

❖ Northern Nursing Program

Fall 2013

Semi-Annual Report



UNIVERSITY OF
SASKATCHEWAN

College of Nursing

January 30, 2014

Learn Where You Live

On behalf of the faculty and staff at the College of Nursing I would like to thank all those who have worked to create and continue to develop the nursing program in Northern Saskatchewan. The opportunity for students to **learn where they live** has been realized with great success. There has been overwhelming support from Keewatin Yatthé Regional Health Authority (KYRHA), Mamawetan Churchill River Health Region (MCRHR), NORTEP/NORPAC, our partners at Northlands College and the communities in which our students live.

We are pleased to present the first Semi-Annual Report for 2013. Consistent with our principles of engaging with communities to teach nursing education, this report was written in collaboration with northern leaders, health professionals, students and our college. We would like to thank Summer Student Rebecca Dravland for conducting surveys with students and community representatives and to Dr. Winston Zeng, Spatial Initiatives Unit for the GIS analyses and mapping.

The recommendations outlined in this report will provide a framework for positioning future growth and development of the program across Northern Saskatchewan. Thank you and we hope you enjoy learning about the accomplishments of the first year for nursing education in your community.

Sincerely



Lorna Butler, RN, PhD
Professor & Dean
College of Nursing



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Introduction

In 2012, the College of Nursing began offering a full Bachelor of Science in Nursing degree in Ile-a-la-Crosse and La Ronge. The program was implemented in the North at the request of the Northern Labour Market health sub-committee to address chronic shortages and turnover amongst registered nursing staff. The program is now fully operational, with many of the practical and technical challenges of northern delivery having been achieved.

In order to keep regional stakeholders informed about our programming, going forward we will provide semi-annual reporting on program indicators, such as student numbers and success rates; clinical placements; K-12 outreach; and relevant research activities. Our hope is that by working closely with local stakeholders we will: 1) improve recruitment and retention; 2) provide a nursing education that is contextually relevant for our northern students; 3) leverage clinical placements

and other program components to positively impact northern health; and 4) position our graduates to be community leaders and improve northern health through both individual efforts and structural reforms. We will continue to seek and invest in relationships that are mutually beneficial for the College, our students and our northern partners and appreciate your guidance in developing these.



