



Strategic Framework

2018–2023

Queen's School of Nursing
Department of Anesthesiology
and Perioperative Medicine



Table of Contents

Contents

| | |
|--|----|
| Table of Contents..... | 2 |
| Letter from the Directors | 3 |
| Letter from the Program Leads | 4 |
| About the Faculty | 5 |
| Alignment with Queen's University Strategic Framework..... | 6 |
| About the Faculty of Health Sciences | 7 |
| About Health Quality Programs..... | 9 |
| Mission, Vision, Values | 11 |
| Core Values..... | 12 |
| Foundational Elements | 13 |
| Strategies..... | 14 |
| Strategies, Goals & Benchmarks | 16 |
| Education..... | 16 |
| Research | 16 |
| Service | 17 |
| Technology | 18 |
| Monitoring & Evaluation..... | 18 |
| Report Card..... | 19 |
| Education..... | 19 |
| Research | 20 |
| Service | 22 |
| Technology | 24 |

Letter from the Directors



Dr. Jennifer Medves
Professor & Vice-Dean
Health Sciences
Director
School of Nursing

The Master of Science in Healthcare Quality was launched in 2012. Since the first cohort the student numbers have grown beyond expectations because the quality of the applicants has been so impressive. We are now developing a Strategic Plan to take the program, plus other programs in the pipeline, beyond our initial proposal to ensure the program remains sustainable, high quality, and continuously improving.

The initial conceptualization of the program was to have 25 students per year and we hoped we could achieve this number in each cohort accepting high quality students. We have been overwhelmed with the number of applicants who have a passion for health quality beyond their own discipline and profession. We continued to grow the program in September 2017 by admitting approximately 60 students into the program.



Dr. Joel Parlow
Professor & Head
Department of
Anesthesiology and
Perioperative Medicine

While the student numbers have grown we have also been recruiting new professors and lecturers and ensuring we have a variety of disciplinary perspectives in each course. This has also required that we hire additional staff to support the students and the program and we regularly upgrade our information technology to ensure the hybrid nature of the program works seamlessly.

We are delighted to present our strategic plan for the next five years that will guide all our decision making about the programs and keep us focused on the mission to have the best education experience for learners that we can. The strategic plan aligns with Queen's University and the Faculty of Health Sciences. Our core values of engaged learning, community, interdisciplinarity, and envision & transform will provide the foundation on which decisions will be made and benchmarked for the next five years.

Letter from the Program Leads



Dr. Kim Sears

Associate Professor
School of Nursing
Associate Director
Health Quality Programs

The Health Quality Programs strategic plan sets the foundation of where we believe we want and need the programs to be in the next five years. We recognize that the sciences of quality, risk and safety are advancing and as a program we have a key role in this advancement both in the continued evolution of our program and the education of our students. Our goal is to prepare leaders that will be at the forefront in both the global advancement of the science and practice of healthcare quality. We want to ensure that these learners are supported and receiving high calibre quality education that will serve as a key foundation for advancement of their knowledge and ability to change the face of healthcare. We constantly strive to optimize technology to permit learners to advance their knowledge from wherever they are geographically located and while they are continuing to work in their chosen profession. We want these learners to feel engaged with their fellow class and the faculty within the program through our online videoconferencing.



Dr. Kim Turner

Associate Professor
Department of Anesthesiology and Perioperative Medicine and Department of Public Health Sciences, Queen's University
Medical Lead
Health Quality Programs

The biggest area of foci for the next five years will be our learners. We are committed to providing our learners with the optimal program that is based on the best available evidence to enable us to lead transformational change within the health system. We welcome all feedback surrounding our strategic plan as our goal is to continually improve our program and to promote the advancement of visionary leaders.

About the Faculty

Queen's University



Established by the Royal Charter of Queen Victoria in 1841, Queen's University is one of Canada's leading universities. Internationally, Queen's has a reputation for scholarship, research, social purpose and spirit. The university has a proud history and strong traditions in leading research, excellence in teaching, and student engagement. Through these strong traditions, learners who come to Queen's have a transformative learning experience, combined with a picturesque campus, close-knit community and wide breadth of co-curricular opportunities.

Learners from more than 100 countries, along with every Canadian province and territory, come to Queen's, comprising 17,250 undergraduate students, 3,746 graduate students, and 2,086 students from part-time studies and Postgraduate Medical Education.

17,250

undergraduate students

3,746

graduate students

2,086

part-time studies and Postgraduate Medical Education

Queen's faculty members are drawn from renowned institutions worldwide. The 1,120 full-time and 2,222 part-time members of faculty contribute to the university's strong reputation through the quality of their work and through the number of external awards and honours bestowed upon them.

