

Curriculum Renewal: Analysis and Action Plan Template

Program Coordinator:	Mary Beth Walsh	School:	CD&H
Program Code:	41469	Date Completed:	Feb 5, 2013
Program Name:	Personal Support Worker - PSW		
<p>A. Analysis of Indicators Note: data is not recorded in this section of the template.</p> <p>Reflect on, and discuss, the following indicators in the context of the curriculum and program:</p>			
<p>1. Industry / Sector Trends</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. Behavioural Support Ontario information to be explored and investigated as to how best to integrate those principles into curriculum</p> <p>Continued work on National Education Standards- The finalized standards will promote public safety and effective patient care by supporting consistency, transparency, and quality in the educational preparation of personal care providers.</p> <p>1.2 Advisory Committee recommendations from the past year that will affect the positioning, nature, or scope of the program. Advisory Committee continues to recommend increased computer skills</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>NRSG 175 – updated info on GI system added from Executive Link conference attended in Fall 2012 Caring in the Classroom – topic for upcoming CACCE conference to which we plan on sending representative(s) – conference will deal with numerous topics including mental health, which will benefit students. Attending the conference will also contribute to team building among faculty.</p> <p>Issues related to availability of clinical placements- PSW program has a partial load faculty who has been working now for 3 years on community placements. Ongoing communication and seeking out of additional placements is occurring regularly.</p> <p>New or changing employment trends in the industry or sector. LTC homes report increasing numbers of residents requiring behavioural support Visiting community agencies report increasing number of clients discharged from hospital with increasingly complex care needs, eg catheters, ostomies</p> <p>Curriculum issues / strengths that have been identified by employers pertaining to graduate job readiness.</p>			
<p>2. Curriculum Development</p> <p>2.1 Curriculum changes in the last year such as changes in course content and course materials, course / program outcomes, innovative delivery approaches, assessment practices, applied learning experiences, e-learning / blended learning.</p>			

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<p>Early assessment protocol has been added to all first semester seminar and lab courses. This includes attendance tracking and early assessment during week 3 – 4. All students with weak attendance or low scores will receive academic advising from faculty or from coordinator if a trend appears.</p> <p>HLth 244 – addition of info on Retirement Home Act 2010 which was proclaimed in June 2012 - added info on PSW Registry which began in Aug 2012</p> <p>All PSW courses encourage increased computer skills – students now submit most assignments on-line, on-line quizzes incorporated into NRSG 175 and HLTH 244</p> <p>Meeting scheduled on Feb 26, 2013 with Elseiver rep to discuss use of e-workbook especially in NRSG 175 and 179, HLth 244 – this will assist with increasing student comfort using computer and may also assist with early assessment protocol</p> <p>2.2 Recent or anticipated initiatives that promote student pathways including dual credits, partnerships with high schools, program laddering, and university transfer / articulations, continuing education?</p> <p>Soci 69 dual credit course offered in local high school to Health high skills major program students</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>Accreditation- PSW program has not adopted this process</p> <p>2.5 Progress made from the last curriculum renewal initiative.</p>			
3. Student and Graduate Satisfaction			
<p>3.1 Key performance indicators # 4, 8, 9, and 11 (see Appendix of Curriculum Guide for a description of these). <u>KPI#4 Graduate Satisfaction – Generic & Vocational Learning Outcomes –</u> Program – 26 (N) 97 (%), College – 1167 (N) 87 (%), System – 953 (N) 95 (%) <u>KPI#8 Student Satisfaction – Learning Experience –</u> Program – 30 (N) 91 (%), College – 3893 (N) 82 (%), System – 912 (N) 93 (%) <u>KPI#9 – Student Satisfaction – Teachers –</u> Program – 30 (N) 85 (%), College – 3893 (N) 76 (%), System – 912 (N) 86 (%) <u>KPI#11 – Graduate Satisfaction – Program –</u> Program – 37 (N) 91 (%), College – 1852 (N) 83 (%), System – 1271 (N) 92 (%)</p> <p>3.2 Review and discuss student retention on a semester by semester basis over the past year.</p>			
B. Curriculum Strengths and Challenges			
Summarize the curriculum strengths and challenges identified by the team.			
<ul style="list-style-type: none"> • <u>Strengths</u> • Two intakes per calendar year that continue to meet target enrollment 			

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- **Smaller class sizes for seminar and lab are attractive to students; the lab is aligned with both theory and practical components of the course**
 - **Program offers GPA and NVCI workshops to make graduates more prepared for dealing with responsive behaviours in the workplace which makes grads more marketable in the workforce.**
 - **Program has established partnerships with community and LTC agencies that provide students with meaningful clinical experiences**
- Challenges**
- **Faculty requesting professional development in areas of LTC and community in order to stay current and able to teach best practices**
 - **Identified that NURS 175 and 179 lecture and lab be separated**
 - **Content of Clinical Prep and Success Strategies (NRSB 177) is dated and needs to be reviewed and updated**
Need faculty trained GPA instructors to facilitate delivering workshops
 - **Larger target enrollments are straining existing clinical sites**
 - **Full-time daytime program schedule may not meet needs of all potential applicants**

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.

- **Establish new LTC clinical sites to accommodate increased enrollment – Mary Beth**
- **Reconnect with community partners to obtain feedback and evaluate experience (plan to visit 10 sites in 2013)**
- **Investigate splitting lec and lab in NURS 175 and 179 – if approved, Catherine and Janice**
- **Updating NRSB 177 lectures – Catherine and Janice**
- **Full-time faculty to shadow staff in 2 LTC home (current placement sites) x 1 week during CBBDT to update skill set and identifying new trends to bring back to classroom and include in curriculum – Janice and Catherine**
- **Faculty hope to attend Ontario Association of CCAC's annual conference in June to increase awareness of issues, trends and challenges related to providing care in the community (will inquire about including in PSW budget to allow for ongoing attendance at conference)**
- **Explore attending GPA training workshop during CBBDT – Janice and Catherine**
- **Investigate multiple intakes, modular learning, spring intake – Janice and Catherine (contact other schools, gathering resources, lit search, study HR/ clinical placement availability)**

D. Deferred Actions

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

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<ul style="list-style-type: none"> • Integration of BSO into curriculum • Multiple intakes to be addressed through Integrated Planning 			
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			