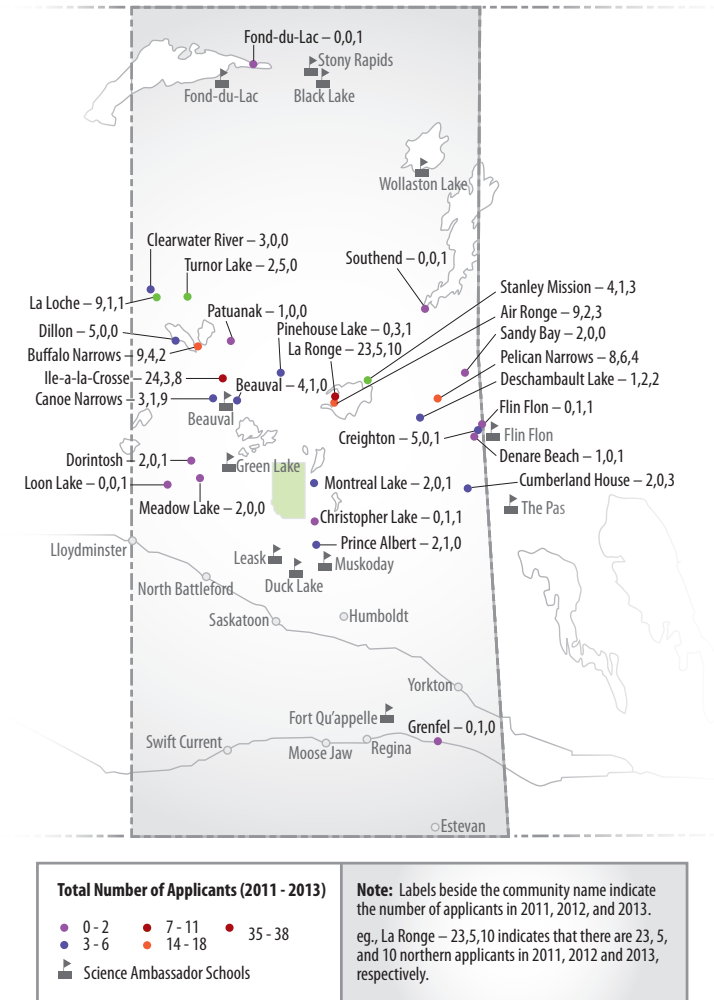
About the Program

The program is based on a 1+3 model, or one pre-professional year of Arts and Science courses + three years of nursing courses. This model supports students to individualize the program to accumulate the credits needed to enter into Year 2 in the College of Nursing. The model also allows students to take the first year courses from any regional college or campus in the province; provides easier transfer of courses from other programs; and supports pre-requisite course offerings acceptable for other health science programs if a student should decide not to enter Nursing.

Students need grade 12 English, Math, Biology and Chemistry to take the pre-professional year of the degree. This is often a challenge, as some northern high schools do not offer chemistry, or the uptake is low. However, we have found that while the 1+3 model makes for a challenging first year, we lose fewer students in the three subsequent years. In 2012-13 a 3% attrition rate was experienced by the College, versus a national average of approximately 20-30%. In the North, only one student was lost to the program; however, some did fall out-of-cohort to complete course requirements.

The distribution of seats is 5/year in Ile-a-la-Crosse and 10/year in La Ronge. This means that in addition to the pre-professional Arts and Science students, at full capacity there could be 15 nursing students in Ile-a-la-Crosse and 30 in La Ronge at any given time. Although we

Figure 1 :
Number and Location of Nursing Applicants in Northlands College



have not filled our seats to capacity at this time, it is important to note that when we opened the Prince Albert Campus in 2003 it took several years to approach full capacity and is to be expected in opening any new nursing campus. Working with our partners, we are confident we will reduce the number of unfilled seats as we develop reputation and capacity in the region.

The 15 northern seats are reserved for residents of the North (those who have lived at least 1/2 their life or 10 years in the North). Students have six calendar years to complete the nursing program once they enter Year 2 in the College of Nursing. Students have come from La Ronge, Air Ronge, Cumberland House, Stanley Mission, Buffalo Narrows, Ile-a-la-Crosse, Beauval and Dillon. Two of the 22 students have been male.



Since the program began there have been 204 nursing applicants to Northlands College from 32 communities, with over half (64%) located

in the communities of La Ronge, Ile-a-la-Crosse, Pelican Narrows, Buffalo Narrows, Air Ronge and La Loche. In the inaugural year (2011),

there were 122 applicants. Enrollment has been comparatively less, but stable, with 36 applicants in 2012 and 46 applicants in 2013 (See Table 1).

Successful Applicants and Program Retention

A review of the total number of applicants over the 3 years of the program showed that 35% (71/204) were accepted and attended the program, 31% (63/204) received a letter of acceptance but did not attend and 34% (69/204) had unsuccessful applications.

Of the 49 applicants who were accepted and have enrolled in Year 1 classes (excluding 2013 applicants

who are still in their first year), almost half (24/49) have gone into nursing, while 2 have moved to a BA program (See Table 2). The rate of change of 50% has been similar across the first two years of the program (2011 - 18/39; 2012 - 6/10 respectively).

As previously noted, one third of applicants failed to meet the admission requirements of the program. While there can be many

reasons that a student may not progress, of the 69 applicants who were unsuccessful, 38 (55%) lacked math or chemistry. The community that had the highest amount of unsuccessful applicants due to math and chemistry deficiencies was Pelican Narrows, not due to student failure, but because 8/18 of the applicants did not have the prerequisite high school math and chemistry requirements.