Faculty and learners across the university widely support the Queen's 2014-2019 vision: "Queen's University is the Canadian research-intensive university with a transformative student learning experience." The goal of this vision is to build a "balanced academy," ensuring that Queen's remains a university with a balanced focus, and is recognized for excellence in research and in providing a transformative student learning experience.

The Faculty of Health Sciences' strategic framework commits us to advancing Queen's University in its vision. The university's strategic framework has guided and directed the development of this framework, and our alignment to Queen's four strategic drivers is demonstrated throughout.

Alignment with Queen's University Strategic Framework



The Queen's University 2014-2019 Strategic Framework provided our strategic-planning process with a clear backdrop with which to make decisions and set priorities within the context of our own strategic framework. In pursuit of Queen's as a Balanced Academy, the university identified the four drivers towards our vision, including: the Student Learning Experience, Research Prominence, Financial Sustainability and Internationalization. Throughout our strategic-planning process, we assessed the ways in which the Faculty of Health Sciences could contribute to, and advance, the vision and strategic drivers of the university.

Many elements of the university's strategy are tightly woven into the Faculty of Health Sciences' strategic framework. Our commitment to enhancing the student learning experience in education, and our focus on leadership in educational models, are key themes within our approach to education. We will continue to invest in research that distinguishes Queen's nationally and internationally, and pursue opportunities in transdisciplinary research efforts and collaborations. We will focus on internationalization and research prominence by building on our collaboration with international health-system partners.

In addition, fundamental to our strategy is the pursuit of ongoing financial sustainability. Through our continued commitment to pragmatism, we recognize the imperative to pursue our strategic aims in a manner that is effective and efficient, and that improves the financial health and sustainability of the Faculty of Health Sciences through thoughtful use of our collective resources and through opportunities for new revenue to support our priorities.

About the Faculty of Health Sciences



The Faculty of Health Sciences comprises the schools of medicine, nursing and rehabilitation therapy. Together, these schools provide learners undergraduate, graduate and postgraduate education in medicine, nursing, occupational and physical therapy, rehabilitation science, health quality, aging and health, biomedical sciences and population health sciences.

More than 540 full-time faculty members, 1,460 adjunct faculty members, and 700 general and research staff members are dedicated to accomplishing our respective missions:

- To advance the science and practice of medicine
- To advance learning and scholarship in the discipline and profession of nursing
- To educate occupational therapists, physiotherapists and rehabilitation scientists who contribute to health and well-being globally through collaboration, creativity, and the discovery of new knowledge

540+

Full-time
faculty members

1,460+

Adjunct
faculty members

700+

General research
& staff members

Our graduate and postdoctoral programs train practitioners and researchers through applied study that includes a variety of disciplines such as health quality, public health, biostatistics, epidemiology and aging, as well as professional programs in medicine, nursing and rehabilitation therapy. With our partners, we are major contributors to Queen's research mission. In conjunction with our large network of partnering hospitals and community institutions, we deliver quality patient- and client-centred care.

Our three schools, combined under the Faculty of Health Sciences in 1997, have adopted a shared vision, set of values and strategic themes that make up the Strategic Framework for the Faculty of Health Sciences. This demonstrates the dedication of the disciplines and professions that work together as health care shifts towards more integrated care models.



Since the development of its last strategic plan, the faculty has achieved successes in each of its three unifying strategic directions: research, education and patients at the centre of all that we do. Tangible markers of progress and momentum include annual research revenues between \$75 million and \$90 million, the development of new educational programming, and unprecedented success in philanthropy, including the establishment of new research chairs in the schools of medicine and nursing.

The faculty's schools frequently receive highly positive reviews from their respective accreditation organizations. Notably, the School of Medicine recently received an eight-year accreditation and the School of Nursing achieved a seven-year accreditation in 2013. The School of Rehabilitation Therapy's OT and PT programs will embark on new accreditation cycles in the coming 1-2 years. The faculty's graduates uniformly find jobs upon graduation, either as health professionals or medical trainees entering family medicine or subspecialty training.

We have also focused on financial sustainability through new programming. In the last five years, the faculty has developed and implemented 11 new educational programs, and has a further 12 programs at various stages of development. Through innovative programming, each and every one of these new initiatives has focused on new and better methods of education.

