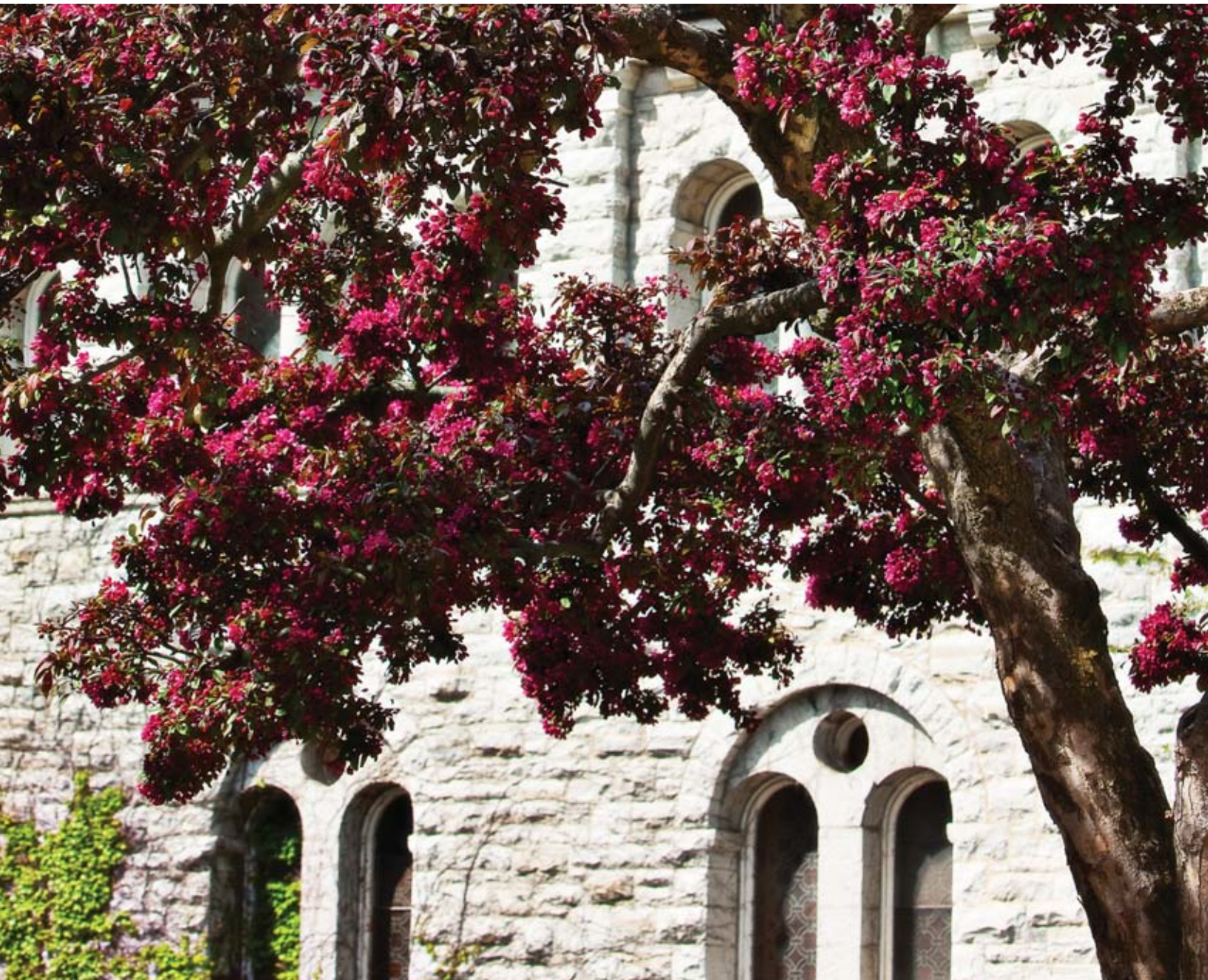


School of Nursing
FACULTY OF HEALTH SCIENCES



Strategic Plan 2015-2020





Message from the
Vice-Dean (Health Sciences)
and Director of
the School of Nursing



Jennifer Medves
Director, School of Nursing,
and Vice-Dean (Health Sciences)

In 2016 the School of Nursing is celebrating the 75th anniversary. The School was formed in 1941 and has continued to evolve from a sandwich nursing program in collaboration with hospital diploma programs to the full suite of RN programs – entry to practice to PhD. The faculty and staff examined the previous strategic plan and realigned the priorities and outcomes to reflect the changes that have occurred since 2015. This strategic plan will guide the faculty, staff and students, as they prepare for accreditation, program approval, and quality assurance in 2020.

