

Promoting Continuous Quality Improvement in Bridging Programs for Internationally Educated Nurses Through Canadian Association Schools of Nursing Accreditation

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Canadian Association Schools of Nursing

BACKGROUND

CASN and Accreditation

- National accrediting body for nursing education in Canada
- Accreditation program launched in 1987
- Co-founder of the Association of Accrediting Agencies of Canada and actively involved in the organization

Accreditation

- is a recognized method for strengthening health professional education
- maintains program quality and promotes continuing improvement
- is transparent, fair, objective, and respects confidentiality (AAAC, 2010)

Accreditation

- In-depth self assessment against predetermined standards
- Peer review report validates self assessment and outlining strengths, vulnerabilities, and opportunities for improvement
 - educational unit and program's structures, processes, and outcomes
- Process that fosters quality improvement
- Repetitive cycle of planning – implementing – assessing - acting
- Public recognition of one's accreditation status

Components of Accreditation

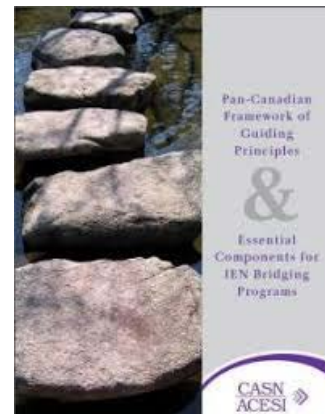
Essential Accreditation Components	Descriptors
Accreditation Body	Organization mandated to make accreditation decisions about applicant programs and institutions
Accreditation Program	The guiding principles, values, and all processes involved in accreditation
Standards	Imperative requirements for applicants in identified areas
Infrastructure	Policies, procedures, guidelines for the administration and management of the accreditation program
Evaluators/Reviewers	Qualified reviewers who conduct the peer assessment of the applicant in relation to the standards
Accreditation decisions	Judgement of an applicant following an accreditation assessment

Why Accreditation for IEN Bridging Programs?

- Momentum from the initial 2010-2012 project
 - *Pan-Canadian Framework of Guiding Principles and Essential Components*
 - *Self-Assessment Guide*
 - 2012 Forum feedback indicated a readiness to move towards accreditation

<https://www.casn.ca/2014/12/2010-2012-pan-canadian-framework/>

<https://casn.ca/wp-content/uploads/2014/12/SelfAssessmentGuideforIENBridgingProgramsFinalVersion.pdf>



Accreditation and Bridging Programs

- Accreditation
 - promotes a national standard for program quality
 - respects academic autonomy related to organizational and curriculum structure
- IEN bridging programs
 - are unique
- Those seeking an IEN program can feel confident in their choice with an accredited program

Definition of Bridging Program

- Any program designed to address gaps and/or differences in education and competencies so that an IEN may become registered to practice in Canada and successfully integrate into the Canadian health care system.

PROJECT OVERVIEW

CASN IEN Accreditation Project

- Title: *Promoting continuous quality improvement in bridging programs for internationally educated nurses through accreditation*
- Funded by Health Canada
- May 2016 – October 2017

