

Faculty of Health Sciences



**STRATEGIC
FRAMEWORK**
May 2012



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Message from the Dean



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Health Sciences at Queen's University is a remarkable Faculty, with excellence spanning its mandates of education, healthcare, and research. Its success is a product of the initiative and action of our students, faculty, and staff, and of the collaboration across schools, faculties, and our partnering institutions, that is the hallmark of our academic health sciences centre.

One of the unique strengths of the Faculty of Health Sciences is that its structure encompasses the Schools of Medicine, Nursing and Rehabilitation Therapy. The collaborative culture fostered by this structure is a key contributor to the individual successes of the three Schools, to the collective success of the Faculty of Health Sciences, and to the promotion of the spirit of inter-professionalism in what we do.

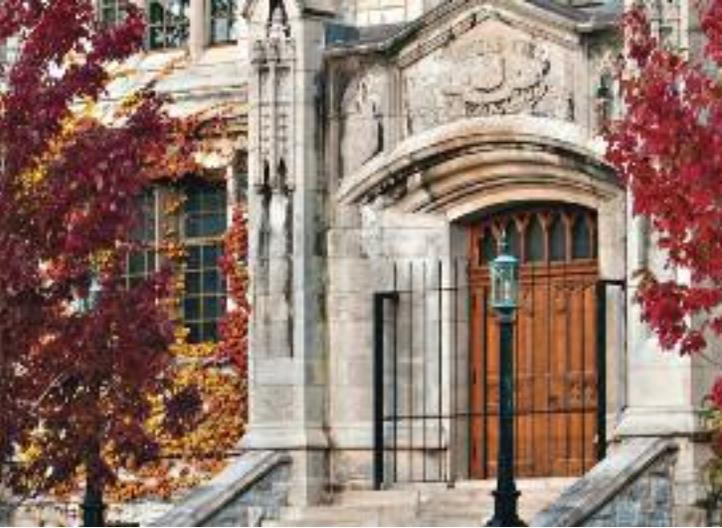
At Queen's, we aren't satisfied to rest on our achievements. While we celebrate the successes of our past and present, we recognize that it is necessary to envision and prepare for the future. To do so, the three Schools have developed, or are in the process of developing, strategic plans which define their priorities over the next three to five years.

The fates of the three Schools in the Faculty of Health Sciences are inextricably linked – none of the Schools can achieve their full potential until all of the Schools do so. Therefore, through extensive consultations with Faculty stakeholders and partners, we have developed an overarching strategic framework that unifies the Schools, affirms our common vision and identifies our shared priorities for the next three to five years.

These shared priorities, described in this document, are congruent with Queen's University's academic plan, and position the Schools, and the Faculty of Health Sciences for continuing success.



ABOUT THE FACULTY



Queen's University

Established by Royal Charter of Queen Victoria in 1841, Queen's University is one of Canada's leading universities, with an international reputation for scholarship, research, social purpose, and spirit.

The University has a proud history. It is built on a strong tradition of leading research, teaching excellence and student engagement. These attributes, combined with a beautiful campus, a relatively small and close-knit community, and an exceptional breadth of co-curricular opportunities for students, provide a transformative learning experience characteristic of Queen's, within a research-intensive environment.

The student body spans 83 different countries, along with every Canadian province and territory. It includes 14,951 undergraduate students, 3,580 graduate students, and 5,352 students from Part-time Studies, Post-Graduate Medicine, and the Schools of Theology and English.

Queen's 1,102 full-time and 1,441 part-time faculty are drawn from some of the most prestigious institutions in the world. The University enjoys an enviable reputation in the number of external awards and honours bestowed upon faculty including recent recipients of the Killam, Steacie, and Trudeau awards, and fellowships in many prestigious academic societies.

According to the RESEARCH Infosource survey of Canada's Top 50 Research Universities, Queen's is ranked 6th in research intensity. The 2011 Maclean's University rankings, places Queen's #1 in national research awards per full-time faculty, (holding the #1 ranking since 2003), 4th in Medical/Science grants (Queen's has maintained 4th position since 2009) and 7th in total research dollars (\$163.3 million in 2010/11).

In November 2011, a draft Academic Plan for Queen's University was presented to Queen's Senate. It described an aspirational vision of Queen's as the Canadian research-intensive university with a transformative student learning experience. To achieve this vision, Queen's has recently adopted an Academic Plan focusing on four pillars: The Student Learning Experience, Disciplinarity and Interdisciplinarity, Reaching Beyond (Globalism, Diversity, and Inclusivity) and Health, Wellness, and Community.

