

College-Specific Priorities

COLLEGE IDENTITY

As we expand throughout the province of Saskatchewan, the College of Nursing is working to develop a stronger identity to connect across the different geographical sites. In September 2012, the College created its first ever College of Nursing clothing line. Having College branded clothing not only helps us promote the College, but it also impacts our “sense of place” in communities where our program may not be as well known. The clothing order is offered twice per year and also serves as a fundraiser; a portion of proceeds from each item sold is used to support student initiatives.

The addition of the Regina Campus required the College to increase our advertising to promote our presence in southern Saskatchewan. The College invested in two large advertising campaigns and successfully increased awareness of the campus. As a result, enrollment in the BSN program increased from 38 students in the first year to just over 100 students the following year.

COMMUNICATION

In 2012, a Communications Framework focusing primarily on internal communications was developed. Through a series of College meetings and retreats, a collaborative approach to improve communications in the areas of technology, etiquette, clarity of roles and sense of place was established.

The College has made a significant investment in the adoption of SharePoint as a widely used document management and workflow solution. The system is used for all committees and work groups in the College, amalgamating previous systems such as PAWS groups, the intranet and a variety of shared localized folders in an effort to become accessible to faculty and staff across all sites.

usask.ca/nursing

College of Nursing Third Integrated Plan

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ACHIEVEMENT RECORD

July 1, 2012 –
December 31,
2013.

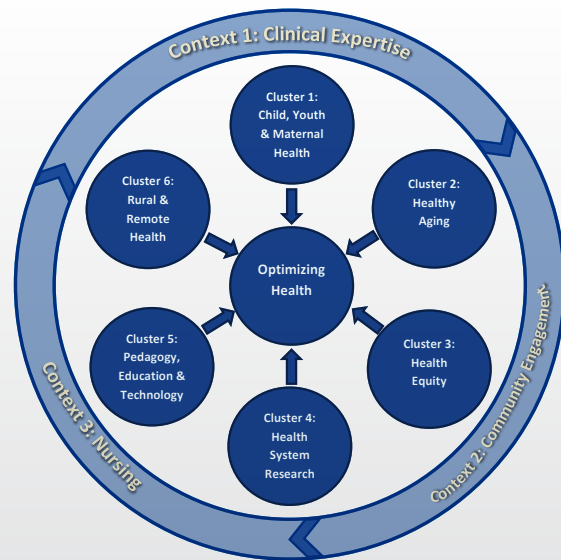
Overview

In the College of Nursing Third Integrated Plan (2012-2016), we have committed to becoming a College of preference in all areas and at all levels of operation. Our College aims to foster innovative leaders, partnerships and networks that will support a new generation of student learners. The decisions we make during the planning cycle will help position the College as a world leader in nursing education, interprofessional health care, research, practice, innovation, capacity building and policy development.

During the second integrated planning cycle, a decision was made by the Government of Saskatchewan to increase the number of nursing seats in the province to 690 and to divide these seats equally among two providers – the University of Saskatchewan (U of S), and a partnership between the University of Regina and SIAST. As such, the beginning of the third planning cycle marks a new beginning for the delivery of undergraduate education province-wide through

the U of S College of Nursing. As the final stages of the collaborative NEPS program are completed, our energy has shifted and tremendous efforts have gone into the development of the new Bachelor of Science in Nursing (BSN) program. The new program focuses on interprofessional collaborations, reflects indigenous ways of knowing and through the use of innovative technology and our engagement with rural and remote communities, gives students the ability to ‘learn where they live’ throughout the province.

The College has also recognized in order for the changes in our programs and program delivery to be successful and sustainable, we must evaluate our resources to ensure they are aligned with our highest priorities. We have examined the ways in which we work and have challenged our past practices. As a result, we have positioned the College for success, despite the financial challenges faced by higher education, locally and across the country.



Knowledge Creation: Innovation and Impact

In our Third Integrated Plan we have identified the need to build capacity, make connections and strengthen collaborations in our research. As a result, the College has formed Research Clusters. These clusters will provide structure to foster engagement and mentorship to achieve our goals and help to create robust programs of research and position College of Nursing faculty as leaders.