Education of nursing professionals continues to evolve as scope of practice changes and the needs of the Canadian population demand. The focus on shifting care to the community continues so as educators we need to be finding practice sites for our students. We carefully track, as much as we can, where the Queen's graduates end up working. Many graduates do keep in touch and we reach out through the Office of Advancement to all graduates of our programs as part of program evaluation. Queen's graduates' work all over the world and often share stories of their work journeys that help us design the programs.

We are continuing to expand our graduate programs while holding steady state of 92 first years in the four year program and 48 in the second entry program in undergraduate nursing education. The graduate programs can expand to meet demand as long as we have the faculty complement to admit more students. Across the country we have a short fall of PhD faculty for available positions and this is exacerbated by the positions that will come available in the next few years with expected retirements. The last estimate is 83 tenure track permanent positions were vacant and unfilled across the country.

The strategic plan outlined for the School of Nursing is proposing ways to fill the gap in education preparation to ensure we have adequate numbers of faculty. The staff of the faculty have taken on strategic priority #5 which will ensure that we remain at the forefront of technology in education and best practices in administration as well as reducing our reliance on paper. One area of critical deficit is the building that houses the School of Nursing. As we expand our requirement for additional space becomes more and more acute. We are working with our colleagues in the School of Rehabilitation Therapy to find a solution for both schools that will give us new purpose built health education space.

We hope you enjoy reading our strategic plan and look forward to hearing from you with your thoughts, perceptions, and ideas of how we can celebrate what we do well and give us ideas for the future.

PHILOSOPHY OF QUEEN'S SCHOOL OF NURSING

integrates academic and practice domains to promote excellence in health, education, research and scholarship.

THE MISSION OF QUEEN'S SCHOOL OF NURSING

The Mission of Queen's University School of Nursing is to advance learning and scholarship in the discipline and profession of nursing. Such advancement will be achieved through the educational, scholarly and clinical pursuits of the students, faculty and alumnae of the school.

VALUES OF THE FACULTY OF HEALTH SCIENCES

- Collaborative leadership
- Lifelong learning
- Bold innovation
- Restless inquiry
- Personalized attention
- Enriched by diversity
- Genuine respect
- Highest quality care

VISION OF THE FACULTY OF HEALTH SCIENCES

Ask questions. **Seek** answers.
Advance care. **Inspire** change.

PHILOSOPHY OF THE UNDERGRADUATE PROGRAM

The philosophy of Queen's University School of Nursing is consistent with the mission and vision of Queen's University and reflects the nursing faculty belief that exemplary nursing practice is built upon the foundational blocks of the sciences and arts. The purpose of the nursing program is to educate individuals to competently address the health needs of individuals, families, and communities in a variety of environments. Central to the program are the five core concepts of client, health environment, quality, and transitions.

Nursing is a dynamic profession requiring critical and reflective thinking based on current scientific rationale, as well as humanistic perspectives. Partnering with individuals, families, and communities, nurses assist their clients through various life transitions, using sound decision-making and therapeutic communication in their interactions. Competent care requires not only an understanding of bio-psychosocial processes, but also the socio-environmental and cultural contexts that affect clients, families, and communities.

We believe these approaches to academic excellence prepare practitioners to make caring connections and allow learners to transition – integrating sciences, humanities, and evidence-based health care – into their professional roles as nurses and life-long learners. We believe students should have the opportunity to learn interprofessionally with, from, and about each other. Students learn best from nursing faculty and nursing role models who foster caring and inquiry into human transitions from theoretical, practice, and research perspectives.

