

WE ARE CREATING COMMUNITY-COMMITTED GRADUATES



**HUMBER COLLEGE
SCHOOL OF HEALTH SCIENCES
STRATEGIC PLAN 2014-2019**



VISION AND STRATEGY OVERVIEW

VISION

To prepare graduates who are skilled, adaptable, compassionate, global citizens. To ensure graduates practice in their chosen profession with excellence and a commitment to social justice and transformation. To be internationally acclaimed for interprofessional and student-centred learning, diversity, technological innovation and integrated community and clinical collaborations.

PRIORITIES

- 1 To be the model for integrated interprofessional programs in health sciences.
- 2 To prepare the most practice-ready graduates in the health sciences.
- 3 To create real world on-site practice settings that enhance learning and serve the community.

ENABLERS THAT ARE INTEGRATED THROUGHOUT OUR PLAN

Community Partnerships

Interprofessionalism and Collaboration

Integration of Programs/Curriculum

Technology and Simulation

Professional Development

Research and Evaluation

Social Justice Values and Advocacy Skills

Student-centredness

WHY A STRATEGIC PLAN FOR HEALTH SCIENCES EDUCATION

The Humber College School of Health Sciences (SHS) offers multiple programs related to health, community wellness and family support.

The SHS is committed to helping students gain the skills and competencies to become workplace-ready. The School is recognized for developing competent, practice-ready professionals who will contribute to their communities. The SHS is also uniquely community-focused by integrating a service and social justice ethic into its learning, while ensuring that students are prepared for real-life environments.

Programs include Practical Nursing, Early Childhood Education, Occupational Therapist Assistant and Physiotherapist Assistant, Personal Support Worker, Paramedic, Funeral Services, Pharmacy Technician, Early Childhood Education – Advanced Studies in Special Needs, Emergency Telecommunications, Clinical Research and Regulatory Affairs. In collaboration with the University of New Brunswick, programs include a Bachelor of Nursing, with pathways between the diploma and degree, as well as a second-entry option. A degree/diploma in Early Childhood Education is also offered in collaboration with the University of Guelph-Humber.

The Community Integration through Cooperative Education program is offered for students with developmental/intellectual disabilities.

The School also provides multiple part-time and continuing education certificates and programs in specialized skills related to its areas of focus.

This year, various environmental elements made it an ideal time for the School to collaborate on a shared strategic plan.

- Humber College began enacting its ambitious strategic plan, and the SHS needed to articulate and enhance its alignment with College goals.

- The workplace and professional environments in which students will practice are continually evolving shaped by changing scopes of practice, accreditation standards, new policies, institutional restructuring, increasing integration of mental health into all fields, and changing demographics, including an aging population.
- Humber is operating in an increasingly competitive environment, including more online and innovative learning programs, opportunities for advanced studies, tighter resources and a higher need for inclusivity, accessibility, and language and diversity competencies.
- There is increasing pressure for publicly funded entities such as Colleges and practitioners to demonstrate that skills and knowledge are evidence-based and make the best use of resources.
- Student population growth and learner-centredness mean that the SHS needs to meet each learner's needs, including continuing to develop its pool of meaningful practice placements.
- There are constraints in clinical and field practice sites that make it necessary to innovate to ensure that all learners have practice- and work-integrated learning.
- Space and resource challenges require more sharing of resources and increasing innovation around technology and simulation.

Throughout the Spring and Summer of 2014, all of these environmental factors were considered as the SHS created its first School-wide strategy. The intention was to engage all programs to create a common vision, shared priorities and common framework for plans to enhance its impact and advance the Humber College Strategy.

The planning process engaged multiple stakeholders. The interactive process began with the formation of a core team of representatives from all programs in the School, who interviewed approximately 50 students, alumni, community partners, practitioners in the professions, regulators, and colleagues from across the College. All faculty and staff in the School then participated in a full day planning Summit on June 17, 2014, to creatively explore the School's strengths and future and develop a shared vision, concrete priorities and objectives.

The group began with recognizing the Humber College Strategy as a guiding frame: Strengthen, Sustain, Maximize, with the Vision of "Leadership in Polytechnic Education."

The following table demonstrates the alignment between the Humber College strategy and the SHS strategy.

The Humber values are student-centredness, excellence, innovation, respect, inclusion, and sustainability with the following mission:

Humber develops broadly educated, highly skilled and adaptable citizens to be successful in careers that significantly contribute to the communities they serve – locally, nationally and globally.