The plan is directed towards achieving Queen's vision... the Canadian research-intensive university with a transformative student learning experience, and it has provided guidance and direction during both development of a strategic framework for the Faculty of Health Sciences and a strategic plan for the School of Medicine.



The Faculty of Health Sciences

The Faculty of Health Sciences is comprised of three schools: Medicine, Nursing and Rehabilitation Therapy. Collectively, the three schools deliver undergraduate and post-graduate education programs in the fields of Medicine, Nursing, Occupational Therapy and Physical Therapy, as well as Biomedical and Population Sciences. Our strong faculty and staff, consisting of more than 400 full time, 500 adjunct, 250 other faculty, and almost 150 staff are our most important asset.

Through them, we accomplish our respective missions of educating and training the best students from across the country, conducting extensive research and, in conjunction with our large network of partnering hospitals and community institutions, delivering quality patient centred care. Across the faculty we educate and train 2,300 students, spanning undergraduate, graduate and postdoctoral education. We contribute significantly to the research mission of Queen's, attracting external funding of \$90 million per annum. Our Faculty enjoys the support and affection of a dedicated group of alumni, who, having trained here, all remain here at Queen's in some way, either through work in this area, or through the spirit of their association.

The Faculty of Health Sciences has adopted a shared vision, set of values, and strategic themes, contained in a new Strategic Direction for the Faculty.

The School of Medicine

Queen's School of Medicine, which for 154 years has been graduating physicians and scientists who serve our country and community, offers undergraduate and post-graduate medical programs, along with an extensive portfolio of undergraduate programs delivered jointly with the Faculty of Arts and Sciences, and graduate programs in biomedical and population sciences delivered jointly with the School of Graduate Studies.

The most sought after medical school in Canada, based on applications per entry positions available, Queen's medical school trains 100 undergraduate medical students in each of four years.

Through its affiliations with partner hospitals, post-graduate programming is offered in 21 Royal College programs and 8 family-medicine-related programs to 438 residents. Our medical education program is delivered locally and in distributed sites throughout Ontario. The School has formal affiliation agreements for clinical education with 3 principal teaching hospitals, 18 regional hospitals and 3 health units. Our School has initiated and will expand international exchange programs at all levels of our mission.

Faculty members participate in seven discipline-

based graduate programs (Anatomy and Cell Biology, Biochemistry, Epidemiology, Microbiology and Immunology, Pathology and Molecular Medicine, Pharmacology and Toxicology, and Physiology), an interfaculty graduate program in Neurosciences, and collaborative graduate programs in Cancer Research and in Biostatistics. The School offers a professional Master's degree in Public Health to 48 students and an MSc program in Anatomical Sciences. Currently we train 143 students in our MSc programs and 95 students in our PhD programs. Additionally, there are approximately 30 graduate students in the Neuroscience graduate program who are supervised by faculty from the School of Medicine. The School of Medicine is home to 60 Post-doctoral Fellows and supervises 13 Post-doctoral Fellows through the Centre for Neuroscience Studies.

The School of Medicine has approximately 375 core Faculty, consisting of 275 geographic full-time clinicians and 100 basic and population health science researchers. In addition to our core faculty, the School is enriched significantly by 500 adjunct faculty who participate comprehensively in our education and research programs. Our School is a

fundamentally integrated part of the Undergraduate program in Life Sciences (total enrolment of 755 students), contributing approximately 40% of faculty teaching time. In addition, our faculty fully support the Undergraduate program in Biochemistry, which accepts 55-65 students per year (total enrolment 180). Combined, these programs represent a significant component of undergraduate education in the Faculty of Arts and Science.

In addition to participating in discipline-based Graduate programs, many of our faculty are members of inter- and transfaculty research groups/centres (15 in total). This established culture of interdisciplinary approaches to research and graduate education provides excellent opportunities for our Graduate students and Postdoctoral fellows to engage cross-disciplinary research and educational activities related to their particular fields of interest, and promotes better integration of the basic and clinical sciences. The integration of clinical and research training experiences will be further strengthened with the introduction in 2012 of the combined MD/PhD-MD/Master's program for undergraduate medical students, and the Clinician Investigator Program for medical residents.



