty (<b>new full time hire Spring 2011</b>)</li> <li>• Supported with part time and partial load contract faculty.</li> </ul> <p>The full time and part time faculty associated with the PSW program offer impeccable credentials and expertise. (<b>Appendix XIV</b>). All full time hires are required to possess a Master level degree in Nursing to provide fluidity between Fleming Nursing related programs and the Trent/Fleming School of Nursing</p> <ul style="list-style-type: none"> <li>• Hiring priorities over the next few years in part will focus on Full time coverage and field placement planning</li> <li>• Current professional development plans in relation to program or student needs</li> </ul>
<p><b>8.2 Physical Resources</b></p> <p><b>Review / discuss:</b></p> <ul style="list-style-type: none"> <li>• Program costing information</li> <li>• Scope of current program resources such as laboratory equipment,</li> </ul>	<p><b>St. Joseph's at Fleming</b>  St. Joseph's at Fleming is the first long-term care facility built on a college or university campus. Students from more than 20 programs participate in clinical field practice, applied research, and volunteer initiatives within or associated with the facility, located on the</p>

<p>software, library holdings, or tools essential to or which enhance program delivery or student learning</p> <ul style="list-style-type: none"> <li>• The adequacy of above resources in the context of program outcomes, program currency, and student numbers</li> <li>• Program specific external revenue such as sponsorships, grants, donations or gifts-in-kind</li> <li>• Other externally generated revenues, if applicable</li> </ul>	<p>Peterborough campus.</p> <p><b><u>Program Costing Data:</u> (Appendix XV)</b></p> <p>05/06 PSWL  Revenue: \$ 145,232  Contribution = 66%  Cost per student: \$ 1,818</p> <p>05/06 PSWS  Revenue: \$ 485,113  Contribution = 77%  Cost per student: \$ 2,708</p> <p>05/06 PSWF  Revenue: \$ 211,679  Contribution = 74 %  Cost per student: \$ 2.109</p>
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File report in:  
**S:\shared data\CLT\< School name>: <Program Name>: Program Review Report**

Attach copies of existing and revised bench marks  
Attach an updated Program Curriculum Map

Program Review Action Plan	Responsibility	Timeframe
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**Action Plan for PSW Program Review 2011:**

1- Accreditation of PSW Program:

Investigation of accreditation currently being discussed in Ontario. Faculty have identified the significance of committing to this process and the less than favourable optics of not doing so throughout our peer program groups. Also can be used as a marketing tool.

- Dean Carol Kelsey will reallocate necessary funds to support payment of process fee
- Coordinator Janice Lee Foxon will explore the possibilities of participating in workgroup/teleconference meetings with accreditation council

Consider volunteering Fleming College as a pilot

2- Non-Academic Requirements Police Checks:

Internally organized with local police department early in semester to facilitate the criminal records checks with vulnerable sector screening

Criminal record check and vulnerable screen delays;  
 Delay in this process is an issue in student's being ready for clinical placement. Operations leader Sherry Gosselin has been working with area police services in Peterborough to streamline and expedite the process for students who live in the Peterborough area with a criminal reference check clinic being offered at Fleming 3 times during the fall semester.

This has not assisted with students living outside of Peterborough.

Plan: Collaborate with Lindsay area police services to facilitate this process for Lindsay campus students. (with School Operations Leader)

3- Inclusion of Gentle Persuasive Approach (GPA) training into PSW Curriculum (NRSG 177)

Issue: This is an effective approach to caring for clients with Dementia. Local agencies are training their staff in GPA. Some agencies outside of Peterborough are requesting that all students entering their agency be trained in GPA. This training would provide students with the tools to care for clients with Dementia during throughout the program, as well as build on their portfolios for their job search.

Project Lead: Janice Lee-Foxon- to look at where this would fit into our curriculum and organize its delivery (workshop that is 7-8 hrs in length, offered to groups of 12-18 students. Must be delivered by an individual trained in GPA and also a GPA trained individual who works in the community)

#### 4. New Long Term Care Homes Act

Some revisions are needed in the following courses to reflect the changes to the new LTCHA.  
HLTH 244

- Residents' Bill of Rights from 19 to 27
- Admission criteria to long term care
- Reporting and documentation of incidents

NRSB 177

- Responsive behaviours- approaches and strategies
- Restraint use and specific criteria related to PASD (Personal Assistance Service Device)

#### 5. PAC feedback :

Revisions to Clinical Prep and Success NRSB177 and Concepts in Health for PSWs HLTH244- to incorporate feedback from industry sector related to professionalism and documentation.