The College has experienced an increase in research funding success over the first part of the third planning cycle. Building capacity to enhance grantmanship has facilitated a shift in funding trends. Faculty are developing strong programs

of research, including better success with SHRF Establishment Grants (2011/12 – 2 of 7 awarded, 2012/13 – 3 of 9 awarded), positioning the College to meet the IP3 targets for Tri-Agency funding by 2015/16.

The implementation of the electronic curriculum vitae (eCV) in the College of Nursing has had a significant impact on efficiencies. As the system is able to provide a standard for documenting the academic careers of our faculty, it is much easier for us to monitor and access the research data and output for the College. As well, the ability of the system to streamline the input of data has saved the College a considerable amount of time and resources.



International clinical placements

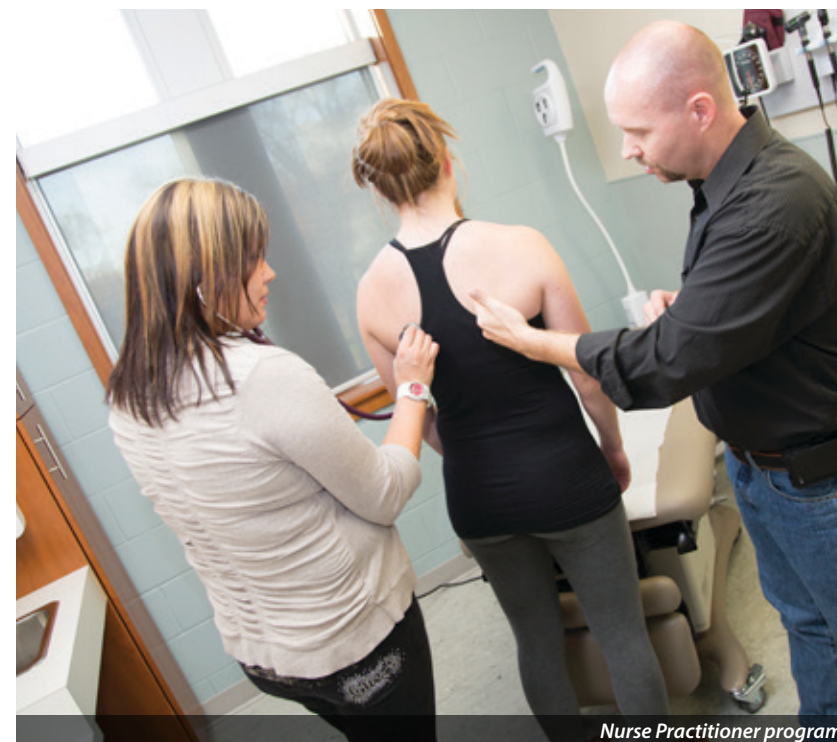
Culture and Community: Our Global Sense of Place

In June 2013, the College of Nursing restructured the Global Health Committee to create a Local Global Committee to better align the work of the College in this area with the goals set out in the Third Integrated Plan. The guiding principles for the College in establishing and building relationships with local and global partners include striving for health equity, collaborating in mutually beneficial and respectful manners and promoting diversity, community and inclusiveness.

The College has established formal partnerships with academic institutions in the Philippines, Tanzania, Australia

and Finland, where students gain an understanding and appreciation for different healthcare systems through international placements. We have identified rural, remote, northern and indigenous contexts as a focus and strive to link our international partnerships, student placements and research initiatives through these areas.

The College has also been active in exploring new, strategic relationships with academic partners in northeastern Russia and Ukraine. The focus of these collaborations is the innovative use of technology and the professionalization of nursing education and practice.



