

## **Nursing 20/20 – Faculty of Health School of Nursing Strategic Plan 2015-2020**

### **Nursing Today at York University**

The School of Nursing (SoN) focuses on the theoretical, scientific, and philosophical knowledge of nursing and human caring. The innovative person-centric relational approach to teaching at York University's School of Nursing develops the future leaders in Canada's health care system, preparing them for careers as nurses in hospitals, and community health and other organizations, and as public health promotion leaders, health policy leaders, nursing practice leaders, and health care managers, educators or researcher. The School does this through research and education that focuses on the advancement of caring human-science based nursing knowledge and practice.

### **Vision for York Nursing 2020: A Direction for Strategic Planning**

To prepare undergraduate students for excellence in practice as competent, safe, and ethical professional Registered Nurses, and to advance the practice of nurses engaged in graduate and doctoral studies as nurse leaders, through accessible, informed, and visionary curricula.

This vision is underpinned by the following description of Nursing at York:

Leading excellence in nursing education, research and scholarship by championing diversity and innovative integration of human science caring, social justice, and professional nursing practice, for the betterment of human health and wellbeing.

### **Challenges Ahead for Achieving the Vision for Nursing 20/20**

The School of Nursing is conducting a Strategic Planning exercise that is engaging faculty and stakeholders. This process began with analysis of planning documents, including: the University's Academic White paper, Academic and Administrative Program Review (AARP), Academic Task Force Report (November, 2014), Faculty of Health and School of Nursing AARP Responses, the Institutional Strategic Directions Document (January, 2015), and the current Strategic Plan for the School of Nursing 2010-15 (2014 version). The School of Nursing will finalize goals in order to set priorities and finalize the strategic plan for the School that underwent collegial review over Fall 2015 with approval early in 2016, and will be followed by annual review/update.

As a professional program, the SoN has unique challenges in continuing to offer strong academic and clinical experiences to undergraduate and graduate students. In addition, the School faces internal and external challenges, highlighted in the results of the AARP that rated the undergraduate programs as sustainable and of reasonably high quality, and the graduate program (MScN) that was somewhat lower in both quality and sustainability. This rating did not match the results of a program review conducted in 2012. A SWOT analysis conducted for this strategic directions exercise revealed the following.

### **SWOT Analysis**

#### ***Strengths and Weaknesses (internal)***

##### **Strengths:**

- The overall offerings of undergraduate BScN programs are somewhat unique:

- Strong philosophical basis – human science and social justice;
  - Collaborative BScN Program with Seneca and Georgian Colleges was the first collaboration in Ontario;
  - 2<sup>nd</sup> Entry BScN Program has been developed in response to increasing demand for nursing programs that build on prior university learning; and
  - Internationally Educated Nurses (IEN) BScN Program is unique in the country, providing opportunity for nurses from other countries to earn a degree to be eligible to become Registered Nurses in Ontario.
- The graduate MScN program – generic and Nurse Practitioner (NP) options:
    - NP option is distinctive as it offers a graduate degree; some other members of the current 9-university Primary Health Care Nurse Practitioner (PHCNP) consortium offer post-graduate certificate only;
    - Strong philosophical basis – human science and social justice;
    - Increasing pass rates (2014 96%) for the Primary Care Extended Class registration; and
    - The York NP Program coordinator and teacher for two core courses in the program is a doctorally-prepared PHCNP.
  - Nursing is a unique health professional program at York University:
    - Nursing Simulation Centre (NSC) is providing strong support for experiential learning lead by the new Director of the NSC and experienced staff;
    - Support for strengthening teaching for full-time and part-time faculty is now available with the newly-filled role of Associate Director, Undergraduate Education; and
    - Nursing Practicum Coordination Office (NPCO) manages clinical placements (identifying opportunities, requesting sites, matching students by course), and creates experiential learning opportunities for students and community partnerships under leadership of the Manager, Clinical Resource Services.
  - Research productivity is expected to continue to increase through greater success with funding, and with the leadership of newly-filled role of Associate Director, Research.
  - Student body reflects diversity that mirrors the population in the greater Toronto area and is aligned with York's mandate to provide access to post-secondary education. This is also reflected in the mission/vision provided above.

