



Canadian Association of Schools of Nursing
Association canadienne des écoles de sciences infirmières

CASN ACCREDITATION PROGRAM REPORT

For the

Fleming College, School of Nursing
Educational Unit
Path B

CONFIDENTIAL

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THE CANADIAN ASSOCIATION OF SCHOOLS OF NURSING

VERSION OF ACCREDITATION PROGRAM USED: MAY 2015

Fleming College, School of Nursing, Educational Unit Report

SECTION 1 – Evidence for Each Key Element

Leadership and Governance

Standard Statement: THE EDUCATIONAL UNIT LEADS NURSING EDUCATION AND SCHOLARSHIP

Descriptor: Leadership is the process that reflects, drives and supports the agreed-upon vision, mission, values, and goals of an educational unit to effectively prepare future nursing professionals

Key Elements

1. The nursing-specific strategic/ academic/educational plan for the educational unit, based on vision, mission, values, and goals, guides program delivery and scholarship, and reflects societal and cultural trends.

School Self-Study Evidence

Reviewer Findings that Support, Substantiate and Elaborate on the School Self-Study Evidence

Fleming’s Mission is “To empower our students with the innovative education, research and real-world experiences they need to build better lives, better communities and a better world". This is articulated in their commitment to “be focused on the needs of students and employers in the labour market”.

Fleming is dedicated to the collaborative BScN program through the college’s Values of responsiveness, innovation, collaboration, inclusiveness, and accountability. These values are all in keeping with the Trent/Fleming School of Nursing’s (TFSON’s) mission deliver programs that meet the highest standard for nursing education and nurture graduates with superior humanistic and scientific caring, professional and social responsibility, and critical inquiry.

Note: students in the Trent Fleming School of Nursing (TFSON) are based solely at Trent University for their program. As such, they are impacted by strategic plans for both the TFSON & Fleming College. Students are registered at both Fleming College and Trent University.

The Fleming College Strategic plan is strongly supportive of collaborative BScN programming in the TFSON. The TFSON Strategic Plan is described as a “living plan” by the School. Leaders from all institutions (Trent, Fleming and George Brown College) report viewing the plan in that light. This approach is endorsed by all leaders and faculty members interviewed, given the time of extreme change that the school and programs are undergoing. The move to develop a new curriculum and the impact of the COVID-19 Pandemic have resulted in the need to view strategic planning as a work in progress, which would “evolve over time to meet the changing

<p>The TFSON is situated in the School of Health and Wellness and joins 15 other programs in the health and wellness disciplines from managing health information, delivering health and wellness services, to providing pre-hospital emergency care.</p> <p>Fleming has a strong reputation for providing excellent educational and vocational training. Like the other programs at Fleming College, the TFSON’s collaboration with community partners is a commitment to excellence in social responsibility and critical inquiry.</p> <p>Fleming’s Strategic Plan (2019-2024) speaks to five commitments, most of which guide program delivery and scholarship: 1) We will be focused on the needs of students and employers in the labour market, 2) We will be true partners in our communities, 3) We will empower our staff, 4) We will embrace technology and digital tools, 5) We will be a welcoming place for all.</p>	<p><i>needs of the community” (Trent Fleming School of Nursing Living Strategic Plan, 2020). Faculty members embrace this approach and look forward to reviewing their previous plans for the new curriculum in light of lessons learned from the impact of COVID on their programming. Once the COVID-19 Pandemic crisis is over; there will be additional opportunities for input from faculty, community, practice partners & students into the TFSON Strategic Plan.</i></p> <p><i>The TFSON Strategic Plan demonstrates evidence of embracing the values evident in Fleming’s mission and values and addressing societal and cultural trends (e.g. social justice, marginalized, rural and indigenous populations).</i></p> <p><i>It is evident from meetings with students, faculty, administration, and practice partners that the relationships between Fleming and Trent (for both students and faculty) are respectful, inclusive and collaborative. Fleming College regards the TFSON as beneficial to the college as it elevates nursing and the level of scholarship at Fleming.</i></p> <p><i>The Fleming Strategic Plan 2019-2024, named ‘Our Fleming, Our Future’, is described as “the roadmap that will chart a course of dynamic change over the next 5 years” for the college, students, staff, and the community they serve. The plan clearly speaks to the five commitments as outlined in the School’s submission (see left hand column).</i></p> <p><i>Site reviewers confirmed through discussions with the Academic Chair, School of Health & Wellness, Fleming College, faculty and Practice Partners that there is a strong</i></p>
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	<p><i>commitment to their community and excellence in education. Graduates from the TFSON are viewed as valuable employees and are generally hired throughout the Peterborough & Toronto communities where students do their practicums. The President & Provost at Trent are proud of the TFSON program.</i></p>
<p>2. The educational unit promotes, advocates, and advances the achievements of the unit and supports the development of leadership by faculty, staff, and students.</p>	
<p>School Self-Study Evidence</p>	<p>Reviewer Findings that Support, Substantiate and Elaborate on the School Self-Study Evidence</p>
<p>Two of Fleming’s strategic commitments are to empower staff, and to be a welcoming place for all.</p> <p>Fleming College and Trent University work closely to celebrate both Fleming hired and Trent hired faculty and students both internally and externally through various profiling opportunities. Examples: Individual faculty profiled: Dr. Cyndi Gilmer and Dr. Melissa Pestill, Prof. English “A (Virtual) Game Changer for School of Nursing Students” (https://www.trentu.ca/news/story/27571) TFSON students profiled: “Trent’s Nursing Graduates Find Employment at Remote and Rural Locations” (https://www.trentu.ca/news/story/27167).</p> <p>The School also holds an Annual Award Ceremony each spring to celebrate the achievements of students, faculty, preceptors and staff. This was a virtual ceremony in 2020 (https://vimeo.com/showcase/7150307) and will be again in 2021.</p> <p>In addition, Fleming has:</p>	<p><i>Fleming College is strongly supportive of the secondment of six of their faculty to work with Trent faculty in the TFSON. Fleming College faculty members can apply for open secondment positions in the TFSON as they arise.</i></p> <p><i>Interviews with faculty, students and administration from both Fleming and Trent confirm that there is a very welcoming and collaborative environment within the TFSON. Site reviewers consistently heard from all leaders employed by the three institutions involved in programming that there was a genuine commitment to collaborative decision making at senior and program levels. When asked how the leaders worked together to make decisions, one longtime member of the leadership team remarked “We are a family”. All others present readily agreed with this statement. TFSON students are regarded as ‘Trent students’ and faculty as ‘Trent faculty’.</i></p> <p><i>Faculty members interviewed reflect this high degree of collaboration. Faculty members from different institutions work alongside each other in planning and delivering courses.</i></p>

<ul style="list-style-type: none"> • Internal and external Celebrations of achievement • Press releases regarding external registration exam results • A website, School and program specific videos • Service recognition (traditional, based on years of service) • A staff development program, including faculty review process (appointment and reappointment processes for School of Nursing) • Flexible workloads to accommodate need for scholarship and capitalizing on all possible opportunities in this regard, including release time for PhD. 	<p><i>One program level leader commented that students cannot and do not differentiate between faculty members on the basis of where they are employed, a fact that several faculty members reaffirmed. Reviewers were told that this lack of differentiation based on employing institution is a source of pride for those involved in leading and teaching the program.</i></p> <p><i>The Academic Chair at Fleming stated faculty at Fleming and Trent are equally respected and recognized for their contributions to the TFSON program. Leadership opportunities exist for Fleming faculty within the TFSON: the Dean of Health & Wellness at Fleming College is the Program Coordinator for the TFSON Collaborative BSN Program; several Fleming faculty are clinical and/or course coordinators.</i></p> <p><i>Evidence gleaned from the terms of reference (ToR) of committees, faculty curriculum vitae (CVs), and interviews with faculty and students, supports that there are numerous opportunities for students and faculty to participate on most of the TFSON committees (e.g. Curriculum & Evaluation Committee and Policy Committee). There is representation from both sites on the hiring committee for the new Dean of TFSON. Fleming faculty are non-voting members on TFSON Faculty Council. There do not seem to be student members on the TFSON Faculty Council. Several Fleming faculty members are members of and/or chair TFSON committees. Students hold leadership positions within the Trent Fleming Student Nurses' Association (TFSON), Canadian Student Nurses Association (CNSA) and through involvement in a number of TFSON committees.</i></p>
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	<p><i>The school of nursing faculty and students can access resources (support services, research grants) at both Trent and Fleming campuses. Professional development funds for TFSON faculty at Fleming are the same as those available to faculty at Trent University.</i></p> <p><i>The Academic Chair, School Health & Healing at Fleming College hires all TFSON year one faculty, including all clinical teachers. Workload is equitable across the two sites through a 'modified work agreement' at Fleming (the Standardized Work Form SWF), which allows the seconded Fleming faculty to have the same work assignment (both teaching and research) as Trent faculty. Six Faculty from Fleming are seconded for four-year terms to teach full-time across all four years of the program within the TFSON at Trent University.</i></p> <p><i>The Dean of the TFSON holds biweekly Town Hall Zoom meetings where students can bring their questions and concerns forward. Students confirmed that these meetings are well attended and they find them very useful and supportive.</i></p>
<p>3. The nursing leader/academic head of the Educational Unit, is accountable for decision making in human resources, finances, and policy and possesses the experience and academic qualifications to provide academic leadership.</p> <p>The executive leader/academic head of the educational unit makes decisions through consultation and is accountable for decision-making in human resources, finances, and policy.</p>	
<p>School Self-Study Evidence</p>	<p>Reviewer Findings that Support, Substantiate and Elaborate on the School Self-Study Evidence</p>
<p>Leadership: The administrative structure of the TFSON is described in the MOU (Document available on site). The Dean, TFSON and the Dean, School of Health and Wellness meet</p>	<p><i>The memorandum of understanding (MOU) between Trent and Fleming clearly lays out accountabilities for decision making. The Academic Chair at Fleming confirms that Fleming</i></p>

routinely to discuss ongoing curriculum and administrative issues related to the collaboration and to proactively respond to opportunities for improvement.

Human Resources: Faculty and staff recruitment, professional development, performance management:

- Full time faculty are hired through a collaborative team approach between the School of Health and Wellness and Human Resources. Fleming College’s hiring process includes internal/external posting, interviewing procedures, evaluation tools and reference checking. The hiring of fulltime and sessional faculty include input from faculty.
- A workload measurement tool called the Standardized Workload Form (SWF) is utilized to capture established teaching assignments for each semester. Faculty seconded to the TFSON have SWFs that indicate full time secondment.
- Contract and sessional faculty receive a contract for each semester which includes time for course development and student evaluation.
- All faculty receive evaluations on a regular basis and support from the program.
- Professional development activities are encouraged, and faculty can access offerings through the Centre for Learning and Teaching or they can request funding for external conferences by applying to the School of Health and Wellness professional development funds. Selection for these PD activities is based on established criteria from the strategic and academic plans.
- Separate PD funds are negotiated within the TFSON budget annually, for both Trent and Fleming faculty.

is responsible for the hiring of all year one clinical faculty in the TFSON and is the direct supervisor of all Fleming faculty, completes probationary interviews and works with Fleming faculty re their progress on implement their Professional development plan. The administrators at Trent and Fleming meet regularly (formally and informally) with faculty from both sites to provide support and discuss progress on their professional development plans.

