

Arthur Labatt Family School of Nursing Strategic Plan 2020-2025



Advancing Leadership in Health Equity

Message from the Director

The Arthur Labatt Family School of Nursing embodies the perspective that health equity **is** nursing's social mandate for the 21st century – a good fit with Western's motto "Veritas et Utilitas" (Truth and Usefulness). As nurses, we offer a unique vantage point into how the effects of exclusionary social conditions show up in the lives of those for whom we care. Thus, we have the responsibility to mobilize change for more compassionate, caring, and equitable social relations that are fundamental to the health and well-being of a society and its people.

In this historic period, it is our belief we have a unique opportunity to push this agenda – the time is now. It is our aim to advance leadership in health equity with the goal of transforming education, services, systems, and policies that impact health; we believe a strengthened primary health care approach embedded in all we do is vital to the creation of equitable opportunities for all to achieve health and well-being. The School is well positioned to do this work. It is built on solid ground, beginning with its roots in public health nursing in October, 1920. This foundation has served us and our communities well over the past 100 years.

In response to, and in partnership with our communities of practice, including local, provincial, national, and international bodies, we are committed to meeting our social justice agenda through world-class research, scholarship, and innovation and through the provision of excellent educational programs that are accessible and culturally safe, i.e., programs that are developed and delivered through an equity lens and with health equity as the end goal. We are committed to educating a cadre of nurses who are prepared to be 'leaders in the moment'; who embody nursing's social justice mandate wherever they happen to be located and in whatever circumstances.

Sincerely,



Victoria Smye, RN, PhD, FCAN

Preamble to the Strategic Plan

In April 2017, the Arthur Labatt Family School of Nursing faculty and staff held a retreat to discuss the future of the School in the context of Canadian and local nursing and health care needs and direction. Practice partner site leaders and Fanshawe colleagues and student representatives were invited to participate. Together we began to identify key areas of strength, gaps, and priorities moving forward and created a living document to reflect our strategic directions. This document provides a snapshot of our commitments since that time.

Overview

Vision, Mission, and Strategic Priorities

Vision

The Arthur Labatt Family School of Nursing will continue to be a recognized leader in innovative health professional education, research, practice, and policy.

Mission

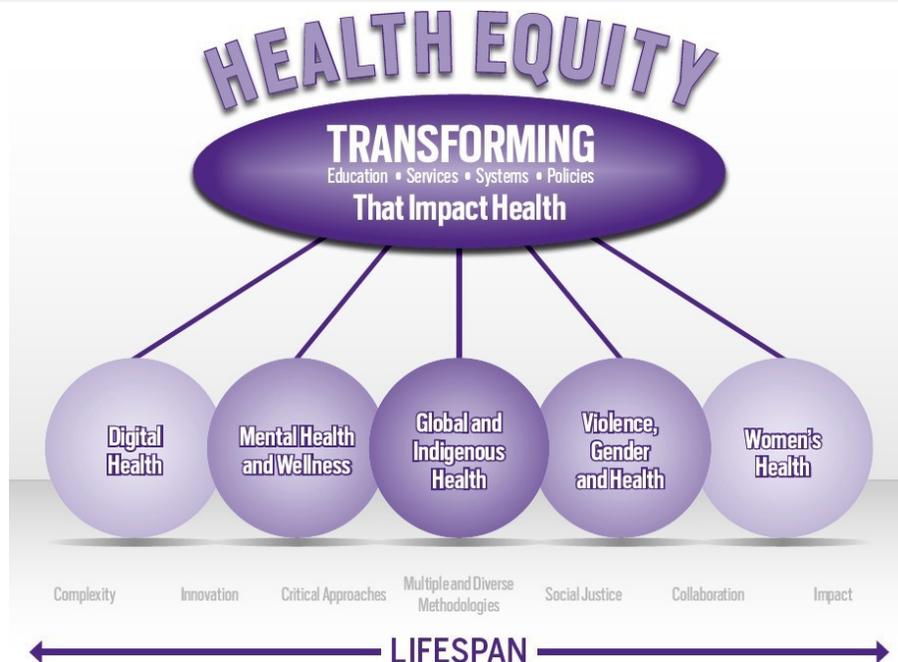
The Arthur Labatt Family School of Nursing will educate nurses who are reflective practitioners and provide recognized leadership in nursing theory, research, practice, inter-professional health teaching and learning and policy enactment.