**Weaknesses:**

- Collaborative BScN program pass rates for Canadian Registered Nurse Exam (CRNE) were dropping over time prior to introduction of the NCLEX-RN exam in 2015 and early writers of the NCLEX-RN across the country are not being as successful as they were with the CRNE.
- Teaching load, identified as the number of full course equivalents (FCE) for professorial and alternate stream faculty of 2.5 and 3.0 FCE respectively (as of Fall 2015), creates unique challenges to teaching in a professional, practice-based program:
  - Teaching load document, in response to the Memorandum of Settlement (MOS), was submitted to the Dean in December 2015;
  - Teaching load is higher than in two of the other Faculty of Health units;

- Increase in class sizes has added to teaching load in a practice-based discipline; and
- Challenges in developing a research-intensive culture given teaching load and unique administrative/service responsibilities at the SoN.
- York University's reputation as having frequent labour disruptions and fears about campus safety may affect the number of applications by highly qualified applicants.

### **Opportunities and Threats (external)**

#### **Opportunities:**

- Currently preparing for undergraduate BScN program review by the Canadian Association of Schools of Nursing (CASN), with the next on-site review scheduled for November, 2016; currently the SoN holds a maximum 7-year accreditation.
- The MScN program underwent review in Institutional Quality Assurance Program (IQAP) 2012 that identified clear strengths and areas for development that are planned, including:
  - Review of some core courses and their relative weighting;
  - Build a research culture: already supporting a greater proportion of students completing thesis and/or having an interest in doing so (as a result of talking with incoming students and mandatory orientation);
  - Continue to attract stronger applicants; and
  - Continue the MScN NP option with consideration of sequencing and timing of courses.
- Proposal for PhD program, approved by Faculty of Graduate Studies (FGS) and Senate in November 2015, was reviewed by the Ontario Universities Council on Quality Assurance and is under review by the Ministry of Training, College and Universities (MTCU) for approval, with an anticipated start date of Fall 2017 (timing of site visit delayed so time needed for recruitment for Fall 2016 may not be feasible given faculty complement and time needed following approval for marketing, applications etc.).

#### **Threats:**

- As of 2015, the College of Nurses of Ontario (CNO) changed requirements for professional registration from successful completion of the CRNE, to the NCLEX-RN, an exam delivered by NCSBN in a computer-adaptive format.
  - This format change has prompted a review of curricula to ensure that the coverage of the question categories of the NCLEX-RN, and online exposure to exam-style questions, are adequately addressed in the preparation of students who will be practicing in the Canadian context;
  - The NCLEX-RN has been adopted across Canada and early writers have been less successful than those writing the CRNE in past; early writers in Ontario had a 66% pass rate compared to 2014 results from the CRNE of 86.7%. Final results for NCLEX-RN for 2015 writers will be available from CNO in March 2016.
- Competition in securing appropriate clinical practicum placements in sufficient numbers is increasing across the greater Toronto area, and the province. Some traditional placements are no longer available and alternative placements require revision of clinical supervision of students.

- Graduate MScN programs underwent IQAP review in 2012 that identified areas to be strengthened:
  - Work with IT to support Moodle platform for on-line MScN program; and explore methods of connecting students synchronously (in real time), and for York to take the lead in this mode of delivery by providing supported needed (recommendation to have external IT review);
  - Build partnership with other faculties for electives; and
  - Recommendation to explore consideration of international students in the program while being aware that there would be no additional revenue to the University given the recent CUPE 3903 collective agreement.

## **Accomplishing Our Five Strategic Directions**

This document is considered a 'living document'; additions or revisions may occur as new challenges and changes arise. Any such changes would be made visible under the model of shared governance and would be recorded by the regular SoN committee processes and subjected to approval by the Collegium.