All faculty and leadership team members interviewed readily acknowledged that the TFSON dean was the academic lead of the program, but indicated that a strong and clearly articulated committee structure and positive ongoing relationships ensured that input was sought and valued for decisions made.

The Standardized Workload Form (SWF) was adjusted at Fleming (with union support) to ensure workload for Fleming faculty was equitable to Trent faculty. Workload for all faculty within the TFSON is assigned by the Dean of the TFSON.

Criteria for tenure and promotion are guided by clear criteria on the Trent Provost’s website. Each department then has additional criteria specific to their program; approved by Senate.

Administrators and faculty at both sites confirmed that criteria for hire is the same for TFSON faculty at either site.

<p>Finances: The operating budget of the Collaborative BScN Program is determined and monitored by a joint finance committee which meets regularly. This committee is currently chaired by the Dean at Fleming.</p> <p>Policy: College-specific policies and procedures and the Trent/Fleming School of Nursing academic policies:</p> <ul style="list-style-type: none"> • The Deans meet regularly and as needed to discuss student issues to determine responses thus ensuring consistency in approaches. Course faculty discuss issues and an agreement to the approach is determined by the team members. • Fleming adheres to the TFSON BScN handbook and Trent University Undergraduate Calendar for policies regarding academic standing, however both Dean and faculty promote the Trent/Fleming academic policies for students' awareness. • The Fleming Dean and Chair sit on the School Council where policies and procedures are approved. • 	<p><i>Additional evidence was provided by the Acting Vice President, Office of Research and Innovation at Trent University – discussed a number of initiatives to encourage faculty within the TFSON from both sites to further engage in research across disciplines (e.g. ‘clusters’ of faculty across programs doing research on ‘calculations of medication dosages’ and ‘aging’; more engagement through Centre for Aging). Faculty from the TFSON compared to other Trent programs are ‘equal’ in the amount of research being done; the research office tends to focus on tenured faculty, but plans are in place to support new faculty/scholars and those who are mid-career.</i></p>
<p>4. Clearly defined, transparent organizational structures, policies, and processes facilitate the effective functioning of the Educational Unit, its academic program(s), and student admissions. Complaints, grievances, and appeals are dealt with using established policies, procedures and practices, consistent with legislation and regulations in the educational unit’s jurisdiction.</p>	
<p>School Self-Study Evidence</p>	<p>Reviewer Findings that Support, Substantiate and Elaborate on the School Self-Study Evidence</p>
<p>The collaborative agreement with Fleming and the bridging agreement with George Brown both mandate that the policies and procedures of Trent University will govern the student experience in all TFSON programs.</p> <p>Fleming faculty (full time and partial-load) have access to complaint and grievance processes at Fleming College.</p>	<p><i>Review of the Trent Fleming MOU, Governance structure document, committee structure, and admissions policies, as well as interaction with faculty, staff, and leaders, validate that the organizational structures within the program are well articulated and enacted in accordance with the structures outlined. Leadership, faculty and staff consistently and proudly articulate satisfaction with the way in which roles and</i></p>

Students within the TFSON are supported by Trent wide policies and procedures that reflect a commitment to an environment that is respectful and in which harassment is not tolerated. Expectations and procedures for action when required are outlined in the Charter of Student Rights and Responsibilities (<http://www.trentu.ca/studentaffairs/scrr/documents/ApprovedCharter.pdf>).

Trent University has policies and procedures related to appeals and petitions (<http://www.trentu.ca/deanundergraduate/academicpetitions/>).

Senior tutors are available in each of the Trent Colleges to assist students with the submission of both appeals and petitions (<http://www.trentu.ca/colleges/>).

The TFSON has established policies and procedures, available to all students on the intranet in the form of the TFSON Student Handbook. This is updated annually and includes information on academic expectations, appeals and petitions (Trent University, School of Nursing In-Course Grade Appeals, School of Nursing Clinical Appeals).

Grade appeals for non-clinical courses are handled in the same way in the TFSON as in all other academic departments. The in-course grade appeal form is available to students on the TFSON intranet site. The policy and procedure for these appeals is provided in the TFSON Handbook. The ultimate court of appeal is the University Senate Special Appeals Committee. Clinical appeals are handled within the TFSON by the Clinical Appeals Committee. The policy and procedure are available to students in the Student Handbook, posted on the TFSON intranet.

responsibilities function and with the clarity provided by the MOU and other documents.

The consistent message to the review team from all sources was that this was a partnership that was working very effectively, and where there was a high degree of commitment from all partners to ensure that structures and processes reflect this commitment to collaboration.

Students confirmed they are well informed about the Trent policies & procedures; these are clearly outlined in the TFSON Student Handbook as well as the Faculty Orientation manual for clinical instructors. Students reported feeling well supported if there are progress issues/complaint/grievance processes through the Academic Advisor.

Interviews with Admissions confirmed that admission criteria to the three TFSON programs (Collaborative, Compressed, and Practical Nurse (PN) to Bachelor of Science in Nursing (BScN) post-bridge) are the same (with the exception of the Bridging Program requirement for the PN to BScN program) and are overseen by the Admissions Committee (comprised of admissions staff from George Brown College, Trent and Fleming plus two faculty members). Students apply to the Ontario Admissions Centre (with the exception of the PN to BScN program, that is overseen by a joint committee of GBC and Trent University); admission to the TFSON is based on a combination of Grade Point Average and CASPer score.

<p>Two additional policies affect students in relation to appeals. The first of these is the Academic Integrity policy of the University (http://www.trentu.ca/deanundergraduate/integrity_students.php). A revision of this policy has been approved by University Senate. The University’s Special Appeals Committee is the appeal body of last resort for students on academic matters (http://www.trentu.ca/secretariat/specialappeals.php).</p> <p>There is also a Professional Conduct Policy which applies to TFSON students. This policy, modeled on the Standards of Practice of the College of Nurses of Ontario, supports students in developing the professional behaviour expected of the nursing community in Ontario. The policy and details of the process are available to students on the TFSON intranet and are specifically reviewed with all students in their first year of study in the SON. The policy is also addressed in all clinical practice course outlines. The final appeal stage for this process exists under the University wide Charter of Student Rights and Responsibilities.</p>	
<p>5. The principles of openness, transparency, and equity govern all plans, policies, procedures, and practices of the educational unit.</p>	
<p>School Self-Study Evidence</p>	<p>Reviewer Findings that Support, Substantiate and Elaborate on the School Self-Study Evidence</p>
<p>The TFSON has a Governance document which has been collaboratively developed by the members of the School and approved by TFSON Council. This document is reviewed, revised and approved annually.</p> <p>Faculty and student representation on TFSON committees provides openness and opportunity for students, faculty and staff to influence all plans, policies, procedures and practices within</p>	<p><i>The Governance document, MOUs, and Terms of Reference for TFSON committees clearly speak to the principles of equity, openness and transparency. Further evidence was provided through meetings with the faculty, administration, students and practice partners who shared that communication is a strength of the TFSON. There is clear equity (workload, access to funding, support services) for Fleming faculty at Trent University. Faculty at both sites (Fleming and Trent) agreed</i></p>

<p>the School. Committee terms of reference ensure that there is representation from both Trent and Fleming hired faculty. The non-academic staff of the School participate monthly in TFSON Council.</p> <p>There is a Decanal Council which reports to TFSON Council and is comprised of the Dean, and the four program coordinators. This group meets biweekly to deal with operational issues. The Dean and academic coordinator meet monthly with the Executive of the Trent-Fleming Nursing Association. Town halls have been held each semester for students at both the Peterborough and Toronto sites. Since March 2020 these have become biweekly open student drop-ins using Zoom.</p> <p>There is a shared space on the S-drive called Faculty and Staff to which all members of the school (exclusive of students) have access. Minutes and documents for all Committees, except Decanal Council, reside there as do drafts of many working documents. The Fleming College Collaborative BScN Program Coordinator works from her Trent School of Nursing Office as do other seconded Fleming faculty members. This integration of Fleming personnel builds and maintains vital relationships and enhances ongoing communication between Trent and Fleming. The Dean at Fleming sits on Heads of Nursing at CAATS and faculty participate in CASN meetings and activities.</p> <p>As the two post-secondary institutions located in Peterborough, ongoing collaborations are constantly underway from the President’s Office, to the Registrar’s Office to the individual Faculties and Programs. The two institutions often share responsibility for engagement on community Boards and initiatives, such as the United Way.</p>	<p><i>that communication is open – they meet formally on a regular basis as well as informally (esp. faculty teaching similar/same courses).</i></p> <p><i>A review of the academic policies and the student handbook of the TFSON demonstrated adherence to expected codes of ethics and expectations of professional accountability. GBC policies relating to accessibility, diversity and inclusion, and accommodation of disability are in accordance with national practices and standards. Clinical requirements related to necessary immunization and certifications are monitored using systems similar to those used by other nursing programs across the country.</i></p> <p><i>The Fleming faculty clarified that although several of them are members on the TFSON Council, they are non-voting members. There do not appear to be any student members on the TFSON Council.</i></p> <p><i>Students are aware of the Town Hall meetings held biweekly with the Dean of TFSON; they also know how and when they can connect with the TFSNA (Trent-Fleming Student Nurses’ Association) to bring their voices/concerns forward to the program.</i></p>
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6. Security, confidentiality, and privacy are ensured by policies and procedures that reflect current legislation and regulations.	
School Self-Study Evidence	Reviewer Findings that Support, Substantiate and Elaborate on the School Self-Study Evidence
<p>Fleming College has a Privacy and Policy Officer and policies related to accountability, freedom of information, protection of personal information and personal health information, providing individuals with a right of access to their information (https://department.flemingcollege.ca/foi/).</p> <p>Trent University has privacy and access policies which are followed by the TFSON (https://www.trentu.ca/access-privacy/). The University has an Access/Privacy office which is responsible for the day-to-day administration of freedom of information and privacy legislation that applies to the University including the Freedom of Information and Protection of Privacy Act (FIPPA) Personal Health Information Protection Act (PHIPA) and the Personal Information Protection and Electronic Documents Act (PIPEDA).</p> <p>Nursing student clinical records are kept in the administration office of the TFSON and are accessed by a secure key (limited to administration/management personnel) in a locked cabinet. Access to information in the student files is governed by the Freedom of Information and Protection of Privacy Act (FIPPA). Clinical records in the past year are filed electronically in a shared space to which only administrative and management personnel have access.</p> <p>Access to faculty (Fleming and Trent hired) and staff computers is password protected. The University's IT department has a number of policies related to privacy including a policy related to</p>	<p><i>Interviews with TFSON faculty and leaders confirm that student records are maintained in a safe and secure manner and that student privacy is protected. Policies for student safety are well developed and clearly articulated to students. Both Fleming College and Trent University's information management systems are subject to security protocols that align with national policy and practice.</i></p> <p><i>Fleming students are issued both a Fleming student number as well as a Trent student number, enabling them to access resources at both sites. In speaking with TFSON students, they indicate that they tend to access resources at Trent University as that is the campus where they attend all of their classes. They stated they are aware of their ability to access Fleming resources if/when needed.</i></p>

<p>the handling of sensitive information. The policy outlines where and under what conditions highly sensitive information may be stored and transmitted https://www.trentu.ca/governance/sites/trentu.ca.governance/files/documents/Handling%20Sensitive%20Information%20Policy.pdf.</p>	
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7. Student and faculty complaints, grievances and appeals are dealt with fairly using established policies, procedures and practices.

