**Nursing 20/20 – Faculty of Health**

**School of Nursing Strategic Plan 2015-2020**

**Nursing Today at York University**

The School of Nursing focuses on the theoretical, scientific and philosophical knowledge of human caring. The innovative person-centric 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, community health and other organizations, public health promotion leaders, nursing practice leaders, and health care managers or educators. We do this through research and education focused on the advancement of caring human-science based nursing knowledge and practice. As a professional program we have unique challenges in offering strong academic and clinical experiences to undergraduate and graduate students. In addition, while enacting this mission, we face challenges within and outside of the School (see SWAT analysis), including results AARP that rated undergraduate programs as sustainable and reasonably high quality, and the graduate program (MScN) that was somewhat lower in both quality and sustainability a rating that does not match results of program review, 2012.

**Vision for Nursing 2020 Provided Direction for Strategic Planning**

To prepare individuals to become nurses, and enable nurses to advance in their profession, and to produce knowledge for the betterment of human health and wellbeing.

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

The School of Nursing is beginning a Strategic Planning exercise that will engage faculty and stakeholders in conversations and academic retreat in Fall 2015. This process has started with analysis of planning documents (e.g., 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 to ensure full input in order to set priorities and finalized the strategic plan for the School, that will undergo collegial review and approval over the Fall of 2015.

**SWOT Analysis**

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

Strengths:

* The undergraduate BScN programs are unique:
  + Strong philosophical basis – human science and social justice;
  + Collaborative BScN Program with Seneca and Georgian Colleges were the first collaboration in Ontario;
  + 2nd Entry BScN Program has successful graduates; and
  + Internationally Educated Nurses (IEN) BScN Program is unique in the province 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) option:
  + NP options unique as offers degree (other members of the 9-university Primary Health Care Nurse Practitioner (PHCNP) consortium offer certificate;
  + Strong philosophical basis – human science and social justice;
  + Unique delivery model – online; and
  + NP Program coordinator and primary teacher is a doctorally-prepared PHCNP.
* Nursing is a unique health professional program in York University:
  + Nursing Simulation Centre (NSC) has been reconfigured to better support students’ learning lead by Director of NSC by Laura Nicholson;
  + Support for strengthening teaching for full-time and part-time faculty is now available with new Associate Director Nancy Sangiuliano; and
  + Nursing Practicum Coordination Office (NPCO) manages clinical placements (identifying opportunities, requesting sites, matching to students by course) creates experiential learning under leadership of Andre Meghie.
* Scope of research is broadening with increased success with funding that is expected to grow with the leadership of Associate Director Mina Singh.

Weaknesses:

* Collaborative BScN pass rates for Canadian Registered Nurse Exam (CRNE) were dropping over time prior to introduction of a the NXLEX-RN exam (American) in 2015.
* Teaching load – number of courses for professorial and alternate stream faculty of 2.5 and 3.0FCE, respectively creates unique challenges to teaching in a professional – practice-based program.
  + Teaching load document being finalized in response to MOS;
  + Teaching load higher than in other Faculty of Health Units; and
  + Increase in class sizes has added to teaching load in a practice-based discipline.
* York University’s reputation as having labour disruptions and unfounded assumptions about campus safety affect applications of highly qualified applicants who select other local competitors.

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

Opportunities:

* Undergraduate BScN programs currently have 7-year (maximum) accreditation from the Canadian Association of Schools of Nursing; preparing for next review 2015-16 for site visit November 2016.
* Graduate MScN programs underwent review in 2012 that identified clear strengths and areas for development including:
  + Review of some core courses – weighting;
  + Build a research culture already supporting a greater proportion of student completing thesis and/or having an interest in doing so (as a result of talking with incoming students and mandatory onsite orientation);
  + Continue to attract stronger applicants; and
  + Continue the MScN NP option with consideration of sequencing and timing of courses.
* Proposal for PhD program being sent to FGS for approval and anticipate starting in Fall 2017 (timing of site visit delayed so time needed for recruitment for Fall 2016 cannot be met given need for MTCU approval).

Threats

* College of Nurses of Ontario (CNO) changed requirements to become Registered Nurse from writing CRNE to writing American NCLEX-RN adaptive computer delivered examinations:
  + Although CNO says this is not American versus Canadian but safety-focused, the content has items that do not fit the Canadian context and laws;
  + Computer adapted format is new and there is no “practice” available in a similar format; and
  + The NCLEX-RN has been adopted across Canada and early writers have been less successful than those writing CRNE in past.
* Graduate MScN programs underwent review in 2012 that identified areas to be strengthened:
  + Work with IT to support Moodle platform for on-line MScN program and means of connecting students in real time and providing other support to keep York ahead in this mode of delivery (recommendation to have external IT review);
  + Build partnership with other faculties re: electives; and
  + Recommendation to explore international students balanced with no additional revenue with recent collective agreement at York.