- I. Promoting High Quality Student Learning Experiences
  - a. Strengthen undergraduate curriculum that includes sufficient, appropriate clinical practicum experiences using new model of clinical supervision as well as administrative support.
  - b. Deliver Collaborative BScN program on three partner sites and improve student outcomes with a new Memorandum of Understanding (MOU).
  - c. Offer a unique PhD Program in Nursing at York University.
  - d. Innovative MScN program delivery with more options available for synchronous student-faculty interaction.
- II. Generating Research That Makes a Difference
  - a. Growth of research intensity in the School of Nursing.
  - b. Remain open to opportunities for innovations in research-generative activities, both within and external to the SoN.
- III. Connecting with Partners – Local to Global Networks
  - a. Develop local partnerships to create new and innovative clinical placements for undergraduate and graduate students.
  - b. Develop global partnerships to create new clinical and research opportunities.
  - c. Consider engaging in international partnerships to provide diversity in nursing educational experiences.
- IV. Developing SoN Faculty and Staff
  - a. Consider engaging in international partnerships to provide diversity in nursing educational experiences.
  - b. In collaboration with the Dean's Office, develop supports for SoN administrative staff.
- V. Building Key Clinical Support Resources to Make it Happen
  - Expand the scope of learning opportunities using nursing simulation in the Nursing Simulation Centre (NSC).

**Expected Outcomes at the 1-Year and 5-Year Points of the Plan**

**Goal I: Promoting High Quality Student Learning Experiences**

- a. Strengthen undergraduate curriculum that includes sufficient, appropriate clinical practicum experiences using new model of clinical supervision as well as administrative support.

<b>Expected Outcomes 12 months</b>	<b>Expected Outcomes 5 years</b>
<ul style="list-style-type: none"> <li>• Unit and program reports prepared for CASN accreditation of the BScN programs</li> <li>• Advisory Committee meeting at York that informs clinical placement sites and processes of supervision and support of students in all BScN programs</li> <li>• New placement sites identified and confirmed in regions (e.g. Peel) through SoN leadership, faculty, NPCO, and NP Placement Coordinator</li> <li>• Model of clinical teaching using smaller clinical groups across multiple, concurrent sites with Clinical Course Director (CCD) implemented</li> <li>• Faculty curriculum developed and delivered to part-time faculty to assist with the provision of a new supervision model</li> <li>• Consultation with YU legal counsel about revision to affiliation agreements with smaller clinical agencies</li> <li>• CASPer used for 2016 intake of 2<sup>nd</sup> entry BScN students, for 2017 IEN</li> <li>• Increase in experiential education pedagogies in each program demonstrated through recognition as leaders at York in EE and e-learning</li> <li>• School mission and philosophy that underpins all programs approved</li> <li>• Feasibility report for expansion of IEN BScN and 2<sup>nd</sup> Entry programs created (considering resources)</li> <li>• Capacity in leadership team (Associate Directors, leadership in Nursing Practicum Coordination Office (NPCO) and NSC, program UPDs/Coordinators) developed</li> </ul>	<ul style="list-style-type: none"> <li>• Full curriculum review following accreditation that produced evidence to update curriculum</li> <li>• Yearly Advisory Committee meetings that informs/updates curriculum and placements</li> <li>• Adequate placement sites to meet curriculum needs</li> <li>• New model of supervising and supporting students in clinical practicum settings fully implemented and new appropriate clinical placements negotiated</li> <li>• Evaluation of models of supervising/supporting students in clinical practicum placements informing teaching and curriculum</li> <li>• Partnerships with smaller clinical agencies developed</li> <li>• CASPer used as criterion for admission to all BScN programs</li> <li>• Increase in experiential education pedagogies in each program demonstrated through recognition as leaders at York in EE and e-learning and scholarship</li> <li>• School mission and philosophy that underpins all programs reviewed and updated if necessary based on environmental scan and evaluation</li> <li>• IEN and 2<sup>nd</sup> entry BScN programs expanded</li> <li>• Stable leadership team with roles well defined and fully operational; confirm value provided by each role</li> </ul>

**Goal I: Promoting High Quality Student Learning Experiences:**

- b. Deliver Collaborative BScN program on three partner sites and improve student outcomes with a new Memorandum of Understanding (MOU).