There are three pillars for the College strategy:

1 STRENGTHEN OUR POLYTECHNIC IDENTITY

2 SUSTAIN FOCUS ON TEACHING AND LEARNING EXCELLENCE

3 MAXIMIZE THE IMPACT OF PARTNERSHIPS

HUMBER COLLEGE VALUES/STRATEGIC PRIORITIES

VALUES	STRENGTHEN OUR POLYTECHNIC IDENTITY	SUSTAIN FOCUS ON TEACHING AND LEARNING EXCELLENCE	MAXIMIZE THE IMPACT OF PARTNERSHIPS	FOUNDATIONS <i>Engaged Employees Infrastructure Investment Resource Allocation</i>
--------	-------------------------------------	---	-------------------------------------	---

SHS PRIORITIES AND ENABLERS

Model for IP Health Science Programs	■	■	■	■	■
Practice-ready Graduates	■	■	■	■	
Real World Onsite Settings	■	■	■	■	■

ENABLERS:

Community Partnerships	■			■	
IPE/Collaboration	■	■	■	■	
Integration	■		■	■	■
Technology and Simulation			■		■
Research and Evaluation	■	■	■	■	
Social Justice/ Advocacy	■	■	■	■	
Student-centred	■		■	■	



SCHOOL OF HEALTH SCIENCES FOUNDATION

As it embarks on its next phase of development, the SHS is building on a powerful foundation.

At its best today, the SHS exemplifies the following strengths:

- Professionalism and the high quality of work done by our students
- Commitment to student success
- Early adoption of practices for inclusivity, diversity and student needs
- Responsiveness to community needs
- Leadership around community partnering, including innovations such as satellite courses
- Ensuring graduates have hands-on experience and are practice-ready
- Accountability
- “A place to help fulfill dreams!”

As it embarks on its next phase of development, the SHS is building on a powerful foundation.

In bringing this plan to life, the School will continue to enrich these strengths, while:

- Evolving its use of student learning resources and technology
- Creating more international and unique practice opportunities
- Enhancing specialization and responsiveness to the individual needs of the learner
- Creating even stronger relationships with external partners for learning and labour market planning
- Increasing inclusivity, particularly for students who are indigenous and their communities
- Enhancing applied research



HUMBER COLLEGE SCHOOL OF HEALTH SCIENCES VISION FOR 2019

All of the work of the school for the next five years will be guided by the following vision:

Our graduates are skilled, adaptable, compassionate, global citizens. Those who graduate from SHS practice in their chosen profession with excellence and embraces social justice and transformation.

We are internationally acclaimed for interprofessional and student-centred learning, diversity, technological innovation and integrated community and clinical collaborations.

Our rigorous, eclectic, student-led programming and excellence in teaching and learning raises the bar for every other Health Science institution.

STRATEGIC PRIORITIES AND ENABLERS

To reach its vision, the SHS needs to continue strengthening each of its individual programs and to create a more integrated, shared approach to learning. The intention is to share resources and knowledge and create a School-wide culture of collaboration. By 2019, all students who are educated in the SHS will have a shared orientation toward social justice, interprofessionalism, collaboration, and advocacy. There will be an emphasis on sustained service learning, and community partnerships that provide students with learning opportunities while meeting the needs of the community.

To achieve the vision, there are eight enablers that are integrated throughout all programming. This is the framework that underpins both shared learning and individual program development. Each of these eight elements is threaded throughout curriculum development, programming and strategic priorities.

- 1 Community Partnerships
- 2 Interprofessionalism and Collaboration
- 3 Integration of Programs, Curriculum, Faculty Development, and Research
- 4 Technology and Simulation
- 5 Professional Development
- 6 Research and Evaluation
- 7 Social Justice Values and Advocacy Skills
- 8 Student-centredness

In addition to this framework, there are three shared priorities for the School.

TO BE THE MODEL FOR INTEGRATED INTERPROFESSIONAL PROGRAMS IN HEALTH SCIENCES

Create seamless flow across all programs and a unique common semester.

TO PREPARE THE MOST PRACTICE-READY GRADUATES IN THE HEALTH SCIENCES

Focus on community partnerships and shared resources that enable the most meaningful placements and practice-setting opportunities.