School of Nursing

The School of Nursing celebrated its 70th anniversary in 2011. A new strategic plan has been developed for the School under the mission “to advance learning and scholarship in the discipline and profession of nursing.”

Seven programs are offered in the School; the Baccalaureate of Nursing Science degree program in three patterns – four year, two year (advanced standing track), and registered nurses. At the graduate level the School offers masters and PhD programs. A primary healthcare nurse practitioner certificate program is also offered.

Total student enrolment is 478, and will increase in 2012 in with the Masters of Science in Healthcare Quality [MSc (HQ)] program offered in partnership with the Department of Anesthesiology and Perioperative Medicine. In 2012 there will be a final intake for the registered nurses undergraduate degree program. In addition, the School of Nursing offers two certificate programs, one in critical care and the other in advanced health assessment for primary health care nurse practitioners.

The faculty complement is comprised of: 13.5 tenure track or tenured faculty, one continuing adjunct faculty, and four limited-term appointments. Approximately 50 registered nurses are hired each year as clinical teachers, laboratory assistants, and laboratory managers. There are also eight administrative staff.

The research focus of the faculty in the School of Nursing is reflected in the fields of study in the graduate programs and supported by the Queen’s Joanna Briggs Collaboration (QJBC) and the Practice in Research and Nursing Group (PRN). The MSc program has two fields of research: Health & Chronic Illness, and Women’s & Children’s Health. The PhD program has one field – Transitions in Health and Illness. All fields enable candidates to study the nature, effect, outcome and management of a range of health and illness related transitions: developmental transitions, illness transitions and transition through the health care system.

The School has been advancing its curriculum by the increased use of online material and small group, active learning. It is anticipated at least one new course will be available in September 2012 and others will follow. The SONIT learning management system (developed over the past 18 months) is enhancing student learning via multi-media and other technologies for asynchronous learning.



School of Rehabilitation Therapy

The School of Rehabilitation Therapy was established in 1967 as a School within the Faculty of Medicine. The first programs offered by the School were three year diploma programs in Occupational Therapy and Physical Therapy. The School has grown enormously since its inception and currently offers three programs, all at the graduate level – two professional programs in Occupational Therapy and Physical Therapy lead to MScOT and MScPT degrees respectively. The Graduate Program in Rehabilitation Science offers research training at the MSc and PhD level.

The Occupational Therapy Program and the Physical Therapy Program each admit 68-70 students annually into two year (24 month) programs. Over 1400 applications are received annually for admission into these programs. Approximately one third of the education in both programs is offered in health and community agencies, locally, nationally and internationally.

The program, leading to a Master of Science in Rehabilitation Science, was approved and accepted its first students in 1988 and the first students were admitted to the Doctor of Philosophy in Rehabilitation Science program in 2001. The MSc and PhD programs in Rehabilitation Science are interdisciplinary and research-oriented. Students from a variety of rehabilitation-related backgrounds, including occupational therapy and physical therapy, gain the advanced academic training and knowledge required for careers in research and other scholarly pursuits related to rehabilitation science. The Rehabilitation Science Program offers research training in two fields of rehabilitation science: Motor Performance and Disability and Wellness in the Community at the masters and doctoral level. Current enrolment in the MSc program is 10 full-time and 2 part-time students; enrolment in the PhD program is 23 full-time and 3 part-time students.

Additionally, the School of Rehabilitation Therapy, in collaboration with the International Centre for the Advancement of Community Based Rehabilitation (ICACBR) and the Office of Inter-professional Education and Practice (OIPEP) offers an online, continuing education certificate program to international development practitioners in rehabilitation and disability sectors which provides an opportunity to explore the relationship between disability, community based rehabilitation (CBR) and development, and to upgrade management, leadership, policy analysis, research and evaluation skills. Forty registrants from over 20 countries completed the course in 2011.