<b>Expected Outcomes 12 months</b>	<b>Expected Outcomes 5 years</b>
<ul style="list-style-type: none"> <li>• Model student numbers for program admission and progression into Year 3 at York</li> <li>• Plan for an effective collaborative BScN program delivery model for all 3 sites</li> <li>• Revise MOU to reflect modelled student number and collaborative program delivery model</li> <li>• Standardization of admission criteria and processes plan developed</li> <li>• Plan for continuing support for student success in writing NCLEX-RN</li> <li>• Plan strategic hires to support BScN programs and support interdisciplinary global health program (HIST)</li> <li>• Continue to support students' transition from college sites to York for Year 3 with university wide initiatives</li> </ul>	<ul style="list-style-type: none"> <li>• Consistency in program delivery on all 3 partner sites</li> <li>• Effective collaborative program delivery model that exceeds the student experience and program outcomes</li> <li>• Revised MOU for collaborative BScN program signed and in place for 5 years.</li> <li>• Admission standards continue to increase over time with stronger applicant pool</li> <li>• NCLEX-RN pass rates improve and meet/exceed the provincial average</li> <li>• Long term hiring plan to meet needs of the programs</li> <li>• Strategies to ensure quality across all sites evaluated and revised as needed</li> </ul>

**Goal I: Promoting High Quality Student Learning Experiences:**

- c. Offer a unique PhD Program in Nursing at York University

<b>Expected Outcomes 12 months</b>	<b>Expected Outcomes 5 years</b>
<ul style="list-style-type: none"> <li>• Approval of PhD program at York and MTCU</li> <li>• Hiring priorities to support the PhD program</li> <li>• Program is marketed to nursing community</li> <li>• Preparation to launch program completed</li> <li>• Student recruitment plan in place and implemented</li> <li>• Policy and procedures in place to appoint faculty to full appointment with Faculty of Graduate Studies</li> </ul>	<ul style="list-style-type: none"> <li>• First students to be admitted to start Fall 2018</li> <li>• Full complement of Professorial Stream faculty in place to support graduate programs</li> <li>• All doctoral course fully developed and taught, including most electives</li> <li>• First graduates of PhD program (assuming completion in 4 years)</li> <li>• SoN recognized as leader in social justice grounded in human science</li> </ul>

**Goal I: Promoting High Quality Student Learning Experiences:**

- d. Innovative MScN program delivery with more options for synchronous on-line student-faculty interaction

<i><b>Expected Outcomes 12 months</b></i>	<i><b>Expected Outcomes 5 years</b></i>
<ul style="list-style-type: none"> <li>• Implement short-term recommendations from MScN program review including IT review of support program needs for synchronous student-faculty interaction</li> <li>• Plan for longer term recommendations</li> <li>• Plan developed for increased marketing of the MScN program</li>   <li>• Coordination of NSC use by graduate and undergraduate programs</li> <li>• Develop/implement electronic check of credentials for practicum placements for graduate students</li>   <li>• Continue provincial leadership of the PHCNP program</li> <li>• Strategic hire to support PHCNP program</li> </ul>	<ul style="list-style-type: none"> <li>• Seek funding of new IT initiatives</li>   <li>• Evaluate new IT initiatives</li>   <li>• Implementation of appropriate recommendations from MScN program review</li> <li>• Undertake MScN (generic and NP) program review (2019)</li>   <li>• Marketing to promotes graduate programs at nursing conferences</li> <li>• Information materials developed and circulated to nursing community about educational opportunities at York for graduate education</li>   <li>• Assessment of further needs for faculty and other support for PHCNP program</li> </ul>

**Goal II: Generating Research That Makes a Difference**

a. Growth of research intensity in the School of Nursing

<b><i>Expected Outcomes 12 months</i></b>	<b><i>Expected Outcomes 5 years</i></b>
<ul style="list-style-type: none"> <li>• Build capacity of junior faculty for successful development of program or research and funding (internal and external) with support/guidance of the Associate Director, Research</li> <li>• Support development of research teams that are interdisciplinary within/outside of York University under leadership of Associate Director, Research</li> <li>• Pursue partnerships</li> <li>• Teaching Load document for the School to the Dean Fall 2015 in response to MOS with goal of reducing TL to support research</li> <li>• Number of students completing MScN thesis increases</li>   <li>• RN to MScN recruitment plan developed</li>   <li>• Senior Development Officer to develop the “ask” for named school</li> <li>• Innovative research dissemination and knowledge mobilization developed</li> <li>• Plan for research unit</li> <li>• Continue with current collaboration with (Bergin, Norway)</li> </ul>	<ul style="list-style-type: none"> <li>• Long-term evaluation of the role of Associate Director, Research</li> <li>• Increased funding from research from diverse sources</li> <li>• Established interdisciplinary research teams that expand beyond local boundaries</li>   <li>• Preliminary evaluation of impact of reduced teaching load on research productivity</li>   <li>• Over 50% of MScN students complete thesis</li>   <li>• Capacity of RN to MScN program reached or discussion to discontinue started</li> <li>• Named school with support that will be seen in increased research and innovation in clinical teaching</li> <li>• Reputation of School for innovative dissemination of research</li> <li>• Research Chair held by 10% (3-4) of FGS appointed faculty</li> <li>• Expand international collaborations with focus on both research and education</li> </ul>