<p>School Self-Study Evidence</p>	<p>Reviewer Findings that Support, Substantiate and Elaborate on the School Self-Study Evidence</p>
<p>Academic appeals policy and procedures are governed by the Academic Regulations of Fleming College. Student Rights and Responsibilities govern the obvious with a well delineated complaint process. This can be found at - https://flemingcollege.ca/student-experience/student-rights-and-responsibilities.</p> <p>Those situations arising within the Trent/Fleming Collaborative School of Nursing are governed by relevant Trent University policies and procedures (as described in the Trent University Educational Unit Report 5a).</p>	<p><i>There are well developed policies articulated in the TFSON Student Handbook with respect to grade appeals, clinical failures, student misconduct, incident reporting, clinical dress code, sanctions for professional misconduct, and appeals processes. Trent academic policies are in place for all TFSON students.</i></p> <p><i>In meeting with the students, they confirmed that they are well aware of the academic appeals policy and procedures stating it is clearly laid out in the TFSON Student Handbook; the TFSON Academic Advisor is available to provide guidance and support as needed.</i></p>

<p>Partnerships</p>
<p> </p>
<p><u>Standard Statement:</u> THE EDUCATIONAL UNIT HAS STRATEGIC PARTNERSHIPS THAT SUPPORT QUALITY NURSING EDUCATION AND SCHOLARSHIP</p>

<p>Descriptor: Partnerships refer to collaborations that support the achievement of the unit’s strategic goals, collaborations among Educational Units to deliver a collaborative Nursing Education Program, and to formal agreements with health service organizations, community-based agencies, members of other professions and other relevant groups to provide professional and interprofessional learning opportunities for students.</p>	
<p>Key Elements</p>	
<p>1. Partnerships are based on a formal written agreement, a Memorandum of Understanding (MOU), or contract that is mutually agreed upon, meets best practices, and clearly identifies expectations, roles, and responsibilities of all parties.</p>	
<p>School Self-Study Evidence</p>	<p>Reviewer Findings that Support, Substantiate and Elaborate on the School Self-Study Evidence</p>
<p>One of Fleming Colleges Commitments (Strategic Plan 2019-2024 https://flemingcollege.ca/PDF/Fleming-College-Strategic-Plan-2019-2024.pdf) is be “true partners in our communities”. To do this the College will “seek out opportunities to partner with industry and governments at all levels to develop new programs that support the economy and provide lifelong learning” and “Expand our partnerships to boost community innovation”.</p> <p>Our commitment to outstanding applied learning cannot be achieved without partnering with field placement agencies who are willing to support our students by providing sites for integration and enculturation experiences. Each program at the College has a Program Advisory Committee whose members provide counsel, opinion and advice on academic matters concerning the program or School. These committees meet at least once a year and are key to new program development as well.</p>	<p><i>Strong partnerships between Fleming College and Trent University were evident throughout the accreditation process and affirmed by students, faculty and administration. A clear, simple MOU exists clearly outlining roles and responsibilities; the MOU is agreed upon collaboratively. Practice partners spoke highly of the collaboration between faculty, students and practice partners citing open, transparent communication, and joint problem solving as needed. In meeting with the practice partners they stated there are adequate forums for discussing any changes/updates in the practice environment (esp. recently related to COVID-19) and any proposed/upcoming changes in the TFSON. Practice partners spoke very highly of the TFSON students; most students upon graduation are offered employment at the practice placement sites. TFSON graduates are felt to be well positioned to meet the workforce needs of the Peterborough and surrounding areas.</i></p> <p><i>Evidence provided by senior administrators confirm that the Provost of Trent University meets with the Provost of Fleming College every month; regular meetings between Dean of TFSON at Trent and Dean of Health & Wellness at Fleming.</i></p>

<p>Similarly, the Dean of the School of Health and Wellness is an active member of the External Advisory Committee of the SON, which the Dean at Trent chairs.</p> <p>We are committed to improving and increasing pathways to and from our college, and these involve partnerships with secondary schools with a particular focus on enhancing “pathways for students between Fleming College and Trent University”.</p> <p>St Joseph’s long-term care facility is a key Fleming partner and provides students, in a variety of programs, including the Collaborative BScN program, with numerous applied learning, research and volunteer opportunities. Fleming also partners with the City of Peterborough is the Sports and Wellness Centre.</p>	<p><i>Evidence of existing pathways within the TFSON are evident through the Collaborative four-year program, Compressed BSN program and PN to BSN post-bridge program (with George Brown College). Trent and Fleming are also hoping to collaborate to develop a PN to BSN program in Peterborough in the near future as there is an increased demand for registered nurses (RNs); as well as a graduate program within the TFSON.</i></p>
<p>2. The Educational Unit respects the terms of the MOU and/or contracts.</p>	
<p>School Self-Study Evidence</p>	<p>Reviewer Findings that Support, Substantiate and Elaborate on the School Self-Study Evidence</p>
<p>Fleming College respects all of the terms of the MOU and articulation agreement with Trent University. A Finance Committee, chaired by the Dean at Fleming College, provides the financial oversight of the Collaborative program budget. This committee meets at least three times a year and annually reviews the financial budgeting and reporting principles of the collaboration, revises those principles as necessary, develop and monitors the budget for the Collaborative BScN program. Most recently, this committee, comprised of leadership and financial persons from both Trent and Fleming adopted a budgeting model that differed radically from the previous 20 years, but which will benefit both partners in the collaboration.</p>	<p><i>Fleming faculty and administrators supported that the terms of the MOU are well respected. Observations throughout the accreditation visit support that the relationship between Trent and Fleming is strong and collaborative; there are no plans to dissolve the relationship, but rather a commitment from both sites to sustain it. The Dean of Health & Wellness, Fleming College shared that the Board at Fleming College reached out to Trent University indicating they are “fully wedded” and committed to maintaining the partnership. Further evidence through interviews with faculty, staff, and administrators from both Fleming and Trent sites indicate easy, open, and</i></p>

<p>Both collaborative partners follow the MOU closely in hiring new Fleming faculty, appointing a Collaborative program coordinator, hiring of new Trent and Fleming Deans etc. This is most recently exemplified by the presence of the Dean (Fleming) on the hiring committee for the new Dean (Trent).</p>	<p><i>collaborative relationships, communication, decision-making, and planning.</i></p>
<p>3. The Educational Unit demonstrates respect for its partners and maintains good lines of communication with them.</p>	
<p>School Self-Study Evidence</p>	<p>Reviewer Findings that Support, Substantiate and Elaborate on the School Self-Study Evidence</p>
<p>Fleming College demonstrates respect and maintains regular communication with all its partners including Trent University. The Deans for both Fleming and Trent meet on a biweekly basis. The Chair, and the Dean, Fleming College, attend monthly TFSON Council meetings. Fleming and Trent faculty in the School are completely integrated and communicate and work together on an ongoing basis. The Finance Committee of the TFSON (Chaired by the Dean, Fleming) also meets at least three times a year.</p> <p>While External Advisory Committee meetings have been suspended during COVID 19, focus groups/meetings have been held with a number of community partners including a key partners at which our students do clinical placements including the Peterborough Regional Health Centre, Northumberland Hills Hospital, Ontario Shores Centre for Mental Health Sciences, Peterborough Public Health, Peterborough Family Health Team, Peterborough 360 Degree Nurse Practitioner Led Clinic, Lakefield Extencicare, St. Joseph’s at Fleming Long-Term Care, Central East Local Health Integration Network, Kawartha</p>	<p><i>Evidence provided through interviews with practice partners from Greater Toronto Area and Queensway Ottawa Carleton Hospital in Ottawa, the Deans at Fleming and Trent, faculty, staff and students indicate that the TFSON faculty and students are fully integrated. Practice partners indicated that excellent communication is a strength of the TFSON faculty.</i></p> <p><i>TFSON faculty indicated that communication and collaboration between faculty teaching lab, theory and clinical courses is very strong and that this helps ensure consistency across courses.</i></p> <p>Note: The site review team were not able to meet with any representatives from Peterborough Regional Health Centre and cannot comment on their perception on the quality of communication with TFSON.</p>

<p>Centre-Redefining Healthy Aging. Fleming College faculty and leadership play an active part in these consultations.</p>	
<p>4. The Educational Unit participates with its partners in joint evaluations of the achievement of the partnership goals and objectives.</p>	
<p>School Self-Study Evidence</p>	<p>Reviewer Findings that Support, Substantiate and Elaborate on the School Self-Study Evidence</p>
<p>Members of the School, including Fleming faculty and leadership, annually review progress on the School’s strategic plan. This review of progress on the last strategic plan was also done in the summer/fall of 2019 as part of the initiation of the next strategic plan (see Living Strategic Plan).</p> <p>The School reaffirmed its mission, vision, in the fall of 2019 and began work on a living strategic plan in the fall of 2019. Annually, each committee of Council develops an action plan based on the School’s strategic directions and the mandate of the committee.</p> <p>The TFSON underwent the CNO approval process in the fall of 2017 and all partners participated in the development of the indicator assessment and mapping documents as they did in the CNO’s “Map the Gap” document that was submitted in January 2020.</p> <p>The BScN programs underwent the 8-year cyclic review process in the 2018/19 academic year with a site visit in March of 2019. Members of the School, including Fleming and George Brown partners collaboratively developed/reviewed the self-study report that is part of that process.</p>	<p><i>It is evident from the collaborative and consultative processes used in developing the ‘Living Strategic Plan’ that feedback from previous evaluative processes helped inform the plan and will help inform future curricular revisions. Key ‘gaps’ or areas for improvement are integrated into the TFSON Strategic Plan. The process was ‘halted’ due to the COVID-19 Pandemic; plans are in place to resume work on the Strategic Plan and use this information to revise the current curriculum. The students we met with did not recall student significant involvement in the development of the TFSON strategic plan but are aware that it is still in progress and hope for opportunities to provide input.</i></p>

