

<b>Program</b>	Bridging for Internationally Educated Nurses (189) Registered Practical Nurse Refresher (884) Registered Nurse Refresher (064)
<b>Ministry of Training, Colleges, Universities Vocational Standard</b>	41399 Ontario College Graduate Certificate 71456 Ontario College Graduate Certificate 71410 Ontario College Graduate Certificate
<b>Dean</b>	Paul Armstrong
<b>Associate Dean</b>	Lori Koziol
<b>Program Review Membership</b>	Program Manager: Nancy Brown Curriculum Design Specialist: Lisa Pegg Institutional Research: Not Applicable
<b>Program of Studies</b>	2012/2013 12-CE
<b>Final Analysis Session</b>	November 29, 2012
<b>Date of Interim Status Report</b>	2015/2016 Academic Year
<b>Date of Next Program Review</b>	2017/2018 Academic Year
<b>Date Submitted to VPA Office</b>	March 2013

This report represents the findings of Program Review for the identified programs in the Faculty of Health Sciences. The review was performed during the period May 2012-December 2012.

This report has been prepared, reviewed, and accepted by all parties to the review, including program faculty, Curriculum Design, Institutional Research, Dean/Associate Dean in the School of Health Sciences, Community & Urban Studies, and the Vice President Academic. The signatures of the representative parties demonstrate their acceptance of the content of this report and a commitment to prepare an interim status report in Fall 2015.

For the Program (Dean or Associate Dean):



**March 13, 2013**

Signature

Date

For the Vice President Academic:

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Signature

Date

## Summary: Highlights

The Bridging for Internationally Educated Nurses, Registered Practical Nurse Refresher and Registered Nurse Refresher programs provide opportunities for nurses who have been out of practice for more than three years or international nurses to upgrade and/or "refresh" skills in order to enter or re-enter the nursing profession in Ontario. Applicants are admitted into the program upon a prior learning assessment completed by the College of Nurses of Ontario (CNO). An individual learning plan is developed for each student based on prior learning and experience. As a result, students may not be required to complete the full program of studies but only the courses required to upgrade skills or in preparation for registration examinations.

### Program Description(s)

*Bridging for Internationally Educated Nurses (BIEN):* Mohawk College acknowledges your skills and education as a nurse. The program is designed to integrate your skills with Ontario standards and upgrade your practice requirements as required by the College of Nurses of Ontario. This program is available on a part-time basis.

### BENEFITS

- Receive a recognized Ontario College Certificate or Diploma
- Nursing-specific language courses
- Best practices as applied to nursing in Ontario
- Gain experience in a Canadian hospital setting
- Meet CNO's evidence of practice requirement
- Employment ready

Pasted from <<http://www.mohawkcollege.ca/continuing-education/bridging-international-nurses.html>>

*Registered Practical Nurse Refresher (RPN-R):* Are you a Registered Practical Nurse in Ontario who has been out of active practice for more than 3 years? Update your skills prior to returning to active nursing.

You must hold a Certificate of Registration or have a Reinstatement Letter from the College of Nurses of Ontario (CNO) and not have been out of practice for more than 10 years. Upon completion of all required courses you will receive a certificate.

Pasted from <<http://www.mohawkcollege.ca/continuing-education/registered-practical-nurse-refresher.html>>

*Registered Nurse Refresher (RN-R):* Are you a Registered Nurse in Ontario who has been out of active practice for more than 3 years? Update your skills prior to returning to active nursing.

You must hold a Certificate of Registration or Reinstatement Letter from the College of Nurses of Ontario (CNO) and not have been out of practice for more than 10 years. Upon completion of all required courses you will receive a certificate.

## **NOW AVAILABLE IN KITCHENER/WATERLOO, NIAGARA AND HALTON REGIONS**

Pasted from <<http://www.mohawkcollege.ca/continuing-education/registered-nurse-refresher.html>>

This is the first formal review of the BIEN, RPN-R and RN-R programs for nurses. The focus of the program review is to create a benchmark curriculum mapping matrix and analyze various metrics from an environmental scan to develop actions to maintain and/or enhance curriculum and program quality.

Evidence from program review for the programs indicates that:

**Phase 1-Curriculum:** The BIEN program meets all requirements outlined in the MTCU Framework for Programs of Instruction. Courses in the Program of Studies (POS) contribute to the program learning outcomes (MTCU code 71397). Through review, it has been determined that the RPN-R and RN-R refresher program learning outcomes are obsolete and the programs should be re-mapped to BIEN program learning outcomes. *Recommendations: Maintain curriculum quality through current quality processes and procedures for the BIEN program. Consider program rationalization and renewal for the RPN-R and RN-R programs to align with current nursing requirements and college system renewal.*

**Phase 2-Environmental Scan:** There are approximately 12 other refresher or bridging programs for nursing in Ontario with a variety of program offerings and target markets. Enrolment for the Mohawk programs has remained stable based on an analysis of 8 terms. Labour market demand remains high for nursing in Ontario. *Recommendations: Confirm with the ministry the correct MTCU code and confirm appropriate funding allocation. Advocate for a robust internal information management and reporting system for ministry credentialed CE, PT Studies programs. In comparison to post-secondary data analysis of enrollment, this data is captured and maintained at the program level which is resource intensive and time consuming.*

**Phase 3-Program Quality and Strategic Initiatives:** Phase 3 of program review is under revision in order to meet new strategic priorities, PQAPA requirements and the Academic Plan requirements. The Re-Thinking Assessment and Assessment Alignment, as well as eLearn, PLAR, alternative delivery has been completed by the program area in an alternative, locally developed process. *Recommendations: Adopt best practices that were developed by this program for other CE, PT Studies ministry credentialed programs.*

## Summary: Overall Findings by Program Review Component

Phase	Component	Met	Partially Met	Not Met	Evidence
<b>Curriculum</b>	Course Outlines	X			-Course Outline Review -Programs meet requirements outlined in course outline policy.
	Curriculum Mapping Matrix	X			-Programs meet requirements outlined in program review and program quality policy in keeping with MTCU framework for programs of instruction.
	MTCU Framework for Programs of Instruction	X			-Meets timelines of MTCU framework for programs of instruction. General Education is not an MTCU requirement for these programs.
	Program Advisory Committee	X			-PAC meeting minutes -PAC policy
<b>Environmental Scan</b>	Provincial Survey for Continuing Education	X			-Overall student satisfaction scores higher than the Mohawk scores for continuing education courses.
	Applicant/ Enrolment	X			-Applicant/Enrolment data stable over several years.
	Student Success	X			-Student success and graduation rates stable over time for those students who complete the full program
<b>Program Quality and Strategic Priorities</b>	Curriculum Content Flexible Delivery Flexible Operationally Experiential Learning Applied Research Entre/ Intrapreneurship Sustainable Curriculum	X X X X X			-Data capture and analysis of these components are under review in the program review process.  -The program area has locally developed best practices in regard to the items in this section.

	Sustainable Practices PLAR Learning Plans eLearn Student Feedback about Progress	X X X			
	Rethinking Assessment	X			-locally developed process for meeting this requirement
	Program Level Assessment Alignment				-Not Applicable for CE programs

## Summary: Commendations, Affirmations and Recommendations

### Commendations

There are a number of areas that the programs demonstrate best practices and leadership in regard to program quality, innovation and student success.

1. Securing 3 Ministry of Citizenship and Immigration grants to enhance program to meet needs of Internationally Educated Nurses (IEN) programming (BIEN program)
2. Videoconferencing of courses to students at distant partner sites (all 3 programs)
3. The first to implement Institutional Canadian English Language Benchmark Assessment for Nurses (I-CELAN) in Ontario in Collaboration with Applied Communication (BIEN Program)
4. Establishing a preclinical workshop for all clinical students- the first in Ontario (all 3 programs)
5. First Blended delivery courses in Health Sciences (all 3 programs)
6. Transfer between Bridging Programs and refresher programs
7. Individualized program of study and flexibility in meeting individual student needs (all 3 programs)
8. Collaboration with the CARE Centre for Internationally Educated Nurses for Nurses to support clients (BIEN program)
9. Collaboration with new immigrant centers such as Halton Multicultural Center or Newcomer Center (Kitchener) to delivery programming in local communities (all 3 programs)
10. Examination Preparation courses including Enhanced for those who have attempted the registration exam at least once.(BIEN program)
11. Founding Member of Ontario Network for Educators and Supports of IEN's (BIEN program)
12. Securing the first Ontario Bridge Participant Bursary (BIEN program)
13. Project Participant Advisory and lead for simulation (assessment and critical care) for Hamilton Health Sciences IEN/English as a Second Language (ESL)Nurse Integration Project (BIEN program)
14. Host of 5<sup>th</sup> National Conference for Partners in Education and Integration of IEN's and Executive Member of National group (BIEN program)
15. Research Presentations on use of High-fidelity Simulation in IEN Education (BIEN program)
16. Participant in collaborative MCI Grant with all Ontario IEN programs to develop common curriculum for Objective Structured Clinical Examinations (OSCE) (BIEN program)
17. Member of the Canadian Association of Schools of Nursing's (CASN) Steering Committee - Guiding Principles for IEN Programs and Self-Assessment tools. (BIEN program)

18. Locally developed data management infrastructure which can be replicated for other CE, PT Studies programs that monitors enrolment, student satisfaction and graduation rates.