Identifying Applicants by Proximity to Educational Site

Successful students who were accepted and subsequently attended the nursing program over the last three years live in 22 communities with 80% (56/70) from eight communities: La Ronge, Ile-a-la-Crosse, Air Ronge, Dillon, Buffalo Narrows,

Turnor Lake, Pelican Narrows and Beauval (See Table 3).

Northlands College has three campus locations across the north: La Ronge Campus (Central Region), Buffalo Narrows Campus (Western

Region) and Creighton Campus (Eastern Region). 46% percent (33/71) of the students live within 30km of one of the campuses, 77% (55/71) are within 120km, 87% (62/71) are within 180km and all are within 370 km.

Table 1:
Nursing Applicants to Northlands College by Community

No.	Community	Applicants			Sum
		2011	2012	2013	
1	La Ronge	22	5	10	37
2	Ile-a-la-Crosse	24	3	8	35
3	Pelican Narrows	8	6	4	18
4	Buffalo Narrows	9	4	2	15
5	Air Ronge	9	2	3	14
6	La Loche	9	1	1	11
7	Stanley Mission	4	1	3	8
8	Turnor Lake	2	5		7
9	Creighton	5		1	6
10	Beauval	4	1		5
11	Cumberland House	2		3	5
12	Deschambault Lake	1	2	2	5
13	Dillon	5			5
14	Pinehouse Lake		3	1	4
15	Canoe Narrows	2	1		3
16	Clearwater River	3			3
17	Montreal Lake	2		1	3
18	Prince Albert	2	1		3
19	Denare Beach	1		1	2
20	Meadow Lake	2			2
21	Sandy Bay	2			2
22	Canoe Lake	1			1
23	Christopher Lake			1	1
24	Dorintosh	1			1
25	Edmonton			1	1
26	Flin Flon			1	1
27	Fond du Lac			1	1
28	Grandmother's Bay	1			1
29	Grenfel		1		1
30	Loon Lake			1	1
31	Patuanak	1			1
32	Southend			1	1
Sum		122	36	46	204

Table 2:
Applicant Retention

Applicants	Total applicants	Accepted, attending	Went to nursing	Move to BA program
2011	122	39	18	
2012	36	10	6	2
2013	46	22		

Table 3:
Students by Community

No.	Community	Student				Campus Buffer 110 km
		2011	2012	2013	Sum	
1	Ile-a-la-Crosse	6	2	5	13	Western Region
2	Buffalo Narrows	2	2	1	5	Western Region
3	Dillon	5			5	Western Region
4	Patuanak	1			1	Western Region
5	La Ronge	12	1	7	20	Central Region
6	Air Ronge	4		1	5	Central Region
7	Stanley Mission	2		1	3	Central Region
8	Creighton			1	1	Eastern Region
9	Denare Beach			1	1	Eastern Region
10	Turnor Lake	2	2		4	
11	Pelican Narrows			2	2	
12	Beauval	1			1	
13	Canoe Narrows	1			1	
14	Cumberland House			1	1	
15	Deschambault Lake		1		1	
16	Grandmother's Bay	1			1	
17	La Loche	1			1	
18	Loon Lake			1	1	
19	Meadow Lake	1			1	
20	Pinehouse Lake		1		1	
21	Prince Albert		1		1	
22	Southend			1	1	
Sum		39	10	22	71	



Clinical Placements

Clinical Placements are an essential part of the nursing education program. While students learn many nursing skills in the classroom lab with simulated experiences, it is important for their personal and professional development to be exposed to a variety of clinical experiences outside of the lab in clinical settings in both acute care and community.

Because there are not always a sufficient number of client cases, or health care facilities in Ile-a-la-Crosse and La Ronge to provide all of the skills nursing students need to acquire, some of their placements will occur outside of the Northern Administration District (NAD), such as in North Battleford or Meadow Lake. However, we are working creatively to provide the students

with valuable clinical experiences close to home (e.g. schools, community organizations) where possible and appropriate. In particular, there may be mental health placement opportunities with the Community Mobilization group in La Ronge and other inter-agency meeting partners in Ile-a-la-Crosse.

