



VARI HALL



School of Nursing
Faculty of Health

Strategic Plan

2021 – 2025

Approved at School Council on January 25, 2022

Table of Contents

<i>School of Nursing Strategic Plan</i>	3
Introduction	3
Philosophy Statement	4
<i>The Priorities</i>	4
1. 21st Century Learning: Diversifying Whom, What, and How We Teach	5
2. Knowledge for the Future: From Creation to Application.....	7
3. From Access to Success: Attaining Successful Program Outcomes.....	7
4. Living Well Together: Excellence Through Engagement and Collaboration	8
5. Working in Partnership	9
6. Advancing Global Engagement	10

School of Nursing Strategic Plan

Introduction

The School of Nursing's ("School") 2021-2025 strategic plan reflects York University's motto, Tentanda Via – the way must be tried, the School's 25-year history (1993-2018), and evolving roles of nursing in Ontario, Canada, and globally. The strategic plan serves to create a bold new way to maintain the highest standards of academic excellence in teaching, learning and research across all School programs (undergraduate and graduate) and School activities. It aims to ensure the curriculum, programs, processes, structures, and outcomes maintain University academic benchmarks and professional requirements set forth by provincial, regulatory and national accreditation bodies.

The COVID-19 pandemic illustrates the constantly changing and dynamic nature of teaching/learning and practice environments and the transforming roles of nurses. The School's renewed vision, mission, and philosophy (September 2020) represents our commitment to educate nurses for the dynamic changing 21st century healthcare system. As such, this strategic plan is a 'living document' to identify new 'ways of thinking' and 'practicing'. The way in which this strategic plan is implemented, including any policies, programs, operations and practices, will reflect our core values and the spirit of fairness, equity, diversity, and inclusion.

VISION

Health for all through nursing excellence.

MISSION

Through the promotion of excellence in nursing education, research, policy and practice, we foster the development of reflective and socially responsive future leaders in the profession of nursing.

Core Values

- Excellence
- Respect and Relational Practice
- Transformation and Leadership
- Engagement and Collaboration
- Diversity, Equity, Inclusion and Social Justice



Philosophy Statement

We are committed to nursing as a profession that provides leadership in the pursuit of health for all and excellence in health care. We recognize there are multiple social, ecological, political and economic forces influencing health and health care. We also recognize that nursing knowledge and expertise are needed to investigate the conditions that support, and critique those that constrain, the quality of health and health care. As a profession, we are committed to sharing this knowledge to optimize safe health and healing practices, and promote accessible and inclusive healthcare, as we strive with others to forge a strong and healthy future. As a relational and evidence-informed profession, nursing is grounded in ethical practices, empathy, reflection, and critical inquiry. We are committed to the tenets of equity, integrity, and intra- and interprofessional collaboration in our pursuit of life-long scholarship and research that crosses cultural and disciplinary boundaries. Nurses play a pivotal role in partnerships and advocacy to achieve health for individuals, families, communities and populations, with a focus on sustainable development and social justice now and in the future. Within the School of Nursing, we strive to foster rich experiential learning environments and utilize transformative teaching strategies to support our undergraduate, graduate, and postgraduate students and faculty members. Graduates from our programs become practice and health system leaders, change agents, policy-makers, educators and nurse scientists and join others in advocating for health as a human right.

The Priorities

The School's strategic plan outlines six intersecting priority areas which are paramount to establishing the highest standards of academic excellence in teaching, learning and research, and for continued growth for the next few years. Aligned with York University's University Academic Plan (UAP) 2020-2025,¹ the School's strategic plan furthers calls to action for faculty, students, and staff to contribute to the United Nation's Sustainable Development Goals (SDGs) which comprise of 17 interconnected global goals to "achieve a better and more sustainable future for all"² and to intensify our efforts to address systemic racism (Black, brown, Indigenous) in nursing education, nursing practice, and the healthcare system. To achieve our priorities, an integrated resource plan will also be created with action/strategies, measures/metrics/milestones, timelines and responsibilities that will be used to regularly evaluate our progress. In order to achieve our priorities and pivot appropriately when necessary depending on social, cultural and political milieu, this integrated resource plan will emphasize clear processes, structures, and outcomes. In this way, University academic benchmarks, and professional requirements set forth by provincial, regulatory and national accreditation bodies will be met and surpassed.

