

Preparing Nurses to Foster Social Change

THE STRATEGY FOR THE TRENT-FLEMING SCHOOL OF NURSING

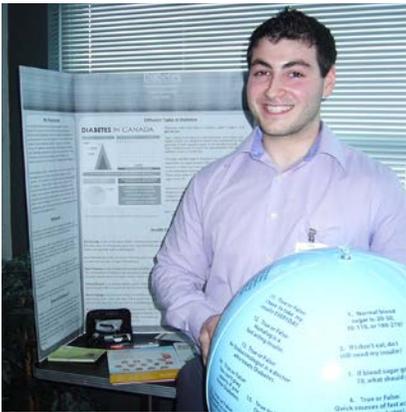
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TRENT/FLEMING SCHOOL OF
NURSING
PETERBOROUGH, ONTARIO, CANADA

Inspiring nursing as if every person matters

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Overview

High Level Vision and Strategy

VISION Trent-Fleming is the leading Canadian change agent for nursing as a driver of social justice improving the health and quality of life for marginalized populations through research, community partnerships, and education of clinically excellent graduates.

MISSION To provide programs that meet the highest standard for nursing education and foster graduates who have developed superior humanistic and scientific caring, professional and social responsibility and critical inquiry. The School collaborates via robust partnerships within and external to the University setting.

STRATEGIC PRIORITIES

1. Continually raise the standards for clinical excellence and practice-ready nurses.
2. Become a network of excellence for nursing and social justice.

STRATEGIC FOCI

- Indigenous Communities
- Women's Health & Gender
- Rural Health
- Aging
- Mental Health

METAPARADIGM CONCEPTS

- Person
- Environment
- Health
- Nursing

FACILITATORS

- High Standards for Clinical Excellence
- Community Partnerships
- Cultural Competence
- Technology & Simulation Learning
- Health Promotion & Advocacy Leadership



The Context for Nursing Education

The context for nursing education is in flux as it has been for the past decade or so. While there are many influencers of nursing education, the key pressures at present are:

1. the desire by some Ontario colleges to offer stand-alone nursing degrees;
2. clinical placement shortages;
3. defining and preparing “ready for practice” nurses;
4. the change in the entry-to-practice examination from the CRNE to the NCLEX; and
5. CNO changes to registration for internationally educated nurses.

Clinical placements continue to be a challenge for nursing schools in Ontario and across the province. In June of 2013, the Council of Universities (COU) published a report entitled *Integrating Clinical Education into Ontario’s Changing Health Care System* (COU No. 881, ISBN No. 0-88799-493-8). In it, they concluded that “Ontario faces a crisis in the clinical education of health science professionals” and that, in nursing, this crisis is being experienced in multiple ways including: “shortages of placements across the continuum of care and within particular practice areas, burnout of preceptors, increased administrative and instructional costs for schools, greater financial costs to students who go further afield to placements, and increased competition for placements amongst schools and programs.” The Council of Ontario University Programs in Nursing (COUPN) established a task force on clinical placements in 2013 and the provincial Deans and Directors participated in a retreat in 2014 to explore innovative approaches to clinical education. From this, a number of working groups emerged, including one on the use of simulation to replace/augment practice in the clinical setting.

5 key pressures

“Nursing education has to be overhauled in order to prepare a new generation of nurses to work in a much more complex kind of health system.” – National Expert Commission

There has been a long standing discussion on the readiness for practice of newly graduated nurses. Over the past few years the voices of those concerned about whether our graduates are “ready for practice” have become louder. This was especially so after the publication of the report of the National Expert Commission, entitled *A Nursing Call to Action: The health of our nation, the future of our health system* (CNA, 2011). Under action item 8, the authors of this report state “curricula are out of date and out of step with the transformations ahead.” This report was followed by a report on the “Think Tank on the Future of Undergraduate Nursing Education in Canada” at which no Canadian Associations of Schools of Nursing (CASN) representatives were present (CNA, 2013). This group also concluded that “nursing education has to be overhauled in order to prepare a new generation of nurses to work in a much more complex kind of health system.” In response to concerns about the messages in these report, CASN held, in collaboration with the Canadian Nurses Association (CNA), a National Nursing Education Summit to