### **Affirmations**

Affirmations are declarations, which may/may not have evidence as a result of program review, that the program faculty identify as areas required to support program quality improvements. The areas identified include:

1. Room bookings: CE offerings have limited access to room during day
2. Access to resources in day time: learning resource centre does not prioritize CE courses. Post-secondary programs are a priority
3. CE opportunities for more access to Learning Resource Center equipment – e.g. High Fidelity Simulators, Nursing Skills Equipment
4. Fee schedule for CE faculty: have difficult time recruiting and sustaining high-quality committed faculty due to fee schedule
  - a. External grants allow program faculty to participate in professional development and course enhancements over and above basic compensation
5. Support from the registrar's office: students aren't linked to program codes and tracking
6. Support from IT: establish data collection methods for CE
6. Lack of consultation when changes are made in full-time to structure:
  - a. Implementation of iClickers did not include CE courses or programs, with a significant impact on curriculum delivery and resources to convert to new technology
  - b. College needs to utilize expertise of CE Program Manager's
7. These programs do not have a full-time Program Manager
8. Program Manager completed requirements of course outlines relevant to CORE and the course outline policy. Extensive human resources were utilized to input relevant data into CORE which cannot be retrieved.
9. The Program manager completed requirements of curriculum mapping for essential employability skills. However, due to CORE issues, the system does not allow for extraction of data for analysis.
10. The resources provided to allow program faculty to conduct a regular curriculum review process to ensure best practices in assessment are only provided through the MCI grant funds. The CE funding/budget model (allocation/contribution margin) does not provide the financial resources for these processes.

### **Recommendations**

Analysis of various data sources from program review identified some action items area that will assist in maintaining the quality and student satisfaction of the program. They are:

#### **Curriculum**

- Maintain curriculum quality through current quality processes and procedures.
- Utilize the program rationalization and program modification processes to investigate whether or not the RPN-R and RN-R programs should be consolidated with the BIEN into one core program with established program learning outcomes.

#### **Environmental Scan**

- Advocate for a robust internal information management and reporting system for ministry credentialed CE, PT Studies programs. In comparison to post-secondary institutional data

analysis of enrollment, this data is captured and maintained at the program level which is resource intensive and time consuming.

**Program Quality**

- Adopt best practices that were developed by this program area for other CE ministry credentialed programs.

**Resources**

<b>Program Review Phases</b>	<b>Source</b>	<b>File Name</b>	<b>Date Completed/ Accessed</b>	<b>Used (Y/N)</b>
<b>Phase 1: Curriculum</b>	Course Outline Review	189 069 884 Course Outline Review.xls	Winter 2012	Y
	Curriculum Mapping Matrix (CMM)	189 069 884 Curriculum Mapping Matrix.xls	October 2012	Y
	Competitive Curriculum Analysis (CCA)	189 069 884 Competitive Curriculum Analysis.xls	January 2013	Y
	Program of Studies (POS)	189-POS 12CE.pdf 069-POS 12CE.pdf 884-POS 12CE.pdf	September 2012	Y
	Vocational Standards (VS)/ Program Description	MTCU 71410 069 Program Description.pdf MTCU 71456 884 Program Description.pdf MTCU 71397 189 Program Description.pdf	Established 2009	Y
	Focus Group Notes	189 069 884 Focus Group Notes.pdf	November 2012	Y
	PAC Minutes	189 069 884 PAC Meeting Minutes.pdf	November 2012	Y
	Credentials Framework	189 069 884 Credentials Framework.pdf	November 2012	Y
	POS Trend Analysis	Not Applicable		N
	Program System	Not Applicable		N

	Matrix			
	Pathways Graphic	189 069 884 Pathways.pdf	January 2013	Y
	Other (e.g. accreditation letters etc.)	Not Applicable (?)		N
<b>Phase 2: Environmental Scan</b>	Provincial Survey for Continuing Education	Provincial Survey 2012 NRS10016.pdf Provincial Survey 2012 NRS10018.pdf Provincial Survey 2012 NRS10027.pdf Provincial Survey 2012 NRS10028.pdf Provincial Survey 2012 NRS10029.pdf	Winter 2012	Y
	Surveys	Not Applicable		N
	Competitive Program Profile	Not Applicable (competitive data not available)		N
	Student Success and Retention	Student Success and Retention.pdf		Y
	Labour Market Demand			N
	Program Job Search			N
	Applicant vs. Registrant analysis	189 069 884 Enrolment.xls	Fall 2012	Y
	Student Entrance survey	Not Applicable		N
	Employment Profile	<a href="http://careersinnursing.ca/node/69">http://careersinnursing.ca/node/69</a> <a href="http://rno.ca/news/media-releases/Ontario-nurses-applaud-the-success-and-expansion-of-full-ti">http://rno.ca/news/media-releases/Ontario-nurses-applaud-the-success-and-expansion-of-full-ti</a>	Accessed via the web February 2012	Y



	OSAP Default Rates	Not Applicable		N
	Assessment for Success	Not Applicable		N
	Other	Final Report: Pan-Canadian Framework of Guiding Principles and Essential Components for IEN Bridging Programs (hardcopy)		Y
<b>Phase 3: Quality Processes</b>	Program Quality	Not Applicable		N
	Strategic Activities	Not Applicable		N
	Re-Thinking Assessment	Locally developed process		Y
	Program Level Assessment Mapping	Not Applicable		N
<b>Supporting Policies</b>	Course Outline Policy		Accessed Winter 2012 via: <a href="http://www.mohawkcollege.ca/about/policies/CorpSect5.html">http://www.mohawkcollege.ca/about/policies/CorpSect5.html</a>	Y
	Program Review Policy		See Course Outline Policy	Y
	Program Quality Policy		See Course Outline Policy	Y
	Program Advisory Committee		See Course Outline Policy	Y
	Prior Learning and Recognition			N
	General Education			N
	Program of Studies			N
	Academic			N

	Scheduling			
<b>Supporting MTCU Framework documents</b>	Framework for Programs of Instruction		<p>Accessed Winter 2012 via:  <a href="http://www.accc.ca/ftp/es-ce/MTCUCollegeFramework.pdf">http://www.accc.ca/ftp/es-ce/MTCUCollegeFramework.pdf</a></p>	Y
	Essential Employability Skills		See Framework for Programs of Instruction	Y
	General Education		See Framework for Programs of Instruction	Y
	Credentials Framework		See Framework for Programs of Instruction	Y

# Curriculum: Summary

## Overview

Phase 1 of program review is designed to develop and analyze a Curriculum Mapping Matrix which links course curriculum to program learning outcomes, essential employability skills and external standards (where applicable). Curriculum mapping is a ministry requirement and provides evidence of curriculum compliance to the program learning outcomes. Through focus groups, external stakeholders such as employers, graduates of the program and current students are also involved in this phase of program review.

## Highlights

- Curriculum Mapping provides evidence that the BIEN, RPN-R and RN-R programs ensures compliance to the program learning outcomes
- There are some curriculum enhancement opportunities based on an analysis of the Curriculum Mapping Matrix and feedback from a focus group

## Background

- Phase 1 of Program Review for the BIEN, RPN-R and RN-R programs was completed by the Program Manager through participation in the Spring 2012 program review workshops.

## Recommendations

Maintain curriculum quality through current quality processes and procedures.

# Curriculum: Mapping Analysis--BIEN

## Overview

A Curriculum Mapping Matrix (CMM) is developed based on links between course curriculum and program learning outcomes, essential employability skills and external standards (where applicable). The CMM provides program areas with data in order to make decisions about curriculum, scaffolding/laddering and breadth, depth and complexity of student experience with the curriculum.