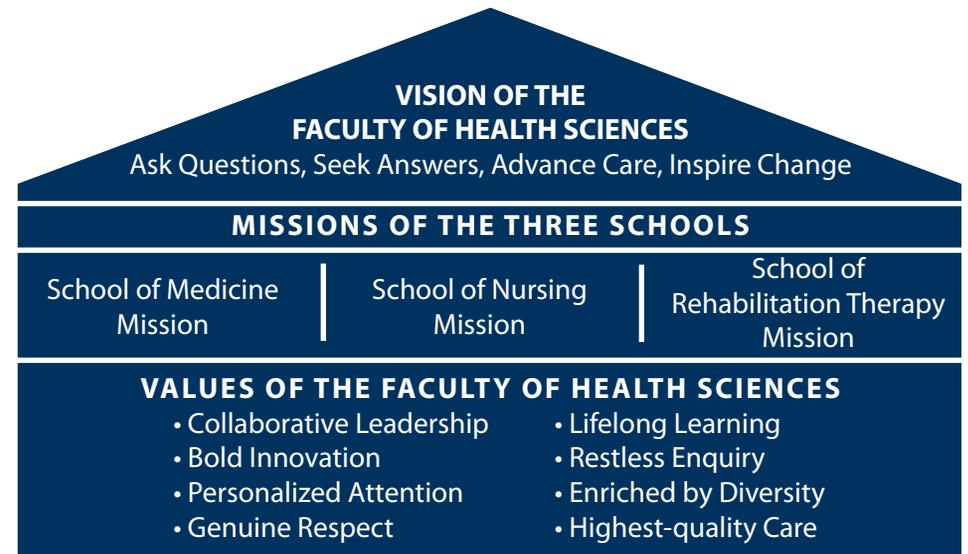
The School has 17 full time tenure stream/tenured faculty, and 6 full time equivalent continuing/term adjuncts. Over 200 clinical faculty are also involved in teaching in our professional programs and we have over 200 affiliation agreements with health facilities locally, national and internationally which contribute to the clinical education of our professional students. Support for the three programs is provided by ten staff members.

A common vision, shared values, and three complementary missions

Our three Schools have common goals. We aspire to improve the health and well-being of our population and to advance health sciences through research. Our outstanding faculty, staff and students conduct high impact research, educate and train exceptional health sciences professionals, and with our partnering institutions, deliver healthcare to our communities. These goals are embodied within a common vision that is underpinned by a shared set of values, and enabled by distinct but complementary missions for each of our Schools. As a result, our Schools retain the ability to act independently to fulfill their missions, while being integrated under a common vision.

This allows our Schools to focus on complementary aspects of health research, education, and healthcare delivery in an extremely effective manner. This positions Queen's Faculty of Health Sciences to achieve new levels of excellence in interdisciplinary research and inter-professional education, while ensuring that the needs of each and every member of our faculty, staff and learner communities are met.

3 Schools: One Vision,
One Set of Values –
Strategically Aligned



What it means to

“Ask Questions and Seek Answers”

Faculty, students, and staff are creators and innovators in research and educational scholarship across the full spectrum of the Health Sciences

Students and trainees understand that learning is a life-long process driven by an endless curiosity that pervades all aspects of their professional endeavours



“Advance Care and Inspire Change”

Preparing learners to be healthcare leaders who:

- Uncompromisingly focus on quality of care and patient safety
- Provide effective care across the continuum
- Team with other healthcare professionals to deliver patient centered care
- Give back to the community

Advancing healthcare and championing change through research and knowledge translation

Above all, imbuing learners with a desire to do something special, and to be leaders



Three complementary missions:

Mission of the School of Medicine

We will advance the science and practice of medicine to benefit the health and well-being of the population. We do this through excellence in education, care and research

Mission of the School of Nursing

Advance learning and scholarship in the discipline and profession of nursing through the educational, scholarly and clinical pursuits of the students, faculty, and alumnae of the school

Mission of the School of Rehabilitation Therapy

Educate leaders in Occupational Therapy, Physical Therapy and Rehabilitation Science by developing skills and competencies in rehabilitation; facilitating problem-solving; self-directed learning and acquisition of attitudes for lifelong learning; fostering the development of human qualities and attitudes that promote commitment to clients and their communities throughout the world, and conducting research in the promotion, restoration and maintenance of health through rehabilitation