**Accomplishing Our Five Strategic Directions**

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

1. Achieving a High Quality Student Experience
   1. Strengthen undergraduate curriculum that includes appropriate clinical practicum experiences using new model of supervision/support.
   2. Deliver the Collaborative BScN program on all three partner sites and improve student outcomes.
   3. Unique PhD Program in Nursing at York University.
   4. Innovative on-line MScN program delivery with synchronous student-faculty interaction.
2. Generating Innovative Research that Makes a Difference
   1. Growth of research intensity in the School of Nursing.
   2. To be developed
3. Connecting with Partners – Local to Global Networks
   1. Develop local partnerships to create new and innovative clinical placements for undergraduate and graduate students.
   2. Develop global partnerships to create new clinical and research opportunities.
   3. Engage in international partnerships to provide nursing education.
4. Supporting our Faculty & Staff in becoming global leaders
   1. To be developed.
5. Building Key Support Resources
   1. Expand the scope of learning opportunities using nursing simulation.
   2. To be developed

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

**Goal I:** Achieving a High Quality Student Experience:

Strengthen undergraduate curriculum that includes appropriate clinical practicum experiences using new model of supervision/support

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| ***Expected Outcomes***  ***12 months*** | ***Expected Outcomes***  ***5 years*** |
| * Prepare for and undergo CASN accreditation of the BScN programs * Advisory Committee to meet annually at York to inform clinical placement sites/processes of supervision/support of students in all BScN programs * Reach out by NPCO, faculty, leadership to regions (e.g., Peel) to identify new sites * Develop model of smaller clinical groups across multiple sites with Clinical Course Director (CCD) * Provide education to part-time faculty to provide new supervision model * Review affiliation agreement (York legal) to explore partnership with smaller clinical agencies * CASPer used for 2016 intake of 2nd entry BScN students, for 2017 IEN * Continue to increase experiential education pedagogies in each program and be recognized as leaders at York in EE and e-learning * Develop capacity in leadership team (Associate Directors, NPCO Manager, NSC Director, program UPDs/Coordinators) | * Full curriculum review following accreditation * New model of supervising and supporting students in clinical practicum setting fully implemented and new appropriate clinical placements negotiated * Evaluation of models of supervising/supporting students in clinical practicum placements completed * Expand IEN BScN program * CASPer used as criterion for admission to all BScN programs * Finalize School mission and philosophy that underpins all programs * Stable leadership team with roles well defined and fully operational; confirm value provided by each role |

**Goal I:** Achieving a High Quality Student Experience:

Deliver the Collaborative BScN program on all three partner sites and improve student outcomes

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| ***Expected Outcomes***  ***12 months*** | ***Expected Outcomes***  ***5 years*** |
| * Model student numbers for program admission/progression * Plan for quality program delivery * Revise MOU (expires Oct 2016) * Standardization of admission criteria and processes * Plan for supporting student success in writing NCLEX-RN * Plan strategies to ensure quality program delivery on all sites * Plan strategic hires to support BScN programs and support IHST * Continue to support students’ transition from college sites to York for Year 3 | * Consistency in program delivery on all sites * Improved NCLEX-RN pass rates and rises to provincial average * Strategies to ensure quality across all sites evaluated and revised as needed * Long term hiring plan * Stable plans for transition from entering the undergraduate programs until graduation |

**Goal I:** Achieving a High Quality Student Experience:

Unique PhD Program in Nursing at York University

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| ***Expected Outcomes***  ***12 months*** | ***Expected Outcomes***  ***5 years*** |
| * Approval of PhD program at York and MTCU; first students to be admitted to start Fall 2017 * Hiring priorities to support the PhD program * Articulation of unique philosophy and content explicit and support the learning outcomes of doctoral courses | * Full complement of Professorial Stream faculty in place to support graduate programs * All doctoral course fully developed and taught, including electives * First graduate of PhD program * Recognized as leader in social justice grounded in human science |

**Goal I:** Achieving a High Quality Student Experience:

Innovative on-line MScN program delivery with synchronous student-faculty interaction

