



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

## CASN ACCREDITATION PROGRAM REPORT

For the

Trent University, **School of Nursing**  
Educational Unit  
Path B

CONFIDENTIAL

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Prepared for:

**THE CANADIAN ASSOCIATION OF SCHOOLS OF NURSING**

*VERSION OF ACCREDITATION PROGRAM USED: MAY 2015*

<b>Trent University, School of Nursing, Educational Unit Report</b>
<b>SECTION 1 – Evidence for Each Key Element</b>

<b>Leadership and Governance</b>	
<u>Standard Statement:</u> <b>THE EDUCATIONAL UNIT LEADS NURSING EDUCATION AND SCHOLARSHIP</b>	
<u>Descriptor:</u> 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	
<b>Key Elements</b>	
<b>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.</b>	
<b>School Self-Study Evidence</b>	<b>Reviewer Findings that Support, Substantiate and Elaborate on the School Self-Study Evidence</b>
<p>The School’s vision and mission align with and support the vision and mission of the University (<a href="https://www.trentu.ca/about/vision-mission">https://www.trentu.ca/about/vision-mission</a>). The strategic directions outlined in the SMA agreement (<a href="https://www.trentu.ca/vpacademic/initiatives/strategic-mandate-agreement">https://www.trentu.ca/vpacademic/initiatives/strategic-mandate-agreement</a>) provide a framework for the activities of the Trent/Fleming School of Nursing (TFSON).</p> <p>The TFSON has had a multi-year integrated unit plan (2014-2019). In the fall of 2019, the School embarked on a new strategic planning process. Stakeholder consultations were done in the fall and winter of 2019/20 although COVID 19 presented some challenges to this process. Given the shifting health care situation, the School decided on a living strategic plan – see document entitled Living Strategic Plan.</p> <p>Minor revisions were made to the School’s mission and vision based on stakeholder feedback and discussion with faculty and staff.</p>	<p><i>Site visitors validated the information provided in the self-study.</i></p> <p><i>A Strategic Plan with clear structure that reflects the societal, cultural, academic and practice trends is in place. A new curriculum is in development so reflection on the strategic plan is ongoing.</i></p> <p><i>This has been confirmed through conversations with the Leadership Team, Dean of Health and Wellness, and review of relevant documents.</i></p>

<p><b>Vision (2020-2025):</b> The Trent-Fleming School of Nursing is a leading Canadian change agent driving social justice and health equity for all, with an emphasis on marginalization, through innovative research, authentic partnerships, and inspiring education.</p> <p><b>Mission (2020-2025):</b> To 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. The School engages in robust, authentic partnerships within and external to the University.</p> <p>The themes and strategic foci of the School remain unchanged:  <b>Themes:</b> Ethics, Leadership, Professional practice/lifelong learning, Relational practice, Safety in practice, Social justice/advocacy.  <b>Foci:</b> Aging, Indigenous Health, Rural (community) Nursing, Women’s Health, MENTAL HEALTH.</p> <p>The degree to which the themes and foci are reflected in program delivery is evidenced in course outlines generally and specifically in the range of fourth year advanced topics.  Links between the themes and foci and the scholarship interests of faculty are evident.</p>	
<p><b>2. The educational unit promotes, advocates, and advances the achievements of the unit and supports the development of leadership by faculty, staff, and students.</b></p>	
<p style="text-align: center;"><b>School Self-Study Evidence</b></p>	<p style="text-align: center;"><b>Reviewer Findings that Support, Substantiate and Elaborate on the School Self-Study Evidence</b></p>
<p>As of 2010 the TFSN has been led by a Dean rather than a Director; this place the leadership of the School at the University’s senior decision-making tables and is evidence of the commitment of the</p>	<p><i>Site visitors validated the information provided in the self-study.</i></p>

<p>University to support and advance the School of Nursing. Each of the three programs is headed by a coordinator; these roles are similar to those of Department Chairs. The School’s leadership team (Decanal Council) meets biweekly and reports to Council on a monthly basis.</p> <p>The School of Nursing is supported by the University in having its own space on the University website, on which the scholarly activities of both students, and faculty are profiled (<a href="https://www.trentu.ca/nursing/">https://www.trentu.ca/nursing/</a>). TFSON faculty have also taken on leadership roles across the University. For example: Dr. Thibeault is presently the Chair of the University Research Ethics Board a role that Dr. McIntosh has also occupied; Dr. Gilmer is the Director of the Social Work program; Dr. McIntosh has been a member of the TUFA Equity, Diversity and Inclusion Committee; Dr. Woodend Chairs the University Undergraduate Scholarship Committee and the University Nominations Committee; Dr. Mackie has been the Principle of Otonabee College.</p> <p>Individual achievements are celebrated 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” (<a href="https://www.trentu.ca/news/story/27571">https://www.trentu.ca/news/story/27571</a>) School being profiled: “Trent University Now Home to Canada’s First Accredited University Nursing Simulation Centre” (<a href="https://www.trentu.ca/news/story/27105">https://www.trentu.ca/news/story/27105</a>). TFSON students profiled: “Trent’s Nursing Graduates Find Employment at Remote and Rural Locations” (<a href="https://www.trentu.ca/news/story/27167">https://www.trentu.ca/news/story/27167</a>).</p>	<p><i>The report provided evidence of a solid leadership structure.</i></p> <p><i>Through meetings with the President and Provost and Vice President Academic it is evident that the Leadership Team makes decisions that advance the achievements of the faculty, staff and students. A respectful and shared decision-making process is in place.</i></p> <p><i>The Dean of the Trent Fleming School of Nursing (TFSON) is viewed by the President and Provost of Trent University as innovative and a strong contributor to the Trent University community. TFSON faculty, including those Fleming faculty seconded to TFSON, are viewed as contributors to the Trent mission and vision. Each Trent faculty is required to serve on at least one university committee.</i></p> <p><i>Students reported that they are involved as voting members in committees and feel that their voice is heard. Students are not involved as voting members or observers on Faculty Council.</i></p> <p><i>Faculty have reported that they feel very supported and can bring concerns forward.</i></p>
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<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 (<a href="https://vimeo.com/showcase/7150307">https://vimeo.com/showcase/7150307</a>) and will be again in 2021.</p> <p>At the end of each of the fall and winter semesters, students completing their Community Health practicum demonstrate the work they have done in full day, public poster presentations held at the University.</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.  <b>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.</b></p>	
<p style="text-align: center;"><b>School Self-Study Evidence</b></p>	<p style="text-align: center;"><b>Reviewer Findings that Support, Substantiate and Elaborate on the School Self-Study Evidence</b></p>
<p>Since the inception of the program, the School of Nursing has been recognized by the University as a stand-alone School. As of the Fall of 2010, the executive head of the School has been a Dean. Human resource and financial management accountability are fully embedded within the executive lead position of the School.</p> <p>Financial/resource planning and decisions are done in conjunction with Fleming College and/or George Brown College where appropriate. The Trent Fleming B.Sc.N. Finance Committee meets specifically for the purposes of budget oversight in the collaborative stream of the School of Nursing. Overall, MTCU and university directions guide financial planning decisions.</p>	<p><i>Site visitors validated the information provided in the self-study.</i></p> <p><i>In this collaboration, faculty have one of three employers, and their conditions of employment differ by agency. However, in the TFSON, faculty members have opportunities to participate fully in the attainment of the mission of the TFSON, regardless of employer. The TFSON faculty complement is described as totally integrated and all are eligible for membership on TFSON committees. All faculty, including GBC faculty who teach in the George Brown College (GBC) Practical Nurse (PN) Bridging program (not a TFSON program), have been engaged in curriculum development to ensure a seamless pathway in the PN to Bachelor of Science in Nursing (BScN) programming.</i></p>

<p>The principle decision-making structure within the TFSON itself is the TFSON Council, which is composed of all faculty members in the SON, both Trent and Fleming hired. The responsibilities of the Council, as stated in the Terms of Reference, and are outlined in the TFSON Governance document (Appendix TU1 TFSON Governance Document).</p> <p>Standing Committees which report to TFSON Council are: Appeals, Awards and Bursaries, Curriculum &amp; Evaluation, Decanal Council, Research, Ethics and Scholarly Activities, Graduate programming, and Policy. Membership on these committees includes faculty, students and in some cases staff. The TUFA Personnel Committee (TPC) is headed by the TUFA Collegial Chair as per the TUFA collective agreement (<a href="https://www.trentu.ca/humanresources/sites/trentu.ca/humanresources/files/documents/TUFA%20CA%202019-22%20F.pdf">https://www.trentu.ca/humanresources/sites/trentu.ca/humanresources/files/documents/TUFA%20CA%202019-22%20F.pdf</a>).</p> <p>The School has an External Advisory Committee which provides counsel, opinions and advice on academic matters concerning the School. This committee meets 1-2 times each year although no meetings we held in the 2020 year; meetings with a range of School partners in the Spring of 2020 as part of the strategic planning process.</p>	<p><i>All acknowledged the Trent Dean as the administrative leader of the TFSON.</i></p> <p><i>This collaborative effort was discussed by faculty. Faculty reported that they can bring concerns forward and they are always supported.</i></p> <p><i>The President of Trent University, and the Provost assured the reviewers, that in spite of tuition freeze and a 10% reduction in government grants, the university is in good financial condition and does not anticipate any reductions in programming in any programs at Trent University. Both indicated that if the government desired increased student numbers in the nursing programs, targeted funding would be needed to support any such increase. At this time, no increase has been determined although the government is indicating the need for more health professionals. The Dean indicated that she has access to a large endowment fund to support research and special projects as needed. She indicated that at this time, no budget reductions were anticipated.</i></p> <p><i>Financial support is available for faculty development and sufficient human resources. Additional funds have been made available to address the impact of the COVID-19 Pandemic on online learning and reduction of group size.</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.  <b>Complaints, grievances, and appeals are dealt with using established policies, procedures and practices, consistent with legislation and regulations in the educational unit’s jurisdiction.</b></p>	

<p style="text-align: center;"><b>School Self-Study Evidence</b></p>	<p style="text-align: center;"><b>Reviewer Findings that Support, Substantiate and Elaborate on the School Self-Study Evidence</b></p>
<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 (<a href="https://www.trentu.ca/currentstudents/policies-decision-making/student-conduct/student-charter-rights-and-responsibilities">https://www.trentu.ca/currentstudents/policies-decision-making/student-conduct/student-charter-rights-and-responsibilities</a>).</p> <p>Trent University has policies and procedures related to appeals and petitions (<a href="https://www.trentu.ca/registrar/records-registration/academic-petitions/types-descriptions">https://www.trentu.ca/registrar/records-registration/academic-petitions/types-descriptions</a>).</p> <p>Academic advisors are available in each of the <u>Trent Colleges</u> to assist students with the submission of both appeals and petitions (<a href="https://www.trentu.ca/advising/">https://www.trentu.ca/advising/</a>).</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>In-course grade appeal forms are available to students on the TFSON intranet site. Final grade appeals are filed through the registrar’s office. In-course, final grade and clinical appeals are handled within the TFSON by the Appeals Committee following the policy and procedures outlined in the BScN Student Handbook. The ultimate appeal body is the University Senate Special Appeals Committee.</p>	<p><i>Site visitors validated the information provided in the self-study.</i></p> <p><i>In meetings with the Leadership team, Undergraduate Program Coordinators, faculty, Undergraduate Curriculum and Evaluation Committee, it was evident that the academic unit has clearly defined structure and policies for effective functioning of the unit. Committee membership is clearly defined by numbers, and in some instances, by employer of the faculty involved.</i></p> <p><i>Positive conversations with clinical partners supported the information provided in the self-study. Agency partners were strongly supportive of the TFSON and its graduates. Although clinical placements are challenging for all nursing programs, TFSON partners indicated a willingness to work with TFSON to find good learning experiences for students. These partners also clearly employed graduates of the TFSON. Open communication with the faculty, regardless of employer, facilitates the effective working of the unit.</i></p> <p><i>Students in Year three of both the Compressed and Collaborative Programs reported that grievances, appeals, and academic guidance are addressed according to the school policies and procedures indicated in the Student Handbook. Students reported that they felt supported in the policies of the TFSON. Although some students expressed concerns with the program, they indicated that they could express these</i></p>