explore how nursing education could “most effectively prepare nurses to work in and shape the health system of the future.” In the first two reports, the onus for change in the health care system is placed in the hands of new graduates, an unreasonable expectation. The message in the report on the summit is more balanced: “RNs must be educated to provide safe, evidence-based care and well-defined clinical interventions, while also developing the foundational capacity to continue learning in both everyday practice and formal settings, to understand and contribute to improving and sustaining the health-care system, and to recognize their ongoing role as change agents and leaders” (CNA, CASN, 2014).

In February 2015, new nursing graduates across Canada (except Quebec) will be writing the NCLEX, instead of the CRNE, for the first time. This decision was made by the nursing provincial regulatory bodies in 2013. The NCLEX is a very different examination than the CRNE and is based on what nurses need to know to be safe in their first six months of practice. Unlike the CRNE, there is little to no community health content and significantly less testing of critical thinking. Nursing schools are struggling to ensure that their students are successful on the NCLEX, while trying to maintain the Canadian culture of nursing in their curricula. There is also the concern, based on the high international student failure rates on the NCLEX, that the failure rate for this first cohort will be high.

The standard for entry to practice for Registered Nurses (RNs) in Ontario has been, since 2001, a baccalaureate from a university nursing program. To this end, most university schools of nursing in Ontario partner with one or more colleges to prepare registered nurses. Colleges Ontario submitted a request to the Ministry of Training, Colleges and Universities (MTCU) in 2010 asking for authorization to offer stand-alone baccalaureates. In 2012 a “Tri-Partite Committee” was formed to explore stand-alone nursing degrees and a study was commissioned; the report on the second phase of this study was received by the Committee in March of 2014. While the study results did not suggest that nursing baccalaureate degree granting by colleges is optimal, there is some suggestion, despite the evidence, that this option may be trialled at one Ontario community college. It is unlikely that this will affect the partnership between Fleming College and Trent University but there will likely be some shifts in nursing education in Ontario if this occurs.

The College of Nurses of Ontario (CNO) reviews applications from Internationally Educated Nurses (IENs) who want to be registered to practice in Ontario. In the past, when upgrading was required, this could be done at colleges. CNO is now requiring that upgrading be done at the University level. The Fairness Commissioner at the IEN Conference in May 2014, noted that IEN-RNs have had their training options severely restricted. More than 4000 IENs (excluding US prepared nurses) applied to the CNO in 2013 and of these, only 700 became members (www.fairnesscommissioner.ca/index_en.php?page=professions/college_of_nurses_of_ontario). The key areas in which there is a need for IEN access to upgrading is along the corridor between Kingston, through Toronto and into Southern Ontario.

Purpose of Strategic Planning at Trent-Fleming School of Nursing

approximately
800
students

17 full-time
faculty

9 staff

many
part-time
instructors &
community
partners

The Trent-Fleming School of Nursing (TFSON), which was founded in 2001, currently has approximately 800 students, with 17 full time faculty, 9 staff and a large number of part-time instructors and community partners. In its first decade and a half, TFSON has carved out a strong identity as committed to preparing practice-ready graduates that are clinically excellent and have a well-developed sense of social justice. The meta-paradigm for nursing at TFSON is person-centred, integrating environmental context, social determinants of health, and the role of nursing in promoting and supporting individual and community health.

TFSON offers three programs leading to a Bachelor of Science in Nursing degree, and received the maximum accreditation in 2013. In the early 2000s, the TFSON articulated a mission, vision and values and identified five strategic foci: Indigenous communities, women's health, aging, rural and remote health, and environmental health. These foci were integrated into curriculum, practice and research.