GOAL 1 STUDENTS: We support the growth of nursing professionals who provide excellent care, with passion, creativity, and confident leadership.

| STRATEGIES | | BENCHMARKS |
|---|---|---|
| <p>Utilize a variety of effective teaching and clinical strategies to inspire student passion and imagination</p> | <p>2015-2017</p> <ul style="list-style-type: none"> Integrate the use of technology in classes Engage students in continuous assessment through clinical evaluations and portfolios Develop BNSc and MN combined learning opportunities through simulation <p>2017-2020</p> <ul style="list-style-type: none"> Celebrate student achievements yearly Monthly newsletters using social media to identify student achievements | <ul style="list-style-type: none"> Technology and innovative teaching methods will be integrated into classes in the undergraduate and graduate programs All undergraduate students will engage in continuous assessment through an online evaluation All undergraduate students will develop a portfolio Two combined learning opportunities will be available yearly to undergraduate and MN students Each year an awards ceremony will be held to celebrate achievement A newsletter will be published on the web site every month identifying achievements by students, staff and faculty |
| <p>Strengthen and expand quality practice settings</p> | <p>2015-2017</p> <ul style="list-style-type: none"> Develop elective clinical placements in the undergraduate program <p>2017-2020</p> <ul style="list-style-type: none"> Conduct a clinical practice evaluation of all placements used in the undergraduate and MN program and determine metrics to measure quality for learning | <ul style="list-style-type: none"> Elective clinical opportunities will be available for 10% of all undergraduate nursing students each year Final report of assessment of clinical placements is presented to faculty by 1st December 2019 |



| STRATEGIES | | BENCHMARKS |
|---|--|---|
| <p>Grow and pursue endowments and scholarships for our students</p> | <p>2015-2017</p> <ul style="list-style-type: none"> ■ 75th anniversary fund establishes undergraduate entry scholarships ■ FHS Office of Advancement plan for scholarships is implemented, with a goal of raising 10 million dollars for student assistance <p>2017-2020</p> <ul style="list-style-type: none"> ■ Monitor yearly endowment income with a goal of raising an additional ■ \$400,000 from income for student bursaries and scholarships | <ul style="list-style-type: none"> ■ 70% of entry class of undergraduate students have scholarships ■ 50% of entry class of masters students have scholarships ■ 100% of entry class of PhD students have scholarships ■ Reduce student assistance from 13.6% of operating budget to 11% ■ Reduce student assistance from 11% of operating to 5% of the budget |
| <p>Identify, mentor and retain laboratory, clinical, classroom teachers, placement coordinator, academic student advisor and clinical instructors</p> | <p>2015-2017</p> <ul style="list-style-type: none"> ■ Hire full time laboratory manager ■ Formalize orientation for teaching assistants to the skills and simulation laboratories ■ Stabilize clinical instructors for all clinical courses <p>2017-2020</p> <ul style="list-style-type: none"> ■ Establish cadre of teachers who teach in the undergraduate program each year – clinical and theory ■ Three to four days per year Continuing Professional Development (CPD) activities organized in the SON to promote evidence based teaching in the laboratory, classroom, and clinical settings ■ Identify learning opportunities that can be obtained through simulation in addition to clinical placements and assess the learning outcomes for students | <ul style="list-style-type: none"> ■ Full time laboratory manager is hired by 1st January 2016 ■ Half day orientation for teaching assistants is offered twice a year by 1st September 2015 and is ongoing ■ 8 full or part time permanent clinical teachers to be in place to instruct in the undergraduate nursing program by 1st September 2017 ■ 50% of part time teachers regularly teach in the undergraduate program ■ 10 full or part time permanent clinical teachers will be in place to instruct in the undergraduate nursing program by 1st September 2020 ■ CPD schedule established with a budget developed to match Britt Smith funding each year ■ By July 2020 develop a plan for integration of simulation and other innovative placements into the undergraduate and MN programs that is cost effective, evidence informed, and meets the learning objectives of the programs |