<p>Two additional policies affect students in relation to appeals. The first of these is the Academic Integrity policy of the University (<a href="https://www.trentu.ca/vpacademic/academic-integrity">https://www.trentu.ca/vpacademic/academic-integrity</a>).</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 outlined in the BScN Handbook (Appendix TU2. BScN Student Handbook).</p>	<p><i>concerns through the town hall meetings that the Dean conducted with students every two weeks. The Trent Fleming Nursing Student's Association (TFNSA) indicated effective working relationships among students, faculty and staff.</i></p>
<p><b>5. The principles of openness, transparency, and equity govern all plans, policies, procedures, and practices of the educational unit.</b></p>	
<p><b>School Self-Study Evidence</b></p>	<p><b>Reviewer Findings that Support, Substantiate and Elaborate on the School Self-Study Evidence</b></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 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 bimonthly 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</p>	<p><i>Site visitors validated the information provided in the self-study.</i></p> <p><i>Policies relating to the practice of the educational unit were reviewed to support the information provided in the self-study. Fleming faculty are fully integrated into the TFSON, and participate fully on TFSON committees. Faculty teaching at the GBC Waterfront site indicated that they were also engaged in curriculum development and had opportunities for committee membership. Faculty indicated that, for their engagement in TFSON committees and teaching, there is no differentiation among faculty based on their place of employment. Faculty and staff openness and respect for other faculty and staff was evident in reviewer interactions with them.</i></p>

<p>and academic coordinator meet monthly with the Executive of the Trent-Fleming Nursing Student Association.</p> <p>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.</p>	<p><i>In the review of Provincial regulatory documents, the legal, ethical and regulatory standards are reflected in policies and practices of the educational unit. Faculty have mapped the College of Nurses of Ontario (CNO) entry to practice competencies to the courses in the curriculum. Ethical content has also been mapped. Entry to Practice Competencies are threaded throughout the Curriculum as evidenced through discussions with the Curriculum Committee and review of course outlines. Program outcomes and CNO entry to practice competencies are evident in the clinical evaluation tool.</i></p>
<p>6. Security, confidentiality, and privacy are ensured by policies and procedures that reflect current legislation and regulations.</p>	
<p><b>School Self-Study Evidence</b></p>	<p><b>Reviewer Findings that Support, Substantiate and Elaborate on the School Self-Study Evidence</b></p>
<p>Trent University has privacy and access policies which are followed by the TFSON (<a href="https://www.trentu.ca/access-privacy/">https://www.trentu.ca/access-privacy/</a>). 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. Additional</p>	<p><i>Site visitors validated the information provided in the self-study.</i></p> <p><i>Students, support staff, admin Leadership Team and faculty acknowledged that security, confidentiality, and privacy are ensured in all policies and practices reflecting current legislation and regulations.</i></p> <p><i>Blackboard is a secure site where courses material and class discussions take place.</i></p> <p><i>The Manager of Cybersecurity and Client Outreach and Information Technology reported that each student has been provided with their own Zoom accounts and a system called</i></p>

<p>student health information required for student placement is kept on Synergy Gateway with access limited to the Placement Coordinator and Nursing Placement Assistant.</p> <p>Access to faculty and staff computers is password protected. The University's IT department has a number of policies related to privacy including a policy related to the handling of sensitive information. The policy outlines where and under what conditions highly sensitive information may be stored and transmitted (<a href="https://www.trentu.ca/governance/sites/trentu.ca.governance/files/documents/Handling%20Sensitive%20Information%20Policy.pdf">https://www.trentu.ca/governance/sites/trentu.ca.governance/files/documents/Handling%20Sensitive%20Information%20Policy.pdf</a>).</p> <p>All research involving human subjects must receive ethics approval which includes compliance with the Tri-Council Policy Statement on Ethical Conduct of Research involving humans Chapter 5. Privacy and Confidentiality.</p>	<p><i>YUJA (video streaming option) to ensure safety and security of private interactions and meetings.</i></p>
<p>7. Student and faculty complaints, grievances and appeals are dealt with fairly using established policies, procedures and practices.</p>	
<p><b>School Self-Study Evidence</b></p>	<p><b>Reviewer Findings that Support, Substantiate and Elaborate on the School Self-Study Evidence</b></p>
<p>Trent's Student Charter of Rights and Responsibilities applies to all TFSON students. In addition to outlining students' rights and responsibilities, the Charter outline a process by which students can make formal complaints (<a href="https://www.trentu.ca/currentstudents/policies-decision-making/student-conduct/student-charter-rights-and-responsibilities#Formal">https://www.trentu.ca/currentstudents/policies-decision-making/student-conduct/student-charter-rights-and-responsibilities#Formal</a>). The University also has a discrimination and harassment policy which applies to all members of the community and how to file a complaint.</p>	<p><i>Site visitors validated the information provided in the self-study.</i></p> <p><i>Meetings with faculty, Administrative Leadership Team, and students confirmed that appeals and grievances are dealt with in a fair manner. There is evidence in the documents provided that polices exist to address these complaints and grievances. The information concerning academic policies, professional dress, and non-academic policies are communicated to students via the current Student Handbook.</i></p>

<p>The University also has an office of Human Rights, Equity and Accessibility which provided advice on and support in resolving human rights complaints to the whole Trent community.</p> <p>As outlined in section 4, there is an established set of School policies and procedures for in-course and final grade appeals for both theory and clinical courses as well as for appeals of professional conduct decisions.</p> <p>There is also a clearly outlined process for students to appeal a finding of academic dishonesty  <a href="https://www.trentu.ca/vpacademic/sites/trentu.ca.vpacademic/files/documents/FlowchartAcademicIntegritySteps.pdf">https://www.trentu.ca/vpacademic/sites/trentu.ca.vpacademic/files/documents/FlowchartAcademicIntegritySteps.pdf</a>).</p> <p>The Special Appeals Committee is the final university body for adjudication of appeals of academic matters. This committee determines whether the application of university regulations, policies or practices has caused undue hardship on a student.</p> <p>Faculty and most staff are members of unions each of which have clearly defined procedures for dealing with complaints and grievances.</p>	<p><i>Faculty indicated that all students in the TFSON programs, including students in the TFSON PN to BScN program located at the GBC site, were aware that Trent and TFSON policies apply to them.</i></p> <p><i>Student Advisors provide consistent support, advice and guidance to students necessitating this support.</i></p>
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<p><b>Partnerships</b></p>
<p><b>Standard Statement:</b> THE EDUCATIONAL UNIT HAS STRATEGIC PARTNERSHIPS THAT SUPPORT QUALITY NURSING EDUCATION AND SCHOLARSHIP</p>
<p><b>Descriptor:</b> 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</p>

organizations, community-based agencies, members of other professions and other relevant groups to provide professional and interprofessional learning opportunities for students.

**Key Elements**

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.

School Self-Study Evidence	Reviewer Findings that Support, Substantiate and Elaborate on the School Self-Study Evidence
<p>Trent University and Sir Sandford Fleming College began operating a collaborative BScN program in September 2001. The program was subsequently approved by both the College and the University in 2004. The MOU is collaboratively renegotiated every 5 years with the most recent MOU extending from 2019 until December 31, 2023. The MOU outlines the administrative structure of the School, academic standards, faculty appointments and workloads, and financial implications (TFSON MOU Renewal – June 2019).</p> <p>In addition to the MOU, Trent has an articulation agreement with Fleming to facilitate the admission of graduates of Fleming’s PN program into either the compressed or collaborative BScN program with 5 credits of advanced standing. While there is no termination date for this agreement, we are in the process of renewing it.</p> <p>The partnership for the PN bridge and post Bridge programs with George Brown is also based on an MOU which expires on June 30, 2021 and which we are in the process of renegotiating. This MOU outlines the operation principles governing our partnership, program eligibility, delivery, administration,</p>	<p><i>Site visitors validated the information provided in the self-study.</i></p> <p><i>There are strong partnerships between Trent, Fleming college and GBC that are evident through the discussions with administrators and faculty at all sites.</i></p> <p><i>MOUs are in place for the clinical sites used for students. There are regular meeting between the Dean of TFSON, Dean of Health and Wellness at Fleming College and Dean of Health and Community Services, George Brown College.</i></p> <p><i>TFSON reported strong connection and collaboration with faculty on theory, laboratory (lab), and clinical. In meetings with faculty and school leaders, reviewers heard unanimous agreement that there was meaningful and effective collaboration between faculty and institutional leaders in the planning, delivery and evaluation of the curriculum and program.</i></p>

<p>student services, dispute resolution, and financial principles (MOU Trent&amp;GB 2016).</p> <p>Appendix TU3. Trent/Fleming MOU Appendix TU4. George Brown MOU</p>	
<p>2. The Educational Unit respects the terms of the MOU and/or contracts.</p>	
<p><b>School Self-Study Evidence</b></p>	<p><b>Reviewer Findings that Support, Substantiate and Elaborate on the School Self-Study Evidence</b></p>
<p>The School respects all the terms of the MOUs and affiliation agreements with its partner educational institutions and frequently refers to them in making decisions involving our partnerships.</p> <p>For example, we have agreed, in the MOU with Fleming College, that a Finance Committee, chaired by the Dean at Fleming College, will provide 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 that followed in the previous 20 years, but which will benefit both partners in the collaboration. Both collaborative partners follow the MOU closely in hiring new</p>	<p><i>Site visitors validated the information provided in the self-study.</i></p> <p><i>Through documents reviewed and interviews with the Dean of TFSON as well as administration at the other sites, it is evident that all parties respect the terms of the MOU. GBC has recently renewed the MOU with Trent University and is highly satisfied with the currently working relationship, as guided by the past and new MOU.</i></p> <p><i>The new MOU is currently awaiting Senate approval at Trent University. All partners are very satisfied with current arrangements for BScN programming under the TFSON, and do not anticipate any changes to their current arrangements. Although college partners could undertake independent BScN programming, neither college indicated any intention to do so.</i></p> <p><i>Practice partners reported that excellent communication is a strength of TFSON. Although the program advisory committee to the TFSON has not met during the past year due to COVID, practice partners/agencies indicated that they had ample opportunity for input into the TFSON programs. They reported open and collaborative communication with faculty and</i></p>

<p>Fleming faculty, appointing a Collaborative program coordinator, hiring of new Trent and Fleming deans etc.</p> <p>We also closely follow the MOU with George Brown College. The admission criteria for the Bridge were revised by mutual consent in the fall of 2020 and a letter of understanding amending the MOU was signed by both parties.</p> <p>In addition to the MOUs and articulation agreement mentioned above, the School has affiliation agreements with more than 400 agencies at which our students do clinical placements. The placements coordinators and the placement assistant monitor the terms of those agreements to ensure that they are followed.</p>	<p><i>administration at TFSON. All three partners in this arrangement, Trent University, Fleming College, and George Brown College, have long standing and highly positive relationships with their practice partners. These partnerships have facilitated good learning experiences for students, and employment for graduates.</i></p>
<p>3. The Educational Unit demonstrates respect for its partners and maintains good lines of communication with them.</p>	
<p><b>School Self-Study Evidence</b></p>	<p><b>Reviewer Findings that Support, Substantiate and Elaborate on the School Self-Study Evidence</b></p>
<p>The School demonstrates respects and maintains regular communication with all its partners. The Deans for both Fleming and Trent meet on a biweekly basis. The Chair, and occasionally 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 also meets at least three times a year.</p> <p>The Dean (Trent) regularly meets with the Dean (George Brown College) as well as the Chair for the Sally Horsfall School of</p>	<p><i>Site visitors validated the information provided in the self-study.</i></p> <p><i>Through discussions with the Dean, Trent University, Dean of Health and Wellness, Fleming College, and Dean of Community Services and Health, George Brown College, reviewers ascertained that communication among partners of the TFSON is ongoing, respectful, and open. From the partners meeting with agencies and stakeholders involved in the External Advisory Committee, their experiences with students, faculty, and administrators have been very positive. Reviewers were unable to meet with agency partners based in Peterborough and who are working directly with TFSON students in that location.</i></p>