## Recommendations

Maintain curriculum quality through current quality processes and procedures.

## Course Level Links to Program Learning Outcomes

### Breadth of Learning Summary

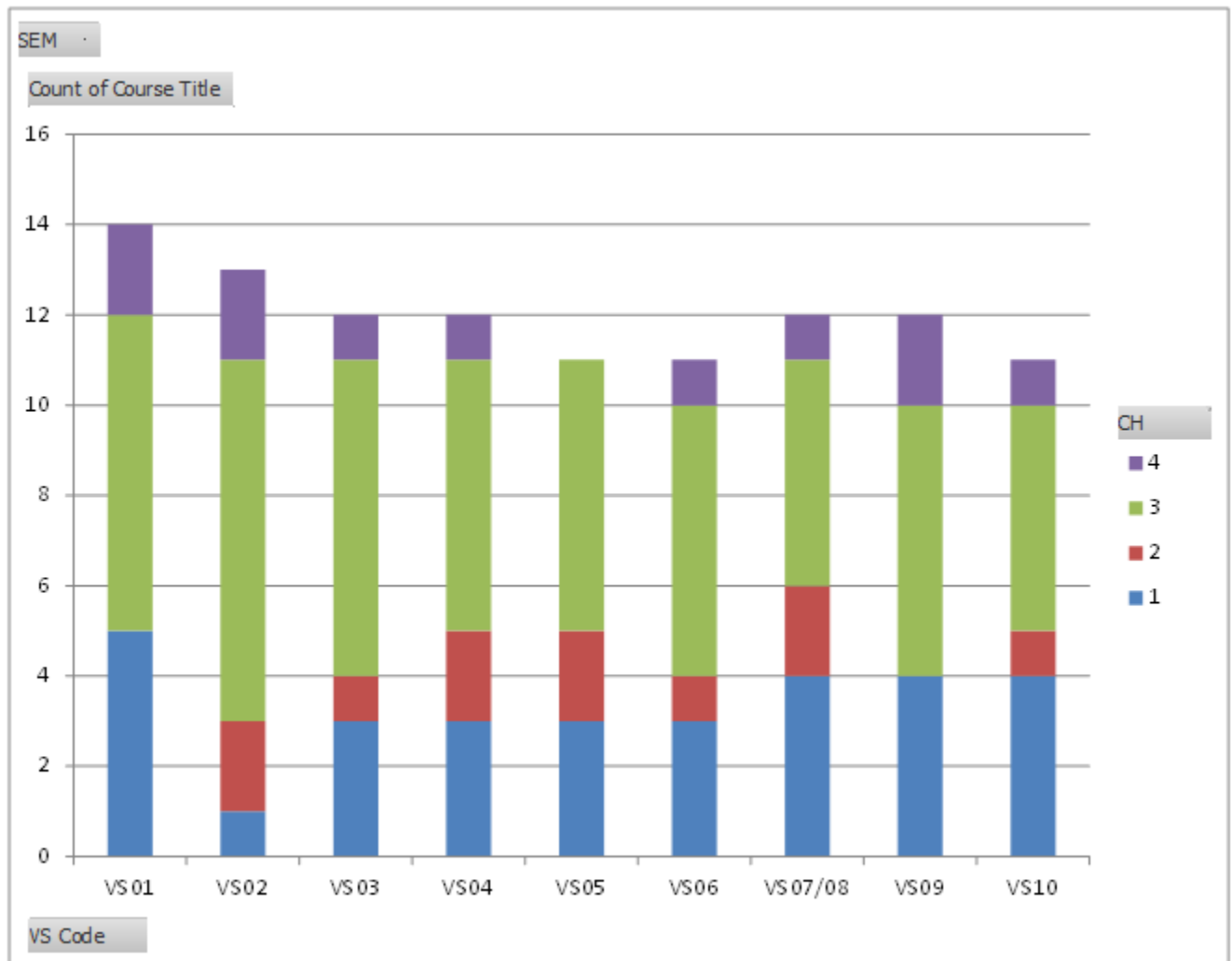
An analysis of the CMM shows students are exposed to all program learning outcomes (PLOs) for the BIEN program which is an indication of breadth of learning.

### Program Learning Outcomes

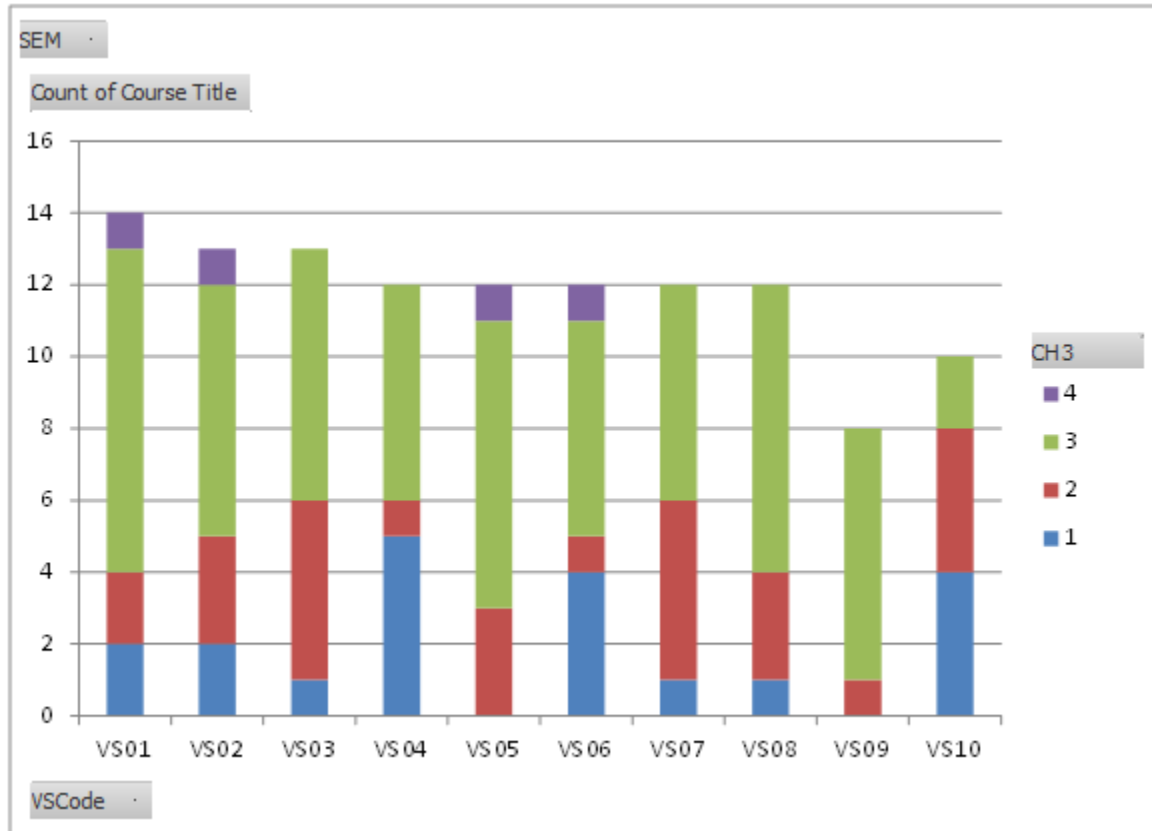
- 9/9 PLOs have an adequate number of course level links (ranging from approximately 6 to more than 11) from a broad range of courses in the program of studies. NOTE: VS07 and VS08 were combined due to duplication.

**External Standards:** The BIEN program was also mapped to Practical Nursing vocation standards to demonstrate competencies for advanced level of learning

**Curriculum Mapping Matrix: Breadth of Learning  
Program Learning Outcomes (2012 12CE POS)**



**Curriculum Mapping Matrix: Breadth of Learning  
External Standards (Practical Nursing Vocational Standards)**



**Course Level Links to Program Learning Outcomes**

**Depth and Complexity of Learning Summary**

An analysis of the CMM shows students are exposed to most program learning outcomes (PLOs) for the BIEN program at various levels of scaffolding and laddering which is an indication of depth and complexity of learning.