Financial contribution from



Health
Canada

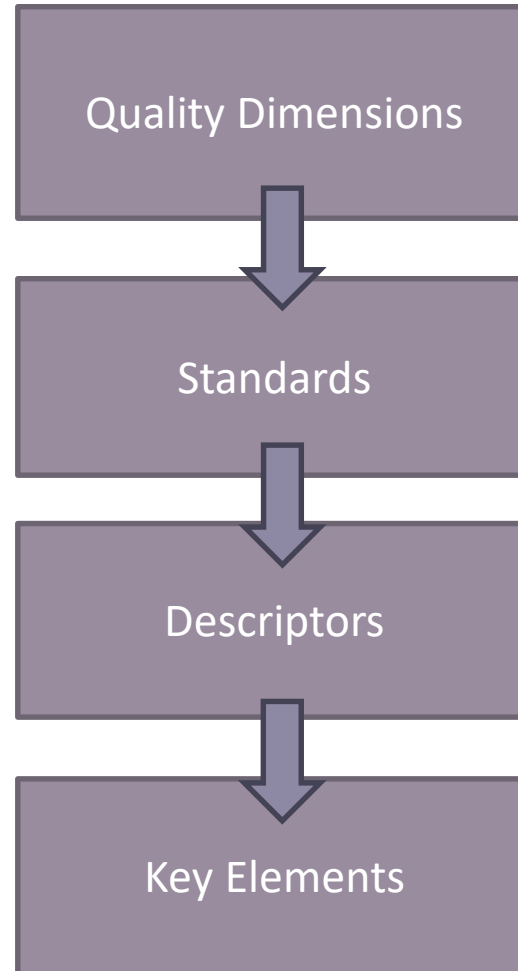
Santé
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Project Objectives

1. Create an accreditation program for IEN bridging programs

- Standards and an accreditation program created with feedback from the Advisory Committee
- Feedback on the standards solicited from stakeholders
- Stakeholder feedback used to create a final draft

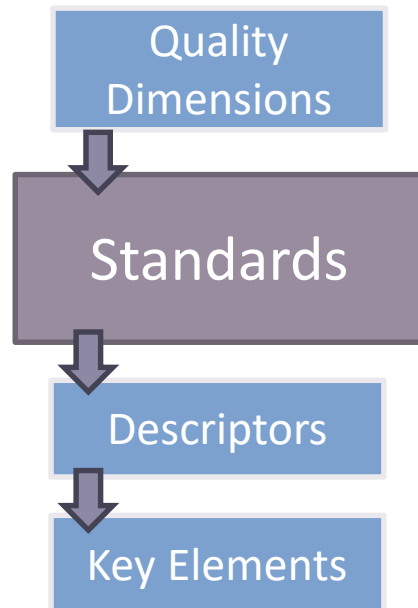
Draft Standards Framework



Quality Dimensions

- Relevance
 - Structure, processes, and constituents of the bridging program are pertinent, appropriate, and responsive to the current and emerging needs of the health care system, the profession, and the IEN learners in the program
- Accountability
 - Bridging program takes responsibility and is answerable for all its relationships and actions, and it fosters the integration of the importance of taking responsibility for safe, ethical, and legal professional practice among its IEN learners
- Relatedness
 - Inter-connectedness of all components of the bridging program that promotes achievements of goals
- Uniqueness
 - Structure, processes, and constituents of the bridging program meet standards of excellence, they embody a unique character reflective of its particular context and are responsive to the uniqueness of the IEN learner

Standards



- **Standards** represent the quality expectations for bridging programs and are stated broadly.

- 7 draft standards

Example:

STANDARD IV – Resources

The program is appropriately resourced.

Standards

- **STANDARD I – IEN Learner**

The program builds on IEN learners' prior knowledge and experience to position them for entry into practice in the Canadian context.

- **STANDARD II – Partnerships / Relationships**

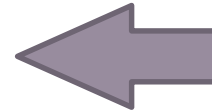
Collaborative partnerships / relationships with relevant stakeholder groups support the mission and goals of the program and the needs of IEN learners

- **STANDARD III- Teaching and Learning**

The program facilitates learning among a diverse group of IEN learners in a culturally safe learning environment

- **STANDARD IV – Resources**

The program is appropriately resourced



- **STANDARD V – Communication**

The program provides clear, accurate, comprehensive, and accessible program information.