¹ York University New Academic Plan for 2020-2025. Accessed Feb 28, 2021 from <https://vpap.info.yorku.ca/files/2020/06/Building-a-Better-Future-YorkU-UAP-2020-2025.pdf>

² United Nations Sustainable Development Goals Accessed Feb 28, 2021 from <https://www.un.org/sustainabledevelopment/sustainable-development-goals/>

1. 21st Century Learning: Diversifying Whom, What, and How We Teach

The School has a history of delivering Bachelor of Science in Nursing (BScN) programs – 4-year Collaborative BScN, 2-year 2nd Entry BScN, 20 months BScN for Internationally Educated Nurses – and graduate programs – Master of Science in Nursing (MScN) and Primary Health Care Nurse Practitioner (PHCNP) programs. In the Fall of 2018, we admitted our first cohort of students to our new doctoral (PhD) program.

Several external factors have driven changes to nursing education in our School and will continue to have an impact on our programs, our students, and all faculty.

In October 2018, the College of Nurses of Ontario (CNO) officially launched a new, required program approval process.³ Our undergraduate programs underwent a comprehensive review and were approved in 2021. Our MScN-PHCNP program was approved December 2018. This CNO approval process includes a comprehensive review every seven years and an annual review of specific outcome indicators (e.g., pass rates on regulatory exam). Over the past few years the MScN-PHCNP program has achieved 100% pass rates in the CNO regulatory exam.

In 2020, the Ontario government permitted Colleges to offer a standalone BScN degree prompting an amicable agreement to dissolve the collaborative partnership with Seneca and Georgian Colleges. The Fall of 2021 will mark the final admission of students into the 4-year Collaborative BScN program and the introduction of 4-Year Direct Entry BScN Program with all four years on York campus.

The Canadian Council of Registered Nurses Regulators' cyclical review (every five years) of the entry-to-practice competencies has led to changes in the entry-to-practice competencies. Now, the various roles that nurses assume in the provision of safe care, and in the context of changes in health care environments emphasizes knowledge of continuous quality improvement, and recommendations from the Truth and Reconciliation Commission of Canada: Calls to Action. Consequently, new Registered Nurse (RN) entry-to-practice competencies were launched by CNO in September 2020. All our undergraduate programs have undergone major modifications to respond to requirements of these new national entry-level competencies.

At its inception, the MScN program integrated human science and relational principles with theoretical knowledge on transformational and organization leadership, caring and narrative pedagogies, global and local health policies and human health experiences. While the core of this comprehensive perspective remains, the program has broadened beyond specifying Human Science as the philosophical/theoretical core of the program; instead recognizing it as one of many, relevant perspectives.

³ Program Approval Official Launch October 2018 PowerPoint Accessed February 28, 2021 from <https://www.cno.org/globalassets/3-becomeanurse/educators/pa-official-launch-presentation-website-oct-2018.pdf>

On May 14, 2021 the Ontario government announced an investment of \$35 million to enable colleges and universities in the province to increase enrolment in nursing programs as the COVID-19 pandemic has exacerbated the existing shortage of nurses across the healthcare system. The School increased intakes in the undergraduate programs and maintained an intake of part-time students into the MScN – PHCNP program to respond to the health human resource crisis.

This priority examines what is essential to attracting students to our School, equipping them with the competencies (knowledge, skills, and attitudes) for currency of practice to promote health for all through nursing excellence, and how we teach them to be reflective and socially responsive future leaders in the profession of nursing.