Strategic Priorities

We continue to create/achieve:

- ❑ World Class Research Scholarship & Innovation
- ❑ Excellence in Education Programs: Best Education for Global Nurse Leaders
- ❑ A Stable Vibrant, Compliment of Faculty and Staff
- ❑ A Center of Excellence in Simulation Education and Research

“Advancing Leadership in Health Equity”



A. World-Class Research Scholarship & Innovation

"To engage in research and scholarship that plays an important role in transformative changes to support health and wellbeing in the service of health equity and social justice."

We value and are committed to:

- Research and scholarship that is both robust and relevant, developed with the 'public good' in mind;
- Equity, diversity, inclusion, and decolonization in our research and scholarship;
- Development and use of a wide range of research approaches to generate new insights (discovery) or strengthen services, systems and policies that affect health and wellbeing and reduce inequities;
- Fostering of collegiality and opportunities for involvement and mentoring, including partnership outside the academy; and
- A focus on both knowledge generation and meaningful impact of such knowledge, understanding that impacts can take many forms and with different stakeholders.

Goals:

- Strengthen research capacity through strategic investment & action;
- Revitalize the Nursing Research Unit (NRU);
- Develop new & strengthen existing research alliances;
- Continue to build a knowledge mobilization (KMb) culture;
- Consolidate the Centre for Research in Health Equity & Social Inclusion (CRHESI); and
- Create research opportunities for undergraduate & graduate students.

Vision (2020-2025)

Strengthen processes and infrastructure needed to support research success

- Secure funding for and hire a Research Officer for the NRU;
- Secure three additional Canada Research Chairs or Endowed Chairs by 2023; a CRC Chair, SSHRC, Tier 1, Mobilizing Knowledge on Gender-based Violence was appointed in nursing effective January 1, 2021 and the Arthur Labatt Chair in Nursing Leadership in Health Equity was appointed (Endowed, 5 year renewable) (effective July 1st, 2021);
- Activate the Arthur Labatt Family Fellowships in Health Equity (2-year duration) – support faculty members at the Assistant Professor ranks in the School of Nursing who show early promise in their area of research (1st appointment effective July 1, 2021);
- Identify core research-related resources & supports to support graduate students based on needs assessment;
- Develop a plan for the allocation of NRU funds & for funding human and other resources.
- Offer research events to support research education and networking, e.g., the Legacy Conference, May, 2021;
- Increase undergraduate/graduate student involvement in research;
- Contribute to the revitalization of research in the Faculty of Health Sciences (e.g., call for BIG IDEAS, 2021); and
- Contribute to the research mandate of the University.

Integrate a system for tracking research activities & success, share updates with Council on a quarterly & annual basis

- Continue to strengthen existing and develop new mechanisms to support ongoing scholarly dialogue and debate as part of the culture of the School.

Maintain or increase success in external grant funding and high quality/high impact publications

- Increase opportunities for grant proposal review and feedback through the NRU;
- Support access to writing workshops & supports; and
- Monitor at the School level & report to Council.

Expand the impact of research

- Identify priority metrics for tracking success in the School, FHS, University, and externally;
- Continue to evolve the role of the KMb coordinator;
- Develop digital media strategy;
- Identify, implement, and evaluate 1-2 new KMb strategies that build on current practices; and
- Pilot test a program to support faculty with support for open access publication fees.

Strengthen research alliances with practice partners and create new research alliances

- Engage practice partners in strategic discussions about shared interests & collaborative work (London Health Sciences Center [LHSC], St Joseph’s Health Care London [SJHC], and St. Thomas Elgin General Hospital [STEGH]) through existing (e.g., research committees) and new mechanisms (e.g., tenure-track faculty located strategically on partner sites & engagement with adjunct faculty and their research interests on partner sites);
- Create new partnerships with industry, e.g., around digital health/information technologies;
- Seek opportunities for alignment with other programs, e.g., the Ivey Business School; and
- Strengthen ties with the Centre for Research in Health Equity and Social Inclusion (CRHESI) – support growth and create student opportunities (placements).

B. Excellence in Education Programs: Best Education for Global Nurse Leaders

“We are committed to cutting edge educational approaches to support excellence in teaching and learning in the graduate and undergraduate programs; this to support the education of global nurse leaders. We wish to build graduate and undergraduate educational programs that are flexible and responsive to the needs of our community.”

