



Queen's
UNIVERSITY

School of Nursing
FACULTY OF HEALTH SCIENCES

Queen's
Catawaqui
Building
2 Barrie Street

Strategic Plan 2012-2015





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)

Queen's School of Nursing is rapidly expanding to address the shortage of nurses in Canada. Students apply to Queen's from across the country and from abroad. There has been significant change in the complement of faculty as many have retired, and many new nurses have joined the School. The Faculty of Health Sciences and Queen's University has recently launched Strategic and Academic plans, and the School of Nursing took this opportunity to realign their plan to be congruent. The School of Nursing faculty and staff spent a full day guided by a consultant Alexandra Sheahan and Jo-anne Marr to develop the strategic plan to guide us until 2015. Jo-anne gave us an overview of the process undertaken by administrators and staff of York Central Hospital in Toronto to show how a list of 50 plus priorities can be refocused to not more than 6 goals. Alexandra then facilitated the process for the School. Faculty and staff then continued to develop the plan into short and medium term goals and produce measurable outcomes. As we examined our programs and our way of administering the School of Nursing we recognized our strengths and identified opportunities to use best practices in all of our operations. The faculty and staff have worked collaboratively to achieve a working document that will guide all that we do in the School of Nursing.

There are 92 students in year one of the four year undergraduate program and 40 in the advanced standing track, this is the most we have ever had, and we have expanded our graduate programs. Students can enter two fields in the master's – thesis or primary health care nursing, a PhD program and launched in collaboration with Department of Anesthesiology and Perioperative Medicine a Master of Science in Healthcare Quality in 2012.

The total number of students in the School is 421 undergraduates, 61 graduates, and 20 in the interdisciplinary MSc(HQ). We are in the process of advertising for three tenure track faculty to join us in 2013, and actively seeking external funding to support two Chairs in Nursing. We are tightly squeezed into a building that was not designed to be used more than 25 years and we have been here since 1983 – a problem many Schools of Nursing face as education and research expands and adapts to the changing health care systems and Canadian expectations.

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.

STRATEGY MAP 2012-2015

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

	Students	Standing	Stability	Stakeholders	Systems
Ends to be achieved	We attract, develop, and graduate stellar students across all programs who think, work and lead strategically	Our local and global standing is a result of excellence in nursing research, education, and practice	We ensure financial and workforce stability through strategic utilization and leveraging of resources	We pursue and build strong, collaborative relationships with our stakeholders	Our systems are stream-lined, innovative and well-integrated to support students, faculty, and staff in achieving their goals
Process capabilities	<ul style="list-style-type: none"> Utilize a variety of effective teaching and clinical strategies to inspire student passion and imagination Strengthen and expand quality practice settings Grow and pursue endowments and scholarships for our students Identify, mentor and retain lab, teaching and clinical faculty 	<ul style="list-style-type: none"> Advance the quality of health outcomes in the local and global community through: <ul style="list-style-type: none"> – representation on professional and governance bodies – knowledge translation into practice – peer-reviewed journal publications – strategic partnerships – evidence-based education and practice – obtain secure funding Seek out and support interdisciplinary research, education and practice opportunities Mentor and launch nursing scholars 	<ul style="list-style-type: none"> Diversify our sources of income Explore continuing learning opportunities for staff and faculty Continue physical site planning for the future 	<ul style="list-style-type: none"> Establish key partnerships to advance local and global health initiatives Secure for profit and not-for-profit partners Strengthen collaborative relationships with University and College Schools' of Nursing and other professional bodies Create a sustainable marketing strategy that articulates our strengths to our stakeholders 	<ul style="list-style-type: none"> Work with IT to develop organizational efficiencies and effectiveness through: <ul style="list-style-type: none"> – PeopleSoft – SONIT – Hand-held devices – Hi-fidelity simulation Integrate SOLUS, Med Tech and SONIT technology Reduce environmental footprint
Enablers	People	Organization	Information		
	<ul style="list-style-type: none"> We are passionate about nursing, patient-centered care and value nursing science as a public good We are "life-long" learners committed to student, staff and faculty development and ongoing evaluation of learning and support needs Our alumni are recognized as strategic leaders of the profession We continuously work to match the right people with required skills and expertise in the right positions 	<ul style="list-style-type: none"> Safe, respectful, inclusive, supportive environment for all We have a culture of high performance Practice work / life balance Committee and meeting structures are designed for achieving strategic priorities Implement HR best practices We value innovation, creativity and a managed risk approach to organizational development and performance We collaborate, support and challenge each other to think, work and lead strategically 	<ul style="list-style-type: none"> We collaborate with others to expedite our understanding of new systems We use a variety of strategies to advance knowledge transfer and dissemination Our students access knowledge through technology to deliver high quality patient-centered care 		