York University's School of Nursing will introduce a suite of distinctive undergraduate nursing programs that will be a source of pride for the school and create a comparative advantage that differentiates York University's School of Nursing from other universities and colleges.

York University's School of Nursing will update its programs to address emerging nursing issues and labour market needs, to build essential 21st century nursing skills for graduates to practice in and serve, a broad range of communities anywhere in the country and address global health and social challenges of the 21st century.

York University's School of Nursing will have governance structures and processes that ensures cohesive and consistent delivery of an effective and relevant curriculum, in compliance with CNO approval and accreditation standards.

York University's School of Nursing will renew the physical environment and educational resources in the nursing simulation centre to deliver and undertake research to advance experiential, interactive, and interdisciplinary learning.

York University's School of Nursing will attract talented students to meet or exceed (e.g., with international students) enrolment targets and produce the best graduates.

2. Knowledge for the Future: From Creation to Application

Improving the quality of our undergraduate and graduate programs and commitment to excellence in teaching/learning and research is vital to the reputation of the School. Moreover, this will assist in attracting and retaining expert faculty, skilled staff and quality undergraduate and graduate students. One of our program goals is for undergraduate students to engage in decision-making in nursing practice that incorporates multiple ways of knowing, critical appraisal, and evidence-informed practice. Our graduate programs build the theoretical and research foundations to provide graduate students a broad understanding of philosophical foundations of nursing science, research, methodology, and substantive knowledge in selected areas of focus. Our graduates demonstrate advanced nursing practice in the context of their roles and model accountability, professional autonomy, and advocacy for healthy organizational and public policy based on their level of education.

York University's School of Nursing' faculty and students will engage collaboratively with individuals, families, and communities to address the most complex and pressing issues impacting health and the healthcare system.

York University's School of Nursing will advance fundamental inquiry and critical knowledge of students to enable their participation in and acceleration of research and creative activities.

3. From Access to Success: Attaining Successful Program Outcomes

York University's School of Nursing is committed to providing exceptional learning experience to our undergraduate and graduate students, to ensure they complete the program successfully and realize their potential within the profession of nursing. The National Council Licensure Examination (NCLEX) – Registered Nurse (RN) for BScN and the Canadian Nurse Practitioner Examination Nurse (CNPE for Family/All Ages) for Nurse Practitioner graduate students – represents a major quality indicator of nursing program outcomes and student success, and situates the Schools' programs within the provincial and national nursing education context.

York University's School of Nursing commits to providing an exceptional learning experience to students in ways (e.g., being attentive, pre-emptive, and supportive) that enables students' professional readiness and confidence to realize health for all through nursing excellence.

York University's School of Nursing will integrate within the curriculum a new system of promoting and tracking progress towards academic success for all our students (undergraduate and graduate), provide early intervention for those who are struggling, and access to supports so every student will pass the respective licensing exam the first time.

Many of our nursing students may have substantial work and family commitments, or experience systemic racism, discrimination, or harassment based on socially constructed differences (e.g., sexuality, abilities, nationalities, religion, political beliefs, linguistic backgrounds). Racism (structural, individual and ideological) exists in our schools of nursing, our nursing curriculum, our nursing profession and the healthcare systems. York University's School of Nursing takes very seriously all issues related to racism and other forms of discrimination. An initial action has been to create our *Commitment to Action to Address Systemic Racism* (2020), to promote a culture of respect, equity, diversity and inclusivity, where we value each other's differences and exercise our strengths.

York University's School of Nursing, informed by our core values of Equity, Diversity, Inclusion and Social Justice, commits to fostering collaborative, respectful, professional behavior and identity, to ensure faculty, staff and students from all backgrounds are able to succeed and realize their full potential within our School.