<p>Nursing (George Brown College). Since the onset of COVID 19 there have been biweekly faculty drop ins and these are attended by Trent, Fleming and George Brown Hired faculty who teach with the TFSON.</p> <p>The Dean (Trent) sits at the Toronto Hospital Education Table which meets biweekly for hospital and educational partners to discuss and find solutions to clinical placement challenges in the context of COVID 19.</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 Extendicare, St. Joseph’s at Fleming Long-Term Care, Central East Local Health Integration Network, Kawartha Centre-Redefining Healthy Aging.</p>	<p><i>Through conversations with the President, Vice President (VP) Academic and Research, agency representatives, stakeholders, faculty and preceptors, it is evident that clear and open communication is a strength of this program and partner sites. There is an obvious respect of the Educational Unit and its partners. The Dean sits on a health authority committee that is established to address agency-educational unit challenges with student placements. Agency partners indicated that the discussions are open and respectful, and that TFSON is open to their concerns and works with partners to address these concerns in an effective manner. In reviewer meetings with agency partners of all three institutional members of TFSON. they indicated that they have long standing relationships with Trent, Fleming and GBC. Partners indicated that TFSON works effectively to maintain these respectful relationships.</i></p>
<p>4. The Educational Unit participates with its partners in joint evaluations of the achievement of the partnership goals and objectives.</p>	
<p style="text-align: center;"><b>School Self-Study Evidence</b></p>	<p style="text-align: center;"><b>Reviewer Findings that Support, Substantiate and Elaborate on the School Self-Study Evidence</b></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.</p>	<p><i>Site visitors validated the information provided in the self-study.</i></p>

<p>Annually, each committee of Council develops an action plan based on the School’s strategic directions and the mandate of the committee. Members of the School, including Fleming and George Brown colleagues, review progress on the School’s strategic plan annually. 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) (Appendix TU5. Strategic Planning Report 2020/25).</p> <p>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. The School’s implementation report (progress on recommendations) was submitted in the Fall of 2020; the university was satisfied with the School’s response and the process was completed November 2020.</p>	<p><i>Through the report submitted and meetings with key stakeholders, there is evidence of a formal reporting structure within the collaborative partnerships. The TFSON has developed an extensive accountability plan for its committee structure, asking each committee to develop an action plan and report on its implementation. Committees indicate the year’s work, and at the end of the year, the progress toward attainment of the intended outcomes.</i></p> <p><i>Faculty serves on various committees and reports that open communication with their colleagues assist in meeting partnership goals.</i></p> <p><i>The Dean of TFSON reported that they support each other in collaborative efforts for evaluation. Each course is evaluated by faculty at each offering, and students provide feedback, all of which goes to the Curriculum and Evaluation Committee for consideration in curricular revision. Provisions for innovation in course teaching are made, again with oversight from the curriculum and evaluation committee.</i></p>
<p>5. The Educational Unit provides benefits to its partners through its contributions to the achievement of mutual goals.</p>	
<p><b>School Self-Study Evidence</b></p>	<p><b>Reviewer Findings that Support, Substantiate and Elaborate on the School Self-Study Evidence</b></p>
<p>The positive collegial relationship between Trent University and Fleming College has directly benefitted faculty, staff, and learners through the creation of a positive work environment as well as increased access to the resources (both tangible and</p>	<p><i>Site visitors validated the information provided in the self-study.</i></p> <p><i>The partnership between the university and its college partners is mutually beneficial, providing highly experienced clinical</i></p>

intangible) that both Trent and Fleming bring to the partnership. Partnerships with other programs at the university, for example, the shared tenure/tenure track positions with Biology, also contribute to positive relationship between programs at Trent.

The TFSON has partnered with George Brown College (GBC) to offer a PN to BScN Bridge (GBC) and post-Bridge (Trent) program. This partnership has facilitated access of Trent post-Bridge students to resources at GBC including a leading-edge simulation centre and to professors seconded from GBC to teach Trent courses. From the GBC perspective, this partnership permits GBC faculty to teach in upper year BScN courses and develop partnerships for both teaching and research at the TFSON.

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.

*educators to the TFSON, while providing college faculty with opportunities in BScN programming. Financial arrangements are beneficial to all partners. Facilities at college sites are available to students of the TFSON, including accredited simulation units at the Trent and GBC sites and student services at all three sites. Students located in Peterborough have student status at both Trent and Fleming College, and TFSON students at the GBC site have access to resources of both GBC and Trent University.*

*The University provides the clinical partners with well-prepared nurses for the workforce. Faculty and admin reported that the graduates are well prepared for practice. The clinical partners report TFSON graduates as being well prepared to help meet their workforce needs, and that the TFSON is open to their suggestions for opportunities or improvement in student programming.*

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>Trent University adopted a responsibility centred management approach to budgeting about 5 years ago making Deans the budget managers for the programs that fall under their purview. Annually, Deans develop and present the decanal budgets to the presidents and vice presidents. Currently, they assess their additional resource needs, review revenues and resource allocations and present arguments for additional resources such as faculty. In order to facilitate future planning, this year all budget managers submitted budget plans for the coming three years.</p> <p>In past years we have had budget cuts but these have been relatively small compared to other universities; we also had in year budget cuts in this academic year related to revenue loss and increased costs as a result of COVID 19. While COVID 19 has resulted in increased costs of clinical teaching (purchase of virtual clinical software licenses and the need for some group teaching and smaller groups in year 4) we have been able to reallocate funds within the existing budget. Despite the challenges of COVID 19 to the budget we have been able to request an additional faculty person for 21/22 as well as an</p>	<p><i>Site visitors validated the information provided in the self-study.</i></p> <p><i>The Dean TFSON as well as the President and Provost and Vice President Academic reported that there are currently sufficient financial resources available to sustain the running of the program. Significant cuts to budget are not anticipated, in spite of tuition freezes and a 10% cut in government allocations. This financial stability includes the human resources, material and supplies as well as support for faculty development. With the oncoming graduate program at Trent University, TFSON faculty will likely be involved in supporting graduate students in the interdisciplinary doctoral program. Two additional faculty are budgeted for in the next two years.</i></p> <p><i>There is a state-of-the-art simulation room that provides students with the opportunity to practice skills in a safe and realistic setting where they can practice. The financing and maintenance of this simulation setting is supported as needed.</i></p> <p><i>Due to the COVID-19 Pandemic, faculty are having to avail of extra simulation experiences. Students highlighted the</i></p>

<p>additional support person. We also project being able to add an additional faculty person in the 23/24 academic 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><i>simulation experiences that they are receiving as being excellent and reported that it made them feel prepared for clinical. Online learning necessitated purchase of additional online or virtual learning environments; additional funds have been made available at the university level. In addition, support for online teaching has been made available.</i></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;"><b>School Self-Study Evidence</b></p>	<p style="text-align: center;"><b>Reviewer Findings that Support, Substantiate and Elaborate on the School Self-Study Evidence</b></p>
<p>The University has a Strategic Enrollment Committee of which the Dean (Trent) is a member. Enrollment plans across the University are reviewed and updated annually. This committee also reviews retention data and develops retention plans.</p> <p>Enrolment targets for the Collaborative and Compressed BScN programs have remained stable for the last decade. Enrolment in the PN to BScN program increased in the first few years after its inception but has been stable the past few years.</p> <p>The Operations Committee (Trent and GBC) for the PN to BScN program has decided to add a part time stream to the program and we anticipate a slight increase in numbers in the post-bridge part of the program as a result.</p>	<p><i>Site visitors validated the information provided in the self-study.</i></p> <p><i>The quota of the three programs of the TFSON is set by the university committee. The admission to the Collaborative and Compressed Programs is managed by the Ontario University Application Centre, according to the admission criteria set by the TFSON. Admission to the TFSON PN to BScN program is conducted by the Joint Committee of TFSON and the GBC Bridging program, according to criteria jointly set by GBC and the TFSON and required of applicants to the TFSON program. Successful graduates are guaranteed a place in the TFSON PN to BScN program. Quotas are filled in all programs. Students have seven years in which to complete the BScN program; part-time studies in the PN to BScN program has just been instituted. The current student enrollment plan aligns well with faculty resources and a human resource plan to guide student</i></p>

<p>From its inception, the TFSON has provided funding to support 1.5 positions in the Registrar’s Office; 1.0 is dedicated to marketing and recruitment (Enrollment Advisor). These positions continue to be funded through the TFSON, providing critical support to the School.</p> <p>Enrolment growth at the TFSON is primarily in the new graduate programs (Graduate Diploma in Mental Health and Addiction Nursing and MScN Professional Practice Leadership). These numbers are small but are driving the need to request an additional tenure track faculty in the 21/22 academic year. The existing human resource plan is updated annually and includes both a one-year and three-year projection.</p>	<p><i>admissions. The TFSON will be hiring an additional faculty in each of the next two years, in part to address the TFSON plans for greater involvement with graduate students in an interdisciplinary graduate program at Trent.</i></p> <p><i>TFSON have well developed plans for enrollment. The admissions process is collaborative and was described as working well.</i></p> <p><i>There have been challenges in the hiring of doctor of philosophy (PhD) prepared faculty to advance the scholarship of the faculty.</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;"><b>School Self-Study Evidence</b></p>	<p style="text-align: center;"><b>Reviewer Findings that Support, Substantiate and Elaborate on the School Self-Study Evidence</b></p>
<p>The Trent University Library collects and provides access to a wide range of resources, including films, government documents, maps, monographs, journals, and indices, in both print and digital format (<a href="https://www.trentu.ca/library/">https://www.trentu.ca/library/</a>).</p> <p>The TFSON provides support for the databases most relevant to learners in the TFSON, through the university wide budget allocation model (RCM). Faculty and students have 24/7 access to online books (e.g. Lippincott reference books via OVID; eLibrary’s Canadian Health Research Collection) and core scholarly journals in nursing and health sciences, as well as important databases/indices, including:</p> <ul style="list-style-type: none"> <li>• Cumulative Index to Nursing &amp; Allied Health Literature (CINAHL):</li> </ul>	<p><i>Site visitors validated the information provided in the self-study.</i></p> <p><i>The self-study reports that there is appropriate information technology (IT) and library resources. Reviewers did not have an opportunity to see the library facility due to the virtual site visit.</i></p> <p><i>The Learning and Liaison Librarian indicated that the TFSON and the nursing students are well resourced with excellent access to journals as well as on-line workshops.</i></p> <p><i>Faculty reported that they have access to library resources to support research such as literature reviews, systematic reviews, and proposal development.</i></p>

- Proquest Nursing & Allied Health Source (full text journals, evidence-based resources from Joanna Briggs Institute, video training programs)

Available databases in other disciplines applicable to nursing include PsycINFO, Sociological Abstracts, Genderwatch, Canadian Periodical Index, and Biological Abstracts. Books, journals, and films that are not available at Trent, may be ordered by students and faculty for no fee, through a web-based interlibrary loan requesting and management system (RACER).

A Learning & Liaison Librarian, designated to the School of Nursing, offers research support and instruction to all students and faculty. Instruction occurs in numerous ways: customized hands-on group workshops, lectures, one-on-one meetings, online tutorials, and guides.

Nursing students and faculty are encouraged to contact the librarian directly, in person, by telephone or email. In addition, an online subject guide has been developed providing a single point of access to online resources and guides (<https://guides.lib.trentu.ca/nurs>).

The Learning & Liaison Librarian is a member of the TFSON Research, Ethics and Scholarly Activity Committee.