GOAL 1 STUDENTS: we attract, develop and graduate stellar students across all programs who think, work and lead strategically

STRATEGIES		BENCHMARKS
<p>Utilize a variety of effective teaching and clinical strategies to inspire student passion and imagination</p>	<p>2012-2013</p> <ul style="list-style-type: none"> List all strategies used in teaching in undergraduate and graduate to engage students Map strategies across the curriculums to determine variety and applicability Continue with opportunities for doctoral students to participate in Joanna Brigg's Institute training. <p>2013-2015</p> <ul style="list-style-type: none"> Develop a mentorship program for nursing students and staff nurses and adjunct 1's. 	<ul style="list-style-type: none"> Entry average for undergraduate nursing students is similar to undergraduate science students 10% of undergraduate class undertake graduate studies within three years of graduation 30% of clinical teachers in the undergraduate program are Queen's School of Nursing graduates 20% of nursing students are mentored by staff nurses CRNE 100% pass rate Timeline to completion: 2 year MSc; 4 year PhD 20% increase in MSc thesis offers and acceptances. 80% of doctoral applicant offers are granted to applicants with a publication record. Comparable or improved yield and completion rates when contrasted with other Canadian research-intensive institutions. 100% of doctoral students complete QJBC training.
<p>Strengthen and expand quality practice settings</p>	<p>2012-2013</p> <ul style="list-style-type: none"> Investigate with all clinical agencies with whom we have partnerships if there are additional clinical opportunities Identify clinical placement gaps in the curriculums Practice settings partnerships are established <p>2013-2015</p> <ul style="list-style-type: none"> Develop long term partnerships with new clinical settings Develop new opportunities for students to engage in clinical practice in settings other than hospitals 	<ul style="list-style-type: none"> Nursing students have clinical rotations in a variety of acute care facilities Nursing students are preceptored with baccalaureate prepared nurses in N405 and N492

■ STRATEGIES		■ BENCHMARKS
<p>Grow and pursue endowments and scholarships for our students</p>	<p>2012-2013</p> <ul style="list-style-type: none"> ■ Ensure all endowment funding is allocated each year ■ Identify gaps in the programs for funding ■ Develop a plan with Office of Advancement for priority student programs for funding <p>2013-2015</p> <ul style="list-style-type: none"> ■ Adjust endowment fund eligibility to ensure all funds are distributed yearly ■ Attract additional endowment funding from all sources including alumni, businesses, and foundations 	<ul style="list-style-type: none"> ■ 30% of entry class of undergraduate students have entry scholarships ■ 50% of graduate students have entry scholarships and continue to receive funding through their entire program ■ PhD students are fully funded for four years through scholarships and bursaries with an increase in external competitive funding by 20%
<p>Identify, mentor and retain laboratory, clinical, classroom teachers and clinical instructors</p>	<p>2012-2013</p> <ul style="list-style-type: none"> ■ Hire lab managers on year long contracts ■ Provide mentorship and professional development program for laboratory and clinical faculty ■ Provide orientation for clinical instructors and lab instructors ■ Promotion of educational opportunities for new faculty to gain skill and knowledge in graduate supervision. <p>2013-2015</p> <ul style="list-style-type: none"> ■ Establish contracts that are beneficial to clinical instructors and laboratory staff with continuing professional development as in kind contributions ■ Develop awards for clinical teaching with nominations from students and faculty 	<ul style="list-style-type: none"> ■ Turnover of lab managers, lab instructors, and clinical instructors no more than 30% each year ■ Three days a year of professional development offered each year ■ Faculty complement able to supervise on an ongoing basis, 10-12 MSc thesis students, 16 doctoral students, and 20 MSc (PHCN) in Nursing 898. ■ 100% of faculty will have completed Teaching & Learning Centre course on Graduate Supervision. ■ All new faculty will be assigned Faculty Mentor upon hire. ■ Preceptor recognition event yearly