GOAL 2

REPUTATION: We are recognized for excellence in education, research and clinical practice, and for an innovative and unique student experience

| STRATEGIES | | BENCHMARKS |
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| <p>Advance the quality of health outcomes in the local and global community</p> | <p>2015-2017</p> <ul style="list-style-type: none"> Recognize and celebrate achievement in research and education equally Create clinical appointments for permanent faculty in clinical agencies Identify and communicate all Knowledge Translation and implementation activities <p>2017-2020</p> <ul style="list-style-type: none"> Implement new clinical placements in the undergraduate nursing program that promote health and healthy living in the local community | <ul style="list-style-type: none"> Bi-monthly newsletters posted on line and sent to alumni, faculty, students and partners by October 2015 Four clinical appointments for permanent faculty established by January 2017 Yearly newsletter of knowledge translation and implementation activities starting in 2016 <ul style="list-style-type: none"> All undergraduate and MN students engage in clinical activities in non-traditional health care settings by July 2020 |
| <p>Seek out and support interdisciplinary research, education and practice opportunities</p> | <p>2015-2017</p> <ul style="list-style-type: none"> Continue to develop research program for Aging and Health with the School of Rehabilitation Therapy Explore additional interdisciplinary opportunities with other Schools/ Department at Queen's University <p>2017-2020</p> <ul style="list-style-type: none"> Determine practice opportunities for nurse scholars with Departments within the Faculty of Health Sciences Faculty members have opportunities to engage in interdisciplinary research and education across the university | <ul style="list-style-type: none"> Research strengths identified in a written document by January 2016 Identify mutual research interests with the School of Business and other departments by July 2016 <ul style="list-style-type: none"> Three nurse scholars are cross appointed to Departments within the Faculty of Health Sciences by July 2018 Three faculty members are cross appointed to departments, schools or faculties across the university by July 2020 |

| ■ STRATEGIES | | ■ BENCHMARKS |
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| <p>Mentor and launch nursing scholars. Promote and advance staff of the School of Nursing</p> | <p>2015-2017</p> <ul style="list-style-type: none"> ■ Each permanent faculty member has an official mentor ■ Each permanent faculty member is provided with opportunities to develop as a supervisor of graduate students, and has opportunities to develop as researcher and educator ■ Each staff member develops yearly a career development plan <p>2017-2020</p> <ul style="list-style-type: none"> ■ See HR plan 2015 – 2020 | <ul style="list-style-type: none"> ■ All tenure track faculty members have an official mentor appointed within six months of starting their initial appointment ■ All new tenure track faculty members are on the supervisory committee of at least one masters and one PhD student within a year of starting their initial appointment ■ All staff members develop a career development plan that is placed on their file by March of each year <p>■ The human resources plan for 2015 to 2020 is fully implemented by July 2020</p> |
| <p>Engage faculty, staff, students, and partners in continuous improvement of education programs</p> | <p>2015-2017</p> <ul style="list-style-type: none"> ■ Engage in program evaluation <p>2017-2020</p> <ul style="list-style-type: none"> ■ Prepare QUQAPS documents ■ Prepare CNO approval documents ■ Prepare CASN accreditation documents | <ul style="list-style-type: none"> ■ Develop and implement undergraduate and graduate program evaluation process by July 2017 <p>■ QUQAPS complete by January 2020</p> <p>■ CNO approval documents complete by January 2020 or date identified by CNO</p> <p>■ CASN accreditation documents complete by January 2020</p> |



GOAL 3 **DEVELOPMENT:** We build on our solid foundation and leverage opportunities to grow our resources and talent