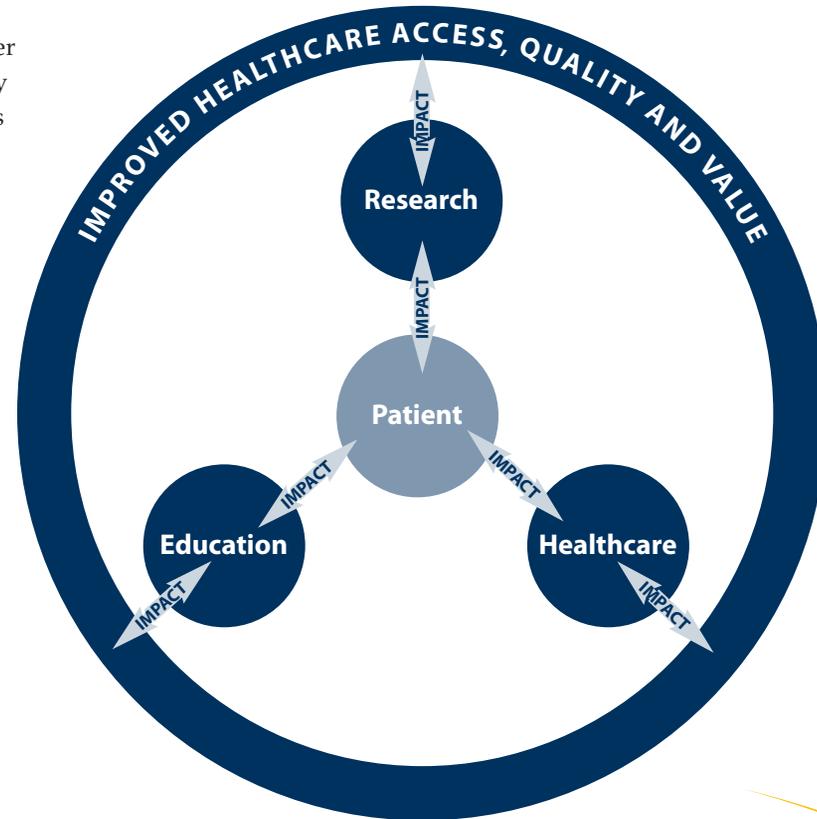
Drivers of Change

In today's evolving healthcare environment, there is a strong focus on further improving access to healthcare, while simultaneously advancing the quality and value of care across the health system. As a consequence, the priorities of our government and healthcare delivery partners are also evolving, and they are increasingly focused on:

- Patient-oriented research
- Disease prevention and wellness promotion
- Chronic disease management
- Evidence-informed healthcare
- Demonstration of positive quality outcomes
- Integration of services across the continuum of care
- Collaborative patient- and family- centred care to improve patient experiences and ultimately patient outcomes

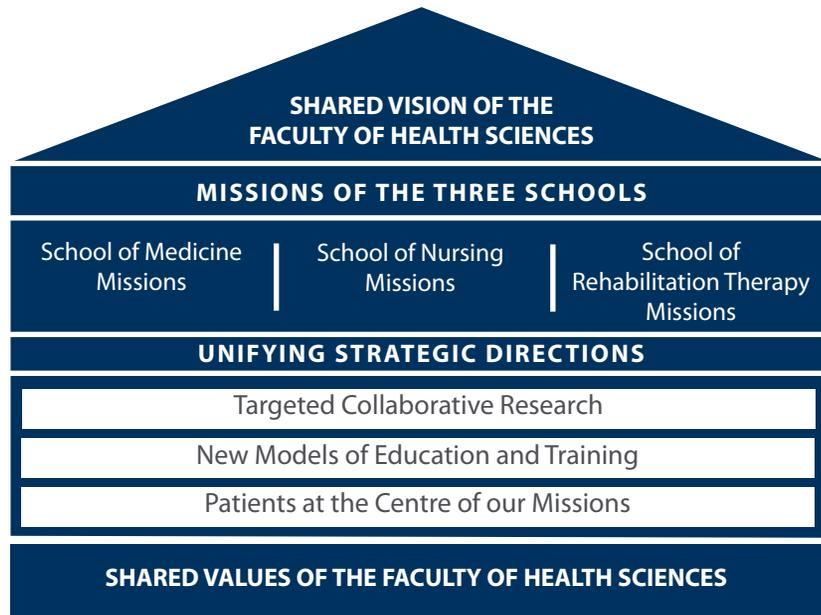
These priorities are actively shaping our research, education and care mandates, and our Faculty of Health Sciences is focused on fulfilling its social responsibility mandate and advancing the agenda of our delivery partners through:

- Increased emphasis on transdisciplinary collaborations and knowledge translation
- Preparation of students and trainees for inter-professional collaboration in the care-setting
- Leading the development of novel models of training and practice to address service gaps and evolving models of care
- Preparing learners to be leaders of healthcare system change



Three Unifying Strategic Directions

To achieve our common vision and respond to the drivers of change impacting the Faculty of Health Sciences, we have established three unifying strategic directions. These strategic directions are concerted efforts to leverage the synergies that exist due to the complementary missions of the three Schools through enhanced collaboration and activity coordination.