5. The Educational Unit provides benefits to its partners through its contributions to the achievement of mutual goals.	
School Self-Study Evidence	Reviewer Findings that Support, Substantiate and Elaborate on the School Self-Study Evidence
<p>Our partnership with Trent has enabled the growth and success of the Collaborative BScN School of Nursing in several ways. We have grown in enrolment, curriculum renewal, laid the groundwork for a bridging program, provided joint preceptor training and fostered an improved environment for scholarly activity.</p> <p>Our appointees have benefited from the ‘grow our own PhDs’ strategy, with a reduced teaching workload to accommodate concurrent study. We have also provided leaves and sabbaticals to Fleming faculty as they pursue their studies.</p> <p>The External Advisory Committee of the TFSON reflects and promotes active, collegial relationships between academia and service. Relationships built through the committee allow all parties to understand more fully, and support, the goals of the other parties. The ability to share, in an open timely way, changes and emerging issues allows all participants to be more effectively prepared to respond to changes in the health care system. This is particularly visible in the feedback received from our clinical partners in the interviews and focus groups that were held in Fall 2019 and Winter 2020.</p> <p>Our strong relationship with Peterborough Regional Health Centre was demonstrated by our joint efforts in returning students to clinical as soon as possible after the COVID crisis as well as, ensuring students had access with staff, to the COVID vaccination.</p>	<p><i>Evidence was provided by the Academic Chair, School of Health & Wellness, Fleming College – that the involvement of Fleming College in the TFSON helps elevate the status of Fleming College and the Fleming College faculty and students benefit from the partnership.</i></p> <p><i>TFSON students (from both Trent and Fleming) are well regarded by the practice partners, are seen as an asset and, upon graduation, help meet their workforce needs.</i></p> <p><i>Students reported that in the 2020-21 academic year, although clinical placements were virtual for years 1, 2 and 3 due to COVID, the number of clinical hours remained the same and the quality of the virtual practice experiences remained high. Clinical experiences in equal hours were offered through virtual or simulation experiences.</i></p> <p>Note: The site review team were not able to meet with any representatives from Peterborough Regional Health Centre and cannot comment on their perception of the relationship with TFSON.</p>

Resources	
<p><u>Standard Statement:</u> The Educational Unit has the resources to support scholarship and the effective operations of the Nursing Education Program.</p>	
<p><u>Descriptor:</u> Resources include the fiscal, material, information systems, and support services required to meet the mission and goals of the Educational Unit.</p>	
Key Elements	
<p>1. Financial resources are sufficient for the Educational Unit to achieve the Nursing Education Program’s mission and goals.</p>	
School Self-Study Evidence	Reviewer Findings that Support, Substantiate and Elaborate on the School Self-Study Evidence
<p>The Collaborative Program budget is developed jointly by Fleming and Trent administrative support and educational leadership staff. The principles of budgeting are reviewed annually and mutually agreed upon. Day to day management and monitoring of the budget is the responsibility of Trent University administrative staff and the Dean of the School of Nursing. Formal reconciliation is conducted annually and is supported by regular meetings (generally one per term) throughout the year.</p> <p>The TFSON Finance Committee meets at least three times a year. In this academic year the Committee approved a new joint budget model which will simplify the budget process and facilitate Fleming hired faculty teaching across the full ranges of courses, including graduate courses, in the School without negative financial consequences. This Committee also approves any new jointly financed positions in the School. No new staff positions are anticipated in the coming (21/22) academic year.</p> <p>While COVID 19 has presented some budget challenges especially in regard to teaching support as courses were moved online, and increased clinical learning costs, the financial</p>	<p><i>Although Fleming College does not yet have an approved budget going forward, the Dean & Academic Chair of Health & Wellness is not anticipating budget cuts.</i></p> <p><i>The Dean of TFSON at Trent University has an approved budget and confirmed that there are no budget cuts at Trent to the TFSON program, although overall university budget and tuition has been cut by 10% by the Ontario government. A ‘COVID budget & fund’ was established last year that has enabled Trent to offset the increased costs due to the COVID-19 Pandemic: e.g. increased salary costs due to smaller clinical and lab groups requiring more faculty and decreased revenues from fewer students living in residence and decreased International student enrollment.</i></p> <p><i>Evidence from interviews with the administrators at both sites supported the benefit of the modified funding model that is simpler and allows for more accurate reconciliation across sites. The costs for the TFSON are shared across sites; the MOU clearly addresses the process for this. All partners reported satisfaction with the current budgetary arrangements.</i></p>

<p>resources are sufficient to achieve the collaborative program’s mission and goals.</p>	
<p>2. A strategic student enrolment plan, aligned with faculty resources and a human resource plan, guides student admissions.</p>	
<p style="text-align: center;">School Self-Study Evidence</p>	<p style="text-align: center;">Reviewer Findings that Support, Substantiate and Elaborate on the School Self-Study Evidence</p>
<p>Enrolment targets for the Collaborative BScN program has remained relatively stable for the last decade. Enrolment targets are discussed annually by the Deans (Fleming and Trent) and reviewed by the Joint Finance Committee. Starting in January of each academic year, the Dean (Trent) circulates a weekly update of application, offer and acceptance numbers with the School’s leadership (Dean, Fleming; Chair, Fleming; Program Coordinators) so the collaborative team can monitor enrolment.</p> <p>The existing human resource plan is updated annually and includes both a one-year and three-year projection.</p>	<p><i>The Registrar at Trent confirmed that enrollment to the TFSON has remained stable in spite of the COVID-19 Pandemic.</i></p> <p><i>The Deans at both Fleming College and Trent University agree that although recruitment of faculty for the TFSON is not an issue at this point, it is challenging to attract PhD prepared and research intensive faculty due to competition from the research-intensive universities.</i></p>
<p>3. Information resources and library services support the learning and scholarship needs of faculty and students.</p>	
<p style="text-align: center;">School Self-Study Evidence</p>	<p style="text-align: center;">Reviewer Findings that Support, Substantiate and Elaborate on the School Self-Study Evidence</p>
<p>The Fleming Library and Learning Resource Commons are well connected to Trent’s library system so that TFSON students in the collaborative program can access learning materials at our site as well.</p> <p>In the Fleming library BScN students can access books, magazines, journals, and electronic media, including CD-ROM/ DVD, E-Books and internet-based subscriptions and databases.</p>	<p><i>The Dean and Academic Chair for Health & Wellness at Fleming University confirmed that Fleming students are issued both a Fleming student number and a Trent student number and that they are able to access resources at both Trent and Fleming sites. Students confirmed that they are aware of this and tend to access resources at Trent University. Evidence supports that the information and library services are sufficient at both sites.</i></p>

<p>A/V Services offers a wide range of equipment, video conferencing, videos, slides and CD's.</p>	<p><i>In meeting with faculty, evidence supports that the Fleming faculty can access resources and support through both Fleming and Trent University. The Acting Vice President for the Office of Research & Innovation affirmed that faculty from the TFSON access some resources and full faculty support related to scholarship.</i></p>
<p>4. Administrative services facilitate the effective delivery of the Nursing Education Program(s) and support faculty and clinical/nurse educators appropriately.</p>	
<p>School Self-Study Evidence</p>	<p>Reviewer Findings that Support, Substantiate and Elaborate on the School Self-Study Evidence</p>
<p>The majority of the administrative support for effective delivery of the program and to support faculty are Trent employees. Most positions are financed through our shared budget model. These administrative services are described in the Trent University, School of Nursing Educational Unit Report (5a).</p> <p>The Administrative Assistant to the School of Health and Wellness provides administrative support to the Dean and Chair including calendaring, meeting minutes and budget support.</p>	<p><i>Faculty spoke very highly of their practice placement staff esp. when alternate clinical experiences needed to be developed when students were pulled from practice (years one through three) due to the COVID-19 Pandemic.</i></p>
<p>5. The information technology system and technical support meet the administrative needs of the Unit, and the teaching, learning, and scholarship needs of the faculty and students.</p>	
<p>School Self-Study Evidence</p>	<p>Reviewer Findings that Support, Substantiate and Elaborate on the School Self-Study Evidence</p>
<p>All students and faculty at the TFSON (including Fleming hired faculty) are issued a personal IT account that gives them access to email, the secure portal system, information storage space, statistical software packages, and scientific graphics. Access to the Trent University IT network is available on campus from</p>	<p><i>TFSON faculty and students agreed that the support provided by the information technology (IT) department was very welcome and supportive as classes moved to on-line last year due to the COVID-19 Pandemic; IT held numerous sessions for faculty to support on-line learning and were readily available to provide support and answer questions/address IT issues. The</i></p>

computers in public laboratories, as well as remotely via AirTrent.

Research carrels across the campus are wired, and computer labs are in each university department including across from the main nursing office. The IT department also offers faculty professional training on the use of technology, the intranet system, lecture recording system and software tools.

Students, faculty and staff have access to a range of IT resources including: audio/visual resources, computer labs, email, the myTrent portal, Learning System online course content, print serves and WebSpace web publishing. User guides, with simple instructions for the use of technologies available at Trent U, are posted on the IT website. Assistance is available by contacting the IT department.

Trent uses Blackboard Learn for the online components of all courses. IT offers workshops focused on using Blackboard, for Trent University Instructors, staff, and graduate students.

Trent IT has provided extensive support and resources to students and faculty in the COVID 19 driven move to online teaching. This includes resources for “going remote” (<https://www.trentu.ca/it/going-remote>). Online learning experts have been assigned to department/decanal units, and a Tech Rover program has been instituted to support the

use of e-health and ‘Shadowhealth’ when students were unable to be in clinical/lab was seen as very beneficial by students and faculty.