GOAL 2

STANDING: our local and global standing is a result of excellence in nursing research, education, and practice

■ STRATEGIES		■ BENCHMARKS
<p>Advance the quality of health outcomes in the local and global community through</p> <ul style="list-style-type: none"> ■ Representation on professional and governance bodies ■ Knowledge translation into practice ■ Peer-reviewed publications ■ Strategic partnerships ■ Evidence based education and practice ■ Obtain secure funding 	<p>2012-2013</p> <ul style="list-style-type: none"> ■ Identify and list all faculty and their representation on professional and governance bodies ■ List all KT activities into practice ■ Maintain a database of all peer-reviewed publications ■ Sign MOU with two international universities ■ Map all use of evidence based practice in the curriculums ■ Conduct a Gap analysis for all above. ■ Compile data on student publications and presentations. <p>2013-2015</p> <ul style="list-style-type: none"> ■ Develop and publish a yearly research newsletter and widely distribute it nationally and internationally ■ Seek international research opportunities ■ Evaluate the new Queen's model of funding and identify the gap in funding and secure ways to fill the gap ■ Develop a long term plan to address gaps in funding 	<ul style="list-style-type: none"> ■ Each tenure track/tenured faculty member holds at least one externally funded research project as a PI or Co I each year ■ Over a three year average tenure track/tenured faculty have at least 10 peer reviewed publications. ■ Each year one faculty member visits and participates in scholarship with international universities ■ Tenure track faculty members participate in peer-review panels. ■ 75% of graduate students publish and present research findings.

STRATEGIES		BENCHMARKS
<p>Seek out and support interdisciplinary research, education and practice opportunities</p>	<p>2012-2013</p> <ul style="list-style-type: none"> ■ Maintain and fund a part time position in OIPEP ■ Apply for Centre status for PRN group ■ Articulate interdisciplinary research partnerships ■ Develop community partnerships and articulate areas for growth ■ Prepare stellar graduate students for clinical settings ■ Increase number of courses at the graduate level that are interdisciplinary <p>2013-2015</p> <ul style="list-style-type: none"> ■ Secure long term funding for OIPEP ■ Integrate IPE into every year of the undergraduate program ■ Apply for long term funding for the PRN centre ■ Maintain two interdisciplinary research partnerships 	<ul style="list-style-type: none"> ■ Each undergraduate nursing student has 6 interprofessional opportunities by the end of their program of which three are in clinical settings ■ All new tenure-track faculty are members of the PRN Centre ■ All faculty have taken OIPEP – IPE collaborative module ■ Minimum of two new interdisciplinary courses available for graduate students.
<p>Mentor and launch nursing scholars</p>	<p>2012-2013</p> <ul style="list-style-type: none"> ■ Recruit nursing scholars to tenure track positions ■ Encourage external applications for career awards ■ Recruit bright undergraduate students directly into the graduate programs ■ Seek external opportunities for graduate students to receive additional research education <p>2013-2015</p> <ul style="list-style-type: none"> ■ Five new faculty are hired ■ Two faculty have external career awards ■ Two to three undergraduate students are recruited each year into the graduate programs 	<ul style="list-style-type: none"> ■ There are 9 full time staff ■ There is one full time IT specialist on staff ■ There are 18 tenured/tenure track faculty in the School of Nursing ■ There are 2 continuing adjunct faculty ■ There are 4 full time Term Adjuncts on two year contracts ■ There are two chairs in Nursing in the School ■ One PhD student per year spends time at another nursing school to increase their research education

GOAL 3 **STABILITY:** we ensure financial and workforce stability through strategic utilization and leverage of resources