**Program Learning Outcomes**

- Approximately 62% of total course level links to PLOs are characterized as contributing to a significant (3) or very significant (4) degree to graduates' ability to demonstrate the outlined skill or ability which is appropriate considering the credential--Ontario College Graduate Certificate and level of learner
- A large proportion of the links are characterized as contributing slightly (1) to the graduate outcomes. It is reasonable to expect that there is variability in scaffolding and laddering of learning due to the nature of the program (graduate certificate), the admissions requirements (degree/diploma), and the maturity and prior nursing experience of students upon entry into the program.
- Analysis of course level links to program learning outcomes by semester or by course characterization is not applicable for this program

### Characterization of Linking by Program Learning Outcome

Count of Course Title	Column Labels				
Row Labels	1	2	3	4	Grand Total
VS01	5		7	2	14
VS02	1	2	8	2	13
VS03	3	1	7	1	12
VS04	3	2	6	1	12
VS05	3	2	6		11
VS06	3	1	6	1	11
VS07/08	4	2	5	1	12
VS09	4		6	2	12
VS10	4	1	5	1	11
<b>Grand Total</b>	<b>30</b>	<b>11</b>	<b>56</b>	<b>11</b>	<b>108</b>

### Course Learning Outcomes Linked to Essential Employability Skills

Due to issues with the CORE database in regard to Essential Employability Skills, this section is not completed.

<b>Ontario College Graduate Certificate - Credentials Framework</b>	Framework Required for MTCU: 71397 Ontario College Graduate Certificate	<b>Meets Criteria</b>
<b>Scope</b> <i>1.1 Complexity of Knowledge and Vocational Outcomes</i>	Meets all specific program learning outcomes as defined by provincial program descriptions as approved by Credential Validation Service and Ontario College Quality Assurance Service.	√
	Breadth, depth, and complexity of knowledge would enhance the ability of graduates to perform a more specialized range of activities, most of which would be complex or non-routine. Leadership and guidance may be involved when organizing self or others, as well as when contributing to technical solutions of a non-routine or contingency nature. Performance of a prescribed range of skilled operations that includes the requirement to evaluate and analyze current practices and develop new criteria, and may include the provision of some leadership and guidance to others in the application and planning of skills.	√
	Applications may involve some complex or non-routine activities involving individual responsibility or autonomy and/or leadership and guidance for others as part of a team or group.  The qualification may involve broadening the skills individuals have already gained in a postsecondary program of instruction, or developing vocational knowledge and skills in a new professional area.	√
<i>1.2 Essential Employability Skills</i>	Locally determined <i>NOTE: the Mohawk College Curriculum Overview, Research and Evaluation (CORE) database is unable to extract Essential Employability Skills mapping due to a technological error in the programming. Program Faculty completed the mapping requirements for this MTCU requirement but due to the technological issues with CORE the data cannot be analyzed.</i>	Unable to Assess
<i>1.3 General Education</i>	<i>Locally determined</i>	Not Applicable
<b>2. Typical Duration for Completion</b>	Typically the duration to achieve this credential is 2 academic semesters or approximately 600 to 700 equivalent instructional hours. <ul style="list-style-type: none"> <li>731 hours plus minimum 200 hours clinical option</li> </ul> <i>NOTE: prior to entry into the program, students are assessed by the College of Nurses of Ontario for prior learning. As a result, an individualized learning plan is developed for each student which may impact the number of courses and hours the student is exposed to.</i>	√

<p><b>3. Admission Requirements</b></p>	<p>Contact the College of Nurses of Ontario (CNO) at <a href="http://www.cno.org">www.cno.org</a> and request the "Registering as a Nurse in Ontario" document and an application form. The CNO will process your application and provide you with an assessment letter indicating required specific theory and clinical elements.</p> <p>WHAT YOU NEED TO APPLY TO THE PROGRAM</p> <ul style="list-style-type: none"> <li>• Assessment letter(s) from the College of Nurses of Ontario (CNO) indicating educational equivalency and if applicable required elements. AND</li> <li>• Have practiced as a nurse within the last 10 years AND</li> <li>• All applicants for whom English is a second language must provide results of Canadian Language Benchmarks. Acceptable level is 7. Following admission, all students must attend a Canadian English Language Benchmark Assessment for Nurses (I-CELBAN).</li> </ul>	<p>√</p>
<p><b>4. Name of Credential</b></p>	<p>Ontario College Graduate Certificate</p>	<p>√</p>



# Curriculum: Mapping Analysis--RPN-R

## **Overview**

A Curriculum Mapping Matrix (CMM) is developed based on links between course curriculum and program learning outcomes, essential employability skills and external standards (where applicable). The CMM provides program areas with data in order to make decisions about curriculum, scaffolding/laddering and breadth, depth and complexity of student experience with the curriculum.

*Through program review, it was determined that the RPN-R and RN-R program learning outcomes were obsolete. These programs currently map to the BIEN program learning outcomes which represent learning over and above the ministry requirement for these programs.*

## **Recommendation**

Utilize the program rationalization and program modification processes to investigate whether or not the RPN-R and RN-R programs should be consolidated with the BIEN into one core program with established program learning outcomes.

## **Course Level Links to Program Learning Outcomes**

**NOTE:** In accordance with MTCU requirements, the RPN-R program was mapped to current program learning outcomes based on the 71456 MTCU outcomes. However, through program review and analysis of the curriculum mapping matrices (see below), these RPN-R program outcomes were deemed to be obsolete due to changes to the College of Nurses Entry to Practice (see above recommendation). The RPN-R program has evolved over time to continue to respond to regulatory requirements, which includes curriculum to address evidence of safe practices in preparation for re-entry to nursing practice.

## **Breadth of Learning Summary**

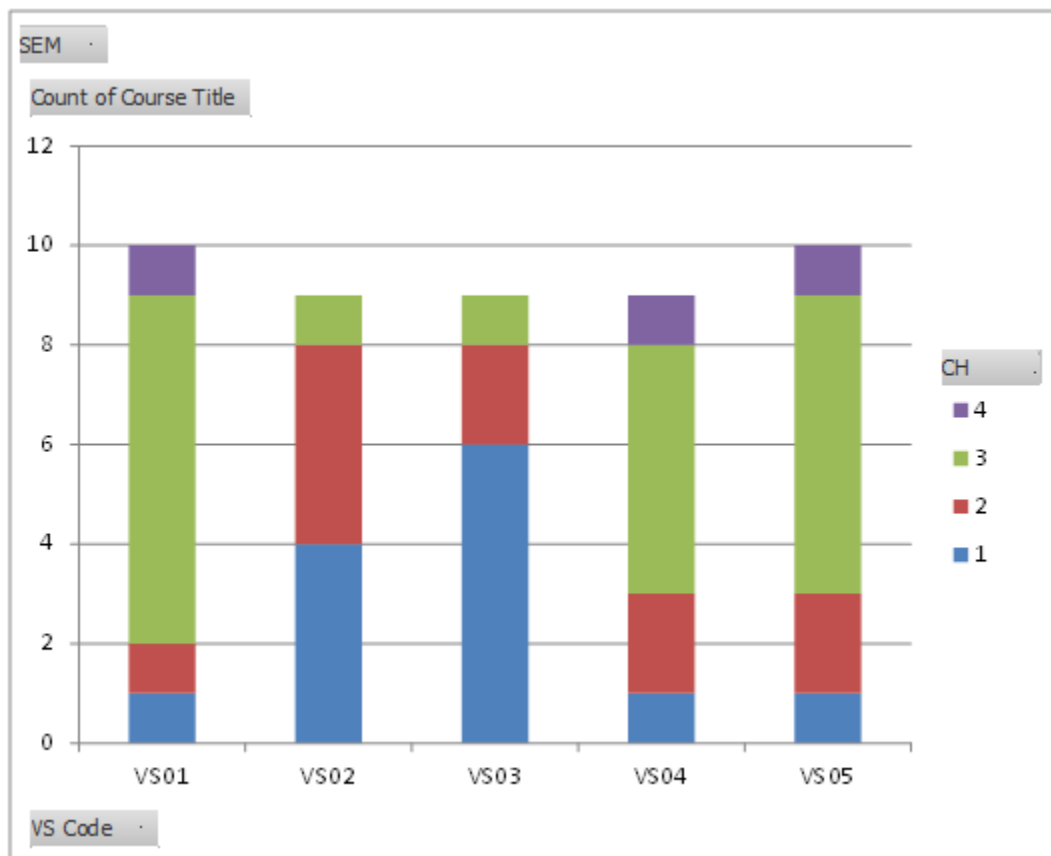
An analysis of the CMM shows students are exposed to all program learning outcomes (PLOs) for the RPN-R program which is an indication of breadth of learning.