- **STANDARD VI – Program Evaluation**

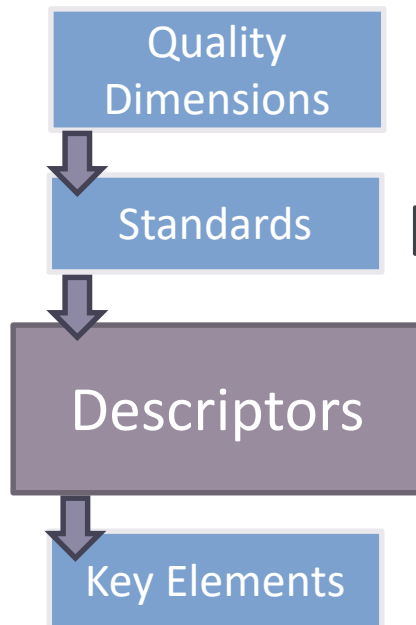
The program has established and implements an evaluation framework for continuous quality improvement

- **STANDARD VII - Program Outcomes**

The program prepares IENs for successful integration into the Canadian health care system's nursing workforce.

Descriptors

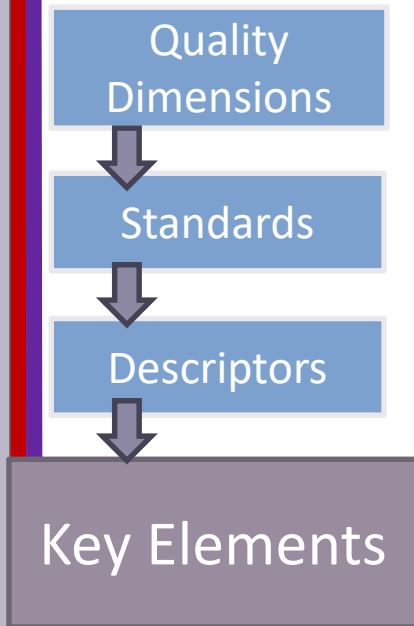
- **Descriptors** of each standard provide additional and more specific statements to further delineate them.



Example:

- **Standard IV - Resources:** The program is appropriately resourced.
- **Descriptor:** The bridging program has the human, financial, pedagogical, and material resources, and the information systems, and support services to meet its mission and goals.

Key Elements



- **Key elements** specify the observable, qualitative or quantitative indicators that the standard is being met.

STANDARD IV — RESOURCES

Key Elements

1. The administration of the program collaborates with stakeholders to ensure the effective use of resources.
2. The program provides appropriate supports for learning including labs, classroom space, technology, library services, clinical practice placements, and simulated learning experiences.
3. The program provides qualified faculty including those with clinical nursing experience in Canadian health services.
4. Faculty have support in their role and access to resources that promote professional development as educators of IEN learners.
5. The program has effective and appropriate administrative support persons.
6. IEN learners have access to support services including counselling, tutoring, community networking, and learning accommodation.
7. The program provides referrals to local language programs as needed.



Project Objectives

2. Pilot and evaluate the draft accreditation program

- Program piloted at three sites (BC, ON, QC)
- Advisory Committee provided input on how pilots were conducted
- Pilots evaluated (e.g. written program and templates, in-person reviews, decision-making process to take place summer 2017)

Project Objectives

3. Finalize and launch the accreditation program

- Utilized feedback from the evaluation review to make changes
- Final changes to the program approved by the Advisory Committee and CASN
- The program launched

Desired Outcomes

Immediate

- IEN bridging programs are aware of the CASN accreditation program
- IEN bridging programs are willing to use the CASN accreditation program

Intermediate

- IEN bridging programs use the CASN accreditation program

Ultimate Outcome

- IENs are successfully obtaining licensure and integrating into the Canadian healthcare workforce as a result of attending an accredited bridging program



Key Elements – Added INTERPRETATIONS

Example:

STANDARD IV - RESOURCES

Key Element 3

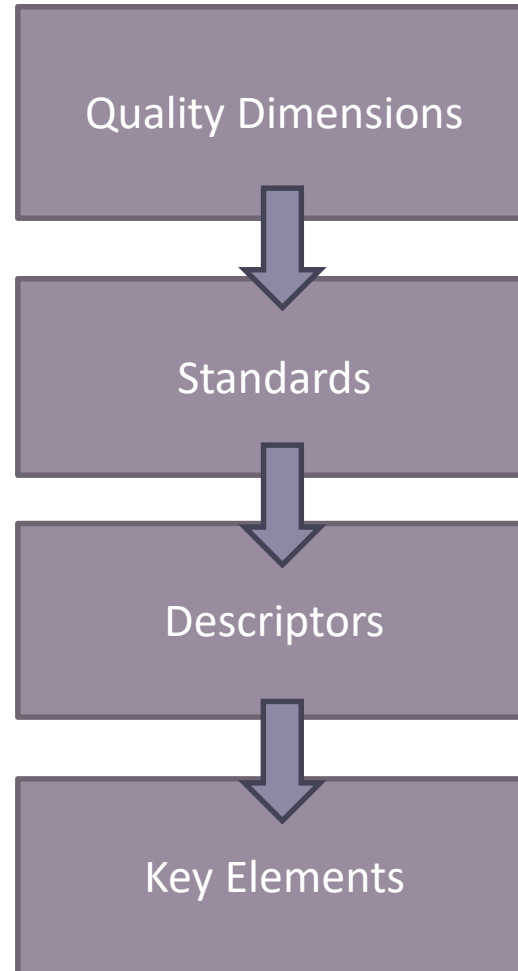
- The program provides qualified faculty including those with clinical nursing experience in Canadian health services.

Interpretation

Evidence includes faculty CVs demonstrating that all faculty have clinical nursing experience in Canadian facilities such as hospitals, home-care, and community health units.