Table 4: **Clinical Placements for Northern Students**

Academic Year	Course	Placement
2nd Year	N202 - Assessment and Components of Care I	ILX - St. Joseph's Hospital - November 27, 28 and December 4, 2013
2nd Year	N221 - Patient and Family Centered Care in Clinical Practice	Battleford Hospital - Medicine & Surgery - May 26 - June 27, 2014
3rd Year	N333 - Complex Nursing Care Practice (clinical)	Battleford Hospital, Medicine and Surgery - Block Clinical, November 4 - November 29, 2013
3rd Year	N331 - Maternal Child, and Adolescent Family Centered Nursing Practice (clinical)	Meadow Lake Hospital, OBS, Block Clinical, March 10 - April 4, 2014
3rd Year	N331 - Maternal Child, and Adolescent Family Centered Nursing Practice (clinical)	Peds to be confirmed, waiting clinical placement agreements for school in ILX (K-12) and Senator Myles Venne School, La Ronge
3rd Year	N308 - Integrating Mental Health Nursing within Practice (clinical)	Looking at Sask. Hospital - NOT CONFIRMED - May 26 - June 27, 2014

(Placements information as of December 1, 2013)

It is important to indicate that having a cohort of Registered Nursing students in clinical placements is a new experience for the health regions. Relationships are being developed between the College's Clinical Placement Coordinators and their counterparts in the

region's clinical agencies. There is a historic relationship with the Lac La Ronge Band Jeanne Bird Health Clinic. No comparable experiences have been nurtured in MCRHR or KYRHA. We anticipate that these partnerships will develop within the next year as students begin to work

in the regions (See Table 5). However, we have had some difficulty in placing students in northern locales, with a number of requests for clinical placements having been declined for a variety of reasons.

Table 5: **2013 - 14 Clinical Placements Decline or Non-Respondents**

Academic Year	Course	Placement
2nd Year	N202 - Assessment and Components of Care I	La Ronge - Pre Cam Community School - Declined
3rd Year	N308 - Integrating Mental Health Nursing within Practice (clinical) - May 26 - June 27, 2014 - 156 hours	La Ronge MCRHR
		Kickinahk Centre, Youth Addictions - Declined
		Friendship Centre (Project Hope) - Declined
		Social Detox Centre - Declined
		Mental Health and Addictions - Declined
		Scheduled meeting with David Watts to confirm placements. Previously spoke with three representatives from region
		Ile a la Crosse - KYRHA
		Contacted Director of Clinical Services, referred to Executive Director of Mental Health and Addictions - In progress
		Considering North Battleford: Sask. Hospital
4th Year	4th Year - Curriculum (2014 - 15) Community: 260 hours of clinical	La Ronge
		Meet Community Mobilization Centre, December 16, 2013 Public Health - awaiting call back
		Home Care - awaiting call back
		Ile a la Crosse/KYRHA
		Have not contacted Sharon Kimberley to date
4th Year	4th Year-Curriculum (2014 - 15) Acute: 360 hours	No contacts to date

(Placements information as of December 1, 2013)

Recruitment



**Degree
Nursing in
Northern SK**

Did you know you can take your entire U of S Bachelor of Science in Nursing (BSN) degree while living in northern SK?

Complete your first year of pre-professional studies through Northlands College, then apply to the U of S College of Nursing and complete years 2 – 4 in Ile-a-la-Crosse or La Ronge. Stay close to home, take advantage of smaller class sizes and become a Registered Nurse in your community.

Hurry! Apply Now. Applications are still being accepted for September 2014.