### **Program Learning Outcomes**

- 5/5 PLOs have an adequate number of course level links from a broad range of courses in the program of studies.

**External Standards:** Not Applicable

**Curriculum Mapping Matrix: Breadth of Learning  
Program Learning Outcomes (2012 12CE POS)**



**Course Level Links to Program Learning Outcomes**

**Depth and Complexity of Learning Summary**

An analysis of the CMM shows students are exposed to most program learning outcomes (PLOs) for the RPN-R program at various levels of scaffolding and laddering which is an indication of depth and complexity of learning.

**Program Learning Outcomes**

- Approximately 49% of total course level links to PLOs are characterized as contributing to a significant (3) or very significant (4) degree to graduates’ ability to demonstrate the outlined skill or ability which is appropriate considering the credential--Ontario College Graduate Certificate.
  - 7% of the course level links to PLOs are characterized as contributing to a very significant (4) degree to graduates' ability to demonstrate the outlined skill or ability. Consider curriculum and assessment revisions to increase exposure to advanced levels of learning
- Analysis of course level links to program learning outcomes by semester or by course characterization is not applicable for this program

### Characterization of Linking by Program Learning Outcome

Count of Course Title	Column Labels				
Row Labels	1	2	3	4	Grand Total
VS01	1	1	7	1	10
VS02	4	4	1		9
VS03	6	2	1		9
VS04	1	2	5	1	9
VS05	1	2	6	1	10
<b>Grand Total</b>	<b>13</b>	<b>11</b>	<b>20</b>	<b>3</b>	<b>47</b>

### Course Learning Outcomes Linked to Essential Employability Skills

Due to issues with the CORE database in regard to Essential Employability Skills, this section is not completed.

*NOTE: the Mohawk College Curriculum Overview, Research and Evaluation (CORE) database is unable to extract Essential Employability Skills mapping due to a technological error in the programming. Program Faculty completed the mapping requirements for this MTCU requirement but due to the technological issues with CORE the data cannot be analyzed. The inability to complete this process is a college issue, not a program issue.*

<b>Ontario College Graduate Certificate - Credentials Framework</b>	Framework Required for MTCU: 71456 Ontario College Graduate Certificate	<b>Meets Criteria</b>
<b>Scope</b> <i>1.1 Complexity of Knowledge and Vocational Outcomes</i>	Meets all specific program learning outcomes as defined by provincial program descriptions as approved by Credential Validation Service and Ontario College Quality Assurance Service.	√
	Breadth, depth, and complexity of knowledge would enhance the ability of graduates to perform a more specialized range of activities, most of which would be complex or non-routine. Leadership and guidance may be involved when organizing self or others, as well as when contributing to technical solutions of a non-routine or contingency nature. Performance of a prescribed range of skilled operations that includes the requirement to evaluate and analyze current practices and develop new criteria, and may include the provision of some leadership and guidance to others in the application and planning of skills.	√
	Applications may involve some complex or non-routine activities involving individual responsibility or autonomy and/or leadership and guidance for others as part of a team or group.  The qualification may involve broadening the skills individuals have already gained in a postsecondary program of instruction, or developing vocational knowledge and skills in a new professional area.	√
<i>1.2 Essential Employability Skills</i>	Locally determined <i>NOTE: the Mohawk College Curriculum Overview, Research and Evaluation (CORE) database is unable to extract Essential Employability Skills mapping due to a technological error in the programming. Program Faculty completed the mapping requirements for this MTCU requirement but due to the technological issues with CORE the data cannot be analyzed.</i>	Unable to Assess
<i>1.3 General Education</i>	<i>Locally determined</i>	Not Applicable
<b>2. Typical Duration for Completion</b>	Typically the duration to achieve this credential is 2 academic semesters or approximately 600 to 700 equivalent instructional hours. <ul style="list-style-type: none"> <li>579 hours with a minimum of 200 clinical hours=779 hours</li> </ul> NOTE: prior to entry into the program, students are assessed by the College of Nurses of Ontario for evidence of practice. As a result, an individualized learning plan is developed for each student which may impact the number of courses and hours the student is exposed to.	√

<b>3. Admission Requirements</b>	Certificate of Registration or Reinstatement Letter from the <a href="#">College of Nurses of Ontario (CNO)</a> .  Individuals who have been out of practice for more than 10 years may be considered for admission based on previous nursing experience.	√
<b>4. Name of Credential</b>	Ontario College Graduate Certificate	√

# Curriculum: Mapping Analysis--RN-R

## **Overview**

A Curriculum Mapping Matrix (CMM) is developed based on links between course curriculum and program learning outcomes, essential employability skills and external standards (where applicable). The CMM provides program areas with data in order to make decisions about curriculum, scaffolding/laddering and breadth, depth and complexity of student experience with the curriculum.

**NOTE:** *In accordance with MTCU requirements, the RN-R program was mapped to current program learning outcomes based on the 71410 MTCU outcomes. However, through program review and analysis of the curriculum mapping matrices (see below), these outcomes were deemed to be obsolete for the RPN-R program (see above recommendation). The RN-R program has evolved over time to continue to respond to regulatory requirements, which includes curriculum to address evidence of practice in preparation for entry to practice.*

## **Recommendation**

Utilize the program rationalization and program modification processes to investigate whether or not the RPN-R and RN-R programs should be consolidated with the BIEN into one core program with established program learning outcomes.

## **Course Level Links to Program Learning Outcomes**

**NOTE:** In accordance with MTCU requirements, the RPN-R program was mapped to current program learning outcomes based on the 71410 MTCU outcomes. However, through program review and analysis of the curriculum mapping matrices (see below), these outcomes were deemed to be obsolete for the RN-R program (see above recommendation).

## **Breadth of Learning Summary**

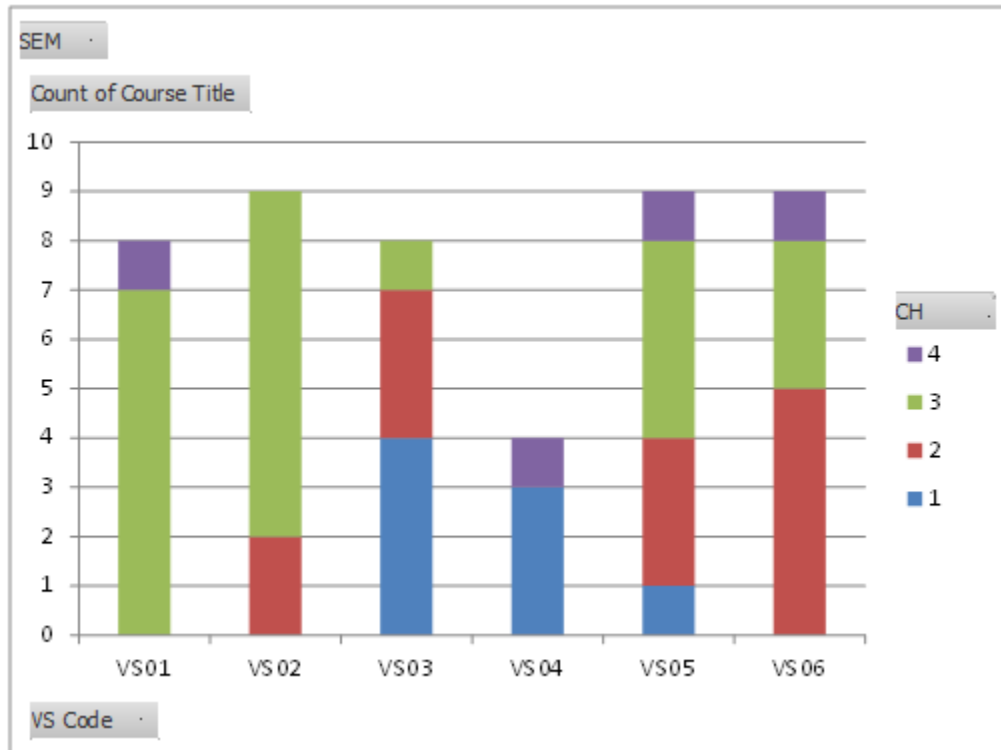
An analysis of the CMM shows students are exposed to all program learning outcomes (PLOs) for the RN-R program which is an indication of breadth of learning.