■ STRATEGIES		■ BENCHMARKS
<p>Diversify our sources of income</p>	<p>2012-2013</p> <ul style="list-style-type: none"> ■ Develop for profit programs, courses, and continuing professional development seminars ■ Ensure endowment funding is used to enhance research and education opportunities ■ Link with clinical practice to develop appointments for faculty ■ New Masters of Science in Healthcare Quality launched in 2012 <p>2013-2015</p> <ul style="list-style-type: none"> ■ Health assessment course open to clinical teachers and faculty ■ Develop simulation courses ■ Consolidate or match research endowment funding to provide larger grants ■ Encourage and support faculty to have clinical appointments if they desire 	<ul style="list-style-type: none"> ■ 50% of SON operating funding is from external sources to the University grant ■ All CPD activities generate additional income for the SON
<p>Explore continuing learning opportunities for staff and faculty</p>	<p>2012-2013</p> <ul style="list-style-type: none"> ■ Identify gaps in staff knowledge and seek opportunities for CPD ■ Conduct survey of learning needs of faculty to develop as teachers and researchers <p>2013-2015</p> <ul style="list-style-type: none"> ■ Offer CPD each year for staff and faculty ■ Develop CPD opportunities for three to five years with minimum repetition ■ Engage FHS CPD office in coordination of CPD activities ■ Organize and deliver workshops in the Summer, e.g. Health Assessment, Biostatistics, Wound Care, Suturing skills, and provide Queen's recognized certificates. 	<ul style="list-style-type: none"> ■ Two CPD opportunities per year for staff and two for faculty ■ Faculty and staff have CPD sessions in those gaps identified in their career development plans ■ Workshop participants are over 100 per year

STRATEGIES		BENCHMARKS
<p>Continue physical site planning for the future</p>	<p>2012-2013</p> <ul style="list-style-type: none"> ■ Conduct an assessment of 92 Barrie Street ■ Itemize short term renovations ■ Engage campus planning in identifying site and space requirements ■ Develop projected budget for new building <p>2013-2015</p> <ul style="list-style-type: none"> ■ All maintenance and repairs are carried out as identified ■ Architect is hired to develop a structural plan for a new SON building ■ Structural plan is reviewed by the University ■ Detailed budget is developed with matching sources identified 	<ul style="list-style-type: none"> ■ No physical plant breakdowns in the SON building ■ Faculty have enough space for research activities ■ New SON building design approved by Queen's University Board of Trustees



GOAL 4 **STAKEHOLDERS:** we retain and build strong, collaborative relationships with our stakeholders

■ STRATEGIES		■ BENCHMARKS
<p>Establish key partnerships to advance local, regional and global health initiatives for mutual benefit</p>	<p>2012-2013</p> <ul style="list-style-type: none"> ■ Sign a MOU with Lennox and Addington hospital for CPD, research and education for nurses ■ Develop new partnerships for PHCNP students in Peterborough area ■ Strengthen Moose Factory ties ■ Strengthen Advisory Council by engaging community partners ■ Organize and host reception with Schools of Kinesiology and Health Studies, and Rehabilitation Therapy to highlight strengths, and explore education and research collaborations <p>2013-2015</p> <ul style="list-style-type: none"> ■ Strengthen partnerships with all local health agencies ■ Offer combined CPD activities with local agencies ■ Outreach to JBI partners around the world 	<ul style="list-style-type: none"> ■ Two education days per year organized by SON for clinical teachers and staff nurses ■ Ten most frequently used clinical agencies have comprehensive partnerships with the SON ■ Ten most frequently used clinical agencies, in Peterborough, have comprehensive partnerships with the SON
<p>Secure for profit and not-for-profit partners</p>	<p>2012-2013</p> <ul style="list-style-type: none"> ■ Assemble a list of all potential partners in the profit and not-for-profit health care sector <p>2013-2015</p> <ul style="list-style-type: none"> ■ Develop long term partnerships with healthcare organizations and companies ■ Utilize the SON Advisory Council to secure strategic long-term partnerships 	<ul style="list-style-type: none"> ■ Six for profit agencies are partners with SON ■ SON Advisory Council has at least two colleagues from for-profit agencies ■ Two clinical agencies financially support tenured/tenure track faculty