The Trent Library has adopted the software product *Leganto*, which allows for faculty to provide direct links to specific library resources on the course Blackboard site. This tool has a direct, positive impact on the usability of search engines and ensures

*In meetings with students in the Compressed and Collaborative programs, they indicated that their library resources meet their needs and one student noted “we have all of the resources that we need for our learning”.*

<p>that students are connected with scholarly resources from the beginning of their program. See <a href="https://guides.lib.trentu.ca/readinglists">https://guides.lib.trentu.ca/readinglists</a>.</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><b>School Self-Study Evidence</b></p>	<p><b><i>Reviewer Findings that Support, Substantiate and Elaborate on the School Self-Study Evidence</i></b></p>
<p>A range of administrative services support the work of the School. I. These include:</p> <p>Manager, Office of the Dean: ensures day-to-day operations of the main office; provides advice on human resources management; manages operations of part-time faculty hiring within the School of Nursing.</p> <p>Program Administrative Assistant: general administrative support to the Academic Coordinator, Program Coordinators and all faculty at the School; provides support to committees: TFSON Council, Curriculum and Evaluation, Appeals, Awards, External Advisory, TUFA Personnel, and Administrative Committee.</p> <p>Office Administrative Assistant: initial point of contact for the School; receives/processes student fees, manages student files, equipment inventory and supplies. Provides support to TFSON Nominations Committee and Research, Ethics and Scholarly Activities (RESAC) Committee.</p>	<p><i>Site visitors validated the information provided in the self-study.</i></p> <p><i>Administration services facilitate the delivery of the Program and support faculty as needed. Over the last year with the COVID-19 Pandemic, administrative staff assisted faculty and students to pivot to remote delivery. The simulation staff indicated that they worked with faculty to create learning experiences to replace the clinical experiences that were cancelled due to the Pandemic. Their contributions included creating some simulations to support faculty teaching. They modified the simulation centre to follow COVID-19 protocols; reducing student group size to eight from 16, physical distancing, and hygiene protocols. Staff indicated that students were very compliant with the required behaviours to protect them in their learning experiences.</i></p> <p><i>Trent University provided additional funds and instructional development support to facilitate transition to online learning and virtual learning applications such as Shadow Health. Simulation and Learning Centre staff have indicated that they have “stepped up” to support faculty in their transition to online delivery and replacement of clinical learning experiences.</i></p>

<p>Placement Coordinators (1 FTE Peterborough site, .5 FTE GBC site): act as liaison matching students, instructors and agencies to provide students with appropriate learning experiences; ensures agency specific academic and non-academic requirements are met; advise students on practice requirements and placement opportunities.</p> <p>Placement Assistant: administrative support to placement coordinators</p> <p>Academic Coordinators (1 FTE Pto site, .5 GBC site): coordinate all academic advising, student support and enrollment management; provide enrollment and course demand information to assist in long-range planning.</p> <p>Financial Officer (.5 FTE): responsible for coordinating the School financial structures and processes</p> <p>Clinical Learning Facilitator: works with Program Coordinators, Clinical Course Coordinators, Clinical Instructors, Clinical Learning Centre Coordinator and Demonstrators and Placement Coordinators to promote excellence in clinical teaching</p> <p>Clinical Learning Centre (Hub) Coordinator: Coordinates all educational experiences in the Hub and administers the simulation centre environment.</p> <p>Hub Senior Demonstrator: collaborates with the Hub coordinator and faculty to develop and modify simulation</p>	<p><i>As with many nursing education programs, administrative staff indicated that the volume of work was demanding They reported that they are busy but feel supported. In discussion with the admissions committee, the TFSON admissions clerk indicated that she has facilitated the transition of GBC PN Bridging program graduates into the TFSON PN to BSN Bridging program; she sets up special student status for them, arranges for all necessary information forwarded to them, and maintains ongoing communication with them. These additional measures increase workload but are essential in maintaining a respectful relationship with incoming students and supporting the partnerships.</i></p> <p><i>Administrative staff indicated that they have shared space that at times compromises their work; distractions and privacy issues may be problematic. TFSON acknowledges this challenge as a vulnerability in their self-study.</i></p> <p><i>Simulation staff and learning centre staff indicated to reviewers that they feel respected by other faculty and staff for their contributions to the education of students.</i></p>
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<p>scenarios to meet the curricular requirements of novice to advanced students in nursing and in inter-professional learning</p> <p>Hub Demonstrators (5 FTE): organize, teach and evaluate learning experiences in the Clinical Learning Centre</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><b>School Self-Study Evidence</b></p>	<p><b>Reviewer Findings that Support, Substantiate and Elaborate on the School Self-Study Evidence</b></p>
<p>TFSON students 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.</p> <p>Access to the Trent University IT network is available on campus from computers in common areas to computer 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.</p> <p>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.</p>	<p><i>Site visitors validated the information provided in the self-study.</i></p> <p><i>Faculty reported that the IT and Technical Support is instrumental in their day-to-day work; especially with remote learning. The current platform has provided faculty with the ability to offer courses online, including lectures to large classes and smaller seminar discussions to facilitate student learning. In a 1000 level course, the large class membership is divided into smaller seminar groups where content is discussed via case studies, etc. with faculty members present to guide the discussion. From faculty perspective, the technology is supporting their pedagogy.</i></p> <p><i>Students at Trent University have access to the IT supports characteristic of most university/college settings. Students did not raise any issues related to their access to online learning resources. TFSON students based at GBC Waterfront site have access to both GBC IT resources as well the resources of Trent University; their courses are available to them on the Trent platform.</i></p>

<p>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” (<a href="https://www.trentu.ca/it/going-remote">https://www.trentu.ca/it/going-remote</a>).</p> <p>Online learning experts have been assigned to department/decanal units, and a Tech Rover program has been instituted to support the transition to remote teaching (<a href="https://www.trentu.ca/it/trent-tech-rover-program">https://www.trentu.ca/it/trent-tech-rover-program</a>).</p> <p>While most of the technology in the Simulation centre is supported by the members of the School, IT supports it when it interfaces with the University’s IT system.</p> <p>The TFSON has had its own computer greening program for several years. Recently, the updating of Trent-hired faculty computers has been moved centrally to the University.</p>	<p><i>The President and the Provost of Trent indicated that the IT department and the various units were provided with additional resources to support the transition to online learning and simulations/virtual learning necessitated by COVID precautions.</i></p> <p><i>Blackboard is the educational platform used for course delivery. Students reported that this platform meets the needs of the educational unit. It is easy to use and they have the necessary IT support. The TFNSA indicated that their learning is progressing online; no issues were raised concerning the online learning approach.</i></p>
<p>6. Student services are commensurate with the needs of nursing students.</p>	
<p><b>School Self-Study Evidence</b></p>	<p><b>Reviewer Findings that Support, Substantiate and Elaborate on the School Self-Study Evidence</b></p>
<p>The Student Wellness Centre provides integrated services students to Trent students. These include: counselling, health &amp; accessibility services (<a href="https://www.trentu.ca/wellness/">https://www.trentu.ca/wellness/</a>). The Student Accessibilities Services office provides students who have learning challenges or disabilities with support to receive the required accommodations to ensure they are equipped to learn. The SAS office provides assessments for students and as</p>	<p><i>Site visitors validated the information provided in the self-study.</i></p> <p><i>In reviewing the report and documents provided along with meetings with faculty and students, it is evident that student services are available to meet the needs of the current nursing students.</i></p>

<p>needed, communicates any learning needs to the appropriate faculty at the Trent/Fleming School of Nursing (<a href="https://www.trentu.ca/wellness/sas">https://www.trentu.ca/wellness/sas</a>).</p> <p>In addition to the Academic Coordinator within the School, students have access to Academic Advisors who can assist them with their learning, programming and petitions (<a href="https://www.trentu.ca/advising/">https://www.trentu.ca/advising/</a>). These are affiliated with each of the Colleges but students may reach out to any advisor.</p> <p>The First Peoples House of Learning offers cultural services to Indigenous learners at Trent to They collaborate with students to support their academic success, personal development and leadership potential (<a href="https://www.trentu.ca/fphl/">https://www.trentu.ca/fphl/</a>).</p> <p>Academic Skills instructors offer in-person and online instruction in writing and study skills to all Trent students. Students can drop in or book appointments (<a href="https://www.trentu.ca/academicskills/">https://www.trentu.ca/academicskills/</a>).</p> <p>Career Space (<a href="https://www.trentu.ca/careerspace/">https://www.trentu.ca/careerspace/</a>) supports nursing students while in progress with CV and resumes for independent practicums as well as assisting new graduates in preparing for employment.</p> <p>Trent University also has a Sexual Violence Prevention Coordinator (<a href="https://www.trentu.ca/sexualviolence/resources">https://www.trentu.ca/sexualviolence/resources</a>) who runs programing around consent and sexual violence awareness and prevention. She also offers individual support for students.</p>	<p><i>The resources highlighted by students as being very supportive to their learning include:</i></p> <ul style="list-style-type: none"> <li>• <i>Clinical Simulation</i></li> <li>• <i>Student Advisors</i></li> <li>• <i>Library and IT Services</i></li> <li>• <i>Academic Advising</i></li> </ul> <p><i>Graduates of the program concurred, although their learning experiences were in the past, and did not reflect the current high demand on services as a result of the COVID-19 Pandemic.</i></p> <p><i>The First Peoples House of Learning was highlighted as a resource instrumental to student success. The Director of First Peoples House of Learning reported that they focus on providing services to Indigenous students such as advice on enrollment and recruitment, tutoring, academic support and advise faculty on the integration of cultural context in the curriculum. The review team was told that program leaders do not know how many Indigenous students they have in the program, as students are not asked to self-declare Indigenous status.</i></p>

<b>Teaching and Learning</b>	
<u>Standard Statement:</u> Faculty teaching in the Educational Unit foster excellence in nursing education.	
<u>Descriptor:</u> Knowledge, attitudes, skills, and experience of engaged faculty and clinical teachers facilitate learning and the achievement of program outcomes.	
<b>Key Elements</b>	
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.	
	<b>School Self-Study Evidence</b>
<p>The discipline of nursing is well represented by the TFSON faculty. The combination of tenured/tenure-track (TUFA), Fleming-hired assignees, teaching intensive (TUFA), limited term appointments (TUFA) and part-time (CUPE) instructors provides the program with ongoing and relevant expertise. These are experienced educators with strong subject knowledge. The faculty are dedicated educators and successful researchers who are committed to providing a high-quality education for future nurses.</p> <p>The TFSON, in 20/21 had 17.2 full-time faculty. Courses are instructed primarily by full-time tenured/tenure-track faculty; full-time Fleming hired and assigned faculty; LTAs; and Teaching Intensive Faculty. Twelve of the full-time faculty are doctorally prepared, 5 have master’s degrees and of these, three are pursuing doctorates. Selection of Fleming faculty for appointment to the School of Nursing is based on academic credentials, related experience (teaching and professional), related scholarly activities or experience, clinical expertise and evidence of teaching effectiveness; the minimum requirement to for appointment from Fleming College to the School of Nursing is a Master’s degree and preference is given to doctorally prepared applicants.</p>	<p><i>Site visitors validated the information provided in the self-study.</i></p> <p><i>Currently, Trent University School of Nursing is dependent on the TFSON to have sufficient faculty to teach the TFSON programs; the MOUs between Trent University and Fleming and George Brown Colleges provide for secondment of faculty to meet the requirements for teaching. For the TFSON programs, the Dean of TFSON is responsible for assigning teaching workload of all Trent hired or Trent seconded faculty.</i></p> <p><i>Review of faculty Curriculum Vitae (CV’s) indicates that faculty (both Trent tenure/tenure track faculty and seconded faculty from Fleming College and George Brown College) meet the required academic credentials of at least masters-level education. Most are doctorally-prepared (12 faculty) or in doctoral studies in progress (three faculty). Nurse faculty are experienced nurse educators with clinical areas of expertise.</i></p> <p><i>There are Masters and PhD prepared faculty currently and actively conducting research in the areas in which they teach.</i></p>

<p>Fleming appointed faculty teach at all levels of the program and are not restricted to teaching students in the Collaborative program.</p> <p>At the Toronto site of the program, we have seconded George Brown College nursing faculty to teach theory courses at that site.</p> <p>This has meant we have a more constant faculty group than we would have had we been restricted to hiring sessional faculty for these courses. The required level of preparation is the same as for the assigned Fleming College faculty.</p>	<p><i>The Dean of TFSON as well as the President and the Provost and Vice President Academic indicated that there is educational support for faculty and staff for continuing education in academic credentials and/or pedagogy.</i></p> <p><i>There are opportunities for faculty at both Trent and Fleming schools to apply for positions when they become available. Both the Dean of Trent University School of Nursing and the Dean, Health and Wellness at Fleming University indicated that when a secondment position becomes available, Fleming faculty who are academically qualified can apply for the position; faculty who are doctorally-prepared are preferred. Appointments are made jointly. The Dean of TFSON indicated that sessional secondments of GBC nurse educators to teach the TFSON courses at the GBC site are highly experienced educators and again, many are doctorally-prepared. The Dean of Community Services and Health at GBC indicated that there is a cadre of highly experienced nurse educators who are hired as sessionals for the TFSON.</i></p> <p><i>As indicated by the President and Provost, as well as the Dean of TFSoN, there are still challenges in recruiting PhD prepared nurses to Trent University.</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><b>School Self-Study Evidence</b></p>	<p><b>Reviewer Findings that Support, Substantiate and Elaborate on the School Self-Study Evidence</b></p>
<p>Part-time faculty are hired based on their academic and professional excellence and experience and most part-time faculty are hired primarily as clinical instructors. The minimum</p>	<p><i>Site visitors validated the information provided in the self-study.</i></p>