About Health Quality Programs



220+

HQ Students & Alumni

20+

Tenure Track &
Adjunct Faculty

3+

Staff

The Health Quality Programs are the first of their kind, specializing in linking theory and practice in quality, risk, and safety in health. We offer interdisciplinary courses, led by leaders in their fields, valuable international experience and convenient distance learning. Unparalleled in its scope, the Master of Science in Healthcare Quality (MScHQ) and Doctor of Philosophy in Health Quality (PhD HQ) address the growing need for interactions across disciplines, professions and communities. Join us on the forefront of improving health quality, risk, and safety in Canada and worldwide.

We promote, innovate and disseminate the theoretical and practical core concepts of quality, risk, and safety in health. In the Health Quality Programs, learners engage in the study and application of these core concepts that will enhance their understanding of quality improvement, risk reduction, and tools to promote safety within the healthcare system. Learners learn to systematically examine and evaluate current tools and approaches for healthcare and system improvements.

In 2012, the Master of Science in Healthcare Quality (MScHQ) was launched at Queen's University with an enrollment of 20 students. In September 2018, the Doctor of Philosophy in Health Quality (PhD HQ) will be launched at Queen's University. A core value of these programs is our interdisciplinary approach reflected in the professional backgrounds of our students and faculty (e.g., engineering, law, medicine, nursing and pharmacy). Currently, we have more than 100 students enrolled in the 2017-18 academic year from across Canada and around the world.

As the programs continues to expand, this Strategic Plan will provide the guidance and roadmap necessary to meet the challenges ahead. We are committed to ensuring that our students remain our first priority.



Our core values

*Excellence, community,
interdisciplinarity, globalization*

Vision, Mission, Goals

VISION

Educate global leaders in advancing the art and science of health quality.

MISSION

To cultivate interdisciplinary leaders in health quality, education, and research.

GOALS

Advance Quality,
Reduce Risk,
Promote Safety.

FOUNDATIONAL ELEMENTS



- ✓ Advance Quality
- ✓ Reduce Risk
- ✓ Promote Safety
- ✓ Leadership
- ✓ Networking
- ✓ Learner-centred

CORE VALUES



- ✓ Excellence
- ✓ Community
- ✓ Interdisciplinarity
- ✓ Globalization

STRATEGIES



- ✓ Education
- ✓ Research
- ✓ Service
- ✓ Technology



Core Values

- Excellence
 - We promote excellence in education, research, and teaching in all programs by utilizing evidence-based methodology and methods in quality metrics
- Community
 - We aim to foster a sense of community by providing on-going opportunities for faculty, students, peers, alumni, and guest speakers to interact on a regular basis. We also aim to connect current students and alumni through professional communities of practice.
- Interdisciplinarity
 - We aim to have interdisciplinary programs as reflected by our faculty, students, courses, and research projects. Collectively we strive to provide a culture of professionalism, respect, integrity, and collaboration in an ever-changing environment.
- Globalization
 - We reach citizens of other nations to promote health quality through education, research and practice by developing international partnerships



Foundational Elements

- Advance Quality
 - We aim to identify and test new initiatives that promote cost effective, high-quality, health for all Canadians by engaging in high quality research, education and practice.
- Reduce Risk
 - We aim to promote health practices that diminish the likelihood of preventative episodes of harm by monitoring reports of errors and disseminating findings to learners
- Promote Safety
 - We aim to disseminate best practices that enhance patient and health safety by providing up-to-date education programming that disseminates new knowledge contemporaneously
- Leadership
 - We aim to build leadership capabilities in the learners, faculty and staff members through education and training opportunities
- Networking
 - We aim to contribute and disseminate new knowledge globally. We strive to increase research awareness and enhance the support of research initiatives.
- Learner-Centred
 - We aim to provide the highest levels of support and satisfaction for students by utilizing a student-centered perspective for all aspects of the programs



Strategies

- Education
 - We educate learners who are professionals working in health quality settings who will lead with passion, creativity, and confident leadership to advance quality, reduce risk and promote safety
- Research
 - We engage in high quality, externally funded research and scholarship to advance the science of health quality, risk and safety
- Service
 - We will provide student centred services to support excellent education in health quality programs
- Technology
 - We will use innovative education tools to enhance the student learning experience and stream line administrative procedures

A close-up photograph of a person's hands typing on a black laptop keyboard. The laptop screen is open, displaying a webpage with a blue header and white content. In the background, another person is partially visible, also working on a laptop. The scene is set in what appears to be a classroom or office environment.