4. Living Well Together: Excellence Through Engagement and Collaboration

The School envisions a strong sense of community, connection, inclusion, and wellbeing among faculty, staff and students. The School embraces the UAP's unifying concept of the gift of Mino Bimaaddiziwin or the Good Life which is an Anishinaabe teaching. We will make a conscious effort to support and promote the development of a culture of respect, sharing, kindness, kinship, and humility in our relationships with each other to reconcile our difference, support each other's success, and balance individual interest with those of the School.

York University's School of Nursing will embrace a culture of respect, sharing, kindness, kinship, and humility to create opportunities and make space for every member of the School to have a voice in shaping our collective future.

York University's School of Nursing will create and maintain a philosophy of success and excellence that will attract and retain top scholars and talented students.

York University's School of Nursing will attract, recruit the best academics, that reflect the increasing diversity of students, and retain them by developing an environment that is inclusive, inspires their creativity, and nurtures a collective spirit.

The School recognizes that establishing standards for tenure and promotion for teaching and professorial stream is essential to promoting faculty excellence, establishing a fair process by consistently applying the standards to every candidate. Standards can clarify expectations, assist faculty to grow, develop, and realize their potential within the performance criteria, and promotion decisions based on performance.

York University's School of Nursing will embrace a culture of excellence that will be reflected in standards for promotion and tenure of professorial and teaching stream faculty and supported through a networked community of learning and mentorship aligned with the gift of Mino Bimaaddiziwin or the Good Life.

All faculty contribute to the School's activities and responsibilities to ensure the School attains its strategic priorities. A culture of service excellence that role models, mentors and supports leadership deepens our sense of belonging, common purpose, and shared responsibility to each other's success and thereby the School's success.

York University's School Nursing will enhance leadership development and sustainability for faculty through progressive succession planning, and establishing clear academic nursing leadership goals while maintaining healthy work-life balance.

5. Working in Partnership

Strong and stable relationships with world-class clinical partners will enable students to acquire first-rate practicum experiences, facilitate employment after graduation, and provide important pathways for healthcare organizations to continuously inform our programs. Strategic partnerships with clinical institutions with expertise in newly emerging fields of research and practice (e.g., nursing genomics, artificial intelligence, etc.) through adjunct appointments will create placement opportunities and innovations in streams being offered to prepare graduate nurses' capacity for new and emerging fields of the future. To establish and sustain

collaborative and innovative partnerships within the healthcare system, the following key dimensions will be prioritized:

York University's School of Nursing will strengthen and expand clinical placement opportunities to provide relevant high-quality clinical learning environments to students.

York University's School of Nursing will explore new model(s) of clinical education that considers integration of simulation throughout the entire curriculum to promote clinical reasoning, clinical judgement, respect and relational practice, and self-confidence.

Collaborating with the City of Vaughan, Mackenzie Health, and Venture Lab to explore feasibility of a new Health Precinct that may create partnerships for new models of practicum placements, collaborative research and teaching opportunities, and knowledge translation activities.

6. Advancing Global Engagement

The global COVID-19 pandemic has exemplified that we need to work together to learn from each other, understand, and collaborate with all people regardless of language, culture, timezones to work locally and across borders towards health for all. An important tenet, therefore, of all our programs (undergraduate and graduate) is to assist students to recognize and discuss the broader social, economic, and political forces that shape health, healthcare, and well-being of societies. The Advanced Scholarship and Capacity for Emerging Nursing Doctorates (ASCENT) Agreement between York University's School of Nursing and the University of Health and Allied Sciences (UHAS) in Ghana offers an important, and mutually beneficial advantage to both schools to develop global fluency, global learning, and global research. For example, York students and faculty learn from UHAS expertise in the Sustainable Development Goals (SDGs), within the context of a low-middle-income country. UHAS benefits from the capacity-building benefit of increasing their PhD-prepared faculty.

York University's School of Nursing commits to expanding global engagement and partnerships in research, education and practice, recognizing the broad applicability and relevance of the United Nation's Sustainable Development Goals (SDGs) and the need to build new, and strengthen existing, global-local connections.