Building on its already strong foundation, the School undertook a planning process in 2014 in order to craft a focused, mobilizing, strategic direction to guide its curriculum, collaborations, programming, and faculty development. The School engaged multiple voices including current and former students, practice and community partners, as well as collaborators at Trent and all of its partner schools. The process began with a consultation initiative followed by a large planning day that included multiple community members to explore these questions:

- What unique and important difference are we preparing our practitioners to make in the communities they will serve in?
- How do we best create learning programs and opportunities that set our students up for success in the workforce?
- What is possible if we reach for the next level of excellence?

The group identified several desired outcomes for strategic planning, including:

- Greater coherence, articulation and streamlining of what is already happening
- Enhancing social activism among students in concrete ways
- Increasing visibility and community integration, particularly around the public/institutional understanding of the role of nursing and population health
- Bringing research to the next level, including tackling the "big questions" about how nursing improves population health in the prioritized groups
- More engagement with practicing nurses
- Continuing to enhance leading edge teaching (e.g., simulation)

The strategy developed through this community engagement is outlined in this document.

Vision for Nursing at Trent-Fleming

Trent-Fleming is the leading Canadian change agent for nursing as a driver of social justice improving the health and quality of life for marginalized populations through research, community partnerships, and education of clinically excellent graduates.

We do this through:

- raising the standards for practice ready nurses;
- a fully integrated curriculum and collaborative research that advance social justice learning and community transformation;
- focused learning streams, teaching approaches, and technology that enable our graduates to enter practice with clinical excellence, critical thinking and advocacy skills; and
- strong community partnerships for health promotion, access and equity for Indigenous communities, rural and aging populations, people with mental health issues, and women's health and gender.



Strategic Foci and Facilitators



TFSON's commitment to social justice is based on recognizing the importance of nursing in improving health for marginalized and under-resourced populations. We develop practitioners as advocates, critical thinkers and nurses who can lead social change. In building clinical excellence, we integrate knowledge, practice opportunities, and collaborative community research in five focus areas:

1. Indigenous communities
2. Mental health
3. Rural health
4. Aging
5. Women's health and gender

The nursing metaparadigm includes:

1. Person
2. Environment
3. Health, and
4. Nursing

There are five facilitating factors woven into these five strategic foci:

1. The highest standards for clinical excellence.
2. Community partnerships that provide meaningful practice experiences and opportunities for collaborative research.
3. Capacity building for cultural competence.
4. Advanced technology and simulated learning opportunities.
5. Leadership development for health promotion and advocacy.

Strategic Priorities

Advancing the vision and strategic foci will be accomplished through two strategic priorities:

1. **Continually raise the standards for clinical excellence and practice-ready nurses.**
2. **Become a network of excellence for nursing and social justice.**
 - In collaboration with our diverse network of community, practice and institutional partners, become the lead voice for an integrated approach to nursing and social justice incorporating integrated curriculum, community-guided research, innovative learning, recruitment and retention, and education scholarship to demonstrate impact.

Priorities, Goals and Objectives

PRIORITY 1 Continually raise the standards for clinical excellence and practice-ready nurses

GOAL 1.1: We are recognized as the leader in developing practice-ready nurses who are prepared for diverse environments and the ever-evolving role of nursing.



Objectives:

- The Trent-Fleming School of Nursing has innovative partnerships with other educational institutions that enable us to share resources, develop faculty, and enhance the learning experience for all of our students.
- We maintain current clinical competencies and standards to provide students with learning opportunities that position them to be practice ready for the diverse and changing work environment.
- We prepare nurses to advocate for the best patient care in the context of evolving modes and sites of practice.
- We are tightly linked to changes in the regulatory or practice environment and are able to anticipate and incorporate shifts into our programming.
- We have strong relationships with practice sites and practicing RNs with a continual feedback loop to ensure our programming is fully aligned with evolving workforce needs.





GOAL 1.2: We have a leading edge curriculum that incorporates our five strategic focus areas.