### **Program Learning Outcomes**

- 5/6 PLOs have an adequate number of course level links from a broad range of courses in the program of studies.
- 1/6 (VS04) requires curriculum revisions to enhance the learning for this program learning outcome

**External Standards:** Not Applicable

**Curriculum Mapping Matrix: Breadth of Learning  
Program Learning Outcomes (2012 12CE POS)**



**Course Level Links to Program Learning Outcomes**

**Depth and Complexity of Learning Summary**

An analysis of the CMM shows students are exposed to most program learning outcomes (PLOs) for the RN-R program at various levels of scaffolding and laddering which is an indication of depth and complexity of learning.

**Program Learning Outcomes**

- Approximately 55% of total course level links to PLOs are characterized as contributing to a significant (3) or very significant (4) degree to graduates’ ability to demonstrate the outlined skill or ability which is appropriate considering the credential--Ontario College Graduate Certificate.
  - 8% of the course level links to PLOs are characterized as contributing to a very significant (4) degree to graduates' ability to demonstrate the outlined skill or ability. Consider curriculum and assessment revisions to increase exposure to advanced levels of learning
- Analysis of course level links to program learning outcomes by semester or by course characterization is not applicable for this program

### Characterization of Linking by Program Learning Outcome

Count of Course Title	Column Labels				
Row Labels	1	2	3	4	Grand Total
VS01			7	1	8
VS02		2	7		9
VS03	4	3	1		8
VS04	3			1	4
VS05	1	3	4	1	9
VS06		5	3	1	9
<b>Grand Total</b>	<b>8</b>	<b>13</b>	<b>22</b>	<b>4</b>	<b>47</b>

### Course Learning Outcomes Linked to Essential Employability Skills

Due to issues with the CORE database in regard to Essential Employability Skills, this section is not completed.

*NOTE: the Mohawk College Curriculum Overview, Research and Evaluation (CORE) database is unable to extract Essential Employability Skills mapping due to a technological error in the programming. Program Faculty completed the mapping requirements for this MTCU requirement but due to the technological issues with CORE the data cannot be analyzed. The inability to complete this is a college issue, not a program issue.*



<b>Ontario College Graduate Certificate - Credentials Framework</b>	Framework Required for MTCU: 71410 Ontario College Graduate Certificate	<b>Meets Criteria</b>
<b>Scope</b> <i>1.1 Complexity of Knowledge and Vocational Outcomes</i>	Meets all specific program learning outcomes as defined by provincial program descriptions as approved by Credential Validation Service and Ontario College Quality Assurance Service.	√
	Breadth, depth, and complexity of knowledge would enhance the ability of graduates to perform a more specialized range of activities, most of which would be complex or non-routine. Leadership and guidance may be involved when organizing self or others, as well as when contributing to technical solutions of a non-routine or contingency nature. Performance of a prescribed range of skilled operations that includes the requirement to evaluate and analyze current practices and develop new criteria, and may include the provision of some leadership and guidance to others in the application and planning of skills.	√
	Applications may involve some complex or non-routine activities involving individual responsibility or autonomy and/or leadership and guidance for others as part of a team or group.  The qualification may involve broadening the skills individuals have already gained in a postsecondary program of instruction, or developing vocational knowledge and skills in a new professional area.	√
<i>1.2 Essential Employability Skills</i>	Locally determined <i>NOTE: the Mohawk College Curriculum Overview, Research and Evaluation (CORE) database is unable to extract Essential Employability Skills mapping due to a technological error in the programming. Program Faculty completed the mapping requirements for this MTCU requirement but due to the technological issues with CORE the data cannot be analyzed.</i>	Unable to Assess
<i>1.3 General Education</i>	<i>Locally determined</i>	Not Applicable
<b>2. Typical Duration for Completion</b>	Typically the duration to achieve this credential is 2 academic semesters or approximately 600 to 700 equivalent instructional hours. <ul style="list-style-type: none"> <li>• 579 hours with a minimum 200 clinical hours=779 hours</li> </ul> <p>NOTE: prior to entry into the program, students are assessed by the College of Nurses of Ontario for evidence of practice. As a result, an individualized learning plan is developed for each student which may impact the number of courses and hours the student is exposed to.</p>	√

<b>3. Admission Requirements</b>	Certificate of Registration or Reinstatement Letter from the <a href="#">College of Nurses of Ontario (CNO)</a> .  Individuals who have been out of practice for more than 10 years may be considered for admission based on previous nursing experience.	√
<b>4. Name of Credential</b>	Ontario College Graduate Certificate	√

## Curriculum: Focus Group Oct. 24, 2012

### Strengths, Challenges, Opportunities, Threats

#### Strengths

- Combinations of courses taken at same time reinforce learning of content
- Professors are working in the field and use real examples and case studies to support content development

#### Challenges

- Health Informatics course and delivery are challenging for students.
  - Update: the Health Informatics course was originally introduced as a pilot. Student issues have been addressed in the renewed course offering.

#### Opportunities

- A review workshop about "charting" prior to clinical is requested by students, including charting in electronic format. Content could be included in Health Informatics course.
  - Caution: this identified opportunity could be a result of the co-hort that participated in the focus group. These students may not have been exposed to a review of charting at the point of focus group. Dependent upon clinical placement, students are required to participate in organizational training, which covers organizationally specific charting procedures later in the curriculum
- Academic advisement on which order to take courses
- Review assessment practices in the "Professional Issues" course
- More orientation for RN and RPN refresher students, including opportunities for acquiring a mentor

#### Threats

- No threats identified

## Curriculum: Pathways

Commentary re: unique nature of program and PLAR with Ontario Colleges of Nurses: The College of Nurses of Ontario regulates entry to practice for Canadian Nursing Graduates including re-entry (refreshers) as well as Internationally Educated Nurses. This includes both Registered Practical Nurse (RPN) and Registered Nurse (RN).

Seven criteria are required for licensure by the College of Nurses including, but not limited to initial Nursing Education at the Diploma (RPN) or Baccalaureate (RN) level and evidence of practice within the last 3 years (formally “safe practice”). Both educational equivalency and evidence of practice will determine the route a student may follow within a given program.

Access to registration examinations is granted upon completion of educational requirement and is not dependent on evidence of practice or other CNO requirements.

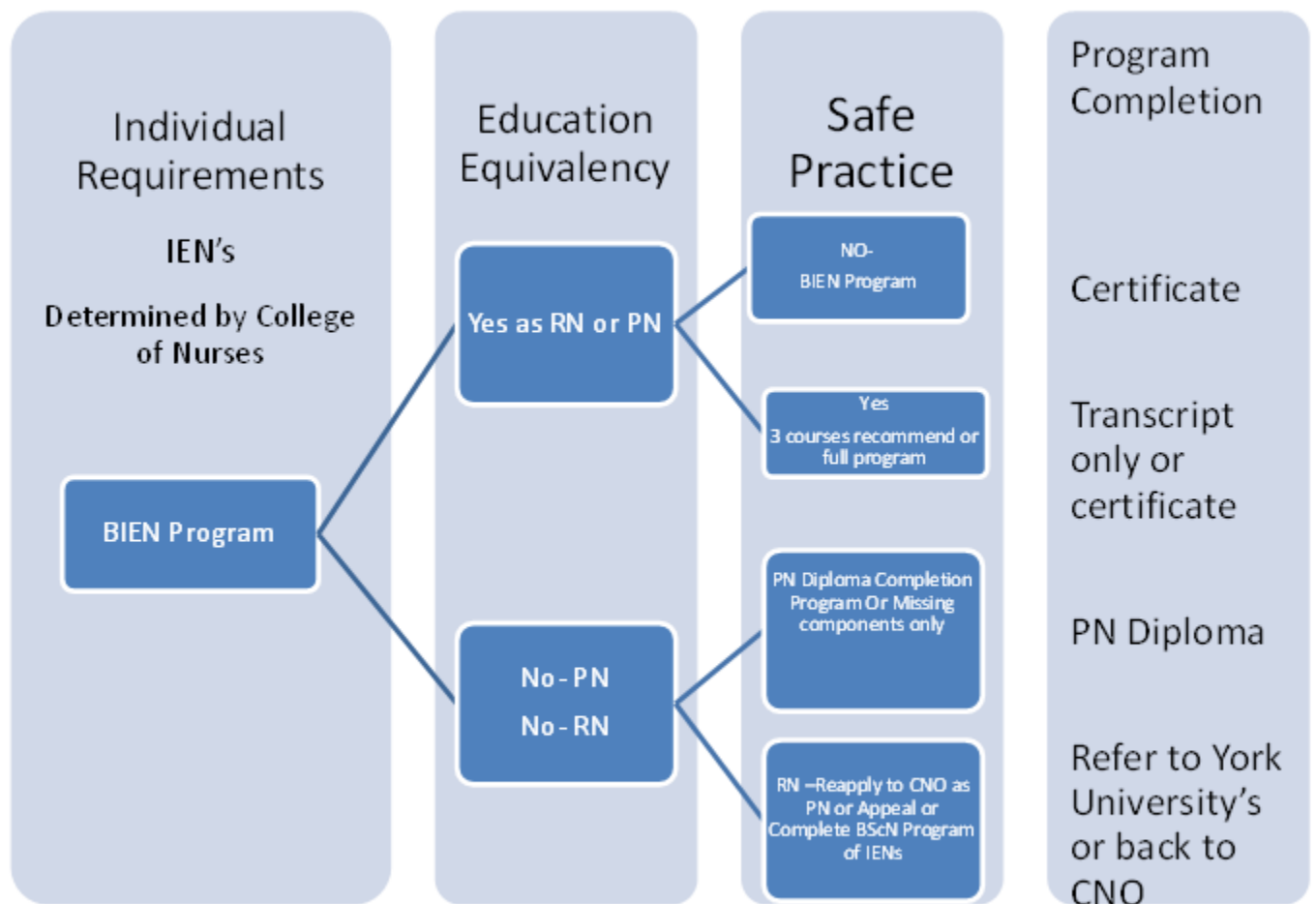
Internationally Educated Nurses who have not met initial educational requirement (a requirement of the BIEN program) may reapply to the College of Nurses or apply to a program to address educational gaps.