STRATEGIES		BENCHMARKS
<p>Strengthen collaborative relationships with University and College Schools of Nursing and other professional bodies</p>	<p>2012-2013</p> <ul style="list-style-type: none"> ■ Establish a research relationship through QJBC with one university ■ Establish a graduate partnership with one university <p>2013-2015</p> <ul style="list-style-type: none"> ■ Maintain the Americas QJBC partnership ■ Expand the university partnerships to include one European and one Australia-New Zealand University 	<ul style="list-style-type: none"> ■ QJBC and Americas JBI region have developed a five year plan and partnership ■ Europe and Australian-New Zealand Universities engage in exchanges for undergraduate and graduate students each academic year
<p>Create a sustainable marketing strategy that articulates our strengths to our stakeholders</p>	<p>2012-2013</p> <ul style="list-style-type: none"> ■ Seek assistance from FHS marketing director to develop a short term plan ■ Work with University marketing and communication division to inform stakeholders of Masters of Science (Healthcare Quality) ■ Develop a brochure for stakeholders on the strengths of the SON <p>2013-2015</p> <ul style="list-style-type: none"> ■ Develop a long term marketing plan in collaboration with the School of Rehabilitation Therapy and the School of Kinesiology and Health Studies to promote health professional education ■ Attract applicants from all health care sectors and legal communities for the MSc(HQ) ■ Produce and Publish a brochure that outlines sponsorship requests for use with for profit health care agencies ■ Explore options for global partnerships 	<ul style="list-style-type: none"> ■ Two SON faculty serve on boards of not-for-profit and for profit organizations that are partners of the School ■ MSc(HQ) has \$100,000 profit each year ■ Sponsorships of day to day activities in the clinical education centre and the laboratories of at least \$30,000 per year

GOAL 5 **SYSTEMS:** our systems are stream-lined, innovative and well-integrated to support students, faculty and staff in achieving their goals.

■ STRATEGIES		■ BENCHMARKS
<p>Work with Information Technology to develop organizational efficiencies and effectiveness through:</p> <ul style="list-style-type: none"> ■ PeopleSoft ■ SONIT ■ Hand-held devices ■ High fidelity simulation ■ Office suite ■ HSPnet ■ CEC technology 	<p>2012-2013</p> <ul style="list-style-type: none"> ■ Develop list of all upgrades to SONIT required immediately ■ Work with QASAR group to automate all undergraduate and graduate student progress ■ Evaluate the extent to which undergraduate learners utilize innovative technology for knowledge seeking ■ Develop six new high fidelity simulation scenarios for the undergraduate program ■ Build in training for up-to-date software, including Microsoft suite of programs <p>2013-2015</p> <ul style="list-style-type: none"> ■ SONIT works seamlessly ■ Admissions, Progress and Graduation for undergraduate and graduate students are fully automated ■ Students in trouble academically are flagged electronically ■ Simulation is utilized in all clinical nursing courses 	<ul style="list-style-type: none"> ■ Issues with SONIT are resolved within 24 hours ■ Simulation scenarios and or computer generated scenarios are used in all clinical nursing courses to enhance learning ■ Undergraduate students use innovative technology in all clinical courses for information seeking and information storage ■ Organizational efficiency review at end of academic year
<p>Integrate SOLUS, MedTech and SONIT technology</p>	<p>2012-2013</p> <ul style="list-style-type: none"> ■ Link programs to obtain all information as appropriate <p>2013-2015</p> <ul style="list-style-type: none"> ■ Ensure all new technologies integrated into the SON are fully functional with all other programs before going live ■ Market new IT technologies to other schools of nursing in Canada 	<ul style="list-style-type: none"> ■ Queen's School of Nursing is recognized nationally as a leader in integrated IT and shares expertise with other universities ■ Chair in Nursing Informatics fully funded with an endowment in perpetuity

STRATEGIES		BENCHMARKS
Reduce environmental footprint	<p>2012-2013</p> <ul style="list-style-type: none"> Utilize SON Q-Share effectively Minimally print material Evaluate waste from the Laboratories and recycle as appropriate <p>2013-2015</p> <ul style="list-style-type: none"> Develop online program for all clinical evaluations and store on secure network Ensure Queen's SON building is fully wireless, with enough power plugs to run computers for all meetings and teaching sessions Utilize web technology to connect for meetings instead of travelling for meetings or presentations 	<ul style="list-style-type: none"> Photocopying for classes is less than 200 pages per course All meeting materials for all committee meetings are electronic with no paper copies All student records are stored digitally on a secure network All faculty and staff records are stored digitally on a secure network All tenure promotion portfolios are produced and reviewed digitally Conference room 108 is used weekly for web based meetings



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