TO CREATE REAL WORLD ON-SITE PRACTICE SETTINGS THAT ENHANCE LEARNING AND SERVE THE COMMUNITY

Create innovative, interprofessional learning experiences that bring the community, technology, students and research together for unique learning that serves community needs.

These priorities will enable the School to create hallmark initiatives that exemplify innovation in teaching, learning, and community-centredness, while developing the shared culture distinct to SHS.

TO BE THE MODEL FOR INTEGRATED INTER-PROFESSIONAL PROGRAMS IN HEALTH SCIENCES

OBJECTIVES:

By 2019, students in SHS will have a truly integrated, interprofessional experience, with integrated, seamless flow across programs.

- All programs will have a total or partial common semester, and students from across programs will learn foundational knowledge such as safety, accessibility, social justice, critical thinking and global citizenship together.
- Real life “needs” will be integrated into student life, while the diversity of students’ learning will be supported through evidence-based delivery, cutting edge technology and integration of full and part-time faculty.
- We will be recognized as an interdisciplinary leader in creating an organic model of reverence for learning and developing socially accountable and professional graduates through faculty-supported and student centred modalities.
- Students will graduate with collaborative excellence, a strong professional identity and skills for social and practice leadership.
- Government and other partners will seek our expertise in advancing the post secondary health sciences education agenda.

ACTIONS:

- Create a strategy and work plan for a common semester. Establish two working groups – school wide and inclusive.
 - **Year 1:** Identify foundational vs. complex knowledge and program scheduling needs.
 - **Year 2:** Introduce common courses in the first semester (e.g., intro to ethics, determinants of health, introduction to interprofessional practice). Rewrite course objectives and reshape the individual programs as needed.
 - **Year 5:** Full implementation of the new partial/full common semester.
- Create a cutting edge, evidence-based approach to resourcing that enables us to focus on priorities and create innovative ideas for teaching/simulation.
- Create a simulated “lab without walls,” providing open concept for interprofessional students to work simultaneously on scenarios (e.g., cardiac arrest scenario).
- Create a massive mass casualty incident/epidemic learning day for participation from students across all programs.
- Expand the virtual community across programs providing students with opportunities to interact online.

TO PREPARE THE MOST PRACTICE READY GRADUATES IN THE HEALTH SCIENCES

OBJECTIVES:

By 2019, our graduates will be recognized as practice ready and prepared to be leaders in shaping evolving professional practice.

- Strong faculty leadership and partnerships across Humber and with industry and discipline leads will ensure that our curriculum is geared toward practical application and aligned with current and anticipated industry/profession needs.
- Students will have exposure to a variety of clinical placements, internships and service work that provide opportunities to enhance their practice, including local, national and international experiences with vulnerable populations.
- Faculty will enhance their practical knowledge through integration into practice environments. Our students will have 100% success on registration exams and 100% employment.

ACTIONS:

- Reshape our approach to placements and define a school wide approach, not based on individual programs.
- Develop strong relationships with other Schools across the College to increase collaboration, sharing of resources and integration of innovation.
- Create a placement hub where all disciplines can access information for projects and placement opportunities.
- Introduce guest lecturers from industry to teach part of the content.
- Create a community outreach strategy to form formal, meaningful partnerships with community organizations, local, national and international, that can create placement to develop learners’ civic identity and cultural competence as global citizens.
- Create opportunities to involve community partners in shaping course content (curriculum changes, course development, outlines), such as advisory committees and focus groups.

TO CREATE REAL WORLD ON-SITE PRACTICE SETTINGS THAT ENHANCE LEARNING AND SERVE THE COMMUNITY

OBJECTIVE:

By 2019, Humber will have a revolutionary, integrated approach to interprofessional learning that moves the practice setting into the educational environment.

- Humber will create a unique, real-world long-term care, childcare and funeral services facility that integrates the full spectrum of healthcare, wellness and the life cycle, simultaneously serving the community and providing hands on, real-life collaborative learning.

ACTION:

- In partnership with representatives from across the College and with community partners, explore the viability of the creation of an on-site real world integrated practice setting that replicates the full healthcare and life cycle environment, including child care, home care, long-term care, cardiac rehab, a centre for healthy living, pharmacy, arrangement room for a funeral home, respite care program for families in our communities, and more.



Our graduates will be recognized as practice ready and prepared to be leaders.



WE ARE
HUMBER