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| ***Expected Outcomes***  ***12 months*** | ***Expected Outcomes***  ***5 years*** |
| * Implement short-term recommendations from MScN program review including IT review of support program needs for synchronous student-faculty interaction * Plan for longer term recommendations * Develop plan for increased marketing of the MScN program * Coordination of NSC use by graduate and undergraduate programs * Develop/implement electronic check of credentials for practicum placements for graduate students * Continue provincial leadership of the PHCNP program * Strategic hire to support PHCNP program | * Seek funding of new IT iniatives * Evaluate new IT iniatives * Implementation of appropriate recommendations from MScN program review * Undertake MScN (generic and NP) program review (2019) |

**Goal II:** Generating Innovative Research that Makes a Difference

Growth of research intensity in the School of Nursing

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| ***Expected Outcomes***  ***12 months*** | ***Expected Outcomes***  ***5 years*** |
| * Associate Director, Research to work with junior faculty to build their capacity to be successful in developing programs of research and funding (internal and external) * Develop capacity by support for research teams that are interdisciplinary within/outside of York university * Identify partnerships to be pursued * Teaching Load document for the School to the Dean Fall 2015 in response to MOS with goal of reducing TL to support research * Promote thesis option with MScN students * Promote RN to MScN program * Shirley Freek to meet with School to develop ask for named school * Innovative dissemination of research using the arts to grow * Plan for research unit * Continue with current collaboration with (Bergin, Norway) | * Long-term evaluation of AD – Research role * Increased funding from research from diverse sources * Established interdisciplinary research teams that expand beyond local boundaries * Evaluation if impact of reduced teaching load on research productivity * Majority of MScN students complete thesis * Capacity of RN to MScN program reached or discussion to discontinue started * Named school with support that will be seen in increased research and innovation in clinical teaching * Reputation of School for innovative dissemination of research using the arts * Research Unit and at least one additional Research Chair in place * Expand international collaborations with focus on both research and education |

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

# Develop local partnerships to create new and innovative clinical placements for undergraduate and graduate students

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| ***Expected Outcomes***  ***12 months*** | ***Expected Outcomes***  ***5 years*** |
| * Advisory Committee to meet annually at York to inform clinical placement sites/processes of supervision/support of students in all BScN programs * Reach out by NPCO, faculty, leadership to regions (e.g., Peel) to identify new sites * Develop capacity in leadership team (Associate Directors, NPCO Manager, NSC Director, program UPDs/Coordinators) | * New model of supervising and supporting students in clinical practicum setting fully implemented and new appropriate clinical placements negotiated * Evaluation of models of supervising/supporting students in clinical practicum placements completed * Stable leadership team with roles well defined and fully operational; confirm value provided by each role * “Village” supported by nursing undergraduate and graduate students to provide health care and health promotion to older adults |

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

Develop global partnerships to create new clinical and research opportunities

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| ***Expected Outcomes***  ***12 months*** | ***Expected Outcomes***  ***5 years*** |
| * Liaise with Global Health Steering committee to identify partnerships for clinical placement opportunities outside of the local region * Associate Deans and Associate Director identify opportunities for global partnerships – clinical/program and research * Teaching Load Document reviewed by the Dean and next steps for started | * Established international clinical placements with IHST for partnerships to support students * First global partners have students in both countries, agreements signed * Plans to expand with opportunities for students and researchers in all FoH programs * Teaching Load redcud |

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

Engage in international partnerships to provide nursing education

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| ***Expected Outcomes***  ***12 months*** | ***Expected Outcomes***  ***5 years*** |
| * Take advantage of opportunities to talk about potential international partnerships – York International, Office of the Dean | * Facilitators and barriers to international partnerships clearly identified and plan to promote and manage, respectively, on a project by project basis * Agreement with first international partner and first group of students engaged |

**Goal IV:** Supporting our Faculty & Staff in becoming global leaders

**To be developed**

**Goal V:** Building Key Support Resources

Expand the scope of learning opportunities using nursing simulation

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| ***Expected Outcomes***  ***12 months*** | ***Expected Outcomes***  ***5 years*** |
| * Evaluation of first use of NSC for practicum placement in Fall 2015 to identify risks/benefits of this model of clinical practicum placements * Documentation of models of supervising/supporting students in clinical practice/practicum * Development of 5-year budget for NSC to address need for increasing quality/quantify of simulation materials, updating, and replacement | * New model of supervising and supporting students in clinical practicum setting fully implemented and new appropriate clinical placements negotiated * Evaluation of models of supervising/supporting students in clinical practicum placements completed * State of the art Nursing Simulation Centre in which student in undergraduate and graduate programs can prepare for practice and/or teaching students/clients * Partnerships with health care agencies in use of simulation to teach students and nurses |