- NRSB 177 (Clinical Prep and Success Strategies) to include professionalism workshop, expansion of portfolio and interviewing skills
- HLTH244 ((Concepts seminar) to expand on content related to computerized documentation systems used in health care agencies and role of the PSW

#### 6. Clinical Placements:

Issues include lack of availability of placements, competition for placements review needed of sequencing and blocking of placements, and the possibility of site visits by faculty.

#### 7. Development of a clinical consolidation handbook for community placement preceptors

- Develop a resource for all preceptors in the community that would include program philosophy, program policies, lab skills, clinical evaluation tools, contact information

#### 8. Lab Practice Times:

Investigate organizing practice labs in place for week 2 at Brealey and Frost.  
Increase student learning and decrease fail rate for applied testing.

#### 9. Midterm Clinical Evaluation Tool

Determine if tool has appropriate levelling between semesters

#### 10. Opportunity for collaboration with St. Joseph's at Fleming

Development of a "Putting it all together" DVD for students and PSWs in the workplace.

- Student volunteers have been requested by the agency.
- Once developed this resource would be used in the lab setting as a tool to demonstrate integration of lab skills related to providing morning care to residents living in a long term care setting.

**Parking lot issues:**

**A).Continued discussion regarding Proposed changes to NRSNG 175 Apps and Interventions 1 (Semester 1)**

Separating lecture from lab  
 Would like to have lab as a pass/fail course vs graded, but not able to do so with it being connected to the theory

**Option 1:** Proposed changes:  
 Separating NRSNG 175 lecture and lab

Stand alone Lec NRSNG 175 –Applications and Interventions for PSW 1- 3 hrs/wk for 15 weeks (42 hr course), need to revise evaluation of lec. component

Stand alone Lab NRSNG-?---- PSW Skills Lab 1 - 2 hrs/wk for 15 weeks (28 hr course)- change to Pass/Fail evaluation

These separate courses would be co-requisites with each other, unless special circumstances existed.  
 Both courses would be a co-req with NRSNG 176

**Option 2:** Stand alone NRSNG 175 and PSW Skills lab 1A (7 weeks) and 1B (7 weeks)

Splitting new PSW Skills Lab 1 into 2-7 week courses (front 7 and back 7)

Issues:  
 With current lab being a 15 week course, students who are unsuccessful in first practical testing (wk 5/6), and unsuccessful in retest are still able to continue into NRSNG 176 (clinical 1)-safety issue

Proposed change:  
 Splitting PSW Skills lab into 2- 7 week courses (Front 7 and Back 7 of semester 1)  
 PSW Skills Lab 1A-2 hrs/wk for front 7 weeks AND PSW Skills Lab 1B-2 hrs/wk for back 7 weeks  
 PSW skills Lab 1A would be a pre-req for PSW Skills lab 1B, and NRSNG 176  
 Both labs be graded as a Pass/Fail  
 Final practical testing in week 7 of both labs. Students would be given weekly scenarios to build on skills leading up to final practical tests

**B). Parking Lot issue: Continued discussion regarding Proposed changes to NRSNG 179 Apps and Interventions 2**

Separating lecture and lab  
 Issues: Same as above  
 Proposed Change: Stand alone NRSNG 179 Lecture, and lab NRSNG ? (PSW Skills lab 2)  
 NRSNG 179 and NRSNG ? skills lab 2 would be co-requis  
 NRSNG 179-Lec would require revision of evaluation  
 NRSNG ? PSW Skills lab 2 would be a Pass/Fail with final testing in week 7

**C). Parking Lot Issue: Medication Administration**

Clarify PSW Medication administration within the community and the PSW Subcommittee members.

D) Clinical evaluation /attendance

Clinical instructors are having difficulty applying the concept of students meeting learning outcomes versus attendance and missed clinical days. Feedback from the April 2011 PSW subcommittee meeting indicates that a majority of the programs are requiring students to make up missed clinical hours in every rotation. We currently do this only for consolidation. Historically we applied the make up hours to consolidation but have not done so this year and were applying the learning outcomes instead.

Further discussion is required to address this issue

E) True consolidation experience

Fleming PSW students currently do not have a true consolidation experience. They are placed out in the Community in the 3<sup>rd</sup> clinical rotation for 2 days a week as an independent placement but it is not a true consolidation. Further discussion needs to address the possibility of a 2 or 3 week consolidation at the end of sem 2. Students would work full time and follow one preceptor to get a very real sense of the work environment and role. This would more closely resemble our other consolidation pieces within the School of Education, Health and Wellness