

FINAL ASSESSMENT REPORT

Institutional Quality Assurance Program (IQAP) Review

Midwifery Education Program

Date of Review: April 29 – 30, 2019

*In accordance with the University Institutional Quality Assurance Process (IQAP), this final assessment report provides a synthesis of the external evaluation and the internal response and assessments of the undergraduate program delivered by the **Midwifery Education Program**. This report identifies the significant strengths of the program, together with opportunities for program improvement and enhancement, and it sets out and prioritizes the recommendations that have been selected for implementation.*

The report includes an Implementation Plan that identifies who will be responsible for approving the recommendations set out in the Final Assessment Report; who will be responsible for providing any resources entailed by those recommendations; any changes in organization, policy or governance that will be necessary to meet the recommendations and who will be responsible for acting on those recommendations; and timelines for acting on and monitoring the implementation of those recommendations.

Executive Summary of the Review

In accordance with the Institutional Quality Assurance Process (IQAP), the Midwifery Education Program submitted a self-study in April 2019 to the Vice-Provost, Faculty to initiate the cyclical program review of its undergraduate program. The approved self-study presented program descriptions, learning outcomes, and analyses of data provided by the Office of Institutional Research and Analysis. Appendices to the self-study contained all course outlines associated with the program and the CVs for each full-time member in the department.

Two arm's length external reviewers and one internal reviewer were endorsed by the Executive Vice-Dean, Faculty of Health Sciences and selected by the Vice-Provost, Faculty. The review team reviewed the self-study documentation and then conducted a site visit to McMaster University on April 29 – 30, 2019. The visit included interviews with the Provost and Vice-President (Academic); Vice-Provost, Faculty, Vice-Dean, Health Professional Education, Assistant Dean of the department and meetings with groups of current students, full-time faculty and support staff.

The Chair of the department and the Vice-Dean, Health Professional Education of the Faculty of Health Sciences submitted responses to the Reviewers' Report (June 2019). Specific recommendations were discussed and clarifications and corrections were presented. Follow-up actions and timelines were included.

Strengths

- Alignment with the McMaster university mission with commitment to research, student experience, tradition of PBL, community engagement, and alignment with indigenous efforts
- Alignment of outcomes between undergraduate Degree Level Expectations and competencies for practice
- Well-defined admission requirements that include the established MMI
- Collaboration with the regulatory body to provide educational opportunities that support expansion of the scope of midwifery and ensure advanced skills are included in curriculum
- Required courses in indigenous health and interprofessional learning
- Contributions to the development of the profession and innovation by creating the McMaster Midwifery Research Centre, interactive e-books, and a continuing education program
- Having a vision to create a Master of Midwifery program and a School of Midwifery Staff who provide critical support to students, faculty, and the Assistant Dean
- Encouragement for students to access to university centres for success, wellness, chaplaincy, and library resources
- Support for students and preceptors through the student workload review, student advocacy group, faculty advisors, communication through website and student and preceptor newsletters, preceptor support team and implementation of practice education coordinator role
- Implementation of new 90-unit BHS degree option for students not able to complete the MEP
- Support for learning with classroom resources, an impressive anatomy lab, and simulation centre
- Clinical experiences are generous, and expectations are published and reviewed regularly
- Assessment measures are appropriate and clearly described in the syllabi
- Graduatand surveys were favorable for readiness to practice, enhanced oral and written skills, quality of course materials and teaching, availability of instructors and fairness of evaluation

Areas for Enhancement or Improvement

- Continue to be sensitive to the relationship with Six Nations in Indigenization efforts including the Facilitated Indigenous Admissions Process to avoid negatively impacting the Six Nations MEP
- Examine the relationship between admission grades in required courses and success in the MEP
- Update the mapping of midwifery core competencies to courses
- Develop an evaluation plan that includes course evaluations
- Include students in website design and increase clarity about staff support roles
- Develop internationalization initiatives in research and leadership in midwifery globally
- Develop faculty and staff complement plan
- Continue to develop continuing education programming

- Develop a plan for financial sustainability
- Identify/implement steps for becoming a school and developing a Master of Midwifery Program
- Clarify role of Assistant Dean with respect to hiring, teaching assignments, and tenure & promotion, and move faculty appointments to one department

Summary of the Reviewers’ Recommendations with the Department’s and Dean’s Responses