<p>transition to remote teaching (https://www.trentu.ca/it/trent-tech-rover-program).</p>	
<p>6. Student services are commensurate with the needs of nursing students.</p>	
<p>School Self-Study Evidence</p>	<p>Reviewer Findings that Support, Substantiate and Elaborate on the School Self-Study Evidence</p>
<p>Collaborative students have access to student services at both institutions including placement and employment services, databases and library facilities, as well as recreation activities and facilities.</p> <p>They primarily access services provided by Trent University. These are described in are described in the Trent University, School of Nursing Educational Unit Report (5a).</p>	<p><i>Students reported that adequate support services are in place, including information on how and when to access such services. The First Peoples House of Learning on the Trent campus provides support to indigenous students, including counseling services. The TFSON has a dedicated Academic Advisor. The gym is well used; Fleming students participate in Fleming varsity teams. The Trent Library has ample study space and excellent databases. This information is clearly provided in the TFSON Student Handbook. Extra supports have been implemented with counseling and accommodation services to help address the added stress to students related to the COVID-19 Pandemic.</i></p>

<p>Teaching and Learning</p>	
<p><u>Standard Statement:</u> Faculty teaching in the Educational Unit foster excellence in nursing education.</p>	
<p><u>Descriptor:</u> Knowledge, attitudes, skills, and experience of engaged faculty and clinical teachers facilitate learning and the achievement of program outcomes.</p>	
<p>Key Elements</p>	
<p>1. Faculty, with the academic qualifications and professional experience for the areas in which they teach, are sufficient in number to accomplish the mission, goals, and expected program outcomes.</p>	
<p>School Self-Study Evidence</p>	<p>Reviewer Findings that Support, Substantiate and Elaborate on the School Self-Study Evidence</p>
<p>Of the 17.2 FTE faculty in the TFSON, 6 are hired by Fleming. Hiring/selection of Fleming faculty is based on academic credentials, related experience (teaching and professional),</p>	<p><i>In reviewing faculty CVs, of the six Fleming faculty seconded to the TFSON at Trent University, four have preparation at the doctoral level; two at the masters level.</i></p>

<p>related scholarly activities or experience, clinical expertise and evidence of teaching effectiveness. Academic credentials for Fleming Faculty are outlined in the MOU.</p> <p>The minimum requirement to apply for appointment to the School of Nursing is a Master’s degree in nursing or a Master’s degree in a related discipline, with a baccalaureate degree in nursing. Preference is given to doctoral-prepared applicants in the following order:</p> <ul style="list-style-type: none"> • applicants possessing an earned doctoral degree in nursing; • applicants with a doctoral degree in another discipline with nursing relevant research with a graduate degree in nursing, completed or in process • applicants with a doctoral degree in nursing in process (demonstrating continuous study and nearing completion); • applicants with a graduate degree in nursing completed or a graduate degree in a related discipline completed with a baccalaureate degree in nursing, completed. <p>The faculty, as a whole (Fleming and Trent hired) is considered when making hiring decisions and when determining teaching needs of the programs. See Trent University Educational Unit report (5a).</p>	<p><i>Criteria for hire, tenure and advancement are clearly articulated in the Trent-Fleming MOU.</i></p> <p><i>When a full-time position becomes available in the TFSON, faculty from both Trent and Fleming have equal opportunity to apply for it if they meet the qualifications for the posting.</i></p> <p><i>According to the President and Provost of Trent University, it is often challenging to attract/recruit doctor of philosophy (PhD) prepared nurses as they compete with the big research-intensive universities.</i></p>
<p>2. Contractual clinical faculty have the academic, professional, and experiential qualifications for the areas in which they instruct, and are well oriented, mentored, and evaluated by permanent faculty.</p>	
<p>School Self-Study Evidence</p>	<p>Reviewer Findings that Support, Substantiate and Elaborate on the School Self-Study Evidence</p>

<p>All first-year clinical faculty (contract) are hired by Fleming’s Academic Chair, in consultation with the Collaborative Coordinator. Clinical faculty are hired based on their academic and professional excellence and experience. The minimum educational requirement for clinical instructors is a baccalaureate with a Master degree preferred. See Trent University Educational Unit report (5a).</p>	<p><i>Able to confirm evidence through discussion with the Academic Chair, School of Nursing, Fleming College and with TFSON faculty. Sessional/contract faculty are given a contract for each individual semester based on seniority, previous experience with teaching a particular course/clinical, and positive evaluations as outlined in the Collective Agreement. Sessional/contract faculty must apply/re-apply each semester. Although there is some turn-over in sessional faculty, most sessional faculty have been teaching for the TFSON quite regularly. Sessional faculty are provided with an orientation (not mandatory) and a ‘Clinical Teaching Handbook’. Contract faculty new to a course are often mentored by a faculty member experienced with that course.</i></p> <p>Note: Site reviewers were not provided with CVs for sessional/contract faculty.</p>
<p>3. Faculty implementation of the Nursing Education Program(s) reflects its philosophy and the formal curriculum model and plan.</p>	
<p>School Self-Study Evidence</p>	<p>Reviewer Findings that Support, Substantiate and Elaborate on the School Self-Study Evidence</p>
<p>Our curriculum, built around the metaparadigm of nursing, includes six clearly identified themes: 1) ethics, 2) leadership, 3) professional practice/lifelong learning, 4) relational practice, 5) safety and 6) social justice/advocacy. These themes are threaded throughout the curriculum, supporting the growth of knowledge and skill as learners progress through the levels of the curriculum.</p> <p>Our curriculum also incorporates five areas of focus directly related to the metaparadigms of Person and Environment. These areas of focus are: 1) aging, 2) mental health, 3)</p>	<p><i>In reviewing TFSON course outlines, some of these themes and areas of focus are evident in the theory courses, esp. leadership, relational practice and professional practice and the focus areas of aging. Social justice/advocacy and the areas of focus of Indigenous peoples’ health, rural nursing, and women’s health & gender are not evident from course outlines. It is also not as clear as to how/when these themes are pulled through in the practice courses.</i></p>

indigenous peoples' health, 4) rural nursing and 5) women's health and gender.

The School has a Curriculum & Evaluation Committee whose role is to monitor, evaluate and guide curriculum development for the TFSON. Its work supports the teaching and learning philosophy, aims and activities of the TFSON. The committee is comprised of 8 faculty members and two students.

To ensure that our educational program reflects its philosophy and formal curriculum model/plan the committee:

- Reviews all proposals for changes in courses including delivery changes
- Develops, maintain, and administers the curriculum evaluation process
- Assesses the need for curricular change and recommend a strategic process

Faculty submit course reports on a regular basis to the Curriculum Committee. In the summer of 2020 the Curriculum Committee instituted a course change report for faculty to complete in order to track the changes that have occurred in courses as a result of moving to remote learning and the use of virtual clinical practice in years 1-3.

Trent requires that all syllabi be reviewed and approved by the Chairs (in our case program coordinators) and Deans each semester. This also provides an opportunity to identify any major changes to courses and to ensure that the learning outcome and assessment standard for courses given at multiple sites are consistent.

A document 'Mapping Ethics Through the Curriculum' clearly indicates how and when (year & semester) the concepts of ethics are pulled through.

Although unable to attend an in-session class, through reviewing a sample outline of a seminar class, the area of focus of aging was strongly evident and the faculty teaching this course were able to articulate how the themes of ethics, relational practice and social justice were pulled through.

Note: The site reviewers were unable to observe an in-session class; recording of the class through ZOOM had not been done.

<p>4. Preceptors are experientially qualified, supported by the health service organization, and are well oriented, mentored, and monitored by faculty of the unit.</p>	
<p>School Self-Study Evidence</p>	<p>Reviewer Findings that Support, Substantiate and Elaborate on the School Self-Study Evidence</p>
<p>All preceptors have an assigned faculty advisor. There is a Preceptor Handbook and Preceptor Guide which are updated annually and provided to preceptors. A preceptor education program has been shared between Trent and Fleming College. This program provides both RN and RPN preceptors from a variety of clinical agencies with essential skills in assisting students through the transition to independent practice.</p> <p>The Preceptor Handbook provides an overview of policies and processes within the TFSON, including preceptor expectations within these. The role of preceptor, including responsibilities, is also outlined in the handbook. The Preceptor Guide articulates the role and responsibilities of the preceptor.</p> <p>Faculty advisors, work closely with preceptor/student dyads. They connect with preceptor within the first two weeks of the course and provide the preceptor with their contact information including a voicemail where they can leave messages if there are urgent issues. Faculty advisors are to visit clinical sites (where possible) within the first 3 weeks of term arranging to meet with the preceptor and student. Over the semester, they are to hold at least 3 face-to-face or remote meetings with students/preceptors. Where there are practice concerns, faculty advisors work with the preceptor, student and Clinical Course Coordinator to develop a Practice Recovery Plan. Midterm and final evaluations are done in partnership with the faculty advisor, preceptor and student.</p>	<p><i>The practice placement partners shared that for the most part there are sufficient preceptors available to meet the TFSON requests – placements and preceptors in some specialty areas (e.g. Perinatal, Neonatal Intensive Care Unit) are at times challenging due to heavy demand, lack of clinical placements and/or lack of preceptors.</i></p> <p><i>Other challenges included preceptor fatigue, large number of new graduates, and short-staffing (esp. during the COVID-19 Pandemic as nurses were deployed to COVID and high-intensity areas and a ‘pause’ on hiring was in effect)</i></p> <p><i>Preceptors receive a small stipend for preceptoring students as well as a thank you letter at the end of the practicum from the faculty member overseeing the practicum. The practice partners stated that the TFSON students are generally very strong and well-prepared and the preceptors welcome them. TFSON faculty work well with the preceptors and are available for support as needed re student issues/concerns.</i></p> <p><i>The Preceptor Handbook provides a lot of information for the preceptors.</i></p>

<p>In previous years, preceptor training sessions have been held with our major clinical partners (mainly PRHC) but none have been held in the past year due to the constraints of COVID 19. In the fall of 2020, the Placement Coordinator and fourth year clinical course coordinator held two preceptor “drop-in sessions”, via Zoom, for our major clinical partners. The intent of these sessions was to share some general information for potential and new preceptors, as well as hear from preceptor about what additional resources the TFSON could provide to support them as preceptors.</p>	
<p>5. Faculty members engage in curriculum development, review, and revision.</p>	
<p>School Self-Study Evidence</p>	<p>Reviewer Findings that Support, Substantiate and Elaborate on the School Self-Study Evidence</p>
<p>All faculty (Fleming and Trent hired) participate in curriculum development, review and revision although this is primarily the role of the School’s Curriculum and Evaluation committee. Curriculum retreats for the whole faculty are held at least annually and in the past three years more frequently. Given the increasing list of small concerns about the curriculum that arose in 2017/18, the School decided there was a need to a major curriculum revision. The process began in the spring of 2018 with the support of an external expert in nursing curricula. The framework for a new curriculum has been developed and the program learning outcomes have been revised and mapped to the entry to practice competencies and the NCLEX test plans. We planned to implement a new curriculum in the fall of 2022. With the advent of COVID 19 and the resultant change in approaches to teaching, the curriculum revision is temporarily on hold as we assess the impact of the changing learning and health care environment on the curriculum.</p>	<p><i>Reviewers were able to confirm evidence through meetings with the TFSON faculty that they feel engaged in a collaborative process regarding curriculum development, review and revision. The TFSON Living Strategic Plan was developed via a collaborative process with faculty and community partners and will serve to inform curriculum revisions.</i></p>