| STRATEGIES | | BENCHMARKS |
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| <p>Diversify our sources of income</p> | <p>2015-2017</p> <ul style="list-style-type: none"> ■ Office of Advancement plan is developed to increase the endowments for student support and activities of the School ■ Seek funding from other sources for programing excluding the MTCU <p>2017-2020</p> <ul style="list-style-type: none"> ■ Examine international partnerships to select institutions that will provide income to the SON in exchange for nursing and health education programs ■ Secure infrastructure funding for the research offices in the School of Nursing | <ul style="list-style-type: none"> ■ 20% of operating funding is from sources other than MTCU grant and student fees by 2017 ■ 30% of operating funds is from sources other than MTCU grant and student fees by 2020 |
| <p>Explore continuing learning opportunities for staff and faculty</p> | <p>2015-2017</p> <ul style="list-style-type: none"> ■ Identify continuing learning opportunities offered at Queen's and external to Queen's for all faculty and staff and encourage participation ■ Develop closer partnerships with clinical agencies to co-deliver learning seminars, workshops, and courses <p>2017-2020</p> <ul style="list-style-type: none"> ■ Faculty and staff identified learning needs and seminars/workshops/courses planned each year | <ul style="list-style-type: none"> ■ Each faculty and staff member attends at least two education sessions yearly ■ Two seminars, workshops, or courses offered in partnership with clinical agencies each year for faculty ■ Faculty and staff report each year on the success of their continuing education in their annual report/performance appraisal |

| STRATEGIES | | BENCHMARKS |
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| Continue physical site planning for the future | <p>2015-2017</p> <ul style="list-style-type: none"> Discuss with School of Rehabilitation Therapy space needs and continue to develop plans for a new building Explore all options on campus and off campus sites for a new or renovated building Develop marketing brochure for the new building with the Office of Advancement | <ul style="list-style-type: none"> Comprehensive assessment of space requirements updated by July 2016 Site and School committee identified by January 2017 Recommend to the Dean of Faculty of Health Sciences all options with pros and cons of all potential sites by July 2016 Marketing brochure developed by March 2016 |
| | <p>2017-2020</p> <ul style="list-style-type: none"> Seek approval from the University and Board of Trustees for new site of the Schools of Nursing and Rehabilitation Therapy | |



GOAL 4 **COLLABORATION:** We work with partners and stakeholders to advance our common goals

| STRATEGIES | | BENCHMARKS |
|---|---|--|
| <p>Establish key partnerships to advance local, regional and global health initiatives for mutual benefit</p> | <p>2015-2017</p> <ul style="list-style-type: none"> Engage advanced practice nurses in the region in research projects Collaboratively identify gaps in knowledge in practice with local nurses Enhance the Joanna Briggs Institute partners in Canada and the Americas partnership and assist with developing new collaboration centres Develop a comprehensive plan for research using large databases including but not limited to ICES, BORN, and Statistics Canada data <p>2017-2020</p> <ul style="list-style-type: none"> New partnerships are developed for research and education internationally | <ul style="list-style-type: none"> Five advanced practice nurses in the region are engaged in SON led research projects by July 2017 Knowledge gaps are identified and documented by July 2017 Queen's Joanna Briggs Collaboration assists in development of two new JBI centres in Canada by December 2017 Research program is articulated with a five year plan for research by the Sally Smith Chair, the Director of the Nursing and Health Research Unit and the SON Research Committee by December 2017 <p>Partnerships are developed in South America and Africa by July 2018</p> |
| <p>Secure for profit and not-for-profit partners</p> | <p>2015-2017</p> <ul style="list-style-type: none"> Develop research partnerships with organizations who can leverage and match funding packages <p>2017-2020</p> <ul style="list-style-type: none"> Explore education opportunities with for-profit organizations | <ul style="list-style-type: none"> Systematic search of all private foundations conducted and a database of competitions funding developed by July 2016 and updated quarterly Identify one for-profit partnership. Director of the School of Nursing and the Office of Advancement develop a partnership with a for-profit organization and engage in education activities by 2020 |

GOAL 5

OPERATIONS: The work and activities of the School of Nursing are supported by effective and efficient operating systems.