<p>educational requirement to teach a theory course is a Master's degree with doctorate preparation preferred. The minimum educational requirement for clinical instructors is a baccalaureate with a Master's degree preferred.</p> <p>Fleming college hires the part-time sessional faculty to act as clinical instructors for the 15-year one clinical placement groups (NURS1020H). On average we fill 130 clinical teaching contracts (70 or so individuals) to act as clinical instructors in the 2000-4000 level clinical courses. In addition, we have 15 continuing sessional CUPE contracts held by 15 clinical teachers. The hiring of part-time/CUPE instructors brings in nurses with current clinical expertise to teach clinical groups of 6-8 students or act as faculty advisors for preceptored students in years 2 (NURS2020H) and 4 (NURS4020/21/22C).</p> <p>Each clinical course is led by a full-time faculty person who acts as coordinator for the clinical instructors in the course. This faculty person arranges an orientation for clinical teachers at the beginning of each semester. There is also a TFSON Sessional Instructor Handbook which is updated annually. This handbook contains information on the School's mission/vision, strategic priorities, governance, curriculum, academic course management, clinical course management and well as operational information. In most years, the School holds a learning day for all sessional instructors but due to COVID 19 challenges has not done so this year. (Appendix TU6 TFSON Instructor Handbook)</p>	<p><i>The CVs of clinical faculty were not provided. Discussions with the Dean of TFSON indicated that clinical faculty for 1000 level courses are hired by Fleming College; they have an experienced cohort of qualified clinical teachers available to them. Trent hires the clinical teachers for the 2000, 3000 and 4000 level clinical courses, and a few masters-prepared nurse educators as sessional hires to teach theory courses. Preceptors for the 4000 level clinical courses are identified by clinical partners. Contracts for clinical teachers at the Trent site are managed by the clinical placement staff.</i></p> <p><i>Clinical courses are led by a TFSON faculty. Clinical instructors reported that they are supported in having great mentorship provided by the course leads. They are hired to instruct students in their clinical area of expertise. Clinical instructors who were interviewed indicated that they could raise concerns with the course leads. Many of the clinical instructors are long time employees in the TFSON program.</i></p> <p><i>Clinical Placement Coordinators did report that they have a lot of support from faculty and administration. They also reported a lack of space for staff, and the need for staff to share office space, which increased the level of distractions in their work.</i></p>
<p>3. Faculty implementation of the Nursing Education Program(s) reflects its philosophy and the formal curriculum model and plan.</p>	

<p style="text-align: center;"><b>School Self-Study Evidence</b></p>	<p style="text-align: center;"><b>Reviewer Findings that Support, Substantiate and Elaborate on the School Self-Study Evidence</b></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 learner’s progress through the program. 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) indigenous peoples’ health, 4) rural nursing and 5) women’s health and gender.</p> <p>The School has a Curriculum &amp; 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 eight faculty members and two students. To ensure that our educational program reflects its philosophy and formal curriculum model/plan the committee:</p> <ul style="list-style-type: none"> <li>• Reviews all proposals for changes in courses including substantive changes to course objectives, evaluation methods, or delivery.</li> <li>• Develops, maintains, and administers the curriculum evaluation process.</li> <li>• Assesses the need for curricular change and recommends a strategic process.</li> </ul>	<p>Site visitors validated the information provided in the self-study.</p> <p>In review of the course outlines, it is not clear how the areas of focus are adequately threaded throughout each course. These areas of focus tend to be highlighted in elective courses available to students in level 3000 electives and the required 4000 Advanced nursing practice courses. Indigenous content is not evident in most of the course outlines, although it should be noted that outlines of content were limited in many course outlines. Ageing is clearly addressed in a 1000 level course; however, mental health, indigenous health, rural health, and women’s health and gender studies are mainly addressed in elective courses.</p> <p>Students confirmed this observation about Indigenous health in the discussion about clinical placements and the lack of engagement with indigenous populations. Peterborough is surrounded by three large First Nations reserves but reviewers did not hear about partnerships with these reserves for clinical placements.</p> <p>Aging as a main area of focus is evident in the program in terms of content and research opportunities. The Center on Aging and the addition of a planned long term care facility on the Trent campus will enhance research opportunities and partnerships with practice in the care of the older adult.</p>

<p>Faculty submit course reports at the conclusion of each semester to the Curriculum Committee. In the summer of 2020, the Curriculum Committee adapted the course change report 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.</p> <p>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.</p>	<p>Curriculum and Evaluation committee members confirmed their role in overseeing the implementation of the curriculum; end of course reports, student evaluations, and proposed pedagogical and course content innovations are reviewed by the committee. Curricular revisions are proposed by the committee, and approved for implementation by the Faculty Council. Faculty and student representatives are also involved in workshops to address curricular revisions based on societal trends and professional changes, such as updating entry to practice competencies by CNO.</p> <p>The COVID-19 Pandemic has necessitated changes in implementation of the curriculum, especially in the area of clinical learning. With the increased use of simulation and online virtual learning, the clinical learning centre for clinical skills, and cessation of clinical learning experiences for years one through three students, the curriculum and evaluation committee indicated that they would be reviewing course reports and identifying needed curricular adaptations to ensure that students are adequately prepared for entry to clinical settings, and ultimately for practice.</p>
<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><b>School Self-Study Evidence</b></p>	<p><b>Reviewer Findings that Support, Substantiate and Elaborate on the School Self-Study Evidence</b></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. The Preceptor Handbook provides an overview of policies and processes within the TFSON, including preceptor expectations</p>	<p>Site visitors validated the information provided in the self-study.</p>

<p>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 (Appendix TU7. Preceptor Handbook).</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>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. We need to re-institute these sessions to help preceptors understand how students have been learning during Covid 19.</p> <p>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</p>	<p>Preceptors are selected by the Managers on specific units based on their clinical experience, past precepting experience, and interest in precepting. HSPnet is used to place students. Identification of preceptors is the responsibility of the hosting clinical agency. TFSON orientates preceptors through the use of the Preceptor Handbook and Preceptor Guide.</p> <p>Preceptors receive their orientation from course leads, using the prepared manuals and materials. Faculty advisors are assigned to every student-preceptor dyads and provide support to both students and preceptors. Reviewers did not have the opportunity to interview any preceptors and cannot confirm the effectiveness of support provided to them. Practice partners indicated that communication with TFSON faculty is excellent and meets their needs. Communications were identified as respectful, and that TFSON faculty and administration are “open to their concerns”. Graduates of the TFSON indicated that communications among TFSON faculty and staff, and those with agency personnel were effective from their perspectives.</p> <p>The Preceptorship Handbook is well developed and available as a resource for use and provides the required information for preceptors. Preceptors are provided information related to the course including lab skills, information about assessing students, giving feedback, and clinical evaluation to help them with working as a preceptor. By their employment contracts, preceptors do receive a small stipend for preceptoring students.</p>
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<p>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><b>School Self-Study Evidence</b></p>	<p><b>Reviewer Findings that Support, Substantiate and Elaborate on the School Self-Study Evidence</b></p>
<p>All faculty 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. The committee has invited guests to speak with faculty on topics such as Indigenizing the curriculum, harm reduction, and creating LGBTQ+ positive spaces. Given the increasing list of small concerns about the curriculum that arose in 2017/18, the School decided there was a need for a major curriculum revision. The process began in the spring of 2018 with the support of an external expert in nursing curricula. Faculty retreats increased in frequency and ‘lunch and learns’ were held between retreats to continue discussion of curricular issues and to build a new curriculum framework.</p> <p>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</p>	<p>Site visitors validated the information provided in the self-study.</p> <p>Meetings with the Undergraduate Program Coordinators and the Dean supported the documents submitted. Reviewer discussions with the Curriculum and Evaluation committee confirm the role of the committee of oversight of the current curriculum, while providing opportunities for revision of the current curriculum to incorporate societal trends and health issues, professional changes, and pedagogical innovation. The committee is involved in developing the new curriculum while providing continuing oversight of the current curriculum to ensure its faithful implementation as designed. Approved curricular changes are tracked in a document to ensure faculty awareness of approved changes at both educational sites.</p> <p>The Dean of TFSON and Undergraduate Coordinators support the involvement of faculty members being engaged in curriculum development, review, and revision. Reviewers confirmed that the agendas for some annual faculty workshops were reviewed to demonstrate involvement of faculty in ongoing curricular issues. The Dean indicated that attendance at faculty curriculum workshops was high.</p>

<p>on hold as we assess the impact of the changing learning and health care environment on the curriculum.</p> <p>Appendix TU8. Curriculum Framework building blocks</p>	<p>Faculty reported that they feel engaged in the collaborative process with the other sites for curriculum development, review and revision. Faculty from the GBC PN Bridging Program, seconded faculty from GBC and Fleming College, and students have been engaged in the annual faculty workshops (as well as in the meetings for the new curriculum that is currently under design). The curriculum and evaluation committee indicated that they have established work groups for the design of the new curriculum; these work groups consist of curriculum and evaluation committee members as well as members of the general TFSON and GBC PN Bridging program.</p> <p>The Strategic Plan was developed through collaborative partnership with faculty and community partners. It is still in development, due to the COVID pandemic that has interrupted its development and approval.</p>
<p>6. Faculty and clinical instructors/nurse educators evaluate students effectively and constructively in theoretical and clinical courses.</p>	
<p style="text-align: center;"><b>School Self-Study Evidence</b></p>	<p style="text-align: center;"><b>Reviewer Findings that Support, Substantiate and Elaborate on the School Self-Study Evidence</b></p>
<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 program goals.</p> <p>Assessment strategies are diverse and comprehensive to provide a range of evidence for students to achieve learning</p>	<p><i>Site visitors validated the information provided in the self-study.</i></p> <p><i>Clinical Evaluation tools appropriately evaluate the students both constructively and effectively. The clinical evaluation tool has been developed to reflect the TFSON program outcomes and the CNO entry to practice competencies. Review of the evaluation of an “excellent” student indicated that students are required to reflect on their practice and provide examples of how they have met the required standards. Clinical teachers</i></p>

outcomes, thus demonstrating that program goals and UDLEs have been met. Assessment strategies in the program respect a range of learning styles.

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.

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.

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 Presentations, Reflections, Scholarly Papers and Writing Assignments. Appendix TU9. Successful Clinical Evaluation of final placement; TU10. Scholarly paper Caring for the Bereaved).

Both formative and summative evaluations are used across both theory and clinical courses using a variety of assessment tools.