6. Faculty and clinical instructors/nurse educators evaluate students effectively and constructively in theoretical and clinical courses.	
School Self-Study Evidence	Reviewer Findings that Support, Substantiate and Elaborate on the School Self-Study Evidence
<p>Instructor assessment strategies are provided in course syllabi, which are contractual agreements between students and instructors. Formative assessment and summative evaluation are used throughout the program to provide feedback and measures of student achievement in meeting Learning Outcomes, and ultimately program goals.</p> <p>Assessment strategies are diverse and comprehensive to provide a range of evidence for students to master the learning outcomes, thus demonstrating that program goals and UDLEs have been met. Assessment strategies in the program respect a range of learning styles.</p> <p>Clinical courses are graded on a pass/fail basis and students are evaluated at midterm and final against learning outcomes specific to each clinical course.</p> <p>Demonstrators in the Clinical Learning Centre also use evaluations such as return demonstrations in labs (formative) and evaluation of simulations (summative). Simulation and lab evaluations are captured on the clinical evaluation but remain separate in terms of who does the evaluation. All pieces collectively inform the clinical course pass/repeat decision.</p> <p>Examples of assessment tools in the BScN program include: Care Plans, Case Studies, Clinical Evaluations, Clinical Skills Evaluations, Creative Works, Discussions, Examinations (midterm and final), Portfolios, Post-Clinical Conferences, Poster</p>	<p><i>Course Outlines clearly outline assessment strategies used for course evaluation. A variety of assessment strategies are used, for example a student may choose to do a thesis instead of the two advanced nursing electives in years three and four.</i></p> <p><i>The TFSON policies supports that students are evaluated at both midterm and final of each course/semester. Some students the reviewers met with expressed concerns that with some TFSON faculty, evaluation/feedback is not always timely. In meeting with the TFSNA students, no concerns were raised about evaluation, in fact they spoke very positively about how they are evaluated.</i></p>

<p>Presentations, Reflections, Scholarly Papers and Writing Assignments.</p> <p>Both formative and summative evaluations are used across both theory and clinical courses using a variety of assessment tools.</p>	
<p>7. Faculty are supported in providing interprofessional education and opportunities for intersectoral collaboration.</p>	
<p>School Self-Study Evidence</p>	<p>Reviewer Findings that Support, Substantiate and Elaborate on the School Self-Study Evidence</p>
<p>Professional development activities are encouraged and Fleming faculty can access offerings through the Centre for Learning and Teaching or faculty can request funding for external conferences by applying to the School of Health and Wellness professional development funds based on established criteria. The shared budget includes professional development funds for Fleming faculty; these are managed by the TFSON Finance Officer.</p> <p>Faculty have the opportunity for intersectoral collaboration both within the University and with our multiple practice and community partners. Faculty bring content from outside of the discipline of nursing into their teaching along with speakers from other disciplines. This latter is facilitated by the availability of honoraria for speakers each semester. We have a pharmacologist and two exercise physiologists in the faculty and one of the faculty is presently the director of the University's Social Work program. The School also works closely with both the department of biology and psychology as well as with Indigenous studies.</p>	<p><i>Site reviewers confirmed that there are numerous opportunities for interprofessional education and intersectoral collaboration, although these opportunities have not yet been incorporated into programming. The Dean of the TFSON is very supportive of interprofessional education by the faculty; the Office of Research and Innovation is hoping to establish 'research clusters' comprised of faculty across disciplines/programs that share a similar research interest (e.g. aging).</i></p> <p><i>Interviews with faculty who teach the TFSON students (Biology and Psychology departments at Trent), reported open, collegial relationships with the TFSON faculty. The Biology course is attended by students from a variety of programs including nursing, forensics, and science. The third year Pharmacology course in the TFSON program is taught by a pharmacologist.</i></p> <p><i>The Biology and Psychology faculty have participated in joint research projects with the TFSON faculty but note that the workload/availability of the TFSON faculty at times make collaborative research challenging.</i></p> <p><i>One of the senior TFSON faculty is on the steering committee for The Centre for Aging in Society which has a strong focus on the</i></p>

	<p><i>social determinants of health. The First Nations House of Healing on the Trent campus provides guidance to faculty interesting in indigenizing their curriculum; several faculty members from the TFSON have accessed this resource.</i></p>
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Environment	
Standard Statement: The internal and external environments of the Educational Unit support excellence in nursing education.	
Descriptor: The environment includes the spatial and geographic context, the socio- cultural and interpersonal climate, and learning opportunities within the institution and in the practice settings.	
Key Elements	
1. A climate of openness, respect, and equity shapes the relationships of faculty, students and staff of the Educational Unit and supports the achievement of expected learner outcomes.	
School Self-Study Evidence	Reviewer Findings that Support, Substantiate and Elaborate on the School Self-Study Evidence
<p>One of Fleming College’s 5 strategic commitments is to empower staff by both investing in staff and also creating and maintaining a positive, equitable and supportive workplace culture. This includes supporting an employee-management engagement strategy “to work toward a positive and energized workplace culture that respects and values the opinions and ideas of all employees” With this new strategic plan comes a renewed “focus on a shared culture of quality, respect, transparency, accountability, collaboration, accessibility and inclusion”.</p> <p>For the most part, there is a climate of openness and respect in the School but we have experienced some challenges in the past</p>	<p><i>Strong evidence of a positive, respectful work environment from meetings with students, staff, practice partners, faculty and administration. One of the senior administrators at Fleming College stated that “collaboration is at the front and centre of every decision”.</i></p>

<p>three years. For this reason, Trent and Fleming have collaborated to engage the services of St. Stephen’s House in Toronto and to assist us in strengthening our team and building a more positive environment.</p> <p>Interviews were held with most faculty and staff in the fall of 2020 and a number of positive elements of the School were highlighted: we have uniquely successful college/university collaboration; faculty and staff are sincerely committed to the education and welfare of students; strong administrative team that works well together and a social justice commitment across the School. Some challenges were identified including a need to improve communications, collegiality and transparency. We will be working with St. Stephens in the coming months on a plan which includes: Communication coaching; Group facilitation; Small group facilitation/brainstorming sessions; and Training sessions for the whole School (Positive communication; Raising concerns in difficult conversations; De-escalation skills and Giving and receiving feedback).</p>	<p><i>The leaders of the TFSON shared that they recognized there were some concerns about communication and are actively taking steps to address these concerns.</i></p>
<p>2. Inclusion and respect of diversity are reflected in the stated values and in the relationships of the Educational Unit.</p>	
<p style="text-align: center;">School Self-Study Evidence</p>	<p style="text-align: center;">Reviewer Findings that Support, Substantiate and Elaborate on the School Self-Study Evidence</p>
<p>Fleming College has a multi-year accessibility plan (2019-24) and is committed to building an inclusive and accessible learning and working environment https://flemingcollege.ca/PDF/Accessibility/Multiyear-Accessibility-Plan-2019-2024.pdf). Fleming College is committed</p>	<p><i>TFSON students have access to support services at both Trent University and Fleming College. In meeting with Trent Student Accessibility Services, site reviewers were able to see evidence of inclusion and respect for diversity. Information about how to access support is clearly laid out in the TFSON Student</i></p>

<p>to ensuring that it meets the needs of diverse populations among their staff and students and do so in culturally safe and inclusive ways.</p> <p>AODA Compliance: All Fleming leaders, faculty, staff, volunteers, third party contractors and others who interact with, or provide service to members of the public, meet the expectations of the Fleming Policy #3-341 – Accessibility for Persons with Disabilities; #7-701-Access and Accommodation for Students with Disabilities, and the Accessibility Standards for Customer Services under the Accessibility for Ontarians with Disabilities Act (AODA).</p> <p>Fleming’s Diversity Office and Committee support human rights at Fleming and are linked to a range of support services for students, faculty, staff of the School of Community Development and Health. These include:</p> <ul style="list-style-type: none"> • Disability Services & the Fleming Accessibility Plan • Aboriginal Services & the Aboriginal Education Council • Human Rights Officer & the Harassment and Discrimination Policy • Women’s Safety Programs • International Student Services • Prior Learning Assessments and ESL • Equity Policies • Mediation Services <p>The Diversity Office also coordinates the Fleming Prayer and Mediation Room, a quiet space dedicated to the expression of faith and personal reflection available to all students including the School of Health and Wellness.</p>	<p><i>Handbook. Students we met with are aware of the resources available to them and how to access them.</i></p>
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3. The socio-cultural environment of the Educational Unit fosters student leadership and professionalism.	
School Self-Study Evidence	Reviewer Findings that Support, Substantiate and Elaborate on the School Self-Study Evidence
<p>Fleming College’s mission is to “empower our students with the innovative education, research and real-world experiences they need to build better lives, better communities and a better world”.</p> <p>Two of the six themes upon which our BScN curriculum is built are leadership and professional Practice. Both concepts are introduced in first year and threaded through the remaining years of the program. In addition, all students complete a leadership course in year 3 (NURS 3004H: The Nurse as Leader and Advocate) in which they learn about the nurse’s role in providing leadership and facilitating change in personal, professional, and community contexts. The School also has a professional conduct policy which is outlined in the BScN student handbook and which governs the professional conduct students enrolled or preparing to enroll in clinical practice courses.</p> <p>Students have opportunities for leadership roles in the School as members of many of the School’s committees. In addition, many are engaged in leadership role with the Trent/Fleming Nursing Student Association (TFNSA) and with the local chapter of the Canadian Nursing Student Association. The TFSON annually presents the Elizabeth Collins Nursing Leadership Award to a student who models excellent leadership qualities. In 2020 the award winner was Ashley Robinson who demonstrated leadership in many ways including as the president of the TFNSA.</p>	<p><i>The Fleming College strategic plan emphasizes collaboration with partners, including Trent University as a major partner. For the Trent Fleming SON, reviewers were able to confirm evidence through review of the TFSON Living Strategic Plan that addresses innovative education. The Dean of TFSON Trent University is seen by the President, Provost and faculty as very innovative. Trent has clear guidelines for innovation and what must be approved by the university versus what constitutes faculty academic freedom.</i></p> <p><i>In reviewing the Course Outlines, leadership is a common theme and is pulled through theoretically as well as practically.</i></p> <p><i>TFSON Professional conduct policies are clearly outlined in the Student handbook.</i></p> <p><i>Members of the TFSNA (Trent Fleming Student Nurses’ Association) shared with the site reviewers that they are “very proud of their school” and feel a real sense of community. They feel there is good support for student-driven initiatives. They are consulted about proposals for curriculum and feel that their voices are heard. Student leadership is encouraged by the faculty; one of the students is currently on the search committee for the new Dean of the TFSON.</i></p>