 NORTHLANDS COLLEGE trainnorth.ca   usask.ca/nursing  UNIVERSITY OF SASKATCHEWAN
College of Nursing

Ideally, the fifteen northern seats would be filled every year, in order to develop more Registered Nurses for the North. Offering the nursing program in the North is meant to improve the accessibility of northern and Aboriginal students to attend university, such as being close to home and family, saving financial resources by not moving to the urban sites in Prince Albert or Saskatoon and taking the program in a more culturally supportive and familiar environment.

There remain a number of challenges to full enrolment. In our discussions with community representatives four areas for consideration were identified. The most important is northern K-12 science and math

availability and levels, which leave most of our potential applicant pool either without the necessary prerequisites to be admitted to the pre-professional year (especially Chemistry) or poorly prepared to succeed in the science-intensive first year. As such we (the College of Nursing and the University of Saskatchewan in general) need to work with local schools to promote the sciences (e.g. through Science Ambassador or Northern Lights Health Career Symposium events) and improve science elective rates.

A second issue is the cost of a university education in nursing, from tuition to books to earnings foregone while attending school full-time. The university and the college

need to find more ways to support students as they seek Band funding, student loans and scholarships. Strategies and direction from the community (health region, Metis local, First Nation) would be helpful in that regard, for example in targeting scholarships. The College Relations Officer has a key role in meeting this goal.

A third and ongoing issue is housing. There is very little housing available in either La Ronge or Ile-a-la-Crosse, but especially the latter, and it makes it difficult for students outside of those two communities to access the program. We have had very little transfer, for example, from the Northlands College Buffalo Narrows Campus for the pre-professional

year to Ile-a-la-Crosse for the subsequent three years; no uptake from the Creighton Campus; and no students from the Athabasca region. We believe affordable housing would improve our regional recruitment.

To that end, Ile-a-la-Crosse has taken an active role in addressing housing issues for their community, having recently announced new student housing to better accommodate nursing and other post-secondary students.

Table 6: **Student Enrolment – 2013 - 14 Academic Year**

Enrolment	Ile a la Crosse	La Ronge	Total
2nd Year	2	6	8
3rd year	4	10	14
% Aboriginal	100%	76.4%	83%

Finally, we need to be more proactive in marketing the program to First Nations post-secondary councilors; northern high schools; and to women in their 20s and 30s, as most of our Aboriginal and northern

students are female, mature (age 21+) and already parents. We would value any suggestions, opportunities, or collaboration with our community stakeholders to more effectively promote the nursing program in the North.

➤ Outreach and Engagement

Our main K-12 outreach activity in 2013-14 will be conducting the Northern Lights Health Career Symposium, which brings students from the Northern Lights School District (including La Loche, La Ronge, Sandy Bay, Cumberland House, Beauval, Pinehouse and Buffalo Narrows) to Prince Albert to experience 1.5 days of activities

around healing and health professions and education. We hope to expand this program in 2014 to the Ile-a-la-Crosse School Division, and work in the future to provide experiential learning opportunities in the health sciences to Band schools as well.

In addition, the Northern Inter-Tribal Health Authority (NITHA) invited

us to participate in their Northern Health Careers Forum on January 14, which gave us an opportunity to highlight the program to First Nations post-secondary councilors across northern Saskatchewan.

We are currently updating our website to feature northern program-specific information.

➤ Bridging from a Licensed Practical Nurse (LPN) Diploma Program

A number of stakeholders asked about the possibility of laddering from an LPN diploma to a BSN degree. While it is not possible

within our curriculum model to ladder the diploma program directly, LPNs are given Prior Learning Recognition for up to 27

credit units (c.u.) (out of 120 c.u.) of the Nursing program.

For more information, comments or suggestions, please contact:

Dr. Heather Exner-Pirot, Strategist for Outreach and Indigenous Engagement – heather.exner@usask.ca, (306) 966.5770

Dr. Mary Ellen Andrews, Acting Associate Dean North and North-Western Saskatchewan Campus, and Rural and Remote Engagement – me.andrews@usask.ca, (306) 765.3333 ext. 7523

Dr. Lois Berry, Acting Dean – lois.berry@usask.ca, (306) 966.7760