Nurse Practitioner program

Innovation in Academic Programs and Services

Ensuring all College of Nursing students, regardless of location, have the same educational experience is a priority for the College. As such, the College has adopted a coordinated approach to a number of processes, including immunization and other health needs. We have also been collaborating with other U of S units to put equitable supports in place for all students at all sites. This includes collaboration with Disability Services for Students (DSS), Facilities Management Division (FMD), Student and Enrolment Services Division (SES), Information and Communications Technology (ICT). For example, for the first time in 15 years, Regina based College of Nursing faculty, staff and students now enjoy a direct connection to the USASK network and related ICT resources.

The College of Nursing has developed a multi-level framework committed to interprofessional education, which will result in all College of Nursing students becoming exposed to and immersed in working alongside students from other health disciplines. The new undergraduate curriculum has been designed to incorporate

interprofessional experiences for students throughout each year of the program.

Also new to the undergraduate curriculum is the use of handheld mobile computing devices. Undergraduate nursing students are required to have the devices, which are used in classroom and clinical practice to bring resources and expertise to the point of care. The College of Nursing has committed to furthering the implementation of innovative technologies that impact the student experience and now through the use of handheld technology and professional online resources, students have access to extensive information at their fingertips.

The Government of Saskatchewan recognizes the complex health needs of its province and as such, they have recently committed funding allowing us to increase the number of seats in the Nurse Practitioner (NP) program from 10 to 20 seats. With the high demand for graduates, the College of Nursing NP program has become our most rapidly growing graduate studies program.

Aboriginal Engagement: Relationships, Scholarship Programs

In recognition of the College of Nursing's role in addressing the systemic inequities that exist for Aboriginal people in both the post-secondary and health institutions of Saskatchewan, the College of Nursing has invested in a Strategist for Outreach and Indigenous Engagement, responsible for creating innovative opportunities that build on the existing strengths of the Native Access Program to Nursing (NAPN), other U of S programs and external successful initiatives.

The NAPN program has existed for almost 30 years and has proven to be very successful. While keeping in mind the characteristics that have made the program a success, the College has undergone a process of reviewing and transforming its name and mandate to best

address current needs. One outcome of this review includes taking on a larger community engagement portfolio, such as organizing Aboriginal Youth Health Career Symposiums for Five Hills Qu'Appelle Tribal Council and the Northern Lights School District.

In recognition of the importance of building trust and fostering relationships in order to achieve mutually beneficial ends, the College has built multiple relationships with Aboriginal communities based on community needs. The longstanding relationship with Standing Buffalo First Nation developed in response to a need for research in the community. Since then, the College has continued to engage with the Standing Buffalo First Nation in multiple ways, including research, community outreach

and experiences in graduate education. In northern Saskatchewan, there is a need for health professionals. When the communities asked for help to address chronic shortages and turnover amongst registered nursing staff, the College of Nursing listened. By developing our relationships in northern Saskatchewan, the College was able to begin offering a full BSN degree in Ile-a-la-Crosse and La Ronge in September 2012. Since then, we have also established a Local Advisory Committee in Ile-a-la-Crosse to guide future activities.

In addition to community-based work, the College has collaborated on Aboriginal health and education with the Indigenous Peoples' Health Research Centre (IPHC), the Saskatchewan Population Health and Evaluation

10% 13.8%

2012/13

2013/14

Aboriginal student representation in the College of Nursing

Research Unit (SPHERU) and the Gwenna Moss Centre for Teaching and Learning regarding faculty development. With the U of S Library, the College has worked on developing Aboriginal health research and curriculum

resources. Off-campus, we've engaged with the First Nations Inuit Health Branch (FNIHB) on tuberculosis care and remote telepresence and Continuing Education and Development for Nurses (CEDN) organized FNIHB's annual regional nursing workshop. We have also established an ongoing dialogue with the Aboriginal Nurses Association of Canada to develop initiatives of mutual benefit.

The College has also been very proactive in developing scholarship around its use of remote telepresence, both to promote the model of distributed learning in Aboriginal communities across Canada, and to improve the use of Remote Presence and other technologies in improving access and consistency in health care in rural and remote communities.

Remote Presence technology? Learn More: usask.ca/nursing/innovation/remote_presence.php