Recommendation	Proposed Follow-Up	Responsibility for Leading Follow-Up	Timeline for Addressing Recommendation
Continue to be sensitive to the relationship with Six Nations in Indigenization efforts	Continue communications with Educators of Six Nations MEP that respect the Indigenous MEP and support indigenous applicants who choose not to apply to Six Nations.	L Darling	Now and ongoing
Examine the relationship between grades in required courses and success in the MEP	We are currently reviewing of admissions data to look at predictors of success. We are unsure of our ability to link grades for specific courses with long term performance.	L Darling/ S Israr	Now and ongoing
Map course content to core midwifery competencies	Original mapping document (attached) exists but requires updating. Course outlines will be revised to include specific competencies addressed in each (summary attached).	A Malott	September 2019
Develop an evaluation plan for the MEP (including course evaluations, survey and student feedback, and how these are used for program revision)	Develop an internal plan for evaluation. Post information for students regarding the plan in A2L with forms and documents. Communicate relevant details to preceptors (in program newsletter) and students (e.g., in year one orientation)	A Malott/L Darling/ S Israr	September 2019
Involve students in website design	Continue to use student advocacy group to gather student feedback regarding website design and accessibility of resources	L Darling/ S Israr	Ongoing
Increase clarity about staff support roles	“ Staff Spotlight” in monthly newsletter where a staff person is featured and describes a situation where they helped a student	S Israr/M Lynch	September 2019 and ongoing

Develop internationalization initiatives that position the MEP as global leaders	Prepare strategies for supporting research and midwifery leadership globally	B Murray Davis/ L Darling	December 2019
Develop faculty and staff complement plan	Develop a plan for growth/replacement of faculty and staff as part of our Diversity Strategy	L Darling/ S Israr	Fall 2019
Continue to develop courses for Continuing Professional Development (CPD)	List of courses has already been developed. Overarching coordination of CPD is being assigned. Course development, coordination and teaching is being organized	B Murray Davis/ A Malott/ K Demers	Now and ongoing
Develop a plan for financial sustainability	We will leverage work being done within Health Science Education to streamline resources	L Darling/ S Israr	Now and ongoing
Identify/implement steps toward becoming a School	Steps have already been identified and are now being implemented	L Darling/ S Israr	Now and ongoing
Identify/implement steps toward development of graduate program	Steps have already been identified and are now being implemented	L Darling/ S Israr	Now and ongoing
Clarify role of Assistant Dean with respect to faculty oversight and move faculty appointments to one department	We will continue discussions to explore options	L Darling	During 2019-2020 academic year

Dean's Response, Faculty of Health Sciences:

The Vice Dean, Health Professional Education submitted a response as the Dean's delegate.

The Faculty appreciates that the Review Team identified that the many strengths of the program align with McMaster's mission. In particular, the commitment to research, student experience, tradition of PBL, community engagement and alignment with Indigenous Efforts were all highlighted. It was noted that the admission requirements to the program were well defined and there was clear consistency between the undergraduate degree expectations and competencies required for the clinical practice of Midwifery.

As a Faculty of Health Sciences, we are proud of the contribution of the Midwifery program to research in the Faculty, particularly through the creation of the McMaster Midwifery Research Centre. As well as commitment to research, it was clear to the reviewers that the Midwifery Education Program is dedicated to supporting the students in organization of the curriculum, Student Support Services and the teaching resources provided for the students.

The Faculty and Program have carefully reviewed the recommendations for improvement in the report. As with all education programs in the Faculty of Health Sciences, we are sensitive to our relationship with Six Nations, particularly in regard to the admission of Indigenous students to our Health Professional Programs and will continue to work with Indigenous leaders to optimize our processes.

The Midwifery Education program accepts the suggestion of developing a revised mapping document for linking the courses in the curriculum to professional core competencies and this should be available in course syllabi beginning September 2018.

Program evaluation with input from evaluations and student feedback will be revised and improved and efforts made to share details of program evaluation activities with preceptors via the preceptor newsletter.

The program clearly encouraged by reviewers to involve students more in developing the program website. In addition, the Midwifery Education Program newsletter will regularly feature individual staff to outline the role that they play to support students to make it more obvious how each staff position is designed to support and advise students. We note comments in the IQAP report that have identified both fiscal sustainability issues and the desire of the Midwifery Education Program to become a School. Both of these issues are under active discussion in the Faculty as the Faculty of Health Sciences reviews its entire budgeting process. Finally, we will support the Midwifery Education Program, Assistant Dean as the program considers moving all of their faculty appointments into one department and clarifies the role of the Assistant Dean with respect to the hiring of new faculty as well as teaching assignments and Tenure and Promotion.

Quality Assurance Committee Recommendation:

McMaster's Quality Assurance Committee (QAC) reviewed the above documentation and the committee recommends that the program should follow the regular course of action with a progress report and subsequent full external cyclical review to be conducted no later than 8 years after the start of the last review.