*and preceptors add their comments, confirming (or contradicting student entries) and adding their own observations of student performance. Faculty advisors make the final determination of Pass/Fail status for preceptored students.*

*Review of course outlines provided an overview of the evaluation methodology using a variety of assessment methodologies. Samples of graded work were reviewed to confirm faculty implementation of curriculum and program outcomes, and feedback to students to help direct their learning.*

*Students reported that they are provided National Council Licensure Examination (NCLEX) style questions early in their program for preparation for the exam upon completion of their program. Graduates indicated that faculty and clinical instructors provided NCLEX style questions to assist students for exam preparation; they found these questions very helpful.*

*Students reported that, in clinical courses it is often towards the end of the term before they receive detailed feedback on their performance. However, it is important to note that these students had little on-site clinical experiences and mostly simulation throughout their program due to the COVID-19 Pandemic. Demonstrators and clinical instructors in the simulation and clinical learning lab indicated that the implementation of smaller groups due to the COVID-19 Pandemic has increased their ability to identify students who are having difficulties in learning. They indicated that they could then provide additional learning for these students.*

7. Faculty are supported in providing interprofessional education and opportunities for intersectoral collaboration.	
School Self-Study Evidence	Reviewer Findings that Support, Substantiate and Elaborate on the School Self-Study Evidence
<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.</p> <p>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 departments of biology, Psychology Indigenous studies, Gender and Women’s Studies and Kinesiology. As a member of the nursing faculty is presently director of the Social work program connections with that department are also being formed.</p> <p>Examples of interprofessional and intersectoral collaboration include:</p> <p>Dr. McIntosh teaches courses in Gender and Women’s studies</p> <p>Dr.s Brenner and West are cross-appointed to nursing and biology and teach both NURS and BIOL courses</p>	<p>Site visitors validated the information provided in the self-study.</p> <p>TFSON provides support for the integration of Interprofessional Education for students in the program. The Dean of TFSON is supportive of building interprofessional opportunities for students and education / research for faculty. However, although opportunities for interdisciplinary/interprofessional learning exists with Social Work and Kinesiology students, it is not currently implemented for TFSON students.</p> <p>In meetings with faculty from other disciplines (Biology and Psychology), reviewers noted that the faculty are open to having and building more relationships with TFSON faculty through research opportunities.</p> <p>The Anatomy and Physiology course that is offered through the Biology department includes students from forensics, nursing, and science departments. The instructor reported that they develop cases studies and discussions based on the diversity of students in the class.</p> <p>Undergraduate Coordinators indicated that they consistently seek out Interprofessional experiences for the students in the program. However, at the time of this review, there were no examples of interprofessional learning. Faculty indicated that most interprofessional experiences are available in clinical</p>

<p>Dr. Cyndi Gilmer has worked with psychology faculty on a number of research projects</p> <p>Dr. Sarah West has collaborated with researchers at Sick Kids in Toronto</p>	<p>settings. Team-based and collaborative nursing behaviours are evaluated on the clinical evaluation form.</p> <p>Students did speak highly of this opportunity. However, there was discussion that they still do not feel that they have a full understanding of the roles of other professions.</p> <p>Faculty are involved in interprofessional/interdisciplinary research studies. The President and Provost, as well as the Acting VP Research indicated that TFSON faculty take advantage of opportunities for team-based research.</p>
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<p><b>Environment</b></p>	
<p><u>Standard Statement:</u> The internal and external environments of the Educational Unit support excellence in nursing education.</p>	
<p><u>Descriptor:</u> 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.</p>	
<p><b>Key Elements</b></p>	
<p>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.</p>	
<p><b>School Self-Study Evidence</b></p>	<p><b>Reviewer Findings that Support, Substantiate and Elaborate on the School Self-Study Evidence</b></p>
<p>For the most part, there is a climate of openness and respect in the School but we have experienced some challenges in recent 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><i>Site visitors validated the information provided in the self-study.</i></p> <p><i>Reviewers noted that there was a continuing commitment to a respectful work environment for all faculty, staff, and students in the TFSON, and that the collaboration within the TFSON is characterized by respect. The Trent President and Provost and Vice President Academic confirmed this work environment</i></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 a 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).

Despite these identified challenges, there is a high level of cooperation and collaboration between all members of the School (faculty and staff). This became very apparent in March 2020 when we had to rapidly revise both theory and clinical courses to support students in both completing on time and meeting the expected learning outcomes of the courses they were in. This level of collaboration and cooperation has continued over the past years as we have continued to learn more about teaching remotely and make changes with each semester.

*characteristic, and noted that the TFSON faculty continue to work to maintain this environment. Recent work has included bringing in experts to help the TFSON faculty and staff to address challenges identified in a recent 2020 employee review. Faculty and students supported that there is a positive climate of respect and equity between faculty, staff, and students within the educational unit.*

2. Inclusion and respect of diversity are reflected in the stated values and in the relationships of the Educational Unit.

<p style="text-align: center;"><b>School Self-Study Evidence</b></p>	<p style="text-align: center;"><b>Reviewer Findings that Support, Substantiate and Elaborate on the School Self-Study Evidence</b></p>
<p>The Trent University supports “a diversity of faculty, staff and students who share a commitment to the learning experience and are responsive to its challenges” in its vision statement and its mission includes “Promote a culture which engages all members of the Trent community, favours dialogue and collegiality, and nurtures a sense of belonging.” Inclusion and Diversity are both reflected in four of the six themes upon which our BScN curriculum is built:</p> <ul style="list-style-type: none"> <li>• Ethics</li> <li>• Leadership</li> <li>• Professional Practice</li> <li>• Relational Practice</li> <li>• Safety</li> <li>• Social Justice/Advocacy</li> </ul> <p>The School’s curriculum has been developed using a relational inquiry perspective. Nurses, using relational inquiry, constantly try to understand “how people, situations, contexts, environments and processes are integrally connecting and shaping each other” (Doanne &amp; Varcoe, 2005). Inclusion and diversity are an important aspect of relational practice. The TFSON recognizes the diverse nature of our students, our staff, our faculty, and the patients/families that we interact within the community. The philosophy of teaching and learning for the TFSON includes multiple ways of discovery and knowing, building a commitment to both inclusion and diversity as it relates to education.</p>	<p><i>Site visitors validated evidence provided by the program.</i></p> <p><i>Within the Strategic Plan and Mission statement, respect of diversity is clearly outlined. The philosophy of the TFSON indicates diversity as one of the themes of the programs. This theme is not elaborated to reflect what diversity means in this educational unit, and how it might be reflected. For instance, Indigenous students are identified as one aspect of diversity within the student body, they have not indicated other aspects of diversity that could be addressed.</i></p> <p><i>The Director, First Peoples House of Learning reported that the TFSON program provides students the necessary academic and personal supports, such as tutoring, academic advising, skills review etc., as needed. However, because Trent students must self-identify, the Dean of the TFSON could not say how many students within the program are Indigenous.</i></p> <p><i>The philosophy of teaching and learning, as indicated in the Student Handbook, is minimal, indicating only that teaching is student-centred. A more elaborate discussion of the philosophy of teaching and learning would assist students to understand diversity of learning styles, knowledge, preferred pedagogy, participation in learning situations, etc., all of which are reflective of the relational practice that the TFSON teaches.</i></p>

<p>As an example of using multiple ways of discovery, one faculty has studied the implementation of universal design for learning (UDL) in NURS1000. This approach enhances students' experience of inclusivity.</p> <p>As part of our curriculum revision process over the past years we have invited speakers to broaden our understanding of how to “decolonize” the curriculum and create safe spaces for diverse students (Appendix TU11. Curriculum Retreat Minutes October, 2020).</p>	
<p>3. The socio-cultural environment of the Educational Unit fosters student leadership and professionalism.</p>	
<p style="text-align: center;"><b>School Self-Study Evidence</b></p>	<p style="text-align: center;"><b><i>Reviewer Findings that Support, Substantiate and Elaborate on the School Self-Study Evidence</i></b></p>
<p>Trent University’s mission is to “Prepare students to make significant contributions to an increasingly complex world”. At the School level this is reflected in the mission to “nurture graduates with superior humanistic and scientific caring, professional and social responsibility, and critical inquiry”. 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.</p> <p>The School also has a professional conduct policy which is outlined in the BScN student handbook and which sets the</p>	<p><i>Site visitors validated the information provided in this self-study.</i></p> <p><i>The President and Provost as well as faculty reported that the Dean TFSON is innovative and supports leadership among faculty. As an indication of this leadership, membership of committees, and leadership of those committees, is not related to the employment status of faculty. Seconded faculty also participate in Trent committees. In addition, Trent-hired faculty participate in a number of Trent committees, providing leadership on a number of them.</i></p> <p><i>Students reported that they perceive they are being educated in a system that supports leadership and student engagement. Students reported they are supported for leadership opportunities and that leadership is rewarded within the TFSON.</i></p>

<p>standard for professional of conduct students enrolled or preparing to enroll in clinical practice courses. 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 roles with the Trent/Fleming Nursing Student Association (TFNSA) and with the local chapter of the Canadian Nursing Student Association. The student association is very active, offering a voice, support and events for students. They have created their own website (<a href="https://www.tfnsa.org/">https://www.tfnsa.org/</a>).</p> <p>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 leadership provided by students is acknowledged, and their voices are both encouraged and valued in the various committees and TFNSA endeavours. Professional conduct and policies relating to this leadership are included in the Student Handbook.</i></p> <p><i>Students are invited to serve on committees that provides a forum for students’ perspectives and feedback. Students reported that their voices are encouraged and respected on these committees. Student concerns that are raised in TFNSA leadership meetings with the Dean are addressed respectfully. The bi-weekly town hall meetings with students are well attended; students indicated that the Dean and leadership accept student feedback and address it.</i></p>
<p>4. The socio-cultural environment of the Educational Unit fosters the achievement of the program goals/outcomes.</p>	
<p style="text-align: center;"><b>School Self-Study Evidence</b></p>	<p style="text-align: center;"><b>Reviewer Findings that Support, Substantiate and Elaborate on the School Self-Study Evidence</b></p>
<p>Trent University offers “an enriched learning environment that encourages a passion for all knowledge, the exploration of the creative links between fields of study and a critical engagement with the world” (vision). The School’s mission is to deliver programs that meet the highest standard for nursing education”. 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).</p> <p>There are ten program goals which are levelled across the 4 years of the program. These are outlined in the BScN student</p>	<p><i>Site visitors validated the information provided in this self-study.</i></p> <p><i>Meetings with the Leadership Team, faculty, staff and students provided evidence that the TFSON support a positive socio-cultural environment. Through communication with faculty and leaders, the sociocultural environment and how it contributed to positive work relationships was confirmed. Contributions to the TFSON are acknowledged regardless of the employment status of the faculty members.</i></p>

<p>handbook and underpin the learning outcomes in each course in the curriculum.</p> <p>In an example of how the socio-cultural environment fosters achievement of the program goal related to advocacy, social justice, communication and collaboration, students are invited to participate in town hall meetings and online Q&amp;A sessions with the Dean where they can ask questions, formulate responses, and engage in student advocacy. Pre-COVID Town Halls were held each semester at both the Peterborough and George Brown sites (6 per year). Since last March this have been held every 2 weeks and include students from all sites and programs.</p> <p>In addition, there is active, ongoing liaison between the Nursing Students' Association and the dean and the Academic Coordinator, to support students in development of leadership skills.</p>	<p><i>One Undergraduate Program Coordinator noted that “there is a strong socio-cultural environment for the acceptance and inclusion of Indigenous peoples”. This approach supports one of the main pillars of the program; however, TFSON administrators could not identify the number of Indigenous students in the programs.</i></p> <p><i>Students indicated that they felt supported and respected as learners in the TFSON. Student leaders in the TFNSA also acknowledged the positive work environment.</i></p> <p><i>Staff in the Simulation and Learning Centre indicated that they feel respected for their contributions to the learning of students. They expressed that they felt valued for their contributions, and indicated that they were involved in committee work, including the discussions for the new curriculum.</i></p>
<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).</p>	
<p style="text-align: center;"><b>School Self-Study Evidence</b></p>	<p style="text-align: center;"><b>Reviewer Findings that Support, Substantiate and Elaborate on the School Self-Study Evidence</b></p>
<p>The Trent/Fleming School of Nursing is an established School at Trent University with its main offices in the C wing of the Life and Health Science Building (LHS) and learning, meeting and office space in Otonabee College (OC).</p> <p>Standard classroom/lecture space is booked centrally through the registrar’s office and is generally sufficient. Our meeting</p>	<p><i>Site visitors validated the information provided in this self-study.</i></p> <p><i>Due to an online review, reviewers did not have the opportunity to physically see faculty offices and labs. Faculty, staff and students did discuss challenges with space for offices. Staff</i></p>

<p>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 three 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.</p> <p>The Clinical Learning Centre space has grown markedly in the past 9 years. When the present space in LHS C wing opened in 2011 we had two standard skills labs with eight beds each and a small simulation room with control room on the first floor of LHS-C. In subsequent years, the following spaces have been added:</p> <ul style="list-style-type: none"> <li>• Second floor LHS-C             <ul style="list-style-type: none"> <li>○ Simulation room</li> <li>○ Studio apartment</li> <li>○ Control room for the above two spaces</li> <li>○ Multiuse room (simulation, debriefing)</li> </ul> </li> <li>• Ground level Otonabee College             <ul style="list-style-type: none"> <li>○ 2 primary care offices</li> <li>○ Control room for the above.</li> <li>○</li> </ul> </li> </ul>	<p><i>indicated that at times, due to sharing office space, they experience distractions as they try to complete their work. Currently faculty and staff are working off site. The Dean indicated that with the hiring of two new faculty over the next two years, space for these faculty will be a challenge.</i></p> <p><i>Video submission of the simulation areas showed the layout of the simulation space. However, a live video tour through the area would have given reviewers better understanding of the layout of the labs and simulation areas. Reviewers did not see students as they engaged in learning experiences in the Learning Centre. Students and faculty reported that they are happy with the layout in supporting the delivery of the program. Graduates indicated that the simulations and standardized patient learning experiences were highlights of the program for them.</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><b>School Self-Study Evidence</b></p>	<p><b>Reviewer Findings that Support, Substantiate and Elaborate on the School Self-Study Evidence</b></p>
<p>Our students are placed in agencies and schools across the region. We have affiliation agreements with health care</p>	<p><i>Site visitors validated the information provided in this self-study.</i></p>

agencies across the country (approximately 400 agreements); these are tracked and renewed regularly.