STANDARDS FOR IEN BRIDGING PROGRAMS

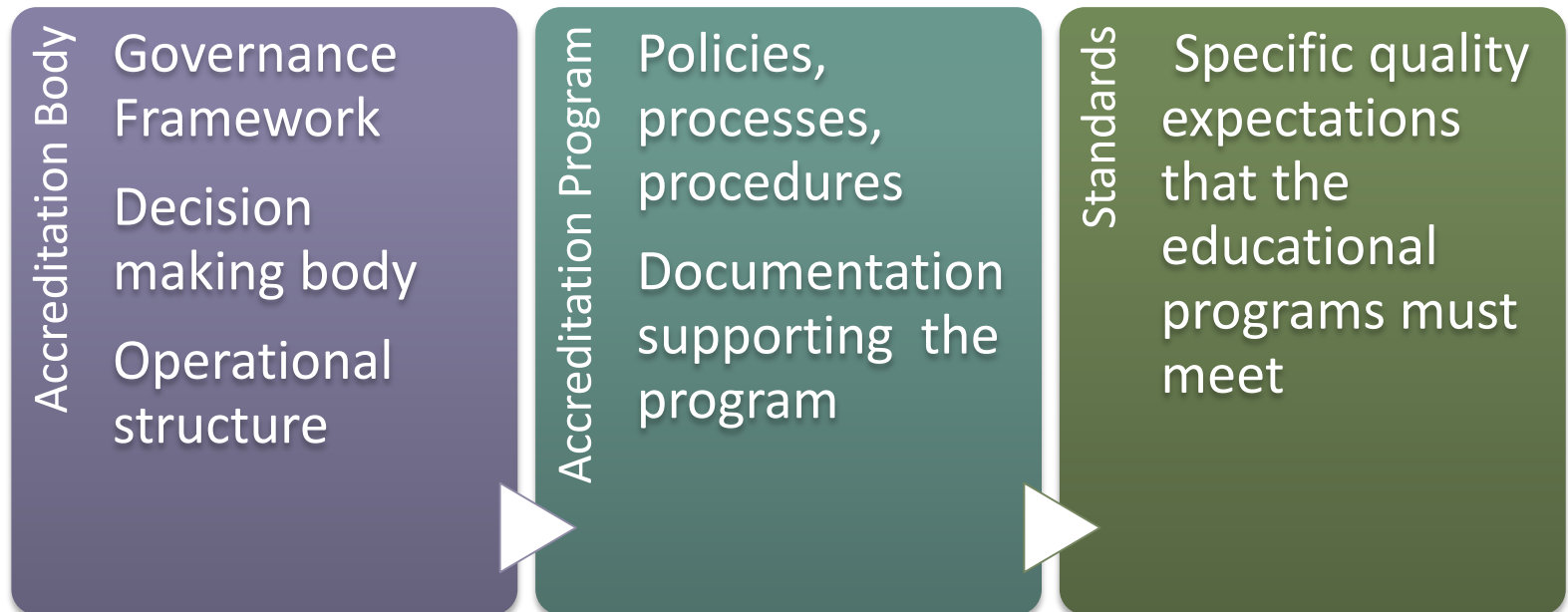
Standards Framework



Accreditation Process

- <http://accred.casn.ca/our-programs/ien-accreditation/>

Essential Components of an Accreditation Service



Phases of Accreditation Review



Preparation Phase

- Determine eligibility
- Orient the educational program regarding the process
- Complete a self-study
- Select peer reviewers and securing their commitment to conduct a site visit
- Schedule the site visit and establishing an on-site schedule

Site Visit Phase

- Reviewers travel to the educational program site
- Reviewers collect data from multiple sources
 - Validate the self-assessment report (key elements)
 - Create an evidence-based report

Decision-Making Phase

- A decision-making body reviews the self-study and reviewers' reports
- Determines the status and terms of accreditation; communicates results
- Follow-up decisions on reports required by the educational program on standards that are not met satisfactorily in order to maintain accreditation.
- In such cases, the educational program is required to report to the decision making body on progress made at specified dates.

Decision-Making Policies and Procedures

- Framework of options for decision making
- Governance – IEN accreditation board composition and term
- Governance – IEN accreditation bureau composition and term

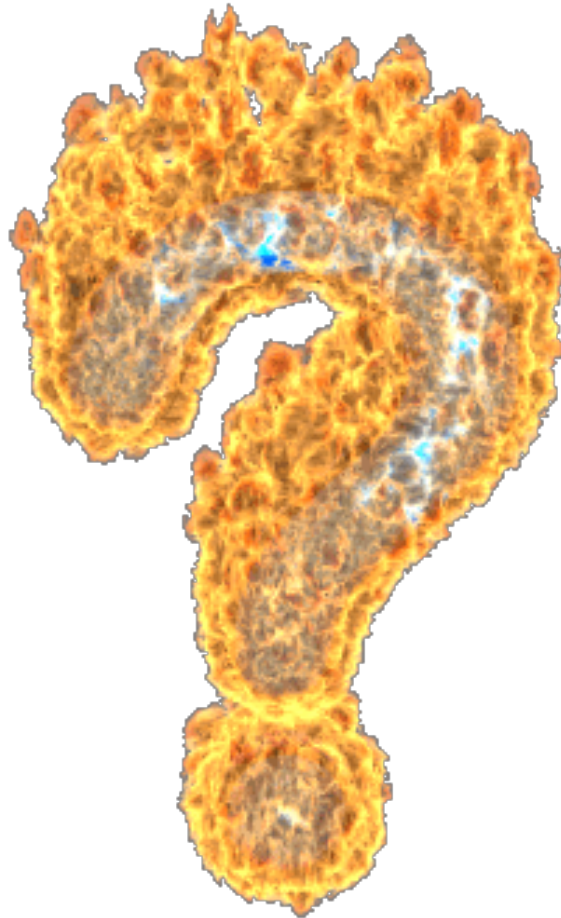
Reviewers

- CASN solicits nominations of reviewers annually to maintain a pool of qualified, trained, anglophone and francophone reviewers. Reviewers must meet the following selection criteria:
- Be a full-time nursing faculty member or retired from the same within the past three years;
- Recently involved in teaching or administering IEN bridging programs;
- Experienced instructors with at least three years in an IEN bridging program in nursing;
- Possess at least a Master's degree in nursing; and
- Willing to participate in the accreditation process for at least two consecutive years.

<http://accred.casn.ca/our-programs/ien-accreditation/reviewers/>









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