| STRATEGIES | | BENCHMARKS |
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| <p>Provide tools and resources to enhance administrative operations</p> | <p>2015-2017</p> <ul style="list-style-type: none"> ■ Evaluate administrative operating tools and agree on optimal use ■ Integrate onQ Learning Management System with all of Queen's based systems <p>2017-2020</p> <ul style="list-style-type: none"> ■ Decrease environmental footprint by using IT solutions | <ul style="list-style-type: none"> ■ QShare usage is monitored and phased out (where possible) in favour of onQ by September 2016 ■ The extent to which HSPNet is to be used by students for requests for clinical placements is made explicit by faculty by December 2016 ■ A nursing account is set up on the School of Nursing shared drive for Committee Agendas and Minutes by June 2016 ■ Undergraduate and graduate student records are supported by an online Document Management System by June 2017 ■ All simulation communication, assessments, ordering, planning, and evaluation is paperless by June 2017 ■ Student assignment drop box is replaced with a Grader application in onQ by July 1st 2018 |
| <p>Build on existing IT systems to support the teaching and learning goals of the School of Nursing</p> | <p>2015-2017</p> <ul style="list-style-type: none"> ■ Integrate onQ Learning Management System with all of Queen's based systems <p>2017-2020</p> <ul style="list-style-type: none"> ■ Utilize the latest technology in teaching and exam writing | <ul style="list-style-type: none"> ■ Upgrade monitor and adapt to changing systems ongoing ■ Mobile devices used by students replacing paper courseware packages by July 1st 2017 ■ Computerized exam room – virtual or static – available for exam writing on line by July 1st 2018 |

| STRATEGIES | | BENCHMARKS |
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| <p>Strengthen collaborative relationships in education and research with University and College Schools of Nursing and other professional bodies</p> | <p>2015-2017</p> <ul style="list-style-type: none"> ■ Provide leadership for provincial and or national nursing organizations ■ Partner with other nursing programs in the province to offer joint programs and procurement of equipment and services <p>2017-2020</p> <ul style="list-style-type: none"> ■ Collaboratively develop a continuing nursing education plan for the region including the clinical partners and local professional organizations | <ul style="list-style-type: none"> ■ One faculty member is in a leadership position with COUPN, CASN, CNA, RNAO, NPAO or other provincial or national nursing organization each year ■ Successful collaborative relationship with the PHCNP is maintained with funding from MOHLTC ■ Collaborative partnership with Trent and Lakehead universities is continued ■ Outline the nursing education needs of the region including continuing professional development by 2020 |
| <p>Create a sustainable marketing strategy that articulates our strengths to our stakeholders</p> | <p>2015-2017</p> <ul style="list-style-type: none"> ■ Engage the Faculty of Health Sciences Office of Advancement and Queen's Marketing to develop a comprehensive plan <p>2017-2020</p> <ul style="list-style-type: none"> ■ Align strengths to all recruiting and strategic planning for the School of Nursing | <ul style="list-style-type: none"> ■ Present the Marketing Strategy to the Dean of Health Sciences by December 2016 ■ Update the Health Human Resources plan yearly and present to the School of Nursing faculty meeting each April during the Faculty Retreat |
| <p>Optimize human resource capacity to support the work and activities of the School of Nursing</p> | <p>2015-2017</p> <ul style="list-style-type: none"> ■ Review job alignment and current human resources deployment ■ Identify training needs <p>2017-2020</p> <ul style="list-style-type: none"> ■ Facilitate training for identified gaps in knowledge and skills | <ul style="list-style-type: none"> ■ Job descriptions and alignment with School of Nursing's strategic plan is reviewed yearly ■ Cross training for back up purposes is reviewed yearly with plan for additional training as required ■ All faculty, staff, clinical teachers and students are trained in the use of onQ by July 2016 and support is provided for any upgrades and new programs ■ Security awareness training is completed by all faculty and staff by April 2016 ■ Staff directs and holds bimonthly "Top 5 Tips" sessions to maximize IT systems use |

| STRATEGIES | | BENCHMARKS |
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| <p>Ensure continuity, efficiency and efficacy of administrative operations for the School of Nursing</p> | <p>2015-2017</p> <ul style="list-style-type: none"> Develop and document policies and procedures | <ul style="list-style-type: none"> Develop guidelines on the use of onQ, QShare, Shared Drives and OneDrive and update each year Procedures supporting the administration of the undergraduate program developed by July 1st 2017 Guidelines on resource use including photocopying, computers, space, and phone are developed by July 1st 2017 |
| | <p>2017-2020</p> <ul style="list-style-type: none"> Review and update policies on a regular basis | |



School of Nursing Staff 2016



Caring to **learn**. Learning to **care**.



SCHOOL OF NURSING
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