Objectives:

- Our students focus on Social Justice, and are able to concentrate their studies on Indigenous communities, mental health, rural health, aging, and women's health and gender.
- Curriculum changes include:
 - Development of change leadership, cultural competence and advocacy skills
 - Integration of Indigenous ways of knowing, particularly related to health
 - All co-clinical courses will contain distinct mental health components
 - Integration of sex and gender based analysis into theory, learning and placements
 - Understanding of the health implications of the interaction between the environment and the individual
 - Depth of learning about rural/remote population health and practice
 - Best practices for an aging population
 - Advanced topic in Social Justice



GOAL 1.3: We create innovative learning approaches that connect students to practice communities and provide the opportunities to weave in and out of different environments to create the most prepared-to-practice nurses in Canada.

Objectives:

- Be recognized as leading edge in our uptake of distance strategies woven throughout the curriculum.
- Use technology and clinical learning centre (Simulation) to offer community experiences not otherwise easily accessed.
- Innovative frameworks like modular teaching or community placements enable continuous, deep engagement for students in practice sites.
- Faculty exchanges from/with a network of clinical and educational institutions enable continual deepening of knowledge about different communities.

PRIORITY 2 Become a network of excellence for nursing and social justice

GOAL 2.1: We will be recognized for our unique, integrated framework for nursing and social justice.

Objectives:

- We have an articulated framework for social justice learning in nursing that forms the foundation for all of our work in this area.
- We are at the centre of a network of excellence in which knowledge about marginalized populations, clinical excellence, and skills for leading social change are integrated. Our curriculum, research agenda, and partnerships are recognized as the most innovative, high impact approach to blending education and social change.
- All BScN students will graduate with the capacity to lead social transformation through an enriched understanding of the specialized needs of people in our strategic focus areas, the social determinants of health, and the intersectionality between social justice issues.
 - We have a unique Master's degree with a concentration in nursing and social justice.



GOAL 2.2: We have strong community and institutional partnerships for practice, student placements, and community-guided research. Decision makers across practice, education and research use TFSON as an influencer of policy and practice.

Objectives:

- The Trent-Fleming School of Nursing is at the centre of a network that incorporates other institutions and community partners to advance interprofessional learning and research, in nursing and social justice. We plan collaboratively, share and use resources as efficiently as possible, partner on programs, and influence change.
- We have deep understanding of and links to communities related to our strategic foci. This includes active communities of practice that serve the community and enable learning and collaborative research.
- We are a recognized partner with local agencies to continually revise curriculum and enhance learning experience for students.



- Our unique, community based chronic disease and self-management clinic serves Peterborough, acts as a placement for students, and a hub for chronic disease research.
- We actively engage in advocacy to strengthen nursing entry to practice competencies related to our foci.

GOAL 2.3: We recruit and create supports for success for students from rural and Indigenous communities.

Objectives:

- We have increased access for rural and indigenous students by intentionally addressing the barriers to recruitment, and by creating student support/bridging programs.
- We have dedicated placements in identified communities that enable student immersion in the communities and support from community based adjunct faculty.
- All new faculty are bringing specialization in at least one of the strategic foci.
- We seek out adjunct faculty who bring real world experience to the learning environment.

GOAL 2.4: We are leading scholarship to expand the body of evidence on nursing and social justice as related to our five foci.

Objectives:

- We evaluate and produce evidence for the impact and effectiveness of our framework.
- We have collaborative School research priorities that allow us to focus our research, and which drive and enhance our curriculum, placements and community partnerships.
- Our strategic foci are part of our continual evaluation and professional development for faculty, staff and students.



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Continually raise the standards for clinical excellence and practice-ready nurses.

Become a network of excellence for nursing and social justice.

We are recognized as the leader in developing practice-ready nurses who are prepared for diverse environments and the ever-evolving role of nursing.

We have a leading edge curriculum that incorporates our five strategic focus areas.

We create innovative learning approaches that connect students to practice communities and provide the opportunities to weave in and out of different environments to create the most prepared-to-practice nurses in Canada.

We will be recognized for our unique, integrated framework for nursing and social justice.

We have a strong community and institutional partnerships for practice, student placements, and community-guided research. Decision makers across practice, education and research use TFSON as an influencer of policy and practice.

We recruit and create supports for success for students from rural and Indigenous communities.

We are leading scholarships to expand the body of evidence on nursing and social justice as related to our five foci.

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