Our main hospital partner is the Peterborough Regional Health Centre, which has a bed capacity of 417, including 24 ICU beds, 14 obstetrics beds, 8 paediatric beds, 35 mental health and addiction beds, 40 rehabilitation beds, 50 long term care beds, and 246 other acute illness beds. In neighbouring municipalities, the Ross Memorial Hospital in Lindsay has a total of 179 beds, including 9 ICU beds, 10 obstetrics/surgical beds, 15 mental health and addiction beds, 16 rehabilitation beds, 10 palliative beds, 47 post-acute beds, and 72 other acute illness beds. The Northumberland Hills Hospital, in Cobourg, has a total of 92 beds, and Ontario Shores, a large mental health facility in Oshawa, has a capacity of 346 beds. We use all these facilities in our 2000 and 3000 level group placements.

Students in their final two preceptored placements may go to any of these facilities or a health care facility throughout Ontario following a screening process. Students in the final semesters can go anywhere in Canada and some out of country if opportunities are available.

A concerted effort is made to support students interested in rural or remote placements. Strong relationships have been built with a number of rural and remote facilities to create engaging and supportive practice experiences. Weenbayko Health Authority- Remote Ontario host 2-6 students each year at different sites when capacity is available.

*The program utilizes many clinical practice settings for program delivery in acute, long term care, and community health within varied sites, which provide opportunities for students to meet program outcomes. These clinical settings provide a positive learning opportunity for students; it must be noted that in the 2020-21 academic year, clinical experiences for first through third-level students have been replaced with simulations and virtual learning.*

*Trent-based students raised concerns about the limited clinical exposure to Indigenous placements and limited experiences that they are receiving in the program.*

*Facilitation of Interprofessional Collaboration is facilitated through engagement in team-based practice in varied clinical areas; however, students have not had opportunities to learn about interprofessional collaboration in designated interprofessional education (IPE) experiences.*

*Students recognized the limitation in simulation learning opportunities due to the COVID-19 Pandemic. However, there are plans to return to clinical this Spring. Assessment of student readiness to return to clinical practice is necessary.*

<p>We also have a Consortia Work Agreement with Horizons of Friendship the objective of which is to “strengthen the capacities of Trent/Fleming and Horizons to promote people-centred development in the Mesoamerican region, in particular Honduras, by reinforcing the planning and management capacities of community-based non-governmental organizations in the region”. Horizons of Friendships assist TFSON with the operational aspects of the NURS2020H placements that our students do in the Fall and Winter semesters.</p>	
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<p><b>Scholarship</b></p>	
<p><u>Standard Statement:</u> Faculty are engaged in scholarship.</p>	
<p><u>Descriptor:</u> Scholarship is evident through a variety of dimensions and is supported by the Educational Unit.</p>	
<p><b>Key Elements</b></p>	
<p>1. The institutional infrastructure and workloads support the development and maintenance of faculty scholarship.</p>	
<p><b>School Self-Study Evidence</b></p>	<p><b>Reviewer Findings that Support, Substantiate and Elaborate on the School Self-Study Evidence</b></p>
<p>The Trent University Research Office has undergone some major changes recently to better support and encourage faculty research (<a href="https://www.trentu.ca/researchinnovation/">https://www.trentu.ca/researchinnovation/</a>).</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 (<a href="https://www.trentu.ca/researchinnovation/researchers/faculty-and-staff/funding/internal-funding">https://www.trentu.ca/researchinnovation/researchers/faculty-and-staff/funding/internal-funding</a>).</p> <p>In 2019, the TFSON also established an annual internal grant to provide seed funding for faculty research.</p>	<p><i>Through review of CVs and interviews, site visitors validated the information provided in this self-study.</i></p> <p><i>Dean and faculty of TFSON acknowledge the faculty are supported in developing and maintaining faculty scholarship.</i></p> <p><i>Meetings with the President and Provost and vice president reported that there is funding available for faculty to incorporate more research into their work. Although faculty indicated that their teaching workloads interfere with their ability to conduct research, the president and provost both indicated that nursing faculty have the same workloads as other Trent faculty.</i></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>Tenure track/tenured (Trent hired) and Fleming faculty workload, before reductions noted above, is 4 half courses per year plus senior student supervision. Faculty holding a Limited Term Appointment (LTA) or Teaching Intensive position in the TFSON, working on full year contracts, have a 50% higher workload. These workload allocations permit faculty to spend at least 40% of their time on scholarly endeavours (note: this is approximately 20% of time for those in Teaching Intensive positions). 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 is provided with annual professional development monies to be used to support their research and scholarly activities. Newly appointed tenure stream faculty are provided with additional one-time funding to assist in establishing their research portfolio. The Office of Research and Innovation at Trent is available to all faculty.</p> <p>Some students participate in faculty research projects as part of their Community Health Practicum. The Research, Ethics, and Scholarship Committee reviews and provides feedback on student research proposals. 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: Osahor, K., Woodend, K., Mackie, J.</p>	<p><i>Faculty acknowledged the support they receive from the Leadership Team. Faculty work with a 40-40-20 ratio which supports 40% of time protected for scholarship. However, due to time commitments with teaching and committee work, faculty have indicated that there are many challenges to commit to the 40% scholarship development.</i></p> <p><i>Faculty seconded from Fleming College have a modified Standardized Workload Form (SWF) that allows them the same workload assignment as Trent tenured and tenure track faculty; they are provided with 40% of their time committed to research. The Dean of TFSON makes their teaching assignment based on the needs of the TFSON, the expertise of the nurse educator, and the 40-40-20 formula for Trent faculty.</i></p> <p><i>The Acting VP Research indicated that she has plans to provide greater funding and support to all faculty at Trent University, to increase research intensity of Trent University. She outlines new funding available to faculty, including TFSON faculty, and some funding available to Fleming seconded faculty. Increased support for research design and proposal development is also available to all faculty. She also has plans to support greater interdisciplinary team approaches to research.</i></p> <p><i>The president also indicated that Trent University has plans to develop a large service-committed long term care facility on Trent campus. This facility would be managed through the local health authority but would provide opportunities for teaching and research for Trent programming. The Office of Research and Innovation shared plans for expansion of</i></p>
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<p>(2019) The relationship between math personality, math anxiety, test preparation strategy and medication dose calculations in first year nursing students. <i>Journal of Nursing Education and Practice</i>, 29(8) 80-90. In addition, students are hired as research assistants on individual faculty research.</p>	<p><i>research opportunities through the LTC facility being planned on the Trent campus.</i></p> <p><i>Faculty indicated that heavy workloads for teaching and committee work has challenged faculty in balancing the need for research. All faculty are required to be on at least one University committee. However, as the President and Provost noted, all faculty at Trent, including Fleming College seconded faculty, have the same workloads. They emphasized that the expectation of university faculty is 40% of their time and efforts devoted to research.</i></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><b>School Self-Study Evidence</b></p>	<p><b>Reviewer Findings that Support, Substantiate and Elaborate on the School Self-Study Evidence</b></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 a 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,</p>	<p><i>Site visitors validated the information provided in this self-study.</i></p> <p><i>Senior administration is supportive in faculty increasing scholarship activity within the TFSON.</i></p> <p><i>Dean TFSON and the Acting Vice President, Office of Research and Innovation validated that faculty are supported in time and resources to support their research.</i></p> <p><i>This scholarship and its integration into programming is evident in course outlines and described pedagogy.</i></p>

<p>Pestill – using mind maps in the classroom. Our Clinical Simulation Centre (Hub) team has also conducted a quasi-experimental study evaluating virtual simulation compared to traditional lab-based activities for learning newborn assessment.</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 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”.</p> <p>Many of our faculty are actively engaged in social justice research on topics such as homelessness and access to care for homeless persons, substance use, rural health, food insecurity, medical missions to LMIC countries and the creation of guidelines for that work.</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. The committee has hosted several ‘lunch and learns’ where faculty research was profiled, a full-day social justice conference with guest speaker Cathy Crowe.</p>	<p><i>Course outlines support the commitment to evidence-informed nursing practice. Evaluative strategies emphasize the importance of evidence to inform practice. The Liaison Librarian is engaged in working with students to conduct their library searches.</i></p> <p><i>The committee has TOR within the TFSON organizational structure.</i></p>
<p>3. Members of the Faculty are involved in the Scholarship of Discovery.</p>	
<p><b>School Self-Study Evidence</b></p>	<p><b>Reviewer Findings that Support, Substantiate and Elaborate on the School Self-Study Evidence</b></p>

<p>While we do not usually consider Trent and Fleming research activities separately, we have done so here to comply with the necessity of having separate unit reports. Trent-hired TFSON faculty research engagement is discussed in this report; the research engagement of Fleming hired faculty is discussed in the Fleming Unit report.</p> <p>TFSON faculty engage in research and scholarly activities related to the scholarship of discovery; some examples are listed here: El-Masri, M., Bournie, J., Omar A. &amp; Crawly, J. (2020) Predictors of Non-urgent Emergency Visits at a Midsize Community-based Hospital System. <i>Journal of Emergency Nursing</i>. <a href="https://doi.org/10.1016/j.jen.2020.02.002">https://doi.org/10.1016/j.jen.2020.02.002</a></p> <p>Reid-de Jong, V., &amp; Bruce, A. (2020). Mastectomy tattoos: An emerging alternative for reclaiming self. <i>Nursing Forum</i>,55(4),1-8. Doi: 10.1111/</p> <p>Reid-de Jong, V. &amp; Woodend, A.K. CIBC Grant for Cancer Research 2019-2023  ) Mastectomy tattoo research; 2) community of practice cancer initiative; 3) endowment for nursing students interested in oncology (this initiative also aligns with the scholarships of teaching and of integration).</p> <p>West, S. L., Bates, H., Watson, J. &amp; Brenner, I. K. M. (2020). Discriminating metabolic health status in a cohort of nursing students: Protocol for a cross-sectional study. <i>JMIR Research Protocols</i>, 9(8):e21342) doi: 10.2196/21342.</p> <p>West, S. L. Primary Investigator. The psychosocial benefits of recreational oncology camp for childhood cancer patients and survivors. Social Sciences and Humanities Research Council (SSHRC) Partnership Engage Grant. Co-Investigator(s): Gillian White, Greg Wells</p>	<p>Site visitors validated the information provided in this self-study through review of CVs.</p>
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4. Members of the Faculty are involved in the Scholarship of Teaching.	
School Self-Study Evidence	Reviewer Findings that Support, Substantiate and Elaborate on the School Self-Study Evidence
<p>Faculty in the Trent/Fleming School of Nursing use a variety of teaching methodologies to foster collaborative learning across courses in the program. Faculty work closely with one another to ensure consistency of curriculum delivery. This collaboration including sharing of knowledge and evidence has been particularly apparent as we have adapted both theory and clinical teaching to the challenges presented by COVID 19. Course reports submitted each semester facilitate the ongoing and collaborative review of approaches to teaching. A number of faculty are engaged in ongoing learning related to the scholarship of teaching.</p> <p>Examples of work related to the scholarship of teaching include:            Celestini, A., &amp; Thibeault, C. (2020). A universal design for success: A mixed method case study of a first-year BScN course. Kawartha Teaching and Technology Conference, Trent University, Peterborough, ON, March 5th,2020.</p> <p>K. Osahor, K. Woodend, &amp; J. Mackie. The relationship between math personality, math anxiety, test preparation strategy and medication dose calculations in first year nursing students. <i>Journal of Nurse Education in Practice</i> 2019; 9(8):80.</p> <p>Pestill, M., English, K. (2020) Supporting first-year students in Nursing: Faculty’s use of mind mapping, Apple TV and iPad during lectures. Kawartha Teaching and Tech Conference.</p>	<p>Site visitors validated the information provided in this self-study through review of CVs.</p>