4. The socio-cultural environment of the Educational Unit fosters the achievement of the program goals/outcomes.	
School Self-Study Evidence	Reviewer Findings that Support, Substantiate and Elaborate on the School Self-Study Evidence
<p>Fleming College is committed to focusing on the needs of students and employers in order to provide educational preparation that produces graduates with skills that will be sought by employers. This includes increasing hands-on education and experience, and soft skills as well as entrepreneurial skills.</p> <p>The School’s mission is to deliver programs that meet the highest standard for nursing education”. This is consistent with the Fleming commitment to meeting the needs of students and employers. The philosophy of the TFSON is rooted in the tenets of phenomenology and humanism and a belief in the critical nature of individual meaning and context that is unique to each person (BScN Student Handbook). There are ten program goals which are levelled across the 4 years of the program. These are outlined in the BScN student handbook and underpin the learning outcomes in each course in the curriculum.</p>	<p><i>Fleming College has a number of nursing programs, and they collaborate with Trent University only on the BScN programming in the TFSON. Practice partners confirm that the TFSON students and graduates are seen as very strong; many of the TFSON graduates are offered positions.</i></p> <p><i>Interviews with graduates of the TFSON indicated that they felt supported during their nursing program and were provided with opportunities to meet the program goals & outcomes. Graduates who did some of their clinical virtually due to the COVID-19 Pandemic, reported that they were often provided with a longer orientation and probation period to help ensure a smoother transition to the new graduate role.</i></p>
5. The physical space of the Unit including classrooms, faculty offices, laboratories, and their layout effectively support the delivery of the Nursing Education Program(s).	
School Self-Study Evidence	Reviewer Findings that Support, Substantiate and Elaborate on the School Self-Study Evidence
<p>The entire BScN curriculum is based at the Life and Health Sciences Building at the Trent University site. While our faculty have a shared office space at Fleming should they choose to work at our site, they are provided with space in which to perform their daily functions at the university.</p>	<p><i>During interviews, Fleming faculty for the TFSON supported the evidence that all Fleming-appointed faculty have offices at the Trent campus and stated this works well for ongoing collaboration. Currently, due to COVID-19, most faculty and staff are working from home. Under normal circumstances, office space is tight and faculty often need to share space.</i></p>

<p>Standard classroom/lecture space is booked centrally through the registrar’s office and is generally sufficient. Our meeting room in Otonabee College contains a Smart Board and has been used for teaching graduate courses and some seminars in addition to being a meeting place for School Committees.</p> <p>As the program has grown, and we have hired more staff and faculty, office space at the Peterborough campus has become a challenge and we have up to two faculty in a shared office and four demonstrators in a shared office. We are working with the university to restructure our main office space in LHS to more efficiently accommodate more staff and faculty. See Trent University, Educational Unit Report (5a) for more information.</p>	<p><i>Support staff at Trent also reported needing to share space and often having frequent interruptions to their work.</i></p>
<p>6. Practice placement sites provide learning opportunities that effectively help learners attain the outcomes of the Educational Program(s) and facilitate intra and interprofessional collaboration.</p>	
<p style="text-align: center;">School Self-Study Evidence</p>	<p style="text-align: center;">Reviewer Findings that Support, Substantiate and Elaborate on the School Self-Study Evidence</p>
<p>Field Placement/Work Term. Opportunities for practical application of theoretical principles are offered throughout the Collaborative BScN program. Each level of program has a specific focus for theory and practice around wellness, illness, community, specialized and complex care issues.</p> <p>Clinical placements are selected to allow students exposure to a variety of care delivery environments as they learn the complexities of caring for individuals, families, groups and communities. Students can request, subject to availability and agency requirements, specialized placements and/or develop a specific focus with the elderly, aboriginal communities, rural</p>	<p><i>Evidence provided via a Simulation Strategic Plan regarding the use of simulation in the TFSON. In meeting with students, they found simulation an effective teaching strategy.</i></p>

<p>communities and women’s health as examples, and are involved in care across the lifespan. Theoretical and practicum opportunities demand a holistic approach to care delivery, recognizing that the nurse must assess the needs of the client, plan, provide and evaluate care, and advocate for quality health care for each client group. Various teaching methods are used, including lectures, labs, seminars, case studies, simulations, virtual clinical excursions and online learning. See Trent University, Educational Unit Report (5a) for more information.</p>	
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<p>Scholarship</p>	
<p>Standard Statement: Faculty are engaged in scholarship.</p>	
<p>Descriptor: Scholarship is evident through a variety of dimensions and is supported by the Educational Unit.</p>	
<p>Key Elements</p>	
<p>1. The institutional infrastructure and workloads support the development and maintenance of faculty scholarship.</p>	
<p>School Self-Study Evidence</p>	<p>Reviewer Findings that Support, Substantiate and Elaborate on the School Self-Study Evidence</p>
<p>The Trent University Research Office and the Fleming’s Office of Applied Research and Innovation (OARI) (https://flemingcollege.ca/applied-research) have undergone major changes recently to better support and encourage faculty research (https://www.trentu.ca/researchinnovation/). Both offices support the research efforts of Fleming faculty.</p> <p>Fleming’s OARI provides identification of funding support, proposal writing support and supports the Research Ethics Review process. It also supports linkages with external partners and assists in marketing and publishing research.</p>	<p><i>Hiring Fleming faculty for the TFSON joint programming is done collaboratively, and faculty hired for the TFSON BScN program secondments are competitive among Fleming faculty. The President & Provost at Trent indicated that there are challenges with recruiting PhD prepared faculty to the TFSON due to competition with research-intensive universities and challenges with hiring “research-active” faculty esp. as faculty need to also be current in their practice/profession. A new program (Doctorate in Interdisciplinary Research) is being planned to help Trent University ‘grow their own’ PhD prepared faculty; one of the TFSON faculty is on the steering committee.</i></p>

<p>Trent University allocates funding for support of faculty research through its internal budget. These are available to both Trent and Fleming hired faculty (https://www.trentu.ca/researchinnovation/researchers/faculty-and-staff/funding/internal-funding). In 2019, the TFSON also established an annual internal grant to provide seed funding for faculty research. This funding is available to both Fleming and Trent hired faculty.</p> <p>All TFSON faculty who are pursuing a PhD are given release time to support their studies. Faculty who are newly appointed to tenure stream positions are given course release time to establish/elaborate their research program.</p> <p>The Fleming faculty workload is 4 half courses per year plus senior student supervision. This workload allocation permits faculty to spend at least 40% of their time on scholarly endeavors. For each faculty member, the scholarship of integration and of teaching, specifically as it relates to the development of new courses, is also recognized with workload release.</p> <p>Each faculty member (Fleming and Trent hired) is provided with annual professional development monies to be used to support their research and scholarly activities. The Office of Research and Innovation at Trent is available to all faculty. Some students participate in research (defined loosely) projects as part of their Community Health Practicum. The Research, Ethics, and Scholarship Committee reviews and provides feedback on student research proposals.</p>	<p><i>The Dean of the TFSON identified a need to develop a program for faculty to provide guidance in how to supervise/mentor graduate students. Qualified Fleming seconded faculty can be involved in graduate student work.</i></p> <p><i>TFSON faculty shared that it is challenging to balance the need to do research and the heavy workload related to teaching, administration (course lead/coordinator, mentoring new faculty), and committee work (each faculty member is required to be on at least one university committee). Faculty are committed to excellence in teaching. Faculty indicated that it is particularly difficult to support new faculty/faculty early in their research career.</i></p> <p><i>The Acting Vice President (VP) for the Office of Research & Innovation stated a good relationship with the TFSON faculty, including the seconded Fleming faculty, and plans to expand research opportunities and funding. The 'People Care' Long Term Care facility being planned for the Trent campus will provide opportunities to establish teaching and research partnerships. There is a very supportive research office also at Fleming College. The Centre for Aging has opportunities for research across disciplines. Research on simulation has been done (e.g. the role of pre-sim to decrease anxiety of nursing students – 'acclimatizing students' before working with 'live patients').</i></p>
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<p>Students may also do an undergraduate thesis instead of the two 4000 level advanced topics/thesis course. A number of students have published their thesis work. For example: Cable-Williams, B. E. & Kaur, P. (2020). Resident-staff relationships in long-term care homes: The voices of residents. Perspectives: Journal of the Canadian Gerontological Nurses Association, 41(1), 6-11.</p>	
<p>2. Faculty scholarship is integrated into educational activities in the Educational Unit and contributes to a scholarly climate among faculty and learners.</p>	
<p>School Self-Study Evidence</p>	<p>Reviewer Findings that Support, Substantiate and Elaborate on the School Self-Study Evidence</p>
<p>The School’s research productivity has increased over the past 10 years; in part this is due to the increase in the numbers of tenure track faculty and the number of PhD prepared and PhD in progress faculty in the School. We launched a graduate diploma in mental health and addiction nursing in 2018 and an MScN in professional practice leadership in collaboration with UOIT in the spring of 2020. Faculty are beginning to mentor and supervise graduate students.</p> <p>A number of faculty are engaged in the Scholarship of Teaching and evidence from that research is incorporated into the educational activities in the School. Examples include Mackie’s work on teaching drug calculation, Celestini’s - universal design, English – supporting new graduates in rural and remote settings, Pestill – using mind maps in the classroom.</p> <p>Evidence based practice is integrated across all courses in the curriculum. While this became a strong part of educational activities in the School when we were an RNAO best practice</p>	<p><i>The senior administrators at both Trent and Fleming indicated a desire to build a ‘culture of research’. The Dean of TFSON set up an endowment fund to support research. The Office of Research and Innovation at Trent and the research office at Fleming provide support and guidance to the faculty. The Dean of Health & Wellness Fleming College indicated there are internal grant opportunities for Fleming faculty, set up to foster and stimulate research esp. for faculty on the tenure track.</i></p> <p><i>In reviewing the CVs, of the six Fleming faculty seconded to TFSON, four are PhD prepared and have an active research portfolio.</i></p> <p><i>Faculty #1: PhD prepared; Professor and Compressed Program Coordinator; peer reviewer for Journal of Nursing Regulation and Nurse Education in Practice; Board of Directors, Community Development Council of Quinte</i></p> <p><i>Faculty #2: PhD prepared. Full appointment</i></p>