Evidence of practice or lack of, will determine program pathway.

Refresher Nurses and Practical Nurses are not required to complete the educational requirement or successfully complete registration examination. Rather, reinstatement with the College of Nurses requires only “evidence of practice” within the last 3 years.

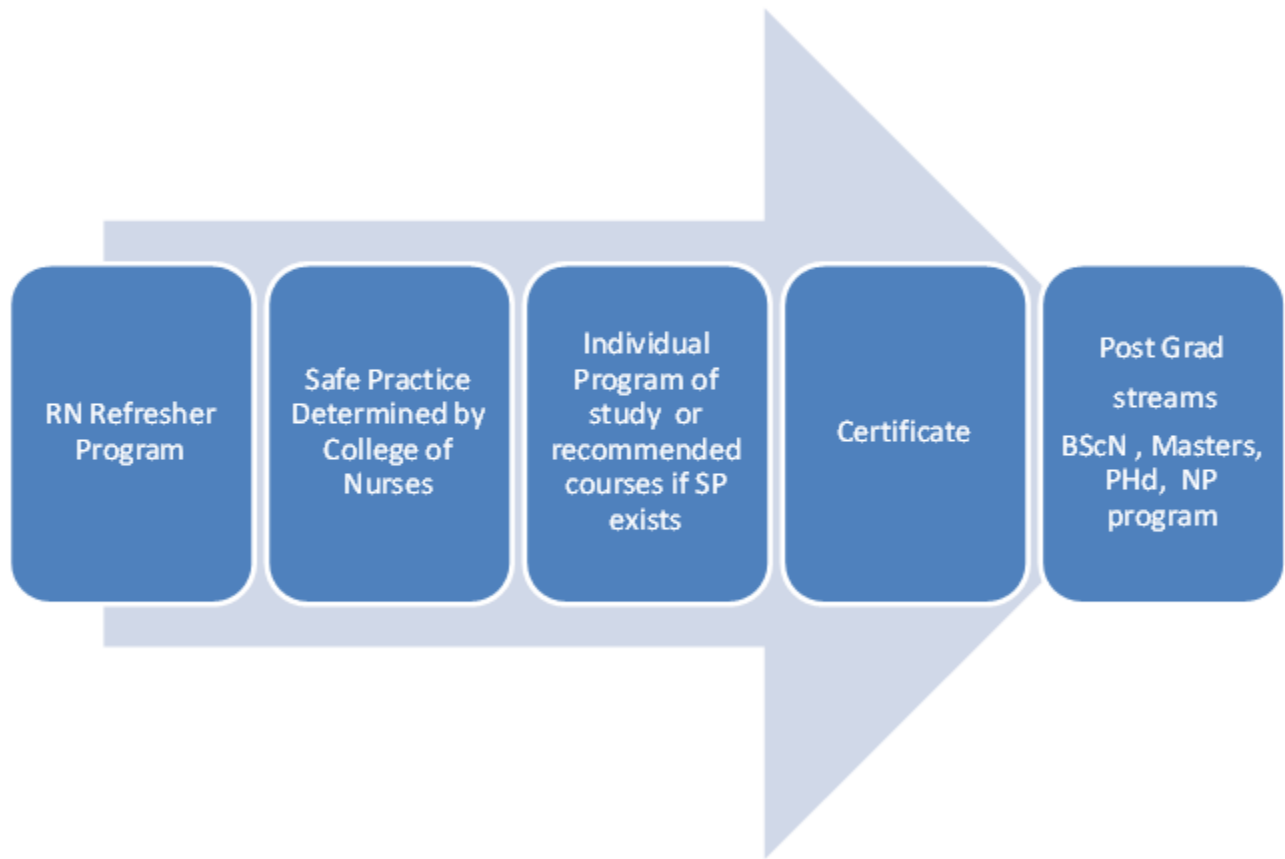
Career laddering (PN to BScN or BScN to post graduate studies) is available post College of Nurses’ licensure for Internationally Educated Nurses and Refresher students (R-RN, R-PN)

## Bridging for Internationally Educated Nurses



**\*York University's Bridging to BScN for Internationally Educated Nurses**

## Registered Nurse Refresher



## Registered Practical Nurse Refresher



# Curriculum: Partnerships and Affiliations

## Partnerships

1. Hamilton Health Science- Internationally Educated and ESL Nurse Integration Project: Providing programming and assessment to support integration of IENs and ESL Nurses to employment
2. George Brown College - Academic Pathways (IEN Program) for Objective Structured Clinical Examination development to support new assessment required of IENs by College of Nurses
3. CARE Centre for Internationally Educated Nurses- Established since 2005. Academic partner providing course access to CARE members and collaborative counselling of IENs to assist with navigation of the process to College of Nurses registration and videoconferencing of courses to members
4. Niagara Health, Grand River Hospital and Peel Manor as official videoconferencing sites
5. Ministry of Citizenship and Immigration have provided multiple grants.
6. York University Research Project: Assessing Communication Needs of IENs. Participating partner
7. St Joseph's HealthCare: Research Project: Participating Partner in Internationally Educated Nurses Demonstration Project - The Learning Needs of Clinical/Nurse Managers: Assessment and Interventions

## Affiliations

1. McMaster University Nursing Health Research Unit. Participation on Ontario Hospitals Association – Integration of Internationally Educated Nurses Employers Resources Project
2. Ontario Network of Educators and Supporters of Internationally Educated Nurses. Founding member organization. Linkage of all school and stakeholders in Ontario
3. Canadian Association of Schools of Nursing. Member of taskforce to establish Guiding Principles and Self-Assessment Guide for Bridging Programs
4. Partners in Education and Integration of Internationally Educated Nurses –National Group. Founding Member
5. Health Force Ontario for recruitment and counselling of Internationally Educated Nurses new to Ontario
6. Coalition of Bridging Programs (Ontario)
7. Halton Multicultural Centre
8. Clinical partnerships across southwestern Ontario

## Curriculum: Competitive Curriculum Analysis

A Competitive Curriculum Analysis (CCA) provides program areas with a comparison and snapshot of program characteristics, admissions and program of studies for other colleges in the system with the same program. The CCA is useful to program areas for validation of the program characteristics, admissions and program of studies, as well as data to identify opportunities for improvements to the program

NOTE: The Final Report on the Pan-Canadian Framework of Guiding Principles and Essential Components for IEN Bridging Programs published by the Canadian Association of Schools of Nursing was used as a source for this section of the report.

### Highlights

- There are 35 bridging programs for internationally educated nurses in Canada
- Ontario has 12 bridging programs for internationally educated nurses
- There is significant variation in the format and delivery of the bridging programs offered across Canada and Ontario, but all programs provide for individualized learning plans based on the applicants prior learning and experience as well a required clinical experience

### Recommendations

None

## Curriculum: Program Advisory Committee

Assessment of the efficacy and currency of the Program Advisory Committee (PAC) is required based on criteria established in the Program Advisory Committee Policy.