Key Strategies

Education

Research

Service

Technology

Strategies, Goals & Benchmarks

Education

We educate learners who are professionals working in health quality settings who will lead with passion, creativity, and confident leadership to advance quality, reduce risk and promote safety.

| Goals | Benchmark |
|---|---|
| Recruiting excellent learners to the programs who will graduate and become leaders in health quality in a variety of settings nationally and globally | Interdisciplinarity of students and alumni International students are 15% of classes yearly Increase the number of applications and admissions to the programs by 20% by 2023 |
| Expanding the interdisciplinarity of program faculty members who can teach quality, risk and safety | Each course in the programs has interdisciplinary faculty and content |
| Engage in program evaluations, including the Quality Matters Framework scorecard | Collect a variety of data from students, faculty and alumni to demonstrate excellence in health quality education by July 2020 |
| Develop an advancement campaign to raise money for student scholarships and bursaries | Two scholarships funded by 2023 Four external awards secured each year for students by 2023 |
| Engaging in a community of practice for students and alumni for continued professional development and networking | Engage 75% of alumni engage in a community of practice within one year of graduation |

Research

We engage in high quality, externally funded research and scholarship to advance the science of health quality, risk and safety.

| Goals | Benchmark |
|---|---|
| Establish key partnerships to advance local, regional, and global health quality initiatives for mutual benefit | Sign memorandum of understanding for collaborative research with two (2) international universities by 2023 and two (2) clinical agencies by 2020 |

| | |
|---|--|
| Seek funding opportunities to advance the science of health quality, risk and safety | Faculty members will be externally funded through local, provincial and national research grants annually |
| Recognize and celebrate achievement in research and education equally from students and faculty | Research and education achievements will be celebrated publicly using the Digital Media Strategy bi-monthly |
| Provide each permanent faculty member with opportunities to develop as a supervisor of graduate students, and opportunities to develop as a researcher and educator | Ensure all new tenure track faculty members are on the supervisory committee of at least one PhD student within a year of starting their initial appointment |
| Engage in multiple approaches to knowledge transfer, exchange, and implementation | Broadly publish in peer reviewed and grey literature and engage in multi-media |

Service

We will provide student centred services to support excellent education in health quality programs.

| Goals | Benchmark |
|--|---|
| Develop and implement a Health Quality Marketing and Recruitment Strategy. | Develop Health Quality Program Marketing & Recruitment Strategy by July 2018 |
| Optimize human resource capacity to support the work and activities of the Health Quality Programs | Ensure all staff members develop a career development plan that is placed on their file annually |
| Identify and communicate all Knowledge Translation and implementation activities | Develop an annual report highlighting research, education, knowledge translation, and implementation achievements from the programs |
| Develop and document policies and procedures | Maintain the Staff Operations Manual each year to document and reflect on program operations. Update the Student and Faculty Handbooks yearly |
| Create a network of health quality stakeholders and organizations for reciprocal exchange of and teaching and learning opportunities | The Advisory Committee has members from a wide variety of organizations and disciplines Faculty members and alumni engage in networking opportunities including expert panels and advisory roles |

Technology

We will use innovative education tools to enhance the student learning experience and stream line administrative procedures.




| Goals | Benchmark |
|---|--|
| Integrate the use of new and innovative technologies in courses and other educational opportunities | Each year all new and existing technology is evaluated and approved for efficacy, utility and cost effectiveness |
| Transform all records electronically from paper based | All student and program files electronic by 2019 |
| Streamline and integrate all technological processes to improve usability and efficiency of all information about the health quality programs | Effective links created between the web site and learning management system by 2019 (example SOLUS, onQ, Salesforce) |

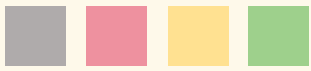
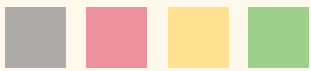
Monitoring & Evaluation

The HQ Programs will monitor and evaluate the 2018-2023 strategic plan on a yearly basis using a formalized scorecard. The scorecard will be evaluated bi-annually to determine strategic progress and opportunities for improvement. The HQ Programs' Strategic Plan will also updated strategic goals based on emerging information or changing environments with guidance from the HQ Advisory Committee.