<p>academic site, the focus on bringing evidence into the classroom has remained strong. One of the goals in the 2014-19 strategic plan was to lead “scholarship to expand the body of evidence on nursing and social justice as related to our five foci”. We made progress in meeting this goal but there is still work to be done.</p> <p>The School has a Research, Ethics and Scholarly Activities Committee the purpose of which is to promote research, ethics, and scholarly activities within the Trent/Fleming School of Nursing. Its mandate is to foster research productivity, ensure a mechanism for dissemination of research and funding opportunities.</p>	<p><i>Published chapter in 2 books (Integration). Several peer reviewed articles (International Journal of Older People Nursing+, Journal of Nursing Education; several non-peer reviewed articles (Discovery); Presentations & poster presentations at peer-reviewed conferences. Sits on numerous committees (CEC, Nominations, Policy, Simulation); sits on 2 boards of directors.</i></p> <p><i>Faculty #3 – MN prepared; Compressed BSN Program Coordinator: Program Administration; member of Policy & CEC.</i></p> <p><i>Faculty #4: Doctorate of Ed.; peer reviewer of textbooks.</i></p> <p><i>Faculty #5: PhD; faculty position; peer reviewed publications (re international work); presented at conferences.</i></p>
<p>3. Members of the Faculty are involved in the Scholarship of Discovery.</p>	
<p>School Self-Study Evidence</p>	<p>Reviewer Findings that Support, Substantiate and Elaborate on the School Self-Study Evidence</p>
<p>Dissertation: Hallaran, A. (2017). Understanding the variables influencing graduate nurse transition and retention in the workplace. Doctoral Dissertation, Queen’s University. Available at: https://qspace.library.queensu.ca/handle/1974/15913</p> <p>Hallaran, A., Edge, D., Almost, J., & Tregunno, D. (2020). New registered nurse transition to the workforce and intention to leave: Testing a theoretical model. Canadian Journal of Nursing Research.</p>	<p><i>The evidence was confirmed by CV review. Several of the TFSON from Fleming College are engaged in the scholarship of discovery, however faculty expressed some frustration with having the time to engage further in scholarship due to teaching and committee commitments.</i></p>

<p>Bourne, D., Hallaran, A., & Mackie, J. (2019). The lived experience of orchestral string musicians with playing-related pain. <i>Medical Problems of Performing Artists</i>. 34(4), 198-204.</p> <p>Acquaviva KD, Mugele J, Abadilla N, Adamson T, Bernstein SL, Bhayani RK, Büchi AE, Burbage D, Carroll CL, Davis SP, Dhawan N, English K, Grier JT, Gurney MK, Hahn ES, Haq H, Huang B, Jain S, Jun J, Kerr WT, Keyes T, Kirby AR, Leary M, Marr M, Major A, Meisel JV, Petersen EA, Ragan B, Rhodes A, Rupert DD, Sam-Agudu NA, Saul N, Shah JR, Sheldon LK, Sinclair CT, Spencer K, Strand NH, Streed Jr CG, Trudell AM, Documenting Social Media Engagement as Scholarship: A New Model for Assessing Academic Accomplishment for the Health Professions <i>J Med Internet Res</i> 2020;22(11):e25070 URL: http://www.jmir.org/2020/11/e25070/</p>	
<p>4. Members of the Faculty are involved in the Scholarship of Teaching.</p>	
<p>School Self-Study Evidence</p>	<p>Reviewer Findings that Support, Substantiate and Elaborate on the School Self-Study Evidence</p>
<p>Randomized Control Study–In collaboration with the Clinical Learning Center. Part A commencing Fall 2019, Part B commencing Winter 2020 we will be comparing traditional clinical preparation to a virtual simulation preparations for immersive learning activities in maternal child nursing student education</p> <p>English, K., Gilmer, C., Pestill, M., Glynn, M. (2020) Exploring Virtual Reality as an Interface to Prepare Nursing Students for Incivility in the Profession. Kawartha Teaching and Tech Conference. Peterborough</p>	<p><i>The evidence was confirmed through CV review.</i></p> <p><i>Several of the TFSON from Fleming College are engaged in the scholarship of teaching, however faculty expressed some frustration with having the time to engage further in scholarship due to teaching and committee commitments.</i></p>

<p>Glynn, M., Bellamy, B., English, K., Arnold, M., MacLeod, A. (2020) Panel: Re-imagining Roles, Resources, Structures, and Spaces in Online Course Development. Kawartha Teaching and Tech Conference. Peterborough</p>	
<p>5. Members of the Faculty are involved in the Scholarship of Integration.</p>	
<p>School Self-Study Evidence</p>	<p>Reviewer Findings that Support, Substantiate and Elaborate on the School Self-Study Evidence</p>
<p>Cable-Williams, B. E. & Kaur, P. (2020). Resident-staff Relationships in Long-Term Care Homes: The Voices of Residents. Perspectives: Journal of the Canadian Gerontological Nurses Association, 41(1), 6-11.</p> <p>Cable-Williams, B. E. & Wilson, D. M. (2017). Dying and death within the culture of long-term care facilities in Canada. International Journal of Older People Nursing, Early view International Journal of Older People Nursing, 12(1), e12125. doi: 10.1111/opn.1212</p> <p>English, K. (2019). Nbwaa-ka-win: To cherish knowledge is to know wisdom. Witness: The Canadian Journal of Critical Nursing Discourse. (in review)</p> <p>Martiniuk,A., Tracey, P., Elvir, C. (submitted). ‘Voluntourism’ or ‘brain gain’? Who and why do health professionals volunteer in developing countries? Journal of Health Care for the Poor and Underserviced.</p>	<p><i>The evidence was confirmed through CV review.</i></p> <p><i>Several of the TFSON from Fleming College are engaged in the scholarship of integration, however faculty expressed some frustration with having the time to engage further in scholarship due to teaching and committee commitments.</i></p>
<p>6. Members of the Faculty are involved in the Scholarship of Application.</p>	

School Self-Study Evidence	Reviewer Findings that Support, Substantiate and Elaborate on the School Self-Study Evidence
<p>Hallaran, A., McNabb, A., & Anderson, J. (2015). Developing a principle-based approach to safe medication practices. <i>Journal of Nursing Regulation</i>, 6(3), 43-47.</p> <p>Locally Developed Community Project Final Research Brief: Theories, Frameworks and Models for Mobilizing Partners in Community-Based Injury Prevention (2017). Project Team: Angela Andrews, France Brunet, Alex Crizzle, Cathy Dykeman, Sarah Laberge, Ann MacLeod retrieved from https://www.publichealthontario.ca/en/ServicesAndTools/Documents/LDCP/Falls%20%28Cycle%204%29%20-%20Research%20Brief.pdf</p> <p>Peterborough Council on Aging (2016). Age Friendly Peterborough Community Consultation Report. Prepared by Sarah Cullingham with support from Ann MacLeod, Dawn Berry Merriam, Karen Hicks, Claire Hanlon, Chris Kawalec. Retrieved from http://peterboroughcouncilonaging.ca/wp-content/uploads/2016/01/Age-friendly-Ptbo-ConsultationSummary-2016-FINAL-1.pdf</p> <p>MacLeod, A. McBride, B., Berry-Merriam, D (2013). Peterborough Seniors Summit Final Report. Retrieved from www.pspc.on.ca</p> <p>Archibald, B., Mills, M., MacLeod, A., Skinner, MW, Perrott, J., Reid, H. (2010). Social Determinants of Health in Haliburton County: A report card. Prepared for the Social Determinants of Health Advisory Committee, Haliburton County.</p>	<p><i>The evidence was confirmed through CV review.</i></p> <p><i>Several of the TFSON from Fleming College are engaged in the scholarship of application, however faculty expressed some frustration with having the time to engage further in scholarship due to teaching and committee commitments.</i></p>

<p>Crizzle, A., Dykeman, C., Laberge, L, MacLeod, A., Olsen-Lynch, E., Brunet, F. & Andrews, A.(2019).A public health injury prevention approach to community mobilization: A scoping review. PLoS ONE(14)1: e0210734. doi.org/10.1371/journal.pone.0210734.</p> <p>MacLeod, A., Skinner, M. Wilkinson, F. & Reid, H. (2016) Connecting socially isolated older rural adults with older volunteers through expressive arts. Canadian Journal on Aging.35 (1) 1-14 doi:10.1017/S071498081500063X.</p> <p>Tracey, P., Gastaldo, D. (in press). From Short-Term Medical Missions to Sustainable Health Care Partnerships; Global Health Action.</p> <p>Tracey P.(2015) Non-Governmental Organization’s Impact on Health Care Services in Rural Honduras: Evaluating a Short-Term Medical Mission (STMM) Utilizing a Case Study Approach University ofToronto (PhD Dissertation).</p>	
<p>Fleming College, School of Nursing, Educational Unit Report</p>	
<p>SECTION 2 – Summary of Strengths, Vulnerabilities and/or Opportunities for Improvement</p>	

<p>Summary of Findings</p>	
<p>Note the School of Nursing’s strengths, vulnerabilities and/or opportunities for improvement.</p>	
<p>General Strengths</p>	
<p>School Self-Study Evidence</p>	<p>Reviewer Findings that Support, Substantiate and Elaborate on the School Self-Study Evidence</p>

<ul style="list-style-type: none"> See Trent University Unit Report 	<p><i>There is a very strong, collaborative, respectful relationship between Fleming College and Trent University supported by a clear MOU and Governance document.</i></p>
<p>Vulnerabilities</p>	
<p>School Self-Study Evidence</p>	<p>Reviewer Findings that Support, Substantiate and Elaborate on the School Self-Study Evidence</p>
<ul style="list-style-type: none"> See Trent University Unit Report 	<p><i>There is potential pressure from Government of Ontario to increase nursing seats without additional targeted funding.</i></p>
<p>Opportunities for Improvement</p>	
<p>School Self-Study Evidence</p>	<p>Reviewer Findings that Support, Substantiate and Elaborate on the School Self-Study Evidence</p>
<ul style="list-style-type: none"> See Trent University Unit Report 	<p><i>Engage faculty with research optimizing on opportunities available through the Office of Research & Innovation and Centre for Aging. Explore opportunities for ‘research clusters’ across disciplines/clusters.</i></p> <p><i>Consider making Fleming TFSON faculty voting members on Faculty Council; involve TFSON students to promote leadership opportunities.</i></p> <p><i>Expand opportunities for rural and Indigenous clinical placements.</i></p> <p><i>Introduce workshops/sessions for students on resiliency, work-life balance.</i></p>

	<p><i>Record ZOOM classes for students unable to access the class due to illness and/or connectivity issues.</i></p> <p><i>Hire an Indigenous scholar to support indigenizing the curriculum for students and faculty.</i></p> <p><i>Opportunity for additional pathways including PN to BSN pathway between Trent and Fleming.</i></p>
<p>Identify the School’s priorities and any activities to address the vulnerabilities and/or opportunities for improvement</p>	
<p>School Self-Study Evidence</p>	<p>Reviewer Findings that Support, Substantiate and Elaborate on the School Self-Study Evidence</p>
<ul style="list-style-type: none"> • See Trent University Unit Report 	<p><i>The priorities identified by TFSON are supported.</i></p>