**Goal III: Connecting with Partners – Local to Global Networks**

- a. Develop local partnerships to create new and innovative clinical placements for undergraduate and graduate students

<b>Expected Outcomes 12 months</b>	<b>Expected Outcomes 5 years</b>
<ul style="list-style-type: none"> <li>• Advisory Committee to meet annually at York to inform clinical placement sites/processes of supervision/support of students in all BScN programs</li> <li>• Reach out by NPCO, NP placement coordinator, faculty, leadership to regions (e.g., Peel) to identify new sites and develop new partnerships</li> <li>• Plan for developing and sustaining partnerships developed and includes strategies to trouble shoot and provide ongoing support</li> <li>• Collaboration in Jane-Finch region expanded</li> <li>• Capacity in leadership team (Associate Directors, NPCO Manager, NSC Director, program UPDs/Coordinators) developed</li> <li>• Beginning interdisciplinary partnerships established (e.g., patient/consumers)</li> </ul>	<ul style="list-style-type: none"> <li>• New model of supervising and supporting students in clinical practicum setting fully implemented and new appropriate clinical placements negotiated</li> <li>• Evaluation of models of supervising/supporting students in clinical practicum placements completed</li> <li>• Stable leadership team with roles well defined and fully operational; confirm value provided by each role</li> <li>• “Village” supported by nursing undergraduate and graduate students to provide health care and health promotion to older adults</li> <li>• Teaching NP led clinic developed</li> <li>• Interdisciplinary partnerships established and strengthened (e.g., patient/consumers)</li> </ul>

**Goal III: Connecting with Partners – Local to Global Networks**

- b. Develop global partnerships to create new clinical and research opportunities

<b>Expected Outcomes 12 months</b>	<b>Expected Outcomes 5 years</b>
<ul style="list-style-type: none"> <li>• Partnerships for clinical placements outside of the local region identified and in liaison with Global Health Steering committee</li> <li>• Opportunities for global partnerships identified by Associate Director, Undergraduate Education for clinical practice with appropriate evaluation research</li> <li>• First visiting professor in SoN</li> <li>• Strengthen international collaboration with Norway and Brazil</li> </ul>	<ul style="list-style-type: none"> <li>• International clinical placements with IHST for partnerships to support students established and evaluated</li> <li>• First global partners have students in both countries, agreements signed</li> <li>• Expansion of opportunities for students and researchers in all FoH programs</li> <li>• Number of international collaborations increased</li> <li>• Number of post-doctoral and visiting professors increased in SoN</li> </ul>

**Goal III: Connecting with Partners – Local to Global Networks**

- c. Consider engaging in international partnerships to provide diversity in nursing educational experiences.

<b>Expected Outcomes 12 months</b>	<b>Expected Outcomes 5 years</b>
<ul style="list-style-type: none"> <li>• Take advantage of opportunities to talk about potential international partnerships – York International, Office of the Dean</li> <li>• SoN faculty teaching in Bergen, Norway</li> <li>• Understanding of liability/insurance issues related to international partnerships</li> </ul>	<ul style="list-style-type: none"> <li>• Facilitators and barriers to international partnerships clearly identified and plan to promote and manage, respectively, on a project by project basis</li> <li>• Agreement with first international partner and first group of students engaged</li> </ul>

**Goal IV: Developing SoN Faculty and Staff**

- a. Consider engaging in international partnerships to provide diversity in nursing educational experiences.