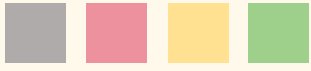
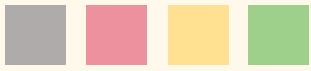
Strategic Scorecard

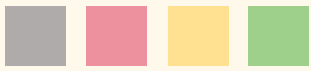
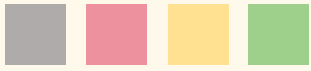
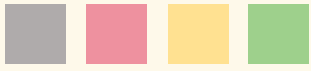
Education

| Goals | Benchmark | Completion |
|--|--|---|
| <p>Recruiting excellent learners to the programs who will graduate and become leaders in health quality in a variety of settings nationally and globally</p> | <p>Interdisciplinarity of students and alumni International students are 15% of classes yearly Increase the number of applications and admissions to the programs by 20% by 2023</p> |  |
| <p>Comments</p> | | |
| <p>Expanding the interdisciplinarity of program faculty members who can teach quality, risk and safety</p> | <p>Each course in the programs has interdisciplinary faculty and content</p> |  |
| <p>Comments</p> | | |
| <p>Engage in program evaluations, including the Quality Matters Framework scorecard</p> | <p>Collect a variety of data from students, faculty and alumni to demonstrate excellence in health quality education by July 2020</p> |  |
| <p>Comments</p> | | |

| | | |
|---|--|---|
| Develop an advancement campaign to raise money for student scholarships and bursaries | Two scholarships funded by 2023 Four external awards secured each year for students by 2023 |  |
| Comments | | |
| Engaging in a community of practice for students and alumni for continued professional development and networking | 75% of alumni engage in a community of practice within one year of graduation |  |
| Comments | | |



Research

| Goals | Benchmark | Completion |
|---|---|---|
| Establish key partnerships to advance local, regional, and global health quality initiatives for mutual benefit | Sign memorandum of understanding for collaborative research with two (2) international universities by 2023 |  |
| Comments | | |
| Seek funding opportunities to advance the science of health quality, risk and safety | Faculty members will be externally funded through local, provincial and national research grants annually |  |
| Comments | | |

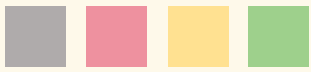

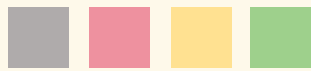
| | | |
|--|---|---|
| <p>Recognize and celebrate achievement in research and education equally from students and faculty</p> | <p>Research and education achievements will be celebrated publicly using the Digital Media Strategy bi-monthly</p> |  |
| <p>Comments</p> | | |
| <p>Provide each permanent faculty member with opportunities to develop as a supervisor of graduate students, and opportunities to develop as a researcher and educator</p> | <p>Ensure all new tenure track faculty members are on the supervisory committee of at least one PhD student within a year of starting their initial appointment</p> |  |
| <p>Comments</p> | | |
| <p>Engage in multiple approaches to knowledge transfer, exchange, and implementation</p> | <p>Broadly publish in peer reviewed and grey literature and engage in multi-media</p> |  |
| <p>Comments</p> | | |

Service

| Goals | Benchmark | Completion |
|--|---|---|
| Develop and implement a Health Quality Marketing and Recruitment Strategy. | Develop Health Quality Program Marketing & Recruitment Strategy by July 2018 |  |
| Comments | | |
| Optimize human resource capacity to support the work and activities of the Health Quality Programs | Ensure all staff members develop a career development plan that is placed on their file annually |  |
| Comments | | |
| Identify and communicate all Knowledge Translation and implementation activities | Develop an annual report highlighting research, education, knowledge translation, and implementation achievements from the programs |  |
| Comments | | |

| | | |
|---|---|---|
| <p>Develop and document policies and procedures</p> | <p>Maintain the Staff Operations Manual each year to document and reflect on program operations. Update the Student and Faculty Handbooks yearly</p> |  |
| <p>Comments</p> | | |
| <p>Create a network of health quality stakeholders and organizations for reciprocal exchange of and teaching and learning opportunities</p> | <p>The Advisory Committee has members from a wide variety of organizations and disciplines Faculty members and alumni engage in networking opportunities including expert panels and advisory roles</p> |  |
| <p>Comments</p> | | |

Technology

| Goals | Benchmark | Completion |
|---|--|---|
| Integrate the use of new and innovative technologies in courses and other educational opportunities | Each year all new and existing technology is evaluated and approved for efficacy, utility and cost effectiveness |  |
| Comments | | |
| Transform all records electronically from paper based | All student and program files electronic by 2019 |  |
| Comments | | |
| Streamline and integrate all technological processes to improve usability and efficiency of all information about the health quality programs | Effective links created between the web site and learning management system by 2019 (example SOLUS, onQ, Salesforce) |  |
| Comments | | |

 Not Started
  Off-Track, In-Progress
  On-Track, In-Progress
  Completed

Health Quality Programs
Queen's University, 102 Barrie Street, Kingston, ON, K7L 3N6
(613) 533-6000 ext. 75370
healthsci.queensu.ca/hqprograms