<p>Thibeault, C. (2017). Baccalaureate program evaluation, preceptors, and closing the theory-practice gap: Is there a connection? <i>Journal of Quality Advancement in Nursing Education</i>3(1), 1-9doi: <a href="https://doi.org/10.17483/2368-6669.1088">https://doi.org/10.17483/2368-6669.1088</a>.</p> <p>Woodend, K., Bhatti, A., Santa Mina, E., Bradley, P., Patrick, L. (2020) Integrating Experiential (hands-on) Learning in an Online Program. KTT 2020 Conference, Peterborough, March 5, 2020.</p> <p>Woodend, AK, Patrick L, Bradley, P. Santa Mina, E. Competency Bridging Program for Internationally Educated Nurses in Ontario, Grant. Ministry of Citizenship &amp; Immigration.</p>	
<p>5. Members of the Faculty are involved in the Scholarship of Integration.</p>	
<p><b>School Self-Study Evidence</b></p>	<p><b>Reviewer Findings that Support, Substantiate and Elaborate on the School Self-Study Evidence</b></p>
<p>Faculty synthesize information across disciplines and within the discipline of nursing in their research. Much of this research with in the TFSON is focused on social justice including areas such as social capital, women and gender, rurality, aging, and homelessness.</p> <p>Brenner, I. (2018). Effects of passive exercise training in hemiplegic stroke patients: a mini-review. <i>Sports Medicine Rehabilitation Journal</i>,3(3), 1036 –1042.</p> <p>Buck-McFadyen, E., Isaacs, S., Strachan, P., Akhtar-Danesh, N., &amp; Valaitis, R. (2019). How the rural context influences social capital: Experiences in two Ontario communities. <i>Journal of Rural &amp; Community Development</i>, 14(1), 1-18.</p>	<p>Site visitors validated the information provided in this self-study through review of CVs.</p>

<p>Gilmer, C. &amp; Buccieri, K. (2020) Homeless patients associate clinical bias suboptimal care for mental illness, addictions, and chronic pain. Journal of Primary Care &amp; Community Health, March 2020,  <a href="https://journals.sagepub.com/doi/10.1177/2150132720910289">https://journals.sagepub.com/doi/10.1177/2150132720910289</a>                  Bennett, Buccieri, K. &amp; Gilmer C. (co-investigator) (2018) Inquiry focused on understanding how vulnerable persons experiencing homelessness access services and navigate to care. Central East LHIN, Local Poverty Reduction Fund Research Grant</p>	
<p>6. Members of the Faculty are involved in the Scholarship of Application.</p>	
<p><b>School Self-Study Evidence</b></p>	<p><b>Reviewer Findings that Support, Substantiate and Elaborate on the School Self-Study Evidence</b></p>
<p>Many of the faculty perform service with organizations outside of the University and engage in research and knowledge transfer with those organizations. For example: Director, Northumberland Hills Hospital Board (Gilmer); Member, Kawartha, Pine Ridge District School Board, Research Advisory Committee (Gilmer); Co-founder and director of registered charity, The Isaac Foundation (Buck McFadyen); Chair, Peterborough 360 NP Led Clinic (Woodend); Members, Advisory Committee for Safer Supply Prescribing (SSP) Research Project, Peterborough NPLC (Thibeault &amp; Woodend).</p> <p>Examples of the scholarship of application include:                  Gilmer, C. (2018). The lived experience of homelessness in a small town/rural area: Homelessness to Home. Report to Green Wood Community on Action Research Project.</p>	<p>Site visitors validated the information provided in this self-study through review of CVs.</p>

Pestill, M (2017) Back to the Future: Implementation of a Team Nursing Model of Care PILOT STUDY –Method for Nursing Skills Evaluation Southlake Regional Health Centre: Utilization of nursing workforce data to implement evidence-based change and stabilize the nursing workforce.

Montreuil, M., Thibeault, C., McHarg, L., Carnevale, F. (2019). Moral experiences of crisis management in a child mental health setting: a participatory hermeneutic ethnographic study. Culture, Medicine, and Psychiatry. <https://doi.org/10.1007/s11013-019-09639-4>.

Bedore C., Woodend K. (2019). OI Symptoms on the Road to Mobility. (Patient resource) Published to the Osseointegration Peer Support Group, Osseointegration Facts & Info Support group and the German and Dutch OI group on request of those groups.

Trent University, School of Nursing, Educational Unit Report

SECTION 2 – Summary of Strengths, Vulnerabilities and/or Opportunities for Improvement

Summary of Findings

Note the School of Nursing’s strengths, vulnerabilities and/or opportunities for improvement.

General Strengths

School Self-Study Evidence	Reviewer Findings that Support, Substantiate and Elaborate on the School Self-Study Evidence
<ul style="list-style-type: none"> <li>• Fully integrated program, offering multiple points of entry to a single, unified curriculum with a strong and unique University/College collaboration</li> <li>• Comprehensive learner monitoring by faculty and coordinators for early identification of risk and monitoring of ongoing success</li> <li>• Strong administrative team and faculty dedicated to student learning</li> <li>• Academic coordinator positions focused on student support at both sites</li> <li>• 1 FTE Clinical Learning Facilitator to support clinical instructors, and identify and support learners at risk</li> <li>• Leaders in the use and integration of simulation into the curriculum / first internationally accredited Canadian university nursing simulation centre</li> <li>• Overall, retention and graduation rates have consistently improved over the past 5-10 years</li> <li>• The program framework highlights humanistic values and social justice.</li> </ul>	<p>Site visitors acknowledge the information provided in this self study.</p> <p>Additional strengths include:</p> <ol style="list-style-type: none"> <li>1. TFSO is committed to the optimal education of nurses and is highly respected within the nursing community.</li> <li>2. TFSO is well received by partner sites and stakeholders.</li> <li>3. The graduates are securing employment upon graduation.</li> </ol>

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| <ul style="list-style-type: none"><li>• The School's most recent living strategic plan as well as recent curriculum development work emphasize the School's commitment to social justice and caring for vulnerable and/or marginalized populations, including persons who are older, persons with mental health and addiction challenges and indigenous health</li><li>• Highly collaborative faculty and staff who have the capacity to swiftly change pedagogy as demonstrated by our rapid and ongoing adaption to COVID 19 in order to ensure that our learners meet learning outcomes while not being delayed in their studies (example – contingency plans)<ul style="list-style-type: none"><li>○ Biweekly student and faculty drop ins to ensure students and faculty are current with changes and have a chance to contribute and ask questions</li></ul></li><li>• New graduate programs: Graduate Diploma in Mental Health and Addictions Nursing, MScN in Professional Practice Leadership; and in future a graduate diploma in dementia nursing</li><li>• Substantial financial support for students, through scholarship and bursaries, from the University and specific awards and scholarships</li><li>• Multiple points of entry to the School of Nursing, reflecting a commitment to accessibility and the recognition of/respect for prior learning. These include an articulation agreement with Fleming College for PN graduates, PN to BScN program with George Brown College and a Trent Diploma in Foundations of Indigenous Learning – For Future Nursing Students</li><li>• A strong, effective budget process that supports planning and decision-making.</li></ul> |  |
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Vulnerabilities	
School Self-Study Evidence	Reviewer Findings that Support, Substantiate and Elaborate on the School Self-Study Evidence
<ul style="list-style-type: none"> <li>• Identified need for curriculum renewal which has slowed in the context of COVID 19 although the Curriculum Committee continues to meet and work on it</li> <li>• Faculty and staff are sharing offices at the Peterborough site and space will need to be found for new professors joining the program in the coming year</li> <li>• Space overall especially for the clinical learning centre – when classes return in the fall even if we can return to 16 students per group booking of learning centre space will be tight; this is a barrier to integrating more simulation and active learning sessions in both clinical and theory courses</li> <li>• Challenges in hiring faculty with the appropriate credentials and expertise including a need for indigenous health expertise and the need to increase the diversity of the faculty</li> <li>• Although we work very collaboratively in creating an optimal learning environment for our students there are some communication challenges within the School and elements of interpersonal conflict and distrust among some members of the School</li> <li>• COVID 19 brought with it increased challenges in finding clinical placements but these were tight pre-COVID and will likely continue to be a challenge in the future especially if nursing school seats in the province increase</li> </ul>	<p><i>Site visitors validated the vulnerabilities provided in the self-study.</i></p> <p>Other areas of vulnerability include:</p> <ol style="list-style-type: none"> <li>1. More emphasis on Scholarship is needed.</li> <li>2. Possible changes to the enrollment plan from government mandates for increasing the numbers of health professionals being educated.</li> <li>3. The cessation of clinical experiences, and replacement of such experience with virtual and simulation learning opportunities necessitates evaluation of student preparedness for restarting clinical nursing care. The need for additional preparation may be necessary and should be evaluated for implementation as needed.</li> </ol>

Opportunities for Improvement	
School Self-Study Evidence	Reviewer Findings that Support, Substantiate and Elaborate on the School Self-Study Evidence
<ul style="list-style-type: none"> <li>• The curriculum is several years old, and is experiencing pressures related to high student numbers, clinical practice resources, faculty resources, and changes in health care and expectations for registered nurse practice; the review and curriculum revision process was started in the summer of 2018 and has been slowed as we adapt to teaching changes necessitated by COVID 19</li> <li>• The increasing aging population, numbers of persons with dementia, the opioid use crisis, and the need to implement the recommendations of the truth and reconciliation commission should be given serious weight in curriculum deliberations</li> <li>• Improve communication within School working with an external group to improve communication and committee functioning</li> <li>• University-integrated seniors’ community being developed that will include a continuum of seniors’ care and opportunities for teaching and faculty research</li> <li>• Changes to Trent’s Office of Research and Innovation including expanded research support and communication, streamlining of the ethics review process and improved partnerships with Deans (and decanal units)</li> <li>• Opportunity provided by the new graduate program for faculty to further grow as s researchers and graduate supervisors</li> </ul>	<p>Site visitors concur with the information provided in this self-study.</p> <p>Opportunities for Improvement include:</p> <ol style="list-style-type: none"> <li>1. Continue with implementation of a clearly defined Evaluation Plan including implementation of the CIPP (Context, input, process and product) model. Inclusion of clearly defined timelines for data collection would facilitate identification of trends.</li> <li>2. A clear plan for increasing scholarship within TFSON to increase engagement in research.</li> <li>3. Increase opportunities for students in areas of clinical that support their priority areas (Indigenous groups, aging, rural).</li> <li>4. Increased opportunities for interprofessional engagement in learning to assist students to identify roles and contributions of other professionals.</li> <li>5. Track enrollment of students who declare Indigenous status in order to determine progress toward inclusion of Indigenous students in the student body.</li> </ol>

Identify the School’s priorities and any activities to address the vulnerabilities and/or opportunities for improvement	
School Self-Study Evidence	Reviewer Findings that Support, Substantiate and Elaborate on the School Self-Study Evidence
<ul style="list-style-type: none"> <li>• Review and revise curriculum taking into consideration such things as changing demographics, the recommendations of the Truth and Reconciliation Commission and the need to increase NCLEX pass rates, and what we have learned as a result of adjusting teaching and clinical practice in response to COVID 19</li> <li>• Work with the University to establish a start date for the renovations of the front office to increase faculty office space</li> <li>• Work with faculty, university and external stakeholders to develop a 5-10 plan for clinical learning centre space needs</li> <li>• Hire one or more faculty persons with knowledge and experience in indigenous health and nursing</li> <li>• Work with an external party (St. Stephens) to optimize the environment at the TFSON</li> <li>• Continue to work with the university to ensure a place for TFSON teaching, learning and research in the University-integrated seniors’ community</li> <li>• Continue to work closely with Trent’s Office of Research and Innovation to support faculty research</li> </ul>	<p><i>We concur with the school’s priorities.</i></p>