<b>Expected Outcomes 12 months</b>	<b>Expected Outcomes 5 years</b>
<ul style="list-style-type: none"> <li>• Orientation of new full-time faculty developed by Faculty Development Committee (FDC) and Associate Directors</li> <li>• Needs for ongoing professional development in defined areas identified (e.g., simulation, item-writing, clinical practice, curriculum development, research funding)</li> <li>• Annual retreats for undergraduate and graduate programs continue and are planned by the FDC, Executive Committee, leadership of university – college partners</li>   <li>• Critical content of mandatory and course-specific orientation for Clinical Course Directors (CCD – CUPE)</li> </ul>	<ul style="list-style-type: none"> <li>• Integrated new faculty mentoring program developed</li> <li>• Programs for ongoing faculty development established and ongoing</li> <li>• A culture of shared responsibility and accountability across/within teaching, research and service functions including advancing collective identity of the SoN, that promotes equity across units</li> <li>• Ongoing professional development for all full-time and part-time faculty and staff developed and facilitated</li> <li>• A comprehensive strategy for faculty and staff mental well-being and physical health implemented, that aligns with university resources</li>   <li>• Role of Part time faculty cohort strengthened</li> </ul>

**Goal IV: Developing SoN Faculty and Staff**

- b. In collaboration with the Dean’s Office, develop supports for SoN administrative staff.

<b>Expected Outcomes 12 months</b>	<b>Expected Outcomes 5 years</b>
<ul style="list-style-type: none"> <li>• Orientation of new full-time staff and work-study students developed by Manager, staff, and Executive Officer</li> <li>• Needs for ongoing development in defined areas identified (e.g., use of software)</li> <li>• Annual retreats for program include staff for appropriate sections</li> </ul>	<ul style="list-style-type: none"> <li>• Integrated new staff mentoring program developed</li> <li>• Programs for ongoing staff development established and ongoing</li> <li>• A culture of shared responsibility and accountability including advancing collective identity of the SoN</li> <li>• A comprehensive strategy for faculty and staff mental well-being and physical health implemented, that aligns with university resources</li> </ul>

**Goal V: Building Key Clinical Support Resources to Make it Happen**

Expand the scope of learning opportunities using nursing simulation (in the Nursing Simulation Centre – NSC)

<b>Expected Outcomes 12 months</b>	<b>Expected Outcomes 5 years</b>
<ul style="list-style-type: none"> <li>• Processes for remediation for off-track students, and for students requiring clinical practice knowledge and/or skill improvement developed in collaboration with faculty</li> <li>• 5-year budget for Nursing Simulation Centre (NSC) developed to address resource needs to sustain quality learning experiences; includes but not limited to human resources, equipment, and supplies</li> <li>• On-site educator workshop related to the use of simulation in NSC and classroom developed and offered</li> <li>• All NSC policies and procedures reviewed</li> <li>• NSC policies/processes aligned with Canadian Patient Safety Institute (2009) Safety Competencies, as well as with nursing education and simulation best practices/evidence bases, and SoN or university policies</li> <li>• Course Directors guided/supported to revise NSC lab sessions ensuring that activities move from the <i>see one, do one model</i> to active engagement and learning with Clinical Course Director (CCD) support, as appropriate to the students' learning needs and program level</li> <li>• Appropriate University resources identified and appropriate persons consulted to streamline resource purchasing and acquisition</li> <li>• Potential for high school tours/sessions (e.g., CHISM and other marketable revenue generating activities in NSC explored</li> <li>• Liaise with Kinesiology to plan simulation/learning events to promote interdisciplinary collaboration (e.g., conduct a mock-disaster)</li> </ul>	<ul style="list-style-type: none"> <li>• Application for Simulation Program Accreditation with Society for Simulation in Healthcare completed</li> <li>• Student retention improved through use of NSC to bring curriculum to life</li> <li>• Appropriate use of NSC resources to support classes and student led practice increased</li> <li>• NSC resources increased to further grow a simulation program</li> <li>• Nursing programs and NSC promoted through community engagement during University fairs, School Tours (e.g, CHISM), and Visit York Days</li> <li>• Liaise with community partners to promote NSC use in filming or other functions for revenue generation and in-kind functioning</li> <li>• Engagement in NSC-based simulation research increased (completed and/or in progress)</li> <li>• Partner with local health care agencies to support use of simulation for health care team safety initiatives</li> <li>• Plans (including funding) for new State of the Art NSC to serve undergraduate, graduate, and professional nursing and interprofessional learning developed</li> </ul>