Goals:

- Strengthen nursing workforce capacity in partnership with key stakeholders;
- Re-establish and strengthen existing community and public health partnerships;
- Create linkages with the key research priority areas within educational programs;
- Apply an equity, diversity, inclusion and decolonization (EDID) and anti-racism/anti-oppression lens to educational programs and associated policies;
- Continue to create and support the development of a culturally safe and trauma- and violence-informed culture in the School;
- Strengthen clinical instructor, alumni, and adjunct engagement with the School; and
- Increase interprofessional and international opportunities.

Vision (2020-2025)

Develop BScN initiatives in response to current practice environment needs (e.g., the nursing shortage)

- Increase the BScN seats outside ‘the corridor’ with secured ongoing operations funding;
- Design and implement a RPN-BScN pathway (2022/23), i.e., create nurse laddering opportunities; and
- Introduce a dual degree/minor option in partnership with Health Studies & Kinesiology (2023/24).

Create a Home Care option for undergraduate students

In partnership with the Victorian Order of Nurses (VON):

- Integrate a Home Care opportunity into the 2nd year N2221a/b: Families and Community (Collaborative) (2021/2022); and
- Integrate Home Care modules (elective) into the 3rd/4th year of the undergraduate program (N4461: Professional Practice, Integrative Practicum [IP]) (2022/23).

Strengthen leadership capacity in the areas of education and practice

- Facilitate professional development opportunities for faculty and staff; and
- Develop a working group to plan and facilitate leadership opportunities for students within the school (STARS, focus groups, volunteer/mentorship opportunities in lab/sim, volunteer opportunities with various community agencies).

Develop Primary Health Care Nurse Practitioner (PHCNP) program initiatives in keeping with community need and the Registered Nurses of Ontario (RNAO) Task Force Recommendations (2021)

- Submit a program change to Senate and initiate a change from NP Certificate to NP Diploma (2021);
- Increase funded NP seats in collaboration with the nine university schools consortium (Ontario Primary Health Care Nurse Practitioner Program) (2022/23);
- Create NP certificate opportunities in specialized areas (e.g., mental health & wound care) (2022/23).

Review and realign the PhD program with current need

- Review and establish new mandatory course requirements (2022/23); and
- Create PhD fast track opportunities (BScN to PhD).

Continue to decolonize/indigenize the curriculum/ program and respond to the Truth and Reconciliation Commission Calls to Action (TRC, 2015) recommendations

- Fully integrate cultural safety, trauma- and violence-informed approaches, Indigenous health, and leadership content into the curriculum through an equity lens; and
- Create a recruitment plan re: Indigenous nursing scholars.

Integrate an anti-racism/ anti-oppression stance into the curriculum and across programs

- Develop and integrate the anti-racism working group with the Indigenous Engagement Committee (2021);
- Integrate an anti-racism and anti-oppression stance into faculty, staff, and student orientations and School hiring practices; and
- Apply an anti-racism and anti-oppression lens to the curriculum and program policies.

Strengthen clinical instructor (part-time faculty) engagement opportunities

- Invite and support clinical instructor initiatives re: the ongoing development and review of courses and involvement in committee work in the School, e.g., Global Health, Advanced

Concepts in Professional Nursing, electives, and the anti-racism/anti-oppression working group.

Strengthen alumni and adjunct engagement

- Develop further infrastructure support and opportunities for alumni engagement and provide support through the role of the Undergraduate Program Assistant;
- Develop further infrastructure support for adjunct engagement and provide support through the role the Administrative Assistant to the Director and the Director; and
- Increase opportunities for the nursing alumni and adjuncts to assist with activities in the School, e.g., guest lecturing, mentoring/preceptorships, course development, committee membership, and research.

Increase interprofessional learning opportunities

- Continue to provide faculty support to the FHS Interprofessional Committee;
- Create new interprofessional opportunities in partnership with other faculties/schools; and
- Partner with, and support, other faculties, e.g., a faculty member will chair the HIS Graduate Program, Faculty of Information and Media Studies (FMS) (2021-).

Continue to develop and strengthen existing international engagement

- Continue to strengthen alliances with China – i.e., Office of International Cooperation and Exchange in Huai'an First People's Hospital re: student opportunities; and
- Continue to strengthen alliances/research in Rwanda (Global Health, nursing) and Uganda (Global Health Systems Graduate Program).

Respond to lessons learned re: Covid-19 (2021/2022)

- initiate an evaluation working group re: course delivery (online)(2021/2022).