### Highlights

- PAC met a minimum of 2 times in 2012
- PAC membership has been updated in last 6 months
- PAC membership is comprised of a sufficient cross-section of internal and external stakeholders

### Recommendations

None



# Environmental Scan: Summary

## Overview

Phase 2 of program review analyzes several data sources such as Provincial Survey for Continuing Education and applicant/enrolment data from internal, locally developed information sources.

## Highlights

- There are several bridging and refresher programs for nurses in the college system with a variety of delivery options
- Students in the Mohawk College program are generally more satisfied than other students in CE courses
- It is predicted that there will be a significant demand for graduates in 2020.

## Recommendations

- Advocate for a robust internal information management and reporting system for ministry credentialed CE programs.

# Environmental Scan: Competitive Overview

## Overview

In Ontario, there are 12 colleges offering bridging or refresher programs to internationally educated nurses or to nurses who are required to update essential skills in preparation for re-entering the nursing field.

## Highlights

- 2 colleges (Mohawk and Algonquin offer the BIEN Ontario College Graduate Certificate program (MTCU 71397) as a CE day offering with some variations in model of delivery and experiential learning opportunities.
- 3 colleges (Mohawk, Fanshawe and St. Clair) offer the RPN-R Ontario College Graduate Certificate program (MTCU 71456) as a CE day offering with some variations in model of delivery and experiential learning opportunities
- 5 colleges (Mohawk, Fanshawe, Algonquin, Sault, St. Lawrence) offer the RN-R Ontario College Graduate Certificate program (MTCU 71456) as a CE day offering with some variations in model of delivery and experiential learning opportunities
- Mohawk College's program is offered at several different locations as well as through distance education. NANCY: can you add specificity to this (i.e. locations) including Brampton, St. Catharines, Kitchener, Oakville, and Mississauga

## Recommendation:

None

## Environmental Scan: Enrollment

### Overview

Internal Mohawk College continuing education enrolment data and locally developed market demand data and labour market trends are used to analyze the BIEN, RPN-R and RN-R programs.

### Highlights

- Enrolment in the various courses for the three programs has remained stable over 9 terms.

### Recommendations

Advocate for a robust internal information management and reporting system for ministry credentialed CE programs. In comparison to post-secondary data analysis of enrollment, this data is captured and maintained at the program level which is resource intensive and time consuming.

### Enrolment: Eight Term Trend Analysis

Average enrolment per course is 9 students with a maximum of 30 students and a minimum of 3.

- NOTE: course enrolment is impacted by individualized learning plans. The College of Nurses of Ontario assessment determines the specific courses the students are required to take – not all students are required to complete the program.

### Retention and Graduation

There is a 100% success rate in almost all courses of the program of studies trended over three semesters.

## Environmental Scan: Employment and Labour Market Demand

### Overview

A variety of external sources specific to the nursing profession were used to complete this section of the report.

There is no Graduate Employment data available from MTCU in regard to CE nursing programs which results in a resource intensive search for appropriate data to complete this section of the report.

### Highlights

In 2008, 86% of nurses on 7-month work term acquired permanent full-time work

- Graduates of nursing programs were guaranteed by the Ontario government for a 7-month work term
  - <http://rnao.ca/news/media-releases/Ontario-nurses-applaud-the-success-and-expansion-of-full-time-employment-guarantee>
- Almost 70% of nurses in Ontario are employed full-time
- It is predicted there will be a shortage of 60,000 nurses in Ontario by 2020.
- The following links provide employment data from
  - CNO 2010 ( # of nurses working in Ontario (PN and RN) based on education
  - Local Health Information Networks(LHIN) which provides the local employment data

- Healthforce Ontario document on employment
- [http://www.cno.org/Global/docs/general/43011\\_TrendsNewMembers.pdf](http://www.cno.org/Global/docs/general/43011_TrendsNewMembers.pdf)
- <http://ien.oha.com/resourcecentre/UsefulLinks/Pages/UsefulLinks.aspx>
  
- Nurses will be expected to expand scope of practice due to changes in legislation in regard to physicians, doctors
  - <http://careersinnursing.ca/node/69>

**Recommendations**

None

# Quality and Strategic Priorities: Summary

## Overview

Phase 3 of program review is under revision in order to meet new strategic priorities, PQAPA requirements and the Academic Plan requirements. The Re-Thinking Assessment and Assessment Alignment is still required for Phase 3.

## Highlights

Program Faculty focused on curriculum enhancements for program review.

- Program Faculty conduct a regular curriculum review process to ensure best practices in assessment as a result of the curriculum enhancements.
- Courses in this cluster of programs were the early adopters of eLearn, blended-learning and online learning.
  - Ministry of Citizenship and Immigration grant to incorporate high fidelity simulation as a tool to prepare students for clinical practice and thereby decrease clinical hours required
  - Implementation of I-CELBAN first in Ontario and translating from pen/paper/interview to online assessment, first videoconferencing of courses between Niagara, Hamilton and Peel regions for blended delivery in-class sessions, securing videoconferencing units
  - First standardized course home pages for eLearn in college, implementation of online community for cultural
- Applicants are assessed by the College of Nurses of Ontario for recognition of prior learning and evidence of practice which results in an individualized learning plan for each student
- Applied research including poster presentations and/or presentations at national conferences
  - 1. High fidelity simulation and impact on clinical placement,
  - 2. Nursing Communication Errors by ESL nurses and Patient Safety
  - 3. Computer Based Testing: Does Internationally Educated Nurses performance on CBT differ from Canadian Refresher Nurse?
  - 4. ICelban Use in Bridging for Internationally Educated Nurses Programmes: Paper vs. On-line delivery
  - 5. Internationally Educated Nurses Demonstration Project - The Learning Needs of Clinical/Nurse Managers: Assessment and Interventions

## Recommendations

Mohawk College should consider adopting best practices that were developed by this program area for other CE ministry credentialed programs.

## Program Quality Action Plan

Objectives	Action Strategies	Timelines	Responsibility	Status
<b>Short Term (within the next 18 months)</b>				
Maintain curriculum quality through current quality processes and procedures.	<ul style="list-style-type: none"> <li>Curriculum Review</li> <li>Update Course Outlines , as required</li> </ul>	Spring 2013	Associate Dean	On-going
Utilize the program rationalization and program modification processes to investigate whether or not the RPN-R and RN-R programs should be consolidated with the BIEN into one core program with established program learning outcomes.	<ul style="list-style-type: none"> <li>Investigate consolidation of 3 MTCU codes into one core program with streams based on target market</li> <li>Complete a competitive curriculum analysis to support above investigation (i.e. George Brown model)</li> <li>Upon completion of investigation, follow program rationalization/ modification processes where applicable</li> </ul>	Fall 2013	Associate Dean	Not Started
<b>Medium Term (within the next 18-36 months)</b>				
Advocate for a robust internal information management and reporting system for ministry credentialed CE programs. In comparison to post-secondary data analysis of enrollment, this data is captured and maintained at the program level which is resource intensive and time consuming.	<ul style="list-style-type: none"> <li>Document the procedure for locally developed data capture and maintenance</li> <li>Present documentation to various stakeholders</li> <li>Investigate a project management proposal and plan to address process issues for CE ministry credentialed programs</li> </ul>	Fall 2013	Associate Dean and Program Quality	Not Started
Adopt best practices that were developed by this program area for other CE ministry credentialed programs.	<ul style="list-style-type: none"> <li>Document procedure for locally developed curriculum and student success processes</li> <li>Present documentation to various stakeholders</li> <li>Investigate a project management proposal and plan to migrate these best practices to other CE programs at Mohawk College.</li> </ul>	TBD	Associate Dean	Not Started
<b>Long Term (within the next 36-60 months)</b>				
Monitor short-term and long-term program quality enhancements and adjust as required	<ul style="list-style-type: none"> <li>Conduct Annual Program Review process to monitor program quality enhancements.</li> </ul>	To be determined pending outcome of		Not Started

		medium term objectives Spring 2014 (tentative)		
	<ul style="list-style-type: none"> <li>Submit interim program quality report to Program quality area</li> </ul>	Fall 2014	AD	Not Started
	<ul style="list-style-type: none"> <li>Plan and prepare for Comprehensive Program Review</li> </ul>	Spring 2017		Not Started