Adoption of these strategic directions enhances the ability of the individual Schools and of the Faculty of Health Sciences, as a whole, to truly deliver a patient-centred academic mission. Achievement of these strategies will make the Faculty of Health Sciences far greater than the sum of its three excellent component Schools.

RESEARCH

Conduct research in targeted areas of focus through collaboration across schools, faculties and institutions

Enhanced coordination of the research activities of the three Schools and partner institutions establishes a highly complementary, patient-focused research program that leverages our foundational strengths in the basic and population health sciences

- Foster a culture of collaboration across departments, schools, faculties and institutions by actively and preferentially supporting research that is transdisciplinary
- Create a virtual Institute of Health Sciences Research to unify research efforts of the Faculty of Health Sciences and academic partner hospitals
- Adopt a dynamic portfolio approach that recognizes the need to align support for research focus areas with the research lifecycle and with societal needs

EDUCATION

Make education a pillar of strength for the Faculty through collaboration, inter-professionalism and new models of training

The sharing of leading practices will enable the development of new models of training, practice and will strengthen and transform our educational programs

- Enhance faculty-wide alignment of education to evolving care delivery, healthcare human resource, and patient needs
- Adopt a faculty-wide delivery approach for common curriculum elements such as bio-ethics, quality, and communication skills to enhance IP collaboration in the care setting
- Foster trans-disciplinarity through the introduction of faculty-based graduate course offerings
- Integrate the approach to faculty professional development
- Develop, test and implement new models of training

PATIENT-CENTRED CARE

Keep patients and their families at the centre of the academic mission

An inter-professional culture instilled through education programs establishes the Faculty and partners as leaders in the delivery of integrated patient-centered care

- Match student learning to health system needs of collaborative care, and a strong focus on safety and quality
- Prepare learners to be effective leaders of health system change
- Actively support partnerships to support integrated approaches to community health management
- Encourage and engage in health system improvement as it relates to access, integration, and quality



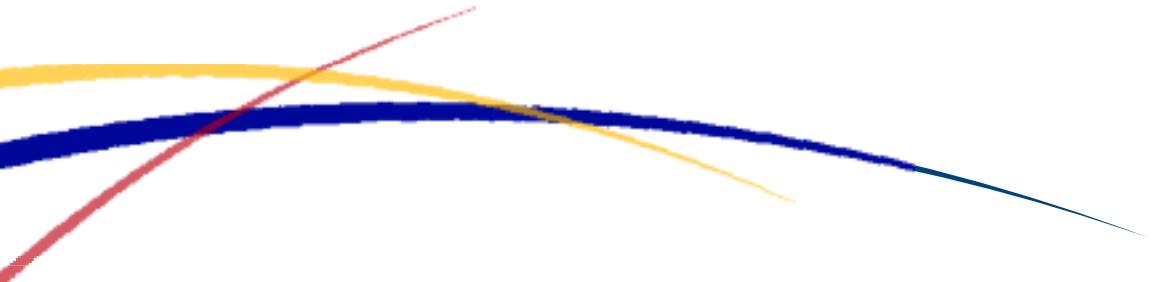
Moving Forward

The Faculty of Health Science's strategic framework was developed to serve three purposes. First, it defines the shared values that are the foundation for the Faculty's continued success. Second, it articulates an overarching vision that is at the core of the aspirations of Faculty stakeholders. Finally, it identifies the unifying strategic directions that will enable the enhanced collaboration and activity coordination, which will allow the Faculty to realize its full potential. This strategic framework is a platform which unifies the efforts of our three Schools, and allows us to harness natural synergies in a systematic manner.

By embracing this strategic framework, we will be able to advance our mandates of research, education and healthcare. With our partner institutions, we will establish a patient-focused research program that leverages our foundational strengths in the basic and population health sciences. We will lead the development of new models of training and practice, and instill an inter-professional culture in our learners, establishing ourselves and our partners as leaders in the delivery of integrated patient-centered care.

Most importantly, this strategic framework sets us on the path to realizing our common vision as a Faculty of Health Sciences: *"Ask Questions, Seek Answers, Advance Care, Inspire Change"*.





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