C. Stable and Vibrant Complement of Faculty and Staff

“An ongoing top priority for the School of Nursing has been the recruitment of faculty and staff to replace resignations, retirements, and secondments. The School has gone through a period of immense change since 2017. We need to continue to recruit marquee individuals who can carry a significant portfolio, provide leadership in the School and research arena, and are or have the potential to become catalysts for transformation and change within our School, health care and the broader community.”

Goals:

- Create and maintain a dynamic hiring and succession plan through an equity, diversity, inclusion and decolonization (EDID) lens;
- Create and maintain an anti-racism/anti-oppression stance/culture in the School;
- Create and support a culturally safe and trauma- and violence-informed culture;
- Develop and implement recruitment strategies for faculty & staff in keeping with strategic research needs & priority areas;
- Strengthen internal infrastructure support for educational and research programs;
- Increase teaching and research capacity; and
- Increase adjunct and alumni engagement.

Vision (2020-2025)

Strengthen processes and infrastructure required to support research success

- Secure funding for and hire a Research Officer for the Nursing Research Unit (NRU) (2021-);
- Secure three additional Canada Research Chairs or Endowed Chairs by 2023; CRC Chair, SSHRC, Tier 1, Mobilizing Knowledge on Gender-based Violence was appointed in nursing effective January 1, 2021; the Arthur Labatt Chair in Nursing Leadership in Health Equity (5 year renewable) as appointed (effective July 1st, 2021);
- Secure funding for and hire an Indigenous Scholar (2022/23); and
- Appoint the Arthur Labatt Family Fellowships in Health Equity (2-year duration) – support faculty members at the Assistant Professor ranks in the School of Nursing who show early promise in their area of research (1st appointment effective July 1, 2021)

Strengthen processes and infrastructure required to support success in educational programs

- Create and hire to a permanent Clinical Practice Faculty Lead (Clinician Educator) position (2021);
- Create and hire to a Nurse Practitioner Faculty Lead (Clinician Educator) position (2021); and
- Create and hire to a Graduate Assistant position (PT) (2021) to support graduate program growth.

Create infrastructure support for a seamless, lab/simulation educational environment

- Initiate a demonstration project to convert 4 mos. clinical instructor contracts to 10 mos. over a two-year period (2021-2023) (4-6 positions) (35 hours/week) to accommodate potential program growth; and
- Create two full-time Technical Support Positions (40 hours/week) to support simulation and the VR strategy; interim one year full-time and a few part-time positions (2021/2022).

Create a leadership sustainability plan: Mentoring Leaders

- Director – a Selections Committee has been established with School, FHS, and University representation to oversee the process of a possible 2nd term for the Director.
 - Initiate mentorship of faculty for formal leadership roles;
- Associate Directors/co-Associate Directors – Undergraduate Programs, [3 year term] (July 1, 2020 – June 30, 2023)
- Associate Director – Graduate Programs, [3 year term] (July 1, 2019- June, 30, 2022)
- Associate Director – Research [4-year term] (July 1, 2018 - June 30, 2022)

D. A Center of Excellence in Simulation Education & Research

“To support the Arthur Labatt Family School of Nursing’s mission to educate reflective practitioners who will provide recognized leadership in nursing theory, research, and practice, interactive educational strategies must be incorporated in all programs within the School.”

Goals:

- Build virtual reality capacity;
- Build infrastructure support in lab/sim;
- Increase faculty and staff capacity in simulation;
- Promote a culture of support for the use of simulation teaching and learning strategies to enhance student learning across nursing programs;

- Fully integrate simulation into the nursing programs in an evidence-informed manner, ensuring the goals of the program are met; and
- Develop funding sources to support simulation, education, innovation & research.

Vision (2020-2025)

Initiate the Arthur Labatt Family School of Nursing Virtual Reality Teaching Strategy/Suite

- Create project governance plans;
- Offer focus groups in 2021 to identify student/faculty requirements and needs, especially considering both short- and long-term COVID-19 implications on the previously conceptualized project;
- Begin formal procurement activities in early 2021;
- Re-align the nursing building (FNB) simulation environment and reconstruct the health science building (HSB) spaces to accommodate VR technologies, including creation of storage space (2021/22); and
- Create and the VR Project Coordinator position (2021/22).

Create infrastructure support for a seamless, lab/simulation educational environment

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- Create two full-time Technical Support Positions (40 hours/week) to support simulation and the VR strategy; interim one year full-time and a few part-time positions (2021/2022).

Create a two-year budget plan

- Develop an equipment renewal timeline and budget.